



Sudan University of Science and Technology
College Of Graduate Studies .
College of Languages

**Role of Short Story in Improving Linguistic and Intercultural
Aspects for Sudanese EFL Undergraduates**

(Majoring English Language).

دور القصة القصيرة فى تطوير اللغة الإنجليزية والنواحي الثقافية المتعلقة بها كلغة أجنبية
للطلاب بالجامعات السودانية والمتخصصون فيها.

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in English Language (Applied linguistics).

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DEDICATION

I dedicate this effort to the souls of my parents, to the soul of my deceased wife , to my dear son Dr. Ahmed and to other family members.

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Great praise is due to Alla the Almighty for his bounties bestowed to me .also for some individuals who have contributed with their ideas, and efforts. A particular is extended to my supervisor Dr. Mahmood Ali Ahmed, Sudan University Of Science & Technology, for his precious advice and generous assistance. Great thanks also go to professor Salah Omer Elkarib, of English, Linguistics and translation. Thanks are due to Dr. Mohammed Ajban, Faculty of Arts, University of Khartoum. For his great help. Heart thanks are also extended to Dr. Osman Khidir who made this research see the light.

ABSTRACT

This research aimed at studying short story in improving linguistic and intercultural aspects and its influence in promoting the undergraduate students' language competence and awareness, and expand their linguistic cognitive skill, cultural knowledge, and investigate their contribution in promoting linguistic. The study also attempted to investigate the significance of short stories in overall language development and literary understanding. The main purpose of this research is to provide answers for the study through the application of scientific procedures, and to find out the value of teaching short story which is still hidden and not discovered as yet.

Abstract

(Arabic Version)

المستخلص:

هدفت هذه الدراسة لمعرفة مدى ماتقدمهاأل قصة القصيرة فى تحسين اللغة والمواضيع الثقافية ذات الصلة . وأثر القصة القصيرة في رفع كفاءة ووعى الطالب الجامعي. أيضاً رفع مهارتي الإدراك اللغوي والمعرفة الثقافية، وبحث إمكانية مساهمته في تطوير اللغة. كما وهدفت الدراسة الى التأكيد على أهمية القصة القصيرة في تطوير اللغة الإنجليزية بصورة واسعة وفهم واسع . أن الغرض من هذه الدراسة هو إيجاد إجابات لأسئلة الدراسة من خلال تطبيق الإجراءات العلمية. أيضاً تهدف الدراسة البحثية هذه إلى إيجاد الحقيقة الغير مرئية لضرورة تدريس القصة القصيرة .

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CHAPTER ONE

INTRODUCTION

1.0 Context of the study.

This study concerns with the use of short stories in scaffolding linguistic and intercultural aspects and its influence in elevating the students language awareness and competence , undergraduate students.

The main purpose of this research is to investigate how short stories contribute to promote linguistic. It intends to explore the correlation that exists between the study of short stories and improving linguistic. The study also attempts to underline the significance of short stories in overall language development and literary understanding.

The short stories is probably the most pleasurable of *the literary genres for young people*. A good stories can be understood and appreciated at many different levels. The short stories can provide as much intellectual stimulation as the other genres but it is much easier to appreciate. It has a beginning and an end, the satisfying familiarity of narrative and is a complete experience in itself. Its brevity and story line hold the interest of young readers without taxing their patience. In fact it is because of its length that it so readily lends itself to the teaching of the reading skills that students need in their study of literature.

Teachers may also find short stories easier and more interesting to teach and a good introduction to the demands of the novels. Short stories allow instructors to teach the four skills to all levels of language proficiency. short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency . It found that explaining why stories should be used to reinforce ELT by discussing activities instructors can create such as writing and acting out dialogues.

Also, Oster (1989) affirms that literature helps students to write more creatively (p. 81).

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, p. 9) or more complex writing activities if students have reached a high level of language proficiency. Short stories allow instructors to teach the four skills to all levels of language proficiency.

As EFL learners go on reading short-stories, they go on guessing the meaning of new words from the context which is very crucial in foreign language learning it is found that the use of short-stories need to be given preference while selecting vocabulary teaching and learning strategy. The use of short-stories for developing EFL learners' vocabulary is also advocated because the activities based on stories for developing vocabulary offer opportunities for EFL teachers to integrate them with the productive skills like: speaking and writing. Story-telling also provides a platform for EFL learners to tell their own moral stories , and thus to express and enhance their own responsibility through the process of authoring (Tappand and Brown, 1991, P. 184). The use of short-stories is also regarded as an interesting method which can attract EFL learners to learn more, not only remembering each words but also the culture, moral values, and elements which are contained in a storytelling and the most main is their reading comprehension. Therefore, the use of short-stories should be given the preference while teaching, developing and enriching the vocabulary of EFL learners.

Whatever may be the steps of research works and studies, one thing that is important is that they all meet on the common ground scientific method. One expects scientific research to satisfy the following criteria:

- The purpose of the research should be clearly defined and common concepts be used.

- The analysis of data should be sufficiently adequate to reveal its significance and the methods of analysis used should be appropriate.

The main question, what is short story? And how can the language learners promote their linguistic awareness and competence?

A *short stories* is 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 hour to two hours. In contemporary fiction, a short story can range from 1,000 to 20,000 words.

Because of the shorter length, a short stories usually focus on one plot, one main character (with a few additional minor characters), and one central theme, whereas a novel can tackle multiple plots and themes, with a variety of prominent characters. Short stories also lend themselves more to experimentation — that is, using uncommon prose styles or literary devices to tell the story. Such uncommon styles or devices might get tedious, and downright annoying, in a novel, but they may work well in a short stories.

A short stories is a brief work of literature, usually written in narrative prose. Short stories can be the start point for the students in their reading and writing and it can improve their language.

Indeed, the short stories as multi dimensional literary genre profitably used in the acquisition of various language skills. The short story's distinctive features, its brevity, modernity, and variety make it appealing and interesting to language learners and increase their linguistic.

Short stories help teachers to teach literary, cultural and higher- order thinking aspects. As far as culture and other benefits are concerned.

Literature helps students to expand their “linguistic, cognitive skills, cultural knowledge, and intercultural aspects.

It is irrefutable fact that short stories play a salient role in the academic lives of the learners. This is because if foreign language learners lack a mature vocabulary, their mother language skills suffer significantly.

Short stories are affective when teaching culture to EFL students. Short stories transmit the culture of the people about whom the stories were written.

The interaction and reciprocal collaboration of literature and language teaching has been the subject of interest to many foreign languages using literature as a vehicle for reading of second or foreign language has proved very beneficial to the EFL students' learning experience.

Reading comprehension as a fundamental language skill requires a complex acquisition process which can account for the way that learners comprehend what they read.

There for, a good number of EFL experts do agree that content knowledge is a salient factor in the learning process of reading short stories.

Educators have untiring attempts to find more efficient ways of enabling the students to become more proficient readers by reading literature.

We choose this topic in order to explain the difficulties that face the students in understanding short stories.

1.1 Statement of the problem.

The researcher looks for suggesting some methods that can increase linguistic and intercultural facets for Sudanese EFL undergraduates, through reading literature (short stories).

According to researcher's experience in teaching this kind of literature, noticed that there is a weakness in reading comprehension and not capable of learning.

The arising question is, what are the best method that can enable or help the students who use EFL to master and elevate linguistic through reading correctly?

The researcher is going to probe the main factors behind the aforementioned probe, so the researcher⁰ is looking after how we can find a suitable ways for increasing their linguistic proficiency and intercultural aspects.

1.2 Significance of the study.

“All progress is born of inquiry. Doubt is often better than overconfidence, for it leads to inquiry, and inquiry leads to invention” is a famous Hudson Maxim in context of which the significance of research can well be understood. Increased amounts of research make progress possible. Research inculcates scientific and inductive thinking and it promotes the development of logical habits of thinking and organization.

Research has its special significance in solving various problems. It provides the intellectual satisfaction of knowing a few things just for the sake of knowledge and also has practical utility to know for the sake of being able to do something better or in a more efficient manner.

The significance of this study stems from the fact that.

- This study attempts to explain how can be vital importance for developing and enhancing students understanding through short stories.
- Many of the problems that are seen in the classroom are that the students do not have the ability to communicate with the teacher in reading of short stories.
- Some of the students are not able to develop pre-reading skills through literature.
- Some of the students are not able to identify the elements of a sentence.

1.3 Questions of the study.

The present study tries to answer the following questions

- 1- How can students improve their weakness in reading and understanding?

- 2- To what extent are the students have competent enough to grasp English skills when reading short story?
- 3- How far does the teaching of EFL with short stories affect on the performance of the students?
- 4- What are remedial processes that can be taken to overcome the problem?
- 5- What is the role of short stories in English language teaching?
- 6- To what extend can short stories improve students' competence and awareness?

1.4 Hypotheses of the research.

The research hypotheses are:

- The students have competent enough to grasp English skills when reading short stories.
- Students can manipulate their weakness through reading short stories extensively.
- The expected advantages and disadvantage of using ways of reading in short stories
- It is observed that many approaches, ways and models that have been suggested to use a reading comprehension through short stories in raising linguistic.
- EFL instructors should be familiarize with the effectiveness of using literature in elevating linguistic.
- Short stories should help students to comprehend, reading and writing more effectively.

1.5 Objectives of the study

The research is intended for students at universities, the researcher is going to develop linguistic and intercultural aspects through using of short stories for achieving an expected aim for the language skills by means of getting a group of goals.

The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet. Though each research study has its own specific purposes. We may think of research objectives as falling into a number of following broad groupings:

- To gain familiarity with a phenomenon or to achieve new insights into it (studies with this object in view are termed as exploratory or formative research studies).
- The researcher who advocates the use of short stories to teach EFL in order to raise linguistic to obtain the following.
- Writing accurately.
- Reading fluently.
- Identifying the EFL needs.
- Helping students to acquire more vocabulary.
- Helping the students to read and speak the language in a more imaginative way, and become more creative.
- Students should be acquainted with and analyzed any cultural text that is highly pertinent for any society at any time.

1.6 Research Methodology:

A questionnaire is a technique for collecting data in which a respondent teacher, student provides answers to a series of statements. Developing this questionnaire

for this research that means collect the data that the researcher wants to take effort and time. However, by taking a step-by-step approach to questionnaire development, the researcher can come up with an effective means to collect data that will answer a unique research questions.

The statements that the researcher used in this questionnaire are clear, concise and direct; this will ensure that the researcher can get the best possible answers from my respondents. The statements that are succinct, simple and writing should not be a complex statements, that may confuse the respondents and lead to incorrect responses.

The questionnaire is designed for, teacher and student.

The researcher used this measurement of the learning received during the class as a result of comparing what the student knew after the class experience.

In this research the researcher used questionnaire in order to measure the learning as a result of the course topic, also to analyze the appropriateness of the learning objectives, and to recognize students who need additional help, and to target any instructional needs to improve the course.

1.7 Limits of the study.

The researcher is going to investigate the experiments on the following phenomena on teaching EFL.

The study is assumed to be limited to the following perspectives:

- The study is limited on teaching EFL through short stories in order to develop linguistic and intercultural aspects.
- The type of writing in this study is limited to English language.
- The subjects of the study limited to 3rd year students at faculty of Arts. Elneelain University .At Khartoum State, 2016.

1.8 Methodology and instruments:-

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. Here it is necessary to deal not only with research methods/ techniques but with the methodology.

In doing a research, methodology is very necessary, because it shows the way how the research is to be conducted.

A methodology study, in general, refers to some difficulty which a researcher experiences in the context of either a theoretical or practical situation and wants to obtain a solution for the same, research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically.

Methodology in common parlance refers to a search for knowledge.

The researcher is going to collect sources of data, the major source of data are : student's questionnaire related to this research, the other source is: teacher's questionnaire as a tool to this study.

Also the researcher is going to put a suitable suggestion to this problem. The tools which will use for data collection include: classroom observation, and questionnaire with the teachers. The participants of the study are undergraduate students, Faculty of Arts, English language teachers who teach EFL, particularly short stories at the same faculty with varying degree of experience.

We firmly believe that scaffolding linguistic is essential for teaching short stories and that it results in solid language gains and increase intercultural aspects, awareness and competence in the learning of EFL .

Summary of the Chapter.

This study concerns with the use of short stories in scaffolding linguistic and intercultural aspects and its influence in elevating the students language awareness and competence.

The study tries to answer some questions for instance .

- How students can manipulate their weakness.
- Are the students have competent enough to grasp English skills when reading short stories, also the study includes hypothesis, objectives, limitation and methodology of the research.

CHAPTER TWO

LITERATURE REVIEW AND RELATED PREVIOUS STUDIES

2.0 Overview:

This study tries to organize a theoretical approach and literature review to the subjects of the study which concern elevating linguistic and inter-cultural aspects through teaching short stories.

The interaction and mutual, collaboration of literature and language teaching has been the subject of interest to many foreign language teaching researchers, especially in the recent centuries. Using literature as a vehicle for the teaching of a second or foreign language has proved very beneficial to the EFL and ESL students' learning experience. Notable researchers such as Susan Luis Stern (1985), Yorio (1971), Mckinely (1974), Walsleben (1975), Gorman (1979), and Povey (1979) have all attested to the effectiveness of the implementation of literature in the language class. Many researchers and educators have made untiring attempts to find more efficient ways of enabling the learners to become more proficient readers. However, it is necessary to point out here that reading is not simply a linguistic decoding, it is the comprehension of the text's meaning.

The study is summing up some previous studies that are relevant to the above topic.

The study is going to grade up linguistic and the use of short stories to teach EFL in order to enhance linguistic to reach to a logical conclusions which will lead to answer the research questions about the role of short stories in improving linguistic and inter-cultural aspects among University English major students and the significance of reading short stories in the process of language learning.

The study is based on the assumption that there is strong correlation between teaching English literature (short stories) and enhancing the students reading skill through short stories , this process needs studying in depth the influence of teaching short stories on increasing reading and writing among the students.

Literature enhances ELT through elements such as authentic material, language in use and aesthetic representation of spoken language, as well as language and cultural enrichment. It is with this last element that literature opens the door that leads to a wider and closer look on the culture (or cultures) where the target language is spoken.

Culture, being an interdisciplinary core, offers several perspectives that ELT can also approach such as artistic discourses, social conventions, and reflexive impacts. It also places the object of study as a tree with many different branches that could appeal much more to undergraduate students, who already have fixed interests, according to their respective fields of study. Still, the application of literature and culture in a language classroom must not be random, since the teaching of both disciplines is not akin to the bare transmission of information regarding the people of the target community or country C.F Thanasoul as(2001:3). Through this essay will elaborate the role of literature and culture in ELT taking into account the features have mentioned and then exemplify the process in the fashion have applied it. It is important to mention that integrate literature and culture within instances including Pop music mainly. Thus, literature is not dealt with but in a way more integrated to an intercultural experience.

Stories are very important for children in learning their mother tongue, and they are important in learning any foreign language as well. That is why it is good to start using stories in teaching English as soon as possible. Many stories contain natural repetition of key vocabulary and structures. This helps children to remember every detail, so they can gradually learn to anticipate what is about to happen next in the

stories. Repetition also encourage participation in the narrative. (Ellis and Brewster,(2002:2).

Stories are very motivating, challenging and great fun for children. They, "can help develop positive attitudes towards the foreign language, culture and language learning ".(Ellis and Brewster ,(2002:1) 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". (Ellis and Brewster, 2002:2)." Listening to stories helps children become aware of the rhythm, intonation and pronunciation of language ".(Ellis and Brewster,2002:2) stories also provide opportunities for developing continuity in children's learning. They can link English with other subject areas across the curriculum.

When learners listen to stories in class they share social experience, it provokes a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help to build up the learner's confidence and encourage social and emotional development", (Ellis and Brewster, 2002:1) " stories are a useful tool in linking fantasy and the imagination with the child's real world. They provide a way of enabling learners to make sense of their everyday life and links between home and school ". (Ellis and Brewster, 2002:1). learners exercise their imagination through stories. Children exercise their imagination through stories.

Stories also "develop the different types of "intelligences" that contribute to language learning, including emotional intelligence". (Ellis and Brewster 2002:2). Stories "develop learner's learning strategies such as listening for general meaning, predicting, guessing meaning and hypothesizing." (Ellis and Brewster, 2002:2) stories can develop all learner's skills.

For teachers stories allow "to use an acquisition-based methodology by providing optimal input. (Ellis and Brewster, 2002, 2). It is great to use real story

books because they "add variety and provide a spring board for creating complete units of work that constitute mini-syllabuses and involve pupils personally, creatively and actively in an all- round whole curriculum approach. They thereby provide a novel alternative to the course book". (Ellis and Brewster, 2002, 2).

Creative writing exercises help sustain English, as well as the process of writing in their native language (Arabic). This will lead to a greater confidence, and to the realization that writing is available not only to native famous writers, or native speakers, but also to users of the English language.

The research is based on the assumption that the process of writing allows students to reflect and criticize the literary content, they have learned and gets students involved in creative communication and critical thinking and embitters their literary understanding. This fact underlines the emotional relationship between students and text, which helps in making the student production more reflective and critical.

This study attempts to train the students, and enable them how to read short stories and through the means of teaching the various genres of English literature (short-story) and adopting the method of how to grasp benefits in literature.

It is found that presenting students with children's short story, as a way to create meaningful and providing them with the opportunities to share, will encourage and motivate them to read and write correctly. Short stories can help provide background knowledge.

2.1 Defining Short–Story.

A short story is a brief work of literature, usually written in narrative prose. Emerging from earlier oral storytelling traditions in the 17th century, the short story has grown to encompass a body of work so diverse as to defy easy characterization. At its most prototypical the short story features a small cast of named characters, and focuses on

a self-contained incident with the intent of evoking a "single effect", short stories make use of plot, resonance, and other dynamic components to a far greater degree than is typical of an anecdote, yet to a far lesser degree than a novel. While the short story is largely distinct from the novel, authors of both generally draw from a common pool of literary techniques.

Short-story can be the start point for the students in their reading and writing and it can improve their English language.

Therefore, University teachers are expected to encourage the students to start with short-story.

A short story is 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 hour to two hours, in contemporary fiction, a short story can range from 1,000 to 20,000 words. Because of the shorter length, a short story usually focuses on one plot, one main character and one central theme, where as a novel can tackle multiple plots and themes with a variety of prominent characters.

Determining what exactly separates a short story from longer fictional formats is problematic. A classic definition of a short story is that one should be able to read it in one sitting, Interpreting this standard nowadays is problematic, since the expected length of "one sitting" may now be briefer than it was in Poe's era. Other definitions place the maximum word count of the short story at anywhere from 1,000 to 4,000. In contemporary usage, the term short story most often refers to a work of fiction no shorter than 1,000 and no longer than 20,000 words. Stories of fewer than 1,000 words are sometimes referred to as "short short stories", or "flash fiction."

She goes on defining the short-story by saying that most writers, editors and publishers categorize it as a work of general Knowledge, consisting of several thousand words, but generally not more than five thousands. On the other hand, a

novella is generally seen as a longer short-story or a short novel whose length may range from five thousands to more than forty thousand words.

It is found that short- stories as bits and pieces of life, the brightest and the darkest. I really, a short story is life capsule. The best short stories tell the readers a tale of sight that helps to understand and relate to a compelling moment. She adds that short stories generally have a simple subject, usually one that lets the story take place within a brief period of time. Short stories transmit the culture of the people about whom the stories were written.

Longer stories that cannot be called novellas are sometimes considered "novella" or novelettes and, like short stories, may be collected into the more marketable form of "collections", often containing previously unpublished stories. Sometimes, authors who do not have the time or money to write a novella or novel decide to write short stories instead.

2.2 The historical approach.

The historical origins of the short story come from the oral story-telling traditions and the prose anecdotes which were composed to entertain rather large audiences. During the era of the Roman Empire anecdotes were popular. Anecdotes were a sort of parable, a brief realistic narration leading to a moral ending. The very fact of the historical existence emphasizes that the short story is from the outset deeply involved with a religious mode of thinking , short stories still arise today because they illustrate some generalized social or political argument in the author's mind rather than any vision of individual being. A number of stories, in fact, still have their elements of teaching intentions". Many of such anecdotes and parables were later gathered and used in the 13th or 14th century. Anecdotes sustained their popularity well into the 18th century. In the 19th century, with the growth of printed material such as newspapers, journals and magazines, a demand for the short story and many

writers experimented with this popular form. According to Fred Lewis Pattee, By the later 'nineties the short story had become so established an article of merchandise that the production of it recognized industry with numberless workers. The cultural history of the published short story is only a few decades longer than that of film. The answer, of course, is because of industrial/ demographic processes. The short stories had always existed as an informal oral tradition but until the mass middle-class literacy of the 19th century arrived in the Western world, and the magazine and periodical market was invented to satisfy and service the new reading public's desires and preferences,

Literature is a word with a qualitative implication, not just a neutral term

Literary history can be useful, and is increasingly necessary. Scholars specialize in single fields, English teachers teach single works. The perspective afforded by a general view is not widely available, students of English leave schools knowing a few land mark works but little of the country surrounding them. They would not like to be asked to assign an unread writer to a context, nor, perhaps, to one of the centuries between Chaucer and the present.

The short story experienced a periodical decline in the 17th and early 19th centuries. Some factors contributing to this decline may be enumerated as the rise of the novel, the exhausted subject matters of the short stories, the short story expressed the individual's involvement in the social and political issues of his time. Thus, the rhetoric of student protest in the 1960s found expression in the short story form and " was found in a bewildering variety of mixed-media forms in the 'underground' press that publicized this life style throughout the world. In his deep concern with such a fundamental matter as form, the 20th- century writer unwittingly affirmed the maturation and popularity of the genre; only a secure and valued genre could withstand and, moreover. The historical development of writing as a discipline passed through different stages and theories. Stories are an important part of every culture. Short stories have their roots, or have tradition of storytelling. In the oral tradition

stories were told to explain beliefs about the world, to remember the great deeds of past kings and heroes, to teach moral principles, (e.g. fables and parables) or simply for the sake of entertainment .(e.g. folk tales and fairy tales).

A myth is a traditional story that explains the beliefs of a people about the natural and human world. The main characters in myths are usually gods or supernatural heroes, more popular and widely read. The stories are set in the distant past. The people who told these stories believed that they were true.

So who wrote and published the first true modern short story? Who was the great precursor? Short narratives and tales had existed for centuries in one form or another: think of Scheleraazade, Boccaccio's Decameron and The Canterbury Tales, let alone the bible, subplots in plays and novels, satires, pamphlets. But what is the first literary text we can point to, classify and declaim with confidence: This is a modern short story? It has been argued that the honor goes to Walter Scott's story The two Drovers published in Chronicles of the Canon gate in 1827. It's a convenient starting point if only because the short story's subsequent rapid development was international and Scott's influence, huge in its day, was international also not only inspiring George Eliot and Thomas Hardy at home, but also Balzac in France, Pushkin and Turgenev in Russia and Fennimore Cooper and Hawthorne in America. If one thinks of the influence these writers had in turn on Flaubert and Maupassant, Chekhov, Poe and Melville we can credibly begin to trace the birth lines of the modern short story back to its original source. The only problem is that after Scott's start the short story in Britain hardly existed in the mid19th century, such was the dominance of the novel; writers in France, Russia and America seemed to take more immediately to the form and it's not until Robert Louis Stevenson in the 1880s that we can see the modern short story beginning to emerge and flourish in Britain once more, with the line extending on from Stevenson through Wells, Bennett, James and Kipling.

Consequently, in many ways the true beginnings of the modern short story are to be found in America and perhaps one might posit the publication of Nathaniel Hawthorne's *Twice-Told Tales* in 1837 as the possible starting point. When Edgar Allan Poe read Hawthorne he made the first real analysis of the difference between the short story and the novel, defining a short story quite simply as a 'narrative that can be read at one sitting'. This is not as facile as it may seem at first. What Poe was trying to put his finger on was the short story's curious singularity of effect, something that he felt very strongly came from its all-in-one-go consumption. Poe continues: 'in the whole composition there should be no word written, of which the tendency, direct or indirect, is not to the one pre-established design. And by such means, with such care and skill, a picture is at length painted which leaves, in the mind of him who contemplates it with a kindred art, a sense of the fullest satisfaction.'

Edgar stated that the topical / historical approach stresses the relationship of literature to its historical period, and, for this reason, it has had a long life. Although considerable number of literary texts may be applicable to many places and times, many texts may directly reflect the intellectual approach is used to investigate the relationships, such as the clarification of words and concepts that today's readers may not immediately understand.

Poe is perhaps both too schematic and prescriptive- wanting only one 'pre-established design' as the dominating template of a short story- but he is very acute, it seems to me, on the nature of the effect a short story can achieve : a sense of 'the fullest satisfaction'. The short story can seem larger, more resonant and memorable than the shortness of the form would appear capable of delivering. One thinks of Poe's stories- the first detective stories amongst them- such as *The fall of the house of Usher* and one realizes he was attempting to practice what he preached. However I would take Poe's definition a step further and recast it thus: the true fully-functioning short story should achieve a totality of effects that makes it almost impossible to encapsulate or summarize. For it in this area, it seems to me, that the short story and

the novel divide, where the effect of reading a good short story is quite different from the effect of reading a good novel. The great modern short stories possess a quality of mystery and beguiling resonance about them – a complexity of after-thought- that cannot be pinned down or casually analyzed. Bizarrely, in this situation, the whole is undeniably greater than the sum of its component parts. Poe, perhaps inadvertently, achieved this on occasion but the writer who followed Poe and in whom we see this quality really functioning is Herman Melville.

The writer Melville hated writing stories- he wrote them purely for money, so he claimed- but it is in Melville's stories, published in *The Piazza Tales* (1856) such as *Benito Cereno* and *Bartelby the Scrivener* that the modern short story comes of age (with remarkable suddenness). In Melville's short stories you can see the first real exemplars of the short story's strange power.

Turgenev was also publishing short stories in the 1850s—and one could throw his hat in the ring with Melville's as the first originator of the modern form but Turgenev's great contribution was to start something that Chekhov finished. Why is Anton Chekhov (1860-1904) routinely and correctly described as the greatest short story writer ever? All answers to these questions will seem inadequate but, to put it very simply, the fact is that Chekhov, in his mature stories of the 1890s, revolutionized the short story by transforming narrative. Chekhov saw and understood that life is godless, random and absurd, that all history is the history of unintended consequences. He knew, for instance, that being good will not spare you from awful suffering and injustice, that the slothful can flourish effortlessly and that mediocrity is the one great daemonic force. Almost unbearably life-like. Chekhov represents the end of the first phase of the modern short story. From his death in 1904 onward his influence is massive and ineluctable: the short story becomes thereafter in the 20th century almost exclusively Chekhovian. Perhaps all short stories written after Chekhov are in one way or another in his debt.

But with Chekhov and with the advent of the 20th century the modern short story entered its golden age. The adjective is very apt: In the early decades of the century you could become rich writing short stories, particularly in America. Magazines proliferated, readers were eager, circulation rose, fees went up and up.

Some scientists who have supported the idea of using literature in the second language classes for the purposes of developing language skills, To achieve the set goals of teaching literature, experts have proposed a number of methods and models. Among them are Carter and Long (1991) who have proposed three models to justify the use of literature. The first is the cultural model, which underlines the importance of literature to the appreciation and understanding of other cultures; as well it enhances the students' own perception, feelings and appreciation of the different artistic forms. Hence literature would be considered as a tool for teaching vocabulary and other language structures.

Next among the other varieties the researcher classified was the Cryptic / Ludic story. In this form of story there is a meaning to be deciphered that lies beneath the apparently straightforward text. This is also known as 'suppressed narrative' and is a more recent development- perhaps the first clear move away from the great Chekovian story. Mid- 20th century writers like Nabokov, Clvino and Borges are representative of this mode of writing, though Rudyard Kipling. A legend is a traditional story about the past. The main characters are usually kings or heroes. Some examples of well-known legends include the tales of Odysseus from Ancient Greece. Beowulf from the north lands and king Arthur from old England, like myths, legends were thought to be true.

In the 19th century, the short story developed as a literary form as magazines became more popular and widely read.

Many 19th century writers contributed to the development of the short story as a literary form. These writers are frequently anthologized in collections of short

stories. Many of these stories are available in simplified readers (e.g. Macmillan Readers, Oxford Book Worms Library, Penguin Readers).

By the twentieth century, the short story was a well-established literary form in the west, thanks to the influence of earlier writers like Edgar Allan Poe, Guy De Maupassant, and Anton Chekhov. The short story continued to flourish throughout the 20th century due to the proliferation of popular magazines. Writers began to use the literary form of the short story to explore a variety of genres, including love stories, fantasy and horror stories, crime and mystery stories, and science fiction.

Many short stories written in the early 20th century reflect issues related to the age of industrialization. During this time, a growing number of people left their farmlands and moved to the cities to in factories. Some short stories feature the lives of immigrants, who worked hard and learned to adapt to a new language and culture in an unfamiliar environment. Major historical events like world war1. The great depression and world war 11 form the back drop to many of the best short stories written in the first half of the 20th century.

Short stories written in the latter part of the 20th century often reflect the pressures of modern life and deal with issues that affect society, the family and the individual.

Short stories date back to oral storytelling traditions which originally produced epics such as Homer's Iliad and Odyssey. Oral narratives were often told in the form of rhyming or rhythmic verse, often including recurring sections or, in the case of Homer, Homeric epithets. Such stylistic devices often acted as mnemonics for easier recall, rendition and adaptation of the story. Short sections of verse might focus on individual narratives that could be told at one sitting. The overall arc of the tale would emerge only through the telling of multiple such sections.

The other ancient form of short story, the anecdote, was popular under the Roman Empire. Anecdotes functioned as a sort of parable, a brief realistic narrative that embodies a point. Many surviving Roman anecdotes were collected in the 13th or

14th century as the *Gesta Romanorum*. Anecdotes remained popular in Europe well into the 18th century, when the fictional anecdotal letters of Sir Roger de Coverley were published.

In Europe, the oral story-telling tradition began to develop into written stories in the early 14th century, most notably with Geoffrey Chaucer's *Canterbury Tales* and Giovanni Boccaccio's *Decameron*. Both of these books are composed of individual short stories (which range from humorous anecdotes to well-crafted literary fictions) set within a large narrative story (a frame story), although the frame-tale device was not adopted by all writers. At the end of the 16th century, some of the most popular short stories in Europe were the darkly tragic "novella" of Matteo Bandello (especially in their French translation).

The mid 17th century in France saw the development of a refined short novel, the "nouvelle", by such authors as Madame de Lafayette. In the 1690, traditional fairy tales began to be published (one of the most famous collections was by Charles Perrault). The appearance of Antoine Galland's first modern translation of the *Thousand and one Nights* (or *Arabian Nights*) (from 1704; another translation appeared in (1710:p12) would have an enormous influence on the 18th century European short stories of Voltaire, Diderot and others.

There are early examples of short stories published separately between 1810 and 1830 in several countries around the same period.

The first short stories in the United kingdom were gothic tales like Richard Cumberland's " remarkable narrative" *The Poisoner of Montremos*" (1799 p. 8) Great novelists like Sir Walter Scott and Charles Dickens also wrote some short stories.

In the United States, Herman Melville published his story collection *The Piazza Tales* in 1856." The celebrated *Jumping Frog of Calaveras County*" was the title story of Mark Twain's first book one year later. In 1884, Brander Matthews, the first American professor of dramatic literature, published the philosophy of the short story.

At that same year, Matthews was the first one to name the emerging genre "short story". Another theorist of narrative fiction was Henry James. James wrote a lot of short stories himself, including "The real thing" (1892), "Maud-Evelyn" and the beast in the jungle (1903). In the 1890 Kate Chopin published short stories in several magazines.

The most prolific French Author of short stories was Guy de Maupassant. Stories like "Boule de Suif" ("Ball of Fat", 1880) and "L'Inutile Beauté" ("The useless Beauty", 1890) are good examples of French realism.

In Russia, Ivan Turgenev gained recognition with his story collection *A Sportsman's Sketches*. Nikolai Leskov created his first short stories in the 1860s. Late in his life Fyodor Dostoyevski wrote "The Meek One" (1876) and "The dream of a Ridiculous Man" (1877), two stories with great psychological and philosophical depth. Leo Tolstoy handled ethical questions in his short stories, for example in "Ivan the fool" (1885), "How Much Land Does a Man Need?" (1886), and "Alyosha the Pot" (1905). The greatest specialist of the Russian short story however was Anton Chekhov. Classic examples of his realistic prose are "The Bet" (1889), "Ward No. 6" (1892), and "The Lady with the Dog" (1899). Maxim Gorky's best known short story is "Twenty-six Men and a Girl" (1899).

The prolific Indian author of short stories Munshi Premchand, pioneered the genre in the Hindustani language, writing a substantial body of short stories and novels in a style characterized by realism and an unsentimental and authentic introspection into the complexities of Indian society. Premchand's work, including his over 200 short stories (such as the story "lottery") and his novel *Godaan* remain substantial works.

A master of the short story, the Urdu language writer Saadat Hasan Manto, is revered for his exceptional depth, irony and sardonic humor. The author of some 250 short stories, radio plays, essays, reminiscences and a novel, Manto is widely admired for his analyses of violence, bigotry, prejudice and the relationships between reason

and unreason. Combining realism with surrealism and irony, Manto's works such as the celebrated short story Toba Tek Singh are aesthetic masterpieces which continue to give profound insight into the nature of human loss, violence and devastation.

In the United Kingdom, periodicals like *The Strand Magazine* and *story-Teller* contributed to the popularity of the short story. Hector Hugh Munro (1870-1916), also known by his pen name of Saki, wrote satirical short stories about Edwardian England. W. Somerset Maugham, who wrote over a hundred short stories, was one of the most popular authors of his time. P.G. Wodehouse published his first collection of comical stories about Valet Jeeves in 1917. Many detective stories were written by G.K. Chesterton, Agatha Christie and Dorothy L. Sayers. Short stories by Virginia Woolf are "Kew Gardens" (1919) and "Solid Objects," about a politician with mental problems. Graham Greene wrote his *Twenty-One Stories* between 1929 and 1954. A specialist of the short story was V.S. Pritchett, whose first collection appeared in 1932. Arthur C. Clarke published his first science fiction story, "Travel by Wire!" in 1937.

In the first half of the 20th century, a number of high-profile American magazines such as *The Atlantic Monthly*, *Harpers Magazine*, *The New Yorker*, *Scribner's*, *The Saturday Evening Post*, *Esquire*, and *The Bookman* published short stories in each issue. The demand for quality short stories was so great and the money paid for such so well that F. Scott Fitzgerald repeatedly turned to short-story (as Matthews preferred to write it) writing to pay his numerous debts. His first collection *Flappers and philosophers* appeared in book form in 1920. William Faulkner wrote over one hundred short stories. *Go Down, Moses*, a collection of seven stories, appeared in 1941. Ernest Hemingway's concise writing style was perfectly fit for shorter fiction. Stories like "A Clean, Well-lighted Place" (1926), "Hills like White Elephants" (1927) and "The Snows of Kilimanjaro" (1936) are only a few pages long, but carefully crafted.

Katherine Mansfield from New Zealand wrote many of short stories between 1912 and her death in 1923. "The Doll's House " (1922) treats the topic of social inequity.

Two important authors of short stories in the German language were Thomas Mann and Franz Kafka. In 1922 the latter wrote " A Hunger Artist ", about a man who fasts for several days.

Ryunosuke Akutagawa (1892-1927) is called the Father of the Japanese short story.

The period following World War II saw a great flowering of literary short fiction in the United States. The New Yorker continued to publish the works of the form's leading mid- century practitioners, including Shirley Jackson, whose story, " The Lottery", published in 1948, elicited the strongest response in the magazine's history to that time. Other frequent contributors during the last 1940s included John Cheever, John Steinbeck, Jean Stafford, and Eudora Welty. J.D. Salinger's *Nine Stories* (1953) Experimented with point of view and voice, while Flannery O' Connor's story " A Good Man is Hard to Find" (1955) reinvigorated the Southern Gothic style. Cultural and social identity played a considerable role in much of the short fiction of the 1960s. Philip Roth and Grace Paley cultivated distinctive Jewish-American voices. Tillie Olsen's " I Stand Here Ironing " (1961) adopted a consciously feminist perspective. Stephen King published many short stories in men's magazines in the 1960s and after. The 1970s saw the rise of the postmodern short story in the works of Donald Barthelme and John Barth. Traditionalists including John Updike and Joyce Carol Oates maintained significant influence on the form. Minimalism gained widespread influence in the 1980s, most notably in the work of Raymond Carver and Ann Beattie.

In the United Kingdom, Daphne du Maurier wrote suspense stories like "The Birds" (1952) and "Don't Look Now" (1971). Roald Dahl was the master of the twist-

in-the-tale. Short story collections like *Lamb to the Slaughter* (1953) and *Kiss* (1960) illustrate his dark humor.

In Italy, Italo Calvino published the short story collection *Marcovaldo*, about a poor man in a city, in 1963.

In Brazil, the short story became popular among female writers like Clarice Lispector, Lygia Fagundes Telles, Adelia Prado, who wrote about their society from a feminine viewpoint, although the genre has great male writers like Dalton Trevisan, Autran Dourado Moacyr Scliar and Carlos Heitor Cony too. Also, writing about poverty.

The application of science and technology also becomes a major theme in many short stories written in the years after world war 11. The genre of science fiction is popularized by writers like Arthur C. Clarke, Isaac Asimov and Ray Bradbury.

English has truly become a global language and there are more and more writers, both male and female, from countries and cultures all over the world writing their stories in English, even when English is not their mother tongue.

F. Sionil Jose from the Philippines, Farida Karodia from South Africa and the Maori writer Witi Ihimaera are just a few notable examples, Ha Jin is another example, he is a Chinese writer living in the United States who writes short stories in English about the struggles of ordinary Chinese people.

2.3. Sources of short stories:

We can use many sources when we look for stories to be used in classroom.

Firstly, we are all storytellers and all the time we tell someone about missing a train or losing our watch, about our family life- we are telling a story. We cannot tell

all the facts, we must select. We have to decide what to say first and then next- we sequence for effect and understanding, we decide what words to choose and how to move our body and use our voice for expression. So, the best source is our everyday life, our experiences.

We, teachers, are real people and we can choose to share some or many of our experiences with the students. Telling stories from our life can give something personal to our students- it needs not be only listening comprehension but it helps to establish a special relation with the class. The students are more likely to really use English in order to communicate that just mechanically practice it. They will probably do this because they begin to see us as people and not just teachers. And they realize that we think of them as people and not only students of English. Personal stories can help to bring about this shift of perception.

2.4 Significance of literature in English language instruction.

Literature is a word with a qualitative implication, not just a neutral term for writing in general, without this implication, and without a belief on the part of the author that some qualities of literature are best appreciated when it is presented in the order in which it appeared, there would be little point in a literary history. This effort to put the most memorable English writing in an intelligible historical perspective is offered as an aid to public understanding. The reader, it is assumed, will like literature and be curious about it. It is also assumed that he or she will want chiefly to know about works such as Shakespear's King Lear and Swift's Gulliver's Travels, the poems of Chaucer, Milton and T.S Eliot, and the novels of Austen and Dickens. So the major earns more space than the minor in these pages; and minor literature earns more attention than writing stronger in social, cultural or historical importance than in literary interest.

Literature can be regarded as a rich source of 'authentic material ' because it conveys two features in its written text: one is 'language in use ' that is the employment of linguistics by those who have mastered it into a fashion intended for native speakers, the second is an aesthetic representation of the spoken language which is meant to recover or represent language within a certain cultural context.

The historian of a literature tries to do justice to the great things in its tradition, while knowing better than most that classical

By the 20th century, the short story was a well-established literary form in the west, thanks to the influence of earlier writers like Edgar Allan Poe, Guy de Maupassant, and Anton Chekhov. The short story continued to flourish throughout the 20th century due to the proliferation of the popular magazines. Writers began to use the literary form of the short story to explore a variety of genres.

Many short stories written in the early 20th century reflect issues related to the age of industrialization. During this time, a growing number of people left their farmlands and moved to the cities to work on factories. Some short stories feature the lives of immigrants, who worked hard and learned to adapt to a new language and culture in an unfamiliar environment. Major historical events like world war1, the great depression and world war 11 form the backdrop to many of the best short stories written in the first half of the 20th century.

The main goal of the inclusion of literature in language teaching is to develop the awareness of language in learners. The benefit of literature is that it presents all the language skills integrated as one whole body. It is found that , literature plays an important role in teaching the four basic language skills like reading, writing, listening and speaking. He also asserts that, when using literature in the language classroom, skills should never be taught in isolation but in an integrated way. Teachers should try to teach basic language skills as an integral part of oral and written language use, as part of the means for creating both referential and

interactional meaning, not merely as an aspect of the oral and written production of words, phrases and sentences.

Short stories written in the latter part of the 20th century often reflect the pressures of modern life and deal with activities are related to form, meaning and use respectively.

Using literature in the language classroom leads the learners to become better readers among the literary forms, indeed, the short story is an engaging literary genre and can therefore be utilized for language learning purposes. Almost all modern short-stories have the following unique characteristics which make them especially suitable to be used in reading comprehension classes, University, non-triviality, personal relevance, variety, interest, suggestive power, and ambiguity.

The use of literature has been started up again as an essential component of English language programs, including English as a second language (EFL). Over the past few decades, there has been much discussion on the benefits of attempting to teach any kind of literature, whether it be poetry, drama, novel, or short story, as part of English language syllabus. Studies on the inclusion of literary works in the teaching of English have also flourished. Although not all policy makers and educators support the idea, more and more studies indicated that the incorporation of literary works in both ESL and EFL is highly advantageous. Despite that renewed interest in including literary works in English language curricula, students, interest and perceptions of literature in this context have rarely been investigated or considered in a systematic way.

Theoretically, the use of literature in language teaching is very advantageous. It is found that there are four benefits: authentic material, cultural enrichment, language advancement, and personal growth. First of all, literary texts can be more beneficial than informational materials in stimulating the acquisition process as they provide authentic contexts for processing new language. Since literary texts contain language intended for native speakers, literature stands as a model for language

learners to become familiar with different forms and conventions. Second, using literature in language teaching has the advantage of providing cultural information about the target language. Literary texts increase foreign language learners' insight into the country and the people whose language is being learnt , It is found that the real example 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. Finally since literature enables students to understand appreciate other cultures, societies and ideologies different from their own; it encourages personal growth and intellectual development (Carter and Long, 1991, 2-4). In line with that, It has been shown that the four benefits of using of short stories to teach ESL /EFL, i.e. motivational, literary, cultural and higher order thinking benefits.

Since- at latest- the death of Henry James in 1916, Americans have not wished their literature to be treated as part of the history of English literature. Walt Whitman and Emily Dickinson are not English poets. For reasons of here. The English have contributed rather a lot to literature in English, yet a national history of English writing, as this now has to be, is only part of the history. Other literatures in English, Though they have more than language in common with English writing, have their own histories, so it is that naturalized British subjects such as the Pole Joseph Conrad are in histories of English literature. Now that English is a world language, this history needs to be supplemented by accounts of other literatures in English, and by comparative accounts of the kind magnificently if airily attempted by Ford Madox Ford, who called himself ‘ an old man mad about writing’ in his ‘ The March of literature From Confucius to Modern Times (1938).

Therefore, the inclusion of short stories in the language skills classes of the English Department is expected to provide greater opportunities for the students to enjoy the learning activities, to enhance their language skills, develop their cultural sensitivity, and to sharpen thinking skills. In addition, the practice is also expected to

increase the students' skills in using short story to teach English. So, when they have graduated, they will also be able to provide the same benefits to their students.

2.4.1 Teaching literature.

Since the goal of EFT teaching must be to help students to communicate fluently in the target language, instructors should focus not only on linguistic benefits, but also on other benefits. In addition to the four skills, short stories help instructors to teach literary, cultural and higher order thinking aspects, as far as culture and other benefits are concerned, It is found that culture should be integrated into the curriculum and " literature in one feature in the cultural domain that provides, added value beyond the level of language acquisition. Literature helps students to expand their " linguistic and cognitive skills, cultural knowledge and sensitivity" (quoted in Shanahan, 1997,p.165).Consequently, one can say that integrating short stories into the curriculum will help EFL students to become well-rounded professionals and human beings since short stories teach more than the skills necessary for survival in the target language. Short stories teach literary, cultural and higher –order thinking benefits.

As far as culture and other benefits are concerned, culture should be integrated into the curriculum and "literature is one feature In the cultural domain that provides.... Added value beyond the level of language acquisition". Short stories help students to expand their " linguistic and cognitive skills, cultural knowledge and sensitivity"(quoted in Shanahan,1997,p.165) consequently, one can say that integrating short stories into the curriculum will help EFL students to become well-rounded professionals and human beings since short stories teach more than the skills necessary for survival in the target language. Short stories teach literary, cultural and higher-order thinking benefits.

Since short stories usually have a beginning, middle and an end, they encourage students at all levels of language proficiency to continue reading them until the end to find out how the conflict is resolved. Eliot asserts that literature motivates advanced students and is “motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities” (p.197). He stresses the importance of developing student–response (individual and group levels) and competence in literature. In addition, one of the reasons Vandrick (1997) lists for using literature with students is that literature motivates students “to explore their feelings through experiencing those of others” (p. 1). In addition, according to the Internet article (author not named) “Using Literature in Teaching English as a Foreign / Second Language” (2004), “Literature is motivating. . . .

Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in course books.

The short story is likely the most pleasurable of the literary genres for the students. A good story can be understood and appreciated at many different levels. The short story can provide as much intellectual stimulation as the other genres but it is much easier to appreciate, it has a beginning and an end. The reason for using short stories in the teaching of English language teaching

A short story can also be of great benefit to language teaching. It is, according to Sage (1987), a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminates human lives (Sage1987). The inclusion of short fiction in the ESL/ EFL curriculum offers the following educational benefits (Ariogul 2001).

Motivate learners to read due to being an authentic material. Promotes critical thinking skills. Makes students feel themselves comfortable and free.

Of all 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. Young (1996) discusses the use of children's stories to introduce critical thinking to the students. He believes that " stories have two crucial advantages over traditional content: (First,) because they are entertaining students " pervasive apprehension is reduced, and they learn from the beginning that critical thinking is natural, familiar, and sometimes even fun.

The short story creates the tension necessary for a genuine exchange of ideas in class discussions. In addition, the short story pushes the students out of a passive reading states into a personal connection with the text and then beyond, extending the connection to other texts and to the world outside of school. Closely related to the issue of implied meaning, It is found that there are two processes through which proficient readers figure out the meaning of a context. One is what she terms "bottom-up process" and the other she calls " top – down process" (13). The bottom-up process is when the reader decodes the individual elements of the text to build a total meaning; however, in the top down process the reader starts with forming hypotheses and making prediction.

develop competence of a foreign language learners to make him / her competent in establishing successful communication and independent and autonomous learners, this study investigates the role of the use of short- stories in developing linguistic as general and also developing EFL learners, so as develop their competence as well as in making them autonomous learners.

Though there exist many methods and strategies of teaching and developing vocabulary of EFL learners, the importance of wide short stories reading in the growth of EFL learners' vocabulary is critical (Nagy and Anderson,1984)- and in that

respect, the use of short stories has many benefits for EFL teachers and students. Pathan and Al-dersi (2013pp.04-06) offer a list of such advantage for making reading comprehension skill easy, interesting and fun. Short- stories also play an important role in developing vocabulary of EFL learners. It is argued that students who read widely have expansive vocabularies (Blachooowicz and Fisher, 2004). Brabham&Villaurne (2002) assert that, "A serious commitment to decreasing gaps in vocabulary and comprehension includes instruction that allows all students to learn and use strategies that will enable them to discover and deepen understandings of words during independent reading" (p.266). By using short- stories to develop vocabulary of EFL learners, EFL teachers have the benefit of teaching vocabulary through context simply means to look for clues in the sentence that might tell the reader something about the meaning of the word in question. Many studies have also showed that context – clue vocabulary instruction using short-stories can cause an increase in word usage compared with word-list instruction (Dixon-Krauss (2002) and Dillard (2005).Another benefit of using short story is the culture load in storytelling.

The role of literature, in general and short-stories in particular, in ELT class room has always been advocated owing to of various advantages, this use can offer for ELT teachers and learners. Literature in the form of short stories makes learning English an enjoyable and attractive process for EFL learners, short-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 (Collie and Slater, 1987. p. 124). Various ways of using short-stories in foreign language classroom help to develop vocabulary also. The use of short-stories encourages language acquisition and students' language awareness. Short-stories stimulate language acquisition by providing contexts for processing and interpreting new language.

Despite its benefits for students, some objections are always raised against the use of literature in public schools due to over crowded classes, over loaded syllabus and limited time- some problems commonly met in elementary to high public schools in almost all developing countries. First, the deviated and figurative language of poetry necessitates very long time to grasp. Second, the length of novel will make it difficult for such classes to finish finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours. Considering these objections, it is obvious that among literary terms, short story which is defined by Poe (as cited in Abrams,1970,p.158).

As EFL learners go on reading short-stories, they go on guessing the meaning of new words from the context which is very crucial in foreign language learning (Duff and Maley,2008).Therefore, the use of short-stories need to be given preference while selecting vocabulary teaching and learning strategy. The use of short-stories for developing EFL learners, vocabulary is also advocated owing to the activities based on stories for developing vocabulary offer opportunities for EFL teachers to integrate them with the productive skills like: speaking and writing.

The use of short stories is also regarded as an interesting method which can attract EFL learners to learn more, not only remembering each words but also the culture moral values and elements which are contained in storytelling and the most main is their reading comprehension. Therefore, the use of short-stories should be given the preference while teaching, developing and enriching the vocabulary of ELT learners.

The idea that short stories are the most suitable literary genre to use in English teaching due it is shortness is supported by Hirvela and Boyle,s (1988) study on adult Hong Kong Chinese students attitudes towards four genres of literary texts (short story, novel, poetry and drama), indicated short stories as the genre that is less

feared and the second most enjoyed (43%, the novel is the most enjoyed with 44%) since short stories are easy to finish and definite to understand. The idea also in line with Collie and Slater (1991,p,196) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in or two class sessions, short stories are not complicated for students to work with. Third, short stories have a variety of choice for different interests and tastes. Finally short stories can be used with all levels (beginner to advance), all ages (young learners to adults) And all classes (morning, afternoon, or evening classes).

2.4.2 The importance of literary studies:

Reading short story is indispensable part in the process of enhancing language. Writers read their own products for the aim of, editing and revising. On the other hand, writers read English literature (short stories) for the sake of learning about the styles and techniques of famous writers. Therefore, literature students are required to read in the different literary genres to acquaint themselves with the best writing and be equipped.

A vast body of research, related to reading instruction and word knowledge, has proved that there is a robust correlation between knowing words and comprehending text. In this regard, many students continue to struggle with comprehension owing to limited vocabulary knowledge and ineffective strategies " (p.606). The national reading panel (NRP; National institute of child health and human development (2000) analyzed scientific studies that led them to conclude that readers' vocabulary is strongly related to their understanding of text. The study by Jitendra, Edwards, Sacksa, & Jacobson (2004) also concluded that "vocabulary and word knowledge can contribute to improve comprehension, and it provides a sound rationale for increased emphasis on vocabulary instruction" (p.299) Bromley (2007)

also reported that " vocabulary is a principal contributor to comprehension , fluency, and achievement" (p.528). According to Martin-Chang,Levy,andO'neil (2007)," successful reading instruction entails not only acquiring new words but also remembering them after training has finished and accessing their word –specific representations when they are encountered in new text" (p.37) Manzo and Tomas (2006) also concluded that " word learning can improve the capacity to learn" (p.616) . A rich vocabulary increases comprehension and therefore, all the related language skills. Along with that trend, goes Meyers (1996) definition of writing is to give a list of things that are not considered writing.

Reading short stories help in cognitive development of EFL learners as extensive reading increases vocabulary levels, offer 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 Robin (1987) defines, vocabulary learning strategy is a process by which information is obtained, stored, retrieved and used. Therefore, individual vocabulary learning strategies need to be encourage and short stories as a means for developing EFL learners, vocabulary can be one such strategy. The benefit of using short stories in EFL classrooms for developing vocabulary in 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. Short 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. The short story pushes the students out of passive reading state into a personal connection with the text and then beyond, extending the connection to other texts and to the world out side of

school. Closely related to the issue of implied meaning, Knutson (1993) argued that there are two processes through which proficient readers figure out the meaning of the text.

Some develop competence of a foreign language learners to make him / her competent in establishing successful communication and independent and autonomous learners, this study investigates the role of the use of short- stories in developing linguistic as general and also developing EFL learners, so as develop their competence as well as in making them autonomous learners.

2.4.3 The role of short- story in vocabulary development.

Though there exist many methods and strategies of teaching and developing vocabulary of EFL learners, the importance of wide short stories reading in the growth of EFL learners' vocabulary is critical (Nagy and Anderson,1984)- and in that respect, the use of short stories has many benefits for EFL teachers and students. Pathan and Al-dersi (2013pp.04-06) offer a list of such advantage for making reading comprehension skill easy, interesting and fun. Short- stories also play an important role in developing vocabulary of EFL learners. It is argued that students who read widely have expansive vocabularies (Blachooowicz and Fisher, 2004). Brabham&Villaurne (2002) assert that, "A serious commitment to decreasing gaps in vocabulary and comprehension includes instruction that allows all students to learn and use strategies that will enable them to discover and deepen understandings of words during independent reading" (p.266). By using short- stories to develop vocabulary of EFL learners, EFL teachers have the benefit of teaching vocabulary through context simply means to look for clues in the sentence that might tell the reader something about the meaning of the word in question. Many studies have also showed that context – clue vocabulary instruction using short-stories can cause an increase in word usage compared with word-list instruction (Dixon-Krauss (2002)

and Dillard (2005). Another benefit of using short story is the culture load in storytelling.

The role of literature, in general and short-stories in particular, in ELT class room has always been advocated owing to of various advantages, this use can offer for ELT teachers and learners. Literature in the form of short stories makes learning. The importance of vocabulary has also been recognized in language pedagogy for all the times.

English an enjoyable and attractive process for EFL learners, short-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 (Collie and Slater, 1987. p. 124). Various ways of using short-stories in foreign language classroom help to develop vocabulary also. The use of short-stories encourages language acquisition and students' language awareness. Short-stories stimulate language acquisition by providing contexts for processing and interpreting new language. Despite its benefits for students, some objections are always raised against the use of literature in public schools due to over crowded classes, over loaded syllabus and limited time- some problems commonly met in elementary to high public schools in almost all developing countries. First, the deviated and figurative language of poetry necessitates very long time to grasp. Second, the length of novel will make it difficult for such classes to finish finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours. Considering these objections, it is obvious that among literary terms, short story which is defined by Poe (as cited in Abrams,1970,p.158).

As EFL learners go on reading short-stories, they go on guessing the meaning of new words from the context which is very crucial in foreign language learning (

Duff and Maley,2008).Therefore, the use of short-stories need to be given preference while selecting vocabulary teaching and learning strategy. The use of short-stories for developing EFL learners, vocabulary is also advocated owing to the activities based on stories for developing vocabulary offer opportunities for EFL teachers to integrate them with the productive skills like: speaking and writing. The use of short stories is also regarded as an interesting method which can attract EFL learners to learn more, not only remembering each words but also the culture moral values and elements which are contained in storytelling and the most main is their reading comprehension. Therefore, the use of short-stories should be given the preference while teaching, developing and enriching the vocabulary of ELT learners. Manzo (2006) Also concluded that “ word learning can improve the capacity to learn. A rich vocabulary increases comprehension and ,therefore all the related language skills.

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implement contextual vocabulary instruction by training students to use clues in the sentence, Nagy (1988).

Reading short story is indispensable part in the process of enhancing language. Writers read their own products for the aim of, editing and revising. On the other hand, writers read English literature (short stories) for the sake of learning about the styles and techniques of famous writers. Therefore, literature students are required to read in the different literary genres to acquaint themselves with the best writing and be equipped. Many students have also showed that context. Clue vocabulary instruction using short stories can cause an increase in word usage compared with word-list instruction (Dixon – Kraus 2002).

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skills. Along with that trends, It has been shown that in recent years, literature has come to be considered as an important element and source of authentic texts of the language syllabus, rather than being only for the purpose of English language teaching. He adds that vigorous discussions of how literature and linguistics in ESL / EFL instruction can work together and interact for the benefit of students have led to the flourishing of interesting ideas in learning and language skills development.

Reading short stories help in cognitive development of EFL learners as extensive reading increases vocabulary levels, offer 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 Robin (1987) defines, vocabulary learning strategy is a process by which information is obtained, stored, retrieved and used. Therefore, individual vocabulary learning strategies need to be encourage and short stories as a means for developing EFL learners, vocabulary can be one such strategy. The benefit of using short stories in EFL classrooms for developing vocabulary in 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. Another principle of vocabulary learning is that if the learning is enjoyable, then it can be memorable (phillip 1993).

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. Short 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. The short story pushes the students out of passive reading state into a personal connection with the text and then beyond, extending the connection to other texts and to the world out side of school. Closely related to the issue of implied meaning, Knutson (1993) argued that

there are two processes through which proficient readers figure out the meaning of the text. Peterson (2008) believes that, writing short stories make a kind of ideas go through student's minds which in turn gives them shape and form. This process allows for new understanding to come through discovery and deep thinking. The study attempts to train the students and enable them to write their own short stories, through the means of teaching the various genres of English literature.

2.5 Language and Culture:

Culture refers to a group or community which shares common experiences that shape the way, its members understand the world. It includes groups that we are born into, such as race, national origin, gender, class, religion. It can also include a group we join or become part of. For example, it is possible to acquire a new culture by moving to a new country or region, by a change in our economic status, or by becoming disabled. When we think of culture this broadly we realize we all belong to many cultures at once.

Culture offers an interdisciplinary field that includes artistic discourses, social conventions, and reflexive impacts. It opens the door for students to increase their knowledge of the target culture as they can contemplate and critically comment on people's way of life, values, attitudes, and beliefs, and regard how these elements manifest in linguistic categories and forms.

Literature enhances ELT through elements such as authentic material, language in use and aesthetic representation of the spoken language, as well as language and cultural enrichment. It is with this last element that literature opens the door that leads to a wider and closer look on the culture where the target language is spoken.

Culture is a strong part of people's lives. It influences their views, their values their humor, their hopes, their loyalties, and their worries and fears.

Culture and literature in ELT provide elements and perspectives through which students cease to regard a foreign language as a harsh and cold code used by people who have little to do with their own context or identity. Through literature as well as culture, students establish an intimate connection with the target language as they become aware of how much this is a living system that changes and mutates according to the needs of its native and foreign language speakers. They also realize that their own personal, social and historical context has been influenced by a foreign language and a foreign culture and how, in a symbiotic process, this other culture has been nourished by their own. This vision of the world arises from the elements that literature and culture offer to ELT.

Claire Kramsch remarks that it is important to be aware that culture in language learning is not an expendable fifth skill; it is present within writing, reading, listening and speaking. She emphasizes the role of context and the circumstances in which language can be used accurately and appropriately. The study by Horst (2005) reported that participants learned more than half of the unfamiliar words they encountered in the graded readers they read. The history of culture pedagogy can be interpreted as a struggle between modernism and postmodernism. The modernist identity was predominant until some time in the 1980s and has to do with an emphasis on the content dimension. Typical of it is that it stresses the knowledge-related result of culture teaching: as cohesive a knowledge as possible of cultural and social conditions in the target language country or countries. The objective overview is given high priority.

Many of the factors which gives rise to linguistic variation are sometimes discussed in terms of cultural differences. It is not unusual to find linguistic features quoted as identifiable aspects of working class culture. (George Yule – 1985). Short stories are effective when teaching culture to EFL students. Short stories transmit the culture of the people about whom the stories were written. By learning about the

culture, students learn about the past and present, and about people's customs and traditions. Culture teaches students to understand and respect people's differences. The debate about whether or not to include culture in language classroom is long past; now the discussion points to a matter of method. Claire Kramsch remarks that it is important to be aware that culture in language learning is not an expendable fifth skill; it is present within writing, reading, listening and speaking. There is a unique tie between culture and language. The languages we speak provide us with the words and concepts to describe the world around us, allowing us to verbalize certain values easily. Anything we as a cultural group value will surely have a known and easily understandable term. The English term "privacy" and the Chinese word "guanxi" both have clear and strong meanings in their respective languages, but are not necessarily found in all other languages.

This study tries to set up a theoretical approach to the subjects of the study limited to the under graduate students and also limited to teaching EFL in order to elevate linguistic and inter-cultural aspects through teaching short stories.

It is mainly meant to address this major issue which widely neglected in undergraduate students even who take English as a main subject, therefore, the study is going to scaffolding linguistic and pleading the use of short stories to teach EFL in order to enhance linguistic to reach to a logical conclusions which will lead to answer the research questions about the role of short stories in scaffolding linguistic and inter-cultural aspects among University English major students and the significance of reading short stories in the process of language learning.

2.5.1 The role of literary in scaffolding language.

Instructors introduce literary elements with short-stories with beginning and low intermediate levels, instructors can teach simple elements, such as character, setting and plot. The same and more complex elements, such as conflict and climax.

Short stories in English language are essential to understand and appreciate the literary language used by the great and distinguished writers. This will help those who are involved in the process of improving their English language and become more efficient and professionalized. One simple question may be raised by many EFL learners. Does literature have a language of its own? The answer may be simply be that there is nothing uniquely different about the language of literature. But deeper consideration will lead to realization that the language used in literary texts is often more interesting to the learners.

Good and better understanding of short stories will develop and enrich the linguistic. Hall, Geoff (2005:5) underlined the significance of literary language to the learners, understanding of the language by saying, " paradoxically, the study of literary language has indirectly provoked a better understanding of language and language use as a whole, just as diverse areas of descriptive linguistics, cognitive linguistics and discourse analysis have unexpectedly shown us the pervasively poetic and creative nature of everyday language use."

The language used in short stories is in many ways central to the understanding of the language and its use in more general terms. Literature is made of ordinary language, which is literary in the sense of word choice and its reflection of everyday life language.

The use of symbols, similes, metaphors and other forms of figurative language encountered in literary works help language learners to be competent while involved in the act of reading and writing short stories.

Stern (1991) clarifies the use of literature in writing activities at the different levels. He shows that, literature can be used as a model for writing in three main kinds of writing as follows:

- Guided writing: This activity corresponds to intermediate level ESL/EFL. Students respond to a series of questions or complete sentences which, when put together, retell or sum up the model, in some cases, students complete the exercise after they receive the first few sentences or the top sentence of a summary, paraphrase, or description. Guided writing exercises, especially at the literal level, enable students to comprehend the work. Model approach and scenario approach are very beneficial in this respect.

The structural similarity between literary and political discourse undermines the dualism that fixes literature as 'ideal' and society as 'real'. As with the individual and society, the two are not separate. Literature exists as literature within educational institutions, critical books, journals, articles and under appropriate headings in bookshops and libraries. All these call it into being where it then enshrines the values necessary for the reproduction of the social relations of capitalism. Capitalism continues because literature, in connection with a whole host of other signifying practices such as the language of newspapers, official forms and tourist brochures. In this analysis, literature and society are mutually constitutive, not confronting one another in opposition. A more detailed analysis of this process is provided by Tony Bennett in his book *Outside Literature*. There he circumvents the dualism literature and history, arguing that it is unproductive to the extent that one term is always going to be privileged over another despite or because of their different ontological statuses: the one aesthetic, the other empirical. Bennett's proposal is for 'a literary history that

will seek not to distil the meaning of literary texts by referring them to a history which is conceived as providing a interpretative key to their meaning.

2.5.2 The evolution of the short stories

There is, indeed, at once continuity and change in the development of the short story. J. Chesley Talor points to the dynamic nature of the short story which is " constantly changing and thus constantly presenting new faces to the reader. It is a type, but not a stereotype. Every writer adds something new, of course, simply because he sees things throw his own eyes.

William Boyd, in his review of the history of the short story, in reply to the question " why has it taken so long for the short story, as a literary form, to evolve? Asserts that, the answer, of course, is to be found in industrial and demographic processes. The short stories had always existed as an informal oral tradition, but until the mass middle-class literacy of the 19th century arrived in the west, and the magazine and periodical market.

The short story experienced a periodical decline in the 17th and early 19th centuries. Some factors contributing to this decline may be Enumerated as the rise of the novel, the exhausted subject matters of the short stories, Emergence of the modern short story in the 19th century: The majority of critics of the short story believe that it is, indeed, from the early nineteenth century onwards that the short story becomes most significant in English literature. Wright quoting Canby, maintains that in the beginning of the twentieth century, The primary intention of the short story was to produce the , single impression, or the "single effect" and more than any else.

The first half of the 20th century witnessed the fast growth of the appeal of the short story. A large number of major authors of the time tried their hands in writing and publishing short stories. For most of them, writing short stories became a

dependable source of income. The reading public was eagerly paying to read their productions.

It is proving fact that short stories play an important role in learning process of EFL learners. This owes to if foreign language learners lack a mature short story; their other language skills suffer significantly. The teaching and learning of short story in any foreign language classroom form a very significant place. While doing so, various methods and strategies are employed to develop the competence of EFL learners of short story. However success of any methodology, strategy or material used depends on the nature of the material and perceptions of EFL learners towards the methodology, strategy and material. In that respect, we would like to attempt to investigate the role of short stories in developing linguistic and intercultural aspects.

Short stories instruction forms a very important aspect of any foreign language teaching and learning. This is owing to the knowledge of writing, reading and vocabulary determines and decides the level of a foreign language learner. Short story knowledge plays a very crucial role in the major language skills, listening, speaking, reading and writing. Mastery over required knowledge of the above mentioned skills can make a foreign language learner an effective speaker, good listener, reader and writer. On the other hand lack of understanding vocabulary perfectly affects these four language skills. Therefore, the teaching and learning of short story needs special attention both from teachers and learners. Therefore a deliberate and structured approach needs to be taken for enriching vocabulary of EFL learners. As the general aim of any foreign language teaching and learning short stories is to develop competence of a foreign language learners to make him / her competent in establishing successful communication and independent and autonomous learners, this study investigates the role of the use of short- stories in developing linguistic as general and also developing EFL learners, so as develop their competence as well as in making them autonomous learners.

Though there exist many methods and strategies of teaching and developing vocabulary of EFL learners, the importance of wide short stories reading in the growth of EFL learners' vocabulary is critical (Nagy and Anderson, 1984)- and in that respect, the use of short stories has many benefits for EFL teachers and students. Pathan and Al-dersi (2013pp.04-06) offer a list of such advantage for making reading comprehension skill easy, interesting and fun. Short- stories also play an important role in developing vocabulary of EFL learners. It is argued that students who read widely have expansive vocabularies (Blachooowicz and Fisher, 2004). Brabham&Villaurne (2002) assert that, "A serious commitment to decreasing gaps in vocabulary and comprehension includes instruction that allows all students to learn and use strategies that will enable them to discover and deepen understandings of words during independent reading" (p.266). By using short- stories to develop vocabulary of EFL learners, EFL teachers have the benefit of teaching vocabulary through context simply means to look for clues in the sentence that might tell the reader something about the meaning of the word in question. Many studies have also showed that context – clue vocabulary instruction using short-stories can cause an increase in word usage compared with word-list instruction (Dixon-Krauss (2002) and Dillard (2005). Another benefit of using short story is the culture load in storytelling

The role of literature, in general and short-stories in particular, in ELT classroom has always been advocated owing to of various advantages, this use can offer for ELT teachers and learners. Literature in the form of short stories makes learning English an enjoyable and attractive process for EFL learners, short-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 (Collie and Slater, 1987. p. 124). Various ways of using short-stories in foreign language classroom help to develop vocabulary

also. The use of short-stories encourages language acquisition and students' language awareness. Short-stories stimulate language acquisition by providing contexts for processing and interpreting new language.

Despite its benefits for students, some objections are always raised against the use of literature in public schools due to overcrowded classes, over loaded syllabus and limited time- some problems commonly met in elementary to high public schools in almost all developing countries. First, the deviated

and figurative language of poetry necessitates very long time to grasp. Second, the length of novel will make it difficult for such classes to finish finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours. Considering these objections, it is obvious that among literary terms, short story which is defined by Poe (as cited in Abrams, 1970, p.158).

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short story, novel, poetry and drama), indicated short stories as the genre that is less feared and the second most enjoyed (43%, the novel is the most enjoyed with 44%) since short stories are easy to finish and definite to understand. The idea also in line with Collie and Slater (1991, p,19) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in or two class sessions, short stories are not complicated for students to work with. Third, short stories have a variety of choice for different interests and tastes. Finally short stories can be used with all levels (beginner to advance), all ages (young learners to adults) And all classes (morning, afternoon, or evening classes).

The aim of this study is to give the reader a real sense of the breadth, complexity and exuberance of literary and cultural history across the twentieth century. The previous studies took the story to 1929 and the present work takes it across the second world war and to the cold war , the aim of this study is to give a broad account of some of the changes in the social and cultural fields between 1930 and 1955. It is of course, impossible to cover all aspects of the period 1930-55, and I have chosen to touch on a broad range of issues rather than concentrate on a new in depth. Hopefully this has highlighted certain contradictory trends. Mass culture and communications emphasis a communal reality, but there is also a movement to a 'home-centered' and therefore more private one. Again, the growth of the welfare state suggests 'community' while consumerism suggests individuality.

Culture was also widely debated and therefore seemed important, yet it was increasingly located in the home – books, records, reproductions, etc;

A vast body of research, related to reading instruction and work knowledge, has proved that there is a robust correlation between knowing words and comprehending text. In this regard, Harmon (2002) note, "many students continue to struggle with comprehension owing to limited vocabulary knowledge and in effective strategies "(p.606). The national reading panel (NRP; National institute of child

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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. Short 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. The short story pushes the students out of passive reading state into a personal connection with the text and then beyond, extending the connection to other texts and to the world outside of school. Closely related to the issue of implied meaning, Knutson (1993) argued that there are two processes through which proficient readers figure out the meaning of the text.

2.5.3 Related Studies:

Carter (1991) Carried out a research on proposing three models to justify the use of literature. The first is the cultural model, which underlines the importance of literature to the appreciation and understanding of other cultures, as well it enhances the students own perception.

Stern (1991) Carried out a research on literature plays an important role in teaching the four basic language skills like, reading, writing, listening and speaking. He also asserts that, when using literature in the language classroom, skills should never be taught in isolation, but in an integrated part or oral and written language use, as part of the means for creating both referential, and interactional meaning.

Collie (1991) Carried out a research on the use of literature in language teaching and list four benefits: authentic material, cultural enrichment, language advancement, and personal growth.

On the other hand, Mordoch (2002) Concluded a research on short stories can, if selected and exploited appropriately, provide quality context which will greatly enhance EFL courses for learners, He explains why short stories should be used to reinforce ELT by discussing activities instructors can create such as writing.

Daly and Sharko (2010) carried out a research on reveals that presenting students with children's short story, as a way to create meaningful and provide them

with the opportunities to share, will encourage and motivate them to read and write correctly.

2.6. Summary.

Literature in ELT provide elements and perspective through which students cease to regard a foreign language as a harsh and cold code used by people who have little to do with their own context or identity, through literature as well as culture.

This chapter attempts to set up a literature review and theoretical frame work for undergraduate students who study short stories in order to enhance linguistic and intercultural aspects, and critical understanding for the process of reading short stories.

Chapter Three

Research Methodology

3.0 Introduction:

This study aims at how short stories able to scaffold linguistic and intercultural aspects for Sudanese EFL learners. The present chapter gives a more information of methods, strategies and procedures undertaken in collecting the salient information.

3.1 Methodology:

The methodology is " The process used to collect information and analyze the data for the purpose of answer the questions posed by the research and test its hypothesis. Methodology in common parlance refers to a search for knowledge. Once can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. The Advanced Learners Dictionary of Current English lays down the meaning of research as " a careful investigation or inquiry specially through search for a new facts in any branch of knowledge. Redman and Mory define research as a" systematized effort to gain new knowledge. Some people consider research as a movement, a movement from the known to the unknown. It is actually a voyage of discovery. We all possess the vital instinct of inquisitiveness for, when the unknown confronts us, we wonder and our inquisitiveness makes us probe and attain full understanding of the unknown. This inquisitiveness is the mother of all knowledge and the method, which man employs for obtaining the knowledge of whatever the unknown, can be termed as research.

In doing a research, methodology is very necessary, because it shows the way how the research is to be conducted.

The methodology which used for this research is both descriptive and analytical, instruments are used for data collection, questionnaire for teachers and students, the method can help in getting a positive results and finding a detailed answers for the research questions .

Learning and mastering of short stories play a very important role in any foreign language teaching and learning. The knowledge of short stories also help an EFL learner to establish and achieve successful communication which is the main goal of any foreign language teaching and learning. The knowledge of short stories also help an EFL learner to explore the beauty of that language through a great variety of new words.

The teaching and learning of short stories need special attention both from teachers and learners. Therefore, a deliberate and structured approach needs to be taken for enriching EFL learners. This implies the appropriate methodology, material and strategy is determined by the results, these all produce while achieving the stated aims and objectives.

In addition, the researcher implemented a two group experimental design by using short stories in elevating linguistics and intercultural aspects.

3.2 Data collection.

In order to collect data for the present study, teachers and students are used as the subjects of the study. Teachers' questionnaire and students' questionnaire.

3.2.1 Population of the study.

According to researcher's experience in teaching this kind of literature, researcher has been noticed that most of the students have weakness in critical understanding of literature owing to, they were poor in English language as general.

The population is the undergraduate students. Faculty of Arts, 3rd year. Elneelain University. The sample, randomly chosen.

3.2.2 The Questionnaire.

The questionnaire was constructed to gauge the perceptions, attitudes and the perceived needs of English teachers training students towards the incorporation of short stories in language skills classes. The questionnaire was constructed in accordance to the following dimensions: interest, perception, and perceived needs. The total number of the population was 90 students, and 30 teachers.

3.2.3 The design of the questionnaire.

A questionnaire design is a plan, structure and strategy of investigation considered to obtain answers to research questions or problems. The questionnaire was designed by the researcher to identify the way that teachers teach short stories,. The teachers questionnaire design is consist of 30 statements each one involves 3 choices: The whole questionnaire was answered by the targeted sample and later analyzed.

3.3 The teachers' questionnaire:

The teachers' questionnaire is composed of thirty statements in three broad areas. First, The main skills in English language, and second, the cultural aspects, and third, the other aspects, to measure these areas, the questionnaire statements were divided into three domains.

Teachers targeted are males and females with different experiences.

The questionnaire was administered to (30) teachers in English language departments.

All the teachers answered the questionnaire (see Appendix.1., p:108)

3.3.1 The students' questionnaire:

The second tool is the students. The questionnaire is consist of sixteen statements distributed among five domains. The main objective of this questionnaire to measure students and their ability to understand and use some English language skills through short stories.(See Appendix 2, p 110....)

3.3.2 The population of the questionnaire.

The population targeted by the questionnaire, was students from Faculty of Arts. Elneelain University (3rd. year) with a total number of (90) students.

3.3.3 Samples' of the study.

Samples as defined by Webster (1985) a sample is a finite part of a statistical population whose properties are studied to gain information about the whole. This sample of the study is to describe the nature of the population for undergraduate students, Faculty of Arts, (3rd year) Elneelain University, these samples were selected randomly.

3.3.4 Questionnaire Validity and Reliability:

Validity and reliability are very necessary factors for this type of research, they give us an accurate results, Fraenkel and Wallen (2000) think that validity involves the appropriateness, meaning fullness, and usefulness of influence made by the researcher on the basic of the data collected.

3.3.5 The study validity

This can measure changes in situation, phenomenon, problem or attitude. It is the most commonly used design in evaluation studies and the most appropriate design for measuring the impact or effectiveness of a program.

Validity refers to whether the study investigated the problem that it is supposed to be investigated or it measure what was supposed to measure.

The validity of a measurement tool is considered to be the degree to which the tool measures what it claims to measure, so the validity is an equivalent to accuracy. The tests were validated by some equipped teacher who explained some remarkable points.

3.3.6 Reliability:

Reliability refers to whether the study can produce the same results if it is conducted again under the same conditions. Reliability is the overall consistency of measure. A measure is said to have a high reliability if it produces similar results under consistent conditions. Fraenkel and Wallen believed that reliability relates to the consistency of the data collected. Therefore, Cronbach's coefficient alpha was used to determine the internal reliability of the instruments.

Reliability of any test means obtaining the same results if the same measurement is used more than one time under the same conditions. Further , reliability means that when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group the same marks were obtained; then the test can be described as reliable. In addition, reliability is defined as the degree of accuracy of the data that the test measures.

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

- Prof. Ahmed BabikirAltahir (Al Mughtrabeen University)
- Dr. Abdul Rahman Abo AlGhasim.(SUST).
- Dr. Mohamed Ajaban.(University of Khartoum).
- Dr. Ayman Hamad Elniel. (Sudan University of Science and Technology).

3.4 Summary of the chapter.

This chapter has presented a detailed description of the research methodology in order to accomplish the research objectives. The study has employed two tools: (a) teachers questionnaire (b) students questionnaire. The chapter also discusses the subjects ,sampling, population of the study, questionnaire design , validity and reliability are also explained, along with the statistical instruments used for data analysis.

Chapter Four

Analysis and discussion of results

4.0 Introduction:

In this chapter, the data collected as regards the questionnaire, are presented and analyzed statistically. According to what has been described in the literature framework and after enter the data for the purpose of statistical analysis, using the questionnaire tool to collect data, and to investigate the study led the requested purpose by checking the hypothesis of the study, some statistical methods are used which are as follows:

1. Frequency distribution
2. Percentage
3. Median for the respondents trends
4. Chi-square test

To obtain the results are characterized by a high accuracy as much as possible, it was use the SPSS (Statistical products solutions services) technique.

4.1 Test the validity of the study hypothesis

To answer the questions of the study and verification of hypothesis, median was calculated for each phrase of the questionnaire, which show views of the study sample, where the researcher was given class (3) as a weight for each answer "agree" and class (2) as a weight for each answer " neutral ", and class (1) as a weight for each answer " Disagree". To find out the direction of the responses, firstly making sure that the ferry statistically significant through the Sig value.

according to the requirements of statistical analysis is to convert nominal variables to the amount of variables, as he will use chi-square test to determine significance of differences in the respondents answers to the hypothesis phrases.

4.2 Teacher's questionnaire

4.2.1 Table (1): Main skills in English language

No	Statements	Agree	Neutral	Disagree
1	Reading short stories sharpen the students memory.	29 90.6%	2 6.3%	1 3.1%
2	When studying through reading short stories, students opportunities to understand and use English to ask and answer questions are high	28 87.5%	4 12.5%	0 0.0%
3	There are strong correlation between teaching short stories and improving the students understanding	26 81.3%	6 18.8%	0 0.0%
4	Better understanding of most the short stories elements enable the students to develop and enrich their English language skills	23 71.9%	7 21.9%	2 6.3%
5	Reading short stories promote students to expand their linguistics, cognitive skills.	28 87.5%	4 12.5%	0 0.0%
6	Reading short stories enable students to understand literary texts.	27 84.4%	4 12.5%	1 3.1%
7	One of the students benefits acquired from reading short stories is their appreciation of other ethnicities, races and cultures.	13 40.6%	18 56.3%	1 3.1%
8	Short story knowledge plays a very crucial role in the major language skills, which enhancing linguistics	25 78.1%	5 15.6%	2 6.3%

9	Reading short stories allow students to become aware of how information is organized in English reading texts.	28 87.5%	4 12.5%	0 0.0%
10	Reading short stories are a useful tool in linking fantasy and the imagination with the child's read world.	27 84.4%	4 12.5%	1 3.1%

The answers of the respondents of the questionnaire are shown in above, respecting to main skills in English language, 90% of respondents agree that Reading short stories sharpen the students memory. And 87.5% of respondents agree that when studying through reading short stories, students' opportunities to understand and use English to ask and answer questions are high. 81.3% of respondents agree that there are strong correlation between teaching short stories and improving the students understanding. 71.9% of respondents agree that better understanding of most the short stories elements enable the students to develop and enrich their English language skills. 87.5% of respondents agree that Reading short stories promote students to expand their linguistics, cognitive skills. 84.4% of respondents agree that Reading short stories enable students to understand literary texts. 40.6% of respondents agree and 56.3% of respondents neutral that one of the students' benefits acquired from reading short stories is their appreciation of other ethnicities, races and cultures. 78.1% of respondents agree that Short story knowledge plays a very crucial role in the major language skills, which enhancing linguistics. 87.5% of respondents agree that Reading short stories allow students to become aware of how information is organized in English reading texts. 84.4% of respondents agree that Reading short stories are a useful tool in linking fantasy and the imagination with the child's read world.

4.2.2 Table (2): illustrates the result of the chi square test for phrases Main skills in English language

No	Statements	Chi-square	Sig	Median	Interpretation
1	Reading short stories sharpen the students' memory.	47.313	0.000	3	Agree
2	When studying through reading short stories, students opportunities to understand and use English to ask and answer questions are high	18.000	0.000	3	Agree
3	There are strong correlation between teaching short stories and improving the students understanding	12.500	0.000	3	Agree
4	Better understanding of most the short stories elements enable the students to develop and enrich their English language skills	22.563	0.000	3	Agree
5	Reading short stories promote students to expand their linguistics, cognitive skills.	18.000	0.000	3	Agree
6	Reading short stories enable students to understand literary texts.	37.938	0.000	2	Neutral
7	One of the students benefits acquired from reading short stories	14.313	0.001	3	Agree

	is their appreciation of other ethnicities, races and cultures.				
8	Short story knowledge plays a very crucial role in the major language skills, which enhancing linguistics	29.313	0.000	3	Agree
9	Reading short stories allow students to become aware of how information is organized in English reading texts.	18.000	0.000	3	Agree
10	Reading short stories are a useful tool in linking fantasy and the imagination with the child's read world.	37.938	0.000	3	Agree

The results in above table interpretation as follows:

- 1- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Reading short stories sharpen the students' memory**. Is amount to 47.313 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Reading short stories sharpen the students' memory**, is main skill in English language.
- 2- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **when studying through reading short stories, students' opportunities to understand and use English to ask and answer questions are high**. Is amount to 18.000 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the

responses of members of the study and in favor of the respondents agree that **when studying through reading short stories, students opportunities to understand and use English to ask and answer questions are high**, is main skill in English language.

- 3- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **there are strong correlation between teaching short stories and improving the students understanding**, is amount to 12.500 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **there are strong correlation between teaching short stories and improving the students understanding**, is main skill in English language.
- 4- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **better understanding of most the short stories elements enable the students to develop and enrich their English language skills**, is amount to 22.563 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **better understanding of most the short stories elements enable the students to develop and enrich their English language skills**, is main skill in English language.
- 5- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Reading short stories promote students to expand their linguistics, cognitive skills**, is amount to 18.000 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the

responses of members of the study and in favor of the respondents agree that **Reading short stories promote students to expand their linguistics, cognitive skills**, is main skill in English language.

- 6- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Reading short stories promote students to expand their linguistics, cognitive skills**, is amount to 37.938 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents neutral that **Reading short stories promote students to expand their linguistics, cognitive skills**, is main skill in English language.
- 7- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **one of the students' benefits acquired from reading short stories is their appreciation of other ethnicities, races and cultures**, is amount to 14.313 with P-value (0.001) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **one of the students benefits acquired from reading short stories is their appreciation of other ethnicities, races and cultures**, is main skill in English language.
- 8- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short story knowledge plays a very crucial role in the major language skills, which enhancing linguistics** is amount to 29.313 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Short story knowledge plays a very**

crucial role in the major language skills, which enhancing linguistics, is main skill in English language.

- 9- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Reading short stories allows students to become aware of how information is organized in English reading texts** is amount to 18.000 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Reading short stories allows students to become aware of how information is organized in English reading texts**, is main skill in English language.
- 10- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the **Reading short stories are a useful tool in linking fantasy and the imagination with the child's read world**, is amount to 18.000 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Reading short stories are a useful tool in linking fantasy and the imagination with the child's read world**, is main skill in English language.

4.2.3 Table (3): Cultural aspects

No	Statements	Agree	Neutral	Disagree
1	Short stories can provide as much intercultural aspects as the other genres.	27 84.4%	5 15.6%	0 0.0%
2	Reading short stories enhance students to expand cultural knowledge.	26 81.3%	6 18.8%	0 0.0%
3	Short stories transmit the culture of the people about whom the stories were written.	25 78.1%	7 21.9%	0 0.0%
4	Short stories can help the students to identify the different cultural settings of short stories.	27 84.4%	5 15.6%	0 0.0%
5	Short stories can help to stimulate students' curiosity about the target culture and language.	27 84.4%	5 15.6%	0 0.0%
6	Short stories can help students to expand their cultural facets.	28 87.5%	4 12.5%	0 0.0%
7	Reading short stories enhance students to expand their cultural knowledge.	26 81.3%	5 15.6%	1 3.1%

The answers of the respondents of the questionnaire are shown in above, respecting to cultural aspects, 84.4% of respondents agree that Short stories can provide as much intercultural aspects as the other genres. 81.3% of respondents agree that Reading short stories enhance students to expand cultural knowledge. 78.1% of respondents agree that Short stories transmit the culture of the people about whom the stories were written. 84.4% of respondents agree that Short stories can help the students to identify the different cultural settings of short stories. 84.4% of respondents agree that Short stories can help to stimulate students' curiosity about the target culture and language. 87.5% of respondents agree that Short stories can help students to expand their

cultural facets. 81.3% of respondents agree that Reading short stories enhance students to expand their cultural knowledge.

4.2.4 Table (4): illustrates the result of the chi square test for phrases Main skills in English language

No	Statements	Chi-square	Sig	Median	Interpretation
1	Short stories can provide as much intercultural aspects as the other genres.	15.125	0.000	3	Agree
2	Reading short stories enhance students to expand cultural knowledge.	12.500	0.000	3	Agree
3	Short stories transmit the culture of the people about whom the stories were written.	10.125	0.001	3	Agree
4	Short stories can help the students to identify the different cultural settings of short stories.	15.125	0.000	3	Agree
5	Short stories can help to stimulate students' curiosity about the target culture and language.	10.125	0.001	3	Agree
6	Short stories can help students to expand their cultural facets.	18.000	0.000	3	Agree
7	Reading short stories enhance students to expand their cultural knowledge.	33.813	0.000	3	Agree

The results in above table interpretation as follows:

- 1- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short stories can provide as much intercultural aspects as the other genres.** is amount to 15.125 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members

- of the study and in favor of the respondents agree that **Short stories can provide as much intercultural aspects as the other genres**, is cultural aspects.
- 2- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Reading short stories enhance students to expand cultural knowledge**. Is amount to 12.500 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Reading short stories enhance students to expand cultural knowledge**, is cultural aspects.
- 3- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short stories transmit the culture of the people about whom the stories were written**, is amount to 10.125 with P-value (0.001) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Short stories transmit the culture of the people about whom the stories were written**, is cultural aspects.
- 4- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short stories can help the students to identify the different cultural settings of short stories**, is amount to 15.125 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Short stories can help the students to identify the different cultural settings of short stories**, is cultural aspects.
- 5- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short stories can help to stimulate students' curiosity about the target culture and language** is

amount to 10.125 with P-value (0.001) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Short stories can help to stimulate students' curiosity about the target culture and language**, is cultural aspects.

6- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short stories can help students to expand their cultural facets**, is amount to 18.000 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Short stories can help students to expand their cultural facets**, is cultural aspects.

7- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Reading short stories enhance students to expand their cultural knowledge**, is amount to 37.938 with P-value (0.001) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Reading short stories enhance students to expand their cultural knowledge**, is cultural aspects.

4.2.5 Table (5): Others aspects

No	Statements	Agree	Neutral	Disagree
1	Reading short stories can promote students opportunity to understand language.	31 96.9%	1 3.1%	0 0.0%
2	Reading short stories can make a foreign language learner competence in spoken language.	20 62.5%	11 34.4%	1 3.1%
3	Extensive reading short stories provide learners with cultural facets.	21 65.6%	11 34.4%	0 0.0%
4	Short stories can be successful in arousing emotion in learners.	24 75.0%	8 25.0%	0 0.0%
5	Short stories improve interaction among learners.	29 90.6%	3 9.4%	0 0.0%
6	Short stories wide the scope of students' vision.	28 87.5%	4 12.5%	0 0.0%
7	Short stories can help in developing positive attitudes towards the foreign language.	27 84.4%	5 15.6%	0 0.0%
8	When learner list to short stories they share the social experience.	29 90.6%	3 9.4%	0 0.0%
9	Short stories can develop the different types of "intelligences" that contribute in language learning.	25 78.1%	7 21.9%	0 0.0%
10	Short stories are regarded as a work of general knowledge.	26 81.3%	4 12.5%	2 6.3%
11	Short stories help instructors to teach higher-order thinking facets.	25 78.1%	7 21.9%	0 0.0%
12	Integration short stories into the curriculum will help EFL learners to become well-equipped professionals.	28 87.5%	2 6.3%	2 6.3%
13	Short stories make EFL learners repeat the words unconsciously in various forms.	26 81.3%	6 18.8%	0 0.0%

The answers of the respondents of the questionnaire are shown in above, respecting to other aspects, 96.9% of respondents agree that Reading short stories can promote

students opportunity to understand language. 62.5% of respondents agree and 34.4% of respondents neutral that Reading short stories can make a foreign language learner competence in spoken language. 65.6% of respondents agree and 34.4% of respondents neutral that Extensive reading short stories provide learners with cultural facets. 75.0% of respondents neutral that Short stories can be successful in arousing emotion in learners. 90.6% of respondents neutral that Short stories improve interaction among learners. 87.5% of respondents neutral that Short stories wide the scope of students' vision. 84.4% of respondents neutral that Short stories can help in developing positive attitudes towards the foreign language. 90.6% of respondents neutral that when learner list to short stories they share the social experience. 78.1% of respondents neutral that Short stories can develop the different types of "intelligences" that contributes in language learning. 81.3% of respondents agree that Short stories are regarded as a work of general knowledge. 78.1% of respondents neutral that Short stories help instructors to teach higher-order thinking facets. 87.5% of respondents agree that Integration short stories into the curriculum will help EFL learners to become well-equipped professionals. 81.3% of respondents agree that Short stories make EFL learners repeat the words unconsciously in various forms.

4.2.6 Table (6): illustrates the result of the chi square test for phrases Main skills in English language

No	Statements	Chi-square	Sig	Median	Interpretation
1	Reading short stories can promote students opportunity to understand language.	28.125	0.000	3	Agree
2	Reading short stories can make a foreign language learner competence in spoken language.	16.938	0.000	3	Agree
3	Extensive reading short stories provide learners with cultural facets.	3.125	0.077	3	Insignificant
4	Short stories can be successful in arousing emotion in learners.	8.000	0.000	3	Agree
5	Short stories improve interaction among learners.	21.125	0.000	3	Agree
6	Short stories wide the scope of students' vision.	18.000	0.000	3	Agree
7	Short stories can help in developing positive attitudes towards the foreign language.	15.125	0.000	3	Agree
8	When learner list to short stories they share the social experience.	21.125	0.000	3	Agree
9	Short stories can develop the different types of "intelligences" that contribute in language learning.	10.125	0.001	3	Agree
10	Short stories are regarded as a work of general knowledge.	33.250	0.000	3	Agree
11	Short stories help instructors to teach higher-order thinking facets.	10.125	0.001	3	Agree
12	Integration short stories into the curriculum will help EFL learners to become well-equipped professionals.	42.250	0.000	3	Agree
13	Short stories make EFL learners repeat the words unconsciously in various forms.	12.250	0.000	3	Agree

The results in above table interpretation as follows:

- 1- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Reading short stories can promote students opportunity to understand language**. Is amount to 28.125 with P-value (0.000) which is lower than the level of moral value (5%) These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Reading short stories can promote students opportunity to understand language**, is other aspects.
- 2- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Reading short stories can make a foreign language learner competence in spoken language**. Is amount to 16.938 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Reading short stories can make a foreign language learner competence in spoken language**, is other aspects.
- 3- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Extensive reading short stories provide learners with cultural facets**, is amount to 3.125 with P-value (0.077) which is higher than the level of moral value (5%). These indicate a statistically insignificant difference between the responses of members of the study.
- 4- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short stories can be successful in arousing emotion in learners**, is amount to 8.000 with P-value (0.005) which is lower than the level of moral value (5%). These indicates a

statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Short stories can be successful in arousing emotion in learners**, is other aspects.

- 5- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short stories improve interaction among learners** is amount to 21.125 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Short stories improve interaction among learners**, is other aspects.
- 6- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short stories wide the scope of students' vision**, is amount to 18.000 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Short stories wide the scope of students' vision**, is other aspects.
- 7- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short stories can help in developing positive attitudes towards the foreign language** is amount to 37.938 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Short stories can help in developing positive attitudes towards the foreign language**, is other aspects.
- 8- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **when learner list to short stories they share the social experience**.is amount to 21.125 with P-value

- (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **when learner list to short stories they share the social experience**, is other aspects.
- 9- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short stories can develop the different types of “intelligences” that contribute in language learning**, is amount to 10.125 with P-value (0.001) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Short stories can develop the different types of “intelligences” that contribute in language learning**, is other aspects.
- 10- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short stories are regarded as a work of general knowledge** is amount to 33.250 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Short stories are regarded as a work of general knowledge**, is other aspects.
- 11- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short stories help instructors to teach higher-order thinking facets** is amount to 10.125 with P-value (0.001) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Short stories help instructors to teach higher-order thinking facets**, is other aspects.
- 12- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Integration short stories**

into the curriculum will help EFL learners to become well-equipped professionals, is amount to 42.250 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Integration short stories into the curriculum will help EFL learners to become well-equipped professionals**, is other aspects.

- 13- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short stories make EFL learners repeat the words unconsciously in various forms**. Is amount to 12.500 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Short stories make EFL learners repeat the words unconsciously in various forms**, is other aspects

4.3 Students' questionnaire

Test the validity of the study hypothesis

To answer the questions of the study and verification of hypothesis, median was calculated for each phrase of the questionnaire, which show views of the study sample, where he was given class (5) as a weight for each answer "strongly agree" and class (4) as a weight for each answer "agree" and class (3) as a weight for each answer "neutral", and class (2) as a weight for each answer "disagree" and class (1) as a weight for each answer "Disagree".

4.3.1 Table (7): Skills of Reading short stories

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Reading short stories can make a foreign language learner, an effective speaker, good listener, reader and writer.	29 32.2%	40 44.4%	2 2.2%	10 11.1%	9 10.0%
2	Reading short stories help students to expand their linguistic, cognitive skills, cultural knowledge and cultural facets.	22 24.4%	44 48.9%	8 8.9%	7 7.8%	9 10.0%
3	Reading short stories enable students to understand literary texts.	28 31.1%	34 37.8%	9 10.0%	13 14.4%	6 6.7%
4	Reading short stories allow students become aware of how information is organized in an English reading text.	20 22.2%	43 47.8%	7 7.8%	11 12.2%	9 10.0%
5	One of the benefits students acquire from reading short stories is their appreciation of other ethnicities, races and cultures.	13 14.4%	24 27.6%	24 27.6%	24 27.6%	5 5.6%
6	Regular reading of short stories can enhance the students linguistics and communicative competence	17 18.9%	36 40.0%	12 13.3%	14 15.6%	11 12.2%

The answers of the respondents of the questionnaire are shown in above, respecting to Skills of Reading short stories for students, 32.2% of respondents strongly agree, 44.4% agree and 11.1% disagree that Reading short stories can make a foreign language learner, an effective speaker, good listener, reader and writer. 24.4% of respondents strongly agree, 48.9% agree and 7.8% disagree that Reading short stories

help students to expand their linguistic, cognitive skills, cultural knowledge and cultural facets. 31.1% of respondents strongly agree, 37.8% agree and 14.4% disagree that Reading short stories enable students to understand literary texts. 22.6% of respondents strongly agree, 47.8% agree and 12.2% disagree that Reading short stories allow students become aware of how information is organized in an English reading text. 14.4% of respondents strongly agree, 27.6% agree and 27.6% disagree that one of the benefits students acquire from reading short stories is their appreciation of other ethnicities, races and cultures. 18.9% of respondents strongly agree, 40.0% agree and 15.6% disagree that Regular reading of short stories can enhance the students linguistics and communicative competence.

4.3.2 Table (8): of chi-square test

No	Statement	Chi-square	Sig	Median	Interpretation
1	Reading short stories can make a foreign language learner, an effective speaker, good listener, reader and writer.	55.889	0.000	4	Agree
2	Reading short stories help students to expand their linguistic, cognitive skills, cultural knowledge and cultural facets.	55.222	0.000	4	Agree
3	Reading short stories enable students to understand literary texts.	33.667	0.000	4	Agree
4	Reading short stories allow students become aware of how information is organized in an English reading text.	48.889	0.000	4	Agree
5	One of the benefits students acquire from reading short stories is their appreciation of other ethnicities, races and cultures.	16.778	0.002	3	Neutral
6	Regular reading of short stories can enhance the students linguistics and communicative competence	23.667	0.000	4	Agree

The results in above table interpretation as follows:

- 1- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Reading short stories can make a foreign language learner, an effective speaker, good listener, reader and writer**. Is amount to 55.889 with P-value (0.000) which is lower than the level of moral value (5%) These indicates a statistically

significant difference between the responses of members of the study and in favor of the respondents agree that **Reading short stories can make a foreign language learner, an effective speaker, good listener, reader and writer.**

- 2- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Reading short stories help students to expand their linguistic, cognitive skills, cultural knowledge and cultural facets.** Is amount to 55.222 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Reading short stories help students to expand their linguistic, cognitive skills, cultural knowledge and cultural facets.**
- 3- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Reading short stories enable students to understand literary texts,** is amount to 33.667 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Reading short stories enable students to understand literary texts.**
- 4- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Reading short stories allow students become aware of how information is organized in an English reading text** is amount to 48.889 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Reading short stories allow students become aware of how information is organized in an English reading text.**

- 5- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **One of the benefits students acquire from reading short stories is their appreciation of other ethnicities, races and cultures**, is amount to 16.778 with P-value (0.002) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents neutral that **one of the benefits students acquire from reading short stories is their appreciation of other ethnicities, races and cultures**.
- 6- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Regular reading of short stories can enhance the students' linguistics and communicative competence** is amount to 23.667 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Regular reading of short stories can enhance the students' linguistics and communicative competence**.

4.3.3 Table (9):

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	When studying through reading short story students' opportunities to understand and use English to ask and answer questions and to present orally in English are high.	14 15.6%	45 50.0%	11 12.2%	15 16.7%	5 5.6%
2	Through short story students chances of developing their writing abilities in English are good.	22 24.4%	39 43.3%	9 10.0%	10 11.1%	10 11.1%
3	short stories knowledge plays a very crucial role in the major language skills, listening, writing, reading and speaking which enhancing linguistic	29 32.2%	31 34.4%	10 11.1%	10 11.1%	10 11.1%
4	Short story can help the students identify the different cultural setting of the story.	28 31.3%	38 42.2%	11 12.2%	8 8.9%	5 5.6%
5	Short story can provide as much intercultural aspects as the other genres.	13 14.4%	26 28.9%	26 28.9%	17 18.9%	8 8.9%
6	For short stories to be successful, they must arouse emotions in the reader, is good.	19 21.1%	42 46.7%	9 10.0%	14 15.6%	6 6.7%

The answers of the respondents of the questionnaire are shown in above, respecting to Skills of Reading short stories for students, 15.6% of respondents strongly agree,

50.0% agree and 16.7% disagree that when studying through reading short story students' opportunities to understand and use English to ask and answer questions and to present orally in English are high. 24.4% of respondents strongly agree, 43.3% agree and 11.1% disagree that through short story students' chances of developing their writing abilities in English are good. 31.1% of respondents strongly agree, 37.8% agree and 14.4% disagree that Reading short stories enable students to understand literary texts. 22.6% of respondents strongly agree, 47.8% agree and 12.2% disagree that Reading short stories allow students become aware of how information is organized in an English reading text. 14.4% of respondents strongly agree, 27.6% agree and 27.6% disagree that one of the benefits students acquire from reading short stories is their appreciation of other ethnicities, races and cultures. 18.9% of respondents strongly agree, 40.0% agree and 15.6% disagree that Regular reading of short stories can enhance the students linguistics and communicative competence.

4.3.4 Table (10):

No	Statement	Chi-square	Sig	Median	Interpretation
1	When studying through reading short story students' opportunities to understand and use English to ask and answer questions and to present orally in English are high.	54.000	0.000	4	Agree
2	Through short story students chances of developing their writing abilities in English are good.	37.000	0.000	4	Agree
3	short stories knowledge plays a very crucial role in the major language skills, listening, writing, reading and speaking which enhancing linguistic	26.778	0.000	4	Agree
4	Short story can help the students identify the different cultural setting of the story.	45.444	0.000	4	Agree
5	Short story can provide as much intercultural aspects as the other genres.	14.111	0.002	3	Neutral
6	For short stories to be successful, they must arouse emotions in the reader, is good.	45.444	0.000	4	Agree

The results in above table interpretation as follows:

- 1- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **when studying through reading short story students' opportunities to understand and use English to ask and answer questions and to present orally in English are high**. Is amount to 54.000 with P-value (0.000) which is lower than the

level of moral value (5%) These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **When studying through reading short story students' opportunities to understand and use English to ask and answer questions and to present orally in English are high**, is other aspects.

2- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **through short story students' chances of developing their writing abilities in English are good** Is amount to 37.000 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Through short story students chances of developing their writing abilities in English are good**, is other aspects.

3- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **short stories knowledge plays a very crucial role in the major language skills, listening, writing, reading and speaking which enhancing linguistic**, is amount to 26.778 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **short stories knowledge plays a very crucial role in the major language skills, listening, writing, reading and speaking which enhancing linguistic**, is other aspects.

4- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short story can help the students identify the different cultural setting of the story** is amount to 45.444 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the

responses of members of the study and in favor of the respondents agree that **Short story can help the students identify the different cultural setting of the story**, is other aspects.

5- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Short story can provide as much intercultural aspects as the other genres**, is amount to 14.111 with P-value (0.002) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents neutral that **Short story can provide as much intercultural aspects as the other genres**, is other aspects.

6- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **For short stories to be successful, they must arouse emotions in the reader, is good**. is amount to 45.444 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **For short stories to be successful, they must arouse emotions in the reader, is good**, is other aspects.

4.3.5 Table (11):

No	Statement	Strongly agree	Agree	Neutral	Dis-agree	Strongly disagree
1	From an intercultural perspective, one might observe classroom interactions involving students from different linguistic and cultural backgrounds.	8 8.9%	25 27.8%	35 38.9%	16 17.8%	6 6.7%
2	There is strong difference between teaching short story and improving the students understanding.	22 24.4%	26 28.9%	17 18.9%	15 16.7%	10 11.1%
3	Better understandings of most of the short story elements can enable the students to develop enrich their English language skills.	23 25.6%	23 25.6%	20 22.2%	13 14.4%	11 12.2%
4	When you get to know someone from another linguistics or cultural background, you are developing an interpersonal relationship with an individual, its an excellent.	25 27.8%	36 40.0%	9 10.0%	13 14.4%	7 7.8%

The answers of the respondents of the questionnaire are shown in above, respecting to **Skills of Reading** short stories for students, 8.9% of respondents strongly agree, 27.8% agree and 17.8% disagree that from an intercultural perspective, one might observe classroom interactions involving students from different linguistic and cultural backgrounds. 24.4% of respondents strongly agree, 28.9% agree and 16.7% disagree that there is strong difference between teaching short story and improving

the students understanding. 25.6% of respondents strongly agree, 25.6% agree and 14.4% disagree that Better understandings of most of the short story elements can enable the students to develop enrich their English language skills. 27.8% of respondents strongly agree, 40.0% agree and 14.4% disagree that When you get to know someone from another linguistics or cultural background, you are developing an interpersonal relationship with an individual, it's an excellent.

4.3.6 Table (12):

No	Statement	Chi-square	Sig	Median	Interpretation
1	From an intercultural perspective, one might observe classroom interactions involving students from different linguistic and cultural backgrounds.	32.556	0.000	3	Neutral
2	There is strong difference between teaching short story and improving the students understanding.	8.556	0.000	4	Agree
3	Better understandings of most of the short story elements can enable the students to develop enrich their English language skills.	7.111	0.000	4	Agree
4	When you get to know someone from another linguistics or cultural background, you are developing an interpersonal relationship with an individual, it's an excellent.	33.333	0.000	4	Agree

The results in above table interpretation as follows:

- 1- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **from an intercultural perspective, one might observe classroom interactions involving students from different linguistic and cultural backgrounds**. Is amount to 32.556 with P-value (0.000) which is lower than the level of moral value (5%) These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents neutral that **From an intercultural perspective, one might observe classroom interactions involving students from different linguistic and cultural backgrounds**.

- 2- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **there is strong difference between teaching short story and improving the students understanding** Is amount to 8.556 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **there is strong difference between teaching short story and improving the students understanding**.
- 3- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **Better understandings of most of the short story elements can enable the students to develop enrich their English language skills**, is amount to 7.111 with P-value (0.000) which is lower than the level of moral value (5%). These indicates a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **Better understandings of most of the short story elements can enable the students to develop enrich their English language skills**.
- 4- The calculated Chi-square value for the significance of differences between the numbers of respondents of the study on the statement **When you get to know someone from another linguistics or cultural background, you are developing an interpersonal relationship with an individual, it's an excellent** is amount to 33.333 with P-value (0.000) which is lower than the level of moral value (5%). These indicate a statistically significant difference between the responses of members of the study and in favor of the respondents agree that **when you get to know someone from another linguistics or cultural background, you are developing an interpersonal relationship with an individual, it's an excellent**.

Summary

In this chapter the study data is presented, and is followed by necessary analysis, discussion and results are included.

Two tools were used to collect the data, firstly teachers questionnaire, secondly students questionnaire both questionnaires have been statistically analyzed. Statements are divided into (12) tables that distributed to (a) main skills in English language (b) cultural aspects (c) other aspects, which showed the answers of the respondents of the questionnaire, that views the study sample, where the researcher was given class (3) as a weight for each answer “disagree” and class (2) as a weight for each answer “Neutral” and class (1) as a weight for each answer “disagree” .

In table (4) statements of main English language skill show are highly significance with median “3” and agree interpretations, and explain the calculations of chi-square values for the significance of differences between the numbers of respondents of the study on the statements.

Chapter Five

Summary, Findings, Recommendations & Suggestions For Further Studies.

5.0 Summary:

The study examines the role of short stories in improving linguistic and intercultural aspects for undergraduate students majoring in English language.

The study consists of five chapters. The first of which comprised the presentation of the elements of the general framework of the study.

Chapter two gave an idea about the literature review and the previous studies relating to thesis.

Chapter three concerns with all the procedures followed by the research in conducting the study, it included the instruments of data collection and the procedures followed in collecting the data.

Chapter four concerns with data analysis and questionnaires and analyzed statistically through using statistical products solutions services, technique (SPSS).

5.1 Introduction

The present chapter tries to summarize and deduce the main findings of the teachers and students questionnaire on the influence of teaching short stories in promoting students understanding. The chapter also includes recommendations and suggestions for further researches.

5.2 Findings:

The Teachers' Responses about Reading Short Stories that Agree with the followings:

1. Sharpened the students' memory 29(90.6%).

2. Improve the ability to understand, use English and answer questions 28(87.5%).
3. High correlation between teaching short stories and improving the students' understanding 26 (81.3%).
4. Enable students to develop and enrich their English language skill 23 (71.9 %).
5. Promote the students to expand their linguistic skills 28(87.5%).
6. Enable students to understand literary texts 27(84.4 %).
7. Enhancing their appreciation of other ethnicities, race and cultures 13(40.6%).
8. Playing a very critical role in the major language skills, which enhance linguistics 25(78.1%).
9. Allow students to become aware about how information is organized in English reading texts 27(84.4%).
10. Linking fantasy and the imagination with child's read world 27(84.4%).

Using Chi-Square test, the above mentioned statements are highly significant ($P \leq 0.001$) and interpreted as agree responses except for the statement: Reading short stories enable students to understand literary texts, which interpreted neutral (table 1).

5.2.1 Teachers Agree Responses about the Role of Short Stories in promoting the Cultural Aspects:

1. It can provide much intercultural aspects as the other genres 27(84.4%).
2. Enhance students to expand cultural knowledge 26(81.3%).
3. Transmit the culture of the people about whom the stories were written 25(78.1%).
4. Help students to identify the different cultural settings of short stories 27(84,4%).

5. Stimulate the students' curiosity about the target culture and language 27(84.4%).
6. Help students to expand their cultural facets 28(87.5%).
7. Enhance the students to expand their cultural knowledge 26 (81.3%).

All cultural aspects variables portrayed high significant level ($P \leq 0.001$) when Chi-Square test is used.

5.2.2 Teachers Agree Responses about the Role of Short Stories in Promoting the Other Aspects Statements:

Reading Short Stories:

1. Promotes students' opportunities to understand language 31(96.9%).
2. Makes foreign language learner competent in spoken language 20(62.5%).
3. Provide learners with cultural facets 21(65.6%).
4. Can be successful in arousing emotion in learners 24(75%).
5. Improve the interaction among learners 29(90.6%).
6. Widen the scope of students' vision 28(84.4%).
7. Helps in developing positive attitudes towards the foreign language 27(84.4%).
8. Enhance sharing social experience 29(90.6%).
9. Develop the different types of "intelligences" that contribute in language learning 25(78.1%).
10. Is regarded as a work of general knowledge 26(81.3%).
11. Helps instructors to teach higher order thinking facets 25(78.1%).
12. If embodied in the curriculum will help EFL learners to become well-equipped and professionals 28 (87.5%).
13. Makes EFL learners repeat the words unconsciously in various forms 26(81.3%).

Using Chi-Square test, the above mentioned statements are highly significant except for the statement "Extensive reading short stories provide learners with cultural facets", which insignificant ($P > 0.05$).

5.2.3 Students' Responses:

1. Strongly agree and agree responses for the statements: Reading short stories can make a foreign language learner, an effective speaker good listener; reader; writer, and the statement: Reading short stories help students to expand their linguistic, cognitive skills, cultural knowledge and cultural facets; are calculated to be 29(32.2%), 40(44.4%) and 22(24.4%), 44(48.9%) respectively.
2. The agree responses showed highest frequencies 34(37.8%) compared to strongly agree 28(31.1%) pertaining to the statement: Reading short stories enable students to understand literary texts (table 7).

Strongly agree and agree responses are calculated to be 20(22.2%), 43(47.8%), 13(14.4%), 24(27.6%) and 17(18.9%), 36(40%) for the statements: Reading short stories allow students to become aware of how information is organized in an English reading text, acquires them an appreciations of other ethnicities' races, cultures, beside that it can enhance the students' linguistics and communicative competence respectively (table 7).

Using the Chi-Square test, all the above mentioned statements are highly significant ($P \leq 0.002$), with agree interpretation, except for the statement: One of the benefits students acquire from reading short stories is their appreciation of their ethnicities, races and cultures, which shows neutral (table8).

3. Agree and strongly agree show higher frequencies pertaining to the linguistic skills statements portrayed high significant level, with interpretation agree and median for each statement except for the statement "Short stories can provide as much intercultural aspects as the other genres "which has neutral response and median value 3.

For the other variables the agree responses are more prevalent, followed by strongly agree except for the variables " Better understanding of the short stories elements can enable the students to develop and enrich their English language skills" which showed equal frequency distribution.

The Chi square test for the linguistic skill variables showed highly significant level.

5.3 Recommendations:

The researcher has come out with the following recommendations:

1. Reading short stories enable students to develop and enrich their English language skills.
2. Students should be involved in reading short stories in order to expand their linguistic cognitive skills.
3. Students should read short stories because it allow them to become aware about how information is organized in English reading texts.
4. Short stories should be used in teaching to provide much intercultural aspects as other genres.
5. Improving the ability to understand, use English and answer questions, should be through reading short stories.
6. We should pay attention about the role of short stories in promoting the cultural aspects.
7. Students should read short stories in order to boost their opportunities to understand language.
8. Reading Short stories can supply learners with cultural facets.
9. Students should read short stories to make EFL learners repeat the words unconsciously in various forms.

10. Short stories should be embodied in the curriculum that can help EFL learners to become well-equipped.
11. Encouraging the students to read short stories in order to develop the different types of "intelligences" that contribute in the language learning.
12. Short stories is to be used for the purposes of developing students' competence and awareness.
13. Sufficient and suitable literary texts, by different writers should be made to students.
14. Teachers of literature are to be well-equipped and trained so that to contribute in enhancing the students understanding.
15. Students are to be taught and informed on the significance and role of short stories in language process.
16. To consolidate the study findings, it is of great importance to recommend the use of literature in the best possible manner in English language teaching.
17. Students should not be motivated if teachers explain this kind of literature in Arabic.

Suggestions:

The researcher thinks that the best way to enhance learning short stories is to do a researches in titled under 1- Language and subculture. 2- Language and intercultural aspects. Also there should be more researches carry out to confirm the usefulness of focusing on the correlation between culture and language through teaching short stories. Further researches on the use of short stories in the learning process are required in order to develop the student's competence and awareness. More researches on suitable methods of teaching short stories within the Sudanese context. Also the researcher suggestion for further studies are to design a significant study to

see what kind of short stories would be more useful, convenient and easier for the students.

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Appendices

Appendix (1)

Sudan University Of Science & Technology

The Graduate College

The teachers Questionnaire

Dear Respondent

This questionnaire is designed to seek your opinions on the role of short stories in improving linguistics and intercultural aspects.

Read the statements of the questionnaire carefully, and provide authentic ratings of your opinion on each item as indicated. The information you will provide, shall be treated with utmost confidentiality.

Thank you.

Please indicate the degree to which you agree or disagree with each of the following statements, by ticking () in the most appropriate option using the scale below.

Teacher's questionnaire

Table (1): Main skills in English language

No	Statements	Agree	Neutral	Disagree
1	Reading short stories sharpen the students memory.			
2	When studying through reading short stories, students opportunities to understand and use English to ask and answer questions are high			
3	There are strong correlation between teaching short stories and improving the students understanding			
4	Better understanding of most the short stories elements enable the students to develop and enrich their English language skills			
5	Reading short stories promote students to expand their linguistics, cognitive skills.			
6	Reading short stories enable students to understand literary texts.			

7	One of the students benefits acquired from reading short stories is their appreciation of other ethnicities, races and cultures.			
8	Short story knowledge plays a very crucial role in the major language skills, which enhancing linguistics			
9	Reading short stories allow students to become aware of how information is organized in English reading texts.			
10	Reading short stories are a useful tool in linking fantasy and the imagination with the child's read world.			
	Cultural Aspects.	Agree	Neutral	Dis-agree
11	Short stories can provide as much intercultural aspects as the other genres.			
12	Reading short stories enhance students to expand cultural knowledge.			
13	Short stories transmit the culture of the people about whom the stories were written			
14	Short stories can help the students to identify the different cultural settings of short stories.			
15	Short stories help to stimulate students' curiosity about the target culture and the language.			
16	Short stories can help students to expand their cultural facets.			
17	Reading short stories enhance students to expand their cultural knowledge.			

	Other Aspects:	Agree	Neutral	Disagree
18	Reading short stories can promote students opportunity to understand language.			
19	Reading short stories can make a foreign language learner competence in spoken language.			
20	Extensive reading short stories provide learners with cultural facets.			
21	Short stories can be successful in arousing emotion in learners.			
22	Short stories improve interaction among learners.			
23	Short stories wide the scope of students' vision.			
24	Short stories can help in developing positive attitudes towards the foreign language.			
25	When learner list to short stories they share the social experience.			
26	Short stories can develop the different types of "intelligences" that contribute in language learning.			
27	Short stories are regarded as a work of general knowledge.			
28	Short stories help instructors to teach higher-order thinking facets.			
29	Integration short stories into the curriculum will help EFL learners to become well-equipped professionals.			
30	Short stories make EFL learners repeat the words unconsciously in various forms.			

Appendix (2)

Students Questionnaire

No	Statements	Strongly Disagree	Disagree	neutral	agree	Strongly agree
1	Short story can learn the students how to deal with the cultural aspects clearly as social habits, believes, and other capabilities.					
2	Reading short story continuously, an English language learner can be able to understand linguistic competence and awareness.					
3	Reading short story can make a foreign language learner, an effective speaker, good listener, reader and writer.					
4	When studying through reading short story, students' opportunities to understand and use English to ask and answer questions and to present orally in English are excellent.					
5	There is strong correlation between teaching short story and improving the students understanding.					
6	Good and better understanding of most of the short storey elements can enable the student to develop and enrich his English language skills.					
7	Reading short story help students to expand their linguistic ,					

	cognitive skills , cultural knowledge and cultural facets.					
8	Reading and understanding short story characteristics for the students are great.					
9	Short story can provides as much intercultural aspects as the other genres.					
10	Reading short story is indispensable part in the process of enhancing linguistics.					
11	Through reading short story thoroughly student can acquire the ability of understanding the aim of cultural aspects.					
12	Short story improving ELT student skills through elements such as authentic material.					
13	Short story can enable the student to understand literary texts, and higher-order thinking aspects .					
14	Lack of understanding the short story elements definitely affects the student's linguistic knowledge.					
15	Through elements of short story students can understand and respect people' differences.					
16	Reading short story increasing the student' ability in order to understand linguistic elements.					