



## "The Role of Teaching Short Stories to Develop Narrative Writing Skill " (A Case Study of Third-Class Students of Secondary Schools at Karrari Locality)

Ballal Ahmed Mohammed Talha  
Mohammed Mohammed Abdallah Alamin ALshengity  
Muntasir Hassan Mubarak

### Abstract

This study aims at investigating "The Role of Teaching Short Stories to develop Narrative Writing Skill". The population of the study is "60" students from Karrari Locality. The researcher uses the descriptive analytical method for data collection, through the pre- & post- tests which are completed by students and data is analyzed by using Statistical Package for Social Science (SPSS). The findings revealed that, the role of teaching short stories to develop narrative writing skill. Narrative writing skill creates difficulties for secondary schools. Also, Secondary school students face difficulties in using "past- tense" for sequence events. Moreover, they lack the basic techniques in writing skill in general such as (punctuation marks, spelling, neat and the structure of words). So the study recommends that short stories should be taught and tested to improve narrative writing skill at secondary schools.

**KeyWords:** 1- Learning Literature 2- Teaching Narrative Writing 3- Short Story-telling 4- Language Teaching 5- Writing Skill

### المستخلص

تهدف هذه الدراسة للتحقق من دور تدريس القصص القصيرة لتطوير مهارة الكتابة القصصية . تكونت عينة الدراسة من (60) طالبا من محلية كرري، أختار الباحث المنهج الوصفي التحليلي لجمع البيانات عن طريق الإختبار القبلي والبعدي للطلاب وتم تحليل البيانات عن طريق الحزم الإحصائية للعلوم الإجتماعية. أظهرت النتائج: - دور تدريس القصص القصيرة لتطوير مهارة الكتابة القصصية وتشكل كتابة القصة القصيرة عائقا لذي للطلاب بالمرحلة الثانوية كما يواجه طلاب المرحلة الثانوية صعوبات في إستخدام الأزمنة في صيغة الماضي لتسلسل الأحداث، علاوة علي ذلك عدم إلمام بعض الطلاب بتقنيات مهارة الكتابة الأساسية بصورة عامة مثل (علامات الترقيم - الإملاء - التنسيق وتركيب الكلمات) . لذلك توصي الدراسة بالآتي: - ينبغي تدريس وأختبار القصص القصيرة لتطوير مهارة الكتابة القصصية في المرحلة الثانوية.

### كلمات مفتاحية:



1- تعلم الأدب الإنجليزي 2- تدريس الكتابة القصصية 3- سرد القصة القصيرة 4- تدريس اللغة 5- مهارة الكتابة

## 1.0 Introduction

Teaching short stories is considered to be one of the most important tasks which students need to develop their narrative writing skill at secondary schools. Short stories can play an essential role in developing narrative writing skill at secondary schools, because they enhance students' language acquisition when they use words, sentences and paragraphs. Short stories reinforce the grammar, vocabulary and structure of language. However, Short stories could be used as means of entertaining and encouraging the students to develop their narrative writing skill. Teaching short stories has a positive effect on developing students' narrative writing in terms of the content, organization and the sequence of events and actions chronologically.

(Ellis & Brewster, 2002:1) they stated that ".Short stories are motivating, challenging and great fun for young learners. They can help to develop positive attitudes towards the foreign language, culture and language learning".

Among the genres of literature, short stories can be a useful tool that can help to enhance EFL students narrative writing skill, because short stories are shorter than other genres and the elements that contain are very useful in developing students narrative writing.

Lazar (1993) pointed out that the study of short stories in the language classroom makes them as the content or the subject of the study. While the use of short stories as a resource, makes short stories as a source among many sources for developing language skills and activities. Lazar also stated that short stories facilitate language acquisition by providing meaningful and memorable contexts for processing and interpreting new language being the shortest genre of fiction.

### 1.1. Statement of the problem

The problem of the present study which attempts to investigate the importance of teaching short stories in improving narrative writing at secondary schools. Narrative writing has been considered as a difficult and complex task in writing skill. Due to the difficulties of this skill, the majority of students face many difficulties in terms of narrative writing as a product skill, and they fail to write a complete narrative



composition in a good or effective way. To overcome these students' narrative writing difficulties, the researcher adopted a new technique through applying short stories. Moreover, Teaching short stories make students aware of steps they should follow to practice narrative writing skill.

### 1.2 Significance of the study

This study will be of the greatest significance in terms of improving the third class students to write narrative writing skill effectively by using short stories. Also, it will help them to reduce the number of errors they made. Moreover, this study has a fundamental value for teachers as it enables them to diagnose and highlight points of weakness and strength in the process of narrative writing, and making them aware of the importance of using short stories in improving narrative writing skill which is important for their academic field as well as professional life. Also, it may enable syllabus designers to modify, organize, and enrich English language curricula with activities based on integrating teaching short stories, and teaching materials to suit their students' needs. Finally, this study encourages researchers in doing more studies about the importance of teaching short stories in improving others skills of English Language.

### 1.3 Objective of the Study

The study tries to find out to what extent short stories are used to develop narrative writing at secondary schools.

### 1.4 Question of the study

- To what extent are short stories used to develop narrative writing at secondary school?

### 1.5 Hypothesis of the Study

- Short Stories develop narrative writing skill at secondary schools.

## 2.0 Literature Review and Previous Studies

### 2.1 Short stories

#### 2.1.1 Definition of Short Stories



Short story is defined by Poe (in Abrams,1970:158) "*asa narrative that can be read at one setting from one –half hour to hours .and that is limited to a certain unique or single effect ,to which every detail is subordinate*"

Poe ( 1846) stated that "*A short story is a fictional work of prose that is shorter in length than a novel*". He also said that , in his essay "*The philosophy of composition*" *a short story should be read in one sitting , everywhere from a half hour to two hours, in contemporary fiction., a short story can range from 1,000 to 20,000 words. Becauseof the shorterlength , a short story usually focuses on one plot ,one main character( with a few additional minor characters), and one central theme.*

### 2.1.2 Origins of the Short Story

According to Liggins. et, al (2011: 6.7.8)" In term of its history, the general consensus has been that in Britain it was not until late in the nineteenth century that the short story was born and the year 1884 has been seen as a key data in the history of the British short story". The year 2004 saw the launch of Small Wonder, Britain's first annual literary festival devoted to the short story.

### 2.1.3 The Literary Characteristics of Short Stories

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

### 2.1.4Benefits of Using Short Stories in Language Classroom

Murdoch(2002:p.9) indicates that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance



ELT courses for learners at intermediate levels of proficiency". He also explains why short stories should be used to reinforce ELT by discussing activities instructors can create such as writing and acting out dialogue.

Also, Oster(1989:p.85) affirms that literature helps students to write more creatively " Instructors can create a variety of writing activities to students to develop their writing skills.

According to that, "*Containing real examples of grammatical structures and vocabulary items ,the literary texts raise students' awareness of the range of the target language and advance their competence in all language skill*" (povey. 1967). In addition to that, the researcher noticed that, students will benefit from short stories by learning new ideas and knowledge ,they will develop an awareness of language works in narrative writing skill. Also. Short stories will provide them with different features of the written language such as sentence structure ,from variety and different ways of connecting ideas.

Researchers who advocate the use of short stories to teach ESL&ELT list several benefits of short stories .These include motivational ,literary. Cultural , high – order thinking and reinforcement of skills benefits.

### 2.1.5 The Importance of Writing Short Stories for Students

According to the researcher, writing short stories is an effort to produce and express feelings, ideas, and notions of students. This activity needs an appropriate learning models. Effective learning should apply learning models that activate learners, one of them is teaching short stories to improve students' narrative writing skill at secondary school. Writing narrative skill requires ideas, notions, and creativities. On the other hand, efforts, will, and struggle also play the roles of a literary masterpieces.

### 2.1.6 The Elements of the Short Stories

#### 2.1.6.1 Plot

According to Mahfouz (2010: 13) he mentioned: There are five essential parts of the plot:



- a. **Introduction:** The beginning of the story where the characters and the setting is shown.
- b. **Rising Action:** the development of plot in a story that proceeds and leads up to the climax. (events between the introduction and climax).
- c. **Climax:** This is the highest point of interest and the turning point of plot, story. The reader wonders what will happen next, will the problem be solved or not?
- d. **Falling action:** The complicated events begin to resolve themselves, the reader knows what has happened next and if the problem was solved or not.
- e. **Denouement:** This is the conclusion or in other words it means that at the end of the story how the problem is solved.

Pickering (1993: 5) states that, “most stories are told in chronological order” (i.e. – the time order in which events naturally happens).

#### 2.1.6.2 Conflict

According to Mahfouz (2010: 9- .11) he defines a conflict as “it is a clash of actions, desires, ideas or goals in the plot of story”. Conflict divided in two parts:

- a. **External Conflict:** It may exist between the main character in the story whom we consider as the hero or protagonist and some other person or persons (man against man) or between the main character and some external force mainly nature, society or malignant fate (man against environment).
- b. **Internal Conflict:** It exists within the man’s character’s psyche; it is a conflict between the main character and some destructive element in his own nature (man against himself), conflict maybe physical mental and emotional.

#### 2.1.6.3 The Characters

According to Muller & Williams (1995: 52.-.54) they stated that, “Character are the people in narratives. We generally know their sex, physical features, age, jobs, education, states in society and family background”. In other words, we know their outward from and behavior. Their physical appearance and social background are part of the way that authors handle characterization, the creation, presentation and development of character in short story "fiction"..



#### 2.1.6.4 Theme

According to Mahfouz (2010: 19) he stated that, “the theme is simply the central idea in a literary work. The theme in a work of fiction is its dominant idea and central insight”. The theme represents the writer’s perception of life and human nature. It can be stated **explicitly** by the writer in his capacity as the narrator or through a major character in the story. It can also be **implied** through the work for readers to abstract the theme of a literary work they must ask themselves these questions: What is the central idea in the story what view of life's does it hold?

#### 2.1.6.5 Setting

According to Pickering(1993:p-35) fiction is sometimes defined as "a character in action at certain time and place".The time and place in which the short story happens are essential elements in plotting a story.

Roberts (1977: p- 76.77) states that “since short story is short all the scenes indicating place may be in one city or countryside. He adds that “setting” are either **natural** or **manufactured**”. Roberts also declares that “a rich artificial setting emphasizes the richness taste of characters living in it, as well as their financial and political resources”. In the most short stories setting is established at or near the beginning of the work as a means of orienting the reader and framing the action that is to follow.

## 2.2 Definition of Writing Skill

Nunan ( 2003 : 13 ) defines writing *"as physical and mental act,. at all the most basic level, writing is the physical act of committing words or ideas to some medium"* on the other hand, writing is the mental work inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader .

### 2.2.1 Importance of Learning Writing Skill for students

Ferris (2010 : 92 ) states that writing is one of the four skills, has occupied a significant place in all language classes. It is present in almost every element of language courses at all stages of language learning from elementary schools to college so a sufficient amount of time should be spent on practicing it. At the elementary



stages, writing is viewed as the commonest way of examining students' performance in the target language for more skilled learners, writing would be a means of recording, reformulating knowledge, and developing ideas or a means of discovery creativity, and self – expression. it is a form of language production which is the part of communicative competences for many learners, which in turn can contribute to student language learning.

### 2.2.2 The Writing Process

(Wingersky & Boerner 2004 : 85) They stated that, writing well is easier for some people than for other. Most people however, are able to write effective if they put enough time and effort into the process .the researcher describes that working through the writing process helps students to write effectively throughout their life, whether they are going to college, working in career, or solving problems in their personal life, if they take the time to write carefully, they will find success .

### 2.2.3 Types of Writing

Types of writing which are taught in secondary school are descriptive analytical argumentative and narrative one.

### 2.2.4 Narrative Writing

Narrative writing is usually considered as one of the expository writing. According to ( Johnson, 1981 :3-22) He stated that "*any expository writing should come in a concise clean and direct fashion*" ,that is because the purpose of expository writing is to expose the topic and its relevance directly to the reader who should be able to follow the writers' thought and ideas without any hesitating or thinking twice then such writing must focus and emphasize on clarity and ease of reading therefore it essentially demands logicalorganizing information in an order of time make them organized chronologically. narrative writing usually begin with a topic sentence that tells the reader what the situation is the support of narrative writing begins with the first event then the subsequent events will follow in chronological order of time.

#### 2.2.4.1 The Definition of The Narrative Writing Skill



According to( Charlott,2001) stated that, "The concept of narrative writing is defined as composing a text on the basis of a certain structure in order to describe the events from the writers' point of view according to peoples' reactions".

The researcher defines narrative writing as a sequence of events which occurs over some period of time. Both what happens and the order in which the events occur are communicated to the reader .

Kathleen ( 2005 : 208 )mentioned that " A narrative relates a series of events, real imaginary, in an organized sequence". it is story that makes appoint. you began listening, telling, and watching narratives when you were a small child and have continued to do so nearly every day since. the researcher gives us some examples of the narrative form in our daily life such as when you probably exchange family stories, tell jokes read biographies or novels, and watch Television situation comedies or dramas .

#### 2.2.4.2 The Characteristic of Narrative Writing Such as

According to website from ( K 5 learning . com websites copyright 2015 K5 learning ).A narrative is a story that conveys a particular meaning, it presents actions and details that build toward a climax the point at which the conflict of the narrative is resolved. most narrative use dialogue to present selected portions of conversations that more the story along .

- (A) Narrative make appoint.
- (B) Narrative Convey Action and Detail.
- (C) Narrative Present Conflict and Create Tension.
- (D) Narratives Sequence Events
- (E) Narratives use Dialogue.
- (F) Narratives are told From a Particular Point of View.

#### 2.2.4.3 The Skills Involved In Narrative Writing

According to website from ( K 5 learning . com websites copyright 2015 K5 learning ). There are some specific skills involved in narrative writing that student need to pay attention to they are:



- a- **An entertaining beginning:** The aim of a narrative story is to grab the reader's attention from the very beginning to draw them into the story.
- b- **Elaborate the detail:** students need to learn how to elaborate on story elements, such as the characters and the setting and why it's important to elaborate .
- c- **Create suspense:** suspense, or story's tension is important to keep the reader reading the story. students need to learn the technique for building suspense into their story plot.
- d- **A Full main event :** The middle of the story is the main event, the part of the narrative writing that details what the story is really about ,. This section needs to be told through actions, dialogue, descriptions, thoughts and feelings .
- e- **Story Endings :** The end of the story needs to bring a conclusion to the main event, where the character reflects on feelings, hopes and decisions they are making from the main events .

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

#### 2.2. 4.4The Advantages of Narrative writing Skill

According to Kathleen ( 2005 : 209 ) mentioned the advantages on narrative writing such as

- (a)**Create a sense of shared history :** linking people together. The members of a culture share certain stories and events , true or untrue , that unite them .
- (b) **Provide entertainment :** Most people enjoy a thrilling movie or intriguing book
- (c)**Offer instruction :** Children learn about good and bad behavior and moral and immoral actions through stories " Pinocchio " teaches children not to tell lies , and The Boy who cried wolf admonishes them not to raise false alarms .
- (d) **Provide psychological healing :** Reading or listening to the story of someone who faced a life crisis similar to one you are experiencing can help you through the crisis



(e) **Provide insight** : stories can help you discover values , explore options and examine motives . By reading a story you can think through a dilemma without actually experiencing it

#### 2.2.4.5 Narrative Writing Organization

According to website from ( K 5 learning . com websites copyright 2015 K5 learning ). Narrative is a story. it has an introduction that engages the reader's interest, details about the main event or action in the story, and a conclusion that describe the outcome

##### A- Introduction:

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

##### B- Body Paragraphs:

- (i) The body paragraphs describe what is the story .
- (ii) They include details that bring the story to life .
- (iii) They often use time order to explain the event .

##### C- Conclusion:

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

#### 2.3.4.6 The Important Reasons for Students to Learn Narrative Writing such

According to website from ( K 5 learning . com websites copyright 2015 K5 learning ).there are:-

- (a) Stimulating the imagination, and to foster their artistic expression, narrative writing allows students to express their stories creatively.
- (b) Clarifying their thinking and helping them how to teach students to express that in writing in an organized way.
- (c) Searching for identity narrative writing helps them to explore different characters and settings.



(d) Enabling writers to deliver their message carefully also for transformation of subjectively or deepen. In many ways teaching students to write narrative involves teaching them to think like the authors that like to read well and effectively.

### 2.3 Previous Studies

2.3.1 The first study was conducted by Muhammad Rohmadi (2017)

.The **study aimed** to "Improve Students' Short Story Writing Through Time Token Learning and Video Media".The **results** of this study showed that there was an increasing the score of students' short story writing skill through the Time Token learning model and video media. The study **recommended**, the use of Time Token Learning model and video media can increase the score of the learning achievement of short story writing skill of VII C grade SMPN 5 Kediri students in the academic year( 2016-2017).

2.3.2 the second study was written by Alkaaf, F. and AlBulushi, A.(2017) The study **aimed** at" Investigating the effect of story-telling as strategy for developing story writing skills" .The sample of the study consisted of 243 pupils randomly selected and assigned to experimental and control groups .**The tools** of this study were pre & post –tests. **Th findings** indicated that the experimental group out, performed the control group in the story writing skills test). This was indicative of the fact that the story-telling strategy may have a significant positive effect on pupils story writing important implications of this study within the framework of a similar context are also outlined.

2.3.3 the **third** study was conducted by Ozguar Sen Bartan .**the study aimed on** "The Effects of Reading short stories in Improving Foreign Language Writing Skills "(2017) .The method of the study were the pre& post –testes. The **results** of the study indicate that the Read for Writing model has a positive effect on students 'short story writing skills in terms of language content ,organization ,and communicative achievement.

#### The comments

The three studies above were closely related to the current study as they deal with the role of using short stories. **The findings** were similar to findings of the current study



because there were agreement in these three studies and the current study which indicates that ,there was a significant difference between the control &experimental group in their attitudes towards the method of teaching short stories in developing English skills in general and narrative writing in particular.

### 3.0 Methodology

#### 3.1 Method of the study

The study followed the **descriptive analytical method and (SPSS)** for the analysis to investigate the role of teaching short stories to develop narrative writing skill among students.

#### 3.2 The design of the Study

The study was applied on two groups .The groups were divided into experimental group was taught by using short stories ,while the control group was taught by the traditional method. for the purpose of **investigating the role of teaching short stories to develop narrative writing skill** .so, third class, (60) students were involved to do the( pre-&post- tests) ,divided as experimental group(30) and control one (30)

#### 3.3 The Population of the Study

The population of this study comprised of the third –class (males) in governmental schools in Karrari Locality in the second term in the academic year 2020-2021.The whole population were (60) students from karrari secondary school for boys divided into two groups experimental and control group.

#### 3.4 Sample of the Study

The subjects of the study were taken from one school for boys, and were distributed between two groups. The sample of the study consisted of (60) students from third–class in karrari secondary school for boys who are randomly chosen to do pre &post- test measuring their narrative writing skill competence. The researcher chooses(30) students in experimental group and (30) in controlled group.

#### 3.5 Instruments of the study

This study uses the following tools:



Pre-& post- test were used to measure the development of students' narrative writing skill . The narrative writing'-test was prepared by the researcher to measure the students' performance level in the narrative writing skill.

The test was administered for approximately one hour for each student to write short story ,After an interval of four weeks ,the same test was applied on the same students. They are mainly intended to " **find out to what extent short stories are used to develop narrative writing skill**".

### 3.6 Reliability and the Validity of the students test

The test is judged valid ,because it is clear and the students find it easy to understand the questions and respond accurately .The test was shown to four experts in English Language teachers at different universities as the researcher mentioned them below who assure it is contents, structure and face validity. The test items have been checked by the following experts for deciding the test is valid and reliable:

Pro: Amna Abdalkareem Badri (University of Alahfad).

Pro: Alkaarib (University of Alahfad).

Pro: Mohamoud Ali Ahmed (University of Sudan for Science and Technology).

Pro: Nada Seed Ahmed Aljak (University of Sudan for Science and Technology)

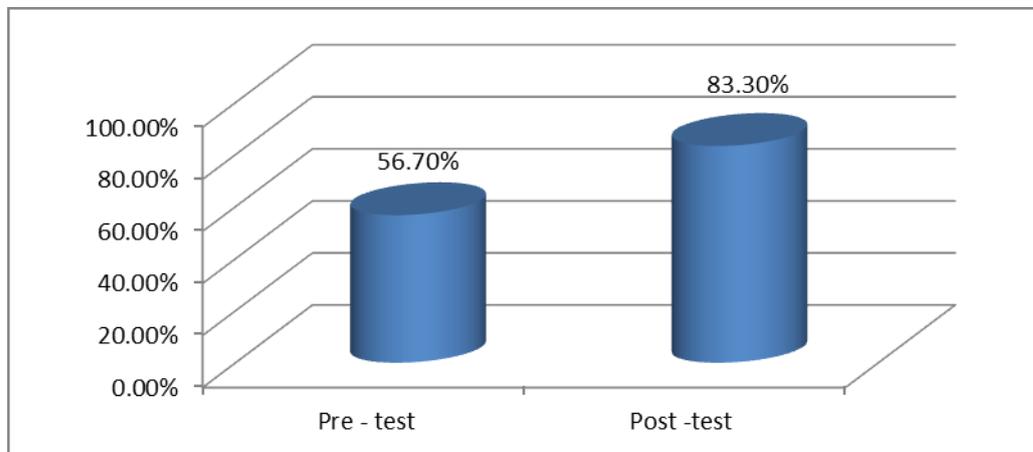
### 4.0 Analysis, Discussion, Results conclusion and Recommendation

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

#### 4.1 The Analysis and discussion of the test

A one-question test is intended to know the significance differences for students in their performance in narrative writing skill between the experimental and control group before and after did the ( pre- & post-test) through using short stories technique. As for data gathered through the test, they were tabulated and sorted out statistical by SPSS programme.

**The Hypothesis" Short stories improve narrative writing skill at secondary school"**



**Figure (4.1)**

Analysis of students pre and post-test in experimental group the figure (4.1) above which has been resulted from 'SPSS' Statistical Package of Social Science explain that respondents were sample study and pointed high percentage in post-test(83.3%) while the low percentage in pre-test (56.3%) so the highest percentage is going to the positive direction of the improvement in the post-test .Also after comparing and analyzing the significant differences between the pre-test and post –test the results with main hypothesis is very clear which indicates the positive progress therefore this indicates that the hypothesis short stories improve narrative writing skill at secondary schools is successfully achieved.

## 4.2 Results

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

Students at secondary schools face great difficulties when they want to write narrative composition in their academic field .This is because syllabus lacks activities and tasks which motivate them to write narrative writing skill effectively. They also lack exposure to authentic materials of short stories besides absence of using short stories in their curriculum and textbooks .All these factors minimize the chances of improving narrative writing skill at secondary school. Hence, They are not effective and successful writers in the narrative writing skill.

## 4.3 Recommendations

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



- Short Stories should be taught and tested at secondary schools level ; besides co-operation between the teachers and the students.
- Students should be exposed to authentic materials to learn the correct aspects of narrative writing skill and correct use of structure, punctuation marks, grammar, vocabulary and spelling besides the cultural aspects of the target language.
- Students should be encouraged to write and practice more activities in writing narrative skill.
- Positive ,interactive and relaxing atmosphere should be created between students and their teachers.
- Teachers should be trained-well in teaching narrative writing skill through using short stories **at secondary schools.**

#### 4.4 Conclusion

The paper deal with the role of teaching short stories to develop narrative writing skill .The study showed the role and needs of using short stories so as to master narrative writing skill for students. the study also highlighted the needs of inserting short stories in their curriculum .Moreover the strategies should be focused in narrative writing than others skills.

#### References

- (1) Abrams, M.H.(1970). "**Glossary of Literature Terms**".New York Rinehart.
- (2) Charlott, L. (2001). **Narrative in Institution** Oxford Blackwell. publishing .
- (3) Collie, J. & S, Slater. (1987). **Literature in The Language Classroom.** Cambridge ; Cambridge University Press.  
Education ...New York: Cambridge University Rozimela.
- (4) David, Bardwell. (1985). **Narration in the Fiction Film** .Madison .WI. University of Wisconsin Press
- (5) Edger, Allan, Poe (1846). **Short Story writing English & Literature :** Thomas Le Moineau.
- (6) Edgar Allan Poe( 1846) "**ThePhilosophy of Composition**" Essay . Graham American Monthly Magazine of Literature and Art, April .Philadelphia.



- (7) Ferris, (2010). **Second Language Writing Research and Written.** Volume 32, Issue 2 (The Role of Oral and Written Corrective Feedback in SLA). June 2010. pp:181. Dana, R. Ferris(a1),
- (8) Johnston ,H (1981) : Guide to Grammar & Writing " Essays and Research papers" **Causal Coherence and memory for events in narrative.** Journal of Verbal Learning and verbal behavior.
- (9) Lazar, G(1993) "**Literature and Language Teaching**" : a guide for teachers and trainers, Cambridge :Cambridge University Press.
- (10) Liggins, Emma et.al (2011) .**The British Short Story** ,London. Palgrave MacMillan Publishing Company.(41) Mahafouz, Safi, (2010). An Introduction to English Literature. Amman. Darwael.[www.darwael.com](http://www.darwael.com)
- (11) Mahfouz, Safi.(2010) **An Introduction To English Literature** .Amman, Darweal.[www.darwael.com](http://www.darwael.com)
- (12) McWhorter, T, Kathleen. (2005) .**Successful College Writing: Skill Strategies Learning Style** .Boston .New York ,Bedford St. Martin's.
- (13) Muller, Gilbert .H & William, John .A (1995) : **Introduction to Literature.** (2<sup>nd</sup>. ed ). USA. New York .Library of Congress Cataloging in publishing data -The MC Grew -Hill.
- (14) Murdoch, G.(2002) **Exploiting well-known short stories for language skill development.** IATEFL LCS SIG Newsletter 23,9-17
- (15) Nunan, D. (2003) **Practical English Language Teaching** First Edition. Singapore: McGraw-Hill.
- (16) Oster, J.(1989) **Seeing with different eyes :Another view of literature in the ESL class.** TESOL Quarterly, 23(1), 85-103.
- (17) Povey , John.F .(1967 :40-46)"**Literature in TESOL Programs :The Language and The Culture** " TESOL Quarterly 1
- (18) Pickering, H. (1993 ). **Fiction 50 : An Introduction to Short Story.** New York :McMillan Publishing Company.
- (19) Roberts, V. (1977) **Writing Themes about Literature** (4<sup>th</sup>ed.). New Gerssy : Prentice -Hall5 ,Inc. Engle Wood Cliffs .
- (20) Wingersky, Joy &Boerner, Jan .(2004): **Writing Sentences and Paragraphs** : Integrating Reading ,Writing and Grammar Skills, U.S.A. Willey Company