

CHAPTER ONE

INTRODUCTION

1.0 Theoretical Background

English has become most widely spread as a language of international communication.

That means we no longer speak only at the nature of the language, but of its, functions as well. (Hardin 1979: 36).

Also people learn English because it is the language of modern sciences and technology.

From a personal experience in teaching English language at secondary schools, the researcher has noticed that in the foreign language classroom, Sudanese learners are faced with many problems so that they are generally silent, reluctant and unable to speak English. The learners' reluctance is observable to the extent that sometimes there may be no one in the classroom wants to participate .Our learners today are not fluent speakers/listeners of English as the learners in the past were (Sandell: 1982).

Another thing, which the researcher has noticed, is that in Sudanese EFL classroom context, teachers do most of the talking while the learners listen almost all the time except for short utterances to answer specific questions directed to them. Therefore, the interaction is usually dominated by a few fluent speakers, and the rest of the class just listen, passive learners, consequently they lose interest in the lesson.

No one can deny that pronunciation is an important aspect of speech, as sound substitution or insertion may hinder intelligibility and break down communication (Kenworthy: 1987).When observing teachers as a supervisor of English, the researcher has also noticed that teachers have a strong tendency to pronounce words phonetically i.e. they pronounce every letter appears in the word as it is the case in Arabic neglecting -or might not know- the fact that

English and Arabic are not phonologically the same; in English there are 26 letters and 44 sounds. Whereas in Arabic -according to Khalil bin Ahmed- there are 28 letters and 28 sounds (D. Okasha 2005) which means there is 1:1 correspondence between sounds and letters, for this reason there are no silent letters in Arabic as it is the case in English.

The learners of L1 which is Arabic has great influence on the acquisition of most of the aspects of L2; the target language- English in our case (Brown:1994). Therefore, these problems, which hinder intelligibility, are not only confined to the learners but extended to the teachers as well.

These problems are reflected in their use of the four skills; they tend to use L1 habits to speak, listen, write and read L2, negative transfer, as a result they use wrong English structures (Lado: 1961)..

So this research intends to investigate the actual speaking problems which are not only caused by mother-tongue interference but also the ones that are caused by other factors. This means that mother-tongue interference is not the main source of difficulty with comprehending, acquiring, and producing the aspects of spoken English. There are other factors that contribute to the problem of acquiring and producing the speech of L2. The educational policy towards English language may be one of the factors that has led to a continuous decline in the four language skills (Sandelt: 1982).

Another thing is that, learners have problems with the target language use. .According to Chomsky's theory on language use, which concerns itself with how linguistic and non-linguistic knowledge interact in comprehending and producing speech, some Sudanese learners do not know when to be quiet, how to talk, how to give compliments to others, and how to apologize. As a result, they make serious mistakes which indicates that they do not have good sociolinguistic skills in the target language (Chomsky: 1965).

1.1 Statement of the Problem

This study deals with difficulties and problems of the speaking skills . It contains some questions as the following :

1. Why do Sudanese learners of English at secondary school having problems with the speaking skills ?
2. Are there any difficulties of the speaking skills among Sudanese learners of English as foreign language and how they could be solved?

It is noticed that in academic field, English speaking skill plays influential role compared to other skills, so attention should be paid to study for Sudanese school English language students have great tendency to be good listeners, readers, speakers and writers in English foreign language.

Those second class students need careful attention towards these skills, however, the general command of second class students 'language is reported to be poor, namely in the speaking skills.

Moreover, this study attempts to explore the impact of short stories in improving secondary schools students' speaking skills.

1.2 Objectives of the Research

The study aims at:

- a. Drawing attention of the second class students as well as teachers to use English speaking skill effectively.
- b. Developing second class students' ability to speak and use different styles of the speaking skills.
- c. Identifying errors made by second class students by specifying their different types of the speaking skills.
- d. Investigating and knowing the actual speaking problems that encountered by Sudanese learners at secondary school and the ones that are caused by mother- tongue interference.
- e. Stating the significance and feasibility of learning the speaking skills to be taught in separate lessons. Hence, this skill can be developed by using

different effective techniques for practising the speaking skills, pair/group work, conversations, role- play....etc.

- f. Discussing the findings and offering solutions, suggestions and recommendations that help in overcoming these problems.
- g. Stating to what extent can Sudanese learners of English benefits from using of short stories in teaching the speaking skills.
- h. Selecting better and enjoyable short stories that have a variety of choices for different interest and entertainment to motivate the students.

1.3 The Research Questions

- 1. To what extent do you agree that second class of secondary school students have problems with the speaking skills ?
- 2. To what extent does using of modern educational technology in teaching to promote English language learning of the speaking skills?
- 3. To what extent do short stories contribute in supporting the speaking skills?

1.4 Hypotheses of the Research

It's noticed that Sudanese secondary school students of English language poor performance in English speaking skills is due to:

- 1. Second class of secondary school students have problems with the speaking skills.
- 2. Using of modern educational technology in teaching to promote English language learning of the speaking skills.
- 3. Short stories contribute in supporting speaking skills.

In other words the researcher hypotheses is that Sudanese learners of English as foreign language suffer from problems and difficulties with the speaking skills and help in solving these problems through different ways. Moreover, short story plays a vital role in improving EFL learners' speaking English.

1.5 Significance of the Research

The speaking skills is the key to effective communication between people from divergent cultural background and for better cross- cultural understanding .

The speaking skills is part of daily life if the learners travel to an English speaking country .“ *Strategies which a language user employs in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of utterance due to his own linguists short coming*”.(Paul, et, 1984:72).

This study will be of great significance in terms of improving the second class students to communicate and to interact positively with English speaking skills.

Furthermore, it will help the second class students to use different speaking styles which are important for their academic as well as professional life. Further, it will help to reduce the number of errors committed by second class students. Moreover, this study have a fundamental value for teachers as it enables them to know better their learners’ problems, also it may enables syllabus designers and teachers to prepare textbooks and teaching materials to suit their learners.

1.6 Limits of the Research

This study is limited to the second class students at Al-Sheikh Hamad Secondary School for Girls – Atbara. Academic year (2015 – 2016).

1.7 Methodology of the Research

The researcher has used the descriptive analytical, quantitative and qualitative methods as well as Questionnaire, pre-and post-tests and interview were used as tools in the collection of relevant data and information in pursuing this study.

CHAPTER TWO

REVIEW of LITERATURE and PREVIOUS STUDIES

0.2 Introduction

Part One

The main aim of this chapter is to review literature related to the topic under (Using Short Stories to Enhance the Speaking Skills at Secondary school), literature definition, the different kind of literature, reasons for studying literature, novel, novella, short story: origins and history of short story, elements of short story.

Speaking definition, features of speaking, significance of speaking, speaking activities, normal conversation, speak situation, speak ability development, encourage your pupils to speak, native speaker's fluency, components of speech situation, qualities of a good speaker, interactive and non-interactive in spoken English, communication skill, features of communication or makes good presentation, communication needs, the characteristics of spoken language, teaching speaking, methods used for teaching the speaking skills, some problems and difficulties that face students in speaking English, using short stories in speaking classes, using short stories to improve EFL learners' speaking skills, short stories for promoting the speaking skills, benefits of using short stories in teaching, the influence of using short stories on English speaking proficiency .

Part two : previous studies.

2.1 Literature Definition

"Literature is writing whose value lies in the beauty of formal or emotional effect. It is a transcript not mere fact, but of fact in it's infinitely varied forms.

Literature is first and for most mankind's entire body of writing. It is the body of writing belonging to a given language or people. It can also mean

individual pieces of writing. Literature is not writing only but the art of organization of words to give pleasure and through these varieties of functions in society as a continuing and a steady symbolic criticism of human values.

The art of literature is not reducible to the words on the page; they are there because of the craft of writing. "

The formal learning of all the above is called literary studies. (Kennedy, 2000:p4).

Literature is :

- a. Literature is ' feelings' and ' thoughts ' in black and white.
- b. Literature is the use of language to evoke a personal response in the reader or listener.
- c. Literature is a world of fantasy, horror, feelings, vision Put into words.
- d. Literature means to meet a lot of people, to know other different points of view, ideas, thoughts, mines to know ourselves better.

The following definitions of literature were written by a group of teachers from all over the world. They had been asked to write down a definition of literature.” (Lazer, 1993 : P 7-9).

2.2 The Different Kinds of Literature

Literature can be divided into two main parts:

a. Oral Literature

It is a literature mostly spoken and transferred from one generation to another through songs and narrations. It belongs to pre literature people.

As a form of human experiences it is considered the purest literary form and then most original.

Oral literature stands as the sources of many existing literature today.

b. Written Literature

It is a recent development that came up with invention of letters, paper and printing press. It was a giant step that has transferred human experiences from oral documentation into permanent, one to say, of a hundred thousand

generation to come. Man was able to preserve protect his creativity for the next generations. It helped to develop and promote a scientific thinking in all course of life.

Although literature has been used in other subject matters such as History, Geography etc. Yet here literature is not that literature of fact as it is found in history and geography. The literature we mean here is the literature that formed the infinitely body of experiences and creativity in the following generation as they are believed to be the purest literary form created by man:

- a. The noble literary form is poetry such as lyric, elegiac, epic, dramatic and narrative and expository verse which elevates human thinking and gives it a new vision and insight to look to his life and the world at large.
- b. The world's greatest novels are work of literature. The fiction created lends to reflect and evaluate individual life for the benefit of the greatest society and public awareness.
- c. Most great drama is considered as literature. As they are staged they eliminate our flames and weakness. Drama are habits our natural and super facial weakness to correct us as individuals on groups.

There are other different kinds or form of literature. We see them everyday in the form of different reading materials which are familiar to most people . Here are definitions of some :

1. **Prose:** is usually short story, essay or novel. It is the use of language in order to create characters, plots, places and events .it is constructing their own story and presenting it to the readers.
2. **Poetry:** Writing is one form of literature that we study in school. We are familiar with poems that rhyme but some poems do not need to rhyme . it is described as language in it's most concentrated form. Some poems are meant to be read aloud to appreciate it's content.
3. **Drama:** is also a form of literature even if it is made to be played by actors and actresses in front of the audience. Creating drama or play should have

dialogues and plots. These are the main parts that are needed in drama. One of the most well known plays or drama is " Remo and Juliet " written by Shakespeare.

4. **Folktales:** are the stories that belong to one culture. These stories are traditional and have been passed down from generations. These folktales reflect the history , culture, beliefs and customs of the people. Examples of folktales are the fairy tales, myth and legend.
5. **Autobiography:** is also very famous form of literature especially if the author is well Known or an important personality and has an interesting life experience.

These are just some of the forms of literature that we recognize . There are many other forms and kind of literature but these are the ones that we usually find.

2.3 Reasons for Studying Literature

People studying or reading literature simply to pass time. To learn how ideas originate and how they appear in people 's personal and public conduct. Others read it for the entertainment, students enjoy it and it is fun. Also, authentic material and very motivating. Besides, it is found in many syllabuses. It helps students to know and understand about other cultures. Furthermore, it expands student's language awareness. It encourages students to talk about their opinions and feelings . It is stimulus for language acquisition. It develops student's interpretive abilities . It has general educational value.

Studying literature enriches us and gives us a new out look to the world . Through it we can learn how different people interact and what are the problems they face in their long history and what future they are going to face. Studying literature produces a broadened and deepened perception of life and more. In addition studying literature can help to add a refreshing and further dimension to a person's life.

Literature divided into non-fiction : [Poetry and dramaetc.] and fiction : [Novel and short story].

2.4 Fiction types and division :

2.4.1 Novel

Novel is an extended work of prose of fiction, so it is work of imagination. Fiction means story or something made up, but is not made up by of actual events, happenings or people. It is a long story. A novel is quite lengthy, 150 pages or more. It describes human lives at large. In it the novelist tells the reader his or her personal life. In other words it reflects human life in the whole world around us, so it imitates real life..

"The English novel effectively start sin the eighteenth century with Daniel Defoe."
Martin Stephen:(p:110).

A novel is usually interesting in a way that readers want to continue to read it. An unusual event may happen that is totally unexpected. The turn of events is something that can be happened outside of human imagination or that they would not expect to happen in our normal life. However, these unusual happenings are written in a way that makes them totally believable.

There are good and bad characters. Characters can be good people or bad people. The good ones refer to the good things which they have done for examples their sacrifices or achievements. The bad ones are usually refer to the bad or the terrible things they done for examples evil or extraordinary things .Hence, a novel must have the capacity to surprise the reader or must contain something unusual that he/she has not heard of.

A good novel keeps the reader guessing. A reader wants to read and continues reading in order to find out for example how the problem solved, in other words he wants to know the end of the novel. Some novels are ended happily, they called comedy. Others ended sadly, they called tragedy.

Good novels give food for thoughts that means they stimulate one's thinking. In other words the reader feels good elements in the novel and that

makes the reader play it out many, many times in his mind, so he feels good moments again and again.

The novel flourished at that time for some practical reasons as the following :

- a. A large number of novels were printed and spread over an area and would be sold with cheap price.
- b. There were large printings and well developed at that time and there were enough people to read.
- c. The first person narrator was used in telling the story that means it was told in the simplest way.

"One of the most common and simplest narrative viewpoints is that of the first -person narrator. This employed when the story is told in the "I" mode as if by a character in the novel. This is realistic (it is, after all, the way we see events in our own lives, from the " I " viewpoint); it brings the reader very close to the character of the narrator, and as a result it can make the narrative very vivid and immediate. The more the reader identifies with the narrator, the more whatever happens to the character affects the reader".

Martin Stephen: (P: 110 :111).

The first person narrative is also a technique that restricts the novel tone viewpoint.

There is, therefore another technique known as that of the omniscient narrator. This is when a novel's story is told in the third person, the "he /she" mode; the narrator is "omniscient" that means he or she knows everything.

Novels in the past (early novels) the narrator was participated, lectured the reader and shared opinions with him, so he became another character in the novel.

“As the general rule the later the novel the more objective, impersonal, and omniscient the narrative technique is likely to be. Between the two extremes of the first-person narrative and the omniscient narrator a vast range of technique is possible. Two unusual examples of narrative technique are: ‘Wuthering Height ' by Emily Bronte (1818 – 48) published Wuthering Height

in 1847, and ' Bleak House ' by Charles Dickens (1812- 70) published Bleak House in 1853. Martin Stephen :(p 111 – 112) ".

Sometimes some novels deal with human experience and relationships in life. The novel may describe a way of life or a social class often with criticism of contemporary society. Although a novel is imaginative but has to be convincing and believable.

The novel is usually interesting in a way that readers want to continue reading it.

The English novel has improved English literature by adding excellent or the best examples of artist's work written by great novelists.

A novel sometimes presents serious issues such as the environment, corruption, war, etc.

It also touches on problems of children who have no parents or whose parents have gone missing or orphans.

A novel entertains. Reading novels is good to pass time. It is relaxing and one can escape temporarily from the problems of life.

2.4.2 Novella

Is short and well-structure narrative, often realistic and satiric in tone, which influenced the development of the short story and the novel throughout Europe. Originating in Italy during the Middle Ages . The novella was based on local events that were humorous and political. The individual tales often were gathered into collections along with anecdotes, legends and romantic tales.

During the Elizabethan period, William Shakespeare and other playwrights extracted dramatic plots from the Italian novella. The realistic content and form of the tales influenced the development of the English novel in the 18th century and the short story in the 19th century.

The novella flourished in Germany, where it is known as the Novella in the 18th, 19th and early 20th in the works of writers such as Heinrich von Kleist, Gerhart Hauptmann.

The Novella otherwise survived as a unique form, although unity of mood and style often replaced the traditional unity of action; the significance of the frame was reduced, as was the necessity for keeping up absolute objectivity.

2.4.3 What is the Difference Between Novel and Novella?

Novels have more characters and more themes and a longer timeline. Novella on the other hand, often have just a few characters, a limited number of themes and a shorter timeline. Generally, novels are longer than 200 pages and novellas are shorter than 200 pages.

2.5 Short Story

Is a short work of literature usually written in narrative prose. It is based on a series of events that make up the story. In other words it is very short form of prose fiction. It usually narrates a limited number of events with concentration on a single aim with one plot. It often involves a small number of characters. It has a beginning, middle and end. Each story has its own single simple plot.

The short story has a setting, central character, action and takes single place during a short of time, such as an hour, few hours, and a day.

For example, Ernest Hemingway's "Hills like White Elephants" is a short story based on a conversation that takes place on a single day.

The writer of a short story avoids unnecessary repetition and detailed descriptions because the short story demands economy and conciseness.

2.5.1 Origins of Short Story

The development of the short story first began before man could write. To help himself in building and memorizing tales. The early storyteller often depends on stock phrases, fixed rhythms, and rhyme. As the result, many of the oldest narratives in the world, such as the famous Babylonian tale the Epic of Gilgamesh (c. 2000 bc), are in verse. Indeed, most major stories from the very old Middle East were in verse: " The War of the Gods," "The Story of Adapa"

(both Babylonian), "The Heavenly Bow, " and " The king Who Forgot" (both Canaanite). These tales were graven in wedge-shaped on mud during the second (2nd) millenary bc.

The short story is to the novel what the lyric is to the epic – the first is personal, compressed, fragmented and emotional, and the second universal, expansive, totalizing and objective.

As Harold Orel has argued, the British tradition in short fiction is very different from that of the Americans, for whom the short story", he writes developed independently.

In North America magazines: The pioneer Poe was writing for and about a specifically American version of the short story, which he named the "tale ". American literature is absolutely not just British or English literature with a different accent; it has a particular history and set of contexts.

In a series of essays and reviews from the 1840s in which he repeats and purify his ideas, Poe describes the short prose tale as his ideal form of fiction for the modern world. He was seeking to develop a new genre that would speak specifically to and for the "new" country America, contrasting the modernity of the United States with the near death traditions of fiction in Europe, particularly Britain.

Poe's short stories tend towards the sensational, the shocking, the ghostly, and unnatural. Indeed, in a piece published in 1838, "How to write a Blackwood's Article", he wrote:"Sensations are the great things after all.

His stories also show – as this quotation would suggest – a lively eye to the financial main chance. Thus, although there are problems with adopting Poe as a founding father for the British short story. He did identify two key ways in which the short story might be understood.

1- The short story has its origins in magazine fiction: it is commercial fiction, made for the marketplace, often as filler material to pad out editorial matter

and occupy the space between advertisements. That economic fact has a main influence on its artistic shape.

2- Emphasis on reading. Short stories have probably been found, in the sense of short narrative being told, since the dawn of time.

A third element of definition is the question of what we mean by "British" A number of the writers to whom we pay attention are not strictly British. Katherine Mansfield (1888- 1923) was born in New Zealand, Henry James (1843- 1916) in the United States, James Joyce (1882-1941) in Ireland- and there are other examples.

As we have already suggested, then , compared with writers and critics in the United States, where the short story has for a long time been known a form with its own moral, social and artistic dimensions, British writers and critics have been far less willing to write about it. Certainly it is the case that when we look at mid-nineteenth century Britain, there is no exact starting-point; it is impossible to find an Edgar Allen Poe- like figure who supports the kind of unified effect excelled by early American critics. And a great deal of the influence on the British short story has come from elsewhere, from figures such as the French realist writer Guy de Maupassant (1850 – 93) and the migrant American Henry James. The appearance in 1871 of James's " 'The Passionate Pilgrim', a story about the clash between American and Europe cultures, seemed to show how the short story or novella could offer the surface really much larger than the mere offered face of the work', as James later put it. The fiction of the creative Russian dramatist and short story writer Anton Chekhov (1860 – 1904), which included more than fifty stories, also influenced the development of the form, particularly in its modernist incarnations. Translated into English in the early years of the twentieth century, his tales of frustrated love affairs, economic worries and the dullness of middle-class marriage, which admirably condensed the subject matter of the nineteenth century novel into key episodes in a character's life, offered a blueprint for the realist short story in

Britain during the twentieth century. His interest in character and psychology, and his skill at dialogue gained from his success as a dramatist, were copied by important modernist writers of the 1920s, including Katherine Mansfield, who cited his work as a key influence on her own. The British short story is thus a complex, multiform creature. It is made up of relationships between the material world of the demands of publishing and the market place, specific aesthetic schemas and program, the conventions of genre and the influence of the writers of other nations.

2.5.2 History of Short Story

The short story was born in Britain in 1884. This was the year the term "short story " was used for the first time, as Roger Luck Hurst recorded.

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 coming back sections or, in the case of Homer, Homeric epithets. Short sections of verse might focus on individual narrative that could be told at one sitting, with particular simple style to recall or to remind the events of a story easily.

The other very old form of short story, the anecdote, was popular under the Roman Empire. Anecdotes functioned as a sort of parable. Many surviving Roman anecdotes were collected in the 13th and 14th century. They remained popular in Europe well into the 18th century, when fictional anecdotal letters of Sir Roger de Coverely were published.

In Europe the oral story- 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. The mid 17th century in France saw the development of a purify short novel, the "nouvelle" , by such authors as Madame de Lafayette. Also in France, Mateo Falcone was written by Prosper Merimee in 1829.

There were early examples of short stories published separately between 1790- 1810, but the first true collections of short stories appeared between 1790 – 1810, but the first collections of short stories appeared between 1810- 1830 in several countries around the same period.

One of the earliest short stories in the United Kingdom were gothic tales like Richard Cumberland's "remarkable narrative" "The Poisoner of Montremos" (1791). Great novelists like Sir Walter Scott and Charles Dickens also wrote some short stories.

One of the earliest short stories in the United States was Charles Brockden Brown's "Somnambulism" from 1805. Washington Irving wrote mysterious tales including "Rip van Winkle" (1819) and "The legend of Sleepy Hollow" (1820). Nathaniel Hawthorne published the first part of his Twice – told Tales in 1837.

In Germany, the first collection of short stories was by Heinrich von Kleist in 1810-1811. The Brothers Grimm published their first volume of collected fairy tales in 1812.

In Russia, Ivan Turgenev gained recognition with his story collection *A Sportsman's Sketches*. Nikolai Leskov created his first short stories in the 1860s.

In India, the greatest Indian writer was Munshi Premchand. He pioneered in the Hindustani language and was writing short stories and novels in a satisfying style characterized by realism, an unsentimental and authentic. In other words he wrote about his own complicated Indian society. Premchand's work, including his over 200 short stories (such as the story "Lottery" and his novel "Godaan" remained as the most significant of his work.

In Poland, Boleslaw Prus was the most important author of short stories. In 1888 he wrote "A Legend of Old Egypt".

In Brazil, Machado de Assis, one of the major novelists and was the most important short story writer from his country at that time, under influences

(among others) of Xavier de Maistre, Lawrence Sterne, Guy de Maupassant. In the end of the 19th century the writer Joao do Rio became popular by short stories about the bohemianism. Also, the most famous modern story writer in Brazil is Mario de Andrade.

In Portuguese, the well known short story writers like Mario de sa – Carencro, Florbela Espanca and Fernando Poessa, although their major genre was poetry.

Canadian short story writers include Alice Munro, Mavis Gallant and Lynn Coady.

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

The Argentine writer Jorge Luis Borges is one of the most famous writers of short stories in the Spanish language. “The Library of Babel” (1941) and “The Aleph ” (1945) handle difficult subjects like infinity.

In Colombia, the Nobel Prize laureate author Gabriel Garcia Marquez is the main novelist and short story writer, known by his magical realist stories and his defense of the Communist Party in his country.

In Sudan, the Nobel Prize –winner, the Sudanese greatest novelist AL-Tayeb Salih, was the most well- known author from his country. He wrote a lot of novels and short stories in style characterized by satisfaction, realism and authentic (from his own environment).

In Egypt, the Egyptian Nobel Prize- winner Naguib Mafouz is the most well- known author from his country, but has only a few short stories.

The short story developed during the nineteenth century, reaching in turn, the height of its development in the aesthetic blooms of modernist writers such as James Joyce, Katherine Mansfield and Virginia Woolf (1882 – 1941) in the early twentieth century.

Recent study made by Tim Killick. He notes that there are a plethora texts which have some kind of relationship to the modern short story – works of

Maria Edgeworth (1767- 1849), Walter Scott (1771- 1832), John Galt (1779 – 1839) and Mary Russeel Mitford

(1787- 1855) being notable examples. What we tend to see is that their shapes, together with the labels given them ("tale, sketch ") are different. They are episodic and often connected by continuing characters and themes. Nor are these the only early examples.

Literary form. But although in this sense it may seem to be of its own new writing style .The fact is that short prose fiction is nearly as old as language itself. Through the history of humankind, a man has enjoyed different kinds of short narratives as for examples: Short myths, jests, anecdotes, moralizing fairy tales, short legends and abbreviated historical legendsetc.

The most of literary criticism on short story concentrates on the ways or the techniques of writing. Many and often the best of the technical works, advice the young reader to be aware of different devices used by the skilled writer on" how to write stories" for the young writer, and not serious critical material.

The two words, "sketch" and "tale" were generally used in the nineteenth century. In the United States alone there were hundreds of books claiming to be collections of sketches, others were collections of tales. What is the difference between these two terms? Tale is much older than sketch. They are frequently fully understood only by member of the particular culture to which they belong. A tale is a medium through which a culture speaks to itself. In other words the old speak to the young through tales.

The sketch by contrast, is intercultural depicting some phenomenon of one culture for the benefit or pleasure of a second culture. Factual and journalistic, in essence the sketch is more descriptive and less narrative or dramatic than the tale.

Moreover, the sketch by nature is indicative, incomplete. The tale is often exaggerated. In addition the sketch is written but the tale is spoken. That means

the sketch writer can have, his eye on his subject but the tale refers to the events happened in the past.

The tale was the only kind of short story until the 16th century, when a rising middle class interest in social realism on the one hand and in foreign lands on the other put a present on sketches of subcultures and foreign regions. Elements of the tale with elements of the sketch were combined by certain writers – those one might call the "fathers" of the modern story, examples: Nikolay Gogole, Hawthorne, E.T.A. Hoffmann, Heinrich von Kleist, Prosper 'Merim'ee, Poe – in the 19th century. Therefore, the modern short story then ranges between the highly imaginative tale and the photographic sketch and in some ways draws on both.

The short stories of Ernest Hemingway may often get their strength from traditional mythic, he used, for examples (fish, water, woundsetc.). But they are more closely related to the sketch than to the tale. In contrast to him William Faulkner who's his stories more closely resemble the tale. Both his language and his subject matter are rich traditional material (the past).

The modern short story is a unification of sketch and tale today. It is scarcely debatable, clear, distinguishable, and independent and its writing style is still developing.

2.6 Elements of Short Story

Important Elements of a Short Story are: Plot, setting, Character, conflict and theme.

2.6.1 Plot

A plot is a series of events and characters actions that relate to the central conflict. In other words the plot is how the writer arranges events to develop his basic idea. It is the sequence of events in a story or play. The plot is a planned,

logical series of events having a beginning, middle and end. The short story usually has one plot, so it can be read in one sitting.

There are five essential parts of plot:

a. Introduction: The beginning of the story where the characters and the setting is shown.

b. Rising Action: This is where the events in the story become complicated and the conflict in the story is shown (events between the introduction and climax)

C. Climax: This is the highest point of interest and the turning point of the 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.

2.6.2 Setting

The setting of a short story is the time and place where it happens. For some stories the setting is very important while for others it is not. There are some aspects of a story' setting to consider when examining how setting contributes to a story as the following:

a. Place: Geographical location. Where is the action of the story taking place?

b. Time : When is the story taking time (historical period – time of day, year).

c. Seasons or weather conditions: is it rainy, sunny, and stormy? Etc.

d. Social conditions: What is the daily life of the characters like? Does the story contain local colour (writing that focuses on the speech, dress, customs, etc. of a particular place)?

e. Mood or atmosphere : What feeling is created at the beginning of the story? Is it bright and cheerful or dark and frightening?

2.6.3 Character

A Character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.

There are two meanings for the word character:

a. The person in a work of fiction:

Persons in a work of fiction are Antagonist and Protagonist.

Short stories use few characters. One character is clearly central to the story with all major events having some importance to this character- he/she is the Protagonist. The opposite of the main character is called the Antagonist.

b. The characteristics of a person

In order for story to seem real to the reader its characters must seem real. Characterization is information the writer gives the reader about the characters themselves. The writer may reveal a character in several ways

a. His / her physical appearance.

b. What he / she say, think feels and dreams.

c. What he / she do or does not do.

d. What others say about him / her and how others react to him / her characters are satisfying if they are: consistent, motivated, and lifelike (resemble real people).

Characters are :

a. Individual - round, many sided and complex personalities.

b. Developing – dynamic, many sided personalities that change, for better or worse, by the end of the story.

c. Static – Stereotype, have one or two characteristics that never change and are emphasized e.g. brilliant detective, cruel stepmother.....etc.

2.6.4. Conflict

The conflict is a struggle between people or things in a short story. Conflict is essential to plot, without it there is no plot. It is the contrast of forces

which ties one incident to another and makes the plot move. Conflict is not merely limited to open arguments; rather it is any form of contrast that faces the main character. Within a short story there may be only one central struggle, or there may be one dominant struggle with many minor ones. There are two types of conflict:

a. External: A Struggle with a force outside one's self.

b. Internal: A struggle within one's self; a person must make some decision, overcome pain..... etc.

There are four kinds of conflict:

- (1) Man vs. Man (Physical); the leading character struggles with His physical strength against other men, forces of nature, or animals.
- (2) Man vs. Circumstances (classical) :The leading character struggles against fate, or the circumstances of life facing him / her.
- (3) Man vs. Society (social): The leading character struggles against ideas, practices, or customs of other people.
- (4) Man vs. Himself / Herself (psychological): The leading character struggles with himself/ herself; with his / her own soul, ideas of right or wrong, physical limitations, choices, etc.

2.6.5 Theme

The theme is the central idea of a story. The theme maybe the writer's thoughts about a topic or view of human nature. The title of the short story usually points to what the writer is saying and he may use various figures of speech to emphasize his theme, such as : simile, metaphor, symbol, irony, allusion.....etc. Some simple examples of common themes:

- a. Man searches for the truth.
- b. Evil corrupts.
- c. Beauty cannot last.
- d. Greed will destroy a man.

2.7 Plot Versus Story

What is the difference between plot and story? Strictly speaking, the story is the series of related events that make up the story. The plot of the story, on the other hand, asks why? It includes the motive of the main character to take action or to react. And this motive helps to create meaning of theme, which enables the reader to talk about what the story says about the human stories.

2.8 Speaking Definition

Speaking is *"the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety context"* (Chaney, 1998:13).

Nevertheless, living in the world of today requires achieving the aim of teaching speaking which is enhancing students' communicative skill, because in that way they can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstances in order to teach second language learner how to speak in the most ideal way.

Teaching Speaking in Sudanese Secondary Schools has been undervalued and Secondary School English language teachers' have continued to teach speaking just as repetition of drills or memorization of dialogues where as speaking refers to the beginning of human creation. Thus, a child can learn language and speaking from the surrounding or from his environment where he lives.

"A child can utter words then gradually can form full sentences until he can speak the language fluently and accurately ". (Chaney, 1998:13).

It is known that speech is produced by vocal organs in different phonological aspects such as stress, intonation, vowels, consonants, pauses any rhythms.....etc. to form words and structure and finally to convey meaningful utterance.

"First language acquisition is remarkable for the speed with which it takes place. A child growing up in the first or two or three years requires interaction which other language users in order to bring the language in to operation with particular such as English faculty". (Yule, 1996:175).

The child must also be physically capable of sending and receiving sound signal in a language.

According to (Paul, 2000:82)." Speaking is not as simple as it seems". For start:

- a. Many people do not take speaking in front of large group of people because of may making or producing many errors. This is especially true in a foreign language.
- b. Recognizable pronunciation is necessary for speech to be intelligible; it is very hard to understand the regional local accent as with a non-native speaker's Ease.....etc...tree set? As it three yet.
- c. Speaking part in real time and speakers haven't time to construct their utterances carefully.
- d. Be prepared and they must think of what they would say.
- e. There are some clear implications here for teaching :
 - 1 - Try to create a relaxed atmosphere in their classes so that most learners are not frightened of speaking in front of the rest of the class.
 - 2 - Do many activities of speaking such as pairs, group work, so that the learners can speak English without the rest of the class listening.
 - 3- Expose the learners as much as possible to speak in and outside classroom in English. Roger Scott (1981-9) states:

"Oral communication is typified as an activity involving two (or more) people where participants are both hearers and speakers having to reach to what they hear and make their contribution at high speed. Each participant has an intention or set of intentions-goals that he wants to achieve in the interaction. Each participant has to be able to interpret what is said to him which he cannot predict exactly either in term of form or in term of meaning and reply with what language he has disposal in a way that takes an account of what has just been said and which reflects his own intention at this point in the interaction".

Speaking skill is a very crucial part of English language teaching and learning. Because of the globalization, the ability to communicate effectively in English becomes an important necessity in all aspects of life. People often assume that the ability to speak is the product of language learning. This study aims to make

students aware of how short stories can enhance speaking skill. The objectives of the research are to motivate the students' interest in learning the language; to promote their grammatical and communicative competence and to develop their fluency in spoken English.

Spontaneous spoken language has certain characteristics as the following:

1. Redundancy

Whereas good writing should be precisely and should avoid repetition. This hardly the case with spoken language particularly that which happens in normal conversation while language in general usually provides extra cues for the reader or listener. Spoken language provides even more in the form of repetition, restarting and back tracking. This aspect of language after referred to as redundancy can be an advantage to the listener. It is an advantage that if the listener does not hear what is said the first time, he may have a second opportunity, when it is repeated.

2. Untidiness

Another major characteristic of spoken language is its untidiness. Spontaneous conversation often contains language structure that may not be strictly speaking grammatically. It is also untidy in the sense that it may contain unfinished utterances, pauses and even moments of silence. The second aspect of untidiness is probably an advantage to the listener because it gives him time to think and understands what he hears.

3. Environmental Interference

Most spoken language requires the hearer to cope with such environmental uncertainties as background noise. Atypical example of these announcements at such places as airports, which require a listener to pick the message out from the hum of surrounding conversation and the noise of traffic. The voice quality, the emotional states of both interlocutors and the loudness influence the perception of the message. The result is that the listener is often placed in a situation where he has to guess and fill in what he did not hear.

Besides these features there are other features such as stress and intonation and the frequent false starts (unsuccessful beginnings).

John petcock (1991-13) mentions the possible characteristics of a good speaker.

They are:

- 1- The speaker has to take account of the hearer. He must constantly monitor his listener to check that the assumptions he is making are indeed shared assumptions and that the listener understand what he is saying.
- 2- He has to check to see what the attitudes of the hearer is to what he is saying and indeed how what he is saying appears to modify the hearers attitude to the speaker.
- 3- He has to construct for the hearer a comfortable interactive structure. It is the duty of the speaker to make it clear when he is giving up his turn, in extended monologue a lecture, a public speech. It is the duty of the speaker to make clear the structure of his message.
- 4- The speaker has to take account of the pressure of time. In a conversation the speaker speaks against time. He must not take up too long a turn in the conversation. People who take a long turn in conversation are considered borers. Yet he has to complete, whatever he wants to say before his interdictor breaks in.
- 5- The speaker should have something interesting to say.
- 6- He should have an interesting way of saying things.
- 7- He should be brief.

2.9 The Features of Speaking

Features of speaking have important points they are as follows:

2.9.1 Fluency

(Gower, et al, 1995) state that fluency can be thought of as ability to keep going when speaking spontaneous. When speaking fluently, students should be able to get the message across with whatever resources and abilities they have

got regardless of grammatical and other mistakes. Normally, students should not be corrected during fluency activities.

However, in feedback afterwards they can comment favorably on any strategies the students used to increase their fluency. For example, the use of natural sounding incomplete sentence, when did they go? On Tuesday (not I went Tuesday).

"The use of common expressions like I see what they mean, never mind, what's the matter. Also fluency if they speak English quickly and easily if they are fluent in language, they usually speak it without hesitation. Their speech flows easily, both accuracy and fluency are important in language, they should aim to speak language both accurately and fluently". (Hillary, 2001:42).

2.9.2 Accuracy

If they speak English, they speak it correctly try to make sure they avoid errors. (Hillary, 2001:42). According to (Gower, et al, 1995)" accuracy involves the correct use of vocabulary, grammar and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear.

Ongoing correction is often appropriate during accuracy activities, in free activities the teacher is hopping for the correct use of language but is also keen to encourage the students' attempts to use the language they have in order to communicate".

2.9.3 Pronunciation:

" Pronunciation is an important factor or aspect during the development of the speaking skills students' abilities to pronounce well show that they have stepped forward for learning English and this what teacher should be given emphasis " (Gower,et al & Adam,2005).

Elsagheer, (2001:33) states:

"Too much attention should be given to proper pronunciation. Many students will not be able to make all the sounds, especially at first stage, and constant correction may discourage them. So, it is recommended that pronunciation should be taught to the students".

The aim of teaching pronunciation to non-native students is not necessarily to make them sound like native speakers of English. With the exception of a

few highly gifted and motivated individuals such as a goal is quite unrealistic. The more modest and realistic goal that we have in mind is that of enabling learners to get above their level so that the quality of their pronunciation will not detract significantly from their ability to communication.(Elsagheer, 2001).

2.10 Significance of Speaking

In fact learners might have a question in their minds what is the significance of speaking English as a foreign language according to (Ur,1996:120), " of all the four skills listening, speaking, writing and reading " , speaking seems the most important. Indeed whether for business or pleasure, primary motivation to learn a second language is to be able to communicate with speakers of that language.

This shows why so many language learners are very interested in the speaking skill.

However, speaking is being an important skill, it is also a great challenge for foreign language learner and student must master several difficult micro skills, including the pronunciation of unfamiliar phonemes, the correct placement of stress and intonation.

(Ur, 1996). But learners have less chances to speak English outside of classroom; also speaking classes do not provide opportunities for oral interaction this refers to teacher because she/he talks on throughout the lesson without giving learners a chance to speak.

2.11 Speaking Activities

There are some useful speaking activities to use with their pupils. The first ones are more controlled and can be used to practice in using certain structures (particularly in the early stages of learning English). The later ones are freer and can be used to give the pupils a chance to use English more independently. (Ibid, p;42).

Some examples of speaking activities or communicative activities as that can be developed in class from the communicative point of view (Berns, 1984, p: 5) as cited in (Nahla, 2008) :

a- Language Games : are used frequently in the student find them enjoyable and if they are properly designed, they give students valuable communicative practice ". Games that are truly communicative according to (Marrow,1981 : 103) have the three features of communication " : information gap, choice and feedback.

2.11.1 Oral Activities in the English Class

If English teaching is to be successful, it must to become more student-centered. Another way of saying the same idea is that English teaching must become fewer teachers –centered. If the teacher feels that learning takes place only because the amount of talking he does, then he is probably deceiving himself about his own oral abilities. Students can learn from talking with and listening to their peers and can benefit socially from these activities. They should be given a lot of class opportunity to speak and listen.

2.11.2 Purpose of Oral Activities

Besides practicing the speaking skills, oral activities increase greatly the socialization possibilities in the classroom because in the classroom dominated by the teacher's voice, students may never get to know their classmates except through hearing them answering teachers' questions. Goals of education should include social aims as well as cognitive goals.

2.11.3 Types of Oral Activities

A wide variety of oral activities can be used in the classroom. But some teachers think that oral activities are waste of time. They are bothered by the organization of group work or listening to the students talking in pairs. They don't like sitting by and letting class discussion go on without their intervention, but if teachers of English believe in the effectiveness of oral

activities in the class in improving the students' speaking skill, their students will be provided with some exciting moments of significant learning. A few of the more promising activities are described below.

2.11 .4 Group Discussions

Group discussion, both total class and small groups are valuable as a factor in improving the students' spoken English. At the presentation and practice stage of learning it is normally both economical and effective to teach the whole class as a single unit even in the productive stage group discussion is effective. The school is micro – cosmic society and must have communication and social interaction. Group work helps the students to communicate easily and freely and to work together independently with only the minimum amount of direction from the teacher. When the students are speaking and listening together, they are acquiring social skills as well as improving their spoken English.

2.11.5 The Role of the Teacher in the Discussion lesson

a. The teacher must select activities that are suitable with the language of the students. He must explain to the students how they can do the activity. Sometimes an activity may need new language and the teacher must decide either to pre- teach the new language or let the students ask when they feel they need it. The success or failure of an activity depends on the teacher's instruction. So the teacher must use simple language as far as possible and he can use the mother language if necessary while the activities are in progress.

The teacher's main role is to move around the class and listen carefully in order to find how the students are getting on and provide help whenever it needed.

As for feedback the teacher in some cases, may ask the students to give their ideas before his comments. He can use the noticed mistakes as feedback or remedial teaching.

Group discussion may involve many problems. Some teachers may feel dissatisfied because group discussion is time consuming and they can not see their students making obvious progress. It is true that progress can not be measured as it could be at the practice stage but teachers must remember that students are not merely reinforcing what they have learnt, but also using what they have learnt superficially at earlier stages.

It is also, sometimes argued that lazy students will take advantage of group discussion to be even more lazier. This may sometimes happen however since students usually get more deeply involved in group work activities than in regular class work, laziness is not likely to increase.

The teacher should be aware of the non-participating students and encourage them to participate.

b. Role-play

Is very important in the communicative approach because it gives students opportunity to practice communicating in different social context and in different social roles.

Role play can be set up so that it is very structured e.g. the teacher tells the students who they are, what the situation is and what they are talking about, but the students determine what they say. The latter is more in keeping with communication approach, of course because it gives students more of a choice.

In the role play, the students play roles, developing their language as they perform the characters they are pretending to be. This can affect excitingly in exploration of students' spoken language.

2.12 Normal Conversation

The researcher suggest to teachers of English especially Secondary Schools to set time for normal conversation. Although some teachers may feel bothered by the noise of their students' talk, no doubt they will gain a great benefit from this time allowed for conversation. As adults the students feel freed from the shyness and fear of errors and this will give them courage to

participate. The teacher who tries classroom conversation may have to be cautious making his pupil to be so loud that he gets troubled by inability to manage the classroom. He may also encourage the shy ones to get involved by talking to them himself.

2.13 Speak Situation

A language varies according to the groups people belong to and interact with, and that most of the people are members of a number of social net work, for example, our immediate community, colleagues, friends and those with whom we share particular interest or hobbies.

"Most of speech situation, or most situations in which people interact whether in speech, writing or other media are connected with social net works. In other words a conversation between members of the youth gang differs from conversation between travelers on a train, because the members of gang shared "code ". Therefore, these two communicative situations are distinct from contextual points of view".

(Davies and Dain, 2005:108).

2.14 Speak Ability Development

Ability developing to speak to an audience is one of the greatest benefits will ever get from anyone's time in further or higher education. They have been said 'developing', because it's likely that anyone's already had some experience of giving a talk, perhaps at school, for a club they belong to or in their place of work if they're mature students. They will now have the chance to practice speaking effectively in a range of situations and in front of audiences of differing backgrounds and levels of knowledge. If they make the most of these opportunities, they will be gaining expertise which will be vital for their future, and which may change in their ways they didn't expect when they began according to Joan Van Emden and Lucinda Becker (2004).

2.15 Encourage Your Pupils to Speak

In language teaching it is easy to advice teachers to be sure to have pupils speak, especially with the current emphasis on an aural- oral approach. It is also easy to show teachers how to carry out pattern- practice drills with maximum effect and to teach, review or re- teach particular grammatical structures . The

well- known techniques are repetition, substitution, addition combination and transformation- drills.

These techniques are effective for habit formation and to give physical practice producing the sound combination of the language. But no one can pretend that when nothing but pattern practice is given, the learners are communicating their own ideas or responding to natural cues and people in their environment.

Pattern practice needs a following – up step of application which is as immediate as frequently and regularly repeated as any pattern practice. A transition from pattern- practice to natural is needed.

The following procedure has proved successful in many classes and it can be used to any structured lesson.

As soon as the students have been taught the simple statement and question form in any tense, they should be told that they will be expected to communicate with one or more of their classmates in front of the class every day at the beginning of the class period. With class, of fifteen. Half an hour for this conversation practice may be needed. With large classes, not everyone would be able to speak every day, but random selection by the teacher should force everyone to be prepared to do so. The teacher can encourage competition, to strengthen the students' speaking by calling on those who volunteer first to perform. This could result in the better pupils, speaking all the time, but with direction this can be prevented, while carrying the challenge to others to speak up quickly. This atmosphere of making the pupils show that they want to speak helps them to build up their self- confidence at the same time as their speaking skill. They should also be encouraged, but not forced, to speak with a different classmates every day.

Since this will be a new and challenging experience, the pupils will feel afraid and hesitant at first, but as soon as the daily procedure is established they will be enthusiastic and will even practice before the period starts.

The teacher should not try to control what they talk about. This is their decision and responsibility. He/ she can mention topics suggested by their home and school environment, topics which arise incidentally in the class. The pupils should feel that in their conversation they are actually informing their classmates.

Because predetermined topics and textbooks dialogues are not used, the pupils are more highly motivated and feel they are voicing their own ideas in a new language.

The teacher should also encourage the pupils to use what they have just learnt in their conversation the next day. The conversation reveals any points that are still confused and need re- teaching. If hardly anyone even tries to use the new items, more drills, explanations and examples of usage are needed before the new item can be considered taught. Some pupils may be exceptionally inhibited, or even lazy. For this reason a marking system giving a " minus " to anyone not prepared or willing to try when called on is necessary, but the emphasis should be kept on getting the students to speak willingly and enthusiastically rather than on the negative " speak "or else. A simple and mild system of " plus" for those who try or " minus " for those who refuse will be sufficient to make the students respect the daily procedure and prepare or at least try regularly.

While the speakers are at the front, talking, the rest of the class and the teacher must listen intently in order to repeat the dialogue sentence by sentence after each speaker.

The first time through, the teacher concentrates on listening only, without interrupting but mentally notes corrections to be made before the rest of the class repeats anything. When they finish, the teacher gives model sentences to help the speakers express their ideas in better English. Then the speakers go through the dialogue again using the teacher's suggestions to the best of their ability.

Imperfection may, of course still exist, but with patience and time, errors will decrease. Then at the third repetition the rest of the class repeats each sentence in chorus first as it is heard from the student speaker. Though a student model is not good for pronunciation, it is all right grammatically. And this is the point of providing conversation practice.

A most of beneficial result of repeating after pupils leaders is the creation of listening habits. The speakers also are forced to speak as clearly, loudly and correctly as possible in order to be understood by others. While the class is repeating what each speaker has said, the teacher is completely free to watch and listen to the class, and to see and hear exactly who is doing that. With very long or difficult sentences which sometimes seem necessary, the teacher may have to drill on the spot to help the pupils repeat correctly. However, the teacher should refrain from repeating every sentence or the rest of the class will stop listening to pupils in front and just wait to the teacher who is bound to be easier to understand. But this will work against a careful listening.

2.16 Native speakers' fluency

It is better to keep the conversation short especially at the beginning to prevent excessive errors and so that as many as possible get a chance in the amount of time allotted for conversations every day.

Once the teacher accepts the fact that time must be allotted to create, develop and maintain the speaking skill, she / he will find that this kind of habitual conversation practice requires almost more patience than teaching the skill on the part of the teacher. The teacher must let the students speak by helping them only to the extent necessary.

It will more beneficial if the teacher waits to see if the students can use the items taught correctly rather than interfere. The teacher should be a helping participant, not someone sitting for judgment and catching mistakes. The teacher must be aware to make as many as possible students speak by choosing interesting topics which draw the rest of the class into general discussion.

2.17 Components of Speech Situation

S: Setting and scene of speech situation distinguishing between physical location and type of activity.

P : Participants, often characterized by terms such as addresser, addressee, speaker, performer, guidance, questionnaire, answer, caller, interviewer, etc.

E : Ends including both functions and outcomes, function may be classified as a transactional or interactional if they take establish personal relation.

A: Act sequence including the content and form of speech.

K : Key tone mood or manner (e.g. serious formal, sarcastic and soon).

I : Instrumentally : including the channel or medium e.g. speech, writing, face to face . Email and code language.

N : Norms of interaction and interpretation.

G : Genre, any one of class of normal speech acts (greeting), leave- taking, sermon, Lecture, joke, etc). (Ibid : 110).

(Geoffrey, et al,2002 : 110) stated that :

" In spontaneous speech we have no time to prepare what to say in advance , but we

Must shape our message we go along. Here is an example of such speech < in
B r E "

(a dash) indicate silent pause.

" Well I had some people to lunch on Sunday, they turned up half an hour early
(laughs).

I mean they know what (G) getting up Sunday's like any way – I'd behind
in any case a

And I'd said to them one o'clock and almost phoned them up and come bit
later I

Thought they have probably left by now so " (Ibid, p : 11).

We can note some features of informal talk :

a. Silent pause (indicated by dash).

- b. Voice filled pause (indicated by recitation).
- c. False start : speaker may fail to complete sentence or mixed up on grammatical construction i.e. I mean you know what getting Sunday's like any way and – I'd I was behind in any case. (Ibid : 12).

2.18 Qualities of a Good Speaker

A speaker's skills and speech habits have an impact on the success of any exchange.

(Duzer,1997) speaker's must be able to anticipate and then produce the expected pattern of specific discourse situations. They must also manage discrete elements such as turn- taking, rephrasing, providing feedback, or redirecting (Burns and joyce,1997). For example a learner involved in the exchange with the sale person previously described must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses.

The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the serve.

Other skills and knowledge that instruction might address include the following:

(Burn et al,1997)

- a. Producing the sounds, stress patterns, rhythmic.
- b. Using grammar structures accurately.
- c. Assessing characteristics of the target audience including shared knowledge or shared points or reference, status and power relations or participants, interest levels, or differences in perspectives.
- d. Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed and the setting in which the speech occurs.
- e. Applying strategies to enhance comprehensibility, such as emphasizing key

- words, rephrasing, or checking for listener comprehension.
- f. Using gestures or body language.
 - g. Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech and complexity for grammar structures to maximize listener comprehension and involvement.(Brown, 1994).

Teachers should monitor learners' speech production to determine what skills and Knowledge they already have and what areas need development.

2.19 Interactive and Non- interactive in Spoken English

Spoken language has many variation but we distinguish, just two use:

1. In conversation because two or more participants taking their turns when talking to each other, either face or some technical device, such as T.V or computer for foreign student, this is very useful because is every day use of speech .
2. In public speaking because person speaking to audience who don't talk but listen, so, the conversation is more interactive than public speaking because public is private and limited according to the situation and include such spoken varieties as lecture, T. V , radio and new broadcast ". (Geofferry et al, 2002 : 13).

Anxiety : Effects of stress in the Speech Process .

At sometimes in their lives most speakers feel nervous before a presentation it's perfectly normal. Indeed the best speakers are often those who learn to use nervousness to their advantage rather than letting it because an obstacle. This study includes back ground information about the problems of speech anxiety as well as some concert suggestion to help them stay calm (Steven, Z, et al :67).

2.19.1 Anxiety Come from Fear

Some reasons people give for being afraid of public speaking include :

- a. Feeling of being thought stupid of making a fool of oneself.
- b. Fear of the audience turning on the speaker and becoming actively hostile.
- c. Fear of being prepared and may be caught or losing control of presentation.

Some of these fears are realistic, but others are not. Regardless of if the basis of fear realistic or not.

So, the feeling of fear is real to the speaker if he is presenter or other performer.

(Ibid : 68).

" Then speaking is related to real situation and occasion and the general atmosphere operation and harmony, also express the idea and feeling which speaker carries to communicate or convey message".

(Doff, Adrian, 188: 199).

2.20 Communication Skill

Definition of Communication

" Most notions of Cs restricted the concept of problem solving activities :

"used by an individual to overcome the crisis which occurs when language structures are inadequate to convey individual's thought".

(Thordike, 1977 : 195).

Potentially conscious plans for solving what an individual presents itself as a problem in reaching a particular communicative goal

. (Faerch& Kasper,1983 : 36).

" Strategies which a language user employs in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of utterance due to his own linguistic short coming".

(Paul, et al,1984 : 72)

To communicate is to convey idea and concept from person to another via a message. All living creatures have some means of conveying information to others of their own group. A communication being ultimately important for their survival,

some use vocal noises or sounds other physical movement or facial expression.

Birds use vocal signals man also is able to exploit a range of techniques of communication. Man uses his body for gesture or to convey information by Facial expression .(Geoffery et al : 23).

Ahmed et al , 2002 : 9) states that :

a- "*Communication skill such as structuring information, using an appropriate style of language using visual aids and adopting the right body language*".

b- Language to language such as the use of linkers and connectors emphasizing and minimizing information and contrast between written and spoken language".

2.20.1 Kinds of Communication

Communicative competence from baby hood on words everybody starts to learn how to communicate effectively and how respond to the people.

In the process of communicating every speaker adjusts the way he speaks according to the situation he is in, the reason which motivates him and the relationship for foreign learner. It sometimes is more important to achieve this kind of communicative competence than to achieve formal linguistic correctness. (Ibid : 30).

2.20.2 Mood and Purpose

The way people communicate is a matter of choice but is restricted by the conversation of the speech community and the language itself.

The external factors governing usage plan their part in decreeing what is appropriate to different circumstances. But it would be naive to think that the speaker is linguistically at the mercy of the physical situation in which he finds himself. What the individual says is what he has chosen to say it a matter of his intention and purposes. (Ibid:33) .

Some situation in which certain intonations are expressed, certain transactions carried out, doesn't mean that this is typical of our language use

..... I may have gone to the post office, not to buy stamps, but to complain the none arrival of a parcel to change some money. So that I can make a telephone call, or to ask a friend of mine who works behind the counter whether he wants to come to a football match on Saturday afternoon.

(Wilkins, 1976 17 : 33).

Given freedom to choose the mood he wishes to convey as well as he wants, to say the speaker is constrained by the available resources of the language to fulfill his aim.(Ibid,34).

2.21 Features of Communication or makes Good Presentation

According to(M, Manal, and 2002:10) there are some points of feature of communication:

- 1- Overall [in general]
 - a- Awareness of their audience who are they ?
 - b- What are their needs or interests ? What do they expect from them ?
 - c- Clear objective, to inform, to persuade, to well come...etc.
- 2- System (arrangement) :
 - a- Planning has – a clear structure and sense of time.
 - b- Have a clear connection between different parts of idea.
 - c- Information : Say or make sure what their audience.
 - d- Impacts make sure they have a strong introduction and conclusion.
- 3- Delivery :
 - a- A clear – simple and fluent .(Ibid: 10).
 - b- Use natural spoken language without complexity.
- 4- Body Language :
 - a- Use strong clear gesture.
 - b- Good contact with audience.
 - c- No distracting gesture.
 - d- Positive confidence and relax.
- 5- Visual aids :

- a- " Clear and simple message.
- b- Efficient, professional use of equipment".

(Manal, 2002 :11)

2.22 Communication Needs

2.22.1 Purposive Domain and Setting

Participant

" A participant is someone who takes part in act of communication involving a foreign language. Participant is suitably unmarked term for our input which consists of the person and what can be regarded as the relevant base . Line date on the person via identity and language".

(Munby,1978 : 52).

Identity include age, sex , nationality, age can be expressed in many terms such as child, adolescent, adult.

2.22.2 Interaction as the Key to improving EFL Learners speaking abilities

"The functions of spoken language are interaction and transaction the primary intention of the former is to maintain social relationship, while that of the latter is to convey information and ideas . In fact, much of our daily communication remains interaction being able to interact in a language is basic. Therefore, language teachers should provide learners with chances for meaningful communicative behavior about relevant topics by using learner interaction as the key to teaching language for communication because communication derives essentially from interaction".

(River,1978 : 88-97).

Communication in the classroom is embedded in meaningful focused activity. This requires teachers to make their instruction carefully suitable for the needs of learners and teach there how to listen to others, how to talk with other, and how to discuss meaning in a shared context.

Out of interaction, learner will learn how to communicate verbally as their language store and language skill develop and take exchange of message; will enable them to create discourse that conveys their intention in real high communication. (Ibid : 97).

2.23 The Characteristic of the Spoken Language

(Yule, et al, 1996 : 15 – 17). Features which characterized the spoken language can be extracted as following :

a- The syntax of spoken language is typically much less structured than that of written language :

1. Spoken language contains many in complete sentences, often simply sequences of phrase.
2. Spoken language typically contains rather little subordination.
3. "*In conversational speech, where essential syntax can be observed, active declarative forms are normally found. In over 50 hours are recorded conversational speeches*".(Brown et al, 1980).

(Crystal,1980) also presents some of the problems encountered in attempting to analyze spontaneous speech in terms of categories like sentence and clause.

As a brief example, notice how this speaker pause and begins each new sentence before formally completing the previous one, it's quite nice, the grass market since+ it's always had the antique shops but their looking + they 're sort of +em+ become a bit nicer+

b- "*In written language an extensive set of multilingual markers exist to mark relationship*".(Abass, 2007 : 54).

Between clauses that complement is ter, when, while temporal markers so called(logical connector, like moreover, however, in spite of etc).

In spoken language the largely particularly organized chunks are related by(and, but, then, and more rarely if). The speaker is typically less explicitly than the writer. I'm so tired (because) I had to walk all the way home.

2.24 Teaching Speaking

Teaching speaking means to teach ELS learner to:

- 1- Produce the English speech sounds and sounds pattern.

2- Use word and sentence, stress, intonation pattern and rhyme of the second language.

3- Select appropriate words and sentences according to the proper social setting, audience situation and subject matter :

- a. Organize their thoughts in meaningful and logical sequence.
- b. Use language as means of expressing values and judgments.
- c. Use the language quickly and confidently with few unnatural pauses which are called as fluency.(Nunan, 2003).

As (Thompson,2001, p : 58) states one of the main aims in teaching English is enable their pupils to communicate confidently in English in situation they will meet outside classroom. This might be in the street, in a shop or in secondary school classroom.

2.25 Methods Used for Teaching the Speaking Skills

Every teacher who teaches English as a second language should follow some strategies and methods according to the nature of the lessons he is teaching. He may, for example have a grammar lesson, so his lesson will be different from a reading lesson or a communicative lesson. A good lesson must be well prepared before he comes to his class. This means he puts in his mind what and how he will teach the lesson material.

2.26 Some Problems and Difficulties that Face Students in Speaking English

Since English is a foreign language in our country , most student especially senior high school students are not familiar with it (Hetrakul,1995). Kavin Hetrakul also said that they use English more frequent only inside the class and less frequent outside the class . Whereas, students' have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. This case brings a problem that make senior high school students have difficulties to

communicate in English.. The causes that make students difficult to communicate in English as the following :

a. Environment : Does not support the students to speak English frequently. The environment here means the people outside the class. Those people may think that the students may want to show off when they speak English for daily conversation. The response that the students lose their self – confidence to improve their speaking.. Since the students do not want to be rejected by the people around them., so they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class.

b. Grammar: Most students are get confused with English grammar. Grammar is needed to form a right sentence . If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so, they feel embarrassed when they want to produce English sentence orally.

c. Student inhibition : Speaking activities require student to have all eyes on him. They may also be worried about making mistakes, being criticized and embarrassed in front of the rest of the class.

d. Nothing to say :Another common problem is that students sometimes think they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case , they will have no motivation to speak other than the fact that they know they should be participating in the speaking activity.

Students often lack confidence in their speaking ability and feel they have insufficient language skills to express exactly what they want to say.

e. The Low or uneven Participation: Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time , This problem is compounded of some learners to dominate, while others speaks very little or not at all..

f. Mother Tongue use: It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most students are not disciplined in using the target language in the learning process.

2.27 Using Short Stories in Speaking Classes

Literature was used as a method to teach second / foreign language up to around a century ago. Grammar Translation Method was used for that purpose in the nineteenth century. The use of literature to teach second / foreign language was stopped when methods concerning structure and vocabulary were used for that aim. As a result neither of these methods that used to use literature for teaching second / foreign language, such as the Direct Method or the Audio-lingual Method continued using literature to teach second / foreign languages. None of the following methods Community Language learning, Suggestopedia, Total Physical Response, the Natural Approach, and even the Notional Functional Syllabus did not use literature to teach second/ foreign language in the seventies,

Within the past two decades literature was used again in teaching of EFL but in a different way from that used with the Grammar Translation Method. Teachers think that use of literature Skill and improves language teaching.

Literary text can be used for student at the beginning, intermediate as well as the advance levels. For the first two levels, teachers can use it for “ language practice, reading comprehension, and possible aesthetic appreciation” (Scher1996,Muyskens,2003), but for the advanced levels it can be used for the development of knowledge of world literature , practice in reading and discussing creative work , and the introduction of literary concept, genres , and terminologies – e.g. recognition of figure of speech, level of meaning, and other stylistic features. Short stories, however, allow the teachers to teach the four skills to all levels of language proficiency .There was indication by (Murdock 2002) that “ *short stories if selected and exploited appropriately, provide quality text*

content which will greatly enhance ELT course for learners at intermediate levels of proficiency ". He explained the reason for the use of stories to reinforce ELT by discussing activities such as writing and acting out dialogues that can be created by teachers.

The role of literature in enhancing creative writing was affirmed by(Oster, 1999).

2.28 Using Short stories to improve EFL learners' speaking skills

For most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Bailey and Savage,(1994) believed that " *Speaking in a second / foreign language has often viewed as the most demanding of the four skills.*"

Chastain,(1988) stated that like any language skill, foreign language learners need explicit instructions in speaking. Language students need to learn to speak the language in order to communicate with each other. Speaking supplies a change of pace in the classroom routine. Short story as a multi- dimensional literary genre can be profitably utilized in the acquiring different language skills.

The short story has characterized by some features: It's brevity, modernity and variety make it appealing and interesting to language learners.

Bouache, (2010) argued that since the primary function of short stories is to entertain and inform, they keep interest alive in the classroom and motivate students, they have factual (real) and cultural values. They create a comfortable atmosphere and a good enjoyable environment. Every student will create her/ his own setting, characters, physical appearance and relating them to her / his own reality and experience to that of the story, thanks to her/ his background knowledge. Short story is motivating material and has general educational value . It helps student s to understand another culture. Furthermore, it is stimulus for language acquisition. It develops students' interpretative abilities. Students enjoy it and it is fun. Moreover, it is highly valued and has a high

status expands students' language awareness. In addition, it encourages students to talk about their opinions and feelings .

In short, using short story in the EFL classroom provides many advantages for language learners (Lazar,1993).

Short stories at the intermediate stages of language learning could be beneficial since literature has the quality of being universal and short stories will allow the teacher to deal with human problems. Students voice their feelings about many issues and are earnestly look for the information that could promote a better understanding of the world in which we human beings live. Moreover, he is expressing his feelings about an issue he will get involved in the topic which he intends to see as important and will like to spend a great deal of time on it. It is quite natural for human nature to communicate through narration a sequence of actions that could be interesting and sometimes motivating too (Maibodi,2008).

There are many reasons for using short stories in educational context. Among different ways of using short stories in the classroom including reading short story books and listening to short stories. Storytelling can also be mentioned as a one way of using short stories for teaching purpose.

Storytelling is the oldest form of education. Cultures have always told tales as a way of passing down beliefs, traditions and history to future generations. Stories are at the core of all that makes us human.

Stories are the way we store information in the brain. A list of facts may be forgotten, but stories are remembered . Stories help students to organize information, and tie content together.

Stories go straight to the heart. Because students are emotionally involved and truly enjoy storytelling, it can help to create a positive attitude toward the learning process.

Stories teach lessons. Stories are excellent tools for teaching about desirable behaviors and strengthening character .

Storytelling develops listening skills. Storytelling helps students develop concentration, and the pure pleasure that they experience while listening to a story helps them to associate listening with enjoyment.

Stories act as a humanizing element. They help to counteract the increasing emphasis on technology at home and in school.

Telling stories from around the world creates an awareness and appreciation of different cultures.

Storytelling by teachers motivates students to tell stories. Students recognize storytelling to be an authentic activity, and a skill that is well- worth acquiring.

We have found this to be true whether they are telling world tales, work by other authors, or their own stories.

In short, the aim of this study is using short stories to enhance speaking skills at Secondary school. In this regard, one of the most crucial ways of developing this may be use of meaningful and interesting contexts of short stories.

2.29 Short Stories for Promoting the Speaking Skills

Speaking is one of the most basic functions of communication. Despite its importance, teaching speaking has been undervalued till the 1970s and speaking has been continued to teach ranging from “a repetition of drills” or “memorization of dialogues” to "teacher-led question and answer sessions” or formal activities such as “reading aloud "and “prepared short speeches”. Nowadays, students play more interactive role unlike the usual uncommunicative role from traditional approach. Teachers play a role as a facilitator in learner-centered activities such as “problem- solving, discussion, role-plays and debates”, etc. to provide opportunities for all students to participate actively.

2.30 Benefits of Using Short Stories in Teaching

There are several benefits of using short stories in teaching English in foreign / second language .These include cultural and higher- order thinking benefits, motivational, literary. However, before teachers look at these benefits, they need to reminded of one benefit that all teachers should take advantage of, reinforcement of skills:

1. Reinforcing the skills-:

Short stories allow teachers to teach the four skills to all levels of language proficiency. Murdoch (2002) indicates that :

" Short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance English Language Teaching courses for learners at intermediate levels of proficiency" (P. 9). He explains why stories should be used to reinforce ELT by discussing activities teachers can create such as writing and acting out dialogues . Teachers 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. Also, Oster (1989) affirms that literature helps students to write more creatively (P. 85)

In addition, stories can be used to improve students' vocabulary and reading.

Lao and Krashen (2000) present the result of a comparison between a group of students that read literary texts and a second group that read non- literary texts. The group who read literary texts showed improvement in vocabulary and in reading. According to Oster(1989, p. 85), high – intermediate and advanced students also benefit from literary texts. What they read gives them opportunity to come up with their own insights, helping them to speak the language in more imaginative way. They become more creative since they are faced with their own point of view, that / those of the main character (s) of the story and those of their peers. This thoughtful process leads to critical thinking . As Oster confirms, Focusing on point of view in literature enlarges students' vision and

fosters critical thinking by dramatizing the various ways, when students read they interact with the text. By interacting with the text, they interpret what they read. By interpret what they read, they can work toward speaking English more creatively.

2. Teaching Culture

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 customs. Culture teaches students to understand and respects people differences. When using literary texts, teachers must be aware that culture for whom the text was written should be studied. As student face a new culture, they become more aware of their own culture. They start comparing their culture to the other culture to see whether they find similarities or differences between the two culture.

3. Introducing Literary Elements

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

4. Teaching Higher – order Thinking

Of all the benefits of short stories, higher – order thinking is the most exciting one. High intermediate / advanced students can analyze what they read; therefore, they start thinking critically when they read stories. Young, (1996) discusses the use of children's stories to introduce critical thinking to college 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; second : the stories put issues of critical thinking in an easily remembered context*" (90). Howie (1993) agrees with the use of short stories to teach critical thinking.

He points out that teachers have the responsibility to help students to develop cognitive skills because everyone needs to make judgments, be decisive, come to conclusions, synthesize information, organize, evaluate, predict, and apply knowledge . By reading and writing, students develop their critical thinking skills (p.24).

5.Motivating Students:-

Since short stories usually have 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. Elliott (1990), for example affirms that literature motivates advanced students and is "*motivationally effective if students can genuinely engage with its thoughts and emotions 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). Using literature in teaching is motivating . It is hold high status in many cultures and countries. For this reason, students can feel a real sense of achievements at understanding a piece of highly respected literature. Also, literature is often more interesting than the text found in course books. To choose stories according to students' preferences, stories should have various themes. Varieties of themes will offer different things to many individuals' interests and tastes . But the themes should be "*consistent with the traditions that the learners are familiar with*" (Widdowson, 1983,p. 32) to avoid conflict.

2.31 The Influence of Using Short Story on English Speaking Proficiency

In order to investigate the benefits of using short stories in education of speaking skills. Kayi (2006) showed storytelling improves speaking. Students can briefly summarize a tale or story they heard from someone beforehand, or they may create the story of their own life to tell their classmates. Thus

storytelling fosters creative thinking. Sachin(2013) stated that : Literature is indeed very authentic tool to impact speaking skills. If we look at every poem, story or drama as a mini- lesson, we as language teachers can use these little jewels to teach the spoken language to the students effectively so that they can communicate with a variety of audience and use it for different purposes.

According to (Coski , Trudel & Vohs, 2010,) the learners begin to build confidence in their speaking skills as result of the storytelling. In fact, storytelling helps learners to create oral language complication and may be an effective technique to help English language learners.

Khatib et al. (2011) stated that for speaking purposes, the events in a poem, novel, or short story can be associated with the learners' own experience in real life. Such a practice paves the way for enjoyable topics for discussion in language classes. Having the students freely reflect on the events and having them critically comment is also effective for advancing speaking improvement.

According to Gorjian et al. (2011), the instruction of the cognitive strategy of oral summarizing of short stories did affect the pre- intermediate language learners' speaking skill. Short stories promote students' motivation and this makes them more interested in classroom participation while students who merely and conventionally read the texts especially true ones like documentary texts choose to sit passively on their seats. Seemingly, it isn't easy to stimulate these students to take part in classroom activities since they don't have information about it and they aren't interesting . Also, many, if not all, students enjoy reading stories at least for fun.

The technique of reading simplified short stories can enhance the learners' speaking skills. The result of their study also proved that being exposed to suitable literary texts has significant effect on EFL learners' listening skill. It showed that learners' speaking and listening ability in a second or foreign language can depend on their amount of exposure to written authentic or simplified literary texts like short stories.

2.32 Part two: Previous Studies

Part two of this chapter focuses on previous relevant studies related to the current research. A general look at these reviewed studies reveals the following conclusions and results they came out with :

(1) The conclusion of EL-Fadil, H (1975) agreed with the researchers Ibnauf, N.M (2008), Babikir, A. (1999), Saeed, A.A (2004) and Khalil, W.A. (2005) in the question of training of teachers.

These researchers found out that the majority of teachers of English language at general education and universities level untrained and unqualified academically and professionally to this job. These results support the current research hypothesis that untrained, unqualified and not specialized teachers are one of the main causes of the in standard of English language.

(2) On the other side, the factor of unsuitability of the English language syllabus for learning English was mentioned by the researchers : EL-Fadil, H. (1975), Babikir, A. A. (1999), Saeed, A. A. (2004), Khalil, W. A. (2005), EL-Tigani, A.M.(2008) and Mutasim , M.M . (2009).

These researchers arrived at the conclusion that the inadequacy of the syllabus played a crucial role in the fall of English language standard at all levels of education. These findings support the current research hypothesis that the change of syllabuses could be one of the decline investigated.

(3) The negative effect of the change of the educational ladder on standard of English language was handed by Ibnuf ,N.M. (2008) and Mutasim, M.M (2009). The shifting from one syllabus to another was due to the frequent changes in language policies which were connected with the political instability . The frequent changes in language polices during the different political systems were considered by this current study as a basic factor that caused and accelerated the rate of deterioration in standard of English language.

(4) The factor of class- size as an element that contributed to the decline in standard of English language had been mentioned in the researches of Ibnauf, N . M. (2008), Mutasim, M.M (2009) and Khalil, W.A (2005) . Teaching

Language Skills necessitates suitable class- size to enable learners practice the language effectively and efficiently. The absence of the suitable class - size is one of the hypothesis of this current study. The findings of these researcher agree with this assumption and support it.

(5) The shortage in teaching materials and other learning aids were tackled by Mutasim, M.M . (2009) and Khalil, W.A. (2005) as obstacles which somewhat hindered the education operation.

The findings of these two researchers support the current research hypothesis

(6) Arabization of education and system of examinations were regarded as some of the causes of the decline by the researcher EL-Sanousi, R.A. (2006) and Mutasim, M.M.(2009). Their findings support the current study hypothesis as these two factors are counted among the important causes of the decline in standards of English language.

(7) The lack of the awareness of the importance of learning English language, negative attitudes of learners, lack of motivation among learners and unsuitable learning conditions were influential causes of decline revealed by the researchers :

Babikir, A. A. (1999), Khalil , W.A. (2005), El-fadil,h., (1975) El-Sanousi, R.A.(2006) and Mutasim , M.M. (2009). The findings of these researchers emphasize to a great extent the hypothesis of the current research and the impact of these factors in the decline of English language standard among Sudanese learners at general education.

To conclude . The conclusion of the reviewed relevant studies support what the current research is trying to find out.

It is worth mentioning that the cause of the decline did not occur simultaneously during the different periods through the history of teaching and learning English language in the Sudan. In fact, each period suffered from some specific causes of decline . What has characterized the last two decades

(1990-2110) focusing on a few or limited causes at a limited geographical zone.

Furthermore, the current research included the whole general education level in the Sudan in the study, This was achieved by including The Sudan Secondary School Certificate Examinations results in the study.

Moreover, the population represent a wide variety of schools . Provinces and both Basic and secondary levels of the general education. The current research included more population to represent the Western, Eastern, Northern and central regions of the Sudan in addition to Khartoum State at the basic level when comparing with the previous studies , they were narrower and can not be generalized to a wide area of population.

CHAPTER THREE

METHOD and PROCEDURES of the STUDY

3.0 Introduction

In this chapter the researcher is going to describe the general methodology applied in conducting this research. The study is concentrating on using of short stories to enhance the speaking skills at Sudanese Secondary schools.

The study followed the Descriptive Analytic Method for finding out the main problems of the decline in standards of students' proficiency in speaking English language at secondary schools in the Sudan.

Gay (1981) portrays the descriptive method as a method which aims at collecting data objectively through questionnaires, interviews and observations, then coding data collected numerically to describe relationships in a phenomenon.

The data for this study were obtained from responses to:-

- a. A questionnaire directed to teachers of English language at secondary schools (in Atbara Town – River Nile State).
- b. An interview carried out and discussed with experts and specialists in teaching English at secondary schools (in Atbara town).
- c. A general test in some areas in English language for second class secondary schools at (AL-Shiek Hamad Secondary Schools for Girls in Atbara Town).

Although the method used in this research is descriptive, the researcher used the qualitative and quantitative data to facilitate obtaining the findings expected.

Bell (1993) describes qualitative research as that which aims mainly at interpreting the phenomenon of the basis of understanding individual perceptions of the world.

He explained that researchers " seek insights " rather than statistical analysis for finding out rules or results that are generalized to similar phenomenon. The figures as a such standing alone signify nothing apparently unless there are changed into concepts, views and conclusions.

" Seeking the insights " helps to no respondents ' knowledge , experience and understanding of a certain question through which obtaining their ability of seeing into the real meaning and unseen causes of a particular problem.

The qualitative data in form of answer in an interview were used in this study to allow the interviewees give their individual insights, views and justifications.

These respondents had a long experience in teaching English at educational institutions. They are expected to provide the researcher with useful suggestions and information to arrive at reasonable results.

On the other hand, the quantitative method, in form at a questionnaire, and tests is known to be fixed and objective in contrast to the subjective qualitative one. It aims at finding objectively abstract facts about a phenomenon through numbers. Bell (1993:5) states that: "*quantitative researchers collect facts and study the relationships of one set of facts to another to produce quantified generalized conclusions*".

A quantitative researcher in roles numerical data and statistics depending on precise scientific criteria.

The researcher used the two methods mentioned above in addition to her personal experience in teaching English at Secondary School.

In this research, the instruments used were:-

- a. One questionnaire for teachers of English language at secondary schools.
- b. One interview for some selected experts of English language.
- c. An English language test for the students of the second class secondary school.

After conducting the questionnaire, the interview and the tests, the data obtained from the research tools were collected to be analyzed and discussed.

3.1 Population of the Study

The subject of this research were classified into three main groups:

- a. The first group consisted of the students who were tested in English language and it included second class students at secondary school.
- b. The second group was that of English language teachers at secondary school.
- c. The third group consisted of experts of English language at Secondary school. These experts and teachers have long experience in teaching.

3.2 Samples of the Study

The first sample consisted of (110) secondary school students second class.

3.3 The Tools of the Study

The researcher used three types of data – collecting tools:

1. A questionnaire for English language teachers at secondary school.
2. An interview with expert English language teachers.
3. Students' tests for the second class students at secondary school .

3.3.1 The Teachers' Questionnaire

The purpose of the questionnaire was mainly to get the opinions of the teachers as relates to the students' proficiency in speaking English language in the Sudanese Secondary School. The questionnaire was directed to sample of (110) teachers of English language at secondary school. It was intended for both male and female teachers. The questionnaire consists of thirty (30) questions /statements. The first ten questions /statement of the questionnaire focused on students' problems of the speaking skills . The second ten questions focused on using of modern educational technology in teaching. The third ten questions / statements focused on “ using of short stories technique” in teaching to enhance the speaking skills at secondary school. The questionnaire included a pace provided for respondents to write any additional comments they feel important

to add to the causes of using short stories to enhance the students' speaking skills at Sudanese secondary school.

3.3.2 The Interview with Expert Teachers

The interview was held with expert teachers of English language who had a long experience in teaching English as a foreign language. They had received sufficient training and had 20 and more years of experience in dealing with problems concerning this target language. The interview was directed to all experts in Atbara town . They are only nine (9). The interview consisted of five questions / statements that attempted to investigate the causes of the problems of the students' proficiency in speaking English language at secondary school. The interview provided a space for respondents to express any comments which they think useful to add to the causes of the using short stories to enhance the speaking skills at Sudanese secondary schools.

3.3.3 The Students' Test

The research was designed to see how using of “ Short Stories Technique” in teaching helps promoting creativity which is important in language teaching. Furthermore, teachers who adopt this technique want to help their students to become willing and able to use their limited amount of foreign language to tell stories so, through this technique the researcher thinks fluency and accuracy are achieved.

The study examined (110) second class students at Al- Shiek Hamad Secondary School for Girls- School Year (2015-2016). They divided into two groups:

Controlled groups (55) and experimental group (55). Implementing about 15 short stories (for different purposes) taught by the researcher to experimental group while the absence of this techniques on the controlled group. Then to see the differences between the two groups by comparison through a pre-test and a

post-test. The two groups should be similar. In other words the two groups should be identical in the level of education and age.

The Stories which taught by the researcher were:

1. Indian camp : (By Ernest Hemingway).
2. Hills like White Elephants: (By Ernest Hemingway).
3. A Canary for One : (By Ernest Hemingway).
4. A Clean Well – Lighted Place: (By Ernest Hemingway).
5. Araby: (By James Joyce).
6. A Girl : (By Lindsay Hunter).
7. A Handful of Dates : (By TayebSaleh).
8. Can a Corn: (By Jess Walter).
9. Graveyards: (By Scott McClanahan).
10. Basslines: (By Adam Wilson).
11. I like Looking at Pictures of Gwen Stefani : (By Elizabeth Crane).
12. The Mountain Population Is Me : (By Shane Jones).
13. The Beginning of the Summation of Our Dead : (By Blake Butler).
14. The Lottery Ticket : (By Anton Chekhov).
15. Things Fall Apart : (By Chinua Achebe).

3.4 Techniques of Data Analysis

Testing and checking a good quality of data is achieved by measuring their validity and reliability.

Hening(1987: 170 – 171) defines validity as follows:

" Validity in general refers to appropriateness of a given test or any of its component parts as a measure of what is purported to measure".

3.4.1 Validity of the Tests

The students' test was approved by a committee selected from experts in the field of English Language Teaching. One of the expert is working as a manager in the field of English language teaching supervision in Atbara town- River Nile State. They have added their observations and recommending on some of the test questions.

3.4.2 Validity of the Questionnaire and the Interview

Copies of the questionnaire designed for teachers of English language at secondary school as well as the interview addressed to experts of English language, head departments of English language and teachers of English language were similarly distributed to nine expert – teachers of English language. One of the consulted experts was a professor at university of Khartoum, four were ph. D. holders working at different universities and one was M.A. holder who was the head of English language department.

The experts were requested to check the validity of the two tools and give their views and advice. They approved the original copies and the necessary modification were done according to their recommendations.

3.5 Reliability of the Research tools

The reliability was calculated by using the split – half way method in which the responses of the students' sample were divided into two parts. The two halves were correlated just as if they were two separate tests.

In other words for checking the reliability of the research, the researcher used half spilt method and came up with fact that it turned out to be (58.9%) for part one (the experimental group) and (41.1%) for part two (the controlled group).

3-6 Procedure

After confirming the validity and reliability of the tools, the researcher distributed copies of the tools to samples of the population targeted.

- a. The addressed samples were basically from Atbara Town River Nile State.
- b. The questionnaire for teachers of English language at Atbara town secondary school were distributed to these samples.
- c. The tests for second class students at AL-Shiek Hamad Secondary School were handed to Directors and Heads of Departments of English language of this chosen school.

d. Copies of the interview with expert teachers, and teachers of English language were directly handed by the researcher to the respondents for discussions.

Many of these experts had considerable experience in teaching the English language.

e. The researcher modified some of the statements/ questions and comments.

It is worth mentioning that, the samples of this research were all selected from Atbara town.

3.7 Summary of the chapter

In this chapter, the researcher has described the instruments and the procedures used in conducting the study research. There was a description for the targeted population and the selected samples. The students' tests, teachers' questionnaire and experts' interview which the main research tools were sufficiently explained. The chapter also described the steps followed to assure the validity and reliability which were theoretically explained. The procedure followed in conducting the study was described.

Moreover, the chapter explained the evaluation of the research tools was achieved by applying the qualitative data in form of an interview and quantitative data in form of a questionnaire and tests. The validity and reliability of the tools of the study were confirmed by the statistical analysis carried out.

After the tools of the study were checked and approved by the experts and confirmed statistically, the researcher will proceed to the next chapter (chapter 4) to carry out the analysis of data, and discuss the results of the obtained data.

CHAPTER FOUR

DATA ANALYSIS, RESULTS and DISCUSSION

4.1 Discussion Analysis

This chapter focuses on displaying and discussing the results of statistical analysis of the data drawn from conducting the students' tests (at secondary school students' second class), teachers of English language questionnaire and the experts' interviews.

All the data collected by the three instruments will be discussed with reference to the study hypotheses. The researcher used a set of statistical techniques to evaluate the data. The data were analyzed by the computer using the statistical package for social studies (SPSS) programme. In order to identify any significant differences between the independent variables in the research, the mean score and standard deviation were calculated to explain these differences. Data were collected from (110) students at secondary school students' second class. By conducting two general language tests measure the general standard of students in speaking the target language.

The questionnaire for teachers of English language was used to obtain their responses depending on their experience related to the research problem and questions. The questionnaire was directed to (110) English language teachers at secondary schools.

Thirdly, the expert teachers' interview included (9) persons and was meant to extract their opinions based on their long teaching experience in education.

4.2 Analysis of Teachers' Questionnaire

The questionnaire was conducted so as obtain teachers' views on the research questions \ statements. Depending on their long experience in teaching English language of these teachers could assist in offering answers to the raised questions that may confirm the study hypotheses.

This part is going to display the result obtained from the statistical analysis of the teachers' responses. The questionnaire consists of (30) questions / statements. The teachers have been asked to say whether they agree/ disagree to the various items related to the using of short stories to enhance the speaking skills at Sudanese secondary schools.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.781	0.809	30

From the table above which indicate the reliability of the questionnaire the researcher use Alpha Cronbach's and the correlation is (0.781).

For the stability of the questionnaire it's (88%), and it's an high correlation.

Statement (1)

Table (4.1): Most of students are not consistent in using the target language in the learning process, because they use their mother tongue in class.

Most of students are not consistent in using the target language in the learning process, because they use their mother tongue in class.	Frequenc	Percent	Mean	Std. Deviation
Strongly agree	44	40.0	1.718	0.731
Agree	58	52.7		
Neutral	3	2.7		
Disagree	5	4.5		
Total	110	100.0		

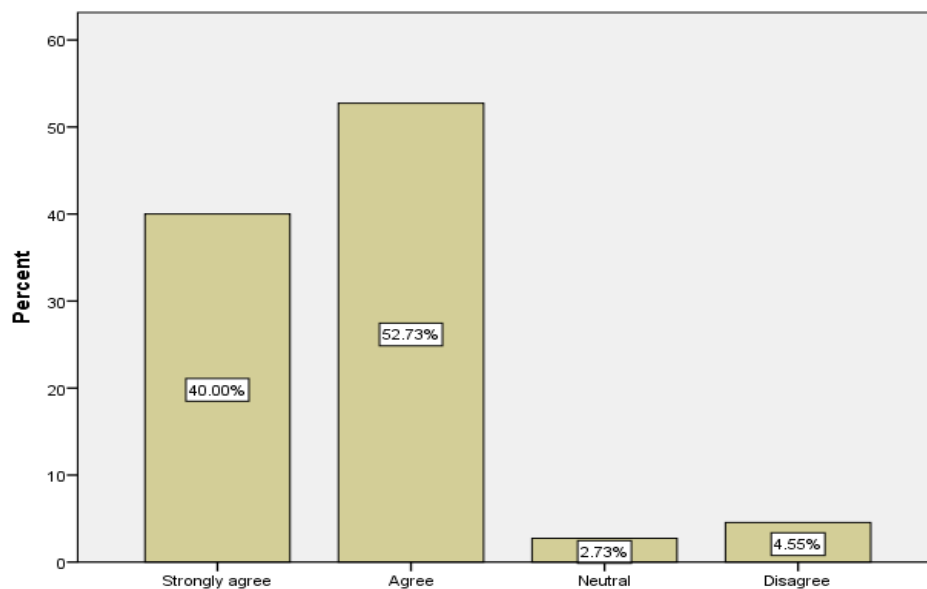


Table (4.1) above explain that a vast majority of the respondents (92.7%) Strongly agree and agree that Most of students are not consistent in using the target language in the learning process, because they use their mother tongue in class. Only 4.5% do not agree to that. This indicates that students need to be trained and developed to in how they can use the target language.

Table (4.2): Using Arabic language in daily conversations makes EFL students unable to communicate in English outside the classroom fluently

Using Arabic language in daily conversations, makes EFL students unable to communicate in English outside the classroom fluently	Frequency	Percent	Mean	Std. Deviation
Strongly agree	57	51.8	1.6	0.87
Agree	40	36.4		
Neutral	6	5.5		
Disagree	6	5.5		
Strongly disagree	1	.9		
Total	110	100.0		

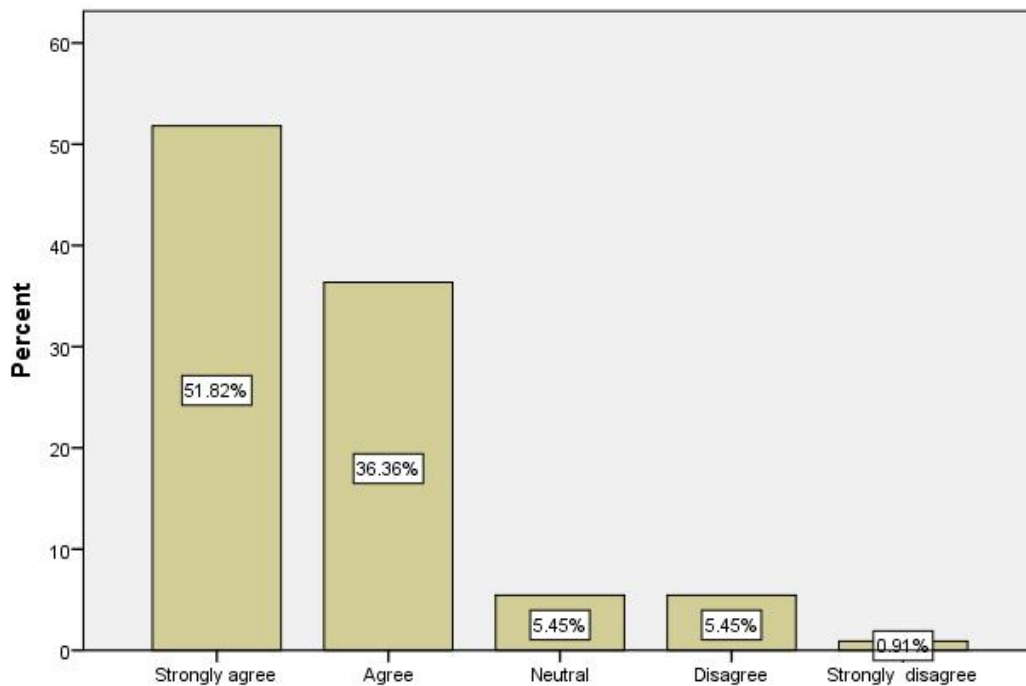


Table (4.2) above explain that a vast majority of the respondents (88.2%) Strongly agree and agree that Using Arabic language in daily conversations makes EFL students unable to communicate in English outside the classroom fluently. Only 6.4% do not agree to that. This indicates that students need to be trained and developed to communicate in English outside the classroom fluently.

Table (4.3): Most of the EFL students are not involved to use the target language in the learning process

Most of the EFL students are not involved to use the target language in the learning process	Frequency	Percent	Mean	Std. Deviation
Agree	60	54.5		
Neutral	13	11.8		
Disagree	18	16.4		
Strongly disagree	1	.9		
Total	110	100.0		

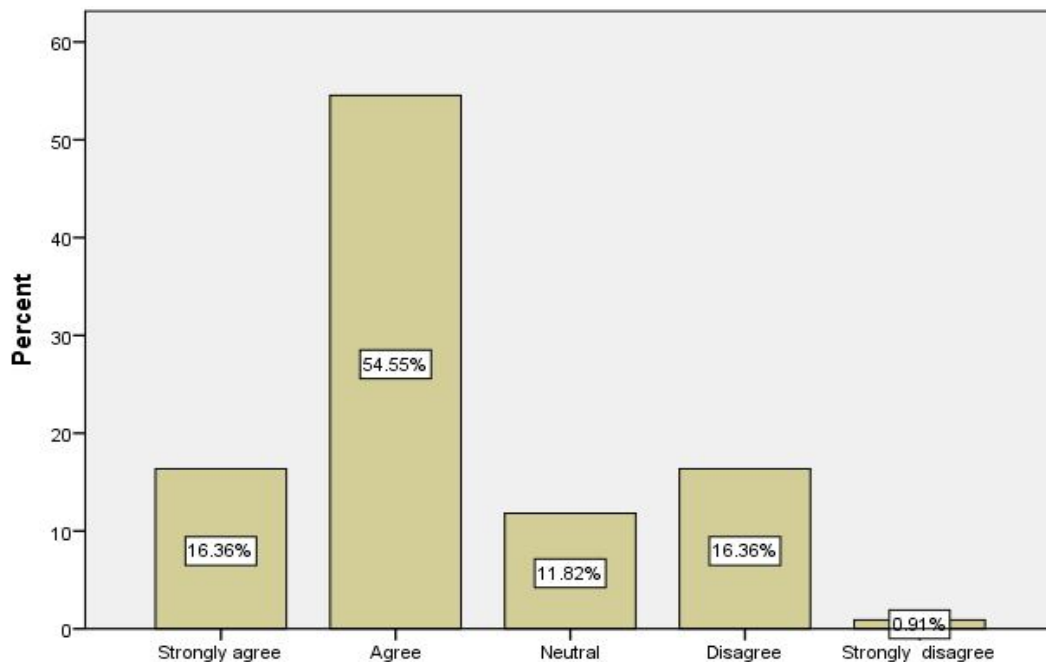


Table (4.3) above explain that a vast majority of the respondents (54.5%) Strongly agree and agree that Most of the EFL students are not involved to use the target language in the learning process. Only 17.3% do not agree to that. This indicates that students need to be trained and developed to use the target language in the learning process.

Table (4.4): Communication skills are not introduced and tested in the secondary school EFL syllabus nowadays

Communication skills are not introduced and tested in the secondary school EFL syllabus nowadays	Frequency	Percent	Mean	Std. Deviation
Strongly agree	34	30.9	2.3	1.2
Agree	38	34.5		
Neutral	9	8.2		
Disagree	26	23.6		
Strongly disagree	3	2.7		
Total	110	100.0		

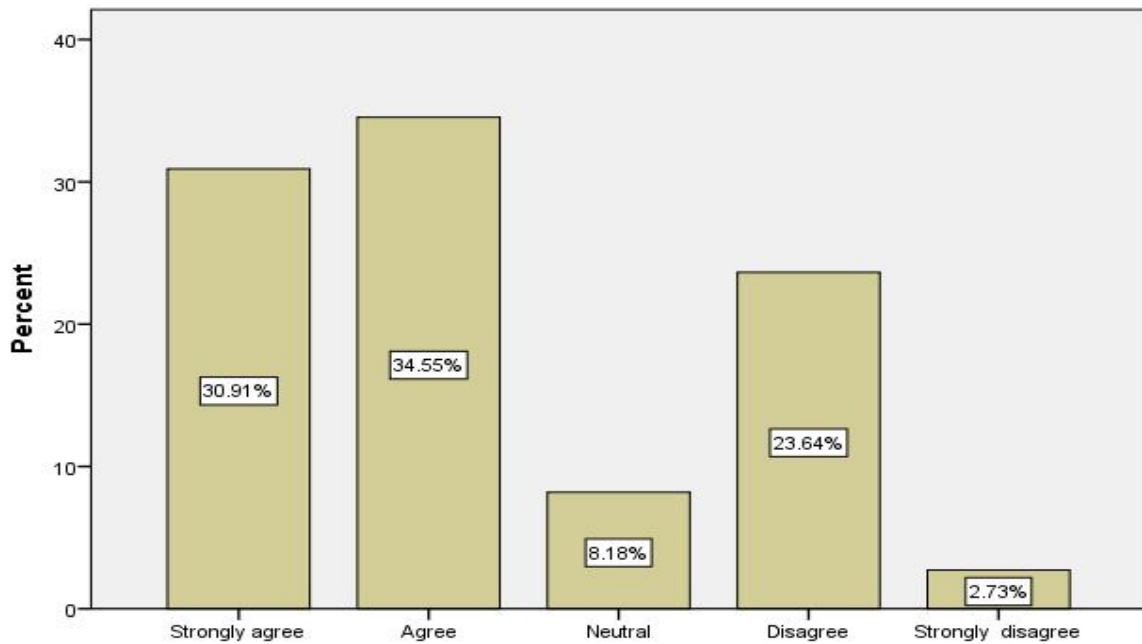


Table (4.4) above explain that a vast majority of the respondents (65.4%) Strongly agree and agree that Communication skills are not introduced and tested in the secondary school EFL syllabus nowadays. Only 26.3% do not agree to that. This indicates that Communication skills are truly not introduced and tested in the secondary school EFL syllabus nowadays.

Table (4.5): There is a number of available activities to remedy common speaking problems

There is a number of available activities to remedy common speaking problems	Frequency	Percent	Mean	Std. Deviation
Strongly agree	19	17.3	2.5	1.2
Agree	50	45.5		
Neutral	11	10.0		
Disagree	22	20.0		
Strongly disagree	8	7.3		
Total	110	100.0		

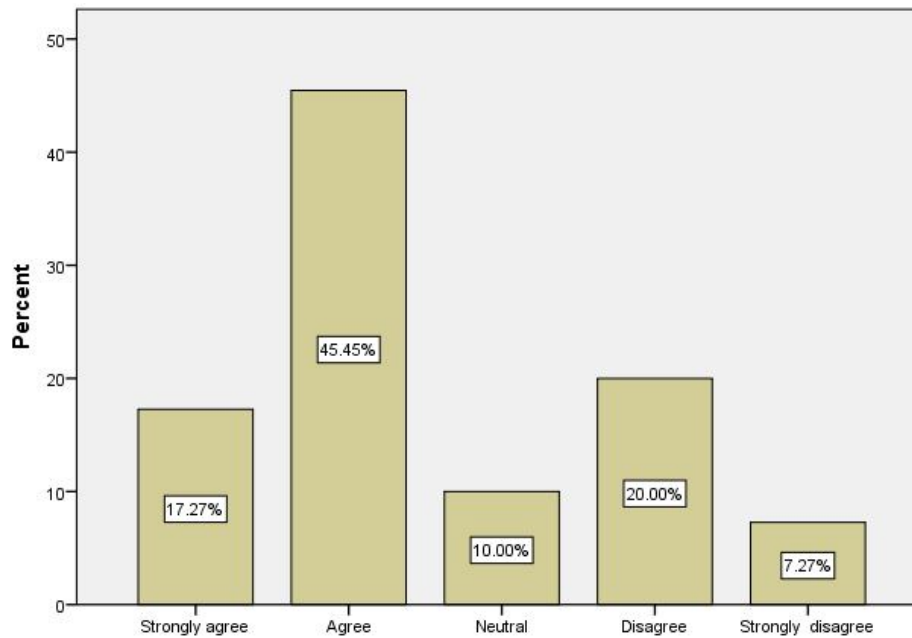


Table (4.5) above explain that a vast majority of the respondents (62.8%) Strongly agree and agree that there are a number of available activities to remedy common speaking problems. Only 27.3% do not agree to that. This indicates that there are a number of available activities to remedy common speaking problems

Table (4.6): Students may not want to speak inside the classroom because they are afraid of making mistakes

Students may not want to speak inside the classroom because they are afraid of making mistakes	Frequency	Percent	Mean	Std. Deviation
Strongly agree	43	39.1	2.1	39.1
Agree	40	36.4		
Neutral	7	6.4		
Disagree	15	13.6		
Strongly disagree	5	4.5		
Total	110	100.0		

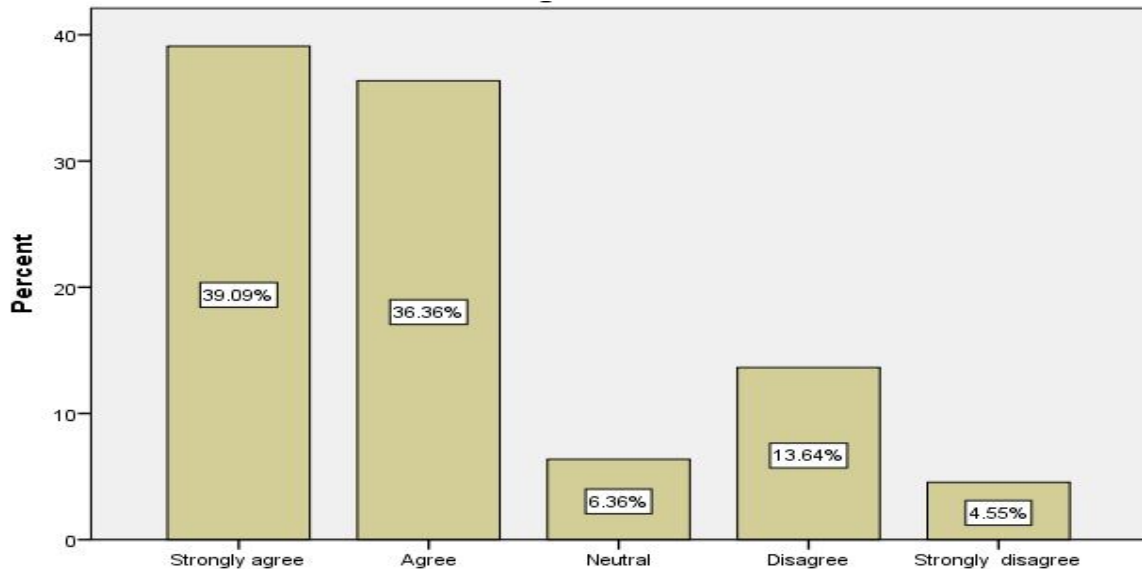


Table (4.6) above explain that a vast majority of the respondents (75.5%) Strongly agree and agree that Students may not want to speak inside the classroom because they are afraid of making mistakes. Only 18.1% do not agree to that. This indicates that students need to be trained and developed not to make mistakes.

Table (4.7): The type of tasks given to second class Secondary School students motivates them to communicate

The type of tasks given to second class Secondary School students motivates them to communicate	Frequency	Percent	Mean	Std. Deviation
Strongly agree	19	17.3	2.8	17.3
Agree	29	26.4		
Neutral	17	15.5		
Disagree	38	34.5		
Strongly disagree	7	6.4		
Total	110	100.0		

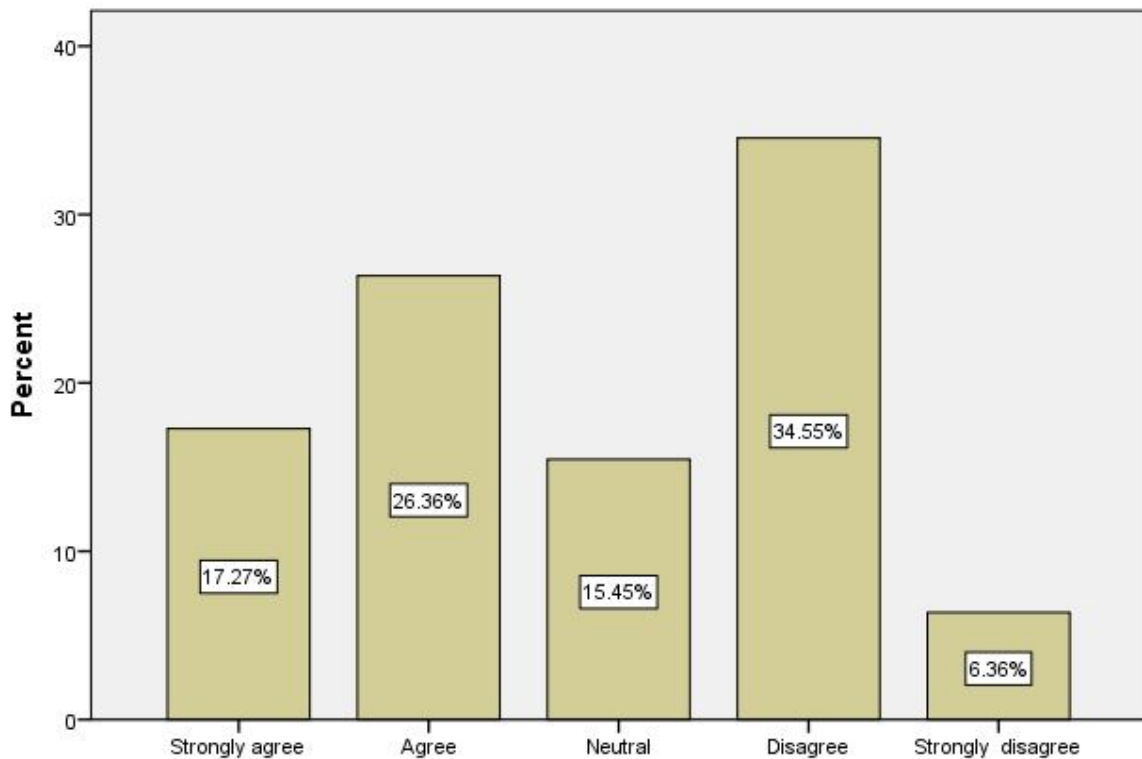


Table (4.7) above explain that a vast majority of the respondents (43.7%) Strongly agree and agree that the type of tasks given to second class Secondary School students motivates them to communicate. Only 40.9% do not agree to that. This indicates that the type of tasks given to second class Secondary School students motivates them to communicate.

Table (4.8): The Grammar Translation Method is not suitable for practicing the speaking skills.

The Grammar Translation Method is not suitable for practicing the speaking skills		Frequency	Percent	Mean	Std. Deviation
0	Strongly agree	40	36.4	2.1	1.2
	Agree	36	32.7		
	Neutral	11	10.0		
	Disagree	19	17.3		
	Strongly disagree	4	3.6		
	Total	110	100.0		

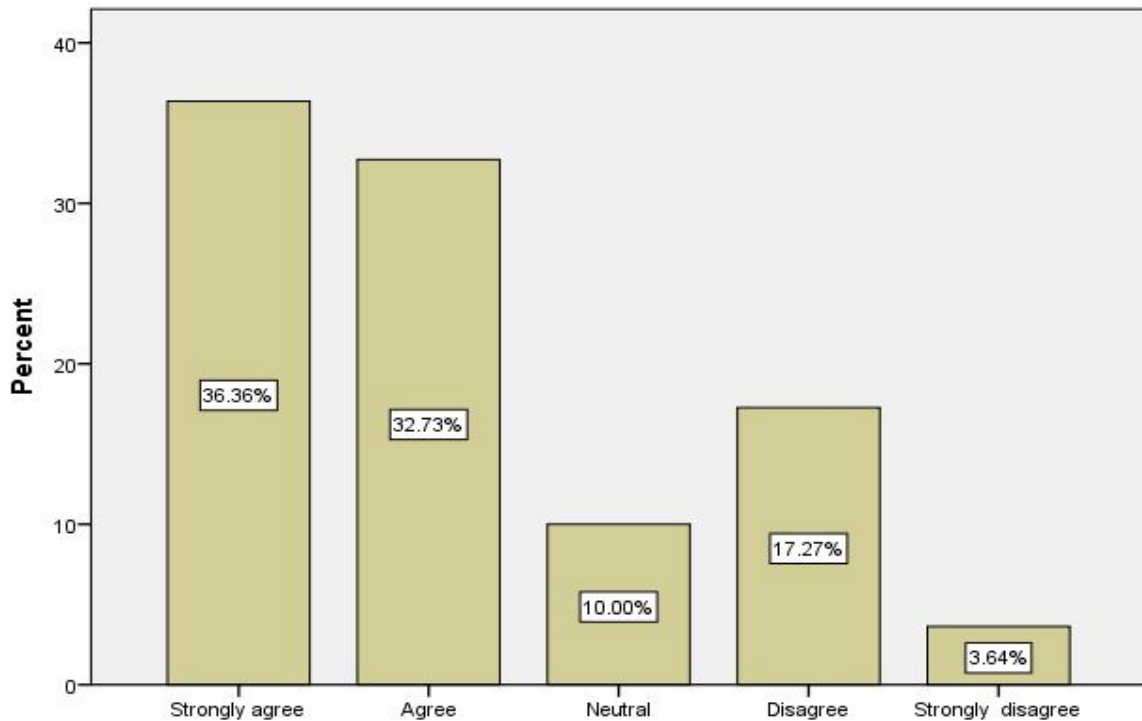


Table (4.8) above explain that a vast majority of the respondents (69.1%) Strongly agree and agree that The Grammar Translation Method is not suitable for practicing the speaking skills. Only 20.9% do not agree to that. This indicates that The Grammar Translation Method is not suitable for practicing the speaking skills.

Table (4.9) Most of the present textbooks' lessons focus on reading and writing rather than speaking

Most of the present textbooks' lessons focus on reading and writing rather than speaking	Frequency	Percent	Mean	Std. Deviation
Strongly agree	49	44.5	1.8	.9
Agree	50	45.5		
Neutral	1	.9		
Disagree	9	8.2		
Strongly disagree	1	.9		
Total	110	100.0		

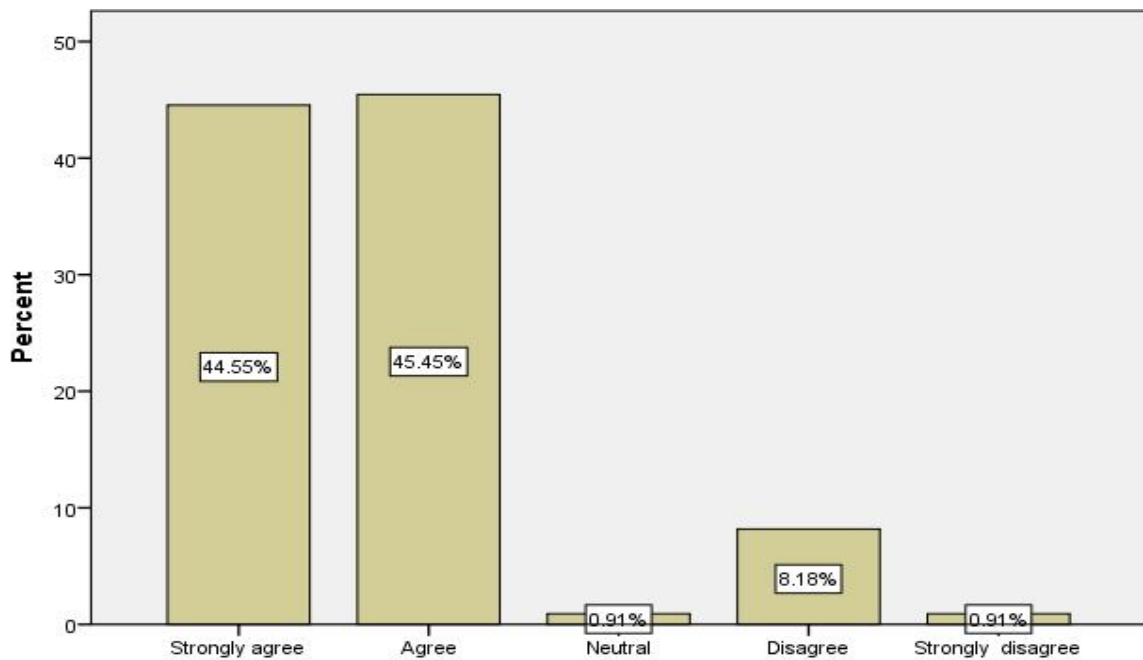


Table (4.9) above explain that a vast majority of the respondents (90%) Strongly agree and agree that Most of the present textbooks' lessons focus on reading and writing rather than speaking. Only 9.1% do not agree to that. This indicates that the speaking skills should be given a great attention to develop students' speaking fluency.

Table (4.10): Students may not be motivated if their teacher explains everything in Arabic.

Students may not be motivated if their teacher explains everything in Arabic	Frequency	Percent	Mean	Std. Deviation
Strongly agree	51	46.4	1.7	.9
Agree	42	38.2		
Neutral	7	6.4		
Disagree	9	8.2		
Strongly disagree	1	.9		
Total	110	100.0		

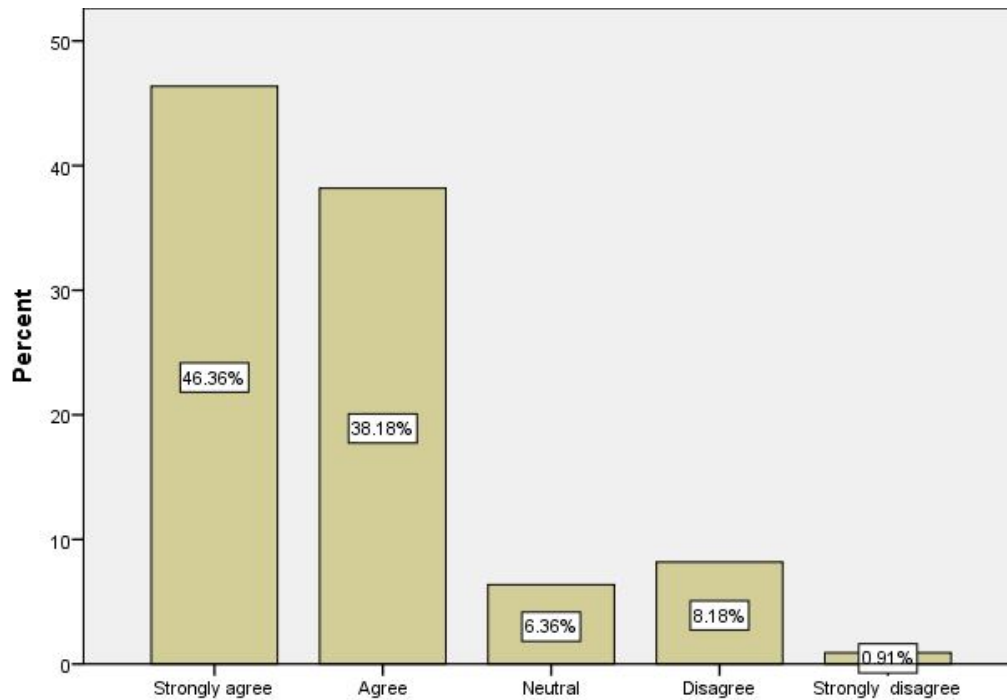


Table (4.10) above explain that a vast majority of the respondents (84.6%) Strongly agree and agree that Students may not be motivated if their teachers explain everything in Arabic. Only 9.1% do not agree to that. This indicates that teachers need to be trained and developed not to explain everything in Arabic.

Table (4.11): Practicing the speaking skills in a small group outside the classroom improves the students' spoken language.

Practicing the speaking skills in a small group outside the classroom improves the students' spoken language	Frequency	Percent	Mean	Std. Deviation
Strongly agree	72	65.5	1.5	.9
Agree	31	28.2		
Disagree	2	1.8		
Strongly disagree	5	4.5		
Total	110	100.0		

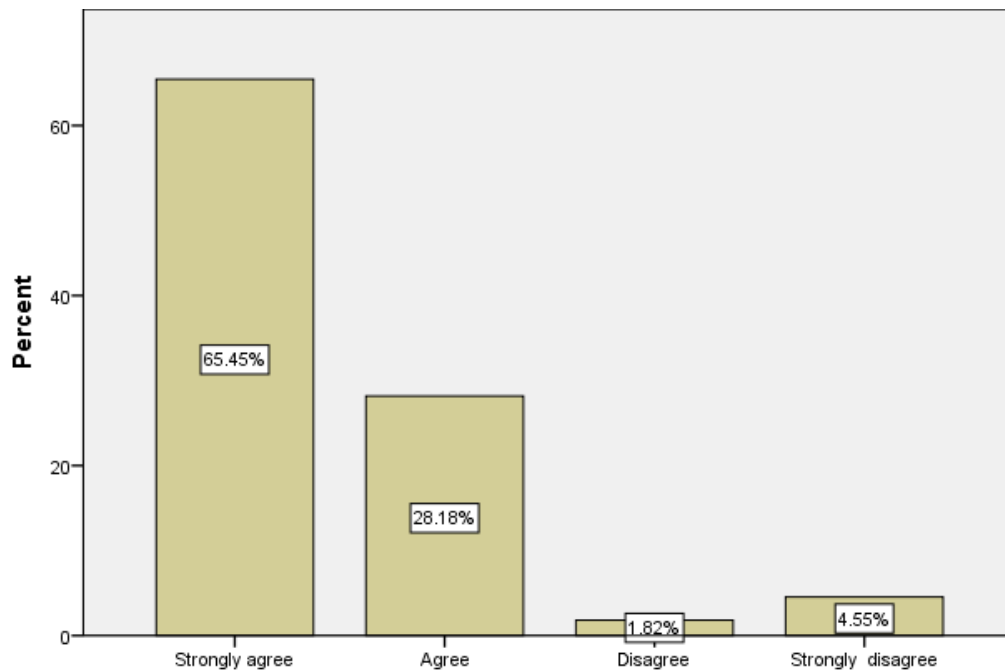


Table (4.11) above explain that a vast majority of the respondents (93.7%) Strongly agree and agree that practicing the speaking skills in a small group outside the classroom improves the students' spoken language. Only 6.3% do not agree to that. This indicates that practicing the speaking skills in a small group outside the classroom improves the students' spoken language

Table (4.12): Secondary School students should be provided at least with some visual aids to be used in teaching the speaking skills.

Secondary School students should be provided at least with some visual aids to be used in teaching the speaking skills	Frequency	Percent	Mean	Std. Deviation
Strongly agree	44	40.0	1.7	.7
Agree	56	50.9		
Neutral	5	4.5		
Disagree	4	3.6		
Strongly disagree	1	.9		
Total	110	100.0		

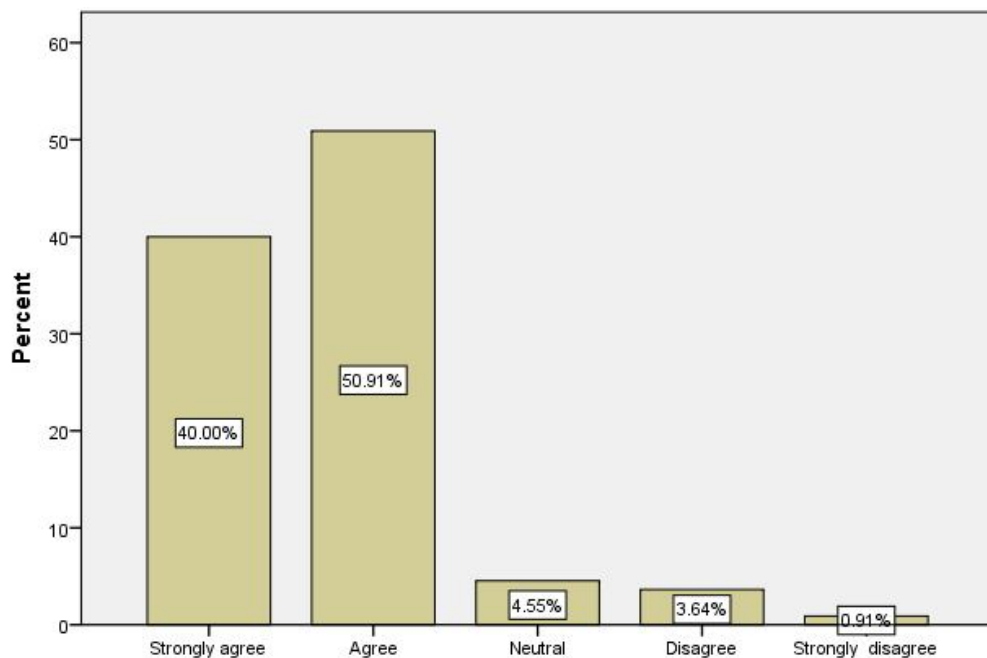


Table (4.12) above explain that a vast majority of the respondents (90.9%) Strongly agree and agree that Secondary School students should be provided at least with some visual aids to be used in teaching the speaking skills. Only 4.5% do not agree to that. This indicates that Secondary School students should be provided at least with some visual aids to be used in teaching the speaking skills.

Table (4.13): Using of video as a teaching aid promotes the speaking skills.

Using of video as a teaching aid promotes the speaking skills	Frequency	Percent	Mean	Std. Deviation
Strongly agree	65	59.1	1.5	.8
Agree	37	33.6		
Neutral	3	2.7		
Disagree	3	2.7		
Strongly disagree	2	1.8		
Total	110	100.0		

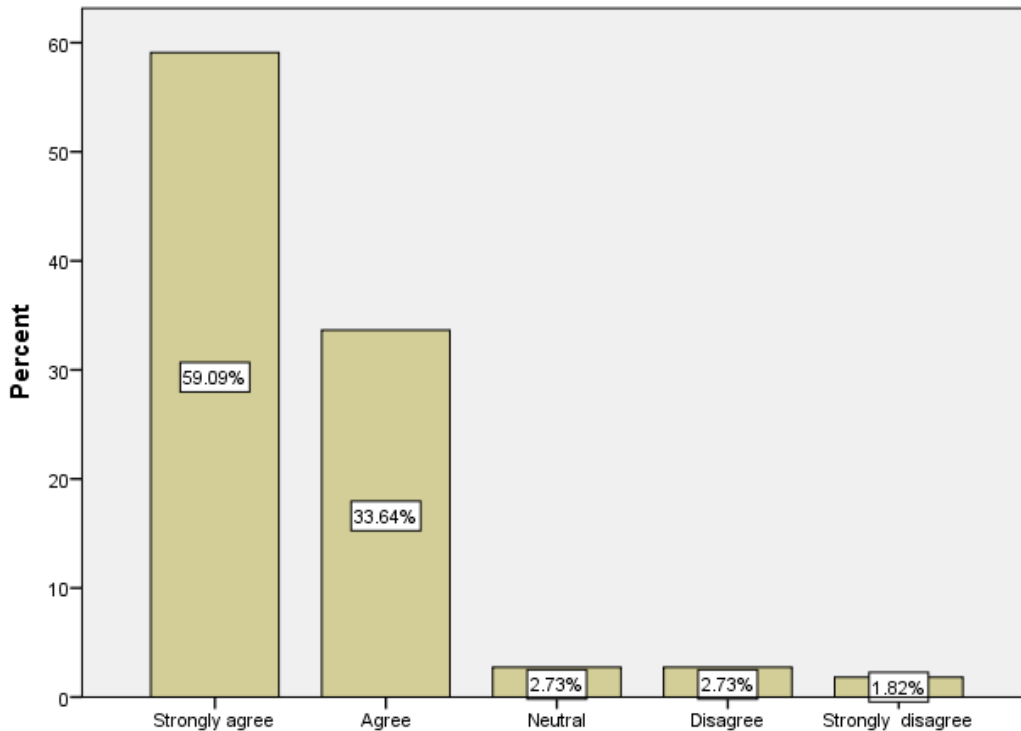


Table (4.13) above explain that a vast majority of the respondents (92.7%) Strongly agree and agree that Using of video as a teaching aid promotes the speaking skills. Only 4.5% do not agree to that. This indicates that students need to be exposed to video as a teaching aid to promote students' speaking skills.

Table (4.14): Using of computer as a teaching aid develops speaking.

Using of computer as a teaching aid develops speaking	Frequency	Percent	Mean	Std. Deviation
Strongly agree	39	35.5	2.0	1.0
Agree	47	42.7		
Neutral	11	10.0		
Disagree	11	10.0		
Strongly disagree	2	1.8		
Total	110	100.0		

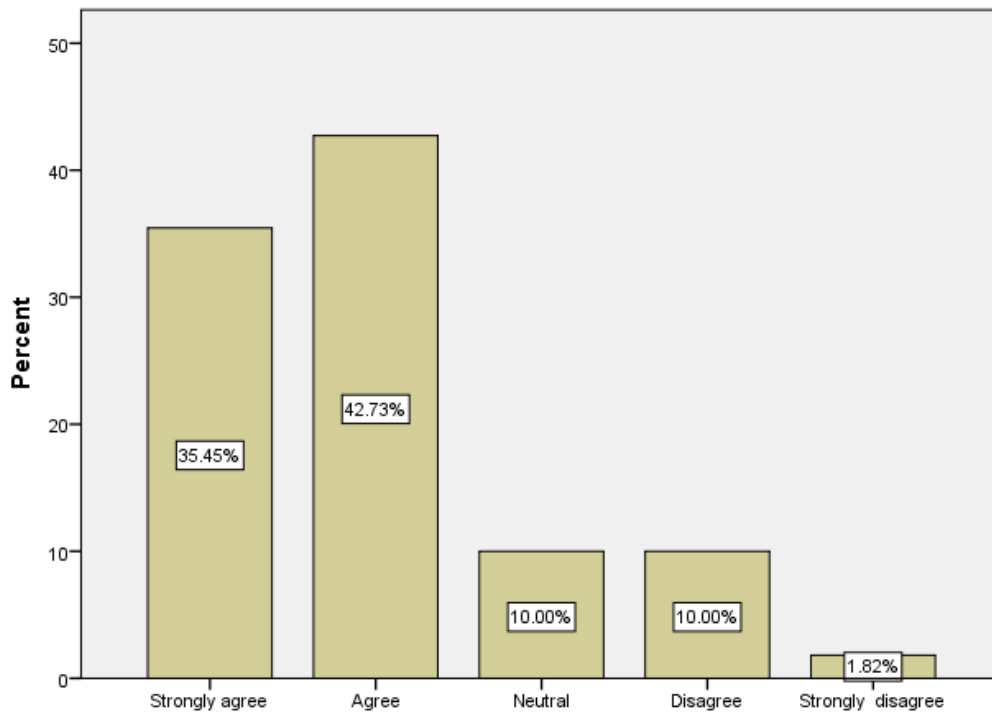


Table (4.14) above explain that a vast majority of the respondents (78.2%) Strongly agree and agree that Using of computer as a teaching aid develops speaking. Only 11.8% do not agree to that. This indicates that students need to be exposed to computer as a teaching aid to promote students' speaking skills.

Table (4.15): Using of real objects encourages EFL students to speak.

Using of real objects encourages EFL students to speak	Frequency	Percent	Mean	Std. Deviation
Strongly agree	49	44.5	1.7	.8
Agree	46	41.8		
Neutral	8	7.3		
Disagree	6	5.5		
Strongly disagree	1	.9		
Total	110	100.0		

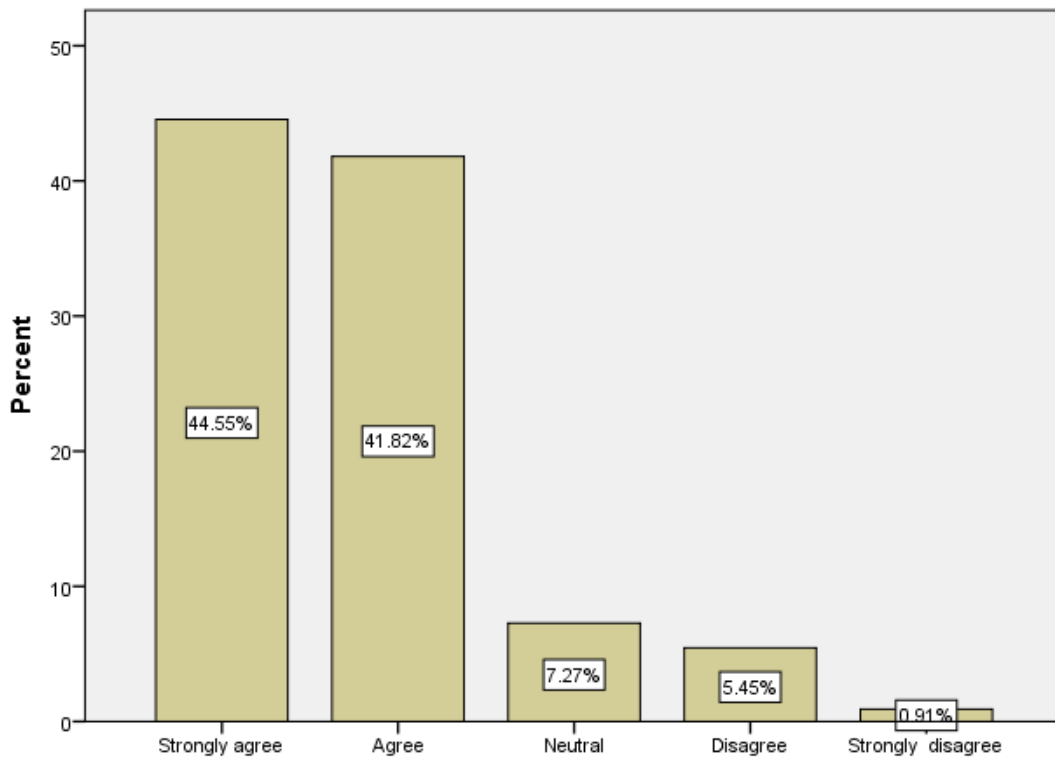


Table (4.15) above explain that a vast majority of the respondents (86.3%) Strongly agree and agree that Using of real objects encourages EFL students to speak. Only 16% do not agree to that. This indicates that students need to be exposed to real objects as a teaching aid to promote students' speaking skills.

Table (4.16): Teachers can use pictures in teaching to elevate the speaking skills.

Teachers can use pictures in teaching to elevate the speaking skills	Frequency	Percent	Mean	Std. Deviation
Strongly agree	41	37.3	1.8	.8
Agree	55	50.0		
Neutral	9	8.2		
Disagree	3	2.7		
Strongly disagree	2	1.8		
Total	110	100.0		

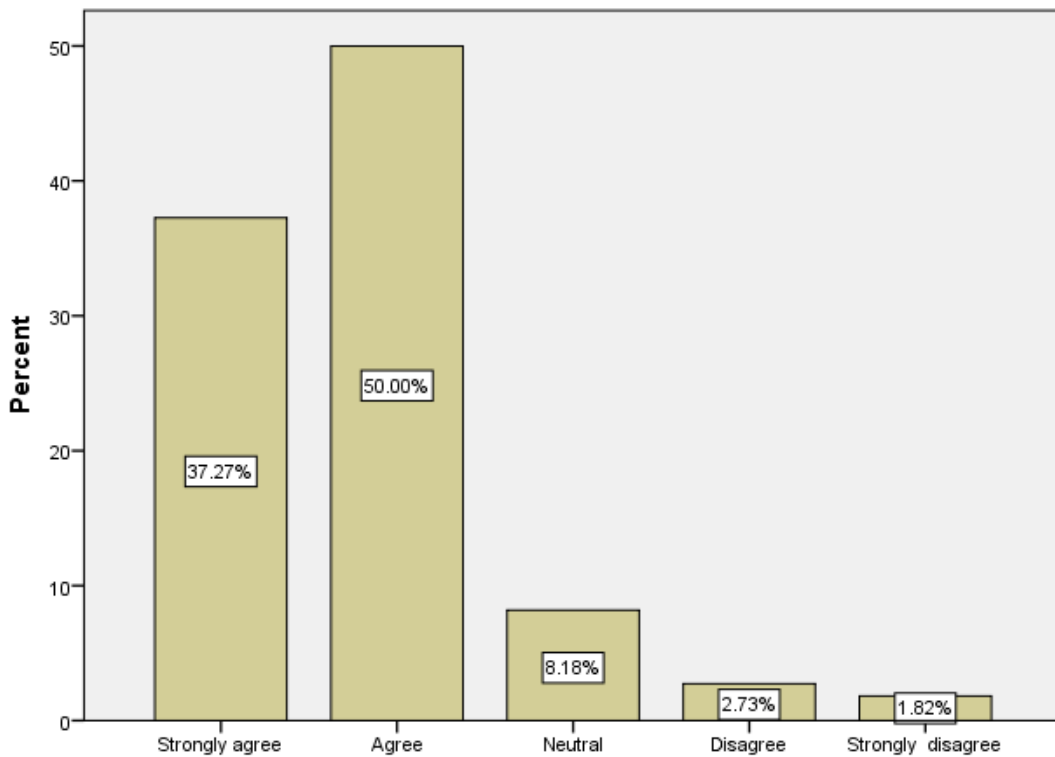


Table (4.16) above explain that a vast majority of the respondents (87.3%) Strongly agree and agree that teachers can use pictures in teaching to elevate the speaking skills. Only 4.5% do not agree to that. This indicates that students need to be exposed to pictures as a teaching aid to promote students' speaking skills.

Table (4.17): Using of TV as a teaching aid promotes the speaking skills.

Using of TV as a teaching aid promotes the speaking skills	Frequency	Percent	Mean	Std. Deviation
Strongly agree	36	32.7	2.1	1.1
Agree	49	44.5		
Neutral	13	11.8		
Disagree	6	5.5		
Strongly disagree	6	5.5		
Total	110	100.0		

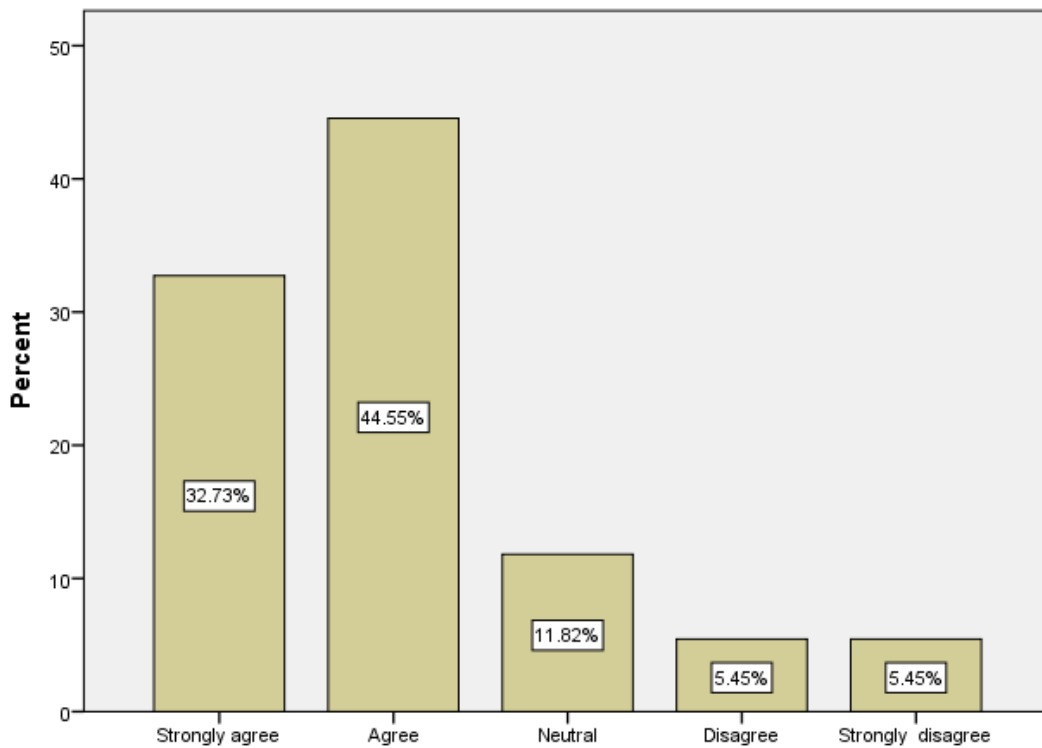


Table (4.17) above explain that a vast majority of the respondents (77.2%) Strongly agree and agree that using of TV as a teaching aid promotes the speaking skills. Only 11% do not agree to that. This indicates that students need to be exposed to TV as a teaching aid to promote students' speaking skills.

Table (4.18): Using of internet as a teaching aid develops speaking.

Using of internet as a teaching aid develops speaking	Frequency	Percent	Mean	Std. Deviation
Strongly agree	37	33.6	2.1	1.1
Agree	48	43.6		
Neutral	11	10.0		
Disagree	8	7.3		
Strongly disagree	6	5.5		
Total	110	100.0		

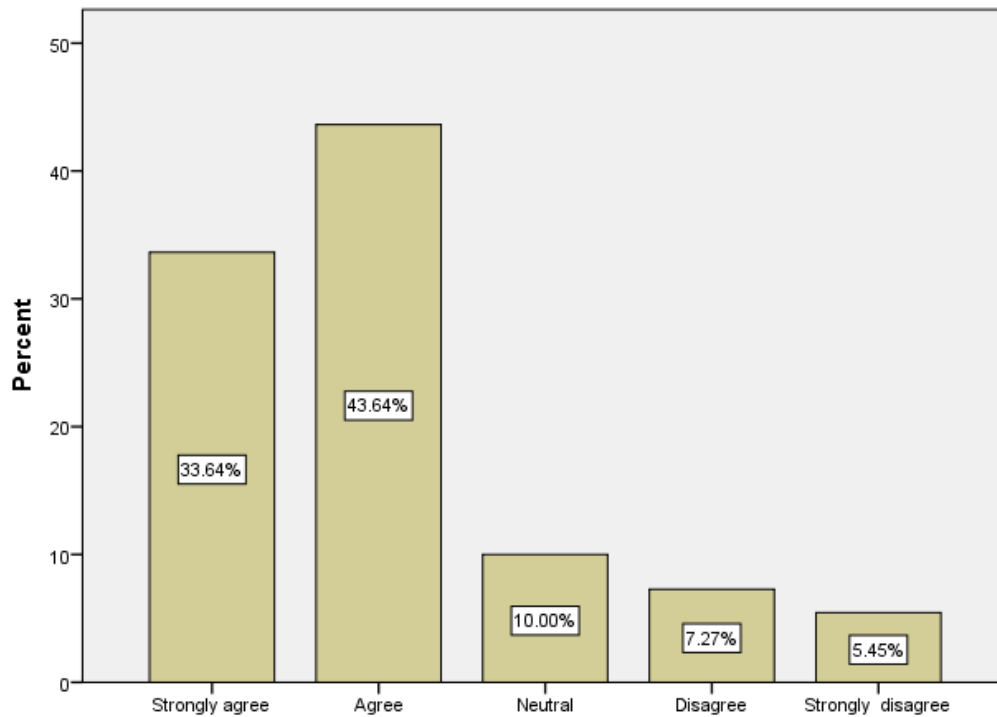


Table (4.18) above explain that a vast majority of the respondents (77.2%) Strongly agree and agree that Using of internet as a teaching aid develops speaking. Only 12.8% do not agree to that. This indicates that teachers need to use internet as a teaching aid to promote students' speaking skills.

Table (4.19): Teaching literature can improve EFL students in the four skills.

Teaching literature can improve EFL students in the four skills	Frequency	Percent	Mean	Std. Deviation
Strongly agree	72	65.5	1.4	.7
Agree	27	24.5		
Neutral	7	6.4		
Disagree	4	3.6		
Total	110	100.0		

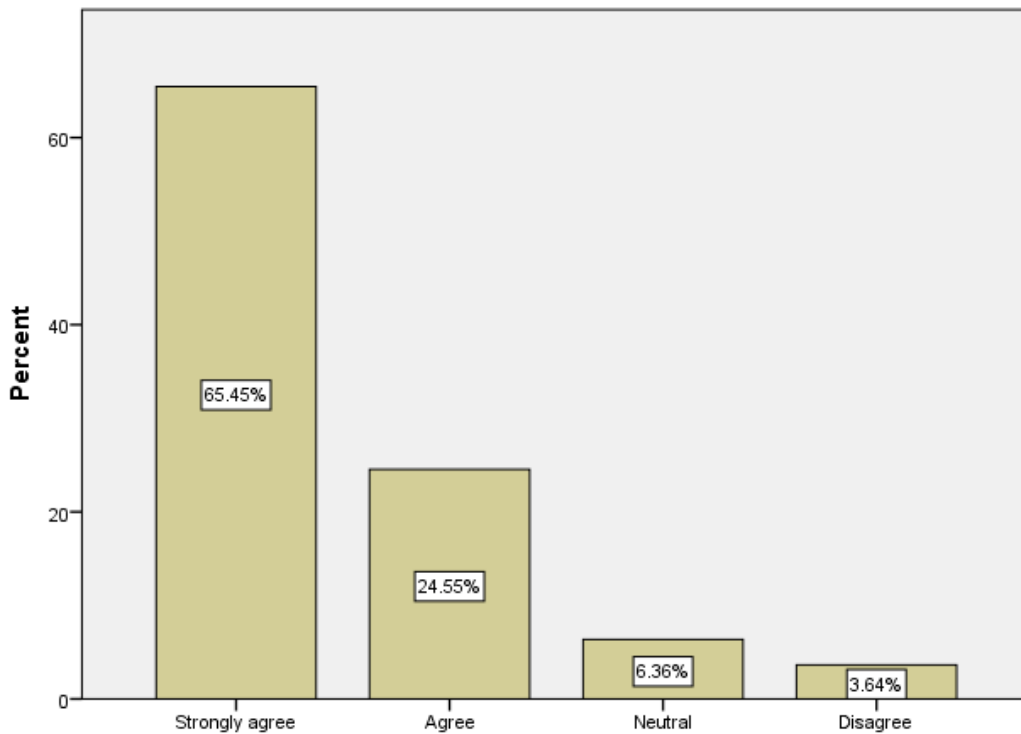


Table (4.19) above explain that a vast majority of the respondents (90%) Strongly agree and agree that teaching literature can improve EFL students in the four skills. Only 3.6% do not agree to that. This indicates that students need to be trained and developed to use literature to promote the four skills.

Table (4.20): Teaching literature increases learners’ vocabulary and power of expression.

Teaching literature increases learners’ vocabulary and power of expression	Frequency	Percent	Mean	Std. Deviation
Strongly agree	80	72.7	1.4	.7
Agree	23	20.9		
Neutral	4	3.6		
Disagree	2	1.8		
Strongly disagree	1	.9		
Total	110	100.0		

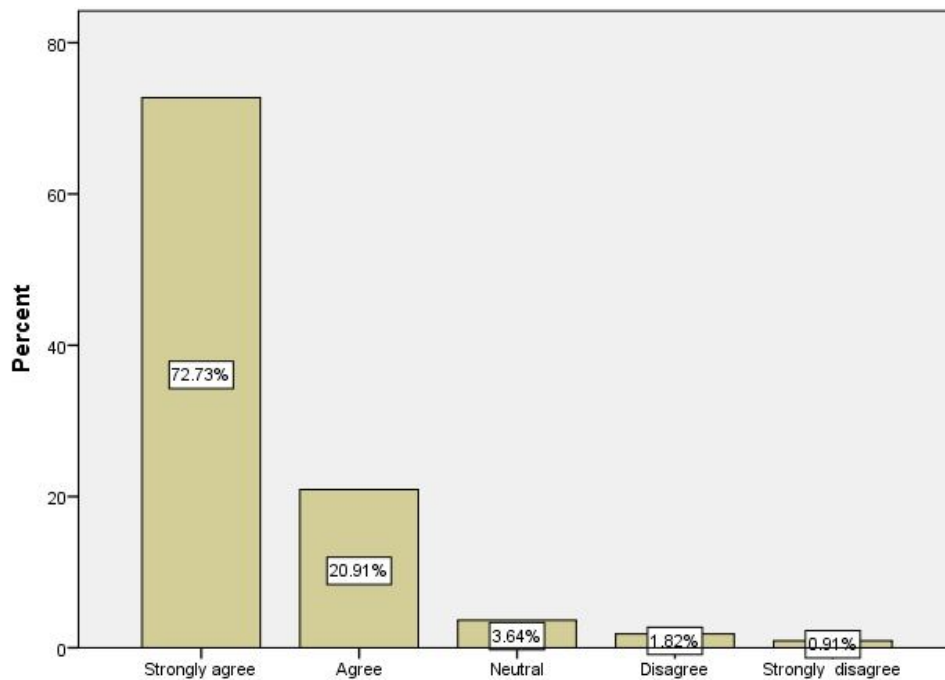


Table (4.20) above explain that a vast majority of the respondents (93.6%) Strongly agree and agree that teaching literature increases learners’ vocabulary and power of expression. Only 2.7% do not agree to that. This indicates that teaching literature increases learners’ vocabulary and power of expression

Table (4.21): Most teachers of English focus on the lesson content rather than language fluency.

Most teachers of English, focus on the lesson content rather than language fluency	Frequency	Percent	Mean	Std. Deviation
Strongly agree	15	13.6	2.5	1.2
Agree	55	50.0		
Neutral	9	8.2		
Disagree	22	20.0		
Strongly disagree	9	8.2		
Total	110	100.0		

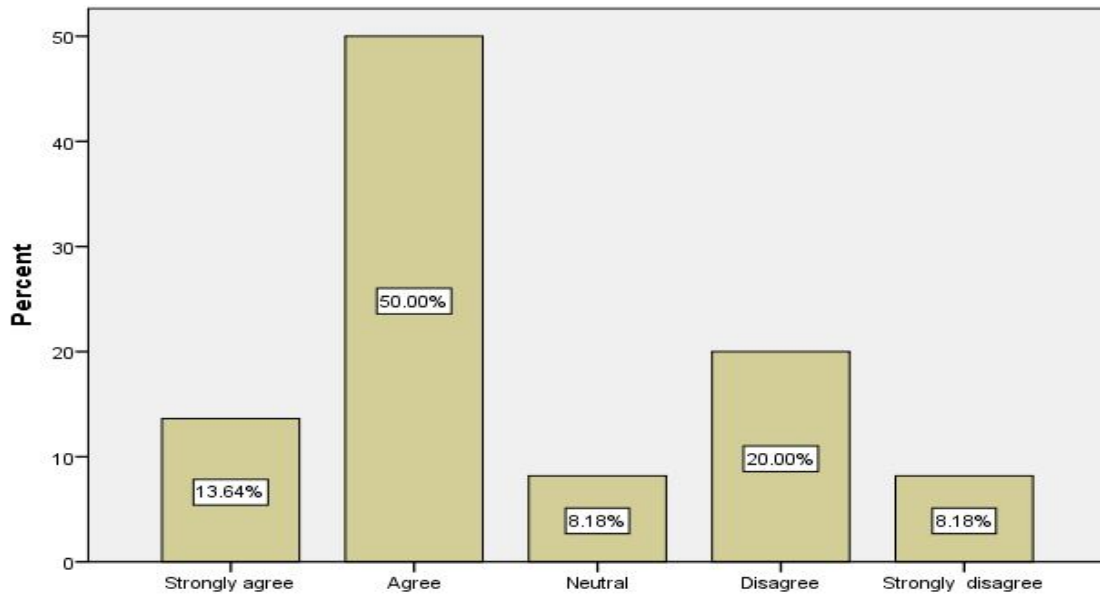


Table (4.21) above explain that a vast majority of the respondents (63.6%) Strongly agree and agree that most teachers of English, focus on the lesson content rather than language fluency. Only 28.2% do not agree to that. This indicates that teachers should not focus on the content of the lesson rather than others.

Table (4.22): Teaching English literature to EFL student will enhance their linguistic competence.

Teaching English literature to EFL student will enhance their linguistic competence	Frequency	Percent	Mean	Std. Deviation
Strongly agree	46	41.8	1.7	0.7
Agree	52	47.3		
Neutral	9	8.2		
Disagree	3	2.7		
Total	110	100.0		

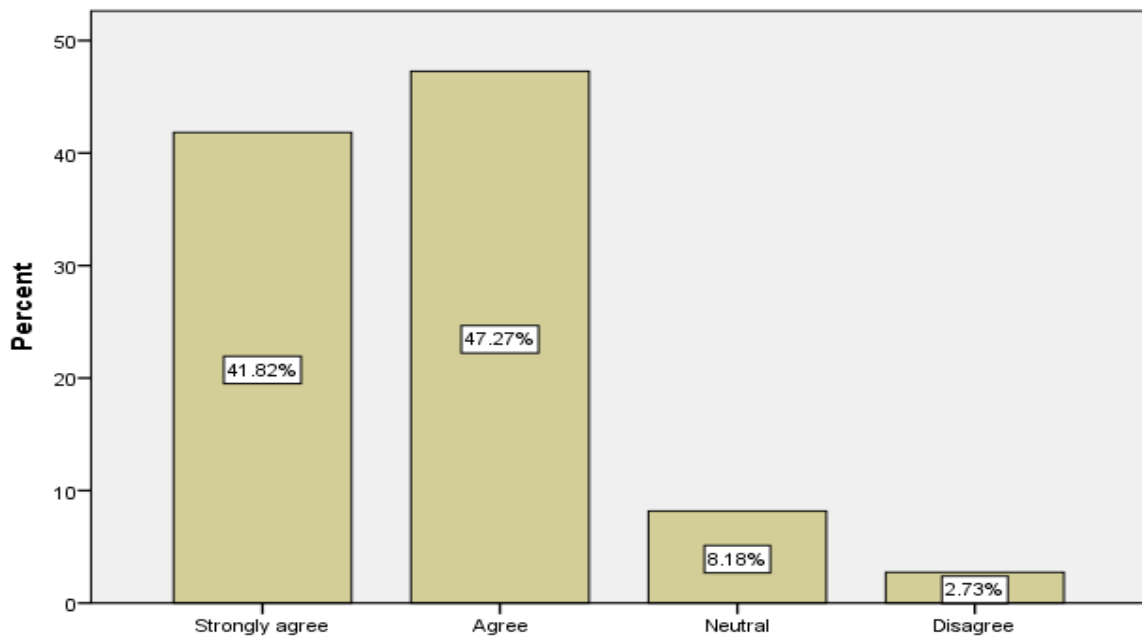


Table (4.22) above explain that a vast majority of the respondents (89.1%) Strongly agree and agree that Teaching English literature to EFL student will enhance their linguistic competence. Only 2.7% do not agree to that. This indicates that students need to be trained and developed to use literature to enhance their linguistic competences.

Table (4.23): English literature is one of the components that promotes language learning.

English literature is one of the components that promotes language learning	Frequency	Percent	Mean	Std. Deviation
Strongly agree	53	48.2	1.6	0.7
Agree	48	43.6		
Neutral	7	6.4		
Disagree	1	.9		
Strongly disagree	1	.9		
Total	110	100.0		

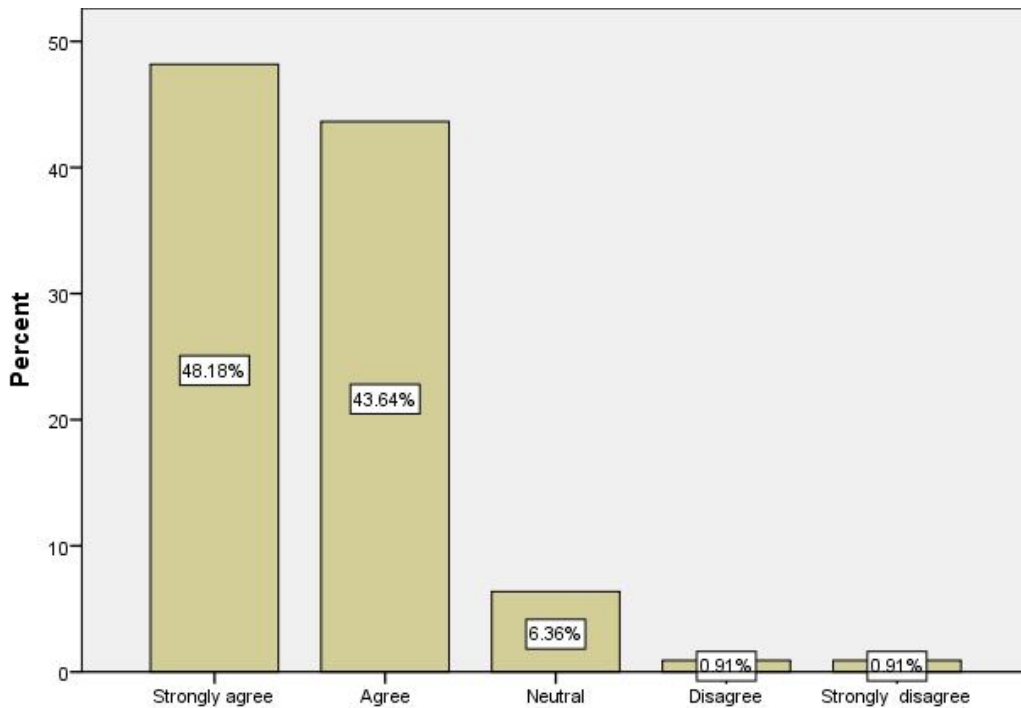


Table (4.23) above explain that a vast majority of the respondents (91.8%) Strongly agree and agree that English literature is one of the components that promote language learning. Only 1.8% does not agree to that. This indicates that English literature is one of the components that promote language learning.

Table (4.24): In teaching literature it is better to divide the class to work in groups outside activities.

In teaching literature it is better to divide the class to work in groups outside activities	Frequency	Percent	Mean	Std. Deviation
Strongly agree	29	26.4	2.1	.9
Agree	53	48.2		
Neutral	14	12.7		
Disagree	13	11.8		
Strongly disagree	1	.9		
Total	110	100.0		

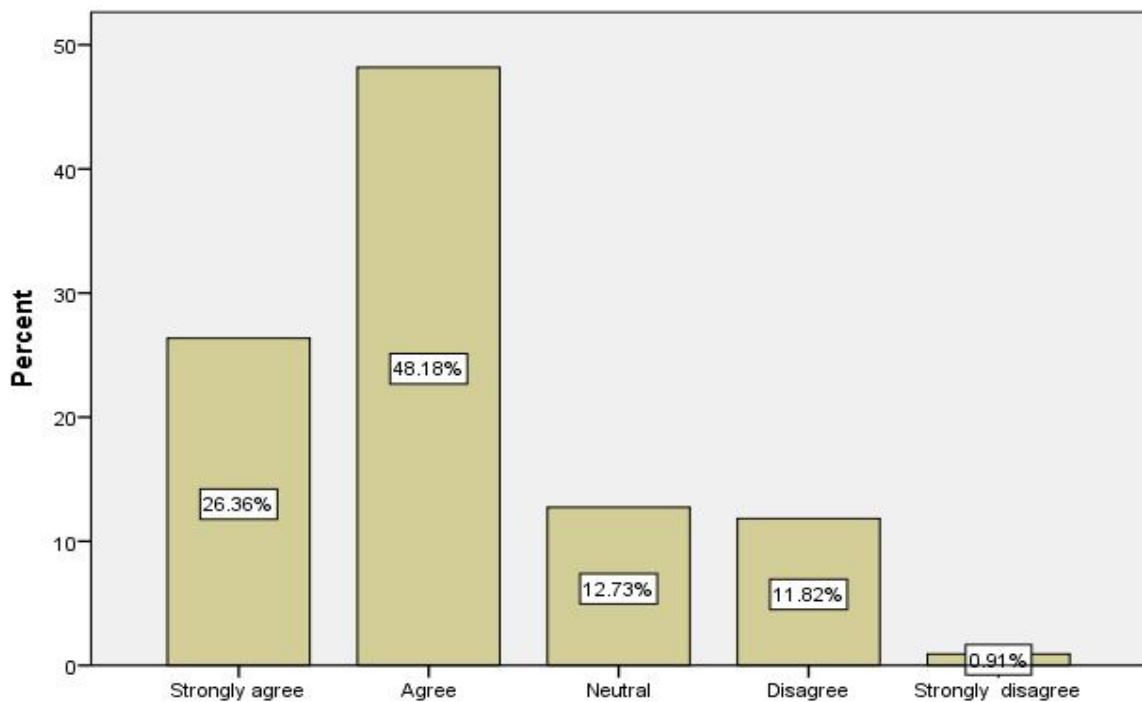


Table (4.24) above explain that a vast majority of the respondents (74.6%) Strongly agree and agree that In teaching literature it is better to divide the class to work in groups outside activities. Only 12.7% do not agree to that. This indicates that teachers need to be trained and developed to use pair work and group work in teaching literature.

Table (4.25): Students should be encouraged and motivated to study literature by providing them with simple and interesting books, tapes, films& the like.

Students should be encouraged and motivated to study literature by providing them with simple and interesting books, tapes, films& the like	Frequency	Percent	Mean	Std. Deviation
Strongly agree	69	62.7	1.5	.7
Agree	33	30.0		
Neutral	5	4.5		
Disagree	2	1.8		
Strongly disagree	1	.9		
Total	110	100.0		

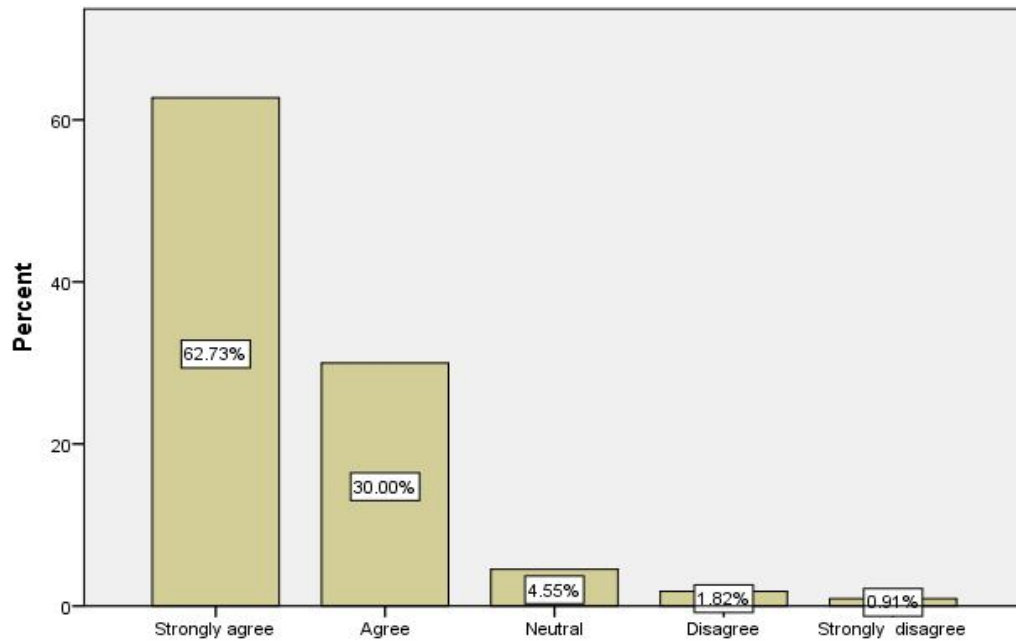


Table (4.25) above explain that a vast majority of the respondents (92.7%) Strongly agree and agree that Students should be encouraged and motivated to study literature by providing them with simple and interesting books, tapes, films& the like. Only 2.7% do not agree to that. This indicates that students need to be trained and developed to study literature by providing them with simple and interesting books, tapes, films and what they like.

.Table (4.26): Teaching English literature elevates the students awareness of the cultural aspect and improves the speaking skills.

Teaching English literature elevates the students awareness of the cultural aspect and improves the speaking skills	Frequency	Percent	Mean	Std. Deviation
Strongly agree	59	53.6	53.6	.7
Agree	43	39.1		
Neutral	7	6.4		
Disagree	1	.9		
Total	110	100.0		

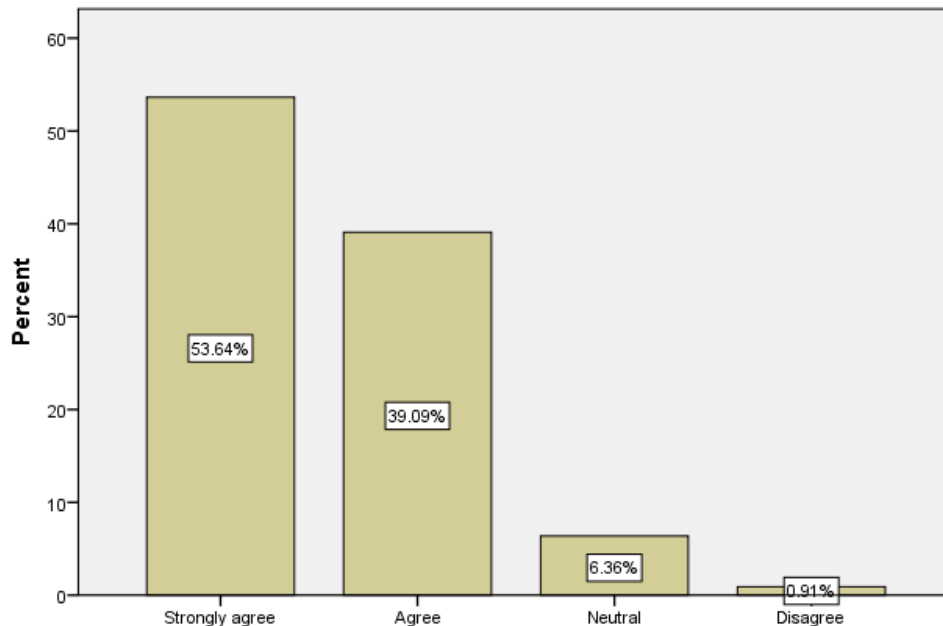


Table (4.26) above explain that a vast majority of the respondents (92.7%) Strongly agree and agree that Teaching English literature elevates the students awareness of the cultural aspect and improves the speaking skills. Only 16% do not agree to that. This indicates that Teaching English literature elevates the students' awareness of the cultural aspect and improves their speaking skills.

Table (4-27): Short stories allow teachers to teach the four skills to all levels of learners.

Short stories allow teachers to teach the four skills to all levels of learners	Frequency	Percent	Mean	Std. Deviation
Strongly agree	39	35.5	2.0	1.3
Agree	49	44.5		
Neutral	11	10.0		
Disagree	10	9.1		
11.00	1	.9		
Total	110	100.0		

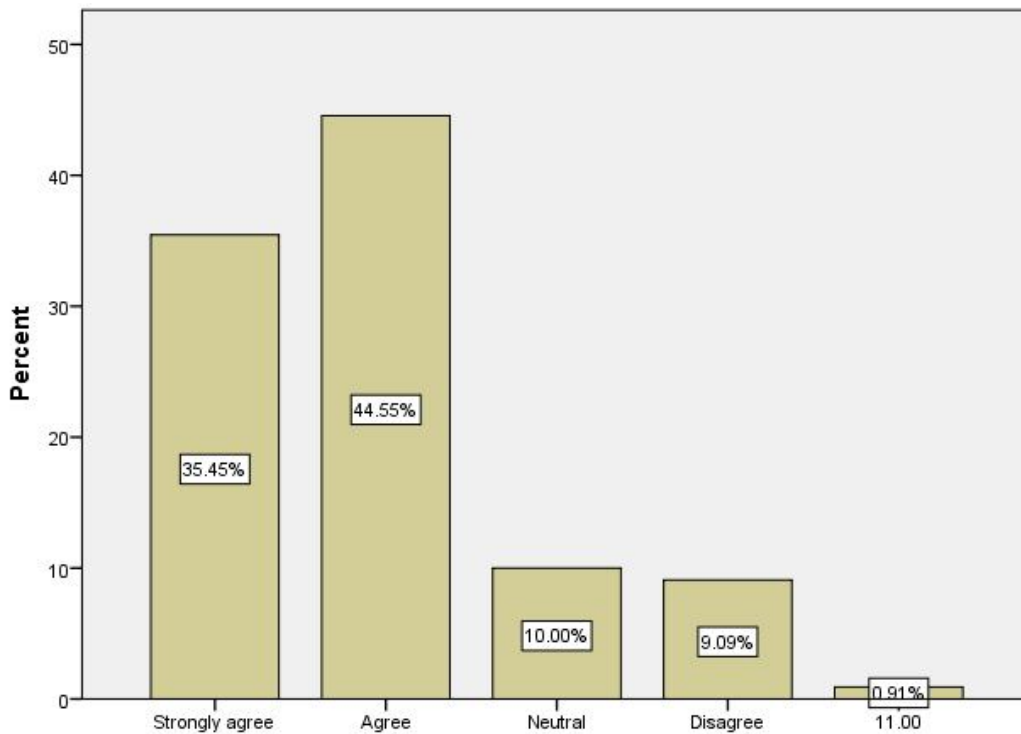


Table (4.27) above explain that a vast majority of the respondents (80%) Strongly agree and agree that Short stories allow teachers to teach the four skills to all levels of learners. Only 9.1% do not agree to that. This indicates that Short stories allow teachers to teach the four skills to all levels of learners.

Table (4.28): It is better to select short stories that have a variety of choices for different interests and entertainments.

It is better to select short stories that have a variety of choices for different interests and entertainments	Frequency	Percent	Mean	Std. Deviation
Strongly agree	47	42.7	1.6	.6
Agree	56	50.9		
Neutral	6	5.5		
Disagree	1	.9		
Total	110	100.0		

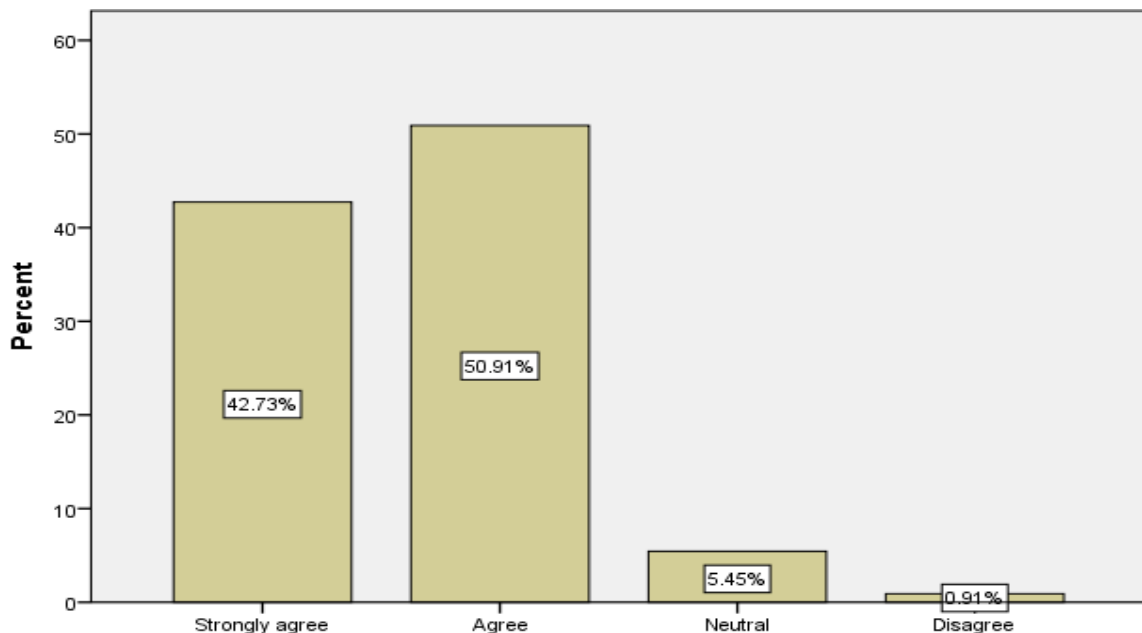


Table (4.28) above explain that a vast majority of the respondents (93.6%) Strongly agree and agree that it is better to select short stories that have a variety of choices for different interests and entertainments . Only 0.9% do not agree to that. This indicates that teachers need to be trained and developed to choose short stories to provide students with different interests and entertainments.

Table (4.29): Short stories play a significant role in teaching the speaking skills if they contain authentic materials.

Short stories play a significant role in teaching the speaking skills if they contain authentic materials	Frequency	Percent	Mean	Std. Deviation
Strongly agree	30	27.3	2.0	.9
Agree	54	49.1		
Neutral	17	15.5		
Disagree	9	8.2		
Total	110	100.0		

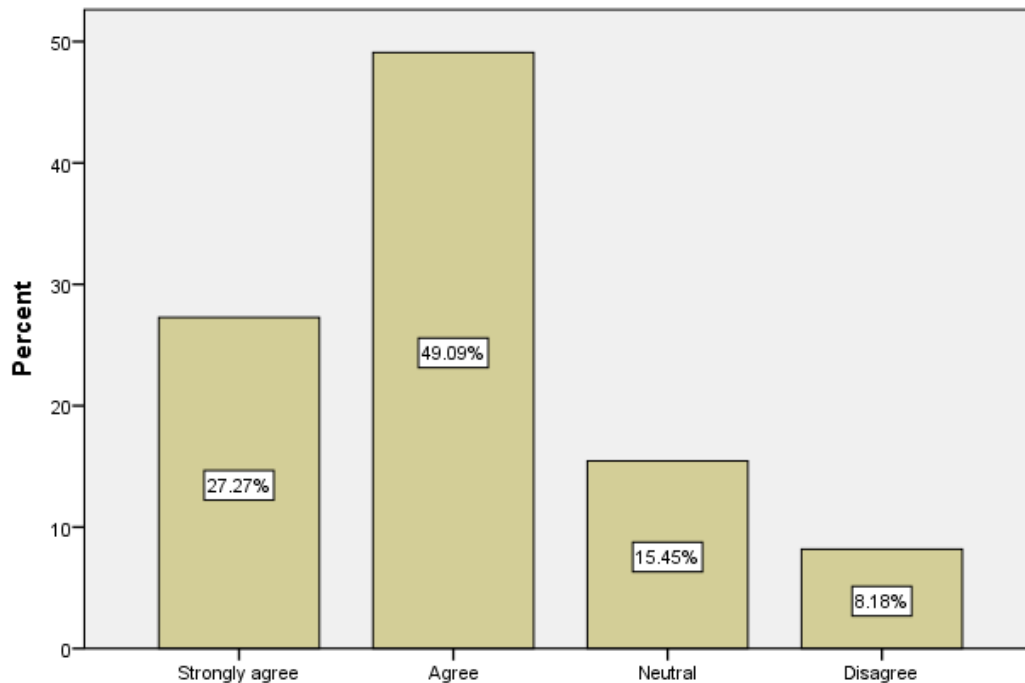


Table (4.29) above explain that a vast majority of the respondents (76.4%) Strongly agree and agree that Short stories play a significant role in teaching the speaking skills if they contain authentic materials. Only 8.2% do not agree to that. This indicates that Short stories should contain authentic materials so as to play a significant role in teaching the speaking skills.

Table (4.30): Using short stories in teaching helps students in solving speaking problems.

Using short stories in teaching helps students in solving speaking problems	Frequency	Percent	Mean	Std. Deviation
Strongly agree	44	40.0	1.9	.9
Agree	45	40.9		
Neutral	13	11.8		
Disagree	6	5.5		
Strongly disagree	2	1.8		
Total	110	100.0		

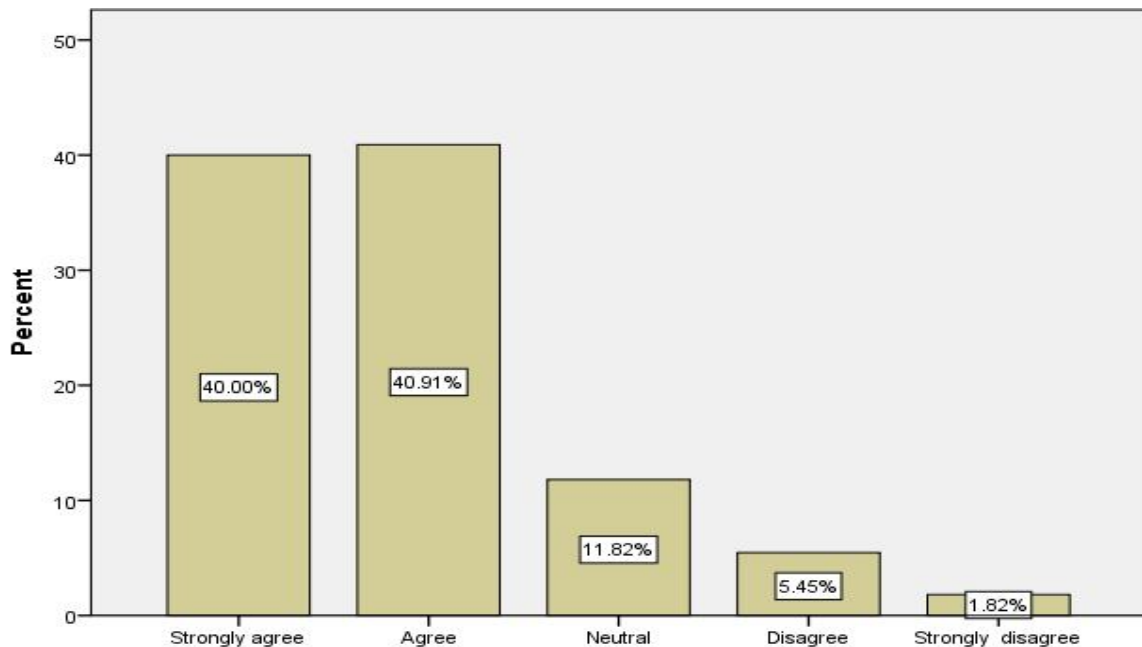


Table (4.30) above explain that a vast majority of the respondents (80.9%) Strongly agree and agree that using short stories in teaching helps students in solving speaking problems. Only 7.3% do not agree to that. This indicates that students need to be trained and developed to use short stories in teaching to solve speaking problems.

4.3. The Highest and Lowest Agreement through the Teachers' responses

As seen from the above tables that statements in all sections obtained the highest mean of agreement given by the teachers. In other words, these statements scored a percentage of (83.6%) agreement among the teachers. This gives evidence that the teachers of English (respondents) were in total agreement with the concept that students have problems with speaking skills, modern educational technology in teaching to promote English learning of speaking skills as well as contributing of short stories in speaking skills.

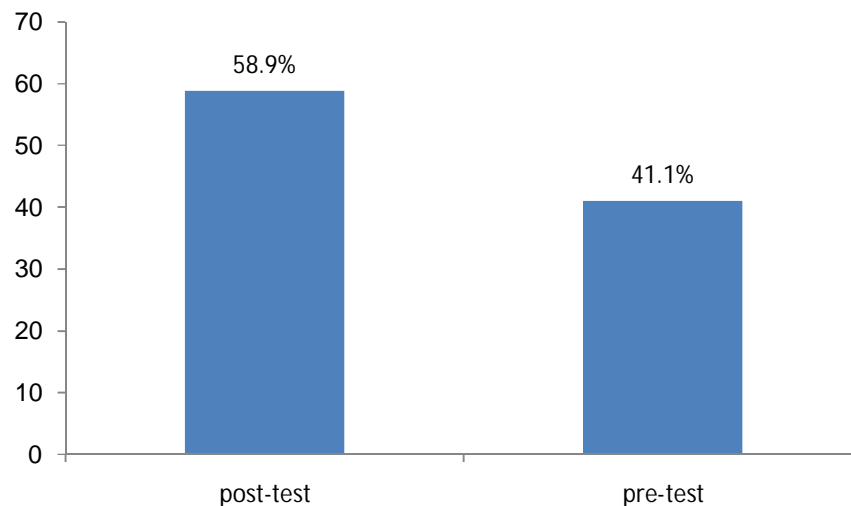
This indicates the evidence that the teachers have favour to understand the problematic areas of students' speaking skills problems.

4.4 The Highest and Lowest Disagreement through the Teachers' responses

Statements gave the highest disagreement and lowest percentage – with a percentage of (10.5 %). It disagrees with the idea of pleasure and benefit, which are found speaking skills obstacles.

4.5 Analysis of Students' Pre-and Post-Test

The figure (1) below, which has be resulted from the (SPSS) Statistical Package of Social Science shows that the correlation is significant at (0.01) level.



After comparing and analyzing the results with the main hypothesis. The significant differences between the pre- and post-tests indicate that there is highly difference between the degrees. Therefore, this indicates that using of short stories enhance students' speaking skills at secondary school.

4.6 Analysis of Expertise Teachers' Interview

Questi ons	Question One		Question Two		Question Three		Question Four		Question Five	
	Nega tive	Posi tive	Nega tive	Posi tive	Nega tive	Posi tive	Nega tive	Posi tive	Nega tive	Posi tive
9										
Freque ncies	4	5	5	4	0	9	0	9	2	7
Percen tages	44.4 %	55.6 %	55.6 %	44.4 %	00.0 %	100 %	00.0 %	100 %	22.2 %	77.8 %

Question One

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were positive which are represented by the percentage (55.6%). This justifies that students need to be given more communicative activities that encourage learners to speak English.

Question Two

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were negative which are represented by the percentage (55.6%). This justifies that the present textbooks are not focusing the reading rather than speaking.

Question Three

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were positive which are represented by the percentage (100%).This justifies that overcrowded classes are the main problem to practice the speaking skills inside the classrooms.

Question Four

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were positive which are represented by the percentage (100%). This justifies that teaching speaking skill to improve students' spoken language requires qualified and well-trained teachers.

Question Five

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were positive which are represented by the percentage (77.8%). This justifies that using of short stories in teaching motivates students' speaking skill.

4.7. Summary of the Chapter

To sum up, the findings of this chapter revealed that all sections justify 'the Need for speaking skills' was highly rated by the second class students.

We can say there was a consensus of opinions in favor of the speaking skills, using of short stories and students' speaking skills problems. The neutral responses, however, show irregularity and unexpected and unexplainable instability of the respondents' uncertainty in the all hypotheses.

The responses to all statements in terms of speaking skills. All statements are positive in these sections were either strongly agreed to or only agreed to.

The percentages of the negative responses were less significant for the students, but higher for the teachers.

All teachers agreed to the all statements of the sections "speaking skills". The undecided responses, however, showed small differences.

The majority of the respondents were in favor of the need for the speaking skills. A very large majority of the respondents agreed on:

- a. The importance of helping the learner to acquire speaking skills.
- b. The fact that speaking skills increases awareness of students' fluency.
- c. The urgent need for the speaking skills especially for explaining and understanding of the difficult areas in English.
- d. Necessity that their teachers of English know their speaking skills abilities.

When the students' responses were compared among themselves, there is highly statistical significant differences were perceivable which stated that the students have opportunity for speaking skills development.

However, the teachers confirm that speaking skills should be one of the main medium of improving students' performance, they were in favor of the use of the speaking skills in teaching the target language so as to reach the maximum efficiency in understanding the speaking skills.

To sum up, the findings of this interview revealed that most questions are justified with highly rated by the expertise teachers. We can say there was a consensus of opinions in most questions.

CHAPTER FIVE

FINDINGS, CONCLUSION and RECOMMENDATIONS

5.1 Findings

The researcher has come out with the following findings:

1. Most of students are not consistent in using the target language in the learning process, because they use their mother tongue in class.
2. Using Arabic language in daily conversations makes EFL students unable to communicate in English outside the classroom fluently.
3. Most of the EFL students are not involved to use the target language in the learning process.
4. Communication skills are not introduced and tested in the secondary school EFL syllabus nowadays.
5. There are a number of available activities to remedy common speaking problems.
6. Students are afraid to speak inside the classroom because they are making mistakes.
7. The type of tasks given to second class Secondary School students motivates them to communicate.
8. The Grammar Translation Method is not suitable for practicing the speaking skills.
9. Most of the present textbooks' lessons focus on reading and writing rather than speaking.
10. Students are not being motivated if their teacher explains everything in Arabic.
11. Practicing the speaking skills in a small group outside the classroom improves the students' spoken language.
12. Secondary School students should be provided at least with some visual aids to be used in teaching the speaking skills.

13. Using of video, computer, pictures and real objects as teaching aids promote the speaking skills.
14. Using of TV and internet as teaching aids promote the speaking skills.
15. Using short stories in teaching can improve EFL students in learning the four skills.
16. Teaching short stories increases learners' vocabulary and power of expression.
17. Short stories play a significant role in teaching the speaking skills if they contain authentic materials.

5.2 Conclusion

Scholars have seen that people are studying or reading literature simply to pass time. To learn how ideas originate and how they appear in people's personal and public conduct. Others read it for the sake of entertainment; students enjoy it and it is fun. Also, authentic material and very motivating. Besides, it is found in many syllabuses, it helps students to know and understand about other cultures. Furthermore, it expands student's language awareness. It encourages students to talk about their opinions and feelings. It is stimulus for language acquisition. It develops student's interpretive abilities. It has general educational value.

Studying literature enriches us and gives us a new out look to the world. Through it we can learn how different people interact and what are the problems they face in their long history and what future they are going to face. Studying literature produces a broadened and deepened perception of life and more. In addition studying literature can help to add a refreshing and further dimension to a person's life.

The researcher has seen that most of students are not consistent in using the target language in the learning process, because they use their mother tongue in class. Using Arabic language in daily conversations makes EFL students unable to communicate in English outside the classroom fluently. Most of the EFL students are not involved to use the target language in the learning process. Communication skills are not introduced and tested in the secondary school EFL syllabus nowadays. There are a number of available activities to remedy common speaking problems.

Relatedly, the researcher has stated that students are afraid to speak inside the classroom because they are making mistakes. The type of tasks given to second class Secondary School students motivates them to communicate. The Grammar Translation Method is not suitable for practicing the speaking skills. Most of the present textbooks' lessons focus on reading and writing rather than speaking.

Students are not being motivated if their teacher explains everything in Arabic. Practicing the speaking skills in a small group outside the classroom improves the students' spoken language. Secondary School students should be provided at least with some visual aids to be used in teaching the speaking skills. Using of video, computer, pictures and real objects as teaching aids promote the speaking skills. Using of TV and internet as teaching aids promote the speaking skills. Teaching short stories can improve EFL students in the four skills. Teaching short stories increases learners' vocabulary and power of expression. Short stories play a significant role in teaching the speaking skills if they contain authentic materials.

Finally ,the researcher hopes that Arabic language should not be used in daily conversations because it makes EFL students unable to communicate in English outside the classroom fluently. Students should be involved in using the target language in the learning process. Communication skills should be introduced and tested in the secondary school EFL syllabus today. The Grammar Translation Method should not be used for teaching the speaking skills. Most of the present textbooks' lessons should be focused on speaking rather than other skills. Students should not be motivated if teachers explain everything in Arabic. Speaking skills should be practiced in a small group outside the classroom so as to improve the students' speaking skill. Secondary School students should be provided at least with some visual aids to be used in teaching the speaking skills. Video should be used as a teaching aid to promote the speaking skills. Computer and real objects should be used as teaching aids to develop speaking. TV and internet should be used as teaching aids promotes the speaking skills. Literature should be used in teaching to increase learners' vocabulary and their power of expression. Short stories should be selected so as to have a variety of choices for different interests and entertainments.

5.3 Recommendations

The researcher has come out with the following recommendations:

1. Arabic language should not be used in daily conversations because it makes EFL students unable to communicate in English outside the classroom fluently.
2. Students should be involved in using the target language in the learning process.
3. Communication skills should be introduced and tested in the secondary school EFL syllabus today.
4. The Grammar Translation Method should not be used for teaching the speaking skills.
5. Most of the present textbooks' lessons should be focused on speaking rather than other skills.
6. Students should not be motivated if teachers explain everything in Arabic.
7. Speaking skills should be practiced in a small group outside the classroom so as to improve the students' speaking skill.
8. Secondary School students should be provided at least with some visual aids to be used in teaching the speaking skills.
9. Video should be used as a teaching aid to promote the speaking skills.
10. Computer and real objects should be used as teaching aids to develop speaking.
11. TV and internet should be used as teaching aids promotes the speaking skills.
12. Short stories should be used in teaching to increase learners' vocabulary and their power of expression.
13. Short stories should be selected so as to have a variety of choices for different interests and entertainments.

5.4 Suggestions for Further Studies:

Knowledge represents all developments of person including history, culture, beliefs, traditions, customs, moralities and of course before of all these knowledge acquiring of the mother tongue. As it is confirmed in this study the using of "Short Stories Technique" had a significance role in effecting and the improvement of teaching English language skills specially the speaking skills. The role of authentic materials taught through applying modern devices and techniques in developing and improving learners standards of proficiency and competence in the study of a foreign language. These stories were of different kind: tales, fairy tales, folktales, myth, legends, comedy, tragedy and stories of Romance, were applied in this study.

The student were girls. These samples of girls liked these stories very much with all the differences in them. The researcher suggestion for future studies are to design a significance study to see what kind of stories would be more popular, easier, suitable and useful for students, both male and female.

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APPENDICES

Appendix (a) Teachers ' questionnaire

Sudan University of Science & Technology

Faculty of Education- English Department

Dear colleague,

This questionnaire is designed as a data collection tool for Ph.D. thesis entitled (Using Short Stories to Enhance the Speaking Skills at Sudanese Secondary Schools). Their answers will greatly be helpful to obtain reliable results. Therefore, their cooperation is highly appreciated. However, their information will only be used for the purpose of this study.

The Questionnaire

Read the following statements, and then put a tick (✓) inside the square opposite to the suitable option that they think is most appropriate.

Item No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Most of students are not consistent in using the target language in the learning process, because they use their mother tongue in class.					
2.	Using Arabic language in daily conversations, makes EFL students unable to communicate in English outside the classroom fluently.					
3.	Most of the EFL students are not involved to use the target language in the learning process.					

Item No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4.	Communication skills are not introduced and tested in the secondary school EFL syllabus nowadays.					
5.	There is a number of available activities to remedy common speaking problems.					
6	Students may not want to speak inside the classroom because they are afraid of making mistakes.					
7	The type of tasks given to second class Secondary School students motivates them to communicate.					
8	The Grammar Translation Method is not suitable for practicing the speaking skills.					
9	Most of the present taught textbooks' lessons focus on reading and writing rather than speaking.					
10	Students may not be motivated if their teacher explains everything in Arabic.					

Item No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11	Prastising the speaking skills in a small group outside the classroom improves the students' spoken language.					
12	Secondary School students should be provided at least with some visual aids to be used in teaching the Speaking Skills.					
13	Using of video as a teaching aid promotes the speaking skills.					
14	Using of computer as a teaching aid develops speaking.					
15	Using of real objects encourages EFL students to speak.					
16	Teachers can use pictures in teaching to elevate the speaking skills.					
17	Using of TV as a teaching aid promotes the speaking skills.					
18	Using of internet as a teaching aid develops speaking.					
19	Teaching literature can improve EFL students in the four skills.					
20	Teaching literature increases learners' vocabulary and power of expression.					

Item No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21	Most teachers of English, focus on the lesson content rather than language fluency.					
22	Teaching English literature to EFL student will enhance their linguistic competence.					
23	English literature is one of the components that promotes language learning.					
24	In teaching literature it is better to divide the class to work in groups outside activities.					

tem no	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
25	Students should be encouraged and motivated to study literature by providing them with simple and interesting books, tapes, films& the like.					
26	Teaching English literature elevates the students' awareness of the cultural aspect and improves the speaking skills.					
27	Short stories allow teachers to teach the four skills to all levels of learners.					
28	It is better to select short stories that have a variety of choices for different interests and entertainments.					
29	Short stories play a significant role in teaching the speaking skills if they contain authentic materials.					
30	Using short stories in teaching helps students in solving speaking problems.					

Appendix (b): Experts' Interview

Sudan University of Science & Technology

Faculty of Education- English Department

Interview 's Questions

This interview is designed for English language Inspectors and Experts in Atbara town (River Nile State).

Dear colleague :

Below are some questions designed for the academic purpose of fulfillment of Ph. D. thesis entitled (Using Short Stories to Enhance the Speaking Skills at Sudanese Secondary schools) at Sudan University of Science & Technology .

I would deeply appreciate their response and cooperation to answer all questions / statements to the best of their knowledge and ability.

I assure they that their points of view and answers will be strictly and confidentially treated for research purposes only.

Thanks fo their cooperation .

Researcher :

Zeinab Ahmed Abdalla

The Questions

1-How far are the textbooks in the present syllabus include many communicative activities that encourage learners to speak English?

2-To what extent do you agree that most lessons of the present textbooks focus on reading rather than speaking?

3- Do you agree that overcrowded classes make it difficult to practice the speaking skills inside classrooms? Please, elaborate.

4-Do you think that teaching the speaking skills to improve students' spoken language requires qualified, well-trained teachers? Justify your answer?

5-Whydo you think that using of short stories in teaching motivates students' speaking skills ?

Appendix (c): Students' Tests

Al-Sheikh Hamad Secondary School for Girls – Atbara

Second Class (2015 – 2016)

Part One: Pronounce the following words:

unwrapped	chew	lantern	timber
exhilarate	exhilaration	plague	awful
campaign	incision	anaesthetic	stern
bother	labour	Operate	

Part Two: Read the following dialogue:

"I'm terribly sorry I brought them along, Nickie," said his father, all his post-operative exhilaration gone. "It was an awful mess to put them through."

"Do ladies always have such a hard time having babies?" Nick asked.

"No, that was very, very exceptional."

"Why did he kill himself, Daddy?"

"I don't know, Nick. He couldn't stand things, I guess."

"Do many men kill themselves, Daddy?"

"Not very many, Nick."

"Do many women?"

"Hardly ever."

"Don't they ever?"

"Oh, yes. They do sometimes."

"Daddy?"

"Yes."

"Where did Uncle George go?"

"He'll turn up all right."

"Is dying hard, Daddy?"

"No, I think it's pretty easy, Nick. It all depends."

They were seated in the boat, Nick in the stern, his father rowing. The sun was coming up over the hills. A bass jumped, making a circle in the water. Nick trailed his hand in the water. It felt warm in the sharp chill of the morning.

In the early morning on the lake sitting in the stern of the boat with his father rowing, he felt quite sure that he would never die.