A Plan Report Template: Teaching English Literature through the Interactive Web

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ABSTRACT:
Interactive web tools seek to give the student a sense of ownership and a feeling of belonging which could work as catalyst to increase intrinsic motivation and generate independent learning and autonomous learners. It can be used to help the learners develop problem-solving, decision-making and critical thinking skills. The students of English language department at the college of education, Sudan University of Science and Technology have problems in the reading skill. To help solving these problems a blog will be used because it is interesting and motivating to teachers and students, besides, it has all the attributes that can be utilized to activate the potential of these students. Along with the blog there will be a rubric. That will give the students a mind map of what is required and how it will be assessed. Also it will provide them with opportunity to make self-assessment and peer-review.
Keywords: Blogs, assessment rubric, interactive learning, multiple resources, paradigm shift.

المستخلص:

إن الأدوات التفاعلية على الشبكة العنكبوتية تسعى إلى إعطاء الطلاب الشعور بالملكية والشعور بالانتماء الذي يمكن أن يعمل كمحفز لزيادة الدوافع الذاتية وتوليد التعلم المستقل. كما يمكن أيضاً إستخدامها لمساعدة المتعلمين على تطوير مهارات حل المشكلات وإتخاذ القرارات والتفكير النقدي. طلاب قسم اللغة الإنجليزية بكلية التربية بجامعة السودان للعلوم والتكنولوجيا لديهم مشاكل في مهارة القراءة. للمساعدة في حل هذه المشاكل سيتم إستخدام مدونة إلكترونية لأنه يمكن توظيفها لإثارة إهتمام ودافعية المعلمين والطلاب معاً، كما أن فيها كل الصفات التي يمكن استخدامها لتفعيل طاقات هؤلاء الطلاب. إضافة إلى المدونة سيكون هناك جدول معايير التقييم، والذي سوف يعطي الطلاب خريطة ذهنية لما هو مطلوب منهم وكيف سيتم تقييمه. كما أنه سيسمح لهم بعمل تقييم ذاتي بالإضافة إلى تقييم الأقران.
الكلمات المفتاحية: المدونات الألكترونية، جدول معايير تقييم أداء الطلاب، التعلم التفاعلي، مصادر متنوعة، التحول النوعي.

Introduction

Reading English literature provides many important intellectual gifts. It increases one's vocabulary, general verbal sensitivity and sophistication. Moreover, it increases knowledge in an active, intellectually challenging way. It provides knowledge of the literary heritage (local, regional and international) while at the same time increases the student's awareness of cultural values, history, sociology, psychology, and almost every branch of human knowledge (University of Wisconsin, Department of English and Philosophy, 2015).

English language students, at the Education College, Sudan University of Science and Technology have reading problems, and they don't have enough reading resources. Therefore, the use of technological tools would help to solve these problems as it can help fostering more practice reading English outside the classroom and providing enough variety of materials so all students can read something they can understand

and enjoy. Thus, a blog will be used to provide the learners with links to resources on the Internet e.g. link to short/simplified stories and online dictionaries. There will be assessment rubric to assess and evaluate their work, remind them with what is required and give them a clear idea of how their work is going to be evaluated. All this will be done according to the template that was provided by the American English Institute at the University of Oregon, United States of America.

Tool of the Study

This paper used a "Plan Report Template" that was provided by the American English Institute at the University of Oregon during the course: Building teaching skills through the interactive web, winter 2015 (see appendix 1). It includes the following items:

Background

Who are the learners?

The target of the study are the 3rd year students in English department - College of Education - Sudan University of Science and Technology. They are 50 students. Their ages are approximately 19-20-21. Their English language level is the low intermediate level i.e. they can make simple sentences and can understand the main points of a conversation but need much more vocabulary (London school of English, 2015).

The great majority of these students are coming from the same social, cultural and economical background. They come from working class families, many of them did not have a PC/laptop or smart phone of their own. Nevertheless, socially and culturally it is acceptable to work at your cousins', friends', neighbors' etc. devices. Also the internet café price is affordable to them (once or twice per week).

The setting

The students are used to traditional teaching i.e. Indoctrination and no technology is involved to enhance learning.

They are surrounded by an environment that I can call "English-phobic". For them learning English is like fighting "air mills". So it is not teaching students who have neutral feeling toward English language, it is teaching students who believe English is an impossible language. This is very frustrating for them because they know that being good at English is one of the most important requirements for getting a good job (English and computer).

Access to computers and Internet is very limited at school; the students only have access to computer labs at the second and fourth semester (2 hours per week). Access for technology is easier for me and them outside the school (at home, Internet cafe or via mobiles).

Why are the students studying English? What will they use English for in their lives?

Those students are studying English as specialization field; they are the English language teachers of the near future. Most of them will work at the basic schools and secondary schools and a few of them who will graduate with first class degree will work as "teaching assistants" at universities. Thus, they will use English language to make their living, and they should take this seriously because after the number of the educational colleges has been tripled the competition became very high.

Describe anything else that is significant or relevant about the course that may potentially relate to the plan

The teaching staff studied in, and graduated from the same environment. They use the strategy of teacher controlled class and they haven't experienced the advantages of utilizing technology in their learning and accordingly haven't used it in their teaching. Nevertheless, there are some individual initiatives from some young teachers. They use search engines (mainly Google), PowerPoint presentations (non-interactive), and

some of Microsoft programs to do their administrative work e.g. preparing lessons and keeping records of the students' degrees. Although there is no actual technology implementation now, but, just having a positive attitude towards the use of technology in education is a good and important step. According to what was mentioned here the paradigm shift is crucial and equipping our students (our future teachers) with technology tools is essential to break the chain of the traditional learning.

The course goals:

a. Expose the students to interactive learning that is rich with multiple resources.
b. Enrich the students' vocabulary and build up their words power.
c. Maximize the learners' potentials to generate autonomous learners.
d. Generate learners who have positive feeling towards the English language through improving their learning abilities.
e. Generate "*future*" teachers who have positive feeling towards the use of technology in education.

Issue or problem to be addressed that technology can help with

The majority of the students of the second year of the English language department, at the Education College, Sudan university of Science and Technology have reading problems i.e. they don't read and accordingly they are bad at reading. This is because they don't like reading, they don't have variable accessible resources and they lack motivation both intrinsic and extrinsic. And this is affecting their whole learning process.

Specific technology solution

A class blog will be used for the teaching/learning process of the reading course.

The goals of blogs:

Blogs have the attributes that can be utilized to activate the potential of the students and as well as solving their reading problems. According to Glenco (2006), blogs can be used to:

a. Motivate the students, especially those who otherwise might not become participants in classrooms.
b. Provide excellent opportunities for students to read and write.
c. Provide effective forums for collaboration and discussion.
d. Provide powerful tools to enable mentoring and scaffolding learning to occur.

The class blog will be used to provide:

a. Links to short stories.
b. Introduction/summary to the short story to help the student choose the story they want to read.
c. Questions they should answer after the reading.
d. Link to the assessment rubric.
e. Links to more interesting reading resources.
f. Links to dictionaries (monolingual and bilingual).

The class blog will be used to make the students:

a. Provide the URL of their blogs in a comment on the class blog so they will know the blogs of each other.
b. Post the comments/questions about a story as a comment on the post of that story. This will help in creating discussions and even debates.

The students will make their own blogs to answer the reading questions and to comment on each other work.

Anticipation of what might happen when using the technology with the students:

At the beginning the student might be apprehensive about studying with a new tool which is different from what they are used to and different from what their colleagues is using. What will also be new to them is learning by doing and enhancing their English language through practical utilization of technology. But at the same time this would excite them and raise their curiosity and motivation.

Difference between what will be done with the blog and what's been done before:
In their previous course (Teaching via Computer) those students learned how to use PowerPoint for making interactive lessons, but the lessons were in Arabic (although they are specialized in English), that was because the teacher didn't want to take chances wasting the course time correcting their English (which she already know is very weak).

This time they will learn how to use technology as a tool to enhance their English language by being introduced to different interesting reading resources. The course is about reading but it will be utilized for developing the other skills i.e. they will post answers and comments (writing), they will work in groups so they will discuss ideas with each other (speaking and listening), and by reading they will know new words (vocabulary).

Final Product
A class blog was created for the reading course; you can see the blog at http://semester2readingclub.blogspot.com , also see (appendix 2). For assessment a rubric was prepared, it provides a set of criteria with a scoring scale to assess and evaluate students' work. Rubrics teach as well as evaluate, it also demonstrates exactly what we are looking for and how we will know it has been met (Andrea Niosi, 2012). You can find the course rubric at http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2509105&.
Also see (appendix 3).

From this rubric the students will know how they will be evaluated and they can check their progress according to it.

Teaching this course will take 13 weeks at the computer lab; this lab contains 25 computer devices so the students will be divided into two groups, each group works for two hours per week. The teacher will:

1. First introduce the students to blogs, its advantages and educational benefits and how to create a blog. She will show them some blogs and will make sure they have valid Gmail accounts.
2. Then give them this links www.blogger.com and ask them to make their own blogs. They will write their blog URL in a comment in the class blog.
3. Tell them about the objectives of this course and give them the link of the class blog. Then divide them into groups every group has five students. The groups should have different leaders every week; he/she should choose the story of that week.
4. Make the students read a story every two weeks and answer the questions about it in their blogs; they can discuss the questions with each other orally. Each group should prepare a PowerPoint presentation about the story which they read i.e. one week they will read a story the next week they will make PowerPoint presentation about it:
a. The PowerPoint should contain five slides and it will be presented by two students so every student will present twice. The presentation time is (12 minutes) 4 minutes each student and the last 4 minutes will be devoted to the class questions.
b. The presentation should contain the following:

I.   What is the theme of the story?
II.   Who is the heroine of the story? Describe her in a paragraph
III. Who is the hero of the story? Describe him in a paragraph
IV.   Who you think is the villain character of the story? Describe him/her in a paragraph
V.   Using your own words give a brief summary of the story.

c. They will send their presentation to this [e-mail] for evaluation (according to the [rubric]).

5. At the end of the semester the teacher will choose the best 5 presentations and the best 5 blogs to make the students do a workshop to the college's teachers to show them what they have been doing with the technology tools.

Teaching this course will take 13 weeks while the semester has 15 weeks. The last 2 weeks will be used for the workshop, the 14th week for preparation and the 15th for doing the workshop.

Expected responses

Using this new tool will be interesting to the students because at their fourth semester they studied (Teaching via Computer), at the beginning of the course most of them were not enthusiastic, but after they started doing learning lessons with PowerPoint they were happy because this gave them self-confidence and they realized that after all using technology as a teaching/learning tool is not beyond their capabilities and it is just that they don't have the conditions.

Therefore, the use of technology would make the reading more appealing to the students and this would increase their motivation. Furthermore, providing different online resources will allow a variety of choices. Besides, starting with simple short stories would spare them the frustration they might face when reading long stories with difficult vocabulary, and the use of classics stories should be fun to them because they already know it in Arabic language this will create a feeling of familiarity and it may reduce their use of the bilingual dictionary.

Moreover, the learners will actively participate in creating their own knowledge i.e. reading stories, checking words meaning and pronunciation, brain storming with each other, asking questions and making comments on each other work, preparing and presenting PPt to the class, besides, making a workshop to their teachers. All these activities will constitute a giant step in the paradigm shift.

This will be different from the traditional teaching which has been prevailing in that it will be learner centered process instead of teacher centered process. The learners will be active participants instead of passive receivers and the teacher will be scaffolding instead of dictating.

As for administrators and colleagues they only believe in successful results so they will be skeptic until the experiment succeed, only then they will start considering it.

As for parents it is expected that they will support this strongly because unfortunately and surprisingly enough the level of technology use at our society is higher than at universities.

The problem which may happen is the power supply problem which may lead to the problem of time commitment that is why the students will be given a whole week to read the short story and a week for preparing the presentations.

Resources

The following section demonstrates the articles that helped in coming up with the plan and supported its ideas (see Table 1) and the resources that are planned to be used in the class (see Table 2). It also explains why these articles and resources have been chosen.

Table 1: Articles that helped and supported the plan and why it has been chosen

Name of the article + URL (if applicable)	How the article help me or support my ideas
Using Internet-Based Children's Literature to Teach EFL by Larry J. Mikulecky at http://iteslj.org/Techniques/Mikulecky-OnlineChildrensLit.html	I want to use short stories for my students because I want them to start by learning simplified books to avoid the frustration of not knowing the meanings of a lot of words, and the boredom of checking the dictionary a lot, so as to enjoy the story which would hopefully make them love reading. This article supports my idea it says: "children's and young adult literature in English has been recommended for more than two decades as a potential source of reading material for beginners".
Using blogs to integrate technology in the class room at http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47	It illustrates the usage and the benefits of using blogs in the class.
http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47	It illustrates the advantages of using class blogs.
London school of English at www.londonschool.com/level-scale/	It helped me to know the level scale of my students.

Table 2 illustrates the resources that are planned to be used in the reading course for the teaching/learning process. It also explains why these resources have been chosen.

Table 2: the resources that are planned to be used in the class

Name of the resource + URL	Why you have chosen this resource
The storybook online at http://www.storybookonline.net/Default.aspx	Because it uses multimedia and the students can see and hear the story (by this they will learn the right pronunciation, stress and intonation) so it will be learning and having fun at the same time.
International Children's Digital Library www.childrenslibrary.org/icdl/SimpleSearchCategory?ilang=English	It has different interesting books. It organizes books in different categories e.g. age, short books, medium books, fairy tales and folk tale etc… the thing which make choosing a book easier.
Gayle Gosh http://www.bygosh.com/index.htm	It includes illustrated Classics stories which should be fun to my students because they already know it in Arabic language.
Using Internet-Based Children's Literature to Teach EFL by Larry J. Mikulecky at http://iteslj.org/Techniques/Mikulecky-OnlineChildrensLit.html . www.blogger.com	It supported the idea of "Using Internet-Based Children's Literature to Teach EFL". This where the class blog was created and where the learners will create theirs.

Rubistar http://rubistar.4teachers.org/index.php	This is where the rubric was created.
Merriam-Webster mobile search at http://i.word.com & bilingual dicionary at http://www.ectaco.co.uk/English-Arabic-Dictionary/	It will help the students with pronunciation and meanings.

Timeline

Table 3 contains the timeline that shows how the blog will be integrated into the reading course. It also describes what will happen in the class both before and after the implementation of the technology tool. Besides that it clearly shows the interactive role of the learners and that almost the whole work is done by them and that the teacher only guides and manages the learning process.

Table 3: the timeline of the of the course

Prior to implementation of technology		**The teacher**
Week 1	Introduction to blogs, its advantages and educational benefits.	Show the learners some blogs and show them how to create one.
Week 2	Tell them about the objectives of this course and discuss it with them. Divide them into groups every group has five students.	Give them the link of the class blog to the learners.
Technology implementation		**teacher and learners**
Week 3	Give this links www.blogger.com and ask them to create their own blogs.	The teacher supervises the learners while creating their blogs and observes them whlile they are figuring out its features. The learners post their blogs URL as comments on the class blog.
Following implementation of technology		**The learners**
Week 4	Read their first short story and Discuss the questions with each other orally.	Answer the questions about the story in their blogs. And make comment/s on three other students' blogs.
Week 5	Prepare their 1st PowerPoint presentation about the story they read in week 4.	Present the ppt to the class. The rest of the class comment and ask questions about the presentation.
	Revise the presentation according to comments made by the teacher and the students then end it to my e-mail for evaluation.	
Week 6	Read their 5th short story and discuss the questions with each other orally.	
Week 7	Prepare their 2nd PowerPoint presentation about the story they read in week 6.	Present the ppt to the class. The rest of the class comment and ask questions about the presentation.
	Revise the presentation according to comments made by the teacher and the students then end it to my e-mail for evaluation.	
Week 8	Read their 5th short story and discuss the questions with each other orally.	
Week 9	Prepare their 3rd PowerPoint presentation about the story they read in week 8.	Present the ppt to the class. The rest of the class comment and ask questions about the presentation.
	Revise the presentation according to comments made by the teacher and the students then end it to my e-mail for evaluation.	
Week 10	Read their 5th short story and discuss the questions with each other orally.	
Week 11	Prepare their 4th PowerPoint presentation about the story they read in week 10.	Present the ppt to the class. The rest of the class comment and ask questions about the presentation.
	Revise the presentation according to comments made by the teacher and the students then end it to my e-mail for evaluation.	
Week 12	Read their 5th short story and discuss the questions with each other orally.	
Week 13	Prepare their 5th PowerPoint presentation about the story they read in week 12.	Present the ppt to the class. The rest of the class comment and ask questions about the presentation.
	Revise the presentation according to comments made by the teacher and the students then	

	end it to my e-mail for evaluation.	
Week 14	Preparation for the workshop.	In the workshop the student will:
Week 15	Doing the workshop	- talk about what they learned now and how it is different from the way they learned before.
		-present the 5 PPt presentations and the blogs.

Conclusion:

Literary study involves the four processes of reading, thinking, discussing, and writing, its practical pedagogical value lies in its tendency to stimulate these activities and thereby improve the student's ability to perform them. In the classroom, the teacher can lead the student to think critically about what has been read. Classroom discussions sharpen reading and thinking skills and increase the student's ability to express thoughts orally. The teacher can then use these processes to stimulate the students desire to organize and record thoughts in writing. Thus the study of literature can be seen as practical intellectual discipline. It directly involves the student in the analysis of difficult literary texts, and in doing so it develops verbal skills which are transferable to other contexts. For that reason, interactive web can be utilized to achieve this because it is interesting and motivating to teachers and students, besides, it has all the attributes that can be utilized to activate the potential of the students.

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Appendices
Appendix 1
Building Teaching Skills through the Interactive Web
Plan Report Template
Overall plan goal: Plan and prepare to implement a change related to technology use in your classroom.
Rules to Follow:
1. You must use technology that is new to you—something you've not used before
2. You must identify ONE issue or problem that the use of technology may help solve
3. You may select no more than two technology tools to solve the one problem or issue that you've identified
4. You are expected to have a fully planned and developed product ready to be used with a class sometime in the future

Respond to each of the following areas for your plan report.

Name _____   **Country**
_____

I. Background – 5 points

- Who are the learners?
- What is the setting? Be sure to mention technology.
- What are the course goals?
- Why are the students studying English? What will they use English for in their lives?
- Describe anything else that is significant or relevant about the course that may potentially relate to your plan.

II. Issue or problem to be addressed that technology can help with. What's wrong? - 5 points

The issue or problem must be explicitly and clearly stated and well-focused into a single or connected teaching issue. The problem is solvable with technology, and within the time frame of the course.

III. Specific technology solution. – 10 points

Describe what you think will happen. Make sure you explain how what you plan to try is different from what you have done before.

➢ What technology tool(s) did you consider using?
➢ What technology tool will you use to address the problem (can be one or two tools only)?
   If you are using websites, include the URLs.
➢ What is your goal for this technology tool?
➢ What do you want your students or the technology tool to do?
➢ Is this technology new to you? How did you learn about it?
➢ What do you think might happen when you try/use the technology with your students?
➢ How will this be different from what you've done before?

IV. Final Product – 10 points possible

What have you made, what have you built or what you have created? Include links or files that contain the PowerPoint, wiki, websites, WebQuests, blogs, Nicenet class, etc. Be sure to also include your rubric or a description of your evaluation or assessment.

Be specific and complete! Include a description of where, when, and how you will use the technology tool.

V. Expected response – 5 points possible

What you think will happen – how you think learners will respond, possible response from administrators, colleagues, parents, and others – and why you think so.

Include possible problems you may encounter and how might deal with the problems?

VI. Resources – 5 points

For every resource and article, you must explain why you have chosen it.

- Articles that helped you come up with your plan or that support your ideas. Explain why you have chosen it.

Name of article + URL (if applicable)	How this article helps me or supports my ideas

- Resources you plan to use in your class. Include URLs. Explain why you have chosen it/them.

Name of resource + URL (if applicable)	Why I have chosen this resource

VII. Timeline – 10 points

You will need to prepare a timeline that shows how your planned technology integrates into an existing course. Your timeline should be connected to your course calendar or syllabus. It must show the actual elements of the course and your planned technology. You should also describe what occurs in the class both before and after your implemented technology tool.

Plan Timeline

| **Prior to implementation of technology**	Week number	Content (describe what topics will be covered and what students will be expected to be learning)	
Technology implementation	Week number	Content (describe what topics will be covered and what students will be expected to be learning)	Steps of implementation of technology tool
Following implementation of technology	Week number	Content (describe what topics will be covered and what students will be expected to be learning)	

Appendix 2
The Class Blog

Let's Do Some Reading

Wednesday, March 11, 2015

10:26 AM   No comments:

+1 Recommend this on Google

Wednesday, February 25, 2015

Welcome to our reading blog

KEEP
CALM
AND
LOVE
READING
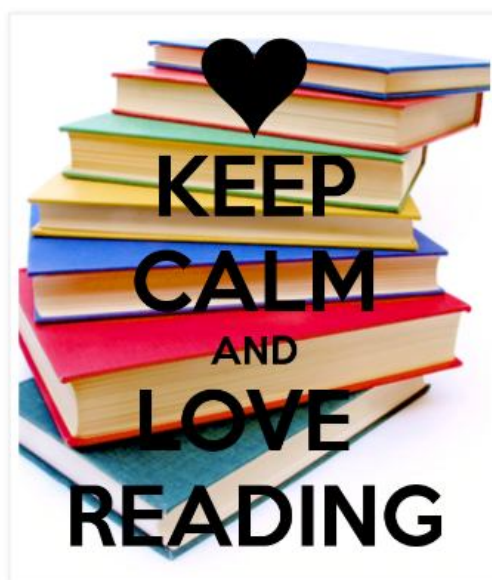
Dear students:

- Now you are divided into groups, each group has five students.
- Each group should has a different leader everyweek. The leader should choose the story of the week.
- After you creat **your blog write its URL in a commnet on this post** so you can all see and comment on each other blogs.
- Every two weeks you should read a story and answer the following questions in your blog.

1. What is the theme of the story?
2. Who is the main character of the story? describe it in a paragraph.
3. Using your own words, retell the story.

- Make comments on three blogs of your colleagues.
- and the next week every group shoud prepare and present a PowerPoint presentation about that story to the class.

The presentation

- The presentation should contain the following:

1. What is the theme of the story?
2. Who is the heroine of the story? Describe it in a paragraph
3. Who is the hero of the story? Describe it in a paragraph

- The PowerPoint should contain at least 5 slides, it will be presented by two students so every student will present twice in this semester.
- The presentation time is 12 minutes, 4 minutes for each students and the the last 4 minutes will be devoted to the class questions.
- Revise your presentaion and send to my e-mail for evaluation according to the evaluation rubric.
- If you needed a dictionary this is monoligual dictionary Merriam-Webster mobile search for pronunciation and meanings. And bilingual dictionary.

I hope you will enjoy reading these five short stories.

The workshop:
At the end of the semester I will chose the best 5 presentaions and blogs to make you do a workshop to the college teachers. GOOD LUCK WITH THAT

More reading:
These are some sites you can go to if you want to do more reading:

- http://etc.usf.edu/lit2go
- http://www.bygosh.com/index.htm

Cinderella

"At the stroke of twelve, the spell will be broken, and everything will be as it was before."

1/ Cinderella

Cinderella is told that she cannot go to a dance by her mean stepmother and stepsisters, who leave without her. While she is crying, a fairy visits her and helps make her wish to go to the dance come true.

http://www.childrenslibrary.org/icdl/BookReader?
bookid=andcind_00360005&twoPage=false&route=text&size=0&fullscreen=false&pnum1=1&lang
=English&ilang=English

The Black Swan

2/ The Black Swan

The whole thing started when I ran away from the manor. After a long voyage on the SUMMER ROSE, I ran and ran, to nowhere or so it seemed. After a while, I was deep, deep in the woods. Gradually, my thoughts of Florence, and Father, and home began to drift away. I plunged into an

Appendix 3
The Class Rubric

CATEGORY	4-3	2	1	0
Recognize the theme of the story	Excellent understanding of the subject and the main idea of the story.	Good understanding of the subject and the main idea of the story.	Poor understanding of the subject and the main idea of the story.	Off point. Or No answer is provided.
Identify and describe the heroine of the story	Recognize the heroine character and demonstrate sufficient understanding of its characteristics and role in the story.	Recognize the heroine character and demonstrate good understanding of its Characteristics.	Only recognize who the heroine.	Don't recognize the heroine character. Or No answer is provided
Identify and describe the hero of the story	Recognize the hero and demonstrate sufficient understanding of its characteristics and role in the story.	Recognize the hero and demonstrate sufficient understanding of its characteristics and role in the story.	Only recognize who the hero.	Don't recognize the hero character. Or No answer is provided
Identify and describe the villain of the story	Recognize the villain and demonstrate sufficient understanding of its characteristics and role in the story.	Recognize the villain and demonstrate sufficient understanding of its characteristics and role in the story.	Only recognize who the villain.	Don't recognize the villain character. Or No answer is provided
Summarize the story	Excellent ability to determine the main ideas of the story and use it to summarize the story.	Good ability to determine the main ideas of the story and use it to summarize the story.	No clear understanding main ideas of the story provide long summary.	Off point. Or No answer is provided.
Retell the story	Efficiently retell the story in his/her own words and in a right order.	Good retell of the story in the right order.	Poor retell of the story.	Off point. Or No answer is provided.
Reflection of understanding of words meaning	Answers show excellent understanding of words meaning i.e. distinguish between the connotation and denotation meanings of words in the story.	Answers show good understanding of the connotation and denotation meanings of words in the story.	Answers show only knowledge the denotation meaning i.e. understand things literally.	All the answers reflect wrong words meaning.