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Investigating the Impact of Using Short Stories on Developing Tertiary Students' Reading and Writing Skills

(A Case Study of Level One Foundation at Arab Open University – Oman Branch)

تقصى اثر استخدام القصص القصيرة في تطوير مهارتى القراءة والكتابة لدى طلاب الجامعة

(دراسة حالة طلاب المستوى الاول الجامعة العربية المفتوحة۔ فرع عمان)

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Dedication

I dedicate this work to my parents and wife and to my family.

Acknowledgements

Abstract

This study aimed at investigating the impact of using short stories on developing tertiary students' reading and writing skills. The researcher has adopted empirical and descriptive methods. Two instruments has been used as maim tools for collecting data relevant to the study, namely questionnaire to teachers of English at some Sudanese Universities and written pre-posttest to students of level one foundation at Arab Open University –Oman Branch. The study sample of questionnaire comprises (104) teachers whereas the written pre-posttest composes (40) students. The researcher applied a Chi-squaredtest to analyze and verify the hypotheses. The results have shown that teaching short stories develop students' positive attitudes towards studying English Language. Moreover, Short stories are authentic materials suitable for both teaching and learning. Teaching short stories develops tertiary students' reading and writing skills. The study has recommended that teachers and learners should adopt more modern communicative approaches to teach short stories. On the other hand, teaching short stories should enhance students' listening and speaking skills. Teachers should be responsible for helping their students overcome the obstacles they might face in language learning process. Some suggestions are also proposed for further studies.

المستخلص

(Arabic Version)

هدفت هذه الدراسة إلى تقصي اثر استخدام القصص القصيرة في تطوير مهارتى القراءة والكتابة لدى طلاب اللغة الانجليزية . وقد اتبع الباحث المنهج التجريبي و المنهج الوصفي ، وتم استخدام اثنين من الادوات لجمع البيانات المتعلقة بالدراسة ، المتمثلة فياستبيان صمم خصيصاً لأساتذة اللغة الإنجليزية في بعض الجامعات السودانية وايضاً اختبار قبلي وبعدي مكتوب لطلاب المستوى الاول بالجامعة العربية فرع عمان. قد تم اختيار عينه بحجم (104) بالنسبة لأداء الدراسة الأولى وعينه بحجم (40) طالبا القبلي والبعدي. وطبق الباحث اختبار مربع كاي لتحليل وتأكيد الفرضيا ت . واتضح جلياً من خلال نتائج الدراسة ان تدريس القصص القصيرة تساعد الطلاب بتوجهاتم الايجابية نحو دراسة اللغة الانجليزية. بالاضافة الي ذلك القصص القصيرة هي مواد اصيلة مناسبة لكلاهماعملية التدريس والتعلم . تدريس القصص القصيرة تطور مهارتي القراءة والكتابة. وخلصت الدراسة لعدد من التوصيات اهمها على الاساتذة والطلاب التبني بنظريات التواصل الحديثة لتدريس القصص القصيرة. من ناحية اخرى ينبغي تدريس القصص القصيرة يطور مهارتي الاستماع و التحدث على الاساتذة ان يكونوا مسئولين لمساعدة طلابهم لتخطي العقبات الي تواجههم في عملية تعلم اللغة الانجليزية. وايضا قدمت بعض المقترحات للدارسات المستقبلية.

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INTRODUCTION

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INTRODUCTION

1.0 Overview

This chapter is an overview of the research. It includes the background of the study, the statement of the study problem, objectives of the study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, and limits of the study and organization of the study.

1.1 Context of the Study

English has become an international language and the language of Science and technology, yet Sudanese students tend to lag behind in acquiring adequate English language skills. As the researcher has been teaching English for many years, he has observed that Sudanese students have very low English proficiency, especially in writing and speaking. In workplaces employers are looking for applicants who are proficient in English language productive skills. For this reason, it is important for English teachers to find effective pedagogical techniques to help enhance students' English languages skills.

The researcher believes that one of the effective pedagogical techniques to be used in teaching English language is literature. There was a continuous debate on using literature in English classes. The use of literature dates back to the nineteen century when literature was used as essential materials in Grammar Translation Method. However, literature was not used in English classes in Audio Lingual Method because it focuses on spoken language.(Erkaya ,2005) mentioned that the use of communicative method reject the literature in English classes because of unrealistic nature of literary texts. In recent years, literature again turned back to foreign English classes as it is viewed as a source of an authentic teaching material. It is widely acknowledged that a literary text with richness and variety can be stimulating for language learners and can be used to

elicit a wide range of responses from learners. It can stimulate imagination of the learners, offer specimens of authentic of language in all its skills and provide ample opportunities for discussion. It ensures students' personal involvement in the learning process and bridges the gaps between cultures and makes them familiar with norms and behaviours of the people of the target language.

The researcher is going to teach short English stories. That is because they are unique literary genre which has a compact structure that can be used in language teaching. Moreover, short stories offer authentic reading materials which give language learners an opportunity to interact with the text emotionally and motivate learners to respond to the universal themes and other human experience in their own way. Collie and Stater(1988,P:19) claimed that short stories are ideal way of introducing students to literature.

Short stories are found to be the most suitable authentic literary genre to teach because of the following aspects:

- a- Short stories are simple and practical.
- b- Their length is short enough to cover easily.
- c- Theme and plot are not too complicated for students to understand during listening or reading on their own.
- d- Variety of choices is available according to students' interests.
- e- They motivate the readers and promote imaginative and critical thinking skills.
- f- They develop students' positive attitudes towards studying English language.
- g- Short stories are brief, coherent, and intensive and attract students' attention.
- h- Short stories encourage students to read to the end to see how conflict is resolved.

Using short stories in English language classes helps in transition from teacher-centered classes to student- centered ones as learners have to work in groups. McGee (199) believes that group conversation about literature give students' insights and understanding that they cannot create alone. In their group working, students have both to share their perceptions and support and negotiate their opinions with each other, which will increase their level of reasoning and critical thinking. Moreover, short stories provide teachers and learners of English with a lot of pre- reading and post reading activities which stimulate learners' imagination and creativity. Further, language classes outside the community of native speakers are isolated from the context of events and situations which produce natural language. So literary works especially short stories enable students to understand the language better by providing the students with real world experiences, relationship between society and the people where the target language is spoken. On the other hand, using short stories in EFL context has many benefits for language learners.

Short stories provide the kind of subject matter that has the power to motivate students. Since short stories have beginning, middle and an end, they encourage students to continue reading them until the end to find how conflicts are resolved.

Short stories transmit the culture of the people about whom the stories were written. Culture teaches students to understand and respect people's differences.

Language instructor can help students develop cognitive skills when students need to make judgments, evaluate and apply knowledge by reading, writing and speaking. As result of that they can develop their critical thinking.

Short stories offer authentic material which appeals to the taste, interest of the readers.

Short stories make the task easier for language educators to teach the four skills at all levels of language proficiency. Using short stories in language classes will

increase students' command of vocabularies and new expressions which will develop their language skills.

The use of short stories in language classes can be the best method for achieving students' vocabulary developments.

Moreover, short stories provide the context of the usage of a new word in the form of conversation or dialogue among the characters and what does it mean in that context.

From such contexts, EFL learners can understand the meanings of these words very easily and it also helps them in using them in similar situation. Furthermore, learning words with enjoyment through stories guarantees a sense of achievement on the part of EFL learners and can help developing motivation for further learning.

Therefore, this study is intended to investigate the impacts of teaching English language through short stories. The study also aims to investigate students' attitudes towards studying English language through short stories based on the premise that students' attitudes significantly influence their learning attainment.

Krashen (1985) pointed out that students' attitudes towards language learning situations are the best predictor of success.

It is anticipated that the findings of study will help English teachers in enhancing their students English language skills. As the study will be limited on the impact of teaching short stories on tertiary students' students reading and writing skills, it will pave the way for researchers to investigate the impacts of teaching short stories on students listening and speaking skills. Furthermore, the findings drawn from this study will be of crucial benefits to English language learners through the inclusion of short stories I the educational curriculums.

1.2 Statement of the Research Problem

Many EFL learners' especially Sudanese students lack the context in which English language is taught and learned. The syllabuses focus on the transferring information to students without regarding contexts. English language is taught

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in terms of forms, rules, vocabulary, reading and other language skills without context.

Teachers and textbooks are seen as the only source of information. The research is trying to search for ways in which short stories can be used n language classes to achieve positive impacts on students' language skills. Recent trend in EFL teaching indicates the necessity of integrating short stories because of their rich potential to provide an authentic model of language use.

1.3 Objective of the Research

The study sets out to achieve the following objectives:

1- To reveal whether students' motivation increases by teaching English short stories.

2- To find out if using English short stories stimulate students' critical thinking.

3- To investigate whether teaching English short stories involves teaching culture.

4- To examine the impact of teaching short stories on students' reading and writing skills.

5- To proves that teaching short stories helps students to acquire new vocabulary which improve their language skills.

1.4 Research Questions

This research sets out to answer the following questions:

1-To what extent can teaching English short stories motivate students to study English language?

2- To what extent can teaching English short stories stimulate students' critical thinking?

3-To what extent can teaching English short stories motivate students to study foreign culture?

4- To what extent can teaching English short stories promote students' reading and writing skills?

5-To what extent can teaching short stories help students to acquire new vocabulary which improve their language skills?

1.5 Hypotheses of the Research

The researcher hypothesizes the followings:

1- Teaching English short stories motivates students to study English language.

2- Teaching short stories develops students' interpretative abilities and critical thinking.

3- Teaching English short stories creates suitable opportunities to study foreign culture.

4- Teaching English short stories improves students' reading and writing skills.

5- Teaching English short stories provides students with new vocabularies which improve their language skills.

1.6 Significance of the Research

The study is hopefully thought to constitute tremendous significances. The findings of this study will benefit professionals who are in the educational field especially those who are seeking solutions of the problems faced by English teachers in teaching short stories in ESL classrooms. At the same time, curriculum designers can use the result of this study to improve the syllabus as well as prepare relevant references to teach short stories for future use. Furthermore, the findings of this study can also be used by English teachers to help them to teach English short stories in a more effective manner. This can result in student's gaining maximum benefit from the teaching and learning process. Besides, the findings of this study also will benefit the trainee teachers, especially the teaching of English as a second language (TESL). They can use

the knowledge gained from this study to prepare them for teaching in the real world later.

Moreover, the result of the study will also help the faculties of education to modify the course specification.

This effort will help to produce teachers who are more aware using English short stories in language teaching the findings of the study will help teachers teach students English language in social context in which reading, writing, listening, speaking, vocabulary, expressions and phrases are taught and learned.

1.7 Research Methodology

This study has been conducted to explore the impacts of teaching English short stories for tertiary students on their reading and writing skills. To achieve this objective, the researcher adopted experimental and descriptive methods, data was collected through self-administered pre and post tests and questionnaires in the case studies carried out personally by the researcher.

The target students' population is 40 university students – Arab Open University – Oman Branch. They are given a pre and post tests on reading and writing skills after teaching them English short stories for eight weeks. They are level one students in the foundation. They are aged between 18 to 20 years old. Most students have studied English for 12 years. The elicitation of the data for this research required the use of questionnaires ad tests as instruments. The data was analyzed using Chi-square statistic.

1.8 Limits of the Research

This study is limited to investigate the impact of using short stories in developing tertiary students' reading and writing skills. It hoped that will tentatively cover the academic year from (2016 -2019). It was conducted at Sudan University of Science and Technology, College of Education, and study sample was exclusively drawn from level one foundation in Arab Open University- Oman Branch.

CHAPTER TWO
LITERATURE REVIEW AND PRVIOUS STUDIES

CHAPTERTWO

LITERATURE REVIEW AND PRVIOUS STUDIES

2.0 Overview

This introductory paragraph displays the relevant literature review on the impacts of teaching short stories in developing students' language skills .This chapter is called chapter two which is divided into two parts; the first part is called theoretical background and the second part is called previous studies.

2.1 Definition of Short Story

A short story is a fictional work of prose that is shorter in length than a novel. Edgar Allan poe, in his essay "The philosophy of composition" said that a short story should be read in one sitting, anywhere from a half an hour to two hours. In contemporary fiction, a short story can range from 1,000 to 20,000 words. Because of the shorter length, it usually focuses on one plot, one main character and one central theme.

2.2 Elements (characteristics) of Short Story

According to lazar (1993:157) states that a short story consists of the following key elements:

A- Character: It is a person or a thing who takes part in the action of the story.

B- Setting: It is the time and place of the short story.

C- Plot: A series events and character actions relate to the central conflict.

D- Conflict: It is a struggle between two people or thing in a short story.

E- Theme: It is the central idea or belief in a short story.

According to Kim (1985:177)

> Short stories are brief, coherent and intensive. He goes on to say that their language is sharp, suggestive and can attract attention and make the learning process more enjoyable and interesting.

There are various sources of authentic materials for language teaching. According to Opp- Beckman (2003), four types of authentic materials are as follows:

(a) Multimedia (b) image (c) partial text, and (d) realia

Printed texts include books, newspapers, magazines, short stories novels, comic books... etc.

2.3 Short Stories as Authentic Materials

According to Little Wood (2000: 179) states that a major problem of language teaching in the classroom is the created by an authentic situation for native speakers .Many text books create a climate of socially isolated learning, teachers need more materials that help students to become thoughtful participants in socially rich environment for learning that feature everyday uses of English. Little Wood (2000: 179) emphasizes:

> *The importance of the use of literature in EFL classes by showing the fact that a major problem of language teaching in the classroom is the creation of an authentic situation for language. That is because all language classes outside the community of native speakers are isolated from the context of the events and situations which produce natural language. So literary works especially short stories enable students to understand the language better by providing the students with real world experiences, relationship between society and the people where the target language is spoken.*

There are many benefits in using short stories in language classes. Short stories help students to learn to learn the four language skills more effectively because of the motivational benefits embedded in the stories. They also offer many opportunities to practice their grammar, pronunciation and expand their vocabulary and critical thinking.

Finally, short stories explore the lives of English speaking people and their feelings toward some cultural aspects. For example, by connecting religion, superstition and folktales, students explore hidden facts of English speaking culture.

Some researchers propose other than language teaching. Harmer (1983) also states, "They (written or spoken) have been produced for native speakers" (quoted in Tayler, 1994, page 2).

Martinez (2002, p.1) quotes from peacock (1977) on the definition of authentic materials that have been produced to fulfill some social purpose in the language community. Gajdusek (1988 p. 228) defines authentic texts when referring to short stories as original not adapted.

Short stories are the most suitable literary genre to use in English teaching is supported by Collie and Slater (1991: 196) when they list four advantages:

A- They are practical as their length is long enough to be covered in one or two classes' sessions.

B- They are not complicated for students to work on.

C- They have a variety of choice for different interests and tastes.

D- They can be used with all levels, all ages and all classes.

With regard to culture and improving English language skills Stephenseifert continues to explain that in the following:

Another exceptional component to short stories is the element of sharing different cultures and perspectives. Most short stories paint a picture of an event in time or some may have cultural undergone. They may often be able to teach something about history or culture …..Short stories serve up a wealth of ESL skills. Instead of focusing on just one aspect of English, short stories connect various essential ESL skills together in and almost seamless way.

> *"One of the main advantages of using short stories is that they offer authentic material which appeals to the taste, interests and liking of learners in the reading and discussion process"*

(Cameron, 2oo1; Ghosn, 2002; Shrestha, 2008)

They added that "Literary text provide examples of language resources being used to the full, and the reader is placed in active interactional role working with and making sense of this language"

In this regard, learners respond to texts intended for native speakers and they are exposed to actual language samples of real life experience, so they become familiar with different linguistic approaches, communicative functions and meanings. Short stories can be seen as the best opportunities where learners are exposed to authentic material that is genuine.

Finally, as Collie and Slater (1987) explain that "students have also to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode, with irony, exposition, argument, narration and so on".

2.4Short Stories and Motivation

Elliott (1990, p.197) affirms that literature motivates advanced students and is "motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities"

Many researchers affirm the benefits of using authentic materials like short stories in language classes. For instance, Met (1981:92) said the following:

> *"One of the powerful reasons for learning a new language is to get closer to its speakers, to understand them better and take part in their lives, in other words the integrative motivation. Authentic materials utilize this motivation very strongly by their ordinariness and flavor of everyday life; they seem exotic and exciting, the very stuff of strange foreign life. For students who have this motivation, authentic materials are highly effective way of bringing the target culture closer; this is as near to participation as they will get without living in that country."*

Thiyagarian (2015: 5-5) states "Reading short stories motivates the students not only to develop their reading skill, but also their imaginative thinking skill. He added that reading skill enables learners "to speak the language in a more imaginative way and to discuss everyone perspectives." According to him "reading short stories not only mirrors and illuminates human lives but also improves the learners' communicative competences."

Short stories and other literary genres are new materials in teaching and learning communicative competence of the language. They provide authentic and real context of communicative situations. They also provide the pleasure of learning a new language with and through interesting stories.

Short stories show the real feeling of the writer and this generates a powerful motivation in the learner to relate what they read to their world and to what they know and feel.

Since short stories have a beginning 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. This idea is supported by Murat Hismanogla (1971:50) in his following speech:

> *"Literature can be useful in the language learning process owing to the persona; involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He is drawn to the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. Thestudents become enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process."*

(C) Attempts to anticipate the probable consequences of alternative actions.

(D) Can learn independently.

(E) Applies problem – solving techniques in domains other than those in which learned, to name just a few.

2.5 Short Stories and Critical Thinking

2.5.1 Definition of Critical Thinking

Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair minded way. People who think critically and consistently attempt to live rationally, reasonably, emphatically.

They are keenly aware of the inherently flawed nature of human thinking that when left unchecked (Elder, 2007:29)

> Schafersman (1991:3) states
>
> *"Critical thinking means correct thinking in the pursuit of relevant and reliable knowledge about the world. Another way to describe it is reasonable, reflective, responsible and skillful thinking that is focused on deciding what to believe or do. A person who thinks critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information and come to reliable and trustworthy conclusion about the world that enable one to live and act successfully in it".*

Raymonds. Nickerson (1987:102) provides us with abilities which characterize the individual who thinks critically. This individual is someone who

A. Organizes thoughts and articulates them concisely and coherently.

B. Suspends judgment in the absence of sufficient evidence to support a decision.

One of the benefits of using short stories in classrooms is teaching higher- order thinking. High intermediate advanced students can analyze what they read by starting to think critically.

Young (1976: 90) 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 the issues of critical thinking in an easily remembered in context".

According to Howei (1993:15) claim that using of short stories can teach critical thinking. He points out that instructors 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 knowledge." By reading and writing, students develop their critical thinking skills.

Bloom et al (1956) introduced thinking skills called Bloom's Taxonomy which include lower- order and high – order thinking. According to students' level of proficiency, instructors can activate students' lower- order or high order thinking. In level one of taxonomy knowledge, students have to answer questions about the names of characters, setting and plot of the story. When students move to level 2, they must demonstrate their comprehension by comparing, interpreting, giving descriptions and stating main ideas. When students move to level 3, they try to resolve problems by using the knowledge they have about the story. Finally, in level 4, students must analyze, compare, contrast, explain, and infer facts and ideas about the story.

2.6 Short Stories and Culture

According to the free encyclopedia, culture is a word for people's way of life, meaning the way groups do things. The concept of culture is very complicated, and the word has many meanings. The word 'culture' is most commonly used in three ways.

- Excellence of taste in the fine arts and humanities, also known as high culture.
- An integrated pattern of human knowledge belief and behavior.
- The outlook, attitudes, values, moral goals and customs shared by society.

Therefore, culture refers to beliefs, values, attitudes and traditions shared by the members of a community.

Researchers emphasize of teaching culture.

Short stories are effective tools of teaching culture. The following illustrates how short stories can be effective in playing that significant role.

"Short stories are effective when teaching culture to ELF students. Short stories transmit the culture of the people about whom the stories were written. By

learning about the culture, students learn the past and the present and about people's customs and traditions. Culture teaches students to understand and respect people's differences. When using literary texts, instructors must be aware that the culture of the people (if different from that of students) for who the text was written should be studies. As students 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 cultures. Misinterpretation may occur due to differences between the two cultures.

As Gajdusek (1998, p.232) explains to avoid misinterpretation, instructors should introduce the culture to the students or ask them find relevant information about it".

So, short stories can enhance and enlighten learners' knowledge of the native culture of the learned stories. They will provide a good opportunity for learners to explore the various cultural aspects and to see the similarities as well as the differences between their culture and the cultures exposed through their reading. King (2001) believes that short stories are very important as they enhance certain values and believes. On the other side, Scholars like (Byram, 2000, p.9) have introduced intercultural competence to be introduced in the language communicative competence. According to Byram, intercultural competence has two elements which are related to attitudes and knowledge as follows:

- o Attitudes: curiosity and openness to suspend disbelief about other cultures and belief about one's own.
- o Knowledge: of social groups and their products and practices in the one's own and in one's interlocutor's country and of the general processes of societal and individual interaction.

Therefore, culture teaching should allow learners to increase their knowledge of the target culture in terms of people's way of life, values, attitudes and beliefs and how these manifest themselves in linguistic categories and forms. Based on

what was said above, one can state that language and culture are inseparable from each other and to learn a language well, one must try to learn the culture of that language as much as possible.

The purpose of teaching culture to EFL students is neither to make them feel that their culture is not important than the target culture, nor to impose the target culture on them, nor to make them suffer from cultural shock, nor to make them create new culture. Teaching culture should increase language learners' insight of the culture of the country which will foster learners' ability to interpret different social and cultural target language contexts (Savvidou, 2004). Finally, when culture is taught, learners can be able to appreciate other cultures and ideologies different from their own which will also encourage personal growth and intellectual development (Carter and Long, 1991, p. 2-4).

2.7 Short Stories and Learners Personal Growth

The following is what Nimer Abu Zahra and Mohammad Farrah have written about the benefits of studying short stories in the classroom on the learners' personal growth.

"Short stories play a vital role in the development and the growth of reading, analyzing and appreciating. Carter and Long (1991) stated that literary genres encourage intellectual development and personal growth simultaneously. Tasneen(2010:2) testified that "reading literature is more likely to provide students with opportunity for reflection and personal growth". Furthermore, Violetta – Irene (2015: 3) noted that reading literature effectively will enhance the growth of learners in addition to helping them in establishing stronger relationships with their surroundings. It is worth mentioning that personal growth of learners depends to a certain extend on the quality of the literary texts and the experience and depth of understanding from the side of the instructor. As Violetta- Irene (2015:3) mentioned in her article that encouraging individual growth necessitates that "the teacher has to select texts to which students can respond and to which they can use their ideas and imagination creatively."

Short stories in particular give students appreciation about their own cultural heritage as well as those of others. They also help students develop emotional intelligence and creativity. They nurture growth and development of students' personality and social skills.

More information are found in the following quotation about "University of Tronto researchers MajaDjikic and KethOatley (2014) decided to tackle the question of whether and how reading fiction can change personality. In a fascinating review of an emerging field of research, they propose that there are specific ways in which fiction can engage readers in ways that enhance important personality qualities. One personality quality enhanced by literature is empathy".

Empathy is the ability to understand some else's point of view and it is related to openness to experience. In other words, the more open you are to your own experiences, the better you are at being able to feel and imagine the experiential world of others.

How reading fiction can change personality?

Giving students access to all varieties of literature from childhood is very important for their success. Literature provides students with the opportunity to respond to literature and develop their own opinions. Secondly, it provides an avenue for students to learn about their culture and the cultures of the people. It is crucial for them to learn these values because, "developing positive attitudes toward our own culture and the cultures of others is necessary for both social and personal development". (Norton, 2010:3)

Third, literature helps students to develop emotional intelligence. Stories promote emotional and moral development. Moreover, literature also encourages creativity. Norton stresses "the role that literature plays in nurturing and expanding the imagination." (2010, p.4)

Finally, literature fosters students' personality and social development.

2.8 Short Stories and Vocabularies

Vocabulary is the set of known words and their meaning which can be used in a language. According to Horn, the vocabulary is a set of words that make up a language. Understanding of the vocabulary is generally regarded as an important part of learning a language. Therefore, mastery of vocabulary is the most basic things that must be controlled by students in learning English as a foreign language.

There are a lot of teaching materials that be used by teachers to help students develop their vocabularies such songs, novels, articles, games and short stories. The importance of vocabulary teaching and learning is clearly stated in the following quotation:

> *"Vocabulary instruction forms a very important aspect of any foreign language teaching and learning. This is because the knowledge of the vocabulary determines and decides the level of a foreign language learner. The knowledge of vocabulary also plays a very crucial role in the major language skills listening, speaking, reading and writing. Mastery over required knowledge of vocabulary can make a foreign language learner an effective speakers, listener, reader and writer. On the other hand, lack of vocabulary significantly affects four language skills (Harmer,1992:153)"*

Harmer argues that "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (p.153). He emphasizes the importance of acquiring vocabulary and states that very little can be expressed without grammar, while without vocabulary nothing can be conveyed. Short stories can be used to improve students' vocabularies, which are considered the most important component in learning English language.

The following quotation states the significance of using short stories in the classroom to develop student's vocabulary.

> *"Although there are many methods and a strategy of enhancing vocabulary is of EFL learners, the importance of extensive reading in the development of EFL learners' vocabulary is of great importance."*

(Nagy and Anderson, 1984)

In this regard, implementing short stories can be the most efficient method to bring this goal to reality. Short stories play crucial role in enhancing EFL learners' vocabulary. It is believed that the more students read, the wider their scope of their vocabulary knowledge becomes. Through short stories to enhance vocabulary of EFL learners, teachers have the advantage of teaching vocabulary in contextualized materials. This is simply makes the learners to look for clues in the sentence that may tell them something about the meaning of the word in question."

According to SusantoinTarin (1984:176), a short story is the story of a length of about 5,000 words and because students usually find it interesting, they try to find words' meaning to understand the story. in addition to that, when students read short stories, they grasp the meanings of idiomatic expressions and phrasal verbs. All that can help students to increase their command of vocabularies, which can be expressed in oral communication.

Lao and Krashen (2000:153) present a group of students that read literary texts and a second group that read non- literary texts at a university in Hong Kong. The group who read literary texts showed improvement in vocabulary and reading.

He believes that learning and mastering of target – L vocabulary help studentsplays a very important role in any foreign language teaching and learning. The knowledge of vocabulary enables on EFL learner to establish and achieve successful communication, which is the main goal of any foreign language teaching and learning. The knowledge of vocabulary also helps EFL learner to explore the beauty of that language through a great variety of new words. Knowledge of vocabulary also helps EFL learner to compare and contrast the foreign language and the mother tongue. It also helps understanding the similarities and differences between the two languages and helps in learning language in true sense of the term by understanding the language systems of

both languages. In that sense, words are the building blocks of language and help a foreign language learner communicate and expressed effectively.

Brown (1994:12) claims that learning words with enjoyment through stories also guarantees a sense of achievement on the part of EFL learners and can help developing motivation for further learning. The use of short stories not only offer essential vocabulary for language learners but also helps them in learning about syntax and discourse functions of words learned and the possible usages of the word in different contexts of communication.

However, there exist many methods and strategies of teaching and developing vocabulary of EFL learners, the short stories play a crucial role in developing vocabulary of the students. The students acquire the vocabulary through oral comprehension of story. It is argued that students who read widely have expensive vocabularies. Story telling bridges the decreasing gaps of vocabulary and comprehension. As use of language in short stories is simple, students can engage in meaning making and guessing through comprehension. This leads them to acquire vocabulary and its usage in a greater way. Students construct knowledge, when vocabulary is developed through immersion in language activities. So, vocabulary is one of the most important parts of language acquisition. So, EFL teachers should attempt to develop the students' vocabulary and help them develop their communicative competence with it.

Finally, short stories play a crucial role in developing vocabulary of students. The students acquire the vocabulary through oral comprehension of storytelling bridges the decreasing gaps of vocabulary and comprehension. As use of language in short stories is simple, students can engage in meaning making and guessing through comprehension. This leads them to acquire vocabulary and its usage in greater way. So, vocabulary is one of the most important parts of language acquisition.

2.9 Short Stories and Storytelling

Storytelling, the art of narrating a tale from memory rather than reading it is one of the oldest of all art forms. Story telling foster emotional intelligence and help students to gain insight into human behavior. Story telling also promotes language learning by enriching students' vocabulary and acquiring new language structures (Brown &Yule, 1983).

By selecting suitable stories keeping in mind the level of the students, the teacher can motivate the students and prepare them as storytellers. When children start telling stories, they grow in many ways. Normally, storytelling improves the students' language skills but it promotes the self-esteem of the students also. The teachers should guide the children while they tell stories. Storytellers tell in many ways, let them celebrate the differences. Most of the students have creative thinking but they need to choose story that they really enjoy, and one that feels right to tell. Children's telling can be improved by offering a variety of audiences. Telling to classmates is nice, but telling to younger listeners, community members or in other schools, etc. is even better. As children tell to new audiences, their confidence grows dramatically (Davison & Dowson 2003:17).

Short stories help language instructors to teach the four language skills. That can be practiced in different activities such as group discussion, character role-play, and criticism and so on. Listening and reading short stories motivate students to develop their reading and imaginative skills. It also improves students' vocabulary and finding synonyms and antonyms for the difficult words in activities for reading listening or reading comprehension. On other side, guessing words, matching them with their appropriate meanings and analysis of particular statement improve both reading and writing skills. Finally, telling stories make the students' minds evolved and their mouth becomes more and more flexible. Reading short stories provide them with an opportunity to speak the language in a more imaginative way (Collie and Slater, 1993:65).

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To sum up, it is undoubtedly argued that short stories cover a wide range of fields such as language, arts, social studies and social issues, science and technology, plants and animals, etc. Short stories help instructors to teach literary, cultural and higher-order thinking aspects. Short stories have the power of motivating and inspiring capacities. They promote language skills as well as vocabulary development. There is a lot of scope for language acquisition. So, the incorporation of short stories as part of literature in the school curriculum is essentially encouraged. To make this success the teachers should select authentic materials on the basis of learners' needs and expectations, proficiency of the learner, interests, age and gender and different levels of learners. By doing this, the teaching-learning process becomes learner-centered. So, it has been eventually realized that the selection of short stories and their proper induction into ESL classroom teaching can definitely improve not only students' communicative competence in their target language, but also buildup their cultural identity which automatically encourages students to excel in all the fields.

2.10 Short Stories and Reading Skill

Short stories seem to be the most suitable literary genre for teaching foreign language. That is because they are short and aim at giving a single effect. There is usually one plot, a few characters and there is no detailed description of setting. In addition to that, research on EFL classrooms state that they can be a good indicator of increased motivation, increased interest in reading and improved reading skills (Vural, 2013; Saka, 2014 pardede, 2011). This study aims to find the attitudes of students in BluentEcevit University towards the short stories covered in reading skills course in 2015 – 2016 fall term. The results indicated that studying short stories has a number of benefits for the students such as broadening their perspectives, enabling them to think about the reasons than the results, showing them different life styles, providing them with

comparison between cultures, increasing their appreciation for literature and making them read more short stories.

Tertiary students profit from reading short stories. What they read gives them the opportunity to come up with their own ideas and helps them to speak the language in a more imaginative way. They become more creative as they are faced with their own point of view. According to Oster (1989:85), this process leads to critical thinking, by confirming "focusing on point of view in literature enlarges students' vision and fosters critical thinking by dramatizing the various ways a situation can be seen". That is possible because when students read, they interact with the text. When they do that, they interpret with the text. By interpreting what they read, they can work toward speaking English more creatively.

Finally, the issue of short stories selection is significant in using them in language classes. Selected short stories should be appropriate to students' linguistic, literary competence and interests. Therefore, short stories which are more contemporary and short enough with an appropriate language, style and diction to students will motivate them to read with interest.

"Reading is not merely a receptive process of picking up information from the page in a word-by-word manner (Grake, 1991, p.1). Rather, it is a selective process and characterized as an active process of comprehending".

In regard to the process of reading short stories, Knuston (1993) argues that there are two processes through which proficient readers figure out the meaning of the text.

(1) "Bottom – up process" when the reader decodes the individual elements of the text to build total meaning.

(2) "Top- down process" when the reader starts with forming hypotheses and making predictions.

2.11 Short Stories and Writing Skill

Writing is an act of communication. It is considered as a skill that needs study and practice. Nunan (2003:61) defines it as a process of thinking to invent ideas, exploring and arranging them into statements and paragraphs rather than a mere production of graphic symbols.

Short stories can be powerful and motivating source in ESL/EFL as a model as well as a subject matter. That occurs when students' writing becomes closely similar to the original work or when it imitates its content, theme or style or when students' writing exhibits original thinking like interpretation or analysis. In accordance with this, Oster (1989:85) affirms that literature helps students to write more creatively. Instructors can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues (Murdoch, 2002:9) or more complex writing activities if students have reached a high level of language proficiency. The followings are some examples of writing activities suggested for advanced students

1- Write one sentence on the theme of the story.

2- Write a review on the story.

3- Write an essay on what you like or dislike in the story.

Finally, reading short stories will develop students' vocabulary. It is argued that students who read widely have expansive vocabularies (Blachowicz and Fisher, 2004:34). The knowledge of vocabulary plays a very crucial role in the major language skills. Mastery over vocabulary can make a foreign language learner an effective speaker, reader and writer.

2.12 Short Stories and Listening Skill

Short stories can also be a powerful and motivating source for teaching listening. Oral reading, dramatization, improvisation, role playing, reenactment and discussion are one of the effective ways for enhancing these skills. It is established that listening is a basic language skill prior to other language skills.

Lund (1991: 2002) suggests listening after reading listening after reading helps learners recognize acoustically what they can already comprehend in print and instills satisfaction and confidence in listening."

Listening plays an important in language and it should be given more consideration. But Chastain (1988:12) suggests that listening might be called; "forgotten skill".

In order to develop listening skill using short stories, teachers can:

1. Read the story out loud so that students have the chance to listen to a native speaker of English (if at all possible).

2. Play the recording to listen to the story when they listen to it for the first time, the questions can be based on literary structures such as:

   a. Who is the main character of the story?

   b. Where does the story take place?

   c. When does it take place?

   d. What is the problem (conflict) in the story?

2.13 Short Stories and speaking skill

Spack (1985:41) points out that speaking means conveying a message through the words of mouth. This skill is also called "oral skills" or communicative skill. Using short stories in ELT context can stimulate learner's imagination and provide ample opportunities for lively discussion. Moreover, short stories are found to be the most suitable authentic literary genre to teach in order to improve learners' communicative competencies easily and effectively.

According to Oster (1989:p2) claims:

> "High- intermediate and advanced students profit from literary texts. What they read gives them the opportunity to come with their own insights, helping them to speak the language in a more imaginative way. Therefore, when students read, they interpret what they read. By interpreting what they read, they can work toward speaking English more creatively."

Khatib et al. (2011:45) 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 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. A practical activity for free discussion is literature circles where students meet in a circle to discuss and response to a short story they are reading.

According to Khoravani and GanjiKhoosf (2014:7) the technique of reading simplified short stories can enhance the learners' speaking skill. That is obvious when they students grasp the meanings of idiomatic expressions and phrasal verbs which are found in the short stories. All that can be expressed in oral communication. Furthermore, reading short stories increases students' command of vocabularies which students need to help them to develop their communication.

2.14 Literature and Short Stories

2.14.1 Definition of Literature

According to Wikipedia, Literature is any single body of written works. It is "writing considered to be an art form", or any single writing deemed to have artistic or intellectual value, often due to deploying language in ways that differ from ordinary usage. Literature also can be classified as fiction or non-fiction, and whether it is poetry or prose or it can be distinguished to its major forms such as the novel, short story or drama.

According to the dictionary, literature is writings in which expression and form, in connection with ideas of permanent and universal interest, are characteristic or essential features as poetry, novels history, biography and essays.

Esther (2017) defines literature as "a term used describes written and sometimes spoken material". He confirms that literature most commonly refers to works of

the creative imagination, including poetry, drama, fiction, nonfiction, journalism and in some instances song.

2.14.2 Written Literature

According to Amanda Wells's answer in Blurti about written literature "Written literature is quite simply literature that is written down" .she goes on to add that the term is use to distinguish it from oral literature which may include folk song, oral poetry and traditional tales.

She proceeds on to say that written literature include poetry, drama, fiction, essays, philosophical and religious writing.

There have been a tremendous amount of written stories over the few hundred years that have been the cornerstone of English literature. This ranges from Geoffrey Chaucer and his wife Both Tales to William Shakespeare and the condition he has made in the world. William words worth , Wilfred Owen and Mark Twain are other English writers who have a profound significance on the written literature. Charles Dickens is another important English author of written literature. Dickens composed one of the most famous tales of modern times entitled A Charismas Carol.   In modern times, written literature has been preferred to oral literature because written literature in most cases as or contains facts and evidence where as oral literature is said to be words without evidence. Writing effects have been dramatic on society generally but writing and reading were confined to a small, elite minority of a population. On the other hand, a large proportion of people continued to depend on oral communication alone(Lazar&Gillian 1993:30).

(A) Poetry

One type of written literature is poetry. Poetry is "a form of literary art which uses aesthetic and rhythmic qualities of language to evoke meaning".

It has been traditionally distinguished from prose by its being set in verse. Poetry is held across metre or the usual aspects of the poem , poetry is cost in lines(Thornbury, 2005:75) .

(B) Prose:

Ur (1996:95) claims:

"prose is a form of language that rhythmic structure". One example of prose is a novel. Novel is along fictional prose narrative. The novel has acquired a dominant position amongst literary forms, both popularly and critically. Another form of prose writing is novella. The novella exists between the novel and short story. The publisher MelivilleHouse Classifies it as " too short to be a novel , too long to be a short story"

Vilimec(2006:10)defines novella as a form which produces various stylistic results , both some that are shared with the novel or short story and others unique to the form. Another type of prose is novel, it is along fictional narrative. The English novel has generally been seen as beginning with Daniel Defoe's Robinson Crusoe (1719). Then , came the romantic novels which were written during the romantic era (18th century to 1837). The Victorian novel began in the Victorian era (1837-1901) in which they were numbers of women novelists. The 1830s and 1840s saw the rise of social novel of social novel which was also known as social problem novel as a reaction to rapid industrialization and social political issues associated with it. However, an early example was Charles Dicken's Oliver Twist(1837-83).

The major novelists writing in Britain at the story of the 20th century were an Irishman Joyce (1882-1941) and the American Henry James (1843-1916) and Pole Joseph Conard (1857-1924). The focus was "towards the ever more minute and analytic exposition of mental life".

(D) Drama

Another type of fictional prose is drama. Drama is the genre of literature that is subject for composition. This genre is "stories composed in verse or prose,

usually for theatrical performance, where conflicts and emotion are expressed through dialogue and action". Drama was introduced to England from Europe by Romans.

By the medieval period , the mummers plays had developed. It was a form of early street theatre associated with the Morris dance. Mystery and miracle plays are among the earliest developed plays in medieval Europe. The morality plays came after that and they are a type of allegory in which the protagonist is met by personification of various moral attributes who try to prompt him to choose a Godly life over evil life(Brumfit& Carter,1986).

English Drama developed during the period of English Renaissance (1500-1660_. During the Interregnum (1640-1660), English theatres were closed for religious and ideological reasons until they flourished under the support of Charles II. After that, Edwardian musical comedy held the London stage until world war1. Kichen sink realism developed as cultural movement from 1950 to 1960. The beginning of radio in the 1920s saw the adaption of existing plays by BBC radio.

(E) Short Stories

Another type of written literature is short stories. They take the form of brief fictional work, usually written in prose. Anecdotes , fables , fairy tales and parables are examples of oral story telling which shaped the short stories. Short stories range from 1.600 to 20.000 words.

Carlisle, (2000:5) suggested that a short story should take 30 minutes to two hours to read. That is because short stories usually focus on a single subject or theme. As Clifton Fadiman (1980:20) states " The short story is usually concerned with a single effect conveyed in only one or a few significant episodes or scenes". According to him , the form of short story encourages economy of setting , concise narrative and the omission of a complex plot. Character is disclosed in action and dramatic encounter but is seldom fully developed.

Although it has a limited scope , a short story is often judged by its ability to provide a " complete" or satisfying treatment of its characters and subjects. Short stories begin and end abruptly with little to no prior information and no major lapses in time. There is no need for extended developments we find in novels because they involve just one plot and are limited in word length. They also focus on only one or couple of characters. Short stories consist of the following elements. They are , character , setting , plot , conflict and theme. American literature contains some of the world's best examples of short stories. Readers enjoy stories of American writers such as O. Henry, Stephen Crane, Jack London, Mark Twain and Edgar Allen Poe. They are considered as remarkable short story writes because they are true masters of combining character, setting, conflict, plot and theme (Best& Kahn, 2006).

2.14.3 Types of short Stories

Carter & Long (1991:23) point out that there are different types of short stories as follows:

(A) Anecdote

It is a short account of something interesting and amusing which usually tells a story about a real person or incident.

(B) Drabble:

It is an exceptionally short piece of fiction usually of exactly 100 words in length- not including the title. The purpose of a drabble is extreme brevity and to test an author's skill of expressing himself / herself meaningfully and interesting in a very confined space.

(C)Fable

It is a succinct story featuring anthropomorphic creatures (usually animals, but also mythical creatures, plants, inanimate objects, or forces of nature) to tell a story with a moral.

(D)Fagot

It is an interesting short story type also known as a story pun or a poetic story joke. It is a humorous piece ending in an atrocious pun.

(A)   Flash Fiction

It refers to an extremely short piece of literature. It has no widely accepted length, but has a debated cap of between 300 and 1000 word.

(F) Frame Story

It is known as a frame tale or a nested narrative. It is a literary technique of placing a story within a story, for the purpose of introducing or setting the stage for a main narrative or a series of short stories.

(G)Mini-saga

It is a short story of 50 words. It is a test in brevity .it is an attempt to say a lot in few words.

(H) Story Sequence

It is a group of short stories that work together to form a longer piece, but still functioning as complete short stories on their own.

(I) Sketch Story

It is a shorter than average piece containing little or no plot. It can be a description of a character or a location.

(J) Vignette

It is a short, impressionistic story which focuses on a single scene, character, idea, setting, or object.

2.13.4 Essays

Essays are other types of written literature. Essay is derived from a French word essayer, which means to attempt, or to try. An essay is a short form of literary composition based on a single subject matter and often gives personal opinion of an author. According to Oxford dictionary, it is " a short piece of writing on a particular topic". Aldous Huxley defines essays as "a literary device for saying almost everything about almost anything". Essays have two forms; literary and non literary. DiYanni (2000) literary essays are of four types:

(A)Expository essay in which the writer gives explanation of an idea, theme or issue to the audience by giving their personal opinions and is presented through examples, definitions, comparisons and contrasts.

(B)Descriptive Essay which gives description about a particular topic or describes traits and characteristics of something or of a person in detail. It allows artistic freedom and creates images in the minds of readers through the use of five senses.

(C)Persuasive Essay in which the writer tries to convince his readers to adopt his position on a point of view or issue after he provides them solid reasoning in this connection. It requires a lot of research to claim and defend an idea. It is also called an argumentative essay.

(D) Cause and Effect Essay:

It analyzes what causes certain things to happen or why results are brought by certain events for instance the writer may want to write an essay about an event and how it affected his life. This tale will include the cause (the event) and the effect (how it affected his life).

(E) Narrative Essay:

It achieves a certain purpose through telling a story for example , the writer might write a story about meeting someone special to him. He wants to tell how meeting that person affected his decision to attend college. Purposes of writing narrative essays include creating a sense of shared history., providing entertainment , offering instruction and providing insight.

(F) Classification or Division Essay:

A classification or division essay present several topic by organizing them in a clearly defined patter.

A classification essay takes several essays which are related in some way and sort them in groups and categories while division essay begins with one topic and derives it into parts in order to take a closer , more detailed look at it.

2.14.5 Biography

Another type of written literature is biography. Biography gives an account or detailed description about the life of a person. It contains basic facts such as childhood, education, career relationships, family and death.

Duff and Malay (1991:24) define biography is a literary genre that portrays all of these events' experiences which happened in the life of a person in chronological order. There are three types of biography:

(A) Autobiography:

It tells the story of a person's life written by her or himself.

(B) Biography:

It tells the story of a person written by another writer.

(C) Memoir

It is a narrative recollection of the writer's earlier experiences, especially those involving unusually people, places or events.Kirszner and Mandell (2001) claim that there are six categories of biographies:

(1) Informative Biography:

It is the most objective and it is called "accumulative" biography in which the author avoids all forms of interpretation except for selection.

(2) Critical Biography:

It is scholarly and critical and it aims at evaluating the works as well as the unfolding the life of its subject

(3) "standard" Biography :

It represents the mainstream of biographical literature as a practice of biography as an art.

(4) Fictionalized Biography:

In this category, materials are freely invented, scenes and conversations are imagined and it depends entirely on secondary sources and cursory research.

(5) "Special – Purpose" biography:

(6) Fiction presented as biography:

It is a novel written as biography or autography.

(L) Autobiography:

Autobiography is derived from three Greek words meaning " self", "life", and "write". Stuart Bates defined autobiography as " a narrative of the past of a person by the person concerned". (Bates2). Grammatical perspective of the work, the identity of the self, and self- reflection and introspection are common characteristics to the majority of autobiographical works. For instance, most autobiographies are written from the first person singular perspective because autobiography is usually a story one tells about oneself. It is a narrative of a person's life written by that person.

Informal autobiographies include letters, diaries, journals, memoirs and reminiscences. Formal autobiographies offer special kind of biographical truth. Formal autobiography is a life reshaped by recollection. Finally, there are some specialized forms of autobiography. These forms might roughly be grouped under four heads: the matic, religious, intellectual and fictionalized (Hirvela, 1996:150).

2.14.6 Oral Literature

Lazar (1993:94) defines that oral literature is the standard form of literature found in societies without writing. The term oral literature is also used to describe the tradition in written civilizations in which certain genres are transmitted by word of mouth.

(A) Epics:

Epics, ballads, prose tales, ritual and lyric songs are kinds of oral literature. The word epic has been derived from the Greek word *epikos*, which means a word, song or speech. An epic is well-defined as a long story in verse dwelling upon an important theme in a most elegant style or speech.

According to Britannia Encyclopedia, epic is "long narrative poem recounting heroic deeds… literary usage, the term, the term encompasses both oral and written compositions. The prime examples of the oral epic are Horner's Iliad and Odyssey".

There are several characteristic of epic which distinguished it from other forms of poetry. The first characteristic is its bulky size. Secondly, an epic dwells upon the achievements of a historical or traditional hero, or a person of national or international significance. Exaggeration is also an important part of epic. Supernaturalism is a must-have feature of every epic. Morality is a key characteristic of an epic.

Invocation to the muse is another important quality of an epic. The diction of every epic is lofty, grand elegant. Finally, use of Epic simile is another feature of an epic. The types of Epic include Folk Epic and Literary Epic

(B) Ritual Poetry:

According to the great soviet Encyclopedia, Ritual poetry is a poetry connected with fold of everyday including prose, laments, songs and sayings. Ritual poetry may be incantatory if it contains magic effects.

It may be accompanying or symbolic if it accompanies explains or symbolizes a ritual. In the capitalist period , ritual poetry becomes less important daily life. It disappears and acquires a different purpose during the socialist reconstruction of society. Some ritual songs become lyrical; others satirical and still others become part of children's folklore.

(C) Ballads:

Etymologically, the word ballad has been taken from Latin word ballare, which means dancing song.

According toLazar (1993:17) states that ballad is a short stanza. F.B Gum has defined the ballad as " a poem meant for singing , quite impersonal in material , probably connected in its origins with the communal dance but submitted to a

process of oral traditions among people who are free from literary influences and fairly homogeneous in character".

There are two kinds of ballad. The first one is folk or traditional ballad which was developed in ancient time ad handed down to our generation by word of mouth as a verbal poetry. The second one is literary ballad which an imitation of the traditional ballad. The difference between the two kinds is the authorship. The author of literary ballad is known is a known personality while the author of traditional ballad is anonymous.

(D) Lyric Songs

Lyric songs fall under the category of lyric poetry.

Lyric poetry expresses personal emotions or thoughts of the speaker. lyric poems always have a musical quality, or specific melody which make it easy to be sung.

Lyric poetry is short and written in the first –person point of view. All lyric poems are known for brevity, emotional intensity and musical quality. Sonnet is one type of lyric poem which is divided into two types. They are the Italian sonnet and the English or Shakespearean. The Elegy is another type lyric poem. Elegies commemorate the dead.

The third lyric poem is the Ode. Odes are often about positive topics such as truth, love, art, freedom and justice (Lazar, 1994:13).

2.15 Readers of Short Stories

Readers in general can be categorized into two types. They are the mature and immature readers. Mature readers read many genres of literature while the immature readers mainly read escapist literature. Mature readers do not fix certain demands like happy endings on the write limit range to certain genres.

> 'In regard to short stories, immature readers demand they story which contains a theme that confirms their own beliefs. On the other side, mature readers take deep pleasure in fiction which deals significantly with life. Immature readers demand that the story gives them a flattering picture of

himself and the world. Mature readers expect complex realistic characters. Immature readers demand a sympathetic protagonist with whom he can identify. Mature readers expect plots and themes that may challenge their beliefs. Immature readers demand a plot consisting of continuous excitement and suspense. Mature readers expect plot and themes that may challenge their views of reality. Immature readers demeaned happy, satisfying*ending(Maley, 2001:95)."*

Readers like reading short stories. They are the perfect length to read for travelling to work on public transport, or relaxing before bed. Moreover, the time cost to write a short story is much less than a novel. So, having no time to read is one of the major reasons which make people stop reading books(Nunan,2011:21).

The second reason why readers read short stories is that the reader will expect a wonderful feeling to come.

It is a feeling of accomplishment and pleasure of finishing the story. The third reason why readers read short stories is that reading them is an incentive to read more stories especially when what they read haven't met their expectation. So, readers will be more open to try reading completely different stories. The fourth reason why readers read short stories is that it is a convenient way to try new genres and authors(McRea,1991:28) .

When readers are not satisfied with what they read, they think of refreshing their reading list by trying titles, authors or genres. They check out short stories or short story genres collections from genres or authors they plan to read. Sometimes, after readers finish a long novel, it is good to have a break and refresh their minds by reading   a short story. The final reason that makes reader read short stories is that it is to bring back the habit of daily reading because they are suitable to be read in short chunk(Padley, 2006).

2.16 The Main Approaches of Teaching Literature and Short Stories

There are a lot of benefits in teaching literature in ESL classroom. According to Tyson (2006) demonstrates that literature is hoped to provide rich and diverse exposure to language. It also improves vocabulary, syntax, and structure. Moreover, it develops perception and interpretation skills. Furthermore it develops comprehension and motivation. In regard to the first mentioned benefit of providing exposure to language, study of literature enhances students' overall linguistic competence. The linguistic competence includes knowledge of syntax, morphology, semantic and phonetics. On the other side and as stated by Widdowson (1998:81), literary style and structure pose a problem for students in trying to comprehend literary texts.

So, Teachers should be able to change this hindrance into attraction in order to make literature play its role in enhancing English language competence. Literature provides students with great knowledge about society. Students are exposed with various cultures from different countries in different literary texts.. In addition to that , literature helps students to cope with problems social, racial , cultural, and other problems which deal with life in real world. Literature fosters student's critical thinking. (Widdowson, 2005) agreed that literature promotes students to think critically as they have different perceptions and prior knowledge towards one literary text. He says "As it is highly suggestive and associative, literature speaks subtly different meanings to different people. It is rare for two readers to react identically to any given text".

There are two approaches to literature which are employed by critics to evaluate literature according to their own understanding of the world. There are intrinsic and extrinsic approaches as described by Bamford and Day (2004) in their book "Doing English". Both Intrinsic and extrinsic approaches to literature are ways to criticize literature in different terms.

In intrinsic approach, the critic is mainly concerned with the form, language, style, symbols, images, contrasts, structure and development of plot.. Intrinsic approach is also called formalism as the critic's basic interest is in the form of the text. On the other side, extrinsic approach makes critics focus on the context of the text. The critic is mainly interested in the background, history, social conditions and biography of the author. The critic moves from the text to the context(Carter& Long, 1991).

> *"In intrinsic approach, style, plot and character are given utmost importance while in intrinsic approach; the themes and setting of text are considered. According to intrinsic critics, a text is complete in itself and therefore, they look at its inner meaning. Critics do not give importance to the author.   In contrast to intrinsic approach, all the emphasis in extrinsic approach is given to context. The history, background, autobiography and social circumstances of the author are important (Collie & Slater, 1991). "*

There are three approaches to using literature with language learner:

2.16.1 A language – based approach

It is studying of the literary text on the assumption that it will help to integrate the language and literature syllabuses more closely. Dilated analysis of the language of literary text will help students to make meaningful interpretations. Students are encouraged to draw on their knowledge of familiar grammatical, lexical or discoursal categories to make aesthetic judgments of the text (Duff&Maley, 2007).

2.16.2Literature as Content

It is also called "The cultural Model" and it represents the traditional approach to teaching literature, requires the learners to explore and interpret the social, political and literary and historical context of the literary text.Students acquire English by focusing on the course content. Students' mother tongue can be used in discussing the text. It is largely rejected by those in TEFL as there is a little opportunity for extended language work (Erkaya, 2005).

2.16.3 Literature for Personal Enrichment

This model focuses on the particular use of language in a text , as well as placing it in a specific cultural context. Learners are encouraged to express their opinions, feelings and make connection between their own personal and cultural experience and those expressed in the text(Gorjian et.al,2011).

2.16.4 The Integrated Model for Teaching Literature

According to Duff and Maley (2007:14) the main reasons for integrating the language model, the cultural model and literature for personal enrichment are linguistic, methodological and motivational. Therefore, the integrated approach to the use of literature offers learners strategies to analyze and interpret language in context in order to recognize not only how language in manipulated but also why. It also offers foreign language learners the opportunity to develop not only their linguistic and communicative skills but their knowledge about language in all its discourse types.

2.17 Particularity of Teaching Literature and Short Stories

2.17.1 Particularity of Teaching Literature

According to Duff and Maley (2007:31), the three approaches of teaching literature (The Cultural Model , the Language Model and Literature for personal Enrichment) should be combined in one integrated model. The following are some particular stages of teaching literature:

Stage 1: Preparation and Anticipation:

This stage elicits learners' real or literary experience of the mains themes and context of text.

Stage 2: Focusing

Learners experience the text by listening and or reading and focusing on specific content in the text.

Stage 3: Preliminary Response:

Learners give their initial response to the text.

Stage 4: working at it -I

The focus is on comprehending the first level of meaning through intensive reading.

Stage 5: working at it –II

The focus is on analysis of the text at deeper level and exploring how the message is conveyed by overall structure of language.

Stage 6: interpretation and personal Response:

The focus is on increasing understanding, enhancing enjoyment and enabling learners to come to their own personal interpretation of the text.

2.17.2Particularly of teaching short stories

Hughes (2004) states that after selecting a suitable short story to read with the class, teachers have to prepare pre-reading, while reading and post reading activities to support students with reading and appreciating the story. The activities should develop students' language skills, critical thinking, cultural awareness and creativity as they read and interact with the story.

1- Pre-reading Activities:

Pre-reading activities can serve the following purposes:

A- Activate prior knowledge.

B- Clarify cultural information that may cause difficulties in comprehending the story.

C- Encourage students to make predictions based on the title, the illustrations and the opening of the story.

2- While –reading Activities:

A. Students should familiarize with story elements such as characters, setting and the plot.

B. Inferring characters thoughts from the story events.

3- Post –reading Activities:

Teachers have to design post-reading activities according to thinking skills in Bloom's Taxonomy as revised by Anderson and Krathwohl (2001). They are as follows:

A- **Remembering:** Students can recognize, list, name and locate the characters and events in the story.

B- **Understanding:** students can interpret, infer summaries, compare, explain and paraphrase characters' motivation or the plot development.

C- Applying:

Students can apply a lesson from the story to their lives.

D- Analyzing:

Students can compare,organize,deconstruct,outline,and integrate ideas about characters or events in the story.

E- Evaluating :

Students can judge whether the story is successful in achieving its purpose.

F- Creating:

Students can design, construct, plan or produce something new based on the characters and the events in the story.

2.17.3 Practical steps to teach a short story

Hill (2009:86) points out those language instructors have to follow the following steps in teaching a short story:

1- Introducing the title and the author.

2- Introducing the characters and the names of places.

3- Pointing out the glossary and how it is organized and how to use it.

4- Assigning pages for quick, silent reading at home.

5- Starting the reading lesson by asking students worm up questions.

6- Presenting the meanings of the key words in these pages.

7- Putting one or more pre-question for each page.

8- Asking students to read to answer pre-question.

9- Discussing the answers with students.

10- Putting more questions about details and ask students to read again to answer.

11- Disusing the answers.

12- Asking students about what they expect may happen next.

Giving three questions to be answered at home

2.18 The Objectives of Short Stories in Teaching Language Skills

Khorashadyzadeh(2014:145) claims short stories are found to be the most suitable authentic literary genre to teach and improve learner's communicative competencies easily and effectively. One of the most prominent reasons is its brevity. Abrams (1970:158) defines it as a narrative that can be read at one sitting of one and half hour to two hours, and that is limited to a certain unique or single effect, to which way detail is subordinate. So the objectives of using short stories are:

1) Short stories are simple and practical.

2) Their length is short enough to cover very quickly.

3) Theme and plot are not too complicated for the students to understand during listening or reading on their own.

4) Variety of choices is available according to the students' interest.

5) They motivate the readers and promote imaginative and critical thinking skill.

6) Moral, mysterious and / or humorous stories' become valuable tools in the attainment of cultural knowledge.

7) Finally, short stories are available for all levels from the beginner to advanced learner, as well as for all ages from young learners to adults.

2.18.1 Uses of Short Stories in Reinforcing the Fourfold Skill

Short stories make the task easier for the language educators to teach the four skills at all levels of language proficiency for the students to engage themselves in different activities, such as group discussion (GD), character role play,

criticism and interpretation of the theme, content, organization style and so on. To enrich the concept, Murdoch (2002:9) adds: "Short stories can, if selected and exploited appropriately, provide qu3ality text content which will greatly enhance English language teaching courses for learners at intermediate levels of proficiency".

Listening and Reading short stories motivate the students not only to develop their reading skills, but also their imaginative skills. It further improves students' vocabulary by changing words from oneform to another form, for example, changing a word from verb to noun, noun to adjective and verb to adverb. And other learning activities include listening (Oral) comprehension, reading comprehension, finding synonyms and antonyms for the difficult words from the paragraphs. Guessing suitable words in the given blanks, matching the words with its appropriate meaning and analysis of particular statement improve both reading and writing skills. So the activities cultivate the reader's analytical thinking that leads to an understanding of the language in a better way. Finally, lower and average students attain rich benefits from the content of literary texts (short stories). Telling stories makes the students' mind evolved and their mouth becomes more and more flexible. Reading skill provides them with an opportunity to speak the language in a more imaginative way and discusses everyone's perspective. The focal point of literature enlarges students' vision and moves things along by way of dramatizing the situation in various ways.

2.18.2 Short Stories Reflect Culture

According to the free encyclopedia, culture is a word for people's way of life, meaning the way groups do things. The concept of culture is very complicated, and the word has many meanings. The word 'culture' is most commonly used in three ways:

- Excellence of taste in the fine arts and humanities, also known as high culture.
- An integrated pattern of human knowledge belief and behavior.

- The outlook, attitudes, values, moral goals and customs shared by society.

   Therefore, culture refers to beliefs, values, attitudes and traditions shared by the members of a community.

Researchers emphasize of teaching culture.

Short stories are effective tools of teaching culture. The following will illustrates how short stories can be effective in playing that significant role.

> *"Short stories are effective when teaching culture to ELF students. Short stories transmit the culture of the people about whom the stories were written. By learning about the culture, students learn the past and the present and about people's customs and traditions. Culture teaches students to understand and respect people's differences. When using literary texts, instructors must be aware that the culture of the people (if different from that of students) for who the text was written should be studies. As students 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 cultures. Misinterpretation may occur due to differences between the two cultures(Krejcie& Morgan, 1990)."*

As Gajdusek (1998:232) explains to avoid misinterpretation, instructors should introduce the culture to the students or ask them find relevant information about it".

So, short stories can enhance and enlighten learners' knowledge of the native culture of the learned stories. They will provide a good opportunity for learners to explore the various cultural aspects and to see the similarities as well as the differences between their culture and the cultures exposed through their reading. King (2001) believes that short stories are very important as they enhance certain values and believes. On the other side, Scholars have introduced intercultural competence to be introduced in the language communicative competence. Intercultural competence has two elements which are related to attitudes and knowledge as follows:

o Attitudes: curiosity and openness to suspend disbelief about other cultures and belief about one's own.

o Knowledge: of social groups and their products and practices in the one's own and in one's interlocutor's country and of the general processes of societal and individual interaction.

Therefore, culture teaching should allow learners to increase their knowledge of the target culture in terms of people's way of life, values, attitudes and beliefs and how these manifest themselves in linguistic categories and forms. Based on what was said above, one can state that language and culture are inseparable from each other and to learn a language well, one must try to learn the culture of that language as much as possible(Whitehead,2002:25).

The purpose of teaching culture to EFL students is neither to make them feel that their culture is not important than the target culture, nor to impose the target culture on them, nor to make them suffer from cultural shock, nor to make them create new culture. Teaching culture should increase language learners' insight of the culture of the country which will foster learners' ability to interpret different social and cultural target language contexts. Finally, when culture is taught, learners can be able to appreciate other cultures and ideologies different from their own which will also encourage personal growth and intellectual development. (Carter & Long, 1991: 2-4).

2.18.3 Develop 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. Vethamani (2006) discusses the use of children's stories to introduce critical thinking to college students. Howie (1993) points out that instructors have the responsibility to help the students to develop cognitive skills because everyone needs to "make judgments, be decisive, cometoconclusion, synthesize information, organize, evaluate, predict and apply knowledge".

According to Bloom (1956) thinking skills are included in cognitive domain. They include both lower-order and higher-order thinking. Depending on the students' level of proficiency, instructors can activate students' lower-order and higher-order thinking. Beginners are able to recall information and respond to questions about dates, events, and places. Thus, when asked questions about names of characters, setting and plot of the story, they will have no difficulties in responding to the questions. This is level-1 of the taxonomy – knowledge. As students become more proficient in the language, they can move to level-2 – comprehension. At this level, they must demonstrate their comprehension by comparing, interpreting, giving description and stating main ideas. When students become even more proficient, they move to level-3 – application. In level-3, students try to solve problems by using the knowledge they have about the story. In level-4 – analysis – students must have reached the high intermediate level of proficiency to succeed. The reason is that the students must analyze, compare, contrast, explain, and infer etc., facts/ideas about the story. Upon reaching the advanced level of proficiency, students can synthesize and evaluate what they read; the instructors can then ask questions of last two levels of the taxonomy such as application, synthesis and evaluation.

2.18.4 Reinforcing the Skills

Short stories allow instructors to teach the four skills to all levels of language proficiency.Murdoch (2002:9) indicates that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance English Language Teaching (ELT) courses for learners at intermediate levels of proficiency". He explains why stories should be used to reinforce ELT by discussing activities instructors can create such as writing and acting out dialogues. Instructors can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues or more complex writing activities if students have reached a high level of language proficiency. Also, he that literature helps students to write more creatively.

In addition, stories can be used to enhance students' vocabulary and reading. Lao and Krashen(2000) present the results of a comparison between a group of students that read literary texts anda second group that read non-literary texts at a university in Hong Kong. The group who read literary texts showed improvement in vocabulary and reading.

According to Oster (1989:85) demonstrates:

> *"High-intermediate and advanced students also profit from literary texts. What they read gives them the opportunity to come up with their own insights, helping them to speak the language in a 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 andthose 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 a situation can be seen" .*

Therefore, when students read, they interact with the text. By interacting with the text, they interpret what they read. By interpreting what they read, they can work toward speaking English more creatively.

2.18.5 Introducing Literary Elements

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

2.18.6 Using Short Story on English Speaking Proficiency

In order to investigate the benefits of using Short Stories in education of speaking skill, there have been done a lot of studies all over the world.

Harsch (2004) indicates that 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.

Pardede(2010:91) states:

> *"Literature is indeed a very authentic tool to impart speaking skills. If we look at every poem, story or dramas 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."*

Oster (1999:72) claims that what learners read provides them the chance to come up with their own insights, helping them to speak the language in a 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. Focusing on point of view in literature enlarges students' vision and fosters critical thinking by dramatizing the various ways. Therefore, when students read, they interact with the text. By interacting with the text, they interpret what they read. By interpreting what they read, they can work toward speaking English more creatively.

According to Al-Dersi (2013:101) points out EFL learners can see how a word is used by the writer and characters and what does it mean in that context. From such contexts, EFL learners can understand the meaning of those words very easily and it also helps them in using them in their own life in similar situations for communication.

According to Coski, Trudel and Vohs(2010:231) demonstrate that 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. (2011:176) states 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.

Relevantly, 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.

Relatedly,Khosravani and GanjiKhoosf (2014) illustrate that the technique of reading simplified short stories can enhance the learners' speaking skill. The results of their study also proved that being exposed to suitable literary texts have significant effect on EFL learners' listening skill. It showed that learners' speaking and listening ability (oral skills) in a second or foreign language can depend on their amount of exposure to written authentic or simplified literary texts like short stories. Meanwhile, the results of their study indicated that the participants' syntactic knowledge and vocabulary size can also be improved by this technique because the researchers considered several factors and criteria in scoring the interviews that grammar and vocabulary were mentioned there.

Ahmadi (2013) claimed that the teachers using digital storytelling in their classes are more successful than other teachers who ignore the digital storytelling because of its instructional benefits in some aspects of teaching in classrooms. This can be noted that today language teachers can benefit from using digital storytelling as an instructional tool in their classes especially in conversation classes to have better oral participation in classroom.

2.18.7 Benefits of using short-stories for developing vocabulary of EFL learners

Collie and Slater (1987:124)state**:**

"The role of literature, in general and short-stories in particular, in ELT classroom has always been advocated because of various advantages this use can offer for EFL teachers and learners. Literature in the form of short-stories makes learning English enjoyable and attractive process for EFL learners. Stories also help to stimulate students' curiosity about the target culture and language. Integrating short-stories in EFL classrooms also paces the way to the EFL learners' involvement with rich, authentic uses of the foreign language."

McMillan and Schumacher (2010:192) indicate that various ways of using stories in foreign language classroom help to develop vocabulary also. The use of short-stories encourages language acquisition and students' language awareness. Stories stimulate language acquisition by providing contexts for processing and interpreting new language. They also supplement the restricted input of the EFL classroom. Stories also promote an elementary grasp of English to internalize vocabulary and grammar patterns. Stories foster reading proficiency which is very important for enriching EFL vocabulary.

Murdoch (2002:89) justifies that reading stories helps in cognitive development of EFL learners as extensive reading increases vocabulary levels, offers opportunities to acquire and practice reading skills, and models language patterns. Stories also increase all language skills by providing extended linguistic knowledge, by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax.

 As Rubin (1987:23) defines that vocabulary learning strategy is a process by which information is obtained, stored, retrieved, and used. Therefore, individual vocabulary learning strategies need to be encouraged and short-stories as means for developing EFL learners' vocabulary can be one such strategy. The benefit ofusing short-stories in EFL classrooms for developing vocabulary is that stories offer new words with the actual usage in many forms. This can help EFL learners to understand not only the meaning of the new word learned but also the usage in context. One of the principles of vocabulary learning is that in

order to be familiar with the new word, one need to see it several times. Stories make EFL learners repeat the words unconsciously in various forms. And the result is that they do not have difficulty in remembering the words that they have just met. It is argued that the nature of human memory dictates that vocabulary will probably be forgotten; especially the word just has been met. Vocabulary loss happens because word knowledge is so fragile. This means that words and phrases need to be recycled often to cement them in memory. Introducing a word, and not recycling or revisiting it, means it is highly likely that it will be forgotten (Waring, 2001: 2).

Reading short-stories not only offers the opportunities to revisit the words learned but also to understand and use them in real life communication which guarantees the required longer retention.

Another principle of vocabulary learning is that if the learning is enjoyable, then it can be memorable (Phillips, 1993:8). And this principle of vocabulary learning is easily practicable with the use of short-stories. Short-stories are enjoyable with EFL learners (Pathan and Al-Dersi, 2013, PP. 04-06) and therefore can definitely make the vocabulary learning and development memorable. Learning words with enjoyment through stories also guarantees a sense of achievement on the part of EFL learners and can help in developing motivation for further learning.

Researchers have demonstrated that a strong link exists between vocabulary knowledge and reading comprehension. Therefore, if an EFL teacher wishes that his/her students learn vocabulary and be successful in reading, be creative in classes, then the best reading materials can be short-stories to make learning easy, independent, motivational, enjoyableand memorable. The use of short-stories not only offers essential vocabulary for EFLlearners but also helps them in learning about the syntax and discourse functions of words learned and the possible usages of the word in different contexts of communication. The interesting contexts provided by short-stories serve to illustrate the notice ability

of lexical and syntactical features. It is also argued that much vocabulary acquisition results from literacy and wide reading rather than from direct instruction. Many studies (for example Justice, Meier and Walpole (2005)) have proved that the use of short-stories with EFLhelps in developing and enriching their vocabulary.

Another advantage of using short-stories with EFL learners for developing vocabulary is that they present many opportunities for designing various language activities and help in teaching and learning new words very effectively in the real life context. Short- stories not only help EFL learners to develop vocabulary from linguistically rich material but also guide them to a personal discovery by opening a window on another culture and encouraging interaction. Short- stories are also practical for the English language teachers as their length is long enough to cover, entirely, in one or two class sessions; they are not complicated for students to work with of their own ;they have a variety of choice for different interests and tastes , and they can be used in all levels (Beginner to Advanced) , all age groups (Young learners to Adults) , and all classes (Summer courses to Evening classes) (Collie & Slater, 1991).

Thisbenefit can be exploited with EFL learners wisely and creatively for developing and enriching their vocabulary. As stories are easy to finish, definite to understand and attract the students' attention more than any other normal passage, they should be exploited for developing vocabulary of EFL learners. Also he present similar argument for the use of short-stories in EFL classrooms for developing reading and vocabulary through it(Brumfit& Carter ,1986) .

Many other scholars Duff, and Maley (2008) have also advocated the use of short-stories in EFL classroom for developing vocabulary. The argument presented is that the short-stories can play a very important role in achieving the aim of vocabulary building and mastering foreign language thereby. Short-stories can be very effective in developing vocabulary because of the psychological aspects embedded in them (Goodman, 1973:23).

Stories make the readers guess what would happen next and thereby involve them in that process actively and help them understand the meaning of new words they encounter through context. They also help in retaining newly learned words because of the practical use of those words in dialogues and in context in the story. As we know, explaining the meaning of new word and the meaning in context and the usage is very difficult. However, short-stories provide both context and the usage of a new word in the form of conversation or dialogue among the characters in the story. EFL learners can see how a word is used by the writer and characters and what does it mean in that context. From such contexts, EFL learners can understand the meaning of those words very easily and it also helps them in using them in their own life in similar situations for communication. As EFL learners go on reading short-stories, they go on guessing the meaning of new words from the context which is very crucial in foreign language learning (Duff &Maley, 2008:155).

The uses of short-stories need to be given preference while selecting vocabulary teaching and learning strategy. The use of short-stories for developing EFL learners' vocabulary is also advocated because the activities based on stories for developing vocabulary offer opportunities for EFL teachers to integrate them with the productive skills like: speaking and writing. Story-telling also provides platform for EFL learners to tell their own moral stories, and thus to express and enhance their own responsibility through the process of authoring (Tappand& Brown, 1991: 184).

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

2.19 Previous Studies

One : Local

MA. Osn1an's "Utilization of Short Stories for the Teaching of EFL Lexis "is another relevant study which was conducted at Omdurman Islamic University (Sudan) in 2005. The research attempted to test the following hypotheses; (1) the intake of EFL lexis will be higher if presented in a short story context. (2) There is difference between the controlled group and the experimental group. (3) There are appropriate teaching techniques of lexis. The questions were: (1) Will the intake ofEFL lexis be high if presented in a short story context? (2) Is there statistical difference between the control group and the experimental group? (3) What are the appropriate teaching techniques of lexis?

The findings of the study were: short stories help promoting EFL learners" lexis; developed strategies help increase the lean1er's ability to consciously understand vocabulary; the use of different activities helps in learning word formation variation, and teaching techniques help promote the students in speaking ability.

This study was carried out in 2016 by Abdalla.Z at Sudan University of Science and Technology – College of Education. It is a PhD thesis. Under the title "Using short Stories to enhance Speaking Skills at Sudanese Secondary Schools. The population of this study was Sudanese second class students   Al-sheik Hamad secondary for girls and English language teachers and experts in English language teaching. The instruments used for data collection are questionnaire and interview. The findings indicated that teachers are not well-trained to teach the speaking skills. It is also found out that brain-drain of competent teachers in Sudan has negatively affected not only the process of teaching English but also the educational system. Moreover, teaching short stories increases learners' vocabulary and power of expression.

This study was carried out in 2017 by Elzubair. O at Sudan University of Science and Technology – College of Languages. It is a PhD thesis. Under the

title "Role of Short Story in Improving Linguistic and Intercultural Aspects for Sudanese EFL Undergraduates. The participants of this study were students majoring in English – College of Languages. The results have showed that there is high correlation between teaching short stories and improving student understanding. The study has recommended that reading short stories should enable students to develop and enrich their English language skills. Moreover, students should be involved in reading short stories in order to expand their linguistic cognitive skills.

Two: Regional

A study conducted by Dr. Nimer A. Abu Zahra and Dr. Mohammed A. Farrah for second and fourth students of English in the academic year of 2014-2015 in Hebron University, Palestine. The title of study was "Using Short Stories in the Classroom". The study examined students' general attitudes towards the use of short stories due to Grade Point Average. The number of the questionnaires filled was 135 where eighty percent of the respondents were females and the rest were males. The results revealed that there are statistically significant differences in the attitudes of the students toward the use of short stories due to gender, seniority and major.

A dissertation was made in Algeria by RadiaBouache in 2010 and it was on 'The Impact of Listening to Short Stories on Comprehension'. It aimed at describing and analyzing what the listening skill involves and showing how short stories can be used as a listening input within a communicative language teaching framework. The results of the study tend to show that short stories are a comprehensive input when they are presented in two activities. The first activities activate the students' background knowledge on the topic of the short story while the second activities are expected to make students acquire real knowledge or information in a meaningful context. Therefore, the results show that when short stories are presented via such an approach, they facilitate comprehension, develop critical thinking and encourage learners' elaboration.

Learners tend to relate the stories' theme to their realities and to their personal experiences.

Because of the agreement supporting the idea of using authentic material like short stories in language teaching, there was similar study conducted by Soliman E. M. Soliman in Libya. The title of the study was "Libyan teachers' Attitudes and Believes Regarding the Use of EFL Authentic Materials within Reading Lessons at Universities Levels in Libya". The paper attempted to recognize Libyan EFL teachers' attitudes and beliefs regarding the use of authentic materials at universities level in Libya. after employing attitude and believes questionnaire toward the use of authentic materials to EFL teachers from the University of Grareunes in Libya, the results indicated that EFL Libyan teachers had a positive attitudes towards the use of authentic material. in addition, the study indicated that a perfect reading class should use a combination of both authentic texts and text books.

A related study was conducted in Oman by Munira Said Al Siyabi and was published in February 2017. The title of the study was "Integrating True Short Stories into English Classes: The Case Study of Foundation Students in Oman". The study aimed to investigate students' perceptions of reading true short stories and its benefits. The study data were collected through a survey and participant observation of 19 level D students in Oman. The study findings indicated that using short stories during English classes was an interesting experience and had good potential as a tool to improve English language skills. The meaningful context created by the true short stories made it much easier for the teacher to conduct and run the class.

There was also another study in Saudi Arabia conducted by Hashem A. Alsamadani and published in September 2015. The title of the study was "Using Open-Ended Story Technique in Improving Saudi University Students' Short Story Writing Skill". The researchers developed a pre-post short story writing test to measure performance of the study's sample, which consisted of 56

English major students. Findings of the study showed a positive impact for the open-ended story technique on performance of the experiment group on the post short story writing test.

Three: International

A similar comparable study was carried out at the Institute of Foreign languages (University of Phon Penh, Cambodia) under the: title "Learners' Attitudes toward Strategies for Teaching Literature" in (2006). The findings of the study showed that the subjects preferred short stories to other genres of literature. One of the striking findings of this study was that the students did not ask about the grammatical rules and did not use the dictionary all through. Instead, they read the other connected sentences to know the meaning.

Forth activities, the students did not enjoy pre-reading activities; rather, they preferred post -reading, which is intended to analyze linguistic elements in story. The two studies agreed on the importance of selecting suitable texts and well-prepared and constructed activities. Both studies share the view that literary texts help promote and develop FL learners' level of language.

Narith and Mob concluded their study by stating that literary texts   not be used to teach English language only, but also to train students to develop their own perception of the text, and enhance their critical attitude.

There are two other studies from Iran .and Malaysia that are worthy of reviewing. The first study by Torki,L. entitled "The Impact of Literature on the Improvement of Writing Abilities of Iranian Major Students Learning English as a Foreign Language": and was conducted at Azad Islamic University, Ardebil Branch. In this study the issue of L2 grammar and EFL was tackled, with the focus on literature, especially short stories. The study followed the two stage methods of teaching grammar, the exploration (inductive) and explanation (deductive) stages.

The findings of the study indicated that the experimental   group was more interested and more successful than the other group.

Comparable to this is the second study from Malaysia, conducted by Absullah,T. and Baker, N. under the title "A Study on Second Language Lean; Perception of Using Short Stories in Learning English". The findings of the study showed that the participants had positive response to the use of short stories. It was indicated that they were able to develop their language awareness and proficiency. Short stories were motivating to them and helped expand their vocabulary. Furthermore, the majority of students preferred reading short stories to other forms of writing. Interestingly, it was found that the students were not active in the class participation. The researchers attributed this to shyness, in addition to the story which was uninteresting. The study was based on questionnaire and interview, and no tests were given to the students to determine whether they really benefited from the short stories or not.

A related study is from the Sultanate of Oman; conducted by Al-MeklafiandRamani, under the title "An Investigation of Student Teachers' Attitudes towards Studying Literature as a Major Component of the EFL/ESLProgram."The study attempted to investigate the attitudes of student teachers, at   College of Education, towards the study of English literature.

The results of the study indicated that short stories were found to be most useful, and poetry was the least useful or not useful at all. This is similar to the previous study; for no test was given to the students. Another result was that students thought that poetry was the most difficult genre, in addition to prose essays.

A related study from Turkey; conducted by OzgurSen Barton from Kirikkale University. The study's title was "The Effects of Reading Short Stories in Improving Foreign Language Writing Skills." The purpose of this study was to investigate if there is a significant difference both in the pre-post-test writing achievements of students who were taught through the Read for writing model and between the experimental group and control group. The results of the study indicate that the read for writing model has a positive effect on students' short

story writing skills in terms of language, content, organization and communicative achievement.

Another study in 2015 from Iran which was conducted by FarzanehKalantari and MahmoodHashemian under the title of :A story-telling Approach to Teaching English to Young EFL Tranian Leaners." The study investigated the effects of the story telling approach on improving of EFL learners' vocabulary knowledge. Results of data analysis revealed that the story-telling approach to teaching vocabulary proved effective for the experimental group. All the experimental group participants experienced a significantly meaningful increase in their vocabulary knowledge, compared to control group. Finally, there was a boost in the interest rate of the experimental group participants in terms of motivation.

Another study n Iran was conducted by Mohammad Khatib and AtefehNasrollahi under the title of "Enhancing Reading Comprehension through Short Stories in Iranian Learners." and it was published in 2012. This study tried to test using literary text in improving reading comprehension ability of Iranian foreign language learners. However, 26 students majoring in English from the Islamic Azad University were chosen as the study samples. The students were divided into experimental group and control group. Both groups were administered identical pre-test and post-test which consisted of selected reading passages from different TOEFL books. Contrary to the previous studies the result of the study showed that the experimental group didn't show any significant improvement over the control group. So, the using of literary text seems unsatisfactory for Iranian EFL learners.

There was another study in Iran which was conducted by SomayehEbrahiminejad, Akbar Azizfar, HabibGowhery and Ali Jamalinesari. The title of the study was "Effect of Using Short Story on Speaking Improvement of Iranian Pre-intermediate EFL Learners". However, the task of using simplified short stories was applied for the experimental group during

their English classes as assignment. For example, they were supposed to read or listen to short stories and retell them in front of the mirror at their home and in front of the class in next session and answer their classmates' questions. Data from this study demonstrate a significant role for using simplified short stories in improving speaking skills for participants in the experimental groups.

An empirical study for reading and writing skills was conducted by Adnan Yilmaz in Dicle University in Turkey. The title of the study was "Short Stories Via Computers in EFL Classrooms". In this study three different computer programs (Jing, Screen cast, and Instant Messaging) and three short stories were used to examine how short stories could be used through computer programs in teaching and learning English and to collect data about students' perceptions of this technique via semi-structured face to face interview. The analysis of the interviews revealed that the implementation of short stories through computers in language classrooms have some very positive effects on learners' language learning process: drawing attention, raising curiosity, cooperation and giving/receiving feedback, improving reading and writing skills and increasing L2 motivation.

Another study conducted by NurayOkumufCeylan in 2015-2016 fall terms. The study title was "Using Short Stories in Reading Skills Class". The study aimed to find out the thoughts and attitudes of the first year students in BluentEcevit University English language towards the short stories covered in Reading Skills Course in 2015-2016 fall terms. The data gathered via a questionnaire was analyzed using frequencies tests. the results indicated that studying short stories has a number of benefits for the students such as broadening their perspectives, enabling them to think about the reasons rather than the result, showing them different styles, providing them with a comparison between their own culture and other cultures, increasing their appreciation for literature and making them read more short stories.

Researchers are researching for effective ways of improving learners' oral skills. Accordingly, Abbas Khorashadyzadeh conducted a study in Iran under the title of "Why to Use Short Stories in Speaking Classes?" The study tries to investigate the effects of reading short stories in EFL learners' speaking and listening skills. However, the task of reading simplified short stores was applied for the experimental group. Data from this study demonstrated a significant role for reading simplified short stories in improving the speaking and listening skills of participants in the experimental groups.

There was study also in Iran under the title "The Effect of Using Short Stories on Vocabulary Learning of Iranian EFL Learners", conducted by FatemehParvareshbar in Islamic Azad University in Iran which was published in July 2016. The design of the study is of quasi-experimental pretest – posttest. There was a significant difference between experimental and control groups as the experimental group outperformed the control group. This can be attributed to the effect of using short stories on improving vocabulary performance of learners. The results have some implications for language learners and materials developers.

In conclusion, the above studies used short stories in their investigation. The respondents in these studies were from different parts of the world and all of them said that they enjoyed reading short stories and preferred them to other forms. They found them helpful in improving their standard.

CHAPTER THREE
RESEARCH METHODOLOGY

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RESEARCH METHODOLOG

3.0 Overview

The present chapter is mainly intended to provide some details of the research methodology. It included the research design, the research population, research sample, research tools, validity, reliability and the procedure for data collection.

3.1 Research Design

The present study isbasedon experimental and descriptive methods. The experiment is tested the effectiveness of new strategy on experimental group. It is considered to be the best method testing **cause** and **effect**. A pre-test and post test were designed to evaluate students' performances in reading and writing skills. The pre-test and the post test incorporated the control and the experimental groups.

However, only the experimental group had been taught ten short stories (the experiment).

In addition to that, questionnaires have already been used in the three case studies needed as requirements of Ph.D. research. One study was conducted to investigate students' attitudes towards studying short stories while the other was on the benefits of teaching short stories on students' attitudes towards using short stories language classes. In order to investigate other benefits and impact of teaching short stories like vocabulary, language skills and motivation, questionnaires were distributed to hundred teachers. Therefore, the method of the research of this study is classified as qualitative and quantitative one.

3.2 Research Population

The target students' population was 40 university students at Arab Open University – Oman Branch. They were chosen as a research population for practical reasons. As the researcher was teaching English in the same university, it became easy to carry out the experiment. All students were in level one in the

foundation. They have studied English for 12 years. They were assigned randomly into groups. They were divided into two groups. There were sit for pre-test and post-test.

The two groups were the control group and the experimental group. Only the experimental group received the treatment. The other group acted as a control group.

However, each group was composed of 20 students. All subjects are non-native speakers. The focus of the pre-test and post-test was on testing students' reading and writing skills before and after the experiment. The experiment consisted of teaching English short stories for eight weeks.

The data analyzed by using the statistical package for social sciences (SPSS).

The researcher used also questionnaires. They were used to evaluate other impacts of teaching short stories like motivation, vocabulary etc. the questionnaires were delivered to Sudanese English teachers.

The population of the English teachers' questionnaires was English teachers at universities in Khartoum State. The sample was hundred teachers who were randomly selected.

3.3 Research Sample

The sample of this study wasstudents of level one foundation at Arab Open University – Oman Branch andteachers of English at vary Sudanese Universities. They have studied English for 12 years. They were assigned randomly into groups. They were divided into two groups. There were sit for pre-test and post-test. The two groups were the control group and the experimental group. Only the experimental group received the treatment. The other group acted as a control group.A questionnaire was distributed to teachers from both sexes. This questionnaire includes a covering page which introduces the topic of research identifies the researcher. It uses likert 5- point scale (strongly agree, agree, neutral, disagree and strongly disagree). A questionnaire is designed based on the hypotheses of the study. The hypotheses of the study

were turn to statements that provide suggested answers from the students at university level were supposed to select the options which correspond to theirresponses. The items correspond directly to the hypotheses of the study. Itis conducted to teachers of English at vary Sudanese Universities. The answers of the responses are treated statistically for the purpose of findings.

3.4 Research Tools

As for study tools, the researcher adopted experimental and descriptive methods. Two instruments have been used as primary tools for data collection namely, pre-posttest and questionnaire. Pre-posttest was given to students of level one foundation at Arab Open University – Oman Branch and questionnaire was distributed to teachers of English at varies Sudanese Universities.

3.5 Questionnaire's Validity

The teachers' questionnaire was judged by the same teachers and experts who assessed the pre and post tests.

3.6 Questionnaire's Reliability

To establish reliability for this questionnaire, a pilot test was used and distributed to ten students who were not included in the sample. They understood and answered the statements of the questionnaire.

	Cronbach's Alpha	Number of Items
	0.85	15

3.7 Test Design

The researcher designed and conducted pre-test and post-test to find out the impacts of teaching English short stores on students' reading and writing skills. As defined by the psychologist wiki, pre-test and post-test design is that kind of design which is used in many true experimental designs.

As for the designing of the pre-test and the post-test and as Brown (2004) clarified that evaluating students' reading comprehension of the short story included the following questions:

(A) *'Wh' questions I question (1) to check students' understanding of the main incidents of the short story.

(B) True and false statements in question (2) and students chose the correct answers.

(C) Referential questions in question (3) to test students' understanding of the short story.

(D) Matching questions in question (4) to test students' ability to find words' synonyms, antonyms and match words with their meanings in question (5).

(E) Sentence- completion questions in question (6) in which students choose one word for multiple choices to complete each sentence. High marks were restricted to students who use their own words in answer.

In regard to question which evaluated students writing skills and according to Douglas (2004) clarified that writing questions from numbers one to number (3) were about the main incidents of the short story. However, question (4) was about writing a summary of the story. Moreover, students were asked in question (5) was to write a summary of any short story that they can remember.

The aim of that last question was drive students attention to different summaries they did in the period of the experiment and benefited from the style, words and technique in the summary of each story taught during the experimental period. Students' written work should be in their own words.

3.8 Test Reliability

The test has been administered to the students twice. The calculation of Cronbach's Alpha indicated that the test was reliable.

	Cronbach's Alpha	Number of Questions
	0.92	4

3.9 Test Validity

The test was administered twice at the same time (8:30) and the students were assigned randomly into two groups.

The test has been revised by experts in the field of language teaching in both Sudan University for Science and Technology and Arab Open University-Oman Branch.

3.10 Procedures

Students of level one in the foundation were taught eight English short stories chosen from simplified English short stories. The duration of the teaching time was eight weeks. They studied one short story in each week as they had another English book to cover within each semester. The following was the weekly lesson plan adopted and followed by the researcher to teach the experimental group. It was as follows;

(A) Pre-reading activities to encourage students to make predictions on the title, the illustrations etc and also to activate prior knowledge.

(B) While –reading activities in which students try to answer reading comprehension questions about the incident s of the story.

(C) Post-reading activities in which students try to write answers for writing questions and summarize the story as well. Students answered all questions in groups.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

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DATA ANALSIS, RESULTS AND DISCUSSIONS

4.0. Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 104 respondents who represent the teachers' community in some Sudanese universities and pre-posttest which was given to students of Level One Foundation at Arab Open University – Oman Branch.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 104 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2. Analysis of the Questionnaire:

The researcher   distributed the questionnaire on determined study sample (104), and constructed the required tables for collected data. This step consists of transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, in addition to the graphical representations.

TableNo (4.1) The Frequency Distribution for the Respondents' Answers of Statement No.(1) Short stories are motivating, challenging and are great fun for students.

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	32	30.8%
Not sure	9	8.7%
Disagree	4	3.8%
Strongly Disagree	8	7.7%
Total	104	100%
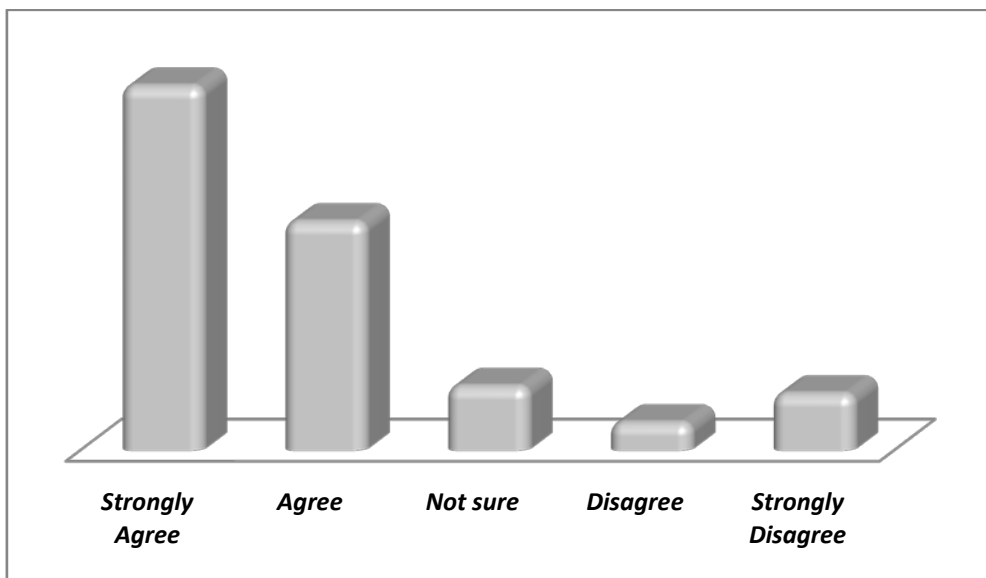
Figure No (4.1) Short stories are motivating, challenging and are great fun for students.

It is clear from table(4.1) and figure (4.1) that there are (51) respondents in the study sample with percentage (49.0%) strongly agreed with "Short stories are motivating, challenging and are great fun for students.". There are (32) respondents with percentage (30.80%) agreed with that, and (9)respondents with percentage (8.7%) were not sure about that, and (4) respondents with percentage (3.80%) disagreed, while (8) respondents with percentage (7.7%) strongly disagreed. This justifies that students are interesting in reading short stories.

Table No (4.2) The Frequency Distribution for the Respondents' Answers of Statement No.(2) Short stories encourage students to read to the end to see how conflicts are resolved**.**

Valid	Frequency	Percent
Strongly Agree	53	50.9%
Agree	14	13.5%
Not sure	3	2.9%
Disagree	9	8.7%
Strongly Disagree	25	24.0%
Total	104	100%
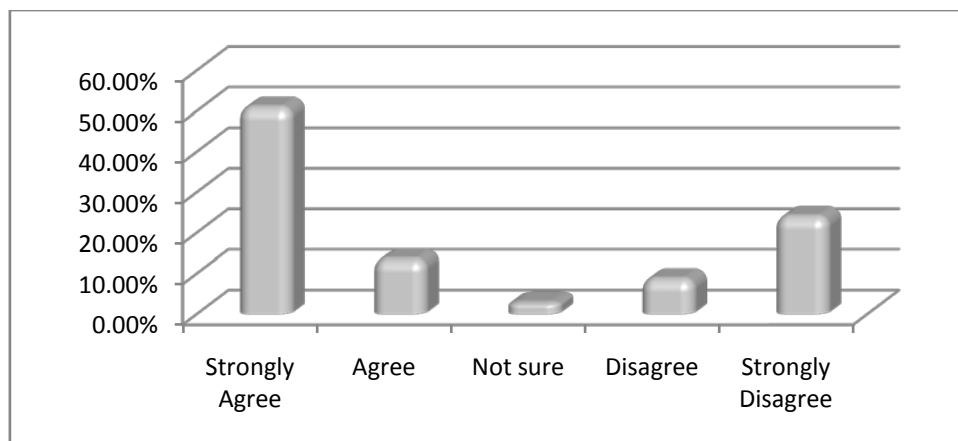
Figure No (4.2) Short stories encourage students to read to the end to see how conflicts are resolved.

It is clear from the above table(4.2) and figure (4.2) that there are (53) respondents in the study sample with percentage (50.9%) strongly agreed with "Short stories encourage students to read to the end to see how conflicts are resolved". There are (14) respondents with percentage (13.5%) agreed, and(3)respondents with percentage (2.9%) were not sure , and (9) respondents with percentage (8.7%)   disagree, while (25) respondents with percentage (24.0%) strongly disagreed . This demonstrates that students should be well-trained in appreciating short stories.

Table NO (4.3) The Frequency Distribution for the Respondents' Answers of Statement No.(3) Short stories are brief, coherent, intensive and can attract students' attention**.**

Answer	Number	Percent
Strongly Agree	56	53.8%
Agree	14	13.5%
Not sure	20	19.2%
Disagree	6	5.8%
Strongly Disagree	8	7.7%
Total	104	100%
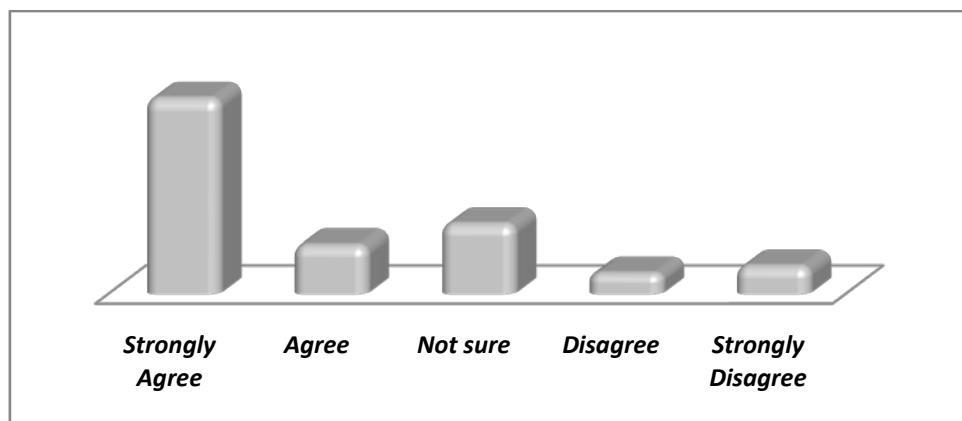
Figure NO (4.3) The Frequency Distribution for the Respondents' Answers of Statement No.(3) Short stories are brief, coherent, intensive and can attract students' attention.

It is clear from the above table(4.3) and figure (4.3) that there are (56) respondents in the study sample with percentage (53.8%) strongly agreed with "Short stories are brief, coherent, intensive and can attract students' attention ". There are (14) respondents with percentage (13.5%) agreed with that , and (20) respondents with percentage (19.2 %) were not sure . and (6) respondents with percentage (5.8%) disagreed , while (8) respondents with percentage (7.7%) strongly disagreed. This indicates that short stories can attract students' attention.

Table No (4.4) The Frequency Distribution for the Respondents' Answers of Statement No.(4) Short stories develop students' positive attitudes towards studying English Language**.**

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	40	38.5%
Not sure	3	2.9%
Disagree	9	8.7%
Strongly Disagree	1	1.0%
Total	104	100%
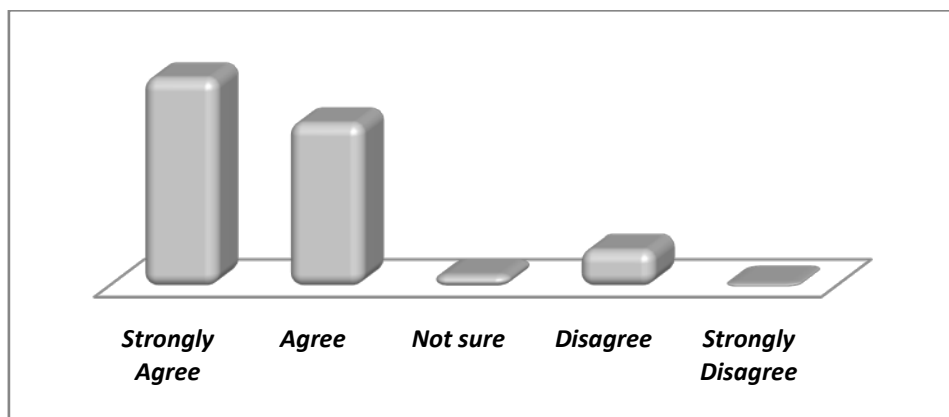
Figure No (4.4) The Frequency Distribution for the Respondents' Answers of Statement No.(4) Short stories develop students' positive attitudes towards studying English Language.

It is clear from the above table (4.4) and figure (4.4) that there are (51) respondents in the study sample with percentage (49.0%) strongly agreed with Short stories develop students' positive attitudes towards studying English Language". There are (40) respondents with percentage (38.5%) agreed , and (3)respondents with percentage (2.9%) were not sure and (9) respondents with percentage (8.7%)   disagreed, while only one person with percentage (1.0%) strongly disagreed. This proves that students should have positive attitudes towards short stories.

Table No (4.5) The Frequency Distribution for the Respondents' Answers of Statement No.(5) Short stories are authentic materials suitable for both teaching and learning.

Answer	Number	Percent
Strongly Agree	41	39.4%
Agree	34	32.7%
Not sure	8	7.7%
Disagree	10	9.6%
Strongly Disagree	11	10.6%
Total	104	100%
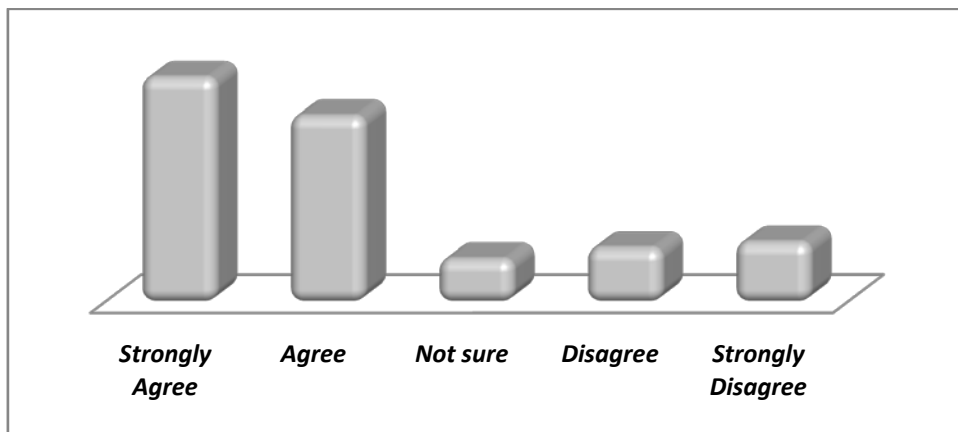
Figure No (4.5) The Frequency Distribution for the Respondents' Answers of Statement No.(5) Short stories are authentic materials suitable for both teaching and learning.

It is clear from the above table(4.5)and figure (4.5) that there are (41) respondents in the study sample with percentage (39.4%) strongly agreed with (Short stories are authentic materials suitable for both teaching and learning.") . There are (34) respondents with percentage (32.7%) agreed with that , and (8) respondents with percentage (7.7%) were not sure . and (10) respondents with percentage (9.6%) disagreed , while (11) respondents with percentage (10.6%)strongly disagreed. This justifies that short stories are authentic for teaching and learning process.

Table No (4.6) The Frequency Distribution for the Respondents' Answers of Statement No.(6)Short stories play a crucial role in enhancing EFL students' vocabulary.

Answer	Number	Percent
Strongly Agree	52	50%
Agree	22	21.2%
Not sure	5	4.8%
Disagree	6	5.8%
Strongly Disagree	19	18.3%
Total	104	100%
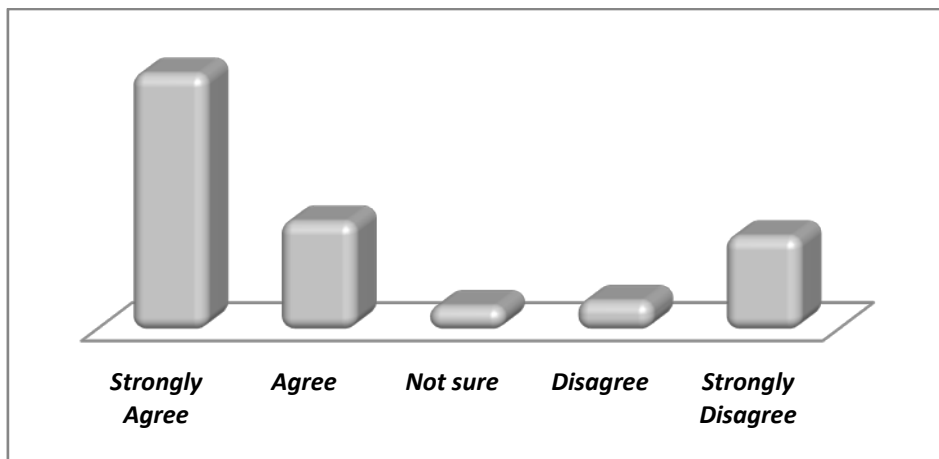
Figure No (4.6) The Frequency Distribution for the Respondents' Answers of Statement No.(6) Short stories play a crucial role in enhancing EFL students' vocabulary

It is clear from the above table No.(4.6) and figure (4.6) that there are (52) respondents in the study sample with percentage (50.2%) strongly agreed with "Short stories play a crucial role in enhancing EFL students' vocabulary ". There are (22) respondents with percentage (21.2%) agreed with that, and (5) respondents with percentage (4.8 %) were not sure. and (6) respondents with percentage (5.8%) disagreed, while (19) respondents with percentage (18.3%) strongly disagreed. This indicates that short stories can enhance students' vocabulary.

Table No (4.7) The Frequency Distribution for the Respondents' Answers of statement No.(7)Students can use short stories' vocabulary to improve their reading skills.

Answer	Number	Percent
Strongly Agree	36	34.6%
Agree	33	31.7%
Not sure	10	9.6%
Disagree	15	14.4%
Strongly Disagree	10	9.6%
Total	104	100%
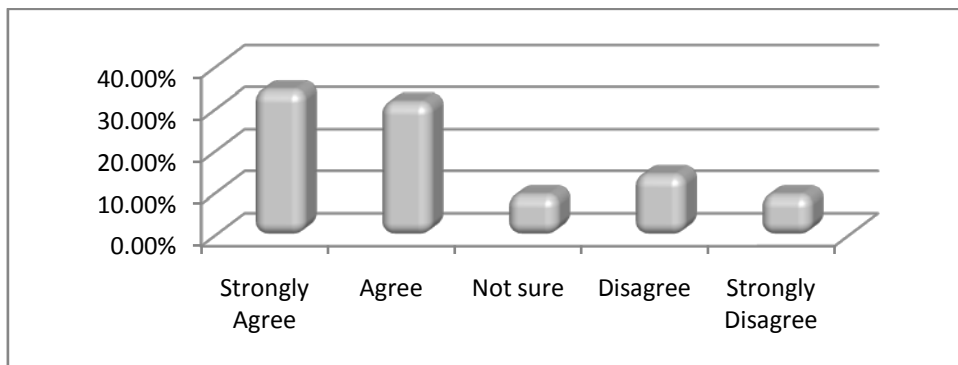
Figure No (4.7) The Frequency Distribution for the Respondents' Answers of statement No.(7)Students can use Short Stories' vocabulary to improve their reading skills.

It is clear from the above table(4.7) and figure (4.7) that there are (36) respondents in the study sample with percentage (34.6%) strongly agreed with "Students can use Short Stories' vocabulary to improve their reading skills". There are (33) respondents with percentage (31.7%) agreed with that, and (10) respondents with percentage (9. 6 %) were not sure. and (15) respondents with percentage (14.4%) disagreed, while (10) respondents with percentage (9.6%) strongly disagreed. This justifies that stories can develop reading skills.

Table (4.8) : The Frequency Distribution for the Respondents' Answers of statement No.(8) Students can use new stories expressions and vocabulary to improve their speaking and listening skills**.**

Answer	Number	Percent
Strongly Agree	29	27.9%
Agree	49	47.1%
Not sure	14	13.5%
Disagree	12	11.5%
Strongly Disagree	0	0%
Total	104	100%
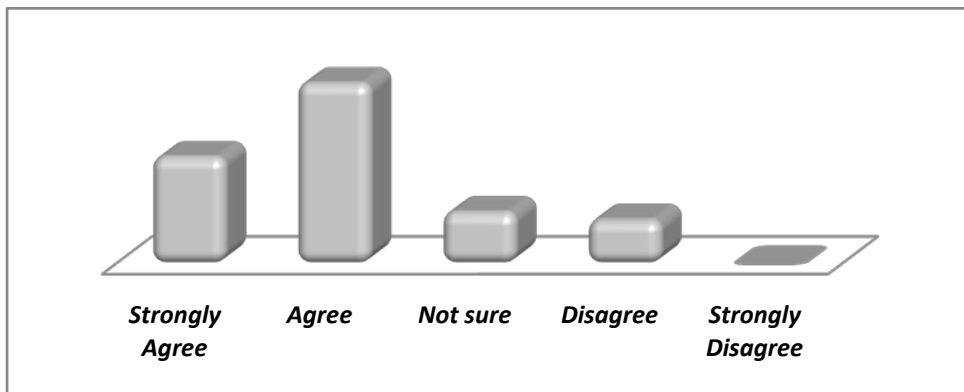
Figure No.(4.8) : The Frequency Distribution for the Respondents' Answers of statement No.(8)Students can use new stories expressions and vocabulary to improve their speaking and listening skills.

It is clear from the above table No.(4.8) and figure (4.8) that there are (29) respondents in the study sample with percentage (29.9%) strongly agreed with "Students can use new stories expressions and vocabulary to improve their speaking and listening skills". There are (49) respondents with percentage (47.1%) agreed with that , and (14) respondents with percentage (13.5 %) were not sure . and (12) respondents with percentage (0.0%) disagreed , while (10) respondents with percentage (9.6%) strongly disagreed. This proves that short stories should develop receptive and productive skills.

TableNo (4.9) The Frequency Distribution for the Respondents' Answers of statement No.(9)Short stories develop students' positive attitudes towards studying English Language.

Answer	Number	Percent
Strongly Agree	52	50.0%
Agree	18	17.3%
Not sure	8	7.7%
Disagree	6	5.8%
Strongly Disagree	20	19.2%
Total	104	100%
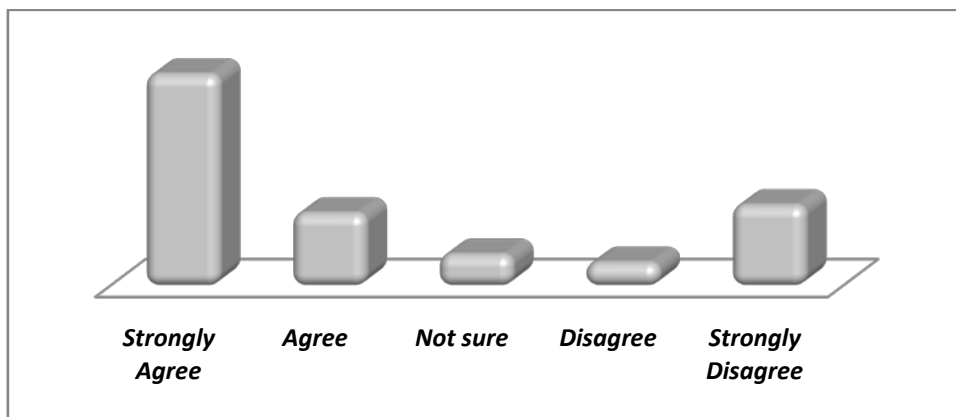
Figure No (4.9) The Frequency Distribution for the Respondents' Answers of Question No.(9) Short stories develop students' positive attitudes towards studying English Language.

It is clear from the above table(4.9) and figure (4.9) that there are (52) respondents in the study sample with percentage (50.0%) strongly agreed with "Short stories develop students' positive attitudes towards studying English Language ". There are (18) respondents with percentage (17.3%) agreed, and(8)respondents with percentage (7.7%) were not sure, and (6) respondents with percentage (5.8%) disagree, while (20) respondents with percentage (19.2%) strongly disagreed. This justifies that short stories should improve students' language skills.

Table No (4.10) The Frequency Distribution for the Respondents' Answers of statement No.(10) Vocabulary and expressions in short stories will improve students' critical thinking.

Answer	Number	Percent
Strongly Agree	34	32.7%
Agree	38	36.5%
Not sure	4	3.8%
Disagree	17	16.3%
Strongly Disagree	11	10.6%
Total	104	100%
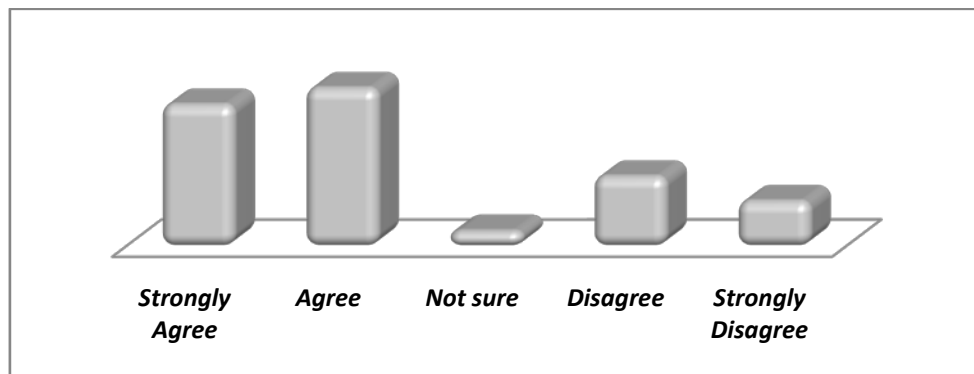
Figure No (4.10) The Frequency Distribution for the Respondents' Answers of Question No.(10) Vocabulary and expressions in short stories will improve students' critical thinking.

It is clear from the above table(4.10) and figure (4.10) that there are (34) respondents in the study sample with percentage (32.7%) strongly agreed with "Vocabulary and expressions in short stories will improve students' critical thinking". There are (38) respondents with percentage (36.5%) agreed with that, and (4)respondents with percentage (3.8%) were not sure, and (17) respondents with. percentage (16.3%) disagreed, while (11) respondents with percentage (10.6%) strongly disagreed. This indicates that reading short stories should improve students' critical thinking.

Table No (4.11)The Frequency Distribution for the Respondents' Answers of statement No.(11) Using short stories will encourage students to read more stories which will improve their reading skills.

Answer	Number	Percent
Strongly Agree	33	31.7%
Agree	38	36.5%
Not sure	7	6.7%
Disagree	10	9.6%
Strongly Disagree	16	15.4%
Total	104	100%
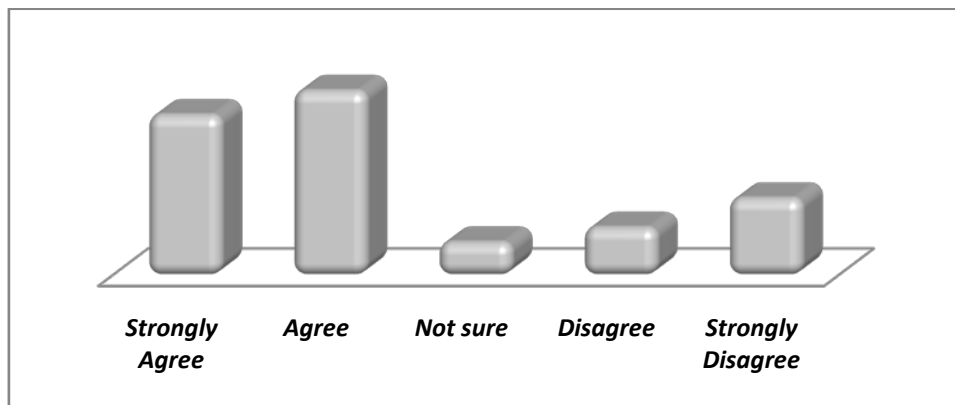
Figure No (4.11) The Frequency Distribution for the Respondents' Answers of statement No.(11) Using short stories will encourage students to read more stories which will improve their reading skills.

It is clear from the above table No.(4.11) and figure (4.11) that there are (33) respondents in the study sample with percentage (31.7%) strongly agreed with " Using short stories will encourage students to read more stories which will improve their reading skills ". There are (38) respondents with percentage (36.5%) agreed with that , and (7) respondents with percentage (6.7%) were not sure . and (10) respondents with percentage (9.6%) disagreed , while (16) respondents with percentage (15.4%) strongly disagreed. This demonstrates that using short stories should develop students' reading comprehension.

Table No (4.12) The Frequency Distribution for the Respondents' Answers of Question No.(12) Using short stories will provide students with vocabulary and expressions which will develop their writing skills.

Answer	Number	Percent
Strongly Agree	4	3.8%
Agree	59	56.7%
Not sure	19	18.3%
Disagree	14	13.5%
Strongly Disagree	8	7.7%
Total	104	100%
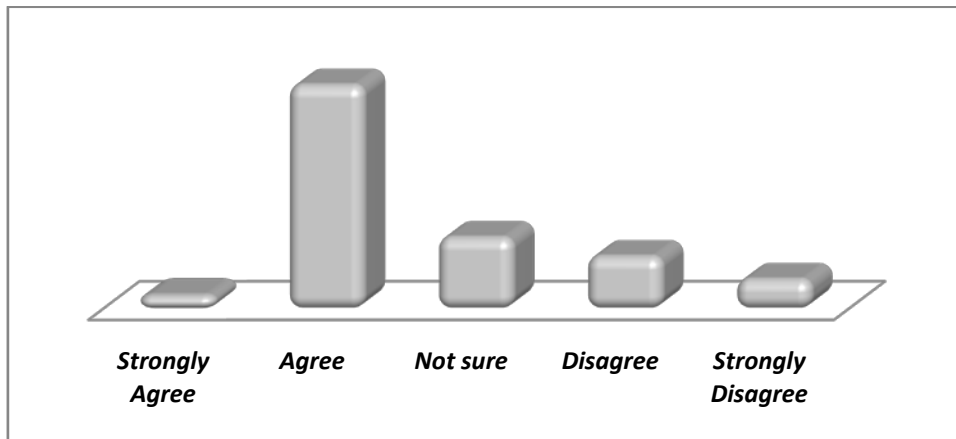
Figure No (4.12) The Frequency Distribution for the Respondents' Answers of Question No.(12) Using short stories will provide students with vocabulary and expressions which will develop their writing skills.

It is clear from the above table(4.12) and figure (4.12) that there are (4) respondents in the study sample with percentage (3.8%) strongly agreed with "Using short stories will provide students with vocabulary and expressions which will develop their writing skills". There are (59) respondents with percentage (56.7%) agreed with that and (19) respondents with percentage (18.3 %) were not sure. and (14) respondents with percentage (13.5%) disagreed, while (8) respondents with percentage (7.7%) strongly disagreed. This proves using short stories should develop students' writing skills.

Table No (4.13) The Frequency Distribution for the Respondents' Answers of statement No.(13) Using short stories will motivate students to express themselves in speaking activities.

Answer	Number	Percent
Strongly Agree	39	37.5%
Agree	32	30.8%
Not sure	6	5.8%
Disagree	9	8.7%
Strongly Disagree	18	17.3%
Total	104	100%
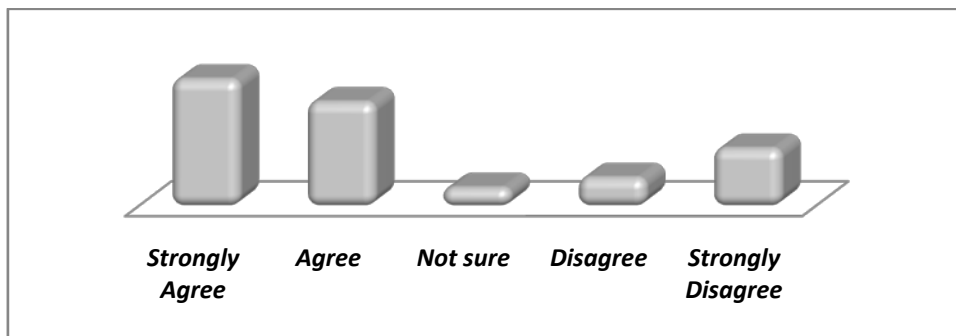
Figure No (4.13) The Frequency Distribution for the Respondents' Answers of statement No.(13) Using short stories will motivate students to express themselves in speaking activities.

It is clear from the above table(4.13) and figure (4.13) that there are (39) respondents in the study sample with percentage (37.5%) strongly agreed with "Using short stories will motivate students to express themselves in speaking activities". There are (32) respondents with percentage (30.8%) agreed with that and (6) respondents with percentage (5.8 %) were not sure. and (9) respondents with percentage (8.7%) disagreed, while (18) respondents with percentage (17.3%) strongly disagreed. This justifies that using short stories should motivate students to speak actively.

Table No (4.14) The Frequency Distribution for the Respondents' Answers of statement No.(14) Using short stories will provide students with opportunities to study culture.

Answer	Number	Percent
Strongly Agree	40	38.5%
Agree	49	47.1%
Not sure	7	6.7%
Disagree	8	7.7%
Strongly Disagree	0	0.0%
Total	104	100%
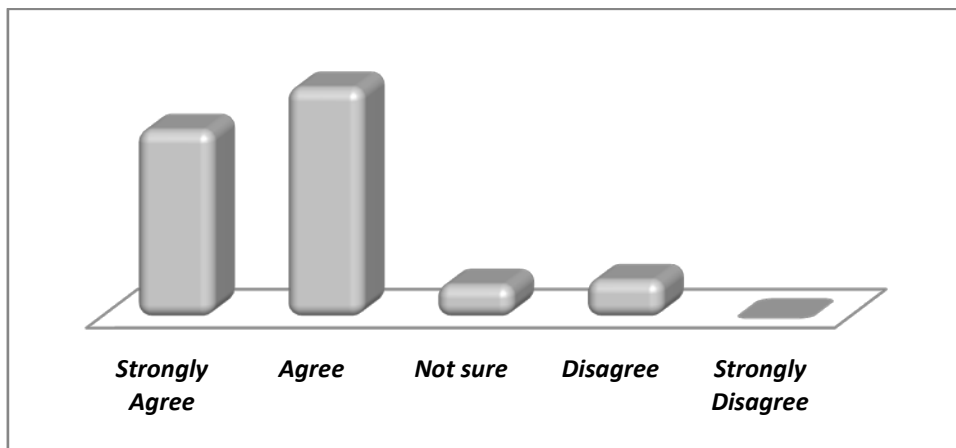
Figure No (4.14) The Frequency Distribution for the Respondents' Answers of statement No.(14) Using short stories will provide students with opportunities to study culture.

It is clear from the above table No.(4.14) and figure (4.14) that there are (40) respondents in the study sample with percentage (38.5%) strongly agreed with " Using short stories will provide students with opportunities to study culture". There are (49) respondents with percentage (37.1%) agreed with that, and (7) respondents with percentage (6.7 %) were not sure, and (8) respondents with percentage (7.7%) disagreed, while (0) respondents with percentage (0.0%) strongly disagreed. This indicates thatusing short stories should improve students' cultural background.

Table No (4.15) The Frequency Distribution for the Respondents' Answers of Question No.(15) Using short stories encourages students to read more stories which will improve their reading skills.

Answer	Number	Percent
Strongly Agree	53	51.0%
Agree	17	16.3%
Not sure	9	8.7%
Disagree	5	4.8%
Strongly Disagree	20	19.2%
Total	104	100%
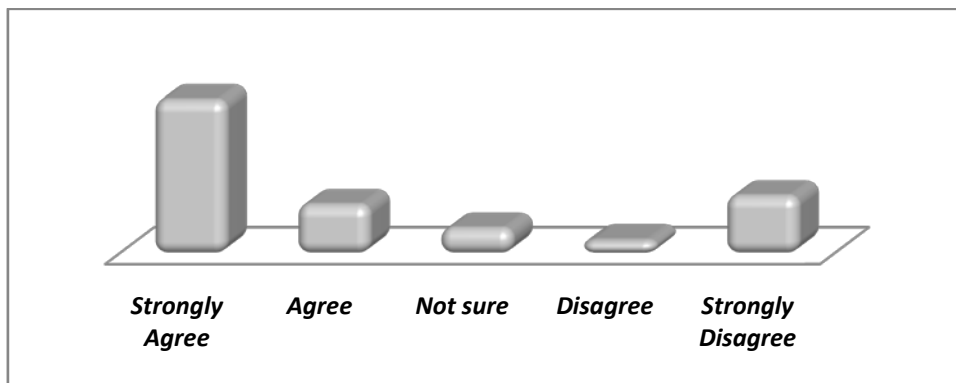
Figure No (4.15) The Frequency Distribution for the Respondents' Answers of Question No.(15) Using short stories encourages students to read more stories which will improve their reading skills.

It is clear from the above table(4.15) and figure (4.15) that there are (53) respondents in the study sample with percentage (51.0%) strongly agreed with "Using short stories will encourage students to read more stories which will improve their reading skills ". There are (17) respondents with percentage (16.3%) agreed with that, and (9) respondents with percentage (8.7 %) were not sure, and (5) respondents with percentage (4.8%) disagreed, while (20) respondents with percentage (19.2%) strongly disagreed. This proves that using short stories should improve students' reading skills.

Table (4.16) Chi-Square Test Results for Respondents' Answers of Hypothesis One

No.	Statement	mean	SD	Chi square	p-value
1	Short Stories are motivating, challenging and are great fun for students.	4.6	1.33	22	0.000
2	Short stories encourage students to read to the end to see how conflicts are resolved.	4.4	2.3	24	0.000
3	Short stories are brief, coherent, intensive and can attract students' attention	4.3	2.7	23	0.000
4	Short stories develop students' positive attitudes towards studying English Language.	3.9	05.	26	0.000
5	Short stories are authentic materials suitable for both teaching and learning.	4.6	1.33	22	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Short Stories are motivating, challenging and are great fun for students. .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents,

which support the respondent who agreed with the statement "Short stories encourage students to read to the end to see how conflicts are resolved.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Short stories are brief, coherent, intensive and can attract students' attention.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Short stories develop students' positive attitudes towards studying English Language.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Short stories are authentic materials suitable for both teaching and learning.

According to the previous result we can say that thefirst hypothesis of our study is accepted

Table No.(4.17) Chi-Square Test Results for Respondents' Answers of Hypothesis Two

Nom.	Statement	Mean	SD	Chi square	p-value
1	Short stories play a crucial role in enhancing EFL students' vocabulary.	2.5	0.6	29	0.00
2	Students can use Short Stories' vocabulary to improve their reading skills.	2.6	0.8	18	0.00
3	Students can use short stories new vocabulary and expressions in their writing skills.	2.4	0.9	22	0.001
4	Students can use new stories expressions and vocabulary to improve their speaking and listening skills.	2.4	0.5	35	0.008
5	Vocabulary and expressions in short stories will improve students' critical thinking.	2.6	0.8	18	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Short stories play a crucial role in enhancing EFL students' vocabulary.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically

significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students can use Short Stories vocabulary to improve their reading skills.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students can use short stories new vocabulary and expressions in their writing skills.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students can use new stories expressions and vocabulary to improve their speaking and listening skills.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Vocabulary and expressions in short stories will improve students' critical thinking.

According to the previous result we can say that the second hypothesis of our study is accepted

Table No.(4.18) Chi-Square Test Results for Respondents' Answers of the Hypothesis Three

No.	Statement	Mean	SD	Chi square	p-value
1	Using short stories will encourage students to read more stories which will improve their reading skills.	2.7	0.4	25.6	0.00
2	Using short stories will provide students with vocabulary and expressions which will develop their writing skills.	3.0	0.7	27.5	0.00
3	Using short stories will motivate students to express themselves in speaking activities.	2.7	0.6	24	0.00
4	Using short stories will provide students with opportunities to study culture.	2.5	0.4	22	0.00
5	Using short stories will encourage students to read more stories which will improve their reading skills.	3.00	0.7	23	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (25.6) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Using short stories will encourage students to read more stories which will improve their reading skills.   .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (27.5) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who   agreed with the statement "Using

shortstories will provide students with vocabulary and expressions which will develop their writing skills.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Using short stories will motivate students to express themselves in speaking activities.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Using short stories will provide students with opportunities to study culture.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Using short stories will motivate students to express themselves in speaking activities.

According to the previous result we can say that the third hypothesis of our study

4 .3 The Analysis of Pre- Post Test

Before the treatment, a pretest (*PET test*) was given to the participants in order to guarantee their homogeneity and determine their ability and knowledge. The test which consisted of 4 sections separated in different parts was administrated to both groups. The students' individual scores on the proficiency test (10 scores

for the experimental group and 10 scores for the control group) are listed in following table.

Reading Test

Table (4.19) T-Test Result Showing Group Means of the Experiment Group

Valid	Mean	Std. Deviation	t	Df	Sig. (2-tailed)	Scale
Pre-test	2.96	1.020	-16.725	24	0.00	Significant
Post-test	7.20	1.190				

Source: IPM SPSS 24 package

The value of (T) Test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (-16.725) with signify value (0.000) which is less than the level of significant value (0.05) This refers to the existence of statistical significant differences for the Post-test.

Table (4.20) T-Test Result Showing Group Means of the Control Group

Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Pre-test	3.72	1.061	-6.422	24	0.00	Significant
Post-test	5.44	0.961				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (-6.422) with signify value (0.000) which is less than the level of significant value (0.05) These refer to the existence of differences statistically for the Post-test.

Table (4.21) T-Test Result Showing Group Means of the Pre-Test

Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Control	2.96	1.020	-2.392	24	0.02	Significant
experiment	3.72	1.061				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (-2.392) with signify value (0.02) which is less than the level of significant value (0.05) These refer to the existence of differences statistically for the experiment group.

Table (4.22) T-Test Result Showing Group Means of the Post-Test

Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
experiment	7.20	1.190	4.993	24	0.00	Significant
Control	5.44	0.961				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (4.993) with signify value (0.000) which is less than the level of significant value (0.05) This refers to the existence of statistical significant differences for the experiment group.

Writing Test

Table (4.23) T-Test Result Showing Group Means of the Experiment Group

Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Pre-test	1.92	1.412	-8.730	24	.00	Significant
Post-test	5.04	1.767				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (-8.730) with signify value (0.000) which is less than the level of significant value (0.05) These refer to the existence of differences statistically for the Post-test.

Table (4.24) T-Test Result Showing Group Means of the Control Group

Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Pre-test	2.20	1.414	0.622	24	0.54	Significant
Post-test	2.00	1.190				

<div align="center">Source: IPM SPSS 24 package</div>

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (0.622) with signify value (0.54) which is more than the level of significant value (0.05) This refers to the existence no statistically.

Table (4.25) T-Test Result Showing Group Means of the Pre-Test

Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Control	1.92	1.412	-0.781	24	0.44	Significant
experiment	2.20	1.414				

<div align="center">Source: IPM SPSS 24 package</div>

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (-0.781) with signify value (0.44) which is more than the level of significant value (0.05) This refers to the existence no statistical significant differences.

Table (4.26) T-test Result Showing Group Means of the Post-Test

Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
experiment	5.04	1.767	7.723	24	0.00	Significant
Control	2.00	1.190				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (7.723) with signify value (0.000) which is less than the level of significant value (0.05). This refers to the existence of statistical significant differences for the experiment group.

Summary of the chapter

This chapter has covered the data analysis of the study which is about Investigating the impact of using short stories in developing tertiar students reading and writing skills . This is done through pre-post test to the level one Foundation at Arab Open University – Oman Branch and a questionnaire to the teachers of EFL. Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data. Finally, the researcher has discussed the results of the study.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0. Introduction

This chapter presents the answers to research questions, including the discussion of main findings. Moreover, brief recommendation and suggestions for further studies were given at the end of the chapter. To fulfill the purpose of the study, the researcher applied two tools, namely, test (pre and posttests) and a questionnaire.

5.1 Main Findings

The results of this study investigate the impact of using short stories in developing reading and writing skills. The researcher has summarized following findings:

1-Short stories are brief, coherent, and intensive and can attract students' attention.

2- Teaching short stories develop students' positive attitudes towards studying English Language.

3-Short stories are authentic materials suitable for both teaching and learning.

4-Short Stories are motivating, challenging and are great fun for students.

5- Teaching short stories provides students with new expressions and vocabulary.

6.Teaching short stories develops tertiary students' reading and writing skills.

7- New expressions and vocabulary help students improve their reading and writing skills.

5.2 Conclusion

This study deals with the analysis and evaluation the impact of teaching short stories in developing reading and writing skills in five chapters.

In chapter one, the researcher has introduced a brief background of the study, statement of the research problems, significance of the study, objectives of the study, questions of the study, hypotheses of the study, method, population and sampling, instrument of data collection, limitations as well as tools.

Chapter two introduces the theoretical framework related to teaching short stories with regard to reading-writing skills and concluding with previous studies.

Chapter three presents the research methodology two instruments of data collection have been used (pretest, posttest for students and questionnaire for EFL teachers.

In chapter four the results of the tests and the questionnaire have been analyzed statistically by using SPSS program. Then each of two questions and hypotheses have been discussed and answered respectively according to the results. Consequently, significant findings that show the positive impact of teaching short stories in developing reading and writing skills.

Finally, in chapter five, the research summary, main findings, recommendations and suggestions for further studies have been clarified. The study has added some insights to English language learners as well as their teachers particularly in the field of education that relevant to teaching short stories.

5.3 Recommendations

Considering the above-stated findings and results, the researcher recommends the following:

1-More attention should be paid on teaching short stories concerning speaking and listening skills.

2- EFL students in Sudan should be recommended to focus on language learning strategies and how to use it in real life contexts.

3- Teachers and learners should adopt more modern communicative approaches to teach short stories.

4- Students should be encouraged by teachers to study the language for communicative purposes not of only for passing the test.

5-Teachers should be responsible for helping their students overcome the obstacles they might face in language learning process.

5.4 Suggestions for Further Studies

The present study presents the following suggestions for further researches:

1- Investigating the impact of teaching short stories on enhancing students' listening and speaking skills.

2-Using modern aids and equipment to teach and practice English short stories is of great value.

3- Exploring tertiary students' attitudes towards using videos to teach short stories to enhance aural skill.

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APPENDICES

Appendix (1)

Teachers' Questionnaire

This questionnaire serves as data collection tool for a research work that aims to investigate **"The Impact of Teaching Short English Stories for Tertiary Students' Reading and Witting Skills."** I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below.

Please tick (√) in front of your choice. Your assistance is highly appreciated.

NO	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Short Stories are motivating challenging and are great fun for students.					
2	Short stories are authentic materials suitable for both teaching and learning.					
3	Short stories develop students' positive attitudes towards studding English Language.					
4	Short stories are brief, coherent, intensive and can attract students' attention.					
5	Short stories encourage students to read to the end to see how conflict is resolved.					
6	Short stories play a crucial role in enhancing EFL students' vocabulary.					
7	Students can use Short Stories vocabulary to improve their reading skills.					
8	Students can use short stories new vocabulary and expressions					

	in their writing skills.					
9	Students can use new stories expressions and vocabulary to improve their speaking and listening skills.					
10	Vocabulary and expressions in short stories improve students' critical thinking.					
11	Teaching short stories encourages students to read more stories which will improve their reading skills.					
12	Teaching short stories provides students with vocabulary and expressions which develop their writing skills.					
13	Teaching short stories motivates students to express themselves in speaking activities.					
14	Teaching short stories provides students with opportunities to study culture.					
15	Teaching short stories encourages students to develop their critical thinking.					

Appendix (B)

A pre – testing on Reading and Writing

Reading questions

1. Answer the following questions

A. What did Mr. Harraby – Ribston do whenthe train was about to end its Journey?

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B. How was Mr. Crowther's face reaction when he saw Mr. Harraby had thrown his suitcase out of the train's window?

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C. What were the thoughts that came into Mr. Harraby – Ribston's head after he had thrown his suitcase?

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D. Why did Mr. Harraby – Ribston threw his suitcase out of the train's window?

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E. Write another suitable title for the story.

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2. Decide whether each statement is true or false:-

A. Mr. Harraby – Ribston had felt that his action of throwing his suitcase would certainly produce conversation and troubles.

True   T

False   F

B. The sight of a rich man throwing a suitcase from the train's windows did not surprise Mr. Crowther.

True   T

False   F

C. The first reason Mr. Harraby mentioned for throwing his suitcase that he murdered his wife.

True   T

False   F

D. Mr. Harraby – Ribston was fond of his house because it is in the middle of the city.

True   T

False   F

E. According to Mr. Harraby – Ribston, throwing a suitcase from moving train causes much pleasant conversation with his fellow passengers.

True   ☐T

False   ☐F

Answer the following questions.

A. What does underlined word (He) on page (1) refer to?

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B. What does underlined word (they) on page (2) refer to?

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C. What does underlined word (it) in the last page refer to?

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Match with their antonyms:-

(uncaring – party – tranquilities - ripe)

A. Raw ………………………………………………………………….

B. Disturbance …………………………………………………………..

C. Absolutely …………………………………………………………..

D. Fond   …………………………………………………………..

3. Match with their antonyms:-

(special – colleague – account – accept - action)

A. Admit……………………………………………………………………

B. Statement ……………………………………………………………

C. Companion……………………………………………………………

D. Particular   ……………………………………………………………..

E. Behaviour ……………………………………………………………..

4. Match words with their meanings:-

(Interest – consider – surprise – natural - opportunity)

A. (n) The feeling that you have sth happens that you do not expect

……………………………………………………………………..

B. (v) To think about sb/sth, often before making a decision

……………………………………………………………………..

C. (adj) Usual or normal ……………………………………………………

D. (v) A chance to tosth that you would like to do

……………………………………………………………………

E. (n) A desire to learn or hear more about sb/sth …………………

5. Choose one word to complete each sentence:-

1. When Mr. Harraby threw his suitcase, Mr. Crowther's face had shown

………………………………………………………………………

(A)   Fear   (B) no feeling   (C) surprise   (D)

Interest

2. Mr. Harraby was ……………………………. That Mr. Crowther

wasn't surprised when he threw his suitcase out of the window.

(A)   sure   (B) upset   (C) surprised   (D) happy

3. Fill the suitcase and throwing it by Mr. Harraby saves the cost of sending

it by …………………

(A) train   (B) lorry   (C) both (A and B)   (D) post

Writing Questions

Write the answers for these questions in your own words:-

1. What reasons did Mr. Harraby .Ribston mention for throwing his suitcase from the train?

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2. Write a letter to the writer of the story to say whether you like to like the story or not.

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3. Which character you like or dislike in the story?

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4. Write a summary of the story?

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5. Write a short surprising story?

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A post test of Reading and Writing Based on Short Story
CALLED TO THE RESCUE

HENRY SPICER

Read The following story and then answer the questions below:

A YOUNG man from Cambridge University, Mr. D--, had been studying during the summer at the quiet little town of Exmouth. At this place, as many readers know, the river Exe is crossed by a ferry[1], which brings passengers near the Star cross station on the Great Western Railway. For this purpose a boat remains ready from sunrise till sunset.

One night between twelve and one o'clock, the young man suddenly awoke. He felt that a commanding voice had spoken to him; it had said so clearly that the last word still sounded in his ear:

"Go down to the ferry!"

Thinking it an ordinary dream, he turned over to sleep again, when the command was repeated with this addition :

"The boatman waits!"

There was something in this second voice that made it impossible for the young man to take no notice. He tried not to obey, and sat up in bed for some minutes quite awake. He reasoned with himself. It seemed foolish to get up in the middle of the night on the orders of an imaginary voice, to go to a ferry where no boat would be found (for the boatman lived at Starcross), for a purpose of which he knew nothing. He tried to dismiss the idea but was unsuccessful. He felt, in any case, that sleep was impossible. It was only a short

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[1]Ferry: Boat which takes people from one side of a river to the other.

walk to the ferry and back and he need not tell anyone of his journey. At last he jumped from the bed, dressed rapidly and set out.

Before he reached the ferry he was astonished to hear the boatman's rough voice calling to him through the darkness impatiently.

"Well, you've kept me waiting long enough tonight, I think. I've waited nearly an hour for you."

The ferryman had, it seemed, received his orders too, but did not think that they had any unusual origin. Finding no passenger waiting on his own side of the river, he probably decided that he had been called by someone in a passing boat, and ordered to go across.

By the time Mr. D1 had arrived on the Starcross side, a further idea had gained possession of his mind.

"Exeter! Exeter! Exeter!" was the word that continually sounded in his head, like a calling bell. He felt now that the purpose of this strange night journey, whatever it might be, would be completed at Exeter. To Exeter he therefore Went at the first opportunity. It was only about eight

or ten miles, and he reached that good city about sunrise.

Now, for the first time, he did not know what to do. All ideas and feelings had gone. He wandered aimlessly about the streets, and blamed himself severely for the readiness with which he had come. He now considered the whole matter as idle imagination, but comforted himself with the idea that at that early hour no one he knew would be there to ask questions. Mr. D-- decided to return home by the next train; but meanwhile the shops and houses began to open, and reaching a hotel, the young man went inside to order some breakfast.

The waiter was very slow in bringing the meal. But when he did so he apologized for the delay. He said that the hotel was full because a lot of people

were visiting Exeter in connection with the cases which were being tried in the law-courts.

Mr. D-- had heard nothing about these trials and felt no interest in the subject. But he saw that the waiter considered the judge's visit as an event of great importance, and so he encouraged the man to talk. He was rewarded by a very amusing history of the cases that had already been tried, as well as the waiter's own ideas about the cases which remained. Mr. D-- became interested in the matter, and so, instead of returning to Exmouth by the next train, he walked about until the court opened and then went in and sat down to watch.

The case which was just beginning seemed to cause unusual excitement, The prisoner was accused of murder. No one had seen him actually doing the act of murder, but from what the witnesses said, it seemed certain that he would be found guilty. His only hope seemed to be to prove that the witnesses were all talking about the wrong man, and to show that he had not been there at the time.

When he was asked what he had to say, he quietly replied:

"It is impossible that I could have done this thing, because on the day and at the hour when it happened, I was sent for to mend a window at Mr. G--'s house at M--. There is one gentleman," he added after a pause, "who could prove that I was there, but I don't know who he is, nor where to look for him. Yes, I know that he could prove that I am not guilty. There is a special reason that would make him remember me. But l can' do anything about it. God's will be done." And the poor fellow seemed ready to accept his fate.

All this time Mr. D- had been listening with deep attention; and when the prisoner ended his sad and hopeless speech, Mr. D- raised his head suddenly and looked carefully at him, When his eyes fell on that sad, tired face, a number of events came back to his mind. They were events that seemed simple enough

when they happened, but were now important because they concerned the life of a fellow-creature.

Mr. D- had gone, some months before, to visit a fiend at M-. The friend was out, but wishing especially to see him, D; had decided to wait for his return. For that purpose he had gone up to his friend`s library, intending to pass the time reading a book. But here he found a man mending the window, and instead of reading he stood for some minutes watching the man and talking to him about his work.

While he was doing this, something was said that Mr. D - wished to write down and he took out his note-book for the purpose. But he found that he had lost his pencil. The man, seeing his difficulty, had handed him his own (a short brown pencil with square sides), saying that Mr. D- could keep it if he wished.

All this came back to the young man's mind as clearly as if it had happened the day before. Hastily turning to his note-book, he there found the very words he had written, including the date, in the thick but faint lines produced by the man's pencil.

He immediately made known to the court his wish to be examined for the sake of the prisoner. Going into the witness-box, he told all that he knew, and said that the prisoner was indeed mending the window as he had said. The prisoner was found not guilty and set free.

6. Answer the following questions

F. WhatdidMr.D -, feel when he suddenly awake one night?

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G. Why was Mr. D- astonished when he reached the
ferry?………………………………………………………………………
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H. What the word that continually sounded in Mr. D – head when he had
arrived on the star cross side?

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I. Why the hotel was full in Exeter according to the hotel's
waiter?………………………………………………………………………
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J. Why was the prisoner found not guilty and set
free?………………………………………………………………………

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6- Decide whether each statement is true or false:-

F. Mr. D -, had been studying during the winter at the quite little town of Exmouth.True T

False F

G. Mr.D-, suddenly awake one night and he felt the commanding voice had called him to go down to the ferry.

True   T

False   F

H. Mr.D-, went to Exeter because the word was continually sounded in his head.

True   T

False   F

I. The prisoner in the court was accused of murder because someone head seen him actually doing the act of murder.

True   T

False   F

J. Mr. D -, proved in the court that the prisoner was indeed mending the window at the time of the murder.

True   T

False   F

7.   What does each word refer to?

D. What does the word (The young man) on page (1) refer to?

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E. What does the pronoun (he) on page (2) refer to?

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F. What does the word (a man) on page (3) refer to?

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8. 1 Match words with their synonyms:-

(purpose - rapidly – an opportunity – reach – return)

E.   Arrive at   …………………………………………………………

F.   Quickly   ………………………………………………………..

G.   A chance   ………………………………………………………...

H.   Come back ………………………………………………………..

I.   Reason……………………………………………………

4.2 Match words with their antonyms:-

(sunrise – young - rapidly - quality - blame)

F. Slowly   …………………………………………………………………

G. Innocent   ……………………………………………………………….

H. Old   ………………………………………………………………

I. Thank   …………………………………………………………………

J. Sunset ………………………………………………………………….

9. Match words with their meanings:-

(reach – an opportunity – ferry – dismiss - rescue)

F. (v) To savesb/sth from a situation that is dangerous or

unpleasant……………………………………………………………….

G. (n) A chance to do sth that you would like to do.

…………………………………………………………….……………

H. (v) To arrive at a place or

condition.……………………………………………………….…

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I. (n) A boot which takes people from one side of a river to the

…………………………………….

J. (v) To order an employee to leave his/her job.

…………………………………

10. Choose one word to complete the following sentences:-

4. Before Mr. D -, reached the ferry he was ……………………………. to

hear the boatman's voice calling him.

(B)   angry   (B) happy   (C) astonished   (D) scared

5. The waiter that a lot of people were visiting Exeter in connection with the

cases which were being tried in

the………………………………………..

(B)   hospital   (B) police station (C) law-courts   (D) market

6. The prisoner was found not quality …………………………….

(B) punished   (B) he had to be money   (C) was imprisoned   (D) set free

Writing Questions

Answers the questions by using your own words:-

6. Who Mr.D -, who was mentioned in the story.

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7. Describe D - , feelings and thoughts when he arrived at Exeter?

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8. Which character do you like or dislike in the story and why?

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9. Do you believe in helping people who are in need of helped. Discuss.

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10. Write a summary of the story.

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11. Write a summary of any story which you can remember.

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THE RIVALS

MARTIN ARMSTRONG

Read The following story and then answer the questions below:

THE train was about three-quarters of an hour from the end of its journey and was travelling at not less than sixty miles an hour when Mr. Harraby-Ribston, a rich business man, rose from his seat, lifted down his suitcase, and threw it out of the window.

The only other person in the carriage, a small, thin man, a Mr. Crowther, had raised his eyes from his book when his travelling companion moved from his seat, and had noticed the event. Then the two men exchanged a sharp look, and immediately Mr. Crowther continued his reading. Mr. Harraby-Ribston sat down again, with a rather red face caused by his effort. The look that his companion had given him worried him extremely, for Mr. Crowther's face had shown no feeling at all. It had shown no fear, no surprise, not even a mild interest; and that, surely, was very extraordinary.

Mr. Harraby-Ribston felt very curious indeed. And not only that. He was by nature a talkative man, and he had felt that his action would certainly produce conversation. But no conversation had started, and he had had no opportunity of explaining his behavior. He began to feel that he had merely made himself look foolish in the eyes of his companion, or that his companion might suppose that the suitcase contained a dead body. If so, he might inform the police when they reached the end of the journey, and all sorts of troublesome enquires might follow. These were the thoughts that came into MrHarraby-Ribston's head, robbing him of the satisfaction that was due to him.

Mr. Crowther also had suffered some disturbance in his mind. Although he was pretending to read he was actually unable to do so. In spite of his appearance of calmness, the sight of a rich man throwing a suitcase from the window of a moving train had surprised him very much. But he had not shown

his surprise. The fellow clearly expected him to cry out, and so Mr. Crowther did not cry out. Whether the thing was a joke or not MrCrowther considered it very improper. It was as if the fellow had burst a paper bag in the hope of making him jump. Well, he wasn't going to jump. If the fellow thought that to throw a suitcase out of the window made him important, well, he was mistaken.

But Mr. Harraby-Ribston was now in a state when he must either speak or burst and preferring to do the former of these things, he said "Excuse me, sir, but I must say you surprise me."

Mr. Crowther raised a lazy eye from his book. "Surprise you?" he said. "Does reading in the train surprise you?"

"No, no!" said Mr. Harraby- Rzbston. I wasn't speaking about that I am surprised that you weren't surprised when I threw my suitcase out of the window."

"Indeed? That surprised you? You're very easily surprised."

"I don't know about that. Surely, surely my dear sir, it was, at least an unusual sight. I feel sure that you've never before seen a man throw a suitcase from the window of a moving train."

Mr. Crowther considered. "I don't think I have; but then I've never seen a man eating a raw vegetable* in a train or dancing during prayers at home. But it is not important. If one allowed oneself to be surprised at every little thing, one's whole life would consist of a number of unimportant astonishments."

"And you think it is an unimportant act to throw one's suitcase out of a railway-carriage window?"

"Absolutely!" said Mr. Crowther, and his eyes returned to his book.

"Then what, if I may ask," said the other angrily, "would you consider an important act?"

Mr. Crowther raised his shoulders in a tired way. "Perhaps I would have thought it important if the suitcase had been mine."

"I see. You think yourself more important than I am."

"I do not think," said Crowther, "that I mentioned myself, but I certainly consider my suitcase more important than yours. In saying this, I am not speaking about the leather; I mean only that I am myself, and you are a perfect stranger."

"And the affairs of strangers don`t interest you?"
"Only if they affect my own affairs."

"Well," said Mr. Harraby-Ribston, "when I threw my suitcase out of the window, it must have affected . . ."

"Not in the least," said Mr. Crowther coldly.

"It only shows," Mr. Harraby-Ribston said, "how different people are. If you had thrown your suitcase out of the window, I should have been very curious to know why you did it."

"I understand," replied Mr. Crowther without showing any interest, "that you wish to tell me why you did it."

"Not unless it interests you; though, I must say, I find it hard to believe that anyone could fail to be interested.

He paused, but Mr. Crowther made no reply. In fact he showed every sign of continuing his reading. To stop this Mr. Harraby-Ribston leaned back in his seat and spoke.

"The truth of the matter is this: I have just, an hour and a half ago, left my home and my wife and am starting my life again. The reason why I threw my suitcase out of the window just now was that I had suddenly realized that in it I was taking some of the old life with me. Clothes, hair-brushes and so on make you remember things, and I do not wish to remember things. Therefore my unusual action. I am not young, I admit; I'm a man nearly fifty. I've been married for twenty-one years, and yet here I am, starting life again. Well, that may seem to you a very extraordinary thing to do."

"Not at all," said Mr. Crowther. "Nothing Could be more natural."

Mr. Harraby-Ribston was rather surprised. "Natural? You think it natural? I must say, you surprise me."

"You seem to me," said Mr. Crowther, "to be a man who is often surprised."

"But you, I suppose," replied Mr. Harraby-Ribston sharply, "are surprised by nothing."

"Not at all," replied Mr. Crowther. "The only thing is, I think, that we are surprised by different things. You tell me you've been married for twenty-one years; and then you expect me to be surprised when you add that you're now leaving your wife. But, my dear sir, I find nothing surprising about that. What does surprise me is that you didn't do it long ago."

Mr. Harraby-Ribston considered his idea. "I suppose," he said at last, "that you're not, yourself, a married man."

"Not now?" Mr. Crowther replied.

"Not now? You mean you've been married and you`ve left your wife?"

"Not quite that. Leaving one`s wife means leaving one's home also, and that was impossible for me. I'm very fond of my home; a beautiful house, a beautiful garden, and doubly beautiful now when I have them to myself."

"You mean, then, that you turned your wife out?"

"Oh no, no! That would have caused all sorts of unpleasantness."

"Then what," asked Mr. Harraby-Ribston, full of curiosity once more, "what did you do?"

The other waved his hand carelessly. "There are other ways, simpler ways."

"I should like to know them," said Mr. Harraby-Ribston.

"I don't think," said Mr. Crowther, "that my particular way would be suitable for you."

"But why not?" Mr. Harraby-Ribston was boiling with curiosity.

"Why not? Well, my Way needs . . . what shall I say? … silence, care and a lot of planning."

"And you think l'm unable to . . . ?"

"Well," said Mr. Crowther, "you are not a very silent man; and your desire to cause surprise in other people- that, if you followed my example, might lead you to a very uncomfortable position."

"You interest me very much indeed," said Mr. Harraby-Ribston. "Now do, please, just tell me what you did." Mr. Crowther seemed to hesitate, and then to make up his mind. "If I tell you, I hope you won't accuse me of any wish to surprise you. I've never had the slightest desire to surprise anybody. Please note that I haven't forced the information on you. If you hadn't spoken to me, we should have travelled in complete silence. I have a book here which interests me greatly, and if you hadn't forced me to talk …"

"Yes, yes," said Mr. Harraby-Ribston, who, by now, was very excited. "I agree; I agree entirely. And I promise you I'll do my best not to appear in the least surprised."

"Well," said Mr. Crowther, "what I did was simply this. Forgive me if it seems to you a little unusual; and remember, please, that I do not want to see any astonishment on your face. Well, as I was saying, I simply murdered my wife."

Mr. Harraby-Ribston received this statement quite well. He did, it is true, turn a little pale, but in a few moments he seemed much better. "Thank you, sir," he said; "and let me say how grateful I am for your openness. In fact I shall now be equally open with you. Let me say, then, that as a matter of fact I haven't left my wife, for a simple reason: I am not married. I grow vegetables, and once a week business takes me to London. I have some friends whose house we passed a short time ago, and every week I fill the suitcase (a very old suitcase, as perhaps you noticed) with vegetables and throw it out of the window as the train passes their house. It rolls down the hill to their garden. This saves the cost of sending it by post; and you can have no idea how much pleasant conversation it causes with my fellow passengers. Your conversation, if I may say so, has been quite interesting."