Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Investigating the Attitudes of the English Language Students as EFL Learners in Using Short Stories to Develop Language Skills

تقصي توجهات طلاب اللغة الانجليزية لغة اجنبية فى استخدام القصص القصيرة لتطوير مهارات اللغة

(A Case Study of the 3rd Year students of English language, College of Languages, Sudan University of Science and Technology)

A thesis Submitted in fulfillment of the Requirements for the degree of PhD in English language (Applied Linguistic)

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2020 AD

Dedication

To the soul of my late father (may Allah rest him in peace), to my dear mother, esteemed husband and to my children.

Acknowledgement

Praise is due to Allah the Almighty for empowering me to conduct this academic work. I would like to express my gratitude to my supervisor Dr Ahmed Mukhtar for his support, guidance and encouragement throughout this work. Special appreciation is extended to my co-supervisor Dr NajlaTaha who always provides me with whatever I needed throughout this work. My thanks are also extend to all those who gave me advice and support and provided me with sources available to complete this work.

Abstract

This study aimed at investigating the attitudes of English language students as EFL learners in using short stories to develop language skills. A descriptive analytical method was adopted in conducting the study. A questionnaire and interview were chosen as tools for data collection. The questionnaire was distributed to (70) students at College of Languages, Sudan University of science and technology. The interview was given to (20) experts in teaching English at different Sudanese universities in Khartoum state. The SPSS program (statistical package for social sciences) was used for data analysis. The statistical analysis for the results of the questionnaire and interview showed that EFL students have positive attitudes towards the use of short stories in enhancing writing skills. All respondents strongly agreed that short stories increase students' vocabulary, help students to develop communicative competence and understand idiomatic expressions as well as phrasal verbs. The results also revealed that short stories improve learners' reading and promote motivation in EFL classroom. They help students build and construct new forms of sentences, help them understand linguistic competence and expand cognitive skills. They also help improve pronunciation, oral skill, develop critical thinking abilities. Based on the findings, the study recommended that EFL students should be exposed to a wide range of short stories and the way they are implemented. A reconsideration of the place of short stories in curriculum is needed and the way teachers deal with it. There is also a need for trained teachers to adopt short stories in their communicative skills. Additionally, the study was conducted with some suggestions for further studies.

Abstract (Arabic Version)

هدفت هذه الدراسة الي تقصي توجهات طلاب اللغة الانجليزية لغة اجنبية في استخدام القصص القصيرة لتطوير مهارات اللغة. اتبعت الدراسة المنهج الوصفي التحليلي لجمع البيانات عن طريق الاستبانة والمقابلات. تم توزيع الاستبانة لعدد (70) طالب في كلية اللغات بجامعة السودان للعلوم والتكنلوجيا . تم اعطاء المقابلات لعدد 20 خبير متخصص في تدريس اللغة الانجليزية بالجامعات السودانية المختلفة في ولاية الخرطوم . تم تحليل البيانات باستخدام برنامج الحزم الاحصائية للعلوم الاجتماعية (SPSS) . توصلت الدرسة لنتائج اهمها ان التحليل الاحصائى للاستبانة والمقابلات يري ان هنالك اتجاهات ايجابية من قبل الطلاب نحودوراستخدام القصص القصيرة في تحسين مهارات اللغة. معظم المستجيبين موافقون بان القصص القصيرة تزيد مفردات الطلاب, تساعد الطلاب فى تطوير مهارة التخاطب, وفهم العبارات الاصطلاحية والافعال المركبة. اوضحت النتائج ايضا ان القصص القصيرة تحسن القراءة لدي الطلاب وتعززالدافع الايجابي نحو اللغة داخل الفصل . القصص القصيرة تساعد الطلاب في بناء وتركيب جمل جديدة, تساعدهم في فهم الكفاءة اللغوية توسيع المهارات المعرفية, تساعدهم ايضا علي تحسين النطق والمهارة الشفوية, ايضا القصص القصيرة تشجع الطلاب في تطوير قدرات التفكير الناقد. استناداً علي هذه النتائج فقد اوصت الدراسة بضرورة تعرض الطلاب لاكبر قدر من القصص القصيرة وكيفية تطبيقها في تطوير مهارات اللغة. اوصت الدراسة ايضا بأعادة النظر لهذه القصص القصيرةومكانتها في المنهج وطريقة تعامل المدرسين بها, اضافة الي ضرورة الحاجهالى مدرسين مدربين في استخدام القصص القصيرة وتبني القصص القصيرة فى مهارات التخاطب.اختتمت الدراسة بتقديم مقترحات لدراسات اضافية.

Table of Contents

Chapter I

Introduction

Chapter II
Literature Review and Previous Studies

Chapter Ⅲ
RESEARCH METHODOLOGY

List of Abbreviation

The Word (s)	The Abbreviation
1. Target Language	TL
2. English as a foreign language	EFL
3. Literature	Lit
4. Speaking	Sp
5. Foreign language	FL
6. Second language	SL
7. English as a second language	ESL

Definition of Terms

The Term	The Definition
1. Short Story	A form of short fictional narrative prose
2. Literature	Writing in which expression and form, in connection with ideas of permanent and universal interest, are characteristic or essential features such as poetry, novels, history, biography and essays
3. Story Sequence	A group of short stories that work together to form a longer piece, but still functioning as complete short stories on their own
4. Story telling	The art of narrating meaning rather than reading
5. Critical thinking	A self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in affair minded way
6. A anecdote	A short account of something interesting and amusing which usually tells a story about a real person or incident
7. Conflict	A struggle between two people or thing in a short story
8. Vocabulary	A set of known words and their meaning which can be used in a language or a set of words that make up a language
9. Language skills	Listening, Speaking, Reading and Writing

CHAPTER ONE

Introduction

Chapter I

Introduction

1.0 Overview

This introductory part is the interview of the study. It first specifies the researchers' motivation in conducting the research, in which the background and rationale of the study are presented. The purposes are then stated, followed by the discussion of the significance of the study, the research questions, and the hypotheses of the study, the methodology of the study and limits of the study. Finally, the framework of the research is given

1.1 Background

Stories are an important part of every culture. Short stories have their roots in folklore, or the oral tradition of storytelling. In the oral tradition, stories were told to explain beliefs about the world (e.g. myths), to remember the great deeds of past kings and heroes (e.g. legends), to teach moral principles (e.g. fables and parables) or simply for the sake of entertainment (e.g. folktales and fairy tales)   .

The idea is also emphasized by Collie and Slater (1991, p. 196) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes (morning, afternoon, or evening classes). Thus, it is vivid that integrating short stories as one of instructional media is very prominent to be instructed

in English teaching and learning environment because this is very potential and effective to empower students' four integrated language skills

Reading short stories can be an input to practice other language skills. Firstly, short stories can be an input to oral skill practice. After finishing reading, students can be asked to narrate the story in their own words, to give chronological sequences of events in the story, to paraphrase or to give a summary of the story. Besides, students can do the role play, act out some parts of the story, or dramatize the characters in the story (Khorashadyzadeh, 2014, p. 10). Similarly, Short stories allow instructors to teach the four skills to all levels of language proficiency. Murdoch (2002) indicates that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency" (p. 9). He explains why stories should be used to reinforce ELT by discussing activities instructors can create such as writing and acting out dialogues.

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 is not easy to stimulate these students to take part in classroom activities since they don't have information about it and they are not interesting. Also, many, if not all, students enjoy reading stories at least for fun. In addition, Khorashadyzadeh (2014, p. 14) revealed that the technique of reading simplified short stories can enhance the learners' speaking skill. The results also proved that being exposed to suitable literary texts has significant effect on EFL learners' listening skill. It showed that learners' speaking and listening ability (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.

In terms of writing skill, researches are found on the use of short stories in EFL classroom teaching. Murdoch (2002) 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 (p. 9) or more complex writing activities if students have reached a high level of language proficiency. Also, Oster (1989) affirms that literature helps students to write more creatively (p. 85). Additionally, literary texts help students to practice and develop their reading and writing skills and strategies. This can be said to contribute to the development of their reading fluency and proficiency, and writing accuracy. As a result, there may be an increase in students' reading and writing speed and self-confidence, and thus the students are able to pay more attention to the overall meaning of what they are reading (Bamford & Day, 2004). Besides through literature, students learn new vocabulary and expand their understanding of words they knew before, which contributes positively to their reading and writing skills consequently (Ono, Day & Harsch, 2004).

As seen above, this study will be aimed to investigate the role of students' attitudes towards using short stories to develop language skills. It will be conducted at Sudan University of Science and Technology- College of Languages. This study will carry out to third year students of English. The researcher will adopt the descriptive analytical method. One instrument will be used for collected data relevant to the study. Questionnaire will be distributed to students of English so as to check their point of view in this issue.

1.2 Statement of the Study Problem

This study looks at the problems faced by the students and how does short stories help students in learning the English language. Erkaya (2005) adds that when using short stories, teachers can teach higher order thinking because short stories promote the use of all the four skills namely the listening, speaking, reading and writing and short stories are embedded with motivational benefits. When using short stories, the students will learn all the four skills at the same time. All these skills are needed for language learning and it is important for them to learn the skills. The researcher has tackled this issue so as to diagnose students' attitudes in utilizing short stories.

1.2 Objectives of the Study

This study sets out to achieve the following objectives:

1- It is an attempt to investigate EFL students' attitudes towards the use of short stories to enhance writing skill.

2- It is an attempt to highlight how short stories can improve EFL students' reading comprehension.

3- It is an attempt to find out whether short stories can promote students' motivation in EFL classroom teaching.

1.3 Questions of the Study

This study sets out to answer the following questions:

1- To what extent does EFL students' attitude towards the use of short stories affect writing skills?

2- To what extent can short stories improve EFL students' reading comprehension?

3. To what extent can short stories promote EFL students' motivation in classroom teaching?

1.4 Hypotheses of the Study

This study sets out to test the following hypotheses:

1- EFL students have positive attitudes towards the use of short stories in enhancing writing skill.

2- Short stories can significantly improve EFL students' reading comprehension.

3- Short stories can positively promote students' motivation in EFL classroom teaching.

1.5 Significance of the Study

The significance of this study stems from its attempt to bring up new insight into issue pertaining to investigate the role of students' attitudes towards using short stories to develop language skills. This study will cover the area of literature. Students will develop their occupational experience. It will help students at College of Language to improve their language competence. So, it is hoped that the results arrive at the future will help the curriculum designers to take the right decisions with regards to promote the students towards grasping short stories, which is badly needed in their studies so people need to act globally so as to keep space with the rest of the world. Therefore, the significance of this study stems from its emphasis on addressing these problems.

1.6 Scope of the Study

This study will be limited to investigate the role of EFL students' attitudes towards using short stories to develop language skills. It is hoped that it will tentatively cover the academic year from (2018-2021). It will be conducted

at Sudan University of Science and Technology, College of Languages, and study sample will be exclusively drawn from third year students of English at Sudan University of science and technology, College of languages.

1.7 Methodology

The researcher will adopt the descriptive analytical methods. Two instruments will be used as primary tools for collected data relevant to the study. Questionnaire will be distributed to second year students of English at Sudan University of science and technology, college of languages in checking their point of view in terms of this issue. Interview will be given to experts in the field of applied linguistics.

1.8 The Organization of the Study

This study is divided into five chapters. Chapter one is the introduction of the study. It includes background of the study, statement of the problem, objectives of the study, Research questions, Hypotheses of the study, Methodology, and the scope of the study. Chapter two is about literature review and previous studies. Chapter three is the methodology of the study. It includes design of the study, population and sample of the study. It also includes validity and reliability of the study. Chapter four is about data analysis and interpretation for questionnaire and the interview. Chapter five is the final chapter which includes findings, conclusion, recommendation and suggestion for further studies

1.9 Summary of the Study

This chapter has provided the theoretical framework of the study with special focus on the study problem and the methodology adopted.

CHAPTER TWO

Literature Review and Previous Studies

CHAPTER II

Literature Review and Previous Studies

2.0 Introduction

This introductory paragraph displays the relevant literature review on investigating the role of EFL students' attitudes towards using short stories to develop communicative skill .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 of Short Story

According to lazar (1993) 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: It is a series of events and character actions that 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.

Moreover and 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 creation of an authentic situation for native speakers are isolated .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 that "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.

In regard to culture and improving English language skills Stephen seifert 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".

2.4 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) 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 that "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 real feelings 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 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. the students becomes 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 Develop 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)

> Schafers man (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"*

Raymond's. Nickerson (1987) 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) 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 issue of critical thinking in an easily remembered in context" (p. 90)

According to Howei, (1993) 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 Embedded 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 Learners Personal Growth

The following is what Nimer Abu Zahra and Mohammad (2010:13) 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 Increase Vocabularies Learning

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 in the following quotation: stories. The importance of vocabulary teaching and learning is clearly stated

"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 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 to be 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 strategies of enhancing vocabulary are 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 Susanto in Train (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) 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 students plays 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) 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.

Though 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 Storytelling by Students

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 story tellers. 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 a 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).

 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, criticism and so on. Listening and reading short stories

23

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).

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 build up their cultural identity which automatically encourages students to excel in all the fields.

2.10 Short Stories Improve 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 Bluent Ecevit 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), 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" (p.85). 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) 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, p.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). 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) 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 Skills

Spack (1985) 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 P.82) claims that 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) 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) 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 being 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 Wels'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).

(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 meter or the usual aspects of the poem, poetry is cost in lines (Thornbury, 2005) .

(B) Prose:

On the other hand, 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 Meliville House Classifies it as "too short to be a novel, too long to be a short story" (Ur, 1996).

(C) Novella

Vilimec (2006) 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 and or audio-visuals 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 mummer's 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) 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) 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) 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 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.

2.14.4 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 nonliterary. 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) 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 magic, religious, intellectual and fictionalized (Hirvela, 1996).

2.14.6 Oral Literature

Lazar (1993) 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 ballade, which means dancing song.

According to Lazar (1993) 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 story 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).

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).

Readers like reading short stories. There are the perfect lengths 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).

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).

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), 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 discourse categories to make aesthetic judgments of the text (Duff &Maley, 2007).

2.16.2 Literature 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) 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), 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.

2.17.2 Particularly 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) 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) 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 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 one form 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).

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, come to conclusion, 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 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.

According to Oster (1989:85) demonstrates that 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 and those of their peers. This thoughtful process leads to critical thinking. As Oster confirms, "Focusing on point of view in literature enlarges students' vision and fosters critical thinking by dramatizing the various ways a situation can be seen" (p. 85). 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), states that "Literature is indeed a very authentic tool to impart speaking skills. If we look at every

poem, story or drama as a mini-lesson, we as language teachers can use these little jewels to teach the spoken language to the students effectively so that they can communicate with a variety of audience and use it for different purposes."

Oster (1999) 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) 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) 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) 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 has 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. 7Benefits of using short-stories for developing vocabulary of EFL learners

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 is the form of short-stories, makes learning English an 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 (Collie & Slater, 1987:124).

McMillan and Schumacher (2010) 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) 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) 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 a means for developing EFL learners' vocabulary can be one such strategy. The benefit of using 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 EFL learners 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 EFL helps 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).

This benefit 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, they 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).

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).

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

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 of EFL 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.

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.

For the activities, the students did not enjoy pre-reading activities; rather, they preferred post -reading, which is intended to analyze linguistic elements in a 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/ESL Program." 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.

In conclusion, the five 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. All five studies confirmed the benefit of literary texts with   EFL/ESL learners,   which,   to   a   greater   degree,   contributed   to   enhancing   the students'

Local:

This study was carried out by Zainab Mohammed Ahmed Abdalla in 2016 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.

 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 of EFL 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.

Regional:

A related study was conducted by Munira Said Al Siyabi and was published in February 2017 in Oman. 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.

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.

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.

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.

For the activities, the students did not enjoy pre-reading activities; rather, they preferred post -reading, which is intended to analyze linguistic elements in a 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.

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/ESL Program." 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.

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 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 Mahmood Hashemian 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

70

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 Somayeh Ebrahiminejad, 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 was conducted by NurayOkumufCeylan in Iran, 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 Fatemeh Parvareshbar 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.

2.20 Summary of the Chapter

This chapter is the second chapter of the study. It is divided into two main parts: the first part is about literature review which reviews topics related to the present study. It covers areas such as definitions of short story by many scholars.

CHAPTER THREE

Methodology of the Study

Chapter III

Methodology

3.1 Introduction:

This chapter is about the research methodology of the study. The descriptive analytical methods are used. It presents a brief description of what has been done by the researcher about methodology of the study, the target population, sample of the study, data analysis technique, statistical analysis , subject of the study, research instruments and procedures for data collection. Then it goes further to present tools, validity, and reliability of the study. The researcher will analyze the questionnaire statistically. The tools used for collecting data are quantitative questionnaire and qualitative interview.

3.2 Research Design

In any research study, the researcher usually goes through a series of inter – related phases which together make up the design of the research. A research design therefore refers to the general plan of data collection and procedures used in the analysis of data in order to shed light on the problem (s) under investigation the aim is to obtain data which will serve to answer the research question. Since the study was mainly concerned with investigating the role of EFL students' attitudes towards using short stories to develop language skills, the researcher used descriptive analytical method for data collection. The questionnaire was used as quantitative data in this study whereas the interview was used as qualitative data.

3.3 Population of the study

Population as defined by Al-Samawi (2ooo, 111) "is a group of people or documents of special features used for collecting data or represented by a

sample selected from among this group" The population of the current study includes both teachers and students who responded to the questionnaire, and interview. The population of the questionnaire is third year students of English at Sudan University of Science and Technology, College of languages. The population of the interview is experts in English language teaching at Universities.

3.4 Sample of the population

One sample of the population was identified for carrying out the study, 70 students represent the third year students studying at Sudan University of Science and Technology, college of languages. The students consist of male and female and were asked to respond the responses of the questionnaire statements. The interview sample consists of 20 teachers at different Sudanese Universities in Khartoum state.

3.4 Data collection Instruments

Choosing a method that enables a researcher to collect relevant

Information is quite important. Thus, selecting the data gathering tools which apparent to be more suitable and adequate for the study were crucial.

In this study a quantitative questionnaire and qualitative interview were employed for collecting the data.

3.4.1 The students' questionnaire

The questionnaires were considered as the main tool for gathering data on the topic of research. Brown (2001:6) defines questionnaires as "any written instruments that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". Quoted in Dornyei (2003:3) The questionnaires are widely used mostly by researchers as they are thought to

be easier to plan and administer in comparisons with other tools, but he also asserts that questionnaires take much time and work. The main advantages of questionnaires can be summarized as:

• Questionnaires are very practical and efficient in comparison with other research tools as they save much time, effort and money. A large group of respondents can be addressed in such a short time.

• Questionnaires are easy to administer, easy to code and analyze.

• Questionnaires are standardized this guarantees objectivity.

In spite of their advantages, the questionnaires have some drawbacks such as unwillingness and lack of motivation of respondents to answer the questionnaire.

In this study, the questionnaire was designed for third year students at Sudan University of Science and Technology, college of languages. It was the first instrument used to collect data. The students 'questionnaire was consists of three domains, each domain contains five statements. The aim of the questionnaire is to know about students' attitudes towards using short stories to develop language skills. The participants were asked to determine whether they agree or disagree with the given statements.

3.4.2 The Interview

The second instrument was the interview which was designed for Experts at different Sudanese Universities in Khartoum state. It was semi-structured interview. The interviewees were given enough time to fully understand the questions.

3.5 Validity and Reliability

Validity and reliability are two very important criteria for assuring the quality of the data collection procedure in social sciences research. Merriam (1998) argues that all kinds of research are concerned with producing valid

and reliable knowledge in an ethical manner. Validity and reliability will be utilized as criteria for judging the quality of this research design.

3.5.1 Validity of the Study

Validity is the touch stone of all the types of educational research a researcher will try to ensure. (Cohen, eta!; 2007). In qualitative research, validity might be addressed through the honesty, depth, richness and scope of data achieved, the participants approached, the extent of triangulation and objectivity of the researcher (Winter, cited in Cohen,etal,2007), while in quantitative research, validity might be proved through careful sampling, appropriate method and appropriate statistical data analysis. In establishing the validity of a survey method in the form of questionnaire, the researcher had to consider its sampling context and construct which some researchers called content validity and construct validity. To achieve the validity of the questionnaire, the initial version of the questionnaire was first designed and given to three doctors for its face, content and construct validity and its applicability to the content of the study. Some changes to the questionnaire were recommended by those who participated in this pilot. Some items on the questionnaire were deleted and some were modified because they were deemed to be too conceptually demanding for the intended participants, especially when it comes to the meaning of short stories. New items were added to cover all areas of the research questions and some statements were recommended to make them easier for the participants to comprehend. In addition, the layout of the questionnaire was changed to look easier to follow. After this piloting, the necessary changes were made on the questionnaire.

As for the interview, the researcher asked a panel of experts (seeAppendix B) to evaluate the questions of the interview and find out if the questions measures what they were supposed to measure. They recommended deleting, editing and adding some questions to the interview and according to the comment of the panel, the interview was modified.

3.5.2 Reliability of the Study

AS far as survey reliability is concerned, according to Brown

(2001:171) reliability is the consistency with which a survey measures what is measuring. What is meant by consistency in this definition is that when the procedure is repeated on a population of individuals or group, the responses should be the same. This is test retest reliability and if several people were reading the responses they would interpret them in the someway, inter rater reliability. Reliability is usually tested by statistical operation. Indicated by the reliability Coefficient, alpha-Devellis (1991), described Alpha as "an indication of the proportion of variance in scale scores that is attributable to the true scores. Ideally there should be no variance but a score of higher than 70 are suggested. Nunnallry,(1994) and Litwia (1995), as acceptable. Therefore, the higher the co efficient the more reliable the method is.

In order to assess the reliability of the questionnaire, used in the context of the study, Cronbach Alpha reliability co efficient was calculated and found as 89. An additional questionnaire seeking demographic information about the participants such as their experience and their educational background was used.

3.6 Procedures of Data Collection

After receiving the students' response to the questionnaire, and teachers' responses to the interview, the responses were marked and entered in computer using the statistical package for social Sciences program (SPSS).

3.7 Statistical Analysis

In analyzing the data, the following statistical tests were considered.

1. Reliability coefficient was used to check the reliability of the test used in the test.

2. Descriptive statistics which include frequencies, means, CD, and chi squire were used to describe the basic features of the data collected.

3. One sample T-test was also used to compare the results of the questionnaire.

3.8 Table of Referees

Name	Academic rank	Academic situation
Muntasir Hassan Mubarak	Assistant professor	Sudan University of Science and Technology
Sami BallaSanhori	Assistant professor	Sudan University of Science and Technology
Hillary Mariam Pitia	Assistant professor	Sudan University of Science and Technology

3.8 Summary of the Chapter

This chapter has discussed the research methodology and the research tools adopted for data collection. The chapter has provided a detailed description of all the steps and procedures followed in each tool, including population, sample, validity and reliability of each instrument.

CHAPTER FOUR

Data Analysis

Chapter IV
Data Analysis, Results and Discussion

4.0 Introduction:

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire and interview. The questionnaire was given to 70 respondents who represent the students' community at University level. The sample of the study is third year students of English at Sudan University of Science and Technology, college of languages. The interview was given to experts in English language teaching.

4.1 The Responses to the Questionnaire:

The responses to the questionnaire of the 70 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.

4.1.1 Analysis of the Questionnaire:

The researcher   distributed the questionnaire on determined study sample (70), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

4.1.2 Statistical Reliability:

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then

the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaires to 30 respondents to calculate the reliability coefficient using the Alpha-Cranbach coefficient; the results have been showed in the following table.

Reliability Statistics

Cranbach Alpha	N of Items
0.89%	27

EFL students have positive attitudes towards the use of short stories in enhancing writing skill:

Statement No (1): I increase my active vocabulary while studying short stories.

| Valid	Frequency	Percentage
Strongly agree	20	28.6%
Agree	40	57.1%
Uncertain	4	5.7%
Disagree	2	2.9%
Strongly disagree	4	5.7%
Total	**70**	**100**%

fig (1)
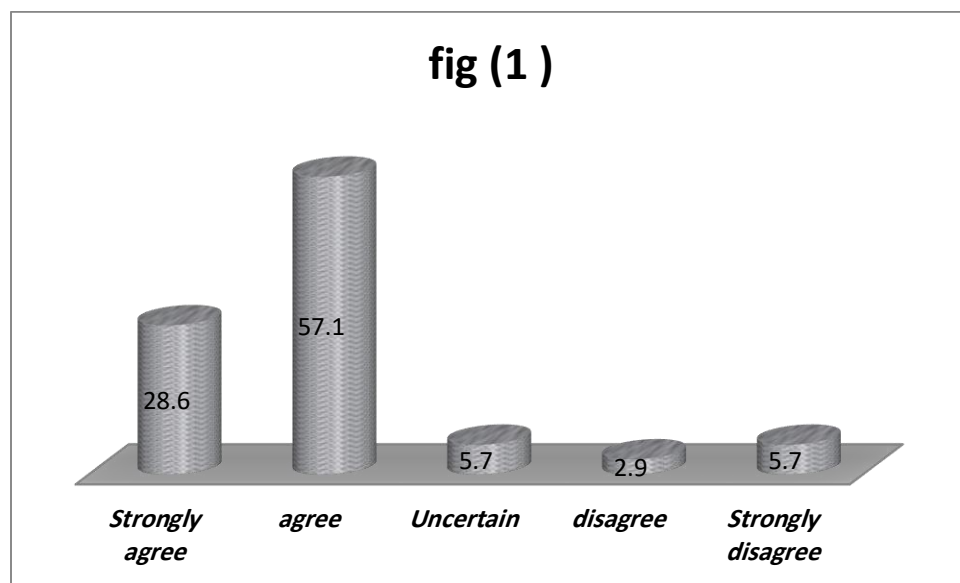
From the above table No.(4.1) and figure No (4.1)It is clear that there are (20) persons in the study's sample with percentage (28.6%) strongly agreed

with " I increase my active vocabulary while studying short stories.". There are (40) persons with percentage (57.1%) agreed with that, and (4) persons with percentage (5.7%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (7) persons with 5.7% are strongly disagree

Table (2): Short stories assist me to improve my communicative competence.

| Valid	Frequency	Percentage
Strongly agree	30	42.9%
Agree	25	35.7%
Uncertain	5	7.1%
Disagree	7	10%
Strongly disagree	3	4.3%
Total	**70**	**100**%
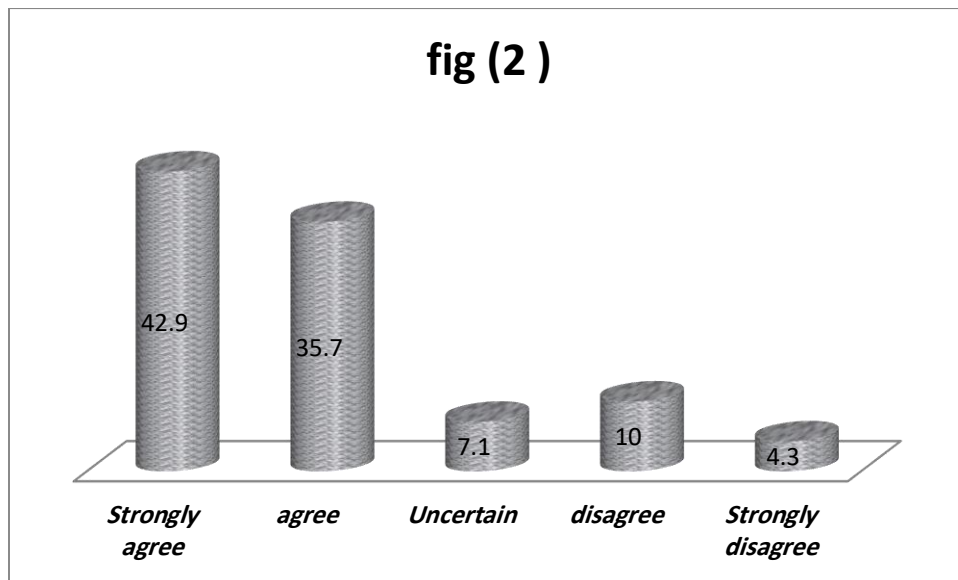
From the above table no. (4.2) and figure No (4.2) It is clear that there are (30) persons in the study's sample with percentage (42.9%) strongly agreed with " Short stories assist me to improve my communicative competence.". There are

(25) persons with percentage (35.7%) agreed with that, and (5) persons with percentage (7.1%) were not sure that, and (7) persons with percentage (10.0%) disagreed. and (3) persons with 3.4% are strongly disagree.

Table No (3): Short stories can be associated with my own experience in real life.

| Valid	Frequency	Percentage
Strongly agree	32	45.7%
agree	27	38.6%
Uncertain	7	10%
disagree	3	4.3%
Strongly disagree	1	1.4%
Total	70	100%

fig (3)
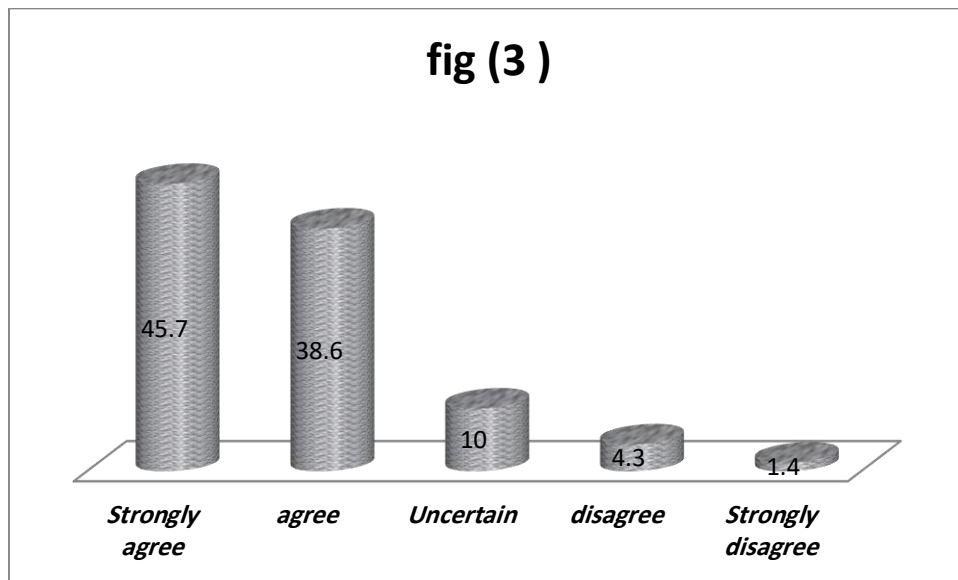
It is clear from the above table no. (4.3) and figure No (4.3) that there are (32) persons in the study's sample with percentage (45.7%) strongly agreed with "Short stories can be associated with my own experience in real life. ". There are (27) persons with percentage (38.6%) agreed with that, and (7) persons with percentage

(10.0%) were not sure that, and (3) persons with percentage (3.4%) disagreed. and (1) persons with 1.4% are strongly disagree.

Table No (4): Reading simplified short stories can enhance my speaking skill.

Valid	Frequency	Percentage
Strongly agree	40	57.1%
Agree	25	35.7%
Uncertain	0	0%
disagree	3	4.3%
Strongly disagree	2	2.9%
Total	70	100%

fig (4)
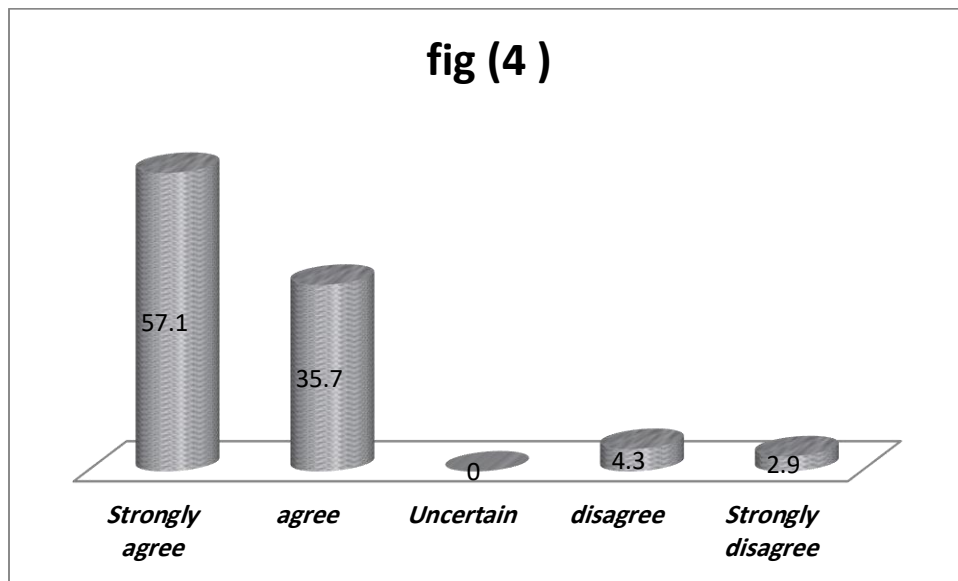
It is clear from the above table No.(4.4) and figure No (4.4) that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed with " Reading simplified short stories can enhance my speaking skill.". There are (25) persons with percentage (35.7%) agreed with that, and (0) persons with percentage (00.0%) were not sure that, and (3) persons with percentage (3.4%) disagreed. and (2) persons with 2.9% are strongly disagree.

Table No (5): I grasp the meanings of idiomatic expressions and phrasal verbs which are found in the short stories.

| Valid	Frequency	Percentage
Strongly agree	35	50%
agree	30	42.9%
Uncertain	0	0%
disagree	2	2.9%
Strongly disagree	3	4.2%
Total	**70**	**100**%

fig (5)
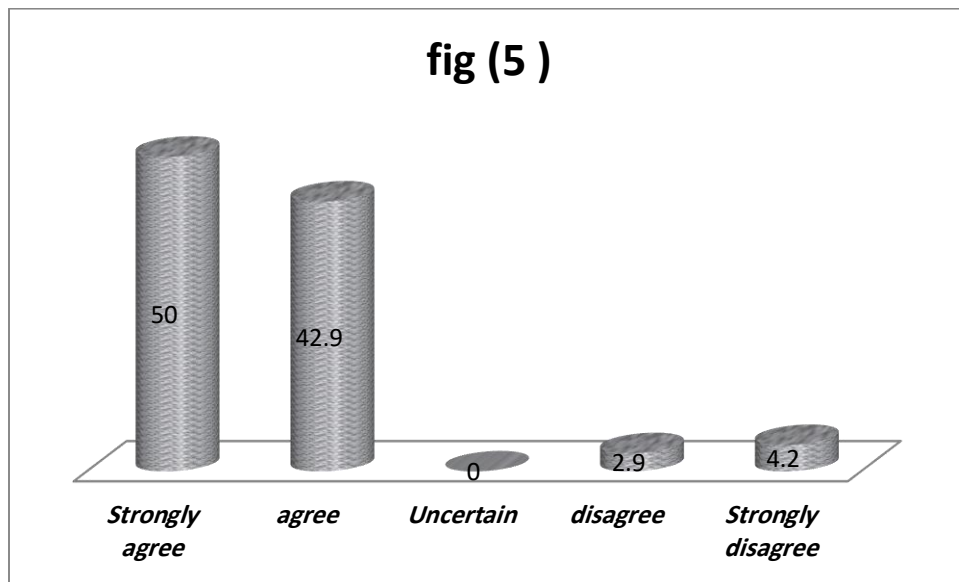
It is clear from the above table No.(4.5) and figure No (4.5) that there are (35) persons in the study's sample with percentage (50.0%) strongly agreed with" I grasp the meanings of idiomatic expressions and phrasal verbs which are found in the short stories." There are (30) persons with percentage (42.9%) agreed with that, and (0) persons with percentage (00.0%) were not sure that, and (2) persons with percentage (2.9%) disagreed, and (3) persons with 4.2% are strongly disagree.

89

Hypothesis (2) Short stories can significantly improve EFL students' reading comprehension:

Table No (4.6) Reading short stories give me confidence to build and construct new form of sentences.

Valid	Frequency	Percentage
Strongly agree	40	57.1%
agree	25	35.7%
Uncertain	2	2.9%
disagree	3	4.3%
Strongly disagree	0	0%
Total	**70**	**100**%

fig (6)
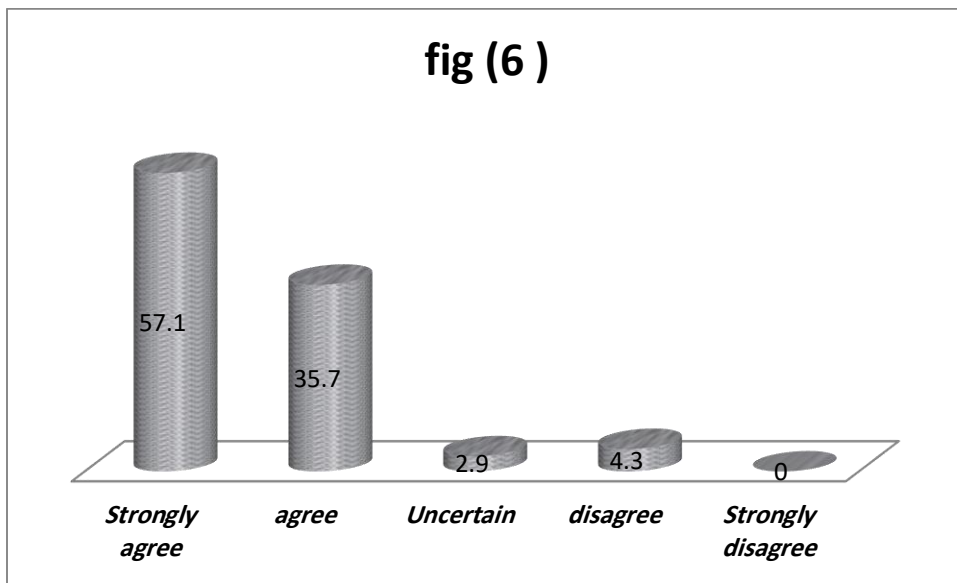
It is clear from the above table No.(4.6) and figure No (4.6) that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed with Reading short stories give me confidence to build and construct new form of sentences ". There are (25) persons with percentage (35.7%) agreed with that, and (2) persons with percentage (2.9%) were not sure that, and (3) persons with percentage (3.4%) disagreed. and (0) persons with 0.0% are strongly disagree.

Table No (7): Reading short stories automatically assists me to grasp linguistic competence.

Valid	Frequency	Percentage
Strongly agree	50	71.4%
agree	15	21.5%
Uncertain	1	1.4%
disagree	4	5.7%
Strongly disagree	0	0%
Total	70	100%

fig (7)
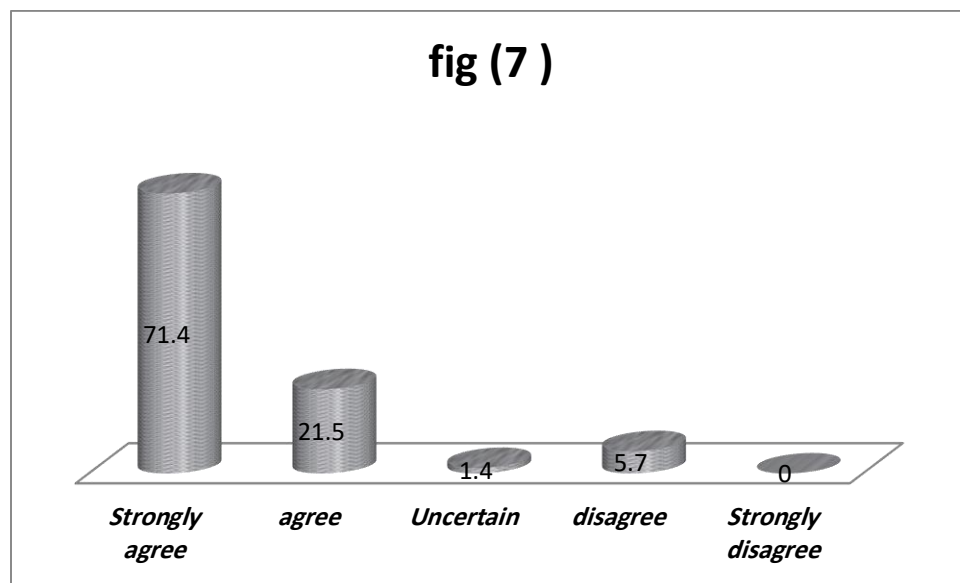
It is clear from the above table No.(4.7) and figure No (4.7) that there are (50) persons in the study's sample with percentage (71.4%) strongly agreed with " Reading short stories automatically assists me to grasp linguistic competence.". There are (15) persons with percentage (21.5%) agreed with that, and (1) persons with percentage (1.4%) were not sure that, and (4) persons with percentage (5.7%) disagreed. and (0) persons with 0.0% are strongly disagree

Table No (8): Reading short stories help me expand my cognitive skills.

| Valid	Frequency	Percentage
Strongly agree	30	42.9%
agree	29	41.4%
Uncertain	3	4.3%
disagree	4	5.7%
Strongly disagree	4	5.7%
Total	70	100%

fig (8)
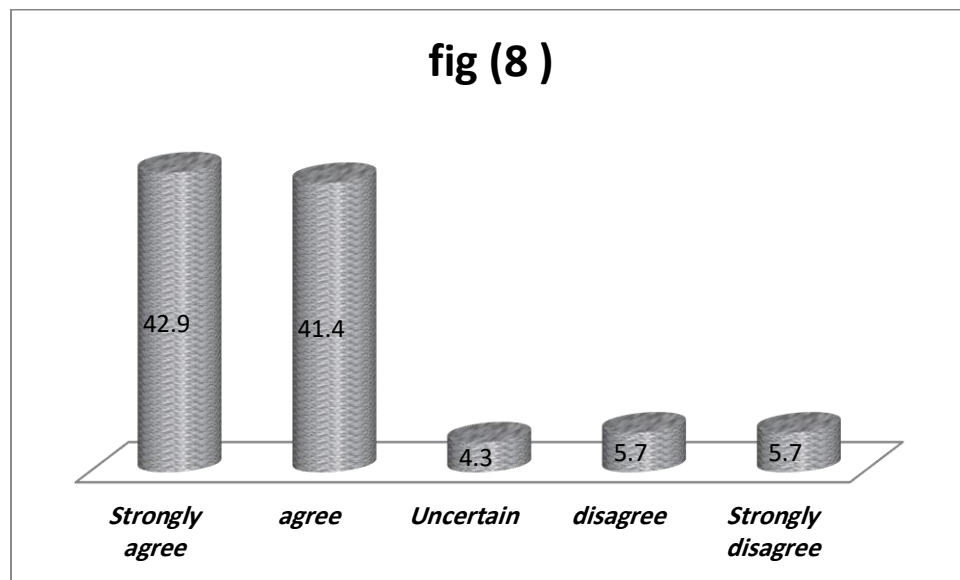
It is clear from the above table No.(4.8) and figure No (4.8) that there are (30) persons in the study's sample with percentage (42.9%) strongly agreed with " Reading short stories help me expand my cognitive skills. ". There are (29) persons with percentage (41.4%) agreed with that, and (3) persons with percentage (4.5%) were not sure that, and (4) persons with percentage (5.7%) disagreed. and (4) persons with 5.7% are strongly disagree

Table No (9): Short stories improve my reading skills through elements such as authentic materials.

Valid	Frequency	Percentage
Strongly agree	40	57.1%
Agree	25	35.7%
Uncertain	2	2.9%
disagree	3	4.3%
Strongly disagree	0	0%
Total	**70**	**100**%

fig (9)
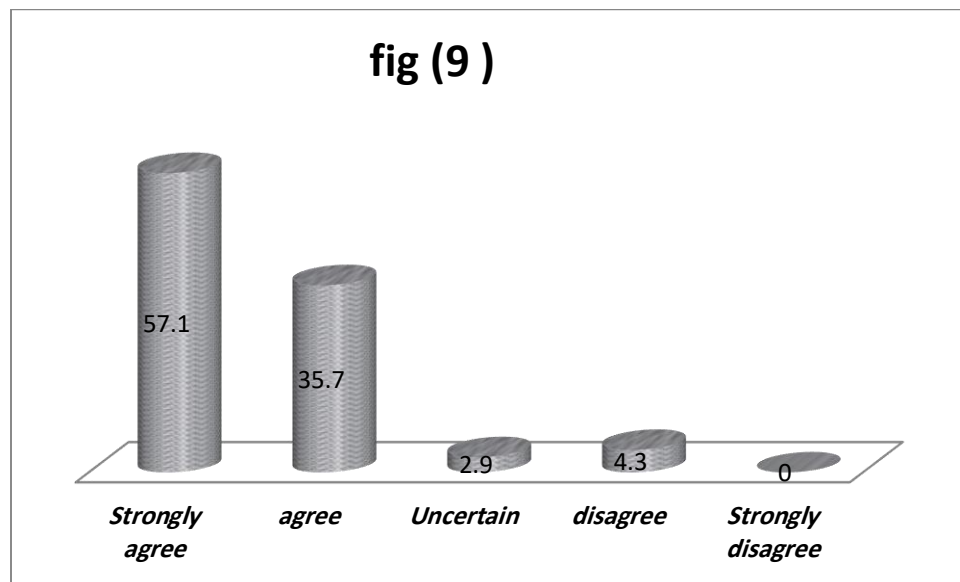
It is clear from the above table No.(4.9) and figure No (4.9) that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed with " Short stories improve my reading skills through elements such as authentic materials " There are (25) persons with percentage (35.7%) agreed with that, and (2) persons with percentage (2.9%) were not sure that, and (3) persons with percentage (4.3%) disagreed. And (0) persons with 0.0% are strongly disagree.

Table No (10): The new story encourages me to read other stories.

Valid	Frequency	Percentage
Strongly agree	20	28.6%
agree	29	41.4%
Uncertain	10	14.3%
disagree	10	14.3%
Strongly disagree	1	1.4%
Total	**70**	**100%**

fig (10)
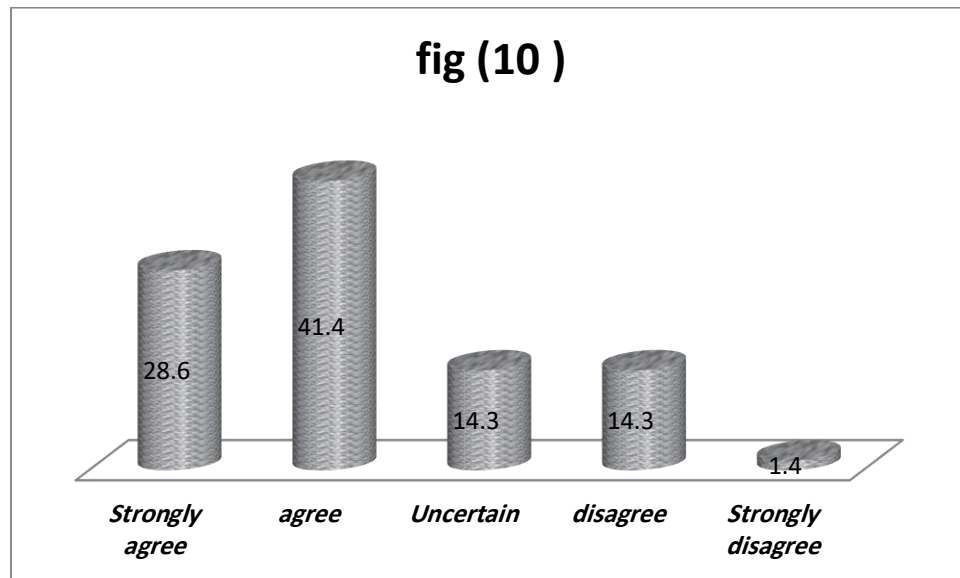
From the above table no. (4.10) and figure No (4.10) It is clear that there are (20) persons in the study's sample with percentage (28.6%) strongly agreed with " The new story encourages me to read other stories There are (29) persons with percentage (41.4%) agreed with that, and (10) persons with percentage (14.3%) were not sure that, and (10) persons with percentage (14.3%) disagreed. And (1) persons with 1.4% are strongly disagree.

Hypothesis No (3) Short stories can positively promote students' motivation in EFL classroom teaching:

Table No(11) *Short stories help me focus more on pronunciation*

Valid	Frequency	Percentage
Strongly agree	35	50%
Agree	30	42.9%
Uncertain	0	0%
Disagree	2	2.9%
Strongly disagree	3	4.2%
Total	**70**	**100**%

fig (11)

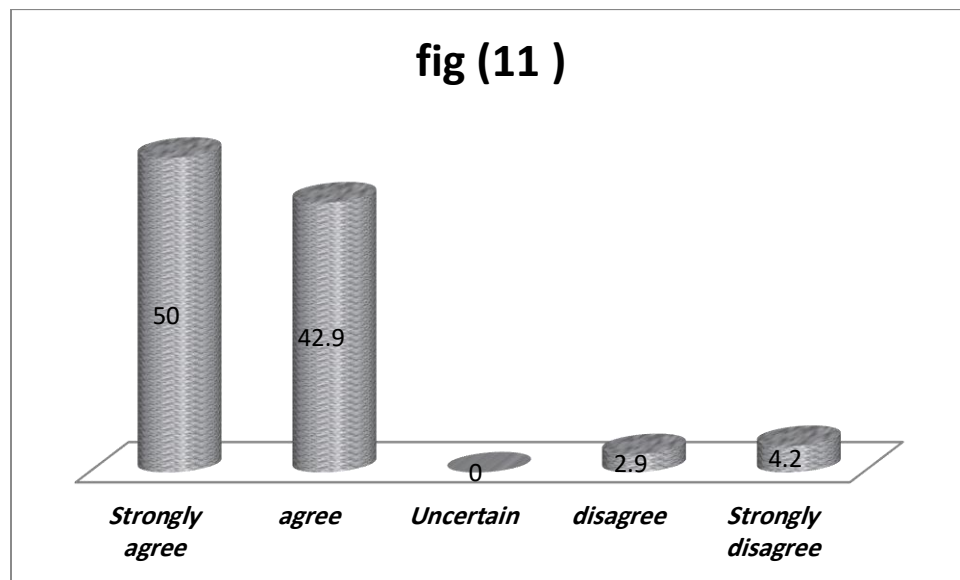It is clear from the above table No.(4.11) and figure No (4.11) that there are (35) persons in the study's sample with percentage (50.0%) strongly agreed with " *Short stories help me focus more on pronunciation.* ". There are (30) persons with percentage (42.9%) agreed with that, and (0) persons with percentage (00.0%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (3) persons with 4.2% are strongly disagree

Table No (12): Short stories enable me adopt cultural expressions.

Valid	Frequency	Percentage
Strongly agree	28	40%
agree	27	38.6%
Uncertain	5	7.1%
disagree	3	2.3%
Strongly disagree	7	10%
Total	**70**	**100%**

fig (12)
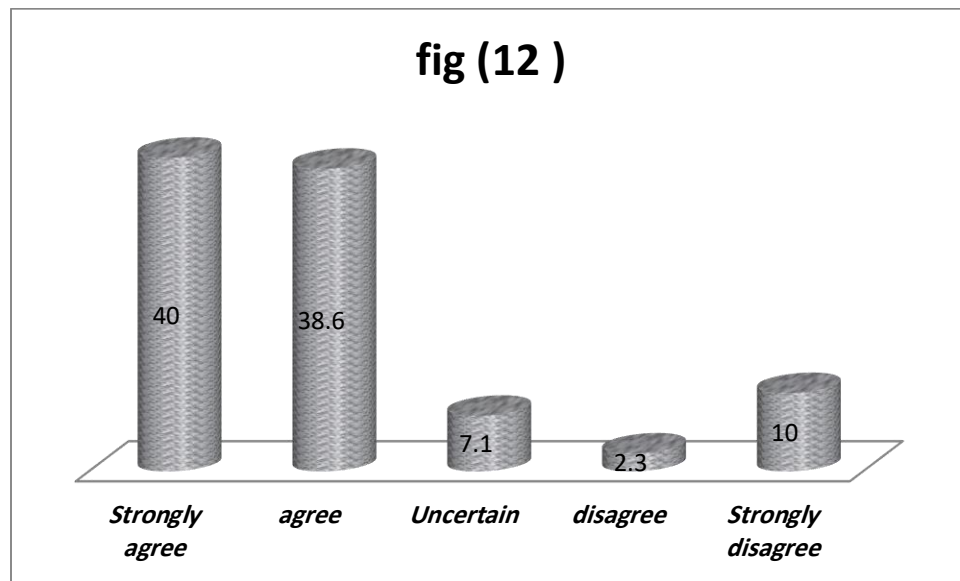
It is clear from the above table No.(4.12) and figure No (4.12) that there are (28) persons in the study's sample with percentage (40.0%) strongly agreed with " Short stories enable me adopt cultural expressions ". There are (27) persons with percentage (38.6%) agreed with that, and (5) persons with percentage (7.2%) were not sure that, and (3) persons with percentage (2.3%) disagreed. and (7) persons with 10.0% are strongly disagree.

Table No (13): Short stories motivate me to improve my oral skills.

Valid	Frequency	Percentage
Strongly agree	40	57.1%
agree	25	35.7%
Uncertain	0	0%
disagree	2	2.9%
Strongly disagree	3	4.3%
Total	**70**	**100**%
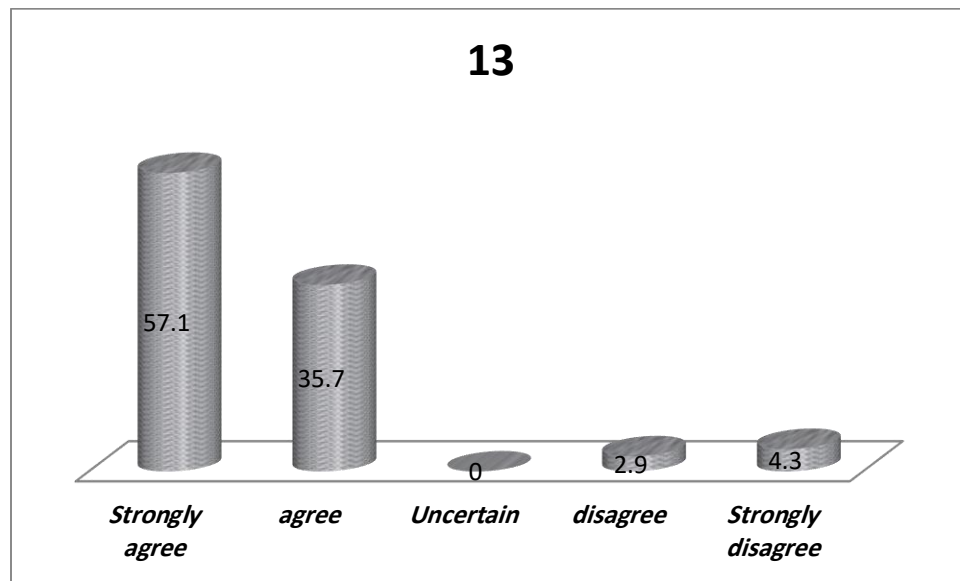
It is clear from the above table no. (4.13) and figure No (4.13) that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed with "Short stories motivate me to improve my oral skills. ". There are (25) persons with percentage (35.7%) agreed with that, and (0) persons with percentage (0.00%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (3) persons with 3.4% are strongly disagree
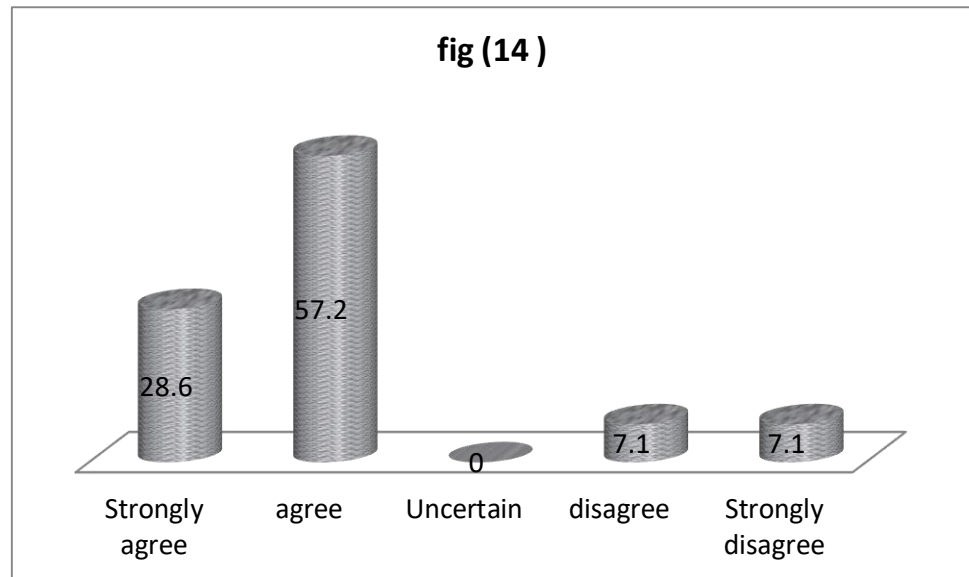
Table No (14): Short stories motivate me to interact with my class mates in speaking activities.

Valid	Frequency	Percentage
Strongly agree	20	28.6%
agree	40	57.2%
Uncertain	0	0%
disagree	5	7.1%
Strongly disagree	5	7.1%
Total	70	100%

fig (14)

It is clear from the above table No.(4.14) and figure No (4.14) that there are (20) persons in the study's sample with percentage (28.6%) strongly agreed with " Short stories motivate me to interact with my class mates in speaking activities ". There are (40) persons with percentage (57.2%) agreed with that, and (0) persons with percentage (0.00%) were not sure that, and (5) persons with percentage (7.1%) disagreed. and (5) persons with 7.1% are strongly disagree.

Table No (15): Short stories encourage me develop critical thinking abilities.

Valid	Frequency	Percentage
Strongly agree	18	25.7%
agree	40	57.2%
Uncertain	5	7.1%
disagree	2	2.9%
Strongly disagree	5	7.1%
Total	**70**	**100**%

fig (15)
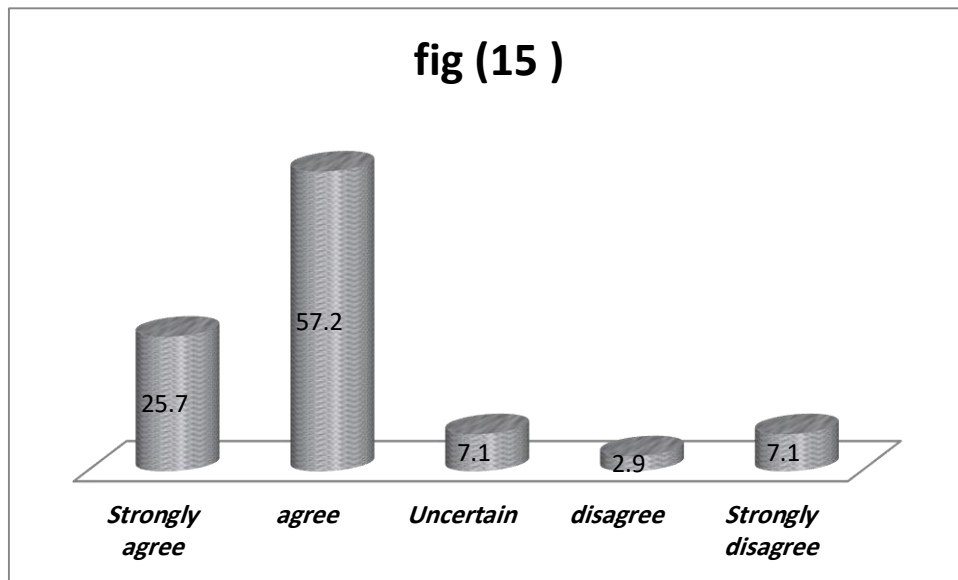
It is clear from the above table No.(4.17) and figure No (4.17) that there are (18) persons in the study's sample with percentage (25.7%) strongly agreed with " Short stories encourage me develop critical thinking abilities.". There are (40) persons with percentage (57.2%) agreed with that, and (5) persons with percentage (7.1%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (5) persons with 7.1% are strongly disagree

Verification of the Study Hypotheses

Hypothesis (1) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis No (1) EFL students have attitudes towards the use of short stories in enhancing writing skill

No.	Statement	mean	SD	Chi square	p-value
1.	I increase my active vocabulary while studying short stories.	2.6	0.8	27	0.000
2	Short stories assist me improve my communicative competence.	2.4	0.5	25.7	0.000
3	Short stories can be associated with my own experience in real life.	2.3	0.7	23	0.000
4.	Reading simplified short stories can enhance my speaking skill.	2.9	0.6	26	0.000
5	I grasp the meaning of idiomatic expressions and phrasal verbs which are found in the short stories.	2.5	0.5	32	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (1) question was (27) 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 "I increase my active vocabulary while studying short stories

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (2) question was (25.7) 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 assist me improve my communicative competence"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement 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 can be associated with my own experience in real life".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement 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 "Reading simplified short stories can enhance my speaking skill.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (5) question was (32) 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 "I grasp the meaning of idiomatic expressions and phrasal verbs which are found in the short stories

Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis No (2)

Short stories can significantly improve EFL students' reading comprehension:

Nom.	Statement	mean	SD	Chi square	p-value
6	Reading short stories give me confidence to build and construct new forms of sentences.	2.5	1.4	17	0.00
7	Reading short stories automatically assists me grasp linguistic competence.	2.7	2.6	15	0.00
8	Reading short stories help me expand my cognitive skills.	2.8	0.8	20	0.001
9	Short stories improve my reading skill through elements such as authentic materials.	2.5	0.7	21	0.008
10	The new story encourages me read other stories.	3.5	2.7	21	

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (6) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). 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 "Reading short stories give me confidence to build and construct new forms of sentences

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (7) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). 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 "Reading short stories automatically assists me grasp linguistic competence

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (8) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). 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 "Reading short stories help me expand my cognitive skills.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (9) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the

significant value level (5%) which was (8.57). 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 improve my reading skill through elements such as authentic materials

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (10) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). 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 "The new story encourages me read other stories.

Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis No (3)
Short stories can positively promote students' motivation in ELT classroom teaching:

Nom	Statement	mean	SD	Chi square	p-value
11	Short stories help me focus more on pronunciation.	1.8	3.2	22	0.000
12	Short stories enable me to adopt cultural expressions.	1.5	0.4	24	0.000
13	Short stories motivate me to improve my oral skill.	1.6	1.7	26	0.000
14	Short stories motivate me to interact with my classmates in speaking activities.	1.9	3.6	23	0.000
15	Short stories encourage me to develop critical thinking abilities.	1.5	0.5	32	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (11) 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 help me focus more on pronunciation

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (12) 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 enable me to adopt cultural expressions

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (13) 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 motivate me to improve my oral skill

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (14) 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 motivate me to interact with my classmates in speaking activities

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (15) question was (32) 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 me to develop critical thinking abilities.

4.2 The Analysis of the Interview:-

The results of the questionnaire were not sufficient to fully understand and find answers to the research questions. Another tool needs to be analyzed by experts who can provide us with fruitful information; therefore, an interview was designed for experts in English language teaching. The purpose of using the interview in this study was mainly to supplement the findings of data collected through questionnaire by eliciting responses not dealt with in the questionnaire. The interviewees were chosen purposively which would help enhance the reliability of the research data. The interviews were carried out with twenty experts in English language teaching. The interviews were open-ended ones and the questions were semi structured. The interviewees did not want to be recorded so no tape recording was used. The researcher also realized that the presence of tape recorder during the interview might change the behaviors, frankness and openness of the respondents. Since all

the respondents are specialized in English, the interviews were carried out in English.

The idea behind this interview was to let experts say anything left, unexpressed in the questionnaire their attitudes, experiences and comments served not only as a resource identifying the problem but also as a resource for suggestions and recommendation. In spite of the fact that the information provided is usually in the form of very brief comments due to the limited spaces on the questionnaires, they are very fruitful.

In order to help the participants to freely elaborate on their answers and give deeper views, each participant was given enough time to think of the questions.

The following are their perceptions as revealed in the interview.

According to the first question "What is your attitudes towards using short stories, do you think it is positive or negative?".

Almost all the respondents show positive attitudes towards using short stories in their classes. They think that such technique helps the learners a lot in developing language skills. Short stories enrich students with vocabulary, grammar as well as other elements of language.

Concerning the second question, "To what extent do you think short stories improve EFL students' competence of reading comprehension?"

All the respondents agree that short stories play a great role in developing and improving student's competence in reading. Through short stories, students develop pronunciation, enhance grammar, develop critical thinking, and enrich vocabulary and the use of figures of speech. Short stories give students a chance to know other culture and avoid stereotyping.

As far as the third question is concerned, "What do you really think to be developed when reading short stories?

The respondents think that through short stories students can develop all language skills equally, enhance accuracy and fluency in the target language

In response to the fourth and final question "Do you think that short stories improve critical thinking? If yes, or no, mention the reasons why?

Once more all the respondents agree to the point that short stories improve critical thinking and enable students read the stories critically. They think that when students read such stories the try to get information about elements such as plot, them, setting, characterizations and characters. Through short stories they can analyze characters and know the roles they play in the story. Short stories give students self-confidence and enable them master all aspect of language.

4.3 Summary of the Chapter

This chapter presented the data that have been analyzed through questionnaire and interview. The chapter showed how the questionnaire analyzed statistically and computationally. The chapter also revealed chi-square test results for the respondents' answers of the hypotheses with the calculated value for each statement. The interviews were analyzed analytically by the researcher according to interviews' responses

CHAPTER FIVE

Conclusions and Recommendations ,Suggestions For Further Studies

Chapter V

Main Findings, Conclusions, Recommendations and Suggestions for Further Studies

5.1 Introduction:

In this final chapter, the results of the study obtained from the questionnaire and interview are presented whereas conclusions are based on the results. The recommendation from the findings and areas for further research are also presented.

5.2 Main Findings:

The study aimed at investigating the role of EFL students' attitudes towards using short stories in developing language skills. The researcher singled out three main findings.

1. The findings indicate that EFL learners have positive attitudes towards the use of short stories in enhancing writing skills of students. The overall findings show that short stories increase students' active vocabulary which enable them write perfectly. It is also found that short stories help students improve communicative competence and can be associated with his/her experience in real life. Moreover, it is found that short stories not only improve students writing but also speaking skill. Short stories enable students understand idiomatic expressions as well as phrasal verbs which are found in short stories.

2. The findings show that short stories can significantly improve EFL students' reading comprehension. In this respect, the overall findings show that short stories give students confidence to build and construct

new form of sentences, they assist them understand linguistic competence automatically, they improve reading skill through authentic materials . Short stories encourage students to read other stories.

3. The findings reveal that short stories can positively promote students' motivation in EFL classroom teaching. Such stories help focus more on pronunciations. They enable students understand and adopt cultural expressions. They motivate the improvement of oral skill and interaction in the classroom. Finally, short stories encourage students develop critical thinking abilities.

5.3 The conclusions

The following conclusions were drawn from the research question and the findings of the study,

- Benefit of using short stories in L1 and L2 teaching, have been reviewed. These benefits include promoting and enhancing all language skills.

- Short stories are sources of authentic materials which convey the use of linguistic by those who have mastered it into a fashion intended for native speakers and as aesthetic representation of the spoken language which enriches students' language and culture.

- It can be concluded that short stories are new materials in teaching and learning communicative competence of language. They can be the primary materials of teaching the target language, providing authentic and real contexts of communicative situations

- Short stories provide the pleasure of learning new language with and through interesting stories. Students can extend their knowledge and experience of the world by reading short stories.

- Short stories provide opportunities for foreign language classes and can appeal to the students with various learning styles. They are reliable sources of linguistic input and can help the students practice the four skills.

- Short stories help students enhance their perception of other cultures and societies and help them activate their imagination and develop their emotions .

5.4 Recommendations:

Based on the findings of the study, the researcher recommends the followings:

- Short stories should be used as tools to develop language competence of the students.

- Short stories should be incorporated with English language as a compulsory subject and should be made available for all the students.

- Literary competence of students should be developed using short stories as technique.

- Students should be guided and motivated to use short stories to improve language skills. They also Students should be encouraged and given opportunity to understand principles of literary form through discussion of ideas in the text

- Opportunities should be provided for teachers to update their knowledge continuously and they should be given training on teaching short stories. Teachers should be given clear instructions and

training on how to implement short stories in their teaching. In addition, teachers should be given appropriate guidance and support as to how to develop higher skills of students such as creativity and imagination through short stories.

- Teachers who teach short stories should be encouraged to develop their knowledge and skills in teaching short stories. They should be given adequate guidance and training on how to use appropriate teaching methodology and technique in order to develop the literary competence of the students.

5.5 Suggestions for Further Studies:

Some further studies are suggested bellow:

- Feasibility of integrating English language and short stories as one component in EFL student's curriculum and syllabus.
- Suitability of using short stories in the Sudanese EFL learners classes to develop different language skills.
- A study on the needs and attitudes of students to learning English short stores.
- Utilization of IT& audio/visuals are also suggested.

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APPENDICES

Appendix (1)
Students' questionnaire

This questionnaire serves as data collection tool for a research work that aims to investigate the students' attitudes towards using short stories to develop language skills. I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below:

Your answers are very important and will be of much help for the completion of this work.

Please tick (✓) the choice that best represents your response.

Personal Information:

1. **Sex:**

   a) **Male (   )   female   (   )**

2. **Degrees (held):**

   a) BA ☐   Higher Diploma ☐   MA ☐   PH-D ☐

3. **Years of experience:**

   a) From 1 – 5 ☐   from 6 – 10 ☐   from 11 – 15 ☐

   More than 15 ☐

4. **Age**

   a) from 25 – 35 ☐   from 36 – 40 ☐

5. **Statements:**

   a) Agree ☐   strongly agree ☐

   Disagree ☐   strong disagree ☐

No	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
EFL students have positive attitudes towards the use of short stories in enhancing writing skill					
1/ I increase my active vocabulary while studying short stories.					
2/ Short stories assist me to improve my communicative competence.					
3/ Short stories can be associated with my own experience in real life					
4/ Reading simplified short stories can enhance my writing skill					
5/ I grasp the meaning of idiomatic expressions and phrasal verbs which are found in short stories.					
Short stories can significantly improve EFL students' reading comprehension.					
6/ Reading short stories give me confidence to build and construct new forms of sentences.					
7/ Reading short stories can automatically assist me grasp linguistic competence.					
8/ Reading short stories help me expand my cognitive skills					
9/ Short stories improve my reading skills through elements such as authentic materials.					
10/ The new story encourage me to read other stories.					
Short stories can positively promote students' motivation in EFL classroom teaching.					
11/ Short stories help me focus more on pronunciation.					
12/ Short stories enable me adopt cultural expressions.					
13/ Short stories motivate me to improve oral skills.					
14/ Short stories motivate me to interact with my class mates language skills.					
15/ Short stories encourage me develop critical thinking					

Appendix (2)
Experts' Interview

1. What are your attitudes towards using short stories, do you think it positive or negative?
2. To what extent do you think short stories improve EFL students' competence of reading comprehension?
3. What do you really think to be developed when reading short stories?
4. In your opinion, do you think that short stories improve critical thinking?