The Role of Short Stories in Improving
EFL Learners’ Productive Skills:

A Case Study at Secondary Schools, AL Gurashi Locality,

Gezira State, Sudan

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The Role of Short Stories in Improving EFL Learners’ Productive Skills:

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Dedication

To my teachers, parents and friends
Acknowledgements

I am heartily thankful to my main supervisor Dr. Abdulgadir whose encouragement guidance and help during this research enabled me to finish this dissertation, I also owe thanks to my co-supervisor Dr. Elhaj Ali Adam and all the staff in the department of foreign languages for their encouragement and support.

Finally, I offer my regards to my family and all those who supported me during the process of this research.
The Role of Short Stories in Improving

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Abstract

Among literary genres, short stories seem to be the most suitable choice for this due to their potential in helping students enhance the productive skills. The study aims to prove the role of short stories in improving learners’ productive skills. It also aims to examine the impact of using short stories in English language. To add more objectives as in chapter one. The study adopted descriptive analytical method. A questionnaire was used as a tool for data collection. (The questionnaire consisted of (14) statements. They were distributed to (40) teachers of secondary schools at Gurashi locality, Gurashi unity). The data collected by means of the questionnaire were analyzed by the statistical package for social sciences (SPSS). The results which the study reach were that; short stories help students to develop their English language. Short stories give the learners varied literary expressions which help learning English. Short stories offer learners adequate linguistic, intellectual, and emotional involvement and enrich their learning experience. Short stories offer the learners deeper meanings about learning of productive skills. The study recommends that, selecting course materials should become according to the interests of the learners. Using short stories should be used in teaching English for EFL learners. The story must consider the level, language standard, and age of the learners. The teacher should have the ability of making all the learners interact with him. The teacher should choose attractive way in presenting the story. Learners should choose their own material freely in which they interested in. for convincing themselves and others. The course material should be varied. Learners should be divided into groups for more discussion. Learners should be able to carry on the interaction with short stories beyond the oral classroom discussion. Teacher should plan for their student by giving them homework on the same story for more interaction. Learners should be able to carry on the interaction with short stories beyond the oral classroom discussion to develop their productive skill effectively.
دور القصص القصيرة في تحسين مهارتي الإنتاج لدارسي اللغة الإنجليزية

كلغة أجنبية:

دراسة حالة / مدارس القرشي الثانوي - محلية القرشي - ولاية الجزيرة، السودان

فتح الرحمن علي النور علي

ملخص الدراسة

تبذل القصص القصيرة من بين الأعمال الأدبية الخيال الأنساب وذلك لـ تدريسها على مساعدة التلاميذ في تعزيز مهارات الأدبية الكتابية. توصلت الدراسة إلى أن دور القصص القصيرة يحسن القدرات اللغوية للدارسين، كما توصلت أيضاً إلى اختبار القدرات القصيرة القصيرة في تعلّم اللغة الإنجليزية. اتبعت الدراسة المنهج الوصفي التحليلي والاستنباط كوسيلة لجمع البيانات، حيث استخدم الدراسة على (14) عبارة وعّلت على (40) معلم في المدارس الثانوية في محلية القرشي - وحدة القرشي. استخدم فيها برنامج الحزم الإحصائية للعلوم الإنجازية (SPSS) وتوصيات الدراسة لنتائج أهمها: القصص القصيرة تساعد الطلاب في تطوير اللغة الإنجليزية. القصص القصيرة تعطي المتعلمين التعابير الأدبية المختلفة التي تساعدهم في تعلم اللغة الإنجليزية خاصة مهارات الإنتاج. القصص القصيرة تمد الدارسين بمحتوى لغوي وفكري وعاطفي مميز، كما أنها تشع بالخيراتهم التعليمية. تقدم القصص القصيرة للدارسين معنى عميق لـ تعلم مهارات الإنتاج. أوصت الدراسة باختيار المادة الدراسية بناءاً على رغبة الدارسين. يجب استخدام القصص القصيرة في تدريس اللغة الإنجليزية لدارسي اللغة الإنجليزية كلغة أجنبية ووضعين في الاعتبار المرحل ومصطلح اللغة وعصر الدارسين. أن يكون للمعلم المقدرة على استعمال الدارسين لتفعيل معيّه، على المعلم اختيار طريقة جاذبة لـ تقديم القصة. على الدارسين اختيار المادة التي يرغبون في التفاعل معها لإضفاء نوع من الإقناع والإنتاج لدى الدارسين. يجب اختيار مواد دراسية متنوعة. يقسم الدارسين لمجموعات لمزيد من التفاعل. على الدارسين التفاعل للقصة خارج فصول الدراسة. على المعلم التخطيط للقيام بالواجبات المنزلية المرتبطة بالقصة المعنية لمزيد من استيعاب والإرباط من جهة الدارسين.
مهارتي الإنتاج بصورة فعالة على الدارسين الاهتمام بالقصة نقاشاً وتحليلاً وتنفيذًا مماثلًا ما سوحت الفرصة لذلك.
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CHAPTER ONE
INTRODUCTION

1.0 Background

English for general purposes (EGP) is essentially the English for education in basic and secondary schools. Learners are introduced to the sounds and symbols of English, as well as to the lexical/grammatical/rhetorical elements that compose spoken and written discourse. Sell (2005: 92) claimed that:

"teachers should provide an authentic model of language use. To do it, he/ she should focus not only on linguistic but also on literary and cultural elements. Since short stories offer these elements, they highly beneficial to use in EFL teaching programmes”.

However, the selection of short story should be done with reference to the course objectives, the learners’ profile, and the story content in order to make the best of it. Since every teaching is unique, the use of one single text varies from classroom to another and from teacher to teacher.

Story seems to be the most suitable choice for this due to its potential to help students enhance the four skills—listening, speaking, reading and writing more effectively because of the motivational benefit embedded in the story. The purpose of this set to familiarize EFL instructors with the effectiveness of using short story in EFL instruction. After presenting a scene for selecting a short story, discussion is focused on how to exploit a short story for developing students’ language skills.
1.1 Statement Of The Problem

EFL students’ abilities to communicate in English language are weak. Listening and speaking course seems to receive very little attention at secondary level. Many students can read and understand what they read, but they face lots of difficulties when they interact.

This research investigates some ways and techniques for developing the ability of how to speak and write. This study tests the role of adding short stories for improving EFL learners’ productive skills.

1.2 Objectives Of The Study

This study aims to:

1. encourage learners to gain more vocabulary.
2. help learners in producing their personal experiences and emotions.
3. prove that using short stories improves learners’ productive skills.
4. draw teachers’ attention to teach short stories effectively.

1.3 Questions Of The Study

This study tries to answer the following questions:

1. How short stories enrich students’ vocabulary?
2. Why are learners having short stories in EFL classroom?
3. To what extent are short stories develop learners’ communicative skills?
4. How should short stories be taught?
1.4 Hypotheses Of The Study

The topic tries to suggest the hypotheses that may answer the previous questions:

1. Short stories enrich students’ vocabulary.
2. Short stories evoke personal experiences and emotions.
3. Using short stories improve learners’ productive skills.
4. Short stories should be taught by special approaches, methods and techniques.

1.5 Significance Of The Study

This study is considered significant and useful to the teachers who work in the field by providing them a clear idea and detailed information about the effectiveness of using short story in improving learners’ productive skills in EFL. This research tries to explore the difficulties of learners’ interaction so as to help them interact and communicate effectively in EFL.

1.6 Methodology Of The Study

The method that will be applied in this study is descriptive and analytical method. The data for this study will be obtained by using a questionnaire for teachers at secondary school then will be analyzed statistically with SPSS programme.
1.7 Limitation Of The Study

This study will be limited to use short stories to improve EFL learners at secondary level Gurashi secondary schools for boys and girls in Gezira state / Sudan (2016 – 2017).

1.8 Definition Of Terms

Short Stories: there is usually one plot, few characters; there is no detailed description of the setting.

EGP: English for General Purposes.

ESL: English as Second Language.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In recent years, the role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has been gaining momentum among language educators, there has been a hot debate as to how, when, where and why literature should be incorporated in EFL curriculum, rigorous discussion of how literature and EFL instruction can work together and interact for the benefit of students and teachers has led to the flourishing of interacting ideas, learning and improved instruction for all.

2.1 The Concept Of Literature

Prior to using literature as a part of EFL classrooms the teacher should pose the question: what is literature?. Literature defines as “writing that is considered to be work of art” Saunders, (1998 : 370), or as Longman dictionary of contemporary English Explains literature as “books, plays, poems, etc that people think are important and good. The concise dictionary of current English defines literature as “writing whose value lies in beauty of form or emotional effect ” Brummma (1946 : 710). defines literature as “literature is a slice of life that has given direction and meaning, and artistic interpretation of the world according to the percipient’s point of views “ Kamberelis& Pinitriadis, (2008 : 375). This seems to be the most interesting opinion since the writers express creatively their perception of reality, their
feelings, dreams, fantasies, and experience in a highly subjective way. Though there are various definitions and explanations of literature in works of many critics. Writers and philosophers, most of them lead to the same conclusion that literature is only literature if it is considered as art.

2.2 Literature In Language Teaching

Literature and language are closely related and this is a fact no one can deny. Literature is constituted by language and it represents one of the most recurrent uses of language. Language and linguistic analysis can also be employed to access literature from the learner’s point of view Brumfit and Carter (1986: 1) already emphasized the role of literature as “an alley of language”. This technique is by no means novels, since literature has been a widely used teaching tools in different language teaching methods. However, here the perspective changes giving more relevance to the literary text as a worked art. First of all, let us go over the changing role of literature in the tradition of EFL teaching to end with an account of its current situation with the communicative approach.

In the Grammar translation method, literature was the central component literary texts of the target language that were read and translated, used as an examples of a good writing and “illustrations of the grammatical rules”. Duff and Maley, (1990 : 3) claimed that “teaching method was on form, on learning the rules of the Grammar and the lexical items as they appeared in the text. There was no literary interest, nor interest on content. After this method fell in disuse, literary text also went forgotten for teachers”.
Literature reading is no doubt a communicative activity and literary texts are, authentic examples of language use. Many authors, among them Brumfit and Carter (1996) and Lazar (1993: 7), reject the idea of the existence of a specific literary language and claim that the language used in literary texts is common language with high concentration of linguistic features like metaphors, similes, poetic lexis, unusual syntactic patterns, etc (Lazar, 1993 : 7). This is not literature specific since these features also appear in ordinary language use and also in nursery rhymes, proverbs of publicity slogans, just to cite a few examples, however, in literature these show a higher incidence.

2.3 Importance Of Using Literature In EFL Classroom

However, since 1980 the situation changed quite radically and literature is under going an extensive reconsideration. The inclusion of literary works in ESL/ EFL classes has attracted more interest among teachers, and more studies on how to use literature in ESL/ EFL classes are conducted. This interest in using literature in language teaching lies in three interrelated elements: authenticity, culture and personal growth.

First of all, literary texts can be more beneficial than informational materials in stimulating the acquisition process as they provide authentic contexts for processing new language. Since literary texts contain language intended for native speakers, literature stands as a model for language learners to become familiar with different forms and conventions. Containing real examples of grammatical structures and vocabulary items, the literary texts raise learners’ a wareness of the range of the target language and advance their competence in all language skills Povey, (1967).
Second, using literature in language teaching has the advantage of providing cultural information about the target language. Literary texts increase foreign language learners’ insight into the country and the people whose language is being learnt Collie and Slater, (1991), which fosters learners’ ability to interpret discourse in different social and cultural target language contexts Savvido, (2004).

Finally, since literature enables students to understand and appreciate other cultures, societies and ideologies different from their own, it encourages personal growth and intellectual development Carter and Long, (1991, 204).

In lines with these ideas, Littlewood (2000 : 179) emphasizes the importance of the using 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. All language classrooms, specially those outside the community of native speakers, are isolated from the context of events and situations which produce natural language.

Literature can overcome this problem because, in literary works, language creates its own context. The actual; situation of the reader becomes immaterial as he/ she looks on the events created by language. These events create, in turn, a context of situation for the language of the book and enable it to transform the artificial classroom situation. In short literary works undoubtedly enable students to understand the language better by providing the students with real world experiences, relationships between society and people where the target language is spoken, even if they are fictions.

2.3.1 Reasons For Using Literature In The EFL Classes
According to Collie and Slater (1990: 3) there are four main reasons which lead a language teacher to use literature in the classroom. There are valuable authentic method, cultural enrichment, language enrichment and personal involvement.

2.3.2 Cultural Enrichment

For many language learners, the ideal way to increase their understanding or verbal/ nonverbal aspects of communication in the country within which that language is spoken- a visit or an extend stay- is just not probable. For such learners, literary works, such as novels, play, short stories, etc facilitate understanding how communication takes place in that country though the world of a novel, play or short story is an imaginary one. It presents a full and colorful setting in which characters from many social/ regional backgrounds can be described.

A reader can discover the way the characters in such literary works see the world outside- i. e their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. This colorful created world can quickly help the foreign learners to feel for the codes and preoccupations that shape a real society through visual literary of semiotics.

2.3.3 Language Enrichment

Literature provides learners with wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading substantial and contextualized body of texts, Scgunk, (1991) they learn about the syntax and discourse functions of sentences, the
variety of possible structures, and the different ways of connecting ideas which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.

2.4 Literary Language

Although literary language is large understood as language of literature, it is sometimes very confusing and controversial. This is because such an understanding will lead people to think there is a kind of language unique to literature for example Brunfit and Carter (1986: 6) claimed that “we believe that there is no such thing as literary language when we say this, we mean that we find it impossible to isolate any single or special property of language which is exclusive to a literary work. It does not mean that we deny that language in ways which can be distinguished as literary”.

In spite of that, most people still hold the belief that literary language is used by writers for the purposes of creative writing of literary works such as novels, drama, lyrical and narrative poetry and prose fictions. As for the role of literary language in the process of development of language knowledge and proficiency, people think it positive. Some EFL teachers and researchers advocate the use of literary language to promote the skills of the target language.

Some other people think the application of literature a useful short-cut to intercultural understanding which is beyond doubt an integral part of EFL
learning. Widdowson, (1980). However if we take at the teaching materials in the EFL classrooms, we may find literary texts are very scare, which leaves most students unfamiliar with literary works. This is because language teaching and learning has been mainly communication- oriented since 1980, particularly for the purpose of acquiring oral communicative skills.

One of the difficulties that confront the teachers who try to stimulate students, interest in literary language is that “literary language is so often so light, not to say in consequential purchasable content” Widdowson: (1986). For EFL learners, literary language does not have close connection to daily use of the target language. As has often been thought, the study of English literature is seldom suited to the foreign learners’ needs, and the mastery of literary texts has little bring on the learner’s needs to understand or produce or functional written or spoken forms of language in their daily interpersonal communication.

2.5 Genres Of Literature

Genres of literature are important to learn about. The two main categories separating the different genres of literature are fiction and non-fiction. There are several genres of literature that fall under the non-fiction category. Non-fiction sits in direct opposition to fiction. Examples for both fiction and non-fiction genres of literature are explained in details below. This detailed genres of literature list is a great resource to share with any scholars. Parded, (2011).

2.5.1 Genres Of fiction
Drama: is the genre of literature that is a subject for composition is dramatic art in the way it is presented, this genre is stories composed in verse or prose, usually for theatrical performance, where conflicts and emotion are expressed through dialogue and action.

Poetry: is verse rhythmic writing with imagery that evokes an emotional response from the reader, the art of poetry is rhythmical in composition, written or spoken. this genre of literature is for exciting pleasure by beautiful, imaginative or elevated thoughts.

Short story: is fiction of such briefness that is not able to support any subplots.

### 2.6 Definition Of Short Story

A short story is a fictional work of prose that is shorter in length than a novel. Pardede, (2011) said that “a short story should be read in one sitting, anywhere from a half hour to two hours, in contemporary fiction, a short story can range from 1.000 to 2.000 words”. because of the shorter length, a short story usually focuses on one plot, one main character (with a few additional minor characters), and one central theme, where as a novel can tackle multiple plots and themes, with a variety of prominent characters.

Short stories also lend themselves more to experimentation- that is, using uncommon prose styles of literature devices might get tedious, and down right annoying, in a novel, but they may work well in a short story. Prasade (1953: 229) mentioned that "the short story will continue to meet the need of authors and readers a like and find new material for its especial purpose in a constantly changing world".
Purvetal (1997: 973) defined short stories as “a short prose narrative that is carefully and usually lightly constructed. The short story form developed in 1800s”.

A short story can be read in one sitting and has a limited set of characters, single setting and a simple plot. Gross and Croft (1997: 151) share the same view in that, a short story “focuses on a single incident moment in time, or experience” and differ from the novel “in the effects that can be achieved and in the choice and management of the elements to achieve those effects”. A short story is a piece of writing that involves imagination. Lazer (1993: 18) sites some definitions made by some school teachers at university of Lancaster:

- *It is a work of fiction, so it involves the imagination.*
- *A short story tells one event in a very concentrated way.*
- *It’s about people who do not really exist.*
- *It describes something of moment of crisis.*

### 2.7 Historical Background Of Teaching Short Stories

Grammar translation method, Prodromou, (2000) dominated EFL teaching in the nineteenth century through translating literary texts to the students. Therefor, literary works were a notable source of material in EFL teaching, when (GTM) was replaced by structuralism approaches in 1950s to the end of 1970s- literature was no longer used- when the other methods dominated EFL teaching literature was no utilized. By the appearance of the communicative approach in 70s to 80s literature was still ignored. Bretz, (1990: 335- 338) mentioned that:
“In 1980s literature found its way back into teaching EFL to improve communicative competence providing “a spring board for” the development of critical thinking appreciation, and to raise students awareness on the cultural and social of linguistic features”.

2.8 Why Using Short Stories?

Despite its benefits for students, objections are always raised against the use of literature in public schools due to overcrowded classes, overloaded syllabus and limited time. Some problems commonly met in elementary to high public schools in almost all developing countries. First, the deviled and figurative language of poetry necessitates very long time to grasp. Second, the length of a novel will make it difficult for such classes to finish.

Finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours. Considering these objections, it is obvious that among literary forms, short-story which is defined by Poe “as a narrative that can be used at one sitting from half an hour to two hours, and that is limited to a certain unique or single effect, to which every detail is subordinate”. Seems to be the most suitable one to use in public schools. Since it is short, and aims at giving a single effect, there is usually one plot, a few characters; there is no detailed description of setting. So, it is
easy for the students to follow the storyline of the work. This reason, that short stories are the most suitable literary genre to use in English teaching due to its shortness, is supported by Collie and Slater (1991: 196)

"when they list 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. Seconds, short stories are not complicated for students to work with on their own. finally, short stories have a variety of choice for different interests and tastes"

The majority of English teachers training students basically found short stories interesting to use both as materials for self-enjoyment and as components language skill classes. Short stories have been the center of attraction for centuries for various people for various reasons but mainly due to fascinating pedagogical aspects embedded in the language. For any EFL professionals and pedagogues, they have been important topics of debate and discussion in the recent years due to numerous pedagogical benefits and implications for developing language skills of EFL learners.

The advocates of the use Collie and Slater, (1991) of the short stories for developing language production skills argue that ““the use of short- stories offers the material which is real, creative and rich in language selection, as well as is amusing and motivational in nature”. It is also considered as a highly effective approach for teaching and learning of foreign language, like English and is recommended for the same reason by eminent intellectuals. In the background of this effectiveness of the use of short- stories for improving productive skills in EFL classrooms, the present paper
investigates the attitudes of the Libyan EFL learners towards the use of short-stories for developing reading comprehension skill. The present status of the use of short stories in the Libyan EFL classrooms and the researchers’ perspective on the use of short-stories in the Libyan context also form an important part of the discussion in the paper.

**2.9 Choosing The Text**

The use of short-story in English teaching should be aimed to encourage the students to use what they have previously learnt. Collie and Slater (1991) mentioned that "the learning process will be student-centered". However, the teacher plays a great role—he/she must choose a suitable text to use in class, and should help his/her students understand the story with various activities.

In using short stories to teach English, story selection is indeed the most important role of the teacher. Since the lengths of short stories quite vary, choose story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence beside length of the text.

Hill (1994: 15) points out “three other basic criteria of choosing the text: (1) the needs and abilities of the students; (2) the linguistic and stylistic level of the text; (3) the amount of background information required for a true appreciation of the material”.

The importance of considering these criteria could be perceived by realizing that the vocabulary and sentences structure of the short story to be
studied must be suitable to the level of the students. The short stories with archaic, slang, foreign words, and allusions, having sentences imitating the speech of a particular cattily or ignorant people or foreigners should be avoided if the text is intended for students below intermediate level. Similarly, very long sentences are difficult for students to understand.

As students will not understand these sentences and words, they will get bored and not read the work. Therefore, before giving the short-story, the teacher should decide the readability of the text. In order to meet the readability criterion, using graded or simplified stories is possibly the most practical way. According to Ur (1996: 150), “… the use of authentic, text with less proficient learners is often frustrating and counter-productive”. Therefore, the used simplified text with less proficient readers is highly suggested for the sake of suiting the texts with the level of students. In addition to the previous criteria, Spack (1985) suggests “the aspect of interest to be consider “. According to Hi “it is important for the teacher to choose stories that would interest students that he/ she most likes to read and teach, and that have been added into film to provide visual interpretation”. Mckay (2001: 322) and Rivers (1968: 230) point out that “students read and enjoy a text if the subject- matter of the text is relevant to their life, experience and interest”.

2.10 The Elements Of the Short Story

There are three main Daniel and Safier, (1980) components of each story plot, characters and theme. Plot is a chain of actions in the story, the crucial element in plot is conflict. Conflict may be external or internal, intellectual, emotional or moral. “a good plot is governed by an inner logic
…”. An interesting and attractive story often builds its contents on characters, fictional characters are often more attractive than people in reality.

The characters must be consistent, they can be direct or indirect and beside they entertain the readers Nieman and Safier, (1979) a short story usually gives more ideas about life and experience, this is called the theme of the story. The story can be told from different points of view as Nieman and Safies (1969: 318) state: “when a writer tells what all the different characters in a story see, hear, think and feel we can say that the story has been written froM an omniscient point of view- always written in third person. In some the author decides to have one of the characters narrated the story first person using”. So the more you understand the narration the more you get on with the story. In addition to the above mentioned elements, a short story usually contains time and place of actions, symbols, personification, and metaphorical language so they are rich in many sides. There are many kinds of short stories, and they can be categorized into as following. Abra (1978: 6) defines some old forms as follows:

Fable: a short story that exemplifies an oral thesis or principle of human behavior usually in its conclusion either the narrator or one character states moral in the form of epigram.

Brable: a short narrative presented so as to stress the implicit.

Exemlun: a story told a particular instance of the general text of a sermon.

Fabliau: a short comic or satiric tale in verse dealing realistically with middle- class or lower class characters and delighting in the ridald and the obseceness.
2.11 Learning And Teaching Short Stories

Using short story is very important for learning and teaching, and the goal of learning short stories is to gain knowledge and to know about other people cultures and values develop creativity and improve oral communication. Collie and Slater (1987: 9) mention that “there are four main reasons for a language teacher to use literature in the classroom, they are valuable authentic material; they offer cultural enrichment, language enrichment and personal development.”

2.12 The Objectives Of Teaching Short Stories

Teachers use the different components of story. A short story develops various skills across the curriculum. Most learners in EFL classroom Celce, (1995) have little or no opportunity to contact with native speakers, so literary texts will give the opportunity to have a better interaction with foreign culture and people. In fact literary text can be used as a valid and authentic source for increasing the comprehensible input students receive. Short stories help both teachers and students, students get more involved in the story and try to put more time and effect to comprehend and think. Hisanoglu (2005: 66) mentioned that “class discussion about the story will help students to think crucially”.

2.13 Motivating And Enhancing The Use Of Short Stories

Teaching short story is necessary for communication Isael, (2008) some teachers believe that teaching EFL focus on linguistic features only and the students are not able to communicate. Others integrate short stories because they add new dimensions to teaching
Short stories help students to learn because teachers use short stories to teach literary, cultural and higher order thinking aspects. Celce (1995: 35) states: “most learners in EFL context have “little or no opportunity to contact with native speakers, so reading literary text will give them the opportunity to have a better interaction with foreign culture and people”.

Short stories encourage students to continue reading until they know how the conflict is resolved. Elliott (1990: 7) affirms that:

“literature motivates advanced students and is motivationally, effective if students can genuinely engage with its thoughts, emotions and developing students. – response and competence in literature in addition”.

### 2.14 Activities For Teaching Short Story

Laser (1993: 18) suggests some tasks and activities categorized into three stages, pre-reading, while reading and post reading.

a. Pre-reading stage cares with:

1. Brain storming.

2. Predicating from the title, pictures used to introduce ideas used dictionary and extracts to focus on the meaning of the title.

### 2.14.1 Teaching Focus

1. Teaching vocabulary.

2. Background knowledge.

3. Predicating events.
b. while reading/ in this stage features of spoken language are modeled and then controlled by the teacher.

c. post- reading stage: In this stage an evaluation of appreciating the text is conducted through discussion or writing skills such as writing summary. In these stages teachers focus on enhancing speaking skill as well as promoting critical thinking through different activities.

2.15 Telling Story And Improving Oral Communication

Story telling is useful for Fisher: (1985) motivating students, it is one way of teaching students to communicate creatively in learning language. Speaking is the ability that requires the process of communicative competence, pronunciation, grammar and vocabulary. All these skills can be achieved through teaching selected short stories.

2.15.1 The Concept Of Story Telling

Story telling helps students to develop their productive skills to make logical conclusions. The United Nations educational, scientific and cultural organization (1984) point several suggestions for making low- cost draft materials that facilitate story telling.

Among them is the construction of a simple mini- cinema illustrating sequential events of a story, the stages of the story may then be presented with a flexible strip of drawings operated by pulling astring. Gross (1980: 50) adds that “it is best for teachers to begin by choosing a simple story with only few characters folk and fairy tales are the easiest kinds of stories for beginning”. 
2.16 Approaches For Teaching Short Stories

The approaches which are used Lewis and Hill, (1993) for teaching short stories should be simple, brief and conveyable and make the material very easy and interesting. The best approach is one that conductive to high understanding of literature, the students may expect to interact or converse with the class, in other schools “the students divided into groups and working independently”. in this case the learners cooperate with one another and with their teachers.

2.16. 1 The language- based Approach

Literature can be taught through different approaches: literature as contents, literature personal enrichment and literature for its linguistic features or what is called language based approach. In language based approach language is integrated with literature integrating the language and Drake, (1939) literature, helps students to make meaningful, interpretation, increases their knowledge of familiar grammatical and discourse. A devised that the reading should be interrupted of convenient intervals to set the class to do an exercise, possibly for this work.

Nieman (1989: 65) mentions that: an organic approach to teaching the language should follow these procedures:

“offer set of choice opportunities for learners to explore grammatical and discourse relationship. for relationship. Make the form/ function relationships transport. Encourage learners to become active expressers of language. Encourages learners to explore relationships”.
According to Drake, (1939) there are three types of exercises that could be used during reading questions on the text, to make certain that the students understood the passage. Exercise idiom, it must be learnt not only for its meaning but for its use. Carry out some exercises on vocabulary to fix the new words in the memory of the students.

A group of students Drake, (1939) given different sections of dialogue to rewrite in reported speech using a range of verbs- and then give the reported versions to another group to compare with the original. Students are given a piece of writing from short stories from which all adverbs and adjectives are removed, they rewrite the text adding those and comparing them with the original. Students are given three different summaries of short stories and decide which one is more accurate.

2.16.2 Teacher- centered Approach

The teacher falls Collie and Slater, (1987) back upon a more traditional classroom role in which he/ she imparting information to learners. Describes the differences Anthony, (1963: 7) between a philosophy of language teaching at the level of theory and principals and set of procedures for teaching a language, an author identified three levels of conceptualization and organization which he termed approach, method and technique.

Anthony (1963: 7) defines approaches: “an approach is an overall assumption dealing with the nature of language teaching and learning, an approach is the axiomatic. It describes the nature of the subject matter to be taught”. And also describes the method as a plan of presenting the language material: “Method is an overall plan for the orderly presentation of language
material no part of it contradicts. All of which is based upon, the selected approach. An approach is axiomatic, a method is procedural”.

The procedure to integrate the task and activates and uses for teaching. Richards and Rodgers (2003: 69) defines procedure as: “it is the level at which we describe how a method realize its approach and design in classroom behavior. At the level of procedure we are concerned with how these tasks and activities are integrated into lessons and used as the basic for teaching and learning”.

The technique is a particular strategy in the classroom. The action that actually takes place in a classroom and uses to accomplish immediate objectives.

2.17 Short Stories And Language Skills Development

Short stories are important in EFL classroom; they provide authentic contexts and convey the other people’s culture and values from different countries. There are many benefits of using short stories, short stories Burmft and Carter, (1986) are useful in EFL classroom, and they provide rich linguistic input and stimulate to students to express themselves in other language.

Short stories provide authentic contexts for processing new language. Short stories cover a wide range of topics and they are not complicated to help developing EFL learners’ performance. Collie and Slater (1991: 196) argue that: “Stories are practical for the English language teachers to use as their length is long enough to cover entirely in one or two classes sessions and they are not complicated for students to work with on their own which
can be helpful for developing EFL learners’ self dependency while learning foreign language”.

Communication competence develop critical thinking, Bretz (1990: 335) mentions that “short stories improve communication competence of EFL learners and develop critical thinking and a esthetic appreciation”.

Short stories contribute in developing oral communication and personal creative power. Mourao, (2009: 19) assumes that: “stories help developing EFL learners, personal creative and other higher level thinking skills and can contribute in developing emotional intelligence”.

2.18 Using Story In The EFL And ESL Classrooms

Theoretically, using of literature in language teaching is very advantageous for it offers four benefits: authentic material, cultural enrichment, language advancement and personal growth Collie and Slater, (1991). Erkaya (2002: 25) note four benefits of using short stories to teach EFL/ ESL, i. e motivational, literary, cultural and higher- order thinking benefits:

1. Literary texts can be more beneficial than informational materials in stimulating the acquisition process as they provide authentic contexts for processing new language: students will benefit from using texts intended mostly for native speakers, they will learn new vocabulary.

2. Contain real examples of grammatical structures and vocabulary items: the literary text helps learners’ awareness of the range of the target language and improves their competence in all language skills Povey, (1967).
3. Using stories in the classroom help students to learn and understand about the target culture. Through literature, learners can deepen their cultural understanding. Literary texts increase foreign language learners’ insight into the country and the people whose language is being learnt. Collie and Slater, (1991).

4. It encourages personal growth and intellectual development Carter and Long, (1991: p. 2. 4): students learn new language which is authentic, they learn about other cultures and societies.

5. Stories can also be a powerful and motivating source for teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing and discussion are some effective learning activities that can be performed using stories in the EFL/ ESL classroom. Asking students to read story aloud can develop their speaking as well as listening skills. Moreover, it also improving pronunciation.

2.19 Short Stories In ELT Classroom For Developing Language Productive Skills

Many scholars Bre, (1990; Kelly, and Krishan, (1995); Gilory, and Parkinson, (1997); Belder, and Hirvella, (2000); and Kim, (2004) have discussed the use of literature, in general, and short stories, in particular, in EFL classroom for developing language skills and recommended their use of short stories in teaching and learning of English as a foreign language. Such debates and discussions, on the role and use of short stories in EFL classroom, have often concluded on recommending story telling as a holistic approach to language teaching and learning, such recommendations, according to Mourao (2009) are founded on the understanding that, learners
need to interact with rich, authentic examples of the foreign language (p. 17).

The use of short-stories in ELT classroom for developing language productive skills has many advantages and implications. Bretz (1990: 338) while discussing “the importance of the use of short stories in foreign language teaching, illustrates that short stories help to improve the communicative competence by providing a spring board for the development of critical thinking and aesthetic appreciation”.

Pathan (2013) classifies various benefits of the use of short-stories in EFL classroom under different categories such as: linguistic, socio-cultural, personal and emotional and discusses their details focusing on their possible implications for EFL teachers and learners. Mourao (2009) also offers a list of thirty advantages of the use of short stories in EFL classrooms the teaching and learning materials which is motivating, authentic and has great educational value.

Stories help students to understand another culture and work as a stimulus for language acquisition. They also develop students’ interpretative abilities and help in expanding their language awareness. Stories also encourage students to express their opinions and feelings and make language learning fun by bringing a bit of excitement to a classroom which can work as a change of routine and a new recipe. This is why scholars like Garvie (1990) propose that foreign language learning be led by story.
2.20 Advantages Of Using Short Stories In EFL Classroom

Short- stories are filled with many linguistic advantages such as simplicity of sentence structures and vocabulary used in context and make learning of foreign language skills easy and simple. They help to improve EFL learners’ vocabulary and motivate them to learn the four skills more effectively. Elaborating on this linguistic aspect, Murdoch (2002: 9) argues that: ‘stories allow instructors to teach the four language skills to all levels of language proficiency, and if selected and exploited appropriately, short-stories provide quality test. Context which with greatly enhance EFL courses for learners at intermediate levels of proficiency”.

The controlled length of short- stories with the concise written, with carefully selected vocabulary and lexis, is another linguistic benefit that short- stories can offer in EFL classrooms. Stories contain authentic, contextualized, natural and simple dialogues which can help EFL learners not only in understanding the usage of English in a better way but also in using these dialogues and important structures in their own life.

In foreign language teaching situations, where learners often have negative attitudes towards reading in English, short stories, quite readily, can lend themselves to capturing and holding the attention spans of learners and can help in transforming these negative attitudes into positive ones.

Collie and Slater (1991) also strongly advocate the use of short-stories in ELT classroom for developing reading comprehension skill due to various practical benefits. They also offer practical techniques and strategies for incorporating short stories in ELT classroom in an effective and interesting way. According to them, short- stories are practical in ELT
classroom as their length is long enough to cover entirely in one or two class sessions. They are not complicated for students to work with their own and can help develop their self- dependency while learning a foreign language like English. They have a variety of choice for different interests and tastes and can be used with all levels (beginners to advanced), all ages (young learners to adults), and all classes (summer courses to evening courses).

The use of short stories has many socio- cultural benefits as well. In the culturally sensitive contexts like Libya, they can also be the best method of including cultural and moral values as stories have been the best method of transmitting values, principles, and common sense for centuries. In this regard, Kirschen (1985: 68) asserts that “story telling is one of the effective tools for inculcating morality, especially for the youth, as stories contain powerful images and symbols and operate on both conscious and unconscious levels, conveying intellectual and emotional meaning”.

Pathan (2013) also elaborates this argument for the use of short stories and stresses that, in the modern, culturally barren, world of today, where cultural values are degrading every day and many evils and tribulations are infecting our young generation with bad habits, immoral deeds, immodest behavior and horrific crimes in their early tender age, stories can be the best method of inculcating healing cultural and moral values’ the stories from the Holy Guran and other Islamic stories, about the life of the Holy prophet peace and blessing be upon him, and his companions as well as other religious and moral stories, can be highly effective for this purpose with the Arab EFL learners.
The Libyan Arab EFL learners’ familiarity, with these stories, will not only make their learning of English easy, but will rejuvenate their cultural and modal values as well. Thus, stories will not only help them in developing their foreign language skills but also their moral character. The use of short stories has emotional benefits also for EFL learners.

Stories provide language learners a picture of people, through the characters, while they are struggling and suffering which can prepare young learners to cope with the conflicts in heir own life. Stories also help language.

2.21 Short Stories And Language Skills Development

Short stories allow teachers 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 ELT courses for learners at intermediate levels of proficiency”.

According to Hi, short stories could be very beneficial material in ELT reinforcement by using them in learning activities such as, discussion, writing and acting out dialogues.

A. Reading

Short stories are very useful in the trials to improve students’ vocabulary and reading. The results of Lao and Krashen’s (2000) study, which compared the reading achievement between a group of students that read literary texts and a second group that read non- literary texts at a university in Hong Kong revealed that the group who read literary texts
made better improvement in vocabulary and reading. Using: “Bill” (see the appendix) three activities can be conducted to help students to acquire more vocabulary. These activities are related to form, meaning and use respectively.

1. Complete the word form chart below. The first word has been done for you. Remember that some words do not have all forms.

   (Words Form- 1)

<table>
<thead>
<tr>
<th>Verb</th>
<th>Adverb</th>
<th>Participle</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak</td>
<td></td>
<td>Speaking</td>
<td>Speaker</td>
<td>Speak able</td>
</tr>
<tr>
<td>Think</td>
<td></td>
<td></td>
<td></td>
<td>Bright</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bluntly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There can be as many words as the teachers thinks necessary. However there should not be too many words included in a short story so as not to make students lose interest in the activity.

This activity helps students to learn more vocabulary, and it also teaches them how to use a dictionary.

2. write the letter of the definition/ synonym in column (B) that most closely matches each word/ phrase in column (A).


<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. lonely</td>
<td>1. A tiresome person</td>
</tr>
<tr>
<td>b. get well</td>
<td>2. Provide an apology</td>
</tr>
<tr>
<td>c. make an excuse</td>
<td>3. Recover healed</td>
</tr>
<tr>
<td>d. a tired person</td>
<td>4. Without friends</td>
</tr>
<tr>
<td>e. ..................</td>
<td>5. ........</td>
</tr>
</tbody>
</table>

In this activity, the words/ phrases in column A come from the story students are reading. The definitions and/ or synonyms provided in column B must match the meaning of the words/ phrases in the context of the story to help students to understand how a different word/ phrase can be used in the same context.

3. choose the word/ phrase from column A in the previous activity that best fits each of the following sentences. You may need to add- s to a plural word as to a third person singular of a verb in the present tense, - ed to the past tense of regular verbs- ing for present participle, etc.

a) she (not) ................ For being late for the meeting yesterday.

b) the doctor said that his great optimism helped him ........ soon.

c) after his wife’s death he always feels ..........

d) almost no body likes Ms Brown because she is a ..........

In activity 3, students practice using the words they already understand the meaning of. Since “Bill” does not include a list of unknown words/ phrases in bold and the words/ phrases do not have explanation and for
synonyms on the foot note, teachers should add both. To motivate students do such activity, teacher may explain: “the list of words help you go on reading without troubling yourself stopping for too long to look them up in a dictionary”.

High intermediate and advanced students also profit from literary texts. What they read gives them the opportunity to come up with their own insights and helps them 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.

According to Oster (1989: 85), this process leads to critical thinking. He confirms, “Focusing of point of view in literature enlarges students’ vision and fosters critical thinking by dramatizing the various ways a situation can be seen”. This could happen because when students read, they interact with the text, they interpret what they read. By interpreting what they read, they can work towards speaking English more creatively.

**B. Writing**

Short story can be a powerful and motivating source for writing in EFL/ESL, both as a model and a subject matter. Short story as a model occurs when students’ writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and/ or style. However, when student writing exhibits original thinking like interpretation as analysis, or when it emerges from, or is creatively stimulated by, the reading, literature serves as subject matter in accordance with this, Oster (1989: 85) "affirms that literature helps students to write more creatively."
Teachers 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. For example, if teachers bring to class “Bill” they can assign the following writing activities:

1. Write a dialogue between Bill and Minna at the evening when he says that he must never kiss her beginning from that night.

2. Paraphrase paragraph seven of the short story.

3. Write a book report or summarize the story in five to seven sentences including the main character, setting, conflict, climax and resolution.

4. Write one sentence in the theme of the story.

5. Write a paragraph to explain why Bill chooses the couple instead of the wealthy lady.


7. Write an essay on what makes a great father.

Activities 1 and 2 are suitable for middle intermediate levels; activities 3, 4 for upper intermediate levels; and activities 5, 6, 7 for advanced levels.

C. Speaking And Listening

Short stories can also be a powerful and motivating source for teaching both speaking and listening- oral reading, dramatization, improvisation, role-playing, re-enactment, and discussion are some effective learning activities
which center on a short story. EFL classes can use for enhancing these two skills.

Asking students to read story aloud can develop their speaking as well as listening skills. Moreover, it also leads to improve the pronunciation. The following are some activities teachers can assign to develop students speaking skills by using short stories.

1. the students read the story aloud as a chain activity. The first students reads the first sentence. The second student takes the second sentence, the third student, third sentence, and so forth. Such activity will enhance students pronunciation and fluency in an interesting way. It is suitable for elementary class.

2. in an upper intermediate class, the students retell the story as a chain activity in small groups. Each student will have a lot of opportunities to practise the relevant connectors. (they certainly should have been given a list of the connecters and discourse markers beforehand).

3. in an advanced class, the students are grouped into two groups. Using "Bill". The first group is assigned to prepare arguments that Bill's decision to find adoptive parents for Minna is correct. Another group should prepare arguments that the decision is not correct.

4. an extending activity is usefull to develop students' speaking skill and to make students more involved in the story in role-play. This can be carried out by asking students to play the role of several characters, i.e by instructing them the followings:
5. imagine that you are the doctor who diagnoses that Bill has only six more months to live. Tell Bill what he is suffering from. Make sure you are convincing.

6. suppose you are the editor of the newspaper in which Bill publishes his advertisement. Tell Bill what you think of the content of the advertisement.

To develop listening skill using a short story, teachers can do the following:

1. read the story out aloud so the students have the opportunity to listen to a native speaker of English (if at all possible); or

2. play the story if a recording is available.

The activity can be carried out for fun or for students to find answers to question given and explained to them before the listening activity starts. For students to understand the story when they listen to it for the first time, the question can be based on literary structures, such as:

1. who is the main character of "Bill"?

2. where/ when does the story take place?

3. what is the problem (conflict) in the story?

4. how is the conflict resolve?

2. 22 Previous Studies

The same study have previously been investigated by some other researchers of those are:
1. Elamin Elsafi Abdelrahman Mohamed (2013): "the effective use of short stories to improve EFL students' speech". The study intends to investigate English language teachers' attitudes at secondary schools, El- Hasahisa locality towards using short stories to improve oral communication.

To solve the problems of understanding and practicing oral communication and enable teachers to determine the ways of promoting the oral communication by using short stories. The study finds that: EFL learners must make mistakes when they speak the language. Some of the teachers of English are not trained to teach oral communication. Short stories resolved the problems of communication. The teacher-center approach fails to draw up the coherent language. It is recommended that teachers should aware of the importance of using short stories and curriculum designers should draw more attention to this area of language. It is also recommended that students should be encouraged to enrich their language by reading short stories and teachers should be well trained to teach oral communication.

2. Zamzam Emhemed Mari Al-Dersi (2011): "The use of short stories for developing vocabulary of EFL learners". University of Sebha, Sebha, Libya. The study aimed to investigates the role of short stories in developing vocabulary of EFL learners. The study finds that: using of short stories has many pedagogical benefits and they are also enjoyable among the EFL learners. The use of short stories in EFL classrooms for developing vocabulary of EFL learners in a naturalistic, enjoyable, low-cost and highly effective method.
The study recommended that: EFL teachers need to acknowledge the incremental nature of vocabulary learning, and to understand that an effective vocabulary learning programme needs to be principled. Stories are a powerful pedagogic tool in order to promote EFL learners' vocabulary development by making the process more enjoyable and meaningful, this linguistically rich material needs to be given adequate attention in any programme of vocabulary instruction.

3. Naeemeh Kharaghani (2013): "the effective of short stories in reading comprehension ability of Iranian EFL learners". Islamic Azad University, Quchan, Iran. This study investigates the effect of employing short stories in EFL settings on reading comprehension ability of Iranian English language learners. The study found that: Reading literary text when it is meaningful and entertaining has a valuable effect upon the learners' linguistic and extra linguistic knowledge. Choosing books relevant to the real-life experiences, emotions, or dreams of learner is of a great importance. Language difficulty has to be considered as well.

The study recommended: language teachers should be taken into account needs, motivation, interests, cultural background and language level of the students. Employing short stories would increase reading comprehension ability of Iranian EFL learners since it was found that the group which received short stories as their reading text out performed the other group.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is intended to introduce the methods used in the study and includes the procedures adopted in conducting the study, sampling procedures and collecting data. The researcher has followed the descriptive analytical method, how data were collected and analyzed and described the tools and find their validity and reliability.

3.1 The Population Of The Study

The population of the study consists of the teachers of English language in Gurashi locality secondary schools, whose age range between (30 – 50) years and their experience from (5 – 30) years in the field of teaching.

3.2 The Sample Of The Study

The sample of the study consisted of (40) EFL teachers from Gurashi locality secondary school, the sampling was chosen randomly.

3.3 The Tool Of Data Collection

A questionnaire was used as a tool for data collection. The (40) copies of the questionnaire was distributed to (40) teachers in secondary schools, Gurashi locality by hand.
3.4 Procedures

Questionnaire is the main tool in collection. It consists of (40) copies each one has (14) statements. The statements include three multiple choices as the following options (agree, to some extent and disagree).

3.5 Reliability And Validity Of The Questionnaire

The study used statistical package for social sciences to analyze the data which are collected.

The researcher used person's correlation and the results:

\[ r_{XY} = \frac{N(\Sigma XY) - (\Sigma X\Sigma Y)}{\sqrt{[N((\Sigma X)^2) - (\Sigma X)^2][N((\Sigma Y)^2) - (\Sigma Y)^2]}} \]

Where:

\( r = \) correlation

\( R = \) Reliability of the test

\( N = \) number of all items in the test

\( X = \) odd scores

\( Y = \) even scores

\( \Sigma = \) Sum

\[ R = \frac{2r}{1+r} \]
Val = $\sqrt{\text{reliability}}$

\[
R = \frac{2 * r}{1 + r} = \frac{2 * (0.69)}{1 + (0.69)}
\]

Val = \sqrt{0.82}

Correlation = 0.69

Reliability = 0.82

Validity = 0.90
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter concerns with the analysis and discussion of the data that collected by the means of questionnaire, the findings of this analysis and discussion of the data serve the hypotheses and answer the questions and achieve the objectives of the study. All the result are shown below in tables and figures to reflect the point of view of the respondents in using short story to improve EFL learners' productive skills.

4.1 Data Analysis

The purpose of designing the questionnaire statements is to reflect teachers' opinions on many factors that concern the significance of short stories. The method which is used in sampling and analysis of the information provided by the questionnaire is statistical which is obtained by applying computer programme SPSS (Statistical Package for Social Sciences), each statement is analyzed separately and displayed in form of table and then represented in figures.
4.1 Writing about characters in the story is a motivating area for learners

Table (4.1)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>30</td>
<td>75.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table (4.1) shows that (75%) of the respondents agree, (25 %) to some extent. According to the result (75 %) agree with the claim.
4.2 Filling gaps with words from the story is a good activity to improve learners' reading and writing abilities.

Table (4.2)

<table>
<thead>
<tr>
<th>Agree</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24</td>
<td>73.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>13</td>
<td>21.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table (4.2) and fig (4.2) students who agree are (73.3 %), (5.0 %) disagree and (21.7 %) for never. So according to the results (73.3 %) of the students agree with the statement.
4.3 students find it easy to make discussion based on short story.

Table (4.3)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>22</td>
<td>68.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>15</td>
<td>26.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.3)

From the table (4.3) and fig (4.3), (68.3 %) of the teachers who responded with agree, (5 %) of the teachers disagree and (26.7 %) never. According to the result, more than half of the students agree with the claim.
4.4 Students can easily answer the oral questions of teachers based on short stories.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>29</td>
<td>60.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>35.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4.4)

Table (4.4) and Fig (4.4) teachers who agree are (60 %), those who disagree are (5.0 %) and (35.0 %) to some extent.
4. 5 it is easy to interact with students when teaching short story.

Table (4.5)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>31</td>
<td>78.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>7</td>
<td>18.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>.3</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table (4.5) and fig (4.5) above teachers who agree are (78.3 %), those who disagree are (3.3 %) and (18.3 %) to some extent. According to the majority of the teachers agrees with the claim.
4.6 Students listen carefully when they listen to a short story.

Table (4.6)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>33</td>
<td>88.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.6)

From table (4.6) and fig (4.6) above teachers who agree are (88.3 %) and (11.7 %) to some extent. According to the results the majority of the teachers agrees with the claim.
4.7 It is easy to involve most of the students when teaching a short story.

Table (4.7)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>14</td>
<td>40.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>15</td>
<td>41.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table (4.7) and fig (4.7) above teachers who agree are (40.0 %), those who disagree are (19.0 %) and (41.0%) to some extent. According to the results the majority of the teachers are disagrees with the claim.
4.8 Teachers can base communicative activities on the plot of the story

**Table (4.8)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>26</td>
<td>65.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>12</td>
<td>31.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure (4.8)**

From table (4.8) and fig (4.8) above teachers who agree are (65.0 %), those who disagree are (3.3 %) and (31.7 %) to some extent. According to the results more than half of the teachers are agrees with the claim.
4.9 The selection of the short story should be based on students' interest.

**Table (4.9)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>21</td>
<td>68.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>11</td>
<td>18.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure (4.9)**

From table (4.9) and fig (4.9) above teachers who agree are (68.3 %), those who are disagree are (13.3 %) and (18.3 %) to some extent. According to the results (68.3 %) of the teachers agrees with the claim.
4.10 Teaching short story provides students with opportunities, to read, speak, write and listen to the language.

Table (4.10)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>27</td>
<td>78.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>12</td>
<td>20.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.10)

From table and fig (4.10) above teachers who agree are (78.3 %), those who are disagree is (1.7 %) and (20.0 %) to some extent. According to the results (78.3 %) of the teachers agrees with the claim.
4.11 The fun that a short story provides encourages students to perform well.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>26</td>
<td>60.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>12</td>
<td>36.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table and fig (4.11) above teachers who agree are (60.0 %), those who are disagree is (3.3 %) and (36.7 %) to some extent. According to the results more than half of the teachers agrees with the claim.
4.12 The story should suit learners' gender.

Table (4.12)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>22</td>
<td>60.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>12</td>
<td>36.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table and fig (4.12) above teachers who agree are (60.0 %), those who are disagree is (36.7 %) and (18.3 %) to some extent. According to the results more than half of the teachers agrees with the claim.
4.13 The teachers talking time should be less than the learners' time when dealing with teaching the story.

Table (4.13)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>23</td>
<td>68.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>10</td>
<td>20.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table and fig (4.13) above teachers who agree are (68.3 %), those who are disagree is (11.7 %) and (20.0 %) to some extent. According to the results more than half of the teachers agrees with the claim.
Acting some important events of the story in classroom makes it more understandable.

Table (4. 14)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>29</td>
<td>81.7</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.14)

From table and fig (4.13) above teachers who agree are (81.7 %), those who are disagree is (5 %) and (13.3 %) to some extent. According to the results (81.7 %) of the teachers supported the claim.
CHAPTER FIVE

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

In this chapter the findings, recommendation and conclusion to simplizze the expressive description. The study may summarize in few ideas. In this area the study tries to demonstrate the final stage of the study.

5.1 Findings

The study finds that:

1. Short stories help students to develop productive skills.
2. Short stories give learners varies literary expressions which help learning English.
3. Teaching short stories is a motivational factor which enhances learning productive skills.
4. Short stories have variety of choices for different interest that can be used with all level, ages and classes.
5. Short stories include some new vocabulary.
6. Short stories offer learners adequate linguistic, intellectual and emotional involvement which enrich their learning experiences.
7. Short stories offer the learners deeper meaning about learning productive skills.
8. Short stories invite students engaging in active and informed discussion of their involvement with the story and their own personal experiences relevant to the world of the story.
5.2 Recommendations

Based on the findings the study reached to the following recommendations:

1. Short stories should be used in teaching English for EFL learners.
2. Selecting the course, materials should become according to interests of learners.
3. Level, language standard and age of learners should be carefully considered.
4. The course materials should varied in order to enhance learners' motivation.
5. Teachers should plan for their students by giving them homework on the same story.
6. Short stories should be selected carefully to satisfy the desire of the learners.
7. The learners should be divided into groups, in order to discuss what they have understood from the teacher during the period of teaching short stories.
8. The teacher ought to choose the most attractive way in presenting the story.
9. The teacher should have the ability to make all the learners interact with him/her.
10. Students should be able to carry on the interaction with short stories beyond the oral class discussion to develop their productive skills effectively.
5.3 Conclusion

Short stories are effective teaching materials or alternative to assist students learning and developing their productive skills. In addition, by using short stories in English language, teaching can make learning more fun and interesting, so that learners can be interested in learning more about the language and have the ability to speak and write. Introduce short stories in the syllabus and increasing the teacher's awareness towards new, active and modern strategies, appropriate approaches and techniques.
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Questionnaire

Appendix

Faculty of Education Elhasahisa

Department of Foreign Language

Questionnaire for teachers

Dear teacher:

I would be grateful if you response to the following statements which are intended to collect data for a study under the title "Effect of using short stories in improving learners' productive skills in EFL"

* read the following statement carefully then tick (       ) you choice:

Statements:

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Agree</th>
<th>To some extent</th>
<th>Disagreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Writing about characters in the story is a motivating area for learners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Filling gaps by words from the story is a good activity to improve learners' writing and reading.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students find it easy making discussions based on short story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students can easily answer the oral questions of teachers based on short story.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>It is easy to interact with students when teaching a short story.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students listen carefully when they listen to a short story.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>It is easy to involve most of the students when teaching a short story.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Teachers can base communicative activities on the plot of the story.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The selection of the short story should be based on students' interest.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Teaching short stories provide students opportunities to speak and write.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The fun that a short story provides encourages students to perform well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The story should suit learners' gender.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The teacher talking time should be less than the learners when doing with teaching a short story.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Acting some important events of the story in classrooms makes it more understandable.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. What do you suggest for using short stories to improve learners' productive skills in EFL?

....................................................................................................................................................
....................................................................................................................................................