Using Short Stories in Development EFL Reading comprehension Skill:
A case study of Secondary schools, EL Hassahiesa Locality, Gezira State, Sudan (2017)

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Date: March. 2018
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Date: 24/ 3 / 2018
DEDICATION

TO MY FAMILY
Acknowledgements

Firstly I feel indebted to my supervisor Dr. Amina Osman and my co-supervisor Dr. Elgaily Mhajoub for their help support and advice. My thanks to Gezira University faculty of Education Elhassahiesa. My thanks are due in particular to Areej Elfatih and to everyone who offered me assistance, also my thanks extend to my friends who encourage me under difficult circumstances and my colleagues in patch 12.
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Abstract

The use of short stories in English teaching should aim to encourage the students to use what they previously learnt. By doing this, the learning process will be student-centred. However, the teacher plays a great role. Teacher must choose a suitable text to use in class, and should help their students to understand the story with various activities. This study is carried out to fulfil the following objectives: To show the benefits of using short stories in teaching reading comprehension, To prove the effectiveness of using short stories in teaching EFL, To illustrate some effective techniques in order to be used for teaching short stories in reading comprehension classes. The study found that: Reading comprehension is not only restricted on understanding structure and linguistic elements it rather a mental process, Teaching and analyzing literary text is an effective method to stimulate student’s imagination and encourage them to think critically. Literary text generally has many benefits in teaching language skills and critical thinking, Teaching short stories is the most appropriate genre of literature as it does not consume the time and effort of teacher, Short stories can raise cultural awareness, linguistic awareness, and motivation and improve four basic skill. There are certain techniques that can be followed to get better performance in teaching reading comprehension through short stories and get the expected benefits, Short storyied can be used as a material to stimulate interpretive skill and encourage them to use their imagination, EFL context have little or no opportunity to contact with native speaker so reading literary text will give them the opportunity to have a better interaction with foreign culture and people, Literary text are too amusing that keep learner to continue reading and more learner will be involved in the lesson. Literary text can be used as a valid and authentic source for increasing the amount of comprehensible input student receive, Variety of themes in short stories give students the chance to see the world from different culture.

Recommendations: Teacher should be aware enough to the proper usage of short stories in EFL classes, Syllabus designer should, Teacher should give opportunity to readers to choose their stories to be read after guiding them towards the required books, Students need to be asked about their few point for the thought themes in order to get the required mental outcomes, Variety of tasks is require in teaching literary text to avoid the traditional methods in teaching EFL.
استخدام القصص القصيرة في تطوير مهارات القراءة الاستيعابية

دراسة حالة مدارس المرحلة الثانوية المحلية الحصاحيصا وولاية الجزيرة، السودان، (2017)

بابكر سليمان بابكر البدوي

استخدام القصص القصيرة يمكن أن يعمل كمشجع للطلاب للاستفادة من ما تعلموه. القصص القصيرة تكون العملية التعليمية متمركزة حول الطلاب، للمعلم دور كبير في اختيار النص المناسب للاستخدام. القصص القصيرة يمكن أن تستخدم كوسيلة فعالة في تطوير القراءة الاستيعابية. هدفت الدراسة للتحقق من أهمية استخدام القصص القصيرة في تطوير القراءة الاستيعابية. وتعتبر استخدام القصص القصيرة كأحد أقسام الأدب في تدريس اللغة الإنجليزية كذلك أنه يوحي بعض الطرق التي يمكن من خلالها استخدام القصص القصيرة في فصول تدريس القراءة الاستيعابية. تمت الدراسة المنهج الوصفي التحليلي، تجمع البيانات المطلوبة بواسطة الاستبانة. عينة الدراسة تتكون من 30 معلم من معلمي المرحلة الثانوية بمحلية الحصاحيصا تجمع وتحليل البيانات باستخدام برنامج الحزم الإحصائية (SPSS).

توصلت الدراسة لعدة مخرجات أهمها: القراءة بغرض الاستيعاب ليس فقط مقتصرة على فهم بناء النص وعناصر اللغة بل هي عملية عقلية. دراسة وتحليل النص الأدبي وسيلة فعالة لتعزيز خيال الطلاب وتشجيعهم على التفكير بصورة ناقدة. القصص القصيرة هي اشباع نوع من أنواع النص الأدبي لا أنها تستخدم زمنًا مجهودًا للتعلم يمكن استخدامها لأداء أفضل في فصول تدريس القراءة الاستيعابية من خلال القصص القصيرة للوصول للمنافع المرجوة. ونص الدراسة مصمم مناهج تعليم اللغة الإنجليزية كلغة أجنبية بضرورة الانتباه لإدخال القصص القصيرة في المناهج بغرض القراءة الاستيعابية. يجب على المعلمين تدريس القصة القصيرة بصورة نقدية لتعزيز العمليات العقلية للطلاب وتشجيعهم على التفكير بصورة نقدية. أيضا يجب أن يكون المعلم مدرك للطرق المناسبة لتدريس النص الأدبي في فصول تدريس القراءة الاستيعابية.
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CHAPTER ONE
INTRODUCTION

1.0 Background

The use of short stories in English teaching should aim to encourage the students to use what they previously learnt. By doing this, the learning process will be student-centred. However, the teacher plays a great role. Teacher must choose a suitable text to use in class, and should help their students to understand the story with various activities. In using short stories to teach English, story selection is indeed one of the most important roles of the teacher. Since the length of short stories quite varies, choose a story short enough to handle it in 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 students the feeling of the achievements and self-confidence.

This chapter is background for the study under investigation, it shows the problem of the study and what it aims, and also it shows the hypothesis, significance methodology and the scope of the study.

1.1 Statement of problem

Reading comprehension is a basic skill in EFL learning so it must be taught well as its link reading skill with higher mental abilities and evoke students thinking. Selecting the proper text to be introduced in reading comprehension is a problematic area, because the selected text can either enhance or hinder the process of reading comprehension. Using short stories in reading comprehension class has many benefits due to the advantages of short stories as a mean for teaching EFL.

2.1 Objectives of the Study

This study is carried out to fulfil the following objectives:
1- To show the benefits of using short stories in teaching reading comprehension
2- To prove the effectiveness of using short stories in teaching EFL
3- To illustrate some effective techniques in order to be used for teaching short stories in reading comprehension classes

1.3 Questions of the Study
1- What are the benefits that can be obtained from using short stories in reading comprehensions’ classes?
2- How can teaching short stories affect the educational process?
3- To what extent can selected technique for teaching short story motivate EFL students for reading comprehension?

1.4 Hypotheses of the Study
1- Short stories is the most appropriate genre of literature for teaching comprehension
2- Short Stories is the Most Appropriate Genre of Literature for Teaching Comprehension
3- Students who read short stories can perform better in EFL learning than those who do not read

1.5 Significance of the Study
This study is expected to be beneficial for EFL teachers and students, as it high lightening the importance of reading comprehension and introduce short stories as a mean for teaching reading comprehension in order to get the benefits of short stories while learning as a motivator for students to read more.

1.6 Methodology of the Study
This study adopted the descriptive analytical method. The data was obtained by the mean of questionnaire. And collected data was described and analysed. The target samples of the study were EFL teachers and response of the selected samples was analysed through SPSS program.

1.7 Limits of the Study
The scope of the study was Hasahiesa locality, teachers of secondary schools. The study was conducted in 2017

CHAPTER TWO

Literature review

2.0 Introduction

Use of literary works in the teaching of English has been a matter of concern for many years as part of a search for better, more efficient and more constructive reading comprehension activities. Reading comprehension is one of the main important elements in English language learning for all students because it provides the basis for a substantial amount of learning in education Alvermann and Earle, (2003) through reading is not be only skill to be taught in the language classroom, it is definitely one of the most important for many EFL learners (Rivers, 1981; careil). Reading comprehension is important “in all levels of education as enables learners who are struggling with their academic and literary tasks to overcome their challenges” (Ness, 2009, 143).

2.1 Reading skills

Listening, speaking, reading and writing are regarded as the four fundamental skills to acquire/learn a foreign language. The reading skill is a necessary skill for language acquisition because it has positive effects on vocabulary knowledge, spelling as well as the learners’ writings. Reading is viewed as an interactive process between the reader and the writer in which the former has to understand the message of the passage and then to decode it. Moreover, it is a dynamic process in which information from the text and knowledge possessed by the reader interact to enable him to construct meaning before, during and after reading. In this respect, Goodman (1973: 162) states that the learner “Interact with a message encoded by the writer. He concentrates his total prior experience and concepts he has attained, as well as the language competence he has achieved”. Similarly, Dubbin (1982: 125) assume; that the task reading is complex skill that contains a number of psychological, physical and social elements. Therefore, reading is considered as the
most difficult language skill, which involves the interaction of multiple cognitive, meta-cognitive, linguistic and sociolinguistic aspects. I.e.; some other sub-skills operate all together in order to perform the task. Reading is not a passive task, but rather an active one. In fact reading requires both the learner’s mental and experimental inputs of who is expected to comprehend the written message. In highlighting the importance of reading comprehension, Rivers (1981:147) state that reading in the most important activity in any means of consolidating and extending ones ‘‘which are knowledge of the language’’. Reading is composed of two parts; the written form, and the meaning of the conveyed message. In this regard, penny, Ur (1996:138) defines reading as follows:

‘‘Reading means reading and understanding. A foreign language Learner who says, I read the words but I don’t know what they mean is Not, therefore, reading in this sense. He or she is merely decoding Translating written symbols into corresponding sounds’’

2.2 Reading comprehension

The general sense of this term is found in linguistics, referring to the ability to understand and interpret spoken and written language; it is opposed to production. In psycholinguistics, the analysis of the process of speech comprehension is a major theme, encompassing such topics as strategies used by children in language acquisition, the strategies adults use in interpreting different types of sentence (e.g. ambiguity, negation, questions), the role of extra linguistic situation, and the role of cognitive factors (such as memory, attention and perception) in arriving at the interpretation of sentences and discourses. (David: 2008). Reading is a complicated skill that demands considerable time and practice to develop (Lundahl 1998:175). The ability ‘‘to read’’ involve more than merely decoding a text. In addition to the practical skill of putting letters together, turning them into words, one is also supposed to understand what is read: one has to combine decoding; the ability of putting words together, with comprehension; the result of interpreting linguistic. The multiplication relates to the fact that everything that is done to facilitate
reading will multiply the result, in addition alluding to that if one of the elements is missing, the result will be zero. Hence if there is no understanding of what is read, there is no actual reading; there is no reading comprehension.

Reading comprehension consist of more than just reading the words on the page. Text reading, according to cognitively based view is an interactive process rather than just a sets of skills (Dole, et al., 1991) “A good definition of reading comprehension might be the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (Snow, 2002).

In seeking of understand the comprehension of a text as a whole, mental model theories have been influential. According to these, when we read, or when we listen to someone speaking, we construct a mental model of what we have read or heard. This modal is not the text itself, but a representation of it (Johnson-Laird, 1983). Using Johnson-Laird’s framework, Van Dijk and Kintsch (1983) proposed the term ‘situationmodel’ to mean a model which goes beyond the next representation and integrates inference and background knowledge to construct meaning. According to McNamara and Magliano (2009) this first major processing model of comprehension has provided the foundation for most of the subsequent models. Kintsch 1998 developed theory further and proposed a two – stage construction –Integration model, whereby as words or phrase are read (or read) they sent context off associations in spreading fan (Kintsch 1988). These associations are refined by the context until a stable interpretation emerges. Later this construction –Integration model was modified to become more interactive (Kintsch 1998). Instead of all associations being activated in a bottom – up fashion, they are activated by the strength of the associations in memory and, as the reader proceeds the context strengthen those association which are more appropriate and inhibits those which are less likely. When the reader makes more connections within the text and generates more prior knowledge then a stronger situation model is made, which in turn leads to a stronger representation in long term memory (McNamara and Magliano 2009).

McNamara and Magliano (2009) reviewed the principal models which build on the construction –integration to greater or lesser extent, i.e
the structure building, Resonance, Event – indexing, Causal Network, constructionist and Landscape models. They argue that the construction – integration model, the structure – building model and the Landscape model attempt to describe the basic and overall comprehension processes, whilst the other four models are concerned with the processes that go on beyond the information. In the target sentence, e.g. retrieving background knowledge and making interference. The author conclude that models differ largely in terms of their foci and the fact that they describe different comprehension situations. Thus, the construction – Integration model is concerned more with explaining the comprehension of more challenging expository texts, whilst other models to explain the comprehension of easier narrative texts by readers who do not have any difficulties (e.g. the structure – Building model).

McNamara and Magliano go on to argue that the models are not therefore contradictory, but they may be too limited, in that they fail to account for differences in the reader and the text. According to Snow (2002): “consideration is needed of the differences between skilled and less skilled readers and how comprehension is affected by the reader’s goals and the social context.”

Another way of differentiating between the various models of comprehension was that proposed by Graesser (2007) who distinguished between those models which use a bottom – up explanation (e.g. construction – Integration) and those which are strategy – driven (e.g. the constructionist model) and therefore see comprehension as more of a top-down process. The constructionist model (Caresser, singer and Tabasso, 1994) is based on reader goals, coherence of text and explanation. Reader goals are one of the aspect of comprehension that McNamara and Magliano considered to be lacking in comprehension models generally and they suggest it may be because much research in the past has been carried out in laboratory where readers are given a text and told to read it, thus leaving out any element of free will.

Coherence refer to the way that the reader seeks to make a situation model which makes sense at the local and global level, and explanation refer to the way skilled comprehends try to explain what is happening in the text. In contrast to the laboratory based research McNamara and Magliano (2009: p330) consider to characterize other models of reading comprehension, the constructionist model is the one
they consider to be the most applicable to the study of comprehension in authentic educational setting, since it seeks to describe "a highly motivated, strategic reader who routinely engages in goal-directed, effortful processing during comprehension. According to McNamara (2007), the strategies a reader uses, their metacognitive awareness and their goals are aspects which have large effects in comprehension.

According to Ivar and Helge, reading is often describe as interactive process, where comprehension is the result of joint efforts from the author and the reader (2007:1969). Reading strategies and learning are tightly intertwined, and what is considered vital in learning process is further applicable to reading comprehension (Roe 2014:84). Hence many researcher refer to concept as one and the same (ibid) if one fails to understand the content of text or tasks, learning and fulfilling of tasks will be difficult, if not impossible. As the students grow older, the requirement for reading with accuracy and proficiency increase. In lower secondary, the subject become harder than elementary school, and the amount of theory to read is vast. This further fortified in higher education. Now a days many students face several years of higher education, and good reading strategies are essential (Roe 2014:88). To able to read with fluency and accuracy and to understand what is read is essential in all learning.

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is describe in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representation of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about (Kintsch 1998).

Effective reading is essential factor of success in learning another language. Reading is the most important instrument for academic setting (Anderson, 1994). Celce-Murcia et al. (1995) believe that ability to read in second language is the most important way for autonomous language learning. Alptekin (2006,494) defined reading:
As an interaction of the reader’s text-based and knowledge-based processes. In processing texts, readers combine literal comprehension, based on lower-level cognitive processes of reading such as lexical access and syntactic parsing, with inferential comprehension, based on higher-level cognitive processes such as the text base of comprehension (To understand what the text says) and the situation model of interpretation (To understand what it is about).

Traditionally as Chastain (1988) mentioned reading was viewed as a passive skill because readers do not produce anything; however, readers are in constant interaction with reading passage and their background knowledge. Traditional approaches to reading deal with the meaning of words as isolated concepts and have nothing to do with the social dimension of reading. The view towards teaching reading comprehension has dramatically changed in the past decade. Uso-Juan and Martinez-Flor (2006) discussed the following significant views regarding teaching comprehension. In 1960’s where environmentalist ideas were emphasized, and learners’ reading skills were only limited to making sense of printed words. With the emergence of Chomskyan theories which explain language learning on a cognitive basis, reading skills were not limited to the decoding skills. Reading comprehension research focused on reading as a thinking process where the reader reconstructs the intended meaning of the author. Readers are not treated as passive one, but they are cognitively engaged in processing the author’s intended meaning. However, interactivist view not only pay attention to the role of cognition in comprehension a reading passage, but also believed that readers construct the meaning of the texts within a culture. So learners, with different socio-cultural beliefs would interpret a text differently.

There is a general belief that L2 reading is related to L1 reading. Reading ability that is learned in L1 is transferable to L2 (Williams, 2006). Cummins (1991, as cited in Cubukcu, 2008) introduced the idea of
interdependence in second language acquisition. He argued that if a threshold level is gained in L2 the learner can easily transfer his L1 reading ability to the new learning context. In fact he believes L2 learning ability is depended on L1 learning ability. However, as Williams (2006) mentioned the dependence of L2 reading on L1 reading can easily be rejected by referring to minority groups or immigrants who learned to read in their L2 for the first time. So, poor reading ability cannot be related to L1 bad reading habits. Researchers believe differences in reading comprehension are due to two important factors: L2 language knowledge and metacognitive awareness of reading strategies (Guo and Roehring, 2011). Many studies have shown the importance of L2 vocabulary knowledge in improving reading comprehension ability in foreign language learners (Qian, 1999; 2002). L2 syntactic awareness is also claimed to affect reading comprehension at two levels: low-level syntactic awareness and high-level syntactic awareness. Low-level syntactic awareness refers to the ability to understand the grammatical structure of language within sentences. High-level syntactic awareness refers to greater conscious awareness of language which encompasses two different abilities:

1) The abilities to identify and formulate the rule of syntax and
2) The abilities to control knowledge of syntactic rules (Layton et al, 1998).

Studies on metacognition and reading comprehension reveal the strong relation between the use of metacognition and reading comprehension. In a study conducted by Sen. (2009) in turkey revealed that reading skills of the students who did not used these strategies. Metacognition according to Sen.(2009) refers to ‘awareness in the individual of his/her systematic thinking about his/her own learning processes.’. According to Bernardt and Kamil (1995) metacognitive awareness is transferable from L1 to L2 reading. As mentioned by Pressley et al (1995) metacognitive strategies enable readers to pay attention to controlling, monitoring, and evaluating the reading process. Cubukco (2008) referred to different studies which demonstrated the use of metacognitive strategies in expert readers. In fact
metacognitive strategies seem to be an essential factor in successful comprehension.

2.3 Aspects of Reading comprehension

Unfortunately, there are not assessments for accurately measuring all aspects of reading comprehension. As was noted in the Fand Reading Study Group Report:

Currently, widely used comprehension assessments are heavily focused on only a few tasks: reading for immediate recall, reading for gist of the meaning, and reading to infer or disambiguate word meaning. Assessment procedures to evaluate learners’ capacities to modify old or build new knowledge structures, to use information acquired while reading to solve a problem, to evaluate texts on particular criteria, or to become absorbed in reading and develop affective or aesthetic responses to text have occasionally been developed for particular research programmes but have not influenced standard assessment practices. Because knowledge, application, and engagement are the crucial consequences of reading with comprehension, assessments that reflect all three are needed (Rrsgr, 2002).

The easiest aspect of comprehension to measure is that of vocabulary. Two common assessment are the Peabody Picture vocabulary test (PPVT) and the test of word knowledge (TOWK). A speech language Pathologist (SLP) should be consulted to rule out speech/language impairments if deficit in expressive or receptive language is suspected. The SLP can also be very helpful in assessing any area related to vocabulary development. Example of assessment for passage comprehension (typically retell and inference) include the:

1. Diagnostic Assessment of Reading Second Addition (DAR-2)

2. Qualitative Reading Inventory –IV (QRI-IV)

3. Development Reading Assessment 2 (DRA-2)

And other Informal Reading Inventories Passage reading fluency assessments that are related to reading comprehension include the AIMS web Maze CBM or other CBM maze passage
2.4 comprehension as cognitive process

As comprehension involve the interaction of a wide range of cognitive skills and processes there are many occasions where difficulties arise that many lead to comprehension failure (Cain and Oakhill : 2007). For example, during reading the ability to derive meaning is normally enhanced when there is a reduction in cognitive load of a reader’s working memory, and the reader can decode the words and phrases fluently and bring meaning to the unfamiliar vocabulary encountered (Daneman and Green 1986).

The indication are that successful readers are more efficient at gaining unfamiliar word meanings from text because they have a greater exciting vocabulary, more experience using context cluse, and greater background knowledge (Ewers and Brovnson 1999, Goers). In contrast, less skilled readers are considered to have more difficulties intergrating read text information (Goerss et al. 1999, Pressley 1997). Furthermore, due to the fact that strong contextual cues are not always found in many text, less skilled readers may have more difficulty considering the writer’s interpretations and forming appropriate inferences from unfamiliar events or relationships (Anderws 1996; Goerss et al. 1999).

Cognitive theory, with its strong focus on connection between language and thinking, places importance on the reader’s ability to make appropriate choices between contextual cues and the ability to decode and comprehend red text (Linnenbrink and Pintrich 2003; and Winogard 1990; Schunk 2004). Thus, cognitive psychologists have theoretical that balanced approach to the teaching of reading is the one that combines a text-based approach and discourse meaning approach in such a way that processes are interactive and reciprocal (Farris et al. 2004; Pressley 2002, snow and sweet 2003). Consequently, reader must consider the intention of the author as well as their own background knowledge and experiences that they bring to the text (Pearson and Rapheal 1990). From this theoretical perspective both reader and the text play critical roles in the comprehension process. The claim is that the reader’s cognitive processing of the text information does not enter the reader’s consciousness rom one direction, rather the reader synthesises the text-based and prior knowledge information simultaneously (Dreher 2000). Decisions are based on process of making meaning and they are
subsequently altered as the reader accommodates further text information as reading progresses (Bowyer-Crane and Snowling 2005).

2.5 comprehension and Metacognition

Studies of children’s reading and metacognition (planning and reviewing of strategies) suggest that skilled readers are dynamic readers who predict what is going to happen in the text. It is asserted that when the readers predict before reading, they activate past memories and experiences and test themselves as to whether they have sufficient knowledge about the present topic in order to comprehend the text (Dole et al. 1991; Glazer 1994). Prediction strategies help promote overall story understand and engagement with the text information during ongoing reading and enable readers to verify their understanding of the text (Block 2004; Duke and Pearson 2002). They usually verify their predictions by monitoring meaning and occasionally employing fix-up strategies, such as reading back or reading on when their predictions of events within the text fail to materialise (Kintsch 1982; Zinar 2000).

Teachers may support this verification process by asking questions, such as ‘what clues helped you make this prediction?’. After the story is finished readers may be asked, ‘What part of your prediction came true?’. These types of questions can become a framework to model the questioning process on that readers can eventually internalise self-questioning and self-monitoring strategies. The evidence is that self-questioning strategies help students develop metacognitive skills by monitoring their own responses (Block 2004; Pressley 2002). Metacognitive processes are enhanced when readers are encouraged to take ownership of their reading strategies (Palincsar and Brown 1984).

The reader’s conceptual understanding of the text also develop and changes over time as the reader progresses through the text (Pearson and Janson 1978). For example, reader’s understanding of a zoo-based scenario, as describe in a text passage is dependent on the reader’s experience of zoos and the new information provided by the text (Kintsch 1993; Schank and Ableson 1977). New meaning are processed using the reader’s prior experiences in imagination, and ability to absorb new information with the least amount of attention effort (Goodman 1996;
Successful readers lesson the amount of attention effort by constantly using what they already know to make inferences and to predict what they don’t yet know (Collins et al. 1980; Goodman 1996).

Comprehension is therefore, more effective when readers use what they already know about the text theme to conceptualist the gist of the present text (Goodman 1996; Smith 1978). This process allows the reader to construct a more appropriate situational model of the text. For example, what would it be like in C.S Lewis story, ‘The Magician’s Nephew’ when Digory and Polly visited an attic in an old English home. Teachers may use questions to facilitate the development of this construct, such as, ‘Have you ever been in an old attic? What do they look like? Have you seen an old store room that you think may be like an attic but with a sloping roof and with exposed rafters covered in cob webs?’ Thus, the reader’s construction of an imaginary situational model of the text is thought to be crucial for comprehension (Yuill and OakHill 1991; Kintsch 1998; Mckoon and Ratcliff 1992).

2.6 Teaching comprehension strategies

Strategy instruction is most effective when they are explicitly taught (National Reading Panel, 2000, Duffy, (2002) in the context of actual reading. This involve the instructional strategies of explanation plus modelling or demonstrating the strategy as to how and when to use it). In addition, instructional strategies should include scaffolding by teachers and opportunities for students to practice and apply strategies (Palinscar and Brown, 1984; Rosenshine et al, 1996). While serves as the instructional leader initially, students are actively engaged in the process and should be gradually given the opportunity to take over responsibility for recognizing when and how to use strategies. Direct or explicit instruction involves the following process:

1. Strategy explanation involves describing the strategy and explaining why it important to use.
2. Explanations contribute to the ability of students to become independent in strategy use and should be clear and succinct.

One the students are sufficiently exposed to the strategy, teachers should ask them to explain to strategy and how it benefits them as readers. Explanation helps the students to think about when they have used the strategy previously and motivates them to try the strategy on their own when prompted. This explanation stage takes very little time but should not be omitted. For example: Today, we are going to focus on the strategy of predicting. Making predictions helps us to think about what will happen as we read. Some people call it making a guess about what is going to happen. But we don’t just make a guess without thinking. When we make a prediction, we think about clues the author gives us in the story and we also think about what we have learned from our own experience or other stories.

Modelling thinking a loud is a common and effective form of modelling and helps students focus on building meaning (Bauman, and et al,1992) and understanding how successful readers construct meaning while reading. Thinking aloud is based on the work of Bereiter and bird (1985) and in a critical component of strategy instruction. Think-aloud go beyond direct explanation by opening a window into the minds of proficient readers. They incorporate the how, why, and when of specific strategy use through the actual verbalization of the thinking while reading. For example: while reading Arnold’s Lobel’s ‘‘ The Garden’’ in Frog and Toad Together, the teacher uses a think aloud to model predicting, I think that this is a good pace to stop and make a prediction. Frog has just told Toad that the familiar seeds will grow very soon after he pants them. But I know that when we planted seeds in our school garden, it took quite a bit of time for them to sprout. I predict that Toad is going to have to wait while his garden grow. Let’s read on and see what happens. The intent behind using think-louds is to help students develop their own ability to think about text, monitor their comprehension, engage with the text, and to solve problems while reading. Think – alouds focus on ideas and problems as they are encountered while reading. Initially the teacher does the modelling and thinking aloud to make thinking ‘‘visible’’ – to let students in on how, when and why proficient readers use strategies. As students begin to take
Scaffolding shifting responsibility to students requires Scaffolding. Teachers can scaffold learning to enable students to use comprehension strategies independently by promoting students at appropriate points during the reading of the text. Scaffolding support includes additional explanation or modelling as well as feedback. It is helpful for the teacher to communicate what students are doing well, what can improve and a model of how to do so. Although teaching comprehension strategies requires times and effort, Scaffolding is a support that should be gradually released. For example: Toad has tried a lot of things to make his seeds grow. Can we retell what Toad did to make his seeds grow? Let’s look back at what he did by reading closely and pointing to the text evidence.

i. Teacher: the first thing Toad did was to ....

ii. Students: He yelled at seeds ....

iii. Teacher: And then Toad ....

iv. Students: Toad read to the seeds....

v. Teacher: And then …

vi. Students: Toad sang song and played music.

vii. Teacher: And the seeds still didn’t …

viii. Students: They didn’t grow.

ix. Teacher: That was a good retelling. He tried all of those things but Toad’s seeds just didn’t grow.

2.7 Obstacles of Reading comprehension

Helping students to develop a strong reading vocabulary requires more than having them took up words in a dictionary. Rather, students need instruction that will help them acquire new word knowledge and develop strategies to enable them to increase the depth of that knowledge over time. To help students develop word knowledge in breadth and

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depth, we must first recognize four fundamental obstacles and then development teaching practices to address those obstacles:

1. The size of the task. The number of words that students need to learn is exceedingly large.

2. The differences between spoken English and written or ‘literate ‘ English. The vocabulary of written English, particularly the ’literate ‘English that students encounter in textbooks and other school materials, differs greatly from that of spoken, especially conversational, English. Students –both English language learners and those for whom English is the first language –may have limited exposure to literate English outside of school.

3. The limitation of sources of information about words. The sources of information about words that are readily available to students- dictionaries, words parts, and context- pose their own problems. Each can be difficult to use, uninformative, or even misleading.

The complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition, and simply memorizing a dictionary definition does not guarantee the ability to use a word in reading or writing. Adding to the complexity is the fact that different kinds of words place different demands on learners.

2.8 using literature in EFL classroom

There was a great debate on the use of literature in language classes. The use of literature in language classes is not new. The use of literature in foreign languages dates back to nineteenth century where literature was one of the essential materials in Grammar Translation Method. Student’swrer supposed to translate the literary texts to their native language. Learners only focused on the surface level such as the meaning of vocabulary or the grammatical structures. They don’t care about the literary value texts. However with the emergence of Audio-lingual Method and its emphasize on spoken language, literature was no longer used in language classes ( Erkaya, 2005). Sell (2005) also mentioned that communicative approaches reject the use of literature in language classes due to unrealistic nature of literary text. They claim literary text is not relevant to everyday life. Besides, these approaches emphasize on
speaking and listening skills where literature “is a matter of reading writing to be read” (P. 87). In recent years, literature again turned back to foreign language class’s. However the use of literature in language classes has really changed from that of Grammar Translation Method. Literary texts are no longer used for translation. In the past as Hismanoglu (2005) mentioned literature was ultimate aim of language teaching. Literature today is used as source of authentic material in language classes. Hismanoglu (2005 .54) stated the use of literature in language classes in recent years as the following:

‘’The use of literature as a technique for teaching both basic language Skills (i.e reading, writing, listening and speaking) and language areas (i.e vocabulary, grammar and pronunciation) is very popular within the Field of foreign language learning and teaching nowadays. Moreover, in Translation courses, many language teachers make their students translate Literary texts like drama, poetry and short stories into the mother tongue’’

2.9 Advantages of Using Literature in Language Classes

Numerous studies have discussed the benefits of using literature in language classes. For example Maley (1989, as cited in Hismanoglu 2005) list the following reasons for using literature in the language classroom:

1. Universality

2. Non-triviality

3. Personal Relative

4. Variety

5. Interest

6. Economy and Suggestive power

7. Ambiguity
Parkinson and Reid Thomas (2005 as cited in Sell, 2005) also made a list of ten reasons for using literature in language classroom:

1. Cultural enrichment
2. Linguistic model
3. Mental training
4. Extension of linguistic competence
5. Authenticity
6. Memorability
7. Rhythmic resource
8. Motivating material
9. Open to interpretation
10. Convenience

Although scholars named many advantages for using literature in foreign language teaching, but as Chiang (2007) mentioned there are four major reasons for incorporating into English language teaching. First literature is used as an authentic source in language classes. As Hismanoglu (2005) mentioned literary texts are primarily written for native speakers, they are not written for pedagogical purpose. Sell (2005) criticized standard FL textbooks for abnormal and non-authentic language. She also mentioned that textbook topics are inappropriate to the foreign language learners. They rarely address the real issues that learners will face them in real-life. Textbook are full of fiction and unreal materials. Second studying literature can provide learners with the opportunity to practice the language skills. Teaching literature helps improving all four skills. According to Hismanoglu (2005) in comprehending literary text students should be familiar with both syntactic structure and discourse. Literary test needs greater efforts for comprehending. So it will help learners to become more creative. Mckay (2001) argues that literary texts
can be ideal for all the four language skills. In reading comprehension tasks literary texts can stimulate interest and closer reading of the text, as integrating the four skills during reading practice. He also maintains that literature can improve listening skills. For example as listening task an unheard short story can be read aloud to the students and then teacher can ask students questions about comprehending the story. Stern (2001) points out that literature can be used as a model and subject matter for writing tasks. He also referred to literature as an ideal source for speaking skills by generating discussions about different elements of literary texts such as characters, plot and themes. Third, literature can improve cultural awareness. As Sell (2005, p.90) mentioned ‘teaching literature provides learners with a truly cultural competence, equipping them with culturally-apposite pragmatic and socio-psychological components a round which to build effective identities which will enable their socialization in target culture and enhance the effectiveness with which they participate in that culture’. He also mentioned that literary text not only can make language learners familiar with English culture, but also by using famous literary text from other languages it can also increase awareness of different culture. Fourth, literature increase interaction. Chiang (2007, 170) mentioned

*Literary texts are often rich is multiple layers of meaning, and can
Be effectively mined for discussions. While literature has the potential
To be a tool of great use in L2 classrooms, its potential can be best
Realized when readers are encourage to develop personal responses
To the reading from multiple aspects and to share them in discussions’’

2.9.1 Benefits of Using Short Stories

Various advantages have also been proposed for the use of short stories in the language classes. Short story like other literary text can raise
cultural awareness, linguistic awareness, motivation, and etc. Short stories is claimed to improve all four skills. 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. Lao and Krashen (2000) also conducted a survey in Hang Kong found that the group who read literary texts showed improvement in vocabulary and reading. According to Erkaya (2005) reading literary text can lead students to be critical thinker. He points out that when students read they interact with the text and interpret what they read and this analysis makes them to be more creative and critical. Young (1996) discussed two advantages of using short stories for raising critical thinking in students as the following: “because they are entertaining, students’ pervasive apprehension is reduced, and they learn from the beginning that critical thinking in natural, familiar, and sometimes even fun. Second the stories put issues of critical thinking in an easily remembered context” (p.90). According to Krkaya (2005) short stories motivated students to continue reading so that they can solve the problem. And since it is interesting for students they would not easily get frustrated. Arigol (2001 as cited in Hismanoglu (2005) listed the following advantages for pedagogical advantages of short stories over other literary text:

a) Short stories makes the students ‘reading task easier because it is simple and short

b) Give learners a better view of other people and other cultures

c) Requires more attention and analysis

d) Offers a fictional and interesting world

e) Helps students to be more creative and raise the critical thinking skills.

f) Raise cultural awareness,

g) Reduce students anxiety and helps them feel more relax

h) Is good for multicultural contexts because of its universal language

2.9.2 The benefits of Using Literature in language Teaching
There has been a great debate on the use of literature in language teaching classes. Some such as the proponents of audio-lingual method and communicative approaches reject the use of literature in language classes due to unrealistic nature of literary text. On the other hand, some such as Grammar Translation Method considers literature as an ultimate aim of English instruction. But 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. Numerous studies have discussed the benefits of using literature in language classes. For example, Maley (1989, cited in Hismanoglu, 2005) lists some reasons including universality, non-triviality, personal relevance, variety, interest, economy, and suggestive power and ambiguity for using literature in the language classroom. Parkinson and Reid Thomas (2000, cited in Sell, 2005) state that literature should be used in language classes because they provide cultural enrichment, linguistic model, mental training, extension of linguistic competence, authenticity, memorability and they are rhythmic resource and motivating convenient material that are open to interpretation.

Literature can provide the most authentic materials for language teaching and learning. In Hismanoglu’s (2005) words, literary texts are primary written for native speakers, they are not written for pedagogical purposes. Sell (2005) criticizes standard FL textbooks for abnormal and non-authentic language. She also mentions that textbook topics are inappropriate to the foreign language learners. They rarely address the real issues that learners face in real-life. Textbooks are full of fiction and unreal materials. Besides, as McKay (2001) argues, literary texts can be ideal for all the four language skills. In reading comprehension tasks literary texts can stimulate interest and closer reading of the texts as well as integrating the four skills during reading practice. Literature also provides learners with hefty valuable cultural information. As Sell (2001) mentions “Teaching literature provides learners with a truly cultural competence, equipping them with cultural-apposite pragmatic and socio-psychological components around which to build effective identities which enable their socialization in the target culture and enhance the effectiveness with which they participate in that culture.” Regarding appropriateness for classroom discussion, literary texts are often rich and
have multiple layers of meaning, and can be effectively mined for discussions (Chiang, 2007).

2.10 History of Short Stories:

In the 19th century, the short story developed as a literary form as magazines became more popular and widely read. Many 19th century writers contributed to the development of the short story as literary form. These writers are frequently anthologised in collections of short stories.

2.10.1 The Early 20th Century

By the 20th century, the short story was a well-established literary form in the west, thanks to the influence of earlier writers like Edgar Allan Poe, Guy de Maupassant, and Anton Chekhov. The short story continue to flourish throughout the 20th century due to the proliferation of popular magazines. Writers began to use the literary form of the short story to explore a variety of genres, including love stories, fantasy and horror stories, crime and mystery stories, and science fiction.

Many short stories written the early 20th century reflect issues related to the age of Industrialisation. During this time, a growing number of people left their farmlands and moved to the cities to work in factories. Some short stories feature the lives of immigrants, who worked hard and learned to adapt to a new language and culture in an unfamiliar environment. Major historical events like World War I, the Great Depression and World War II from the backdrop too many of the best short stories written in the first half of the 20th century.

2.10.2 The Late 20th century

Short stories written in the latter part of the 20th century often reflect the pressures of modern life and deal with issues that affect society, the family and the individual. The application of science and technology also becomes a major theme in many short stories in the years after World War II. The genre of science fiction is popularized by writers like Arthur C. Clarke, Isaac Asimov and Ray Bradbury.

2.11 Short Stories and Its Genres
A myth is a traditional story that explains the belief of a people about the natural and human world. The main characters in myths are usually gods or supernatural heroes. The stories are set in the distant past. The people who told these stories believed that they were true.

A legend is a traditional story about the past. The main characters are usually kings or hero’s. Some examples of well-known legends include the tales of Odysseus from Ancient Greece, Beowulf from the Norse lands and King Arthur from Old England. Like myths, legends were thought to be true.

A fable is a brief story intended to teach a moral lesson. The main characters are usually animals, objects in nature (e.g. mountain, lakes, stones,) or forces of nature (e.g. the sun, the wind, the rain), which are given human qualities. The most famous fables in western tradition are Aesop’s fables from Ancient Greece. There are also many well-known fables from China, India, and other Asian Cultures.

A parable is a brief story that illustrates a moral principle through the use of metaphor. Unlike fables, the main characters of parables are human beings. The most widely-read parables in Western tradition are the parables of Jesus in the New Testament of the bible. There are also many parables from the Buddhist tradition and from ancient Chinese philosophers like Confucius, Mencius and Han Fei Zi.

A folktale is an anonymous story passed on through generations by word of mouth. Folktales are often timeless and placeless, with formulaic like: ‘Once upon a time, in a faraway kingdom, there lived an old man woman in a small cottage in the forest…’ Folktales were told as form of entertainment. ‘Folk tale’ is a general term that can include a wide range of traditional narrative, such as myths, legends, fables and fairy tales.

A fairy tale is a traditional folktale involving imaginary creatures such as faries, wizards, elves, trolls, gnomes, goblins and fire-breathing dragons.

A ghost story is a story about ghosts or other supernatural beings. In cultures all over the world, ghost stories have been told and passed down orally from generation to generation. These stories reflect
the superstitious fears and beliefs that people had in various cultures. Stories about witches, ghosts, goblins, vampires, werewolves and all sorts of land and sea monsters came out of the oral tradition of storytelling.

A tall tale is a story with unbelievable elements that are exaggeration of the truth. The characters are usually heroes that are ‘larger than life’. Many tall tales are based on actual people. The tall tale is a part of the American folktale tradition.

A trickster tale is a story involving a character, usually an animal, who likes to play tricks on other characters. Trickster tales are common in many cultures. Cartoons like Bugs Bunny and the Road Runner are based on trickster tales.

2.12 Short Story Based Language Teaching (SSBLT):

Considering the importance of continuous progress and innovation in language teaching methods on one hand and the advantages of using short stories in language classes, a new language teaching method as short story based language Teaching (SSBLT) is introduced here. Story based language Teaching (SSBLT) is a humanistic literature-based language teaching method that aims to promote the learners’ personal, cultural and linguistic awareness. The main purpose of SSBLT is to help learners to learn language by enjoying and using for communication through using short stories as the materials in a friendly atmosphere. It develops the learners’ competence and critical thinking. SSBLT aims at cultivating all language skills cooperatively.

2.10.1 Characteristics of Short Story Based Language Teaching (SSBLT)

1. The primary function of language is interaction and communication.
2. SSBLT is based on humanism and cooperative learning.
3. Personal, cultural and linguistic awareness should be developed.
4. Short stories are used as learning and teaching materials.
5. Linguistics, sociolinguistic and communicative competence are emphasized.
6. All four languages skills receive attention and are practiced interactively.

7. The student’s native language should be avoided in the classroom but can be used to talk about the procedure and cultural points.

8. All of the class activities should be done in a stress-free friendly environment.

9. Vocabulary is taught in the context of the short story.

10. Grammar is taught based on focus on form.

11. All types of interaction teacher-student, student-teacher and student-student interaction exist.

12. One of the main purpose of SSBLT is to help learners to be critical thinkers.

Teacher procedure of short story based Language Teaching (SSBLT)

The language class based on SSBLT goes through the following steps:

1. **Pre Reading Activities:**

   a. The teacher explains the procedure to the students in their native language and tells them that they are going to learn language by reading short stories and enjoying. The teacher identifies linguistic objectives, for example, what vocabulary and sentence structure wants to learn for sound, word and sentence levels.

   b. the teacher provides a context for the story and present the main characters. S/he asks them some questions about the short story content to make their schemata activated. Therefore, students will link their own experience with those in the story.

   c. the teacher shows the students the cover of the short story and they talk about what they see (title, picture, etc).

2. **While Reading Activities**

   A. the teacher reads the story slowly and clearly, making use of gesture; facial expression and intonation that could help students follow story.
B. the teacher make the students active by asking them about the characters, and to predict that happens next in the story.

c. New vocabularies and grammatical items are explained in the text.

3. Post Reading Activities

a. Students are asked to make groups and answer the questions orally: All types of questions (Factual, referential and evaluative).

b. Students are asked to write a dialogue between two characters.

C. Then, they are asked to paraphrase some sentences of paragraph.

d. After that, they are asked to write one sentence on theme of the story.

e. They also asked to write a paragraph on what caused a character did something for example lying.

f. Next, they are invited to summarize the story in three sentences, including the main character, setting, conflict, climax, and resolution.

g. Then, the students go through a Discussion on the theme of the story and what they would do if they were the protagonist of the story.

f. Finally, the teacher asks them to express their opinions about the story and the activities.

The classroom activities explained above should be done all in groups, students should be given voice about the short story to be used in the classroom, their groups, and different activities. For homework, they are asked to listen to the story, write a summary of the story activating the new words and write a summary of discussion done in the classroom.

2.13 Advantages of Using Short Stories in Language Classes

Researchers who advocate the use of short stories to teach ESL/EFL list several benefits of short stories. These include motivational, literary, cultural and higher-order thinking benefits. Nevertheless, before instructors look at these benefits in more details, they need to be reminded of one benefit that all instructors should take advantage of, reinforcement of skills.
Various advantages have also been proposed for the use of short stories in the language classes. Short story like other literary texts can raise cultural awareness, linguistic awareness, motivation, and etc. Short stories are claimed to improve all four skills. Murdoch(2002) states 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’’ Erkaya (2005) also believes that reading literary text can lead learners to be critical thinkers, Arigol(2001,Cited in Hismanoglu,2005) believes that short stories can have the following pedagogical advantages:

a) Making the students’ reading task easier because they are simple and short;

b) Giving learners a better view of other cultures;

c) Requiring more attention and analysis;

d) Presenting a fictional and interesting world;

e) Helping students to be more creative and raising the critical thinking skills;

f) Raising cultural awareness;

g) Reducing students anxiety and helping them feel more relax; and

h) Providing multicultural contexts because of its universal language.

Employing SSBLT as the teaching method can be highly fruitful as it offers the following advantages:

1. Cultivating all language skills

SSBLT allows 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 level of proficiency ‘’ . He explains why stories should be used to reinforce ELT by discussing activities instructors can create such as writing an acting out dialogues. Oster (1999) also 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 such as writing dialogues, Paraphrasing some sentences, summarizing the story, writing the theme of the story, writing paragraph on the reason why a particular character did something, writing a specific kind of paragraph about the theme of the story.

Regarding reading, based on Hamer’s (1994) view, SSBLT boosts learners’ reading comprehension by helping them practice the following skills through the activities in the classroom. Predictive skills, extracting specific information getting the general picture extracting detailed information, recognizing function and discourse patterns and deducting meaning from context.

The emphasis of this approach is on the elicitation of students’ response to a text. Rosli (1995) asserts that the reason behind it is to motivate and encourage students to read by making a connection between the theme of the text and his or her personal life and experiences. Responses are personal as they are concerned with students’ feelings and opinions about the literary text SSBLT focuses on activities like question-discussions, activities are interpretative in nature generating views and opinion in the text and brainstorming, guided fantasy, small group discussions revealing students’ reactions in a short paragraph or journal writing.

2. Motivating students

Since short stories usually have a beginning, middle and the end, they encourage students at all levels of language proficiency to continue reading them until the end to find how the conflict is resolved. Elliott (1990), for example, affirms that literature motivates advanced students and is “motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities”. He stresses the importance of developing students’ response (individual and group levels) and competence in literature. In addition, one of the reasons Vsndrick (1997) lists for using literature with students is that literature motivates students “to explore their feeling through experiencing those of others”. In addition, according to the Internet article (author not named) “Using Literature in Teaching English as a foreign / Second Language (2004), “Literature is motivating
.....Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in course books.’. As a result instructors should agree that literary texts encourage students to read, and most literary text chosen according to students’ language proficiency levels and preferences will certainly by motivating. By selecting stories appropriate to student’ level of language proficiency, instructors avoid frustration reading ‘’ (Schulz, 1981.44). To choose stories according to students’ preferences, stories should have various theme because, as Akyel and Yalcin (1990) point out, variety of theme will offer different things to many individual’ interests and tastes (178). But the theme should be ‘’ consistent with the tradition that the learners are familiar with ‘’ (Widdowson, 1983.32) to avoid conflicts.

3. Developing Cultural and Personal Awareness

Short stories transmit the culture of the people about whom the stories were written. Culture teaches students to understand and respect people’s differences. As language learners face a new culture, they become more aware of their own culture. They start comparing their own culture to the other culture to see whether they find similarities and/or differences between the two cultures. Misinterpretation may occur due to differences between the cultures as (Gajdusek, 2005) explains. To avoid misinterpretation, instructors should introduce the culture to the students or ask them to find relevant information about it. The more the students learn about other cultures, the more tolerant the will be regarding other cultures. In so doing, they will be free from bias, prejudice and stereotyping.

4. Developing Critical Thinking

Reading different short stories with different themes and perspectives helps the students look at the world form different lenses. Therefore, they start thinking critically when they read stories. Young (2001) believes that

‘’stories have two crucial advantages over traditional content:'
First] because they are entertaining, students’ pervasive Apprehension is reduced, and they learn from the beginning That critical thinking is natural, familiar, and sometimes even Fun. Second, the stories put issues of critical thinking in an Easily remembered context ‘’

Howie (2003) also agree with the use of short stories to teach critical thinking. He points out that instructors have the responsibility to help students to develop cognitive skills because everyone needs to ‘’make judgements, by decisive, come to conclusions, synthesize information, organize, evaluate, predict, and apply knowledge.’’ That is why SSBLT can pave the way for personal growth.

5. Reinforcing the Skills

Short stories allow instructors to teach the four skills to all level 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. Also, Oster (1989) affirms that literature helps students to write more creatively (p. 85). Instructors can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues (Murdoch, 2002P 9) or more complex writing activities if students have reach a high level of language proficiency. For example, if instructor bring to class.

Short stories can be used to improve students ‘vocabulary and reading. Lao and Krashen (2000) present the result of a comparison between group of students that read literary texts and a second group that read non-literary text at a university in Hong Kong. The group who read literary texts showed improvement in vocabulary and reading. Three activities can be added to ‘’The Wisdom of Solomon ‘’ to help students to
acquire more vocabulary. These active/+ ities are related to form, meaning and use respectively.

6. Teaching culture

Short stories are effective when teaching culture to EFL student. Short stories transmit the culture of the people whom the stories were written. By learning about the culture, students learn about the past and present, and about people’s customs and tradition. Culture teacher students to understand and respect people’s differences. When using literary texts, instructor must be aware that the culture of the people (if different from that of the students) for whom the text was written should be studied. As student face a new culture, they become more aware of their own culture. They start comparing their culture to other culture to see whether they find similarities and/or differences between 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 student or ask them to final relevant information about it.

Since literature is a reading-centred activity extensive reading, or reading extensively, seems to be very efficient strategy to cope with the great body of literature particularly for pleasurable reasons. Since the early seventies, so many definitions have been suggested to extensive reading. Sesser (1990:3) points out that: “extensive reading is (a) reading a large quantities of material or long texts, (b) for global or general understanding, (c) with the intention of obtaining pleasure from the text” by definition, large quantities of books are very essential. This could be achieved by exploiting the large quantities of novels, anthologies and reader’s literature provides. Yet, the overall purpose of literary extensive reading is related to pleasure, and general understanding. This literary works could be the best means of including pleasurable reading.

Generally speaking, teachers of literature rely on intensive reading strategies which imply close study and interpretation of shorter text or selected extracts from novels, theorists mainly Krashen, Stotsky, Elly, Nunan,and others, on the other hand emphasize the great role of extensive reading programme in fostering the learner’s progress in reading and comprehending.
Krashen (1982) argues that extensive reading will lead to language acquisition provided that some conditions are met. This involves interesting material and relaxed, tension-free reading environment. Thus teachers should give opportunities to readers to choose their novels, poems, or plays to be read after guiding them towards the required books just through increasing their motivation taking into consideration the official programme. Grabe (1991) also has emphasized the importance of extensive reading in that it enhances the learner’s general language competence and provides them with practice in automaticity and independent pleasurable reading. Nagy et al (1987), Stotsky (1983) and Krashen (1984) affirm that. Extensive reading increases the student’s exposure to the target language particularly literary material; this will increase the student’s vocabulary growth and writing skills. On the whole, theorists and applied linguists affirm that extensive reading mainly literary extensive reading energizes and motivates students to read whole books and works thus, if properly used by teachers, it provides the potential for reinforcing language acquisition, ensures sustained interest in reading whole works and helps students to build strong confidence with long extended texts.

Principles for literary extensive reading if appropriately taught, extensive reading programs can provide very effective tools for promoting reading improvement and fostering learning as well as pleasurable reading skills. Bell (1998) and Prowse (2002) Widdowson (1979) suggest some useful directive for teaching extensive reading.

A-Selecting interesting and pleasurable works considering the learner's motivating and level. The students should be given the opportunity to choose the work to be read. The teacher can arrange regular meeting between the students in which he motivates them to read and to show them lists of novels or short stories. And anthologies of poems and plays related to the syllabus then guide them in their choice of title by giving them brief accounts and summaries about the work as well as author's lives and achievements.

B- Reading with the three No's, No dictionaries, No comprehension questions, and no test Widdowson (1979) assert that the natural response to reading a work is either emotional or intellectual, yet, comprehension questions are neither of this it is commonly assumed that comprehension
questions require the learner to leaf out a text just for information to answer question and this has no relevance to real, voluntary and pleasurable reading. Moreover, the use of a dictionaries actually prevent the extensive reader from developing valuable interpretive and guessing skills. If learners turn to the dictionary every time, they will focus on the language itself, and not on the message conveyed. This habit would result in insufficient reading and destroy the pleasure that reading novels and other literary genres are expected to provide. Extensive reading should also go without the pressure of test and marks. The only true test of reading is when a learner starts another new work. Thus, extensive reading done at home should be under the learner's control and not an obligation imposed by the teacher. Teachers should help their students to create stress-free condition in order to enhance their love of pleasurable reading.

C-writing activities as outcome. It is assumed that extensive reading will naturally leads learners to respond in writing. Students thus can be asked to write short paragraphs showing that they most enjoyed in the story or to write questions they wish to ask their teachers or other students in their class or outside. They also can write lists of characters and events and write short accounts and summaries about the significant event or plot. Critical composition could be opted for but only for advanced students or voluntary presentations this includes research papers and exposes.

D-recording and entertainments. Teachers have to exploit all audio-visual means to enhance the reading abilities if their students recording of books read aloud on cassettes and watching plays and films bases on books and even inviting visiting teachers to give talks and speech on recently read works seem to be very efficient platforms for promoting pleasurable reading and fostering students listening or speaking abilities.

2.14-literature and reading

Reading is one of the most important skills for mastery of a foreign language. Some scholars believe that ability to read is the prerequisite for autonomous learning (Celce-Murcia al 1995) most learner is 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. Beside literary text are too amusing that
keeps learners to continue reading and the more learner read the input they receive. In fact literary text can be used as valid and authentic source for increasing the amount comprehensible input students receive according to K ashen 1982 students should be provided with enough comprehensible input which is also interesting so that reduce students anxiety. And since literature rarely used for pedagogical purposes it can be a good authentic source for language learner sage (1987 as cited in hismanoglu 2005) called the use of short stories as useful technique in language classes

As critics argue reading comprehension occurs during the process of simultaneously extracting and constructing through interaction and involvement with the written language (snow 2002 p.11) through which reader are able to understand the message of the text.

All types of written materials on papers and on electronic sources such as newspapers letters wither reports magazine comic’s flyers advertisements official documents mails SMS message may be all used in reading comprehension lessons but apart from those, literature is a valuable instrument in facilitating reading comprehension. Using literary material that is relevant and appealing to learner in order to gain from advantage of literary text in teaching reading comprehension is also a valuable asset. In addition to all types of written material, literary works are precious materials to be exploited for reading comprehension activities because literary text provide students with opportunity to expand on the limits of the text by integrating readers “experience beliefs into meanings of the text this integration facilitated students “ability to create new interpretation and inferences from the text. Cording to Keene and Zimmermann 1977, reading stretches the limits of the literal text by folding reader’s experience and belief into the literal meanings in the text as reading creates a new interpretation and an inference (p.147). Literary works are usually very convenient tools as they integrate implicit information.

2.15 Previous studies

Murat Hismanoglu: teaching English through literature 2005:

The study aimed to investigate the use of literary text in teaching English language skills it’s found that:
Literature plays an important role in the English programs of many non-English speaking countries however there are some problems encountered language teachers within the area of teaching English through literature first there are very few pedagogically-designed appropriate materials that can be used by language teachers in a language classroom. Second there is a lack of preparation of the area in literature teaching in TESL/TEFL programs. Third there is the absence of clear cut objectives defining the role of literature in ESL/EFL. Many instructors try to include literature in their classroom. But lack the background and training in that field the teacher has an important role in teaching English through literature, first he should determine the aim of language teaching in relation to the needs and expectations of students. Giving a questionnaire or interviewing with the student orally. The teacher can set up the aim and the objectives of the language teaching. Second he should select the appropriate language teaching method, teaching tenancies and classroom activities then the teacher should select the literary texts relevant to the aim and the objectives of his teaching while selecting literary texts to be used in language classrooms, the students language proficiency, interests, age, six...etc. should be taken into account in order not to bore students with inappropriate materials. At elementary levels for example students should be given literature in its original form so that they can develop their literary competence in the target language. To put it another way, students learn practically the figurative and daily use in the target language in the literary texts and encounter different genres of literature (i.e. poems, short stories, plays...etc. At advanced levels. Observing how characters in a play or short story use figures of speech, so as to express their communicative intention, students learn how to write English more clearly and powerfully.
CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter is going to discuss the process of collecting the required data in order to prove the research hypothesis and describe the way by which the data will be analysed.

3.1 Population:

The population of the study included the EFL teachers in secondary schools of Elhasaheisa locality, Gazira state

3.2 Sample of the Study:

The sample was selected from the teachers of EFL in Elhasaheisa locality secondary schools. They were required to fill up the questionnaire. The limits of the sample is 30 EFL teachers.

3.3 Methodology:

The descriptive analytical method was used in interpreting and explaining data which is collected by the mean of the questionnaire. The questionnaire included 14 questions, every question has three options, (agree – to some extent – disagree). The data was analysed by using SPSS program.

3.4 Procedure:

3.5 Questionnaire was designed and used as a tool to collect data in order to investigate the target topic
3.4 Validity and Reliability

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

Where

\( r \) = correlation

\( R \): Reliability of the test

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

\( X \): odd scores

\( Y \): even scores

\( \Sigma \): Sum

\[ R = \frac{2 \times r}{1 + r} \]

\( Val = \sqrt{reliability} \)

Correlation = 0.78

\[ R = \frac{2 \times r}{1 + r} = \frac{2(0.78)}{1 + 0.78} = \frac{1.56}{1.78} = 0.88 \]

Reliability = 0.88

\( val = \sqrt{0.88} \)

Validity = 0.94
CHAPTER FOUR

RESULTS, ANALYSIS AND DISCUSSION

4.0 introduction

This chapter introduces and discusses the results of statistical analysis for the questionnaire and the test of the hypotheses of the study.

4.1 results of the Questionnaire Statements

Statement 1: focusing on non-fictional prose lead students to the boredom and distraction

Table 4-1 focusing on non-fictional prose lead students to the boredom and distraction

<table>
<thead>
<tr>
<th></th>
<th>T</th>
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<tbody>
<tr>
<td>Agree</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 4-1 focusing on non-fictional prose lead students to the boredom and distraction

According to the statistical analysis of table and figure (4-1) most respondents (66.7%) agreed, (22%) to some extent, and (11.3%) disagreed that, focusing on non-fictional prose lead students to the boredom and distraction. Thus this statement is accepted.
Statement 2: reading comprehension is not just process of scanning written text as it include mental processing pf the text

Table 4-2 reading comprehension is not just process of scanning written text as it include mental processing pf the text

<table>
<thead>
<tr>
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<th>T</th>
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</thead>
<tbody>
<tr>
<td>Agree</td>
<td>22</td>
<td>73.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

It is clear from the above table (4.2) and figure (4.2) that (73.3%) participants who agreed that, Reading comprehension is not just process of scanning written text as it include mental processing pf the text, (20%) to some extent and (6.7%) disagreed.
Statement 3: Reading comprehension is a basic skill that integrate mental process with text reading

Table 4-3 Reading comprehension is a basic skill that integrate mental process with text reading

<table>
<thead>
<tr>
<th></th>
<th>T</th>
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</thead>
<tbody>
<tr>
<td>Agree</td>
<td>24</td>
<td>80.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table and figure (4-3) shows that (80%) of the respondents agreed and to some extent (13.3%) and (6.7%) disagreed. These results indicate that most of the respondents consider that Reading comprehension is a basic skill that integrate mental process with text reading.
Statement 4: EFL students need strong motivator to keep them focused during the classes

Table 4-4 EFL students need strong motivator to keep them focused during the classes

<table>
<thead>
<tr>
<th>T</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Agree</td>
<td>24</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>0</td>
</tr>
</tbody>
</table>

According to the statistical analysis of table and figure (4.4) most respondents (80%) agreed, (20%) to some extent that, EFL students need strong motivator to keep them focused during the classes. Thus this statement was accepted.

Statement 5: Basic skills can be reinforced well through teaching literary text

Table 4-5 Basic skills can be reinforced well through teaching literary text

<table>
<thead>
<tr>
<th>T</th>
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</tr>
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<tbody>
<tr>
<td>Agree</td>
<td>22</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>2</td>
</tr>
</tbody>
</table>

30 100
It is clear from the table above (4.5) and figure (4.5) that (73.6%) participants who agreed that Basic skills can be reinforced well through teaching literary text, (20%) to some extent and (6.7%) disagreed.

Statement 6: Mastering reading comprehension can be achieved through teaching literature

Table 4-6 Mastering reading comprehension can be achieved through teaching literature

<table>
<thead>
<tr>
<th></th>
<th>T</th>
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<tbody>
<tr>
<td>Agree</td>
<td>26</td>
<td>86.7</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the statistical analysis of table and figure (4.6) most respondents? (86.7%) agreed, (13.3%) to some extent that Mastering reading comprehension can be achieved through teaching literature. Thus this sentence is accepted.
Statement 7: syllabus designer must be balanced in using fiction and non-fiction to achieve the required outcomes without leading students to the boredom

Table 4-7

<table>
<thead>
<tr>
<th></th>
<th>T</th>
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</thead>
<tbody>
<tr>
<td>Agree</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table and figure (4-7) shows that (60%) of the respondents agreed to some extent (40%) these results indicate that syllabus designer must be balanced in using fiction and non-fiction to achieve the required outcomes without leading students to the boredom

Statement 8: literacy text generally has many benefits in teaching language skills and critical thinking

Table 4-8

<table>
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</table>
It is clear from the table (4.8) and figure (4.8) that (80%) participants who agreed that literacy text generally gas many benefits in teaching language skills and critical thinking, (13.3%) to some extent and (6.7%) disagreed.

Statement 9: Short stories are the most appropriate genre of literature to be taught in EFL classes as it does not consume the time

Table 4-9

<table>
<thead>
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<tbody>
<tr>
<td>Agree</td>
<td>24</td>
<td>80.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>13.0</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the statistical analysis of table and figure (4.9) most respondents (80%) agreed, (20%) to some extent Short stories are the most appropriate genre of literature to be taught in EFL classes as it does not consume the time. Thus this statement is accepted.

Statement 10: Through teaching short stories teacher can integrate teaching and entertainment at the same time

Table 4-10

<table>
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<tbody>
<tr>
<td>Agree</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>0</td>
<td>0.00</td>
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<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
It is clear from the above table (4.10) and figure (4.10) that (53.3%) participants who agreed Through teaching short stories teacher can integrate teaching and entertainment at the same time, (46.7%) to some extent.

Statement 11: Short stories can be used as a material to stimulate interpretive skills and encourage them to use their imagination

Table 4-10

<table>
<thead>
<tr>
<th></th>
<th>T</th>
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</thead>
<tbody>
<tr>
<td>Agree</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>0</td>
<td>0.00</td>
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</table>

According to statistical analysis of table and figure (4.11) most respondents (60%) agreed, (40%) to some extent that, Short stories can be used as a material to stimulate interpretive skills and encourage them to use their imagination. Thus this statement is accepted.
Statement 12: Teachers should be aware enough to the proper usage of short stories in EFL classes

Table 4-12

<table>
<thead>
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<tbody>
<tr>
<td>Agree</td>
<td>24</td>
<td>80.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>2</td>
<td>6.7</td>
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<tr>
<td></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table and figure (4-12) shows that (80%) of the respondents agreed and to some extent (13.3) and (6.7%) disagreed. These results indicate Teachers should be aware enough to the proper usage of short stories in EFL classes.
Statement 13: Short stories stimulate students to think and use their mental abilities

Table 4-13

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>24</td>
<td>80.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>4</td>
<td>13.3</td>
</tr>
</tbody>
</table>

It is clear from the above table (4.13) and figure (4.13) that (80%) participants who agreed that Short stories stimulate students to think and use their mental abilities, (6.7%) To some extent and (13.3%) disagreed.

Statement 14: There are certain techniques that can be followed to get better performance in teaching reading comprehension through short stories

Table 14-4

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>24</td>
<td>80.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>4</td>
<td>13.3</td>
</tr>
</tbody>
</table>
Table and figure (4-14) shows that (80%) of the respondents agreed, to some extent (6.7%) and (13.3%) disagreed. These results indicate that there are certain techniques that can be followed to get better performance in teaching reading comprehension through short stories.

Statement 15: Short stories are a genre of literature can be taught in analytical frame so it encourage students to express their own opinions.

Table 4-15

<table>
<thead>
<tr>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>24</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>2</td>
</tr>
<tr>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

It is clear from the above table (4.15) and figure (4.15) that (80%) participants who agreed that Short stories are a genre of literature can be taught in analytical frame so it encourage students to express their own opinions, (13.3%) to some extent and (6.7%) disagreed.

4.2 Testing the Hypotheses

**Hypothesis One:** Reading Comprehension Develop Students Mental Abilities AS it Links the Process of Reading Text with Thinking

It is clear from table (4.13) and figure (4.13) that (80%) participants who agreed (6.7%) to some extent and (13.3%) disagree. And it is clear from table (4.15) and figure (4.15) that (80%) participants who agreed (13.3%) to some extent and (6.7%) disagree. The Hypothesis
Hypothesis Two: Short Stories Is the Most Appropriate Genre of Literature for Teaching Comprehension

According to the statistical analysis of table and figure (4.9) most respondents (80%) agree, (20%) to some extent. Thus this Hypothesis is accepted

Hypothesis Three: Students Who Read Short Stories Can Perform Better In EFL Learning Than Those Who Do Not Read

It is clear from table (4.5) and figure (4.5) that (73.3%) participants (20%) to some extent and (6.7%) disagreed. Also, according to the statistical analysis of table and figure (4.6); most respondents (86.7%) agree, (13.3%) to some extent. Thus this Hypothesis is accepted.

Chapter five:

Conclusion, findings and recommendations:

5.0 Introduction

The research came out with many findings that will be introduce in this chapter accompanied with the recommendations that were suggested as result investigating the target topic
5.1 The conclusion

Literary work is an effective method that can be used in teaching foreign language short stores as a genre of literature has its own distinctive features it can be used to enhance student’s comprehension in EFL classes and can be a solution for many problems that face EFL students on learning reading comprehension.

5.2 Findings

The study found that:

a) Reading comprehension is not only restricted on understanding structure and linguistic elements it rather a mental process.

b) Teaching and analyzing literary text is an effective method to stimulate student’s imagination and encourage them to think critically.

c) Literary text generally has many benefits in teaching language skills and critical thinking.

d) Teaching short stories is the most appropriate genre of literature as it does not consume the time and effort of teacher.

e) Short stories can raise cultural awareness, linguistic awareness, and motivation and improve four basic skill.

f) There are certain techniques that can be followed to get better performance in teaching reading comprehension through short stories and get the expected benefits.

g) Short storied can be used as a material to stimulate interpretive skill and encourage them to use their imagination.

h) EFL context have little or no opportunity to contact with native speaker so reading literary text will give them the opportunity to have a better interaction with foreign culture and people.
i) Literary text are too amusing that keep learner to continue reading and more learner will be involved in the lesson.

j) Literary text can be used as a valid and authentic source for increasing the amount of comprehensible input student receive.

k) Variety of themes in short stories give students the chance to see the world from different culture.

5.3 Recommendations

a) Teacher should be aware enough to the proper usage of short stories in EFL classes.

b) Syllabus designer should.

C) Teacher should give opportunity to readers to choose their stories to be read after guiding them towards the required books.

D) Students need to be asked about their few point for the thought themes in order to get the required mental outcomes.

E) Variety of tasks is require in teaching literary text to avoid the traditional methods in teaching EFL.

References


Raumann.j.(2009)"vocabulary and reading comprehension the netus of meaning"handbook of research on reading comprehension newyork routledge pp.323-246.


Lund: studentletterature AB.


Lyster S. H., Rygvold A.spesialpedagogikk 09/2010: ”ordforrad og ordforradsutvikling hos norske barn og unge”.


Appendix

A questionnaire

Dear colleagues

You are required to fill this questionnaire, it aims at collecting data for the topic “using short stories in developing reading comprehension skills”. I would be grateful if you would give your opinions by ticking where you deem appropriate on the scale hereunder.

<table>
<thead>
<tr>
<th>No</th>
<th>The statement</th>
<th>Agree</th>
<th>To some extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Depending on non-fictional prose lead students to the boredom and distraction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reading comprehension is not just process of scanning written text as it include mental processing of the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reading comprehension is a basic skill that integrate mental process with text reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>EFL students need strong motivator to keep them focused during the classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Basic skills can be reinforced well through teaching literary text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mastering reading comprehension can be achieved through teaching literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Syllabus designer must be balanced in using fiction and non-fiction to achieve the required outcomes without leading students to the boredom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>literacy text generally has many benefits in teaching language skills and critical thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Short stories are the most appropriate genre of literature to be taught in EFL classes as it does not consume the time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Through teaching short stories teacher can integrate teaching and entertainment at the same time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Short stories can be used as a material to stimulate interpretive skills and encourage them to use their imagination</td>
<td></td>
<td></td>
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<td>---------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Teachers should be aware enough to the proper usage of short stories in EFL classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Short stories stimulate students to think and use their mental abilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>There are certain techniques that can be followed to get better performance in teaching reading comprehension through short stories</td>
<td></td>
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</tr>
<tr>
<td>15</td>
<td>Short stories are a genre of literature can be taught in analytical frame so it encourage students to express their own opinions.</td>
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</table>

Additional comments and recommendations:

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