Developing EFL Students’ Performance through short Stories

A Case Study of Secondary Schools Level- Hassahisa Locality

Prepared by:
Sara Mohammed Hassan Mohammed

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Developing EFL Students’ Performance Through short Stories:
A Case Study of Secondary Schools Level, EL Hassahisa Locality, Gezira state, Sudan

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Date: 19/3/2018
Dedication

I would like to dedicate this work to my:

parents for all their offers
Husband
brothers and sisters
friends and teachers
Acknowledgments

At first I thank Allah and asked him to keep me as one of those people who always thank him. Then my thanks to the university of Gezira for this chance. My thanks are due to Dr. Alhaj Ali Adma, who helped me and gave all advices. I also thank my family specially my father and mother for their offers, I also thank my husband who help and encourage me to continue the studying, also thank my sisters and brothers. Thanks due to my collegues and teachers in all stages.
Developing EFL Students’ Performance Through Short Stories:
A Case study of Secondary Schools Level, EL-Hassaheisa Locality Gezira State, Sudan
Sara Mohammed Hassan

Abstract

Literature is core of foreign language learning also valuable and interesting material for improving students language ability. Recent trends in EFL teaching indicate the necessity of integrating short stories in the syllabus because of its rich potential in providing an authentic model of language use. Among literary genres, short stories seem to be the most suitable choice for this due to its potential in helping students enhance the four skills. The study aims to prove using short stories improve learners’ language performance, to expand students language and cultural awareness. To achieve these objectives, the study used the descriptive, and analytical method. A questionnaire was used a tool for data collection. The questionnaire consist of (17) statements. It was distributed to (30) teachers of secondary schools at EL –Hassahiesa locality. The questionnaire was analyzed by the statistical package for social sciences (SPSS). The results of the study revealed that: short stories help students develop the language four skills teachers and syllabus designers focus not only on linguistic, but also on literary and cultural element, may serve for some other language focuses or skills such as vocabulary development. Using short stories in English language teaching can make learning more fun and interesting, so students are more interested in learning. Short stories help students to communicate more fluently in the target language. Short stories offer learners adequate linguistic, intellectual, and emotional involvement and enrich their learning experience. The study recommends that teachers should provide an authentic model of language use by short stories, selecting the course materials should become according to interest of learners. The study must consider the level, language standard and age of learners short stories should be used to provide reading, listening, writing and speaking classes. The teacher should have the ability to make all the learners interact with him. The teacher should choose the attractive way in presenting the story.
تطوير أداء الطلاب من خلال استخدام القصص القصيرة
دراسة حالة (مدرسة الحصاحيصا الثانوية المحلية الحصاحيصا – ولاية الجزيرة – السودان).
سارة محمد حسن محمد

ملخص البحث
كان الأدب المصدر الأساسي لتعليم اللغات الأجنبية وأيضاً يعد من المواد القيمة والمتعبة في تحسن أداء الطلاب في كافه مناحي اللغة ويشير الاتجاه الحديث لتدريس اللغة الإنجليزية إلى ضرورة تضمين القصص القصيرة في المناهج لتكامليتها العالية وقدرتها على إعطاء نموذج حقيقي لاستخدام اللغة. تبدو القصص القصيرة من بين الأعمال الأدبية الخيار الأنسب وذلك لقدرتها على مساعدة التلاميذ في تعزيز المهارات الأربعة.

هدف الدراسة إلى برهان أن استخدام القصص القصيرة يطور من أداء المتعلمين اللغوي. توسيع فهم الطلاب في معرفة اللغة والثقافات الأخرى. أتبعت الدراسة المنهج الوصفي والتحليلي والاستبيان كوسيلة لجمع البيانات. يحتوي الاستبيان (17) عبارة ورعت هذه النسخ (30) معلم في المدرسة الثانوية في محلية الحصاحيصا، استخدم برنامج الخدم الإحصائية للعلوم الاجتماعية (SPSS) للتوصل نتائج الدراسة وكانت كما يلي:

القصص القصيرة تساعد الطلاب في تطوير اللغة الإنجليزية. القصص القصيرة تساعد الطلاب على تطوير المهارات اللغوية الأربعة كما أنه من الواضح أن الأساتذة وواضعي المناهج يركزون ليس فقط على الجوانب اللغوية بل على النواحي الأدبية والثقافية أيضاً. القصة يحتمل أن تخدم بعض اللغات التي تركز على المهارات مثل تطوير الذخيرة اللغوية باستخدام القصص القصيرة في تدريس اللغة الإنجليزية يمكن أن يجعل التعليم أكثر فكاهة ومتعة. القصة القصيرة يمكن أن تساعد الطلاب في التواصل ببطاقة في اللغة المستهدفة. بإمكان القصص القصيرة إعداد الطلاب بمحترية لغوى وفكري وعاطفية مميز كما أنها تثبي خبرتهم التعليمية. أوصت الدراسة باختيار المادة الدراسية بناء على رغبة المتعلمين بحسب استخدام القصص القصيرة في تدريس اللغة الإنجليزية لتعلم اللغة الإنجليزية كلغة أجنبية وواضعي في اعتبار المرحلة ومستوى اللغة وعمر المتعلمين يجب أن تضمن الحصص القصيرة في مناهج الدراسة لتحسين المهارات الأربعة (القراءة، الاستماع، الكتابة والتحدث) أن يكون للمعلم المقدرة على استمالة المتعلمين للتفاعل معه على المعلم استخدام طريقة جذابة لتقديم القصة.
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Chapter One

INTRODUCTION

1.0. Background:

Teaching literary works in the language classroom have various valuable advantages to the EFL learners in relation to language, self motivation, critical thinking and culture. Also teaching literature can be encourage enjoyable and interesting to EFL learners.

Learners, become more creative, open mind to other culture and this lead to their personal. The world of short fiction both mirrors and clarify human lives (Sage, 1987:43). Teaching short story, improve the development of imagination, creativity and awareness of EFL students. Using short stories in the EFL classroom exposes learners to distinctive opportunities for educational, cultural and linguistic development. Short story is considered as one of literary types that can be used in the EFL classroom to improve language skill, motivate students, and increase their cultural awareness. Short stories can be a powerful and motivating source for helping students practice language (grammar, diction). Ells and Brewster (1991: 1-2) emphasize that “as short stories are motivating and fun, they can help students develop positive attitude towards the foreign language and enrich their learning experiences. Moreover, it encourages learners to make conclusions about actions, characters and ends of literary works. This research aims to examine the attitudes of learners towards short stories in EFL classroom. Also short stories’ practical length, enables learners to finish the discussion and analysis in one school term.

1-1. Statement of the Problem:

The standard of English language is declining although English is considered language globally for communication, students lose interesting in learning it, also their proficiency, performance is very poor
and week, so there is great need for an interesting material as English literature to arouse their interesting to learn language, so syllabus designers added literature to solve such a problem, also using short stories in classroom increase students’ language awareness, motivation, and cultural understanding. This research aims to examine students attitude toward short stories, and explore about how using short stories can be used to achieve the above. Also teaching short stories requires the consideration as specific procedures, such as selecting suitable material, choosing suitable techniques and training teacher.

1-2. **Objectives of the study:**

This study aims to:

1. Examine students’ general attitudes towards using short stories in the EFL classroom.
2. Prove that using short stories develop learners’ language skills, develop their personal reflection and facilitate their cultural awareness.
3. Help learners’ to understand different cultures.
4. Find out approach and techniques for teaching short stories in the EFL classroom.

1-3. **Research Question:**

1. What is the general attitudes of learners towards short stories?
2. How can short stories develop learners’ language skills, and culture understanding?
3. What are the suggested approaches and techniques for teaching short stories in EFL classroom?
4. To what extent teaching literature enhance students cultural awareness?
1-4. **Hypotheses of the Study:**

This study assumed the following:

1. Students have positive attitude towards using short stories in EFL classroom.
2. Using short stories develop learners’ language skills, cultural awareness.
3. Teaching literature enhance students’ cultural awareness.
4. Teachers short stories needs especial kinds of techniques.

1-5. **Significance of the Study:**

This study considered has a significance, because it shows how short stories develop learners’ linguistic performance and examines methods that EFL teachers apply for teaching short stories. In addition to this it evaluates the selected short story.

1-6. **Methodology of Study:**

This research will follow analytic and descriptive method. The tool will be a questionnaire. The study will be done to investigate how short stories improve the standard of the students in secondary school. The sample will be teachers at secondary school in Hassahesa locality in Meagna secondary school. The study uses a questionnaire for collecting the data, a group of English teachers will respond for this questionnaire. The collected results then will be analyzed by (SPSS) program.

1-7. **Delimitation of the Study:**

This study developing EFL students’ performance through short stories in the secondary schools for boys and girls Gezira state Hassahesa locality, in the year (2017-2018).
Chapter Two

LITERATURE REVIEW

2-0. Introduction:

Recently literature has found its way back into the teaching of EFL, instructors have realized that literature can be used to reinforce the skills, and complement language tending Scher (1976) affirms that with students at the beginning and intermediate levels, instructors can use literary texts for “language practice, reading comprehension and possible a esthetic appreciation”. Muyskens [1987, P 413]. Moreover students can gain insight into literature by gaining entrance to a world familiar or unfamiliar to them due to the cultural aspects of stories taking voyage from the literary text to their own minds to find meaning for ideas, leading to critical thinking.

2-1. The Concept of Literature:

Using literature as a part of EFL classrooms the teacher should pose the question: what is literature? Literature defines as “Writing that is considered to be work of art” Saunders, (1998: 370), or as Longman dictionary of contemporary English explains literature as “Books, plays, poems, etc) that people think are important and good. The concise dictionary of current English defines literature as “writing whose value lies in beauty of form or emotional effect. “Brumma (1946:710), defines literature as” literature is a slice of life that have given direction and meaning and artistic interpretation of the world according to the percipient’s point of view.

This seems to be the most interesting opinion since the writers express creatively their perception of reality their, feelings, dreams, fantasies and experience in a highly subjective way.
Though there are varies definition and explanations of literature in works of many critics writers and philosophers, most of them lead to the same conclusion that literature is only literature if it considered as art.

2-2. Importance of using literature in EFL classroom:

However, since the 1980s the situation changed quite radically and literature is undergoing an extensive reconsideration within the language teaching profession. The inclusion of literary works in EFL/ESL classes has attracted more interest among teacher, and there are several studies discussed this.

The use of literature in language classroom language classroom lie in some elements such as authenticity, culture and personal growth. First of all literary text can be more beneficial than informational materials in stimulating the acquisition process as they provide authentic context, for processing new language. Since literary texts contain language intended for native speakers, literature stand as a model language learners to become. Familiar with different forms and convention (Collie and Slater,). Contain the using of literature as technique skills (i.e. reading, writing, listening and speaking) language skills area (i.e. vocabulary, grammar and pronunciation) is very popular now a days. Second using literature in language teaching has the advantage of providing cultural.

Information about the target language literary texts increase foreign language learners’ insight into the country and the people whose language is being learnt (Collie and Slater) which fosters learners’ ability to interprate discourse in different and cultural target language contexts (Savvidou 2004).

Finally, Since literature enables students to understand and appreciate other cultures societies and ideologies different from their own, if encourage personal growth and intellectual development (carter and long, 1991, 2-4).
In short literary works undoubtedly enable students to understand the language better by providing the students with real world experiences, relationships between society and people who where the target language is spoken, even if they are fiction.

2-3. **Genres of literature:**

Genres of literature are important to learn about. The two main categories separating the different genres of literature man are non-fiction and fiction. Both fiction and nonfiction genres of literature are explained below.

2-3-1. **Genres of fiction:**

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

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

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

2-4. **Definition of short story:**

Short story is fictional work of prose that is shorter in length than a novel.

According to Taylor (1990: 48) short stories is a part or piece of prose fiction which can be read of single setting. Short story is short prose fiction usually depicting a single incident answer. The modern short story from early nineteenth century. According to Taylor (ibid) the difference between short story and novel do not have to do length at all but rather
with structure relevance in characteristic of story where as resolution is characteristic of novel. If a novel is based on the farmer rather than the latter then it is real short story. Arugula (2001:11-18) suggests the inclusion of short fiction in the EFL/ESL curriculum offers the following educational benefits:

a. Make students reading task easier due to being simple when it compared with other literary genres.
b. Enlarge the advanced level readers’ world views about different cultures and different group of people.
c. Provides more creative encrypt, challenging texts that require exploration supported with prior knowledge.
d. Motivates learners to read due being an authentic materials.
e. Promotes critical thinking skills.
f. Gives students the chance to use their creativity.
g. Facilitate teaching a foreign culture (ice serves) as valuable instruments in attaining culture knowledge of selected community.
h. Makes students feel themselves comfortable and free.
i. Helpful students coming to go beyond the surface meaning and divide into underlying meaning.
j. Acts as a perfect vehicle to help students understand the position of themselves as well as the others by transferring these gaining knowledge to their world.

2-5. History:

Predecessor’s short stories date back story telling traditions which originally produced epics such as homer’s Iliad and odyssey. Oral narratives were often told in the form of rhythmic verse often including recurring sections or in the case of Homer Homerric epithet such stylistic devices often acted as mnemonics for easier recall, rendition and adaptation of the story short sections of verse might focus on individual narratives that could be told at one sitting the over all are of the tale would emerge only thought the telling of multiple such sections.
Fables succinct tales with an explicit “Moral” were solid by the Greek historian Herodotus to have been invented in the 6th century BCE by a Greek salve name Aesop though other times and nationalities have also been given for him. These ancient fables are today known as Aesop’s fables.

The other ancient form of short story, the anecdote was popular under the Roman Empire anecdotes functioned as a sort of parable a brief realistic narrative that embodies point many surviving Roman anecdotes were collected in the 13th century as the Gesta Romanorum. Anecdotes remained popular in Europe well into the 18th century, when the fictional anecdote anecdotal letters of sir. Roger de Coverley were published. In Europe, the oral story telling tradition began to develop in to written stories in the early 14th century, most notably with Geoffrey Chaucer’s Canterbury tales, and Giovanni Boccaccio’s Decameron. Both of these books are composed short stories (which range from Farce or Humorus anecdotes to well –crafted literary fiction), set within a larger narrative (a frame story) although the fame tale device was not adopted by all writers at the 16th century some of the most popular short stories in Europe were the Dakly Trage novella of Matteo Bandello (especially in their French translation).

The mid 17th century in France saw the development of a refined short novel the Novvelle by such authors as Madame de Lafayette in the 1640s, traditional fairy tales be published (on the most famous collections was Charles Perraut).

The appearance of Antione Galland’s first modern translation of the thousand one nights or Arabian nights) (from 1704; another translation appeared in (1710-12) would have enormous influence on the 18th century European short stories of Voltaire, Diderot and others.

In the first half of the 20th century, a number of high- profile American magazines such as the Atlantic monthly, the New Yorker Scribner’s, the Saturday evening post, esquire and the bookman published short stories in each issue. The demand for quality short stories was great
and the money paid for such so well that. F. Scott Fitzgerald repeatedly turned to short story (as matt hews preferred to write it) writing to pay his numerous debts. His first collection flappers and philosophers appeared in book from 1920. William Faulkner wrote over one hundred short stories go down Moses a collection of seven stories appeared in 1914.

Ernstheming ways Conces writing style was perfectly fit for shorter fiction stories like a cean well lighted place (1926) his like white elephant (1927) and the shows of Kilimanjaro (1936) are only a few pages long but carefully crafted do other park is bitter sweet story big blond Safrw the light in 1929 a popular science fiction story is night fall Isaac Asimov (1994 K 36).

2-6. Elements of short stories:

The following element cited in:

1- Plot fry.
2- Character
3- Setting
4- Atmosphere
5- Style

According to Daniel and Safier (1980) There are three main components of each story plot, character and theme. Plot is a chain of actions in the story, the crucial element in plot is conflict or moral. “a good plot is governed by an inner logic...”. An interesting and attractive story often builds its contents on characters, fictional characters are often more attractive than people in reality. Niemen and Safier (1979), short story usually gives more ideas about life and experience this is called the theme of the story. In addition to what is mentioned above elements short story usually contain place, time and action, symbols personification, metaphorical language so they are rich in many sides.
2-7. Teaching English through short stories:

Collie and Slater (1991: 196) mention the advantages of using short stories for language teachers, they are stated:

“Short stories are practical as their length is long enough to cover entirely in one or two class sessions; they are not complicated for students to work with on their own; they have a variety of choice for different interests and tastes; and they can used with all level (beginner to advanced), all ages (young learner to adults) and all classes (summer courses to evening classes)”.

Accordingly, what Hirvela and Boyle (1888) report is not surprising; they examine students’ attitudes. Towards four genres of literary text (short story, novel, poetry and drama) and state that their adult Hong Kong Chinese students indicated short stories as the genre that is less feared and the second most enjoyed (43% the novel is the most enjoyed with 44% ), since short stories are easy to finish and definite to understand. Spack (1985) highlights the importance of story selection and state that:

“Chooses stories that would interest students that most likes to read and teach and that have been made in to film to provide visual interpretation”

Gajdusek (1988.6) stresses that the classroom experience with the literary texts should enable students to discover what the text contains thus, she suggests a four step techniques of exploring Heming way’s:

1. Pre-reading activities in order to present background information and new vocabulary items.
2. Factual in class work after reading the text at home to examine point of view, characters setting and action.
3. Analysis of structure, theme and style to study how the author uses the language.
4. Extending in 0 class activities such as informal journal or formal critical essay writing or dramatizing crucial scene that has been told but not seen in the text in groups. Oster (1989:22) Suggests analyzing short stories from different perspectives in multi cultural ESL/EFL classrooms. She maintains that students should be encouraged to question and discuss the short stories that are told from a single point of view. Following that, they can tell the story from a different character’s view or rewrite it from their own views. This activity not only integrates reading with the productive skills but also enables students to realize how their own experiences, culture and values affect their view.

2-8. Tasks Based on a Single Short Stories:

Having the benefits of literary texts in teaching of foreign language in mind, we decided to use three short stores extensively in an EFLL class. We were teaching grammar, writing and speaking courses to the first year students at the department of foreign language education, middle east technical. University (Ankara, Turkey); and there was a lot of cover in the classes due to the proficiency level and needs of the students. As we did not have enough time to create a meaningful context to teach everything in the syllabus’ we had to find a practical way. Using short stories might save time, and the students were assigned to read three short stories at the beginning of the semester. After familiarizing the students with the details of the stories in class, we used them for different objectives without having to go over a gain. To save time, we also adopted a combination of home class work, and saw that a wide range of possibilities opened up for several language skills. One of these short stories was Elizabeth Bowen’s (The Demon lover).

The wealth of different activities of grammar, writing and speaking classes saving us a lot of time.
It help us to create meaningful context to teach different language focuses and to improve the students’ interpretive strategies. The above tasks only hint at the rich reservoir of activities offered by the same story the same story may also serve for some other language focuses or skills such as vocabulary development or listing.

2-9. Benefits of Using Short Stories:

Using short stories is very important for learning and teaching, and the goal of learning short stories is to gain knowledge and to know about other people cultures and values develop creativity and improve oral communication. Teacher use the different components of story. A short story develops various skills across the curriculum. Most learners in EFL classroom Celce, (1995) Collie and Slater (1987:9) mention that:

“ There are four main reasons for a language teacher to use literature in the classroom, they are valuable authentic material: they offer culture enrichment, language enrichment and personal development:

The following subsections demonstrate the value of using and short stories.

2-9-1. Authenticity:

One of the main advantages for using short stories is that they offer authentic process which appeals to the taste, interests and liking of learners in the reading and discussion process (Collie and Slater (1987:15) one of the fundamental characteristics of the communicative approach is that learners should be exposed to authentic materials and extensive reading activities. Thus, “a literary text is authentic text real language in context, to which we can respond directly” (Brumfit & Carter 1987). They add that literary texts provide examples of language resources being used to the full; and the reader is placed in active interactional role. Working with and making sense of this language”. In this regard learners respond to texts in tended for native speakers and they are exposed to actual
language samples of real life experience, so they become familiar with many different linguistic approaches, communicative functions and meanings, AS Collie and Slater (1987) explain that students have also to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses forms and convention of written mode: with irony, exposition, argument narration, and so on (p.6).

Brumfit (1988:184) asserts that “literature provides us with a convenient source of content for a course in a foreign language”. According to him it could provide motional and communicative material learners exposure to an authentic material will prompt the process of natural language acquisition.

2-9-2. Language Enrichment:

Literary text contribute to language skills enhancement as they are ideal tools for intensive and extensive reading approaches. Collie and Slater(1987:7) mention certain benefits that learners can gain when tackling literary texts. For example, learners are exposed to “a rich context in which individual lexical or syntactical items are made more memorable” Moreover, learners can develop their “ability to make inference from linguistic clues and deduce meaning from context “ learners exposure to short stories will help them gain new vocabulary and encourage them to guess their meaning. Povey (1967:41) suggests that “Literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax Mckay (1982: 530) clarifies that:

“Literature present language in discourse in which the parameters of the setting and the role relationships are defined” It meant that since language is best understood within a social context, literature is the ideal environment
for developing awareness for language use, Slatternly and Wills (2001: 98) suggest that the activities that the teacher develop should help learners to acquire language unconsciously. Moreover, stories are the most valuable recourse “for helping learners in acquiring a language as they offer them a world of supported meaning that they can relate to “and can be used to help learners practice listening; speaking; reading and writing.

Murdoch (2002:9) indicates that:

“short stories can, if selected and exploited appropriately provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency”.

Instructors can create a variety of activities to help students develop their language skills: for example: instructors bring a story to class, they can assign the following writing activities:

a. Paraphrase the first three sentences of the paragraph.

b. Summarize the story in three sentences; including the main characters; setting, conflicts, climax, and resolution in addition short stories can be used to improve students vocabulary and reading, Lao and Krashen (2000) present the result of a comparison between a group of students that read literary texts and a second group that read non-literary texts at a university in Hong Kong, the group who read literary texts showed improvement in vocabulary and reading three activities can be added to help students to acquire more vocabulary, these activities are related to form, meaning and use respectively, one of them is:

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

<table>
<thead>
<tr>
<th>Participle</th>
<th>adjective</th>
<th>noun</th>
<th>verb</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>talking</td>
<td>talkative</td>
<td>talker</td>
<td>talk</td>
<td>______</td>
</tr>
<tr>
<td>speaking</td>
<td>________</td>
<td>_______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
There can be many words as the instructor thinks necessary but not too many so as not to make students lose interest in the activity that should be included in every story. This activity helps students to learn more vocabulary, and it also teaches them how to use a dictionary.

Intermediate and advanced students also profit from literary texts. What they read give them opportunity to come up with their own insights, helping them to speak the language in a more imaginative way. They become creative since they are faced with their own point of view; that I those of the main character(s) of the story and those of their peers, according to Oster (1989: 85). This thoughtful process lead to critical thinking. Therefore when students read. By interpreting what they read, they can work toward speaking English more creatively.

In reference to listening instructors can do the following:

a. Read the story out loud so students have the opportunity to listen to a native speakers of English.

b. Play the story if a recording is available.

The activity is done for fun or for students to find answers to question given and explained to them prior to the listening activity. For students to understand the story when they listen to it, the questions can be based on literary structure.

a. Who is the main character?

b. Where/when the story take place?

2-9-3. Cultural enrichment:

Short stories enhance and enlighten learners’ knowledge of the native culture of the learned stories. In order to get better understanding of this aspect, this genre provides the opportunity for learners to explore the various cultural aspects and to see the similarities as well as the differences between their culture and the cultures exposed through
reading. King (2001) believes that short stories are very important as they enhance certain values and beliefs. Maley’s (1989: 82): Stays:

“Literature texts play serve as a window to the target culture, showing ESL/EFL learners how native speakers thinks communicate, and believe. Despite an imaginary one, the world created in a story not only reflects the author’s own culture, it also presents a complete cultural setting in which characters interact and action takes place”.

However by reading literary text, the readers obtain virtual access to the culture and discover the ways the characters view the world, and hence the learning not only the language but also the historical, social political and economical facts that shape the cultural background of the novel adding to the above benefits.

By learning about the culture students learn about the past present, and bout people’s customs and traditions. Culture teaches students to understand and respect people’s differences. When using literary texts, instructors must be aware that the culture of the people (if different from that of the students) for whom the text was written should be studied. As students face a new culture they become more aware of their own culture. They started to comparing their culture to the other culture to see whether they find similarities and/or differences between the two cultures. Misinterpretation may occur when due to differences, instructors should introduce the culture to the students or ask then to find relevant information about it.

2-9-4. Motivating students:

Since short stories usually have a beginning, middle and an end, they encourage students at all levels of language proficiency to continue reading them until the end to find out how the conflicts is resolved. Elliott (1990:197), for example affirms literature motivates students and is “Motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities”.
In addition using literature in teaching English as a foreign language second language 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 book. As a result instructors should agree that literary texts encourage students to read most literary texts chosen according to students language proficiency level and preferences will certainly be motivating.

2-9-5. Personal Growth:

Short stories play a vital role in the development and the growth of the personal experience of learners and their reflection on life through literature and through reading, analyzing, and appreciating. Carter and Long (1991) stated that: “literary genres encourage intellectual development and personal growth simultaneously”. Moreover reading literature is more likely to provide the students with opportunity for reflection and personal growth, in addition to help them depends to a certain extent on the quality of the literary texts and the experience and depth of understanding from the side of the instructors, so encouraging individual growth necessitates that the teacher has to select texts to which students can respond and to which they can use their ideas and imagination creatively.

2-10. The Selection of Short Stories:

Teaching short stories aims to encourage the students to use what they have previously learnt. According to sage (1987: 41) the learning process will be student – centered. However, the teacher plays a great role. She/he must choose a suitable text to use in class, and should help her/his students understand the story with various activities. In using short stories to teach English, story selection is indeed one of the most important role of the teacher. Since the lengths, of short stories quite vary,
choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence.

When selecting short stories, certain criteria should be taken into consideration. Instructors should avoid texts that are linguistically culturally extremely difficult or offensive to the learners. Mc Kay (2001: 322) and River (1968: 330)

Students need and enjoy a text if the subject matter of the text is relevant to their life experience and interests. Similarly Thiyagra Jan (2014:8) advise in structure to “Select authentic material on the bases of the learners, interest.

a. Learners needs and expectations.
b. Proficiency of the learners.
c. Learners interests, age and gender.
d. Different level of the learners.
e. Considering cultural sensitivity.

2-11. Methods and approaches for Teaching literature:

The aim of this section is to examine the possible approaches which EFL teachers could draw on when using literature with your students Pinpointing Possible approaches can help use to select and design material for classroom use, as well as to assess the suitability of published material.

2-11-1. Language Based Approach:

A language based approach is a very a broad approach which covers arrange of different goals and procedures. Generally speaking supporters believes in a close integration of language and literature in the classroom, since this will help the students in achieving their main aim, which is to improve their knowledge of and proficiency in, English.
But supporters are various in their final goals. Some focus not an studying or reading literature it self, but rather on how to use literature for language practice. Literary text are so seen as source, which provides motivating language activities.

The advantages of using literary texts for language activities are that they offer wide range of style and register; they are classroom discussion; and they focus on originally in interesting and motivating topics to explore in the classroom Duff and Malley, (1999:6).

At the end a language-based approach is using literature includes techniques and procedure which use the literary text it self, which aims to provide the students with the tools they need to interpret a text and make critical thinking.


2-11-2. Stylistics in the Classroom:

This method can guide students towards a more sensitive understanding and appreciation of the literary text it self. Stylistics, which involves the close study of the literary text it self, has two main aims: First, to enable students to make meaningful interpretations of the text itself; secondly to expand students, knowledge and awareness of the language in general, so, although the aim of using stylistic is to help students to read and study literature more competently, it also provides them with language practice.

2-11-3. Literature as content:

This kind of approach examines the history and characteristics of literary movement; the social political and historical background to a text, the biography of the author and its relevance to his/her writings; the genre of the text, etc.
Some language teachers would think that this types of approach is really the province of the literature teacher rather than the language teacher, and is only successful when used with learners who have a specialist interest in the study of literature.

**2-12. Module description:**

Corbett (2009, 1-14) designed a module to explores the role of short stories in EFL bilingual classroom sat all levels (From infant education to adults). Its main goal is to provide teachers with information on how to use short stories to enhances students communicative competence in L2 and critical thinking. The syllabus covers a description of the short story (both as a literary genre and a didactic resource), and the effective design and delivery of activities or units of work including short stories.

**2-13. Aims:**

2-13-1. **Generic competences:**

Explore the potential of short stories as materials for the development of both communicative competence in L2 and critical thinking – Explore teaching – learning strategies to take full advantage of the use of short stories in the classroom. Reflect on ways in which the teaching – learning process can be built a round short stories. Become acquainted with stories which can prove helpful in the teaching in English at different levels. Know ICT resources to work on /with short stories in the classroom. Be able to boost their students’ motivation and confidence when reading a short story. specific competences: By the end of the course, participants are expected to be able to:

1- Select and justify the choice of short stories for diverse foreign language teaching contexts; both in oral and written form.
2- Consider the characteristic of their teaching, learning context and decide on appropriate.

**2-13-2. Class Time Table:**

a. Session unite activity assignment.
b. Introduction to the short story.
c. Aim to the course.
d. Discussion exploring miss conception or the use of the short stories.
e. Presentation of a section of units of work.
f. Final, reflections and feedback.

**2-14. Previous Studies:**

The same study have previously been investigated by some other researchers of those are:

1- Zamzam Emhemmad Mari Al L. Derse (2011) “The use of short stories for developing vocabulary of EFL learners” university of Sebha, Libya. The study aimed to investigates the role of short stories in developing vocabulary of EFL learners. The study finds that: using of short stories has many pedagogical benefits and they are also enjoyable among the EFL learners. The use of short stories in EFL classrooms for developing vocabulary of EFL learners in naturalistic, enjoyable, low-cost and highly effective method.

The study recommended that: EF: teachers need to acknowledge the incremental nature of vocabulary learning, and to understand that an effective vocabulary learning programme needs to be principled. Stories are a powerful pedagogic tool in order to promote EFL learners’ vocabulary development by making the process more enjoyable and meaningful; this linguistically rich material needs to be given adequate attention in any programme of vocabulary instruction.
2- Naeemah Kharghani (2013): The effective of short stories in reading comprehension ability of Iranian EFL learners “Islamic Azad university, Quchan, Iran. This study investigates the effects of employing short stories in EFL setting on reading comprehension ability of Iranian English language learners. The study found that: Reading literary text when it is meaningful and entertaining has available effect upon learners’ linguistic and extra linguistic knowledge. Choosing books relevant to the real-life experiences emotions, or dreams of learners is of great importance, language difficulty has to be considered as well.

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

3- Muhmamed Khatib, (2012): Achieving critical thinking skills through reading short stories. This study attempted to establish critical thinking skill in TEFL students through providing them with some short stories to read. To this aim, through a sample To EFL test of reading comprehension, 40 homogenous students were selected out of 93 and randomly divided into two groups of 20: A control and an experimental group. After a two moth treatment period, the results of the study revealed that the students in the experimental group out performed their counterparts in the control group. Thus, reading short stories made suitable tools for achieving critical thinking skills. The study came up with such a fact that short stories can establish critical thinking skills. In above previous study support my research because researcher proved that short stories can achieve and establish critical
thinking, skills is that means students will develop their skills, proficiency and performance using short stories, while my research used short stories to develop EFL learners performance.

4- Barlin Dungan Paraded (2010): Using short stories to teach language skills Christian University of Indonesia Jakarta. The notion that the main objective of EFL teaching is to help students to communicate fluently in the target language cause many teachers. Still believe that an EFL class should focus on mastering linguistic elements only. However recent trend in EFL teaching indicates only. However recent trend in EFL teaching indicates the necessity of integrating literature because of its rich potential to provide an authentic model of language use. Among literary genres, short stories seem to be the most suitable choice for this due to its potential to help students enhance the four skills –listening; speaking, reading, and writing- more effectively because of the motive motivational benefit embedded in the stories. The purpose of this article is to familiarize EFL instructors with the effectiveness of using short stories in EFL instruction. After presenting criteria for selecting a short story for enhancing students “Language skills”. This study show, short stores can be used to provide different activities for reading, listening, writing and speaking classes. Short stories creates a meaningful context to teach different language focuses and to improve students interpretative strategies. Last but not least, the same story may also serve for some other language focuses or skill such as vocabulary development.
Chapter Three
METHODOLOGY

3.0. Introduction:

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

3.1. The Population of the Study:

The population of the study consisted of the teachers of English language in El-Hassahiesa locality secondary schools.

3.2. The Sample of the Study:

The sample of study consisted of (30) EFL teachers from El-Hassahiesa locality secondary schools. The sampling was chosen randomly.

3.3. The Instrument of Data Collect:

A questionnaire was used as a tool for data collection. The (30) copies of the questionnaire was distributed to (30) teachers in secondary schools, El-Hassahiesa locality by hand.

3.4. Procedures:

Questionnaire is the main tool in collection. It consists of (30) copies each one has (17) statements. The statements include three multiple choices (agree, to some extent and disagree).

3.5. Reliability and validity of the questionnaire:

The reliability of questionnaire as means to something, simply means, the consistency and stability of the questionnaire in performing the exact intended purpose. The researcher used (Person’s correlation)
rule to adopt in measuring the reliability of the test, and this method is applied with its following formula. Correlation Alfa Kromach: to find the relation between the variables according to:

\[
1 - r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N(\sum x)^2][N(\sum y)^2 - (\sum y)^2]}}
\]

Where:

R: Reliability of the test

N: Number of all items in the test

X: Odd degrees

Y: Even degree:

\[\Sigma\]: sum

The correlation (R) = 0.61 and it good.

Stability:

\[
Val = \frac{2r}{1 + r} = \frac{2 \times 0.69}{1 + 0.69} = 0.82
\]

Correlation: 0.69

Reliability = 0.82

\[
Val = \sqrt{0.82}
\]

validity = 0.90
Chapter Four

DATA ANALYSIS AND DISCUSSION

4.0. **Introduction:**

This chapter concerns with the analysis and discussion of the data that collected by means of questionnaire, the finding of this analysis and discussion of the data serve the hypotheses and answer the questions and achieves the objectives of the study. All the results are shown below in tables and figures to reflect the point of view of the respondents in developing EFL students performance through short story.

4.1. **Data analysis:**

The purpose of designing the questionnaire statement is to reflect teachers’ opinions on many factors that concern the significance of short stories. The method used in sampling and analysis of the information provided by the questionnaire are statistical which is obtained by applying computer programme SPSS (statistical package for Social Sciences) each statement is analyzed separately and displayed in form of table and then, represented in figures.
Table and figure [4-1] choosing of short story should be based on students interest:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>20</td>
<td>66.7%</td>
</tr>
<tr>
<td>Neutral</td>
<td>10</td>
<td>33.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table and figure (4-1) show that 80.3% of the respondents agree, 33.3% to some extant, and according to the result (66.7%) agree with the claim. Means that the choosing of story should be based on students interest.

“Short story can, if selected and explained appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate and proficiency.
Table and figure (4-2) short stories make the learning process authentic English materials.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>16</td>
<td>53.3%</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>To some extent</td>
<td>9</td>
<td>30.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>16.7%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table and figure (4-2) students who agree are 53.3%, 30.0% to some extent. So 16.7% disagree so according to the result 80.4% percent of the response agree with the statement. Short stories make learning process authentic.
Table and figure (4-3) short stories is one of the main resources of vocabulary a learning.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>22</td>
<td>73.3%</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>26.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table and figure (4-3) show that 73.3% of the teacher who responded with agree. 26.7% the teachers to some extent. According to the result most of the teacher agree with the claim, mean short stories is one of the main resources of vocabulary.
Table and figure (4-4) short story should suit learner’s gender

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>20</td>
<td>66.6%</td>
</tr>
<tr>
<td>To some extent</td>
<td>5</td>
<td>16.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>16.7%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table and figure (4-4) above teachers who agree are 66.6%, and 16.7% to some extend. And 16.7% disagree. According to the result, most of the teacher’s agree with the claim. Means short story should suit learner’s gender.
Table and figure (4-5) Teaching short stories provide students to speak and write fluently.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>To some extent</td>
<td>11</td>
<td>36.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>3.3%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table and figure (4-5) above teachers who agree are 60.0% those disagree is 36.7% and 3.3% to some extent according to the result is positive. The researcher see that teaching short stories provide student to read and write.
Table and figure (4-6) short stories sharpen listening skills:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>22</td>
<td>73.3%</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>26.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table and figure (4-6) 73.3% of the teacher who respond with agree, 26.7% to some extent. So according to the results, present of the response agree with the statement, the result is positive.
Table (4-7) short story enhance creativity and imagination of EFL learners

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>23</td>
<td>76.6%</td>
</tr>
<tr>
<td>To some extent</td>
<td>5</td>
<td>16.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6.7%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table and figure (4-7) above teachers who agree are 76.6%, those who disagree are 16.7% and 6.7% to some extent. According to this result, the majority of the teachers agree with the claim.
Table (4-8) short stories assist students to accept different background and cultures.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td>To some extent</td>
<td>7</td>
<td>23.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6.7%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table and figure (4-8) 70.0% of the teachers agree, those who disagree are 23.3% and 6.7% to some extent. According to the result, most of the teachers agree the research see short stories assist students to accept different backgrounds and cultures. For it shows the students that every people have their own cultures, values, and behaviours, and they have to accept it and deferential other people culture and their.
Table and figure (4-9) it is easy to interact with students when teaching:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</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>Disagree</td>
<td>2</td>
<td>6.7%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table and figure (4-9) above teachers who agree are 73.3% those who disagree are 6.7% and 17% to some extent. According to the result the majority of the teachers agree with claim, Means it is easy to interact with students when teaching short story.
Table and figure (4-10) students can easily answer the oral questions of teacher based on short story.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>19</td>
<td>63.3%</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>26.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table and figure (4-10) teacher who agree are 63.3% those who disagree 26.7% and 10% to some extent.
Table and figure (4-11) it is easy to involve most of the students when teaching short story

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>To some extent</td>
<td>10</td>
<td>33.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>16.7%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table and figure (4-11) above teachers who agree are 50% and 33% to some extent and those who disagree are 16.7% according to the results half of the teachers are agree.
Table and figure (4-12) students find it easy to making discussion based on short story.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>To some extent</td>
<td>10</td>
<td>33.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6.7%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Form table and figure (4-12), 60% of the teachers who responded with agree 6.7% of the teachers disagree and 33.3% to some extent. According to the result, more than half of the teacher agree with the claim.
Table and figure (4-13) teacher time talking should be less than learner’s when teaching short story.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>19</td>
<td>63.3%</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>13.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>23.4%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table and fig (4-13) above teacher who agree are 63.3%, those who disagree are 23.4% and 13.3% are to some extent. According to the result more than half of the teachers are agree with the claim.
Table and figure (4-14) acting some events of the story in classrooms makes it more interesting and understandable:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>19</td>
<td>63.3%</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>26.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table (4-15) and figure (4-14) above the teachers who agree are 63.3%, those who disagree are 10%, and 26.7% are to some extent. According to the results 90.0% of teacher supported the claim.
Table and figure (4-15) filling gaps and completing the sentences from the story are good activities to develop learners reading and writing.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>19</td>
<td>63.3%</td>
</tr>
<tr>
<td>To some extent</td>
<td>7</td>
<td>23.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>13.4%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table and figure (4-15) above teacher who agree are 63.3% , 13.4% disagree and 23.3% to some extent, so according to the results 63.3% present of the response agree with the statement. Means that this types of activities filling gaps can improve learners reading and writing abilities.
Table and figure (4-16) short story contribute in developing oral communication.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>21</td>
<td>70.0%</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
<td>20.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>10.0%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table and figure (4-16) above teachers who agree are 70% those who disagree are 10% and 20% to some extent. According to the results more than half of the teachers agree with the claim.
Table and figure (4-17) the fun that short stories provides encourages. Students to perform well.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>20</td>
<td>66.7%</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>26.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6.4%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table (4-18) and figure (4-17) above teacher who agree are 66.7% those who disagree are 6.4% and 26.7% are to some extent. According to the table results most of the teachers supported the claim.
4.2. **Testing Hypotheses** :

The researcher used the statistical package for social sciences program (SPSS) to test the hypotheses of the study and also used the percentages and means to show the respondents answers for the statements of the questionnaire.

**Hypothesis one**: Students have positive attitude towards using short stories in EFL classroom. According to statistical results the majority of teachers in table (4-12) 50%, (4-13) 60% the student have positive attitude towards using short stories in EFL classroom.

**Hypothesis two**: Using short stories develop learners’ language skills. This hypotheses is well accepted and proved by table (4.4) 73.3% and table (4-6) 60% and Table (4-7) 73.3% the language start with the ear (listen) listening → reading, is listening to a remote speaker, speaking is shadow of listening, reading contains (listening, speaking writing).

**Hypothesis Three**: Teaching short stories enhance cultural awareness. According to the statistical, results the majority of teachers in the table (4-9) 70% short stories enlighten students knowledge about other cultures.

Hypotheses Four: Teaching short stories needs special kind of techniques according to the statistical results the majority of teachers in table (4-15) 63.3% and table (4-16) 63.3% teaching short stories needs special kinds of techniques to ensure the achievement of the desired goal.
Chapter Five
CONCLUSION, FINDINGS AND RECOMMENDATIONS

5.0. Introduction:
This chapter is a conclusion in which the researcher presents the main findings, recommendations in this area the study tries to demonstrate the final stage of the study.

5.1. Findings:
The study finds that:
1. Short stories help students to develop English language.
2. Teaching short stories is a motivational factor which enhances learning skills to learners.
3. Short stories may serve for some other language focuses or skills such as vocabulary development.
4. Short stories are effective teaching materials or alternatives to assist students learning to develop their grammar and language structure.
5. Short stories have variety of choices for different interests that can be used with all levels, all ages, and all classes.
6. Using short stories in English language teaching can make learning more fun and interesting, so the students are more interested in learning more about the vocabulary and have ability to speak, read and write.
7. Teaching short stories needs special kind of teaching.
5-2. **Recommendations:**

Since the objective of EFL teaching is to help students to communicate fluently in the target language yet the researcher recommends the following:

1. Short stories should be based in teaching English for EFL learners.
2. Level, language standard and age of learners should be carefully considered.
3. Short story should be selected carefully to satisfy the desire of the learners.
4. Teacher should provide an authentic model of language use by short stories.
5. The teachers should have the ability to make all the learners interact with him.
6. Short stories should be used to provide reading listening writing and speaking skills.
7. Teacher and syllabus designer should focus not only an linguistic, but also on literary and cultural element.
8. The course material should be varied in order to enhance learners’ motivation.
9. The teacher should have the ability to make all the learners interact with him and choose the attractive way to in presenting the story.
5-3. **Conclusion:**

Since the objective of EFL teaching is to help students to communicate fluently in the target language, teachers should provide an authentic model of language use. To do it he/she should not focus only on linguistic but, also on literary and cultural element. Using short stories in particular in EFL classroom, can develop and enhance students imagination, creativity language structure and acquisition and cultural awareness. In addition by using short stories in English language teaching can make learning more fun and interesting. So that learners are more interested in learning more about the language and have the ability to speak, read write and listen. Introduce short stories in the syllabus and increasing the teacher’s awareness towards new active aid modern strategies, techniques and appropriate approaches short stories in the EFL texts will equip students with the necessary language skills and increasing their language proficiency to survive in the target language.
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university press.


Appendix
University of Jezira
Faculty of Arts - Kamleen
Department of English language and Literature

Questionnaire for Teachers

Dear Teacher:

I would be thankful if response to the following statements which are intended to collect data for a study under the title: (Developing of EFL students’ performance through short stories)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>To some extent</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The choosing of short story should be based on students interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Short stories make the learning process authentic English materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Short stories is one of the main resources of vocabulary learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Short story should suit learners’ gender</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Teaching short stories provide students to speak and write fluently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Short stories sharpen listening skills</td>
<td></td>
<td></td>
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<tr>
<td>7. Short story enhance creativity and imagination of EFL learners</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8. Short stories assist students to accept different backgrounds a cultures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. It is easy to interact with students when teaching short story.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Agree</td>
<td>To some extent</td>
<td>Disagree</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>10. Students can easily answer the oral questions of teacher based on short story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. It is easy to involve most of the students when teaching short story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Students find it easy to making discussion based on short story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Teacher time talking should be less than learner’s when teaching short story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Acting some events of the story in classrooms makes it more interesting and understandable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Filling gaps and completing the sentences from the story are good activities to develop learners reading and writing ability.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Short stories contribute in developing oral communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Short stories develop students personal creative power.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>