

Addis Ababa University
College of Humanities Language Studies, Journalism and
Communication
Department of Foreign Languages and Literatures

The Role of Teaching English through Short story with Special
Reference to Grade Nine

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**A Thesis Submitted to the Department of Foreign Languages and
Literatures for the degree of M.A in Literature**

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Abstract

The main objective of this study was to determine the role of short story in teaching English language, students were randomly selected from grade nine, assigned as experimental and control group. After that the experimental group was taught English language through short story and different kinds of tasks were given for them, whereas the control group was taught using only their text book. And finally to observe the outcome of the experiment both groups have been given post- lesson test. The results procured by the experimental group were better than that of the control group. The responses of the students in the questioner and the observation also indicates that teaching English through short story helped students to be motivated and inspired to learn and elevate their language skills. On the basis of the findings, it was concluded that teaching English through short story helped students to learn the four skills listening, speaking reading and writing, more effectively because the motivational benefit is deep- rooted in the stories.

CHAPTER ONE

1. Introduction

1.1. Background of the study

No one can deny that English is international language. Being able to/speak better English is not an easy matter. Time won't be enough to talk -about the importance of English. In Ethiopian educational curriculum, English language holds the greatest part/in the southern, northern and central parts of Ethiopia, starting from grade eleven all subjects; physics, biology... etc), except Amharic and other local languages will be thought in English; of course Oromia starts from grade nine. If that is so, it is crucial to give emphasis on teacher English language. And every English language class is supposed to be enjoyable, easier, and funnier than it used to be. How can we make it that way? Just by using literature to teach English. Especially short stories in my case.

Literature helps students develop interpretative abilities. Lazar (1993: 19) says, "Literature is a particularly good source for developing students' abilities to infer meaning and to make interpretations. This is because literary texts are often rich in multiple levels of meaning, and demand that the reader/learner is actively involved in 'teasing out' the unstated implications and assumptions of the text."

According to Qareeballah and Syed(-:3) Literary texts take into account the functions of language in different realistic situations outside the conditioned atmosphere of the classrooms. The employment of such literary components such as narratives, short stories, one person acts, fables, dialogues and short social situations, will help learners to use different forms of the language in one notion of the language. It will, more importantly, motivate and inspire the learners to know more and keep his or her interest intact. The discourse that whether literature can be helpful in the learning of foreign language.

According to Qareeballahe and Syed (7) both literature and language teaching involve the development of a feeling for language or responses to texts. The responses of the learners to the literary texts reading and interpreting will help them to develop their reading strategies, develop their reading skills, keep by heart useful quotations and expressions, integrate language skills

such as listening and reading as receptive skills and speaking and writing as productive skills, be exposed to the conversations and the dialogues which are actually used in the outside world. These dialogues and conversations create a situation inside the classroom for using language which the learner might need outside in the society).

As Murat H. (2005:55) literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax: he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, language level of the students is evident. In this process, he can remove the identity crisis and develop into an extrovert.

The first stories to be written down were stories from the oral tradition, such as Aesop's Fables and the many other fables, folktales and fairy tales recorded by storytellers and story collectors around the world. 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 a literary form. These writers are frequently anthologized in collections of short stories. (Net 2012:6) For young learners, stories can offer a valuable way of contextualizing and introducing new language, making it comprehensible and memorable (Wasik & Bond 2001; Wright 2000). Linguistically, stories present grammar, vocabulary, and formulaic speech within a meaningful and structured context that supports comprehension of the narrative world and the content the story is related to (Glazer & Burke 1994; Jennings, 1991; Koisawalia, 2005).

According to Omid and Nasibeh(2013:54) Some materials such as textbook are needed to enhance reading skills, such as word analysis, structural analysis, dictionary use and learning the meaning of words from the context. Short stories could be beneficial since literature has the quality of being universal and short stories will allow the teacher to deal with human problem. Short stories make the students' reading task easier because it is simple and short give learners a better view of other people and other cultures. Requires more attention and analysis helps

students to be more creative and raise the critical thinking skills raise cultural awareness reduce students' anxiety and helps them feel more relaxed, is good for multicultural contexts because of its universal language and offers a fictional and interesting world.

Considering the importance of continuous progress and innovation in language teaching methods, on the one hand and the advantages of using short stories in language classes, a new language teaching method as Short Story based Language Teaching (SSBLT). 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 language for communication through using short stories as the materials in a friendly atmosphere. It develops the learners' communicative competence and critical thinking. SSBLT aims at cultivating all language skills cooperatively. (Mohammad and Seyyed. 2013: 156)

According to T. Murali and K. Sandhya, (2015:58-59) Among literary genres in educational curriculum of ESL/EFL, short stories seem to be the most suitable choice for enhancing students' listening, speaking, reading and writing skills. Most of the students are in a position to comprehend the content and improve their vocabulary competency, as there is an easy flow of language in short stories. Short stories cover a wide range of fields such as language, arts, social studies and social issues, science and technology, plants and animals etc. Any branch of knowledge can be dealt through short stories in more flexible ways. Short stories play an important role in shifting learning model to acquisition model. So pedagogies advocate the incorporation of short stories in the syllabus. Short stories make the task easier for the language educators to teach the four skills at all levels of language proficiency for the students to engage themselves in different activities, such as group discussion (GD). character role play, criticism and interpretation of the theme, content, organization style and so on. To enrich the concept. Murdoch (2002:9) adds: "Short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance English language teaching courses for learners at intermediate levels of proficiency".

According to Parlindungan (2011:17), why short story? Despite its benefits for students, some objections are always raised against the use of literature in public schools due to overcrowded classes, overloaded syllabus and limited time; some problems commonly met in elementary to

high public schools in almost all developing countries. First, the deviated and figurative language of poetry necessitates very long time to grasp. Second, the length of novel will make it difficult for such classes to finish. Finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours. Considering these objections, it is obvious that among literary forms, short-story, which is defined by Poe (as cited in Abrams, 1970. p. 158) "as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to a certain unique or single effect," to which every detail is subordinate", seems to be the most suitable one to use in public schools. Since it is short, and aims at giving a single effect", there is usually one plot, a few characters; there is no detailed description of setting. So, it is easy for the students to follow the story line of the work.

The use of short-story in English teaching should be aimed to encourage the students to use what they have previously learnt. By doing this, 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 roles of the teacher. Since the lengths of short-stories quite vary, we should 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. (Parlindunga:2011:18).

1.2. Statement of the problem

Ethiopian students, from elementary to university levels, none can dare to say they are successful in English. And the reason for that is the way of teaching the language. Both, teachers and students focus only on the grammar part. Teachers, teach English like math or physics with a formula to be rehearsed or memorized (have or has+V3 form of a verb) and so on. I'm not saying memorizing the formula is bad but students should know' how to put it in their writings and speech. A student who scores a grammar test 50 out of 50 fails to write an essay or a paragraph even do not really know how to speak in English. And high school students are supposed to have a base in English, which should have been done at the elementary level. Of course there is change now a day, students English textbooks got more literary works than before but not enough. Teachers should use more and more short stories as a stepping stone to

teach English.

As Kidest cited Flarmer (2007:4) it is teachers' responsibility to use suitable tools for presenting grammatical aspects of a language so that their students will be able to acquire the grammatical rules and able to perform different functions of a language in a speech community. Nevertheless, though there can be various reasons, it is unusual for teachers to bring literary texts, which is one of the techniques advocated by CLT, into the classroom for the purpose of language teaching in general and grammar teaching in particular. Students are not given opportunities to see grammar rules functioning in different genuine contexts.

1.3. Objectives of the study

The main objective of this study is to assess that role of short stories in teaching English language and to show results of students learning English through short stories. And also to suggest means of teaching English language

1.4. Significance of the study

Since Language is the biggest pillar of life and English is an international language should be studied well, and in Ethiopian case the ways of teaching won't invite to master English language. So the researcher thinks using "short stones are the best way to teach English.

Then this thesis may help to modify the curriculum towards teaching English. And it may help English teachers how to teach (Methodology) English in a better way. Finally, this paper may help other researchers as reference that is willing to conduct a research in related issue.

1.5. Scope of the study

Teaching English through literature is helpful to teach the language in a better way, like, short stories. The study focused on only grade nine students at Abisina secondary school. Since English is a medium of instruction in Ethiopia high schools.

1.6. Limitation of the study

The time duration given to conduct this research was very short. The researcher found this challenging indeed.

CHAPTER TWO

2. Review of Related Literature

2.1. Language teaching

Many would say and already said from what been what is language. And language teaching. Here are some from what have been said.

As Fikru cited Sharma (2009rTl). Language may simply be expressed) as a means by which human being communicate with each other or express then ideas, thoughts, and feelings and believed in a written or spoken form. However, that defining language in such few terms is unfair and impossible. This is because, as Sharma further adds, language comprises a number of complicated components and various characteristics which are difficult to 'disentangle'¹ each from one another. Furthermore, each of these characteristics and feature/ have the nature of a code (ibid). Therefore, understanding these codes and features is a matter of agreement and convention between speakers and listeners and a set of signs and symhols which represent these agreements and conventions and a set of systems which coordinate all of these agreements, conventions and the signs or symbols which represent them.

According to Kumaradivelu (2006:3) language permeates every aspect of human experience, and creates as well as reflects images of that experience, it is/almost impossible to imagine human life without it. And yet, we seldom think about it. We are oblivious of its ubiquitous presence in and around us, just as the fish is (or. is it?) unmindful of the water it is submerged in. Even those who systematically study language have not fully figured out what it is. Method is central to any language teaching enterprise. Many that we seldom recognize its problematic nature. For instance, we are hardly aware of the fact that we use the same term method to refer to two different elements of language teaching: method as proposed by theorists and method as practiced by teachers. What the teachers actually do in the classroom is different from what is advocated by the theorists. In fact, classroom oriented research conducted by Kumaravadivelu (1993a), Nunan (1987), Thornbury (1996), and others clearly shows that even teachers who claim to follow a particular method do not actually adhere to the basic principles associated with it. One way of clearing the confusion created by the indiscriminate use of the term,

method, is to make a distinction between method and methodology. I consistently use method to refer to established methods conceptualized and constructed by experts in the field. I use the term, methodology, to refer to what practicing teachers actually do in the classroom in order to achieve their stated or unstated teaching objectives. This distinction is nothing new; it is implicit in some of the literature on language teaching. Such a distinction is, in fact, the basis by which

As Kumaradivelu cited Mackev (2006 .84! differentiated what he called method analysis from teaching analysis. He rightly asserted: am meaning of method must first distinguish between what a teacher teaches and what a book teaches. It must not confuse the text used with the teacher using it, or the method with the teaching of it. Method analysis is one thing, therefore, teaching analysis, quite another. Method analysis determines how teaching is done by the book; teaching analysis shows how much is done by the teacher. In other words, a teaching analysis can be done only b\ analyzing and interpreting authentic classroom data that include the methodological practices of the teacher as revealed through classroom input and interaction, and teacher intention and learner interpretation (Kumaravadivelu, 2003a. chap. 13). A method analysis, on the other hand, can be carried out by merely analyzing and interpreting different constituent features of a method presented in standard textbooks on language teaching methods, using any appropriate analytical framework.

2.2. Teaching English as a Foreign Language

English language is a widely spoken language all over the world. Most of the world's countries not the native speakers of English are practicing English as a second or third language, Ethiopia. Knowing English seems to be very essential like that of computer skills for job applications.

According to Aleidine and Theresa (2015:327). A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. To study another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the authentic culture itself. Learning another language provides access into a perspective other than one's own. increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understandings. Language is the vehicle required for effective human to-

human interactions and yields a better understanding of one's own language and culture. Studying a language provides the learner with the opportunity to gain linguistic and social knowledge and to know when, how, and why to say what to whom National Standards in Foreign Language Education Project. Language scholars distinguish between the terms acquisition and learning: 'acquisition' refers to the process of learning first and second languages naturally, without formal instruction, whereas 'learning' is reserved for the formal stud)' of second or foreign languages in classroom settings.

As Lusie (2006:6) English is called the lingua franca of the whole world". The knowledge of English is required by many employers and in many other parts of people's life. It will be important to understand English very well in the future and this is the reason for finding better and more enjoyable ways how to start teaching young learners. Children from an early age should learn about foreign cultures so that they grow up tolerant and sympathetic towards others. The earlier a man starts the more he gets. As a result of this, English teaching has started to be increasingly important. Most language teachers concentrate on vocabulary, grammar, sometimes on pronunciation which is covered in textbooks, but there are more pleasant, practical and useful ways to introduce and practice all these common requirements. Children love tales and stories and learning through pleasure is the way to reach the goals.

2.3. Teaching English language through Literature

2.3.1. What is literature

So many scholars said about it, here are some from what have been side

There are many different definitions given to the above question. Here are some given by teachers from all over the world. Literature is the "feelings" and "thoughts" in black and white. Literature is a world of fantasy, horror, feelings, visions ... put into words. Here are also other quotations which "define" literature. Literature could be said to be a sort of disciplined technique for arousing certain emotions. Great literature is simply language charged with meaning to the utmost possible degree. According to Boas literature is the record of experience interpreted by personality that behind every book which the race has preserved is a human being's eager effort (Joumal of Info, Edu, Tchno)

As Faruk cited Moody (1971:1). " literature is like an umbrella term giving information on every business. Therefore, literature, interested in every kind of written and spoken business, can be defined as expressing a specific subject e.g. literature for construction, literature for medicine, literature for child raising, literature for construction, literature for medicine, texts may express the author's style.'

According to Faizal (- :4) it simply means anything that is written: time tables, dialogues, textbooks, travel brochures and so on. If you are thinking of buying a +bicycle or a motorcycle or a washing machine, you will probably want to see the literature about it. If you are medical student, you will have to read the literature about surgery. An advertisement for soap is as much literature as Shakespeare's plays or Dickens's novels. So, we may conclude all written materials, like this general grouping: historical books, magazines, newspapers, dictionaries, novels, catalogues, plays, short stories, encyclopedias, etc. We can divide this large mass of material into two different groups. The first one mainly presents information and the next mainly gives some entertainment. In English we use the word in at least two different ways: Informative literature and imaginative literature. Informative literature tells us about facts, explanations, history, real 'great' life figure, etc. It tells us the world, for instance, the life of Prophet Muhammad PBUH, Napoleon was defeated at Waterloo, The story of Malcolm-X. Its main purpose is to offer knowledge. Hence, there is also imaginative literature that aims to arouse thoughts and feelings. Its author expresses his ideas, his feelings, his attitude, he may talks of things: people, etc. He wants to communicate feelings, not facts; emotion, not information only. Imaginative literature according to many men of letters and writers has fuller ant} deeper sense than informative/ literature.

2.3.2. Language teaching through literature

According to Minoo. A (2011:177) English literature has not been considered a useful teaching tool in the EFL classrooms of many non-English speaking countries. This is because teaching L2 largely has been regarded as a matter of linguistics. The English teaching activity in public schools of these countries mainly focuses on teaching grammar. Following some general explanations of the rules of grammar, teachers assign the students drills consisting of unrelated sentences, and the students memorize the grammar rules. As for reading, special course hours are not devoted to developing the reading skills of the students. Dull textbook passages are used

in the classroom. Vocabulary words are distributed, and the students are asked to memorize them. Then, the teacher asks questions about the reading. The answers to the questions are quickly found in the text without any specific attention. The students do not have to infer anything from the passage. Almost nothing is done to develop the students writing and speaking skills. In this system, teaching English is teacher-centered, and the students in these schools only memorize linguistic forms (grammar and vocabulary), instead of internalizing them. So, when the students are required to write or speak, they cannot produce anything.

Literature and language are closely related and this is a fact none can deny. Literature is constituted by language and it represents one of the most recurrent uses of language. Language and linguistic analysis can also be employed to access literature from the learner's point of view. Brumfit already emphasized the role of literature as "an ally of language". This technique is by no means novel, since literature has been a widely used teaching tool in different language teaching methods.

According to Murat (2005:54), 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, Since translation gives students the chance to practice the lexical, syntactic, semantic, pragmatic and stylistic knowledge they have acquired in other courses, translation both as an application area covering four basic skills and as the fifth skill is emphasized in language teaching. In the following section, why language teachers use literary texts in the foreign language classroom and main criteria for selecting suitable literary texts in foreign language classes are stressed so as to make the reader familiar with the underlying reasons and criteria for language teachers' using and selecting literary texts.

According to Collie and Slater (1990:3), there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal /relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a

powerful resource in the classroom context.

1. Valuable Authentic Material

Literature is authentic material. Most works of literature are not created for the primary purpose of teaching a language. Many authentic samples of language in real-life contexts (i.e. travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles) are included within recently developed course materials. Thus, in a classroom context, learners are exposed to actual language samples of real life / real life like settings. Literature can act as a beneficial complement to such materials, particularly when the first "survival" level has been passed. In reading literary texts, because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings.

2. Cultural Enrichment

For many language learners, the ideal way to increase their understanding of verbal / nonverbal aspects of communication in the country within which that language is spoken - a visit or an extended stay - is just not probable. For such learners, literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colorful setting in which characters from many social / regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy. Believe in. fear, enjoy; how they speak and behave in different settings. This colorful created world can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned. Also, literature adds a lot to the cultural grammar of the learners.

3. Language Enrichment

Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and

contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.

4. Personal Involvement

Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he or she begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, language level of the students

According to Koutosompov.V(2015:75), There are three main criteria that justify the use of literature as a second language teaching tool , Firstly, the linguistic criterion defends that literature should be used in language teaching, because it provides the learner with genuine, authentic samples of language, and also with real samples of a wide range of styles, text types and registers. It is extremely important for foreign language learners to be trained in a variety of registers, styles and genres and to be able to differentiate the purpose of each of them. These different manifestations of language are not only distinctive linguistically, but also socially, they all have a social communicative function. This has to do with the notion of adequacy. It refers to the fact that a message needs to be linguistically correct and situationally appropriate, as regards not only its content, but also its form for a more detailed account on the notion of adequacy and its relationship to communicative competence. The second criterion is methodological and refers to the fact that a literary text has multiple interpretations, these generate different opinions among the learners and this leads to real, motivated interaction with the text, with the fellow students and with the teacher. Interaction is one of the bases of the communicative approach

which defends that it is by interacting, by communicating, that the language is learned. From the methodological point of view, further aspects that favor the use of literature in the language classroom are the active role of the learner and the literary text as the central focus of attention. Learners become active, autonomous, and central to the learning process. One aspect of special importance within the communicative approach is the idea of literature supplying the learner with cultural information about the country whose language they are learning. Our response to the cultural aspect as reflected in literature should be critical. Lastly, the motivational criterion is of great relevance because the literary text shows the real feelings of the writer and this generates a powerful motivation in the learner. With the literary text the student accesses this personal experience, if she is touched by the theme and provoked, she will be able to relate what she is reading to her world, to what she knows and feels. Designing stimulating activities that motivate the learners is the greatest challenge for language teachers, and literature has a strong motivating power due to its calling on to personal experience.

According to Hulya (2011:160) the first uses of literature in EFL classes was started at the beginning of the century when Grammar Translation Method was the only method which was known to suit ELT classrooms. The use of literature in these classes was limited as the only aim was to translate the literary texts from the target language to their native language. Using literature in EFL classes gave a long break with the use of new teaching methods such as Direct Method or Audio-lingual Method. The main reason for this was because these methods of teaching emphasized mostly on structures and vocabulary. Starting from the last two decades, the goal of EFL teaching has changed and the aim of English teaching is now to help students to communicate fluently in the target language. As a result of this, teachers and trainers have started to seek for new ways of integrating literature in EFL classes once again because literature has an important role in teaching English. When used appropriately, with their authentic nature, literary genres are functional tools for language classes for all levels. Oster (1989) affirms that literature helps students to write more creatively. Instructors can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues or more complex writing activities if students have reached a high level of language proficiency (Murdoch, 2002, p. 9)." With this new era, literature appeared in EFL classes as appropriate tasks and activities which were designed for language classes."

The purpose of using literature in a language classroom is to make the class interactive and it can be stated that an interactive class can obviously improve communicative competence of the learners and keep a lasting impact on their mind. Such a class can enhance the critical thinking abilities of the learners and at the same time maintain a learner center environment. Literary texts are a rich source of classroom activities and can surely prove to be very motivating for learners. No wonder the use of literary pieces play a significant role in English Language Teaching. Literature opens a new world to the students. It cultivates the critical abilities of the students. It encompasses every human dilemma, conflict and yearning unraveling the plot of a short story is more than an automatic exercise. (Koutosmpou, 2015:75).

As Kabiraj cited. Lazar (1993. p .14-15) reasons for using literature in the language classroom: It is very motivating, authentic material, has general educational value, found in many syllabuses, helps students to understand another culture, stimulus for language acquisition, develops students' interpretative abilities, Students enjoy it and it is fun, highly valued and has a high status, expands students' language awareness and encourages students to talk about their opinions and feelings. Literature is a discipline that helps creative writers bring out their inner feelings, emotions, experiences, ideas and opinions in an artistic and aesthetic way that pleases and instructs the reader at once. So literature has provided an essential element in language classroom. Thus, importance of literature in language is paramount.

2.4. Review of related studies

Related studies found to the access of the researcher are Fikru Gebre's (2009) and Kidist Yohannes's (2007).

Fikru (2007) his study was " An Assessment on the Significance of Literature in Language Teaching with special reference to grade nine". The study was conducted on grade nine students of Birhan Gozo secondary school. The main objective of Fikru's study was to assess the role of literature in teaching English language and to check whether or not it could be applicable in Ethiopian high schools. To prove this Fikru classified his subjects into two groups, control and experimental. At the beginning he gave a pre- lesson test for both groups to check whether the out came had significance difference, then Fikru able to prove that there is no considerable difference in the prior knowledge of the two groups.

Then he taught both groups himself, using different techniques. He used to tell, short stories, prose texts, poem and drama to teach the experimental group. And also he used other method to collect data, such as, questionnaires, observation and interviews. After that he gave a post- lesson test for both groups and compared the result. The post lesson result has significance difference, the experimental group scored better than that of the control group. Finally, Fikru concluded using literature in teaching English language brought a change on students motivation and test results, and it is applicable.

What makes Fikru's study different from mine is he focused on the role of literature in general while I focused on the role of short stories in teaching English language.

The second work which is thought to have similarity with this paper is Kidist Yohhance's work. Kidist (2007) " An Investigation into the Effectiveness of Teaching Grammar through Literary Texts, the study was conducted on grade nine seven students of Ethiopia Tikidm number two primary school. The main objective of her study was to investigate the effectiveness of teaching grammar through literary texts. To asses this Kidist formed her subjects into two groups, control and experimental. She gave a pre lesson test for both groups which the result was equivalent.

Then she taught both groups herself, she used short stories and poem to teach English grammar for the experimental group. And gave the post-lesson test for both groups, where the experimental group scored better. She also used other data collection methods like, questionnaires and observation. Finally, she concluded, using literary texts to teach English grammar is applicable and literary texts increase learners motivation and rustles.

Kidist's work is different from mine in some ways. The first is Kidist focused on teaching English grammar and me on English language as a whole including the skills. Secondly her subjects were grade seven students and mine grade nine students. Finally, she used literary texts in general like short stories and poems to see their role in teaching grammar, while my focus was only the role of short stories in teaching English language.

2.5. Teaching English Language through short story

2.5.1. What is short story

According to the web page (<http://en.wikipedia.org/wiki/short-story>) Short story, is a form of short fiction/ non fictional narrative prose. Short stories tend to be more concise and to the point than longer works of fictions such as novels. A short story is a piece of prose fiction which can be read at a single sitting. It ought to combine objective matter-of-fact description with poetic atmosphere. It ought to present a unified impression of tone, colour and effect "unity of effect" (Poe). It mostly shows a decisive moment of life (which can entail a fatal blow). There is often little action, hardly any character development, but we get a snapshot of life (slice-of-life story). Its plot is not very complex (in contrast to the novel), but it creates a unified impression and leaves us with a vivid sensation rather than a number of remembered facts. There is a close connection between the short story and the poem as there is in both a unique union of idea and structure. There is a limited set of characters, one single action and a simple plot (often: exposition, complication, crisis, sad / happy ending). A short story very often has an open / abrupt beginning and an open or surprise ending. A short story is restricted to one setting only (fixed place and time, social surroundings).

According to Networking (2012: 8). Deciding what exactly separates a short story from longer fictional formats is problematic. A classic definition of a short story is that one should be able to read it in one sitting, the point most notably made in Edgar Allan Poe's essay "Thomas Le Moineau (Le Moile)" (1846). Interpreting this standard nowadays is problematic, since the expected length of "One sitting" may now be briefer than it was in Poe's era. Other definitions place the maximum word count of the short story at anywhere from 1,000 to 9,000 words. For example, Harris King's "A Solitary Man" is around 4,000 words. In contemporary usage, the term short story, most often, refers to a work of fiction no longer than 20,000 words and no shorter than 1,000 words or 5 to 20 pages. Stories of fewer than 1,000 words are sometimes referred to as "short stories" or "flash fiction".

It is reasonable to say that a firm definition of a short story is impossible. No simple theory can encompass the diverse nature of a genre in which the only constant feature seems to be the achievement of a narrative purpose in a comparatively brief space. Each definition emphasizes

some aspects and cannot cover all. However, to get some idea about the form, we can highlight some definitions:

1. “A fictional prose tale of no specified length, but too short to be published as a volume on its own, as novellas sometimes and novels unusually are. A short story will normally concentrate on a single event with only one or two characters, more economically than a novel’s sustained exploration of social background”. Chris Baldick: *The Concise Oxford Dictionary of Literary Terms*.
2. “A short story is a brief work of prose fiction, and most of the terms for analyzing the component elements, the types, and the narrative techniques of the novel are applicable to the short story as well.” M. H. Abrams, Geoffrey Galt Harpham: *A Handbook of Literary Terms*.
3. A prose narrative “requiring from half an hour to one or two hours in its perusal.” Edgar Allan Poe: *Review of Nathaniel Hawthorne’s Twice Told tales*.

According to Kabiraj (2012:20), A Short Story is a short work of prose fiction which usually depicts one characters’ inner conflict or conflict with others. It is a work of fiction in prose writing about imagined events and characters. A short story, unlike a poem, does not depend on a verse, matters or rhymes for its organization and presentation. A short story is often contrasted with a novel on the grounds of length, magnitude and complexity. As the name suggests, a short story is shorter than a novel. The short story differs from the novel in the dimension that Aristotle called ‘magnitude’ and this limitation of length imposes differences both in the effects that the short story can achieve and in the choice, elaboration and management of the elements to achieve those effects. Edgar Elian Poe, who is sometimes called the originator of the short story as an established genre, was at any rate its first critical theorist. He defined what he called the prose tale as a narrative which can be read at one sitting of from half an hour to two hours, and is limited to a certain unique or single effect.

2.5.2. Why Short Story?

According to Hulya (2011,160), Researches show that among the other literary genres, short story is the most preferred one in language classrooms. According to Ankan’s research findings, students find the contents of the novel, poetry, and drama courses more difficult to follow

because these types require ways of reading that are different from those required for the short story. The results of his study also show that the students identify short story reading as simpler and less complex than reading other literature course.

As Hulya Arikan,(2005, p. 33). In this sense there are several advantages of using short stories in ELT classrooms. One of the most important of all is its controlled length. As they are shorter than a novel, short stories are effective sources of teaching in classroom situations. Another point that makes short stories efficient tools for ELT classes is that they maintain high interest and attention. A short story with its setting, characters and compelling plot, captures and holds the attention of the learners which is an important part of the learning process. The use of short stories to teach English has several other benefits including motivational, literary, cultural and higher -order thinking benefits. Short stories allow the instructors to teach the four main language skills to all levels of language proficiency. Indicates that short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency.

According to T. Murali and K. Sandhya (2015:59) Though story telling is one of the oldest teaching tools in the world, it has occupied a prominent place in teaching of English at primary and secondary level. An effective teacher undoubtedly creates an indelible impression on the minds of children. Short stories are flexible enough to address a range of modern concerns as well. Short stories are found to be the most suitable authentic literary genre to teach and improve learner's communicative competencies easily and effectively. One of the most prominent reasons is its brevity.

As T. Murali and K. Sandhya cited. Abrams (1970:158) defines it as a narrative that can be read at one sitting of one and half hour to two hours, and that is limited to a certain unique or single effect, to which way detail is subordinate. So the objectives of using short stories are: Short stories are simple and practical, their length is short enough to cover very quickly, theme and plot are not too complicated for the students to understand during listening or reading on their own, variety of choices is available according to the students' interest, they motivate the readers and promote imaginative and critical thinking skill, moral, mysterious and / or humorous stories' become valuable tools in the attainment of cultural knowledge and finally, short stories are available for all levels from the beginner to advanced learner, as well as for all ages from young

learners to adults.

Using short stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development. Short story is considered one of the literary genres that can be used in the EFL classroom to enhance language skill, motivate students, and increase their cultural awareness and tolerance. King (2001) concludes that short stories can be utilized as engines, and a powerful and motivating source for assisting learners consolidate and practice language (grammar, diction). Similarly, Ellis and Brewster (1991: pp. 1-2) emphasize that “as stories are motivating and fun. they can help students develop positive attitudes towards the foreign language and enrich their learning experiences”. (Mohammed 2016:12)

According to T. Murali and K. Sandhya (2015:60), Short stories make the task easier for the language educators to teach the four skills at all levels of language proficiency for the students to engage themselves in different activities, such as group discussion (GD), character role play, criticism and interpretation of the theme, content, organization style and so on. To enrich the concept, Murdoch (2002:9) adds: “Short stories can. if selected and exploited appropriately, provide quality text content which will greatly enhance English language teaching course for learners at intermediate levels of proficiency”. Listening and Reading short stories motivate the students not only to develop their reading skills, but also their imaginative skills. It further improves students’ vocabulary by changing words from one form to another form, for example, changing a word from verb to noun, noun to adjective and verb to adverb. And other learning activities include listening (Oral) comprehension, reading comprehension, finding synonyms and antonyms for the difficult words from the paragraphs. Guessing suitable words in the given blanks, matching the words with its appropriate meaning and analysis of particular statement improve both reading and writing skills. So the activities cultivate the reader’s analytical thinking that leads to an understanding of the language in a better way. Though there exist many methods and strategies of teaching and developing vocabulary of EFL learners, the short stories play a crucial role in developing vocabulary of the students. The students acquire the vocabulary through oral comprehension of story. It is argued that students who read widely have extensive vocabularies. Story telling bridges the decreasing gaps of vocabulary and comprehension. As use of language in short stories is simple, students can engage in meaning making and guessing

through comprehension. This leads them to acquire vocabulary and its usage in a greater way. Students construct knowledge, when vocabulary is developed through immersion in language activities.

By selecting suitable stories keeping in mind the develop of the students, the teacher can motivate the students and prepare them as story tellers^ when children start telling stories, they grow in many ways. Normally, storytelling improves the students' language skills but it promotes the self-esteem of the students also. The teachers should guide the children while they tell stories. Storytellers tell in many ways, let them celebrate the differences. Most of the students have creative thinking but they need to choose a story that they really enjoy, and one that feels right to tell. Children's telling can be improved by offering a variety of audiences. Telling to classmates is nice, but telling to younger listeners, community members or in other schools, etc. is even better. As children tell to new audiences, their confidence grows dramatically (T. Murali and K. Sandhya 2015:62).

For young learners, stories can offer a valuable way of contextualizing and introducing new language, making it comprehensible and memorable (Wasik & Bond 2001; Wright 2000). Frequently stories are associated to daily life experiences, children's feelings and memories, and to cultural and intercultural values which enrich and expand the classroom world. They also deal with a variety of topics which directly relate to curricular content: animals, family, traditions, emotions, environment, history, experiments, etc. Linguistically, stories present grammar, vocabulary, and formulaic speech within a meaningful and structured context that supports comprehension of the narrative world and the content the story is related to (Glazer & Burke 1994; Jennings, 1991; Koisawalia, 2005). Reading or listening to a story offers a joyful experience in 'feeling' the sounds and 'viewing' the form of a new language. Stories are often about interesting topics which may serve to present, practice, consolidate or extend children's knowledge on a particular thematic area related to any school subject. Stories also enhance children's interaction and communication not only with their teacher but also with their peers. Reading or listening to a story related to a specific content can make children react to it verbally or non-verbally. This enables them to construct knowledge and express ideas, even with the very limited language Stories provide learners with a reason to participate in the classroom, to repeat certain formulaic phrases, chunks or words, to role play part of a dialogue, or to express what

and how they feel. The use of stories in the classroom can encourage children to interact with each other and communicate their feelings, ideas and knowledge. Stories give children opportunities to retell the story and to talk about alternative endings, for instance. As a consequence, stories can help learners increase language fluency and advance in their content knowledge. Stories are windows open to the world. They bring in views about different people, new countries and diverse cultural values. Stories help children show a curiosity about other cultures, far-off lands and 'exotic' peoples from other parts of the planet. Using stories in the classroom can prepare learners for openness, awareness, tolerance and acceptance towards other ways of understanding life. (Sophie and Maria -:2).

Despite its benefits for students, some objections are always raised against the use of literature in public schools due to overcrowded classes, overloaded syllabus and limited time—some problems commonly met in elementary to high public schools in almost all developing countries. First, the deviated and figurative language of poetry necessitates very long time to grasp. Second, the length of novel will make it difficult for such classes to finish. Finally, drama can be used in the4 length of novel will make it difficult for such classes to finish. Finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours.

Considering these objections, it is obvious that among literary forms, short-story, which is defined by Poe (as cited in Abrams, 1970, p. 158) "as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to a certain unique or single effect," to which every detail is subordinate", seems to be the most suitable one to use in public schools. Since it is short, and aims at giving a single effect", there is usually one plot, a few characters; there is no detailed description of setting. So it is easy for the students to follow the story line of the work.

Since short stories are easy to finish- and definite to understand. The idea is also in line with PW Collie and Slater (1991, p.196) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their ' own. Third, short stories have a variety of choice for different interests and tastes. Finally, short ^ stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes (morning, afternoon, or evening classes). (jet v.l, 2011:18)

As Lucie cited (Ellis and Brewster, 1991,p.1)" Stories give me many opportunities for practicing everything children have learnt." Stories are motivating and fun; they create a deep interest and a desire to continue learning. Listening to stories is a shared social experience; it provokes a shared response of laughter, sadness, excitement and anticipation. Stories exercise the imagination; children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. Stories are a useful tool in linking fantasy and the imagination with the child's real world; they provide a way of enabling children to make sense of their everyday life. Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language. Stories help students of all levels to understand literature, they carry ideological messages. Children books offer universal truths, moral appeals to one generation after another.

According to Olga (2014:31) Storytelling has been widely examined and practiced by several teaching scholars, Andrew Wright. Jean Brewster and Gail Ellis among others. Authors provide many examples of the advantages of using storytelling in language teaching. Ellis and Brewster (1991) give several reasons why teachers should use storytelling in the English classroom.

Storybooks can enrich the students' learning experience. Stories are motivating and fun and can help develop positive attitudes towards the foreign language. Stories exercise the imagination and are a useful tool in linking fantasy and the imagination with the child's real world. Listening to stories in class is a shared social experience. Children enjoy listening to stories over and over again. This repetition allows language items to be acquired and reinforced. Listening to stories develops the child's listening and concentrating skills. Stories create opportunities for developing continuity in children's learning (among others, school subjects across the curriculum) (Adapted from Ellis and Brewster 1991:1-2).

2.5.3. Choosing the text (Short story)

According to Jet V.1,(2011:18) ^he use of short-story in English teaching should be aimed to encourage the students to use what they have previously learnt. By doing this, 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 roles 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. Besides the length of the text, Hill (1994, p. 15) points out three other basic criteria of choosing the text: (1) the needs and abilities of the students; (2) the linguistic and stylistic level of the text; (3) the amount of background information required for a true appreciation of the material

According to Hulya (2011:161) Short stories can be a good source in ELT classes in almost all levels from young learners to adult learners so that they can make good use of short stories in learning the target language. While choosing the right short story, students proficiency level, age, and interests should be taken into consideration. Another important thing is the course objectives and appropriateness of the story as content. The needs of the students, interests, cultural backgrounds, and language levels should be taken into consideration when choosing the suitable material for the classroom. One other significant criterion to consider is whether the particular work stimulates personal involvement by arousing the learners' interest. At this point it is important to choose books which are relevant to the life experiences, emotions, or dreams of the learner. The difficulty level of the story is another important thing to be considered while choosing a suitable material. This is crucial as the learner is attached to the text if she can understand it. In addition, interest, appeal, and relevance should be taken into consideration.

According to Begona (2007:54). Before choosing a story, the following aspects have to be considered: Whether the book is authentic or has been adapted and simplified for children whose first language is not English. The book's relation the curriculum (school, family, Christmas, clothes, food, etc.); the content must be relevant, interesting and meaningful, whether the book provides attractive visual support to help students understand content, its language suitability as it pertains to student levels, preferably books using repetitive structures requiring repetition. Through this, students develop memory skills and build oral confidence, the length of the story and organization of ideas and its relation to the target language and culture.

As Murat cited (Collie and Slater 1990:6-7). When selecting literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. However, one major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extra linguistic knowledge when it is meaningful and amusing. Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well. If the language of the literary work is simple, this may facilitate the comprehensibility of the literary text but is not in itself the most crucial criterion. Interest, appeal, and relevance should be taken into consideration. Enjoyment; a fresh insight into issues felt to be related to the heart of people's concerns; the pleasure of encountering one's own thoughts or situations exemplified clearly in a work of art: the other, equal pleasure of noticing those same thoughts, feelings, emotions, or situations presented by a completely new perspective: all these are motives helping learners to cope with the linguistic obstacles that might be considered too great in less involving material.

2.5.4. Benefit of Short Stories

According to Omid and Nasibeh (2013:54) Some materials such as textbook are needed to enhance reading skills, such as word analysis, structural analysis, dictionary use and learning the meaning of words from the context. Short stories could be beneficial since literature has the quality of being universal and short gives stories will allow the teacher to deal with human problem. Arigol (2001 as cited in Hismanoglu. 2012 in Khatib & Nasrollahi) listed the following advantages of short stories over other literary texts: Short stories make the students' reading task easier because it is simple and snort. Tearners a better view of other people and other cultures, requires more attention and analysis helps students to be more creative and raise the critical thinking skills, raise cultural awareness, reduce students anxiety and helps them feel more relax, is good for multicultural contexts because of its universal language, offers a fictional and interesting world.

According to Jet V. 1(2011:20) short story to develop language skills. Short stories are very useful in the trials to improve students' vocabulary and reading. After the students read a certain

story by letting them categorize the words can make the students develop their vocabulary. High, intermediate and advanced students also profit from literary texts. What they read gives them the opportunity to come up with their own insights and helps them speak the language in a more imaginative way. They become more creative since they are faced with their own point of view, that/those of the main character(s) of the story and those of their peers.

As Jet cited Oster (1989:20), this process leads to critical thinking, by confirming. “Focusing on point of view in literature enlarges students' vision and fosters critical thinking by dramatizing the various ways a situation can be seen” (p. 85). This could happen because when students read, they interact with the text. By interacting with the text, they interpret what they read. By interpreting what they read, they can work toward speaking English more creatively. Short story can be a powerful and motivating source for writing in ESL/EFL. both as a model and as subject matter. Short story as a model occurs when students’ writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and /or style. However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by, the reading, literature serves as subject matter. In accordance with this, affirms that literature helps students to write more creatively. Teachers can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues or more complex writing activities if students have reached a high level of language proficiency.

According to Jet (2011:22) Short story can also be a powerful and motivating source for teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, reenactment, and discussion are some effective learning activities which center on a short story EFL classes can use for enhancing these two skills. Asking students to read story aloud can develop their speaking as well as listening skills. Moreover, it also leads to improving pronunciation.

As Hulya cited, Arlogul 2011, p 11-18. The inclusion of short fiction in the ESL/EFL curriculum offers educational benefits. Makes the students reading task easier due to being simple and short when compared with the other literary genres, enlarges the advanced level readers⁴ worldviews about different cultures and different groups of people, provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced

level readers, motivates learners to read due to being an authentic material, offers a world of wonders and a world of mystery, gives students the chance to use their creativity, promotes critical thinking skills, facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community, makes students feel themselves comfortable and free, helps students coming from various backgrounds to communicate with each other because of its universal language, helps students to go beyond the surface meaning and dive into underlying meanings, and acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring gained knowledge to their own world. Another important benefit of using literature to teenage and adult learners at all levels is to develop their reading tasks, improve students' not only reading comprehension skills, but their other skills as well.

According to Britl it (2009:17). Storytelling is an accepted and widely used approach in the teaching of English language classroom. It represents a holistic approach to language teaching and learning founded on the understanding that learners need to interact with rich, authentic examples of the foreign language. The communicative approach enabled story to take its place in our English classrooms, bringing the following to language learning, all of which are supported by the use of stories , a focus on meaning rather than medium, with an emphasis on fluency; the information gap, where students are encouraged to use their learning to understand authentic texts; a focus on process rather than product; an emphasis on negotiation rather than pre-determination; a teacher who acts as facilitator not just instructor.

CHAPTER THREE

Methodology

3.1. Sampling

The subjects of this experimental study are grade nine students of Abisina secondary school, which has 28 grade nine sections. And the researcher selected 56 students (28 girls and 28 boys) randomly; two students (one boy and one girl) from each section. 14 boys and 14 girls were selected randomly for both experimental and control group. Unfortunately, the subject students include the three types of students, (high achievers, medium achievers and low achievers).

The reason why this grade nine is selected is grade nine is the first level of high school, and it is the place and the time for students to be introduced to new subjects. And the medium of instruction will be in English. In addition to that it is time for the students to choose the right path to the future. So the researcher thought that it is the best time and place to put a steppingstone as a base to amend their English.

3.2. Data collection

To collect data, the researcher used questionnaires, observation and pre- and post- lesson tests.

3.2.1. Questionnaire

A questionnaire was used for both English teachers and students. The questionnaire did contain open ended and closed ended questions.

3.2.2. Observation

Observation was also another method which the researcher used to collect a data. During the experimental class, there was group discussions, for that matter the researcher found that observation is the best to see how the students were interacting with their teacher and their classmates.

3.2.3. Pre- and Post- lesson test

As this study is to show using short stories to teach English language is the best way develop students' English skills. The researcher used exams (before and after teaching English through

sort of stories). The researcher used makeup class to teach English through short stories and of course to test both group students. (Experimental and control). The researcher also taught the control group like they used to (the common trend) for two weeks, that means 10 consultation hours for each group. Both tests include comprehension questions, choosing the best answer (contains grammar equations and dialogue), Reported speech and choosing the right form of a verb.

3.3. Validity of the test

As Olga cited Bordens and Abbott (2005:39) define the validity of a measure as to which extent it measures what you intend to measure. The researcher used piloting, the pre and the post lesson tests have been given to both groups (the control and the experimental).

3.4. Method of data analysis and interpretation

After the data were collected, the analysis was made in two ways, calculation and tabular form. The calculation has been made to show the test result difference between the pre-lesson and post-lesson test and the results of the control group and the experimental group. Those results are shown in tables and explanations are given about the questioners which were given for both students and English teachers, and explanation about the tests. So it is possible to say the researcher used both qualitative and quantitative methods. And to analyze the results of the pre-lesson and post-lesson tests, the researcher used SPSS 16.0.

3.5. The Classroom Teaching Procedure

As it is stated above there are two groups, the control group and the experimental group, and both groups were taught by the researcher using different methods. For the control group the researcher used grade nine student' text book, and just follow the text book, the book has its own notes and exercises after the note, the research will first explain the note and let the students to do the exercises that followed. The exercises contain fill the blank, short answers, choose and choosing the right form of a verb from the bracket.

For the experimental group the researcher used task based method to teach English through short stories. As David. N cited Richards (2004:7) task is an activity or action which is carried out as

the result of processing or understanding language (as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred as task. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be required as successful completion of the task, the use of a variety of different kinds of tasks in language is said to make language teaching more communicative. Since, it provides a purpose for classroom activity which goes beyond the practice of language for its own sake.

In other words, any activity given in the classroom is called a task. Therefore, the researcher used different kinds of tasks to teach. The students have been given short stories to write the conclusion part and read out loud for their classmates and were asked the moral of the stories which were being used, in addition to that they were given comprehension questions from each extraction which the researcher used. Retelling a story was also another task given.

CHAPTER FOUR

Analysis and interpretation of the data

In this chapter the data gathered from the pre and post lesson, observation and from questioner is analyzed and interpreted. The questions, the observation check list, the questioners and results of the pre and the post- lesson test results can be found at the appendix part.

4.1. Test results

4.1.1. Result of the Pre-lesson test

The pre-lesson test contains 30 questions.

Table 4.1.1.1: Descriptive Statistics pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Control group	28	16.00	26.00	21.2143	2.46992
Experimental group	28	15.00	26.00	20.8214	2.66741
Valid N (list wise)	28				

As it is shown in the table above the average score of the experimental group is 20.82 and while that of the control group is 21.21. As the table shows that the pre lesson test result of both experimental group and control group has no significant difference respectively.

Table 4.1.1.2 One-sample Test PRE-t-TEST

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Control	45.449	27	.000	21.21429	20.2565	22.1720
Experimental	41.305	27	.000	20.82143	19.7871	21.8557

As Fikru cited Bryman and Cramer (2005:83) state, Levine's test is said to be significant if the probability is 0.05 or less than 0.05. As it is shown on the above table, the two groups result has no significant difference in the means of the pre- lesson test.

4.1.2. The result of the post-lesson test

The two groups, the experimental and the control group were taught by the researcher himself. For the experimental group the researcher used different kinds of short stories to teach English and some exercises were given for the students to practice the four skills and the grammar part also, those exercise equations included equations from the extracts and normal grammatical questions regarding the topic, during the class. For the control group the researcher just used the students' text book and thought in the same old way. just following the book. Then the test, which contains 30 questions, has been given for both groups.

Table 4.1.2.1 Descriptive Statistics post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Control group	28	16.00	27.00	22.0357	2.93740
Experimental group	28	20.00	30.00	26.4643	1.93376
Valid N (list wise)	28				

As it is indicated in the table above, the mean result of the control group is 22.035 and 26.46 for the experimental group. There is a big result difference between the group which learned English through novels, (experimental) and the one who didn't, (control). Which means the result of the experimental group is better than that of the control group. Therefore, the researcher concluded that teaching English language through short stories is the best way to teach English as a foreign language.

Table4.1.2.2 Paired samples test post test

	Paired Differences					T	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. error mean	95% confidence Interval of the difference				
				Lower	Upper			
Pair control-1 experimental	-4.42857	3.22523	.60951	-5.67919	-3.17796	-7.266	27	.000

The above table shows clearly that the difference between the post-test average scores of the statically significant, in other words the performance of the control group is less than that of the experimental group.

Table4.1.2.3 Paired sample Test experimental group

	Paired Differences					T	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. error mean	95% confidence Interval of the difference				
				Lower	Upper			
Pair 1 Pre-test - post-test	-5.64286	2.40700	.45488	-6.57619	-4.70952	-12.405	27	.000

The table is about The T-Test result of the paired samples statistics of the Experimental Group. This indicates that significant difference was observed in the post-lesson results of the experimental group. In other word the experimental group scored better after the experimental class they had.

4.2. Questionnaire for English teachers

A questionnaire was given for 17 English teachers at Abisinia secondary school to check whether they use short stories to teach the language and if they do how they choose novels and problem they faced using short stories in English class. Only 1 of the teachers uses short stories and other literary text. He chooses biography and fiction texts to teach and the problem he faced while teaching the students get difficulties to understand the texts and have low interest in learning English, but the students' response was not bad. But he thinks using short stories and other

literary texts is a better way to teach English as a foreign language. The rest 16 do not use short stories or other literary texts. For the question what other method they use, they said they just follow the text book and give some notes and explain it to the students. This is much like teaching English with a formula.

4.3. Questionnaire for the students

The questionnaire was given for the experimental group after they took the post - lesson test, to check out what they feel about the experimental lessons they had.

Table 4.4.1 The response of the students to the first part of the questioner

No	Statements	Strongly agree	%	Agree	%	Disagree	%	s. disagree	%	Total	%
1	Did you have a habit of reading short stories in your past time?	3	8%	2	10%	23	82%	-		28	100%
2	Were your previous teachers teaching you to read different short stories?	3	8%	-		25	92%	-		28	100%
3	Do reading different short stories make you work in groups and discuss on them helps us to develop our language skills?	28		-		-		-		28	100%
4	Hadn't you problem in reading short stories and answering questions which were related with the stories?	21	72%	6	24%	1	4%	-		28	100%
5	Does learning the English language through short stories inspire you to learn more?	28		-		-		-		28	100%
6	Does learning English through short stories help us to be familiar with English language?	28		-		-		-		28	100%

To the first question which is to find whether the students do have a habit of reading short stories, only 2%, (2 in number) of the respondents said they strongly agree and 3%, (3 in number) agree the rest 81%, (23 in number) they disagree. This means almost all; more than half students have no habit of reading short stories. For the second question which is to find out whether their previous teacher uses short stories to teach them the English language, only 7%, (2 in number) of the respondents strongly agreed the rest 92%, (26 in number) said that they disagree. This leads to conclude almost all the teachers who are teaching English at Abisinia secondary school did not use short stories to teach the language. For the third question all the students, 100% (28 in number) strongly agreed that reading short stories helped them to work in group and discuss issues together. For the fourth question which was about having a problem on reading short stories and answering questions which are related to the stories, 71%, (20 in number) said strongly agree and 24%, (7 in number) said agree and the rest 4%, (1 in number) said disagree. Almost all students got no problem answering comprehension questions. For short stories number five and six which are, whether they were inspired to learn English language through short stories and Learning English through short stories helps them to be familiar with English language, 100%, (28 in number) strongly agreed. That means they were inspired and enjoyed the class and learning English through short stories helped them to be familiar with the language.

The second part of the questionnaire contained 3 questions and let the students write their feelings about the experimental class and their regular class in short. All of them said that they enjoyed and loved the experimental class and they do believe that if they continue learning through short stories the outcome will be magnificent, they will develop their writing, reading, speaking and listening skills.

4.4. Observation

During data collection (from the questionnaire) the researcher found one English teacher who uses short stories to teach the language. Then the researcher took the opportunity to observe. The researcher used observation check-list.

The teacher student interaction was great. The students were happily participating. There were hands everywhere, the students were motivated. No student was sleeping or doing some other

things or talking. They were attentively listening to their teacher. The students were enjoying learning English language through short stories.

4.5. Research Findings

As it is stated at the first part of this chapter tests were given for both CG and EG before and after the lesson. The results of the pre-lesson test of both groups were almost the same. But on the post-lesson test the EG group achieved much better than that of the CG. This is because the EG were taught English through novels. During the lessons the researcher used around ten extracted stories to teach the EG and used several tasks. This made the EG to score better.

Why short stories are best for English learning, students inspired get more time to focus on individual words. When a text is short, you can devote more time to learning how every single word is used and what importance it has in the piece. You can read a whole story in one sitting. Attention spans are very important for learning, and the ability to finish a story gives

You more time to digest it. Short stories are designed to give you maximum information with minimal effort.

You can focus more on ideas and concepts. Language is less about words and more about the meaning behind them. If you spend all your time learning vocabulary and grammar, you will never be able to fluently speak a language because you will have little to talk about. These short stories give you the opportunity to understanding big ideas in context.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1. Summary

The main goal of this study was to assess the role of teaching English language through short stories. The main objective of the study was to see whether using short stories in teaching English language will improve students' language skills. Two groups were selected EG and CG for the experiment before lessons both groups were given a test which contain 30 questions which are the same. The results were checked and analyzed. Then the two groups were taught by the same teacher with the same content but different technique. The CG was thought using only their text book, which means it was only language focused. But Different kinds of stories and tasks were used to teach the EG.

After the experiment, a test was given to both groups. The results were corrected and analyzed statistically in order to determine the difference between the performances of the two groups. So, as to find out the effectiveness of teaching English through short stories. And questioner was distributed to the EG after the experimental class was over.

Questionnaires were also distributed for the English teachers to determine their technique of teaching. Classroom observation was also used to collect data. The response of the students and the observation was also analyzed. And the result was that the EG group got a better mark and the students were highly motivated.

5.2. Conclusion

As we all know students fail to speak or write English grammatically, even if English has been taught for a long time. The old way of teaching was not that much profitable. So using short stories to teach English language, will motivate students, inspirers them to creativity as the same time will enjoy learning English and also will be introduced with new culture besides the stories should be selected according to the students' grade level, the topics on their text book and should be enjoyable and not too difficult for the students. Giving tasks based on stories let the students to practice more and more. The results have been shown in chapter four.

Therefore, on the basis of the evidences, it would be possible to conclude that teaching English language through short stories had brought a change in motivation of the students and their language skill development.

5.3. Recommendations

For the students English skills development, the researcher would recommend the following points.

- More stories should be included in students' English text book which are chosen according to the level and the circumstances.
- Teachers should use short stories to teach English.
- Additional English novel books should be distributed in high schools.

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Appendix A

The post-test score distribution, age and sex on the experimental and control group

NO	Control Group				Experimental Group				
	AGE	SEX	PRE-TEST	POST-TEST	AGE	SEX	PRE-TEST	POST-TEST	
1	15	M	16	16	16	F	20	25	
2	16	F	21	21	16	F	22	27	
3	17	F	21	21	16	F	19	26	
4	16	F	26	27	16	M	22	25	
5	16	M	23	23	17	M	20	26	
6	14	M	22	22	16	F	22	29	
7	17	F	20	20	16	M	23	25	
8	16	M	25	26	17	M	17	25	
9	15	F	20	20	15	F	25	26	
10	17	M	22	21	16	M	19	25	
11	16	M	18	20	17	F	15	20	
12	16	F	18	19	14	F	24	26	
13	15	M	20	20	15	M	22	27	
14	15	F	21	22	15	M	18	26	
15	17	M	18	18	15	M	20	26	
16	14	M	21	22	14	F	18	26	
17	16	F	25	27	16	M	25	30	
18	15	F	24	26	17	M	21	26	
19	15	M	23	21	14	F	24	27	
20	15	F	21	22	15	F	19	29	
21	16	M	21	27	16	F	20	25	
22	17	F	20	24	17	M	22	28	
23	14	M	22	25	16	M	26	28	
24	16	M	25	21	15	F	21	30	
25	15	F	21	24	17	F	20	27	
26	15	F	19	17	14	M	23	27	
27	14	M	23	23	15	M	18	27	
28	17	F	18	22	16	F	18	27	
Total			594	617				583	741
Mean			21.2	22				20.8	26.5
Mode									
SD									

Pre- lesson test, for both the experimental group and the control group.

PART ONE-Read the following short story and answer the questions that follow.

The clever schoolboy

A schoolboy lived in a small house, at the side of a big house. The schoolboy's father and mother did not have much money and it was a very small house. The schoolboy worked very hard. He went to school in the morning. In the afternoon he helped his father. His father was a farmer.

At night the boy did his school work. There was only one lamp in the house. Every night his father and mother went to bed. Then the boy started to do his school work. He put the lamp on the table in front of him. Then he read his book and wrote in his exercise books.

One night his lamp went out.

'I can't see,' he said, 'I cannot do my work. What can I do? We have one lamp and it is not good. I cannot buy a lamp. I have no money.' Then he said 'The man in the big house has a lot of money. He has a lot of lamps. I am going to ask him for one.' He went outside and knocked on the door of the big house. A man opened the door.

'Why are you knocking on my door?' he said. 'What do you want?'

'Please, sir,' said the boy, 'may I have one of your lamps? I cannot do my school work. My lamp is no good.'

'No,' said the man. 'You cannot have one of my lamps. I want all my lamps.'

'But, sir,' said the boy. 'You have a lot of lamps and I haven't one. Please give me one. I cannot do my work.'

'No!' said the man. 'Go away.' He closed the door.

The boy went back to his house. 'What can I do?' he asked. 'There is a street lamp but I cannot see in the street. All my friends have lamps but they are working, too. I cannot buy a lamp. I have no money. What can I do?'

Then the moon came up and started to shine through the boy's window.

'Good!' said the boy. 'Now I can read my book.' He started to read the first page. The big black cloud came into the sky. 'Oh dear!' said the boy. 'Now I cannot see.' Then he saw a box of matches. 'I can see with these matches,' he said. But there were not many matches in the box.

The boy read two pages of his book. Then he went to a cupboard and took out a hammer and a big nail. He made a hole in the wall. It is not a very big hole. The man in the big house cannot see it. It is a small hole. The light is shining through the hole in the wall. It is shining on the boy's book.

' Now I can see,' he said.' Now I can read and write. Now I can do my work. I have no lamp but

I can see.' He was a very clever boy.

1. Where did the school boy live?
2. What did he do after school?
3. Why did the boy go to the big house?
4. Did the boy use the street lamp to read?
5. How did the boy solve his problem finally? _____

Find the word from the story for the definitions below.

6. A tool with a heavy head and a handle used for pounding
7. An opening in or through something

Part two grammar -Choose the best answer

8. ----- hard if you want to be successful in life.

A. unless work B. so work C. to work D. work

9. When I was in London, I saw a great friend of-----.

A. they B. me C. her D. yours

10. Since 1999, there -----no earthquakes here.

A. are B. have been C. is D. were being

11. Almaz is ----- than her sister.

A. beautiful B. much beautiful C. more beautiful D. very beautiful

12. She speaks English and German and -----

A. neither do I B. I speak C. so do I D. nor do I

13. I am working hard, and I hope ----- to university.

- A. go B. to go C. for going D. in going

14. Life is a ladder, when one goes up, the other comes-----

- A. in B. late C. down D quickly

15. We must always be on time and not late because----- is important.

- A. punctuality B. punctually C. punctual D. none

16. A good student has to have a regular study period----- succeed in his/her studies.

- A. because B. such that C. so that D. in order to

17. The man ----- life was saved was my uncle.

- A. whose B. of whom C. which D. who

18. When the door- bell ----- I was having a bath.

- A. rang B. rung C. rings D. ring

19. He wasn't ----- to carry the box

- A. so strong B. to strong enough C. strong enough D. such strong

20. Abel : Could you do me a favor?

Henok: -----

- A. Favoritism is bad.
B. I am having a meeting this afternoon.
C. Oh really? since when?
D. Yes, of course. What is it?

21. Mother: Have a nice time.

Daughter: -----

- A. Thanks, I need more time.
B. Good, but at what time.
C. you too.

D. I'm very fine, and you?

22. Student A: What time do we finish our class?

Student B: -----

A. Ten past three.

B. The teacher is not here yet.

C. I haven't done my assignment.

D. The library is closed, so we better stay here.

23. Amina promised to meet us----- ten o'clock.

A. at B. in C. on D. each

24. Nobody knows what the world will be like----- the year 2050

A. in B. at C. on D. every

Part three: Choose the correct form of the verb.

25. Fitsum (play/ plays) drum.

26. My father (water/waters) the plants every day.

27. I (live/ lives) near the school.

Part four: Choose the correct verb tense.

28. " I am going for a swim." →He said he is going/ was going for swim.

29. " I am feeling better." → She said she was feeling/had felt better.

30. " Can you play chess?" → Zelalm asked me if I played/could play chess.

Post- lesson test, for both the experimental group and the control group.

PART ONE-Read the following short story and answer the questions that follow

The man, his son and their Horse

A man and his son took a journey with their horse. The horse was very young. They thought it was not strong enough to carry both of them. They walked next to their horse. They passed a village. The man and his son heard the villagers talking. One villager said, "The are fools, why they have a horse if they do not ride it?" The man said to his son. "Get on the horse." Soon they passed a second village. The man and his son heard the villagers talking. One villager said." They are fools. That lazy child lets his father while he rides." The man said to his son, "Get off the horse. I will get on." They passed a third village. The man and his son heard the villagers talking. One villager said," They are fools. That father's child walks while he rides." The man said to his son, "Get on the horse with me." They rode the horse together. Soon they passed a fourth village. The man and his son heard the villagers talking. One villager said. "They are fools. That young horse carries the weight of two people."

The man and his son talked about what the villagers said on their journey. The man said, "My son, what someone says about you may help, or it may not be helpful. It is better to choose to what to do. Use your own knowledge and skills."

1. Who rode the horse when they started the journey?
2. Who rode the horse after they passed the third village?
3. Why didn't the man and his son rid the horse at the beginning of the story?
4. Villagers
 - A. A place where people live together.
 - B. People who live in a village.
 - C. People in the market.
 - D. All
5. The underlined word "lazy" means?
 - A. Active
 - B. Smart
 - C. slow
 - D. outstanding

Part two grammars: Choose the best answer.

6. My brother has worked in Ethiopian airlines----- I was born.

- A. Just B. for C. yet D. since

7. If you study hard, you ----- pas the exam.

- A. will B. would C. would have D. won't

8. This is the teacher ----- I like very much.

- A. whom B. which C. who D. when

9. She writes very fast.

- A. and I can't too. B. and I can too.

- C. and so do I. D. and I did. too

10. This must be ----- man I have ever seen.

- A. tallest B. taller C. the tallest D. the most tallest

11. What if we ----- him the truth?

- A. told B. tell C. will tell D. have told

12. The factory in our town dose not----- children.

- A. employment B. employer C. employ D. employee

13. Sara is ----- worries about the examination to eat her dinner.

- A. very B. too C. so D. such

14. I greatly admire that car of-----.

- A. him B. his C. himself D. his own

15. His brother is ----- to touch the top shelf.

- A. too tall B. tall enough C. enough tall D. very tall

16. We always finish school early ----- Friday.

- A. in B. on C. at D. this

17. Many people go on holiday----- the dry season.

- A. in B. on C. at D. next

18. Tadese : I'm feeling dizzy.

Kidane:-----

- A. Some feelings are difficult to manage. B. It sometime, rains here.
C. Perhaps you are right. D. If I were you, I'd see a doctor.

19. Brother: Can I use this piece of paper?

Sister: -----!

- A. Right you are. B. Thanks a lot. C. No, I don't use it D. No problem

20. Almaz: -----

Chaltu: Oh! It was delicious.

- A. Are you hungry?
B. What type of food do you like?
C. You enjoyed the food; didn't you?
D. What was the food like?

Part three: complete the reported speech sentence.

21. " I am 14 years old." → She said-----.
22. " The sun sets in the west." →-----.
23. " I'll see you tomorrow." →-----.
24. " Hirut has just gone out." →-----.
25. " I can run faster than you." →-----.

Part four: choose the correct form.

26. I was reading a newspaper when I saw/ was seeing your picture.
27. When I left, They played / were playing cards.
28. We have seen / saw your cousin Tigist last night.
29. The chair broke/ was broken by a pupil.
30. We wait / will wait for you if we have enough time.

Lesson 1

Complete the story with the correct words from the list below

NAILS	BEHAVIOR	HUNGRY	RATS	CHAIRING	DISAPPEARED
SUGGESTED	SURPRISED	UNHAPPY	FASTEN	MESSAGE	COMPLAINED

The Meeting

One day, the _____ held a meeting. They complained about Mr. Cat. His _____ towards the rat's children was not good. He would find rat's children in their small holes and squeeze them to death. The big rat was _____ the meeting. He said, "Let us come together and use our long _____ to fight Mr. Cat. Whenever he feels _____ he eats up member of our family. "One young rat _____" We shall buy a bell and _____ it on Mr. Cat so that we hear him whenever he is coming." An old rat raised his tail. He was very sad. "Who will fasten the bell to the cat?" he asked. Other rats looked at each other. He raised his voice and said, "We shall send a _____ to Mr. Cat and pin it up somewhere for him to read." The big rat was very _____ to hear this from an elder. At the end of the meeting, the rat family came up with this message: "We, the rats, are very with your behavior towards our children." Before they could put the notice up on the wall, Mr. Cat came and all rats _____.

Lesson:2

Ben and the Devil

*Listen to the first part of the story of Ben and the Devil.

One the spot where the hotel called ' The Disappearing Devil¹ is now, there used to be a tailor's shop. A man called poor Ben lived and worked there with his wife. He was the son of a shoemaker and worked as a shoemaker himself before he became a tailor.

When Ben was 19 he got married and his wife never stopped complaining about how poor they were. On his 21st birthday Ben was very unhappy. Everything had gone wrong that day. His wife had not stopped crying. He needed money. "I'd sell my soul for a pot of gold," he cried.

1. Choose a sentence to complete the first sections of the story.

- a. His wife so cross that she decided to run away.
- b. Suddenly he saw a dark stranger standing in front of him. It was the Devil himself.
- c. 'You should not call on the Devil.' his wife said. 'You should work harder.'

Suddenly he saw a dark stranger standing in front of him. It was the Devil himself. "I'll give you your pot of gold, Ben," he said. "If in five years' time you give me your soul." Ben needed the money so badly that he agreed. The Devil diapered. Ben and his wife were very happy and they enjoyed spending the gold.

Five years passed....

2. Choose a sentence to complete the second part of the story.

- a. On the anniversary of the day Ben had received the gold, the Devil reappeared.
- b. Ben and his wife grew fat and lazy and Ben never had to work again.
- c. Ben had spent all his money. He hoped the Devil would give him some more.

On the anniversary of the day that Ben had received the gold, the Devil reappeared. " I have Come for your soul," he said.

"I am ready," said Ben. "But I want one more wish."

“All right,” said the Devil, “but be quick. We have a long way to go.”

Ben said, “I wish you were back in hell, never to return.” The Devil immediately flew through the air on the back of a goat and they never saw him again. Ben and his wife lived happily for many years.

3. Choose a sentence to end the story.

- a. They had many children and lived in a big house with many servants.
- b. Ben's wife never complained again so Ben was happy man.
- c. Years later when the shop was pulled down, they built a hotel called ' The Disappearing Devil'.

- Listen to the story again, then read the following statements about the story and decide if they are true or false.

- 1. The storyteller did not know the name of the hotel.
- 2. On the spot there used to be a garage.
- 3. Ben was a shoemaker all his life.
- 4. Ben's father was a tailor.
- 5. He was 21 when the Devil first visited him.
- 6. Ben got his pot of gold seven years later.
- 7. A cow kicked the Devil back to hell.

- List adjectives form the story.

LESSON 3

The Fox and the Rabbit

Once upon a time a rabbit was walking in a wood and a fox saw him. The fox was hungry and said, "Come here, little rabbit. I want to give you a present." But the rabbit ran away and jumped down a well. The fox could not catch the rabbit, but the rabbit could not get out of the well. "Oh dear!" said the rabbit. "How can I get out of this well?" Then, the rabbit had an idea; she shouted up to the fox, "There is a lot of food down here. Come down and get some, Mrs. Fox." The fox looked down the well and said, "How can I get down there?" The rabbit said, "Just jump in the bucket and you will get down here all right."

1. What do you think happened to the fox? Write a conclusion for the story.

LESSON 4

Listen carefully to the story and retell the story.

Why Dogs bark at Hyenas

This is the story of a dog and a hyena. The dog lived in a village. It had a she-goat. The dog drank the goat's milk. It grew beautiful and fat. The animals saw how beautiful and fat the dog was. The animals asked the dog, "Why are you so beautiful and fat?" The dog said "I have a she-goat. I drink its milk. That is why I am beautiful and fat." One day the dog met a hyena. They greeted each other. The hyena asked, "Why are you so beautiful and fat?" The dog said, "I have a she-goat. I drink its milk. That is why I am beautiful and fat." The hyena said. "Please let me live with you. You are so beautiful and fat." The dog said, "I does not want to live with you. You are not kind, and you do not keep your promises." The hyena said, "I will be kind and always keep my promises." It asked the dog again and again, "Please let me live with you. You are so beautiful and fat." After a long time, the dog agreed. They lived in the dog's house. They drank the goat's milk together. One day it rained very hard. The dog and the hyena were cold. The hyena asked the dog. "Please go and get wood for the fire. We need to make our house warm." When the dog went out to get the wood, the hyena took the dog's she-goat and ran away. That is why dogs bark at hyenas.

-Change the following direct speech to reported speech.

1 The dog says "I have a she-goat."

2 The hyena, asked "why are you so beautiful and fat?"

Questioner for the students

I, show your responses by marking “x” in the column of your choice.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly disagree

II Short answer

No	Questions	Possible responses				Remarks
		A	B	C	D	
1	Did you have a habit of reading short stories in your past time?					
2	Were your previous teachers teaching you to read different short stories?					
3	Do reading different short stories make you work in groups and discuss on them helps us to develop our language skills?					
4	Hadn't you problem in reading short stories and answering questions which were related with the stories?					
5	Does learning the English language through short stories inspire you to learn more?					
6	Does learning English through short stories help us to be familiar with English language?					

8 what do you think the outcome will be if you are made to learn English using different short stories in the same way you practiced in the previous weeks?

9 what is your opinion regarding learning English in the usual method?

10. If you have anything to say regarding the teaching and learning of English you practiced in the previous weeks express it in here

Questionnaire for English teachers

Dear teachers:

I am doing a research for the fulfillment of my MA in Literature. So, I would kindly request you to fill this questionnaire which is prepared to help the researcher do a study on the effectiveness of teaching English through short stories. The information you will give will certainly be kept confidential and will not be used to assess you in any way. The researcher is interested only in your opinion.

Thank you for your cooperation

Part one background information.

Age

20-30 30-40 40-50 50 & above

Educational Back Ground

BA

MA

Service years

1-5

6-10

11-15

16-20

20 & above

Part - 2

1. Do you use literary texts to teach English?

Yes ----- No -----

2. If your answer was yes for question number one /1/ do you use short stories?

Yes ----- No -----

3. If you do use short stories, how was the students' response to your method of teaching?

A. very good

B. good

C. not bad

4. If your answer is yes to the question number 2, What kind of short stories you choose to teach English?

5. Is there any problem you face while teaching English through short stories?

6. If you never used a sort story to teach, what other methods do you use to teach?

7. Do you think teaching English through short stories is a better way to teach English as a foreign language?

Appendix J

Observation check-list

Name: _____

Date: _____

Class observed : _____

Time: _____

Observer : _____

Department: _____

Observation behavior- Teaching English language through short story.

NO	Items/Behaviors	Could improve	Acceptable	Excellent	Not observed
1	Teacher and student reaction.				
2	The students' interaction in the teaching learning process.				
3	Motivation of the students.				
4	Participation of students.				