

**Addis Ababa University**  
**College of Humanities, Language studies, Journalism and communications**  
**Department of Foreign Languages and Literature**

**INVESTIGATING THE ROLE OF LITERARY TEXTS IN DEVELOPING STUDENTS'  
READING COMPREHENSION WITH SPECIFIC REFERENCE TO GRADE NINE  
STUDENTS OF BOLE COMMUNITY SECONDARY SCHOOL**

**By**

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**January 2017**  
**Addis Ababa**

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**By: Yitagesu Belete**

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## **Key words and definitions**

**Reading** is a medium of communication, the power to get information from the written language; it is also an active taught-arousing problem- solving- process. Kharaghani (2013) citing Grellet (1981, 7).

**Reading comprehension** is the ability to understand a written text (Holakapour, 2014)

**Short story** is a form of short prose fiction carefully constructed and, compact and unified (Berhanu, 2013).

**Stylistics** -the branch of language study which is principally concerned with the integration of language and literature (Berhanu).

**Significance**- a t-test's statistical significance indicates whether or not the difference between two groups' averages most likely reflects a "real" difference in the population from which the groups were sampled (Significance, n.d).

**Standard Deviation**- statistics, the standard deviation (SD, also represented by the Greek letter sigma  $\sigma$  or the Latin letter  $s$ ) is a measure that is used to quantify the amount of variation or dispersion of a set of data values (Standard Deviation, n.d).

*ESL / EFL* English as a Second Language /English as a Foreign Language

ESP- English for Specific Purpose

T- Test- students' test

Df- degree of freedom

Sig. (2-tailed) –Significance (2 tailed) –sign of difference

Std. Error Mean-Standard Error Mean

Std. Deviation (SD) – Standard Deviation

IBM SPSS 20 and 23 –International Business Machines' Statistical Package for the Social Sciences (SPSS) version 20 and 23

## Abstract

*The main objective of this study is to investigate the role of short stories for developing students' reading comprehension. Hence, two groups of grade nine students learning at Bole Community secondary school were sampled for the purpose of this study. The students were then randomly divided into two groups– the control group and the experimental group. Both groups took identical Pre-Test which consisted of a selected reading passage from English for Ethiopia Grade Nine Text Book as well as a selected short story from the Brothers Grimm. Then, the control groups were taught by the researcher with the help of the text book and again the experiment group was taught by the researcher with the help of selected short stories from different books and internet materials. Then, the students were given similar post test to see if there is any difference after they have been taught with the help of the treatment. Moreover, at the end of the study the researcher distributed a questionnaire to the experimental group and asked the students to give their comment towards the short stories used with them to check their reflections towards the use of short stories. As the pre test descriptive and mean statistics and t-test output has indicated the experimental groups of students and the control groups of students have been at the same level. Since the p value of the result has indicated that there was no significant difference between the two groups of students it was observed that the two groups were at the same level at the beginning of the study. However, after applying the treatment of short stories, the experimental group of students performed better than the control group. The post test descriptive, mean statistics and t-test output indicates that there is significant difference between the two groups of the students. Since the p-value for the post test paired samples difference t -test significance (0.025) is lower than the standard significance level set at .05, it can be concluded that there is significant difference between the two groups of students. Therefore, since short stories can improve reading comprehension of students, it is recommended to apply them.*

## CHAPTER ONE

### 1. Introduction

#### 1.1. Background of the Study

English language is very important for students to improve their life. English is very useful to learn as well as to improve overall communication ability of a student. It is known that students are prepared to learn reading at an early age. However, the kind of materials and the literature background of the students must be paralleled in such endeavor. It is obvious that teachers have to help students to remember the most commonly used words in English in order to make them conquer linguistic deficiencies. Whereas teachers usually notice when they come across unknown words, unknown references are more often ignored. And in opposition to lexical units, it is difficult to itemize the symbolic suggestions and indications or archetypes that make texts rich. Historically, the approach to teach language through literature was started in 1980 EC.

Many scholars such as Lazar (1993, p, 15 strongly agree on the use of literature to teach language. Hence, there were many scholars who believe that literature can be a valuable asset in language class). She stressed that literature motivates students, encourage them to learn the language, express their feelings, help them to develop their language comprehension, help them to relax etc. Besides, literature is an authentic material for teaching language. In addition, we use literature in language class due to content, communication and motivation. Furthermore, in order to know the culture of the target language, we must use literature in our language curriculum. Most importantly, when the researcher assesses the need of these particular groups of students, he found out that a reading skill is very important to understand the ideas in the text. According to Berhanu (2013) we have to use literature for developing language (reading skills) in language learning because of literary, psychological, cultural, pedagogical and linguistic reasons. Based on the ideas of the above scholars, the main focus of this study is investigating the role literary texts in developing Bole community secondary school grade nine students' reading comprehension.

## **1.2. Statement of the Problem**

There is a missing link in using literature such as a short story for language skills development in our country. We suffer from this gap because of the conventional teacher- centered approach of using literature such as short story for language skills development. By introducing a language based stylistic approach to literature, we can teach language through literature effectively. The methods of teaching language through literature in this study are:

1. Literature, curriculum and language education.
2. Basic concepts that help us to teach language through literature.
3. Class room activities that help us to teach language through literature such as short story.

According to Journal of Language and Linguistic Studies (2005, p.65), there are some problems encountered by language teachers in the area of language through literature. First, there is shortage of teaching materials that can be used by language teachers in a language classroom. Second, there is a lack of preparation in the area of literature teaching in TESL / TEFL programs. Third, there is the absence of clear-cut objectives defining the role of literature in ESL /EFL.

Many instructors try to include literature in their classroom, but they lack the background and training in that field. Since the problem is universal, we suffer from it here in Ethiopia as well. Currently in Ethiopian education, the teaching of literature is emphatically genre-based with the objective of imparting knowledge about the literary features of the genres and explaining the historical situations of literary texts (Tesfaye, D. 2010, 24). He, furthermore, said that the method of teaching is based on lecture and this does not support the students' motivation to read texts, participate in classroom discussions, think individually, and discover ideas.

Besides, students usually concern themselves on passing exams with good grades and they don't read literary texts giving the excuse that literature is not included in testing. And if they do not read literary texts this reduces the student's sensitivity to and appreciation of literature. The texts used for the study of literature are a third problem for EFL/ESL students. In Ethiopia, the canon is still in place for teaching literature (Tesfaye, 2010). This means the traditional approach of

teaching is still dominating the language teaching in our schools. In addition, because of their being considered only supporters to the language class, the use of literary texts for reading skills development neglected. As a result, the communal, historical, political, economical and educational influence making power of literary texts may have led for the evolvement of new literary input influencing direction of learning reading comprehension, building its own identity through time.

The research tries to investigate whether short stories can improve the reading comprehension ability of grade nine students of Bole community secondary school. Moreover, the study investigates the role of short stories in improving the reading comprehension sub skills of grade nine students at the aforementioned school in finding out the specific information, analyzing texts, predicting, character description, and contextual understanding of word meaning of a reading text.

### **1.3. Objectives of the Study**

#### **1.3.1 General objective**

The general objective of this study is to investigate the role of short stories in developing Bole community secondary school students' reading comprehension.

#### **1.3.2. Specific objectives**

The specific objectives of this study are to:

- 1.investigate the role of short stories in enhancing the students' reading skills.
- 2.examine the students' general reflections towards the basic concepts in using short stories in the classroom.
3. suggest certain approaches for teaching short stories in Bole Community Secondary School.

#### **1.4. Scope of the Study**

The scope of this study is limited to investigating the role of literary texts in developing students' reading comprehension. The study focuses on investigating the role of literary texts in developing Bole community secondary school grade nine students' reading comprehension. The research studies the literary genre of short stories and the language skill of reading comprehension. The researcher reviews only a drop out of the ocean of related literature in the area and does not delve deep into a vast review of literature.

#### **1.5. Significance of the Study**

When a particular research aims to undertake a particular investigation, there should be some significance which the research can contribute. Thus, this study benefits: first of all syllabus designers in the field of language education who may reconsider the use of literary texts. Moreover, this study is valuable for the community by widening its knowledge of literary competence after indicating the major constructs which made up and define its literary competence. Thirdly, it benefits interested individuals by providing answers to the questions of which literary competence, style and strategies are used by grade nine students to learn second language. Besides, this study helps teachers of the school who want to teach language through literature. Finally, this research is worthwhile in providing pioneer theories and indicating more areas of study to the field.

#### **1.6. Limitations of the study**

The limitations of the study are shortage of time and money for training. Students were expected to sit for tests. Besides, the management was not willing to give us more than the specified time of the study. That is why we use only the 30 periods. However, the use of short stories can bring more significant difference if it is applied for longer period of time.

## **CHAPTER TWO**

### **Review of Related Literature**

This chapter presents some relevant literature about the role of short stories in developing students' reading comprehension. It includes six sections. The first section describes the concept of reading. The second section describes the place of short stories in language teaching in general and in reading in particular. In the third section we explain the concept of teaching language through literature (stylistics). The fourth section describes criteria for selection of literary texts. The fifth section describes methodologies for the teaching of short stories in the classroom. In the final section we review previous works related to the study.

### **2.1. Reading, Reading Comprehension and Teaching Reading Comprehension**

#### **2.1.1. Reading**

Kharaghani (2013) citing Grellet (1981, 7) stated that reading is a medium of communication, the power to get information from the written language; it is also an active taught-arousing problem-solving-process. Reading is one of the most important skills that students can acquire. In order to learn, it is a vital skill. In other words reading is considered as a main skill in order to guarantee doing well in learning. Reading is the process of observing symbols and getting meaning from them. Khatib (2012), citing Anderson, (1994) said that reading is the most important instrument for academic settings.

When we read, we use our eyes to receive a written symbol that is letters, punctuation marks and spaces. Then, we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent or aloud. Reading is a receptive skill since it helps us to receive information. But the complex process of reading, moreover, requires the skill of speaking, as it can make us pronounce the words that we read. Holakapour, et al.(2014, 1661) citing Anderson, (2005) stated that in this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves). Reading is seen not as a separate ability which can be investigated and taught in disassociation from other aspects of language behavior (as it often tends to be), but as the realization of a general interpretative process which underlies all communicative activity (Widowson, 1979, p. 168). In other words,

reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension).

Furthermore, reading is a process in which readers combine information from a text with their own background knowledge in order to build meaning. The goal of reading is comprehension. Therefore, reading is an important skill for learners of English. For most of these learners reading is the most important skill to be mastered in order to ensure success in learning English (Holakapour, et al. 2014, 1661 citing David Nunan, 2003, p. 69). In addition, reading is an act of participation in a discourse between interlocutors (Widowson, 1979, p. 169). There is a general belief that L2 reading is related to L1 reading (Khatib, 2012). In addition, as mentioned by Hismanoglu (2005) reading ability that is learned in L1 is transferable.

#### *Intensive and extensive readings*

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with a writing mechanism (Suleiman, 2005, 146). On the other hand, extensive reading is used by some to refer to “skimming and scanning activities,” whereas by others it is associated to quantity of material (Suleiman, 2005). This may mean through extensive or intensive reading of works of literature, students are exposed to lexical items that are embedded within natural linguistic applications.

In addition, there are three kinds of reading and these are:

#### *Reading Aloud*

In reading aloud, the students get knowledge in making the sound, which has to be practiced repeatedly. Reading aloud is divided in to doing it alone and doing it with a whole group. It is done to examine pronunciation, intonation, and the students’ ability to read. Besides, it helps teachers to find out who among his students has difficulty in reading.

### *Silent reading*

Silent reading is implemented in order to give additional strength to the readers in finding out the meaning of the words. This kind of reading leads the readers' comprehension to a better level. This reading skill is used to criticize what is written, to discuss written meaning and to make inference and conquer the students' problem. Moreover, it helps teachers to discuss new ideas regarding the main idea of what is read.

### *Fast reading*

Fast reading is used to improve speed and comprehension in reading. This skill must run side by side with the main purpose of reading that is comprehension. This kind of reading depends on the kinds of reading material. For example, the speed rate of reading a story or narrative will be different from reading scientific materials (Reading Rockets, n.d).

#### **2.1.2. Comprehension.**

According to Holakapour (2014, 1661) citing Parado, (2004) reading comprehension is the ability to understand a written text. It means comprehension is the act of understanding, the ability of the mind to understand. Reading comprehension may be the most necessary part of reading teaching at the secondary level. Students who struggle to understand and remember what they read require clear instruction in reading comprehension strategies. Three levels literal comprehension, namely literal, inferential, and critical, involve the understanding of information stated directly in the text that involve making inferences that link the information of comprehension that is identified in the usual way. If it is directly stated in the text with information that the reader already has, effective readers use their knowledge to make inferences that fill in the gaps left by the author. However, readers who lack competence fail to do that. These levels of comprehension are supported by other researches in the area.

*ESL / EFL teachers should adopt a dynamic, student-centered approach toward comprehension of a literary work. In reading lesson, discussion begins at the literal level with direct questions of fact regarding setting, characters, and plot which can be answered by specific reference to the text. When students master literal understanding, they move to the inferential level. After comprehending a literary selection at the literal and inferential levels, students are ready to do a collaborative work. That is to state that they share their evaluations of the work and their personal reactions to it -*

*to its characters, its theme(s), and the author's point of view. This is also the suitable time for them to share their reactions to the work's natural cultural issues and themes. The third level, the personal / evaluative level stimulates students to think imaginatively about the work and provokes their problem-solving abilities. (Hismanoglu , 2005, 57).*

Moreover, critical comprehension involves the ability of examining the information in the text. And this must be done in relation to what it means to the reader and to the intentions, natural ability and viewpoint of the author. Hence, in the same text, the reader is likely to conclude that the author developed the text with the intention of misleading the reader and might read additional text which is written by the same author with this in mind (Hismanoglu). This means reading comprehension is more than just linguistic understanding. Therefore; it should be seen as a communication between text and previous knowledge of the cultural topics and dialogue structures of the manuscript. Perhaps the following statement will give us a general clue on the reading comprehension of English language learners.

*Although stated as instructional implications, all but the last of these goals can also be viewed as component abilities of learners that need to be developed for effective reading comprehension:(1)Ensure word recognition fluency (2) Emphasize vocabulary learning and create a vocabulary-rich environment (3) Activate background knowledge in appropriate ways.(4)Ensure effective language knowledge and general comprehension skills (5)Teach text structures and discourse organization(6)Promote the strategic reader rather than teach individual strategies (7) Build reading fluency and rate (8) Promote extensive reading(9) Develop intrinsic motivation for reading(10) Plan a coherent curriculum for student learning ( Grabe, 2004,p.46).*

### **2.1.3. Basic concepts that help us to teach reading comprehension using literary texts.**

There are three methods that help us to teach reading comprehension process in the classroom with the use of literary texts. These are silent reading of each student, teacher reading loudly while students listen and students reading loudly. Closely related to our study, there are three things that teachers should focus in teaching reading comprehension in the class. The first one is helping students to understand literary texts that mean students have to understand selected literary texts.

The second one is enhancing reading comprehension which means students' reading could be helpful in their coming future. And last but not least is classroom management that states good class room management is necessary. In addition to the above, the issue of teaching reading in a

foreign language classroom should be dealt with utmost care. Closely related with this concept (Watson and Igugin, 2007, p. 172) said that “in the teaching of reading (and writing) one must, I believe, make the learner aware first of the essentially imprecise character of communication through natural language.”

Besides, it seems that the view towards teaching reading comprehension has changed in the past decades. In this sense Uso-Juan and Martinez-Flor (2006) discussed the following significant views regarding teaching reading comprehension:

*In 1960's where environmentalist idea was dominating, decoding skills were emphasized, and learners' reading skills were only limited to making sense of printed words. With the emergence of Noam Chomsky's theories which explain language learning on a cognitive basis, reading skills were not limited to the decoding skills. Reading comprehension research focused on reading as a thinking process where the reader reconstructs the intended meaning of the author. Readers are not treated as passive one, but they are cognitively engaged in processing the author's intended meaning. However, interactivist view not only pay attention to the role of cognition in comprehending a reading passage, but also believed that readers construct the meaning of the texts within a culture. Therefore, learners with different socio-cultural beliefs would interpret a text in different ways (Khatib, 2012).*

Then, comprehension opened the way for the consideration of readers' response to literature. This idea is supported by other researchers in the area as well.

## **2.2. The Role of Literature and Short Stories in Language Teaching**

Before we define short story it is wise to define what "Literature" means from the language teaching point of view."Literature is the use of language effectively in suitable conditions", (Baird 1968, p.203, cited in Shazu, 2014, 29).

### **2.2.1. The meaning and development of short stories.**

The short story is a form of short prose fiction carefully constructed and, compact and unified (Berhanu, 2013, p. 32). He pointed out that the short story as a form of short fiction emerged early in the nineteen century. Most people would agree that a short story, as the name proposes, engages the telling of a story. But what exactly is a story? According to Lazar (1993), a typical story involves chronology, or sequence of events, and cause and effect relations i.e. events are

related with each other and that one event may result from another. A story is a complete set of events, as told about a single character or group of characters (Berhanu 2013, p. 193). The short story's distinctive features, i.e., its brevity, modernity, and variety make it appealing and interesting to language learners (Ghesami, 2011, 265). Besides, fables and animal tales, folktales and fairy tales, ghost stories and horror stories, crime and mystery stories are some genres of short story.

*The modern short story differs from the traditional forms of short fiction in the ratio between summary and scene. The term short fiction includes early forms such as parables, fables tales, fairy tales, mystery stories and the modern forms of short fiction called the short story. The early forms of fiction are usually close ended and generally instructive in purpose. They are usually close ended and may combine unrealistic elements (Berhanu, 2013, p. 31).*

In other words what he means is the modern short story had its distant origin in the art of the traditional story teller. Closely related to this concept Wondwosen (2007, p. 158), said short story as compared to long story has narrower form and content. Historically, it emerged in the nineteenth century. The father of short story is Edgar Alan Poe. Poe laid down the foundations of single effect and channeled the short story in the direction of realism (Berhanu, 2013, p. 31).

### **2.2.2. The role of short stories in teaching language.**

It is obvious that literature has many benefits in the teaching of language in general and in the teaching of reading in particular. Therefore, if according to various theories, literature is beneficial to an individual development or indeed to society as a whole, then one wishes to know whether such effects are indeed observable ( Watson, zinger, 2007 ) . The benefits are usually related to the cultural, the language and the personal growth models of why teachers use literature. Collie and Slater (1990, p. 3), as cited by Hismanoglu (2005) said that there are four main reasons which lead language teachers to use literature in the classroom. These are valuable authentic material, cultural enrichment; language enrichment and personal involvement. This is in line with Berhanu (2013) who affirms that the three important reasons for studying literature are development of linguistic competence, development of literary competence and personal development.

This means there are several advantages for using short stories in an ESL classroom. The most useful one is their length, which allows the student to finish the task of reading on one sitting or two class lessons depending on the teachers' approach. "As students are always worried about the amount of work they need to perform and often have the feeling of being overwhelmed, reading short stories seems to be less frightening, for their own definition suggests, they are "short"" (Koutumpou, 2015). Furthermore, since they are short, such stories can be applied more frequently. This means many short stories can be used and as a result of this, the option of finding pieces that are interesting to each student's tastes and interests increases. Besides, regarding short stories' length, it can be applied to any course, no matter what its level or duration. Another major characteristic of short stories is that they are extremely compressed (Koutumpou, 2015).

A short story is not detailed. It may have 500 to 10,000 words, it is fast, economical, has potential characters and most often it is meant to be read in one sitting (Wondwosen, 2007, p. 161). In other words, the use of language in short stories is very economical and the characters speak only in inescapable significant and useful subjects. As a result, it is the teacher's duty to guide the students on this journey, for when reading a short story; the students "are invited to see the universe in a grain, of, sand, and when they look at the grain of sand, they must be helped to see the universe within it, and to respond to it on an emotional level" (Koutumpou, 2015). She pointed out that short fiction is a supreme resource for observing not only language but life itself. Due to its fast and single story characters as well as its singleness, it uses very limited characters (Wondwosen, 2007). Closely related to the study Koutumpou (2015) wrote that in short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. That is the cause why people say the world of short fiction is a manifestation and enlightenment of human lives.

This means the inclusion of short fiction in the ESL / EFL curriculum offers the following educational benefits. In other words it makes the reading task of the students easy. This is because it is simple and short when compared with the other literary genres. Besides, it improves readers' worldviews about different cultures and different groups of people. In addition, it gives more creative, challenging texts that need personal investigation supported by earlier experience and it motivates learners to read as it is authentic material.

Besides, it brings the outstanding and mysterious world to them and gives students the opportunity to use their creativity. In addition, it encourages critical thinking skills and facilitates teaching a foreign culture. To put what the above scholars said in other words, it serves as an authentic tool in mastering cultural knowledge of the selected community. Moreover, it makes students feel comfortable and free. This is in line with various scholars who believe that it helps students coming from various backgrounds to communicate with each other because of its universal language. Moreover, it helps students to go further than the surface meaning and look into fundamental meanings. While reading literary texts, students have different literary experiences. This includes knowing something, making their knowledge capable of action and application of previous knowledge, inferring and predicting, make summary, analyzing and synthesizing information. In addition, they can develop and answer their own questions. That's why literature is significant in reading comprehension and therefore in ELT.

Next, closely related to this study Koutumpou (2015) added that it acts as a perfect vehicle to help students understand the positions of themselves as well as others by transferring these gained knowledge to their own world. In other words she means in brief, the use of a short story seems to be a very helpful technique in today's foreign language classes. Because it is short, it makes the teaching learning process easier. In addition, it is an important feature of short fiction is relating with the whole world which gives students a chance to experience stories in the different parts of the world still they can connect to them. Moreover, by bringing the full personality to endure on a brief account of a situation in a single place and moment, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities.

### **2.2.3. The role of short stories in teaching reading**

In fact, as it is obvious to understand from the above ideas, literature has many benefits in reading development as it exposes students for different uses of the language. It helps students to read different literary texts by themselves by relating with their own life experience. Besides, it helps the development of reading techniques. This is because reading literary texts help students to be introduced with different characters and styles. Besides, short stories help students to read

texts or different materials easily. In addition, the use of short stories helps students to acquire knowledge from different background.

Furthermore, short stories help students to know new words. It is believed that students read short stories with interest and this can help the development of the students' reading comprehension. In addition to the above, when students are asked to read short stories in the classroom, they develop a reading habit outside the classroom as well. Besides, when students read short stories, they develop their word power and making students read loudly assists their language skills. Furthermore, when students read short stories repeatedly, they develop their comprehension. Moreover, reading short stories helps students to understand other materials as well. As it is easy to understand from the above ideas, the use of literature is very beneficial to the development of students' reading comprehension. Next, closely related to this study the role of short stories in developing students reading comprehension has been emphasized as:

*Almost all modern short stories have the following unique characteristics which make them especially suitable to be used in reading comprehension classes: Universality, Non-triviality, personal relevance, Variety, Interest, Economy and Suggestive Power, Ambiguity; moreover, each learner's interpretation has validity and an almost infinite fund of interactive discussion is guaranteed. The short story creates the tension necessary for a genuine exchange of ideas in class discussions. In addition, the short story pushes students out of a passive reading state into a personal connection with the text-and then beyond, extending the connection to other texts and to the world outside of school ( Ghesami ,2011 , 267).*

According to Karagami (2013, 868-869), there are many good reasons for using short stories in the classroom and here are a few: Short story is authentic, it makes students ready for the type of the language that they find outside the classrooms and short story encourages interaction.

In other words literary texts are often wealthy in multiple levels of meaning, and can be productively used for deliberations and interactions of feelings or opinions for expanding language awareness. Asking learners to examine sophisticated or non standard examples of language (which can occur in literary texts) makes them more aware of the norms of language use (Widdowson, 1975 as cited by Lazar, 1993).

#### **2.2.4. The role of literary texts in teaching reading**

Next, we see that closely related to the study the uses of literature and reading belong in such a manner that reading is one of the most essential skills for complete control of a foreign language. Some scholars believe that ability to read is the prerequisite for autonomous learning Celce-Murcia et al. (1995) as cited in (Khatib, 2012, 430). As it is obvious most learners in our country's contexts have limited or no opportunity to contact with native speakers.

Therefore, reading literary text will give them the chance to have better contact with an unfamiliar culture and people. Besides, since literary texts are very enjoyable, they keep learners to carry on reading. And the more learners read the more input they receive.

This means literary texts can be used as a genuine basis for increasing the quantity of understandable input students receive. Krashen (1982) as cited in Khatib (2012) stated that students should be provided with enough comprehensible input which is also interesting so that it reduces students' anxiety. However, it seems that in our classrooms the use of literature is not frequently employed to help the teaching learning purposes.

Therefore, it can be a good authentic source for language learners if teachers reconsider its use. Sage (1987) as cited in Hismanoglu (2005) called the use of short stories as a useful technique in a language class. He pointed out that since short stories are short; they help both teachers and students to easily cover them. Besides, since stories deal with the suffering inherent to the people of the world, it may relate to a students' own situation. As far as this statement is concerned the argument is that students would definitely get more involved in the story and try to exert their time and effort to comprehend it.

Another very important point regarding reading as far as language through literature is concerned is a concept in pragmatic stylistics called schemata. In schemata we bring certain expectations to any text, based upon our previous experience of texts and the world (Black, 2006, p. 36). To put this in our words, Prior knowledge, which is organized and stored in the reader's mind, is termed schema (plural schemata). The reader tries to make active a proper schema based on clues provided by the writer in the text. According to this theory, readers can comprehend the text only

if they reconstruct its content by relating their own schemata to the new information in the text (Mihara, 2011, 51-52). And literary texts are effective in activating this background knowledge.

### **2.2.5. Students' problems in reading and comprehension of short stories**

The major problems in the teaching of English literature in Ethiopia fall into three inter-related areas: lack of clarity of objectives, traditional methods of teaching, and inappropriateness of texts (Tesfaye, 24, 2013). This means the approach that is being used to teach language through literature in the country is still the content approach and hence very traditional and texts are being chosen not appropriately. According to Lazar (1993), the three problems students might have when reading or studying a short story may be lack of understanding the plot, lack of understanding the language in which the story is written, and lack of understanding how the type of narrator who tells the story can shape or influence the way the story is told. Students may have further problems when reading or studying a short story.

When we put what Lazar said in our words it means as follows that students obviously lack the confidence to read between the lines of literary texts by themselves. In other words the other problem is vagueness related to focusing on individual words rather than broad meaning. Besides, it means students' problems with short stories can be owing to lack of self-belief, boring content of stories and not including short stories in tests. In addition, what she means is that some teachers consider that in English students don't read much as they do in their own language and they have complexity in following the plot, appreciating the characters, understanding vocabulary and understanding the role of the storyteller.

### **2.3. Approaches to the Teaching of Literature**

(Lazar, 1993, pp. 23-27) stated that as approaches to the teaching of literature, we have a methodological approach based on the four language skills, using language through literature approach, stylistics, and personality development approach. The following sub points are mostly based on her idea.

## A. Stylistics in the class room

Stylistics is a linguistic approach to literature (Berhanu, 2013, p. 193). In addition, the branch of language study which is principally concerned with this integration of language and literature is known as stylistics (Simpson, 2003, p. 2). According to Lazar (1993, p.31) stylistics, which involves the close study of the literary text itself, has two main objectives: firstly, to enable students to make meaningful interpretations of the text itself; secondly, to expand students' knowledge and awareness of the language in general. In other words students develop the habit of learning both literature and language at the same time. Closely related to this concept, Carter and Simpson, citing (Jacobson, 1960, p. 377), stated:

*If there are some critics who still doubt the competence of linguistics to embrace the field of poetics, I privately believe that the poetic incompetence of some bigoted linguists has been mistaken for an inadequacy of the linguistic science itself. All of us here, however, definitely realize that a linguist deaf to the poetic function of language and a literary scholar indifferent to linguistic problems and unacquainted with linguistic methods are equally flagrant anachronisms.*

Thus, although the aim of using stylistics is to help students to read and study literature more competently, it also provides them with excellent language practice (Lazar, 1993, p.31). In other words, teachers may be familiar with the fact that the same text might bring diverse reply from different readers. In agreement with this Simpson said:

*Different readers will clearly bring different experiences to a text; and as there are no identical readers, then there are no identical readings. Complex and varied patterns of meaning and interpretation permeate all texts, and the language models that are the toolkit of stylistics are designed specifically with this in mind (Simpson, 2003, p. 3).*

This is in line with the idea that in the teaching of literature traditional practical criticism has relied on the intuitions of the reader to form significant judgments. The complexity with this approach is that the language learners' intuitions about the language may be fairly different from those of the native speaker, since their linguistic, cultural and literary backgrounds are probably different. Expecting students to appreciate a text, without giving them a clear strategy for doing might only make students feel bored or lack motivation (Lazar).

Furthermore, linguists are largely interested in the codes which transmit particular messages, but not really in the messages themselves. To focus on the message, students may be asked to

compare the description of a character in a novel with the information about someone given in a letter of reference or on a medical form (Widdowson, 1975). The students will then be able to look at how these texts differ and the cause for this dissimilarity. The teaching of literature can thus be put together more completely into the classroom, since literary texts can be studied next to other kinds of texts.

Moreover, if stylistics is estimated to be virtually useful, others have to realize and appreciate specific texts in detail and to do their own examination of other texts by the help of it. For this reason, the needs of students have never been far from the thoughts of most stylisticians. As it is easy to understand from the above idea the close integration of language and literature can be beneficial. Only stylistics can offer a genuine study of literature as literature, rather than as history, sociology, philosophy or archaeology, because literary study is currently mainly practiced around the world (Lazar). In fact, we might even say that stylisticians are really the only people equipped to teach literature itself (Watson and Zingier, 2007). This is in line with Olsbu (2014, 3), citing Wales (2011), who states that the goal of most stylistic studies is “to show how a text ‘works’”.

#### *Stylistics in foreign language contexts.*

In foreign language contexts, teachers’ use of literary texts is suggested in order to improve reading comprehension, vocabulary increase and cultural information. It may even be the last plan of foreign language education, in which the literary approval and capability are the summit achievements. “The actual language of texts is self-evidently important and of interest for foreign language readers, for whom, it can be seen to represent both an opportunity and a threat” (Watson and Zyngier 2007, p.14). This means texts to foreign language students must be to the level of the students although stylistics presents some difficulties as the following idea explains.

*Processing of literary text is often seen as difficult, but also worth the effort as a potentially rich and engaging source of relevant language data from which to learn. Where some advocate extensive or authentic reading almost for its own sake, as a result of which the language will be absorbed, the advocate of stylistics as a means to develop language proficiency is committed to the value of conscious attention to details of linguistic features ‘fore grounded’ in a text, whether through ‘deviance’ of some kind, or simply as the consequence of repetitions, parallelism or other such salient patterning seen to contribute significantly to meaning (Watson and Zyngier, 2007, p. 14 )*

## **B. A language-based approach**

According to Brumfit and Carter (1986, p.110), there are those who argue that students are not always ready to undertake stylistic analysis of a text, but that certain language based study skills can act as important preliminary activities to studying literature. They added many of these study skills will be familiar to language teachers since they are normal, everyday classroom procedures and activities. An example might be asking students to make predictions about what will happen next at key point in a short story (Brumfit and Carter, 1986, p.111).

To put what they mean in other words, this kind of course of action is probably to be well-known to students, and consequently provides an unthreatening way of bridging the hole between language lessons and the growth of extra literary-based skills. The following idea clarifies what is stated.

*Studying the language of the literary text will help to integrate the language and literature syllabuses more closely. Detailed analysis of the language of the literary text will help students to make meaningful interpretations or informed evaluations of it. At the same time, students will increase their general awareness and understanding of English. Students are encouraged to draw on their knowledge of familiar grammatical, lexical or discourse categories to make aesthetic judgments of the text. Material is chosen not only for the way it illustrates certain stylistic features of the language but also for its literary merit. (Lazar 1993, p.23):*

According to this approach, the literary text is seen chiefly as a way for a diversity of activities. It is a stimulating instrument for the conventional receptive skill of reading. According to this view, literature provides an opportunity for the learner to work on all the main language skills (listening, speaking, reading, writing and spontaneous communication (Olsbu, 2014, 2). This approach seems to be immense, containing many goals and events.

Generally, the major supporters of this approach want to mix literature and language in the classroom. Their reason is that the mixing will help the students in achieving improvement of facts and know-how in English. But the main supporters of this approach contrast in their final goals since some center not on the study or the reading comprehension of literature itself, but somewhat on how to employ literature for language practice.

In other words literary texts are therefore seen as reserve that can give inspiring language activities. For example, according to (Duff and Maley, 1990, p. 6), the advantages of using

literary texts for language activities are that they offer a wide range of styles and registers. In other words literary texts are open to different kinds of interpretations and as a result provide excellent opportunities for classroom discussion. Moreover, literary texts often focus on actually attractive and motivating topics to investigate in the classroom. A language-based approach to using literature contains techniques which are related with the study of the literary texts. In this case the aim of the teacher is to offer the students with the aid they need to read between the lines and understand a text.

### **C. Literature as content**

According to (Lazar 1993, p. 37) “This kind of approach examines the history and characteristics of literary movements; the social, political and historical background to a text; the biography of the author and its relevance to his or her writings; the genre of the text, etc.” Literature itself is the content of the course. This is a conventional approach, often used in advanced teaching. In this case students study the history of literature and distinctiveness of literary movements.

Besides, the social, political and historical background to a text and the literary genres and rhetorical devices, are studied. In other words students learn English by concentrating on content of the course, mainly in the course of reading texts and literary criticism connecting to them. Texts are selected according to their significance of a literary rule or custom. It is conceived that because of the particular features of academic content of literature and also because of the customary methods of teaching literature, the responsibility of the teacher in literature course is fundamentally that of instructor and spreader.

Otherwise, this approach seems not to think about the learner very well. Learners, thus, read bulky quantity of literary works, but it is argumentative whether they are able to unite ,value and examine the material or not. But still teachers can make literature itself the content of the course in order to teach literature. In other words literature itself is studied as a subject having different topics of its own.

### **D. Literature for personal enrichment.**

Besides the above, Lazar (1993) stated that literature for personal enrichment means literature is an important asset for encouraging students to draw on their own personal experiences, feelings and opinions and it helps students to become more actively involved both mentally and emotionally in learning English. Hence, it helps gaining of outstanding motivation for group work. This means in this approach when teachers select texts they must take into consideration its appropriateness to students' interests as well as its ability to stimulate the students' personal involvement and it shall be prepared depending on its theme.

## **2.4. Criteria for Selection of Short Stories**

### **2.4.1. Text selection.**

First, what is text? The text can be classified according to text-external criteria and the text-internal criteria and the text-external criteria are related to the communication situation, such as the report, poem, joke, letter, advertisement, note, story, lecture etc, while the text-internal criteria are related to the form and content (An, 2013, 132). A text can be classified as an expository text, a descriptive text, a narrative text, an argumentative text, a persuasive text, an evaluative text, and a procedural text (An, 2013). Narrative texts play extremely vital function in increasing literary competence in foreign language classes. Now having defined text, in the following paragraphs it is better to discuss the text selection criteria directly related to this study. (Black, 2006, p.37) believes that competence is developed through experience of texts; one might regard it as the awareness of genres and kinds of schemata we expect to find in a particular type of discourse. An English speaker learns early that *Once upon a time* usually signals the beginning of a fairy tale, and expects it to end *and they lived happily ever after* or some variation of the formula (Black, 2006).

*The issue of text selection is a very significant one in using literature in general in language classe. Regarding literary material, apart from the reader's linguistic proficiency, text difficulty depends on text's characteristics and the reader's literary competence. Literary competence can be achieved through repeated exposure to literary material (Ghesami, 2011, 268).*

However, regarding the text's features, a cautious consideration should be paid to the makeup of the text. It is normally favored to choose texts with simple structures. Generally, the more confident choice concerning a suitable text for ESL/EFL learners may be the short stories which

are more contemporary and short enough to be discussed in one or two teaching sessions (Ghesami, 2011, 268).

The linguistic features of the text should concern the language, style and diction, fitting to the level of our apprentices. Lazar as cited in (Ghesami, 2011, 268) proposes that “the text should be sufficiently challenging without being so difficult as to be demotivating.... [It] should be within the student’s grasp, in terms of their linguistic, intellectual, and emotional capacities”. Furthermore, reading an entire, total and non-simplified literary text gives the students a feeling of achieving something.

Therefore, it will be encouraging when students are psychologically satisfied that they have read the very words of a great writer (Ghasemi and Hajizadeh, 2006). According to Carter and Long’s (1991, p.142) perspective, the theme of the texts must relate to some extent to the country or culture of the readers. Such literary works can touch upon a wide range of meaningful topics as identity, alienation, cultural clashes, and generational conflicts and provide broad access to cultural experience (Carter and Long, 1991, p.142).

If teachers want to expand personal participation of their students, they must choose texts that can arouse involvement and provoke the learners’ attention. If the ideas, experiences, and needs of our learners are completely different from what they are asked to read, they will not be motivated. This means students read and enjoy a text if the subject-matter of the text is relevant to their life experience and interests.

This is in line with Bedelu (2007, p.30) who affirms that in order to be interesting, literary works should be related with students’ life experience feelings and attitudes as well as their vision.

This means when selecting literary texts, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. As Hismanoglu, (2005, p.57) said “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.” Generally in the field of ELT context if we want to answer what kind of literature is appropriate to teach language through literature, the answer is it should be selected according to the following criteria.

## **2.4.2. General criteria.**

### *A. Interesting text*

A literary work that can govern students' interest and feelings is an interesting text. Students who are attracted or who have the curiosity to know the material presented, develop the interest to know more. The text that we present to teach language through literature must help the development of students' personal involvement. Students' personal practical participation is highly related with the fact that the selected material is interesting or not. A literary work that can govern students' interest and feelings is an interesting text.

### *B. Content*

Content is not the message of the story but in our context it is the language that teachers use to present the story (Bedelu, 2007). These include how we use words, phrases, idioms and anecdotes. Students may be very good at English, yet they might not be able to cope with the language of the text if it departs strikingly from the usual norms of language use; if it includes a great many archaisms, rhetorical devices and metaphors; or if it makes use of the dialect or register of a highly specialized field (Lazar, 1993).

### *C. Level*

“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” (Koutsompou, , 2015). One can imagine that many teachers have the assumption that it is better to choose literary work that is easy. However, with regard to level, the language in the selected material should be moderate. With regard to level, the language in the selected material should be moderate.

### *D. Background knowledge*

Background knowledge is previous knowledge students have about the subject matter. Activating it helps students to connect what they already know with what they are being taught. It is the

existing information students have about a topic, skill, or idea. It should be clear that developing reading skills is a process and we cannot bring the desired knowledge within day. The sub skills of the language such as understanding letters, punctuation, semantics, phonology and morphology should be developed in bottom up direction and teachers should understand the background of students.

## **2.5. Methodology for the Teaching Short Story in the Class room**

According to Lazar's method for teaching language through short stories, there are three categories which each in turn contain sub categories. These are pre-reading activities, while reading activities and post reading activities. This idea is supported by other scholars in the area. For example, Ghasemi(2011) pointed out that a systematic teaching strategy for the short story can include the following stages: The first one is pre reading activities which are meant to provide students with vocabulary exercises and cultural background. The second one is in-class oral reading whose purpose is to improve teaching the short story to improve L2 Reading skills. The next one is textual analysis and group work to improve reading comprehension and communicative skills (Ghasemi, 2011). In this section we discuss based on Lazar's teaching strategy.

### **1. Pre reading activities**

#### *Helping students with cultural background*

According to Lazar, the teacher has to help students with cultural background. Moreover he /she should encourage reading comprehension about the author's life or historical and cultural background to the story. Projects presented as a talk, essay or poster and predictions about the genre of the short story are additional activities to be performed at this stage (e.g. what would students expect of a story entitled 'yetesebere Leb'). The next activity is conversation of events in students' own country during the period of the story. Besides, how do they compare and contrast with the historical or cultural background in the story- creating student attention in the story can be incorporated.

#### *Creating student interest in the story*

The next one is that students make very universal guesses about the story, using pictures or the dust jacket on the cover of the book from which it is taken.

*Moreover, group discussion about what the title of the story suggests and prediction about the story based on reading the first paragraph only is a good method for teaching short story. Besides, students' prediction about the story based on three or four words or on phrases which the teacher selects from the story and general discussion questions about some of the themes which occur in the story can be implemented. Further tasks and activities for use with a short story are pre-teaching vocabulary in which students brainstorm a lexical set which is important in the story. For example, the teacher can give legal vocabulary in a story about crime and require students to match important words in the story with their dictionary definitions (Lazar1993).*

Research studies have confirmed that the comprehension of reading passages which might present linguistic difficulties can be facilitated by appropriate pre-reading tasks (Ghasemi, 2005, 269)

## **2. While -reading activities**

Lazar's second category for teaching language through short story is using while -reading activities for helping students to understand the plot and providing students with two or three overall questions to check whether they have understood the gist of the story or not. In addition, students are given a sequence of 'disorderly' sentences which sum up the plot and they have to re-order them.

### *Helping students to understand the characters*

If the teacher has to help students to understand the character, he /she has to make the students choose from a list of adjectives which ones are most proper for describing a particular character. Then, students grade the characters in the story according to definite characters for example which character is the most or least active, passive, aggressive, calm, important etc.

### *Helping students to understand vocabulary*

The most important method for helping students with difficult vocabulary is to give the text to one student or group of students in advance. After a while let them look up any hard words in a dictionary and prepare a glossary for the others. Teachers are advised to give multiple choice

questions to support the guessing of meaning from context. Moreover, it is better to give definitions for certain words in the text. To this effect, students match word to definition.

#### *Helping students with language and style*

According to Ghasemi, (2005, 270), “during the reading process, the teacher can help students prepare questions which can ultimately lead to the overall understanding of the text and thus facilitate the reading comprehension objectives”.

### **3. Post reading activities**

#### *Helping students with language and style*

According to Lazar (1993), the third step of teaching reading comprehension through short stories is a very important stage. In this stage teachers can implement interpretation of the main themes of the story, providing students with different critical interpretations of the story which they then discuss and provide general questions to 'debate', focusing on any arguable points in the story.

### **2.6. Local Related Works to the Study**

One of the related works in the area is Nebyu Gashu’s research on “Using poetry to teach language: “የግንባታ ግንባታ ግንባታ ግንባታ. Nebyu chose two groups of grade nine students from Dembecha high school and tried to conduct an experimental study by separating them into control group and experimental group. He taught the experimental group himself and the control group was taught by the regular teacher. At the end of his study, he found out that the experimental group outperformed the control group and he concluded that the use of poetry for teaching Amharic is beneficial.

This work is different from his work in some respects. First of all the two researches are different in the way the students were taught. Nebyu taught only the experimental group but the researcher of this paper taught both groups in order to avoid difference that might come because of the teacher. The other difference is that he chose to experiment on the genre of poetry and the researcher of this paper chooses to experiment on the genre of short stories for reading comprehension development. Still the other difference is he conducted in Amharic language and

I conducted in English language. Besides, he conducted his research on Dembecha high school in 2012 but this research is conducted in Bole Community Secondary School students currently.

The other work that is related to my study is Kidist Yohannes's work-"An investigation into the effectiveness of literary texts in teaching grammar points". She tried to study the use of literary texts in teaching grammar. She chooses two sections from grade seven students and randomly assigned them as experimental group and control group. The experimental group was taught specific grammar point through literary texts (short stories and poems) where as the control group was taught the same structure through the textbook. At the end, she administrated a test to observe the outcome of the experiment. She stated that the results obtained by the experimental group were better than that of the control group.

Besides she found out that the responses of the students in the questionnaire and observation indicated that literary texts play a pivotal role in teaching grammar. Finally, she concluded that the teaching of grammar can be supported effectively by using well - chosen literary texts. My work is different from hers in many respects. First of all she chose to experiment on grammar and my work is on reading skills. The second difference is she chose to experiment on grade seven students but this work is on grade nine students. The third difference between my work and hers is that she used all kinds of literary texts but this work uses only short stories.

The null hypothesis (H0) of the study is that short stories can't improve reading comprehension of students. The alternate hypothesis of the research (H1) is that short stories can improve the reading comprehension of students.

Accordingly, this study tries to give answers to:

1. is there a significant difference between the effect of short stories and instructional texts in improving students' reading comprehension?
- 2.what is the role of short stories in helping students overcome problems in reading comprehensions?
- 3.what kind of short stories should be presented in the class?



## **CHAPTER THREE**

### **Methodologies**

This study mainly followed a quantitative study. Based on this by using statistical data analysis, experimental study is conducted. Hence, in order to express the result of the study with figures, pre test and post test was implemented. In this method there were two groups, the one group was the control group that was taught based on the national textbook for grade nine and the other group was the experimental group that was taught using short stories. In order to increase the validity of the study a questionnaire was distributed.

#### **3.1. Selection of School and the Students**

##### **3.1.1. Selection of school**

The main focus of the study is to investigate the role of short stories in developing students' reading comprehension through experiment. Therefore, we need to have school that cooperates. Bole community offered the necessary cooperation. My proximity to the school was my main reason for choosing the school. Therefore, the school was chosen for this study.

##### **3.1.2. Selection of students**

###### *Participants*

The participants of the study were grade nine students . The participants consist of two classes of students, male and females. These participants were selected as the researcher believes that investigating the role of literary text in developing students' reading comprehension can help them to develop their language skill. Therefore, knowledge of literature can assist them to understand better the language lessons of the following stages. Moreover, these students were available in their classes during data collection process. The researcher used random sampling method. There were ten (A-J) grade nine classes in the school. Then; using a simple lottery method the researcher separated the control and the experimental groups. 9I was used as control group and 9J was used as experimental group. Then, the researcher taught both groups. The experimental group was taught with the use of short stories. And side by side the control group was taught by the researcher with the help of the text book.

### **3.2. Selection of Stories**

The researcher checked the feasibility of applying the short stories. The stories were chosen as the researcher's experience shows that they can stimulate students' personal interest. Moreover, he asked the students to comment on a lesson plan that was based on the use of short stories for reading comprehension development. Besides, he discussed the selection process with English teachers who are working in the school.

### **3.3. Preparation of Activities and Tests**

The researcher used the text book and sample stories for preparing the activities. As a result Makeda's story, Fathers' eyes, How Nasreddin found a good meal and A kind deed were used for this purpose with regard to the experimental group (see appendix 2 part 1). And reading activities from the English for Ethiopia Grade 9 Text Book were used for preparing activities for the control group (see appendix 2 part two). The two groups did not differ in the types of activities pre, while and post that were given. The only difference was the treatment. The activities and the tests were checked based on the pilot testing result. Besides, many teachers were involved in evaluating the activities and the tests. After passing the comments, the activities and the short stories were used in the class and then for data collection process.

### **3.4. Data Collection Instruments**

#### **3.4.1. Research instruments.**

Two main instruments were used for the study. These were tests for both the control and experimental group and distributing a questionnaire for the experimental group 9J after teaching them through short stories.

##### *3.4.1.1. Test*

The tests were prepared based on passages that were taken from both the text book and the short stories. There were two kinds of tests that were administered in this study, these are pre-test and post-test. The pre-test was conducted to see problems faced by the students. The post-test was conducted at the end of the experiment to find the students' improvement in reading comprehension because of the role of short stories.

#### *3.4.1.2. Questionnaire.*

A questionnaire was distributed after the post-test was given to the experimental group students. This was to see the students' opinion as well as their reflection about the teaching learning activities. A 4 point Likert -scale was used as the answers were arranged from strongly agrees to strongly disagree. Besides, selected reading materials', teacher's diaries as observations were used as support tools. As a result, reading materials for the level of the students such as Makeda's story, Fathers eyes, How Nasreddin found a good meal and A kind deed were used in each session of the teaching of the experimental group and reading passage from the text book was used with regard to the control group. Teacher's diary assisted to record the regular teaching. It was used to identify extra findings, such as students' behavior and attitude during the teaching learning process.

### **3.5. Data Analysis Technique**

After data was collected using a pre test, a post test and questionnaire, the analysis was given. The students who followed the teaching learning process took the tests. Only the experimental group filled the questionnaire. The results of the tests are presented using statistics. In order to facilitate the analysis process IBM SPSS 20 and 23 were used. On the other hand the results of the questionnaire are presented with the help of tables and description.

### **3.6. Setting**

The setting of this study is at Bole Community Secondary School. The students are grade nine students who are learning English as part of educational curriculum. There are 10 grade nine classes and the total number of students in the school is 1000 for the secondary school alone. There is an elementary school in the same compound that contains 1000 more students. The total area of the school is 65553sqm. The school compound is vast. It was established in 1975 being constructed by Ethiopian Society of Reformation and Development Fund and the beneficiary community.

### **3.7. Methodologies**

In order to achieve its objective, the experimental study used both quantitative and qualitative approaches.

### **3.8. Research Design**

An experimental research with the help of pre-test and post-test design was used in the study. Two groups were randomly selected and both groups were given Pre-test and Post-test. In this design the researcher took the advantage of choosing groups randomly because any differences that appear in the post test should be the result of the experimental variable rather than possible difference between the two groups to start with. This experimental design was chosen as it has good internal validity. This experimental research was conducted to the grade nine students at Bole Community Secondary School.

### **3.9. Reasons for Research Procedure**

The researcher first explained the purposes and benefits of the study clearly in detail to the subjects of the study. This present study was conducted in order to investigate the role of short stories in improving students' ability in reading comprehension. Due to the aim of the study an experimental research with help of pre-test and post-test design was used.

#### **1. Pre-test**

The researcher observed the students' reflection towards the test that was given during the pre-test. This pre-observation was conducted in order to find out whether they find any difficulties or not. Based on the result of the pre-test and the pre-observation, the researcher then decided to continue this study and conduct a treatment by applying short stories in teaching learning reading.

#### **2. Teaching**

The study was conducted using short stories and the process consists of 5 weeks meetings for each group. The lesson started with reflection. Based on the result of that reflection we made an action (lesson) plan for Bole Community Secondary School containing observation, evaluation

and reflection. We continue doing the action based on the result of the observation and evaluation. The action procedure that was implemented in this study considered planning, which means making a teaching scenario for each meeting with the students. In other words, the researcher prepared and selected the reading material that was used in the exercise and post-test.

Moreover, preparing the teaching materials, preparing the work sheet and preparing the test were done by the researcher. Preparing the observation instruments (teacher's diary daily and questionnaire) was followed. Action steps in the teaching and learning process incorporated giving short brainstorming ideas related to the topic to grab the students' attention. During the reading activity, the researcher helped the class to explore texts in order to help them to have a chance to learn. The detailed explanation included opening a challenge to reinforce the students' ability to enhance their knowledge. The revisions helped them to generalize the material learned such as sentence pattern, phrases, and new words.

### **3. Post-test**

The assessment involved observation of noting the class situation during the activity in which the teacher used the teacher's diary. Besides, the result of the post-test was used to measure the weakness or strength of the treatment used. Then, we compared the result of the pre-test and the post-test in order to know whether there is any improvement of the students' ability in reading comprehension through the use of the treatment or not. The questionnaire was given after the post test in order to find out their reflection toward the short stories used.

#### **3.10. Sampling size and Description**

There are ten grade nine classes at Bole community Secondary school. The average number of students in grade nine classes was approximately 43. Out of these classes we chose only two classes using random sampling method for the study. Then, we used simple lottery method to choose between the experiment group and the control group. The other group became the control group (9I) to be taught by the researcher. One group (9J) became the experiment group to be taught by the same researcher with the help of literary texts.

## **CHAPTER FOUR**

### **Data Analysis**

The data was analyzed based on the result of the pre-test and the post-test conducted. It was analyzed in descriptive statistics' analysis and in mean scores' T-test. The data was analyzed quantitatively. In descriptive analysis and using T-tests, the researcher noted the scores of the individual student and the mean scores of the whole students in pre-test and the post-test .

#### **4.1. The Teaching Process**

The teaching process was completed within five weeks (30 periods). Only a brief highlight of the teaching process is presented in this section. The activities for both groups are attached as an appendix A and B.

##### **Day zero**

On this day the researcher discussed about conducting the research on the role of short stories in reading comprehension development. He distributed eight different stories that were selected based on the criteria in unit two to 46 numbers of students. The purpose of distributing these papers was in order to pilot test which stories are selected by the students themselves. Accordingly, the students selected 6 stories. Then, the researcher asked the teachers to select stories to the experimental group students.

The researcher entered into the control group class during the third period and taught the topic "why we study English?" Then, he gave them class work and checked their performance. In the seventh period the researcher entered into the experimental group class and introduced himself. He told the students that he is doing his research in investigating the role of short stories in developing students' reading comprehension. He further explained that the use of short stories is supposed to improve reading comprehension of grade nine students who would find it useful in their stay at high school. After explaining the purpose of the study, he asked their willingness which they easily gave. Then, the researcher explained about different types of short stories and some features of short stories. The students were very happy and their participation was good. Then, the researcher asked them if they are interested to learn with the help of this method. They

gave their agreement. Then, the researcher took their name and thanked them and told them to prepare for the pre test.

### **Day one**

#### *Experimental group and Control group*

On this day the researcher entered the class room and greeted the students. He has prepared the pre test and distributes it to the students. He was helped by a research assistant in the invigilating process. He told the students to take it seriously. He warned the students to do their own tests. The students were serious in taking the exam. Everybody was silent and focused on doing their exam. They finished the test in 1 hour and 15 minutes (2 periods each). The researcher checked the students' attendance. Result of pre test assessment is presented after the daily activities.

### **Day two**

#### *Control group*

On this day the researcher entered the class room and taught the topic "countries with English as their mother tongue". This was followed by answering different questions about the benefit of English language. The students participated actively.

#### *Experimental group*

The researcher taught the lesson of the day. He began by asking 5 pre reading questions. For example, he asked them, what feeble means? They said it meant very old. Then, he asked further questions for which the students gave correct answers. Then, he read them a one paragraph text about the old man. Next, the researcher asked them while reading questions. He asked them to describe his personality and appearance. For this the students gave correct responses too. The post reading tasks were related to text analysis. It was about the use of parts of speech in showing characters in the story. After explaining about the parts of speech with adjective as an example he asked them to identify other parts of speech in the story. Finally, he asked them to compare two pairs of sentences and to say which one was interesting to the reader and why.

### **Day three**

#### *Experimental group*

On day three the researcher entered the class and distributed an incomplete short story. He asked students to answer when the story takes place, what was missing such as verbs, linking words and time reference words. The students formed group and added the missing words and phrases to the gaps in order to understand when the events happen. Then, each groups reported their answers by reading their own part.

#### *Control group*

The topic of the day was Bekele's letter. Then, he asked them to read the letter. After the letter was read, the students were asked to decide three things that they should do and three things that might happen at school. The students gave different answers based on their decision. The teacher gave them home work and left.

### **Day four**

#### *Experimental group*

On day four the researcher entered the class room and distributed the story entitled 'Fathers' Eyes' to the experimental group students. He asked the students to read the text and provide title for each paragraph. Then, he asked them to list out the characters that appear in the story. Besides, he wrote the following questions. For example, at what season had the young man received a telegram? Then, he asked them to underline the words that prevent them from understanding the story. The researcher, moreover, wrote the following words on the black board and asked them to match the meaning of the words.

Fantastic	older
Faithful	support
Encouragement	true
Persisted	Preserve
Senior	unbelievable

Some students asked the meanings of what persist, encouragement, fantastic, reserve, and receive means. The teacher explained the meanings of the words. After the students were helped with language through further activities, they were asked to answer a question on their personal growth based on the story.

#### *Control group*

The researcher entered the classroom and greeted the students and took attendance. Then, he asked them to open their text book on page 15. The students were already given home work to make a list of rules to follow every morning in their group and decide what Bekelle might put on his list. The students presented their own lists such as I would study hard. Then, the researcher asked them read their decisions. The majority of the students read their decisions to the class.

#### **Day five**

#### *Control group*

The researcher entered the classroom and greeted the students. Then, he took their attendance. The lesson for the day was a) Bekelle says in his letter that his nephew should not be afraid to take part in things. The researcher told the students to form groups and discuss the kind of advice they would give to a student who is frightened to answer in class incase he/she makes mistakes. The students were enthusiastic in discussing the question. The researcher made a round and checked their discussions. Some groups were using Amharic. The researcher recommended them to use English. Then, each group reported their discussions. They said one should develop confidence, self reliance etcetera. Afterwards, the researcher gave them home work to make a poster for display, using the information in the previous questions.

#### *Experimental Group*

There was home work based on the text 'Fathers' Eyes'. The researcher asked the students whether they have read the story at home or not. Then, he summarized the main points of the story. As a while reading activity, the students were asked to underline the unknown words that prevented them from understanding the meaning. Then, the researcher wrote the following words on the black board.

Hustle \_\_\_\_\_ Remain \_\_\_\_\_ Astound \_\_\_\_\_

Cheer \_\_\_\_\_ Rush \_\_\_\_\_

After wards, the researcher asked them to find the words that mean the above. The students answered the above questions with the help of contexts in the story. The next activity was a post reading activity in which the researcher asked the students to read a characters' part of dialogue aloud. Finally, students were asked a personal growth question.

### **Day six**

#### *Experimental group*

The researcher distributed copies of Makeda's story to each student. Then, he asked them to read the story. Next, he discussed the story aloud explaining when necessary. The first activity was intended to help the students read and understand short stories. The researcher asked the students different questions. For example: 1. When does Makeda meet the businessman in the story? 2. What do you do if you were the father? The researcher, moreover, asked further while reading questions based on the story. The students were very active in answering the while reading questions. Then, he gave them some time to re-read the story. Then, he asked them 1. Makeda was on her way to fill the jerry can with water in the story. Where did she go? How long did she rest? Afterwards, he asked the students to do comprehension questions based on the story. Finally, he told the students to read the story at home.

#### *Control group*

The teacher asked the students to take out their text book. Then, he explained about the different pictures on the text book on page 21. Then, he told them about the different historical places. Next, he gave them a class work to read the text and answer 10 questions. Afterwards, story was read. Then, he asked the students to give answers to the 10 questions. As an example, the teacher did the answer for the first question. The question was: 1. Which three places does Liben describe in the passage? The students read the text, did the class work and the teacher checked some exercise books. Then, he asked them to report their answers. Many students participated in answering the questions.

### **Day Seven**

### *Control group*

The lesson of the day was reading about Planning a Tour. Students were asked to read tour suggestions and follow the suggested routes on a map. The teacher asked the students to read parts of the suggestions. Then, he gave them an exercise to complete the tasks based on what they read.

### *Experimental group*

The researcher gave cut-up stories to the class and asked the students to read the parts of the story. Then, he asked one student from each group to read parts of their story aloud. Then, he wrote six sentences on the black board. The students were asked to number the sentences in the correct order to give the outline of the story. The teacher checked their exercise book and almost all of them have re-ordered the storylines correctly.

## **Day eight**

### *Experimental group*

The lesson for the day was language analysis activity based on the story. The students were asked to do follow up discussion. First, the class discussed the questions as a whole. Then, the groups discussed the questions. The students were asked to give their opinion based on the story. Besides, they were asked to make inferences based on the story. Then, they were asked to relate the idea to their own real life experiences and imagine themselves in circumstances of the text.

### *Control group*

The researcher asked the students to list all the places in each tour of the given passage. Then, he asked the students to show many of these places in an atlas or local maps. Besides, the students were asked to draw a map for each tour and plot the route of each holiday on the map. After the students finished answering the above questions, they were asked to do further activity as a class work. Then, they were given home work.

## **Day nine**

### *Experimental group*

The researcher entered the classroom and distributed the story: How Nesredin found a good meal. Then, he told the story to the class with explanation. Then, he asked the students to answer different questions. For example: how many characters are there in the story? What do you know about them? The next activity was to fill in the given table with as much information as possible. When the students finished answering the above questions, he asked them to describe the personality of the main character by choosing words that they think apply to him. The words were chosen based on the story. Students were asked to agree or disagree to the words. For example, strong, peaceful, cheater, crazy, compassionate, were some of the words to be chosen by the students. When the students finished the above activities, they were asked to read the story aloud to the class.

#### *Control group*

The researcher asked the students to decide which tour the students want to take and describe the activities they were doing in each tour. Then, he asked the students to ask their partners questions about the chosen tours. For example, how far is it from Dinsho to Goba? It is 42 km. The next activity was to read the passage and chose the correct word or phrase from the box to complete it.

### **Day ten**

#### *Control group*

On day ten the researcher revised some of the important points that have been discussed in the class. He advised the students to study for the test to be given in the next class. He let the monitors in each class to arrange the students according to their 1: 5 study groups and ordered them to read.

#### *Experimental group*

On this day the researcher revised some of the important points that have been discussed in the class. He advised the students to study for the test to be given in the next class. He let the

monitors in each class to arrange the students according to their 1: 5 study groups and ordered them to read.

### **Day eleven**

#### *Experimental group and Control group*

Similar post test for both groups was given and questionnaire was filled by the experimental group only. Two experienced teachers were assigned to invigilate the students. The researcher supervised the invigilating process in the two classes. The students finished the test with in 1:15 minutes. Then, a questionnaire was distributed. This part alone took 5 periods.

## 4.2. Data Analysis

### 4.2.1 Analysis of pre test and post test.

In the next part test and questionnaire results were presented with comparing statistics of the groups' test result. First, the pre test result was analyzed. Then, the post test was analyzed and afterwards the questionnaire results were presented (see appendices C). The list of control and experimental group of students is attached as an appendix D.

#### *A. Analysis of the Pre test.*

The main purpose of this pre test analysis was to check whether the students were to the same level or not. As it can be seen from the table below, the mean score of the students was found by adding the marks of each student and dividing it by the total number of students. Moreover, the standard deviation was calculated by subtracting the mean from each student and dividing it by the total number of students which gave us variance and putting it in a square root gave us the SD. Moreover, the maximum score for the control group was 28 and the maximum score for the experimental group was 26. Besides, the mean score for the control group was 14.02 and the mean score for the experimental group was 13.68. Moreover, as the table below shows the standard error mean for the experimental group's pretest result was .794 and the standard error mean for the control group's pre test result was 1.046. Besides, the standard deviation for experimental group was 5.020 and the standard deviation for the control group was 6.616.

Table 1: Pre test Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PRE TEST FOR CONTROL GROUP	40	26	2	28	14.02	1.046	6.616	43.769
PRE TEST FOR EXPERIMENTAL GROUP	40	23	3	26	13.68	.794	5.020	25.199
Valid N (listwise)	40							

As it can be seen in the one sample test below the two groups had closely related results.

Table 2: pre test One-Sample Test

	t	df	Sig. (2-tailed)	Mean difference	95% Confidence Interval of the Difference	
					Lower	upper
Pre test control	13.408	39	.000	14.025	11.91	16.14
Pre test experimental	17.229	39	.000	13.675	12.07	15.25

In order to analyze how far the experimental groups of students were from the control group of students, we run a t-test for the paired samples differences.

Table 3: Pre test Paired differences

Pair 1	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig(2 tailed )
				Lower	Upper			
Pretest experimental -pre test control	-.350	9.328	1.475	-3.333	2.633	-.237	39	.814

The paired samples differences indicated that the control groups of students and the experimental group of students were at the same level. The paired samples mean difference was only- 0.35. Since the sig (two tailed) is .814 which was very far from the standard alpha level of difference which was set at .5 we could say that the difference was very insignificant. See the bar graph below.

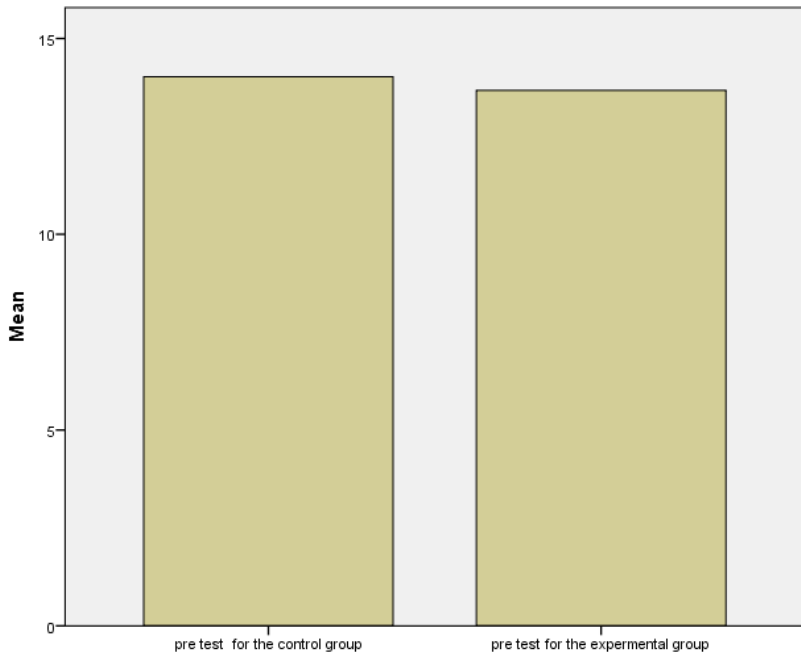


Figure 1: Bar graph for the pre test

As the statistics especially the mean difference showed the difference between the two groups of students was very slight and hence insignificant. Based on this the researcher proceeded the study as the two groups were at the same level. The pie chart below defines the summaries of the separate variables of the pre test for the control group and the experimental group.

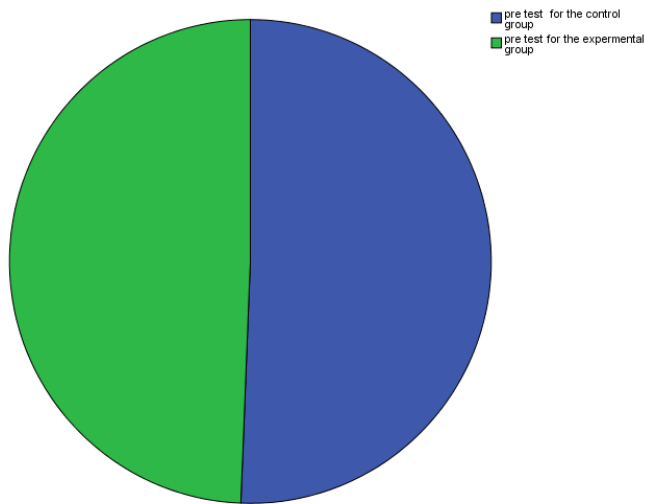


Figure 2: A pie chart for the pre test

### B. Analysis of the Post test

Next the post test data were analyzed using a t-test. The purpose of this test was to see any observed differences between the two groups of students after applying the teaching process. After the two groups of students were taught with the help of the treatment and without the treatment, they were given a similar post test to see any effects that might occur because of the treatment.

Table 4: Post test Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
POST TEST CONTROL	40	23	7	30	21.22	.945	5.976	35.717
POST TEST EXPERIMENT	40	16	14	30	24.10	.520	3.288	10.810
Valid N	40							

As it can be seen from the descriptive statistics above, the mean score of the each group was found by adding the marks of each students and dividing it by the total number of the students. As a result the post test means score of the control group was 21.2250. On the other hand the post test means score for the experimental group was 24.1000. Besides, the standard error mean for the experimental group is only .520.

Moreover, the standard deviation was calculated by first subtracting the mean from each student's score and dividing it by the number of students that gave us the variance result and putting it in square root. Besides, the maximum and the minimum score for the control group was 30 and 7 respectively and the maximum and minimum score for the experimental group was 30 and 14 respectively. Besides, the standard deviation for the control group was 5.97640 and the standard deviation for the experimental was 3.28790.

Next, one sample test can be seen. The one-sample t-test was used to determine whether a sample comes from a population with a specific mean. As it can be seen in the below table, the mean difference for the control group was 21.225 and the mean difference for the experimental group was 24.100. The post test result showed that there was an increase in the mean difference between the two groups.

The mean difference of the experimental group was only 13.675 during the pre test. However, at the end of the study it had increased into 24.100. Moreover, when the mean score difference for the two groups was compared, the result showed that the experimental group's result strength had increased from -0.35 to 2.875. It was found by subtracting the mean difference of sample one from the mean difference of sample two.

Therefore, mean difference for experimental- mean difference for control can be calculated as follows:  $24.100 - 21.225 = 2.875$ . There was an increase in the mean difference between the two groups for the post test conducted. The experimental group of students had 2.875 more mean scores than the control group. Moreover, the t -result for the control group was 22.461 and the t-result for the experimental group was 46.358. Besides, the t- test for the experimental group showed that there were 39 differences, 0.00 significance, 23.05 lower confidential intervals and 25.15 upper confidential intervals.

GROUP	Table 5: post test -one sample test					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Post test score for the control group	22.461	39	.000	21.225	19.31	23.14
Post test for the experimental group	46.358	39	.000	24.100	23.05	25.15

Hence, there was a difference between students who were taught by using short stories and students who were taught by using the text book with in the conventional method. After the post test one sample test was analyzed, the paired samples differences were analyzed. As the paired differences table below indicates the experimental groups' post test performance was better than the control groups' post test performance. In order to see any differences observed between the two groups after the treatment was given, we run paired samples t-test for the paired differences.

Table 6: Paired Differences

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1.Post test for the experiment group- post test for the control group	2.875	7.799	1.233	.381	5.369	2.331	39	.025
Pair2.Post test for experimental- pre test for experimental	10.425	4.877	.771	8.865	11.985	13.518	39	.000

Therefore, as the paired samples t-test in pair one of the above table shows the experimental groups of students' post test performance was more than the control groups post test performance. The paired differences t- test p- value (significance) for pair one was 0.025. Since it was lower than the alpha level set at  $p \leq 0.5$ , we can say that there was significant difference between the experimental group and the control group of students.

Besides, the paired differences for the experimental group's pre test and post test output indicated that there was significant difference between the pre test and the post test performance of the experimental group of students. This was because the p value of the pair two is 0.000 which is much lower than the standard alpha level which is usually set at  $p \leq 0.5$ . Hence, the experimental group students who were taught by the use of short stories performed far better in the post test than in the pre test.

As a result, it can be said that the students who were taught by the use of short stories performed better than the students who were taught by the conventional method. As it can be seen above, the Paired Samples *T*-Test compared two means that were from the same individual, object, or related units. The two means typically represented two different times pre-test and post-test with an intervention between the two time points.

The purpose of the test was to determine whether there was statistical evidence that the mean difference between paired observations on a particular outcome was significantly different from zero. The following table presents the paired samples statistics between the two groups post test results.

Table 7: Post test Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Post test score control group	21.23	40	5.976	.945
Post test for experimental group	24.10	40	3.288	.520

There was an increase in the means difference between the two groups for the post test conducted. Moreover, as the table above shows the standard error mean for the experimental group's post test result was .520 and the standard error mean for the control group's post test result was .945. Besides, the standard deviation for experimental group was 3.288 which showed that the samples indicated that the data pointed tend to be close to the mean.

The standard deviation for the control group was 5.976 which showed that the samples were relatively less close to the mean. Moreover, the standard error mean of the control group was higher than the experimental group. The mean difference can be shown by the following bar graph.

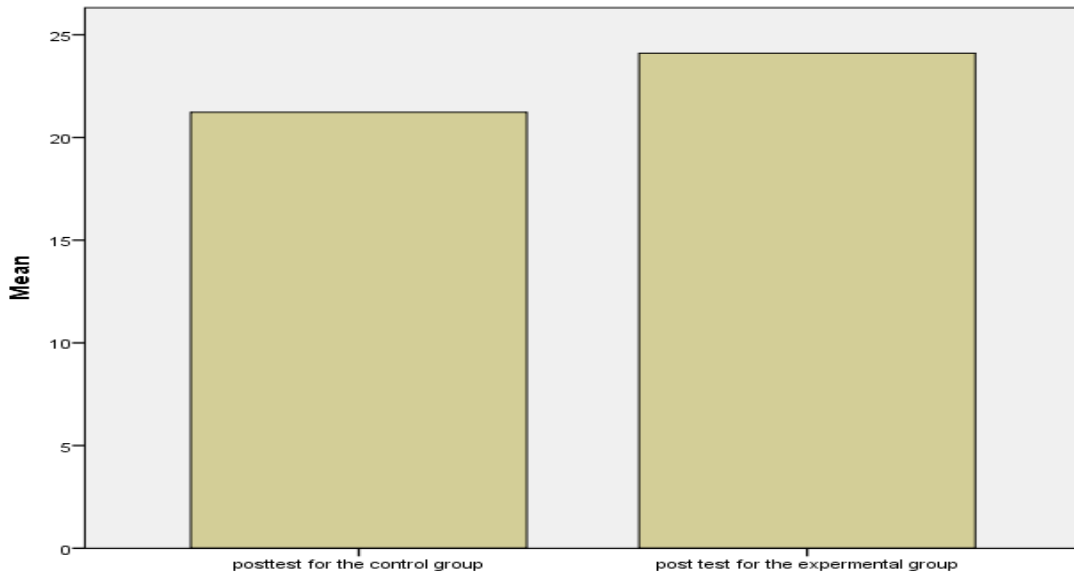


Figure 3: Bar graph for the post test

The above bar graph shows that post test means for the experimental group is more than the control group. Furthermore; the pie chart below defines the summaries of the separate variables of the post test for the control group and the post test for the experimental group.

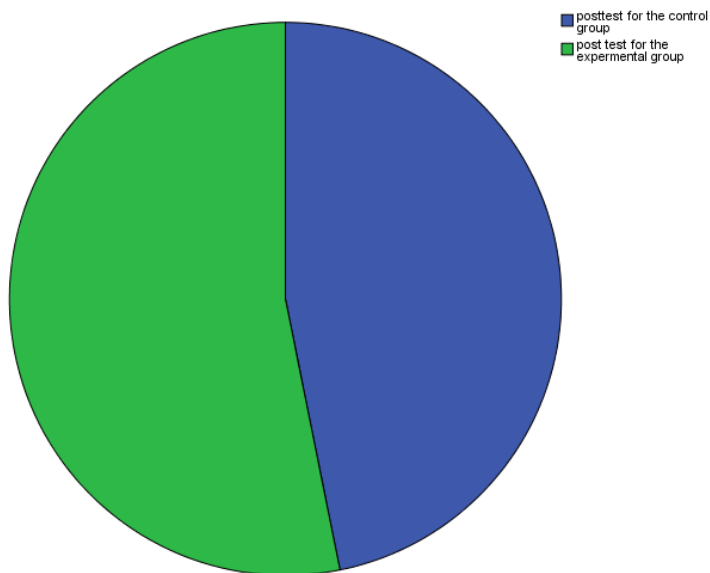


Figure 4: a pie chart for the post test

This difference came about due to using short stories as a treatment to develop the reading comprehension of the experimental group of students. This difference was because of the role of short stories in improving the reading comprehension of the experimental group students. Therefore, the short stories improved the students' reading comprehension performance and the difference between the two groups was due to the effective role of the short stories used in the class. Therefore, the students who were taught by the use of short stories performed better than the students who were taught by the textbook.

This difference came because of the short stories and the activities that were prepared based on them. Short stories were able to achieve their objective because they were able to motivate the students who did very well when they learn with the stories that were selected by them. Besides, short stories are inherently effective in bringing a desired change. Moreover, the activities that were prepared based on Lazar's method for teaching short stories contributed for the improvement of the students' overall performance. Since there was significant difference between the effects of short stories and text book texts, at the end of the study the effectiveness of short stories in developing students' reading comprehension was accepted.

#### **4.2. Questionnaire Analysis**

The other instrument that was used to collect data was a questionnaire to tap the students' response towards the themes such as short stories used in the class, their comments on the teaching learning with the help of short stories and about their problems in the previous teaching learning method. The questionnaire had three parts. The first part was about the background of the students, the second part was about the responses and the third part dealt with the students' overall comments (See appendix E).

**Part one: Background data of the students.**

**Part two: the experimental groups' responses to the questionnaire.**

Table 9: Responses to the Questionnaire

<b>Statements</b>	<b>Number of respondents/ Percentage</b>	<b>strongly agree 4</b>	<b>Agree 3</b>	<b>Disagree 2</b>	<b>strongly Disagree 1</b>

	(100%)				
1. I used to have a problem in reading passages and answering questions based on the text book.	39(99.9%)	9 (23.07%)	10 (25.64%)	18 (46.1%)	2 (5.1%)
2. You have been learning reading comprehension through short stories. Does it help you to develop in any ways your reading comprehension?	40(100%)	15 (37.5%)	22 (55%)	1 (2.5%)	2 (5%)
3. Did the short stories help you to understand what you read effectively?	40(100%)	17 (42.5%)	20 (50%)	3 (7.5%)	-
4. Did the reading of the short stories help you in predicting, vocabulary development, and grammar awareness, understanding character, and interpreting text effectively?	40(100%)	13 (32.5%)	21 (52.5%)	2 (5%)	4 (10%)
5. Did the short stories help you in developing your personality properly?	40(100%)	18 (45%)	20 (50%)	2 (5%)	-
6. When the teacher was teaching you reading through short stories, were you motivated?	39 (99.9%)	16 (41.02%)	22 (56.41%)	1 (2.56%)	-
7. when we read different literary works in groups and discuss on them with the help of the teacher helps us to develop our language skills	40(100%)	19 (47.5%)	20 (50%)	-	1 (2.5%)
8. After reading the short stories, the discussions we made on the provided questions has helped to develop our language skill because the different ideas support each other.	40(100%)	22 (55%)	15 (37.5%)	2 (5%)	1 (2.5%)
9. Learning the English language through short stories inspired us by developing our appreciation of literature.	39(99.9%)	20 51.2%	16 (41.02%)	2 (.5.1%)	1 (2.56%)
10. Learning English through short stories is interesting because it makes	40(100%)	17	20	3	-

me to use my potential.		(42.5%)	(50%)	(7.5%)	
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The questionnaire that was distributed to the students had 10 questions to be answered based on 4 points Likert scales from strongly agree, agree, disagree to strongly disagree. Out of the ten questions three of them demand the students to reason out their answers. First, the ten main questions were analyzed and then the three sub questions are analyzed and finally the students overall comment is analyzed.

With regard to statement number one, 9 (23.07%) of the students strongly agreed, 10(25.64%) of the students agreed, 18(46.1%) of the students disagreed, and only 2(5.1%) of the participants of the study strongly disagreed. Therefore, we could conclude that 19 (48.71%) of the students admitted that they used to have a problem with the previous conventional method of teaching-learning system of reading comprehension. The second question was meant to ask the students whether the use of the short stories developed their reading comprehension or not. Again for this question 15 (37.5%) students said that they strongly agree, and 22(55%) students agreed; however only 1 (2.5%) students disagreed and two students (5%) strongly disagreed.

Therefore, we could see that 35 (92.5%) of the participants had an affirmative response to the use of short stories in the classroom. However, only 3 (7.5%) of the respondents had a negative response to the use of short stories in developing reading comprehension. For statement number three, 17 (42.5%) of the experimental group students strongly agreed, 20 (50%) students agreed, only 3 (7.5%) students disagreed and none of them strongly disagreed. As a result, we could say that 37 (92.5%) of the total population of the experimental group had a positive attitude towards the role of short stories in effectively enhancing students' reading comprehension.

Statement number four asked the students whether the short stories that were used to teach them in the classroom helped their ability in prediction, word knowledge, understanding grammatical rules, understanding characterization and interpreting texts or not. Again 13 (32.5%) of the students strongly agreed, 21(52.5%) of the participants agreed 2 (5%) of the respondent disagreed and only four (10%) students strongly disagree. As we could see from the figure, 36 (85%) students had affirmative response towards the question and 6(15%) of the students had negative responses towards this question. With regard to question number five, 18 (45%) students strongly agreed, 20 students agreed (50%), 2 students (5%) disagreed and no student

strongly disagreed. For question number six, 16 students that means (40%) of the participants strongly agreed 22 (56.41%) students agreed, 1 (2.5%) student disagreed and no student strongly disagreed. Therefore, 92.5% of the 39 participants gave an affirmative response for being motivated by the new method the teacher used in teaching reading comprehension through short stories in the classroom.

With regard to statement number seven, 19 (47.5%) students strongly agreed, 20 (50%) students agreed, no student disagreed and only 1(2.5%) student strongly disagreed. Therefore, 39 (97.5%) participants had a positive attitude towards the use of reading literary texts and working in groups and discussing them to develop language skills. For question number eight, 22 (55%) students strongly agreed, 15 (37.5%) students agreed, only 2(5%) students disagreed and one student (2.5%) strongly disagreed. As we could see from the figure, 92.5 % of the respondents had a positive response towards the use of short stories in the class room. For the statement number 9, the experimental group students were asked whether learning the English language through short stories inspired them by developing their appreciation of literature or not.

Again for this question 20 (51.2%) students strongly agreed, 16 (41.02%) students agreed, but only 2 (.5.1%) students disagreed and (2.56%) student strongly disagreed. Therefore, we could conclude that 36 (92.5%) students gave an affirmative response for developing appreciation for literature. For question number ten, 17(42.5%) said that they strongly agree with this statement, 20 (50%) of them said that they agree to this statement, three (7.5%) students disagreed but none of them strongly disagreed. Therefore, 92% of the total populations were assertive towards this question.

#### *The Reasons for Question number 7, 10 and 2 of the questionnaire*

In this part the questions that demand additional reason or comment to the above questions were presented. Since the sub question for number 7 and 10 were multiple choices this would be presented with percentage. On the other hand the sub question for number 2 demands the students to reason out their answer in writing and hence it would be presented as the students' reason description. Finally, the part three of the questionnaire was presented with the help of table as the students' general comment towards the use of short stories in teaching reading comprehension comment.

7. (1). If your answer to question number 7 is either A OR B, why? Choose one of the following responses.

Table 10: Reasons for question number 7

Reasons	Number of respondents 36((90%)
A. Because the teaching learning process is mainly productive.	5(13.8%)
B Because it involves students' participation	27(75%)
C Because previously the teacher was authoritative	1(2.77%)
D. Because of the group discussion that gave us the freedom to talk in the class.	3(8.33%)

The above question was part of question number 7. Students who gave an assertive response were asked to give their reason for choosing agree or strongly agree. As a result 5 (13.8%) students said that it was because the teacher taught them well, 27 (75%) of the respondents said that it was because what they have learned involved their participation, only 1 (2.77%) student said that it was because previously the teacher was authoritative and three 3(8.33%) students responded that it was because the group discussion that gave them the freedom to talk in the class. Again the majority of the students gave an affirmative answer for this question and this was consistent with their response to the question. But only 3 respondents had a negative response.

The following question was part of Question number 10 (Learning the English language through short stories inspired us by developing our appreciation of literature.) Why (if your answer is A or B)

Table 11: Reasons for question number 10

Reasons	Number of respondents 34 (85%)
A because of the peer learning	10 (29.411%)
B because it is student centered	9 (26.470%)
C Because the teacher is authoritative	1 (2.94%)
D. because it helps us to follow the lesson properly	4 (11.764%)
E. because it is a new creative method	10 (29.411%)

The above question was part of question number 10. Students who gave an assertive response were asked to give their reason for choosing agree or strongly agree. As a result 10 (29.411%) students said that it was because the teacher taught them well, 9 (26.470%) of the respondents said that it was because what they had learned involved their participation, only 1 (2.94%) student said that it was because previously the teacher was authoritative and three 4 (11.764%) students responded that it was because the group discussion that gave them the freedom to talk in the class. Again the majority of the students gave an affirmative reason for this question and this was consistent with their response .Only one student had a negative response .

The following question was part of question number two. The students were asked to give their reasons if they affirmatively respond to the question. Some of their reasons are presented below. If your answer to the above question is A or B, how does it helped you to develop your reading comprehension?

Table 12: Reasons for question number 2

STUDENT code	Reason
Student code others and student code 7	Because of learning new words as we read (three students).Moreover student code 16 said when we read the story since the teacher was helping by explaining the meaning of new words we were able to comprehend the story. Student 7 added that it is because it helped me to know /comprehend words that I don't know. Student 13 said that it helped him to develop his /her reading skills as well as to know new words.
Student code 3-6,8	Because of repeated reading (four students).student 8 said we were made to repeatedly read the short stories and as a result it had made us understand what we read.
Student code 2	Because the method is clear and easy.
Student code 12	Because the short stories are first of all interesting and as a result helped me to comprehend main ideas (two students).
Student code 1	Because it is new. Student one said because the previous teachers do not usually use such method no such it helped me
Student code 20	Because everyone was required to read both in the classroom and at home it helped me to develop my knowledge.
Student code 19	Because when we read the short stories we learned new words and the loud readings in the class helped the development of our language. Student 11 added that it developed my

	language knowledge more.
Student code 15	Because the short stories are read with motivation and they are appealing.
Student code 21	Because it helped my reading ability (two students). Besides student 14 said it developed both my abilities in reading and writing of short story
Student code18	Because Since it was story, it captures my attention while reading it
Student code 4	Because after reading my comprehension ability developed.
Student code 9	Because it helped me to acquire knowledge from different books I read
Student code-	It helped me to know more words and developed my reading ability.
Student code10	It helped me to comprehend texts as well as different materials that I read. Similarly student 9 said it is because I acquire knowledge form different books that I read. Another student (10) added that it is helpful us to read and understand different books.

The students who strongly agreed or disagreed to being helped by the short stories used in the classroom were asked how they were benefitted by them. The students gave positive responses that were consistent with their agreement. The respondents admitted that increasing their word knowledge, interest, motivation, participation as well as clarity and simplicity were some of the ways in which the stories were able to help them. Besides the students responded that the short stories helped them to acquire knowledge and comprehend different texts they read.

### **Part Three; students' overall comments.**

This is part three of the questionnaire. The students were asked to give their overall comment towards the use of short stories for teaching reading (12).

Table 13: overall comments

Student	Comment
Student code 1	”It helped both my reading and my writing ability of short stories. Student 12 added that the technique we learned helped me to write fictions in Amharic.
student code 4	Starting from one of the short stories you taught us, I am able to read the fictions.
Student code 5	It was good. It was interesting teaching -learning time.
student code 21	Since we were using short stories, it was an easy new teaching learning method.
Student code 22	The technique is good. It is a new teaching method and it helped us to bring good result. Student 14 said it is good. It helped us to cooperatively work with each other.
Student code 20 and code 6	It is interesting. It is new, it helped us to develop our English language ability(two students).The technique is good because by using one teaching technique it is helping us to bring good result.

Student code 23	It motivated me and helped me to learn better.
Student code 17 AND code 19	It is interesting. Although we should learn both with the help of the short stories as well as the text book( two students ).Good teaching method .keep it up
Student code 8	My suggestion is that the teaching learning process was good since it was new it is to be encouraged and appreciated I am fine with it.
Student code 7	It was very interesting. I am fine with the method. Keep it up. Student 11 said it is good keep it up.
Student code 18	If the method is used for longer time it would help us to acquire knowledge through reading.
Student 10 code	The short stories helped my language as well as my reading skills.
Student code 9	It is good. I am glad if you can teach us more than this too.
Student 2 code	In the teaching learning process the new technique I have seen is that since we were learning with the help of short stories it was easy
OTHER students	In addition, the following suggestions were given by the students who said that it was good, first rate. One student said “though it is fine with me we should start the text book as well. The students said that it is good, very good technique, lovable and helped us to develop our reading skills thank you. Besides, the students said the teaching learning method is good. They added that we have not been learned in this way, it is good, we love him, I am happy if he doesn’t separate from us. Moreover, the students said it is interesting, nice, and very nice. In addition, one student said it encouraged me and made me follow my education properly. Another student added that it is interesting and new teaching learning method.”

The comments given by the students indicated that the short stories helped both their reading and in some responses their writing ability of short stories. Therefore, some students developed integrated skill. Moreover, since the class was using short stories, it was easy for them to follow the teaching-learning process. The other benefit of the short stories mentioned by the students was development of cooperative work.

Besides, some students said that the stories motivated them and helped them to learn better. Still other students mentioned the quality of short stories in being very interesting. Some students were happy with the use of short stories and wanted the treatment to continue. Some students believe that if the method is used for longer time, it will help them to acquire knowledge through reading. Furthermore, the short stories helped the students’ language in general as well as reading comprehension in particular.

In addition, one student said it encouraged them and made them to follow their education properly. Another student added that it is interesting and new teaching learning method. Some students said that it is good, very good technique, lovable and helped us to develop our reading skills, thank you. Therefore, the stories were able to motivate and encourage the students. Again the comments given by the students indicated that the short stories were able to play an important role in the development of the students reading comprehension.

## CHAPTER FIVE

### Summary, Conclusions and Recommendations

#### 5.1. Summary

The results from this study show that students who were taught by using short stories perform better on the post test than students who were taught by using the conventional method. The main objective of this study is to find out the role of short stories in improving students' reading comprehension. To meet this objective two groups of students were randomly selected-experimental and control. The experimental group was taught by the researcher himself with the help of short stories and the control group was taught by the researcher by the conventional method. A total of 5 weeks was dedicated for the teaching process. The two groups were given similar pre test at the beginning of the study.

The purpose of the test was to measure whether the two groups were at the same level or not. The pre test result indicates that the two groups of students were at the same level. The results showed that there was no such a significant difference between the two groups of students during the pre test. Therefore, the researcher decided to continue the study by teaching them separately.

Finally, the two groups of students were given similar post test. The purpose of the post test was to see whether the two groups have any difference after the treatment of using short stories was conducted. The post test result indicates that the means score for the control group of students is 21.23 and the means score for the experimental group of students is 24.10. Besides, the standard deviation for the control group is 5.976, and the standard deviation for the experimental group is 3.288. And the standard error mean for the control group is found out to be .945, and the standard error mean for the experimental group is found out to be .520. Moreover, the mean difference between the two groups is positive 2.87 in favor of the experimental group. Therefore, the posttest results indicate that there is difference between the two groups of students.

#### 5.2. Conclusions

The paired samples t-test result for the experimental and the control group of students showed that the significance of the test was 0.025. Since this value is less than the standard alpha level

set at 0.05 with 95% confidential interval, we can say that the difference is significant between the two groups. Besides, the comparison of the pre test and the post test results in the experimental group showed that the post test result of this group was significantly different from its pretest counterpart.

The study indicated that there is a significant increase in the post test statistical result for the experimental group. This is because the p-value of the test is found out to be 0.000 which is much lower than the alpha level set at 0.05. The mean score of the experimental group students had increased from 13.675 to 24.1000. By using short stories in the classroom, the difference was created. Moreover, this means score for the experimental group had become more than the control group by 2.87 points at the end of the study. This increase is because of the treatment.

The difference is because of the role of the short stories used in the class. Therefore, using short stories can improve reading comprehension of students. This improvement shows that literary texts can play an important role in the development of students' reading comprehension in particular and second language in general. Besides, as it can be seen from the questionnaire responses, the majority of the students have a positive response towards the short stories applied. Therefore, the study was able to meet its objectives of investigating the role of literary texts in developing students' reading comprehension.

In fact, the researcher investigated the role of short stories in developing Bole community secondary school students' reading comprehension and found out that the experimental group of students' reading comprehension has developed more than the control group because of applying the treatment of short stories. This is seen as the researcher found out that the experimental group of students' post test result indicated that the students performed better than the control group of students. This is because of the treatment of using short stories for reading comprehension development.

The other objective of the study is to investigate if short stories enhance the students' reading comprehension. To meet this objective the experimental group of students were taught by the help of short stories. The t- test for the paired differences for the experimental group of students pre test and post test results indicated that the students mean score has leapt from 13.675 during

the pre test to 24.1000 in the post test. Thus, the second objective is met too as it was seen that the short stories enhanced the students' reading comprehension.

The other objective of the study is to examine the students' general reflections towards the basic concepts in using short stories in the classroom. To achieve this purpose a questionnaire was distributed to tap the students' responses towards using short stories in the classroom. The questionnaires' responses showed that the students who were taught through the short stories developed the habit of reading literary texts. Besides, almost all the students respond positively to the use of short stories for the development of students' reading comprehension in particular and their language skills in general. The results of the questionnaire indicated that approximately 83.04% of the respondents had either strongly agreed or agreed to the 10 statements. Only 9.05 % of the respondents either disagreed or strongly disagreed. Moreover, the students were asked to give their overall comment towards basic using short stories in the classroom and the majority of the comments are very affirmative.

### **5.3. Recommendations**

Based on the findings of the study, the following points are recommended:

- As the experimental group students post test results indicates the role of literature in language classrooms is very important. Therefore, syllabus designers, curriculum developers and other stakeholders who are in the field of textbook preparation, while preparing materials, have to consider the benefits of using literary texts for teaching reading comprehensions.
- The students' responses indicate that they developed appreciation of literature because of the treatment which helped their reading comprehension. Hence, similar students have to develop the habit of appreciating literature because this can make their knowledge of literary competence wide after indicating the major constructs which made up and define their literary as well as linguistic competence.
- This research attempts to develop appropriate tasks. Therefore, teachers of the school should select literary texts and develop tasks that are to the level of the students to teach language through literature. The teachers should include pre, while and post reading activities. When teachers apply short stories for reading comprehension development, they

shall develop activities that involve the students. When teachers develop activities and select stories they shall sequence them from simple to complex. Besides, the first three days should be dedicated to introduction and observation of literary competence, style and strategies that are used by grade nine students to learn second language. Then, the next stage should be to the implementation of teaching language through literature. To this effect the teachers have to pilot test the stories to similar groups of students before implementing them.

- Many students responded to the questionnaire that they want to learn reading comprehension with the help of short stories as it involves their participation. Therefore, a literary classroom has to be student centered. Teachers have to create student centered classrooms. And the students should be encouraged to participate actively in reading literary texts and discussing activities in groups.
- Some students believe that in the conventional method teachers do not use literature for language teaching. Therefore, teachers have to try to include literature in their classroom. However teachers have to be well prepared in the area of teaching reading and /or language through literature programs. The bodies concerned has to give enough training to teachers about the basic concepts, approaches, material design, reading texts cross culturally, using literature in the language classroom and material selection.



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## Appendix A

### Short stories and Activities for the Experimental group

#### Day zero: Introduction and orientation

Match the <i>type</i> of short story with the <i>extracts</i>	
1. Horror Story	a) She waved her magic wand, and suddenly the frog turned into a handsome prince
2. Love Story	b) He woke to see a shadowy figure in medieval clothes walking across the room. to call out, but could not speak He went cold and tried
3) Detective story	c) "Darling!" she whispered. "I've waited all my life for you"
	D) The spaceship lowered into another planet which appeared to have no people, no animals and no oxygen but which had a series of Underground cities.
5. Fairy Story	e) The sheep was praising the wolf for his compassion when a passing fox warned "The compassionate wolf is not what he appears".
6. Fable	f) He looked at the gun on the table. "I know who did it", he Said calmly.
7. Science Fiction	g) They set off on their way at dawn. The caves were not far away but the journey seemed by horseback
8. Adventure Story	h) Slowly, he opened the door and looked inside the room. The portrait on the wall had changed. It was now a mass of tangled branches and blood. He let out a loud scream and ran down the stairs.

1. What *helped* you to match the story types and the extracts?
2. Which story types might not be appropriate for use with your students? Why not?
3. Which *vocabulary* and *language structures* might be central to students' reading comprehension of each story type?

#### Learning English through Short Stories

Features of short stories –

#### Matching Activity

Characterization	the process of creating and developing characters
Plot	a planned, logical series of events having a beginning, middle and end
Dialogue	speech used for moving the story forward ,though some dialogue can be redundant

Conflict	this is essential to the story without conflict there is no plot. It is opposition of forces which ties one incident to another and makes the plot move
Moral	from a story – e.g. fairy stories often have a moral about distrusting appear to be trust worthy

**Day two: story one A kind deed**

**A Short discussion – before reading**

Discuss the following questions with the students in your group. What is a feeble old man? What famous old men can you think of? Can you describe any old men from films? Think about their appearance, behavior and personality. How might people treat old people? Do you think we'll be able protect old people from misery in the future?

**A kind deed**

She stood there at the age of ten, staring at this feeble old man. He was leaning on a cane, looking for something. He was very old, and needed her help. "I can help you to sit," she offered, and he did. Sinking into a chair gratefully, he closed his eyes. Tina stood there, unsure of what to do or say. Suddenly he opened his eyes and said, "Do you know of a place where I can stay in town? I am very sick and need to see a doctor; I am from out of town." She replied, "My parents have a room for you, I will take you home." The old man smiled, "God will bless you child." That same year Tina fell in front of a car at the same time the old man passed away, he had moved in with her parents so he could get medical treatment, and he became part of the family. Tina called him "Grandpa Jones". She lost her sight in the accident, and .She was put on a waiting list for a donor. It was a long wait for Tina and then one day she received news that an old man had donated his body to science. It took \_along time for her to gain her sight back. When she did she was looking into Grandpa Jones eyes, for she had received his corneas and now could see. "Thank you, Grandpa Jones," she whispered as tears fell from her eyes. He had given her greatest gift of all, her sight. She now respected the older generation and beyond...

By: Beatrice Reeves (Lloyd minster)

**B. While reading task A Kind Deed by Beatrice Reeves**

1. What information can you find in the story about the character of the old man?

Fill in the table below with as much information as possible.

Name:	the old man :
What do we know about his appearance?	
Tell us about his behaviors	
What do we know about his donation?	

How would you describe his personality? Tick the words which you think apply to him....

Communicative  sick  good  very old  fatherly  loving  generous  hopeful  sick  respectful  feeble  not selfish |

Justify your impression with examples from the story. Make some notes about the words you have chosen, Exchange your ideas: Work with a partner who read about the other character. Tell each other your information

### C Post reading tasks

#### *Text analysis*

How to show character in a story the author uses some adjectives to describe their personalities,

Example: He was very old. She uses verbs and descriptions of actions/events to give us an impression of their personalities and how they behave. Example: -----

-----She uses direct quotations from the characters to show how they speak.

Example: -----She shows how other people react to the characters.

Example: -----

2. Compare the following pairs of sentences. Choose the one in each pair which you think is more interesting for the reader and say why.

a) (I) He had given her greatest gift of all, her sight.

(ii) Her sight was restored because of him.

b) (I) "I can help you to sit," ii) She tried to help him in other ways to

c) (I) the man was a good person. (ii) "I wanted to use electricity to help people, and I wanted to discover the secrets of life.

**Day three** Sample Extension Task: Read the extract below. Do you know *when* it takes place?

What is missing? (a) Verbs (b) linking words (c) time reference words. Add the missing words and phrases to the gaps so that it is easier to understand when the events happen.

- a) became            b) now            c) will            d) Suddenly  
 e) can            f) When            g) He            h) had            i) then

### **A KIND DEED**

(1) She stood there at the age of ten, staring at this feeble old man. \_\_\_\_\_ was leaning on a cane, looking for something. He was very old, and needed her help. "I \_\_\_\_\_ help you to sit," she offered, and he did. Sinking into a chair gratefully, he closed his eyes. Tina stood there, unsure of what to do or say..\_\_\_\_\_ he opened his eyes and said, "Do you know of a place where I can stay in town? I am very sick and need to see a doctor; I am from out of town." She replied, "My parents have a room for you, I \_\_\_\_\_ take you home." The old man smiled, "God will bless you child." That same year Tina fell in front of a car at the same time the old man passed away, he had moved in with her parents so he could get medical treatment, and he \_\_\_\_\_ part of the family.. Tina called him "Grandpa Jones". She lost her sight in the accident, and .She was put on a waiting list for a donor. It was a long wait for Tina and \_\_\_\_\_ one day she received news that an old man had donated his body to science. It took \_\_\_\_\_ for her to gain her sight back. \_\_\_\_\_ she did she was looking into Grandpa Jones eyes, for she had received his corneas and now could see. "Thank you, Grandpa Jones," she whispered as tears fell from her eyes. He \_\_\_\_\_ given her greatest gift of all, her sight. She \_\_\_\_\_ respected the older generation and beyond...

By: Beatrice Reeves (Lloydminster)

**Day four:** story two, Action based on Lazar’s method will be taken for the activities after reflecting on the previous lessons for the coming classes.

#### **Pre reading activities**

1) Exercise 1 the title of the story is “Father Eyes”. What do you think the story will be about?

2) Exercise 2 Have you ever heard of this story? Do you know anything about the writer?

Do you know anything about the football games taking place in our days?

### **FATHERS’ EYES**

A teenager lived alone with his father, and the two of them had a very special relationship. The father believed in encouragement. Even though the son was always on the bench, his father was always in the stands cheering. He never missed a game. This young man was the smallest of the class when he entered high school. His father continued to encourage him but also made it very clear that he did not have to play football if he didn’t want to. But the young man loved football and decided to hang in there He was

determined to try his best at every practice, and perhaps he'd get to play when he became a senior. All through high school he never missed a practice or a game, but remained a bench warmer all four years. His faithful father was always in the stands, always with words of encouragement for him. When the young man went to college, he decided to try out for the football team as a "walk-on."

Everyone was sure he could never make the cut, but he did. The coach admitted that he kept him on the roster because he always puts his heart and soul to every practice, and at the same time, provided the other members with the spirit and hustle they badly needed. The news that he had survived the cut thrilled him so much that he rushed to the nearest phone and called his father. His father shared his excitement and was sent season tickets for all the college games. This persistent young athlete never missed practice during his four years at college, but he never got to play in the game. It was the end of his senior football season, and as he trotted onto the practice field shortly before the big playoff game, the coach met him with a telegram. The young man read the telegram and he became deathly silent. Swallowing hard, he mumbled to the coach, "My father died this morning. Is it all right if I miss practice today?" The coach put his arm gently around his shoulder and said, "Take the rest of the week off, son. And don't even plan to come back to the game on Saturday." Saturday arrived, and the game was not going well. In the third quarter, when the team was ten points behind, a silent young man quietly slipped into the empty locker room and put on his football gear. As he ran onto the sidelines, the coach and his players were astounded to see their faithful team-mate back so soon. "Coach, please let me play. I've just got to play today," said the young man.

The coach pretended not to hear him. There was no way he wanted his worst player in this close playoff game. But the young man persisted, and finally feeling sorry for the kid, the coach gave in. "All right," he said. "You can go in." Before long, the coach, the players and everyone in the stands could not believe their eyes. This little unknown, who had never played before, was doing everything right. The opposing team could not stop him. He ran, he passed, blocked and tackled like a star. His team began to triumph. The score was soon tied. In the closing seconds of the game, this kid intercepted a pass and ran all the way for the winning touchdown. The fans broke loose. His team-mates hoisted him onto their shoulders. Such cheering you've never heard! Finally, after the stands had emptied and the team had showered and left the locker room, the coach noticed that the young man was sitting quietly in the corner all alone. The coach came to him and said, "Kid, I can't believe it. You were fantastic!" Tell me what got into you? How did you do it? He looked at the coach, with tears in his eyes, and said, "Well, you knew my dad died, but did you know that my dad was blind?" The young man swallowed hard and forced a smile, "Dad came to all my games, but today was the first time he could see me play, and I wanted to show him I could do it!"

### While reading activities

Understanding the Plot 1) Ex. 1. Read the text and provide titles for each paragraph

Understanding the Characters 1) Ex. 1. Which are the characters that appear in the story? Make a list.

2) Ex. 2. Write answers to these questions.

Why the young man did become deathly silent? -----

Why do you think the young man swallowed hard and pretended a smile?

At what season had the young man received a telegram? -----

Can you think of words that would fit in describing any of the young man's characters?

Helping with Difficult Vocabulary

1) Ex. 1. While you are reading, underline the unknown words that you think prevent you from grasping the meaning.

2) Ex. 2. Match each word listed below, to one of the meanings. Check your answers with a partner.

- |                  |                 |
|------------------|-----------------|
| a) fantastic:    | 1) older        |
| b) faithful:     | 2) persevere    |
| c) encouragement | 3) unbelievable |
| d) senior        | 4) true         |
| e) persisted     | 5) support      |

Helping with Language Do the following the following activity 1) Ex. 1. Choose the best word to join the sentences together.

We invited the coach to our party and/but he didn't come.

The young man was very shy although/so he didn't go to school.

The young man was very angry indeed while/when the coach told him he can't play.

They enjoyed being lazy although/and the days seemed very long.

We would all be very sorry unless/if anything happened to you.

Post reading activities

Interpreting the Text Ex. 1. The young man loved football and decided to hang in there. What do these lines tell us about his character? Students' Personal Growth Ex. 2. In the short story there are reflected family relationships. Do you believe that nowadays families have s have feelings? Generally, how have relationships changed? In what ways?

## Day five

### Pre reading activities

**While reading activities:** Helping with vocabulary. 1) While you are reading underline the unknown

words that you think prevent you from grasping the meaning. 2) Ex. Find the words in the story which mean

Hustle \_\_\_\_\_ Remain \_\_\_\_\_ Astound \_\_\_\_\_ Cheer \_\_\_\_\_  
\_\_\_\_\_ Rush \_\_\_\_\_

Post reading activities Practicing language skills 1) Ex. 1. Choose a character and read his parts of the dialogue aloud. Homework. Ex. When his father died the youngster's life was changed. In what ways do you think it make him different?

**DAY six: story three** Helping students to read and understand short stories: 1 **Five minutes discussion.** The story you are going to read is about Makeda. Discuss the following question with the students in your group before you read. What age do people marry?

### Makeda's story

Makeda sat down dreaming in the shade of a big tree. Beside her was a jerry can for water. She was on her way to fill it at the well, but had stopped for a short rest. Makeda was just 14 and very beautiful. She wasn't very good at school because she was always daydreaming and never paid attention. She dreamed about the husband that she would marry one day. He would be a handsome young businessman."Hello Makeda come here my dear", a voice said. Makeda woke from her day dream and saw the businessman standing nearby. The businessman was the richest man in the area. He was about 40 years old and he was fat and ugly. Nevertheless, Makeda smiled at him because the businessman was very kind to her. "It is a shame to see you going to the well to carry a heavy jerry can of water," said the businessman "If you had money, you could buy some nice clothes. Then a rich young man will notice you and marry you". "I know, businessman" said Makeda. I was thinking the same thing myself". The businessman came closer to Makeda and whispered softly in her hear, "I could help you with the money, my dear come to my shop tonight and we can talk about it" Makeda knew that the business man was suggesting that he should become her sugar daddy. If he gave her the money she could buy the things she wanted. Then, she could go to Addis Ababa where she would meet the young man of her dreams. She decided to go the business man's shop that night. Makeda went to the businessman shop twice a week for three months. He gave her money every time she

comes. Then, one evening she wanted more money, she went to the shop and the business man told her to go away. She heard another girl laughing in the room behind the shop. Makeda felt very angry. Then, one month later she missed her period .She was frightened and surprised. I can't be pregnant she thought. The businessman told me that."Please advise me worknesh I think I may be pregnant . My father is very strict and he would kill me if he found out. What do you think I should do please help me I am worried" .Fortunately worknesh's mother was a social worker with the local council. When she heard about Makeda's problem, she was very angry she knew the business man is guilty, and if Makeda reported him he would be arrested, taken to court and tried for defiling the girl. But she also knew that the business man would plead not guilty and that without a witness the judge or magistrate would declare him innocent of the crime. Also Makeda's father would be so angry that he would force his daughter into an early marriage the young girl might be mistreated by an elderly husband while the real criminal, the business man would not be imprisoned but would enjoy his freedom and escape being sentenced for his crime. Worknesh's mother went to talk to Makeda and her father. She explained the position to the father and talked about the rights of Makeda and her child. Makeda's father was indeed very angry but he agreed never to punish Makeda instead she was sent away to stay with her aunt until the child was born, but it was the end of her day dreams. Source: Grade 10 text book with slight adaptation.

## 2 While - reading activities ” Makeda's story

Activity: Helping students to read and understand short stories :

- When do Makeda met the business man in the story
- What do *you* do if you were the father?

Which type of person do you want to be? Why?

- (a) Makeda (b) the businessman (c) Makeda's father (d) Worknesh's mother (e) the other girl

What is it called when someone use another person improperly?

- (a) abuse (b) treat (c) help

- Does a businessman trick and defile a girl in the story? Why / why not?
- Is it safer to live in the city as mistress than as an ordinary woman in the village? Why / why not?

Read the story, and then work with a partner to answer the questions.

## 3 .Post reading activities. Answer the following questions.

1. Makeda was on her way to fill the jerry can with water in the story

- Where did she go? -----

- How long did she rest? -----
- When did she wake up from her day dreams? -----
- 2. What happened when Makeda woke up from daydreaming?
  - a) she saw a husband lying next to her b) she saw the businessman standing nearby c) There was her father beside her.
- 3. Where was the business man after making her pregnant? a) The city, where they made him a prisoner. b) He was at the church praying c) Living in his shop and enjoying his life with another girl
- 4. What was the problem of Makeda? -----
  - a) a businessman , who was older than her, defiled her and made her pregnant b) She was a prisoner c) she made a loud noise
- 5. What were Makeda doing the first day she met the businessman? -----
  - a) Go for a journey b) Trying to marry c) Trying fill a jerry can of water from the well
- 6. How did Makeda become pregnant? -----
  - a) she was raped by the business man b) she was defiled by the businessman
  - C) The businessman told her that she can't be pregnant because he knew about family planning and contraception .Therefore she was cheated. D) All

**Day SEVEN: Reordering story lines.**

Activity. Read your part of the story aloud to the group. Don't show them. Move places on the table so that the story is in the correct order.

Number the sentences in the correct order to give the outline of the story.

1. She was sent away to stay with her aunt until the child was born
2. She dreamed about the husband that she would marry one day.
3. Makeda sat down dreaming in the shade of a big tree.
4. Then one month later she missed her period
5. Makeda woke from her day dream and saw the businessman standing nearby
6. Worknesh's mother went to talk to Makeda and her father she explained the position

**Day EIGHT Activity Language Analysis. Follow-up Discussion**

**Discuss the questions as a whole group.**

**Discuss the following questions / statements with your group**

1. Why do you think people defile others and cheat others? -----
2. Do you think this story could have taken place in Ethiopia? Why / why not? -----

3. When did this story take place? -----

a) Nowadays b) 20 years ago c) 200 years ago

How do you know? -----

4. Has your answer to the following question changed after reading the story? Is it better to live in the country than the city? Why / why not? -----

5. What would you do if you were Makeda and somebody cheated you? How would you feel? -----

6.) If you found out that some men were planning to trick you and your family, like the businessman did in the story, what would you do? -----

### **DAY NINE : story four**

reading activity have you ever heard of this story?

#### **How Nasreddin found a good meal**

One day Nasreddin heard that his uncle was very sick. His uncle lived in a village many kilometers away across the desert. Although he has never been to his uncle's village before, he decided to set off straightaway. He asked his wife to prepare him 3 bags of foods and drink. He thought that these would be enough for the whole journey .on the first day he opened one of the bags. Inside was a chicken and a bottle of water. He drank the water, ate the chicken and then went to sleep The next day he walked for many kilometers .As the sun was going down he sat down beside a rock And opened the second bag .This time he took out a bottle of water and a piece of beef. He quickly ate his supper and went to sleep. In the third evening he opened the third bag this time there was a bottle of water to drink but pieces of bread to eat. I won't worry thought Nasreddin I will reach my uncles village tomorrow and then eat like a king. The fourth day came and went without any sight of the village. That evening Nasreddin sleep hungry and thirsty .On the fifth day Nasreddin continued his journey. I must eat and drink soon or I will die thought Nasreddin . He was feeling very tired, hungry and thirsty. Then at last he saw another traveler. The man was sitting in shade of a rock eating his midday meal As Nasreddin came closer a wonderful smell of meat reached his nose To his surprise Nasreddin recognized the man. He was from his own village and was returning there after many months of absence They greeted each other and the man invited Nasreddin to sit down. "Tell me how is my wife ", said the traveler. "She is in a very good health," replied Nasreddin "And Othman my son? He is still the best looking young man in the village." " and my camel?," asked the traveler "it is the faset animal I have ever seen ," replied Nasreddin " and my dog ? " "It watches over your house like as a lion". " And my house?" "It is like a king's palace." Pleased with the news the man

continued eating his meal. Nasreddin waited hopefully, but the man didn't offer him anything to eat or drink .suddenly Nasreddin jumped up. "Where are you going in such hurry," asked the man. "I must return to our village since your dog died some thieves are causing trouble". " My dog died?" Yes." "How did he die?" "I think he ate too much of your camel." "My camel is dead?" "Yes." "How did my camel die?" "It fell over your wife's body." "My wife is dead?" "Yes." "How did she die? ". "She died of broken heart of Othman's death." My son is dead?" "Yes." "How did he die?" "He was killed when your house fell on top of him." When he heard of this, the man began to scream and pull his hair Then, he jumped up and run towards his village as fast as he could. Nasreddin reached out his hand and started to eat his dinner. Taken from an old English text book.

**B while- reading activities** "How many characters are there in this story? What do you know about them? Fill in the table with as much information as possible. Some answers have already been done for you.

Character's name (some	Nasreddin ,The traveler ,
Characters aren't named)	
What is her//his job?	
How old is she/he?	
What does he/she look like?	
Is he/she/ important character in the story?	
Yes/ No	

How would you describe his personality? Tick the words which you think apply to him....

- strong    peaceful    cheater    peaceful    crazy    hungry    hopeful    Weak  
ambitious    hopeless    confused    angry    compassionate    unloving    eccentric

**C. Post reading activities**

*Text analysis*

Look back at the paragraphs you read. Which of the short story devices does the writer use to tell us about the character? Add an example from the text to illustrate your analysis.

**DAY TEN**

The students were asked to study for the test to be given on the next class. The teacher asked them to read what has been that were given in the class. They were asked to read with in their 1:5 study groups.

Day Eleven: post test and questionnaire.

## Appendix B

### Part two

**Passages and Activities for the control group; This activities are supplemented from the text book.**

*Activity 1 Pre test*

*Activity Two*

#### **B1.3.Reading: Why study English?**

Learning to speak English may well be the best thing you can do to improve your life. If you know and understand English you can:

- Watch international television news and sports programs which are broadcast in English world wide
- Read books on any subject around the world
- Find out information on any subject from the internet
- Read and understand scientific and technical articles many of which appear only in English
- Speak with diplomats and politicians from international organizations
- Travel more easily
- Become world class business person or politician
- Enjoy English pop songs and rap music more
- Understand the instructions on pieces of equipment and how to use them

Not only is English useful language to learn. Although the spelling may be sometimes cause you some difficulty the majority of the words are short add easy to learn. The verb forms are r relatively simple and many words are related to each other or can be understood from their context. Nouns and verbs do not have meanings that change according to their endings, and the simple pronoun you can be used to address any person.

- a) Work with your partner and list the reasons why you think it is important to study English
- b) Now read the following passage. Compare the main points with your list of reasons to study English .tick off in your list the points you have made that also appear in the text, and then add any additional points from the text to your list.

*Activity 3*

- Do you know any countries with English as their mother tongue?

b) Answer these questions.

1. Why should scientists learn English?

Why is English useful for business people?

What programs are broadcast worldwide?

Why is English useful for the internet?

What songs do you listen in English?

How does English help you buy new equipment?

Why is English an easy language to learn?

What is the most common form of personal pronoun used to address people in English?

*Activity 4*

**a) Read the letter and decide three things that you should do and three things that might happen at school.**

### **B1.7 Reading: Some good advice**

Addis Ababa

June 2010

**My dear nephew,**

I am delighted to hear that from your father that you are going to bole senior secondary school. Did your father tell you that I was a former student there? I am afraid I was not a very good student. Therefore, I thought I should give you some advice. First of all remember to get to school on time each day of the first lesson. I was always in trouble with my teachers for arriving late and disturbing the class. Moreover, before you leave home make sure to you have all that you need for the day in your school bag. It is annoying to your friends if you are always forgetting to bring the right book and to share or borrow it from them. And it is even worse if you have left your home work at home by mistake. That will not please you new teachers. Therefore try to get out of bed in good time to make sure you have everything you need for the school day and do not be late for lessons.

Remember to keep your books neat and tidy too. My teachers always told me that my work was very untidy and my hand writing was very bad that they couldn't give many good marks-therefore take note of this friendly advice from your old uncle. Besides, do not be afraid to take part in things because you think you might be laughed at or make silly mistakes. Believe me I made lots of errors when I was at school, but other boys still made friends with me and in had a lot of fun ,even though sometimes they made fun of me and sometimes teased me.

I hope these few remarks will help you enjoy your new school and I wish you every success as you start the new school, year. Don't forget to see if you can find my name on the board of honors

Your loving uncle,

Bekelle

- b) Bekelle's nephew decided to make a list of rules to follow every morning in your group decide what he might be put on his list ,the write five sentences about what he will do example I will get up early in the morning

*Activity 5*

Look at the second paragraph of the passage. In pairs or groups discuss the questions below:

- a) Bekelle says in his letter that his nephew should not be afraid to take part in things .Work in pairs to discuss what advice you would give to a student who is too frightened to answer in class in case he or she makes mistakes.
- b) In your group, make a poster for display in the class room, using the information in question 1 and 2 above.

*Activity 6*

#### **A2.5. Reading: where can you go on holiday?**

*Read the text below and answer the questions.*

**Aret** ; Hello Nishan. We have got a friend from Kenya coming to stay with us and I wondered what we should do recommend he does on his holiday. Have you any suggestions?

**Liben**: Yes, well, my uncle is a tour operator in Addis Ababa and arranges lots of holidays for tourists and visitors.

**Aret**: How very useful! Then you are the right person to give some advice!

**Liben**: I'll do my best what kind of things your friend wants to see?

**Aret**: I am not really sure what he wants to do or see but know he is very interested in the history of Ethiopia.

**Liben**: Well, it is hard to know where to start, as we have many interesting historical sites in our country. For example Gondar which was the 17th century capital of Ethiopia is noted for its medieval castles and churches. The imperial compound contains number of castles built between 1632 and 1855 by various emperors who reigned during this period.

**Aret**: really that is very interesting! What else would you suggest?

**Liben**: Well at Lalibella there are 11 incredible churches which are carved out of a single rock in the

12<sup>th</sup> century. These churches are still in use especially during the most famous church festivals of Ethiopian Christmas Genna and Ethiopian Epiphany (timket). Travel writers describe them as the “eighth wonders of the world”.

**Aret:** Yes I certainly think he would love to visit Lalibella and its churches...

**Liben:** Another fascinating site is Debre Damo monastery, perched high on a mountain in the northern part of **Tigray**. It was built in the 6<sup>th</sup> century with carved wooden panels and painted ceilings and walls. It has a priceless collection of Manuscripts and is well known for the Ethiopian orthodox Tewahedo church.

**Aret:** I’d love to go there. Perhaps my friend would take me with him when he comes.

**Liben:** Yes equally fascinating is the Nejashi Mosque in Tigray, which is almost as old as Debre Damo. Named after the Ethiopian king AlNejashi, it was founded in the 7<sup>th</sup> century by the order of the prophet as a place of refuge for persecution for eleven men and four Wives, member of his family who fled from Mecca during the second Hijara.

**Aret :** Wow-that is impressive I will certainly recommend my friend to go there as well. It just shows how many interesting historical sites there are in our country!

- 1 Which three places does Liben describe?
2. How does he know about these places?
3. What is Aret’s friend main interest?
4. What is Gondar noted for?
5. What do travel writers describe as the eighth wonders of the world?
6. Why can’t Aret visit the Debre Damo monastery?
7. Which is the oldest site mentioned in the text?
8. What is the name of the oldest mosque in Ethiopia?
9. Why was the mosque founded?
10. What other historical places?

*Activity 7. Planning a tour*

**Tour 1 Bale Mountains and Awash national park**

**Day 1** Drive from Addis Ababa to the south east via Bishoftu through the Arsi farmlands until you reach Adaba or Dodola , the head quarters of Bale mountains national park. Walk around in the park to see mount Nyala, Menelik’s Bush Buck, a local antelope, and several bird species. Overnight at Dinsho in the simple but clean lodge of the national park, or drive to Goba (42km) to stay in a hotel

for two nights.

**Day two** Early morning drive to the Santé plateau until you reach Tulu Dimitu the summit of Bale Mountains. You will have the chance to see the local Abyssinian wolf known as the Simian or the Red Jackal. Afternoon: a further visit to Dinsho or stay in Goba.

**Day 3** Drive from Goba to Saodere with a lunch box. After lunch drive to the Saodre recreational center where you can enjoy swimming in the Olympic size pool and bathing in the natural hot spring water. Late afternoon, walk in the compound for bird watching and relaxing. Overnight at a hotel.

**Day 4** Early morning departure to Awash. Lunch at Kereyou lodge. Late afternoon, game drive in the park with a visit to the majestic Awash River falls. Overnight at Kereyou lodge or Ahotekll in Awash

**Day 5** Early morning game drive. After breakfast, drive to Awash hot springs, continue to Addis Ababa and arrive before dusk.

### **Tour 2 Trekking in the Simien Mountains**

**Day 1** After breakfast, drive from Gondar to Sankabar – Jinbar on the road to the Simien Mountains, known as the roof of Africa, and turn left to start trekking. Then, trek to Geech. Overnight camping at Geech camp for two nights.

**Day 2** Early morning, trek from Geech to Imet-gogo, one of the beautiful sites. In the afternoon trek around Geech to the sites called Seha'a and Kedadit. Overnight camping at Geech camp

**Day 3** Trek from Geech to Chenek. Overnight camping

**Day 4** Trek from Chenek to Ambiko. Overnight camping

**Day 5** Trek from Ambiko and climb Ras Dashen, the highest peak of the Simien Mountains (4620). Then, back to Ambiko for night camping.

**Day 6** Trek from Chenek to Ambiko. Overnight camping

**Day 7** Trek from Chenek to Amba-Ras or Sankabar and then pick up by car to drive to Gondar. Overnight Gondar.

Liben's uncle works in a tourist office. He arranges different kinds of tours for visitors to Ethiopia. Read these stories, tour suggestions and follow the suggested routes on a map

*Activities 8.* Now complete these tasks in your exercise book.

1. List all the place names in each tour
2. How many of these places can you find in atlas, or local map of each area?
3. Draw a map for each tour and plot the route of each holiday on the map
4. In pairs, decide which tour you would each like to go on, and then describe the activities you were

doing on each day for example

Student 1: on the first day of tour 1 we drove through

Student 2: on the first day of tour we

*Activity 9*

5. Now ask your partner questions about the chosen tours. Example how far is it from Dinsho to Goba?

It is 42 km

3. Read the passage and choose the correct word or phrase from the box to complete it.

Holidays/vacation	camp/hotel	travel/trip	journey/outing
Setoff/set out	summit /peak	by car/on foot	trek/climb

During the \_\_\_\_\_ we went on a day \_\_\_\_\_ to the Semien Mountains. Our \_\_\_\_\_ was arranged by a tour guide. We spent a night in an \_\_\_\_\_ Ambiko, Then, we \_\_\_\_\_ in the morning \_\_\_\_\_ to \_\_\_\_\_ Ras Dashen, which is the highest \_\_\_\_\_ - in the semien mountains.

*Activity 10:* The students studied in groups.

*Activity 11:* post test

## Appendices C

### Pretest and post test for both groups

#### Day one: pretest

Bole community secondary school pre test for grade nine students

**Read the following story and answer the questions that follow**

#### **In time of joy and sorrow**

There was once a tailor, who was a quarrelsome fellow, and his wife, who was good, industrious, and pious, never could please him. Whatever she did, he was not satisfied, but grumbled and scolded, and knocked her about and beat her. As the authorities at last heard of it, they had him summoned, and put in prison in order to make him better. He was kept for a while on bread and water, and then set free again. He was forced, however, to promise not to beat his wife any more, but to live with her in peace, and share joy and sorrow with her, as married people ought to do. All went on well for a time, but then he fell into his old ways, and was surly and quarrelsome. And because he dared not beat her, he would seize her by the hair and tear it out. The woman escaped from him, and sprang out into the yard, but he ran after her with his yard-measure and scissors, and chased her about, and threw the yard-measure and scissors at her, and

whatever else came his way. When he hit her he laughed, and when he missed her, he stormed and swore. This went on so long that the neighbors came to the wife's assistance. The tailor was again summoned before the magistrates, and reminded of his promise. "Dear gentlemen," said he, "I have kept my word, I have not beaten her, but have shared joy and sorrow with her." - "How can that be," said the judge, "When she continually brings such heavy complaints against you?" "I have not beaten her, but just because she looked so strange I wanted to comb her hair with my hand; she, however, got away from me, and left me quite spitefully. Then I hurried after her, and in order to bring her back to her duty, I threw at her as a well-meant admonition whatever came readily to hand. I have shared joy and sorrow with her also, for whenever I hit her I was full of joy, and she of sorrow, and if I missed her, then she was joyful, and I sorry." The judges were not satisfied with this answer, but gave him the reward he deserved. Source: Brothers Grimm.

**Answer the following questions based on the above passage.**

1. Who were the characters in the story? -----
2. Who is the woman? -----
3. What is her problem? -----
4. What happened to the wife? -----
5. How do you see her final decision? -----
6. Who is/are the good character(s)? -----
7. Who is/are the bad character(s)? -----
8. What kind of complaints does the wife bring? -----
9. What happens to the husband? -----

**Choose the best answer from the given alternatives**

The criminal -----kept for a while on bread and water.

- A. were C. was D. are D. will

11. When he hit ----- he laughed.

- A her B. she C .hers D. herself

12. A neighbor ----- I don't know has left this message for you.

A. That B who C. whom D. all

13. If I were the woman, I-----would escape.

A. would B. will C would have been D will have

14. Although he was wise, -----

A .he was punished B. he were punished C. He was not punished D All

**II. Use the following words to fill in the blanks about Haile Gebresilassie.**

Distance are both run books but Kilometers he world indoor

**HAILE GEBRE SILASSIE**

Haile Gebresilassie is one of Ethiopia's most famous long----- 1) runners .Many people call him the best long distance runners ever. He was born in 1973 in Assela, Arsi ,Ethiopia .He had to run 10 -----2)to and from school every morning and even now he -----3) with his left arm bent as if holding his school-----4) .He was one of the ten children and his father wanted him to be a farmer , -----5)when he was 13 he competed in his first race .By the 1990 -----6)was taking part in international races .His achievements -----7)great ;he has broken 26 world records -----8)indoors and outdoors, won two Olympic ---- -----9)gold medals and ,and four outdoor and three -----10) 10,000 meters titles. He moved to road running at the later part of his career and won the Berlin marathon with a world record. Haile's fame is such strong that that he starred in an American film called Endurance.

**III. After you complete the text on Haile Gebresilassie , read the following statements.**

**Write TRUE if the statement is true and FALSE if the statement is false. Give reasons.**

Example.1.Haile Gebresilassie is not a runner. False .he is runner

2. Haile Gebresilassie is one of the 10 children in the family. -----

3. Haile Gebresilassie is not famous runner. -----

4. A Haile Gebresilassie's achievements are great. -----

5. A Haile Gebresilassie is not good in indoor running. -----

6. Haile Gebresilassie can't run marathon -----

**Post test for both groups / Day Eleven**

Bole community secondary school Post test for grade nine students

Test two

Post test.

Write your name in the given space

Name: -----number-----age-----

Class: 9 genders: male/female-----section-----

**Read the following story and answer the questions that follow**

**Makeda’s story**

Makeda sat down dreaming in the shade of a big tree. Makeda was just 14 and very beautiful. She wasn’t very good at school because she was always day dreaming and never paid attention .She dreamed about the husband that she would marry one day .He would be a handsome young businessman .”Hello Makeda come here my dear”, a voice said. Makeda woke from her day dream and saw the businessman standing nearby. The businessman was the richest man in the area. He was about 40 years old and he was fat and ugly. He said “. If you had money, you could buy some nice clothes. Then a rich young man will notice you and marry you”. “I know, businessman” said Makeda. “I was thinking the same thing myself but I don’t have the money”. The businessman came closer to Makeda and whispered in her hear, “I could help you with the money”. Then, he defiled her and escaped.

**Answer the following questions based on the above passage**

1. Who were the characters in the story? -----
2. Who is Makeda? -----
3. What was Makeda dreaming about? -----
4. What happened to Makeda? -----
5. Who is the bad character? -----
6. Who is the good character? -----
7. Who said I could help you with the money? -----
8. How old is Makeda? -----
9. How old is the businessman? -----

**Choose the best answer from the given alternatives**

10. Makeda \_\_\_\_\_ just 14 and very beautiful  
A. was      B. are              C. were    D. None
11. She dreamed about the husband that she \_\_\_\_\_ marry one day.

A. would B. would be C. would have D. will be

12. If you \_\_\_\_\_ money, you could buy some nice clothes.

A. had B. has C. have D. hasn't

13. I was thinking the same thing myself \_\_\_\_\_ I don't have the money.

A. but B. and C. therefore D. None

14. She \_\_\_\_\_ very good at school

A. wasn't B. weren't C. aren't D. can't

15. \_\_\_\_\_ was about 40 years old and he was fat and ugly.

A. He B. him C. himself D. his

**II. Use the following words to fill in the blanks about "some good advice".**

are on always home It the  
from forget mistake

**SOME GOOD ADVICE**

Addis Ababa

June 2010

**My dear nephew,**

I am Bekelle. I am delighted to hear from your father that you \_\_\_\_\_ going to Bole community secondary Scholl. Did he tell you that I was a former student there? I am afraid that I Was not a very good student, therefore I should give you some advice. First of all, do remember to get to school \_\_\_\_\_ time each day for the first lesson! I was \_\_\_\_\_ in trouble for arriving late and disrupting the class .Moreover, before you leave \_\_\_\_\_ make sure you have got all that you need for the day in your school bag. \_\_\_\_\_ is annoying for your friends if you are always forgetting to bring \_\_\_\_\_ right book and need to share or borrow \_\_\_\_\_ them. And even it is worse to \_\_\_\_\_ your home works at home by \_\_\_\_\_! That will not please your new teachers! Therefore try to get out of your bed in good time, make sure you have everything you need for the school day and do not be late for lessons.

Your loving uncle

Bekele

**III. After you complete the text on some good advice letter read the following statements.**

**Write TRUE if the statement is true and FALSE if the statement is false. Give reasons for your answers.**

1. Bekele wrote a letter for his nephew. TRUE. Because he wrote him a letter with good advice
2. Bekele was former student at Bole community secondary school\_\_\_\_\_
3. Bekele was not a very good student\_\_\_\_\_
4. Bekele's nephew is going to Bole community secondary School\_\_\_\_\_
5. Bekele is delighted that his nephew is going to Bole community secondary school.\_\_\_\_\_
6. 6.Bekele want his nephew to be a bad student\_\_\_\_\_

## Appendix D

**Table A. Control group List of student**

roll number	Name of the student for the control group (9I)	Marks/Percentage 30% value EACH	Test type Pre test score /	Test type /Post test score
1	00001		22	29
2	00002		9	11
3	00003		10	21
4	00004		14	30
5	00005		12	22
6	00006		24	27
7	00007		14	21
8	00008		11	20
9	00009		11	18
10	00010		14	25
11	00011		11	25
12	00012		15	20
13	00031		10	16

14	000014		15	21
15	00005		5	25
16	000016		16	20
17	000017		15	21
18	000018		28	30
19	000019		10	14
20	000020		18	29
21	000021		16	24
22	000022		11	23
23	000023		12	17
24	000024		9	21
25	000025		12	14
26	000026		2	7
27	000027		28	29
28	000028		23	29
29	000029		10	21
30	000030		3	22
31	000031		7	30
32	000032		24	20
33	000033		10	18
34	000034		8	14
35	000035		10	9
36	000036		17	22
37	000037		28	21
38	000038		12	20
39	000039		11	30
40	000040		24	13
	Total		561	867
	Average		14.25	21.675

**Table B; list of students for Experimental group**

<b>Roll number</b>	<b>Experimental group(9J) Name of the student</b>	<b>Percentage 30% value EACH</b>	<b>TEST TYPE/ Pre test</b>	<b>TEST TYPE post test /</b>
1	0000A		8	22
2	0000B		12	25
3	0000C		14	26

4	0000D		11	23
5	0000E		15	28
6	0000F		11	16
7	0000G		17	25
8	0000H		15	26
9	0000I		20	25
10	0000J		18	24
11	0000K		7	22
12	0000L		15	27
13	0000M		9	26
14	0000N		17	22
15	0000O		18	25
16	0000P		18	21
17	0000Q		9	20
18	0000R		8	14
19	0000S		17	30
20	0000T		26	30
21	0000U		13	26
22	0000V		18	26
23	0000W		6	26
24	0000X		18	24
25	0000Y		15	25
26	0000Z		16	24
27	0000a2		10	22
28	0000b2		14	17
29	0000c3		3	25
30	0000d4		20	26
31	0000e5		10	22
32	0000f6		19	26

33	0000g7		9	23
34	0000h8		18	24
35	0000i9		17	26
36	0000j10		10	23
37	0000k11		20	25
38	0000l12		5	23
39	0000m13		8	28
40	0000n14		13	26
	Total		547	964
	Average		13.675	24.1



**Addis Ababa University**

**College of Humanities, Language studies, Journalism and  
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**By: Yitagesu Belete**

**Approved by**

**SIGNATURE**

Advisor

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Examiner

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Examiner

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## *Abstract*

*The main objective of this study is to investigate the role of short stories for developing students' reading comprehension .This study incorporated literature in language teaching and the process of teaching took a total of 1305 hours. This study tried to test experimentally the role of literary texts in improving reading comprehension ability of Bole community Secondary school grade nine students. Hence, two groups of grade nine students learning at Bole community secondary school were sampled for the purpose of this study. The students were then randomly divided into two groups– the control group and the experimental group. Both the groups took identical Pre-Test which consists of a selected reading passage from English for Ethiopia Grade Nine Text Book as well as a selected short story from the Brothers Grimm. Then, the researcher taught the control groups 540 hours and again the researcher himself taught the experiment group for 540 hours with the help of selected short stories from different books and internet materials. Then, the students were given similar post test to see if there is any difference after they were taught for the specified period of time with the help of the treatment. Moreover, at the end of the study the researcher distributed a questionnaire to the experimental group and asked the students to give their comment towards the short stories used with them to check their reflections towards the use of short stories. As the pre test descriptive and mean statistics and t-test output indicated the experimental groups of students and the control group of students were at the same level. Since the p value of the result indicates that there is no significant difference between the two groups of students it was observed that the two groups were at the same level at the beginning of the study. However, after applying the treatment of short stories, the experimental group of students' performed better than the control group. The proof to this is observed because of a similar post test that was given at the end of the study to see any differences that might occur between the two groups of students. The post test descriptive, mean statistics and t-test output indicated that there is significant difference between the two groups of the students. Since the p-value for the paired samples difference t -test significance (0.025) is lower than the standard significance level set at .05, we can conclude that there is significant difference between the two groups of students. Therefore, short stories can improve reading comprehension of students. Hence it is recommended to apply short stories to enhance reading comprehension of students*

## CHAPTER ONE

### 1. Introduction

#### 1.1. Background of the Study

English language is very important for students to improve their life. English is very useful to learn as well as to improve overall communication ability of a student. It is known that students are prepared to learn reading at early age. And in order to teach reading comprehension, it is believed that using short stories is very helpful. However, the kind of materials and the literature background of the students must be paralleled in such endeavor. It is obvious that teachers have to help students to remember the most commonly used words in English in order to make them conquer linguistics deficiencies. Whereas teachers usually notice when they come across unknown words, unknown references are more often ignored. And in opposition to lexical units, it is difficult to itemize the symbolic suggestions and indications or archetypes that make texts rich. Historically, the approach to teach language through literature was started in 1980 EC.

Many scholars strongly agree on the use of literature to teach language. Hence, there were many scholars who believe that literature can be a valuable asset in language class. Lazar (1993, p, 15) stressed the role of literature in teaching language. She stressed that literature motivates students, encourage them to learn the language, express their feelings, help them to develop their language comprehension, help them to relax etc. Moreover, literature is an authentic material for teaching language. Moreover, we use literature in language class due to content, communication and motivation. Moreover, in order to know the culture of the target language, we must use literature in our language curriculum. Most importantly, when the researcher assesses the need of these particular groups of students, he found out that reading skill is very important to understand the pieces of ideas in the text. According to Berhanu (2013) we have to use literature for developing language (reading skills) in language learning because of literary, psychological, cultural, pedagogical and linguistic reasons. Based on the ideas of the above scholars, the main focus of this study is investigating the role literary texts in developing Bole community secondary school grade nine students' reading comprehension.

## **1.2. Statement of the Problem**

There is a missing link in using literature such as short story for language skills development in our country. We suffer from this gap because of the conventional teacher- centered approach of using literature such as short story for language skills development. By introducing language based stylistic approach to literature, we can teach language through literature effectively. The methods of teaching language through literature in this study are:

1. Literature, curriculum and language education.
2. Basic concepts that help us to teach language through literature.
3. Class room activities that help us to teach language through literature such as short story.

According to Journal of Language and Linguistic Studies (2005, p.65), there are some problems encountered by language teachers in the area of language through literature. First, there are very few teaching materials that can be used by language teachers in a language classroom. Second, there is a lack of preparation in the area of literature teaching in TESL / TEFL programs. Third, there is the absence of clear-cut objectives defining the role of literature in ESL /EFL.

Many instructors try to include literature in their classroom, but they lack the background and training in that field. Since the problem is universal, we suffer from it here in Ethiopia as well. Currently in Ethiopian education, the teaching of literature is emphatically genre-based with the objective of imparting knowledge about the literary features of the genres and explaining the historical situations of literary texts (Tesfaye, D. 2010, 24). He, furthermore, said that the method of teaching is based on lecture and this does not support the students' motivation to read texts, participate in classroom discussions, think individually, and discover ideas.

Besides, students usually concern themselves on passing exams with good grades and they don't read literary texts giving the excuse that literature is not included in testing. And if they do not read literary texts this reduces the student's sensitivity to and appreciation of literature. The texts used for the study of literature are a third problem for EFL/ESL students. In Ethiopia, the canon is still in place for teaching literature (Tesfaye, 2010). This means the traditional approach of

teaching is still dominating the language teaching in our schools. In addition, because of their being considered only supporters to the language class, the use of literary texts for reading skills development are forced for neglect. As a result, the communal, historical, political, economical and educational influence making power of literary texts may have led for the evolvement of new literary input influencing direction of learning reading comprehension, building its own identity through time.

The research tries to investigate whether short stories can improve the reading comprehension ability of grade nine students of Bole community secondary school. Moreover, the study investigates the role of short stories in improving the reading comprehension sub skills of grade nine students at the aforementioned school in finding out the specific information, analyzing texts, predicting, character description, and contextual understanding of word meaning of a reading text.

### **1.3. Objectives of the Study**

#### **1.3.1 General objective.**

The general objective of this study is to investigate the role of short stories in developing Bole community secondary school students' reading comprehension.

#### **1.3.2. Specific objectives.**

The specific objectives of this study are to:

- 1.investigate if short stories enhance the students' reading skills.
- 2.examine the students' general reflections towards the basic concepts in using short stories in the classroom.
3. suggest certain approaches for teaching short stories in Bole Community Secondary School.

### **1.4. Scope of the Study**

The scope of this study is limited to investigating the role of literary texts in developing students' reading comprehension. The study is limited to the study of investigating the role of literary texts in developing Bole community secondary school grade nine students' reading comprehension. The study is limited to the literary genre of short stories and the language skill of reading comprehension. The researcher reviews only a drop out of the ocean of related literature in the area and do not delve deep into a vast review of literature. Moreover, the participants of the study are grade nine students in Addis Ababa, Bole community secondary school.

### **1.5. Significance of the Study**

When a particular research aims to undertake a particular investigation, there should be some significance which the research can contribute. Thus, this study benefits: first of all syllabus designers in the field of language education who may reconsider the use of literary texts. Moreover, this study is valuable for the community by widening its knowledge of literary competence after indicating the major constructs which made up and define its literary competence. Thirdly, it benefits interested individuals by providing answers to the questions of which literary competence, style and strategies are used by grade nine students to learn second language. Besides, this study helps teachers of the school who want to teach language through literature. Finally, this research is worthwhile in providing pioneer theories and indicating more areas of study to the field.

### **1.6. Limitations of the study**

The limitations of the study are shortage of time and money for training. Students were expected to sit for tests. Besides, the management was not willing to give us more than the specified time of the study. That is why we use only the 30 periods. However, the use of short stories can bring more significant difference if it is applied for longer period of time.

## **CHAPTER TWO**

### **2. Review of Related Literature**

This chapter presents some relevant literature about the role of short stories in developing students' reading comprehension. It includes six sections. The first section describes the concept of reading. The second section describes the place of short stories in language teaching in general and in reading in particular. In the third section we explain the concept of teaching language through literature (stylistics). The fourth section describes criteria for selection of literary texts. The fifth section describes methodologies for the teaching of short stories in the classroom. In the final section we review previous works related to the study and state the hypothesis and research questions of the study.

## **2.1. Reading, Reading Comprehension and Teaching Reading Comprehension**

### **2.1.1. Reading.**

Kharaghani (2013) citing Grellet (1981, 7) stated that reading is a medium of communication, the power to get information from the written language; it is also an active taught-arousing problem- solving- process. Reading is one of the most important skills that students can acquire. In order to learn, it is a vital skill. In other words reading is considered as a main skill in order to guarantee doing well in learning. Reading is the process of observing symbols and getting meaning from them. Khatib (2012), citing Anderson, (1994) said that reading is the most important instrument for academic settings.

When we read, we use our eyes to receive a written symbol that is letters, punctuation marks and spaces. Then, we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent or aloud. Reading is a receptive skill since it helps us to receive information. But the complex process of reading, moreover, requires the skill of speaking, as it can make us pronounce the words that we read. Holakapour, etal.(2014, 1661) citing Anderson, (2005) stated that in this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves). Reading is seen not as a separate ability which can be investigated and taught in disassociation from other aspects of language behavior (as it often tends to be), but as the realization of a general interpretative process which underlies all communicative activity (Widowson, 1979, p. 168). In other words, reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension).

Furthermore, reading is a process in which readers combine information from a text with their own background knowledge in order to build meaning. The goal of reading is comprehension. Therefore, reading is an important skill for learners of English. For most of these learners it is most important skill to master in order to ensure success in learning English (Holakapour, et al. 2014, 1661 citing David Nunan, 2003, p. 69). In addition, reading is an act of participation in a discourse between interlocutors (Widowson, 1979, p. 169). There is a general belief that L2 reading is related to L1 reading (Khatib, 2012). In addition, as mentioned by Hismanoglu (2005) reading ability that is learned in L1 is transferable.

#### *Intensive and extensive readings.*

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanism (Suleiman, 2005, 146). On the other hand, extensive reading is used by some to refer to “skimming and scanning activities,” whereas by others it is associated to quantity of material (Suleiman, 2005). This may mean through extensive or intensive reading of works of literature, students are exposed to lexical items that are embedded within natural linguistic applications.

In addition, there are three kinds of reading and these are:

#### *Reading Aloud.*

In reading aloud, the students get knowledge in making the sound, which have to be practiced repeatedly. Reading aloud is divided in to doing it alone and doing it with whole group. It is done to examine pronunciation, intonation, and the students’ ability to read. Besides, it helps teachers to find out who among his students has difficulty in reading.

#### *Silent reading.*

Silent reading is implemented as it can give additional strength to the readers in finding out the meaning of the words. This kind of reading leads the readers’ comprehension to better level. This reading skill is used to criticize what is written, to discuss written meaning and to make inference

and defeat the students' problem. Moreover it helps teachers to discuss new ideas on the main idea of what is read.

### *Fast reading.*

It is used to improve speed and comprehension in reading. This skill must run side by side with the main purpose of reading that is comprehension. This kind of reading depends on the kinds of reading material. For example, the speed rate of reading a story or narrative on will be different from reading scientific materials (Reading Rockets, n.d).

### **2.1.2. Comprehension.**

According to Holakapour (2014, 1661) citing Parado, (2004) reading comprehension is the ability to understand a written text. It means comprehension is the act of understanding, the ability of the mind to understand. Reading comprehension may be the most necessary part of reading teaching at the secondary level. Students who struggle to understand and remember what they read require clear instruction in reading comprehension strategies. Three levels literal comprehension, namely literal, inferential, and critical, involve the understanding of information stated directly in the text that involve making inferences that link the information of comprehension that is identified in the usual way. If it is directly stated in the text with information that the reader already have, effective readers use their knowledge to make inferences that fill in the gaps left by the author. However, readers who lack competence fail to do that. These levels of comprehension are supported by other researches in the area.

*ESL / EFL teachers should adopt a dynamic, student-centered approach toward comprehension of a literary work. In reading lesson, discussion begins at the literal level with direct questions of fact regarding setting, characters, and plot which can be answered by specific reference to the text. When students master literal understanding, they move to the inferential level. After comprehending a literary selection at the literal and inferential levels, students are ready to do a collaborative work. That is to state that they share their evaluations of the work and their personal reactions to it - to its characters, its theme(s), and the author's point of view. This is also the suitable time for them to share their reactions to the work's natural cultural issues and themes. The third level, the personal / evaluative level stimulates students to think imaginatively about the work and provokes their problem-solving abilities. (Hismanoglu , 2005, 57).*

Moreover, critical comprehension involves the ability of examining the information in the text. And this must be done in relative to what it means to the reader and in relative to the intentions, natural ability and viewpoint of the author. Hence, in the same text, the reader is likely to conclude that the author developed the text with the intention of misleading the reader and might read additional text by the same author with this in mind (Hismanoglu). This means reading comprehension is more than just linguistic understanding. Therefore; it should be seen as a communication between text and previous knowledge of the cultural topics and dialogue structures of the manuscript. Perhaps the following statement will give us a general clue on reading comprehension of English language learners.

*Although stated as instructional implications, all but the last of these goals can also be viewed as component abilities of learners that need to be developed for effective reading comprehension:(1)Ensure word recognition fluency (2) Emphasize vocabulary learning and create a vocabulary-rich environment (3) Activate background knowledge in appropriate ways.(4)Ensure effective language knowledge and general comprehension skills (5)Teach text structures and discourse organization(6)Promote the strategic reader rather than teach individual strategies (7) Build reading fluency and rate (8) Promote extensive reading(9) Develop intrinsic motivation for reading(10) Plan a coherent curriculum for student learning ( Grabe, 2004,p.46).*

### **2.1.3. Basic concepts that help us to teach reading comprehension using literary texts.**

There are three methods that help us to teach reading comprehension process in the classroom with the use of literary texts. These are silent reading of each student, teacher reading loudly while students listen and students reading loudly. Closely related to our study, there are three things that teachers should focus in teaching reading comprehension in the class. The first one is helping students to understand literary texts that mean students have to understand selected literary texts.

The second one is enhancing reading comprehension which means students' reading could be helpful in their coming future. And last but not least is classroom management that states good class room management is necessary. In addition to the above, the issue of teaching reading in foreign language classroom should be dealt with utmost care. Closely related with this concept (Watson and Igugin, 2007, p. 172) said that "in the teaching of reading (and writing) one must, I believe, make the learner aware first of the essentially imprecise character of communication through natural language."

Besides, it seems that the view towards teaching reading comprehension has changed in the past decades. In this sense Uso-Juan and Martinez-Flor (2006) discussed the following significant views regarding teaching reading comprehension:

*In 1960's where environmentalist idea was dominating, decoding skills were emphasized, and learners' reading skills were only limited to making sense of printed words. With the emergence of Noam Chomsky's theories which explain language learning on a cognitive basis, reading skills were not limited to the decoding skills. Reading comprehension research focused on reading as a thinking process where the reader reconstructs the intended meaning of the author. Readers are not treated as passive one, but they are cognitively engaged in processing the author's intended meaning. However, interactivist view not only pay attention to the role of cognition in comprehending a reading passage, but also believed that readers construct the meaning of the texts within a culture. Therefore, learners with different socio-cultural beliefs would interpret a text in different ways (Khatib, 2012).*

Then, comprehension opened the way for the consideration of readers' response to literature. This idea is supported by other researchers in the area as well.

## **2.2. The Role of Literature and Short Stories in Language Teaching**

Before we define short story it is wise to define what "Literature" means from the language teaching point of view. "Literature is the use of language effectively in suitable conditions", (Baird 1968, p.203, cited in Shazu, 2014, 29).

### **2.2.1. The meaning and development of short stories.**

Short story is a form of short prose fiction carefully constructed and, compact and unified (Berhanu, 2013, p. 32). He pointed out that the short story as a form of short fiction emerged early in the nineteenth century. Most people would agree that a short story, as the name proposes, engages the telling of a story. But what exactly is a story? According to Lazar (1993), a typical story involves chronology, or sequence of events, and cause and effect relations i.e. events are related with each other and that one event may result from another. Story is a complete set of events, as told about a single character or group of characters (Berhanu 2013, p. 193). The short story's distinctive features, i.e., its brevity, modernity, and variety make it appealing and interesting to language learners (Ghesami, 2011, 265). Besides, fables and animal tales, folktales

and fairy tales, ghost stories and horror stories, crime and mystery stories are some genres of short story.

*The modern short story differs from the traditional forms of short fiction in the ratio between summary and scene. The term short fiction includes early forms such as parables, fables tales, fairy tales, mystery stories and the modern forms of short fiction called the short story. The early forms of fiction are usually close ended and generally instructive in purpose. They are usually close ended and may combine unrealistic elements (Berhanu, 2013, p. 31).*

In other words what he means is the modern short story had its distant origin in the art of the traditional story teller. Closely related to this concept Wondwosen (2007, p. 158), said short story as compared to long story has narrower form and content. Historically, it emerged in the nineteenth century. The father of short story is Edgar Alan Poe. Poe laid down the foundations of single effect and channeled the short story in the direction of realism (Berhanu, 2013, p. 31).

### **2.2.2. The role of short stories in teaching language.**

It is obvious that literature has many benefits in the teaching of language in general and in the teaching of reading in particular. Therefore, if according to various theories, literature is beneficial to individual development or indeed to society as a whole, then one wishes to know whether such effects are indeed observable ( Watson, zinger, 2007 ) . The benefits are usually related to the cultural, the language and the personal growth models of why teachers use literature. Collie and Slater (1990, p. 3), as cited by Hismanoglu (2005) said that there are four main reasons which lead language teachers to use literature in the classroom. These are valuable authentic material, cultural enrichment; language enrichment and personal involvement. This is in line with Berhanu (2013) who affirms that the three important reasons for studying literature are development of linguistic competence, development of literary competence and personal development.

This means there are several advantages for using short stories in an ESL classroom. The most useful one is their length, which allows the student to finish the task of reading on one sitting or two class lessons depending on the teachers' approach. "As students are always worried about the amount of work they need to perform and often have the feeling of being overwhelmed, reading short stories seems to be less frightening, for their own definition suggests, they are "short"

(Koutumpou, 2015). Furthermore, since they are short, such stories can be applied more frequently. This means many short stories can be used and as a result of this, the option of finding pieces that are interesting to each student's tastes and interests boosts. Besides, regarding short stories' length, it can be applied to any course, no matter what its level or duration. Another major characteristic of short stories is that they are extremely compressed (Koutumpou, 2015).

Short story is not detailed. It may have 500 to 10,000 words, it is fast, economical, has potential characters and most often it is meant be read in one sitting (Wondwosen, 2007, p. 161). In other words, the use of language in short stories is very economical and the characters speak only in inescapable significant and useful subjects. As a result, it is the teacher's duty to guide the students on this journey, for when reading a short story; the students "are invited to see the universe in a grain, of, sand, and when they look at the grain of sand, they must be helped to see the universe within it, and to respond to it on an emotional level" (Koutumpou, 2015). She pointed out that short fiction is a supreme resource for observing not only language but life itself. Due to its fast and single story characters as well as its singleness, it uses very limited characters (Wondwosen, 2007). Closely related to the study Koutumpou (2015) wrote that in short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. That appears the cause why people say the world of short fiction is a manifestation and enlightenment of human lives.

This means the inclusion of short fiction in the ESL / EFL curriculum offers the following educational benefits. In other words it makes the reading task of the students easy. This is because it is simple and short when compared with the other literary genres. Besides, it improves readers' worldviews about different cultures and different groups of people. In addition, it gives more creative, challenging texts that need personal investigation supported by earlier experience and it motivates learners to read as it is authentic material.

Besides, it brings the outstanding and mysterious world to them and gives students the opportunity to use their creativity. In addition, it encourages critical thinking skills and facilitates teaching a foreign culture. To put what the above scholars said in other words, it serves as an authentic tool in mastering cultural knowledge of the selected community. Moreover, it makes students feel comfortable and free. This is in line with various scholars who believe that it helps

students coming from various backgrounds to communicate with each other because of its universal language. Moreover, it helps students to go further than the surface meaning and look into fundamental meanings. While reading literary texts, students have different literary experiences. This includes knowing something, making their knowledge capable of action and application of previous knowledge, inferring and predicting, make summary, analyzing and synthesizing information. In addition, they can develop and answer their own questions. That's why literature is significant in reading comprehension and therefore in ELT.

Next, closely related to this study Koutumpou (2015) added that it acts as a perfect vehicle to help students understand the positions of themselves as well as others by transferring these gained knowledge to their own world. In other words she means in brief, the use of a short story seems to be a very helpful technique in today's foreign language classes. Because it is short, it makes the teaching learning process easier. In addition it may mean an important feature of short fiction is relating with the whole world which means students experience stories in the different parts of the world still they can connect to them. Moreover, she means by bringing the full personality to endure on a brief account of a situation in a single place and moment, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities.

### **2.2.3. The role of short stories in teaching reading.**

In fact, as is obvious to understand from the above ideas, literature has many benefits in reading development as it exposes students for different uses of the language. It helps students to read different literary texts by themselves by relating with their own life experience. Besides, it helps the development of reading techniques. This is because reading literary texts help students to be introduced with different characters and styles. Besides, short stories help students to read texts or different materials easily. Moreover, the use of short stories helps students to acquire knowledge from different background.

Moreover, short stories help students to know new words. It is believed that students read short stories with interest and this can help the development of the students' reading comprehension. In addition to the above, when students are asked to read short stories in the classroom, they develop reading habit outside the classroom as well. Moreover, when students read short stories,

they develop their word power and making students read loudly assists their language skills. Furthermore, when students read short stories repeatedly, they develop their comprehension. Moreover, reading short stories helps students to understand other materials as well. As it is easy to understand from the above ideas, the use of literature is very beneficial to the development of students' reading comprehension. Next, closely related to this study the role of short stories in developing students reading comprehension has been emphasized as:

*Almost all modern short stories have the following unique characteristics which make them especially suitable to be used in reading comprehension classes: Universality, Non-triviality, personal relevance, Variety, Interest, Economy and Suggestive Power, Ambiguity; moreover, each learner's interpretation has validity and an almost infinite fund of interactive discussion is guaranteed. The short story creates the tension necessary for a genuine exchange of ideas in class discussions. In addition, the short story pushes students out of a passive reading state into a personal connection with the text-and then beyond, extending the connection to other texts and to the world outside of school ( Ghesami ,2011 , 267).*

According to Karagami (2013, 868-869), there are many good reasons for using short stories in the classroom and here are a few: Short story is authentic, it makes students ready for the type of the language that they find outside the classrooms and short story encourages interaction. In other words literary texts are often wealthy in multiple levels of meaning, and can be productively used for deliberations and interactions of feelings or opinions for expanding language awareness. Asking learners to examine sophisticated or non standard examples of language (which can occur in literary texts) makes them more aware of the norms of language use (Widdowson, 1975 as cited by Lazar, 1993).

#### **2.2.4. The role of literary texts in teaching reading.**

Next, we see that closely related to the study the uses of literature and reading belong in such a manner that reading is one of the most essential skills for complete control of a foreign language. Some scholars believe that ability to read is the prerequisite for autonomous learning Celce-Murcia et al. (1995) as cited in (Khatib, 2012, 430). As it is obvious most learners in our country's contexts have limited or no opportunity to contact with native speakers.

Therefore, reading literary text will give them the chance to have a better contact with unfamiliar culture and people. Besides, since literary texts are very enjoyable, learners are kept by them to carry on reading. And the more learners read the more input they receive.

Stated in other way literary texts can be used as a genuine basis for increasing the quantity of understandable input students receive. Krashen (1982) as cited in Khatib (2012) stated that students should be provided with enough comprehensible input which is also interesting so that reduces students' anxiety. However, it seems that in our classrooms the use of literature is not frequently employed to help the teaching learning purposes.

Therefore, it can be a good authentic source for language learners if teachers reconsider its use. Sage (1987) as cited in Hismanoglu (2005) called the use of short stories as a useful technique in a language classes. He pointed out that since short stories are short; they help both teachers and students to easily cover them. Besides, since stories deal with the suffering inherent to the people of the world, it may relate to students' own situation. As far as this statement is concerned the argument is that students would definitely get more involved in the story and try to exert their time and effort to comprehend it.

Another very important point regarding reading as far as language through literature is concerned is a concept in pragmatic stylistics called schemata. In schemata we bring certain expectations to any text, based upon our previous experience of texts and the world (Black, 2006, p. 36). To put this in our words, Prior knowledge, which is organized and stored in the reader's mind, is termed schema (plural schemata). The reader tries to make active a proper schema based on clues provided by the writer in the text. According to this theory, readers can comprehend the text only if they reconstruct its content by relating their own schemata to the new information in the text (Mihara, 2011, 51-52). And literary texts are effective in activating this background knowledge.

#### **2.2.5. Students' problems in reading and comprehension of short stories.**

The major problems that one observes in the teaching of English literature in Ethiopia fall into three inter-related areas: lack of clarity of objectives, traditional methods of teaching, and inappropriateness of texts (Tsfaye, 24, 2013). This means the approach that is being used to teach language through literature in the country is still the content approach and hence very

traditional and texts are being chosen not fittingly. According to Lazar (1993), the three problems students might have when reading or studying a short story may be lack of understanding the plot, lack of understanding the language in which the story is written, and lack of understanding how the type of narrator who tells the story can shape or influence the way the story is told. Students may have further problems when reading or studying a short story.

When we put what Lazar said in our words it means as follows that students obviously lack the confidence to read between the lines of literary texts by themselves. In other words what has been said is the other problem is vagueness related to focusing on individual words rather than broad meaning. Besides, it means students' problems with short stories can be owing to lack of self-belief, boring content of stories and not including short stories in tests. In addition, what she means is that some teachers consider that in English students don't read much as in own language and they have complexity in following the plot, appreciating the characters, understanding vocabulary and understanding the role of the storyteller .

### **2.3. Stylistics and Other Approaches to the Teaching of Literature**

(Lazar, 1993, pp. 23-27) stated that as approaches to the teaching of literature, we have methodological approach based on the four language skills, using language through literature approach, stylistics, and personality development approach. The following sub points are mostly based on her idea.

#### **A. Stylistics in the class room.**

Stylistics is a linguistic approach to literature (Berhanu, 2013, p. 193). This means literature can be analyzed with the help of linguistics. Closely related to this concept, Carter and Simpson, citing (Jacobson, 1960, p. 377), stated:

*If there are some critics who still doubt the competence of linguistics to embrace the field of poetics, I privately believe that the poetic incompetence of some bigoted linguists has been mistaken for an inadequacy of the linguistic science itself. All of us here, however, definitely realize that a linguist deaf to the poetic function of language and a literary scholar indifferent to linguistic problems and unconversant with linguistic methods are equally flagrant anachronisms.*

In addition, the branch of language study which is principally concerned with this integration of language and literature is known as stylistics (Simpson, 2003, p. 2). According to Lazar (1993, p.31) stylistics, which involves the close study of the literary text itself, has two main objectives: firstly, to enable students to make meaningful interpretations of the text itself; secondly, to expand students' knowledge and awareness of the language in general. In other words students develop the habit of learning both literature and language at the same time. Thus, although the aim of using stylistics is to help students to read and study literature more competently, it also provides them with excellent language practice (Lazar, 1993, p.31). In other words, teachers may be familiar with the fact that the same text might bring diverse reply from different readers. In agreement with this Simpson said:

*Different readers will clearly bring different experiences to a text; and as there are no identical readers, then there are no identical readings. Complex and varied patterns of meaning and interpretation permeate all texts, and the language models that are the toolkit of stylistics are designed specifically with this in mind (Simpson, 2003, p. 3).*

This is in line with the belief that in the teaching of literature, traditional practical criticism has relied on the intuitions of the reader to form significant judgments. The complexity with this approach is that the language learners' intuitions about the language may be fairly different from those of the native speaker, since their linguistic, cultural and literary backgrounds are probably be different. Expecting students to appreciate a text, without giving them a clear strategy for doing might only make students feel bored or lack motivation (Lazar).

Furthermore, linguists are largely interested in the codes which transmit particular messages, but not really in the messages themselves. To focus on the message, students may be asked to compare the description of a character in a novel with the information about someone given in a letter of reference or on a medical form (Widdowson, 1975). The students will then be able to look at how these texts differ and the cause for this dissimilarity. The teaching of literature can thus be put together more completely into the classroom, since literary texts can be studied next to other kinds of texts.

Moreover, if stylistics is estimated to be virtually useful, others have to realize and appreciate specific texts in detail and to do their own examination of other texts by the help of it. For this reason, the needs of students have never been far from the thoughts of most stylisticians. As it is

easy to understand from the above idea the close integration of language and literature can be beneficial. Only stylistics can offer a genuine study of literature as literature, rather than as history, sociology, philosophy or archaeology, because literary study is currently mainly practiced around the world (Lazar). In fact, we might even say that stylisticians are really the only people equipped to teach literature itself (Watson and Zingier, 2007). This is in line with Olsbu (2014, 3), citing Wales (2011), who states that the goal of most stylistic studies is “to show how a text ‘works’”.

#### *Stylistics in foreign language contexts.*

In foreign language contexts, teachers’ use of literary texts is suggested in order to improve reading comprehension, vocabulary increase and cultural information. It may even be the last plan of foreign language education, in which of the literary approval and capability are the summit achievements. “The actual language of texts is self-evidently especially important and of interest for foreign language readers, for whom, in management speak, it can be seen to represent both an opportunity and a threat” (Watson and Zyngier 2007, p.14). This means texts to foreign language students must be to the level of the students although stylistics presents some difficulties as the following idea explains.

*Processing of literary text is often seen as difficult, but also worth the effort as a potentially rich and engaging source of relevant language data from which to learn. Where some advocate extensive or authentic reading almost for its own sake, as a result of which the language will be absorbed, the advocate of stylistics as a means to develop language proficiency is committed to the value of conscious attention to details of linguistic features ‘fore grounded’ in a text, whether through ‘deviance’ of some kind, or simply as the consequence of repetitions, parallelism or other such salient patterning seen to contribute significantly to meaning (Watson and Zyngier, 2007, p. 14 )*

#### **B. A language-based approach.**

According to Brumfit and Carter (1986, p.110), there are those who argue that students are not always ready to undertake stylistic analysis of a text, but that certain language based study skills can act as important preliminary activities to studying literature. They added many of these study skills will be familiar to language teachers since they are normal, everyday classroom procedures and activities. An example might be asking students to make predictions about what will happen next at key point in a short story (Brumfit and Carter, 1986, p.111).

To put what they mean in other words, this kind of course of action is probably to be well-known to students, and consequently provides an unthreatening way of bridging the hole between language lessons and the growth of extra literary-based skills. The following idea clarifies what is stated.

*Studying the language of the literary text will help to integrate the language and literature syllabuses more closely. Detailed analysis of the language of the literary text will help students to make meaningful interpretations or informed evaluations of it. At the same time, students will increase their general awareness and understanding of English. Students are encouraged to draw on their knowledge of familiar grammatical, lexical or discourse categories to make aesthetic judgments of the text. Material is chosen not only for the way it illustrates certain stylistic features of the language but also for its literary merit. (Lazar 1993, p.23):*

According to this approach, the literary text is seen chiefly as a way for a diversity of activities. It is stimulating instrument for the conventional receptive skill of reading. According to this view, literature provides an opportunity for the learner to work on all the main language skills (listening, speaking, reading, writing and spontaneous communication (Olsbu, 2014, 2). This approach seems to be immense, containing many goals and events.

Generally, the major supporters of this approach want to mix literature and language in the classroom. Their reason is that the mixing will help the students in achieving improvement of facts and know-how in English. But the main supporters of this approach contrast in their final goals since some center not on the study or the reading comprehension of literature itself, but somewhat on how to employ literature for language practice.

In other words literary texts are therefore seen as reserve that can give inspiring language activities. For example, according to (Duff and Maley, 1990, p. 6), the advantages of using literary texts for language activities are that they offer a wide range of styles and registers. In other words literary texts are open to different kinds of interpretations and as a result provide excellent opportunities for classroom discussion. Moreover, literary texts often focus on actually attractive and motivating topics to investigate in the classroom. A language-based approach to using literature contains techniques which are related with the study of the literary texts. In this case the aim of the teacher is to offer the students with the aid they need to read between the lines and understand a text.

### **C. Literature as content.**

According to (Lazar 1993, p. 37) “This kind of approach examines the history and characteristics of literary movements; the social, political and historical background to a text; the biography of the author and its relevance to his or her writings; the genre of the text, etc.” Literature itself is the content of the course. This is a conventional approach, often used in advanced teaching. In this case students study the history of literature and distinctiveness of literary movements.

Besides, the social, political and historical background to a text and the literary genres and rhetorical devices, etcetera are studied. In other words students get English by concentrating on content of the course, mainly in the course of reading texts and literary criticism connecting to them. Texts are selected according to their significance of a literary rule or custom. It is conceived that because of the particular features of academic content of literature and also because of the customary methods of teaching literature, the responsibility of the teacher in literature course is fundamentally that of instructor and spreader.

Otherwise, this approach seems not to think about the learner very well. Learners, thus, read bulky quantity of literary works, but it is argumentative whether they are able to unite value and examine the material or not. But still teachers can make literature itself the content of the course in order to teach literature. In other words literature itself is studied as a subject having different topics of its own.

### **D. Literature for personal enrichment.**

Besides the above, Lazar (1993) stated that literature for personal enrichment means literature is an important asset for encouraging students to draw on their own personal experiences, feelings and opinions and it helps students to become more actively involved both mentally and emotionally in learning English. Along with hence it helps gaining of outstanding motivation for group work. This means in this approach when teachers select texts they must take into consideration its appropriateness to students’ interests as well as its ability to stimulate the students’ personal involvement and it shall be prepared depending on its theme.

## **2.4. Criteria for Selection of Short Stories**

### 2.4.1. Text selection.

First, what is text? The text can be classified according to text-external criteria and the text-internal criteria and the text-external criteria are related to the communication situation, such as the report, poem, joke, letter, advertisement, note, story, lecture etc, while the text-internal criteria are related to the form and content (An, 2013, 132). A text can be classified as an expository text, a descriptive text, a narrative text, an argumentative text, a persuasive text, an evaluative text, and a procedural text (An, 2013). Narrative texts play extremely vital function in increasing literary competence in foreign language classes. Now having defined text, in the following paragraphs it is better to discuss the text selection criteria directly related to this study. (Black, 2006, p.37) believes that competence is developed through experience of texts; one might regard it as the awareness of genres and kinds of schemata we expect to find in a particular type of discourse. An English speaker learns early that *Once upon a time* usually signals the beginning of a fairy tale, and expects it to end *and they lived happily ever after* or some variation of the formula (Black, 2006).

*The issue of text selection is a very significant one in using literature in general in language classes. Basically literary material is more suitable for students with a high level of language proficiency. Regarding literary material, apart from the reader's linguistic proficiency, text difficulty depends on text's characteristics and the reader's literary competence. Literary competence can be achieved through repeated exposure to literary material (Ghesami, 2011, 268).*

However, regarding the text's features, a cautious consideration should be paid to the makeup of the text. It is normally favored to choose texts with simple structures. Generally, the more confident choice concerning a suitable text for ESL/EFL learners may be the short stories which are more contemporary and short enough to be discussed in one or two teaching sessions (Ghesami, 2011, 268).

The linguistic features of the text should concern the language, style and diction, fitting to the level of our apprentices. Lazar as cited in (Ghesami, 2011, 268) proposes that “the text should be sufficiently challenging without being so difficult as to be demotivating.... [It] should be within the student's grasp, in terms of their linguistic, intellectual, and emotional capacities”. Furthermore, reading an entire, total and non-simplified literary text gives the students a feeling of achieving something.

Therefore, it will be encouraging when students are psychologically satisfied that they have read the very words of a great writer (Ghasemi and Hajizadeh, 2006). According to Carter and Long's (1991, p.142) perspective, the theme of the texts must relate to some extent to the country or culture of the readers. Such literary works can touch upon a wide range of meaningful topics as identity, alienation, cultural clashes, and generational conflicts and provide broad access to cultural experience (Carter and Long, 1991, p.142).

If teachers want to expand personal participation of their students, they must choose texts that can arouse involvement and provoke the learners' attention. If the ideas, experiences, and needs of our learners are completely different from what they are asked to read, they will not be motivated. This means students read and enjoy a text if the subject-matter of the text is relevant to their life experience and interests.

This is in line with Bedelu (2007, p.30) who affirms that in order to be interesting, literary works should be related with students' life experience feelings and attitudes as well as their vision.

This means when selecting literary texts, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. As Hismanoglu, (2005, p.57) said "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." Generally in the field of ELT context if we want to answer what kind of literature is appropriate to teach language through literature, the answer is it should be selected according to the following criteria.

#### **2.4.2. General criteria.**

##### *A. Interesting text.*

A literary work that can govern students' interest and feelings is an interesting text. Students who are attracted or who have the curiosity to know the material presented, develop the interest to know more. The text that we present to teach language through literature must help the development of students' personal involvement. Students' personal practical participation is highly related with the fact that the selected material is interesting or not. A literary work that can govern students' interest and feelings is an interesting text.

### *B. Content.*

Content is not the message of the story but in our context it is the language that teachers use to present the story (Bedelu, 2007). These include how we use words, phrases, idioms and anecdotes. Students may be very good at English, yet they might not be able to cope with the language of the text if it departs strikingly from the usual norms of language use; if it includes a great many archaisms, rhetorical devices and metaphors; or if it makes use of the dialect or register of a highly specialized field (Lazar, 1993).

### *C. Level.*

“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” (Koutsompou, , 2015). One can imagine that many teachers have the assumption that it is better to choose literary work that is easy. However, with regard to level, the language in the selected material should be moderate. With regard to level, the language in the selected material should be moderate.

### *D. Background knowledge.*

It is previous knowledge students have about the subject matter. Activating it helps students to connect what they already know with what they are being taught. It is the existing information students have about a topic, skill, or idea. It should be clear that developing reading skills is process and we cannot bring the desired knowledge within day. The sub skills of the language such as understanding letters, punctuation, semantics, phonology and morphology should be developed in bottom up direction and teachers should understand the background of students.

## **2.5. Methodology for the Teaching Short Story in the Class room**

According to Lazar’s method for teaching language through short stories, there are three categories which each in turn contain sub s. These are pre-reading activities, while reading activities and post reading activities. This idea is supported by other scholars in the area. For example, Ghasemi(2011) pointed out that a systematic teaching strategy for the short story can include the following stages: The first one is pre reading activities which are meant to provide

students with vocabulary exercises and cultural background. The second one is in-class oral reading whose purpose is to improve teaching the short story to improve L2 Reading skills. The next one is textual analysis and group work to improve reading comprehension and communicative skills (Ghasemi, 2011). In this section we discuss based on Lazar's teaching strategy.

### **1. Pre reading activities.**

#### *Helping students with cultural background.*

According to Lazar, the teacher has to help students with cultural background. Moreover he /she should encourage reading comprehension about the author's life or historical and cultural background to the story. Projects presented as a talk, essay or poster and predictions about the genre of the short story are additional activities to be performed at this stage (e.g. what would students expect of a story entitled 'yetesebere Leb'). The next activity is conversation of events in students' own country during the period of the story. Besides, how do they compare and contrast with the historical or cultural background in the story- creating student attention in the story can be incorporated.

#### *Creating student interest in the story.*

The next one is that students make very universal guesses about the story, using pictures or the dust jacket on the cover of the book from which it is taken.

*Moreover, group discussion about what the title of the story suggests and prediction about the story based on reading the first paragraph only is a good method for teaching short story. Besides, students' prediction about the story based on three or four words or on phrases which the teacher selects from the story and general discussion questions about some of the themes which occur in the story can be implemented. Further tasks and activities for use with a short story are pre-teaching vocabulary in which students brainstorm a lexical set which is important in the story. For example, the teacher can give legal vocabulary in a story about crime and require students to match important words in the story with their dictionary definitions (Lazar1993).*

Research studies have confirmed that the comprehension of reading passages which might present linguistic difficulties can be facilitated by appropriate pre-reading tasks (Ghasemi, 2005, 269)

## **2. While -reading activities.**

Lazar's second category for teaching language through short story is using while -reading activities for helping students to understand the plot and providing students with two or three overall questions to check whether they have understood the gist of the story or not. In addition, students are given a sequence of 'disorderly' sentences which sum up the plot and they have to re-order them.

### *Helping students to understand the characters.*

If the teacher has to help students to understand the character, he /she has to make the students choose from a list of adjectives which ones are most proper for telling a particular character. Then, students grade the characters in the story according to definite characters for example which character is the most or least active, passive, aggressive, calm, important etc.

### *Helping students to understand vocabulary.*

The most important method for helping students with difficult vocabulary is to give the text to one student or group of students in advance. After a while let them look up any hard words in a dictionary and prepare a glossary for the others. Teachers are advised to give multiple choice questions to support the guessing of meaning from context. Moreover, it is better to give definitions for certain words in the text. To this effect, students match word to definition.

### *Helping students with language and style.*

According to Ghasemi, (2005, 270), "during the reading process, the teacher can help students prepare questions which can ultimately lead to the overall understanding of the text and thus facilitate the reading comprehension objectives".

## **3. Post reading activities.**

### *Helping students with language and style.*

According to Lazar (1993), the third step of teaching reading comprehension through short stories is a very important stage. In this stage teachers can implement interpretation of the main themes of the story, providing students with different critical interpretations of the story which

they then discuss and provide general questions to 'debate', focusing on any arguable points in the story.

## **2.6. Local Related Works to the Study**

One of the related works in the area is Nebyu Gashu's research on "Using poetry to teach language: "የግንባታ ስልጠናዎች ለግንባታ ስልጠናዎች. Nebyu chose two groups of grade nine students from Dembecha high school and tried to conduct an experimental study by separating them into control group and experimental group. He taught the experimental group himself and the control group was taught by the regular teacher. At the end of his study, he found out that the experimental group outperformed the control group and he concluded that the use of poetry for teaching Amharic is beneficial.

This work is different from his work in some respects. First of all the two researches are different in the way the students were taught. Nebyu taught only the experimental group but the researcher of this paper taught both groups in order to avoid difference that might come because of the teacher. The other difference is that he chose to experiment on the genre of poetry and the researcher of this paper chooses to experiment on the genre of short stories for reading comprehension development. Still the other difference is he conducted in Amharic language and I conducted in English language. Besides, he conducted his research on Dembecha high school in 2012 but this research is conducted in Bole Community Secondary School students currently.

The other work that is related to my study is Kidist Yohannes's work-"An investigation into the effectiveness of literary texts in teaching grammar points". She tried to study the use of literary texts in teaching grammar. She chooses two sections from grade seven students and randomly assigned them as experimental group and control group. The experimental group was taught specific grammar point through literary texts (short stories and poems) where as the control group was taught the same structure through the textbook. At the end, she administrated a test to observe the outcome of the experiment. She stated that the results obtained by the experimental group were better than that of the control group.

Besides she found out that the responses of the students in the questionnaire and observation indicated that literary texts play a pivotal role in teaching grammar. Finally, she concluded that

the teaching of grammar can be supported effectively by using well - chosen literary texts. My work is different from hers in many respects. First of all she chose to experiment on grammar and my work is on reading skills. The second difference is she chose to experiment on grade seven students but this work is on grade nine students. The third difference between my work and hers is that she used all kinds of literary texts but this work uses only short stories.

The null hypothesis (H0) of the study is that short stories can't improve reading comprehension of students. The alternate hypothesis of the research (H1) is that short stories can improve the reading comprehension of students.

Accordingly, this study tries to give answers to:

1. is there a significant difference between the effect of short stories and instructional texts in improving students' reading comprehension?
- 2.what is the role of short stories in helping students overcome problems in reading comprehensions?
- 3.what kind of short stories should be presented in the class?

## **CHAPTER THREE**

### **3. Research Methodologies**

This study mainly followed quantitative study. Besides, it used qualitative study as support. Therefore, based on this by using statistical data analysis, experimental study is conducted. Hence, in order to express the result of the study with figures, pre test and post test was implemented. In this method there were two groups, the one group was the control group that was taught based on the national textbook for grade nine and the other group was the experimental group that was taught using short stories. In order to increase the validity of the study a questionnaire was distributed.

#### **3.1. Selection of School and the Students**

##### **3.1.1. Selection of school.**

The main focus of the study is to investigate role of short stories in developing students' reading comprehension through experiment. Therefore, we need to have school that cooperates. Bole community offered the necessary cooperation. My proximity to the school was my main reason for choosing the school. Therefore, the school was chosen for this study.

##### **3.1.2. Selection of students.**

###### *Participants.*

The participants of the study were the grade nine students at Bole community secondary school. The participants consist of two classes of students, male and females. These participants were selected as the researcher believes that investigating the role of literary text in developing

students' reading comprehension can help them to develop their language skill. Therefore, knowledge of literature can assist them to understand better the language lessons of the next grades. Moreover, these students were available in their classes during data collection process. After the researcher found out that the students were not arranged according to their result, in the selection process he used random sampling method. There were ten (A-J) grade nine classes in the school. Out of these ten classes 9I and 9J were randomly sampled. Then; using a simple lottery method the researcher separated the control and the experimental groups. 9I was used as control group and 9J was used as experimental group. Then, the researcher taught both groups. The experimental group was taught with the use of short stories. And side by side the control group was taught by the researcher with the conventional method.

### **3.2. Selection of Stories**

The researcher checked the feasibility of applying the treatment and the lesson plan by distributing eight selected stories to 46 numbers of students. The stories were chosen as the researcher's experience shows that they can stimulate students' personal interest. Moreover, he asked the students to comment on a lesson plan that was based on the use of short stories for reading comprehension development. Besides, he discussed the selection process with English teachers who are working with similar kinds of students in the school.

### **3.3. Preparation of Activities and Tests**

The researcher used the text book and sample stories for preparing the activities. As a result Makeda's story, Fathers' eyes, How Nasreddin found a good meal and A kind deed were used for this purpose with regard to the experimental group (see appendix 2 part 1). And reading activities from the English for Ethiopia Grade 9 Text Book were used for preparing activities for the control group (see appendix 2 part two). The two groups did not differ in the types of activities pre, while and post that were given. The only difference was the treatment. The activities and the tests were checked based on the pilot testing result. Besides, many teachers were involved in evaluating the activities and the tests. After passing the comments, the activities and the treatments were used in the class and then for data collection process.

### **3.4. Data Collection Instruments**

### **3.4.1. Research instruments.**

Two main instruments were used for the study. The first one was pretest and post test for both the control and experimental group. The second one was distributing questionnaire for the experimental group 9J after teaching them through short stories.

#### *3.4.1.1. Test.*

The tests were prepared based on passages that were taken from both the text book and the short stories. There were two kinds of tests that were administered in this study, these are pre-test and post-test. The pre-test was conducted to see problems faced by the students. The post-test was conducted at the end of the experiment to find the students' improvement in reading comprehension because of the role of short stories.

#### *3.4.1.2. Questionnaire.*

Questionnaire was distributed after the post-test was administrated to the experimental group students. This was to see the students' opinion as well as their reflection about the teaching learning activities. 4 point Likert -scale was used as the answers were arranged from strongly agrees to strongly disagree. Besides, selected reading materials', teacher's diaries as observations were used as support tools. As a result, reading materials for the level of the students such as Makeda's story, Fathers eyes, How Nasreddin found a good meal and A kind deed were used in each session during the action of the teaching of the experimental group and reading passage from the text book was used with regard to the control group. Teacher's diary assisted to record the regular teachings in the form of unstructured observation sheet. It was used to identify extra findings, such as students' behavior and attitude during the teaching learning process.

### **3.5. Data Analysis Technique**

After data was collected using pre test, post test and questionnaire, the analysis was given. The students who followed the teaching learning process took the tests. Only the experimental group filled the questionnaire. The results of the tests are presented using statistics. In order to facilitate the analysis process IBM SPSS 20 and 23 were used. On the other hand the results of the questionnaire are presented with the help of tables and description.

### **3.6. Setting**

The setting of this study is at Bole Community Secondary School. The students are grade nine students who are learning English as part of educational curriculum. There are 10 grade nine classes and the total number of students in the school is 1000 for the secondary school alone. There is an elementary school in the same compound that contains 1000 more students. The total area of the school is 65553sqm. The school compound is vast. It was established in 1975 being constructed by Ethiopian Society of Reformation and Development Fund and the beneficiary community.

### **3.7. Methodologies**

The researcher used quantitative approach mainly. In order to investigate the area through experimental study the researcher used T-tests. Therefore, where numbering was necessarily involved in pre- and post-tests, the approach helped us to investigate the result of both control and experimental group. Besides, since only one instrument is not sufficient in such study, we used questionnaire as support tools. Then, the researcher taught the experimental group with the use of short stories. And the researcher taught the control group with the conventional method. As stated in the statement of the problem, the focus of this study is investigating the role of literary texts in enhancing students' reading comprehension. The research attempted to assess whether literary inputs can be structured or organized in a way that they could promote reading comprehension. In order to achieve this objective, the experimental study used both quantitative and qualitative approaches.

### **3.8. Research Design**

Experimental research with the help of pre-test and post-test design was used in the study. Two groups were randomly selected and both groups were given Pre-test and Post-test. In this design the researcher took the advantage of choosing groups randomly because any differences that appear in the posttest should be the result of the experimental variable rather than possible difference between the two groups to start with. This experimental design was chosen as it has good internal validity. This experimental research was conducted to the grade nine students at Bole Community Secondary School.

### **3.9. Reasons for Research Procedure**

The researcher first explained the purposes and benefits of the study clearly in detail to the subjects of the study. This present study was conducted in order to investigate the role of short stories in improving students' ability in reading comprehension. Due to the aim of the study experimental research with help of pre-test and post-test design was used.

#### **1. Pre-test.**

The researcher observed the students' reflection and behaviors towards the test that was given during the pre-test. This pre-observation was conducted in order to find out whether they find any difficulties or not. Based on the result of the pre-test and the pre-observation, the researcher then decided to continue this study and conduct a treatment by applying short stories in teaching learning reading.

#### **2. Teaching.**

The study was conducted in teaching process using the treatment and the process consists of 5 weeks meetings for each group. The lesson started with reflection. Based on the result of that reflection we made an action (lesson) plan for Bole Community Secondary School containing observation, evaluation and reflection. We continue doing the action based on the result of the observation and evaluation. The action procedure that was implemented in this study considered planning, which means making a teaching scenario for each meeting with the students. In other words, the researcher prepared and selected the reading material that was used in the exercise and post-test.

Moreover, preparing the teaching materials, preparing the work sheet and preparing the test were done by the researcher. Preparing the observation instruments (teacher's diary daily and questionnaire) was followed. Action steps in the teaching and learning process incorporated giving short brainstorming ideas related to the topic for focusing the students' attention. During reading activity, the researcher helped the class to explore texts in order to help them to have a chance to learn. The detailed explanation included opening a challenge to reinforce the students' ability to enhance their knowledge. The revisions helped them to generalize the material learned such as sentence pattern, phrases, and new words.

### **3. Post-test.**

The assessment involved observation of noting the class situation during the activity in which the teacher used the teacher's diary. Besides, the result of post-test was used to measure the weakness or strength of the treatment used. Then, we compared the result of the pre-test and the post-test in order to know whether there is any improvement of the students' ability in reading comprehension through the use of the treatment or not. The questionnaire was given after the post test in order to find out their reflection toward the short stories used.

#### **3.10. Sampling size and Description**

There are ten grade nine classes at Bole community Secondary school. The average number of students in grade nine classes was approximately 43. Out of these classes we chose only two classes using random sampling method for the study. Then, we used simple lottery method to choose between the experiment group and the control group. The other group became the control group (9I) to be taught by the researcher. One group (9J) became the experiment group to be taught by the same researcher with the help of literary texts.

## CHAPTER FOUR

### 4. Data Analysis

The data was analyzed based on the result of the pre-test and the post-test conducted. It was analyzed in descriptive statistics' analysis and in mean scores' T-test. Questionnaires and teacher's diary was analyzed in qualitative descriptive manner. The data was analyzed in quantitative descriptive approach, based on the students' production of correct answers. In Descriptive analysis and using T-tests, the researcher noted the scores of the students in terms of the number of correct answers as well as the mean scores of the whole students in pre-test and the post-test in the teaching conducted.

#### 4.1. The Teaching Process

The teaching process was completed within five weeks (30 periods). Only a brief highlight of the teaching process is presented in this section. The activities for both groups are attached as an appendix A and B.

##### **Day zero.**

On this day the researcher discussed about conducting a research on the role of short stories in reading comprehension development. After getting permission from the director, and later from the vice directors, the researcher visited grade 9B. He distributed eight different stories that were selected based on the criteria in unit two to 46 numbers of students. The purpose of distributing these papers was in order to pilot test which stories are selected by the students themselves. Accordingly, the students selected 6 stories. Then, the researcher asked the teachers to select stories that they believe are to the level of the students. The stories that were selected by the students as well as the teachers were identified. Therefore, the researcher decided to use them for teaching the experimental group. Two classes, 9I and 9J were randomly chosen. The next task was to separate the experimental group from the control group. A simple lottery method was

used to separate the control group from the experimental group. As a result 9J was assigned as experimental group and 9I was assigned as control group.

The researcher entered into the control group class during the third period and taught about why we study English? Then, he gave them group discussion activities. Then, he gave them class works and checked their performance. In the seventh period the researcher entered into the experimental group class and introduced himself. He told the students that he is doing his research on investigating the role of short stories in developing students' reading comprehension. He further explained that the use of short stories is supposed to improve reading comprehension of grade nine students who would find it useful in their stay at high school. After explaining the purpose of the study, he asked their willingness which they easily gave. Then, the researcher explained about different types of short stories and some features of short stories. The students were very happy and their participation was good. Then, the researcher asked them if they are interested to learn with the help of this method. They gave their agreement. Then, the researcher took their name and thanked them and told them to prepare for the pre test.

#### **Day one.**

##### *Experimental group and Control group.*

On this day the researcher entered the class room and greeted the students. He has prepared 96 pre test papers and distributed it to the students. He was helped by a research assistant in the invigilating process. He told the students to take it seriously. He warned the students to do their own tests. The students were serious in taking the exam. Everybody was silent and focused on doing their exam. They finished the test with in 1 hour and 15 minutes (2 periods each). The researcher checked the students' attendance. Result of pre test assessment is presented after the daily activities.

#### **Day two.**

##### *Control group.*

On this day the researcher entered into the class room and thought countries with English as their mother tongue. This was followed by answering different questions about the benefit of English language. The students participated actively.

*Experimental group.*

The researcher taught the lesson of the day. He began by asking 5 pre reading questions. For example, he asked them, what feeble old man meant? They said it meant very old man. Then, he asked further questions for which the students gave correct answers. Then, he read them a one paragraph text about the old man. Next, the researcher asked them while reading questions. He asked them to describe his personality and appearance. For this the students gave correct responses too. The post reading tasks were related to text analysis. It was about the use of parts of speech in showing characters in the story. After explaining about the parts of speech with adjective as an example he asked them to identify other parts of speech in the story. Finally, he asked them to compare two pairs of sentences and to say which one was interesting to the reader and why.

**Day three.**

*Experimental group.*

On this day the researcher entered the class and distributed an incomplete short story. He asked students to answer when the story takes place, what was missing such as verbs, linking words and time reference words. The students formed group and added the missing words and phrases to the gaps in order to understand when the events happen. Then, each groups reported their answers by reading their own part.

*Control group.*

The researcher entered the class room and greeted the students. Then, he asked them to read the letter. After the letter was read, the students were asked to decide three things that they should do and three things that might happen at school. The students gave different answers based on their decision. The teacher gave them home work and left.

**Day four.**

*Experimental group.*

On this day the researcher entered the class room and distributed the story entitled 'Fathers' Eyes' to the experimental group students. He asked the students to read the text and provide title for each paragraph. Then, he asked them to list out the characters that appear in the story. Besides, he wrote the following questions. For example, at what season had the young man received a telegram? Then, he asked them to underline the words that prevent them from understanding the story. The researcher, moreover, wrote the following words on the black board and asked them to match the meaning of the words.

Fantastic	older
Faithful	support
Encouragement	true
Persisted	Preserve
Senior	unbelievable

Some students asked the meanings of what persist, encouragement, fantastic, reserve, and receive means. The teacher explained the meanings of the words. After the students were helped with language through further activities, they were asked to answer a question on their personal growth based on the story.

*Control group.*

The researcher entered the classroom and greeted the students and took attendance. Then, he asked them to open their text book on page 15. The students were already given home work to make a list of rules to follow every morning in their group and decide what Bekelle might put on his list. The students presented their own lists such as I would study hard. Then, the researcher asked them read their decisions. The majority of the students read their decisions to the class.

**Day five.**

*Control group.*

The researcher entered the classroom and greeted the students. Then, he took their attendance. The lesson for the day was a) Bekelle says in his letter that his nephew should not be afraid to

take part in things. The researcher told the students to form groups and discuss the kind of advice they would give to a student who is frightened to answer in class in case he/she makes mistakes. The students were enthusiastic in discussing the question. The researcher made a round and checked their discussions. Some groups were using Amharic. The researcher recommended them to use English. Then, each group reported their discussions. They said one should develop confidence, self reliance etcetera. Afterwards, the researcher gave them home work to make a poster for display, using the information in the previous questions.

*Experimental Group.*

There was home work based on the text 'Fathers' Eyes'. The researcher asked the students whether they have read the story at home or not. Then, he summarized the main points of the story. As a while reading activity, the students were asked to underline the unknown words that prevented them from understanding the meaning. Then, the researcher wrote the following words on the black board.

Hustle \_\_\_\_\_ Remain \_\_\_\_\_ Astound \_\_\_\_\_  
Cheer \_\_\_\_\_ Rush \_\_\_\_\_

After wards, the researcher asked them to find the words that mean the above. The students answered the above questions with the help of contexts in the story. The next activity was a post reading activity in which the researcher asked the students to read a characters' part of dialogue aloud. Finally, students were asked a personal growth question.

**Day six.**

*Experimental group.*

The researcher entered the classroom and distributed copies of Makeda's story to each student. Then, he asked them to read the story. Next, he discussed the story aloud explaining when necessary. The first activity was intended to help the students read and understand short stories. The researcher asked the students different questions. For example: 1. When does Makeda meet the businessman in the story? 2. What do you do if you were the father? The researcher, moreover, asked further while reading questions based on the story. The students were very active in answering the while reading questions. Then, he gave them some time to re-read the

story. Then, he asked them 1. Makeda was on her way to fill the jerry can with water in the story. Where did she go? How long did she rest? Afterwards, he asked the students to do comprehension questions based on the story. Finally, he told the students to read the story at home.

*Control group.*

The teacher asked the students to take out their text book. Then, he explained about the different pictures on the text book on page 21. Then, he told them about the different historical places. Next, he gave them a class work to read the text and answer 10 questions. Afterwards, story was read. Then, he asked the students to give answers to the 10 questions. As an example, the teacher did the answer for the first question. The question was: **1.** Which three places does Liben describe in the passage? The students read the text, did the class work and the teacher checked some exercise books. Then, he asked them to report their answers. Many students participated in answering the questions.

**Day Seven.**

*Control group.*

The lesson of the day was reading about Planning a Tour. Students were asked to read tour suggestions and follow the suggested routes on a map. The teacher asked the students to read parts of the suggestions. Then, he gave them an exercise to complete the tasks based on what they read.

*Experimental group.*

The researcher gave cut-up stories to the class and asked the students to read the parts of the story. Then, he asked one student from each group to read parts of their story aloud. Then, he wrote six sentences on the black board. The students were asked to number the sentences in the correct order to give the outline of the story. The teacher checked their exercise book and almost all of them have re-ordered the storylines correctly.

**Day eight.**

*Experimental group.*

The lesson for the day was language analysis activity based on the story. The students were asked to do follow up discussion. First, the class discussed the questions as a whole. Then, the groups discussed the questions. The students were asked to give their opinion based on the story. Besides, they were asked to make inferences based on the story. Then, they were asked to relate the idea to their own real life experiences and imagine themselves in circumstances of the text.

*Control group.*

The researcher asked the students to list all the places in each tour of the given passage. Then, he asked the students to show many of these places in an atlas or local maps. Besides, the students were asked to draw a map for each tour and plot the route of each holiday on the map. After the students finished answering the above questions, they were asked to do further activity as a class work. Then, they were given home work.

**Day nine.**

*Experimental group.*

The researcher entered the classroom and distributed the story: How Nesredin found a good meal. Then, he told the story to the class with explanation. Then, he asked the students to answer different questions. For example: how many characters are there in the story? What do you know about them? The next activity was to fill in the given table with as much information as possible. When the students finished answering the above questions, he asked them to describe the personality of the main character by choosing words that they think apply to him. The words were chosen based on the story. Students were asked to agree or disagree to the words. For example, strong, peaceful, cheater, crazy, compassionate, were some of the words to be chosen by the students. When the students finished the above activities, they were asked to read the story aloud to the class.

*Control group.*

The researcher asked the students to decide which tour the students want to take and describe the activities they were doing in each tour. Then, he asked the students to ask their partners questions

about the chosen tours. For example, how far is it from Dinsho to Goba? It is 42 km. The next activity was to read the passage and chose the correct word or phrase from the box to complete it.

### **Day ten.**

#### *Control group.*

On this day the researcher revised some of the important points that have been discussed in the class. He advised the students to study for the test to be given in the next class. He let the monitors in each class to arrange the students according to their 1: 5 study groups and ordered them to read.

#### *Experimental group.*

On this day the researcher revised some of the important points that have been discussed in the class. He advised the students to study for the test to be given in the next class. He let the monitors in each class to arrange the students according to their 1: 5 study groups and ordered them to read.

### **Day eleven.**

#### *Experimental group and Control group.*

Similar post test for both groups was given and questionnaire was filled by the experimental group only. Two experienced teachers were assigned to invigilate the students. The researcher supervised the invigilating process in the two classes. The students finished the test with in 1:15 minutes. Then, a questionnaire was distributed. This part alone took 5 periods.

## **4.2. Data Analysis**

### **4.2.1 Analysis of pre test and post test.**

In the next part test and questionnaire results were presented with comparing statistics of the groups' test result. First, the pre test result was analyzed. Then, the post test was analyzed and afterwards the questionnaire results were presented (see appendices C). The list of control and experimental group of students is attached as an appendix D.

*A. Analysis of the Pre test.*

The main purpose of this pre test analysis was to check whether the students were to the same level or not. As it can be seen from the table below, the mean score of the students was found by adding the marks of each student and dividing it by the total number of students. Moreover, the standard deviation was calculated by subtracting the mean from each student and dividing it by the total number of students which gave us variance and putting it in a square root gave us the SD. Moreover, the maximum score for the control group was 28 and the maximum score for the experimental group was 26. Besides, the mean score for the control group was 14.02 and the mean score for the experimental group was 13.68. Moreover, as the table below shows the standard error mean for the experimental group's pretest result was .794 and the standard error mean for the control group's pre test result was 1.046. Besides, the standard deviation for experimental group was 5.020 and the standard deviation for the control group was 6.616.

Table 1: Pre test Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PRE TEST FOR CONTROL GROUP	40	26	2	28	14.02	1.046	6.616	43.769
PRE TEST FOR EXPERIMENTAL GROUP	40	23	3	26	13.68	.794	5.020	25.199
Valid N (listwise)	40							

As it can be seen in the one sample test below the two groups had closely related results.

Table 2: pre test One-Sample Test

	t	df	Sig. (2-tailed)	Mean difference	95% Confidence Interval of the Difference	
					Lower	upper
Pre test control	13.408	39	.000	14.025	11.91	16.14
Pre test experimental	17.229	39	.000	13.675	12.07	15.25

In order to analyze how far the experimental groups of students were from the control group of students, we run t-test for the paired samples differences.

Table 3: Pre test Paired differences

Pair 1	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig(2-tailed)
				Lower	Upper			
Pretest experimental -pre test control	-.350	9.328	1.475	-3.333	2.633	-.237	39	.814

The paired samples differences indicated that the control groups of students and the experimental group of students were at the same level. The paired samples mean difference was only- 0.35. Since the sig (two tailed) is .814 which was very far from the standard alpha level of difference which was set at .5 we could say that the difference was very insignificant. See the bar graph below.

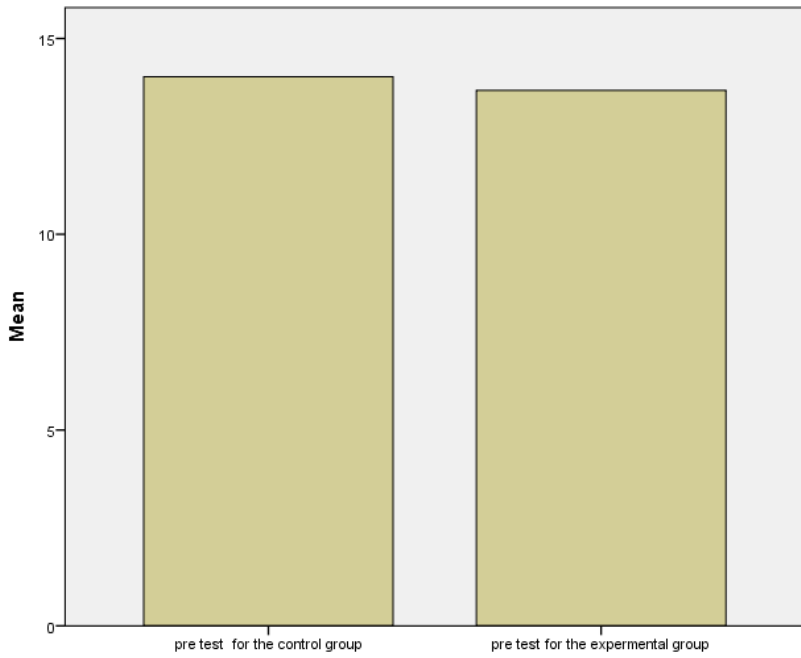


Figure 1: Bar graph for the pre test

As the statistics especially the mean difference showed the difference between the two groups of students was very slight and hence insignificant. Based on this we could proceed the study as the two groups were to the same level. The pie chart below defines the summaries of the separate variables of the pre test for the control group and the experimental group.

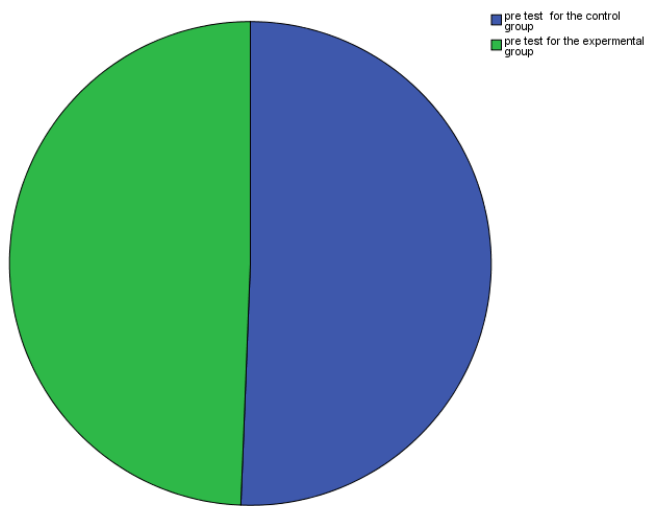


Figure 2: A pie chart for the pre test

*B. Analysis of the Post test.*

Next the post test data were analyzed using t-test. The purpose of this test was to see any observed differences between the two groups of students after applying the teaching process. After the two groups of students were taught with the help of the treatment and without the treatment, they were given similar post test to see any effects that might occur because of the treatment.

Table 4: Post test Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
POST TEST CONTROL	40	23	7	30	21.22	.945	5.976	35.717
POST TEST EXPERIMENT	40	16	14	30	24.10	.520	3.288	10.810
Valid N	40							

As it can be seen from the descriptive statistics above, the mean score of the each group was found by adding the marks of each students and dividing it by the total number of the students. As a result the post test means score of the control group was 21.2250. On the other hand the post test means score for the experimental group was 24.1000. Besides, the standard error mean for the experimental group is only .520.

Moreover, the standard deviation was calculated by first subtracting the mean from each student's score and dividing it by the number of students that gave us the variance result and putting it in square root. Besides, the maximum and the minimum score for the control group was 30 and 7 respectively and the maximum and minimum score for the experimental group was 30 and 14 respectively. Besides, the standard deviation for the control group was 5.97640 and the standard deviation for the experimental was 3.28790.

Next, one sample test can be seen. The one-sample t-test was used to determine whether a sample comes from a population with a specific mean. As it can be seen in the below table, the mean difference for the control group was 21.225 and the mean difference for the experimental group was 24.100. The post test result showed that there was an increase in the mean difference between the two groups.

The mean difference of the experimental group was only 13.675 during the pre test. However, at the end of the study it had increased into 24.100. Moreover, when the mean score difference for the two groups was compared, the result showed that the experimental group’s result strength had increased from -0.35 to 2.875. It was found by subtracting the mean difference of sample one from the mean difference of sample two.

Therefore, mean difference for experimental- mean difference for control can be calculated as follows:  $24.100 - 21.225 = 2.875$ . There was an increase in the mean difference between the two groups for the post test conducted. The experimental group of students had 2.875 more mean scores than the control group. Moreover, the t –result for the control group was 22.461 and the t- result for the experimental group was 46.358. Besides, the t- test for the experimental group showed that there were 39 differences, 0.00 significance, 23.05 lower confidential intervals and 25.15 upper confidential intervals.

GROUP	Table 5: post test -one sample test					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Post test score for the control group	22.461	39	.000	21.225	19.31	23.14
Post test for the experimental group	46.358	39	.000	24.100	23.05	25.15

Hence, there was a difference between students who were taught by using short stories and students who were taught by using the text book with in the conventional method. After the post test one sample test was analyzed, the paired samples differences were analyzed. As the paired differences table below indicates the experimental groups' post test performance was better than the control groups' post test performance. In order to see any differences observed between the two groups after the treatment was given, we run paired samples t-test for the paired differences.

Table 6: Paired Differences

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1.Post test for the experiment group- post test for the control group	2.875	7.799	1.233	.381	5.369	2.331	39	.025
Pair2.Post test for experimental- pre test for experimental	10.425	4.877	.771	8.865	11.985	13.518	39	.000

Therefore, as the paired samples t-test in pair one of the above table shows the experimental groups of students' post test performance was more than the control groups post test performance. The paired differences t- test p- value (significance) for pair one was 0.025. Since it was lower than the alpha level set at  $p \leq 0.5$ , we can say that there was significant difference between the experimental group and the control group of students.

Besides, the paired differences for the experimental group's pre test and post test output indicated that there was significant difference between the pre test and the post test performance of the experimental group of students. This was because the p value of the pair two is 0.000 which is much lower than the standard alpha level which is usually set at  $p \leq 0.5$ . Hence, the experimental group students who were taught by the use of short stories performed far better in the post test than in the pre test.

As a result, it can be said that the students who were taught by the use of short stories performed better than the students who were taught by the conventional method. As it can be seen above, the Paired Samples *T*-Test compared two means that were from the same individual, object, or related units. The two means typically represented two different times pre-test and post-test with an intervention between the two time points.

The purpose of the test was to determine whether there was statistical evidence that the mean difference between paired observations on a particular outcome was significantly different from zero. The following table presents the paired samples statistics between the two groups post test results.

Table 7: Post test Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Post test score control group	21.23	40	5.976	.945
Post test for experimental group	24.10	40	3.288	.520

There was an increase in the means difference between the two groups for the post test conducted. Moreover, as the table above shows the standard error mean for the experimental group's post test result was .520 and the standard error mean for the control group's post test result was .945. Besides, the standard deviation for experimental group was 3.288 which showed that the samples indicated that the data pointed tend to be close to the mean.

The standard deviation for the control group was 5.976 which showed that the samples were relatively less close to the mean. Moreover, the standard error mean of the control group was higher than the experimental group. The mean difference can be shown by the following bar graph.

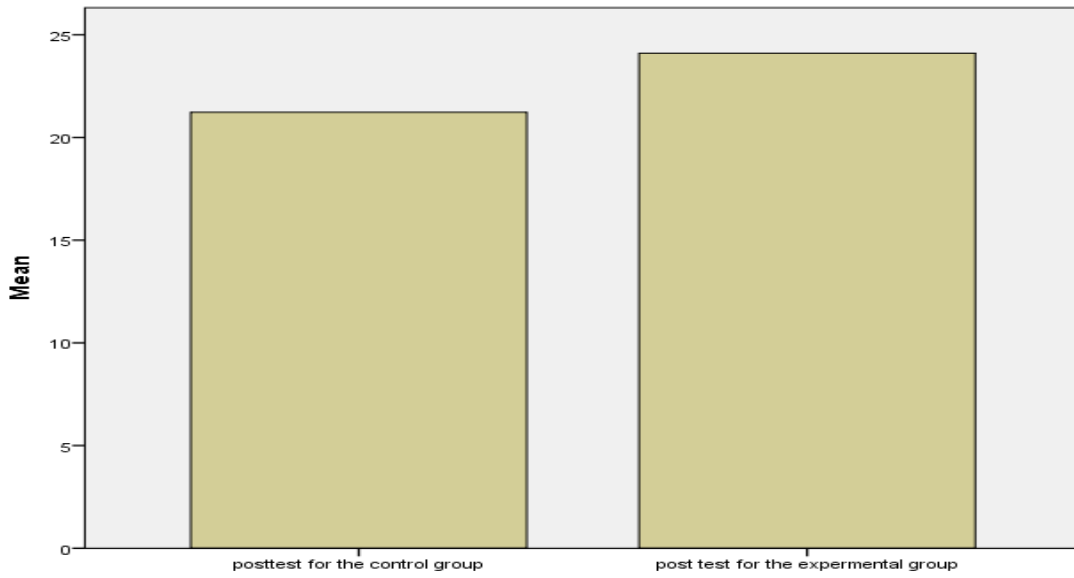


Figure 3: Bar graph for the post test

The above bar graph shows that post test means for the experimental group is more than the control group. Furthermore; the pie chart below defines the summaries of the separate variables of the post test for the control group and the post test for the experimental group.

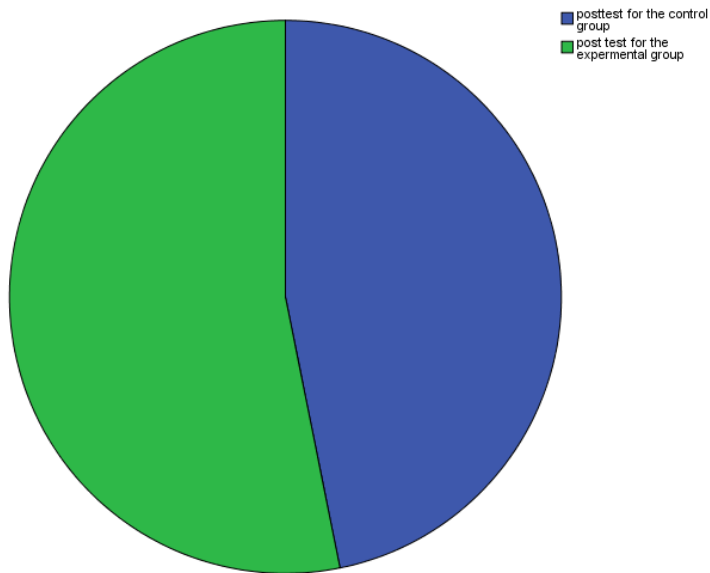


Figure 4: a pie chart for the post test

This difference came about due to using short stories as a treatment to develop the reading comprehension of the experimental group of students. This difference was because of the role of short stories in improving the reading comprehension of the experimental group students. Therefore, the short stories improved the students' reading comprehension performance and the difference between the two groups was due to the effective role of the short stories used in the class. Therefore, the students who were taught by the use of short stories performed better than the students who were taught by the textbook.

This difference came because of the short stories and the activities that were prepared based on them. Short stories were able to achieve their objective because they were able to motivate the students who did very well when they learn with the stories that were selected by them. Besides, short stories are inherently effective in bringing a desired change. Moreover, the activities that were prepared based on Lazar's method for teaching short stories contributed for the improvement of the students' overall performance. Since there was significant difference between the effects of short stories and text book texts, at the end of the study the effectiveness of short stories in developing students' reading comprehension was accepted.

#### 4.2. Questionnaire Analysis

The other instrument that was used to collect data was a questionnaire to tap the students' response towards the themes such as short stories used in the class, their comments on the teaching learning with the help of short stories and about their problems in the previous teaching learning method. The questionnaire had three parts. The first part was about the background of the students, the second part was about the responses and the third part dealt with the students' overall comments (See appendix E).

##### Part one: Background data of the students.

Table 8: Background Data

Mother tongue	Number of students	Gender	Ages	Number of students
Amharic	36	Male 23	14 - 15	15
Afan Oromo	2	Female 17	16 -17	22
Tigrigna	1		18-19	2

Sidamigna	1		
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As it can be seen from the above table the majority students speak Amharic, 2 students speak Afan Oromo, 1 student speaks Tigrigna and 1 student speaks Sidamigna. Moreover, there are more male students than females and the majority of the students are between 16 and 17 years of age, 15 students are between 14 and 15 years of age and only 2 students are majors.

**Part two: the experimental groups' responses to the questionnaire.**

Table 9: Questionnaire Responses

Statements	Number of respondents/ Percentage (100%)	strongly agree 4	Agree 3	Disagree 2	strongly Disagree 1
1. Previously I used to have a problem in reading passages and answering questions based on what I read.	39(99.9%)	9 (23.07%)	10 (25.64%)	18 (46.1%)	2 (5.1%)
2. You have been learning reading comprehension through short stories. Does it help you to develop in any ways your reading comprehension?	40(100%)	15 (37.5%)	22 (55%)	1 (2.5%)	2 (5%)
3. Did the short stories help you to understand what you read effectively?	40(100%)	17 (42.5%)	20 (50%)	3 (7.5%)	-
4. Did the reading of the short stories help you in predicting, vocabulary development, and grammar awareness, understanding character, and interpreting text effectively?	40(100%)	13 (32.5%)	21 (52.5%)	2 (5%)	4 (10%)
5. Did the short stories help you in developing your personality properly?	40(100%)	18 (45%)	20 (50%)	2 (5%)	-
6. When the teacher was teaching you reading through short stories, were you motivated?	39 (99.9%)	16 (41.02%)	22 (56.41%)	1 (2.56%)	-

7. Making us to read different literary works in groups and discussing on them helps us to develop our language skills	40(100%)	19 (47.5%)	20 (50%)	-	1 (2.5%)
8. The discussions we made on the provided questions after reading the short stories, has helped us to argue because the different ideas support each other.	40(100%)	22 (55%)	15 (37.5%)	2 (5%)	1 (2.5%)
9. Learning the English language through short stories inspired us by developing our appreciation of literature.	39(99.9%)	20 51.2%	16 (41.02%)	2 (.5.1%)	1 (2.56%)
10. Learning English through short stories is interesting because it makes me to use my potential.	40(100%)	17 (42.5%)	20 (50%)	3 (7.5%)	-

The questionnaire that was distributed to the students had 10 questions to be answered based on 4 points Likert scales from strongly agree, agree, disagree to strongly disagree. Out of the ten questions three of them demand the students to reason out their answers. First, the ten main questions were analyzed and then the three sub questions are analyzed and finally the students overall comment is analyzed.

With regard to statement number one, 9 (23.07%) of the students strongly agreed, 10(25.64%) of the students agreed, 18(46.1%) of the students disagreed, and only 2(5.1%) of the participants of the study strongly disagreed. Therefore, we could conclude that 19 (48.71%) of the students admitted that they used to have a problem with the previous conventional method of teaching-learning system of reading comprehension. The second question was meant to ask the students whether the use of the short stories developed their reading comprehension or not. Again for this question 15 (37.5%) students said that they strongly agree, and 22(55%) students agreed; however only 1 (2.5%) students disagreed and two students (5%) strongly disagreed.

Therefore, we could see that 35 (92.5%) of the participants had an affirmative response to the use of short stories in the classroom. However, only 3 (7.5%) of the respondents had a negative response to the use of short stories in developing reading comprehension. For statement number

three, 17 (42.5%) of the experimental group students strongly agreed, 20 (50%) students agreed, only 3 (7.5%) students disagreed and none of them strongly disagreed. As a result, we could say that 37 (92.5%) of the total population of the experimental group had a positive attitude towards the role of short stories in effectively enhancing students' reading comprehension.

Statement number four asked the students whether the short stories that were used to teach them in the classroom helped their ability in prediction, word knowledge, understanding grammatical rules, understanding characterization and interpreting texts or not. Again 13 (32.5%) of the students strongly agreed, 21(52.5%) of the participants agreed 2 (5%) of the respondent disagreed and only four (10%) students strongly disagree. As we could see from the figure, 36 (85%) students had affirmative response towards the question and 6(15%) of the students had negative responses towards this question. With regard to question number five, 18 (45%) students strongly agreed, 20 students agreed (50%), 2 students (5%) disagreed and no student strongly disagreed. For question number six, 16 students that means (40%) of the participants strongly agreed 22 (56.41%) students agreed, 1 (2.5%) student disagreed and no student strongly disagreed. Therefore, 92.5% of the 39 participants gave an affirmative response for being motivated by the new method the teacher used in teaching reading comprehension through short stories in the classroom.

With regard to statement number seven, 19 (47.5%) students strongly agreed, 20 (50%) students agreed, no student disagreed and only 1(2.5%) student strongly disagreed. Therefore, 39 (97.5%) participants had a positive attitude towards the use of reading literary texts and working in groups and discussing them to develop language skills. For question number eight, 22 (55%) students strongly agreed, 15 (37.5%) students agreed, only 2(5%) students disagreed and one student (2.5%) strongly disagreed. As we could see from the figure, 92.5 % of the respondents had a positive response towards the use of short stories in the class room. For the statement number 9, the experimental group students were asked whether learning the English language through short stories inspired them by developing their appreciation of literature or not.

Again for this question 20 (51.2%) students strongly agreed, 16 (41.02%) students agreed, but only 2 (.51%) students disagreed and (2.56%) student strongly disagreed. Therefore, we could conclude that 36 (92.5%) students gave an affirmative response for developing appreciation for

literature. For question number ten, 17(42.5%) said that they strongly agree with this statement, 20 (50%) of them said that they agree to this statement, three (7.5%) students disagreed but none of them strongly disagreed. Therefore, 92% of the total populations were assertive towards this question.

*The Reasons for Question number 7, 10 and 2 of the questionnaire.*

In this part the questions that demand additional reason or comment to the above questions were presented. Since the sub question for number 7 and 10 were multiple choices this would be presented with percentage. On the other hand the sub question for number 2 demands the students to reason out their answer in writing and hence it would be presented as the students' reason description. Finally, the part three of the questionnaire was presented with the help of table as the students' general comment towards the use of short stories in teaching reading comprehension comment.

7. (1). If your answer to question number 7 is either A OR B, why? Choose one of the following responses.

Table 10: Reasons for question number 7

Reasons	Number of respondents 36((90%)
A. Because the teaching learning process is mainly productive.	5(13.8%)
B Because it involves students' participation	27(75%)
C Because previously the teacher was authoritative	1(2.77%)
D. Because of the group discussion that gave us the freedom to talk in the class.	3(8.33%)

The above question was part of question number 7. Students who gave an assertive response were asked to give their reason for choosing agree or strongly agree. As a result 5 (13.8%) students said that it was because the teacher taught them well, 27 (75%) of the respondents said that it was because what they have learned involved their participation, only 1 (2.77%) student said that it was because previously the teacher was authoritative and three 3(8.33%) students responded that it was because the group discussion that gave them the freedom to talk in the class. Again the majority of the students gave an affirmative answer for this question and this

was consistent with their response to the question. But only 3 respondents had a negative response.

The following question was part of Question number 10 (Learning the English language through short stories inspired us by developing our appreciation of literature.) Why (if your answer is A or B)

Table 11: Reasons for question number 10

Reasons	Number of respondents 34 (85%)
A because of the peer learning	10 (29.411%)
B because it is student centered	9 (26.470%)
C Because the teacher is authoritative	1 (2.94%)
D. because it helps us to follow the lesson properly	4 (11.764%)
E. because it is a new creative method	10 (29.411%)

The above question was part of question number 10. Students who gave an assertive response were asked to give their reason for choosing agree or strongly agree. As a result 10 (29.411%) students said that it was because the teacher taught them well, 9 (26.470%) of the respondents said that it was because what they had learned involved their participation, only 1 (2.94%) student said that it was because previously the teacher was authoritative and three 4 (11.764%) students responded that it was because the group discussion that gave them the freedom to talk in the class. Again the majority of the students gave an affirmative reason for this question and this was consistent with their response .Only one student had a negative response .

The following question was part of question number two. The students were asked to give their reasons if they affirmatively respond to the question. Some of their reasons are presented below. If your answer to the above question is A or B, how does it helped you to develop your reading comprehension?

Table 12: Reasons for question number 2

STUDENT code	Reason
Student code	Because of learning new words as we read (three students).Moreover student code 16 said

others and student code 7	when we read the story since the teacher was helping by explaining the meaning of new words we were able to comprehend the story. Student 7 added that it is because it helped me to know /comprehend words that I don't know. Student 13 said that it helped him to develop his /her reading skills as well as to know new words.
Student code 3-6,8	Because of repeated reading (four students).student 8 said we were made to repeatedly read the short stories and as a result it had made us understand what we read.
Student code 2	Because the method is clear and easy.
Student code 12	Because the short stories are first of all interesting and as a result helped me to comprehend main ideas (two students).
Student code 1	Because it is new. Student one said because the previous teachers do not usually use such method no such it helped me
Student code 20	Because everyone was required to read both in the classroom and at home it helped me to develop my knowledge.
Student code 19	Because when we read the short stories we learned new words and the loud readings in the class helped the development of our language. Student 11 added that it developed my language knowledge more.
Student code 15	Because the short stories are read with motivation and they are appealing.
Student code 21	Because it helped my reading ability (two students). Besides student 14 said it developed both my abilities in reading and writing of short story
Student code18	Because Since it was story, it captures my attention while reading it
Student code 4	Because after reading my comprehension ability developed.
Student code 9	Because it helped me to acquire knowledge from different books I read
Student code-	It helped me to know more words and developed my reading ability.
Student code10	It helped me to comprehend texts as well as different materials that I read. Similarly student 9 said it is because I acquire knowledge form different books that I read. Another student (10) added that it is helpful us to read and understand different books.

The students who strongly agreed or disagreed to being helped by the short stories used in the classroom were asked how they were benefitted by them. The students gave positive responses that were consistent with their agreement. The respondents admitted that increasing their word knowledge, interest, motivation, participation as well as clarity and simplicity were some of the ways in which the stories were able to help them. Besides the students responded that the short stories helped them to acquire knowledge and comprehend different texts they read.

### **Part Three; students' overall comments.**

This is part three of the questionnaire. The students were asked to give their overall comment towards the use of short stories for teaching reading (12).

Table 13: overall comments

Student	Comment
Student code 1	”It helped both my reading and my writing ability of short stories. Student 12 added that the technique we learned helped me to write fictions in Amharic.
student code 4	Starting from one of the short stories you taught us, I am able to read the fictions.
Student code 5	It was good. It was interesting teaching -learning time.
student code 21	Since we were using short stories, it was an easy new teaching learning method.
Student code 22	The technique is good. It is a new teaching method and it helped us to bring good result. Student 14 said it is good. It helped us to cooperatively work with each other.
Student code 20 and code 6	It is interesting. It is new, it helped us to develop our English language ability(two students).The technique is good because by using one teaching technique it is helping us to bring good result.
Student code 23	It motivated me and helped me to learn better.
Student code 17 AND code 19	It is interesting. Although we should learn both with the help of the short stories as well as the text book( two students ).Good teaching method .keep it up
Student code 8	My suggestion is that the teaching learning process was good since it was new it is to be encouraged and appreciated I am fine with it.
Student code 7	It was very interesting. I am fine with the method. Keep it up. Student 11 said it is good keep it up.
Student code 18	If the method is used for longer time it would help us to acquire knowledge through reading.
Student 10 code	The short stories helped my language as well as my reading skills.
Student code 9	It is good. I am glad if you can teach us more than this too.
Student 2 code	In the teaching learning process the new technique I have seen is that since we were learning with the help of short stories it was easy
OTHER students	In addition, the following suggestions were given by the students who said that it was good, first rate. One student said “though it is fine with me we should start the text book as well. The students said that it is good, very good technique, lovable and helped us to develop our reading skills thank you. Besides, the students said the teaching learning method is good. They added that we have not been learned in this way, it is good, we love him, I am happy if he doesn’t separate from us. Moreover, the students said it is interesting, nice, and very nice. In addition, one student said it encouraged me and made me follow my education properly.

Another student added that it is interesting and new teaching learning method.”
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The comments given by the students indicated that the short stories helped both their reading and in some responses their writing ability of short stories. Therefore, some students developed integrated skill. Moreover, since the class was using short stories, it was easy for them to follow the teaching-learning process. The other benefit of the short stories mentioned by the students was development of cooperative work.

Besides, some students said that the stories motivated them and helped them to learn better. Still other students mentioned the quality of short stories in being very interesting. Some students were happy with the use of short stories and wanted the treatment to continue. Some students believe that if the method is used for longer time, it will help them to acquire knowledge through reading. Furthermore, the short stories helped the students' language in general as well as reading comprehension in particular.

In addition, one student said it encouraged them and made them to follow their education properly. Another student added that it is interesting and new teaching learning method. Some students said that it is good, very good technique, lovable and helped us to develop our reading skills, thank you. Therefore, the stories were able to motivate and encourage the students. Again the comments given by the students indicated that the short stories were able to play an important role in the development of the students reading comprehension.

## **CHAPTER FIVE**

### **5. Summary, Conclusions and Recommendations**

#### **5.1. Summary**

The results from this study show that students who were taught by using short stories perform better on the post test than students who were taught by using the conventional method. The

main objective of this study is to find out the role of short stories in improving students' reading comprehension. To meet this objective two groups of students were randomly selected-experimental and control. The experimental group was taught by the researcher himself with the help of short stories and the control group was taught by the researcher by the conventional method. A total of 5 weeks was dedicated for the teaching process. The two groups were given similar pre test at the beginning of the study.

The purpose of the test was to measure whether the two groups were at the same level or not. The pre test result indicates that the two groups of students were at the same level. The results showed that there was no such a significant difference between the two groups of students during the pre test. Therefore, the researcher decided to continue the study by teaching them separately.

Finally, the two groups of students were given similar post test. The purpose of the post test was to see whether the two groups have any difference after the treatment of using short stories was conducted. The post test result indicates that the means score for the control group of students is 21.23 and the means score for the experimental group of students is 24.10. Besides, the standard deviation for the control group is 5.976, and the standard deviation for the experimental group is 3.288. And the standard error mean for the control group is found out to be .945, and the standard error mean for the experimental group is found out to be .520. Moreover, the mean difference between the two groups is positive 2.87 in favor of the experimental group. Therefore, the posttest results indicate that there is difference between the two groups of students.

## **5.2. Conclusions**

The paired samples t-test result for the experimental and the control group of students showed that the significance of the test was 0.025. Since this value is less than the standard alpha level set at 0.05 with 95% confidential interval, we can say that the difference is significant between the two groups. Besides, the comparison of the pre test and the post test results in the experimental group showed that the post test result of this group was significantly different from its pretest counterpart.

The study indicated that there is a significant increase in the post test statistical result for the experimental group. This is because the p-value of the test is found out to be 0.000 which is

much lower than the alpha level set at 0.05. The mean score of the experimental group students had increased from 13.675 to 24.1000. By using short stories in the classroom, the difference was created. Moreover, this means score for the experimental group had become more than the control group by 2.87 points at the end of the study. This increase is because of the treatment.

The difference is because of the role of the short stories used in the class. Therefore, using short stories can improve reading comprehension of students. This improvement shows that literary texts can play an important role in the development of students' reading comprehension in particular and second language in general. Besides, as it can be seen from the questionnaire responses, the majority of the students have a positive response towards the short stories applied. Therefore, the study was able to meet its objectives of investigating the role of literary texts in developing students' reading comprehension.

In fact, the researcher investigated the role of short stories in developing Bole community secondary school students' reading comprehension and found out that the experimental group of students' reading comprehension has developed more than the control group because of applying the treatment of short stories. This is seen as the researcher found out that the experimental group of students' post test result indicated that the students performed better than the control group of students. This is because of the treatment of using short stories for reading comprehension development.

The other objective of the study is to investigate if short stories enhance the students' reading comprehension. To meet this objective the experimental group of students were taught by the help of short stories. The t- test for the paired differences for the experimental group of students pre test and post test results indicated that the students mean score has leapt from 13.675 during the pre test to 24.1000 in the post test. Thus, the second objective is met too as it was seen that the short stories enhanced the students' reading comprehension.

The other objective of the study is to examine the students' general reflections towards the basic concepts in using short stories in the classroom. To achieve this purpose a questionnaire was distributed to tap the students' responses towards using short stories in the classroom. The questionnaires' responses showed that the students who were taught through the short stories developed the habit of reading literary texts. Besides, almost all the students respond positively

to the use of short stories for the development of students' reading comprehension in particular and their language skills in general. The results of the questionnaire indicated that approximately 83.04% of the respondents had either strongly agreed or agreed to the 10 statements. Only 9.05 % of the respondents either disagreed or strongly disagreed. Moreover, the students were asked to give their overall comment towards basic using short stories in the classroom and the majority of the comments are very affirmative.

### **5.3. Recommendations**

Based on the findings of the study, the following points are recommended:

- As the experimental group students post test results indicates the role of literature in language classrooms is very important. Therefore, syllabus designers, curriculum developers and other stakeholders who are in the field of textbook preparation, while preparing materials, have to consider the benefits of using literary texts for teaching reading comprehensions.
- The students' responses indicate that they developed appreciation of literature because of the treatment which helped their reading comprehension. Hence, similar students have to develop the habit of appreciating literature because this can make their knowledge of literary competence wide after indicating the major constructs which made up and define their literary as well as linguistic competence.
- This research attempts to develop appropriate tasks. Therefore, teachers of the school should select literary texts and develop tasks that are to the level of the students to teach language through literature. The teachers should include pre, while and post reading activities. When teachers apply short stories for reading comprehension development, they shall develop activities that involve the students. When teachers develop activities and select stories they shall sequence them from simple to complex. Besides, the first three days should be dedicated to introduction and observation of literary competence, style and strategies that are used by grade nine students to learn second language. Then, the next stage should be to the implementation of teaching language through literature. To this effect the teachers have to pilot test the stories to similar groups of students before implementing them.

- Many students responded to the questionnaire that they want to learn reading comprehension with the help of short stories as it involves their participation. Therefore, a literary classroom has to be student centered. Teachers have to create student centered classrooms. And the students should be encouraged to participate actively in reading literary texts and discussing activities in groups.
- Some students believe that in the conventional method teachers do not use literature for language teaching. Therefore, teachers have to try to include literature in their classroom. However teachers have to be well prepared in the area of teaching reading and /or language through literature programs. The bodies concerned has to give enough training to teachers about the basic concepts, approaches, material design, reading texts cross culturally, using literature in the language classroom and material selection.



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## Appendix A

### Short stories and Activities for the Experimental group

#### Day zero: Introduction and orientation

Match the <i>type</i> of short story with the <i>extracts</i>	
1. Horror Story	a) She waved her magic wand, and suddenly the frog turned into a handsome prince
2. Love Story	b) He woke to see a shadowy figure in medieval clothes walking across the room. to call out, but could not speak He went cold and tried
3) Detective story	c) “Darling!” she whispered. “I’ve waited all my life for you”
	D) The spaceship lowered into another planet which appeared to have no people, no animals and no oxygen but which had a series of Underground cities.
5. Fairy Story	e) The sheep was praising the wolf for his compassion when a passing fox warned “The compassionate wolf is not what he appears”.
6. Fable	f) He looked at the gun on the table. “I know who did it”, he Said calmly.
7. Science Fiction	g) They set off on their way at dawn. The caves were not far away but the journey seemed by horseback
8. Adventure Story	h) Slowly, he opened the door and looked inside the room. The portrait on the wall had changed. It was now a mass of tangled branches and blood. He let out a loud scream and ran down the stairs.

1. What *helped* you to match the story types and the extracts?
2. Which story types might not be appropriate for use with your students? Why not?
3. Which *vocabulary* and *language structures* might be central to students’ reading comprehension of each story type?

#### Learning English through Short Stories

Features of short stories –

#### Matching Activity

Characterization	the process of creating and developing characters
Plot	a planned, logical series of events having a beginning, middle and end
Dialogue	speech used for moving the story forward ,though some dialogue can be redundant

Conflict	this is essential to the story without conflict there is no plot. It is opposition of forces which ties one incident to another and makes the plot move
Moral	from a story – e.g. fairy stories often have a moral about distrusting appear to be trust worthy

**Day two: story one A kind deed**

**A Short discussion – before reading**

Discuss the following questions with the students in your group. What is a feeble old man? What famous old men can you think of? Can you describe any old men from films? Think about their appearance, behavior and personality. How might people treat old people? Do you think we'll be able protect old people from misery in the future?

**A kind deed**

She stood there at the age of ten, staring at this feeble old man. He was leaning on a cane, looking for something. He was very old, and needed her help. "I can help you to sit," she offered, and he did. Sinking into a chair gratefully, he closed his eyes. Tina stood there, unsure of what to do or say. Suddenly he opened his eyes and said, "Do you know of a place where I can stay in town? I am very sick and need to see a doctor; I am from out of town." She replied, "My parents have a room for you, I will take you home." The old man smiled, "God will bless you child." That same year Tina fell in front of a car at the same time the old man passed away, he had moved in with her parents so he could get medical treatment, and he became part of the family. Tina called him "Grandpa Jones". She lost her sight in the accident, and .She was put on a waiting list for a donor. It was a long wait for Tina and then one day she received news that an old man had donated his body to science. It took \_along time for her to gain her sight back. When she did she was looking into Grandpa Jones eyes, for she had received his corneas and now could see. "Thank you, Grandpa Jones," she whispered as tears fell from her eyes. He had given her greatest gift of all, her sight. She now respected the older generation and beyond...

By: Beatrice Reeves (Lloyd minster)

**B. While reading task A Kind Deed by Beatrice Reeves**

1. What information can you find in the story about the character of the old man?

Fill in the table below with as much information as possible.

Name:	the old man :
What do we know about his appearance?	
Tell us about his behaviors	
What do we know about his donation?	

How would you describe his personality? Tick the words which you think apply to him....

Communicative  sick  good  very old  fatherly  loving  generous  hopeful  sick  respectful  feeble  not selfish |

Justify your impression with examples from the story. Make some notes about the words you have chosen, Exchange your ideas: Work with a partner who read about the other character. Tell each other your information

### C Post reading tasks

#### *Text analysis*

How to show character in a story the author uses some adjectives to describe their personalities,

Example: He was very old. She uses verbs and descriptions of actions/events to give us an impression of their personalities and how they behave. Example: -----

-----She uses direct quotations from the characters to show how they speak.

Example: -----She shows how other people react to the characters.

Example: -----

2. Compare the following pairs of sentences. Choose the one in each pair which you think is more interesting for the reader and say why.

a) (I) He had given her greatest gift of all, her sight.

(ii) Her sight was restored because of him.

b) (I) "I can help you to sit," ii) She tried to help him in other ways to

c) (I) the man was a good person. (ii) "I wanted to use electricity to help people, and I wanted to discover the secrets of life.

**Day three** Sample Extension Task: Read the extract below. Do you know *when* it takes place?

What is missing? (a) Verbs (b) linking words (c) time reference words. Add the missing words and phrases to the gaps so that it is easier to understand when the events happen.

- a) became            b) now            c) will            d) Suddenly  
 e) can            f) When            g) He            h) had            i) then

### **A KIND DEED**

(1) She stood there at the age of ten, staring at this feeble old man. \_\_\_\_\_ was leaning on a cane, looking for something. He was very old, and needed her help. "I \_\_\_\_\_ help you to sit," she offered, and he did. Sinking into a chair gratefully, he closed his eyes. Tina stood there, unsure of what to do or say..\_\_\_\_\_ he opened his eyes and said, "Do you know of a place where I can stay in town? I am very sick and need to see a doctor; I am from out of town." She replied, "My parents have a room for you, I \_\_\_\_\_ take you home." The old man smiled, "God will bless you child." That same year Tina fell in front of a car at the same time the old man passed away, he had moved in with her parents so he could get medical treatment, and he \_\_\_\_\_ part of the family.. Tina called him "Grandpa Jones". She lost her sight in the accident, and .She was put on a waiting list for a donor. It was a long wait for Tina and \_\_\_\_\_ one day she received news that an old man had donated his body to science. It took \_\_\_\_\_ for her to gain her sight back. \_\_\_\_\_ she did she was looking into Grandpa Jones eyes, for she had received his corneas and now could see. "Thank you, Grandpa Jones," she whispered as tears fell from her eyes. He \_\_\_\_\_ given her greatest gift of all, her sight. She \_\_\_\_\_ respected the older generation and beyond...

By: Beatrice Reeves (Lloydminster)

**Day four:** story two, Action based on Lazar’s method will be taken for the activities after reflecting on the previous lessons for the coming classes.

#### **Pre reading activities**

1) Exercise 1 the title of the story is “Father Eyes”. What do you think the story will be about?

2) Exercise 2 Have you ever heard of this story? Do you know anything about the writer?

Do you know anything about the football games taking place in our days?

### **FATHERS’ EYES**

A teenager lived alone with his father, and the two of them had a very special relationship. The father believed in encouragement. Even though the son was always on the bench, his father was always in the stands cheering. He never missed a game. This young man was the smallest of the class when he entered high school. His father continued to encourage him but also made it very clear that he did not have to play football if he didn’t want to. But the young man loved football and decided to hang in there He was

determined to try his best at every practice, and perhaps he'd get to play when he became a senior. All through high school he never missed a practice or a game, but remained a bench warmer all four years. His faithful father was always in the stands, always with words of encouragement for him. When the young man went to college, he decided to try out for the football team as a "walk-on."

Everyone was sure he could never make the cut, but he did. The coach admitted that he kept him on the roster because he always puts his heart and soul to every practice, and at the same time, provided the other members with the spirit and hustle they badly needed. The news that he had survived the cut thrilled him so much that he rushed to the nearest phone and called his father. His father shared his excitement and was sent season tickets for all the college games. This persistent young athlete never missed practice during his four years at college, but he never got to play in the game. It was the end of his senior football season, and as he trotted onto the practice field shortly before the big playoff game, the coach met him with a telegram. The young man read the telegram and he became deathly silent. Swallowing hard, he mumbled to the coach, "My father died this morning. Is it all right if I miss practice today?" The coach put his arm gently around his shoulder and said, "Take the rest of the week off, son. And don't even plan to come back to the game on Saturday." Saturday arrived, and the game was not going well. In the third quarter, when the team was ten points behind, a silent young man quietly slipped into the empty locker room and put on his football gear. As he ran onto the sidelines, the coach and his players were astounded to see their faithful team-mate back so soon. "Coach, please let me play. I've just got to play today," said the young man.

The coach pretended not to hear him. There was no way he wanted his worst player in this close playoff game. But the young man persisted, and finally feeling sorry for the kid, the coach gave in. "All right," he said. "You can go in." Before long, the coach, the players and everyone in the stands could not believe their eyes. This little unknown, who had never played before, was doing everything right. The opposing team could not stop him. He ran, he passed, blocked and tackled like a star. His team began to triumph. The score was soon tied. In the closing seconds of the game, this kid intercepted a pass and ran all the way for the winning touchdown. The fans broke loose. His team-mates hoisted him onto their shoulders. Such cheering you've never heard! Finally, after the stands had emptied and the team had showered and left the locker room, the coach noticed that the young man was sitting quietly in the corner all alone. The coach came to him and said, "Kid, I can't believe it. You were fantastic!" Tell me what got into you? How did you do it? He looked at the coach, with tears in his eyes, and said, "Well, you knew my dad died, but did you know that my dad was blind?" The young man swallowed hard and forced a smile, "Dad came to all my games, but today was the first time he could see me play, and I wanted to show him I could do it!"

### While reading activities

Understanding the Plot 1) Ex. 1. Read the text and provide titles for each paragraph

Understanding the Characters 1) Ex. 1. Which are the characters that appear in the story? Make a list.

2) Ex. 2. Write answers to these questions.

Why the young man did become deathly silent? -----

Why do you think the young man swallowed hard and pretended a smile?

At what season had the young man received a telegram? -----

Can you think of words that would fit in describing any of the young man's characters?

Helping with Difficult Vocabulary

1) Ex. 1. While you are reading, underline the unknown words that you think prevent you from grasping the meaning.

2) Ex. 2. Match each word listed below, to one of the meanings. Check your answers with a partner.

- |                  |                |
|------------------|----------------|
| a) fantastic:    | 1) older       |
| b) faithful:     | 2) persevere   |
| c) encouragement | 3 unbelievable |
| d) senior        | 4) true        |
| e) persisted     | 5) support     |

Helping with Language Do the following the following activity 1) Ex. 1. Choose the best word to join the sentences together.

We invited the coach to our party and/but he didn't come.

The young man was very shy although/so he didn't go to school.

The young man was very angry indeed while/when the coach told him he can't play.

They enjoyed being lazy although/and the days seemed very long.

We would all be very sorry unless/if anything happened to you.

Post reading activities

Interpreting the Text Ex. 1. The young man loved football and decided to hang in there. What do these lines tell us about his character? Students' Personal Growth Ex. 2. In the short story there are reflected family relationships. Do you believe that nowadays families have s have feelings? Generally, how have relationships changed? In what ways?

## Day five

### Pre reading activities

**While reading activities:** Helping with vocabulary. 1) While you are reading underline the unknown

words that you think prevent you from grasping the meaning. 2) Ex. Find the words in the story which mean

Hustle \_\_\_\_\_ Remain \_\_\_\_\_ Astound \_\_\_\_\_ Cheer \_\_\_\_\_  
\_\_\_\_\_ Rush \_\_\_\_\_

Post reading activities Practicing language skills 1) Ex. 1. Choose a character and read his parts of the dialogue aloud. Homework. Ex. When his father died the youngster's life was changed. In what ways do you think it make him different?

**DAY six: story three** Helping students to read and understand short stories: 1 **Five minutes discussion.** The story you are going to read is about Makeda. Discuss the following question with the students in your group before you read. What age do people marry?

### Makeda's story

Makeda sat down dreaming in the shade of a big tree. Beside her was a jerry can for water. She was on her way to fill it at the well, but had stopped for a short rest. Makeda was just 14 and very beautiful. She wasn't very good at school because she was always daydreaming and never paid attention. She dreamed about the husband that she would marry one day. He would be a handsome young businessman."Hello Makeda come here my dear", a voice said. Makeda woke from her day dream and saw the businessman standing nearby. The businessman was the richest man in the area. He was about 40 years old and he was fat and ugly. Nevertheless, Makeda smiled at him because the businessman was very kind to her. "It is a shame to see you going to the well to carry a heavy jerry can of water," said the businessman "If you had money, you could buy some nice clothes. Then a rich young man will notice you and marry you". "I know, businessman" said Makeda. I was thinking the same thing myself". The businessman came closer to Makeda and whispered softly in her hear, "I could help you with the money, my dear come to my shop tonight and we can talk about it" Makeda knew that the business man was suggesting that he should become her sugar daddy. If he gave her the money she could buy the things she wanted. Then, she could go to Addis Ababa where she would meet the young man of her dreams. She decided to go the business man's shop that night. Makeda went to the businessman shop twice a week for three months. He gave her money every time she

comes. Then, one evening she wanted more money, she went to the shop and the business man told her to go away. She heard another girl laughing in the room behind the shop. Makeda felt very angry. Then, one month later she missed her period .She was frightened and surprised. I can't be pregnant she thought. The businessman told me that."Please advise me worknesh I think I may be pregnant . My father is very strict and he would kill me if he found out. What do you think I should do please help me I am worried" .Fortunately worknesh's mother was a social worker with the local council. When she heard about Makeda's problem, she was very angry she knew the business man is guilty, and if Makeda reported him he would be arrested, taken to court and tried for defiling the girl. But she also knew that the business man would plead not guilty and that without a witness the judge or magistrate would declare him innocent of the crime. Also Makeda's father would be so angry that he would force his daughter into an early marriage the young girl might be mistreated by an elderly husband while the real criminal, the business man would not be imprisoned but would enjoy his freedom and escape being sentenced for his crime. Worknesh's mother went to talk to Makeda and her father. She explained the position to the father and talked about the rights of Makeda and her child. Makeda's father was indeed very angry but he agreed never to punish Makeda instead she was sent away to stay with her aunt until the child was born, but it was the end of her day dreams. Source: Grade 10 text book with slight adaptation.

## 2 While - reading activities ” Makeda's story

Activity: Helping students to read and understand short stories :

- When do Makeda met the business man in the story
- What do *you* do if you were the father?

Which type of person do you want to be? Why?

- (a) Makeda (b) the businessman (c) Makeda's father (d) Worknesh's mother (e) the other girl

What is it called when someone use another person improperly?

- (a) abuse (b) treat (c) help

- Does a businessman trick and defile a girl in the story? Why / why not?
- Is it safer to live in the city as mistress than as an ordinary woman in the village? Why / why not?

Read the story, and then work with a partner to answer the questions.

## 3 .Post reading activities. Answer the following questions.

1. Makeda was on her way to fill the jerry can with water in the story

- Where did she go? -----

- How long did she rest? -----
- When did she wake up from her day dreams? -----
- 2. What happened when Makeda woke up from daydreaming?
  - a) she saw a husband lying next to her b) she saw the businessman standing nearby c) There was her father beside her.
- 3. Where was the business man after making her pregnant? a) The city, where they made him a prisoner. b) He was at the church praying c) Living in his shop and enjoying his life with another girl
- 4. What was the problem of Makeda? -----
  - a) a businessman , who was older than her, defiled her and made her pregnant b) She was a prisoner
  - c) she made a loud noise
- 5. What were Makeda doing the first day she met the businessman? -----
  - a) Go for a journey b) Trying to marry c) Trying fill a jerry can of water from the well
- 6. How did Makeda become pregnant? -----
  - a) she was raped by the business man b) she was defiled by the businessman
  - C) The businessman told her that she can't be pregnant because he knew about family planning and contraception .Therefore she was cheated. D) All

**Day SEVEN: Reordering story lines.**

Activity. Read your part of the story aloud to the group. Don't show them. Move places on the table so that the story is in the correct order.

Number the sentences in the correct order to give the outline of the story.

1. She was sent away to stay with her aunt until the child was born
2. She dreamed about the husband that she would marry one day.
3. Makeda sat down dreaming in the shade of a big tree.
4. Then one month later she missed her period
5. Makeda woke from her day dream and saw the businessman standing nearby
6. Worknesh's mother went to talk to Makeda and her father she explained the position

**Day EIGHT Activity Language Analysis. Follow-up Discussion**

**Discuss the questions as a whole group.**

**Discuss the following questions / statements with your group**

1. Why do you think people defile others and cheat others? -----
2. Do you think this story could have taken place in Ethiopia? Why / why not? -----

3. When did this story take place? -----

a) Nowadays b) 20 years ago c) 200 years ago

How do you know? -----

4. Has your answer to the following question changed after reading the story? Is it better to live in the country than the city? Why / why not? -----

5. What would you do if you were Makeda and somebody cheated you? How would you feel? -----

6.) If you found out that some men were planning to trick you and your family, like the businessman did in the story, what would you do? -----

### **DAY NINE : story four**

reading activity have you ever heard of this story?

#### **How Nasreddin found a good meal**

One day Nasreddin heard that his uncle was very sick. His uncle lived in a village many kilometers away across the desert. Although he has never been to his uncle's village before, he decided to set off straightaway. He asked his wife to prepare him 3 bags of foods and drink. He thought that these would be enough for the whole journey .on the first day he opened one of the bags. Inside was a chicken and a bottle of water. He drank the water, ate the chicken and then went to sleep The next day he walked for many kilometers .As the sun was going down he sat down beside a rock And opened the second bag .This time he took out a bottle of water and a piece of beef. He quickly ate his supper and went to sleep. In the third evening he opened the third bag this time there was a bottle of water to drink but pieces of bread to eat. I won't worry thought Nasreddin I will reach my uncles village tomorrow and then eat like a king. The fourth day came and went without any sight of the village. That evening Nasreddin sleep hungry and thirsty .On the fifth day Nasreddin continued his journey. I must eat and drink soon or I will die thought Nasreddin . He was feeling very tired, hungry and thirsty. Then at last he saw another traveler. The man was sitting in shade of a rock eating his midday meal As Nasreddin came closer a wonderful smell of meat reached his nose To his surprise Nasreddin recognized the man. He was from his own village and was returning there after many months of absence They greeted each other and the man invited Nasreddin to sit down. "Tell me how is my wife ", said the traveler. "She is in a very good health," replied Nasreddin "And Othman my son? He is still the best looking young man in the village." " and my camel?," asked the traveler "it is the faset animal I have ever seen ," replied Nasreddin " and my dog ? " "It watches over your house like as a lion". " And my house?" "It is like a king's palace." Pleased with the news the man

continued eating his meal. Nasreddin waited hopefully, but the man didn't offer him anything to eat or drink .suddenly Nasreddin jumped up. "Where are you going in such hurry," asked the man. "I must return to our village since your dog died some thieves are causing trouble". " My dog died?" Yes." "How did he die?" "I think he ate too much of your camel." "My camel is dead?" "Yes." "How did my camel die?" "It fell over your wife's body." "My wife is dead?" "Yes." "How did she die? ". "She died of broken heart of Othman's death." My son is dead?" "Yes." "How did he die?" "He was killed when your house fell on top of him." When he heard of this, the man began to scream and pull his hair Then, he jumped up and run towards his village as fast as he could. Nasreddin reached out his hand and started to eat his dinner. Taken from an old English text book.

**B while- reading activities** "How many characters are there in this story? What do you know about them? Fill in the table with as much information as possible. Some answers have already been done for you.

Character's name (some	Nasreddin ,The traveler ,
Characters aren't named)	
What is her//his job?	
How old is she/he?	
What does he/she look like?	
Is he/she/ important character in the story?	
Yes/ No	

How would you describe his personality? Tick the words which you think apply to him....

- strong    peaceful    cheater    peaceful    crazy    hungry    hopeful    Weak  
ambitious    hopeless    confused    angry    compassionate    unloving    eccentric

**C. Post reading activities**

*Text analysis*

Look back at the paragraphs you read. Which of the short story devices does the writer use to tell us about the character? Add an example from the text to illustrate your analysis.

DAY TEN

The students were asked to study for the test to be given on the next class. The teacher asked them to read what has been that were given in the class. They were asked to read with in their 1:5 study groups.

Day Eleven: post test and questionnaire.

## Appendix B

### Part two

**Passages and Activities for the control group; This activities are supplemented from the text book.**

*Activity 1 Pre test*

*Activity Two*

#### **B1.3.Reading: Why study English?**

Learning to speak English may well be the best thing you can do to improve your life. If you know and understand English you can:

- Watch international television news and sports programs which are broadcast in English world wide
- Read books on any subject around the world
- Find out information on any subject from the internet
- Read and understand scientific and technical articles many of which appear only in English
- Speak with diplomats and politicians from international organizations
- Travel more easily
- Become world class business person or politician
- Enjoy English pop songs and rap music more
- Understand the instructions on pieces of equipment and how to use them

Not only is English useful language to learn. Although the spelling may be sometimes cause you some difficulty the majority of the words are short add easy to learn. The verb forms are r relatively simple and many words are related to each other or can be understood from their context. Nouns and verbs do not have meanings that change according to their endings, and the simple pronoun you can be used to address any person.

- a) Work with your partner and list the reasons why you think it is important to study English
- b) Now read the following passage. Compare the main points with your list of reasons to study English .tick off in your list the points you have made that also appear in the text, and then add any additional points from the text to your list.

*Activity 3*

- Do you know any countries with English as their mother tongue?

b) Answer these questions.

1. Why should scientists learn English?

Why is English useful for business people?

What programs are broadcast worldwide?

Why is English useful for the internet?

What songs do you listen in English?

How does English help you buy new equipment?

Why is English an easy language to learn?

What is the most common form of personal pronoun used to address people in English?

*Activity 4*

**a) Read the letter and decide three things that you should do and three things that might happen at school.**

### **B1.7 Reading: Some good advice**

Addis Ababa

June 2010

**My dear nephew,**

I am delighted to hear that from your father that you are going to bole senior secondary school. Did your father tell you that I was a former student there? I am afraid I was not a very good student. Therefore, I thought I should give you some advice. First of all remember to get to school on time each day of the first lesson. I was always in trouble with my teachers for arriving late and disturbing the class. Moreover, before you leave home make sure to you have all that you need for the day in your school bag. It is annoying to your friends if you are always forgetting to bring the right book and to share or borrow it from them. And it is even worse if you have left your home work at home by mistake. That will not please you new teachers. Therefore try to get out of bed in good time to make sure you have everything you need for the school day and do not be late for lessons.

Remember to keep your books neat and tidy too. My teachers always told me that my work was very untidy and my hand writing was very bad that they couldn't give many good marks-therefore take note of this friendly advice from your old uncle. Besides, do not be afraid to take part in things because you think you might be laughed at or make silly mistakes. Believe me I made lots of errors when I was at school, but other boys still made friends with me and in had a lot of fun ,even though sometimes they made fun of me and sometimes teased me.

I hope these few remarks will help you enjoy your new school and I wish you every success as you start the new school, year. Don't forget to see if you can find my name on the board of honors

Your loving uncle,

Bekelle

- b) Bekelle's nephew decided to make a list of rules to follow every morning in your group decide what he might be put on his list ,the write five sentences about what he will do example I will get up early in the morning

*Activity 5*

Look at the second paragraph of the passage. In pairs or groups discuss the questions below:

- a) Bekelle says in his letter that his nephew should not be afraid to take part in things .Work in pairs to discuss what advice you would give to a student who is too frightened to answer in class in case he or she makes mistakes.
- b) In your group, make a poster for display in the class room, using the information in question 1 and 2 above.

*Activity 6*

#### **A2.5. Reading: where can you go on holiday?**

*Read the text below and answer the questions.*

**Aret** ; Hello Nishan. We have got a friend from Kenya coming to stay with us and I wondered what we should do recommend he does on his holiday. Have you any suggestions?

**Liben**: Yes, well, my uncle is a tour operator in Addis Ababa and arranges lots of holidays for tourists and visitors.

**Aret**: How very useful! Then you are the right person to give some advice!

**Liben**: I'll do my best what kind of things your friend wants to see?

**Aret**: I am not really sure what he wants to do or see but know he is very interested in the history of Ethiopia.

**Liben**: Well, it is hard to know where to start, as we have many interesting historical sites in our country. For example Gondar which was the 17th century capital of Ethiopia is noted for its medieval castles and churches. The imperial compound contains number of castles built between 1632 and 1855 by various emperors who reigned during this period.

**Aret**: really that is very interesting! What else would you suggest?

**Liben**: Well at Lalibella there are 11 incredible churches which are carved out of a single rock in the

12<sup>th</sup> century. These churches are still in use especially during the most famous church festivals of Ethiopian Christmas Genna and Ethiopian Epiphany (timket). Travel writers describe them as the “eighth wonders of the world”.

**Aret:** Yes I certainly think he would love to visit Lalibella and its churches...

**Liben:** Another fascinating site is Debre Damo monastery, perched high on a mountain in the northern part of **Tigray**. It was built in the 6th century with carved wooden panels and painted ceilings and walls. It has a priceless collection of Manuscripts and is well known for the Ethiopian orthodox Tewahedo church.

**Aret:** I’d love to go there. Perhaps my friend would take me with him when he comes.

**Liben:** Yes equally fascinating is the Nejashi Mosque in Tigray, which is almost as old as Debre Damo. Named after the Ethiopian king AlNejashi, it was founded in the 7<sup>th</sup> century by the order of the prophet as a place of refuge for persecution for eleven men and four Wives, member of his family who fled from Mecca during the second Hijara.

**Aret :** Wow-that is impressive I will certainly recommend my friend to go there as well. It just shows how many interesting historical sites there are in our country!

- 1 Which three places does Liben describe?
2. How does he know about these places?
3. What is Aret’s friend main interest?
4. What is Gondar noted for?
5. What do travel writers describe as the eighth wonders of the world?
6. Why can’t Aret visit the Debre Damo monastery?
7. Which is the oldest site mentioned in the text?
8. What is the name of the oldest mosque in Ethiopia?
9. Why was the mosque founded?
10. What other historical places?

#### *Activity 7. Planning a tour*

### **Tour 1 Bale Mountains and Awash national park**

**Day 1** Drive from Addis Ababa to the south east via Bishoftu through the Arsi farmlands until you reach Adaba or Dodola , the head quarters of Bale mountains national park. Walk around in the park to see mount Nyala, Menelik’s Bush Buck, a local antelope, and several bird species. Overnight at Dinsho in the simple but clean lodge of the national park, or drive to Goba (42km) to stay in a hotel

for two nights.

**Day two** Early morning drive to the Santé plateau until you reach Tulu Dimitu the summit of Bale Mountains. You will have the chance to see the local Abyssinian wolf known as the Simian or the Red Jackal. Afternoon: a further visit to Dinsho or stay in Goba.

**Day 3** Drive from Goba to Saodere with a lunch box. After lunch drive to the Saodre recreational center where you can enjoy swimming in the Olympic size pool and bathing in the natural hot spring water. Late afternoon, walk in the compound for bird watching and relaxing. Overnight at a hotel.

**Day 4** Early morning departure to Awash. Lunch at Kereyou lodge. Late afternoon, game drive in the park with a visit to the majestic Awash River falls. Overnight at Kereyou lodge or Ahotekll in Awash

**Day 5** Early morning game drive. After breakfast, drive to Awash hot springs, continue to Addis Ababa and arrive before dusk.

### **Tour 2 Trekking in the Simien Mountains**

**Day 1** After breakfast, drive from Gondar to Sankabar – Jinbar on the road to the Simien Mountains, known as the roof of Africa, and turn left for the real trekking. Then, trek to Geech. Overnight camping at Geech camp for two nights.

**Day 2** Early morning, trek from Geech to Imet-gogo, one of the beautiful sites. In the afternoon trek around Geech to the sites called Seha'a and Kedadit. Overnight camping at Geech camp

**Day 3** Trek from Geech to Chenek. Overnight camping

**Day 4** Trek from Chenek to Ambiko. Overnight camping

**Day 5** Trek from Ambiko and climb Ras Dashen, the highest peak of the Simien Mountains (4620). Then, back to Ambiko for night camping.

**Day 6** Trek from Chenek to Ambiko. Overnight camping

**Day 7** Trek from Chenek to Amba-Ras or Sankabar and then pick up by car to drive to Gondar. Overnight Gondar.

Liben's uncle works in a tourist office. He arranges different kinds of tours for visitors to Ethiopia. Read these stories, tour suggestions and follow the suggested routes on a map

*Activities 8.* Now complete these tasks in your exercise book.

1. List all the place names in each tour
2. How many of these places can you find in atlas, or local map of each area?
3. Draw a map for each tour and plot the route of each holiday on the map
4. In pairs, decide which tour you would each like to go on, and then describe the activities you were

doing on each day for example

Student 1: on the first day of tour 1 we drove through

Student 2: on the first day of tour we

*Activity 9*

5. Now ask your partner questions about the chosen tours. Example how far is it from Dinsho to Goba?

It is 42 km

3. Read the passage and choose the correct word or phrase from the box to complete it.

Holidays/vacation	camp/hotel	travel/trip	journey/outing
Setoff/set out	summit /peak	by car/on foot	trek/climb

During the \_\_\_\_\_we went on a day \_\_\_\_\_to the Semien Mountains. Our \_\_\_\_\_was arranged by a tour guide. We spent a night in an \_\_\_\_\_Ambiko, Then, we \_\_\_\_\_in the morning \_\_\_\_\_to \_\_\_\_\_Ras Dashen, which is the highest \_\_\_\_\_- in the semien mountains.

*Activity 10:* The students studied in groups.

*Activity 11:* post test

## Appendices C

### Pretest and post test for both groups

#### Day one: pretest

Bole community secondary school pre test for grade nine students

**Read the following story and answer the questions that follow**

#### **In time of joy and sorrow**

There was once a tailor, who was a quarrelsome fellow, and his wife, who was good, industrious, and pious, never could please him. Whatever she did, he was not satisfied, but grumbled and scolded, and knocked her about and beat her. As the authorities at last heard of it, they had him summoned, and put in prison in order to make him better. He was kept for a while on bread and water, and then set free again. He was forced, however, to promise not to beat his wife any more, but to live with her in peace, and share joy and sorrow with her, as married people ought to do. All went on well for a time, but then he fell into his old ways, and was surly and quarrelsome. And because he dared not beat her, he would seize her by the hair and tear it out. The woman escaped from him, and sprang out into the yard, but he ran after her with his yard-measure and scissors, and chased her about, and threw the yard-measure and scissors at her, and

whatever else came his way. When he hit her he laughed, and when he missed her, he stormed and swore. This went on so long that the neighbors came to the wife's assistance. The tailor was again summoned before the magistrates, and reminded of his promise. "Dear gentlemen," said he, "I have kept my word, I have not beaten her, but have shared joy and sorrow with her." - "How can that be," said the judge, "When she continually brings such heavy complaints against you?" "I have not beaten her, but just because she looked so strange I wanted to comb her hair with my hand; she, however, got away from me, and left me quite spitefully. Then I hurried after her, and in order to bring her back to her duty, I threw at her as a well-meant admonition whatever came readily to hand. I have shared joy and sorrow with her also, for whenever I hit her I was full of joy, and she of sorrow, and if I missed her, then she was joyful, and I sorry." The judges were not satisfied with this answer, but gave him the reward he deserved. Source: Brothers Grimm.

**Answer the following questions based on the above passage.**

1. Who were the characters in the story? -----
2. Who is the woman? -----
3. What is her problem? -----
4. What happened to the wife? -----
5. How do you see her final decision? -----
6. Who is/are the good character(s)? -----
7. Who is/are the bad character(s)? -----
8. What kind of complaints does the wife bring? -----
9. What happens to the husband? -----

**Choose the best answer from the given alternatives**

The criminal -----kept for a while on bread and water.

- A. were C. was D. are D. will

11. When he hit ----- he laughed.

- A her B. she C .hers D. herself

12. A neighbor ----- I don't know has left this message for you.

A. That B who C. whom D. all

13. If I were the woman, I-----would escape.

A. would B. will C would have been D will have

14. Although he was wise, -----

A .he was punished B. he were punished C. He was not punished D All

**II. Use the following words to fill in the blanks about Haile Gebresilassie.**

Distance are both run books but Kilometers he world indoor

**HAILE GEBRE SILASSIE**

Haile Gebresilassie is one of Ethiopia's most famous long----- 1) runners .Many people call him the best long distance runners ever. He was born in 1973 in Assela, Arsi ,Ethiopia .He had to run 10 -----2)to and from school every morning and even now he -----3) with his left arm bent as if holding his school-----4) .He was one of the ten children and his father wanted him to be a farmer , -----5)when he was 13 he competed in his first race .By the 1990 -----6)was taking part in international races .His achievements -----7)great ;he has broken 26 world records -----8)indoors and outdoors, won two Olympic ---- -----9)gold medals and ,and four outdoor and three -----10) 10,000 meters titles. He moved to road running at the later part of his career and won the Berlin marathon with a world record. Haile's fame is such strong that that he starred in an American film called Endurance.

**III. After you complete the text on Haile Gebresilassie , read the following statements.**

**Write TRUE if the statement is true and FALSE if the statement is false. Give reasons.**

Example.1.Haile Gebresilassie is not a runner. False .he is runner

2. Haile Gebresilassie is one of the 10 children in the family. -----

3. Haile Gebresilassie is not famous runner. -----

4. A Haile Gebresilassie's achievements are great. -----

5. A Haile Gebresilassie is not good in indoor running. -----

6. Haile Gebresilassie can't run marathon -----

**Post test for both groups / Day Eleven**

Bole community secondary school Post test for grade nine students

Test two

Post test.

Write your name in the given space

Name: -----number-----age-----

Class: 9 genders: male/female-----section-----

**Read the following story and answer the questions that follow**

**Makeda’s story**

Makeda sat down dreaming in the shade of a big tree. Makeda was just 14 and very beautiful. She wasn’t very good at school because she was always day dreaming and never paid attention .She dreamed about the husband that she would marry one day .He would be a handsome young businessman .”Hello Makeda come here my dear”, a voice said. Makeda woke from her day dream and saw the businessman standing nearby. The businessman was the richest man in the area. He was about 40 years old and he was fat and ugly. He said “. If you had money, you could buy some nice clothes. Then a rich young man will notice you and marry you”. “I know, businessman” said Makeda. “I was thinking the same thing myself but I don’t have the money”. The businessman came closer to Makeda and whispered in her hear, “I could help you with the money”. Then, he defiled her and escaped.

**Answer the following questions based on the above passage**

1. Who were the characters in the story? -----
2. Who is Makeda? -----
3. What was Makeda dreaming about? -----
4. What happened to Makeda? -----
5. Who is the bad character? -----
6. Who is the good character? -----
7. Who said I could help you with the money? -----
8. How old is Makeda? -----
9. How old is the businessman? -----

**Choose the best answer from the given alternatives**

10. Makeda \_\_\_\_\_ just 14 and very beautiful  
A. was      B. are              C. were    D. None
11. She dreamed about the husband that she \_\_\_\_\_ marry one day.

A. would B. would be C. would have D. will be

12. If you \_\_\_\_\_ money, you could buy some nice clothes.

A. had B. has C. have D. hasn't

13. I was thinking the same thing myself \_\_\_\_\_ I don't have the money.

A. but B. and C. therefore D. None

14. She \_\_\_\_\_ very good at school

A. wasn't B. weren't C. aren't D. can't

15. \_\_\_\_\_ was about 40 years old and he was fat and ugly.

A. He B. him C. himself D. his

**II. Use the following words to fill in the blanks about "some good advice".**

are on always home It the  
from forget mistake

**SOME GOOD ADVICE**

Addis Ababa

June 2010

**My dear nephew,**

I am Bekelle. I am delighted to hear from your father that you \_\_\_\_\_going to Bole community secondary Scholl. Did he tell you that I was a former student there? I am afraid that I Was not a very good student, therefore I should give you some advice. First of all, do remember to get to school \_\_\_\_\_time each day for the first lesson! I was\_\_\_\_\_ in trouble for arriving late and disrupting the class .Moreover, before you leave \_\_\_\_\_make sure you have got all that you need for the day in your school bag. \_\_\_\_\_is annoying for your friends if you are always forgetting to bring \_\_\_\_\_right book and need to share or borrow \_\_\_\_\_them. And even it is worse to \_\_\_\_\_your home works at home by\_\_\_\_\_! That will not please your new teachers! Therefore try to get out of your bed in good time, make sure you have everything you need for the school day and do not be late for lessons.

Your loving uncle

Bekele

**III. After you complete the text on some good advice letter read the following statements.**

**Write TRUE if the statement is true and FALSE if the statement is false. Give reasons for your answers.**

1. Bekele wrote a letter for his nephew. TRUE. Because he wrote him a letter with good advice
2. Bekele was former student at Bole community secondary school\_\_\_\_\_
3. Bekele was not a very good student\_\_\_\_\_
4. Bekele's nephew is going to Bole community secondary School\_\_\_\_\_
5. Bekele is delighted that his nephew is going to Bole community secondary school.\_\_\_\_\_
6. 6.Bekele want his nephew to be a bad student\_\_\_\_\_

## Appendix D

**Table A. Control group List of student**

roll number	Name of the student for the control group (9I)	Marks/Percentage 30% value EACH	Test type Pre test score /	Test type /Post test score
1	00001		22	29
2	00002		9	11
3	00003		10	21
4	00004		14	30
5	00005		12	22
6	00006		24	27
7	00007		14	21
8	00008		11	20
9	00009		11	18
10	00010		14	25
11	00011		11	25
12	00012		15	20
13	00031		10	16

14	000014		15	21
15	00005		5	25
16	000016		16	20
17	000017		15	21
18	000018		28	30
19	000019		10	14
20	000020		18	29
21	000021		16	24
22	000022		11	23
23	000023		12	17
24	000024		9	21
25	000025		12	14
26	000026		2	7
27	000027		28	29
28	000028		23	29
29	000029		10	21
30	000030		3	22
31	000031		7	30
32	000032		24	20
33	000033		10	18
34	000034		8	14
35	000035		10	9
36	000036		17	22
37	000037		28	21
38	000038		12	20
39	000039		11	30
40	000040		24	13
	Total		561	867
	Average		14.25	21.675

**Table B; list of students for Experimental group**

<b>Roll number</b>	<b>Experimental group(9J) Name of the student</b>	<b>Percentage value EACH</b>	<b>TEST TYPE/ Pre test</b>	<b>TEST TYPE post test /</b>
1	0000A		8	22
2	0000B		12	25
3	0000C		14	26

4	0000D		11	23
5	0000E		15	28
6	0000F		11	16
7	0000G		17	25
8	0000H		15	26
9	0000I		20	25
10	0000J		18	24
11	0000K		7	22
12	0000L		15	27
13	0000M		9	26
14	0000N		17	22
15	0000O		18	25
16	0000P		18	21
17	0000Q		9	20
18	0000R		8	14
19	0000S		17	30
20	0000T		26	30
21	0000U		13	26
22	0000V		18	26
23	0000W		6	26
24	0000X		18	24
25	0000Y		15	25
26	0000Z		16	24
27	0000a2		10	22
28	0000b2		14	17
29	0000c3		3	25
30	0000d4		20	26
31	0000e5		10	22
32	0000f6		19	26

33	0000g7		9	23
34	0000h8		18	24
35	0000i9		17	26
36	0000j10		10	23
37	0000k11		20	25
38	0000l12		5	23
39	0000m13		8	28
40	0000n14		13	26
	Total		547	964
	Average		13.675	24.1

