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## Exploring the Role of Short Stories in Improving Secondary School Students' Speaking Skills A case Study of Second Class Shiek Hamad Secondary School, Atbara Town (2015-2016)

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### Abstract:

*This study intends to promote authentic material in using of short stories technique" contributes to enhancing students' the speaking skills. The study also attempts to suggest solutions for the problems that face EFL learners when speaking English. For data collection, the researcher applied the descriptive analytical method. The population of the study consists of hundred and ten Sudanese students from Alsheik Hammad Secondary School for Girls (second class) Atbara. The method carried in this study is about implementing "short story technique" in teaching about fifteen short stories with difference purposes in experimental group while the absence of this technique on the controlled group. Then to see the difference between the two groups by comparison through a pre-test and a post-test, analysis to the results and discussion was held. The researcher sums up all that was done, linking it with the study, the experiment and the*

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*results expending it with promotion and recommendation to what would be applied at schools and suggestions for future studies.*

**Key words:** L1: The first language or mother-tongue. L2: The second or foreign language. EFL: English as a foreign language.

## **SECTION ONE: PRELIMINARIES**

### **1.1 Introduction:**

It is well known that a person gains all his knowledge from his surrounding through stories. In the past stories were spoken and transferred from one generation to another through songs and narration. The study of short stories does not only enrich understanding of the human experience and values, but also enhances the learners power of imagination and critical as well as creative abilities. In this regard short story is considered to be the core of language learning. Therefore, studying short stories helps students develop their speaking ability and improves their pronunciation. It stimulates supplementary activity to analytical explanations and exercises. In the EFL classroom, studying short stories provides an easy and relevant way to include at least some aspects of pronunciation of different words before and during the teaching process because the teacher works as model for them. In other words short story is often rich. It develops students' interactive abilities. Students enjoy it and it is fun. It is also highly valued. It encourages students to talk about their opinions and feelings. This process enhances the learners different languages skills. Literature divided into non-fiction (poetry and drama .... etc) and fiction (novel and short story).

**1.2 Statement of the Problem:** This study attempts to explore the impact of short stories in improving secondary schools students' speaking skills.

**1.3 Aims of the study:** This study aims at:

- a. Stating to what extent can Sudanese learners of English benefits from using of short stories in teaching the speaking skills.
- b. Selecting better and enjoyable short stories that have a variety of choices for different interest and entertainment to motivate the students.

**1.4 Significance of the Study:** - Using of short stories in teaching promotes students' motivation and this makes them more interesting in classroom participation.

**1.5 Research Questions:** What benefits does the short story play in enhancing the speaking skills for EFL learners?

**1.6 Research Hypothesis:** Short story plays a vital role in improving EFL learners' speaking skills.

## **SECTION TWO: A GENERAL SURVEY**

Literature is divided into non – fiction (poetry and drama ....etc.) and fiction (novel and short stories)

**2.1 Definition of Novel:-** Novel is an extended work of prose of fiction, so it is work of imagination. Fiction means story or something made up, but is not made up by of actual events, happenings or people. It is a long story. A novel is quite lengthy, 150 pages or more. It describes human lives at large. In it the novelist tells the reader his or her personal life. In other words it reflects human life in the whole world around us, so it imitates real life.. *"The English novel effectively starts in*

*the eighteenth century with Daniel Defoe.*" Martin Stephen: (p: 110). A novel is usually interesting in a way that readers want to continue to read it. An unusual event may happen that is totally unexpected.

## **2-2 Novellas:**

What is the difference between novel and Novella? Novels have more characters and more themes and a longer timeline .Novella on the other hand, often have just a few characters, a limited number of themes and a shorter timeline. Generally, novels are longer than 200 pages and novellas are shorter than 200 pages.

**2.3 Definition of Short Story:** Is a short work of literature usually written in narrative prose. It is based on a series of events that make up the story. In other words it is very short form of prose fiction. It usually narrates a limited number of events with concentration on a single aim with one plot. It often involves a small number of characters. . It has a beginning, middle and end. Each story has its own single simple plot. The short story has a setting, central character, action and takes single place during a short of time, such as an hour, few hours, and a day. For example, Ernest Hemingway's "Hills like White Elephants" is a short story based on a conversation that takes place on a single day. The writer of a short story avoids unnecessary repetition and detailed descriptions because the short story demands economy and conciseness.

The most of literary criticism on short story concentrates on the ways or the techniques of writing. Many and often the best of the technical works, advice the young reader to be aware of different devices used by the skilled writer on" how to write stories" for the young writer, and not serious critical material. The two words, "sketch" and "tale" were generally used in the nineteenth century. In the United States alone there were

hundreds of books claiming to be collections of sketches, others were collections of tales. What is the difference between these two terms? Tale is much older than sketch. They are frequently fully understood only by member of the particular culture to which they belong. A tale is a medium through which a culture speaks to itself. In other words the old speak to the young through tales. The sketch by contrast, is intercultural depicting some phenomenon of one culture for the benefit or pleasure of a second culture. Factual and journalistic, in essence the sketch is more descriptive and less narrative or dramatic than the tale. Moreover, the sketch by nature is indicative, incomplete. The tale is often exaggerated. In addition the sketch is written but the tale is spoken. That means the sketch writer can have, his eye on his subject but the tale refers to the events happened in the past. The tale was the only kind of short story until the 16<sup>th</sup> century, when a rising middle class interest in social realism on the one hand and in foreign lands on the other put a present on sketches of subcultures and foreign regions. Elements of the tale with elements of the sketch were combined by certain writers – those one might call the "fathers" of the modern story, examples: Nikolay Gogole, Hawthorne, E.T.A.Hoffmann, Heinrich von Kleist, Prosper 'Merim'ee, Poe – in the 19<sup>th</sup> century. Therefore, the modern short story then ranges between the highly imaginative tale and the photographic sketch and in some ways draws on both.

The short stories of Ernest Hemingway may often get their strength from traditional mythic, he used, for examples (fish, water, wounds .....etc.). But they are more closely related to the sketch than to the tale. In contrast to him William Faulkner who's his stories more closely resemble the tale. Both his language and his subject matter are rich traditional material (the past). The modern short story is a unification of sketch and tale today. It is scarcely debatable,

clear, distinguishable, and independent and its writing style is still developing.

**2.4 Elements of Short Story :**Important Elements of a Short Story are: Plot, setting, Character, conflict and theme.

**2.4.1 Plot :** A plot is a series of events and characters actions that relate to the central conflict. In other words the plot is how the writer arranges events to develop his basic idea. It is the sequence of events in a story or play. The plot is a planned, logical series of events having a beginning, middle and end. The short story usually has one plot, so it can be read in one sitting. There are five essential parts of plot:

**a) Introduction:** The beginning of the story where the characters and the setting is shown.

**b) Rising Action:** This is where the events in the story become complicated and the conflict in the story is shown (events between the introduction and climax)

**c) Climax:** This is the highest point of interest and the turning point of the story. The reader wonders what will happen next; will the problem be solved or not?

**d) Falling action:** The complicated events begin to resolve themselves. The reader knows what has happened next and if the problem was solved or not.

**e) Denouement:** This is the conclusion or in other words it means that at the end of the story how the problem is solved.

**2.4.2 Setting:-** The setting of a short story is the time and place where it happens. For some stories the setting is very important while for others it is not. There are some aspects of a story' setting to consider when examining how setting contributes to a story as the following:

**a) Place:** Geographical location. Where is the action of the story taking place?

**b) Time :** When is the story taking time ( historical period – time of day, year ) .

**c) Seasons or weather conditions:** is it rainy, sunny, and stormy? ..... etc.

**d) Social conditions:** What is the daily life of the characters like? Does the story contain local colour (writing that focuses on the speech, dress, customs, etc. of a particular place)?

**e) Mood or atmosphere:** What feeling is created at the beginning of the story? Is it bright and cheerful or dark and frightening?

**2.4.3 Character:** A Character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work . There are two meanings for the word character: (1) The person in a work of fiction: Persons in a work of fiction are Antagonist and Protagonist. Short stories use few characters .One character is clearly central to the story with all major events having some importance to this character- he/she is the Protagonist. The opposite of the main character is called the Antagonist. (2)The characteristics of a person: In order for story to seem real to the reader its characters must seem real. Characterization is information the writer gives the reader about the characters themselves. The writer may reveal a character in several ways:- a) His / her physical appearance. b) What he / she say, think feels and dreams. c) What he / she do or does not do. d) What others say about him / her and how others react to him / her characters are satisfying if they are: consistent, motivated, and lifelike (resemble real people). Characters are: (1) Individual - round, many sided and complex personalities. (2) Developing – dynamic, many sided personalities that

change, for better or worse, by the end of the story. (3) Static – Stereotype, have one or two characteristics that never change and are emphasized e.g. brilliant detective, cruel stepmother.....etc.

**2.4.4 Conflict:** The conflict is a struggle between people or things in a short story. Conflict is essential to plot, without it there is no plot. It is the contrast of forces which ties one incident to another and makes the plot move. Conflict is not merely limited to open arguments; rather it is any form of contrast that faces the main character. Within a short story there may be only one central struggle, or there may be one dominant struggle with many minor ones. There are two types of conflict: External and internal. There are four kinds of conflict: (1) Man vs. Man (Physical); the leading character struggles with His physical strength against other men, forces of nature, or animals. (2) Man vs. Circumstances (classical) :The leading character struggles against fate, or the circumstances of life facing him / her. (3) Man vs. Society (social): The leading character struggles against ideas, practices, or customs of other people. (4) Man vs. Himself / Herself (psychological): The leading character struggles with himself/ herself; with his / her own soul, ideas of right or wrong, physical limitations, choices, etc.

**2.4.5 Theme:** The theme is the central idea of a story. The theme maybe the writer's thoughts about a topic or view of human nature. The title of the short story usually points to what the writer is saying and he may use various figures of speech to emphasize his theme, such as : simile, metaphor, symbol, irony, allusion .....etc.

**2.5 Using Short stories to improve EFL learners' speaking skill :** For most people the ability to speak a



language is synonymous with knowing that language since speech is the most basic means of human communication. Bailey and Savage ( 1994 ) believed that " *Speaking in a second / foreign language has often viewed as the most demanding of the four skills.*" Chastain ( 1988 ) stated that like any language skill, foreign language learners need explicit instructions in speaking. Language students need to learn to speak the language in order to communicate with each other. Speaking supplies a change of pace in the classroom routine. Short story as a multi- dimensional literary genre can be profitably utilized in the acquiring different language skills. The short story has characterized by some features: It's brevity, modernity and variety make it appealing and interesting to language learners. Bouache ( 2010 ) argued that since the primary function of short stories is to entertain and inform , they keep interest alive in the classroom and motivate students, they have factual ( real ) and cultural values. They create a comfortable atmosphere and a good environment and enjoyable. Every student will create her/ his own setting, characters, physical appearance and relating them to her / his own reality and experience to that of the story, thanks to her/ his background knowledge. Short story is motivating material and ha general educational value . It helps student s to understand another culture. Furthermore, it is stimulus for language acquisition. It develops students' interpretative abilities. Students enjoy it and it is fun. Moreover, it is highly valued and has a high status expands students' language awareness. In additions, it encourages students to talk about their opinions and feelings . In short, using short story in the EFL classroom provides many advantages for language learners ( Lazar,1993). Short stories at the intermediate stages of language learning could be beneficial since literature has the quality of being universal and short stories will allow the teacher to deal with human problems.

Students voice their feelings about many issues and are earnestly look for the information that could promote a better understanding of the world in which we human beings live. Moreover, he is expressing his feelings about an issue he will get involved in the topic which he intends to see as important and will like to spend a great deal of time on it. It is quite natural for human nature to communicate through narration a sequence of actions that could be interesting and sometimes motivating too (Maibodi,2008). There are many reasons for using short stories in educational context. Among different ways of using short stories in the classroom including reading short story books and listening to short stories. Storytelling can also be mentioned as a one way of using short stories for teaching purpose. Storytelling is the oldest form of education. Cultures have always told tales as a way of passing down beliefs, traditions and history to future generations. Stories are at the core of all that makes us human. Stories are the way we store information in the brain. A list of facts may be forgotten, but stories are remembered . Stories help students to organize information, and tie content together. Stories go straight to the heart. Because students are emotionally involved and truly enjoy storytelling, it can help to create a positive attitude toward the learning process. Stories teach lessons. Stories are excellent tools for teaching about desirable behaviors and strengthening character . Storytelling develops listening skills. Storytelling helps students develop concentration, and the pure pleasure that they experience while listening to a story helps them to associate listening with enjoyment. Stories act as a humanizing element. They help to counteract the increasing emphasis on technology at home and in school. Telling stories from around the world creates an awareness and appreciation of different cultures. Storytelling by teachers motivates students to tell stories. Students recognize storytelling to be an

authentic activity, and a skill that is well- worth acquiring. We have found this to be true whether they are telling world tales, work by other authors, or their own stories. In short, the aim of this study is using short stories to investigate speaking skills' problems at Secondary Level. In this regard, one of the most crucial ways of enhancing this may be use of meaningful and interesting contexts of short stories.

## **2.6 Benefits of Using Short Stories in Teaching:-**

There are several benefits of using short stories in teaching English in foreign / second language .These include cultural and higher- order thinking benefits, motivational, literary. However, before teachers look at these benefits, they need to reminded of one benefit that all instructors should take advantage of, reinforcement of skills.

### **•Reinforcing the skills:-**

Short stories allow instructors to teach the four skills to all levels of language proficiency. Murdoch ( 2002 ) indicates that : *" Short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance English Language Teaching courses for learners at intermediate levels of proficiency"* ( P. 9 ). He explains why stories should be used to reinforce ELT by discussing activities instructors can create such as writing and acting out dialogues . Instructors can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues (Murdoch, 2002, p. 9) or more complex writing activities if students have reached a high level of language proficiency. Also, Oster (1989) affirms that literature helps students to write more creatively (P. 85). In addition, stories can be used to improve students' vocabulary and reading. Lao and Krashen (2000) present the result of a comparison between a group of

students that read literary texts and a second group that read non- literary texts. The group who read literary texts showed improvement in vocabulary and in reading. According to Oster (1989,p. 85 ), high – intermediate and advanced students also benefit from literary texts. What they read gives them opportunity to come up with their own insights, helping them to speak the language in more imaginative way. They become more creative since they are faced with their own point of view, that / those of the main character (s) of the story and those of their peers .This thoughtful process leads to critical thinking . As Oster confirms, "Focusing on point of view in literature enlarges students' vision and fosters critical thinking by dramatizing the various ways , when students read they interact with the text. By interacting with the text, they interpret what they read. By interpret what they read, they can work toward speaking English more creatively.

**Teaching Culture-:** Short stories are effective when teaching culture to EFL students. Short stories transmit the culture of the people about whom the stories were written. By learning about the culture, students learn about the past and present, and about people customs. Culture teaches students to understand and respects people differences. When using literary texts, instructors must be aware that culture for whom the text was written should be studied. As student face a new culture, they become more aware of their own culture. They start comparing their culture to the other culture to see whether they find similarities or differences between the two culture.

**Introducing Literary Elements:-** Instructors can introduce literary elements with short stories. With beginning and low intermediate levels, instructors can teach simple elements,

such as character, setting and plot. The same and more complex elements, such as conflict, climax, resolution, etc., can be introduced with more advanced levels.

### •**Teaching Higher – order Thinking:-**

Of all the benefits of short stories, higher – order thinking is the most exciting one. High intermediate / advanced students can analyze what they read; therefore, they start thinking critically when they read stories. Young ( 1996 ) discusses the use of children's stories to introduce critical thinking to college students. He believes that "stories have two crucial advantages over traditional content .....[ First ] because they are entertaining, students' pervasive apprehension is reduced, and they learn from the beginning that critical thinking is natural, familiar, and sometimes even fun; second : the stories put issues of critical thinking in an easily remembered context" (90). Howie (1993) agrees with the use of short stories to teach critical thinking. He points out that instructors have the responsibility to help students to develop cognitive skills because everyone needs to " make judgments ,be decisive, come to conclusions, synthesize information, organize, evaluate, predict, and apply knowledge ". By reading and writing, students develop their critical thinking skills (p.24).

•**Motivating Students:-** Since short stories usually have beginning, middle, and an end, they encourage students at all levels of language proficiency to continue reading them until the end to find out how the conflict is resolved. Elliott ( 1990 ), for example affirms that literature motivates advanced students and is " motivationally effective if students can genuinely engage with its thoughts and emotions appreciate its aesthetic qualities". (p.197). He stresses the importance of developing student response (individual and group levels) and

competence in literature. In addition, one of the reasons Vandrick (1997) lists for using literature with students is that literature motivates students " to explore their feelings through experiencing those of others"(p.1). Using literature in teaching it is motivating . It is hold high status in many cultures and countries. For this reason, students can feel a real sense of achievements at understanding a piece of highly respected literature. Also, literature is often more interesting than the text found in course books. To choose stories according to students' preferences, stories should have various themes. Varieties of themes will offer different things to many individuals' interests and tastes . But the themes should be" consistent with the traditions that the learners are familiar with" ( Widdowson, 1983,p. 32 ) to avoid conflict.

## **2.7 The Influence of Using Short Story on English Speaking Proficiency:-**

In order to investigate the benefits of using short stories in education of speaking skill. Kayi ( 2006 ) showed storytelling improves speaking. Students can briefly summarize a tale or story they heard from someone beforehand, or they may create the story of their own life to tell their classmates. Thus storytelling fosters creative thinking. Sachin ( 2013 ) stated that : "*Literature is indeed very authentic tool to impart speaking skills. If we look at every poem, story or drama as a mini- lesson, we as language teachers can use these little jewels to teach the spoken language to the students effectively so that they can communicate with a variety of audience and use it for different purposes.*" According to ( Coski , Trudel & Vohs, 2010, ) the learners begin to build confidence in their speaking skills as result of the storytelling. In fact, storytelling helps learners to create oral language complication and may be an effective technique to help English language learners.

Khatib et al. ( 2011 ) stated that for speaking purposes, the events in a poem, novel, or short story can be associated with the learners' own experience in real life. Such a practice paves the way for enjoyable topics for discussion in language classes. Having the students freely reflect on the events and having them critically comment is also effective for advancing speaking improvement.

According to Gorjian et al. ( 2011), the instruction of the cognitive strategy of oral summarizing of short stories did affect the pre- intermediate language learners' speaking skill. Short stories promote students' motivation and this makes them more interested in classroom participation while students who merely and conventionally read the texts especially true ones like documentary texts choose to sit passively on their seats. Seemingly, it isn't easy to stimulate these students to take part in classroom activities since they don't have information about it and they aren't interesting . Also, many, if not all, students enjoy reading stories at least for fun.

The technique of reading simplified short stories can enhance the learners' speaking skill. The result of their study also proved that being exposed to suitable literary texts has significant effect on EFL learners' listening skill. It showed that learners' speaking and listening ability in a second or foreign language can depend on their amount of exposure to written authentic or simplified literary texts like short stories.

## **SECTION THREE: PROCEDURES**

### **3.1 Research Method :**

(110) Secondary school students (second class) chosen from Al-Shiek Hamad secondary school for Girls – Atbara town. They divided into two groups:

- a. Controlled group (55).
- b. Experimental group (55).

The method carried in this study about implementing “Using of short stories technique” to teach about (15) short stories (for different Purposes) to experimental group while the absence of this technique on the controlled group.

Then to see the difference between the two groups by comparison through a pre-test and a post- test, analysis to the results and discussion was held.

### **3.2 Research Design:**

The research was designed to see how “Using of short stories technique” in teaching helps promoting creativity which is important in language teaching. Furthermore, teachers who adopt this technique want to help their students to become willing and able to use their limited amount of foreign language to tell stories so, through this technique the researcher thinks fluency and accuracy are achieved.

The study examined (110) second class students at Al-Shiek Hamad Secondary School for Girls- School Year (2015-2016). They divided into two groups:

Controlled groups (55) and experimental group (55). Implementing about 15 short stories (for different purposes) taught by the researcher to experimental group while the absence of this techniques on the controlled group. Then to see the differences between the two groups by comparison through a pre-test and a post-test. The two groups should be similar. In other words the two groups should be identical in the level of education and age.

The Stories which taught by the researcher were:

1. Indian camp (By Ernest Hemindway).
2. Hills like White Elephants (By Ernest Hemindway).
3. A Canary for One (By Ernest Hemindway).
4. A Clean Well – Lighted Place (By Ernest Hemindway).



5. Araby: (By James Joyce).
6. A Girl (By Lindsay Hunter).
7. A Handful of Dates (By Tayeb Saleh).
8. Can a Corn (By Jess Walter).
9. Graveyards (By Scott McClanahan).
10. Basslines (By Adam Wilson).
11. I like Looking at Pictures of Gwen Stefani (By Elizabeth Crane).
12. The Mountain Population Is Me (By Shane Jones).
13. The Beginning of the Summation of Our Dead (By Blake Butler).

**3.3 Research Population:** The research population for this study is represented in Sudanese Secondary School students (second class).

**3.4 Research Sample:** As for the research sample, it is the presented in second class secondary school students in Atbara town. The researcher needs two groups. One is to be the experimental group (55) and the other to be controlled group (55). Both groups should be similar. In this study the two groups are the second class secondary schools students.

**3.5 The Instrument of Data Collection:** For collecting data for this research, a pre-test and post-test consisting of different items was designed.

**3.6 Validity of the Test:** A test is considered to be valid if it tests what it is supposed to test (Harmer 2001,p.322). The students' test was approved by a committee selected from experts in the field of English Language Teaching. One of the expertis working as a manager in the field of English language teaching supervision in Atbara town-River Nile State. They

have added their observations and recommending on some of the test questions.

**3.7 Test Reliability:** For checking the reliability of the test, the researcher used the pre-test and the post- test was done for a selected school in Atbara town (Al-ShiekHamad Secondary School for Girls) - school year (2015-2016).

(110) students were tested and retested again (pre-test and post-test).

**SECTION FOUR: RESULTS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS:**

**4.1 Result Analysis:** After the application of "using of short stories technique" in teaching the experimental group obtained a percentage of 58.9% positive progress. While the controlled group obtained a percentage of 41.1% positive progress .

This result confirms the researcher hypotheses which: implementing " using of short stories technique " in teaching English helps to improve the standard of English language and the skills in English especially the speaking skills.This means that the "using of short stories technique" in teaching English was very successful and gave very good results which confirms the researcher's hypothesis in the study.

**The Test is as the Following:-**

**Al-Sheikh Hamad Secondary School for Girls – Atbara Second Class (2015 – 2016)**

**Part One: Pronounce the following words:**

unwrapped	chew	lantern	timber
exhilarate	exhilaration	plague	awful
campaign	incision	anaesthetic	stern
bother	labour	Operate	

**Part Two: Read the following dialogue:**

"I'm terribly sorry I brought you along, Nickie," said his father, all his post-operative exhilaration gone. "It was an awful mess to put you through."

"Do ladies always have such a hard time having babies?" Nick asked.

"No, that was very, very exceptional."

"Why did he kill himself, Daddy?"

"I don't know, Nick. He couldn't stand things, I guess."

"Do many men kill themselves, Daddy?"

"Not very many, Nick."

"Do many women?"

"Hardly ever."

"Don't they ever?"

"Oh, yes. They do sometimes."

"Daddy?"

"Yes."

"Where did Uncle George go?"

"He'll turn up all right."

"Is dying hard, Daddy?"

"No, I think it's pretty easy, Nick. It all depends."

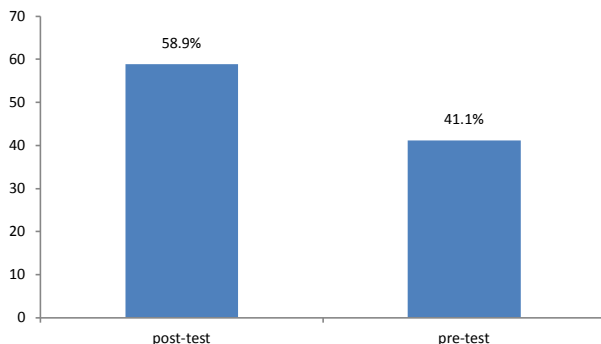
They were seated in the boat, Nick in the stern, his father rowing. The sun was coming up over the hills. A bass jumped, making a circle in the water. Nick trailed his hand in the water. It felt warm in the sharp chill of the morning.

In the early morning on the lake sitting in the stern of the boat with his father rowing, he felt quite sure that he would never die.

**The Test:** consists of two parts. Part one: to evaluate students' pronunciation.

Part two: to evaluate students' intonation, stress, fluency and accuracy. The test had been done orally by the researcher, for the two groups (pre-test and the post – test).

The figure (1) below, which has be resulted from the (SPSS) Statistical Package of Social Science shows that the correlation is significant at (0.01) level .



### 4.3 Conclusion:

There are many different reasons for learning a language. As far as English language is concerned with class room situation: learning a language is compulsory part of their education so students motivation is the most important in the process of education because a strongly motivated students is in a far better position than a student who is not motivated. But both positively motivated students and those who do not have this motivation can be strongly affected by what happens in the classroom. To sum up: "using of short stories technique" keeps interest alive in the classroom. It entertains, informs and motivates students. Also, has factual and cultural values. It creates good, enjoyable environment and comfortable atmosphere inside the classroom. As the results of this experiment, "using of short stories technique " is an important factor of progress in this situation.

**4.2 Recommendation:** Based on the result of this study, the researcher recommends that:

There was more lecturing than practice in general. Hence, the teachers in the English department should reduce their dominant role inside the classroom in order to be motivators, controllers and facilitators. Therefore, they need to

be well trained. Further, it is very necessary to have a serious development for the teachers in order to increase their knowledge and awareness of what is going inside the classroom and supply them with the modern strategies of teaching English literature and short stories. Therefore, it is important to conduct training sessions to the teachers of English literature and short stories, so that they become more skillful and creative.

#### **4.4 Suggestion for future Studies:**

Knowledge represents all developments of person including history, culture, beliefs, traditions, customs, moralities and of course before of all these knowledge acquiring of the mother tongue. As it is confirmed in this study the "using of short stories technique" had a significance role in effecting and the improvement of teaching English language skills specially the speaking skills. The role of authentic materials taught through applying modern devices and techniques in developing and improving learners standards of proficiency and competence in the study of a foreign language. These stories were of different kind: tales, fairy tales, folktales, myth, legends, comedy, tragedy and stories of Romance, were applied in this study. The students were girls. These samples of girls liked these stories very much with all the differences in them. The researcher suggestion for future studies are to design a significance study to see what kind of stories would be more popular, easier, suitable and useful for students, both male and female.

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