



**Jimma University**

**College of Social Sciences and Humanities**

**Department of English Language and Literature**

**Postgraduate (MA in TEFL Program)**

**EFL Teachers' Attitude and Practices of Using Short Story in Teaching Reading: the Case of Selected High Schools in Addis Ababa**

**By: Solomon Berhanu**

**A Thesis Submitted to the Department of English Language and Literature in Partial Fulfillment of the Requirement for Masters of Art in TEFL**

**Advisors: Getachew Seyoum(Phd, Associate Professor)**

**Meheretu Adnew (Phd)**

**September, 2021,  
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**DECLARATION**

I undersigned student at the bottom has developed my original thesis *entitled “EFL Teachers’ Attitude and Practices of Using Short Story in Teaching Reading Lessons: the Case of Selected High Schools in Addis Ababa”* I declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

_____	_____	_____
Name of student	Signature	Date

**Confirmation and Approval**

This thesis has been submitted for examination with my approval as a thesis advisor.

**Principal Advisor:**

_____	_____	_____
Name	Signature	Date

**Co-Advisor:**

_____	_____	_____
Name	Signature	Date

**Thesis Evaluators:**

<b>Principal Advisor</b>	Signature	Date
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_____	_____	_____
<b>Co-Advisor</b>	Signature	Date

_____	_____	_____
<b>External Examiner</b>	Signature	Date

_____	_____	_____
<b>Internal Examiner</b>	Signature	Date

_____	_____	_____
<b>Chairperson</b>	Signature	Date

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## **ABSTRACT**

*The main aim of this research was to investigate EFL Teachers' Attitude and Practice of Using Short Story in Teaching Reading Lessons. Descriptive survey research design and mixed approach were used in undertaking the study. Both primary and secondary sources of data were used to get appropriate data for the study. As the numbers of research participants were manageable, a comprehensive sampling technique was used to determine the sample from which data was collected. Four instruments of data collection: document analysis, questionnaires, interview and classroom observations were used to collect data needed for the study. The data collected through questionnaires and classroom observation were presented in table form and analyzed quantitatively. The data from document analysis, open-ended questionnaires and interview were analyzed qualitatively. The finding of this study revealed that EFL teachers have positive attitudes towards using short stories. The teachers perceive short stories as useful in terms of reading skill development. However, they lacked the knowledge to integrate short stories in reading skills effectively. This is due to the teachers' lack of experience, background knowledge, and teachers' methodological problems about the issues presented in short stories. Based on the findings, the researcher recommended that, short stories should be integrated in reading lesson that require lot of efforts, commitment and a strong desire from teachers, curriculum designers and textbook writers should assist teachers to practice teaching reading skill effectively by using short stories.*

**Key terms:** *mixed approach, comprehensive sampling, descriptive research design*

## **ACKNOWLEDGMENTS**

First of all, I would like to express my sincere gratitude to my thesis advisor Getachew Seyoum (Associate Professor) for giving invaluable theoretical and practical concepts about research, title improvement, comments and suggestions during the study. The thesis has also benefited from comments and suggestions made by Dr. Meheretu Adnew, who read through the thesis. I take this opportunity to thank him for his suggestions and encouragements for completion of the study. I want to thank Dr. Ashenafi Belay, who gave me advice on the research paradigm and strategies to be followed in general and the specific techniques and checklists to be used in particular. I would like to thank Tikur Anbesa, Meskerem, Belay Zeleke and Bethlehem Secondary School EFL teachers who contributed a lot for data collection even during pandemic COVID-19 expansion especially in Addis Ababa. I want to acknowledge my colleagues whose commitment and generous contribution of time, effort and experience that greatly enhanced me during the study. The last, but not the least, the persons with the greatest indirect contribution to this work were my father Berhanu Debela and my mother Gebaye Ferede for their help in every situation during the study.

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## **List of Abbreviations and Acronyms**

L1= Language 1

TL= Target Language

EFL= English as a Foreign Language

TEFL= Teaching English as a Foreign Language

# CHAPTER ONE

## 1. INTRODUCTION

This chapter deals with the major topics such as the contexts and the background of the study, the statement of the problem, research questions to be answered after the process, the main and specific objectives of the study, its significance, delimitation of the study and finally the definition of some operational terms.

### 1.1. Background of the Study

The use of literature to teach a foreign language had been given much emphasis to over one century. Historically, in recent past, the relationship between literature and English Language Teaching was taken as an uncomfortable marriage. In the past years, learners of second/foreign language would translate literary texts to their native language to understand it and the instructors used to apply all traditional methods along with grammar translation method to teach language. Other methods, community language learning, the silent ways and natural approach were rather less applied or not applied to teach literature as materials in second/ foreign language (Delanoy, 1997).

Literature became more divorced from language teaching and learning until the communicative approach to language teaching was established in the 1970's. Since the Communicative Language Teaching (CLT) is the recent approach, it pays much attention to authentic contexts, literary texts were seen as ideal resources in language education as it could offer the use of authentic materials and 'real' language and communication (Hall, 2005).

The research on reading literature has suggested that it is positive in several ways. Firstly, it presents with authentic and varied language material, it also provides with contextualized communicative situations, real patterns of social interaction, and use of language. (Collie and Slater, 1987), it highlights the central role of the learner in the learning process and stirs up interaction in the classroom, it motivates learners by allowing them to relate what is being read to their own experience since it calls on emotional responses (Collie and Slater, 1987), and it contributes largely to develop further reading skills like "deducing the meaning and use of unfamiliar lexical items", "understanding the communicative value (function) of sentences and utterances", "recognizing the script of a language."

Among the literary texts, short story seems to be the most appropriate for classroom usage since it is short, and aims at giving a ‘single effect’, there is usually one plot, a few characters; there is no detailed description of setting. Also, research on short stories in EFL classrooms state that they can be a good indicator of increased motivation, increased interest in reading and improved reading skills (Vural 2013).

Keegan (2003) defines short story as a narrative, rarely over 1000 words or below 5000 words, more commonly 1500-5000 words—a single-sitting read, but with enough time and weight to move the reader. In common, short story consists of about 1500 until 5000 words that have a clear beginning, middle, and ending. Abrams, (1970, p. 158) argued that, “Since it is short, and aims at giving a ‘single effect’, there is usually one plot, a few characters; there is no detailed description of setting. Therefore, it is easy for the students to follow the story line of the work. Therefore, it seems to be the most suitable one to help students enhance the four skills—listening, speaking, reading and writing.”

Short story makes the students’ reading task easier due to being simple and short when compared with the other literary genres. It enlarges the advanced level readers’ worldviews about different cultures and different groups of people. Short story provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers. It motivates learners to read due to being an authentic material. In addition, it offers a world of wonders and a world of mystery, gives students the chance to use their creativity, promotes critical thinking skills, facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community, makes students feel themselves comfortable and free, helps students coming from various backgrounds to communicate with each other because of its universal language. It helps students to go beyond the surface meaning and dive into underlying meanings, and acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring these gained knowledge to their own world (Abrams, 1970).

In language teaching, students are expected to read texts and English article in their specific fields when they are at different levels because another purpose of studying English language is to obtain the ability in reading skill. To get it, the most important thing is that teachers have to look for good and suitable materials at the student levels.

(Keegan 2003, p. 10) states, “reading is not just an active process, but an interactive one. It means reader will interact with the text to predict what they are about.” The main of purpose of teaching reading English language is not only helping students improve their communication, but also to comprehend the overall reading text.

In the Ethiopian context, Grade 9-10 text book writers tried to include different short stories. As the researcher was teaching in the area of the study for more than three years, it was observed that there were problems of teaching reading skill using short stories. Many EFL teachers of the study area were observed that they claimed as short stories were difficult, and most of them prefer non-literary texts than using literary texts; particularly, short story in teaching reading lesson. It was for this reason that the researcher decided to investigate the study on the teachers’ attitudes and practices towards short stories in teaching reading lessons.

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

The aim of the research was to investigate the *EFL teachers’ attitude and Practices of using short stories in reading lesson*. It is a challenge for EFL teachers to motivate non-native students to achieve fluency in English. This is mainly due to factors such as large classes, time and syllabus constraints, students’ attitudes towards the target language, and lack of effectiveness in the teaching resources or methodology (Gonzalez 1998). In addition, according to Johnson (1999), there are language teachers who hesitate to present short stories to students. This may be due to the teachers’ lack of experience and background knowledge of the issues presented in short stories. Lazar (1990) adds that not only are teachers reluctant to use literary texts in their language classrooms, but students are hesitant as well.

From observation, the researcher has experienced that, there are language teachers who hesitate to present short stories to students in reading class. This may be due to the teachers’ lack of experience and background knowledge of the issues presented in short stories. For this reason students were unable to comprehend the reading texts as effectively as appropriate.

The Ethiopian Education and Training Policy (MoE 1994) allows English language to be given as a subject at primary school and as an instructional medium at secondary and Tertiary level. It can be easily understood that English language plays within secondary

and higher educational institutions in Ethiopia is great. Therefore, the policy and the syllabus pave opportunities for students to become actively engaged in their educational career and widening their knowledge. Hence, from review of different literature's one can conclude that one of the authentic contexts that help learners to improve their language ability is a literary texts. Among literary texts, short is the one which is very important for secondary level students to improve their reading comprehension skills. Moreover, using short stories to teach reading skill has pedagogical advantages.

To explore the importance of literature in English language teaching in Ethiopia context, different local researchers have conducted research in different educational levels. For example, Fikru (2009), Alene (2012), Yenealem (2014), Mengistu Anagaw (2011) explored the importance and method of using literary texts in EFL.

Fikru (2009), tried to show textbook writers whether or not literary texts could be applicable in Ethiopian high school in general and in grade nine in particular. The aim of his research was to investigate the applicability of literary texts if they are integrated in considerable number in high school context. He conducted experimental research and verified that using literary texts to teach language have pedagogical advantage. However, he did not investigate EFL teachers' attitudes and their actual classroom practices, particularly towards short story in teaching reading lesson.

Alene (2012), studied teachers' and students' views towards using literary texts in reference to grade 12. The aim of his study was to explain why teachers and students ignore or do not give more emphasis to them despite the fact that still the textbook includes literary texts. His findings indicated that teachers and students lacked the knowledge to integrate the literary texts with the teaching of language skills. His finding also shows teachers and students tends to give more emphasis for exam based discourses and ignore or give less emphasis to literary texts. The current finding argues that, EFL teachers have the responsibility to shape the students as they read literature. First, EFL teachers attitude whether they have positive attitudes or not should be investigated. Next, their actual classroom practices and pedagogical issues should be investigated.

In addition, Yenealem (2014), studied teachers' and students' views regarding the role of literary texts in enhancing language use in reference to grade 9 and 10 English textbook. The aim of his research was to assess teachers' and students' views regarding the role of

literary texts in enhancing language use. His findings showed that some teachers and most of the students stand to ignore the use of some literary texts in English language classrooms. The current study did not deny that as the literary texts enhance language use, but great attention should be given in EFL teachers attitudes that shape not only the students, but also the textbook

Mengistu Anagaw (2011) conducted a study that dealt with approaches of using short story in English language classrooms. The aim of his study was to explain different approaches used by teachers to teach literary texts. His findings indicated that due to the nature of the approaches of using literary texts, the teachers were not found adopting effective and highly innovative methods in using literary texts.

One of the main tasks of a language teacher is to help students to develop their reading comprehension skills by using short stories. However, some English language teachers ignore this fundamental fact and do not usually use short stories during reading classroom. The researcher argues that in Arada sub-city of Addis Ababa, there is a problem of making students constantly immersed in the language and required to use authentic materials to make the learners become more confident readers.

Even if short stories are authentic and benefits for the reading classroom, they are still either very much ignored or very much avoided by EFL teachers. In the light of the researchers' observations and experience in the field of English language teaching, insufficient number of language instructors use short stories in their teaching practices. Some teachers decline teaching short stories because they believe that short stories may include linguistic difficulty or cultural complexity or both.

The researcher believes that, this problem was assumed to come from EFL teachers. It could be their lack of experience in teaching reading by using short story. In addition, lack of teachers' use of creating interesting tasks that facilitate the students to comprehend the text easily, even the interest they have in teaching and practicing reading by using short stories. Teachers need to be aware of the fact that we are the products of two worlds; our own and the world outside that influence us. The statement underlines the seriousness of the investigation or using short stories in reading lesson is burning issue to develop the students' reading comprehension. Most of the time teachers teach learners to answer an examination that is not believed to stay for a long time and students read for examination and read by

pressure that comes from the teachers. Teachers have less attention to the development of reading skills by using short stories. In addition, the reading stages they practice were boring and could not develop the students' reading comprehension.

The researcher argue that existing attitude and practices that have no more working should be changed to the current ways of teaching short stories in reading classroom. That is why the researcher was initiated to investigate the research to fill the above mentioned gaps. The study demonstrated that short stories have the potential of enriching students' language skills, enhancing their motivation, and increasing their cultural sensitivity and awareness. Though teaching practices of using short stories during reading lesson is assumed to be practiced in Arada sub-city high schools of Addis Ababa; but there is no systematically collected evidence in these schools which shows their attitude and to what extent they are practicing short stories in reading lessons. Although this argument does not mean to demoralize teachers, it is necessary to investigate their attitude and Practices towards using short stories in reading lessons.

### **1.3. Research Questions**

- What are EFL teachers' attitude of using short stories in teaching reading lessons?
- To what extent do EFL teachers practice short stories in teaching reading lesson?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective**

The general intent of this study was to investigate EFL teachers' attitude and practices of using short stories in reading skills lesson.

#### **1.4.2. Specific Objectives**

The specific objectives of the present study were to:

- Investigate EFL teachers' attitude towards using short stories in teaching reading lessons,
- Analyze, to what extent EFL teachers practice using short stories in reading lessons,



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

The result of this study will provide great value to Arada Sub-city EFL teachers who are currently teaching EFL. The researcher will put the photocopies of the research in the sample school libraries to fill existing knowledge gap around the problem. Teacher trainers and educators who have a role in teaching and training to improve reading practices can be benefited from the study. By talking with my advisor as it can be published to provide benefit to the course designers to modify some missed practices that must be modified or changed to teach reading skills using short stories. Similarly, it can be used as spring board source for researchers who want to conduct research on the same issue.

### **1.6. Limitation of the Study**

This study was conducted only in Arada sub-city Administration, Addis Ababa. In order to reach other areas regarding this problem, due to shortage of time and finance, the researcher could not cover other areas. The samples of this study were only four high schools and 40 secondary level EFL teachers. Thus, to make more effective study on EFL teachers' attitude and practices of using short stories in reading classrooms, there should have been beyond the study area and samples. In addition, the issue of short stories in reading classroom is not only teachers' problem, but also it includes students. Therefore, further study can be conducted in more schools at different levels on the problem.

### **1.7. Delimitation of the Study**

The current study is conceptually delimited to investigate EFL teachers' attitude and practices of using short stories in reading skills lesson. EFL teachers' whether they had positive or negative attitude of using short stories in teaching reading comprehension lesson. Geographically, the study was conducted in Addis Ababa City Administration. In Addis Ababa, there were 11 sub-city Administrations. Among them, the study was conducted in Arada Sub-city Administration. In Arada Sub-city Administration, there were 7 high schools. Among them, the study included EFL teachers of Tikur Anbessa, Meskerem, Bethelihem and Belay Zeleke Secondary Schools. The total population of the study was 40 EFL teachers and the sample size was all EFL teachers of these schools.

## **1.8. Organization of the Study**

The study is organized in to five chapters. Chapter one presents the ‘introduction’ that explains the problem and approaches of the study in general. In addition, the statement of the problem, research questions, objectives of the study, significance, limitation and delimitation of the study were included. Chapter two discusses ‘Review literature’. In this chapter, different theoretical issues from different scholars are forwarded. Chapter three discusses ‘Research Methodologies’. The chapter includes mainly: design of the study, sources of data, methods of data collection and methods of data analysis are included. Chapter four deals with ‘data analysis and discussion’. Finally, the last chapter deals with conclusion and recommendation.

## **1.9. Operational Definitions**

**Attitude:** feeling, the awareness, thought, consideration and understanding of EFL teachers towards short story in teaching reading skill.

**Practices:** the kinds of activities, strategies and techniques EFL teachers use in teaching reading skill through short story.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURES

This chapter aims at developing the concepts about *EFL Teachers' Attitude and Practices towards using Short Stories in Reading Lesson*. This chapter is important in analyzing the data to make conclusions by relating it with the concepts reviewed that were related to research questions. The chapter also deals with further analysis of data and methodologies applied in certain area of research in earlier studies to summarize their findings and as well as develop concepts from series of earlier studies. In general, the chapter has review of theoretical concepts like meaning, elements, stages, characteristics, activities, difficulties and possible remedies regarding short stories.

#### 2.1. Literature and Language Teaching

Traditionally, "Literature" has been defined as "the 'best' writing produced in a given language or society, and this collection of 'approved' works has constituted the literary canon deemed by authority to be fit to the study"(Maley,2001). Literature, when defined as a subject of study, is an activity that involves and uses language. It focuses on the literariness of a text (Moc, 2001). Fowler (1965) defines literature as follows:

*Literature is the record of the attempt of writers to express and communicate their ideas about man's hopes, dreams, ideals, feelings, thoughts, and experience, and his relationship to society. Literature deals with the life of man in moments of crisis and anguish, with his most intimate relationships, with his innermost thoughts and his deepest loves and hates, with his courage, honor, hope, pride, compassion, pity, and sacrifice (p. (217).*

These feelings are expressed through language and the use of language in EFL classroom evokes personal response in the reader or listener. The above definitions of literature highlight the important role that literature plays in the language classroom.

Collins (1993: 22) relates a language to humans' pre-knowledge tendency to interpret things. Different ideas, therefore, could be linked through reading, a skill which literature serves to achieve. Literature provides authenticity to language learning. Moreover, literature will help to improve and develop each of the language skills separately, namely, writing, speaking, and reading (Khatib et al., 2011: 102). It is argued that literature is a complex

structure that supports the acquisition of the target language and it will help, as a result, the users to be more competent in it.

Lado (1964: 49) defines language as the component of expressions and literature. Through the experiences, it can be concluded that both language and literature are inter-related. As it is indicated, language is the source of communication, and literature is identified as the cultural transmission from generation to generation. It can be said that literature is the heritage of any culture that can be explored using a language. Through this argument, it can be said that teaching literature has such a beneficial impact on language learning that they cannot be separated. Interestingly, Labo – Popoola (2010: 48) illustrates that language is the source of communication between societies. Literature is the part of a language which improves different skills. Additionally, literature will help the process of language learning to be more interesting. Reading could be the easiest way to learn a language if teaching literature is utilized in this regard, because literature will enrich vocabulary and language content.

## **2.2. Short Stories**

Short story is prose fiction shorter in length, magnitude, and complexity in comparison to a novel. Longer short stories are called novel. Short stories differ from poetry because they lack the qualities like verse, meter and rhyme of a poem. According to Abrahms (1985, p.28) "A short story is a brief work of prose fictions, and most of terms for analyzing the components, the types and various narrative techniques of the novel are applicable to be short stories as well". Plot, characters, dialogue, setting, language, style and they are the essential elements of a successful short story.

The answer to the question of why short-story is the most suitable literary form to use in English classes lies in Edgar Allan Poe's definition of short-story. He defines it "as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to 'a certain unique or single effect,' to which every detail is subordinate" (Abrams, 1970, p. 158). Since it is short, and aims at giving a 'single effect', there is usually one plot, a few characters; there is no detailed description of setting. So, it is easy for the students to follow the story line of the work.

From the above explanation, we can deduce that, the aim of using short-story in teaching reading skill is to encourage the students to use what they have previously learnt, and therefore, it is a student centered teaching. However, the role of the teacher is of great

importance. The teacher must choose a suitable text to use in class, and should help her/his students understand the story with various activities.

Short stories are often ideal ways of introducing students to literature in the foreign language classroom (Collie and Slater, 1987, p. 109). They can usually be dealt in a single class. They are less difficult for foreign learners to read on their own. They offer greater variety for teachers to choose varieties of short texts according to the taste and interest to the students. They can be used not only in long term courses but in short term courses as well.

### **2.3. The Role of Short-stories in EFL Reading Classroom**

The use of short-stories in EFL classroom, for developing language skills, has always been the topic of academic debates and discussions for ELT professions and pedagogues. Therefore, it is not surprise that we find plenty of literature on the topic, discussing various aspect of such use. These debates, discussions and research studies, on the potential role of the use of short-stories in the EFL classrooms and their implications for EFL teachers and learners, have often ended on recommending this use for effective teaching and learning of foreign language skills as well as other essential personal traits. Due to such benefits, embedded in the use of short-stories, intellectuals like Wright (2003:7) believe that 'in using stories in language teaching, we are using something much bigger and more important than language teaching.

William Littlewood (2000) mentions the reasons for using literature as extensive reading as follows:

*The possibility of internalizing the language and reinforcing points previously learned a genuine language context and a focal point for the students in their own efforts to communicate motivation. Literature study can also provide a range of texts and an introduction to the many different varieties of English (p. 7).*

Since the students in our country use English as a foreign language, greater effort should be made EFL teachers. The learners do not have any opportunities to see various uses of English. In this case, literary works particularly; short story is source to exhibit reading skill. The same reasons are true for intensive reading as well. Garvie (1990) propose that, foreign language learning be led by story. Such strong arguments, for the use of short-stories, for effective

teaching and learning of foreign language like English, are not just linguistic ones, but also include socio-cultural, emotional, cognitive, aesthetic and personal ones. Similarly, William Littlewood (2000) emphasizes the importance of the use of short story in EFL classes as follows:

*A major problem of language teaching in the classroom is the creation of an authentic situation for language. A language classroom, especially one outside the community of native speakers, is isolated from the context of events and situations which produce natural language. In the case of literature, language creates its own context. The actual situation of the reader becomes immaterial as he or she takes on what D. W. Harding calls 'the role of the onlooker', looking on the events created by language. These events create, in turn, a context of situation for the language of the book and enable it to transcend the artificial class- room situation (p. 179).*

These multi-faceted pedagogical benefits of the use of short-stories, along with the arguments in their support, and their implications in EFL context, are discussed in the following sections of the paper, both from theoretical and practical perspectives.

### **2.3.1. Linguistic benefits embedded in short-stories**

Short-stories are strongly recommended, as one of the best methods, for effective teaching of foreign language skills by many intellectuals like Brumfit, C. and Carter, S. (1986); Collie, J. and Slater, S. (1991); Lazar, G. (1993); Murdoch, G. (2002); and Kim, M. (2004), etc., to mention a very few, due to infinite linguistic benefits embedded in their use. The use of short-stories, for developing language skills, can be more beneficial than any other informational materials as stories help in stimulating the acquisition process. They provide authentic contexts for processing new language. The stories, and other literary texts, contain language intended for native speakers. According to Collie, J. and Slater, S. (1991: 4), 'they can serve as a model for language learners to become familiar with different forms and conventions' in that language.

Stories can be the vehicle to improve students' overall language skills. They can also expose EFL learners to a wide variety of styles as one can find the resources of the language most

fully and skillfully used, and exploited, in literature. Short-stories also help in improving communicative competence of EFL learners. This argument is discussed by Bretz (1990, pp. 335-338) in quite detail. The use of short-stories, in foreign language teaching, according to Bretz, provides 'a springboard for the development of critical thinking and aesthetic appreciation'.

Another researcher advocates the use of short-stories in ELT, for developing language skills, Lazar, G. (1993 pp. 17-18), believes that stories can provide the teaching and learning material which is 'motivating, authentic and has great educational value'. Such material, in foreign language classrooms, also develops EFL learners' interpretative abilities and expands their language awareness. This use of short-stories can also make the foreign language learning a fun by bringing a bit of spice and excitement to a classroom. Other linguistic benefits, of the use of short-stories in EFL classroom, include- the simplicity of sentence structures and vocabulary used in context. Stories also command the reader's attention more effectively and can play a very important role in arousing love and liking for reading among the EFL learners; which is very crucial in foreign language context for developing reading skill, as EFL learners Labyrinth | Vol.4 No.2 (April 2013) often dislike this language skill. In such situations, where EFL learners dislike reading, short-stories, quite readily, can lend themselves to capturing and holding the attention spans of EFL learners and can develop the love for reading among the EFL learners. Such motivation aspects, embedded in the stories, thus, can contribute in EFL learners' mastery over not only reading but also over the other important language skills like -listening, speaking, and writing as well.

Elaborating on this linguistic benefit, Murdoch, G. (2002, P. 9) states that 'stories allow instructors to teach the four language skills to all levels of language proficiency and can enhance ELT courses for learners if selected and exploited appropriately.' The controlled length of short-stories, with the concise writing, and with carefully selected vocabulary and lexis, is another linguistic benefit of the use of short-stories for EFL teachers and learners that can contribute a lot in developing these language skills.

### **2.3.2. Socio-cultural benefits embedded in short-stories**

The use of short-stories also has many socio-cultural benefits for EFL classrooms. For centuries, stories have been the best method of transmitting values, principles, and common-

sense. Kirschenbaum (1995, P. 68) very correctly sums this argument saying that storytelling is 'one of the effective tools for inculcating morality, especially for the youth, as stories contain powerful images and symbols and operate on both conscious and unconscious levels, conveying intellectual and emotional meaning'. In the modern, culturally barren, world of today, where cultural values are degrading every day and many evils and tribulations are infecting the young generation, with unthinkable bad habits, immoral deeds, immodest behavior and horrific crimes, in their early tender age, stories can be the best method of inculcating healing cultural and moral values. Stories from the local cultures can best be exploited for this purpose.

EFL teachers can test the possibility of incorporating various religious and moral stories as well as myths, legends, fairy tales, fables, and folk tales related to the EFL learners' culture while teaching the foreign language skills. In that sense, such use of stories, from various cultures, can be highly effective with EFL learners to achieve the true aim of teaching and learning of any foreign language; which is to make them respect and appreciate not only other languages in the world but also other cultures. Thus, such use of stories can help to develop the qualities of respecting and appreciating others' cultures, societies and ideologies among the foreign language learners and can prepare them as broadminded and more responsible citizens of this culturally diverse world we live in. The use of short-stories can also contribute in the development of various social dimensions of EFL learner's personality. As stories provide shared social experiences, language learners laugh together, are happy and sad together. They shout and sing together. This can go a long way in building their confidence and in encouraging their social and emotional development, which, in the end leads to 'their personal growth and intellectual development', as argued by Carter and Long (1991, pp: 2-4).

### **2.3.3. Personal and emotional benefits embedded in short- Stories**

The use of short-stories is also recommended and advocated in EFL classroom due to various personal and emotional benefits embedded in them for the EFL learners. Stories have effective emotional, educational, and social appeal. It is the innate human instinct that makes us to tell and hear stories. Human beings take their experiences from Labyrinth | Vol.4 No.2 (April 2013) critical life incidents, or what their family imprints on them through telling stories. Thus, reading or listening a well-told story can inspire EFL learners to model and imitate the virtuous behavior of the hero as they can partake in the good feelings of doing



good. Intricate struggles and sufferings of the characters, in the stories, can also contribute to the emotional and personal growth of the EFL learners. The use of short-stories can not only familiarize them with such conflicts and struggles but can also prepare them to cope with such conflicts, successfully, in their real life. Through the stories, they can learn various unpredictable ups and downs in life which make it so complex; yet so unique. Thus, complex array of human situations, struggles and conflicts, reflected in the stories, makes the learners to reflect on their own lives and can contribute in their motivation and personal development. Stories can help them to gain understanding of the complexity of our emotional responses, demonstrated by the expressive voices of the characters, speaking eloquently and powerfully of their feelings. Thus, as it is very rightly said, 'we cannot teach children emotions, we can only help them reveal them and understand them' through the stories.

#### **2.3.4. Cognitive benefits embedded in short-stories**

The use of short-stories has many cognitive implications as well for the EFL teachers and learners. Experts believe that stories in L1 or L2 are processed using the same cognitive strategies which can help EFL learners not only to master target language easily but also to develop various, individual, learning strategies. Through stories, EFL learners can attempt to get the general meaning by reading or listening to them. While they read the stories, or listen to them, they predict and guess the meaning. Such learning strategies, of predicting and guessing meaning, are regarded as a very crucial and essential in developing foreign language competence. Many promoters of the use of short-stories in EFL classroom also discuss the effectiveness of such use in developing various types of intelligences which form central place in foreign language learning process. The development of emotional intelligence, through the use of stories, is one such example. As the learners read the stories, or listen to them, they enter the realm of imagination, not only involving them in the story but sometimes even identifying themselves with the characters in the stories Mourão, S. (2009).

#### **2.4. Characteristics of the Short Stories**

Short stories represent the part of a human life. The short stories are absolute and spontaneous form of literature. They differ from the novel in their length and the representation of human life. Brevity, singleness of unity and simplicity are the major characteristics features of short stories. Short story has the brevity in the number of characters, their dialogues, selection of words and the detail about them. It can be read at one

setting from half an hour to two hours. It represents only one aspect of human life plot, character and settings are less elaborated in the short story. In addition, It has the use of simple, communicative and effective language.

## **2.5. Activities of Teaching Language Skills Using Short Stories**

Teaching activities are the process of putting the teaching plan into operation. Teaching activities involve different activities which are used in teaching. Simply activities are generalized plan for a lesson which includes structure, desired learner behavior in terms of the goals of instruction and an outline of tactics necessary to implement the activity. Generally teaching activities and teaching methods are used synonymously but they are different. It was derived in teaching and learning later on. Activity is micro approach. On the other hand, the term teaching 'method' has been used in education for long as traditional and inflexible concept. It's a major approach. Teaching method is a sequenced formal structure and it includes teaching activity and instrumental tactics. It includes teaching method. It shows that there is debate among the scholars whether teaching activity or teaching method is a general term. Different scholars have listed different language teaching activities. Brumfit and Carter (1996, p.110) state five activities of teaching language.

### **A. Prediction**

Brumfit and Carter (ibid) opine that this is one of the important activities of teaching story. It is for the teacher to stop the reading at key points and to elicit predictions of how the narrative will develop. It requires careful preparation before the story is read in the class. Under prediction stage, the title can be omitted and after the story has been read, students can be invited to predict what it should be. In addition, at the end of first paragraph, students might be asked to predict what the story is going to be about. This can be an important stage in sensitizing students to the function of the opening of the story in an interpretation of the whole. In course of teaching the story, students might be asked to predict about the role of the characters as well. After the reading is over, the teacher might ask different questions to predict the probable answers.

## **B. Cloze Procedure**

This is also a form of prediction. But focus is given on individual words or text. Teachers need to give careful attention to the number of words deleted, to the relative multi-valence of the chosen items, to the linguistic competence of a group and to preparatory activities on non-literary texts in order to give practice in context where a greater degree of predictability may obtain.

## **C. Summary**

This is one of the important activities of teaching the story. It is designed to focus attention on the overall point or meaning of the story. Students are asked to produce summaries of the text. Instructions need to be fairly precisely formulated while using this activity otherwise there is a danger of committing the here say of paraphrase by suggesting that there is a paraphrase able meaning to the story. And it is useful to impose a word limit for the summary.

## **D. Forum: Debating Opposite View Points**

This is an activity of teaching the story which lends itself to small group based activity with groups being allocated to defend either one of the propositions even if this may not be their own personal view. The story can be taught dividing the students in different groups. One group offers an argument and other group listens and tries to provide counter examples. Either the whole class or a section of the class can participate in judging and voting for which propositions they considered to have been most persuasively argued.

## **E. Guided Re-writing**

It is another widely employed story teaching activity. It aims at helping students to recognize the broader discourse patterns of texts and the appropriate styles. It involves the students in re-writing stretches of discourse to change its communicative value. The basis for the activities is to provide practice at expressing intension within contexts according to specified information about audience and purposes. Teachers can ask the students to re-write the report, news, and story in their own ways.

## 2.6. Stages of Teaching Short Stories

The stages for teaching of short story can be divided into three stages. They are pre-reading, while-reading, post-reading stages. Lazar (1993, p.83) says that stories tend to present fully developed plots with sequence of action with discernible beginnings, middles and ends. The best way she suggests for teaching story is to present in three stages; pre-reading, while reading and post-reading.

### A) Pre-reading stage

Pre-reading activities refer to tasks to be carried out before reading a text to create a conducive situation for the successful comprehension of the text. Hence, many reading experts stressed the importance of pre-reading activities in teaching reading skills. For instance, Aebersold and Field (1997:65) argued that skipping the basic pre-reading activities could create comprehension failure to a reader. In the same manner Williams (1983) quoted in Hailemichael (1993) has found that,

*Pre-reading assistance is particularly useful in reading classroom because it helps to establish a proper mental set for the reading and discussion of the passage and also the relevant background information supplied by the teacher as introduction and/or pre-reading discussion that involves the students themselves and give the necessary motivation for reading the passage (p.12).*

Pre-reading stage is an initiation of teaching story in the class. The teacher makes the students prepare for the lesson and the task to be performed. In this stage, the teacher can ask some questions related to the stories. EFL teachers perform different activities under pre-reading stage. They help students with general background. They have the responsibility of stimulating student's interest in the story. They also should give opportunity of predicating about the genre and theme of the story. The teachers allow the learners to read, listen or watch video about the author's life. Under pre-reading stage, they have also the responsibility of setting the task or asking questions related with the story. Pre teaching vocabulary, discussing the language of the story and brainstorming with the lexical sets are also the important activities under pre-reading stage of teaching reading skill.

## **B) While –reading Stage**

At this stage the teacher presents the task to be performed. The teacher is required to watch students and evaluating their activities being silent but attentive. At this stage the teachers have the responsibility of making students involve in reading, helping students to understand the plot by asking questions, asking to summarize or asking the students to give title for each paragraph, helping students with difficult vocabulary, helping students with language and style through contextualization, dealing with different activates like answering question, rearranging the sequence, true-false items and gap filling exercises, making the learners to write the textual analysis of the story, an helping the students to guess the meaning in the context.

## **C) Post-reading stage**

The students' answers are checked by the teacher directly or indirectly. The teacher clarifies the ambiguities if the students are confused at some points. Under post reading stage, EFL teachers have the responsibility of providing students with different critical interpretation and then allow discussing on theme and producing similar ones. In addition they help the students to interpret the main theme of the story, speculate about the possible symbolic association of lexical sets, writing a review of the story, describe the characters, critical discussion, role play or act out the scene of the story and summarize the story.

There is no exact formula to teach short stories as such but generally short stories can be presented through the three stages. These three stages help the teachers to teach short story when they enter in language classroom. Pre-reading activities show the way the teachers, how to motivate and brainstorm the students in ELT classroom. While reading activities involved both students and teachers interaction in teaching reading skill classroom. Post reading activities helps the teachers how to summarize the story in ELT classroom.

Because of the large number of the students in the classroom, ill- managed administration and lack of trained teachers, translation and lecture methods are being used in language teaching in secondary level.

## 2.7. Difficulties in Using Literary Texts

Despite obvious benefits of using literature in language teaching, its application is limited in many ELT classrooms. Hismanoglu (2005) attributes this to a variety of factors:

*Literature plays an important role in the English programs of many non-English speaking countries. However, there are some problems encountered by language teachers within the area of teaching English through literature. First, there are very few pedagogically- designed appropriate materials that can be used by language teachers in a language classroom. Second, there is a lack of preparation in the area of literature teaching in TEFL programs. Third, there is the absence of clear-cut objectives defining the role of literature in EFL. Many instructors try to include literature in their classroom, but lack the background and training in that field. (p.65)*

Although literature offers many useful benefits, pedagogically there are still some major difficulties or problems expressed by teachers. It is worth investigating what difficulties encountered. The most common problem encountered in using literary texts is language. Many EFL teachers and students see literature as a hindrance because; the literary language is viewed as incomprehensible. Often teachers and students find the language “does not stick to more common usages, but exploits and even distorts the accepted conventions in fresh and unexpected ways” (Lazar, 1994, p. 115). Besides, literary, vocabulary and grammatical structures are often considered to be too complicated.

The length of the text is also often seen as one of the major difficulties. For some, longer texts may appear more difficult, whereas for others, shorter texts present more difficulties simply because “they do not offer extended contextual support and repetition which longer texts do” (Duff and Maley, 1990, p. 7).

Another problem of using literary texts in EFL classrooms is concerned with culture. According to Duff and Maley (1990, p. 7), cultural factors can present difficulties in a way that “it is clearly impossible for outsider to share fully the range of references of an insider”. Literary texts can also bring problems if they are viewed as “carrying an undesirable freight of cultural connotations” (Collie and Slater, 1987, p. 2).

In short, we can see that there are some problems involved in using literature in EFL classrooms. Understanding these problems, as noted earlier, will enable us to identify the areas where teachers need to improve most in order to make the best use of literature in English teaching.

## **2.8. The Remedies to Difficulties in Using Literary Texts**

Convinced about the wide array of benefits the use of literature can bring to language learners, the question is how to exploit this potential. The pro-literature lobby have put forth several practical tips and provided examples regarding the implementation of the mentioned approaches to teaching literature in the language classroom.

The first question which crosses the mind is what kinds of literary text best suit EFL/ESL classes. The answer to this question is contingent upon addressing a dilemma articulated long ago by Arthur (1968) regarding how to set off on the apparently daunting task of literary exploration: It is generally admitted that in order to succeed as a language learning asset, literature must first effect a literary experience in learners. The point is some practitioners believe this literary experience won't be accomplished unless the reader has already mastered the rich vocabulary, complex syntactic structures and underlying cultural assumptions of the text, and if he has, literature would be of little value as a language learning device; simply put, the use of literature for learning a language would preclude experiencing literature as literature.

Arthur (1968, p.199) states "second language teachers interested in using literature in their classes must be aware of how literature can teach second language skills while, at the same time, retaining its literary value for second language learners." In the first place, this goal can be achieved by selecting the right kind of text. Three suggestions have been put forth to get around the problem of linguistic and cultural complexity (McKay, 1892):

**A. Using simplified texts:** The use of simplified texts is generally frowned upon on the grounds that simplification reduces the information density, cohesion and, in consequence, readability of a text. However, upon browsing the literature, examples of the successful use of simplified texts in the language classroom can be found. Zoreda and Vivaldo-Lima (2008, pp. 22-23) state "there is a renewed interest in integrating graded literary materials such as simplified novels that are written specially for beginning and intermediate level students". They report their success with the use

of simplified novels along with the novels' audio and film versions to offer scaffolded instruction on linguistic and intercultural skills.

- B. Using easy texts:** The question with using easy texts is what 'easy' means. According to McKay (1982), although there are readability counts to determine the lexical and syntactic complexity of a text, there are no generally agreed-upon standards to determine the complexity of a work of literature in terms of its underlying cultural assumptions, characterization, plot and its other literary qualities. The selection of easy texts is, therefore, mostly based on intuition.
- C. Using young adult texts:** These texts can benefit a wide range of learners because of their inherent simplicity, both linguistic and literary. Such texts, according to McKay (1982), are characterized by brevity, a small cast of characters, stylistic simplicity and such relevant themes as personal growth. However, the problem with the use of such texts for adult classes is that adult learners might not identify with themes of interest to young adults, and their motivation and willingness to interact with the text may suffer.

It follows that there is no clear-cut rule as to the selection of literary texts for the EFL/ESL classroom. Appropriacy seems to be a function of several classroom and course variables which teachers need to analyze before deciding what kind of literary text to use. However, it needs to be mentioned that although the selection of texts is of utmost significance, the way the text is approached by both teachers and learners and the nature of tasks and activities that learners engage in have a more decided influence on the success with which literature is employed in the language classroom. To minimize the difficulties in using literary texts, teachers need to select appropriate literary texts for their students. This is undoubtedly a challenging task for teachers. They need to adopt a set of criteria and priority for choosing a certain kind of literary text. The following are other practical tips that help teachers and learners when using literary texts in EFL classroom.

#### **i. Language Competency**

Teachers should select literary texts within students' language proficiencies because students might feel demotivated if they are not linguistically ready. Carter and Long (1991, p. 5) suggest, "as a general rule, it is better to choose for teaching literary texts which are not too far beyond the students' normal reading comprehension". It is necessary to select literary texts which consist



largely of words or expressions sufficiently familiar to the students (Hill, 1992, p. 142). To this, Duff and Maley (1989, pp. 12-13) add that it is not necessary to choose texts, which embody special register (archaism, heightened vocabulary, etc) since by 1920, this kind of language is no longer used by most authors. In short, if the language of the literary text is quite straightforward and simple or not too difficult in regard to the linguistic level of students, students will want to have more access to literary works and finds these texts more relevant to their experience.

### **ii. Length of Text**

Since literary texts vary greatly in length, teachers also need to consider whether the texts can be integrated in the amount of class time available. Lazar (1993, p. 55) comments that when selecting literary texts, teachers should bear in mind whether they have enough time available to work on texts in class, how long students have to work on the text at home (reading) and how much background information of the text the teacher needs to give students. If the text is long enough, teachers may conduct various techniques, for example by assigning homework so that they can finish exploring the text on time.

### **iii. Cultural Competency**

The texts selected should also be within the teachers' and students' competence culturally. Culture, which is beyond students' competence, will not motivate the students to read. Hill (1992, p. 142) proposes that the subject matter of the text needs to deal with events or experiences which the readers have been through.

Carter and Long (1991, p. 142) share this perspective that the theme of the texts must relate to some extent to the country or culture of the readers. To this, Lazar states, it is also true that texts which may appear to be very remote in time and place from the world today may still have appeal for students in different countries around the world. This is either because they touch on themes which are relevant to the students, or they deal with human relationships and feelings which strike a chord in the students' own lives Lazar (1993, p. 53)

In this sense, it would be meaningful to include literary texts produced by ESL or EFL authors. It is an excellent means of motivating students to read literature whose setting and culture are familiar to them. Moreover, the themes of these texts are mostly relevant to their lives.

### **iv. Students 'Interest**

It is also crucial to select texts which can stimulate the kind of personal involvement and arouse the learners' interest. If the learners' ideas, experiences and needs are completely at variance with

what they are asked to read, it is useless to expect them to be motivated. On the other hand, if the assigned literary text is meaningful and enjoyable, learners will try to overcome the linguistic obstacles enthusiastically (Collie and Slater, 1994, p. 6-7).

To conclude the discussion of this section, the researcher would like to quote Carter’s and Long’s (1991, p. 3) arguments that teachers should select literary texts that, “students can respond and in which they can participate imaginatively, ..... which will make the reading of literature a memorable, individual and collective experience”. There is a wide variety of literary texts available. Thus, the issue of “difficulty” in regard to literary texts should not be exaggerated. Literature might seem to present special difficulties, but carefully chosen, it can be very rewarding.

## 2.9. Conceptual Framework of the Study

**Table 1: Conceptual Framework of the study**

The table below shows the general conceptual framework of the study.

No	Aspects of the problem	Corresponding Research objectives	Corresponding Research Questions	Corresponding Research Techniques
1	Short stories are used as authentic materials and benefits for EFL teaching, but they are still ignored by EFL teachers in reading classrooms.	To investigate EFL teachers’ attitudes towards short stories in teaching reading lessons.	What are EFL teachers’ attitudes towards short stories in teaching reading lessons?	Questionnaire Interview
2	Literature forwarded many benefits of short story in reading classroom. However, teachers did not practice in teaching reading lesson.	To analyze to what extent EFL teachers practice short story in teaching reading lesson.	To what extent EFL teachers practice short story in teaching reading lesson?	Observation Questionnaires Interview
3	There are different phases to teach reading by using short story, but teachers did not aware of these phases due to several challenges.	To identify the challenges EFL teachers face when using short story in teaching reading lessons.	What are the Challenges EFL teachers face when using short story in teaching reading lessons?	Interview Questionnaire Document Analysis
4	The textbook included a number of short stories; therefore, teachers need to use them in teaching reading skill accordingly.	To find the measures EFL teachers take to alleviate the challenges they face when using short stories in teaching reading lesson.	What are the measures EFL teachers take to alleviate the challenges they face when using short stories in teaching reading lesson?	Questionnaire Interview

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

The main objective of the study was to *investigate EFL teachers' attitude and practices of using short stories in teaching reading lessons*. This chapter presents the research methodology; mainly: research design, participants of the study, sampling techniques, sample size, data gathering instruments and methods of data analysis.

#### **3.1 Research Design**

In order to carry out the study, descriptive survey design and mixed approach were employed. The goal of descriptive research is to describe a phenomenon and its characteristics (Dornyei, 2007). However, the exploratory aspect of the mixed method will take the leading role as the study highly emphasizes on the result of the evaluation/document analysis of the students' textbook, teacher's guide and lesson plan evaluation. In mixed approach, the investigator collects and analyses data integrates the findings and draws inferences using both qualitative and quantitative approaches and methods in a single study. The quantitative aspect, numerical data (participants' responses regarding the EFL teachers' attitude and practices of using short stories in reading classroom were collected through using a close-ended questionnaires and classroom observations.. On the other hand, by the qualitative aspect, the respondents' attitude and practices collected through open-ended questionnaires and interviews were collected.

#### **3.2 Data Sources**

The target population of the present study was high school (Grade 9-10) EFL teachers of Arada sub-city, Addis Ababa in focus. Both primary and secondary sources of data were used for the study. The primary data collection instruments were through questionnaire, interview and classroom observation. In order to develop Primary data, grade 9 and 10 students' textbook, teachers' guide and, EFL teachers' lesson plan were used as secondary sources of data.

### **3.3. Sample and Sampling Techniques**

#### **3.3.1. Selection of the Research Setting and Sample Secondary Schools**

The researcher selected Arada Sub-city, Addis Ababa, where he has been currently teaching. Therefore, area is convenient for the researcher to conduct the research, since the researcher used the advantage of proximity to get collaboration from the school community. In Arada sub-city, there were four high schools and three preparatory schools. The researcher has been teaching in high school. Therefore, for the purpose of the study, the researcher selected the four high schools using purposive sampling technique. These four high schools were namely: Tikur Anbessa, Meskerem, Bethlehem and Belay Zeleke Secondary Schools.

#### **3.3.2. Selection of the Sample Teachers for Questionnaire**

In Tikur Anbessa, Meskerem, Betheliehem and Belay Zeleke Secondary Schools, there were 40 EFL teachers. In these four secondary schools, there were 8, 10, 11 and 11 EFL teachers respectively. Since the total population was manageable for the study, the researcher used comprehensive sampling method.

#### **3.3.3. Selection of the Sample Teachers for Interview and Classroom Observation**

On the other hand, the researcher used random sampling for interview and classroom observation. It is where the researcher includes cases or participants in the sample because they believe that they warrant inclusion. Therefore, four EFL teachers were selected for interview and eight EFL teachers for classroom observation.

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

The instruments for collecting data for this research were document analysis, questionnaires, interview and classroom observation.

#### **3.4.1. Document Analysis**

Document analysis Were used as a major data securing tool, because checking the quality of a teaching curriculum (contents, methods, materials, objectives,...) requires a thorough evaluation and critically examining on the basis of preset guiding checklists (Melese & Ephrem, 2015). The data was secured mainly by the researcher through the document

analysis. But, some secondary school English teachers were also participated in the process because evaluating teaching materials is usually more beneficial if it is collectively undertaken by everyone involved in the teaching and learning process (Chambers, 1997). Therefore, the study was also being dependent on the active participation of two experienced secondary school EFL teachers, including the researcher. The researcher evaluated all short stories in grade 9 and 10 textbooks. In addition, the four interviewed and observed EFL teachers' lesson plans were evaluated twice based on the set of checklist which is adopted from the works of scholars in the area of materials development and evaluation.

### **3.4.2. Questionnaires**

The questionnaire was selected not only because it was the most common data gathering tool but also it helps to collect a great deal of information within the time limit and help to reach large group of research subjects (Kothari, 2004). Based on the literature review, the researcher developed a questionnaire with the aim of investigating teachers' attitude and practices towards using short stories in the EFL reading classroom. Questionnaires were employed as a major instrument to collect information from the data sources of the study.

The first part of the questionnaires cover 9 adapted likert scale items to investigate EFL teachers attitudes towards using short story in teaching reading lesson. In this case, four likert scales were used where 'SA' indicates 'Strongly Agree', 'A' indicates 'Agree', 'DA' indicates 'Disagree' and 'SD' indicates 'Strongly Disagree'. Similarly, 18 adapted closed ended lickert scale questionnaires were used to investigate EFL teachers' practices in teaching reading skills through short story. To facilitate this, a four point Lickert scale were used where 1 indicates "always"; 2 indicates "often"; 3 stands for "sometimes" and 4 indicates "never". The lickert scale questionnaires were adopted from Lazar (1993, p.83) and used for the study. The second part of the questionnaire included 4 self-designed open ended questionnaires with clear instructions after approved by the study advisors and colleagues. Open ended questionnaires particularly designed to identify the challenges that EFL teachers face in teaching reading skills through short story and to get some possible remedies to the problems.

The questionnaires were administered to teachers, particularly, in their staff at their break time by the researcher as well as an assistant in face-to-face manner as the presence of the

researcher was very essential to obtain qualitative data in using a mixed method (Creswell, 1994). At first, the researcher had met EFL teachers and established friendly rapport with him/her. After establishing rapport, the researcher consulted with selected teachers to inform them about the purpose and process of the research. Then, the researcher distributed questionnaire to the EFL teachers and requested them to complete. Finally, the questionnaires were collected and the researcher thanked the respondents for their help and co-operation.

### **3.4.3. Interviews**

Interview was data gathering tool used to get deep information on the EFL teachers' attitude and practices towards using short stories in reading lesson. Better evidence for the study and gaps in the study was obtained if teachers were invited to tell the researcher in a face to face communication about their attitude and level of practice of short stories in reading classroom. The researcher used structured interview having similar items that focused on their general information on their attitude and practices and the solutions to the problems towards using short story in reading EFL classroom. The interview was conducted on four randomly selected EFL teachers and it took place averagely for twenty minutes and was conducted in the selected school compound for two weeks. The procedure of interviewing was through note taking while the interviewees explained their ideas.

### **3.4.4. Classroom Observation**

The purpose of the classroom observations was to see the actual practice in the classroom with clear scale and observation checklist items adopted from Lazar (1993, p.83). Classroom observation helps the researcher to check or confirm the responses secured through the questionnaires. Two successive observations were made by arranging the reading using short stories lessons found in the unit as scheduled according to the textbook activities and in the will of the observed teachers. The teachers who participated were selected for classroom observation. Therefore, four EFL teachers were observed when they teach reading skills using short stories. In the observation checklist 'Yes' or 'No' items category were used from the beginning to the ending of the lesson. During the classroom observations, the researcher observed the classroom reading lessons through short story by sitting at the back desk being non-participant.

### **3.5. Procedures of the Study**

After the research problem approved, related literatures had been reviewed to develop research proposal. Up on completion of research proposal, sample teachers were selected purposefully for pilot study from Tikur Anbessa Secondary school. The pilot study was held in order to establish the face validity of each instrument and to improve questions, formats, and the scales. Through carrying out pilot study, some non-discriminative items were replaced by other items. Prior to collecting any data from pilot study participants, consents and confidentiality issues were clearly discussed with them like in the main research. The participants were also informed about the procedures used in the study, the risks and benefits of participating in the study, and their rights as study participants. Next to this, data for the main research were collected from the sample teachers. Then, the data analyzed using mixed approaches. Close-ended data items were analyzed using quantitative method; whereas, open-ended items data were analyzed using qualitative method. Descriptive statistics were used to present, analyze and interpret the data. Based on the findings, conclusions and recommendations were made.

### **3.6. Mechanisms of Controlling Erroneous Results**

The first step the researcher made to control erroneous a result was giving the instruments to my advisor and co-advisor to get feedback. After this, pilot study was made on EFL teachers from purposefully selected schools. The pilot study was conducted to calculate the reliability of the instruments. The instruments were cross checked by my colleagues who conducted a research around the area.

### **3.7. Methods of Data Analysis**

To analyze the data gathered, several steps were followed. First, the data on the number of returns and non-returns were presented in a table form with special attention to number of respondents and non-respondents. After gathering the relevant data for the study, the researcher organized the data according to their topics. The qualitative and quantitative data were investigated by using different mode of analysis (triangulation method). By the quantitative aspect, close-ended questionnaires and classroom observations were coded, triangulated, tabulated, and analyzed using quantitative method; particularly, using frequencies, percentage and presented qualitatively. On the other hand, the qualitative way of

data collection (open ended questionnaires and structured interviews were coded, synthesized and categorized in a few significant categories based on thematic analysis (Boyatzis,1998:4), the process for encoding qualitative information. Some of the responses were quoted since the direct quotation serves in most cases of the qualitative aspect of a research (Patton, 1990). So, the analysis was made by directly or indirectly quoting the responses. Finally, conclusions and recommendations were forwarded based on the findings.

### **3.8. Ethical Consideration**

First, permission to conduct the study in the selected schools was assured from the Department of English Language and Literature of Jimma University. Sample teachers were informed the purposes of the study and the procedures to be used in data collection verbally and orally. They were informed that as data they provided was used only for research purpose and their name, position and affiliation to their institution was highly invisible in the study. The participants were also informed that they will get the opportunity to discuss on the findings/interview transcripts to verify whether their opinions were accurately presented in the study or not. The participants were told their rights to withdraw from the study at any time if they were not comfortable with it.



## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

The main aim of the study was to investigate EFL teachers' attitudes and practices of using short stories in teaching reading lesson. The chapter deals with the analysis and interpretation of the data collected from the secondary and primary sources. It provides a comprehensive account of the quantitative and qualitative results supported by the examples from the textbook analysis, questionnaire, classroom observation and interviews concerning their attitudes and practices towards the use of short story in teaching reading lesson.

The findings are categorized in to the following main areas: place of short stories in English Language Curriculum, EFL teachers' attitudes towards using short stories in teaching reading lesson, EFL teachers' practices of teaching reading skills through short stories, the difficulties EFL teachers face when using short stories in teaching reading lesson and the strategies that EFL teachers used in teaching reading skill through short stories.

#### **4.1. The Position of Short Stories in Ethiopia, Grade 9 and 10 Textbook**

Grade 9 and 10 English for Ethiopia is designed to produce a comprehensive English course for grade 12 students. The course is intended to develop students understanding and use of English both as a subject and as a medium of instruction in secondary school. It mainly focuses on the development of reading skills generally with integration of other language skills. In the text course, there was a strong emphasis on engaging the students in individual work, pair work, group work and whole class interaction in ways that encourage them to discuss ideas, form opinions, and apply their learning to life beyond the classroom by using authentic materials.

Recently, literary texts have increasingly attracted the attention of many English language scholars. The Ethiopian Ministry Of Education particularly, the department of English language perceived the importance and benefits of using literary texts in English language teaching and decided to include it in its curriculum as a component of the subject to complement the existing resources for English language teaching and

learning. Among literary texts, short story is the one which is basically used to improve the students' reading comprehension.

The curriculum of the country recognized the value of introducing real language learning short stories in English language classroom as opposed to artificially constructed language learning texts in to the classroom. It was part of the English language syllabus because short stories are seen as having the potential to generate motivation in students to read extensively and the wide socio cultural dimensions that short stories bring in to the classroom was perceived as enrichment to teaching the mechanics of language use. As presented in table below grade 9 and 10 English language student's textbook incorporated ten short stories. These short stories were incorporated in the student's text book to familiarize learners and language teachers with these short stories, which make an important contribution to the quality of English language teaching, particularly reading comprehension in Ethiopia. The following table shows the general descriptions of short stories that were incorporated in grade 9 and 10 English language students textbook.

**Table 2: Sample short story from grade 9 and 10 Students' textbooks**

No	Title	Grade Level	Page	No of pages	Nature of the activities given based on the textbook
1	The Karate Lesson	9	49-50	2	Writing activities. E.g writing sentences /summary/
2	The Arts and Crafts Club	9	41-42	2	Language focus. i.e., using make and do
3	True Stories	9	113	1	Language form focus (tenses)
4	When I won the Lottery	9	148	1	Language focus about tenses
5	Stephen's Story	9	215-16	2	Form: Direct and indirect speech
6	Two Ethiopian Children	10	149	1	Role plays
7	Dealing with Drug Dealers	10	102-03	2	Speaking: Asking for advice
8	Makeda's Story	10	69-70	2	Language focus: Reported speech
9	Ayantu to the Rescue	10	21	1	Grammar: Conditional sentences
10	Long Walk to Freedom	10	39	1	Reading: Skimming the text for general information
11	The Snake man and the Girl	10	47-49	2	Speaking: dialogues

As can be seen from the above table, the short stories were taken from grade 9 and 10 students' textbook which are intended to teach reading skills and other language areas. The natures of the activities given based on the short stories are more of focused on language use and language usage. These short stories were well graded and selected in terms of language level. They can be understood by grade 9 and 10 students. Regarding the length of the short story, it was no too long. The maximum page number in short stories was one page that can be completed in short time. Regarding availability, subject matter, and students' cultural background of the short stories for grade 9 and 10 English language students. T1 suggested in the interview session as follows:

*To be able to use short story in teaching reading class, the short stories needs to be carefully selected, interesting and the level must match with the students' level of understanding. If not, the students get uninterested and have no ideas about what the short story means to them. The short story which are incorporated in the textbook are good and appropriate to the grade level. (T1).*

For example tasks that require students to create small group performance based on short story entitled "Makeda's Story" are enjoyable and motivating. It creates the room for the students to work in groups perform drama by coming to the front. As far as the length of the short story is concerned, it is not more than 2 pages. Hence, it can be deduced that the texts are understandable to the level, reflect the students' social background, open to multiple interpretations, have real life significance in motivating and are enjoyable. The short stories also create interaction between teachers and students and between students and students. For example in the short story "The Karate Lesson" in grade 9 students' textbook orders students to discuss with their partners and practice expressing agreement and disagreements on certain issues. This can create positive language teaching and learning environment and enables teaching language use and usage to the best level. The language and the content used in the short stories can fairly represent the social and cultural background of the students.

A better example is the poem entitled "Ayantu to the Rescue". In this text, the theme briefly reflects the social activities in the students living area that happens everywhere in the world and gives advice for children at home. It advices the children families to be careful at home to save the children from the accidents. Short stories in the textbook also

help the students to know the culture of others. A good example for this is depicted in the short story “Dealing with Drug Dealer” extract from ‘Who Killed Dany?’

From this short story, the students can understand the cultures of Australia, and how crimes are investigated in that particular place. This motivates students to read other literary texts to know the social, economic and political situations of another country. When teachers and students used appropriately these short stories, they can create a conducive and initiate learning environment where students can learn both content and language. Moreover, most of the issues covered in the textbook consists values in the short stories which are varied and appropriately selected.

The textbook analysis also revealed that activities and procedures are clearly stated. In most cases teachers and students role is separately identified. For instance, the textbook orders the students to read the first paragraph individually, then it allows the students to work in group and share ideas if they were in Stephen’s position in “Dealing with Drug Dealer” extract. It requests the teachers to facilitate and guide student’s discussion. By this, the textbook analysis clearly showed the interaction between teachers and student and between student and students which is a good technique to teach English language by using the interactive mode.

The teacher’s guide was available for all English language teachers and it contained guide to lesson plans for the teacher’s convenience.

Among the 12 units of grade 9 students’ textbook, unit three ‘Hobbies and Crafts’ was totally deals with literary texts (two short stories and one poem). This unit explored the arts particularly two short stories that covers from page 36-55 in the student’s textbook. In this unit, the teacher’s guide and the textbook stated that students were required to undertake some extensive reading of short stories. The teacher’s guide stated in “Hobbies and Crafts” chapter discussion students also may get the opportunity to reflect on their participation in the arts. It also provided different procedural supports on using short stories in English language classrooms and how these short stories should be used. For example the following procedural technique for teaching short was given in the teacher’s guide.

*Read the short story aloud while students follow in their books. Identify any unknown vocabulary and check that they have understood the theme of short story. Point out the language of short story. Explain any difficult concepts, and then invite the students to read short story in pairs, or individually (English for Ethiopia grade 10 teacher's guide).*

As the student's textbook and teacher's guide showed, the syllabus of Ethiopian English language allowed teachers and students to exploit short stories with English language in their classrooms. The teacher's guide clearly showed that how the short stories have been used to develop appreciation and understanding of different forms of short stories. The teacher's lesson plan also showed different results towards the use of short stories. Two teachers tried to outline how short stories have been used and for what purposes it was intended. For example T1 outlined his lesson plan as follows:

*Pre-reading, while reading and post reading activities will be performed. In the introduction stage I will introduce the students to the topic, and direct the students' attention to the text and prepare them for reading. After this, the students moved to the while reading tasks, followed by the post reading activities (T1 lesson plan).*

On the other hand, two teachers did not have an outline of short stories in their lesson plan. This shows that teachers had different views towards using short stories and its implementation in English language classrooms.

However, during classroom observations, only one teacher (T1) used a more interesting way to start his lesson. For example, in the second lesson, the short story he used was entitled "When I Won a Lottery". Before allowing students to summarize the main ideas of the short story, he asked the students to brainstorm ideas related to the title of the short story and invited them to predict what would happen in the text. Then he asked students to read the text silently in groups and let them discuss the short story's title, language of the short story and predict the theme of the short story. This teacher performed his activities based on his lesson plan and these activities provoked a lot of discussion and interpretation in the classroom. In this regard Lazar (1993) argued that this type of brainstorming activity is a good one to be used at the start of a lesson as it makes students become interested in the text and willing to express their responses and opinions. The other three teachers focused on the non literary texts and grammar aspects. These teachers were

asked their reasons why they focused on non-literary texts in the interview session. For example T3 reason out as follows:

*I focused on non-literary texts because literary texts are difficult to understand and I did not know how I integrate literary texts in English language classrooms. Even I haven't taken a single training on how can I use literary texts. That is why I focused on non-literary texts (T4).*

It seems that the nationwide language curriculum revealed that secondary schools generally place more emphasis on training in the instrumental functions of the language than on training in the aesthetic understanding and appreciation of language. The existing ground realities and curricular documents reveal that the entire syllabus emphasizes the concerns and issues but have not made a very clear connection between the concerns, aims and curricular contents. The pedagogical issue to the Ethiopian context indicates that, even if literary texts are offered as one part of the curriculum at secondary level, it is taught by traditional methods where students are, in most cases, taught to as passive participants, understanding little and rarely contributing to the teaching learning process. This shows that teachers were not trained on how they could exploit short stories with English language teaching.

Although textbook was well designed to integrate short stories in reading lesson, the book has some drawbacks. First, in most of the reading short story texts, the three basic teaching of reading skills were omitted. Almost all the reading sections lack pre reading activities. In addition, the activities design for post reading sections were more general and did not motivate low level learners to easily interpret the text. The activities under post reading sections were with wh-word question than different items; for example, multiple choice questions, matching, and etc. Another problem the researcher observed in the text was inadequate number of short stories in the textbook. The textbook has 12 chapters; but there are five to six short stories in the book. The researcher believed that, more short stories should be included with attractive activities to improve the students' reading comprehension.

Generally, the textbook, teacher's guide and teacher's lesson plan analysis clearly showed that the curriculum of the country allowed teachers and students to use short stories in their classrooms. Despite the increasing emphasis on the use of short stories as a

resource, teachers and students differ in their views towards the use of short stories in teaching reading comprehension, although they all need to use short stories to some extent as part of their lessons.

#### 4.2. Teachers' attitude towards use of short stories in the teaching Reading lesson.

Respondents were required to rate their feelings on a Likert scale ranging from Strongly Agree (SA), to Strongly Disagree (SD). To bring those perspectives clearly into practice. This is provided in the following table.

**Note:** SA=strongly agree, A= Agree, DA=Disagree, and SD=strongly disagree.

**Table 3: Teachers' attitude towards use of short stories in the teaching Reading Lessons**

Statements	Responses							
	SA		A		DA		SD	
	Fr	%	Fr	%	Fr	%	Fr	%
Short stories should be included in the students' textbook	15	37.5	20	50	3	7.5	2	5
Short story can be used as Stimulus for language acquisition	12	30	24	60	3	7.5	1	2.5
Short story develops students' interpretative abilities in reading lesson	25	62.5	10	25	5	12.5	-	-
Short story expands students' language awareness	18	45	19	47.5	3	7.5	-	-
Short story can be used as authentic material	21	52.5	15	37.5	2	5	2	5
Short story has linguistic benefits	24	60	14	35	1	2.5	1	2.5
Short has socio-cultural benefits	23	57.5	13	32.5	2	5	2	5
Short story has personal and emotional benefits	19	47.5	17	42.5	3	7.5	1	2.5
Reading short story has cognitive benefits	18	45	19	47.5	3	7.5	-	-

From the results of the study, the teachers had varied feelings towards using short stories in teaching reading lesson which were described as follows: As to whether short stories should be included in the students' textbook or not, 50% strongly agreed and 37.5 % teachers agreed that short stories should be included in the students' textbook. This shows

that, almost all of the teachers have positive attitude towards the inclusion of short stories in textbook. When they were asked as short story can be used as Stimulus for language acquisition, 60% agree and 30% of the respondents strongly agree to the question. This implies that, nearly all the respondents have the idea that short story can improve the language acquisition of the learners Under item number 3, the teachers were asked whether Short story develops students' interpretative abilities in reading lesson or not, 62.5 strongly agree and 25% of them agree. This implies that, most of the teachers believe that, reading short story helps to improve interpretative ability in reading lesson. From the table under item 4, the teachers were asked whether Short story expands students' language awareness or not, 47.5% agree and 45 % of them strongly agree. This implies that, EFL teachers have positive intention that reading short story helps the learners to expand their target language awareness.

Teachers were also asked to express their feelings on whether short stories are used as authentic material responded as follows: 52.5 % strongly agreed, 37.5% agreed, while 5% were dis agreed. This shows that, short story is used as an authentic material. From the table above, under item number 6, the respondents were asked as Short story has linguistic benefits or not, 60% of the teachers strongly agree and 35% of them agree. One can infer from the response that, EFL teachers believe that, linguistic benefit can be gained from reading short story.

Another issue in reading short story under item number 7 was socio-cultural benefits. 57.5 %, 32.5% strongly agree and agree respectively. This shows that, almost all the teachers believe that short story aware the readers about socio-cultural backgrounds of target language. Teachers were asked to express their feelings on whether using short stories have personal and emotional benefits or not 47.5 of the respondents strongly agree and 42.5% of them agree. The implication of the above result shows that, when students read short stories, they can be benefited personally and emotionally.

Under item number 9, the teachers were asked about cognitive benefits of reading short story. Among the respondents, 47.5 agree and similarly 45% of them strongly agree that reading short story benefits cognitive development of the reader. From this, one can understand that, reading short story develops and EFL teachers have positive attitude towards the item. From the result findings, we can infer that, use of short stories to



teach reading lesson was viewed as effective. This findings agree with Wheeler (2001), and Laine (1997), who consider short stories as good resources that can be used in a language classroom, can draw child’s attention, stimulate their imagination and desire to use the language, and if well-chosen a story, can change children’s attitude to language learning.

Generally, the finding implied that teachers held a positive attitude towards teaching reading skill by using short stories which should be utilized to benefit the students’ reading comprehension.

#### 4.3. Teachers’ Practices towards using of short story in the teaching Reading lesson.

**Table 4: Teachers’ Practices towards using of short story in the teaching Reading lessons**

Statements	Responses							
	1		2		3		4	
	Fr	%	Fr	%	Fr	%	Fr	%
How often do you stimulate the students in teaching short story?	27	67.5	2	5	9	22.5	2	5
How often do you make students to predict theme of short story?	27	67.5	-	-	7	17.5	6	15
How often do you describe Writer of the Short Story?	14	35.5	2	2.5	19	47.5	5	12.5
How often do you use Signpost questions related to the short Story?	4	10	-	-	9	22.5	2 7	67.5
How often do you use pictures related to the short Story?	8	20	-	-	21	52.5	1 1	27.5
How often do you describe title of the short Story?	22	55	-	-	13	32.5	5	12.5
How often do you make students read the story?	10	25	-	-	19	47.5	1 1	27.5
How often do you ask students to summarize short story?	9	22.5	-	-	24	60	7	17.5
How often do you write difficult words on board from short story?	19		2	5.5	16	40	3	7.5
How often do you help learners with language style through contextualization?	22	55	1	2.5	12	30	5	12.5
How often do you ask questions to the students?	30	75	5	12.5	4	10	1	2.5

How often do you describe the events of the Story?	35	87.5	2	5.0	3	7.5	-	-
How often do you read story as a whole and explain meaning?	28	70	2	5.0	8	20	2	5
How often do you present review of the story?	9	22.5	5	12.5	20	50	6	15
How often do you describe the character?	37	92.5	1	2.5	2	5	31	-
How often do you involve the students in critical analysis?	4	10	-	-	5	12.5	4	77.5
How often do you involve the students in role play?	8	20	2	5	26	6.5	7	10
How often do you Summarize the story to the students?	10	25	3	7.5	20	50	7	17.5

As the above table shows under item number 1, 27 (67.5%) of the teachers always stimulated the students; 2 (5.0%) teachers often stimulate the students, 9 (22.50%) teachers sometimes stimulates the students and 2 (5.0%) never stimulates students in teaching reading skill by using short stories. Hence, majority of teachers always stimulated the students in teaching reading skill by using short stories. Even if EFL teachers argue during questionnaire that they motivate learners during teaching reading skill by using short stories, in the actual classroom observation, most of them (50%) failed to motivate/stimulate learners particularly under pre reading skill stage.

From the above table item number 2, 67.50% teachers always made the student predict about the genre and theme of the short story; 17.50% teachers sometimes made the students predict about the genre and theme of the short story. However, 15.0% teacher never made the students predict about the genre and theme of the short story. In actual classroom observation, 62.5% of teachers never predict theme from the title of the story. Thus, the researcher argues that, a majority of teachers are failed to make the student to predict about the genre and theme of the short story when teaching reading skill by using short stories.

Item number 3 showed, 14 (35%) teachers always described writer of the short story. Similarly, 19 (47.50%) teachers sometimes described writer of the short story when teaching reading skill by using short stories. Thus, the finding from the questionnaire showed that majority of the teachers described writer of the short story when teaching reading skill by using short stories. As the above table item number 4 showed, 67.5 teachers never used signpost questions related to the short story; likewise, 22.5 teachers sometimes used signpost questions to the short story in teaching reading skill lesson. The

finding implied that, majority of the teachers were failed to use sign post questions particularly before beginning teaching reading skill by using short stories. Most of teachers argued under open ended questions that, they blamed the students as they lack vocabulary knowledge and the issues related to the students' experience.

Item number 5 showed, 52.5% of the teachers sometimes used pictures related to the short story. Similarly, 27.50% of teachers never used pictures related to the short story and 20% of teachers always used pictures related to the short story. Thus, this implied that teachers sometimes used pictures related to the short story. Due to improper application of strategies, EFL teachers were failed to use pictures related to the short stories. Even if pictures related to short stories were given in the students' textbook, during actual classroom observation EFL teachers did not apply this fundamental issue.

As the above table shows under item six, 55% of the teachers always described the title of the short story; 32.5 teachers sometimes described the title of the short story. Likewise, 5 (12.50 %) teachers never described the title of the short story. Thus, the finding implies that, the numbers favor teachers as they describe the title of the short story when teaching reading skill by using short stories. The finding of item 7 shows, 47.50 % of teachers sometimes made students read the short story; 25 % of the teachers always made students read the short story. Likewise, 27.5% teachers never made students read the short story. Hence, 47.5% teachers sometimes made students read the short story when teaching reading skill by using short stories. This implies that, there were attempts made by EFL teachers made as they invited the students to read the short stories.

As the above table item 8 shows that 24 (60 %) teachers sometimes asked the students to summarize the short story. 9 (22.5%) teachers always asked the students to summarize the short story. Likewise, 7 (17.5%) teachers never asked the students to summarize the short story. Thus, a majority of teachers sometimes asked the students to summarize the short story when teaching reading skill by using short stories. Even if the findings from questionnaire supports, in the actual classroom observation, half of the teachers were failed to make the students summarize the short stories. Even the summaries made by EFL teachers were through the local language that negatively affects the students' reading comprehension. As the item 9 shows, 47.50 % of the teachers always wrote difficult words on the board from the short story.

In addition, 40.0 %) of the teachers sometimes wrote difficult words on the board from the short story. Thus, the finding from questionnaire revealed that teachers wrote difficult words on the board from the short story to the students when teaching reading skill by using short stories.

As item number 10 from the above table showed, 55.5 % of the teachers always helped students with language and style through contextualization. On the other hand, 30 % teachers sometimes helped students with language and style through contextualization. This implies that, most of the teachers help students with language and style through contextualization. Contextualization plays a great role in reading comprehension. As the table shows, 75 % of the teachers always asked questions to the students related with the short story. This implies that almost all of the teachers ask questions to the students related with the short story when teaching reading skill by using short stories. This idea was supported by actual classroom observation that, even if the students were reluctant to answer the questions, almost all of the teachers asked questions related to short story.

Item 12 shows, 35 (i.e. 87.50 %) teachers always described the events of the short story when teaching reading skill by using short stories. Even if the teachers replied as they describe events in short story, the way they described was inappropriate. Most the teachers in reading classroom described the events in the short story through Amharic language. This implies that, most of reading lessons were dominated by local language than the target language. Item 13 in table shows, 28 (70.0%) teachers always read the story as a whole and explaining the meaning. Whereas, 8 (20 %) teachers sometimes read story as a whole and explaining the meaning. Likewise, 2 (5.0) teachers never read the story as the whole and explaining the meaning. Thus, majority of teachers read the story as a whole and explaining the meaning in teaching reading skill by using short stories. Like that of the finding in number 13, the way EFL teachers explain the meaning was not through English Language.

As the above table shows 20 (50 %) teachers sometimes presented review of the story. In addition, 9 (22.5 %) teachers always presented review of the story. Likewise, 6 (15.0%) teachers never presented review of the story. However, 5 (12.50 %) teachers often presented review of the story. Thus, the finding from questionnaire shows that, EFL teachers present review of the story in ELT classroom in teaching reading lesson. Opposed to the finding from questionnaire, the actual classroom observation shows that, most of the teachers were failed

to present review of short story in teaching reading lesson. Item 15 in the table clearly shows, 92.5 % of the teachers always described the character of short story in teaching reading lesson. However, what was actually observed was different from the finding. In teaching reading skill by using short story not only requires describing the characters but also the teachers should rank the characters. The researcher argued that, even if teachers replied as they described characters in the short story, they failed to prove in the actual classroom observation that revealed that almost all of the teachers were failed to rank characters in short story in teaching reading skill.

As the above table shows, 31 (77.50%) teachers never involved the students in critical analysis. On the other hand, 4 (10%) teachers always involved the students in critical analysis. Similarly, 5 (12.50) teachers sometimes involved the students in critical analysis. Thus, 31 (77.50%) teachers never involved the students in critical analysis when teaching reading skill by using short stories. Role play is strategy that EFL teachers use to bring the learners to the world of literature. As the item 17 in table shows, 65% teachers sometimes involved the students in role play. On the other hand, 20 % teachers always involved the students in role play. Similarly, 4 10 % teachers never involved the students in role play. However, 5% of teachers often involved the students in role play. In the classroom observation time, most of the teachers were dominant in teaching reading skill by using short stories. The researcher argued that, EFL teachers failed to involve the learners in role play. As the above table shows, 50 % of the teachers sometimes summarized the story to the students. On the other hand, 25 % of the teachers always summarized the story to the students; 17.5 % of the teachers never summarized the story to the students. Likewise, 7.5 of the teachers often summarized the story to the students. Thus, the finding implies that, EFL teachers summarized short stories in teaching reading skill lesson.

#### **4.4. Difficulties EFL Teachers Face when using Short Story in Teaching Reading Lesson**

Major difficulties teachers mentioned in response to the open ended question can be divided into four categories as table below shows in the form of percentage.

**Table 5: Difficulties teachers faced in using Short Stories in Teaching Reading Lessons**

Statements	Total Respondents (40)	Percentage
Language difficulty	30	75
Culture difficulty	28	70
Difficulty in interpretation	23	57.5
Length of the text	22	55

As can be seen from the above table, the majority of teachers (75%) perceived that the main difficulty in using short story in teaching reading lesson was the language difficulty of short story. It contains dialects, slangs, and idioms which are not understandable by the readers. T3 indicated that:

*Since those short stories contained so much unfamiliar vocabulary items, students who did not have enough vocabulary knowledge might not be able to comprehend the short story; therefore, most students failed to read short story before the class. The writing styles of short stories were too difficult for learners and teachers that might make students unable to express their thoughts and reactions (T3).*

70% of the respondents viewed that short story has culture difficulty. The finding from classroom observation shows that EFL teachers failed to provide cultural and historical background of short story. This revealed that cultural difficulty negatively affected the students' reading comprehension.

57.5 % of teacher respondents also considered that the use of short story posed problems because of the possibility of various ways of interpreting a single text and different ways of thinking and understanding the same text.

*The meanings are usually implied or hidden behind the text. So students have to use a lot of imagination in order to comprehend the text and they are not interested in such texts. The meanings of the language used in the text book need to be open for the students by using nonliterary texts, otherwise we don't understand short story and that is why he did not effectively apply short story in teaching reading skill lesson (T4).*

A major problem observed during the lesson of (T3) was concerned with the teacher's lack of ability to handle a situation when students offered varied and diverse interpretations of a text.

Instead of encouraging students to compare and examine the various meanings and interpretations, T3 said “this is the only answer”, but in literature there is no one definite answer. In relation to this, Maley and Duff (1990) concluded that literary texts allow multiple interpretations (layers of meanings), offer genuine samples of a wide range of styles and registers. This might be one of the reasons why not many teachers included literary texts and activities that led students to an open discussion and interpretation.

On the other hand (T1) argued that:

*There could be some linguistic difficulties because literary texts normally included a lot of language expressions and a wide range of new vocabularies but we should have to use them to improve our students' knowledge of language and let make experiment on language because short story itself is an experiment of language (T1).*

55% of the teachers stated that the culture reflected in short story might also cause difficulties in using short story in teaching reading lesson. T3 and T4 complained the different culture and unfamiliar contexts caused difficulties in using short stories. These teachers argued that differences in cultural backgrounds made it difficult for the students to understand the meaning of some writings too new in terms of culture so it was hard for the students.

*Students might spend more time to finish reading short story and it was time consuming to discuss or analyze it. One possible problem was that the time spent on students' reading in the class was so long that the teacher did not have enough time left for working on other tasks and activities and that is why most of the time I jumped literary text sections (T3).*

From the interview responses of teachers, a common problem in using short stories for the teachers (T1, T2, T3, and T4) was that most of the students failed to read the short story before the classes. The classroom observation results also showed that there were only some students who participated actively in responding to the text or sharing their experiences with their peers. Most of them were unwilling to express any ideas, opinions and feelings. As a result, students had no information or ideas to contribute to the discussion in the classes. Thus, the teachers inevitably had to solve this problem by asking them to summarize the main theme of the short story. Another problem encountered was concerned with performing activities for use in the classes. Regarding this problem, T2 argued as follows:

*I faced some problems in performing activities for students. Some activities are too long for students to present as a result I have no time to do other activities and no time to give feedback (T2).*

Generally, one can say that the teaching reading skill through short story is not an easy task. While some problems are general pedagogical problems like students did not read the short stories before the classes and other specific problems related to short stories. The teachers had little experience to teach reading skill through short story. In addition, EFL teachers did not take trainings to teach literary texts in English language as a general and teaching reading skill through short stories particularly. In this regard Rodhika, O' (1991) stated that the linguistic difficulty of texts, background knowledge about English language and culture to interpret it are the major difficulties in teaching literary texts. To overcome these problems teachers need trainings on how they work with literary texts.

#### **4.5. Strategies used to teach Reading lesson through Short Story**

The techniques that teachers follow are crucial to teach reading skill by using short story. When teachers were asked for their strategies to overcome linguistic complexities, cultural influences, interpretation and lengthy text difficulties they stated different strategies. One of the interviewed teachers (T1) suggested the following strategies:

*To solve the above problems T1 stated that practicing short story in EFL classroom regularly.*

Other teachers (T2) used the following strategies to dig out the central message of a given literary text.

*Textbook modification, working on the students' critical thinking and regular practicing of short story are useful to avoid difficulties of in short stories (T2).*

On the other hand, T3 argued that:

*EFL teachers have the lion share to improve the students' reading comprehension. The teachers had better motivate the learners to practice short stories. In addition, trainings at different levels should be given for EFL teachers (T3).*

The teachers had difficulties in performing activities in short stories in reading lesson. A very limited set of activities, in particular language, was employed by the teachers in all



the classes observed. The teachers' responses during the interviews also indicated that the difficulty level of vocabularies and diverse meanings embedded in short story discouraged the teachers from using short story in teaching reading lesson.

The finding from open ended questionnaires indicated that, regarding the length of the text, EFL teachers should give the texts as homework and assignment. In addition, modifications of the activities are also another issue they raised.

In general, as it is clearly seen from both the quantitative and qualitative data results, the majority of teachers generally have positive attitudes towards using short story in teaching reading lesson. It offers learners opportunities to go even beyond the text. Langer (1997) argued that literature can open horizons of possibility, allowing students to question, interpret, connect and explore and it ensures learners use their own creativity. Even if they have positive attitude towards using short stories in teaching reading skill, EFL teachers did not practice effectively in actual classroom presentation.

#### **4.6. Descriptions of Open-ended Questions**

Some open-ended questions on activities used by teaching short stories at the secondary level have been analyzed below.

Regarding question number 1, 'What are the advantages of using short stories in teaching reading skills?': several responses can be summarized as follows. As to the respondents, using short stories make the students think more about the issues in short stories, pushes the learners to understand the cultural background of the writer of the text and even the text itself, entertains the learners and makes the students exposed to the issues in the textbook with the real-life situations.

Regarding question number 2, 'How do you begin teaching reading skills through short stories?': the summary of the respondents ideas were as follows. The teachers apply the following activities when they start teaching short stories in reading classrooms; they ask the meaning of the title of the short story, ask some vocabulary questions, brainstorm with the lexical sets, and set the objective of the lesson

Regarding question number 3, 'What challenges do you face when teaching reading skills through short stories?' all respondents forwarded their responses. Commonly, the issues they shared were nearly similar. Most of them wrote that vocabularies in short stories are not easy

to comprehend. They argue that, the vocabularies in short stories are not easily comprehended not only for the students but also even for the teachers. Another problem they raised was the students' background towards literary texts. They said that, the learners did not have the experience of reading literary texts inside and outside classrooms. They claim that, most of the time students read nonliterary texts particularly to answer exam questions than improving their reading skills. In addition, the respondents raised the problems with phases of reading skills, i.e. even the students' text books lack pre-reading tasks. As to respondents, no teacher can help learners when the textbook lack appropriate phases and reading activities. On the other hand, the respondents replied that, the short stories in the textbooks are too large and not manageable in 40 minutes. They argue that, the length of the text and the budgeted time for class mismatched and difficult to complete the tasks on time. Finally, the data from open ended questionnaires revealed that, the students' interest play great role in improving reading comprehension. They said that, the students had low interest towards literary works in the textbook.

Regarding question number 4: the remedies to the problems in reading classroom while using short stories are as follows: The summary of most of the respondents was that, the freedom should be given for the teachers to select the literary texts which are easy for students to comprehend in all schools. In addition, there were the respondents who replied saying, when teachers face large texts; they can give them as home-work or assignment. On the other hand, most of them criticized the students' textbook. They replied that, the textbook itself need to modify appropriately with the right reading phases and reading activities. Finally, they replied the remedies to the problems that literature should be learned as a one course in government schools like in private schools.

#### **4.7 Descriptions of Interview Questions**

The researcher interviewed four EFL teachers regarding their attitude and practices towards using short stories in a reading classroom at the secondary level of Arad sub-city in Addis Ababa. The researcher assigned T1, T2, T3 and T4 (meaning: Teacher 1, Teacher 2, Teacher 3 and Teacher 4) respectively. The primary data collected through interviews were analyzed and interpreted qualitatively as follows:

## **Interview T1**

As to T1, short is the literary material used to entertain, teach moral lessons, develop students' critical thinking and help learners to understand different cultural backgrounds of different nations.

According to T1, he practices short stories according to the short story contents in the students' textbook. He pointed out that, since the government legally gave us the student's textbook and teacher's guide, I follow the issues there in the textbook.

When the researcher asked about the challenges he faces during teaching reading skills by using short stories, T1 pointed out that, lack of students' interest, absence of reference materials in the school, difficult vocabularies and textbook itself has a problem. There could be some linguistic difficulties because literary texts normally included a lot of language expressions and a wide range of new vocabularies but we should have to use them to improve our students' knowledge of language and let make experiment on language because short story itself is an experiment of language. To be able to use short story in teaching reading class, the short stories needs to be carefully selected, interesting and the level must match with the students' level of understanding. If not, the students get uninterested and have no ideas about what the short story means to them. The short story which are incorporated in the textbook are good and appropriate to the grade level.

T1 forwarded some solutions to these problems. He said that, changing the attitudes of the learners is the key to improve the students' reading skills. Students need to practice not only short stories, but also other literary texts inside and outside classrooms. He additionally said that, ministry of education should prepare the materials to the level of the learners.

## **Interview T2**

When T2 asked about the meaning of the short story, she replied that, it is something important for the students to read to gain a reading experience and to develop their language ability. In addition, she said that, short story is a kind of literature that is used to teach the students more about different cultures.

T2 practices short stories as the students can understand and translate them to their L1 and answer the questions.

When T2 asked the problem she faces when teaching reading skills by using short stories she forwarded the problems of the students. She said that-the students lack the knowledge of vocabulary, critical thinking and interest. In addition, the level of difficulty of the textbook did not consider the level of the students' capability. He faced some problems in performing activities for students. Some activities are too long for students to present as a result She has no time to do other activities and no time to give feedback

T2 forwarded some remedies to these problems like, modifying the textbook, working on the students' critical thinking at lower levels and practicing more about short stories.

### **Interview T3**

T3 defined a short story as it is a reflection of life. It includes the issues we practice in our day to-day lives.

When T3 asked how often he practiced short stories in reading classrooms, he responded that, he regularly practices short stories according to the students' textbook. He added that, there are times when he brings short stories he believes important to the classroom as the students practice during a reading lesson.

T3 listed some problems he faces when using short stories in reading classrooms. Among them, he raised the effect of mother tongue; i.e, since the language students regularly use is Amharic, some students fail to interpret the issues in short stories. T3 added that, even sometimes when the students become reluctant and fail to participate actively, he jumps to another lesson to cover the portions. Since those texts contained so much unfamiliar vocabulary items, students who did not have enough vocabulary might not be able to comprehend the texts and most students failed to read short story before the class. The writing styles of short stories were too difficult for learners and teachers that might make students unable to express their thoughts and reactions. In addition, Students might spend more time to finish reading short story and it was time consuming to discuss or analyze it. One possible problem was that the time spent on students' reading in the class was so long that the teacher did not have enough time left for working on other tasks and activities and that is why most of the time I jumped literary text sections (T3).

Regarding the remedies to these problems, T3 suggested that as the teachers have a lion share to motivate learners and bring to a front to develop their language understanding inside and outside the classrooms. In addition, he recommended that, trainings at a different level should be given for novice teachers especially those who obtained a Bachelor of Education.

#### **Interview T4**

T4 defined a short story as it is a kind of literature that is read in free time for entertainment. T4 said that there are times when he let the students read short stories from different sources and bring them to the class and narrate to their friends. On the other hand, he sometimes jumps over the short stories and teaches non-literary texts in reading classroom. He said that I sometimes read the text, if it is entertaining and translate it to Amharic as the students enjoy it. For him the short story is used as entertainment and not as much important for academic purpose. T4 said, students cannot easily understand the languages of literature. Therefore, it is very difficult to interpret. He focused on nonliterary texts because literary texts are difficult to understand and he did not know how he integrates literary texts in English language classrooms. Even he has not taken a single training on how he can use literary texts. That is why he focused on non-literary texts. T4 argue that, there must be some modifications to the textbooks that fit the students' level. In addition T4 claimed that, the meanings are usually implied or hidden behind the text. So students had to use a lot of imagination in order to comprehend the text and they are not interested in such texts. The meanings of the language used in the text book need to be open for the students by using nonliterary texts, otherwise we don't understand short story and that is why he did not effectively apply short story in teaching reading skill lesson.

#### **4.8 Descriptions of Data Obtained through Observation**

The researcher observed eight classes of four the secondary level English teachers when teaching reading skills by using short stories. This primary source of data obtained through the observation checklist suggested by Lazar (1994, p.83) as pre-reading activities, while – reading activities and post- reading activities. An attempt was made here to describe in detail the activities used in teaching reading skills by using short stories at secondary level of Arad sub city in Addis Ababa. Observation checklists were used for rating EFL teachers' attitudes and practices toward using short stories in reading classrooms. The activities applied by them were described as follows;

**Table 6: Descriptions of Data Obtained through Observation**

Activities	Responses observed(N=8)		
	Yes	No	Total
Motivating/Stimulating student's interest	4	4	8
Predicting theme from the title of the story	3	5	8
Group discussion about title of the story	-	8	8
Brainstorming	4	4	8
Discussing the language of the story	-	8	8
Providing some questions	6	2	8
Provide title for each paragraph	-	8	8
Arrange jumble sentence	2	6	8
Summarization of the story	4	4	8
Ranking the character	2	6	8
Interpreting of the story	7	1	8
Providing general questions for debate	5	3	8
Speculate symbolic association	-	8	8
Describing the events of the story	4	4	8
Writing review of the story	3	5	8

Regarding about the predict theme from the title of the story 4 classes of EFL teachers properly motivated or stimulated the students' interest before started their lesson. Likewise, 3 classes were asked. In all the classes they did not give group discussion about title of the short story before starting their lesson in pre-reading period. Likewise, 4 classes of observed teachers involved the students in brainstorming and 5 classes of the teachers prepared the glossary before teaching short story. Thus, in most of the classes, EFL teachers prepared glossary before starting teaching short story. The researcher argued that, in classroom observation, there were a number of practices which were not practiced accordingly. For example, there were problems with EFL teachers that they failed to make the students to predict the theme of short stories, group discussion about languages of short stories and brainstorming activities.

On the other hand, the strategies used under while reading stage from item number 6-10 were described as follows. From the table in six classes EFL teachers provided some questions

under while reading strategies. Similarly, 7 class teachers summarized the short story under while reading strategies. On the other hand, 2 classes of the teachers ranked the character under while reading strategies similarly, 2 classes of the teachers arranged jumble sentence under while reading strategies. Finally, 7 classes of EFL teachers summarized the story under while reading strategies.

In the above table items 11- 15 were the practices that EFL teachers use during teaching reading skills through short stories under post-reading stage. From the classes observed, 7 classes of the teachers interpreted the story to the students in the post-reading stage. Similarly, 4 classes of the teachers described the events of the story to the student in post-reading activities. Likewise, 5 classes of the teachers provided general questions for debate to the students in the post-reading stage. Whereas, 3 classes of the teachers wrote review of the story to the students in the post-reading stage. Finally, no teachers speculate symbolic association of the story to the students in the post-reading stage.

#### **4.9 Discussions of the Findings**

As indicated earlier, the main aim of the study was to investigate *the EFL Teachers' Attitude and Practices towards Using Short Stories in Reading Classroom: a case Four Selected Government High Schools of Arada Sub-city, Addis Ababa in Focus*. In this section the findings drawn from the data obtained from the teachers' questionnaires, interviews along with classroom observations are compared, contrasted, triangulated and related to the literature. The purpose is to interpret the findings and relate them to the purpose of the study and the literature review.

The finding from document analysis revealed that, the natures of the activities given in grade 9 and 10 students' textbook which are intended to teach reading skills more focused on language use and language usage. The short stories were well graded and selected in terms of language level. They can be understood by grade 9 and 10 students. Regarding the length of the short story, it was not too long. The maximum page number in short stories was one page that can be completed in short time.

Although textbook was well designed to integrate short stories in reading lesson, the books have some drawbacks. First, the three basic teaching of reading skills (pre-reading, while reading and post-reading) stages were not appropriately designed. Almost all the reading sections lack pre reading activities. In addition, the activities designed for post reading

sections were more general and did not motivate low level learners to easily interpret the text. The findings from questionnaires supported this finding that revealed the activities in reading short stories were more general and lacked other motivating activities like multiple choices, matching items and comprehension activities.

Another problem the researcher observed in the text was inadequate number of short stories in the textbook. The textbook has 12 chapters; but there are five to six short stories in the book. The researcher believed that, more short stories should be included with attractive activities to improve the students' reading comprehension.

The finding implied that teachers held a positive attitude towards teaching reading skill by using short stories which should be utilized to benefit the students' reading comprehension. From the findings under table 2, we can infer that, use of short stories to teach reading lesson was viewed as effective by EFL teachers (see finding under table 3). This findings agree with Wheeler (2001), and Laine (1997), who consider short stories as good resources that can be used in a language classroom, can draw child's attention, stimulate their imagination and desire to use the language, and if well-chosen a story, can change children's attitude to language learning.

The finding shows that EFL teachers did not choose and bring short stories to reading classroom. Even if they have responsibility to select appropriate short stories to reading classroom, they failed to do this fundamental issue in their teaching reading lesson. This idea is supported by Hismanoglu (2005) who expresses his own view as Short story can be useful in the language learning process owing to the personal involvement and it fosters in the reader. Once the student reads short story, he/she begins to inhabit the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, language level of the students is evident. In this process, the teachers have the responsibility to select appropriate texts and bring to EFL classrooms (p.55).

The study suggested that, although choosing short stories out of the textbook is difficult to some extent, EFL teachers should consider the fundamental criteria of selecting literary texts. Hill (1994, p. 15) points out the basic criteria to be kept in mind while the needs and abilities



of the students, the linguistic and stylistic level of the text, the amount of background information required for a true appreciation of the material.

Regarding phases of reading skills (pre-reading, while reading and post-reading), the study shows that, the teachers missed important phases of reading skills that plays a vital role in reading comprehensions.(see the finding under table 4). Regarding teaching reading skills by using short stories, even the textbook has no pre reading phase that is critical point missed by designers of the textbook. (See the finding under table 4).

Describing the writer of the short story before teaching reading skill is one of the important activities that teachers have to do in EFL classroom. This helps the learners to easily approach to the reading text. The short-story to be studied must be assigned to the students previously. This is because while reading a text for the first time, students focus on the structural meaning. “Understanding structural meaning is, of course, a prerequisite to penetrating any text” (Rivers and Temperley, 1978, p. 204). However, each student’s reading and understanding speed is not the same. If the students read the chosen text beforehand, they will understand the surface meaning or, at least, have an idea about the subject matter of the story. For the best use of the allocated time, the students must read the text before the class meeting. Before reading the text in class, the teacher should give very brief information about the writer in order that the students can see the writer in the context of her/his time. However, the study shows, EFL teachers did not describe the writer of short stories before teaching reading skill. (See the finding under table 4).

Lazar (1994) proposes that, EFL teachers should help students with the cultural backgrounds, Stimulate student interest in the story, and Pre-teach vocabulary. Under this stage, the teachers need to help students with the cultural backgrounds. This shows that, reading or listening comprehension about the author's life or the historical and cultural background to the short story can help learners to be motivated before reading the entire text.

Even though the theory forwards the above mentioned issues, the finding shows that, most EFL teachers did not help the learners with cultural background and did not make the students predict the genre of the short stories. According to Lazar (1994), an effective teacher should allow his/her Students to make very general predictions about the story by using pictures, arrange group discussion about what the title of the story suggests, allow the students to

predict about the story based on reading the first paragraph, follow the students to predict story based on three or four words or on phrases which the teacher selects from the story, ask pre-teach vocabularies and ask general discussion questions about some of the themes which occur in the story. One cannot deny that the above-mentioned activities are important for learners under pre-reading stage; however, EFL teachers did not apply these strategies effectively in teaching reading skill by using short stories.

Describing the writer of short story before reading skill, sign post question are also play great role in teaching reading skill by using short story. Sign post questions are phrases and words to guide the learners through the content of short stories by connecting words that guide them by linking words, sentences and paragraphs in the reading comprehension. However, EFL teachers never ask sign post questions related to short story titles before teaching reading skill. (See the finding under table 4). Grade 9 and 10 students' textbooks have pictures related to the short stories that can make the students predict what the stories are about. Even though the textbooks contain pictures related to the stories, EFL teacher have the problem with describing pictures related to short stories under pre-reading phase in the reading classroom (See the finding under table 4). The learners need to guess the meaning of new words from the context during reading short stories. However, EFL teachers sometimes fail to make the students guess the meaning of new words from the contexts. (See the finding under table 4).

Lazar (1994) proposes that, EFL teachers should help students with the characters, with difficult vocabularies and with style and language. The teachers have the responsibility of providing students with two or three overall questions to check whether they understood the gist of the story or not. On the other hand, Students can write a brief summary of the plot and can add another summary about the story they are reading. During while reading stage, students to best understand the text they are reading, the students should provide 'topics' for each paragraph. In addition, Students have to re-order 'jumbled' sentences which summarize the plot. While the students read the text, the teachers need to help the learners with difficult vocabularies. They should provide multiple-choice questions to encourage the guessing of meaning from context. In addition, they should provide definitions for certain words in the text – students match the word to the definition.

The finding of the study shows that, few teachers write a review of the story to the students, arrange jumbled sentences, guess the meaning from multiple choices, provide the title for each paragraph and give textual analysis. However, no teachers speculate symbolic association of the story to the students in the post-reading stage.

The learners' critical thinking and ability to improve their reading comprehension can be developed when teachers allow learners to summarize the short stories after reading the text. However, EFL teachers fail to ask the students to summarize the short stories under post-reading phase. (See the finding under table 4). Data collected quantitatively shows that, even EFL teachers did not sometimes summarize the stories to the students under post-reading phase. (See the finding under table 4).

Lazar (1994) proposes that, EFL teachers should help students to make interpretations of the text, understand the narrative point of view, follow-up writing activities and follow-up fluency practice. EFL teachers should provide the students with different critical interpretations of the story which they then discuss. They have the responsibility to provide general questions to 'debate', focusing on any contentious points in the story. To help the learners with vocabularies, the teachers should ask students to note down any lexical areas which might take on a symbolic meaning in the story. Helping students to understand the narrative point of view is also another important methodology that the EFL teachers should use when teaching reading skill by using short stories in EFL classroom. EFL teachers can ask the students to write diary entries or a letter describing the events of the story, as if they were one of the characters in the story. If the story is told by a first-person narrator, then students write a brief character description of the narrator based on the evidence in the text. The teachers can also guide the learners as they write the review of the story they read. At the end of reading short story, the teacher should open the stage for the students for reading and discussion about the author of the story or his or her works in general. In addition, role-play or acting out of a scene from the story. Critical discussion or debate about the world-view of values that seem to be depicted in the text can be performed by the learners with the help of the teachers..

The finding revealed that almost all of the teachers interpret the story to the students in the post-reading stage. On the other hand, EEFL teachers are failed to review the story and make the symbolic association of the short stories to the students. The finding showed that, EFL

teachers face problems when using short stories in the reading classroom. Among them: the difficulty of vocabulary, students' background knowledge, phases of reading skills in the textbook, length of the text and students' interest in using short stories in reading lesson were the problems they face (see table 5). The finding also showed, EFL teachers argue that, the students they teach are not interested in short stories in reading lesson. In addition, the text they use is also difficult to comprehend and think critically. The effect of L1 is also another critical factor that they forward as the problem. Most of the time the students wait for translation and teachers are busy with translating the TL to L1 during using short stories in reading skill lesson. The teachers translate interesting topics and sometimes jump over some difficult short stories which cannot be translated to L1 (see finding under interview).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

In this chapter summary, conclusions and recommendations are presented-turn by turn. The summary gives details on the objectives and methodology. Second, based on the research findings, a summary and conclusions are made. Finally, depending on the findings, some possible recommendations are forwarded.

#### **5.1. Summary**

The main objective of this study was to investigate EFL teachers' attitude and practices towards using short stories in EFL reading class in Arada Sub-city, Addis Ababa in focus. To achieve this objective, the following research questions were posed: 1. what are the EFL teachers' attitudes and practices of using short stories in reading skills lesson? 2. To what extent do EFL teachers practice short stories in reading lesson? 3. What are the challenges do EFL teachers face when implementing short stories during teaching reading skills? 4. What measures do EFL teachers take to alleviate the challenges they face when using short stories during teaching reading skills?

A mixed descriptive survey research design was employed in the study. The researcher used both primary and secondary sources of data to get appropriate information for the study. The researcher used purposive sampling technique for the study. Since the area was convenient for the researcher and get collaboration from the school community, he conducted the study in Arada Sub-city Administration. In the city, there were four high schools and three preparatory schools. Therefore, for the purpose of the study, the researcher selected the four high schools namely: Tikur Anbessa, Meskerem, Bethelehem and Belay Zeleke Secondary Schools by using purposive sampling. In these schools, there were 40 EFL teachers. Since it was manageable to carry out the study on total population, the researcher used comprehensive sampling technique for questionnaires. Four EFL teachers were selected for interview and classroom observation randomly. In order to investigate the position of the short stories, grade 9 and 10 students' textbook, teachers' guide and teachers' lesson plan were evaluated through checklists. A mixed method of data analysis was used to analyze the collected data. The data collected through questionnaires presented in table form, analyzed

quantitatively and interpreted qualitatively. The data from document analysis, open-ended questionnaires, interviews and classroom observations were analyzed qualitatively.

### **5.1.1. Teachers' Attitudes towards using short stories in reading class**

- Teachers have positive attitude that short stories develop the students' reading comprehension.

### **5.1.2. Teachers' practices towards using short stories in the reading lesson**

- Teachers spent much of their time on translating the short stories to L1,
- Teachers did not apply the three phases of teaching reading skills.
- Teachers were dependent only on the textbook exercises, which focuses little on contextualization and authentic use of language.
- Teachers practice in modifying the activities in the textbook was poor to make the learners easily approach the text.
- Learners were waiting for answers from the teacher rather than guessing the new words from the context and critically think about the text.

### **5.1.3 Challenges EFL Teachers face when teaching Reading skill by using Short Stories**

- Teachers' dependency on the traditional translation method,
- The effect of L1 on the students' reading comprehension,
- Difficulty of the texts,
- Students' background knowledge about short stories,
- Phases of reading skills practices are not included the students' text book,
- The learners' interest,
- Absence of reference materials.

## 5.2. Conclusions

The present study attempts to investigate EFL teachers' attitude and practices of using short stories in reading classroom. The researcher selected 40 secondary EFL teachers from four government schools of Arada sub-city, Addis Ababa through comprehensive sampling procedure. The questionnaires, interview and classroom observation were used as the tools for data collection. The collected data were analyzed and interpreted with the help of tables, frequency and percentages.

The study reveals that, the old way of teaching is not that much profitable. Therefore, using short stories to teach reading skills in EFL classroom motivates students, inspire them to creativity as the same time will make them English at ease and will help them to introduce new cultures besides the stories. Generally, the following conclusions were drawn on the basis of the findings of the study as follows:

- ❖ The teachers are not practicing the new teaching activities of teaching short stories like teaching stories by brainstorming, co- operative learning, roleplaying, using pictures and motivating learners.
- ❖ There is a problem of teaching activities used by EFL teachers through short stories to make the teaching learning more effective.
- ❖ Despite their strength, activities of short stories in Grade 9 and 10 English textbooks were not well designed; for example, lack of teaching reading skills stages.
- ❖ The number of short stories used in textbooks are inadequate.
- ❖ Teaching learning materials and reference books which are in line with the students' linguistic, social, psychological and economical condition are not available in the school libraries.
- ❖ EFL teachers are not implementing three phases of teaching reading skills effectively.
- ❖ Most of the time EFL teachers are still busy with traditional translation methods.
- ❖ The learners are not still at the center of learning process, i.e., teachers are dominating the classroom activities.

### 5.3 Recommendations

The following recommendations were drawn on the basis of the findings of the study. The major recommendations at different levels were as follows:

- ❖ Government should provide the training and workshops to the teachers of secondary level to make them familiar and practice the new teaching activities of teaching short stories like teaching stories by brainstorming, co- operative learning, role-playing, using pictures and motivating learners.
- ❖ Policy makers and curriculum designers should analyze the existing condition of teaching activities used in teaching short stories to make the teaching learning process of short stories more effective.
- ❖ More short stories should be included in students' English text books which are chosen according to the level and the circumstances.
- ❖ Textbook designers should modify phases of reading skills used in Grade 9 and 10 English textbooks.
- ❖ Teaching learning materials and reference books and short story books should be available for the students by the government and other education sectors.
- ❖ Teachers should be laborious; they should find new and effective communicative ways of teaching stories and they should shift from traditional translation methods.
- ❖ Meaningful learning occurs, when students are allowed to confront real problems, make choices and find solutions. Therefore, the researcher recommended that the students should be in the center of the learning process by the teachers.
- ❖ This study was conducted only in Arada sub-city and the sample of this study were only four high schools (40 secondary EFL teachers); thus, to make more effective study on EFL teachers attitude and practices of using short stories in reading classrooms, similar kind of research should be conducted in other areas as well; i.e., the researcher would like not to claim this study as a completed and full-fledged on due to several limitations. Thus, the researcher would like to draw the attention on further studies in the near future.



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## **Appendices**

### **Appendix A: Teachers' Questionnaires**

**Jimma University**

**College of Social Science and Humanities**

**Department of English Language and Literature**

**Graduate Program**

#### **Dear respondents**

The main aim of this questionnaire is to gather data on 'Investigation of EFL Teachers' Attitudes and Practices towards Using Short Story in Teaching Reading Lesson: A Case of Four Selected High schools of Arada Sub-city, Addis Ababa. Hence, your valuable information is very important for the success of this research. The information is collected only for study purpose with full confidentiality.

#### **Instruction**

Please! You were not required to write your name; use mark in front of your level of agreement your answer(s) for questions followed by choices and write brief answers for the question followed by blank space (i.e. open ended questions)

**THANK YOU FOR YOUR COOPERATION!**

**1. Teachers' attitude towards using of short stories in teaching Reading lesson.**

For questions 1-9 express your level of agreement regarding the your attitudes of using short stories in teaching reading skills. Put “√” mark in the table under “SA”, “A”, “DA”, and “SD”.

**Note:** SA=strongly agree, A= Agree, DA=Disagree, and SD=strongly disagree

Statements	Responses			
	SA	A	DA	SD
Short stories should be included in the students' textbook				
Short story can be used as Stimulus for language acquisition				
Short story develops students' interpretative abilities in reading lesson				
Short story expands students' language awareness				
Short story can be used as authentic material				
Short story has linguistic benefits				
Short has socio-cultural benefits				
Short story has personal and emotional benefits				
Reading short story has cognitive benefits				

**2. Teachers’ Practices towards using of short story in the teaching Reading lesson.**

For questions 10-27 express your level of agreement regarding your practices in actual classroom practices of using short stories in teaching reading skills. Put “√” mark in the table under “1”, “2”, “3”, and “4”.

**Note: 1=always, 2= often, 3=sometimes, and 4=never**

Statements	Responses			
	1	2	3	4
How often do you stimulate the students in teaching short story?				
How often do you make students to predict theme of short story?				
How often do you describe Writer of the Short Story?				
How often do you use Signpost questions related to the short Story?				
How often do you use pictures related to the short Story?				
How often do you describe title of the short Story?				
How often do you make students read the story?				
How often do you ask students to summarize short story?				
How often do you write difficult words on board from short story?				
How often do you help learners with language style through contextualization?				
How often do you ask questions to the students?				
How often do you describe the events of the Story?				
How often do you read story as a whole and explain meaning?				
How often do you present review of the story?				
How often do you describing the character?				
How often do you involve the students in critical analysis?				
How often do you involve the students in role play?				
How often do you Summarize the story to the students?				



What are the advantages of using short stories in teaching reading skills?

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How do you begin teaching reading skills through short stories?

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What challenges do you face when teaching reading skills through short stories?

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What possible remedies you forward for the problems?

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## **Appendix B: Teachers' Interviews**

**Jimma University**

**College of Social Science and Humanities**

**Department of English Language and Literature**

**Graduate Program**

Dear teacher, the aim of this interview is not for fault finding. Its main objective of the study is to Investigate of EFL Teachers' Attitudes and Practices towards Using Short Story in Teaching Reading Lesson: A Case of Four Selected High schools Of Arada Sub-city, Addis Ababa. Therefore, the researcher requests your genuine responses.

1. What is short story for you?
2. How do you practice short story in teaching reading classroom?
3. What are the challenges do you face when teaching reading skills using short story?
4. What do you think the remedies should be taken to overcome the problems you face while delivering reading activities using short story?

**Thank You for your Cooperation!**

## Appendix C: Classroom Observation Checklist

Jimma University

College of Social Science and Humanities

Department of English Language and Literature

Graduate Program

The following items were used to check whether EFL teacher practices the activities in reading skills using short stories in teaching reading lessons.

EFL Teacher Classroom Activities	Yes	No	Remark
Motivating/Stimulating student's interest			
Predicting theme from the title of the story			
Group discussion about title of the story			
Brainstorming			
Discussing the language of the story			
Providing some questions			
Provide title for each paragraph			
Arrange jumble sentence			
Summarization of the story			
Ranking the character			
Interpreting of the story			
Providing general questions for debate			
Speculate symbolic association			
Describing the events of the story			
Writing review of the story			

**Appendix D: Document Analysis Criterias**  
**Jimma University**  
**College of Social Science and Humanities**  
**Department of English Language and Literature**  
**Graduate Program**

The following criteria were used to analyze Grade 9-10 English textbook and teacher's guide whether the short stories used are appropriate or not.

1. Are the short stories in the textbook:

- ✓ Attractive and entertaining?
- ✓ Understandable to the students' level?
- ✓ Reflections of student's social, cultural and linguistic background?
- ✓ Open for multiple interpretations?
- ✓ Easy to teach reading skill?

To judge all the above scenarios the researcher will use the language level, availability of short stories, and length of short stories and cultural background of the short stories as basic criteria.

2. Do the activities derived from the short stories:

- Pose intensive engagement and interaction among the students?
- Can they result in reading skill improvement?
- Have no pre-determined answers?

3. The teacher guide:

- ❖ Teachers guide are available for all teachers?
- ❖ Provide any procedural support on how short stories should be used?

4. The lesson plans:

- ✓ Indicates how the short stories have been used and for what purpose?

### Appendix E: Sample Short Story Titles

The following are short story titles from grade 9 and 10 students' textbooks.

Title	Grade Level	Page	No of pages	Nature of the activities given based on the textbook
The Karate Lesson	9	49-50	2	Writing activities. E.g writing sentences /summary/
The Arts and Crafts Club	9	41-42	2	Language focus. i.e., using make and do
True Stories	9	113	1	Language form focus (tenses)
When I won the Lottery	9	148	1	Language focus about tenses
Stephen's Story	9	215-16	2	Form: Direct and indirect speech
Two Ethiopian Children	10	149	1	Role plays
Dealing with Drug Dealers	10	102-03	2	Speaking: Asking for advice
Makeda's Story	10	69-70	2	Language focus: Reported speech
Ayanttu to the Rescue	10	21	1	Grammar: Conditional sentences
Long Walk to Freedom	10	39	1	Reading: Skimming the text for general information
The Snake man and the Girl	10	47-49	2	Speaking: dialogues