

JIMMA UNIVERSITY



COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**TEACHEARS'AND STUDENTS' PERCEPTION AND PRACTICE OF USING SHORT
STORIES TO DEVELOP READING SKILL IN EFL CLASSROOM: THE CASE OF
GINDO SECONDERY SCHOOL GRADE 11**

**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND
LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE (MA IN TEFL)**

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Abstract

This research is intended to investigate the teachers' and students' perception and practice of using of short to develop reading skill in EFL class room. In this study, the researcher employed descriptive research design and both qualitative and quantitative research approaches. Quantitative approach helped to gather quantitative data through questionnaire and qualitative approaches helped to gather qualitative data through textbook analysis, interview, and classroom observation. The researcher used three EFL teachers available along with 128 students of grade eleven out of 504 students. The result of the study showed that in teaching reading skill, teachers and students have used non-literary text which is not motivating students towards improving their reading skill. In addition, it was found that almost teachers and students have positive or good perceptions of using short story to develop reading skill as foreign language classroom. However, they did not use or practice short stories to increase students reading skill. The grade 11th English text book also has no short stories that help students to practice reading. The study, therefore, recommend that if teachers use short story, the students reading skill will be enhanced. The textbook designers should include short stories in the content of the book. Teachers should also help learners to practice reading through short stories in order to develop their reading skill.

CHAPTER ONE: INTRODUCTION

This section provides an introduction to the study, including: background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation and limitation of the study.

1.1 Background of the Study

Not for language learning, in all education process reading is the only way for success. Reading is the most decisive factors in developing an individual vision, personality and make closer to other individuals (Alderson, 1984). Reading makes individuals truly free and protects them from ignorance and false beliefs (Unal, 2010). Moreover; skills in reading enable individuals to benefit from educational activities and to participate fully in the social and economic activities in which they take part (N' Nambi, 2005). According to Allan and Bruton (1998), reading is a complex process of making meaning from a text, for variety of purposes and in a wide range of contexts. Grabe and Stoller (2002) define reading as the ability to draw meaning from the print page and interpret the information in appropriate.

A large number of reading specialists view reading as an interactive process (Barnett, 1988). This means that the reader's mental processes occur at different levels and engages themselves in an interaction with the print to create meaning (Carrel, Devine and Eskey, 2000). Even though, the above researchers and theorists show the bridge to solving problems for reading skill, the acquired result was not quite enough. In contrast, others many applied linguistic believed that the inclusion of literary materials facilitate the psycholinguistic process in reading since they are rich in context, authentic and motivate the learners' reading skill (Duff and Maley, 2007; Clandfield and Foord, 2006). In parallel, there has been a remarkable revival of interest in literature as one of the most motivating resources for language learning (Duff and Maley, 2007). In addition, the use of literature in English Language Teaching Classroom has attracted a great deal of interest among English as Foreign Language Teachers since 1980 (Clandfield and Foord, 2006). Because motivation is one of the most important aspects of the learning process, the use of literature in classes could be a good way to increase students' motivation. Several studies addressed this issue focusing on motivating students to improve reading skill in learning English

as Foreign Language through literature (Brumfit and Carter, 1991; Collie and Slater, 1990; Benton and Fox, 1985).

Literary genres are unique in stimulating the acquisition process as they provide realistic settings for processing new language. Literary texts raise learners' awareness so that they learn grammatical structures and vocabulary items, the range of the target language and advance their competence in all language skills. Additionally, language teaching and learning by using literary text provide cultural information about the target language and growth learners' insight into the country and the people whose language is being learnt (Collie and Slater, 1991); It fosters learners' ability to interpret discourse in different social and cultural target language contexts (Savvidou, 2004). Among literary genres, short story is the most suitable for classroom usage. Short-story is defined by Poe as "a narrative that can be read at one sitting of from one-half hour to two hours (in 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. As Murdoch, G. (2002: 09), the proper use of short-stories can offer opportunities for EFL teachers to integrate reading comprehension skill with other productive skills, like speaking and writing, and if carefully chosen, this use allows instructors to teach the four language skills to all levels of language proficiency and can enhance ELT courses for the learners. This pedagogical aspect, embedded in the use of short stories, can be very helpful in developing the Sudanese EFL learners' language skills, by integrating them, wisely and creatively, with one other and in interesting way. Therefore, scholars like Brumfit and Carter (1986) advocated the use of short-stories as one of the best methods in ELT, which a teacher can use, because of various educational aspects. According to them, short-stories help to develop the language skills of the students more effectively. They are easy to finish in a class and definite to understand. Stories also attract the students' attention more than any other normal passage.

The approach to language teaching is communicative and skill based; students learn and practice language which is meaningful to them, which has a real purpose and context. For this reason, the focus is on the four skills and grammar, vocabulary and social expressions are integrated in to practice of these skills. Even though the education policy, the syllabus and the other documents work together to improve the English language skills of the students in various ways, there are

still problems that are reflected in today's students in different levels. In this case students need to be effective or active in reading, so that they become successful for their future studies. When it is explored, the development of English language skills, especially the reading comprehension skills mentioned in the syllabus of grade 11 has a special emphasis and for the purpose of this, reading has been selected. Based on the ideas of the above scholars, the main focus of this study is: an investigation of EFL Teacher's and student's perception and Practice of using short story to develop reading skill: in case of grade11 Gindo secondary school

1.2 Statement of the Problem.

Reading is the source of knowledge, success and enjoyments. But it's beyond that. We all recognize that in Ethiopia English language (skills) have been learnt many years, still the required achievement is little. For example, if we take reading skill, many researches' findings in Ethiopian context confirm about students' poor performance in reading skills by Gessesse and Taye (1999); Ambachew (2003), they attribute this poor performance to lack of reading culture, lack of enough reading passages in texts and also lack of effective tasks to develop micro skill of reading. Dumessa (2002) also has illustrated that there is mismatch between presentation procedures and teacher's actual classroom reading lesson presentation. Teachers and students always need and practice to learn grammar than learning reading. Now itself, the researcher assumed that source of problem for this research is both from EFL teachers, students and may be other sources. It can be poor perception and actual classroom practice, lack of interest in teaching, appropriate text book and learning reading by using short story.

The reason for this is that no big deliberation was given for the inclusion of literature or literary genres as they are very ingredient in teaching and learning language even skills unambiguously short story. So many writers have forwarded that literature has been discovered as a valuable and interesting material for improving students' language ability in recent time (Premawardhena, 2005). It has been said that if appropriate literary texts are chosen it would —be an effective tool for stimulating and achieving language learning and equipping learners with relevant linguistic and socio-cultural competences (Sell, 2005, p. 92). Moreover, linguists like Colie, J. and S. Slater (1987), Hall, (2005) and Paran,(2008) have recently supported the inclusion of literature in language teaching skill as effective tool for teaching reading skills. According to Aziz, (2012) mentioned, short story is a unique literary genre which can be used both by the teacher and

students in developing reading skills and using short stories will make the students exchange their ideas in the classroom discussion and make a connection between the text and the text from outside the school. In addition, Erkaya (2003) mentioned that each short story usually has a beginning, middle and an end. This will motivate and encourage every student in the classroom to continue reading or listening to the story to follow the plot of the story or to answer questions after listening to it.

The other idea stated according to Fjellestad (2011) is that “textbook must include literary of exercises or activities that give students opportunities to practice and extend their language skills. In the fact there some short stories on text book, but there is no appropriate, interesting and attractive reading text which is easily applicable both by teachers and students in classroom.

Locally there have not been many researchers worked on this area however, Yitagesu B(2017) was done on investigating the role of literary text in developing students’ reading comprehension. It is obvious that the role of literary genres are many, and he indicates the importance of literary genre in developing reading skill. Tizazu, A (2018) also conducted the role of teaching English through short story by explaining the use of literature and uniquely short story in language. But both these researchers failed to consider the most important point about both teachers’ and students’ perception and practice of using short story which is extremely worth. And unable to focus on short story particularly rather they generally studied on literary genres. However, there is still a gap among EFL teachers’ and students’ perception and practice of use short story in their teaching reading skills

1.3 Objectives of the study

1.3.1. General Objective of the study

The general objective of this study was to investigate students’ and teachers’ perception and practice of using short stories in developing reading skill in Gindo Secondary School.

1.3.2 Specific objectives of the study

- ❖ To find out teachers’ and students’ perception of using short stories to develop reading skills in EFL classroom.

- ❖ To investigate the practice of teachers and students towards using short stories to develop reading skill in English as Foreign Language classroom.
- ❖ To assess the current situation of English Language Textbook of grade 11 in relations to holding short stories.

1.4 Research Questions

1. What is the students' and teachers' perception of using short stories in reading lesson?
2. How often do students and teachers practice short stories in learning reading skills in the classroom?
3. What does the current situation of grade 11 English textbook resemble in relation with the use of short stories for reading comprehension skill?

1.5 Significance of the study

The study provides insights for English teachers who are teaching English language to reflect on whether they are using short stories in their teaching reading classrooms are effective and vital to teach their students. Apart from that, teachers can understand their students' need, lack, proficiency, interest & motivations towards learning short story in reading classroom.

Likewise, students are highly expected to read it to get awareness about significance of reading short story in English language learning and decide their side view. Furthermore, this study provides information for curriculum developers as to whether the reading texts of the literature components in the syllabus are motivating for the students and whether it supplies to the students' needs, and interests.

With this information, better selection of components for the English literature such, short stories could be done to make the students avid readers of the English literature. Another, it is thought that this study empowers teachers and students get into practice so as to improve their motivation positively as these will affect their success in second language learning. Grade 11 students are used it to improve their reading comprehension through short stories. It is suggested as preference opportunities that learners may have in reading short story. Finally, other researchers may use the summery of the study as stepping point for other related researches

1.6 The Scope of the study

This research is delimited in both content and geographical area. Regarding contents, this research is delimited to perception and practice of teachers' and students' of using short stories to develop reading skill. Geographically, the scope of this study is delimited at Gindo Preparatory School Grade 11. This School is found in Oromia Region, South West Shoa Zone, Amaya woreda at Gindo Town. The reason why the researcher selected this school is, he is teaching in this school.

1.7 Limitation of the study

While conducting this research, the researcher faced some problems such as lack of finance, shortage of time, lack of good situation, references and unwillingness of the informants in the study area. The researcher overcomes those above problems by making good situation and appreciating them. Also, researcher used secondary data from internet and some books related with his topics. In other way, the researcher overcomes the financial problem by getting support from his family and University.

1.8 Definition of terms and list of Acronyms

EFL: English as a foreign language

ELT: English language teaching

ESL: English as a second language

CHAPTER TWO: Review of Related Literature

2.1 Definition of short story

Different Scholars have defined short stories in different ways. Therefore, the short story is hard to define in single sentence. A dictionary definition is “an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot.”/www.merriam-webster.com. A short story is, in some ways, like a photograph-a captured moment of time that is crystalline, though sometimes mysterious, arresting, though perhaps delicate. But while a photo may or Perception: may not suggest consequences, a short story always does. In the story’s moment of time something important, something irrevocable has occurred (Marilyn Singer, 2000).

2.2 Perception of Students and Teachers towards using short story

Perception means interpretation and construction what people hear, taste, see, or feel stimuli by means of sense and make conclusions about information they obtain in their environment. Nevertheless, research in different Arabic contexts (e.g., Shakfa, 2012; Abu-Malhim,2009) has demonstrated that EFL learners in these contexts usually have a negative attitude and poor perception of English literature. In addition to these negative perceptions, English is usually taught using the grammar translation method, with no or little emphasis on authentic material from literature. Before any learning perception must take place. In line with this, Ögeyik (2007) defines perception as an experience about an object, event, or relationship that are gained by concluding information and interpreting messages. Of course, lack of experience may cause a person to misinterpret what he has seen or heard. perception is one important issue of the four skills for successful language learning beside concentration, memory and logical thinking. Ruch (1959:243) states that through our perceptual processes, we gain the kinds of information about our environment that:

‘perception is activity uses both the sensing and thinking aroused by the stimuli and the learning gained from past experience. When the stimuli occur, the receptor processes are brought into operation. While the receptor processes are happening, the stimuli is brought to mind through symbolic processes based on someone’s background knowledge. Lastly, affective

processes operate to make the perception of the stimuli received. These two processes cannot work separately since they are connected each other and are continuing. This shows us that perception is vital to receive complex activity in making conclusion.’’

There is no doubt that foreign language learning is influenced by many dynamic factors; however, the most facilitating and significant factor is the learner’s and teachers’ positive attitude. The kinds of perceptions, belief, metacognitive knowledge, and attitudes that convoy learners and teachers in the classroom learning environment have been acknowledged as an important factor contributing to the overall learning process and their ultimate success in this process of learning (Breen, 2001). According scholars, Thomas and Harri-Augustein,(1983) stated, many different terms have been used for concepts like perception, beliefs and attitudes within research traditions that view these terms from varying theoretical perspectives. The traditional research in psychological aspects of learners’ and teachers’ perceptions and beliefs about language learning “unlocked a entire personal beliefs, myths, understandings, and superstitions as they were revealed by the persons’ thoughts and feelings about their learning Many skills, including social, cognitive, affective, and language skills, can be improved through the employment of stories in EFL classrooms. Britsch (1995) highlighted these benefits by stating that:

“Using stories in teaching enhances students’ common sense, improves their reading and writing, helps students make sense of the world around them, strengthens literary and reflective skills, suits a whole language curriculum, and enriches students’ creative and imaginative skills, excites students’ involvement and interest, and brightens the overall teaching process.”

2.3 Teachers' and Students' Practice of Short Stories in EFL Classroom

Teaching Short Stories rather than other genres is one of the most fundamental uses of language known to humans. Owing to this universality, it is a natural part of language learning experiences of people in every culture Knutson E. M (1993). Short story is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and so on in a variety of registers and tones. The world of short story both mirrors and illuminates human lives (Sage, 1987). According to Ariogul (2001), short story in the ESL/EFL curriculum offers the following educational benefits: Makes the students reading task easier due to being simple and short when compared with the others literary genres, enlarges the advanced level readers' world views about different cultures and different groups of people, provides more creative, descriptive, challenging texts that require personal exploration supported with prior knowledge for advanced level readers, motivates learners to read due to being an authentic material, offers a world of wonders and a world of mystery, gives students the chance to use their creativity, promotes critical thinking skills, facilitates teaching a foreign culture, i.e. serves as a valuable instruments in attaining cultural knowledge of the selected community. Farther more, Bretz(1996) said about short story that students feel themselves comfortable and free, helps students coming from various backgrounds communicate with each other because of its universal language, helps students to go beyond the surface meaning and dive into underlying meanings, acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring this gained knowledge to their own world. This implies that, the use of a short story seems to be very helpful techniques in today's foreign language classes. As it is short, it makes the students' reading tasks and the teacher's coverage easier. An important feature of short fiction is its being universal. To put it differently, students all over the world have experienced stories and can relate to them. Moreover, short stories like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment. As Collie and Slater (1991) listed four advantages of using short stories for language teachers.

‘‘ First, short stories are practical as their length is not long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with their own. Third, short stories have a variety of choices for different interests and tastes. Finally, short stories can be used with all levels beginner to advanced, young learners to adults.

2.4 The Role of Short Story in Developing Reading Skill in EFL Context

The benefits of short stories in reading comprehension can offer for the EFL teachers and learners. Some benefits of short stories in developing reading skill listed by some authors. Brumfit and Carter, (1986); Lazar (1993); Collie and Slater (1991) mentioned the following benefits of short stories in reading skill in EFL classroom. Short stories are considered as highly useful resource materials in EFL classroom as they provide rich linguistic input, effective stimuli, for students to express themselves in other languages and a potential source of learners’ motivation. Short story can be the main teaching and learning materials in reading comprehension class as well as can supplement the main course materials in class and out of class activities of foreign language teaching, learning and practice. Stories can be more beneficial than any other information materials in stimulating the acquisition process, as they provide authentic contexts for processing new language (collie and slater (1991)

The real examples of grammatical structures in stories, presented in a very simple form, the essential vocabulary items, presented in context in use and using them in real life conversations collie and Slater (1991). As short stories increase foreign language learners’ insight into the country and the people whose language is being learnt, by providing cultural information about the target language. So students can benefit from short stories. Also, such use of stories can help learner in fostering their ability to interpret discourse in different social and cultural target language contexts. Additionally, they stated As stories expose students to a wide variety of style and language functions they can help the students to enhance their thinking skill such as learning vocabulary, discovering questions, evaluating evidences etc.

According to Collie and Slater, (1991) ‘‘stories are practical for the English language teachers’ to use as their length is long enough to cover, entirely in one or two class sessions and they are not complicated for students to work with on their own which can be helpful for developing EFL learners’ self-dependency while learning foreign language stories are rich in language and can be

ideal material for reading comprehension skill class. Therefore, the EFL teachers should take the advantage of these benefits for developing the reading skill of their students in effective way.” According to Brumfit and Carter (1986) “Short stories are easy to finish, definite to understand and attract the students’ attention more than any other normal passage which can be considered as another benefit for the EFL teachers to attract their students towards reading in English.”

As Murdoch (2002) believes, short stories can offer opportunities for EFL to integrate reading comprehension skill with other productive skills like speaking, writing and is selected and exploited appropriately; this use allows instructors to teach the four language skills to all levels of language proficiency and can enhance EFL course for the learners. The use of the authentic, natural dialogues, in the short stories, can also be helpful for the learners to get familiarized with actual, functional language use. They can also be helpful for the teachers to maintain high interest and attention levels of their students which is quite crucial while developing reading comprehension skill in EFL classroom.

Stories command the readers’ attention more effectively by making him/her react emotionally with the events and leading to his/her personal involvement. This can be exploited to sustain the EFL learners’ attention in the class as well to motivate and promote reading among them, as most of them have negative attitude towards reading. Stories thus, can help arouse liking and love for reading in English among them. Knutson E. M (1993). According the above scholar, stories are contextual, they can help EFL learners to develop various learning strategies such as predicting and guessing meaning of the difficult words from the context. This aspect of the use of short stories can help a lot to the EFL teachers not only in overcoming the vocabulary related problem of their students but also in effective fostering of their target language skills.

Similarly, Bretz (1990) state stories can help improving communicative competence of EFL learners and in developing critical thinking and aesthetic appreciation. They also help in developing EFL learners’ interpretive abilities and expand their language awareness. According to Lazar (1993), stories provide the teaching and learning material which is motivating, authentic and has great educational value. Therefore, the EFL teachers should opt for them, instead of the informative materials which they use in reading comprehension skill class. Stories are very

enjoyable to read, provide examples of different styles of reading and good basis for vocabulary expansion.

Therefore, according to the above scholars, short stories help develop EFL learners' personal creative powers and other higher level thinking skills and can contribute in developing emotional intelligence as well. Short stories can also contribute in the personal growth of the EFL learners and can be used by their teachers, as the best tool, for inculcating various moral and cultural values. The short story as a multi-dimensional literary genre can be profitably used in the acquisition of various language skills. When the short story is chosen based on the students' level of English proficiency, it can offer them adequate linguistic, intellectual, emotional involvement and enrich their learning experience. The short story can provide EFL/ESL learners with a suitable study resource which is both delightful and instructive to improve their linguistic proficiency and reading comprehension. The short stories create the tension necessary for a genuine exchange of ideas in class discussions. In addition, the short stories push the students out of a passive reading state into a personal connection with the text and then the beyond, extending the connection to other texts and to the world outside of school. Consequently, the researcher aims to put forward a variety of strategies to make the teaching of the short story enjoyable and an academically enriching experience in aiding reading comprehension. These strategies include the design and implementation of motivation building techniques which facilitate overall reading comprehension. Closely related to the issue of implied meaning Knutson (1993) argues that there are two practices through which proficient readers figure out the meaning of a text. One is what she terms 'bottom-up process' and the other she calls 'top-down process'. The bottom-up process is when the reader decodes the individual elements of the text to build a total meaning.

Top-down process is the readers start with forming hypothesis and making predictions. It is obvious that these two strategies are used simultaneously by a successful reader. With regard to the above argument the advantage of using a short story rather than a non-literary text is that some pre-reading activities which can be nicely applied to the short story such as the discussion of the topic and narrative structures are very useful in facilitating the reader's top-down process.

2.5 Reason of Short Stories are needed on the text

As it stated by Poe (in Abrams,1999) despite its benefits for students, some objections are always raised against the use of literature in public schools due to overcrowded classes, over loaded syllabus and limited time. Some problems commonly meet in elementary to high public schools in almost all developing countries. First, the deviated and figurative language of poetry necessitates very long time to grasp. Second, the length of novel makes it difficult for such classes to finish. Finally, drama can be used in classes, but it can be difficult to act out a play in crowded classes with in limited course hours. Considering these objections, it is obvious that among literary forms, short story which is defined by Poe (in Abrams, 1999) ‘‘as a narrative that can be read at one sitting of from one half hour to two hours and that is limited to a certain unique or single effect; to which every detail is subordinate ‘’ seems to be the most suitable one to use in public schools. Since it is short and aims at giving a single effect, there is usually one plot, a few characters and there is no detailed description of setting. It is easy for the students to follow the story line of the work.

The reason why the short stories are the most suitable literary genre to use in English teaching due to its shortness is supported by collie and slater (1991) when they list four advantages of using short stories for language teachers:

First, short stories are practical as their length is long enough to cover entirely in one or two class sessions.

Second, short stories are not complicated for students to work with on their own.

Third, short stories have a variety of choice for different interest and tastes.

Finally, short stories can be used with all levels (beginning to, advanced), all age (young learners to adults) and all classes (morning, afternoon and evening).

Oster (1989) revealed that the majority of English teachers training students basically found short stories interesting to use both as materials for self-enjoyment and of a component in language skill classes.

2.6 Procedures and Strategies of Teaching Short Stories

According to Nuttal (1983), “Pre-reading, during reading and post reading activities tailored to the specific learning, context may help the learner gain access to the story by becoming more aware of its structure.” One vital issue concerning preliminary comprehension involves the task of overcoming the vocabulary presented by the text. Research studies have confirmed that the comprehension of reading passages which might present linguistic difficulties can be facilitated by appropriate pre-reading tasks. One aspect of the reading materials is the vocabulary work.

Gorman (1975) points out, it is generally impossible to ensure that students have been presented with all the lexical items they are likely to encounter in advanced texts. Literature serves as excellent materials for exercising the second two ways described above.

A systematic teaching strategy for the short story can include the following stages:

Pre-reading activities: -to provide students with vocabulary exercises and cultural background. Pre-reading the vocabulary items can also be used to facilitate the introduction of the necessary cultural background and even refer to thematic features of the short story. However, the real vocabulary tasks occur when students try to use these words in the textual context.

According to Nuttal (1983) recommended, pre-reading activities consistent with the nature of reading skill and the possible procedures suggested before, the pre reading phase might be devoted to a number of things aimed at introducing the reading text and developing a frame work for reading. It also tends to build and activate the students’ prior knowledge.

While-reading- the principal aim of while reading phase is to encourage learners to be flexible, active and reflective readers. This phase too requires teachers’ guidance to ensure that students assume an activity, questioning approaches to the materials.

Post- reading: - to establish the acquired knowledge and improve written skills keeping in the mind that the comprehension of the text is the central focus of the reading of the short story. As Richard elucidates, the teacher must pay attention to nonlinear process of the skill of reading. It involves the integration of sound, symbol, word, phrase, context, text, and cultural information as presented by the author and comprehended by the reader. For each short story, a number of

tasks can be designed to cover the basic language skills required for an efficient reading comprehension. These tasks may include: vocabularies work, reading comprehension questions, oral presentation of the text, in class discussion, interpretation and finally follow-up tasks.

As Nuttal added, the post-reading phase is generally intend students to involve the textual action, reconstruction of the writers' opinion, summarizing the text and relating the message with their own knowledge, experience and feeling.

2.7 Criteria for Selecting the Stories

As Riley (1993) points out, while using short stories in the EFL classroom for developing comprehension skill, it is essential to follow certain criteria keeping in mind the status of English language in education system, differences in the levels of the learners, purpose of the study, cultural considerations, and others related aspects. Generally, the more confident choice consuming a suitable text for ESL/EFL learners may be the short stories which are more contemporary and shorter enough to be discussed in one or two teaching sessions. The linguists' aspects of the texts should concern the language, style, diction and appropriate to the level of our students.

Lazar proposes that " the text should be sufficient challenging without being so difficult as to be demotivating. It should be within the students' grasp in terms of their linguistic intellectual and emotional capacities" (1990). Also Lazar added, in the EFL classrooms, where the students aims to develop reading comprehension skill in order to master English language that would cater for their various academic and practical purposes, the following criteria should be observed by the EFL teachers while selecting short stories for developing students' reading comprehension skill: The stories selected should be simple one for the beginners and not so complex that would suit their level and would not discourage them while attempting to read. They should be rich in language, providing maximum examples of various grammatical structure and useful vocabularies. They should be in line with the norms of the traditions, cultural and faith. The stories selected preferably, should be the one that are made into films to provide the EFL learners visual representation of them as well as to give EFL learners much required foreign language exposure that would help them in overcoming pronunciation related problems. The stories selected should be linguistically ideal that would guarantee opportunities for integrating the four

language skills in effective way not only for developing reading comprehension skill but all others related skills. The stories selected should be such that would motive the EFL learners to read all arouse love and liking for reading in them, thus inculcating the habit of reading in classroom

2.8 Short Stories Can Reinforce Others Skills

Many scholars were advocated the use of short stories to teach ESL/EFL. They list several benefits of short stories. These includes: motivation, literary, cultural and higher-order thinking benefits. Moreover, short stories are reinforcement of others skills. Short stories allow teachers to teach the four skills to all levels of language proficiency. Murdoch (2002) indicates that “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency” (p. 9). He explained why short stories should be used to reinforce ELT by discussing activities teachers can create such as writing and acting out dialogues. In addition, stories can be used to improve students’ vocabulary and reading. Lao and Krashen (2000) present the results of a comparison between a group of students that read literary texts and a second group that read non-literary texts at a university in Hong Kong. Short stories are effective when teaching culture to EFL students. Short stories transmit the culture of the people about whom the stories were written.

CHAPTER THREE: Research Design and Methodology

3.1. Design of the Study

The research design is a plan that researcher use to answer where, when, and how the data are to be collected and analyzed. As clearly stated in the previous part, the main purpose of this study is to investigate the teachers' and students' perception and practice of using short story to developing reading skill. Descriptive survey research design was employed because it is suitable and relevant for the study which looks into what actually happens in the classroom in the teaching learning process.

3.2 Subject of the Study

The subject of the study were grade 11 students and teachers of Gindo secondary School, which is found in Oromia Region, South west Shoa Zone, Amaya woreda. There are three (3) English language teachers and 504 grade 11 students in this school which were enrolled in 8 sections.

3.3 Sample and Sampling Techniques

The researcher used purposive, simple random and systematic sampling techniques in the study. This means that there are eight (8) sections; in each section the number of students are about sixty-three (63). Four sections were randomly selected from eight sections; the four sections' total numbers of students are 252. Therefore, the researcher systematically selected 32 students from all selected section; this means 128 students as a participant for gathering information. Three grade eleven English language teachers were purposely selected and participated on the research because they are the only teachers for the selected section. Purposive sampling is a strategy in which particular settings persons or events are selected deliberately in order to provide important information that cannot be obtained from other choices (Maxwell, 1996).

3.4 Sources Data

3.4.1. Primary Sources

The basic sources of data for the study were grade 11 students and English language teachers of Gindo secondary School.

3.4.2 Secondary Data Sources

Secondary data was obtained from documents such as textbooks, teachers' guides and other supplementary educational materials for teaching reading.

3.5 Instruments of Data Collection

The researcher used an interview, classroom observation, both Students' and Teachers' questionnaires and evaluation of short stories activities of grade 11th textbook.

3.5.1 Questionnaires

The questionnaire was designed to inquire about teachers' and students' perception and practice of using short stories to develop reading skill in classroom. The students' questionnaire was prepared based on the research questions. Students' questionnaire contained 22 closed-ended questions. The questionnaire deals with students' perception and practice of using short stories activities to enhance their reading skill and all importance of short story. The questionnaire was very carefully constructed. To increase the quality of the questionnaire, it is important to consider the following points while constructing questionnaire items: Making the items clear, avoiding ambiguous and double question, avoiding long and complicated items and negative items was not recommended in the questionnaire.

The questionnaire contains two parts. The first part of the questionnaire describes the respondents' background information, categories include: gender, age, service years and area of specialization. The second and the largest part incorporate the questionnaires that relate with research questions variables of closed question items. The closed ended items were prepared by using likert five scales employed.

3.5.2 Observation

The purpose of the classroom observations is to see the actual practice of teachers and students in teaching and learning reading lesson using short story. In order to gather the necessary information, the researcher observed the selected classes' different times while the teachers were teaching reading. The purpose of each activity is to give the researcher a better understanding of the situations presented in the class and how students perform them. Merriam (2002) explains in her work that observational data represents a firsthand encounter with phenomena of interest rather than a secondhand account obtained in an interview. One EFL teacher was observed three times. Classroom observation checklist was used to collect data on teachers' and students' practice in reading classroom of using short story. The checklist has three parts focusing on: practice of teachers' and students' of using short story in the class, the significance of short story in learning reading and time used, Then, checklist results of the observers were interpreted in paragraph.

3.5.3 Interview

An interview is a tool that is used to inquire about teachers' perception and practice of using short stories to develop reading skill in class room. The aim of using the interview is to verify whether or not some of the information obtained from the questionnaire is reliable information from the interviewees as they describe their own perception and practice of using short story. Three English language teachers were taken to be interviewed by the researcher. The researcher was given an appointment to interview the teachers to collect qualitative data by setting up a situation (the interview) that allows a respondent the time and scope to talk about their opinions on a particular subject. Two of the teachers interviewed in the morning sessions, and one teacher interviewed in the afternoon. The time taken for interview each teacher was 30 minutes. The researcher asked questions about their perception, practice, the problems they face when they use short stories activities, their motivation of students, the short stories activities in the textbook, and their time management in implementing the activity.

3.5.4 Document Analysis

Analysis of short story activities in the textbook was one of the instruments which the researcher was used to gather information. Grade 11 textbook has 12 units and each unit has reading skill activities. Each unit has also different number of reading contents and the situation is almost similar. There are 27 reading activities in the textbook. To check whether the textbook has short story activities or not, the researcher used criteria for evaluating textbook with yes or no. The researcher prepared some criteria to evaluate the short story activities in the textbook and gave to his advisor to check how they are important for evaluating the short story activities in the form of table. Having the advisor's comments and using review literature, the researcher was prepared evaluation criteria. The researcher designed criteria mainly dealt with the use of short story activities, effects of short stories activities, and the significance of short stories activities in the students reading skill.

3.6 Data Collection Procedures

The data for this research were collected through questionnaire, interviews, text evaluation and classroom observation. All sample subjects EFL teachers and grade eleven students of the target school were identified. The researcher didn't administer all data gathering tools at the same time. To begin, the researcher prepared the questionnaire and distributed it to sample of teachers and students. This was followed by conducting structured interview with English language teachers on perception and practice of using short story to develop reading skill. Next interview was made before observation was made by using check list . Then the researcher administered the data collected through interview and questionnaire and observation. Later, the researcher evaluated grade 11th text whether the textbook has enough short stories or not after preparing criteria for evaluation.

3.7 Method of Data Analysis

After data was collected, both quantitative and qualitative approach research were adopted and employed to analysis data. The researcher used qualitative for interview, observation, and document analysis because this approach helps the researcher to interpret data and change into numerical forms so that the researcher made calculation by percentage to draw conclusion accordingly. The data obtained through the questionnaire was organized under similar category

based on the research questions and analysis of quantitative data by using tabular method and frequency. The total number of students that was answered the given questions under the corresponding column was calculated out of 100 and was changed into number by multiplying it with 100. The analysis was carried using percent, But the data gathered data through interview, classroom observation, and analysis of the textbook was analyzed qualitatively.

3.8 Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Ary et al., 2010). To ensure validity of instruments, the instruments are developed under close guidance of the advisor, instruments were developed relating to review of literature. The pilot will be conducted to calculate the reliability of the instruments because it provides an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence. And also, reliability test is performed to check the consistency and accuracy of the measurement scales (Ary et al., 2010).

3.9 Ethical Considerations

Research ethics refers to the type of agreement that the researcher enters, thus researcher have obligations both to their subjects and to their profession, obligation to subjects (respecting the rights, dignity and privacy of individuals) and obligation to the profession (the researcher must report exactly and honestly what the findings are). Ethical considerations play a role in all research studies, and researcher must be aware of and attend to the ethical considerations related to his studies (Ary et al, 2010). Therefore, there are a number of ethical considerations made during this study. Voluntary participation of respondents is encouraged. Responding to interviews and filling of questionnaires requires significant time and energy and its participation can disrupt the respondents' regular activity. For this reason, the researcher will explain the objectives and significance of the study to the respondents and allow them to exercise their right to participate voluntarily.

CHAPTER FOUR

4. Data Presentation, Analysis and Interpretation

The following information has been gathered to provide adequate data analysis, which was received from teachers and students of secondary School grade 11 as well as from English Language Textbook of Grade 11. This information was analyzed by mixing both quantitative and qualitative. The main purpose of this study was to investigate Teachers' and Students' perception and practice of using short stories to develop reading skill in EFL Classroom: The Case of Gindo secondary School grade 11th.

4.1: Students' Perception and Practice of Using Short Stories to Develop reading skill

Keys: strongly Disagree=1, Disagree=2, undecided=3, Agree=4, strongly Agree=5

Table 1: Short Story Activities That Teachers Use

No	Items	R.	Extent of Agreement					Total
			1	2	3	4	5	
1	Teachers are using short stories to teach reading	F	60	40	14	7	7	128
		%	46.9	31.2	10.9	5.5	5.5	100
2	Teachers encourage students to use short stories activities.	F	47	50	16	11	4	128
		%	36.7	39.1	12.5	8.6	3.1	100
3	Teachers create different situation to use short story activities in teaching-Learning reading skill.	F	70	40	10	5	3	128
		%	54.7	31.3	7.8	3.9	2.3	100

Keys: f=frequency, %=percent, R= Respondents

The table 1 above shows the questionnaire that depends on the Short Story activities teachers use: in item no. 1, 60(46.9) respondents answered strongly disagree and 40(31.2%) answered disagree. Also, 14(10.9%),7 (5.5%) and 5(5.5%) were said undecided, agree and strongly agree

respectively. In question 2, 47(36.7%) and 50(39.1.3%) answered strongly disagree as well as disagree. In the same question 16(12.5%), 11(8.6%) and 4(3.1%) respondents were answered undecided, agree and strongly agree respectively. For question 3, 70(54.7%) said that strongly disagree also the same respondents 40(31.3%) answered disagree. Other participants answered: 10(7.8%) undecided, 5(3.9%) agree and 3(2.3%) strongly agree.

Generally, one can understand that the teachers were not used short stories in reading lessons as well as not get training on reading skills by using short stories. Also, the teachers not create new ways to motivate their students to use short stories activities in learning reading skills. In line of Lazar (1993), stories provide the teaching and learning material which is motivating, authentic and has great educational value. As Pardedes (2011),“the majority of English teachers training students basically found short stories interesting to use both as materials for self-enjoyment and of a components language skills classes.” So, the EFL teachers should use short stories activities in teaching reading to train and motivate their students in reading lessons.

Table 2: Students’ practice of Short Story on its Significances in reading class

No	Items	R	Extent of Agreement					Total
			1	2	3	4	5	
4	short story activities are easy to practice.	F	41	39	15	18	15	128
		%	32	30.5	11.7	14.1	11.7	100
5	I enjoy practicing short story activities in and outside the classroom.	F	50	53	6	11	8	128
		%	39	41.4	4.7	8.6	6.3	100
6	Short story activities are motivating for learning reading skill.	F	12	9	8	50	49	128
		%	9.4	7.0	6.3	39	38.3	100
7	Short story helps to learn how sentences are built grammatically.	F	10	17	8	58	35	128
		%	7.8	13.3	6.3	45.3	27.3	100

The table above table shows that, in question 4, the respondents answered 41(32%) strongly disagree, 39(30.5%) disagree and 15(11.7%) undecided. The others respondents answered 18(14.1%) agree and 15(11.7%) strongly agree. For question 5 respondents answered, 53(41.4%) strongly disagree, 50(39%) disagree, and 6(4.7%) undecided. Other respondent replied, 8(6.3%) agree and 11(8.6%) strongly agree respectively. In the same table, for question 6, the participants answered 49(38.3%) strongly agree and 50(39%) agree. Also others respondents said, 8(6.3%) undecided, 9(7%) disagree and 12(9.4%) strongly disagree. For question number 7, respondents answered 10(7.8%) strongly disagree, 17(13.3%) disagree and 8(6.3%) undecided respectively. The others said 58(45.3%) agree and 35(27.3%) strongly agree. Generally, one can understand that the students were not practiced short stories in reading lessons as well as not enjoy training outside class on reading skills by using short stories. On the other hand, majority of respondents were motivated in using short story and they learn grammar and sentence's structure.

As Collie and Slater (1991) listed, using short stories in the class has some advantages: first, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Finally, short stories can be used with all levels (beginner to advanced) all ages (young learners to adults) and all classes (morning, afternoon and evening classes).'

As Brumfit and Carter (1986) explained, learning literature is suitable and valuable to language teaching in many contexts and cultures. Because containing real examples of grammatical structures and vocabulary items, the literary texts raise learners' awareness of the range of the target language and advance their competence in all language skill.

Table 3: students' Perception and Practice of Using Short Story

No	Items		Extent of Agreement					Total
			1	2	3	4	5	
8	I enjoy reading short story activities in classroom.	F	10	10	4	44	60	128
		%	7.8	7.8	3.1	34.4	46.9	100
9	I am afraid of reading short story activities with my classmate.	F	41	62	6	13	6	128
		%	32	48.4	4.7	10.2	4.7	100
10	I am developing my reading skill through practicing short stories.	F	65	39	7	10	7	128
		%	50.8	30.4	5.5	7.8	5.5	100
11	Short story activities are help me to gain more vocabulary in different context (situation).	F	9	6	2	41	70	124
		%	7	4.7	1.6	32	54.7	100
12	Short story activities help me in creating ideas and thoughts.	F	4	8	8	80	28	128
		%	3.1	6.3	6.3	62.5	21.8	100
13	Short story activities are easy to improve my understanding of semantics (meaning of words & sentences) and pragmatics (practical truth)	F	14	6	13	49	46	128
		%	10.9	4.7	10.2	38.3	35.9	100
14	Short story activities improve my personal reading habits skill.	F	11	13	3	52	49	128
		%	8.6	10.2	2.3	40.6	38.3	100
15	Short stories activities are useful in improving my reading skill.	F	3	12	7	54	52	128
		%	2.3	9.4	5.5	42.2	40.6	100
16	I can remember the short story activities I read.	F	9	7	6	60	46	128
		%	7	5.5	4.7	46.9	35.9	100
17	Short story activities are comfortable to follow the stages of reading.	F	5	17	8	70	28	128
		%	3.9	13.3	6.2	54.7	21.9	100
18	Short story activities make the lesson enjoyable.	F	10	12	9	34	63	128
		%	7.8	9.4	7	26.6	49.2	100

The above table 3 indicates the students' perception towards using short story. As it shows, for question 8 the respondents answered 10(7.8%) strongly disagree, 10(7.8%) disagree and 4(3.1%) undecided. However, 44(34.4%) agree and 60(46.9%) strongly agree respectively that using short stories activities in classroom make the lesson enjoyable. The data in Table 3, item no.9, also shows that 41(32%) strongly disagree,62(48.4%) disagree and 6(4.7%) undecided. This shows that the students of Gindo secondary School were not afraid to read short stories with their classmate. The left also answered 13(10.2%) agree and 6(4.7%) strongly agree. The data in item no. 10, reveal that 7(5.5%) strongly agree, 10(7.8%) agree and 7(5.5%) undecided, while 39(30.4%) disagree and 65(50.5%) strongly disagree that to learn reading skill they are not practicing effectively short stories to develop their reading skill. The data in item no. 11 also show that 9(7%) strongly disagree, 6(4.7%) disagree and 2(1.6%) undecided respectively. But others said that 41(32%) agree and 70(54.7%) strongly agree that if English teachers use short stories in reading lessons, students will improve their vocabulary capacity.

In the same table, in item no. 12, 4(3.1%) strongly disagree, 8(6.3%) disagree and 8(6.3%) undecided respectively. and also 80(62.5%) agree and 28(64.5%) strongly agree. This clearly shows that short stories help to create ideas and thought of students. The data in the table for item no. 13 also showed that 14(10.9%) strongly disagree, 6(4.7%) disagree and 13(10.2%) undecided that short stories not help to improve students understanding about semantic and pragmatic. On the other hand, 49(38.3%) agree and 46(35.9%) strongly agree. These show that using short stories in reading lessons facilitated the understanding of the semantic and pragmatic of sentences easily as explained by different scholars and researchers. In the data table 3, item no.14 indicates, 11(8.6%) strongly disagree, 13(10.2%) disagree and 3(2.3%) undecided. From this one can understand that few respondents answered as short stories were not improving their personal reading habits skill. But the majority of the students answered 52(40.6%) agree and 49(38.3%) strongly agree. From this, it can be deduced that short stories help the students improving their personal reading habits skill.

Regarding table 3, item no.15, 3(2.3%) strongly disagree, 12(9.4%) disagree and 7(5.5%) undecided respectively. The others participants were answered 54(42.2%) agree and 52(40.6%) strongly agree that learning short stories improve their reading skill. The data in table 3, item 16, also shows that 9(7%) strongly disagree,7(5.5%) disagree and 6(4.7%) undecided. The others

answered that 60(49.9%) agree and 46(35.9%) strongly agree. These show that they remember the short story activities they used because short story facilitates the psycholinguistic process of decoding and understanding the meaning of written materials. The data in table for item no.17 shows that 5(3.4%) strongly disagree, 17(13.3%) disagree and 8(6.2%) undecided. They answered that, using short story activities not comfortable for stages of reading. On the other hands, 70(54.7%) agree and 28(21.9%) strongly agree. This indicates that using short stories are comfortable to follow the stages of reading. The last item no. 18 also shows, 10(7.8%) strongly disagree, 12(9.4%) disagree and 9(7%) undecided. They believed that short story activities does not make reading lesson enjoyable. In contrast, 34(26.6%) agree and 63(49.2%) strongly agree that it clearly shows short story activities make the reading lesson more enjoyable. Therefore, from the above table, we can understand that students have a good perception, enjoy reading short story and don't afraid using short story in learning reading, but they are not practicing

According to Lazar (1993), "...short stories develop EFL learners' personal creative powers and other higher-level thinking skills and can contributed in developing emotional intelligence as well..." As Slater and Collie (1991) said that using literature in language teaching is very advantageous for it offers four benefits: authentic material, cultural enrichment, language advancement, and personal growth. So, reading through the short stories develops the students reading habits. As Riley asserts, "Pre-reading, during reading and post reading activities tailored to the specific learning, context may help the learner gain access to the story by becoming more aware of its structure"(426).

Table 4: Short Story Activities Related to Text book

No	Items	R	Extent of Agreement					To tal
			1	2	3	4	5	
19	My textbook has enough short story activities.	F	62	52	1	6	7	128
		%	48.4	40.6	0.8	4.7	5.5	100
20	The short story encourages me to develop my reading skills.	F	44	60	8	9	7	124
		%	34.4	46.9	6.2	7.0	5.5	100
21	The short story strengthens my own and others' cultural.	F	40	58	5	12	13	124
		%	31.2	45.3	3.9	9.4	10.2	100
22	Short story helps me understand different thought and ideas.	F	39	69	5	6	9	128
		%	30.5	53.9	3.9	4.7	7.0	100

As table 4 above shows, for question 19, participants responded 62(48.4%) strongly disagree, 52(40.6%) disagree and 1(0.8%) undecided respectively. Also, others responded 6(4.7%) agree and 7(5.5%) strongly agree. In the same table for question 20, participants answered 44(34.4%) strongly disagree, 60(46.9%) disagree and 8(6.2%) undecided. The left participants also answered 9(7%) agree and 7(5.5%) strongly agree.

For question 21, 40(31.2%) strongly disagree, 58(45.3%) disagree and 5(3.9%) undecided. Also the other respondents said, 12(9.4%) agree and 13(10.2%) strongly agree. For question 22, the participants answered 39(30.5%) strongly disagree, 69(53.9%) disagree and 5(3.9%) undecided respectively. The left participants said 6(4.7%) agree and 9(7%) strongly agree.

One can understand from the interpretation above that the English Language textbook grade 11th that was prepared by Ministry of Ethiopian Education has not short stories that have different activities and encourage students to develop their reading skills. Also, the short stories that

present in English language textbook are not strengthening the students' culture and ideas and comfortable to learn reading.

Even though the English language textbook grade 11th has varieties of classroom techniques for teaching and learning reading skills in the classroom, it has no short stories activities to learn reading skills. According to Fjellestad (2011) asserts that, “textbook must include literary of exercises or activities that give students opportunities to practice and extend their language skills.”

4.2: Teachers' Perception and Practice of Using Short Story to Develop Reading Skill

Table 5: Short Story Activities on Reading Lesson

Key: 1= never, 2= rarely, 3= sometimes, 4= often, 5= usually

N	Items	R	Extent of					Tot
			1	2	3	4	5	
1	It creates opportunity to use reading skills	F	-	-	-	2	1	3
		%				7	2	100
2	Helps to learn new vocabularies.	F	-	-	-	2	1	3
		%				7	2	100

Key: F= frequency, %= percent, R= Respondents

As the table 5 item no.1 shows, 2(75%) often and 1(25%) usually respectively. In the same table item no.2 also indicates 2(75%) often and 2(25%) usually.

Therefore, it is understandable that short stories activities create the opportunity to the students to learn the reading skills and teaching reading activities through short stories is useful to increase new vocabularies.

According to Brumfit and Carter (1986) showed, “...As stories expose students to a wide variety of style and language functions, they can help the students to enhance their thinking skill such as learning vocabulary, discovering questions, evaluating evidences etc...” As Lazar (1993) said that, “...Stories are very enjoyable to read, provide examples of different styles of reading and good basis for vocabulary expansion (p. 18).”

Table 6: Short Story Activities on Teachers' Perception

No	Items	R	Frequency and					Total
			1	2	3	4	5	
3	Using short stories in reading lessons to develop students' reading skills.	F	-	-	-	1	2	3
		%				25	75	100
4	Short stories Stimulate creative thinking of students.	F	-	-	-	2	1	3
		%				75	25	100
5	Short story provides more relaxed atmosphere for classroom.	F	-	-	-	3	-	
		%				100		100
6	Short story gives students' get fresh insight from it.	F	-	-	-	-	3	3
		%					100	100

As can be seen in Table 6, item no.3, 1(25%) often and 2(75%) usually that teaching reading through short stories techniques has a pleasant effect. The data in Table 9, item no.4, also shows that 2(75%) often and 1(25%) usually respectively.

In the same Table, in item no.5, 3(100%) answered often and unfortunately no other respond. For item no.6,3(100%) answered usually that teaching reading skill through short stories, the students got fresh insight. For all, one can conclude from the table that the teachers of Gindo secondary School had good perception of using short stories in teaching reading lessons.

According to Ariogul (2001), "the short story in the ESL/EFL curriculum 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, make the students free and pleasant, create the classroom relaxed and so on." Also according to Collie and Slater (1991), "Literary texts increase foreign language learners' insight into the country and the people whose language is being learn.

Table 7: Short Story Activities in Developing Reading and Other Skill

No	Items	R	Extent of					Total
			1	2	3	4	5	
7	Enhance reading skill	F	-	-	-	1	2	3
		%				25	75	100
8	Developing reading skill has benefit for developing others skills.	F	-	-	-	-	3	
		%					100	100
9	Builds confidence in the learner's ability to read English.	F	-	-	-	2	1	3
		%				75	25	100

For the above table 7, the participants answered, in item no. 7, 1(25%) often and 2(75%) usually respectively. In the same table, for item no. 8, 3(100%) answered usually. With regard to item no. 9, 2(75%) answered often,1(25%) answered usually. Therefore, as we can understand from the respondents above, teaching reading skill through short story activities helps the students to build their confidence, enhance reading and other skill in their language learning

As Murdoch (2002) believes, ‘‘the proper use of short stories can offer opportunities for EFL to integrate reading comprehension skill with others productive skills like speaking, writing and if selected and exploited appropriately; this use allows instructors to teach the four language skills to all levels of language proficiency and can enhance EFT course for the learners (p. 9).’’ And also ‘‘Short Stories allow teachers to teach the four skills to all levels of language proficiency.’’

Table 8: Teachers’ practice of Using Short Story in Reading Classroom

No	Items	R	Extent of Agreement					Total
			1	2	3	4	5	
10	Teaching reading skill through short stories takes long time.	F				2	1	3
		%				75	25	100
11	Require special training.	F		-		2	1	3
		%		-		25	75	100

As can be seen in table 8, item no.10, 2(75%) answered often and 1(25%) responded usually. For item no.11, also shows that 1(25%) answered usual and 2(75%) often.

From the above table one can say teaching reading skills through short story activities take long time and find special training. These points supported by Collie and Slater, (1991) “stories are practical for the English language teachers’ to use as their length is long enough to cover, entirely in one or two class sessions and they are not complicated for teachers and students to work with on their own which can be helpful for developing EFL learners ...”

Table 9: Short Story Activity as an Authentic Use

No	Items	R	Extent of Agreement					Total
			1	2	3	4	5	
13	Provide a bridge between classroom and the real world.	F	-	-	-	-	3	3
		%	-	-	-	3	100	100
14	Builds a better understanding of culture.	F	-	-	1	2	3	3
		%					100	100

For questions on the short story’s activities using as authentic situation in table 9, item no. 13, shows 3(100%) usually. For question no. 14, respondents answered 1(25%) often and 2(75%) usually

To sum up using short stories while teaching reading skill help as a bridge between classroom and the real world as well as short stories builds own and others culture. These ideas in the same line of, Brumfit and Carter (1986), using literature in language teaching has the advantage of providing cultural information about the target language and helps to relate classroom with real world.

4.3 Analysis of Teachers' Interview

Teacher A: for question one, the teacher answered by saying he has good perception of using short stories because it plays vital role for one's language development and teaching reading skills through short stories are very nice and interesting, even though, using short stories find the skill or special training. Short stories increase the students' vocabularies because short stories are rich by words.

For question no. 2, the teacher replied, rarely as not to practice regularly due to some factors.

For question no. 3 the teacher A said he is not motivated his students in teaching reading skills through short stories and generally, literary texts because to motivate someone or students you must have a well-designed text book. For question no.4. the teacher replied Language difficulty, shortage of time, text book design problem, lack of materials to be read, less emphasis given to short story, generally short story and literary texts were identified as problems respondents faced while learning reading. Depending on question no. 5 he answered while teaching reading lessons through short story activities, the teacher should introduce the background of the story, tell how grammar is learnt, list new words and ask the students their meaning, the theme of story etc. For the sixth question the teacher said that the English language textbook of grade 11 has not contained short stories activities that integrate all skill. Even though, there are few short stories in English textbook of grade 11.

Teacher B: the teacher answered question no.1, that he has positive attitude of using short story and he like a lot teaching reading using through short story. For question no.2, teacher B. replied often, even though the textbook has a few short stories. For question no.3 teacher said yes on account of using short stories make the lessons interesting, makes the classroom relaxing and also it creates interaction or communication among students. The teacher said for question no.4 that he faced the problems such as lack of references that contains local short stories. short

stories are not understandable for students and teachers because it is written by old words. And the other problems he faced was the English language textbook grade 11th not contains practicing reading skills through short stories activities. Text passage not catch mind of students like short story activities when he used in teaching reading lessons. Depending on question no.5, he said that while teaching reading skills through short stories, teacher should motivate the students, ask characters of short stories and its elements. While teaching reading lessons by using short stories activities, he used the reading strategies such as pre-reading, while-reading and post-reading strategies. For question no. 6, the teacher said that he has seen English textbook grade 11th has no short stories that motivate and enjoy students. There are some reading lessons in English language textbook grade 11th that not use short stories activities to develop or practice reading skills.

Teacher C: on question no.1, the teacher said that he has somewhat good perception of using short stories to develop their reading skills but the problem is English Language Textbook. And he said you know you depend on course book and guide to teach and motivate students. For question no.2, the teacher answered that he has no practice of using short story because it takes time, students language proficiency is low in using short story and the curriculum is not initiates you to work on it. For question no. 3, he replied that no, because I couldn't get due chance strongly to motivate students about using short stories. For question no.4, he said that he faced some problems like difficult to understand the message of story and shortage of time. Also on question no. 5, the teacher said that all teachers when they are teaching reading using short story, they should use good method of teaching and tell the students what they should focus on. For the last question the teacher answered that English Language Textbook Grade 11th has no good short stories that motivated students to develop their reading skills.

Based on the above teachers' interview one can see that teachers were not motivated the students to read short stories in order to increase their reading skills although most of teachers' perception is good. In addition, they have no practice to teach reading using short story. But the teachers should involve in practice with their students while they are teaching the lesson and they should motivate the students to read the short stories to develop their reading skills. As Duff and Maley (2007) said that, interest in literature is one of the most motivating resource for language learning. In addition, the use of short stories in ELT classrooms has attracted great deal of

interest among EFL teachers. The teachers may face some problems while they were teaching reading skill through short stories such as shortage of period, unfamiliar words, lack of books/references that contains local short stories and so on.

Additionally, in line with Erkaya (2005) who notes three benefits of using short stories to teach ESL/EFL such as literary, cultural and higher-order thinking benefits. Also, short stories texts expose learners to fresh themes and unexpected language. In same interview we can see that the teacher should do some activities while using short stories in teaching reading skill. They should ask the students to list unfamiliar words and tell them as they find the meaning of new words later correct for them. This is in line of Richard A. Raschio(1991) the teachers must pay attention to the nonlinear process of the skill of reading. For each short story, a number of tasks can be designed to cover the basic language skills required for an efficient reading comprehension. These tasks may be vocabulary work, reading comprehension questions, oral presentation of the short stories, interpretation and et. In addition, teachers practice of using short story were very low according to the above interview owing to some problems.

Finally, in the above teachers' interview one can see English Language Textbook Grade 11 has no short stories activities that help to develop students' reading comprehension. If Federal democratic republic of Ethiopia ministry of education adds some short stories activities in teaching reading skills lessons in English for Ethiopia student textbook grade 11, the students will be more benefited to develop their reading skills. According to Fjellestad (2011) asserts that, "textbook must include literary of exercises or activities that give students opportunities to practice and extend their language skill

4.4 Analysis of Short Stories Reading Lessons in English Language Text Book of Grade 11

Table 10: Analysis of Short Stories on Grade 11th English Text Book

No	Criteria for evaluating	Unit One	Unit Two	Unit Three
		Contents	Contents	Contents
		A1.7 Reading: The African Union B1:2 Achievements Of the African union	A2.12 Reading: Barriers to learning B2.2 Reading: Oweka learns lesson B2.7 Reading: Magazine Article	A3.9 Reading: The Essay A3.10 Reading: Medical Innovators A3.12 Reading: Poem-Night of the Scorpion B3.2 Reading: Killer
1	Does it provide effective short stories strategies for facilitating various skills?	A1.7: not short story B1:2 It is not short story	A2.12: not short story B2.2: yes B 2.7: not short story B 2.8: not short story	A 3.9: not short story. A3.10: not short story A3.12: not short story but it's kind of literature B3.2: not short story
2	Does it make creative thinking?	A1.7: Some	A2.12: not much B2.2: yes B2.7: no	A3.9: no A3.10: no A3.12: yes
3	Do short stories offer different activities?	A1.7: Almost but not short story	A2.12: not story B2.2; yes B2.7: some	A3.9: not story A3.10: yes, but not short story

4	Does students acquire social and linguistic lesson?	A1.7: a lot but not short story	A2.12: yes, but not short story B2.2: great B2.7: yes but not story	A3.9: yes, but not short story A3.10: yes, but not short story
5	Does it create supportive and enjoyable atmosphere?	A1.7: Not much	A2.12: no B2.2: yes B2.7: yes, but not story	A3.9: no A3.10: yes, but not story A3.12: yes, but not short story

No	Criteria for evaluating	Unit Four	Unit Five	Unit Six
		Contents	Contents	Contents
		A4.7 Reading: Myths about HIV\Aids B4.2Reading: HIV\Aids in African	A5.3 Reading: Extract from a tourist brochure or website A5.8 Reading: The impact of tourism B5.7 Reading: Operation	B6.1 Reading: Different kinds of texts B6.3 Reading: Leaving Miguel Street
1	Does it provide effective short stories strategies for facilitating various skills?	B4.2: not short story A4.7: not short story	A5.3: not short story A5.8: not story B5.7: yes	B6.1: not short story B6.3: yes
2	Does it make creative thinking?	A4.7: yes, but not short story B4.2: yes, not	A5.3: not a lot A5.8: yes, not short story B5.7: yes	B6.1: not much B6.3: yes
3	Do short stories offer different activities?	A4.7: yes, but not story B4.2: yes, but not story	A5.no A5.8: no B5.7: yes	B6.1:no B6.3: yes

4	Does students acquire social and linguistic lesson?	A4.7: yes B4.2: yes	A5.3: yes A5.8: yes B5.7: yes	B6.1: yes B6.3: yes
5	Does it create supportive and enjoyable atmosphere?	A4.7: not much B4.2: not much	A5.3:no A5.8: not much B5.7: yes	B6.1: not much B6.3: yes

No	Criteria for evaluating	Unit Seven	Unit Eight	Unit Nine
		Contents	Contents	Contents
		A7.2 Reading: The challenge of climate change B7.7 Reading: Why	A8.2 Reading: The tale of tap B8.8 reading: how the world	A9.2Reading: Disability is no obstacle success B9.8Reading: poem
1	Does it provide effective short stories strategies for facilitating various skills?	A7.2:no also it is not short story B7.7: not short	A8.2: yes B8.8: not short story	A9.2: not short story B9.8: not short story but type of literature
2	Does it make creative thinking?	A7.2: yes, but not short story B7.7: yes, but not	A8.2: yes B8.8: yes, but not short story	A9.2: yes B9.8: yes
3	Do short stories offer different activities?	A7.2: not short story B7.7: not short	A8.2: yes B8.8: not short story	A9.2: yes, but not short story B9.8: not short story
4	Do students acquire social and linguistic lessons?	A7.2: yes B7.7: yes	A8.2: yes B8.8: yes	A9.2: yes B9.8: yes
5	Does it create supportive and enjoyable atmosphere?	A 7.2: not much B7.7:no	A8.2: yes B8.8:no much	A9.2: yes B9.8: yes

No	Criteria for evaluating	Unit Ten	Unit Eleven	Unit Twelve
		Contents	Contents	Contents
		A10.5 Reading: A poem	A11.8Reading: Newspaper report B11.5Reading: Job Advertisements	B12.4Reading : A magazine article
1	Does it provide effective short stories strategies for facilitating various skills?	A10.5: not but it is type of literature	A11.8: no B11.5: not short story	B12.4: not shot story
2	Does it make creative thinking?	A10.5: yes	A11.8: yes B11.5: not much	B12.4: yes
3	Do short stories offer different activities?	A10.5: not short story	A11.8: yes B11.5: not short story	B12.4: not short story
4	Does students acquire social and linguistic lesson?	A10.5: yes	A11.8: yes B11.5:	B12.4: yes
5	Does it create supportive and enjoyable atmosphere?	A10.5: not much	A11.8: almost B11.5: not much	B12.4: almost

English for Ethiopia students' textbook grade 11 was prepared by federal democratic republic of Ethiopia, ministry of education in 2003(E.C.). This textbook focuses on the development of listening, speaking, reading and writing skills for communication in a wide variety of contexts, informal to formal. It also focuses on the understanding and application of English grammar rules, as well as the development of English vocabulary. Important sub-skills are developed through the subject too, such as understanding and applying spelling rules.

Grade 11 English for Ethiopia aims to facilitate the development of language in meaningful contexts which are suited to secondary school students. In addition, grade 11 English for Ethiopia is designed to encourage interaction amongst students through individual, pair, group

work and whole class activities. This textbook consists of 12 units, with each unit divided into two parts, plus four revision units and an end of year examination.

In each unit, there is usually at least one reading section (often two). The aim here is to develop students' reading skills including the ability to read for different purpose, to increase one's reading speed to comprehend and to read between the lines.

The researcher evaluated English language textbook grade 11 in above table, depending on outing Criteria's for evaluating short story activities that develop reading skills. As table of evaluation shows English language textbook Grade 11th has 27 reading lessons. From these 21 lessons are passages or non-literary, 3 lessons are poems and only 3 lessons seem short stories.

Generally, English language textbook grade 11 has no short story activities that develop reading skills by integrating with others skills by provoking the mind of learners. If there are some short stories that integrate with others skills, the students will develop their reading skills because there are big differences between learning using short story and other reading materials. Moreover, learning reading skills through short stories help students to facilitate various skills, help to think critically, learn social and linguistic language and make the classroom enjoyable atmosphere. According to Fjellestad (2011) asserts that, "textbook must include literary of exercises or activities that give students opportunities to practice and extend their language skills." A study by Oster (1989) has shown that high- intermediate and advanced students also benefit from the literary texts. As this study shows the students of Gindo secondary School were not benefited from short stories activities to practice reading skills through short stories activities.

4.5 Classroom Observation Analysis

From what the researcher has observed at Gindo secondary School teacher did not motivate their students to use short stories to develop reading skill. There is no practice of teachers using short story regularly. After the observation, when the researcher asked why not practice and motivated the students to read short stories, they reason out: English language textbook not offers to do that. English language textbook of grade 11 has no short stories that help students to develop their reading skills and it takes long time to read. Even the others said 'I am not expert of literature rather than expert of language.'

Also, as the researcher has observed using short stories in learning reading skills have a strong positive impact on students' achievement, and that they are more motivated, learn new words and refresh their minds. These results related with the ideas of Brumfit and Carter (1986) showed, "...as stories expose students to a wide variety of styles and language functions, they can help the students to enhance their thinking skill such as learning vocabulary, discovering questions, evaluating evidences etc..." Also the students used from short stories activities in learning reading lessons that integrate with others skills but the teachers not employed the time for short story activities. As Murdoch (2002) believes, "the proper use of short stories can offer opportunities for EFL learners to integrate reading comprehension skill with others productive skills like speaking, writing and if selected and exploited appropriately; this use allows instructors to teach the four language skills to all levels of language proficiency and can enhance EFL course for the learners (p. 9)." And also "Short Stories allow teachers to teach the four skills to all levels of language proficiency.

CHAPTER FIVE: Summary, Conclusion and Recommendation

5.1: Summary

This section presents the main highlights of the whole study by touching upon the objectives, methodology and the findings of the study. As it has been mentioned in this paper, this study focused on teachers' and students' Perception and practice of using short stories to enhance reading skill in EFL classroom: The case of Gindo secondary school grade 11th. The specific objectives of this study were four:

Firstly, to find out English language teachers' and students' perception of using short stories to develop reading skill in EFL classroom.

Secondly, to investigate teachers' and students' practice of using short stories to develop reading skill in EFL classroom.

Thirdly, to assess the current situation of English language textbook of grade 11 in relations to holding short stories in reading lessons.

To this end, related literatures were reviewed in dealing with the basic questions. This study was conducted at Gindo secondary school grade 11th by taking 128 students and three English language teachers of Gindo secondary school. In order to collect the relevant data for the study, a mixed methods design that contained both qualitative and quantitative methods was employed. The quantitative instrument contained the students' and teachers' close-ended questionnaires that related with the title. The qualitative contained the teachers' interview, class observation, evaluation of English language textbook grade 11th in order to shows whether or not the text holds short stories in reading lessons. Before the data were collected for the main study, questionnaires, class observation checklists, questions for interview and checklists for evaluation of short stories in English language textbook grade 11th were taken place. After that the data was collected from the participants of the study.

Based on the analysis, interpretation also made. Following this, the finding of the analyses was discussed with references to research questions the study was intended to answer. The major findings which portray perception and practice of teachers and students of using short stories in reading skills in EFL classroom: the case of Gindo secondary School Grade 11th, as follows:

Regarding to teachers' perception of using of short stories activities in reading lesson, Gindo secondary school teachers have good perception toward using short stories in teaching reading lesson, but no more practice they made to teach reading using of short story. They believed that using short stories in reading lesson can enhance students reading skill however they don't motivate learners toward learning. But they haven't used short stories because as they explained, the text book doesn't offer and using short stories take a long time.

When it comes to short stories activities on its significance, using short stories in reading skills help the students to practice the activities, make them to enjoy reading inside and outside the classroom. Moreover, short stories motivated the students to learn reading skill in classroom as well as help to learn the structure of sentences.

Regarding to short stories on students' perception, most students have positive attitude and don't afraid of using short story and in sighted short stories help them in gaining vocabulary in different context, creating ideas, improving the understanding of semantic and pragmatic, improve their personal reading habits skills, make them relax and make the lesson enjoyable. Therefore, they have good perception toward the use of short stories. However, the practice of students of using short stories were low and they responded that using short story is not easy. Furthermore, they didn't have practice inside classroom and outside consider as easy using short in their language learning

Depending on short stories activities related to textbook, the English Language Textbook Grade 11th has not hold short stories that help the students to practice reading skills, strengthen their culture and has not short stories that help students to understand different thoughts and ideas.

In addition to this, learning reading skills through short stories in EFL classroom, increase students' motivation, broaden the ability to think, make students feel themselves comfortable as well as increase their interest in reading skills due to being authentic materials (Erkeya,2005)

When it comes to short stories activities in reading use, short stories increase the opportunity to use reading skills and help the learners to increase their vocabularies.

Related to short stories activities to develop reading skills, short stories enhance students' reading skills by attracting the learners' attention. Because of this, short stories build confidence in the learners' ability to read English.

It was explored that teaching reading skill through short stories not take long time but to use short stories in reading skills, it needs training. Moreover, short stories are used as authentic materials. Because of this, it connected the actual classroom with the real world as well as builds a better understanding of cultures.

Regarding to teachers' interview, using short stories in reading lessons push the students out of a passive reading and help them to comprehend every text.

Related to evaluating English language textbook Grade 11th, the text has around 27 reading lessons. From these, only three lessons seem to short stories

When it comes to class observation, the teachers didn't motivate their students to use short stories and they didn't employed time to use short stories in reading lesson. But the students were relaxed, not afraid to read, get new words, learn all language skills integrated and motivated to read short stories during classroom.

5.2. Conclusions

Based on the findings of the study, the following conclusions were drawn:

The general objective of this study was to investigate teachers' and students' Perception and practice of using short stories to develop reading skills in EFL classroom: The results from , questionnaires, , class observation, evaluating short story activities and exercises in the Grade 11 English Language textbook and teachers' interview clearly specify that using short stories in learning reading skills has strong advantages on students' achievement but there are some problem to engage in practice. Similarly, using short stories activities in classroom is more interesting for the students than non-literary text those found in their textbook.

Furthermore, a study by Oster (1989) has shown that high-intermediate and advanced students also profit from literary texts. What students read gives them the opportunity to come up with their own insights and helps them to speak the language in a more imaginative way. They become more creative since they faced with their own point of view. According to Oster,(1989.P.

85.) this process leads to critical thinking by confirming, ‘Focusing on point of view in literature enlarges students’ vision and fosters critical thinking by dramatizing the various ways a situation can be seen’

Also this study is in line with other studies on the effect of reading comprehension on academic achievement. Reading comprehension is regarded as important for academic achievement and seen to be a prerequisite for many academic skills (Bharuthram, 2012; Grimm, 2008). This is because many subjects are learned by reading which means that one’s reading comprehension skills should be of high quality.

The first specific objective of the study was to identify teachers’ and students’ perception towards using short stories in learning reading skills in classroom. As data gathered from the participants of the study shows, the teachers and students of Gindo secondary School haven’t been teaching and learning reading skills through short stories and they haven’t perceived good. They also not practiced short stories to increase the students’ reading skills. According to Clandfield and Foord (2006), the foreign language teachers should find new ways to motivate their students. But, the teachers of this School not found the new ways to increase the students’ reading skills.

The second specific objective of the study was to investigate teachers’ and students’ practice of using short stories in learning reading skills in EFL classroom. The results related to this objective shows that, students and teaches haven’t a practice of using short stories in learning reading skills in EFL classroom. The results from witness show that the students’ problems were on practice and thought short story is too difficult to develop their reading skill using of short stories activities. While teachers’ problems were textbook and other resource available to teach reading skill. Additionally, if there were short story activities that help to develop students reading skills in English language textbook of grade 11th, the students would strengthen their reading skills easily as regarded in the text book analysis as well teachers would encouraged to stimulate and feel comfort to teach reading using of short story. This implies that the reading passages in the text are not interesting and motivating students as much as short stories. These results are in line with the research findings of Krashen and Terrell (1983), in their research they clearly explained that when the learning condition or atmosphere is relaxing and anxiety free, students change the input into intake and that short stories can solve the problem of motivation

and attitude for many learners since it by nature is interesting and can motivate learners to go to the language.

The third specific objective of this study was evaluating the short stories activities that holding in English language textbook grade 11th in reading lessons. Based on the results of evaluated the short stories activities and exercises in English language textbook grade of 11th, from 27 reading lessons, only three lessons seem to short stories, four lessons are poems and 21 lessons are non-literary texts. This implies that English language textbook grade 11th has no short stories activities and has great impact on developing students' reading skills. If the English language textbook grade 11th had short stories activities, it could be teachers' mandate and students would develop their reading skills and others skills as well. According to Ariogul (2001 P. 11-18) students benefits the following points out in his study: Make the students' reading tasks easier due to being simple and short when compared with the other genres. Enlarge the advanced level readers' world view about different cultures and different groups of people. Motivate learners to read due to being an authentic material. Promote critical thinking skills and gives chance to use their creativity. Facilitate teaching a foreign culture and make students feel comfortable and free.

Helps students to go beyond the surface meaning and dive into underlying meaning and helps students coming from various background to communicate with each other because of its universal language. But because of English language textbook grade 11th is not holding short stories activities in reading lessons, the students of Gindo secondary school missed the above skills.

The results from class observation and teachers' interview indicated that learning reading skills through short stories activities help the students to refresh their minds, learn new language styles and develop their reading skills easily. But as results from teachers' interview showed, teachers not motivate their students to read short stories because the text not holds short stories activities and they need extra training on short stories activities to use in reading lessons. Short story practice of teachers was not good. Also, while they use short stories to teach reading skills, they faced some problems such as new vocabulary, shortage of time, lack of references that contains local short stories that are comfortable for using to teach in reading lessons. They point out that they did different task when teaching reading skill using of short story such as word meaning, grammar, structure of each or some sentences, idea of the story, even character, setting etc. At

the last they refer the big problem came from the design the text book to use short story to develop reading skill and others.

5.3. Recommendations

Based on the conclusions drawn, the following recommendations were forwarded:

- ❖ EFL students should use short stories activities in learning reading skills in classroom. Because, short stories could aware, motivate, and make the lessons interesting for students. Moreover, using the short stories in reading lessons should help the students to gain new vocabularies, new styles of sentences and out students from passive reading skills to active reading skills as well as should develop personal reading habits. Students should practice big in order to reach on set goal in any education process as they have good perception of using short story. The students should practice outside and inside the school to learn the skills of the target language.
- ❖ The Teachers should use and practice short stories activities to teach reading skills as well as motivate their students to read different short stories, because if the teachers motivate the students during the classroom, the students follow their teachers' lessons by relaxing. The teachers should find new ways to increase their students' reading skills. Because learning reading skills are non-linear.
- ❖ There should short story activities that help to develop students reading skills in English language textbook of grade 11th, students that strengthen their reading skills easily.
- ❖ EFL Teachers should get the extra training on short stories to use in teaching reading skills in classroom because using the stories in teaching reading skill needs the skills itself. To select the short stories for teaching in reading skills, the teachers should get the training how they select. Therefore, the body that concerned should give the training for the teachers how they use short stories in teaching reading skills.
- ❖ Federal Democratic Republic of Ethiopia Ministry of Education should add authentic short stories activities in English language textbook grade 11th as reading lessons that help to develop students' reading skills because short stories activities should increase students' opportunities to practice and extend their reading skills.

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APPENDIX A
JIMMA UNIVERSITY

COLLAGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

1. Questionnaire to be filled by Students

Dear Students,

The main purpose of this questionnaire is only to collect relevant information about Teachers' and Students' perception and practice of using short stories in learning reading skill in EFL classroom in Gindo secondary School of South West Shoa Zone Amaya Woreda. Therefore, you are kindly requested to give appropriate information on the issue related to the study. The success of this study directly depends on your honest and genuine response to each question. The data you give will be kept confidential and used only for the purpose of this study.

Thank you!

Part one: General Information and personal data

Direction: put (X) mark on the prepared line space

Name of School_____

Your sex: male_____ female_____

Your age: 15-20_____ 21-24_____ 25-28_____

Part two: Questionnaire that focused on the main issue of research problems for investigation.

Direction: Based on the concept of each item, please try to select the option that directly represent your own position and fill it on space provided. Similarly write brief answer for the questions which are opened ended.

For your response use these scales:

1. Strongly Disagree (SD) 2. Disagree (DA) 3. Undecided (Un) Agree (A) 5. Strongly Agree (SA)

Complete the table by putting a tick

ITEMS	SCALES				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Short stories activities that the teacher uses.					
1.2. Teachers are using short stories to teach reading					
1.3. Teachers encourage students to use short stories activities.					
1.4. Teachers create different situation to use short story activities in teaching-Learning reading skill.					
2.Short story activities on its significance					
2.1. Short story activities are easy to practice.					
2.2. I enjoy practicing short story activities in and outside the classroom.					
2.3. Short story activities are motivating for learning reading skill.					
2.4. Short story helps to learn how sentences are built grammatically.					
3. Students' perception of Short stories					
3.1. I enjoy reading short story activities in classroom					
3.2. I am afraid of reading short story activities with my classmate.					
3.3. I am developing my reading skill					

through short stories.					
3.4. Short story activities are helping me in gaining more vocabulary in different context.					
3.5. Short story activities help me in creating ideas and thoughts.					
3.6. Short story activities help me to improve my understanding of semantics and pragmatics					
3.7. Short story activities improve my personal reading habits skill.					
3.8. Short story activities are useful in improving my reading skill.					
3.9. I can understand and remember the short story activities I read.					
3.10. Short story activities are comfortable to follow the stages of reading.					
3.11. Short story activities make reading lesson enjoyable					
4. Short story activities related to textbook	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. My textbook has enough short story activities.					
2. The short story encourages me to develop my reading skill.					
4.3. The short stories strengthen my own and others' cultures.					
4.4. Short stories help me understand different thoughts and ideas.					

APPENDIX B
JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Questionnaire to be filled by Gindo secondary School Grade 11th English Teachers

Dear Teachers!

Thank you for your willingness to give answers to these questionnaires by devoting your precious time. The main purpose of this questionnaire is to gather data for an M.A degree in TEFL thesis. The study aims to investigating teachers and student's perception and practice of using short stories activities to develop reading skill. The information you give will be kept confidential and will only be used for this study.

Thank you!

Background Information

Sex: Male _____ Female

Qualification

Diploma _____ B.A. degree _____ M.A. _____ other _____ School _____

Teaching experience

1 to 5 years ____ 6- 10 years 11 to 15 years _____ 15 to 20 years _____ More
than 20 years _____

Items	SCALES				
1. using Short stories activities in reading classroom	Never(N)	Rarely(R)	Sometimes(S)	Often(O)	Usually (US)
It creates opportunity to use reading skill					
2.2. Helps to learn new vocabularies					
2.Short Stories activities on teachers' perception	Never(N)	Rarely(R)	Sometimes(S)	Often(O)	Usually(US)
Using Short Stories in reading lessons to develop students' reading skills					
Short stories stimulate creative thinking of students.					
3.3. Short stories provide more relaxed atmosphere for classroom.					
3.4. short stories give students fresh insight from it					
4. Short Stories activities to develop reading and others skills.	Never(N)	Rarely(R)	Sometimes(S)	Often(O)	Usually (US)
4.1 Enhance reading skill					
4.2 Developing reading skill has benefit for others skills.					
4.3 Builds confidence in the learners' ability to read English.					
5. Teachers 'experience on	Never(N)	Rarely(R)	Sometimes(S)	Often(O)	Usually

using short stories in teaching reading lesson.					(US)
5.1 Using short stories in teaching reading skill take long time					
5.2 Require special training.					
6. Short Stories activities using authentic situation.	Never(N)	Rarely(R)	Sometimes(S)	Often(O)	Usually (US)
6.1 Provide a bridge between classroom and the real world.					
6.2 Builds a better understanding of culture.					

APPENDIX C

JIMMA UNIVERSITY

College of Social Sciences and Humanities

Department of English Language and Literature

Criteria's for evaluating short story activities and exercises in the Grade 11 English Textbook.

Criteria for evaluating	Unit One		Unit Two		Unit Three	
	Contents		Contents		Contents	
	A1.7 Reading: The African Union		A2.12 Reading: Barriers to learning B2.2 Reading: Oweka learns lesson B2.7 Reading: Magazine Article B2.8Reading: Studying on your Own		A3.9 Reading: The Essay A3.10 Reading: Medical Innovators A3.12Reading: Poem- Night of the Scorpion B3.2Reading: Killer diseases B3.8 Reading: A government health leaflet	
Does it provide effective short stories strategies for facilitating various skills?	yes	no	yes	no	yes	No
Does it make creative thinking?						
Do short stories offer for different activities?						
Does students acquire social and linguistic lesson?						
Does it create supportive and enjoyable atmosphere?						

Criteria for evaluating	Unit Four		Unit Five		Unit Six	
	Contents		Contents		Contents	
	A4.7 Reading: Myths about HIV\Aids B4.2Reading: HIV\Aids in African		A5.3 Reading: Extract from a tourist brochure or website A5.8 Reading: The impact of tourism B5.7 Reading: Operation rhino		B6.1 Reading: Different kinds of texts B6.3 Reading: Leaving Miguel Street Reading: Song of Lawino	
Does it provide effective short stories strategies for facilitating various skills?	yes	no	yes	no	yes	No
Does it make creative thinking?						
Do short stories offer for different activities?						
Does students acquire social and linguistic lesson?						
Does it create supportive and enjoyable atmosphere?						

Criteria for evaluating	Unit Seven		Unit Eight		Unit Nine	
	Contents		Contents		Contents	
	A7.2 Reading: The challenge of climate change B7.7 Reading: Why weather		A8.2 Reading: The tale of tap B8.8 reading: how the world is dealing with water shortage		A9.2Reading: Disability is no obstacle success B9.8Reading: poem	

	forecasts are important					
Does it provide effective short stories strategies for facilitating various skills?	yes	no	yes	no	yes	No
Does it make creative thinking?						
Do short stories offer for different activities?						
Does students acquire social and linguistic lesson?						
Does it create supportive and enjoyable atmosphere?						

Criteria for evaluating	Unit Ten		Unit Eleven		Unit Twelve	
	Contents		Contents		Contents	
	A10.5Reading: A poem		A11.8Reading: Newspaper report B11.5Reading: Job Advertisements		B12.4Reading: A magazine article	
Does it provide effective short stories strategies for facilitating various skills?	yes	no	yes	no	yes	No
Does it make creative thinking?						
Do short stories offer for different activities?						
Does students acquire social and linguistic lesson?						
Does it create supportive and enjoyable atmosphere?						

APPENDIX D

TEACHERS' INTERVIEW

JIMMA UNIVERSITY

College of Social science and Humanities

Department of English Language and Literature

Dear teacher,

The purpose of this task is to get detail information about the EFL teachers' and students' perception and practice of using short stories to develop reading skill.

Time

Questionnaires:

1. What is your perception or attitude of using short stories to develop reading classroom?
2. How often do you practice using short stories in teaching reading classroom?
3. Are you motivating your students while teaching reading skill through using short stories?
4. What problems do you face when you are teaching reading skill through short stories?
5. What do you think English language teachers should do while teaching reading skill?
6. How do you see the short story activities in Grade 11th English Language Textbook?

APPENDIX E

JIMMA UNIVERSITY

College of Social sciences and Humanities

Department of English language and Literature

The effect of using of short story activities in reading classroom.

Checklists of Classroom Observation

Date_____ Period _____ Name of school _____

Teachers' Code_____ Contents _____

Grade_____ Section _____

	Teacher 1		Teacher 2		Teacher 3	
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Activities and Topics	Yes	No	Yes	No	Yes	No
Practice and motivation						
Teachers and students are practicing using short stories to develop reading skill.						
Teachers encourage students to use short stories activities.						
1.3 Short stories refresh mind of students while they are learning reading in classroom.						
Significance of short stories						
2.1 Students learn new words while						

reading short stories						
2.2 Students get new language learning technique.						
Students learn all language skills integrated.						
Time Management						
Teachers use time to employ short story activities.						