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“Teaching Short Stories for Tenth Grade in Classroom in Palestine”

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**This Thesis is presented in partial fulfillment of the requirements for the degree of
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Abstract

This study examines the use of the short story to teach English language and introduce students to literary elements and cultural issues in classroom in Palestine. Forty-eight students of tenth grade filled out a questionnaire before the implementation of the study in order to know their attitudes towards teaching the short story. Moreover, they were exposed to an assessment exam to decide their language proficiency. After that, eighteen lessons were given to the study about the short story. At the end, students of the experimental group filled out a questionnaire and both groups were exposed to a post-test.

Believing that teaching short stories develop students' English language proficiency, the researcher finds that it is significant to carry out this study, which provides a brief background about the students' needs for using short stories in teaching and the way students were exposed to the teaching of short fiction. Teaching short stories will make students more encouraged to learn English, compared with using textbooks (the workbook and the students' book). The researcher explains the attitudes of students towards using the short story in teaching positively and negatively, whether they like or don't like. All things considered, the study aims to shed light on the results of teaching short stories and how students become more active.

Keywords: Short story, literary elements.

Chapter I: Introduction

1.1. Overview of the Study.

Teaching language through literature is a trend started in the 1930s of the last century. Not all researchers agree on the time of using literature in teaching language. Some of them claim that the date goes back to hundreds of years. Clandfield (2003) points out that it has only been since the 1980s that this area has attracted more interest among EFL teachers. Spack (1985) argues that in recent years, however, many educators in both fields have again acknowledged the academic, intellectual, cultural, and linguistic benefits of the study of literature. This study aims at supporting the process of teaching literature (short story as a genre) in the classroom for non-native speakers of English as a very helpful way in developing learners' language.

Literature is an authentic material, which refers to a language that is original and natural of the authors who do not write the literary works with controlled vocabulary for certain purposes like school books. It is beneficial for learners of English to be exposed to authentic language, which is used to address native speakers. This language can be used in the classroom as a context to help students understand more effectively.

Teaching literature to non-native speakers enables students to gain linguistic uses, forms and idiomatic expressions. In this context, teaching literature is an ideal way for foreign learners to get to the history, culture and mainly to the target language. A good novel or short story may involve students in the suspense of knowing the plot. It also helps learners to deduce meanings and learn the linguistic clues that provide them with techniques to read other sorts in the same field.

For learners who choose literary works of good quality, they become more creative and motivated to master the language. This leads to a personal involvement when readers are involved in the literary work and the period of that work which has different aspects and elements that encourage learners to keep reading the story from beginning to end. Readers start to know what is going on and imagine the setting to explore the characters, setting, conflict... etc. This has beneficial effects upon the whole language learning process which can be obtained through the well-chosen literary work. Nasr (1979) says that: contact with at least some of the great literature of the foreign culture must remain an important aim in language learning.

1.2. Problem statement:

After years of using literature to teach language, the Palestinian syllabus doesn't have short stories either in the textbook or in a separate book. The main focus of the student's book and

the workbook of tenth grade is on language skills through different exercises. They do not consider teaching short stories.

Therefore, using short stories to teach language enhances learners' language abilities. Teachers of English will use short stories as a material instead or in addition to textbooks. This study will show that using short stories in the classroom of EFL learners is helpful in enhancing the language and involving learners with the literary text positively.

1.3. The purpose of the study.

Believing that using short stories in teaching English may have a great influence on developing learners' language, this study will be conducted to achieve the following goals:

- Reinforcing the skills: short stories can improve learners' vocabulary and reading.
- Motivating learners: short stories have a beginning, a middle and an end. So learners become motivated to read the whole story to find out how the story ends.
- Teaching culture: when learners read a short story, they learn cultural issues related the people whom the short story represents.

1.4. Significance of the study

This study will be significant in teaching short stories to EFL learners to improve their language, cultural knowledge and motivation. According to the literature review, It is the first in Palestine, so it will also be beneficial for teachers planning to use short stories in the classroom to teach language and to the persons in charge to change the policy of designing syllabus to include short stories. By understanding the needs of learners and benefits of using short stories, teachers and syllabus designers may be assured of the advantages of using short stories.

1.5. Research questions.

1. Is teaching short stories beneficial for improving English language in the classroom for EFL learners?
2. Can short stories introduce learners to literary and cultural issues?

1.6. Hypotheses of the study.

1. It is hypothesized that teaching short stories may improve teaching and learning the English language in classroom.

2. It is hypothesized that short stories can introduce learners with literary knowledge and cultural issues.

1.7. Time frame.

Studying the problem statement and deciding on the purpose of the study was done in January 2011. The process of building the questionnaire, assessment and post-test started in April 2011. The implementation of the study lasted from November and ended on December 2011 at Al Thahrieh Secondary School for boys in Al Thahrieh- Hebron. Coding data and feeding into the computer carried out on December 2011.

The researcher tries to shed light on the relationship between using a short story and the teaching of English. There is emphasis on the tools that could be used to improve the teaching process through using short stories, which may lead to benefits on students.

Chapter II. Literature Review.

Background and Literature Review

The researcher presents related aspects which serve as a background for the problem of the study in this chapter. It has definitions, facts and relevant studies about using the short story in teaching English introducing students to literary and cultural issues. Reviewing related views may give a clear perspective about the use of the short stories in teaching and the possibility of using them to improve the students' language as shown in previous studies. Using the short story may improve the teaching of English language.

2.1. Literature review

In order to teach a short story in the classroom, it is important to define literature. Sivasubramaniam (2006) states that literature refers to a body of written texts produced by a culture and highly valued within that culture over a period of time as part of its literary heritage. Short story as defined by Guerin (1979) is a fictional, prose narrative, (which according to Edger Allan Poe, should work toward a single preconceived effect). As opposed

to the tale, the short story in its most finished form fuses its few characters, its few episodes, and its details into a tightly knitted structure.

The elements below should be part of the learners' knowledge before reading a short story. Questions like who, where and when of the story, characters, setting...etc should be asked. These questions should be written next to the paragraph in which the answer is found. For example, Who is the main character? Alternatively, who are the main characters? Where does the story take place? When does the story happen? What is the story about? I think that answering these questions is part of the exercises in which students are exposed to develop their language. Bagherkazemi & Alemi (2010) use Gajdusek's four-level sequence of activities for in-class work.

2.2. The four levels of the model along with Gajdusek's suggested activities for each stage.

I. Pre-reading work: the teacher gives an introduction about the authors and the short story "A Cat in the Rain" when the lessons are about it in relation to the title whether it is suggestive or not. Break the class into groups and ask students to talk about the title. Students say that the story would be about a cat standing in the rain. The same happens in the lessons about "The Story of an Hour". Students think that this story happened in an hour.

Pre-reading vocabulary work includes the following steps:

1. Cloze exercises for words whose meaning can be derived from the context, the teacher gives a worksheet in which students being tested and ask them to try to fill in words that have been left out of the text, in order to show that he or she understands.
2. Providing information on words that bear clues to the cultural and emotional meaning of the text.
3. Training learners in identifying the category of and dismissing words that proficient readers merely categorize.

Additional pre-reading work

1. Student's log: students must identify and pursue what they are trying to learn.
2. Write-before-you-read activities.

II. Factual in-class work: Students do activities on the stories they work on as shown below in classroom.

Point of view

- a. Identifying the point of view and discussing its implications. Ask Students to explain from whose point of view the story is told and give them choices related to both stories "A cat in the Rain" and "The Story of an Hour".
- b. Rewriting the story from different points of view.

Character

- a. Listing the main characters. Students name the main characters after they read “A Cat in the Rain”. Most of them say that Mr. Mallard and Mrs. Mallard are the main characters. And the American wife and George the husband for “The Story of an Hour”.
- b. Analyzing the main characters, their relationships, motivations and conflicts. This activity has different answers according to differences in opinions and attitudes of students toward characters.

Setting

- a. Providing background information about the author in the pre-reading work.
- b. Assigning students to groups to report on the general and specific time and place. The answers vary, but at the end of the discussion students agree on the setting for “A Cat in the Rain”, which is Italy as a place because of the Italian language use and the time wasn’t clear from the text. Concerning “The Story of an Hour”, they say that the time is an hour and the place is Mr. Mallard’s home.

Action

- a. Asking questions and checking for comprehension. Many questions are asked related to “A Cat in the Rain”, like “Where are the husband and the wife staying now?” “How does the weather look like?” “What does the wife want to do?” “What did the husband do?”. In relation to “The Story of an Hour”, Questions like, “What did Josephine tell?” “Where did Mrs. Mallard stand?” “Does Mrs. Mallard become sad?”

“What do you understand from “free, free, free!” said by Mrs. Mallard say?” “Who was opening the front door?”. These questions and others were asked about the actions of the stories.

- b. Having learners work out the time line of the story. Students are expected to arrange the time line of the actions.

III. Analysis

Structure-Plot, conflict, climax

- a. Investigating the plot in terms of conflict, climax, denouement. Ask students questions like “What is the conflict in the story?” “How is the conflict resolved?” “What is the climax?” or “What happens at the end of each story?”
- b. Having learners identify the climax line and then compare their ideas. Ask students “what do you think about each question?”

Theme

- a. Eliciting several topics and having learners state the theme using those topics, asking questions to know what is the theme of the story “What is the main idea of A Cat in the Rain?” and “What is the main idea of The Story of an Hour?” “Is the story trying to teach a lesson?” If so, “What is that lesson?”
- b. Having learners articulate the theme by analyzing topic sentences, the teacher helps students to explain the topic sentences to find out the theme of each story.

Style

- a. Pursuing patterns and figurative language. This starts when the teacher tells students that what they are trying to do is finding out words and phrases that are used in an imaginative and metaphorical way that is different from the usual or basic meaning. For example, “veiled hints that revealed in half concealing”
- b. Having learners divide the text into significant sections and name them with a word or phrase that reveals the author’s purpose, break the class into groups and ask them to divide the story, and title every paragraph. The teacher helps each group when they ask for help.

IV. Extending activities

In-class work

- a. Straightforward debate of issues.
- b. Role-plays.

Erkaya (2003) argues that stories can be used to improve students' vocabulary and reading.

The elements of a short story are:

1. Setting: it is the time and location in which a story takes place.

2. Plot: it is how the author arranges events to develop his/ her basic idea.
3. Conflict: it is essential to plot. Without conflict there is no plot. It means struggle, there are two kinds of conflict:
 - a. External conflict: a struggle with a force outside one's self.
 - b. Internal conflict: a struggle within one's self.
4. Characters: there are two kinds:
 - a. The person in a work of fiction.
 - b. The traits of a person, whether the person is good or bad.
5. Point of View: it is the angle from which the story is told.
6. Theme: the main idea that the author is trying to state. The title of the short story, may point to what the writer is intending to say.

I think that the above elements should be taught in a simplified way, which meets the level of students in relation to grade, age and language proficiency. In the case of this study, the teacher uses ways that suit tenth grade students with different language proficiency, ranged between weak, good and very good. Techniques and methods also will be helpful while introducing students to these elements. These include: distributing worksheets of the definitions of the elements of a short story and discussing them with the students would be helpful. Moreover, breaking the class into groups to discuss each element. Giving examples of realistic characters on each short story to let students relate to the main characters, like,

asking them about the relationships between wives and husbands in real life. This helps students understand some of the problems of marriage, which appear in both stories.

Collie and Slater (1997) indicate that short stories are often the ideal way of introducing students to literature in the foreign-language classroom. They state that short stories have many advantages concerning the length, which enable learners to read the entire work. On the other hand, short stories offer greater variety in the sense that using them offer greater chance of finding something to appeal to each individual's tastes and interests. A teacher can choose many short stories within a course to introduce students with varieties such as standard language, colloquial, literary and styles such as the use of dialogue, accents and grammar. "A Cat in the Rain" is an example of using dialogue and the use of colloquial language like "Il piove" the wife said, which means "it's raining", whereas "The Story of an Hour" is a good example of a high literary language, that is a grand style.

Rodrigues & Badaczewski (1978) see that short story can be read in a relatively short period. For instance, a teacher can choose different short stories to appeal to each individual's interests. The study claims that a short story can be enjoyable, and students can benefit if those short stories are written by famous or major writers, which refers to writers who are highly valued within their culture over a period of time. There are examples of short stories with activities that encourage learners to explore their main components of short stories, and

let learners read on their own. This could improve the learners' language ability through gaining new vocabularies. Erkaya (2003) points out that the group who read literary texts showed improvement in vocabulary and reading.

Sivasubramaniam (2006) focuses on helping students to become better readers, writers, thinkers and citizens, by reading literary works for acquiring language and appreciating the value of what they read. I think that reading short stories increases exposure to language that stimulates acquisition and expands awareness. This increases the readers' extensive vocabulary store and helps them having a greater competency.

Erkaya (2003) points out that the use of literature to teach second/foreign language can be traced back to over a century ago. This period sheds light on the trends dominated using literature in the learning process. It leads to the benefits of short story which are divided into two categories; the first category is related to language learning, while the second is connected to educational and social outcomes of using literature as an instrument of response and reaction.

Carroli (1999) reports on the findings of a study of students' experiences of literature carried out in 1999 at the Australian National University in Canberra. The aim of the study is to address the role of literature in L2 language learning, from students' perspectives by

gathering information about the attitudes of learners towards literature. This will lead to the next step of choosing the appropriate literary work that learners will read. It concludes that students agreed on including literary works but giving them the right to choose the text.

Collie and Slater (1997) agree with the target group, that the criteria of suitability of the short story that students should take, depends on their level, culture, background and interests. To decide this, we have to examine these elements to make sure that the supposed short story will motivate them. Then it will be enjoyable, give beneficial results and influence the learners' knowledge. So, the chosen short story should be relevant to the learners' culture, emotions, life experience and dreams.

To develop this and make it more beneficial, the text should suit the learners' reading proficiency. Since the literary work is decided, the next step is how to tackle it by both the teacher and the learner. Hwang & Embi (2007) ask what is then an approach? Moody as cited in Hwang & Embi (2007) explains that "the importance of an approach is to provide frame work, or sequence of operations to be used when we come to actuality."

Erkaya (2003) participated in this field, but more to what is related to the role of teachers and the use of short story in EFL context. In addition to that, the purpose of teaching language is

not only to help students communicate, but it should also be taught to teach culture and develop critical thinking.

Clandfield (2003) states that literature has been a subject in schools in many countries, but until recently it hasn't been given great emphasis in EFL/ESL classroom. Clandfield's study defines literature and provides the reasons for using it in schools. Authenticity of the material, expanding language awareness, literature as a resource of education and motivation, could help students to be motivated . Diaz-Rico (2008) says teaching the target language means presenting information to English learners about the cultural context of the language is being taught.

Rodrigues & Badaczewski (1978) included a chapter on teaching the short story. They discuss the reasons of teaching the short story, its definition, history and teaching of the elements. The study began with examining the theme considering it as the basic idea of a short story abstracted from the fusion of setting, characters, and plot. Then, teaching setting by focusing on the place and time. In addition, teaching characterization to students in relation to how students should judge these characters, do they have to treat them as the typical people that they know, or do they have to judge them differently as people who they never meet. They state that helping students to judge characters in the context of the specific short story is an important goal. Involving students with plot is part of the study, it warns

teachers not to let students study plot by itself. Students may gain too trivial a notion of what is involved in a short story. It is important when teaching plot, to have short stories with strong plot lines, which are enjoyable in the sense that students like and feel satisfied when they read it. The students say that they like what they read and enjoy the two short stories, they understand them and that they are interesting. Neman (1980), for example, has discussed teaching the elements as following:

2.3. Teaching the elements of a short story.

2.3.1. Teaching conflict and plot.

One of the important things to do when teaching short story, is to ask students to identify the conflict . According to Grap (2005) there are four kinds of conflict:

1. Man versus Man (physical)- the leading character struggles physically against other men, forces of nature, or animals.
2. Man versus circumstances (classical)- the leading character struggles against fate, or the circumstances of life facing him/her.
3. Man versus society (social)- the leading character struggles against ideas, practices or customs of other people.
4. Man versus himself/herself (psychological)- the leading character struggles with himself/herself. (With his/her own soul, ideas of right or wrong, physical limitations, choices. Etc.)

The obvious conflict is less important than the subtle one. The obvious conflict is easily identified by the reader, but the subtle conflict is hard to be identified because the struggle is not clear through action. For instance, students found that the conflict in “A Cat in the Rain” is between the wife and her husband, which seems to be so, but in fact it can be considered as a psychological one, the teacher tells students that the wife’s behavior toward the cat shows her need for having a baby. The same is about the conflict in “The Story of an Hour”, students think that the conflict is between Mr. Mallard and Mrs. Mallard, whereas the conflict is psychological between Mrs. Mallard and herself. As a result, identifying the conflict may help students read the story. The teacher should tell students that the conflict is the struggle within the story. Plot also should be known as a chronology of the story or the way the conflict goes on. Neman (1980) says that the plot of any particular story is a chronology of the incidents which set up.

2.3.2. Teaching setting:

The teacher should explain and write on the board that the location of the actions and the time when the actions occurred are called setting. Bhattacharyya (2001) refers it to as the geographical location of the story, time period, daily lifestyle of the characters and that climate of the story.

2.3.3. Teaching theme.

The theme is what the author is trying to say, in order to teach students how to identify theme is to provide them with help by giving questions like "What is the conflict of the short story?" "What is the summary or the result of the short story?" or more accurately "Is this what the author is trying to say?" External and internal conflicts may help students understand the theme. O'Connor and Kathleen (1983) explains that theme is the idea or belief that the story is about. It is a basic element of the short story. Generally, theme can be identified through other elements like the conflict and the experience of the main character.

2.3.4. Teaching characterization.

The teacher explains that characters are one of the major elements of the short story. They implement incidents. Defining characters encourage students read the short story. Knowing the main characters and their roles help students and encourage them to read. To help students to identify characters, the teacher gives methods to learners in order to identify the characters such as, the direct method by the author who defines his/her characters, the words of other characters, the dialogue, and the direct description method which is considered as preferable to students. For instance "Knowing that Mrs. Mallard was afflicted with a heart trouble" in "The Story of an Hour" when the author presents the character at the beginning of

the story directly. In “A Cat in the Rain” the author starts by saying “There were only two Americans stopping at the hotel” and then “the American wife”. Kramsch (2000) says that “characters can be described directly, as in “she had a boy of 12 and a girl of 9”, or indirectly through their actions, their speech, their external appearance”. Students should know that they have to be aware of considering all the words and statements of the characters as a source of judging the characters. Characters represent people in real life. They may tell us about themselves more than what they really are, or they are to be treated as completely unknown. Rodrigues and Badaczwski (1978) point out that students need ways of considering characters both as typical human beings and as special people whom they may never have met and may never ever meet. In the case of this study, the characters of the two stories are very common to students, the main characters in both stories are wives and husbands, so, they represent wives and husbands in all communities.

2.3.5. Teaching point of view.

One way of teaching point of view is by giving students a passage from the story and let them identify all characters. When they do that, the outcome will be the voice of the author, which is the point of view, or the relation between the author and the literary work. Cassill and Bausch (2000) point out:

We are moved to make judgments about characters by their actions in a story, by what they choose to do and what is done to them. Our response is enhanced and given particular coloration by the attitude, personal vision, and interpretations with which the characters respond as the events of the story unfold.

Hill (1994) explains that studying literature is as true for EFL students of English as it is for native speakers. The teaching of a short story contributes to students in developing their general knowledge, intellectual, social and moral, in addition to developing language. However, short story studies can also provide a range of different texts of English. The story should be related to the language in use, which may be obtained through interesting story of daily language.

This proves that teaching literature creates an environment for better learning. It can be achieved not because it provides a genuine context for communication, but because it also gives pleasure by involving emotions. It is important to acknowledge that teaching literature may have problems associated with classical works in a syllabus, long before they are introduced with simplified works.

Teachers face the issue of how to introduce students to real life language into classroom, how and to make students aware of how to use language in potential situations. Literature can provide students with potential communicative situations. Hill (1994) states that literature provides a whole range of texts which may be useful to them, essays, letters and reports, as well as novels and short stories”

Short stories should be relevant to students. For example, “A Cat in the Rain” and “The Story of an Hour” are relevant to tenth grade students. Keep the stories relevant to the class and avoid stories based on politics for elementary students. To handle the problem of relevancy, teachers can use modern literary works, which lead to effective results.

Teachers’ selection of literary text is helpful in relation to the suitability of the selected literary text to the students’ proficiency and age level. In the early stages, teachers should take into consideration that literary texts should meet students’ needs and abilities. Hill advises that teachers should allocate time for giving a background about the chosen literary work. It provides guidelines on how to organize the course of literature. Teachers should prepare the literary work carefully before introducing it to students. Other supplementary activities accompanied with teaching literature are provided such as, teaching literature as games or competitions and watching a film or a play.

Pardede (2010) uses short stories to teach language skills. He claims that grammar translation method was used in the 19th century in teaching literature. Teachers used to translate the literary text from foreign language to students' native language. But after 1960s other approaches were used. In the late 70's and very early 80's, the tendency was to teach students language to communicate, so literature had no place in the curriculum.

The situation has been changing since 1980s, and many studies have been conducted on how to use literature. The use of literature is important for teaching literary elements, authenticity, culture, and personal growth. The problem of treating the real context that faces ESL classes can be overcome by using literature. Using the short story as a literary text can be more and enables learners understand the language by providing students with real experiences when the target language is spoken.

The study justifies why short stories are appropriate to teaching language. A short story is suitable because it has one plot, a few characters, no long details of setting unlike a novel. It is the role of the teacher to decide which short story to select.

Walther (2007) starts his study by presenting the history of the short story, claiming that only in the 19th century, short stories appeared as an independent genre. As a result of modern technologies and media, people read less than before. In schools also some students may not

be motivated to reading and they feel bored when learning takes too long time, or when they become unable to understand quickly. The possible solution for this problem in a foreign language classroom is using the short story.

Negrete (2007) states that the controversy on using literature in EFL classroom isn't new. There was a debate over the past century in which there was a belief that exposing students to the best literature made them proficient in the language, specially the English language. This belief isn't completely valid because ESL students didn't give the expected result when they were exposed to literature. The study continues to present the history of teaching English related to the approaches that were used.

Murdoch (2009) argues that exploiting a supplementary short text can stimulate students' interests and develop their reading fluency. Dealing with stories as different texts from textbooks stimulate students to continue reading to identify themes, plot and characters, which leads to an understanding of what the text is about. Since students realize that they are dealing with a different literary text from their textbooks, this makes them feel great when they finish reading it. Studying short story helps students acquire language when they are exposed to real situations. Three common approaches in the use of literature in the EFL classroom, language based approach, content approach and personal growth approach were mentioned in Murdoch's study.

The study focuses on the selection of the literary pieces. Choosing the material depends on the proficiency level of students. The first level requires more extensive warm up such as giving a five minute word game or a quick conversation with a partner and questions related to the main events, so the proficiency level of students decide extra activities like using formal journals and critical essays for higher proficiency levels. In conclusion, using the short story in EFL classroom is a good option for both students and practitioners.

Byrne (2009) justifies the use of literature to teach English. In her view, teachers should be enthusiastic toward the material in order to have a positive influence on students. Additionally, increasing exposure to language through reading literary texts stimulates language acquisition. I think that these two reasons are acceptable in terms of being interested in teaching literature in general and short story in particular. However, reading a short story improves language proficiency by learning new words and experience new forms and styles. In the same contexts, using a short story that is carefully chosen motivates learners and makes them confident.

Byrne (2009) states that there are three approaches that can be considered when using literature in the classroom, literature as a content, literature for language analysis and literature for personal enrichment. The combination of the three approaches works best in

classroom to introduce students to history, and social background to guide students toward meaningful and personal interpretation. The article focuses on the importance of reading literature as an interactive process between the reader and the text, and on the level of classroom through the use of pairs and group work.

Reading a short story enables readers to learn new words that can be used to express their thoughts and experiences. On the other hand, a short story exposes students to the culture that produced it, which helps them gain new knowledge. Reading a short story remains in the mind of the reader and can be considered as the easiest way of contact between the foreign learner and the substantial body of language, which means that learners deal with a piece of writing by native speakers. Hence, all teachers can use short story to present students with native speaker's language.

2.4. Values and the uses of a short story.

Leibacher (2005) states that according to some experts, children are being trained to think imaginatively while listening or reading short stories, in accordance to how the writer describes the setting, characters and the events taken place in the story. It concludes that short stories are helpful to all, short stories teach children to focus on a specific topic, and this helps them to engage in a more difficult brainstorming, enrich their vocabularies that help

them develop their ability to communicate both orally and in writing. For older persons, some short stories contain humor questions regarding life and society and realities compared to real life. The short story is a satisfying genre of literature and teachers agree that it is the best work of many other genres. Many students and teachers prefer the short story, because they can finish reading it in a relatively short story, which develops self-confidence. A short story, presents students with a good introduction to the elements of literature. In addition to that, some purposes of writing short stories are to educate, to inspire and to provoke readers' emotions and thoughts. A short story is a good example of writing, which is considered authentic and provides students with native speakers' works.

On the other hand, reading short stories leads to cultural awareness, as students deal with a new culture, they understand that he/she should respect and appreciate the other peoples' cultures. Sulle (2008) supports that most students of literature can provide a key to motivating them to read in English; and for all, literature is an ideal vehicle for illustrating language use and for introducing cultural assumptions. This broadens the students' understanding and knowledge that includes other nations' ways of life and attitudes toward the life issues.

2.5. Choosing a short story.

A short story can be used as an educational instrument to teach English language as well as literary and cultural aspects. The question of which short story to teach, has been discussed by many researchers. Sell (2005) argues that literary texts should be carefully chosen in accordance with the social and cultural environment, the level of psychological development, and the interests, concerns and aspirations of learners. Besides, the length is very important when choosing a short story. Hence, it should be read with course hours, which gives students a feeling of self-confidence, that they achieve something in a foreign language. Lynch (2005) added some other values of using the short story in teaching, such as, the controlled length of short stories, which enable the reader to read a short story in one sitting. The concise writing with carefully selected vocabulary and lexis, presents students with language variety, including contemporary or colloquial language and insertion of authentic and natural dialogue. Therefore, short stories typically maintain high interest and attention levels. Russell (2011) concludes the values of short story as such. Firstly, it can be read in one sitting. Secondly, it is an opportunity to introduce students to know other cultures and lifestyles, and increase their understanding of the world. Thirdly, a short story is a valuable tool to introduce students to the importance of literature. Finally, the short and controlled writing style makes the short story easy for the non-native speaker.

Chapter III. Research Methodology

In fact, there are important reasons which lead the researcher to do this study. First, there are few studies on using the short story to teach English, specially on the Palestinian level. Second, universities don't have relations with schools or have studies to decide whether there is a need for teaching short stories or not. There are no attitude questionnaires distributed on students or researches in this field. Third, using the short story encourages students to involve in the language activities in classroom rather than textbooks do. Finally, this study may help in taking a decision to add the short story to the Palestinian curriculum.

3.1. Methodology

The method of this study is experimental by having two groups, the experimental and the controlled groups in Al Thahrieh Secondary School. It is conducted to show the impact of using the short story on the development of language proficiency. The data of this study have been based on collecting and analyzing information from special questionnaire on the attitude of students toward learning the short story. Besides, a pre-test to assess students' level before applying the study was given. A post test is a source of data to check whether students were

approved as a result of receiving eighteen lessons of short stories or not. Finally, the same questionnaire was given after the study was completed to show the attitude of students of the experimental group.

Questions of the study.

In the present study, the researcher will seek answers to the following questions:

1. Is teaching a short story beneficial for improving English Language in the classroom for EFL learners?
2. Can a short story introduce learners to literary and cultural issues?

3.2. Procedure and time frame.

This study was carried out at Al Thahrieh Secondary School for Boys from November to December 2011. The lessons and activities were planned and implemented three times a week for eighteen meetings. Two short stories were taught, "The Cat in the Rain," by Ernest Hemingway and "The Story of an Hour," by Kate Chopin. The following steps were taken: First, building a questionnaire to reflect the students' attitudes towards using the short story to teach English. This questionnaire was assessed by specialists in teaching English at Hebron University. They commented on the statements in relation to suitability, and whether the

questionnaire tests the attitude in a positive or a negative way. Their comments were taken into consideration and some statements were changed. As a result, fourteen statements were developed, as shown in annex number (1).

In addition to using a questionnaire, the researcher prepared an assessment sheet to evaluate the students' level, before exposing them to learning through the use of short stories. This assessment also was sent to specialists at Hebron University to give suggestions and to agree on. A post-test was designed and prepared with the same procedures as with the questionnaire and the assessment sheet. The post-test was given to check the students' language development after they were exposed to short story lessons. Questions such as, read and answer, complete with the correct word, true or false, wh-questions and a writing question. The assessment sheet, the questionnaire and the post-test were given to both groups of the study. But the same questionnaire was given to the experimental group to show the attitude of students after they were exposed to short story lessons.

An introduction about the importance of this study was given to students, and the following activities were performed for teaching both short stories:

1. The researcher divides the class into groups of no more than three to compose a meaningful sentence that uses the words, bearing in mind that a meaningful sentence is a sentence that contains a clue that helps the reader figure out the meaning.

2. The researcher asks students to write the words that they don't know (new vocabulary) in their notebooks.
3. The researcher says the words loudly and asks students to repeat them, so that they know the correct pronunciation.
4. The researcher asks students to use the new vocabulary in correct sentences.
5. When treating new words of the short story, the researcher uses the new words in sentences, and asks students to guess the meaning.
6. The researcher distributes a vocabulary sheet.
7. He asks students to read the story for homework.
8. He explains the elements of the short story and distributes a sheet containing definition of each element in a simplified way.
9. The researcher distributes a worksheet related to the story.
10. After students read the first two paragraphs silently, the researcher asks them to answer the related questions.
11. Many worksheets and quizzes were distributed along with the study including short story elements such as, characters, setting, plot, etc.; and language issues such as lexical, syntactic and structures of connecting ideas.
12. The researcher asks students to list characters, talk about the setting, plot and point out the new concepts that they learned from a new culture.

3.3. Evaluation tools.

3.3.1. Assess students.

- How well did the students do on the quiz?
- How well did the students complete the worksheets?

3.3.2. Assignments

1. Define the words.
2. Use the words to fill in the blanks.
3. Apply words to real life situations, students should use the words to express things related to them. For example, they learned the word “afflicted” from “The Story of an Hour”, students may say “My friend is afflicted with a heart trouble”.
4. Compose meaningful sentences.

3.3.3. Home connection

Give students a take home assignment. Ask their friends or classmates questions using the new learned story. For example, "What is strange about the story?" Use this opportunity to teach them some new words if they don't know them .

3.4. Sample of the study.

The students of tenth grade in Al Thahrieh Secondary School were the sample of the study. There were 24 students from each group, one for the experimental group and the other is for the controlled group.

Table # 1: distribution of groups.

Groups	Number of students	Percentage
Experimental	24	50.0
Controlled	24	50.0
Total	48	50.0

3.5. Description of the questionnaire.

The attitude questionnaire was designed in a way, which included 14 statements. It is a tool to gather the data concerning the attitude of the participants. It was distributed at the beginning of the study for both, the experimental and controlled groups in Al Thahrieh Secondary School. The reliability of the attitudes' scales was calculated by using the SPSS method. The participants were given the opportunity to answer the questions on a Lickert scale of five levels ranging from strongly agree, agree, no opinion, disagree, to totally disagree as shown in annex (1). The questionnaire included a table that consisted of fourteen statements, which measure the impact of using the short story on the participants in relation to the feelings and emotional status of the participants the statements were:

- a. Short story helps me express my feelings.
- b. Short story helps me learn about language.
- c. Short story helps me learn about other cultures.
- d. It is real life situations and it helps me know how to live.
- e. Reading and discussing a story in a group makes me comfortable.

On the other hand, the questionnaire measures the use of the short story on the self-confidence as it appeared in the following statements:

a. Teamwork, all want to participate.

b. Learning a short story motivates me to read.

3.6. Description of the assessment.

The assessment is designed according to criteria for assessing students' language skills. The questions include two reading paragraphs, a vocabulary question by asking students to complete the blanks with the correct answer from the list, a multiple choice grammar and a writing question that measures the ability to handle word order, punctuation, spelling and writing.

3.7. Description of the post-test.

The test was done for both groups, the experimental and the controlled. The test contained different types of questions that measure students' language proficiency level. Questions include reading comprehension with true or false questions, complete with the correct word from the list, grammar question and a writing question included punctuation, word order and writing a composition.

3.8. Variables.

This study was designed to identify the attitudes of the students in both groups toward using the short story to improve English language. This study includes dependant variables:

1. The attitude of students toward learning English through using the short stories.
2. The impact of a short story on students' English language proficiency.
3. The impact of using short stories on introducing students with cultural and literature issues.

3.9. Data collection procedures.

This study was based on questionnaires, assessment and post-test. The English teacher in Al Thahrieh Secondary School for boys worked side by side in filling and translating the questionnaires, and in conducting both the assessment and post-tests.

In this chapter, methodological considerations and the study design that guided in doing this study are explained, including reasons of doing this study, questions of the study, procedure and time frame, evaluation tools, sample of the study, descriptions of the questionnaire, assessment and post-test.

The next chapter will be about the findings of the study, and how these findings support the questions and the problem of the study. It discusses the results of the hypotheses, supported with tables, analyzing the results of the questionnaire, assessment and the post-test.

Chapter IV. Findings of the Study.

Using the traditional English class with a large number of students, doesn't give learners the opportunity to use language in terms of real communication, expressing ideas or practice language. This indicates that not every student takes enough time to use the language in classroom or outside. Since English is not the first language members and most of the society don't use it. Using short stories enable students to develop their language skills. Therefore, the main purpose of this study is to use the short story to improve the students' language and achievement of tenth grade at Al Thahrieh Secondary School as a sample of students in the Public Schools in Palestine. The study was conducted on 48 students of two groups, 24 students in the experimental group, and 24 in the controlled group.

This chapter shows the results of the questionnaire, assessment test and post-test. The researcher discusses the collected and analyzed data. Statistical Package for Social Sciences (SPSS) is used to analyze the questionnaire, assessment and post-test. The researcher includes figures to illustrate certain findings and analyzed data tables according statements in the questionnaire, assessments and post-test.

4.1. Results related to the first hypothesis.

The hypothesis stated that there were no significant differences at ($\alpha=0.05$) in that the teaching of the short story is beneficial for improving English language in the classroom for EFL learners of tenth grade in Al Thahrieh Secondary School.

Independent t-test was used to assess this hypothesis as shown in table (2). It shows the differences between the experimental and controlled groups

Table # 2: The differences in the assessment and post-test between the controlled and experimental groups.

	Group	N	Mean	Deviation Standard	T	df	Sig. (2-tailed)
Assessment	experimental	24	23.2500	7.81442	4.330	46	.000
	controlled	24	14.7917	5.52448			
Post-test	experimental	24	17.9583	7.62991	.060	46	.952
	controlled	24	17.8333	6.72870			

The results of the t-test indicated that there were no differences between the two groups in the impact of using the short story in improving the learners' English language.

4.1.1. Results of the attitudes related to the first hypothesis for the experimental group.

Table # 3: Results of the attitudes related to the first hypothesis for the experimental group before teaching aforementioned short stories in classroom.

Group		02	03	10	13	14
experimental	Mean	2.2917	3.0000	2.6667	2.4167	2.6667
	N	24	24	24	24	24
	Deviation Standard	1.26763	1.25109	1.16718	1.31601	1.46456

Table # 4: Results of the attitudes related to the first hypothesis for the experimental group after teaching the short stories in classroom.

Group		02	03	10	13	14
experimental	Mean	3.2083	2.7500	3.1250	2.5833	2.3750
	N	24	24	24	24	24
	Std. Deviation	.72106	1.18872	1.11560	1.13890	1.52693

4.2. Results related to the second hypothesis.

The hypothesis stated that there were no significant differences at ($\alpha=0.05$) in using the short story in teaching English which can introduce learners to literature and

cultural issues. Questionnaires before and after the study were given for the experimental group.

Tables (5) and (6) show that there were no significant differences between the experimental group in relation to introducing learners to literary and cultural issues.

Table # 5: The results of attitudes related to the second hypothesis before teaching short stories in classroom.

Group		04	11	12	
experimental	Mean	2.7500	2.5417	2.5833	2.625
	N	24	24	24	
	Deviation Standard	1.15156	1.10253	1.17646	

Table # 6: Results of attitudes related to the second hypothesis after teaching short stories in classroom.

Group		04	11	12	
Experimental	Mean	3.0000	2.8333	2.5833	2.8055
	N	24	24	24	
	Deviation Standard	1.10335	1.20386	1.17646	

Table# 7 : The means and deviation standard for the items of the questionnaire according to their importance before teaching short stories.

Questions	Criteria	Mean	No	Deviation Standard
3	Short story helps me learn more about language.	3.00	24	1.25
1	Short story is interesting.	2.88	24	1.15
4	Short story helps me learn more about other cultures.	2.75	24	1.15
10	Short story motivates me to read.	2.67	24	1.17
9	Learning through short story is fun.	2.67	24	1.31
14	Short story helps me express myself.	2.67	24	1.46
12	Short story teaches me a new culture.	2.58	24	1.18
11	Short story is good to introduce me to literary elements.	2.54	24	1.10
6	Reading and discussing a story, in a group, makes me comfortable.	2.50	24	1.32
8	Teamwork is beneficial.	2.46	24	1.22
13	Reading short story develops my thinking.	2.42	24	1.32
5	It is real life situations and it helps me to know more about.	2.29	24	1.04
2	Short story helps me express my feelings in different ways.	2.29	24	1.27
7	Reading and discussing a story in a group, make me express myself better.	2.08	24	1.25

Table # 8: The means and deviation standard for the items of the questionnaire according to their importance after teaching short stories.

Questions	Criteria	Mean	No	Deviation Standard
1	Short story is interesting.	3.63	24	0.58
2	Short story helps me express my feelings in different ways.	3.31	24	0.72
10	Short story motivates me to read.	3.13	24	1.12
4	Short story helps me to learn more about other cultures.	3.00	24	1.10
5	It is real life situations and it helps me to know more about life.	2.95	24	0.97
9	Learning through short story is fun.	2.97	24	1.10
11	Short story is good to introduce me to literary elements.	2.83	24	1.20
7	Reading and discussing a story, in a group, makes me more understandable.	2.83	24	1.10
8	Teamwork is beneficial.	2.79	24	1.10
3	Short story helps me learn more about language.	2.75	24	1.19
6	Reading and discussing a story in a group make me express myself better.	2.71	24	1.20
13	Reading short story develops my thinking.	2.58	24	1.18
12	Short story teaches me a new culture.	2.58	24	1.18
14	Short story helps me express myself.	2.58	24	1.53

Table # 9 : Results of the questionnaire before and after teaching short stories.

	Group	N	Mean	Deviation Standard	T	df	Sig. (2-tailed)
before	experimental	24	41.2500	6.60204	3.407	46	.001
	controlled	24	47.4167	5.91914			
after	experimental	24	40.8333	7.34058	3.420	46	.001
	controlled	24	47.4167	5.91914			

There are differences in attitudes before and after the study is for the controlled group because it is less than 0.05.

Dependent Variable: Post-test

Table # 10 : The differences between the two groups for the post-test with settings the differences in the assessment.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected model	9.681	2	4.841	.092	.912
Intercept	1434.089	1	1434.089	27.220	.000
Assessment	9.494	1	9.494	.180	.673
Group	1.672	1	1.672	.032	.859
Error	2370.798	45	52.684		
Total	17753.000	48			
Corrected total	2380.479	47			

Dependent Variable: Post-test

Table # 11 : Tests between-subjects effects.

Group	Mean	Std. Deviation	N
Experimental	40.8333	7.34058	24
Controlled	47.4167	5.91914	24
Total	44.1250	7.38781	48

Table # 12 : The differences of attitudes after the study between the two groups with setting the differences of attitudes before teaching short stories in classroom.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected model	877.825(a)	2	438.913	11.705	.000
Intercept	6836.925	1	6836.925	182.326	.000
Questionnaire before teaching short stories.	357.742	1	357.742	9.540	.003
Group	864.351	1	864.351	23.050	.000
Error	1687.425	45	37.498		
Total	96022.000	48			
Corrected Total	2565.250	47			

4.3. Discussion of results.

It can be said that teaching the English language in the Palestinian Government Schools is still conventional in which the teacher is the center of the learning process. That is, he/she uses drills and practice work to make students master knowledge. This process also depends on memorizing materials and using workbooks or handouts. The teacher provides feedback in the form of grades and marks on the incorrect items. It is changing slowly to adapt with the new approaches of teaching. One of the approaches calls for using literature in general and short story in particular to teach English. This trend isn't supported officially in the education system. As a result of globalization, people are becoming more concerned with learning a new language, specially English to interact officially and unofficially. So the need for improving students' ability to use the English language is increasing.

4.3.1. The first hypothesis.

The hypothesis stated that teaching short stories is beneficial for improving English language in the classroom for EFL learners of tenth grade in Al Thahrieh Secondary School. Pardede (2011) claims that short stories allow teachers to teach the four skills to all levels of language proficiency.

The findings of this study do not support this hypothesis, which indicates that teaching short story for 18 lessons for tenth grade students does not improve their English language. The mean of this hypothesis in the assessment is 17.9583 for the experimental group and 17.8333 for the controlled group in the post-test. Moreover,

the mean of this hypothesis before the implementation of the study for students' attitudes is 41.2500 for the experimental group and 47.4167 for the controlled group. After the implementation of the study, students' attitudes of the experimental group were not changed positively toward teaching short stories; the mean is 40.8333 for the experimental group, while the controlled group didn't not change at all.

4.3.2. The second hypothesis.

The hypothesis stated that using short story in teaching English can introduce learners to literature and cultural issues. There were significant differences in relation to that using short story introduces learners to literary and cultural issues at Al Thahrieh Secondary School for tenth grade.

The findings of this study indicate that the mean of the attitudes for the experimental group in relation to the items of the hypothesis, the mean was 2.625 before the implementation of the study. After the implementation, the mean of the attitudes for the experimental group became 2.8055. Ghazali (2008) says that attitudes don't remain static, they can be changed through the learning process, such as by using appropriate materials and teaching techniques. However, the results of the study agree with the hypothesis in the sense that using short stories in teaching introduces learners to literary and cultural issues. Bagherkazemi (2010) supports that teaching literature involves overcome negative attitudes, if any, toward the target culture.

4.4. Attitudes according to their importance for the students.

The attitudes of students in the experimental group before and after the implementation of the study show that students have their own opinions. These attitudes appeared when filling out the questionnaires before and after the study. They have different opinions about the most important items, to the least important ones in using the short story to improve students' English language and that short story introduces students to literary and cultural issues. For Example, the attitude of the experimental group before the study considered "Short story helps them learn more about language" the most important item when the mean is the highest, and it is 3.00 , in the first rank, while the mean for the experimental group after the study changed, which is 2.75, in tenth rank. Therefore, this finding indicates that the means of this item becomes less important for the experimental group after the implementation of the study.

Concerning the statement "short story is interesting". The attitude of students is indicated when the mean of the experimental group before the study is 2.88, in the second rank, which is the next important elements in the questionnaire before the study. This attitude changes after the implementation of the study to become the highest mean for the experimental group after the study, which is 3.63, in the first rank. This means that the attitude of students in the experimental group was affected positively comparing with their attitude before the study.

The mean of the item “short story helps them learn more about other cultures” was 2.75, in the third rank before the study was implemented. The mean of the attitudes of students changed after they exposed to short story lessons to become 3.00, in the fourth rank, but the mean is higher than that of the group before the study ,which means less important. Hong (2011) states that “Acquiring cultural knowledge of a target language is often called the fifth skill in language learning. Teaching students cultural differences along with structural and typological differences of the language is vital”.

In relation to the item “short story motivates students to read”. The mean of the attitudes for the experimental group before giving short story lessons was 2.67 in the fourth rank. The mean of attitudes changed after the study to become higher, which is 3.13 and more important, which indicated by being in the third rank. More students believe the short story motivates them to read more, and this comes after they took short story lessons.

Before the study was conducted on the experimental group, the mean students’ attitudes related to “learning through short story is fun, the mean was 2.67 and the rank was fifth. After the study, the rank changed to sixth, and the mean became 2.92. It can be considered that there was no great change and students ranked this item not as important compared to other items.

Believing that “short story helps students express themselves” appeared when the mean of this item for the experimental group before the study was 2.67 in the sixth rank, whereas it changed in both the mean became 2.38 and the rank became fourteenth. Most students of the same group changed their attitudes after they had short story lessons and realized that these lessons didn’t help them express themselves, which is clear through the change specially when they ranked this item in the last rank in importance.

The mean of attitudes for the experimental group before and after the study toward “Short story teaches them about a new culture” was the same, 2.58. What changed is the degree of importance, before students were exposed to short story lessons, they ranked this item in the seventh rank, but they changed this rank to become the thirteenth after the study was conducted.

The experimental group had a mean of 2.54 when they asked whether short story is good to introduce them to literary elements, this mean was before the study, and they ranked it in the eighth rank. This mean didn’t change sharply, and it became 2.83 in the seventh rank. So, the attitudes and the rank aren’t far from each other.

There were no major significance in the attitudes of students of the experimental group before and after the study when their attitudes were examined toward the item “Reading and

discussing short story in a group makes them more comfortable. This were illustrated when the mean was 2.50 before the study and became 2.71 after the study. A change occurred in relation to the rank when it became less important after the study, which was in the eleventh position.

The attitudes of students toward the item “teamwork, all want to participate” are close to some degree. It is indicated through the means before and after the study, it is 2.46 for the experimental group and became 2.76 after the study. This applies to the rank of importance, which is in the tenth place before and became in the ninth after the study. This means that students considered this item the same before and after the study.

The item “Reading short story develops thinking” has taken the eleventh rank in the importance with the mean of 2.42 for the experimental group before they were taught short story lessons. At the same time, the group considered it as important as they considered it before the study, which was illustrated through the twelfth position with the mean of 2.58. Hence, it can't be said that this item has a significant change in both, rank and mean.

The mean for the item “Short story has real life situations, and it helps students know how to live” is 2.29 in the twelfth rank before the study for the experimental group. However, the mean becomes 2.95 in the rank of fifth after the study. It justifies that the attitudes were

changed after the study and the importance also was changed rapidly to move from twelfth to fifth. Leibacher (2005) emphasizes that short stories enable them see realities even though the events in the stories did not happen in actual scenes; but there are several situations in life that can be related to those events.

The change of the item “Short story helps them express their feelings in different ways”, attracts the attention in both sides, the mean and the rank. The mean before the study is 2.29, and it is in the thirteenth rank. But a great difference took place after the study, which was justified through the mean, which became 3.21 and the rank became the second. Therefore, students changed their attitudes and ranked it as the most important rank.

Before the study, the mean of the attitudes for the experimental group is 2.08 in relation to the item “Reading and discussing short story in a group makes them more understandable” and it comes in the last position. The same students have different attitudes and change the rank. It becomes 2.83 as a mean and the rank becomes in the eighth position of importance, which is a great significant difference. This shows that students were positively influenced after they were taught short stories.

Depending on the above results, using the short story -to teach English language for eighteen meetings to tenth grade students in Al Thahrieh Secondary School for boy- shows that there

were no significant differences between the experimental group before and after the study in relation to improving students' English language through teaching them short stories, and no significant differences between the attitudes of the same group.

This is justified when there were no significant differences at (0.05) in the teaching of short story to introduce students to literary and cultural issues, which appeared through the results of the questionnaires before and after the study. The attitudes in total were close, and can't be considered a significant change.

The assessment is out of 40, the mean for the experimental group is 23.2500, whereas, it is 14.7917 for the controlled group, which shows that there is a difference. However, in the post-test, the mean is 17.9585 for the experimental group, and it is 17.8333 for the controlled group. These results show that teaching eighteen lessons of short story isn't helpful in improving English language for tenth grade students.

In summary, the analysis of the collected data from the questionnaire, assessment and post-test shows that there were no great differences between the experimental group before and after the implementation of the study. Furthermore, some attitudes related to some statements were changed after the experiment of study, which shows that teaching short stories makes students change their opinions.

In the following chapter, the conclusions from the results related to the students' achievement in the questionnaires, assessment, and the post-test will be addressed. Besides, recommendations through elaboration on the findings will be presented in full.

Chapter V. Conclusions and Recommendations.

Students' motivation in the learning process is often determined by their interest in and enthusiasm for the material used in class (Van, 2001). The implementation of the study revealed other findings beside those of the statistical results. It is not the matter of answering the questions of the study, but some other conclusions could be deduced through observation. In this final chapter, the researcher completed the results of the study by showing conclusions and recommendations through discussing the findings and ending this study with lists of the main conclusions.

5.1. Conclusions.

Teaching short stories for eighteen lessons for tenth grade students leads to several benefits. This experience offers new insights to teachers, educators and education policy makers. It is clear that the study proves that using the short story in teaching English has immediate benefits and other long-term ones that can't be known right now. Students were encouraged, and they enjoyed teamwork. During the study, they had the opportunity to participate, which decreases some students' chaos in the classroom by involving in different activities. However, the students' way of helping each other in producing ideas and thoughts was developed more effectively. For example, ask students to exchange questions about the story,

each student works on answering his partner's question and asking each group to find out the theme of the story. Furthermore, give students a template to fill out on the elements of each story.

The study findings of teaching short story to improve students' English language and to introduce students to literary and cultural issues have significant effects on the experimental group before and after the study, it was in rank two, before the study with the mean of 2.88 and becomes in rank one with the mean of 3.63 after the study.

The present study illustrates that the students of the experimental group, showed better attitude toward using the short story that helps in expressing their feelings. The rank before the study was thirteen with the mean of 2.29. The attitudes changed dramatically, and it's rank becomes the second in importance with the mean of 3.21.

The students of the experimental group changed their attitudes toward using the short story to motivate them to read. This was seen before the study when the mean was 2.67 and the rank was in the fourth position, which changed after the study to become 3.13 for the mean and in the third rank.

Students didn't think that the short story introduces them with real life situations, which is clear through the rank of importance in number twelve before the study. This rank changed to become the fifth, which illustrates how teaching the short story changes students' attitude after they were exposed to it.

According to the observations of the study, students were interested in the way of using short stories. They participated in all the activities related to short story, such as reading silently or loudly, expressing ideas, discussing and learning new vocabulary. Some students were encouraged to take part in those activities taking into consideration their abilities, which means that all of them were intended to participate. Meanwhile, it was emphasized on giving them opportunities to ask about issues related to language and literary aspects. The results of the questionnaires in relation to those matters were clearly positive after the study.

Students expressed their attitude positively toward learning short story, and saw it as fun before and after the study. The process wasn't as conventional as the lessons of curriculum in which teachers use the textbooks. So, students enjoyed the lessons and activities willingly. This was a result of creating a comfortable classroom environment, which helped them to involve and learn better. Most of the students said that this process allowed them to speak more comfortably, discussing and doing activities, explaining and learning new concepts related to language, literature and culture. Moreover, they said that they had the opportunity

to participate in language activities. As some of them stated, they became aware of the importance of using the short story in schools.

Since the study wasn't intended to use short story to improve only students' language. It was clear that students benefited from this study in developing their way of thinking for having a new experience that helped them build, accept or deal with new ideas. This process enabled them to develop their imagination, creativity and self-confidence. Hence, students learned how to deal with new texts and solve problems related to not knowing every word in order to understand the main idea, which means to some degree that they became able to learn by themselves. In the same context, students became more motivated to learn about English language, and felt that giving them enough time, and creating a comfortable classroom environment may lead to better learning.

5.2. The teacher's role.

The teacher played a very important role as a facilitator in terms of choosing the literary text that matches the students' needs and language abilities. Besides, he helped in interpreting the texts and guided students to deal with it. The teacher' role was clear in planning the lesson, involving students in the activities and encouraging them to express their points of view. The pre-reading activities were made clear by the teacher to students, the introduction to literary

elements was presented through giving definitions for each one, and the involvement of all students in the classroom activities.

The teacher focuses on making the students the active factors through giving them the opportunity to learn through using the short story and its relation with teaching language. At the same time, the role of the teacher in this process showed that students weren't absent. On the contrary, the teacher presented to them playing the most important role, which means that all of them participated. Therefore, his role helped students consider him as a friend rather than as a conventional teacher.

In order to relate the short story to the students' own experiences in life, the teacher may ask students to describe their relations with certain animals. He may ask them to describe their feelings when they want to have a cat. This was a pre-reading presentation to teach "A cat in the Rain" by Ernest Hemingway. After students read the short story, they realize what the teacher meant by his question and they know what the theme of the story is. This exercise by the teacher is better than starting the lesson by saying that "we are going to read a story about a cat by Hemingway". As a result of such exercises, students feel excited and change their attitudes toward the teaching of short story. It is clear that they felt free and relaxed and waited for the short story lessons as an opportunity to think and interpret it according to their

life experiences. In addition to that, the teacher gives students enough time to express their opinions without fear and to discuss themes and other language aspects.

5.3. Short story and curriculum.

The English curriculum for tenth grade does not include short stories. Generally, teaching language is based on teaching texts focusing on giving new vocabulary, which students should memorize and fill them in blanks. Teachers give questions or ask students to do the questions following the passages. The answers are within the passage, so students aren't motivated to develop certain skills such as critical thinking. Teachers, in most lessons, focus on teaching grammar by presenting students with rules, which students have to keep and do exercises and drills related to them. So, when students are asked to express themselves in speaking or in writing, they can't even that they memorize vocabulary and grammar rules.

For those who excluded short story from curriculum, justifying that due to overcrowded classes and limited time. Eren, (2004) claims that the shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence.

As a result of the study, it seemed that using the short story to teach English language and introduce students to literary and cultural issues can be beneficial to students in developing their English language skills, introducing them to literary elements and exposing them to a new culture.

Taking the above into consideration, it is obvious that using the short story in teaching English, literary and cultural elements play a significant role in developing students' self-confidence when they found themselves able to express their own opinions and thoughts. Through involving them in the classroom activities, students feel that they aren't passive, and their voices aren't absent, which builds their personalities and empowers them.

5.4. Implications.

5.4.1. Implications for students.

Loukia (2006) states that learners are expected to start developing a more positive attitude to learning the foreign language because the stories are memorable, the stories are expected to motivate the learners and evoke their curiosity about the language and its culture. When students start reading a short story, they feel that they want to know the middle and the end of the story. This is the start of building a relation between the reader and the text, not only, on the linguistic level, but also on the level of introducing them to a new culture and a variety of

language use. In the same context, involving students in analyzing the characters of the story develops their personalities in terms of dealing with new experiences and characters with different roles. Students come to realize that this short story is a reflection of life, and is about characters who are similar to individuals in real life. Characters mirror the ills of us and make us realize our mistakes to correct them. Students should know that these characters imitate real life ones. So, they have to relate their characters to the characters of the stories. They have to put themselves in the characters' shoes and imagine how they may have been like.

Using the short story in teaching English language can play a great role in developing the language four skills, listening, reading, speaking and writing. The lessons of short story contained activities that help students in doing those of their textbooks since there is integration of short story activities within the daily curriculum. For example, when students read a short story, the focus was on all aspects of language including spelling, pronunciation, punctuation, grammar, and other things related elements like, theme and cultural issues. Hill (1994) claims that cultural elements in a short story should be taken into consideration while choosing the text.

5.4.2. Implications for the classroom.

Using short story in teaching instead of the conventional textbooks can lead to a better teaching and learning . Students can work on their own. The stories “A cat in the Rain” and “The Story of an Hour” are easy, and students understand them well. According to what happened during the study, students were motivated to read the stories as a new and authentic texts. It was suitable to their level. They generated forms, thoughts and feelings rather than those generated in the traditional textbooks. On the other hand, the way the stories were taught, encouraged students to be more active, and stories developed language acquisition. It is illustrated when students spoke freely without fear, which helped them depend on themselves in learning when they connected the elements of the stories to their own experiences.

5.4.3. Implications for teachers.

In the text that is designed for teaching English in Palestine, there is no separate subject called short story in schools. In eleventh and twelfth classes, there are stories included in the textbooks, and, in most cases, they are taught according to the grammar translation method followed by questions and answers. This is the reality of using the short story in teaching English in Palestine.

Shedding light on the graduate students of English language, we found that most of them are graduated from departments of Education, which means, as this program suggests, that most courses are related to education rather than literature as a specialization. It can be said that most of those graduates who became teachers aren't well-qualified to teach literature. It is a fact that teaching the short story is excluded from the tenth grade curriculum. It can be said that curriculum designers and policy makers have to realize that teaching the short story is more important than using textbooks in relation to getting students more motivated, encouraged and enthusiastic to learning

I think that there should be a kind of awareness on the importance of using the short story as a subject in schools for those who are in power. Those who are working on developing curriculum and receive suggestions and feedback from those who are in the field of teaching.

5.5. Recommendations.

Similar studies on different grades are recommended to decide whether using the short story is beneficial to improve students' English language and to introduce them to cultural and literary aspects. Studies to eleventh grade with more than eighteen lessons in a semester and such studies to twelfth grade students should be carried out. Researchers should take into consideration a number of students in a class. Such studies could be in comparison to this

study in terms of time and other aspects to be tested. The relationship between teaching short story as subject and the student/ achievement in the a subject of English language could be a topic to be also compared to this study.

A study on teaching language through listening to short stories can be conducted for longer time and some changes in the conditions of the study like gender, number of the sample and age. A research could be done on teaching short stories selected by the learners themselves. This needs pre-required courses on all aspects of stor to make sure that they can select the best ones that match their needs.

The process of teaching a short story is an integrated one. It needs students with previous knowledge about what short story is. Furthermore, enough time to enable students to compensate lack of information about what to do, and the elements needed to be treated with longer courses than what the study allocated. A well and long- term plan could achieve better results related to using the short story in teaching. Teachers should be well-qualified, and if possible be specialized in teaching short story. If not, teachers have to be empowered through courses on short story in order to create an acceptable environment to start such an experiment. Meanwhile, English language curriculum should include a unit that discusses the components of the short story and a short story text, so, students can apply the component on the literary text.

The study reveals that there is a need for using more than two short stories in order to judge whether the short story is beneficial to teach language or not. More short stories means more exposure to literary texts that produce more knowledge about language items, vocabulary, structure, forms...etc. Therefore, it can be said that more short stories can lead to better results and indications on using short story in teaching. To decide on a short story, this needs a complete, planned and organized process.

The students of the study, like all classes in terms of the proficiency level one, very weak, weak, good and very good. As a result, not all of those who participated have the same abilities, some participated in every lesson and kept commenting and asking, while others didn't involve actively. Most of students expressed their opinions on the topic of the short stories. For Example, some of them said that "A Cat in the Rain" means that there is a cat while it was raining; others said that, the story is about a cat. The conclusion of their answers was that the story is about a cat. On the other hand, some of the students commented on "The story of an Hour" by saying that it is a story that happens during an hour, while some did not respond. The comments of students on the characters of the stories were different. Some of them expressed that they like the character of the American wife in "The Cat in the Rain" others said that she exaggerated in her way to save the cat. This also applies to the characters of "The Story of an Hour", some, like the character of Mrs. Mallard, while others said she is an unfaithful wife especially at the end of the story. Concerning the theme in both stories,

most students identified that the theme in both stories is the marriage relationship. This shows that the study wasn't designed to be for a special group. The study and the sample of the study had special conditions that may not be similar to other studies. Therefore, the researcher doesn't claim that the collected data is representative. Private schools could have better students and different conditions from those of the government schools, so, there is a need for a similar study in such schools to judge. This also applied to the United Nations Schools, which need a study to have the same decision of the private schools.

Other aspects weren't clear through the study or can't be viewed well. The study couldn't prove whether the students really changed their stances on other cultures, and if that happened how is it possible to measure?. Also, students didn't show any progress concerning that the short story helps them express themselves. So, the researcher suggests an advanced study to evaluate the results of this study.

5.6. Suggestions for further study.

This study could be a gate to conduct future studies in the field of teaching English language in Palestine. Due to the review of such studies in other countries in this field, and despite the fact that the findings of this study are not sufficient to support studies with similar conditions related to time, number of students and the methods used along the

study. It's worth saying that there is a need to develop new experiences to have better results and to confirm that teaching the short story is beneficial in teaching English and for purposes related to literary elements and cultural issues. It could be better if the next studies have preparation before starting the study such as, giving introduction to short story including elements, examples, workshops by specialists, giving pre and post-tests to make sure of the suitability of students to have such studies and taking larger samples to be more accurate in representing students in government, private and public schools in Palestine.

It is important to have advanced methods of measuring degrees of improvement and others to check the students' comprehension of literature and culture, which are the questions of this study. These concepts are not easy to be checked with traditional methods or realized in a limited period of time like the time taken for conducting this study. I think, it is difficult enough to fully answer the questions of this study by using the study methods. So, it could become possible if the ways of collecting data, the amount of the sample, and the allowed time are changed.

It would be more beneficial and accurate if we spend more time and efforts to have better results for the study.

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Annex 2: The questionnaire according to Lickert Scale.

Criteria	Strongly agree	Agree	No opinion	Disagree	Totally disagree
1. Short story is interesting					
2. Short story helps me . express my feelings in different ways.					
3. Short story helps me learn more about language.					
4. Short story helps me learn more about other cultures.					
5. It is real life situations and it helps me to know more about life					
6. Reading and discussing a story in a group make me express myself better.					
7. Reading and discussing a story in a group makes me more understandable.					
8. Teamwork is beneficial.					
9. Learning through short story is fun.					
10. Short story motivates me to read.					
11. Short story is good to introduce me with literary elements.					
12. Short story teaches me a new culture.					
13. Reading short story develops my thinking.					
14. Short story helps me to express myself.					

Annex 2: The assessment exam.

Name: _____

Teacher: Khalid E. Rabba

Date Submitted: _____

I. Read the text below, then answer the questions.

By the time the first European travelers on the American continent began record some of the observations about Indians, the Cherokee people had developed an advanced culture that probably was exceeded only by the civilized tribes of the Southwest: Mayan and Aztec groups. The social structures of the Cherokee people consisted of a form of clanship in which there were seven recognized clans. All members of a clan were considered blood brothers and sisters and were bound by honor or defend any member of that clan from wrong.

1. What did European travelers observe?
 - a. Civilized tribes.
 - b. Advanced cultures.
 - c. Observations about Indians.
2. Who exceeded Cherokee people?
 - a. Civilized tribes of the Southwest.
 - b. Civilized tribes of the Southeast.
 - c. Civilized tribes of the South.
3. How many recognized clans were?
 - a. Eight.
 - b. Six.
 - c. Seven.
4. The word 'began' means:
 - a. Ended.

- b. Started.
 - c. Finished.
5. What bounded the clan's members?
- a. Blood.
 - b. Honor.
 - c. Kinship.

II. Read and answer.

Teaching can be more like guiding and assisting than forcing information into a supposedly empty head. If you have a certain skill you should be able to share it with someone. You don't have to get certified to convey what you know to someone else or to help them in their attempt to teach themselves. All of us, from the very youngest children to the oldest members of our cultures should come to realize our own potentiality as teachers. We can share what we

- know, however little it might be, with someone who has need that knowledge or skill.
1. Teaching isn't forcing information into empty head. *True or False*
 2. What should someone do when he/she have a certain skill?
 - a. Share with others.
 - b. Keep for him/herself.
 - c. Do it alone.
 3. What should all of us come to realize?
 - a. Our own potential as teachers.
 - b. Our cultures.
 - c. Our teachers.
 4. The opposite of *oldest is*:
 - a. Potential.
 - b. Youngest.
 - c. Little.

5. The pronoun *it* refers to:

- a. Teaching.
- b. Skill.
- c. Information.

III. Complete with the correct word from the box.

fact, weather, station, teenagers, communications, journey, travelers, capital.

- 1. The new _____ isn't so far from the town.
- 2. TV presents new programs about _____ problems.
- 3. We have to listen to the _____ forecast everyday.
- 4. Jerusalem is the _____ of Palestine.
- 5. Traveling to America is a long _____.
- 6. The internet, satellite and radio are modern _____.
- 7. _____ always need to be patient.

IV. Grammar.

Choose the correct answer.

- 1. Ahmad ____ playing tennis now.
 - a. Is
 - b. are
 - c. am
- 2. We ____ move to London next week.
 - a. Will
 - b. would
 - c. were
- 3. Salma ____ a teacher when she worked for the government.
 - a. Was
 - b. were
 - c. is
- 4. Ahmad _____ play well yesterday.
 - a. Could
 - b. may
 - c. will

5. We _____ watched by police yesterday.
a. Was b. were c. are
6. I bought _____ car.
a. a b. the c. some
7. Palestinians _____ lived on this land for thousands of years.
a. Has. b. Have. C. Had.
8. After I had checked my email, I _____ my parents.
a. Has b. phone c. phoned
9. If I _____ a king, I would unify the Arabs.
a. Will b. was c. were
10. Unfortunately, _____ passengers were rescued.
a. Few b. a few. C. little.

V. Writing

1. Which sentence has the correct word order.
a. Soha has house a nice.
b. A house Salma has.
c. Salma has a nice house.
2. Which sentence is punctuated correctly.
a. What's your name!
b. What's your name?
c. What's your name.
3. Which word in each group is spelt correctly.

- a. Animals: horse, hosre, hors
- b. Vegetables: cucumber, cucumbr, cacamber
- c. Months: octoper October ocboter

Composition: in your answer sheet write a paragraph about (Thomas Edison) using the following words in the table.

Date of birth:	1847
Nationality:	American
Inventions:	Light bulb- movie
Date of Death:	1931

Name: _____

I. Read and answer:

Mary has a lot of hobbies and interests. She usually gets up early so she can run before work. She doesn't often have time to ski, but she occasionally goes on Saturdays during the winter. Mary often rides a horse at a stable near her home. She sometimes goes after work, but she usually goes horseback riding on Sundays. She loves music. She always goes to choir practice on Wednesday evenings and sings in church on Sundays. She doesn't have much extra money, so she rarely goes to concerts in the city. She seldom watches TV because she likes doing things outside. She usually goes to the gym if it's raining outside. She isn't often alone because she has a lot of friends. She occasionally does something alone, but she usually does her activities with one of her friends. She's a happy woman!

A. True or False.

1. Mary usually gets up late. ()
2. She always has time to ski. ()
3. She rarely goes to concerts. ().

B. Answer the following:

1. She goes on _____ during winter.

- a. Saturdays.
- b. Sundays.
- c. Fridays.

2. What does she do on Sundays?

a. Horseback riding.

b. Riding bicycles.

c. Playing tennis.

3. She isn't alone because:

a. She has a lot of friends.

b. She is busy.

c. She goes on a trip.

4. Is she:

a. happy.

b. sad

c. lazy.

D. References:

a. The underlined "she" line one refers to: _____

II. Complete with the correct word.

School

connect

destroyed

catch

missed

fit

1. Rami arrived late because he _____ the bus.
2. Laila couldn't _____ her friend Tala to tell he about the match.
3. _____ is the better place to be in.
4. The Earth quack _____ our village last year.
5. Sami went to _____ fish with his cousin.

III. Choose the correct verb.

1. We _____ physics every Sunday.
a. Studies b. study c. studying
2. She _____ speak English fluently.
a. Might b. can c. could
3. If she arrives early, she will _____ the train.
a. Catch b. caught c. catching
4. Susan _____ playing when Kamal arrived.
a. Was b. were c. is
5. Salma _____ warned by her mum last night.
a. Is b. was c. were
6. I have _____ bike.
a. a b. the c. an
7. We _____ examined for 40 minutes.
a. Have b. has c. had
8. I ate banana after _____ milk.
a. Has drunk b. had drunk c. have drunk
9. Fortunately, we have _____ sugar.
a. Little b. a little c. few
10. Sami is _____ than Ramiz.
a. Tall b. taller c. tallest

IV. Writing

A. Which sentence has the correct word order.

1. have I a nice cat.
2. I have a nice cat.
3. A nice cat have I.

B. Which sentence is punctuated correctly.

1. How are you.
2. How are you?
3. How are you,

C. Which word in each group is spelt correctly.

1. Fruit: banana bnanna banana
2. Subjects Arabic abaric abraic
3. Days Sunday Sundya Sanduy

D. Write about yourself including (your name, age, school, your favourite subjects, your hobbies, interests, your favourite football team, your university study and your future job).

Annex: A Cat in the Rain (the first short story of the study).

Cat in the Rain

By E. Hemingway

There were only two Americans stopping at the hotel. They did not know any of the people they passed on the stairs on their way to and from their room. Their room was on the second floor facing the sea. It also faced the public garden and the war monument. There were big palms and green benches in the public garden. In the good weather there was always an artist with his easel. Artists liked the way the palms grew and the bright colors of the hotels facing the gardens and the sea. Italians came from a long way off to look up at the war monument. It was made of bronze and glistened in the rain. It was raining. The rain dripped from the palm trees. Water stood in pools on the gravel paths. The sea broke in a long line in the rain and slipped back down the beach to come up and break again in a long line in the rain. The motor cars were gone from the square by the war monument. Across the square in the doorway of the café a waiter stood looking out at the empty square.

The American wife stood at the window looking out. Outside right under their window a cat was crouched under one of the dripping green tables. The cat was trying to make herself so compact that she would not be dripped on.

"I'm going down and get that kitty," the American wife said.

"I'll do it," her husband offered from the bed.

"No, I'll get it. The poor kitty out trying to keep dry under a table."

The husband went on reading, lying propped up with the two pillows at the foot of the bed.

"Don't get wet," he said.

The wife went downstairs and the hotel owner stood up and bowed to her as she passed the office. His desk was at the far end of the office. He was an old man and very tall.

"II piove,"* the wife said. She liked the hotel-keeper.

"Si, si, Signora, brutto tempo/" It's very bad weather."

He stood behind his desk in the far end of the dim room. The wife liked him. She liked the deadly serious way he received any complaints. She liked his dignity. She liked the way he wanted to serve her. She liked the way he felt about being a hotel-keeper. She liked his old, heavy face and big hands.

Liking him she opened the door and looked out. It was raining harder. A man in a rubber cape was crossing the empty square to the cafe. The cat would be around to the right. Perhaps she could go along under the eaves. As she stood in the doorway an umbrella opened behind her. It was the maid who looked after their room.

"You must not get wet," she smiled, speaking Italian. Of course, the hotel-keeper had sent her. With the maid holding the umbrella over her, she walked along the gravel path until she was under their window. The table was there, washed bright green in the rain, but the cat was gone. She was suddenly disappointed. The maid looked up at her.

"Ha perduto qualche cosa, Signora?"*

"There was a cat," said the American girl.

"A cat?"

"Si, ilgatto."*

"A cat?" the maid laughed. "A cat in the rain?"

"Yes," she said, "under the table." Then, "Oh, I wanted it so much. I wanted a kitty."

When she talked English the maid's face lightened.

"Come, Signora," she said. "We must get back inside. You will be wet."

"I suppose so," said the American girl.

They went back along the gravel path and passed in the door. The maid stayed outside to close the umbrella. As the American girl passed the office, the padrone bowed from his desk. Something felt very small and tight inside the girl. The padrone made her feel very small and at the same time really important. She had a momentary feeling of being of supreme importance. She went on up the stairs. She opened the door of the room. George was on the bed, reading.

"Did you get the cat?" he asked, putting the book down.

"It was gone."

"Wonder where it went to," he said, resting his eyes from reading.

She sat down on the bed.

"I wanted it so much," she said. "I don't know why I wanted it so much. I wanted that poor kitty. It isn't any fun to be a poor kitty out in the rain."

George was reading again.

She went over and sat in front of the mirror of the dressing table looking at herself with the hand glass. She studied her profile, first one side and then the other. Then she studied the back of her head and her neck.

"Don't you think it would be a good idea if I let my hair grow out?" she asked, looking at her profile again.

George looked up and saw the back of her neck, clipped close like a boy's.

"I like it the way it is."

"I get so tired of it," she said. "I get so tired of looking like a boy."

George shifted his position in the bed. He hadn't looked away from her since she started to speak.

"You look pretty darn nice," he said.

She laid the mirror down on the dresser and went over to the window and looked out. It was getting dark.

"I want to pull my hair back tight and smooth and make a big knot at the back that I can feel," she said. "I want to have a kitty to sit on my lap and purr when I stroke her."

"Yeah?" George said from the bed.

"And I want to eat at a table with my own silver and I want candles. And I want it to be spring and I want to brush my hair out in front of a mirror and I want a kitty and I want some new clothes."

"Oh, shut up and get something to read," George said. He was reading again.

His wife was looking out of the window. It was quite dark now and still raining in the palm trees.

"Anyway, I want a cat," she said, "I want a cat. I want a cat now. If I can't have long hair or any fun, I can have a cat,"

George was not listening. He was reading his book. His wife looked out of the window where the light had come on in the square.

Someone knocked at the door.

"Avanti,"* George said. He looked up from his book.

In the doorway stood the maid. She held a big tortoise-shell cat pressed tight against her and swung down against her body.

"Excuse me," she said, "the padrone asked me to bring this for the Signora.

Annex 5: The Story of an Hour (the second short story of the study).

"The Story of An Hour"

Kate Chopin (1894)

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.

There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder

on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will--as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under hte breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial. She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him--sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door--you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

"Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Someone was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.

When the doctors came they said she had died of heart disease--of the joy that kills.