RESEARCH ARTICLE

EXPLORING TEACHERS' PRACTICES OF USING SHORT STORIES FOR TEACHING ENGLISH SPEAKING SKILLS: GRADE ELEVEN OF DAMBOYA PREPARATORY SCHOOL IN FOCUS

Misgana Tesfaye and Dereje Haile

Department of English Language and Literature, College of Social Sciences and Humanities,
Wolaita Sodo University

ARTICLE INFO

ABSTRACT

The purpose of this study was Exploring Teachers' Practices of using Short Stories in Teaching English Speaking Skills for Grade Eleven of Damboya Preparatory School. The study employed descriptive research design. To attain the stated objectives, purposive sampling technique was used to select the target school and the targeted respondents of the study. Accordingly, sixty four students and English language teachers who have been teaching English subject for preparatory classes were used as the participants of the study. Both the students and the teachers were from Damboya Secondary and Preparatory School. To collect the data, questionnaire, document analysis and focus group discussion were used. The data were analysed both quantitatively and qualitatively. The data in the questionnaire were analysed by calculating the percentages and frequencies. The results of the research pointed out that the short stories incorporated to teach speaking skills in English textbook of grade eleven and the speaking activities derived from the incorporated short stories of the same class according to the data attained from students and teachers were insufficient and less than the needed though there is no criteria to limit the numbers of short stories to be incorporated. Using the incorporated short stories needs teachers' use of various techniques like grouping students for discussion, motivating them as they retell short stories orally and teaching as students complete the remaining plot of the short stories. For the reason that different major hindering factors like large class size, authors' culture, the size of English language text book and understanding of students towards short stories role to enhance speaking skill, there was a gap in the use of the incorporated short stories to teach speaking skills. As a result, based on the findings of the study, recommendations were forwarded to alleviate the aforementioned problems in the school under study.

Citation: *Misgana Tesfaye and Dereje Haile.* **2020.** "Exploring Teachers' Practices of Using Short Stories for Teaching English Speaking Skills: Grade Eleven of Damboya Preparatory School in Focus", *International Journal of Current Research*, 12,(09), 13892-13908.

INTRODUCTION

This part of the manuscript comprises the basic aspects that give important information on the study. These are background of the study, statement of the problem, general and specific objectives of the study, basic research questions, significance of the study, and scope of the study and organization of the paper.

Background of the Study: In the past, different approaches of language teaching and learning had been used. From the practicability of those approaches, after one approach was outdated some of the contemporary approaches have replaced. In the nineteenth century, the grammar translation method (GTM) predominated ESL/EFL teaching.

Corresponding author: **Misgana Tesfaye,**
Department of English Language and Literature, College of Social Sciences and Humanities, Wolaita Sodo University.

At that period, translation of second/foreign language to learners' indigenous language was the main activity of language learning .Due to that reason, literary works were important resources of ESL/EFL teaching (Prodromou, 2000). However GTM was replaced by the structural approach. According to Erkaya (2005), structuralism was concerned with correctness of grammatical form and not with contents or interpretation of written words or style. On the other hand, teaching target language was regarded as a matter of linguistic skills development. Another approaches such as the direct method, the audiolingualism, suggestopedia, the silent way, total physical response, and the natural approach one after another dominated ESL/EFL teaching; but literature was not exploited on all those methods. When communicative language teaching approach had started in late 1970s' and early 1980s', literature was also ignored as it was expressed by Pardede (2011). During that time literary works had lost their credit and their place in the language curriculum. The trend in the EFL class during that time was to teach functional useful contents.

The purposes of EFL courses were mainly to help learners to communicate effectively. To reinforce this, dialogues were widely used in the curriculum. However from 1980s' on ward, the condition was totally altered when literature had started to be integrated in to language teaching. According to Bretz (1990), the way literature has used was different from the period of GTM. The use of literary works in ESL/EFL class has created fascination among teachers and more studies to reinforce the use of literature. The results of some studies, like those of Lazar (1993), Cook (1994), and Shanahan (1997), strongly recommend the integration of literary texts into the SL/FL curriculum. McKay (1982) claims that one of the most important contributions of using literature for language teaching purposes is that literature presents language in discourse. According to Collie and Slater (1991), Lazar (1996) and Maley (2001) since the 1980s, the integration of literary works in ESL/EFL classes has attracted the interest of an increasing number of researchers due to several benefits offered by the use of literature.

According to Oradee (2012) English language teaching and learning has the goal of focusing on students who will be able to use English for communication and as a tool for furthering their studies. In foreign language teaching and learning, ability to speak is the most essential skill for communication. Speaking skill is an important part of the curriculum in language teaching, and this make an important object of assessment as well. It is obvious that speaking skill is an interaction, a social and situation-based activity. More over this skill is the productive and aural skill we develop for the sake of effective aural communication. One major problem that language instructors face in the classroom context is the creation of an authentic situation. EFL learners often hesitate when speaking English. This results from learners' lack of exposure to authentic English language environments that allow them to use English for communication and expression. Language classrooms, especially those in EFL/ESL contexts are isolated from the context of events and situations which produce natural language. Literature can overcome this problem because the language in literary events creates a context of situation enabling it to transcend the artificial classroom situation. Further when the teachers carefully select authentic and artistic literary texts for their students, unknowingly the students involve into their learning. According to Lazar (1993), using authentic literature materials which provoke and motivate all students can increase their interest for reading. Using authentic literature accomplishes a variety of tasks. In this regard, Barr and Johnson (1997) described:

> Authentic literature stimulates and clarifies thinking. It encourages students to explore, to imagine, to laugh, and to cry. It opens up windows of new opportunities for students to experience historical events and to understand the values, beliefs, and customs of different cultures. It provides opportunities for enjoyment and escape from boredom and problems by creating a new world filled with action, intrigue, surprises, laughter, levity, and/or knowledge.

Short story is one of the most important genres of literature that can be incorporated into language classroom. Among literary forms, short-story, which is defined by Poe as cited in Abrams (1970) is a narrative that can be read at one sitting of one-half hour to two hours, and that is limited to a certain unique or single effect, to which every detail is subordinate. Since it is short and aims at giving a single effect, there is usually one plot, a few characters; there is no detailed description of setting. So, it is easy for the students to follow the story line of the work. The idea that short stories are the most suitable literary genres to use in English teaching due to their shortness is supported by Hirvela and Boyles (1988). Short stories seem to be the most suitable choice to teach speaking skills. According to Erkaya (2005), using short stories in speaking class has four benefits to teach ESL/EFL students i.e. motivational, literary, cultural and higher-order thinking benefits. This shows that the use of short stories has great contribution to assist English language learners to become good at speaking. Moreover, literary texts like short stories can stimulate language acquisition process by providing authentic contexts. Due to its potential of motivational benefit embedded in the stories, it helps students to enhance the language skills more effectively.

Hailu (2008) described that ELT materials play a very important role in English language classrooms. The materials that the language teachers use in their EFL classroom have their impact on the students' success in their language skills. In the context of teaching English in Ethiopia the new grade 11 textbook which was published in 2003E.C was designed based on communicative language teaching (CLT) approach that employs Student Centered Approach (SCA).It has included informative, structured passage, transactional texts and also genres of literary texts mainly poems and short stories to develop language skills. As Yenealem (2014) described, yet literary texts despite their authenticity and resourcefulness in their language input for the classrooms are still either ignored or avoided by teachers and students. This is because typically literary texts are highly culturally charged, conceptually difficulty and a hindrance rather than facilitation of learning the target language. It is for this reason that the researcher had decided to explore the teachers' practices of using short stories to teach English speaking skills for grade eleven of Damboya preparatory school.

Statement of the problem

One of the most important outcomes of EFL class is improving students' English language speaking skill. These skills can be improved through the effective use of literary texts in the speaking class. Accordingly, from the genres of literature, short stories are the most important ones. Incorporating short stories into English language instructional materials and using them when teaching EFL skills would help students of different proficiency levels. Thus, teaching English speaking skills through short stories can enable students to enhance their pronunciation, see vocabulary in context, grammar in use and above all expose learners to language. In addition to this, as it is explained by Howie (1993), short stories have the role in enhancing students' critical thinking as students learn to make judgments and come to conclusions. By writing their opinion on the short stories, the students would gain confidence that they can express themselves. Moreover, as Pardede (2010), points out short stories are parts of literary genres that help to enhance students' speaking skills. Besides this, short stories have power to motivate learners while they are participating in speaking class. According to Obediat (1997),

literature especially short stories enhance motivation. Motivated students could engage themselves actively in class participation and improve English language speaking skills. This shows that short stories and speaking skills have strong relationships. Short stories can be an input to oral skill practice. After finishing reading, students can be asked to narrate the story in their own words, to give chronological sequences of events in the story, to paraphrase or to give a summary of the story. Besides, students can do the role play, act out some parts of the story, or dramatize the characters in the story. The authentic and natural dialogues, in the stories, could be highly effective not only in maintaining high interest and attention levels of EFL learners but also to use them in real life communications. Therefore the idea of the use of short-stories in EFL classroom for developing the speaking skills effectively is not just theoretical, but according to Collie and Slater, (1991),is 'quite practical one'. Short stories can be an input to oral skill practice. After finishing reading, students can be asked to narrate the story in their own words, to give chronological sequences of events in the story, to paraphrase or to give a summary of the story. Besides, students can do the role play, act out some parts of the story, or dramatize the characters in the story. The experience on the ground reveals that the speaking skills of grade 11 students in Damboya preparatory school are poor. Students' interest of speaking skill is not fulfilled. So that it is the source of this study. In order to fill in this gap, the researcher is going to explore short stories incorporated and used to teach English language speaking skills for grade 11 students. In his research, Awatif (2017) identified that this internet generation takes the track of surfing the internet searching for images, videos and topics as fulfilling their interests. Their interest of improving speaking skill is not fully covered. They use the break time as the good opportunity to communicate what they have observed from internet with their peers in the school. They miss chance to speak in the classroom about their prospects, interests and about their reactions. Besides, English language teachers of Damboya preparatory school are not conscious of students' imagination and critical thinking. Curricula designers neglect students' abilities of negotiations and stimulating discussions. The learners are hanged up by the instructions and the method of teaching; they become nervous to engage in speaking activities going around them.

As Erkaya (2005) described, some teachers may still believe that teaching EFL encompasses focusing on linguistic benefits only. According to her finding, still now language instructors are dominating the classroom activities with linguistic elements. This problem of focusing on linguistic mastering is also shared by Pardede (2011) and he identified that the necessity of integrating literature because of its rich potential to provide an authentic model of language use. In most developing countries, as Pardede (2011) stated some protests are raised against the use of literature in public schools. As a reason overcrowded classes, overloaded syllabus and limited time are considered as some of the problems that commonly occur. First, the deviated and figurative language of poetry is time-consuming to understand. Second, novel takes much time to accomplish in class. Finally, it is possible to use drama in classes, but it will be challenging to act out a play in crowded classes within limited time. Taking these objections into account, it is clear that among literary forms, short stories seem to be the most suitable one to use.

Even though according to Yenealem (2014), recently literary texts are included in English language teaching materials, informal discussions with students reveal that they are unable to understand what they have learned. Many of them do not recognize appreciating different genres of literature like short story and poetry. It is because, most of the time teachers and students take literary texts as common reading texts and do not really determine the advantages of learning through literary texts in EFL classes. Moreover, teaching speaking was undervalued and little attention is given to short stories in EFL Speaking classroom (Murdoch, 2002). Furthermore, Yenealem (2014) found that there are few short stories incorporated into high school textbooks. However, many activities that involve the learners were not developed from those incorporated short stories. As he described the language skills ignored to reinforce the major intended goals of language teaching or learning. To fill this gap, this study focused on exploring teachers' practices of using short stories for teaching English speaking skills. Therefore, it is valuable to explore teachers' practice of using short stories for teach speaking skills of grade 11 students.

Objectives of the study

General objective: The general objective of this study was exploring teachers' practices of using short stories for teaching English speaking skills of grade 11 students at Damboya Preparatory School

Specific objectives

The specific objectives of the study include:

- To assess teachers practices of incorporating short stories to enhance speaking skills of the students
- To describe the usage of short stories in EFL classroom to improve learner's English language speaking skills.
- To find activities and techniques which are used during the use of short stories to teach speaking To show the major factors that hinder the use of short stories in teaching English language speaking skills.

Research Questions

In order to achieve the above stated objectives effectively, this investigation attempts to focus on the following specific research questions.

- What are the teachers' practices of incorporating short stories to teach speaking skills of EFL learners?
- How do teachers use short stories to teach speaking skills?
- What are the techniques and activities used in EFL classroom during teaching speaking skills through short stories?
- What are the factors that affect use of short stories in teaching speaking skills?

REVIEW OF THE RELATED LITERATURE

The Concept of Speaking Skill: Speaking skill is an interaction, a social and situation-based activity. Speaking skill is an important part of the curriculum in language

teaching, and this makes it an important object of assessment as well. It is the productive and aural skill learners develop for the sake of effective aural communication. Thus, it is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts as expressed by (Chaney, 1998). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is a crucial part of second language learning and teaching. According to Oradee (2012) English teaching and learning have the goal of focusing students be able to use English for communication and as a tool for furthering their studies. In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication. According to Aye K. and Phyu L. (2015) speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it. Many people feel that speaking in a new language is harder than reading, writing and listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.

Role of Speaking Skills for Human Beings: There are numerous daily life situations where people need speaking, such as talking to someone face to face, communicating through the phone, answering questions, asking for directions, in shops, meetings or chatting with their friends, to name a few. People spend great deal of their time interacting with more people and, each of these situations requires a different register according to the formality of the moment. As Lindsay and Knight (2006) we speak for many reasons- to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on. Harmer (2007) identified as human communication is a complex process. People need communication when they want to say something, transmit information or need to speak. Speakers use communication when they want to express or inform someone about something. They use language according to their purpose and it is necessary for there to be a listener and a speaker for effective communication. He also explains that when speaking, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings.

According to Bueno, Madrid and McLaren (2006: p325) L1 speakers use some mechanisms to facilitate their speech. These mechanisms are not too easy for L2 speakers and consist of simplifying the language making simple structures: they usually omit parts of a sentence and use idiomatic expressions to facilitate the oral fluency and fillers and hesitation devices are also frequent. In order to compensate their difficulties, L1 speakers can correct them, reformulate or rephrase sentences, a frequent kind of alteration accepted by the community of speakers.

Techniques of Teaching Speaking Skills: Responding to the fact that speaking is still difficult to be mastered by students, it demands teachers to develop their teaching material in order to help them to achieve the goal of teaching speaking skills. Harmer (1993) differentiated practice activities from communicative activities. Thus, according to Harmer, oral practice includes oral drills, information gap activities, games, personalization and localization, oral interactions. Additionally, communicative activities include reaching a consensus, discussion, relaying instruction, communication games, problem solving, talking about oneself, simulation and role play.

As Goh, C.C.M. & Burns, A. (2012) explained, the teaching and learning of speaking are a vital part of any language education classroom; not only does the spoken language offer 'affordances' for learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes. However, teaching speaking remains challenging for many teachers. A key issue here is whether what happens in a speaking classroom is concerned with 'doing' teaching or 'teaching' speaking.

Models of Using Literary Texts in Teaching Language Skills: There are three models of teaching literary texts according to Carter and Long (1991). These are the cultural, the language, and the personal growth models.

The cultural model: The cultural model enables students to understand and appreciate different cultures and ideologies within the natural context of tradition, thought, feeling and artistic form of literature. Lazar (1999) shows as literature reveals the universality of thoughts and ideas and learners are encouraged to understand various cultures in relation to them. Literature is important as a medium to preserve the culture and artistic heritage.

The language Model: The language model can be a tool for teaching of specific language skills, vocabulary or structures. It would also stimulate creative and critical thinking, assist to raise an awareness of use of different modes of language, create an opportunity for team work, co-operation and experiential learning. Using this model, literary texts according to Mckay (1982) are exploited for the teaching of vocabulary or structures or language manipulation and utilized to exemplify certain types of linguistic patterns such as direct and indirect speeches, and literal and figurative language.

The personal growth model: As identified in (Carter and Long, 1991) literary texts for an enjoyment and love for literature emerges from the personal growth model. It focuses on the personal pleasure and emotional gain that students can procure by reading literary texts and how an effective reading of literature helps them to progress and mature as individuals.

Approaches of Using Literary Texts in Teaching Language Skills: Approaches of using literary texts refer to how literary texts are presented and viewed by teachers. There are various approaches teachers use to teach literature. The most general approaches suggested according to Lazar (1993) are three. These are language based, literature as content, and literature for personal enrichment. Each of these

approaches offering methodological assumptions, selection, and organization of teaching material.

The language based approaches: The language based approaches, like the language model, draws the attention on grammatical, lexical or discourse categories of the text.

Literature as content approaches: Literature as content approaches furnishes literature as content of the course, similar to the cultural model concentrates on historical, political background to a text and characteristic of literary movements.

The personal enrichment approach: The personal enrichment approach shares common characteristics with the personal growth model. In this approach, literature helps students to become more actively involved both intellectually and emotionally in learning the target language by focusing on personal experiences, feelings and opinions. As both Heathcote & Bolton (1998) discussed thus, engaging in literature would also make students more democratic, open-mind, and open to change and improvement.

Concepts of Short Story: Short-story, which is defined by Poe as cited in Abrams (1970: p158) is a narrative that can be read at one sitting from one-half hour to two hours, and that is limited to a certain unique or single effect to which every detail is subordinate, seems to be the most suitable one to use in public schools. Since it is short, and aims at giving a single effect, there is usually one plot, a few characters; there is no detailed description of setting. In the finding of Abrams (1970s) the short story is one of the most common narratives that are used in the language classroom. Of course, one of the characteristics of the short story is that it is short. Therefore it can be read in one sitting and the pupils are not put off by an endless amount of pages. As the short story possesses a relative length, it contains just a few characters what makes it less complex and easier for the reader to follow.

According to Abrams (1970), shortly, we can describe or explain the phrase short story as the following:

It's a work of fiction, so it involves the imagination. A short story tells of one event in a very concentrated way. It's about people who don't really exist. It describes something at a moment of crisis. It has a plot, and characters who are somehow connected with each other.

Elements of Short Story: According to Ebrahiminejad, S. et al (2014) the elements of the narratives of fiction stories should help to memorize what happened and which arouses the reader's suspicion for discussion. This means exchanging suggestions and expectations. Such activities lead the readers to express their feelings and ideas unintentionally. Hence, their communicative oral competence will definitely improve. What is more than that, the readers try to communicate the most exciting events to the others. As Ebrahiminejad, S., et al (2014) the elements of the fiction may be revealed through the readers' implication or suggestion. These elements of short stories include character, setting, Authors, plot, conflict, theme, point of view and scene. A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work. They are people involved in the story. They are created through physical description, actions, speech, the opinions

and responses of other characters, and, where narrative point of view allows, through their own thoughts. The setting of a short story is the time and place in which it happens. Setting is created through sensory detail. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting. A plot is a series of events and character actions that relate to the central conflict. It is the sequence of events which constitutes the story. Think of dominoes falling; each event occurs because of something that precedes it. Be aware, though, that plot is not always presented chronologically: flashbacks and flash forwards can be used for reasons of emphasis and clarification. And remember that plot is more important in a novel than in a short story. The short story tends to focus on one major event, while a novel might include many more. The conflict is a struggle between two people or things in a short story. The main character is usually on one side of the central conflict. On the other side, the main character may struggle against another important character, against the forces of nature, against society, or even against something inside him or her (feelings, emotions, illness). The theme is the central idea or belief in a short story. All these benefits are the basic for developing communicative competency. Theme is the insight or concern that the writer hopes to convey through the story. Not stated outright, it should be absorbed by the reader almost subconsciously. A point of view is the camera angle from which the writer presents the story. In first-person point of view, 'I' is used, and the narrator is typically a character involved in the story. In second person (the least used point of view), you is used, in an effort to make the reader a character. In third-person, the narrator is a voice external to the story, using him or her in relating events. Point of view can be limited (allowing no access to characters' thoughts), omniscient (allowing access to all characters' thoughts) or semi-omniscient (allowing access to the thoughts of selected characters). A scene is parts of the story in which the writer's attention is tightly focused on a particular point in the progression of events. Sensory detail is a key so that readers feel that they see /hear/ feel/taste/smell all that they would if actually witnessing the actions presented. (The type and amount of sensory detail can vary greatly).

Concerning the phases of short story Plot, Ebrahiminejad,S., et al (2014) categorizes them into: Opening/Exposition, complication, Rising action, Conflict, climax, falling action, resolution and Closing are the usual flow of plot. However, as Collie and Slater (1987) emphasize, whatever the criteria might be, the important thing to bear in mind whenever selecting literary texts for teaching language is its capacity to arouse the students for personal involvement and its power to provoke them to react in any manner that the classroom conditions permits.

Types of Short Stories: Some types of short stories are myths, legends, fables, folk tales, fairy tales and tall tales. A myth is a story that explains a natural occurrence, such as where the sky came from. Characters in these stories are often supernatural beings like gods. A legend is a story about a popular figure that may have never existed but is based on some truth. Folk tales or fairy tales are old stories that have been around for many years. These stories often begin with "Once upon a time in a faraway land." Many different cultures have their own folk tales or versions of them. A tall tale is a story that's based on truth, but with exaggerations.

Unlike legends, these stories may be based on real people, but the events in the stories may have never happened (www.htpp///How to Use Easy Short Stories to Improve Your English Fluent U English.htm).

Why Short Stories in EFL Classroom?: The world of short fiction both mirrors and illuminates human lives (Sage, 1987). Teaching short fiction enhances the development of imagination, creativity and self-awareness among EFL students. Odilea (2003) indicates that short stories help students to learn the language skills more effectively because of the motivational benefit embedded in the stories. Murdoch (2002) indicates that short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency. Since short stories usually have a beginning, middle an end, they encourage students at all levels of language proficiency to continue reading them until the end to find out how the conflict is resolved. Elliott (1990), for example, affirms that literature motivates advanced students and is motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities. He stresses the importance of developing student–response (individual and group levels) and competence in literature.

As Khatib, M. and Seyyedrezaei, S.H. (2013) advantages of using SSBLT are cultivating all language skills, motivating students, developing cultural and personal awareness, developing critical thinking and building up extensive vocabulary. Additionally, Ebrahiminejad, S., et al (2014) explained the benefits of using short stories in EFL as it is motivational, literary, cultural and higher-order thinking benefits. Nevertheless, before teachers look at these benefits in more details, they need to be reminded of one benefit that all instructors should take advantage of, reinforcement of skills. These short stories values were also equally explained in Erkaya (2005). Additionally, they explained as in the literature class, the teacher can exploit the literary texts to enhance the students' communication skills. Oral comprehension check questions, role play, survey, debate, etc. are some effective activities to improve the students' speaking abilities and at the same time maintain their interests and involvements.

The idea that short stories are very suitable to use in English teaching is supported by Pardede's (2010) research findings on the interest, perceptions, and the perceived needs of the students of the English teachers training of Christian University of Indonesia towards the incorporation of short story in language skills classes. The research revealed that a majority of the respondents basically found short stories interesting to use both as materials for self-enjoyment and of as components language skill classes. Most of them also agreed or strongly agreed that the incorporation of short stories in language skills classes will help learners achieve better mastery of language skills. They even believed that English teacher candidates should master the skills of employing short stories to teach language skills. In addition, the statistical analysis revealed that the students" interest and perceptions were positively and significantly correlated, and both variables significantly affected each other. Short story as a multi-dimensional literary genre can be profitably utilized in the acquiring different language skills. The short story's distinctive features, i.e., its brevity, modernity, and

variety make it appealing and interesting to language learners. Bouache (2010) argued that since the primary function of short stories is to entertain and inform, they keep interest alive in the classroom and motivate students, they have factual (real) and cultural values. They create a comfortable atmosphere and a good environment and enjoyable. Every student will create her / his own setting, characters, physical appearance and relating them to her / his own reality and experience to that of the story, thanks to her/ his background knowledge. Short story is a motivating material and has general educational value. It helps students to understand another culture. In addition, it is a stimulus for language acquisition. Lazar (1993) described it develops students' interpretative abilities. Students enjoy it and it is fun. It is also highly valued and has a high status expands students' language awareness. In addition, it encourages students to talk about their opinions and feelings. In short, using short story in the EFL classroom provides many advantages for language learners. According to Maibodi (2008) short stories at the intermediate stages of language learning could be beneficial since literature has the quality of being universal and short stories will allow the teacher to deal with human problems. Students voice their feelings about many issues and are earnestly look for the information that could promote a better understanding of the world in which we as human beings live. Furthermore, because he is expressing his feelings about an issue he will get involved in the topic which he tends to see as important and will like to spend a great deal of time on it. It is quite natural for human nature to communicate through narration a sequence of actions that could be interesting and sometimes motivating too.

Using short stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development. Short story is considered as one of the literary genres that can be used in the EFL classroom to enhance language skill, motivate students, and increase their cultural awareness and tolerance. King (2001) concludes that short stories can be utilized as engines, and a powerful and motivating source for assisting learners consolidate and practice language (grammar, diction). Similarly, Ellis and Brewster (1991) emphasize that as stories are motivating and fun, they can help students develop positive attitudes towards the foreign language and enrich their learning experiences. Lazar (1993) believes that exposing learners to literature provides them with memorable syntactical or lexical items. Moreover, it also encourages learners to make predictions, inferences and draw conclusions about actions, behaviours of character and ends of literary works. Another advantage for short stories is their practical length, which enables learners to wrap up the discussion and analysis of the story in one or two classroom sessions.

Relationship of Speaking Skill and Short Story: Kayi (2006) showed storytelling improves speaking. Students can briefly summarize a tale or story they heard from someone beforehand, or they may create the story of their own life to tell their classmates. Thus, storytelling fosters creative thinking. Sachin (2013) stated that Literature is indeed a very authentic tool to impart speaking skills. If someone looks at every poem, story or drama as a mini-lesson, he/she as language teachers can use these little jewels to teach the spoken language to the students effectively so that they can

communicate with a variety of audience and use it for different purposes. According to Coski, Trudel, &Vohs, (2010), the learners begin to build confidence in their speaking skills as result of the storytelling. In fact, storytelling helps learners to create oral language complication and may be an effective technique to help English language learners. According to Zuhriyah, M. (2017) Speaking is the first way to interact with others in the social community. Furthermore, the success in learning a language at first can be seen from the ability of the learner's speaking. However, it is very hard for the beginners to speak the foreign language, especially English. There are a lot of reasons why they get difficulties in speaking, such as lack of ideas to tell, lack of vocabularies to express the ideas, lack of the chance to speak, and lack of the interesting teaching method that can motivate them to speak. According to Zuhriyah, M. (2017) Storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding about the story. According to Akhyak and Indramawan (2013) cited in Zuhriyah, M. (2017) in the study entitled Improving the students' English speaking competence through storytelling, storytelling implemented in teaching speaking could improve the students' fluency, grammar, pronunciation, vocabulary, and content.

Activities Used to Apply Short Story in Speaking Skills' Classroom: According to Violetta-Irene, K. (2015) the use of a short story seems to be a very helpful technique in today's foreign language classes. There are several advantages for using short stories in an ESL classroom because; short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminates human lives. According to Erkaya (2005), researchers who advocate the use of short stories to teach ESL/EFL list several benefits of short stories. These include motivational, literary, cultural and higher-order thinking benefits. Short story can also be a powerful and motivating source for teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, re-enactment, and discussion are some effective learning activities which centre on a short story EFL classes can use for enhancing these two skills. Asking students to read story aloud can develop their speaking as well as listening skills. Moreover, it also leads to improving pronunciation. Pardede (2010) argues short stories can also be a powerful and motivating source for teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, re-enactment, and discussion are more effective learning. This recommendation illustrates the importance of developing language skills in the classroom to strengthen students' self-confidence to form relationships through language use. As Ebrahiminejad S., *et al* (2014) described, the followings are some activities teachers can assign to develop students speaking skills by using short stories. The students read the story aloud as a chain activity. The first student reads the first sentence. The second student takes the second sentence, the third student, third sentence, and so forth. Such activity will enhance students" pronunciation and fluency in an interesting way. In an upper intermediate class, the students retell the story as a chain activity in small groups. Each student will have a lot of opportunities to practice the relevant connectors or other discourse markers in a meaningful context (They certainly

should have been given a list of the connectors and discourse markers beforehand.)In an advanced class, the students are grouped into two groups. Using a Long walk home, the first group is assigned to prepare arguments on right /appropriate decision and another group should prepare arguments that are not appropriate. An extending activity useful to develop students" speaking skill and to make students more involved in the story is role-play. This can be carried out by asking students to play the role of several characters. It may help teachers and students to understand that short story can be an efficient vehicle for language acquisitions, scaffolding, and motivation and strengthening the affective and emotional domain of students in their speaking classroom.

Factors that Hinder the Use of Short Stories in Speaking Skills Classroom

There are different factors that hinder the implementation of literature genres in EFL class room.

Language Problem: The challenges that face using short story or literary text is language. This means difficulty in vocabularies, long sentences limit learning of literature. For this reason many EFL learners see learning literature as difficult. Often learners and teachers find the language doesn't stick to more common usages, but often exploits and even distorts the conventions in fresh and unexpected ways (Lazar, 1994). The most common problem is language itself, more especifically, syntax and vocabulary. Literary vocabulary and grammatical structures are often considered to be too complicated, making reading a highly demanding activity. McKay (2001) and Savvidou (2004) critizise the language of literary texts for being far from the conventions of Standard English established for the different levels of the students. That is probably the reason why students often feel that literary language does not stick to the most common usages, but exploits and even distorts the accepted conventions in fresh and unexpected ways as stated by(Lazar, 1993.) According to Lima, also, the mastering of grammatical forms and graded structures that ususally guide the EFL teaching clashes violently with the intentional bending and breaking of grammatical rules that seems to be one of the main features of literature (Lima, 2005). Lexis happens to reveal the same problem: unrestricted, creative use of lexical items "might hamper understanding instead of providing practical examples" (Lima, 2005).As Widdowson (1982) states, literature can provide 'misleading models' and this disruptive use of language, stimulating and refreshing for native speakers, might lead to possible confusions in case of FL learners.

Collocation learning is one of the central components of developing successful communication and is considered as an integral of language by both teachers and researchers. The learners' inability to produce structures using collocations is a frequent problem in EFL classes. Teachers are always facing this problem at all level of teaching English language. In such condition, learners prefer to keep silent, unwilling to participate in class activities; if students fail to communicate in the classroom, the whole task of teaching will be unfruitful and ineffective because there will be no communication, no thought, no effort. This may be result of lack of exposure to short stories or literary texts. The other problem in foreign language teaching is that many teachers believe that teaching about language itself makes the learner capable of using

language for communication. In fact, there is great gap between having information and being able to use language for communicative purpose (Kasper, 1997).

Culture Problem: One of problem using literary text in EFL classroom is culture. As many scholars demonstrate, cultural factors can present challenges in a way that it is impossible for outsiders to share full range of references of an insider (Duff, 1990). Cultural issues also result in some problems when it comes to the use of literary texts in EFL. According to McKay (2001), literature is saturated with cultural concepts that might frustrate the unexperienced reader. For Duff and Maley (1990), cultural factors might present difficulties to the point of making it clearly impossible for an outsider to fully understand and share the scope of references of an insider. "Undeserible cultural connotations" conveyed by some literary texts might also restrain the use of certain texts(Collie & Slater, 1987). Some authors (Tomlinson, 2001) stand for including interesting L1 topics and themes as a way to humanize English textbooks while others (Brown, 2007) consider language to be a part of culture and defend L2 culture as an essential component of the EFL teaching program. In this sense, Lima (2005) observes that even in the case that teachers may feel determined to include L2 cultural elements in their EFL classes, these can often present a distorted reality.

Methodology Problem: The methods of teaching are another problem. While significant methodological changes have taken place language teaching, surprisingly teaching of literature is still traditional. Though most scholars (Duff, Maley, 1990; Langer, 1997; Ghosn, 2002) admit multiple advantages of literature in the field of language teaching, consensus on the implementation of literary texts in the EFL classroom is still far from being reached. Possible causes are to be found in the existing uncertainty about the role of literary texts like short story in the English language classroom, as much as in the multiplicity of theories on literature teaching and assessment. It is difficult to think of a universal way to introduce literary texts in the EFL classroom that would fit every single teacher's needs and interests. Some teachers prioritize grammar and vocabulary while others put the emphasis on the stylistic features, still leaving a niche to be filled in the field to those who consider it especially attractive to work with students' personal experiences.

Other key factors to be equally considered are the linguistic competence of the students, the socio-cultural context of the learning process, the characteristics of the literary text used in the classroom, or the learners' specific needs. Based on the existing reality and from the knowledge gained from related literatures, the researcher of this study produced his own argument. Accordingly, proper implementation of short story contents in EFL classroom is powerful tool to enhance students' English language speaking skills. First, it raises students' interest for participation in speaking activities without limiting themselves. Second, it help learner to improve their speaking skills in particular and develop other language skills in general. Additionally, it helps students to be motivated and strive to do their best. At last due to its tremendous importance enough amount of short story contents need to be incorporated in instructional materials. Generally, speaking is thought to be the most important of the four skills (Aye K. and Phyu L. 2015).

Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it well. So, in order to attain this intended skill the proper utilization of the literary texts like short story is important. Especially for the improvement of speaking skill the role short story plays is great. According to the finding of Abrams (1970s) the short story is one of the most common narratives that are used in the language classroom. According to Ebrahiminejad, S., et al (2014) explained the benefits of using short stories in EFL as it is motivational, literary, cultural and higher-order thinking benefits. So as to enhance learners speaking skills as well as other skills the proper utilization of the short story contents in EFL class is necessary. If the short story contents are presented properly in EFL class, the learners become motivated to engage in oral activities and it should help them to improve their speaking skill.

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter deals with design and methodology of the study. The chapter first describes research design and research setting. Following this, it discusses the study participants along with the samples and sampling techniques. Next, explanations are provided concerning instruments of the data collections which include questionnaires, document analysis and focus group discussion. This is followed by procedures of the data collection, methods of data analysis, reliability and validity issues, and ends with ethical considerations.

Research Design: The aim of this study was to explore teachers' practices of using short stories for teaching English speaking skills for grade 11 students. To achieve this objective, the study used descriptive research design. It was used for it describes the data and characteristics of population of this study. According to Kothari (2014), the descriptive research design is concerned with describing the characteristics of a particular individual, or of a group or situation. Besides, it was engaged so that it helps the researcher to gain a better understanding of the study outcomes. It would also provide the source for considering any other analyses that may follow. Furthermore, it was used as an appropriate research method, because it would seek to find answers to questions through the analysis of variable relationship. So that the researcher used both qualitative and quantitative data through questionnaire, document analysis and focus group discussion. Therefore, the research employed mixed research method of data analysis to analyse and interpret the data collected.

Research setting: The study was conducted at Damboya Secondary and Preparatory School. The school was located in SNNP Regional State, Kembatta Tembaro Zone, and Damboya Woreda. It is 14 kms away from the capital of Kembatta Tembaro Zone Durame, 105 kms away from Hawassa and 289 kms from Addis Ababa. The school was established in 1941 E.C. Since the year of establishment, the school has been serving the surrounding community by providing free secondary education for students. The total number of students in the school in 2012 academic year was 1862 and the number of teachers was 66.In the study site, Kembatissa language is spoken as mother tongue.

Research Participants: All grade 11 students and their EFL teachers of the selected secondary and preparatory school in 2012 academic year were the participants of this study. Thus, the current study included seven English language teachers and three hundred twenty nine (329) students learning in grade eleven at the selected school. All sections of selected grade were the sources of data for the study. Additionally, the short stories incorporated in to grade 11 English textbook are the sources of data for the study.

Sample Size and Sampling Techniques: According to Kothari (2004), representative sample needs to account at least 10% of the population. Kumar (1996) suggests that the principal consideration in purposive sampling is the judgment of the researcher as who can produce the best information to achieve the objectives of the study. Therefore, the researcher selected 64 students from the whole sections by purposive sampling technique i.e. (19%) as a s ample from the total grade 11 students of 2012 academic year. The sample size of the population of this study was taken to be small because of the target population is homogeneous since the students are at the same grade level. It is likely that the sample can be small (Sarantakos, 2005). Additionally, English language teachers were selected by purposive sampling technique. Regarding document analysis, grade 11 English textbook and teacher's guide were selected and used purposively..

Instruments of Data Collection: In order to gather data for the study, the researcher used three instruments. These were questionnaire, document analysis (text Analysis) and focus group discussion.

Document (text analysis): One of the instruments that the researcher used for data gathering was document (text) analysis. According to Krippendorff (2004), text analysis of a document method will be employed as one of data gathering tools in qualitative research and help the researcher to gather information from other materials (documents) such as textbooks, syllabus, and policy documents in respect to the current study. The text analysed for the purpose of this study was textbook entitled "English for Ethiopia Grade 11 Students' Textbook" for preparatory students (MoE,2003), which was published in England by Pearson Education Ltd and its Teachers' guide.

Questionnaire: Close ended questions were prepared and administered to the students. The questionnaires were designed in English language. The questionnaire was finally distributed to a total number of 64 students from the total populations. According to Seliger and Shahomy (1989), it is believed that questionnaire is suitable to collect data on phenomena which are not easily observed. Therefore, to collect the quantitative data, the researcher developed a set of questionnaire items consisting close-ended items and distributed. The use of close ended questions helped the researcher not to be biased during analysis. Besides this, it had great importance to find out students' understanding of learning English language (speaking skills) through using short stories, and to recognize that to what extent they use short stories to enhance their speaking skills. The questions were prepared accordingly from the review of related literature and basic research questions of the study.

Focus Group Discussion: For focus group discussion, the researcher provided open ended questions for English language teachers of the selected school. According to Stewart and Shamdasani, (1990), using focus group discussion is very useful because one participants' comment can easily trigger a chain of responses from the other participants. The concern was to acquire in-depth information from those who were in a position to give it.

Data Gathering Procedures: The process of data collection via the three instruments described above was carried out as first. First, the questionnaire was pilot-tested and made ready for administration. Then the purpose of the study was explained to the concerned school directors whose permission was obtained before data collection. Next, the purpose of the study was also explained to the study participants prior to the administration of questionnaire and conducting focus group discussion respectively. After that the questionnaire was administered first to grade eleven sample students. Later on, focus group discussion was conducted with the English language teachers of the selected school. Document (text analysis) was done along with focus group discussion and continued until sometime afterwards. Then, the data that were gathered carefully examined and summarized to validate the research questions. Lastly, summary and conclusions were drawn and recommendations were forwarded.

Methods of Data Analysis: In order to answer the research questions, the researcher employed both qualitative and quantitative data analysis method. Accordingly, quantitative techniques were used to analyse the data gathered through students' questionnaires. The researcher analysed questionnaire in words and percentages. The questionnaire data from the students were entered in to the statistical package for social science (SPSS) version 21 to analyse frequency distribution and percentages. Additionally, the students' responses were organized and tabulated into numerical data to be analysed. The qualitative data generated through text analysis and focus group discussion were analysed qualitatively i.e. each bite of information was described and discussed in words. And finally the conclusions and recommendations were forwarded at that end.

Reliability and Validity of Instruments: To see the validity of the questionnaire, the researcher employed expertise comments. Thus, the questionnaire was given to the advisor for professional comments. And then he suggested the researcher to improve some grammatical problems. Accordingly, the researcher has accepted his suggestions and comments and made corrections on some language related issues and translated to Amharic language. In order to check the reliability of the pilot test, the researcher employed Cronbach Alpha. Accordingly, the results were (0.98) which implies that high internal contingency coefficient. This indicates that the questionnaire is reliable and valid for the actual research.

Ethical Considerations: According to McNabb (2004), ethics is defined as the norms of behaviour that differentiates the boundary between acceptable and unacceptable behaviour. Accordingly, the researcher conducted this study in accordance with the required behaviour in the path of research. For the legality of data collection, the researcher

took a letter of cooperation from Wolaita Sodo University, Department of English Language and Literature which was written to Damboya Preparatory School. After receiving cooperation letter, the researcher had explained the objective of the study to the school directors and to the participants of the study. The participants were asked to engage voluntarily with the promise of confidentiality of their responses and they provided pertinent data for this study accordingly.

RESULTS AND DISCUSSION

Introduction: In this section of the study, the researcher presented the findings and discussions of data attained from document analysis, close ended questionnaire of students, and focus group discussion of teachers. The data have been grouped and analysed under the main headings such as short stories used in teaching speaking skills, techniques teachers use to teach speaking skills through short stories, the designed activities from the incorporated short stories' to teach speaking skills and factors that affect the use of short stories while teaching speaking skills.

Results

Results of Document Analysis: The document analysis of this study focuses on the short stories used in English language textbook to teach speaking skills of grade eleven students.

Short Stories Used in Grade 11 English Textbook: The result of document analysis shows that some short stories are included and used to teach English speaking skills of students. The stories were written by foreign authors. The stories like '*The African Child by Camara Laye'*, on page 91 and 207, '*Sunset at Noon by Anthony Kwamlah Johnson'* on page 141 and 319, *'Leaving Miguel Street by V.S. Naipaul'* on page 156, *'The Tale of a Tap by Malimoto'* on page 199 and *'The two Siblings story'* on page 260 & 324 were used to teach English speaking skills of learners. This revealed that there is opportunity of teaching speaking skill using short stories. From the genres of literature (prose fictions) incorporated into the textbook, majority of them are presented in short story forms. However, the ways in which the short stories are used is different. Some of the incorporated short stories are the readymade. This means the students work on the prepared short stories without creating (bringing) by their own. On the other hand, the rest short stories are intended as the students provide from the short stories they previously knew and they are going to provide orally. Accordingly, the analysis of the book explained that the students are expected to practice creating fiction stories to enhance their English language speaking skills and present them in the class orally. As it was stated in grade eleven English textbook on page 144, stage 1 and stage 2 depicted that the *chance of practicing their own story* and to *retell their favourite oral story* respectively. Similarly on page 150 and 160 the chance to *write/read their favourite short story* and to *retell their favourite story* respectively was given. The designed short stories are intended for speaking skills while one of them was designed for writing skill to complete the remain plot. Additionally, the book explained that, as different groups of students in speaking class should prepare different short stories. When the speaking activities developed in connection to practising speaking skills development are examined, most of them are targeted for

speaking skills learning. Thus, the whole included short stories have the activities that enhance the speaking skill of the learners. Additionally, the ways in which the activities are designed are in the form of discussion, commenting, debating, improvising, expressing their individual feelings and finishing the incomplete part of a story orally. This indicates that the short stories in Grade Eleven English textbook have aimed at developing the speaking skills of the students. The sorts of activities are designed from the short stories that encourage the learners to speak orally. The most frequently designed activities from the short stories are discussion among the students. In more chapters and from more included short stories, discussions of group of students are redundantly expressed. In addition to the above finding, unit six of grade eleven English language text book shows that emphasis was given for fiction works, especially short stories. The title of unit six says: 'Fiction.' Under the first section of this unit (A6.1) it starts with the usage of short stories. Additionally, the third sub topic of this unit is designed for speaking and it says 'Create a story.' The eight activities designed from this sub-section are related with speaking skill through student based stories.

For the more clarity, the elements of short story and plot structure are clearly explained on page 142 of the textbook with expressive diagram. In this diagram the elements of the plot structure of short stories like: Opening, rising action, climax, falling action and resolution are expressed. Specifically, on the diagram the definitions of the plot structure are expressed.

Results of the Students' Questionnaire: The responses of the students to the questionnaire are divided into two parts. These are responses to close-ended questionnaire and responses to the five point likert scale type items.

Results of the Students' Close-ended Questionnaire: The responses the students provided to the close-ended questionnaire are presented below as results and discussed in discussion section. For the question, do you think literary texts are helpful to improve language skills? Almost all respondent students replied that literary texts are helpful. In Addition to the second question, which of literary genres you think has relationship with speaking skill improvement, 19 (30%) of the students responded short stories has most relationship with speaking skills improvement. Concerning the preferable activities or techniques to apply for using short stories for in teaching speaking skills the techniques like group discussion, personal responses, connecting with real life, oral presentation and debating were posed for the students. From these activities 11 (17%) of respondents replied group discussion and 7 (11%) of respondents responded individual feeling expression. Connecting with real life, oral presentation and debating the students replied 6 (9%), 4(6%), and 3 (5%) respectively. However based on the last alternatives, more than half of the students 33 (51.5%) replied that using short stories by applying all techniques enhance speaking skills. Concerning techniques of short stories to enhance the speaking skill of the students, even if most of the students 21(33%) responded as learning speaking skill through short stories enhance the students speaking skill when they use different situations, 13 (20%) respondents responded when they are enforced to talk orally. Others were used short stories for their speaking skill when short stories involve them in their real classroom activities 9 (14.1%),

Table 1. Students' Responses Regarding the Use of Short Stories to Improve speaking Skills

S/no	Items	Given alternatives	Number of responders	%
1	Do you think literary texts are helpful to improve language skills?	Yes	64	100
		No	0	0
2	From the literary genres, which one do you think has most significant relationship with speaking skill improvement	Poetry	6	9.4
		Short stories	19	30
		Drama	34	53
		Novel	5	7.8
3	The most preferable activity or technique you like when learning speaking skills through short stories	Group discussion	11	17
		Personal responses	7	11
		Connecting with real life	6	9
		Oral presentation	4	6
		Debating	3	5
		All	33	51.5
4	Your choice to learn speaking skills through short stories	Through teacher's motivation	5	8
		Through involving me in my real classroom activities	9	14
		Through enforcing me to talk orally	13	20.3
		Through paying attention	10	16
		Through initiating me to speak	6	9.4
		I prefer all	21	33
5	How do you rate the short stories used/included in your grade 11 textbook for learning speaking skills?	They are more than the needed	3	5
		They are less than the needed	42	65.6
		They are quietly enough (balanced)	16	25
		They are not included at all	3	5
6	Number of activities designed from the incorporated short stories to develop speaking skill	Sufficient activities prepared to develop speaking skill.	34	53.1
		There are balanced activities prepared to develop speaking skill	20	31.3
		There are more activities prepared to develop speaking skill	6	9.4
		There are no activities prepared to develop speaking skill	4	6.3

Table 2. Students' response on the use (implementation) of short stories to teach speaking skills

S/N	Items	A Little Extent		Some Extent		Undecided		Great extent		very Great extent	
		No	%	No	%	No	%	No	%	No	%
1.	The short stories that are incorporated into the text book of grade 11 are motivating for me.	9	14.1	28	43.8	8	12.5	13	20.3	6	9.4
2.	The incorporated short stories in text book of grade 11 are properly used in the real EFL classroom.	29	46	21	32.8	8	12.5	4	6	2	3
3.	It is enjoyable, interesting and relaxing to learn speaking skill through short stories	7	10.8	8	12.5	10	15.6	20	31.3	19	29.7
4.	Learning English language through short stories can enhance students' speaking skill.	4	6.3	9	14.1	3	4.7	23	35.9	25	39
5.	The extent of short stories incorporated into the grade 11 text books and the extent that the teachers are using in the real classroom is balanced.	26	40.6	20	31.3	9	14.1	5	7.8	4	6.3
6.	The incorporated short stories are appropriate for making own oral reflection.	13	20.3	17	26.6	16	25	11	17.2	7	10.9
7.	The short stories that are incorporated into the text book of grade 11 are fitting with students' age level.	8	12.5	12	18.8	19	29.7	15	23.4	10	15.6
8	The short stories that are incorporated into the text book of grade 11 are simple for making discussions.	8	12.5	19	29.7	10	15.6	19	29.7	8	12.5
9	The short stories that are incorporated into the text book of grade 11 are simple for oral paraphrasing.	17	26.6	25	39.1	7	10.9	12	18.8	3	4.7
10	The short stories that are incorporated into the text book of grade 11 are simple for summarizing orally.	15	23.4	24	37.5	14	21.9	7	10.9	4	6.3
11	The short stories that are incorporated into the text book of grade 11 are simple for giving own opinions orally	11	17.2	21	32.8	9	14.1	18	28.1	5	7.8
12.	The short stories that are incorporated into the text book of grade 11 reveals my real life.	23	35.9	14	21.9	15	23.4	7	10.9	5	7.8

when speaking skill immersed their attention 10 (15.6%), when teachers motivate them to use it for their speaking skill enhancement 5(8%) and when it initiate them to speak 6 (9.4%). To response the question about the short stories incorporated into grade 11, one question was posed for the students with choices. Regarding incorporation of short stories into the text book about 42 (65.6%) of the students responded as there are less than the needed short stories incorporated to improve the speaking skill of the students. From the asked students, 16(25%) of responded as they are quietly enough short stories included into the text book. Besides of these, 3 (5%) and 3(5%) of respondents answered as there are more than the needed short stories are incorporated and as there are no short stories included in the text book respectively. In addition to the short stories incorporated, about the activities derived from the incorporated short stories were also posed for the students. Concerning this question, the majority of the respondents, 34 (53.1%) answered as few activities were prepared from short stories to develop the speaking skill of preparatory school. From the targeted respondents, 20(31.3%) responded as the extent of activities designed from short stories to develop the speaking skill of the students were balanced.6 (9.4%) and 4 (6.3%) students responded as there are more activities prepared to develop speaking skill and as there are no activities prepared to develop students speaking skill respectively.

Analysis of students response on the use (implementation) of short stories to teach speaking skills: Regarding the incorporation and implementation extent of short stories and others quality of the included short stories twelve questionnaires were prepared in the form of checklist and responded by students. The results of their responses are organized in the following table with the frequency of respondents and their percentage. Below the tables there are also descriptions of the result. In addition to close ended choice questions, five point likert scale type twelve questions were posed for the students. These questions were designed the scale of difference which were represented by number values. In these questions each number has its equivalent values: 1= little extent, 2= some extent, 3= undecided, 4= great extent and 5= very great extent. Based on this the students responded the items of questions provided for them. Regarding as the short stories incorporated into grade 11 text book is motivating for the students, a little extent 9 (14.1%), some extent 28 (43.8%), undecided 8 (12.5%), great extent 13 (20.3%) and very great extent 6 (9.4%). From the responses of the students' majority of them believed in some extent as the included short stories are motivating. From the whole students: 9(14.1%) of the respondents, agreed as the incorporated short stories are motivating to a little extent. In contrary to this: 6 (9.4%) of the respondents agreed as the incorporated short stories were motivating in very great extent and 13(20.3%) of them agreed to a great extent. However, 8 (12.5%) didn't decide the extent of the integrated short stories motivation level. Concerning with the implementation the extent of short stories incorporated into grade 11 text book to enhance learners speaking skill of students responded with varied scale. For the questions, are the incorporated short stories perfectly implemented in the real EFL classroom, a little extent 29 (46%), some extent 21 (32.8%), undecided 8 (12.5%), great extent 4 (6.3) and very great extent 2 (3.1%) are responded.

For the question, is it enjoyable, interesting and relaxing to learn speaking skill through short stories, the respondents responded in all scale differences. The very great extent 19 (29.7%), great extent 20(31.3%), undecided 10 (15.6%), some extent 8 (12.5%) and little extent 7 (10.8%) were responded by the students. Regarding as learning English language through short stories can enhance students speaking skill, the first selection of the learners was very great extent with 25 (39%) respondents. From the whole students, 23 (35.9%) of responded great extent, 3 (4.7%) responded undecided, 9(14.1%) responded some extent and 4(6.3%) responded as a little extent the learning English language through short stories can enhance students speaking skill. Concerning with the implementation balance of the incorporated short stories in real classroom, the results were not much satisfactory. The major respondents responded the little extent and some extent with 26 (40.6%) and 20 (31.3%) respectively. However, the remained respondents responded as undecided 9 (14.1%), great extent 5 (7.8%) and very great extent 4 (6.3%).

For the appropriateness of the incorporated short stories for making own oral reflection there were no much positive responses given. Thus, 13 (20.3%) and 17 (26.6%) answers were given for little extent and some extent respectively from the students. Besides of this, 16 (25%) and 11 (17.2%) responses were answered for undecided and great extent respectively. However, the last and least response given was (10.9%) for very great extent. Regarding the incorporated short stories fitting with the age level of students, the response was majorly undecided 19 (29.7%). However, the students who said great extent and very great extent were 15 (23.4%) and 10 (15.6%) respectively. From the whole respondents 8(12.5%) and 12(18.8%) responded as the included short stories fit with the students age level in little extent and some extent respectively. From the techniques used for the implementation of short stories, the question related to the simplicity of incorporated short stories for making discussions was posed for students. Regarding the responses of this question 8(12.5%), 19(29.7%), 10(15.6%), 19 (29.7%) and 8 (12.5%) responded little extent, some extent, undecided, great extent and very great extent respectively.

From the techniques used for the implementation of short stories, the question related to the simplicity of incorporated short stories for oral paraphrasing was posed for the learners. The responses given for this question was majorly categorized under those who say some extent 25 (39.1%). There were also students who believed little extent 17 (26.6%). Others were below these two responses. Thus, undecided 7 (10.9%), great extent 12 (18.8%) and very great extent 3 (4.7%) were responded by the students. From the techniques used for the implementation of short stories, the response of students for the question related to the simplicity of incorporated short stories for summarizing orally was major students 15 (23.4%) and 24(37.5%) responded as there was little extent and some extent respectively. Additionally, 14 (21.9%), 7 (10.9%) and 4 (6.3%) were given for undecided, great extent and very great extent respectively. Regarding with simplicity of the included short stories to provide own opinions orally, the major responses of students show as it was in some extent 21 (32.8%) and great extent 18 (28.1%). From the whole respondents 11 (17.2%) agreed with little extent and 5(7.8%) responded as it was simple in

very great extent. However, 9 (14.1%) of the respondents didn't decide on specific extent of the simplicity of short stories to give own opinions orally. To identify whether the incorporated short stories reveals the real life of the students and not the question posed for the learners was responded with different extent of agreements. 23 (35.9%) of students agree with this point in little extent and some of them14 (21.9%) agreed with some extent. Besides of this 15(23.4%) didn't agree with some specifically decided extent. However, whether the extent of their agreement is manor 10.9% and 7.8% of respondents agreed with great extent and very great extent.

Results of focus group discussion: The third technique of data gathering was focus group discussion. To attain the goal of the research the researcher collected relevant data from English language teachers. The teachers were the professionals who participated and delivered their responses during focus group discussion. The questions posed for them were about the short stories incorporated and used to teach speaking skills. Additional questions were, about the short stories implementation and the hindrance that might block the use of short stories to teach speaking skills. At the end the techniques in which they implement short stories for English language speaking skill enhancement was also provided.

Adequacy of the short stories incorporated into the grade eleven English textbook: In responding to the adequacy of the short stories incorporated into the textbook, all of the respondents had the view that their number is not sufficient. In their further explanation, they clarified that to teach speaking by integrating it with short stories there has to be opportunity in about half of the units. The reason is that short stories are not necessarily read in the classroom; students can read them when they have free time at home. Thus, incorporating many more short stories can make the speaking lesson more effective and contextualized. For example T2 stated that "*There are few short stories in the text book of English language and literature of grade 11. However, they are not enough to improve the speaking skills of the students; some of them are started with reading skill. Additionally, I haven't seen extra short stories in the teacher guide and other materials. I have no experience to add additional short stories in the speaking skill of EFL classroom. Because, the size of the book is very large, it is difficult to add extra*".Similarly,T3 claims that" *I agree with my colleagues' ideas; but what I add is I have the experience of as the students retell short stories in their speaking class. But it is in a little extent opportunities.* Therefore, the consensus achieved by the group depicted that the incorporated short stories to enhance speaking skills of students are not sufficient and it needs to provide wide opportunity of using short stories in EFL class to teach speaking skill of students.

Techniques teachers use to teach speaking skills through short stories: Concerning the techniques that the teachers use to teach speaking skills by integrating it with short stories, different ideas were forwarded during focus group discussion. Accordingly the techniques like retelling stories, giving assignments to work on short stories, group discussions on the plot of short stories and expressing the individual feelings orally are some of the techniques replied by participants of focus group discussion, to be used in speaking classroom.

T1 stated claims that" *I enforce my students as they retell local short stories orally*". Additionally, second teacher (T2) explained as he used short stories assignment. He informed the student as they prepare themselves through rehearsing. T3 highlighted that the group discussion on the plot of short stories and expressing the feelings orally are techniques used in speaking class through the use of short stories. This point is shared by *T4*. According to the majority of participants, there is no single technique to be applied in teaching speaking skills through using short stories. As mentioned above using various techniques needed to enhance speaking skills of students.

Factors that affect the use of short stories in teaching speaking skills: From the factors that impede the use of short stories in enhancing the speaking skills of students, different significant points are raised during focus group discussion. As it is attained from the focus group discussion, the large number of students in single class is one of the factors that imped use of short stories in speaking class. According to the focus group discussion large class size blocks teachers' way of teaching and students' way of learning short stories in the EFL speaking classroom .In addition, short stories are difficult to understand in a single course hour with large number of students. Thus, this affects teachers as well as students from using short stories in the EFL speaking classroom. Accordingly, **T4** replied;

I imagine that the number of the students in one class is also one factor. If the number of students in one class is small in number, it is feasible to teach speaking skill through short stories. Unless the number of students minimized, it is very difficult to participate whole class in speaking activities.

Similarly T1 explained that *"The current text book of English language is very bulky; it is very difficult to cover the whole parts in a year. Therefore, we have no enough opportunities to invest on single short stories. In its nature speaking skill involves whole learners and if we participate the whole students as they present short stories we have no enough time."*

In addition, as it can be deduced from the focus group discussion, the participants' response indicated that students lack of awareness on the role of short stories, authors culture, exclusion of speaking skill from national exam and hugeness of grade 11 English textbook are some of the factors that hinder the use of short stories in speaking classroom. In relation to the factors that affect the use of short stories, T2 responded as **"**Additionally, the short stories incorporated into the text book are written by the foreign authors. It is far from our local culture. Because of the culture of authors, language barrier and style of the writer, the practicality of the including short stories to improve speaking skill of students".

Furthermore, speaking skill is related to culture and is influenced by it. Accordingly, some of the participants of focus group discussion agreed that the native culture of the authors can affected the use of short stories to teach speaking skills.

The designed activities from the incorporated short stories to teach speaking skills: Regarding the extent of activities designed from the incorporated short stories, all

teachers agreed upon as it is below the needed. Specially to improve speaking skill of students, the numbers of activities prepared from short stories are few. Additionally, the incorporated short stories are begun with reading skill activities.

DISCUSSION

In this section interpretation of the findings gained from the responses of the whole targeted groups are presented. The discussion was organized according to the theme and the research questions. For this the responses of different groups are organized at the same theme to validate the objective of the research. The themes of this discussion were the short stories incorporated in instructional materials and used to teach speaking skills. Additionally, activities and techniques designed from short stories are also the parts of analysis. At the end session, the factors those hinder the effective implementation of short stories are discussed.

The analysis of the short stories incorporated into grade eleven English textbook: Concerning the short stories incorporated into grade 11 English language instructional materials both text book and teacher guide gives enough responses for the designed objectives of the study. In the instructional materials different short stories are explicitly incorporated to enhance speaking skill. The short stories incorporated into grade eleven text book all respondents' answer reveal that there are some extent of short stories are included in the material. As the gathered data describes the short stories included into the text book of grade 11 are the ready-made and the short stories that are not specifically decided with specific topic. The numbers of the ready-made short stories are five in number. However, the number place held for student based short stories is four. But whether the number of activities is four in number, on each activity the whole class students provide much number of short stories. The already ready-made short stories are written by foreign authors in abroad. However, the short stories designed for students as they retell from their favourite and previously known have the probability to be narrated from local literature. In addition to the prose fiction incorporated into the text, two of them were the novels that are summarized as form of short story. These were "*Oweka Learns a Lesson*" and "*Operation Rhino*". Besides of these, "*Leaving Miguel Street*" is composed of a short story which has the sense of short stories.

Concerning with the extent of the short stories integration into the text book, the teacher guide prepared with the text book confirms the page of the text book. However, it did not tell whether the included short stories are enough or not. This is responded by the students, teachers and the researcher observation. The responses of student's show that the extent of the short stories integrated into the text book are less than the needed short stories are included to improve the speaking skill of the students. This was approved by major respondents 34 (53.1%). In addition to the students, we can understand from result of teachers' focus group discussion. The whole teachers who participated in focus group discussion assured as the number of short stories designed in English text book were not enough to develop the speaking skill of learners. Whether the number of short stories incorporated into the text book were not enough for the

enhancement of language speaking skill, the opportunity to use from the teachers themselves was very rare.

Discussion on the short stories used to teach speaking skills: Concerning with the use of short stories, the whole target respondents assured that there is no balanced use of the incorporated short stories. The response of participants' reveals that the short stories incorporated into targeted instructional material (textbook) is less than the needed. In addition to the deficiency, the implementation of the incorporated short stories for preparatory students is also not much satisfactory. Regarding the implementation of the included short stories, most of the students responded as they agree on the little extent implementation (46%) and some extent implementation (32.8%). Besides of these, 6% and 3% of the respondents agreed on great extent and very great extent implementations of the incorporated short stories in the real EFL classroom respectively. This indicates that there was a poor implementation effort in the mentioned preparatory school at the targeted grade. Additionally, the extent of short stories incorporated into the grade 11 text books and the extent that the teachers are using in the real classroom is not balanced. Most students (40.6%) confirm as the designed short stories are applied by the teachers in a little extent. Besides of the students response, the result of focus group discussion also approve that there were unbalance implementation of the incorporated short stories for the targeted language skill (speaking skill). As the major students say that there is little extent of short stories implementation for the enhancement of speaking skill; the teachers' share the ideas and they provide different factors those hinder them to apply accordingly.

Factors that affect the use of short stories in teaching speaking skills: Concerning the factors that hinder the implementation of short stories in speaking skill class, the teachers tried to provide different reasons. The reasons that are provided from the teacher are: the size of the current text book, the shortage of time, the attitude of students, the culture of stories, the exclusion of speaking skill from national exam and the number of students in a single classroom. The current English language textbook is huger. It has about 327 pages and most pages are designed with multiple activities. To complete the contents of this huge book the teachers are very busy. Due to this purpose, they couldn't invest much time to use short stories according to their significance. Because of the shortage of time, participating students on speaking through short stories is very difficult. In addition to the hugeness and shortage of time, the attitudes (awareness) that the students have on the role of short stories for their speaking skill is not positive. Most of time students focus on the linguistic elements like grammar and others. This are related with the exclusion of speaking skill from the national exam or entrance exam. Clifford (1987) defined as speaking was also absent from testing because of the difficulty in evaluating it objectively and the time it takes to conduct speaking tests. The result of this study also related to what Clifford defined. Besides of these, the culture of the short stories' author itself is one factor. Short story is an artistic text which is endowed with different language richness. If the authors and the targeted reader culture are different it has the probability of misinterpretation. Misinterpretation may occur due to differences between the two cultures as Gajdusek (1998, p. 232) explains.

Therefore, the students face the challenge to react or retell and analyses the designed short stories because their authors are more foreigners. Lazar (1999) shows as literature reveals the universality of thoughts and ideas and learners are encouraged to understand various cultures in relation to them. However, in these studies, the far apartness of short story authors' culture emerged as it is one factor of impediment to implement the foreign short stories for preparatory school students. However, to overcome the challenges cultural impediment, Ebrahiminejad, S., *et al* (2014) put the following points:

When using literary texts, instructors must be aware that the culture of the people (if different from that of the students) for whom the text was written should be studied. As students face a new culture, they become more aware of their own culture. They start comparing their culture to the other culture to see whether they find similarities and/or differences between the two cultures. To avoid misinterpretation, instructors should introduce the culture to the students or ask them to find relevant information about it (p: 46).

Additionally, the motivating extent or the simplicity extent to paraphrase, discuss, reflect orally, summarize, and give oral opinion is not much satisfactory. Most of the results show that as the simplicity of the incorporated short stories is a little and some extent.

Techniques teachers use to use short stories in teaching speaking skills: For the implementation of the incorporated short stories in speaking skill, different speaking skills related teaching techniques are used in different ranges. This confirms the exploration of Lazar (1993) that approaches of using literary texts refer to how literary texts are presented and viewed by teachers. There are various approaches teachers use to teach literature. As the result responses indicate, teachers use different speaking skill teaching methods. Enforcing students to retell short stories orally confirms the study of Novia (2017) that explains retelling short story is one of the recommended techniques which can help language learners in improving their speaking skill.

Additionally the findings expresses that assigning short stories assignment for oral presentation, grouping students for discussion on the plot completing, commenting characters' view and individual feeling expression are the techniques that the teachers use in the speaking class during they use short stories. Additionally, the world of short fiction both serve as mirrors and illuminates human lives (Sage, 1987), the students relate the short stories to their real life. The most preferable activity or technique when learning speaking skill through short stories is group discussion (22%). This point out what Murat (2005) explained as literature questions are very open-ended and are intended to provoke discussion and reflection rather than to provide a single right answer. As the response of students indicates the second, third and fourth techniques of using short stories in speaking skill are personal feeling expression (15.6%), connecting with individual real life (9.4%), oral presentation (10%) and debating (8%) respectively. However, the major of students result shows that the whole mentioned methods (35.9%) are important to use short stories in speaking skill classroom. All of these point out that as literature helps students to become more actively involved both intellectually

and emotionally in learning the target language through focusing on personal experiences, feelings and opinions. As both Heathcote & Bolton (1998) discussed thus, engaging in literature would also make students more democratic, open-mind, and open to change and improvement.

The designed activities from the incorporated short stories' to teach speaking: The implementation of the incorporated short stories is attained through the activities that involve the students as they use it for their real classroom activities. To identify the extent level of short stories' activities included into the instructional materials, different methods were used. On the extent of activities designed from the incorporated short stories, all teachers agreed upon it as it is below the needed. Specially to improve speaking skill of students, the numbers of activities prepared from short stories were few. Besides of teachers, students agreed as the amount of activities that are prepared from the incorporated short stories to develop speaking skill are very few. The major students (53.1%) believed as few activities were prepared to develop speaking skill. Additionally, as it can be observed from table number 2, except one of the intended short story, others which are directly written and still waited from students have at least one speaking skill activities. The contents on the book shows relatively as speaking skill share major advantage of short stories. The activities designed from the incorporated short stories are prepared for all language skills. However, the extents of the designed activities are varies from one skill to another skill. From those designed activities about 37% are prepared for the learning of speaking skill. Comparatively, when we see with the other designed activities of other language skills (reading, Writing, listening, grammar and vocabulary) there are a few activities. Except the free will based short story activities designed in unit six under sub-section seven (A6.7), all designed activities of short stories are related with speaking skill; however, this section is designed for the writing skill. However, whether they are enough to develop speaking skill or not enough is approved by teacher and students. They approved as the designed activities are not balanced.

Summary, Conclusions and Recommendations

Summary of Major Findings

The aim of this study was to explore the short stories incorporated into grade 11 instructional materials and used to teach speaking skill of students. To achieve the planned goal of this study the specific objectives and research questions have been developed. The targeted respondents selected were English language teachers of grade 11 and 64 (19%) of respondent students from Damboya Preparatory school. In addition to the teachers and students, grade 11 English language text book was selected as document analysis. Later the data were gained from the tools of data gathering; accordingly the data were analysed by percentage and tabulating. Different responses were prepared in table by holding the frequencies of respondents and they were expressed in parallel by their percentage. The finding or result was written first and at the end discussion was done based on the theme. Next to that interpretation was given and the intended objective of the research was achieved. Generally, the extent to which short stories are incorporated into the instructional materials of grade eleven to enhance

speaking skill of students were below the needed level. This was approved by students' responses and teachers' focus group discussion data. As it was believed by different scholars' short stories are the essential and genuine texts to motivate students as they speak orally. However, the number of the short stories included in grade eleven was not much emphasized. In addition to the extents of incorporated short stories of instructional materials, the teachers had no much chance to use their own short stories for speaking skill. Concerning the speaking activities that are derived from the incorporated short stories, there are not much enough to improve the speaking skill. The incorporated short stories were majorly related to speaking skill; however, they were also designed for other language skills. But regarding speaking skills, the activities that are designed from short stories are below the needed. Though there are no fixed criteria of limiting the total number of short stories to be incorporated into textbook, effectively exploiting the use of incorporated short stories to satisfy the interest of students to enhance speaking skills is necessary. But the finding reveals that the implementation of the included short stories was not balanced. The extent of inclusion and the extent of implementation of the used short stories are very different. For the imbalance of this implementation, different reasons could be provided. The hugeness of text book, the authors' culture, the number of students in a single classroom and the awareness or attitude of students on the role of short stories were the factors that minimized the use of short stories for the intended language skill (speaking skill). Different techniques are familiar in speaking skills. In the same context they are used during learning speaking skill through short stories. The techniques like group discussion, debate, opinion expression, oral presentation are the methods that are under use during learning speaking skill by short stories. The teachers instruct students as they complete the remained plot of short stories. Assigning short stories assignment for oral presentation, grouping students for discussion on characters view and individual feeling expression were the techniques that the teachers has been used in the speaking class during they use short stories. In a clear expression, from the kinds of literature, short story has significant role to enhance speaking skill. Because, language scholars believe in the role of short stories in speaking skill, some short stories are incorporated in text book of grade 11. However, according to the data from both teachers and students, the extents needed and incorporated are not balanced. However, whether it was believed as short stories could improve the speaking skill of students, there are different factors those hinder the use of them. But for the incorporated short stories the teachers use different mechanisms of implementation.

Conclusion

The researcher provided various conclusions from the whole exploration of the study. Particularly, concerning the short stories incorporation and its use to teach speaking skills are stated from the study. Moreover, the techniques to be used, and the impeding factors are the points that are noticeable to be concluded from the study.

- Some short stories were included in grade 11 English text book. The majority of the incorporated short stories have direct relationship with the speaking skill improvement. But, the needed extents of short stories are not included into instructional materials.

- Different language skills activities were designed from the incorporated short stories. From the designed activities of short stories, most of them were related with speaking skill. However, the extents of speaking activities derived from the incorporated short stories were less than the needed.

- Concerning the use of the short stories' in teaching speaking skills because of different factors, there was imbalanced use. The included short stories were used in a little extent during speaking skill classroom. Because the practicality (feasibility) of the short stories designed for English language speaking skill improvement was challenged by the factors like students' awareness, short stories authors' culture, and large number of students in one class and the size of the book.

- For utilizing the incorporated short stories, teachers use different techniques in their real EFL classroom. Specially, they use important speaking skill oriented activities like discussion, oral presentation, opinion expression, commenting the character of short stories and completing the remained plot of short stories.

- Using short stories for the enhancement of speaking skill have positive effect in the mind of students and teachers. Additionally, the text designer themselves have some awareness about the role of short stories in speaking skill. However, the factors that affect its implementation didn't considered accordingly.

Recommendation

Based on the finding of the study, the researcher forwarded the following recommendations for the improvement of students' English language speaking skills and different gaps that can be filled in the future.

- Even if using short stories in teaching speaking has positive contribution, the awareness of the students should further be raised.

- Besides awareness creation, teachers should use the short stories appropriately to improve the speaking skills of students. As the finding of students, the teachers were not properly implementing the integrated short stories for the improvement of students speaking skill.

- From various factors aforesaid, the large number of students in one class was great obstacle to apply short stories in speaking classes upon large class students. For that reason the administrative bodies of the preparatory school should arrange manageable number of students in a class.

- Relating the reality of short stories with the real life of students using local short stories has great function. Unless students cannot be motivated by the culture which they are unfamiliar for it. So, the MOE should provide great emphasis on the inclusion of local short stories which are written and spoken by local authors and people respectively.

- As response of the participants revealed, the incorporated short stories are not sufficient. Furthermore, the numbers of the activities that are derived for speaking skill themselves are less than needed; consequently, the syllabus designers should give appropriate consideration to incorporate

numerous short stories into grade 11 English instructional materials.

- In the improvement of students' speaking skills, teachers should give wide chance to speak. Thus, they must be provided with opportunities to interact with their peers or their teachers.

REFERENCES

Awatif, A. 2017. *Using Fiction Short Stories in Teaching English and their Effect on Primary Stage Students' Communicative Competence.* Al-al-Bayt University afraq. Jordan.

Aye, K. and Phyu, L. 2015. Developing Students' Speaking Skills through Short Stories: *Yangon University of Education Research Journal. Vol. 5.*

Ball, S. J. 1990. *Politics and Policy-Making in Education.* London: Routledge.

Barr, R. and Johnson, B. 1997. *Teaching Reading and Writing in Elementary Classrooms.* 2nd ed. New York: Longman.

Bouache, R. 2010. *The Impact of Listening to Short Stories on Comprehension. Unpublished Master's Thesis, Mentouri University, Constantine, Algeria.*

Bretz, M. L. 1990. Reaction: Literature and communicative competence: A springboard for the development of critical thinking and aesthetic appreciation. *Foreign Language Annals,*

Bueno, A, D. Madrid and N. McLaren, eds. 2006. *TEFL in Secondary Education. Granada*: Editorial Universidad de Granada.

Carter, R. and M. Long, 1991. *Teaching Literature.* London: Longman.

Collie. J. & Slater, S. 1987. *Literature in Language Classroom.* Cambridge: Cambridge University Press.

Collie, J., & Slater, S. 1991. *Literature in the language classroom.* 5th ed.. Glasgow: Cambridge University Press.

Cook, G. 1994. *Discourse and literature: The interplay of form and mind.* Oxford: Oxford University Press. Ebrahiminejad S., Azizifar, A., Gowhary H. and Jamalinesari A. 2014. *Effect of using short story on speaking improvement of Iranian pre-intermediate EFL Learners*: Volume 7 3, 42-56 EISSN: 2289-2737 & ISSN: 2289-3245.

Elliot, R. 1990. Encouraging reader-response to literature in ESL situations in *ELT Journal. Vol 44, No. 3, p.p:191-198*

Ellis, G., and Brewster, J. 1991: *The Storytelling Handbook*: A Guide for Primary Teacher of English.Hamondswath: Penguin,

Erkaya, O. R. 2005. Benefits of Using Short Stories in the EFL Context. *Asian EFL Journal, Vol. 8.*

Goh, C.C.M. & Burns, A. 2012. *Teaching speaking: A holistic approach.* New York: Cambridge University Press.

.Hailu, A. 2008. *A Study on the English for Ethiopia Grade 11 Students' Books.* Addis Ababa: Addis Ababa University

Harmer, J. 1993. *The Practice of English Language Teaching.*New York: Longman

Harmer, J. 2007. *The Practice of English Language Teaching.* 4th ed. London: Longman. Heathcote, D. & G. Bolton. 1998. Teaching culture through Drama. In M.

Byram and M.Fleming eds. Language learning in Intercultural Perspective: Approaches through Drama and Ethnography. Cambridge: Cambridge University Press.

Hirvela, A.& Boyle, J. 1988. Literature courses and student attitudes.*ELT Journal, 42,179-184*

Howie, S. H. 1993. *Critical thinking: A critical skill for students.* Reading Today

Khatib, M. and Seyyedrezaei, S.H. 2013: *Short Story Based Language Teaching SSBLT*: *A Literature-based Language Teaching Method.* Vol., 2 2

King, I. 2001: Beyond Cinderella: Using Stories with Secondary and Adult Learners. BETA- IATEFL. Language and Linguistic Studies, 42, 94-106.

Kothari, C.R. 2004 *Research Methodology Methods and Techniques.* 2nd Edition, New Age International Publishers, New Delhi

Kumar, R. 1996. *Research Methodology: A Step-by-Step Guide for Beginners.* London: Sage Publications.

Lazar, G. 1993. *Literature and Language Teaching.* Cambridge: Cambridge University Press.

Lazar, G., 1999. *A window on literature.* Cambridge: Cambridge University Press.

Maibodi, H. A. 2008. Learning English through Short Stories.*Iranian Journal of Language Studies.*

Maley, A., 2001. *Literature in language classroom.* Cambridge University Press.

McKay, S. 1982. *Literature in the EFL Classroom.* TESOL Quarterly, 164, pp. 529-536.

McNabb, D. E. 2004. Research methods for Political Science: Qualitative and Quantitative Methods. New Delhi: Prentice Hall of India.

MoE 2003 E.C. *English for Ethiopia.* Grade 11 Student Book. Press

MoE 2003E.C .*English for Ethiopia.* Grade 11Teacher's Guide. Press

Murdoch, G. 2002. *Exploiting well-known short stories for language skills development .*Educational Sciences: Volume 3, Issue 2,

Oradee, T. 2012: *Developing Speaking Skills Using Three Communicative Activities Discussion, Problem-Solving, and Role Playing.* Vol. 2, No. 6

Pardede, P. 2011:Using short stories to teach language skills. *Journal of English Teaching,11, 14-27.*

Prodromou, L. 2000. *Reason not the need: Shakespeare in ELT.*IATEFL Issues,156.

Sage, H. 1987. *Incorporating Literature in ESL Instruction.* New Jersey: Prentice-Hall, Inc.

Sarantakos, S. 1998. *Social Research 2nd. .*Australia: Charles Stuart University. Shanahan 1997,

Sarantakos, S. 2005. *Social Research3rd Ed.* New York: Palgrave Macmillan.

Shanahan, D. 1997. Articulating the Relationship between Language, Literature, and Culture: Toward a new agenda for foreign language teaching and research. *The Modern Language Journal, 81, 164-174.*

Seliger, H.W. and Shohamy. 1989. *Second Language Research Methods.* Oxford: OUP.

Stewart, D.W. and Shamdasani, P.N. 1990. *Focus groups, Theory and Practice.* California; Stage Publications Inc.

Yenealem, T. 2014. *Assessing Teachers' and Students' Views Regarding the Role of Literary Texts in Enhancing Language Use.* Haramaya University

Zuhriyah, M. 2017. Storytelling to Improve Students' Speaking Skill: *English Education: Jurnal Tadris Bahasa Inggris, Vol 10 1, 119-134, ISSN 2086-6003*

****