

NEAR EAST UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
DEPARTMENT OF ENGLISH LANGUAGE AND TEACHING



THE ROLE OF SHORT STORIES IN ENGLISH LANGUAGE  
TEACHING

M.A. THESIS

NEVZAT ÇALIŞKAN

Supervisor: Asst.Prof, Dr. FUAT ALTUNKAYA

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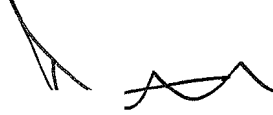
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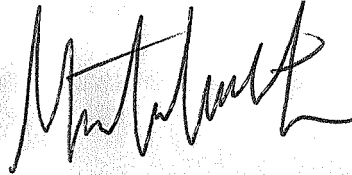
Bşls~ff.ijp.ç.Dr. İiam Aytekin~



Üye, Yrd, Doc, Dr, Fuat Altunkaya ~

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Üye:, Ur. Mustafa **Kurt**



**Yrd. Doc. Dr.** AJ1met Pehlivan

Y,DJtEğiti.m. RmmferiEii~t'iiiiisU Md. Yrd.

## ÖZET

Bu çalışmadaki amaç, kısa hikayelerin İngilizce öğretimi için, çeleki önemini ortaya koymak ve kısa hikayelerle ilgili olan öğretim ve öğrenimi daha etkili ve eğlenceli olabileceğine dair katkı çekmektir. Özellikle diğer metinlerden farklı bir değerlendirme şartları, daha fazla bir formatlı kullanımı, bu kısa hikayeler, içeriğinde bir topluluğun kültürünü, ve dilbilgisi kuralları yansıttığına kolaylıkla tanık olduğumuzdan, kolaylıkla lisans eğitimi amaçlı kullanılabilirler.

Kısa hikayelerin İngilizce öğretiminde kullanıldığında, bir kısa hikayenin okunması ve çalışılmasında ortaya çıkan kelime hazinesi yetersizliği, egzersiz eksikliği, uzun bir metni anlama kabiliyetinin eksikliği, kelime hazinesine olan yabancılaşma, iletişim eksikliği, ve verilen eksikliği gibi bazı problemleri, kısa hikayeleri kullanarak tasfiye edebiliriz. ve kısa hikayelerin kullanılmasıyla dil becerilerinin gözden geçirilmesinde sağlayabiliriz

İlk bölüm tez konusu hakkında kısa bir giriş, tezin amacını ve problemlerini içermektedir. İkinci bölüm edebiyata kısa bir bakış, kullanımı ve okumanın öğretilmesi kapsamaktadır. Üçüncü bölüm elde edilen dilbilginin analiz yöntemleri, kullanımı ve elde edilen yöntemi, kısa hikayelerin özelliklerini yansıtmaktadır. Dördüncü bölümde anket sonuçlarının analizi ve sonuçları tartışılmıştır. Beşinci bölümde elde edilen sonuçlar, özet ve öneriler tartışılmıştır.



## ABSTRACT

The aim of this study is to display the importance of the short stories in English language teaching and take into consideration that short stories would make the teaching and learning more effective and enjoyable. We can easily meet the grammar rules and culture of community reflected in the short stories which differs essentially from all the longer forms of fiction, so they can easily be used for the purpose of language teaching.

In using short stories to teach English, we can clarify some problems related to reading and studying short story such as inadequacy of vocabulary, lack of practice at a level of text, ability to comprehend a long text, unfamiliarity with the vocabulary, the lack of communication, the lack of confidence etc. We can polish up all the skills presented through short stories.

The first chapter gives a brief introduction to the background, problem, aim and the scope and literary competence. In chapter II are literary and language teaching methods and teaching reading are presented. Chapter III includes reading and features of short stories, and the method and data collection; and procedures of data analysis. In chapter IV the analysis and evaluation of questionnaire are discussed. In chapter V the conclusions, summary and suggestion are discussed.

## PREFACE,

This study presents the essentiality of reaching and studying, Short stories in language learning ..

In my study the teachers can easily find what is being acquired by using short stories in language learning. They can also find that the answers of the problems appear if short stories are not studied. The problems are indicated as follows;

1. Inadequacy of vocabulary
2. lack of practice at a level of text
3. ability to comprehend a long text
4. unfamiliarity with the language and vocabulary
5. the lack of motivation
6. the lack of confidence.
7. polishing up all the skills presented through short stories

In my study; I think, the teachers would find that language is acquired not only by studying the grammar components but by reading the short stories as well since the students polish up all the skills by reading the short stories.

## TABLE OF CONTENTS

A. ACKNOWLEDGEMENTS	iv
ÖZET	ii
ABSTRACT	iii
PPREFACE	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vi
CHAPTER I. INTRODUCTION	
1.0. Background of the Study	1
1.1. Problem Statement	5
1.2. Aim and the Scope of the study	8
1.3. Research Questions	13
1.4. Limitations	13
1.4. Significance of the study	13
CHAPTER II. HISTORICAL BACKGROUND OF THE STUDY	
2.0. Language Teaching Methods and Teaching Reading	4
2.1. Historical Perspectives	15
2.1.1. The Classical Period	15
2.1.2. The Medieval Period	16
2.1.3. The Eighteenth Century	19
2.1.4. The Nineteenth Century	20
2.1.5. The Grammar-Translation Method	21
2.1.6; The Direct Method	22
2.1.7. The Audio-Lingual Method	24
2.1.8; The Cognitive Method	25
2.1.9. The Communicative Approach	27
2.1.10. The Humanistic Approaches	28
2.1.10.1. The Silent Way	29
2.1.10.2. Total Physical Response Method	30
3.0. Reading	30
4.0. Short Story	36
4.1. The Features of Short Stories	37



## LIST OF TABLES

**TABLES**

1. Gender	58
2. The percentage of the students who have studied English before coming to the university.....	58
3. The reason for studying English	59
4. How long the students studied English.....	59
5. Level of English	59
6. The importance of skills in learning English.....	59
7. The percentage of the stories read in the students' native language	60
8. How many words they have read in the native language	60
9. Any short stories they have read consisting of 800 and more words in English	60
10. The percentage of reading included as a language skill in the whole language teaching program.....	61
11. Checking the meaning of unknown words while reading	61
12. Preference of meaning based activities to comprehension	61
13. How many hours a week they think short stories should be studied besides speaking, writing and grammar.....	62
14. Enough reading activities are given or not	62
15. The stories enable them to learn more words or not.....	62
16. The stories enable them to understand the grammatical structures or not	63
17. The most difficult skills to the students while studying English.....	63
18. They like reading in English or not.....	63

19. The percentage of the students who stop reading the stories or long texts given in course book when they are inadequate in the number of words ..... 64
20. The percentage of the students who skip over unfamiliar words or expression in the materials ..... 64
21. The percentage of the students who are given texts to predict the meaning of the words that are unfamiliar ..... 64
22. The percentage of the students who can get the gist of the stories easily from the given texts ..... 65
23. Demand to read a text of more than two pages (approx. 800 hundred words) 65
24. If using a course book provides them with the ability to comprehend a long text of three to five pages: ..... 66
25. If they are given any extra long texts and short stories of three to five pages: apart from the reading passages in their coursebook ..... 66
26. The percentage of the students who look over materials to see if they meet their needs and if they demotivate ..... 67
27. The percentage of the students who are good at reading short texts ..... 67
28. The percentage of the students who have confidence in reading materials ..... 67
29. The percentage of the students who think that short stories and long texts help them to practice all the other skills such as speaking, writing and

# CHAPTER I

## INTRODUCTION

### 1.0. BACKGROUND OF THE STUDY

English can easily be taught and developed through the short stories with special methods and techniques applied. Teaching of English through literature has been revived lately after a long-lasting neglect. This requires a very careful study since what to teach or how to teach is of greatest importance. The most approved way of taking literature into classroom is via short stories. As they can be read at one glance, it is more convenient to complete them in a specified short period of time. Moreover, they do not only motivate the learners to participate in various activities that promote language learning, but they also stir the learner's imagination (Misra & Sylvester, 1990:43).

Using literature in teaching English has been neglected and looked down on for many years for various reasons. Collie & Slater (1988: 2) give a complete evaluation and state as follows: "The study of literature was somehow disregarded or underestimated because the spoken language was thought to be superior to the written language and literature was far at the end of the list of materials ready to use in language teaching."

As a comment on what the writers mentioned above, we can easily realize the significance of the grammar rules and culture of community reflected in the short stories. That is, we cannot separate culture from a language and vice versa.

In this study, dealing with the background of short stories, analyzing them and also studying English language itself will give ESL and ESP students the opportunity of becoming aware of increasing their ability to use words, common expressions, and idioms in a natural manner, in the target language. It is also hoped that their confidence and familiarity with the language will be enhanced.

The students will mainly also deal with the language and vocabulary. The majority of the activities incorporated in this study will concentrate on reading, becoming familiar with short stories, the language; primarily vocabulary and analyzing the short story and its parts.

The short story differs essentially from all the longer forms of fiction so it can easily be used in language teaching since its brevity forces the writer to confine himself to a single one of the three elements which the author of a novel may combine at his pleasure. These three elements are the plot, the characters, and the setting. Other certain features will be discussed later in this study.

A short story is a unique genre of its own, for that reason it cannot be incorporated in a lesson as an ordinary piece of reading. A short story has certain features which cannot be treated as if they do not exist. These are namely plot, character, theme, point of view, symbol and irony, emotion, humor and fantasy. Plot is the sequence of incidents or events in a story. The arrangement of a series of incidents or events which lead, by cause and effect, from the opening of the story to the climax. For example, if an author writes, "The husband died and then the wife died," there is no plot for a story. But by writing, "The husband died and



then the wife died of grief," the writer has provided a plot line for a story. Here is another sample; "A certain woman was traveling from Adana to Istanbul when all of her money was stolen ..." A plot is a causal sequence of events, the "why" for the things that happen in the story. The plot draws the reader into the character's lives and helps the reader understand the choices that the characters make. A plot's structure is the way in which the story elements are arranged. Character is one of the most important elements of a story which makes the reader understand the story better as in Hemingway's "The Old man and the sea" The Old Man becomes the symbol of durable and decisive character in obtaining his aim even though he was an old man. The character is any one of the persons in a story. The sum or total of all one person's characteristics or qualities of character. Personal human qualities such as bravery, jealousy, leadership, cowardice, gentleness, cruelty, kindness. Such items as having a big nose, beauty or muscular strength are not really characteristics but physical features. The theme of a piece of fiction is its controlling idea or its central insight. The theme is the message of the story. The theme is not the same thing as the plot, which is usually made up by the writer to illustrate the theme. For example, "A really good person will help anyone who needs help regardless of whether that person is an enemy". There are many different possible themes. The possible themes could be:

- 1. moralistic--to teach a lesson*
- 2. for entertainment--just to tell an exciting tale*
- 3. to make us laugh*
- 4. to weave a fantasy and let us escape from reality*
- 5. to explore a certain character*

6. *to explore a certain setting and how it affected people or events*

In connection with the theme, we should always consider the title. It will often lead us to an understanding of the theme. Point of view is the position a writer assumes as he narrates or discusses a subject. It reveals us who tells the story and how it gets told. In taking his/her position a writer may choose one or more several arrangements. Depending on the choice of the writer, points of view can be divided into two general groups: participant (or first person) and non participant (or third person). Symbol and irony can be said to be the most outstanding and difficult features of a short story. A symbol is something (an object or an abstraction) that stands for or represents something else. A literary symbol is something that means more than what it is. it is an object, a person, a situation, an action that has a literal meaning in the story but suggests or represents other meanings as well. Scales, for example, symbolize justice; a dove, peace; a goat, lust; the lion, strength and courage; the bulldog, tenacity; the rose, beauty; and the lily, purity. As for emotion and humor, it can be stated that all successful stories arouse emotions in the reader; some make us cry, some make us laugh. The last feature, fantasy, is the imaginative fiction featuring especially strange settings and grotesque characters or the process of creating imaginary or improbable mental images in response to psychological need-that can at the same time be named as fantasy fiction. It is the non-realistic story which transcends the bounds of known reality such as fables, ghost stories and science fiction (Perrine, 1974).

We have to consider all these features before we start teaching English through short stories; that is, they require a special treatment which cannot be easily neglected. Because of these unique features it is not easy to use short stories in ELT without developing a new method. The teachers or the experts must use a new method to use short stories in the light of the information given above.

### 1.1. PROBLEM

After clarifying certain rules of a short story in BLT, we can easily take into consideration the problems in language development in terms of its characteristics. By studying short stories, we can overcome some difficulties that prevent students from developing the language being learnt. There are three major problems that students might have when they are reading or studying a short story: understanding the plot; understanding the language in which a short story is written; and understanding how the type of narrator who tells the story can shape or influence the way the story is told. Obviously, students may also have other kinds of problems as indicated in the following:

#### a) Inadequate Reading Strategies

"tendency to focus on every word rather than general meaning"

#### b) Comprehension

"following the plot"

"understanding the characters"

"understanding the vocabulary"

"understanding the role of the narrator"

### **c) Making interpretation**

"confidence to make own interpretations"

"coping with ambiguity"

### **d) Motivation**

"lack of confidence"

"content of stories uninteresting"

"short stories not relevant to passing exams in English"

"don't read much in their own language"

In the light of the problems mentioned above, we can clarify some other problems related to reading and studying a short story. One of the most important problems might appear as the inadequacy of vocabulary. It plays a very significant role in learning a foreign language since a student's learning capacity is broadened not only by the grammatical rules, but also by the size of vocabulary acquired by listening and reading short stories in a classroom. When we are about to state how to develop the vocabulary, there comes another crucial problem that is the lack of practice at a level of text. If students have the lack of practice in acquiring the words they face, for instance, within a lecture, they may not learn the given words unless they study short passages, long texts and short stories. As learners read long texts, they will have ability to comprehend a long text that is considered as one of the part of the problems in language development in terms of the characteristics. Students who are merely using a course book are in lack of comprehending a short story since they are not used to study with the supplementary long texts and short stories of three to five pages. Unfamiliarity with the long texts and vocabulary inactivates students on improving the

language learning capacity if they do not deal with the short stories and long texts. As they study with the texts, they will be familiar with the techniques of studying with the long texts. After clarifying the unfamiliarity with the long texts and short stories, we are back to the importance of motivation since the lack of motivation is one of the crucial factors in second language learning. Students must read the short stories which they feel that they like one of the materials such as :fiction, nonfiction, poetry, drama, and other written works which should not have content of uninteresting stories and should be related to the interest of students so as not to get bored and read with passion. Besides, there should not be unfamiliar words more than five in each page. As students feel that their second language is getting better, they will have more confidence and grab the learning task easier than they have ever done since the lack of confidence is another one of the significant problems in improving the second language. The ability to read fluently in a foreign language is one of the main criteria of competence in that language. Polishing up all the skills presented through short stories is utilized within a short story adaptation. It is important that L2 readers repeatedly meet general skills which they already have some familiarity with and have the ability to study over and over by using short stories.

## 1.2. AIM AND THE SCOPE OF THE STUDY

In the light of information given above, we can easily explain that the more vocabulary students have learned, the more they can get the gist of the text or the stories and be able to answer the questions. Careful study of vocabulary with practice through the short stories facilitates learning and helps the learner to easily utilize the vocabulary items for communication purposes. Students who have a

certain number of vocabulary items are equipped with the majority of general words to master in texts. Students who learn and practice these words in a short story are likely to be able to master the material with more confidence, waste less time and effort in guessing words or consulting dictionaries. than those with only the certain number of vocabulary items.

Problems in language development stated above can be easily eliminated with the help of short stories. **The inadequacy of vocabulary** plays a very significant role in learning a language and getting the gist of a short story or a long text in the classroom. The number of words a student needs depends largely on the eventual goal: 2,000 words for speaking, 3,000 word families to begin reading authentic texts, perhaps as many as 10,000 for challenging academic texts, and 15,000 to 20,000 to equal an educated native speaker. Vocabulary can be acquired through explicit study or incidentally through exposure to words in context. The most frequent 2,000 words are essential enough to warrant explicit attention; but less frequent words may have to be largely acquired incidentally. Reading provides a good context for incidental learning, although only large reading is likely to lead to any significant vocabulary improvement. Reading from context is an important way to access vocabulary but has limitations and may be more of a reading skill than a vocabulary acquisition one. (C; Jack Richards, 2000. 157-158).

Students often complain that their greatest language deficiency is in vocabulary and that deficiency pervades every other aspect of their learning in English. Vocabulary learning depends on what the learner already knows, and how well the

Learner wishes to know the word. Studying short stories and long text means more than just introducing new words, it also includes nurturing partially known vocabulary along to the point where learners can use it at will. In enlarging the size of the vocabulary, there comes another crucial problem that is the lack of practice at a level of text. If students have the chance to study short stories and long reading texts with the comprehension questions and if their level is being evaluated by the test given by the teachers, this problem will be easily eliminated. Because reading is fundamental to the mastery of other subjects, students at all levels must learn to understand what they read. They must know and use various strategies-ways of unlocking the meaning of words and larger blocks of text-to become successful readers. Understanding key notions of how vocabulary is acquired can help us deliver more realistic and effective vocabulary teaching. If students are only studying with a course book, they will not improve their ability to comprehend a long text. If they study with the supplementary long texts and short stories of three to five pages, they will get better results in comprehending the gist of the text. If being unfamiliar with the long text and vocabulary is another important factor that stops the speed of language learning since the extensive reading provides students with opportunities to meet words they are familiar with. As a result of multiple encounters, all the information about the printed word, eg. its semantic, syntactic, phonological, and orthographic properties are consolidated into a highly cohesive whole. This word then enters the reader's sight vocabulary. Familiarity leads to automaticity and automaticity to speed and fluency. Encouraging learners to read extensive texts that match, or are slightly below, their reading abilities will enhance fluency, recover lost confidence and begin to provide enjoyment in reading. The amount of unfamiliar vocabulary in a



short story is selected for classroom use. Students should be able to extend their vocabulary while reading without feeling the need to look up the meaning of every second word on the page. It is best to choose a text where students will not feel overwhelmed by unfamiliar language. Two strategies can be useful in helping students with any vocabulary they do not know. The first is to encourage students to read for gist, rather than detail. This can be done by setting homework task which demand on overall comprehension of the chapter, for example, summary writing. We might even accustom inexperienced readers to this way of reading by asking them to read a chapter for homework, underlining only those unfamiliar words which they feel are crucial to their basic comprehension of the chapter. Which words they choose and the reasons for choosing them could then be discussed in class. A second strategy for helping students with vocabulary is to give students some kind of glossary to use while reading. This could provide the meaning of important words in the text, either in English or in the mother tongue. The lack of motivation on reading short stories can be eliminated easily by ensuring the materials that the students preferred. A good, well mixed-up story will encourage students to read, and they will be led through the journey of basic human desire to discover what happens next. The variety of the unfamiliar words they confront in a text are a great help that reduces motivation. As students feel that their second language is not getting better, they will have lack of confidence. If students can develop the habit of reading widely for enjoyment and interest, they benefit not only by increased confidence and fluency, but may also take with them the life-long habit of reading in a foreign language. In practical terms, extensive and intensive reading means reading a lot of stories and long texts. The more stories students read the more skillful and



fluent they become. Immersion in meaningful texts such as those in the fiction genres of adventure, detection and mystery, romance, and human interest is possibly the best means by which students can develop confidence and fluency in reading long texts. However, these texts must not be too easy for students to read without a dictionary. For advanced students, more than five unknown words per page might be an appropriate limit for not losing the confidence. Furthermore, the short stories selected must be well written and interesting. After stating and clarifying the problems in language development in terms of the characteristics, let me state the most important problem which is eliminated by practicing the long texts and short stories: **Polishing up all the skills** is utilized within a short story adaptation. In studying short stories and skills, students have the chance to practice the skills at a level of text, ability to comprehend long texts, polishing up all the skills, motivation to study in longer texts, familiarity with the long texts, the size of vocabulary and overall the confidence in language learning since they feel how they get improved and what they learned. Practicing speaking, writing, listening and reading skills in a classroom give confidence to students to overcome all the problems stated above. It is important that L2 readers repeatedly meet words with which they already have some familiarity. Vocabulary learning is a gradual process of one encounter with a word adding to and strengthening the small amounts of information gained from previous-encounters.

As indicated in the background to the section, by using short stories in language teaching, the aim of the study is to facilitate to be able to read a long text, write a longer composition, master the target language, and acquire proper pronunciation by hearing loud reading from the teacher. It is indispensable to provide a

methodology where teaching reading, grammar and vocabulary can be rendered through short stories. Practicing the main skills within short stories is very important to note that the more amusing and interesting the stories and therefore the lessons are, the more motivated the students will be and the more they will learn out of such a class. The main aim of this study to make clear that studying short stories consisting approximately eight hundred words enable students to learn more words, be able to get the gist of the stories, answer the comprehensive questions, and study grammar components. The real main idea is to teach and learn a foreign language in effective way. It could be said that the language is a tool for communication and the students use the language to communicate. By reading stories, they learn an author's ideas and by performing particular activities, they use the language to give and take information in the target language among their partners. The use of short story in language classroom requires a special attention and organization and in this thesis it is claimed that we should approach short story not only from 'question and answer' angle, but analyzing it in terms of its own characteristics, namely plot, setting, characters, symbol, point of view, irony, foreshadowing, conflict etc. The discussion of features helps a lot in comprehension. The gist of it

To conclude, it is necessary to say that short story is one of the significant factors which enable students to reach at an advanced level of English knowledge and eliminate the problems arising in the area of language learning.

## 1.3. RESEARCH QUESTIONS

1. What is the significance of literary competence?
2. Why do we use literature in the language classroom?
3. What is the significance of literature in teaching English as a foreign language?
4. What is short story?
5. Why do we use short stories in language classroom?

## 1.4. LIMITATIONS

The study is limited by the resources which the writer of thesis is able to reach in North Cyprus. The data is obtained only from the students of engineering, psychology, international relations and business Department of Near East University in North Cyprus.

## 1.5. SIGNIFICANCE OF THE STUDY

It could be said that the subject of this thesis has been neglected and has been studied almost too little. The significance of "The Role of Short Stories in Language Teaching" has not been taken into consideration and this thesis is one of the unique study on language teaching field in North Cyprus. In this study, an attempt has been made to demonstrate that a short story can serve to a great extent in language teaching.

## HISTORICAL BACKGROUND OF THE STUDY

### 2.0. LANGUAGE TEACHING METHODS AND TEACHING READING

There is a long and notable history in the profession of language teaching. We take the benefits of many experiences that have been done in teaching and learning languages. While a wide variety of language teaching methods have been promoted in recent years, most methodologists today prefer an eclectic approach instead of a highly restricted or codified technique. Language teaching is not static, and we do not know what the 'best' way to teach is - we probably never will. In the more than two thousand years of second language teaching, there have been numerous methodologies. Recent ones have included Grammar-Translation (with explicit grammar teaching and translation as language practice), the Direct Method (emphasizing oral skills), the Reading Method (emphasizing reading and 'vocabulary' control), the Audio-Lingual Method (building good habits through drills), and Communicative Language Teaching (with a focus on fluency over accuracy). In Communicative Language Teaching, methods are focused on learning through communication. In Humanistic approaches, which first appeared in the 1970s, the interaction of emotions and intellect is closely examined. It is concerned not only with increased language proficiency but also with the many facets of personal growth. This humanistic reaction saw students as a 'whole' person. Humanistic method's adopters felt that a student's emotional attitude to other learners, to their teacher and to their own learning were important. Also it was important to help the student as a person not just a learner. There are a

number of teaching methodologies, however, we will discuss five basic methods later in this chapter.

## 2.1. HISTORICAL PERSPECTIVES

In this section, I will try to enable the teachers to evaluate the process of the methods used from the past up to the present. Now, in this part, there will be a quick summary of the tradition and effort done on teaching methodologies.

### 2.1.1. The Classical Period

The history of foreign language teaching goes back at least to the ancient Greeks. They were interested in what they could learn about the mind and the will through language learning. The Romans were probably the first to study a foreign language formally. They studied Greek, taught by Greek tutors and slaves. Their approach was less philosophical and more practical than that of the Greeks. First, Greek was studied by Roman youth as early as the second century B.C. Roman parents recognized the value of beginning second language instruction when the child was very young, and they provided them learning second language through the help of native speakers. The bilingual training of their children began informally in the relaxed atmosphere of their home.

When the boy entered school, he was fluent in both Greek and Latin. In this era, bilingual instruction was also provided at school. This occurred initially in the tool subjects and was followed by simultaneous instruction in the Greek

*grammaticos* course together with the Latin *udimagister* course; after this, there was instruction by the Greek *rhetor* and the Latin *orator*. In the primary (or *udus*) school, students from 7 to 12 learned to read, write, and count.

Some texts provided vocabulary that was alphabetized and also organized semantically under various topics included. They were appropriately simple narrative or conversational readings in such subjects as mythology, historical sketches, fables, and conversation.

The status of Latin changed in this period from a living language that learners needed to be able to read, write in, and speak, to a dead language which was studied as an intellectual exercise. The analysis of the grammar and rhetoric of Classical Latin became the model language teaching between the 17th and 19th centuries. Emphasis was on learning grammar rules and vocabulary by rote, translations, and practice in writing sample sentences. The sentences that were translated or written by the students were examples of grammar points and usually had little relationship to the real world.

### **2.1.2. The-Medieval Period**

Moving into the medieval period in Europe, we find Greek on the decline with Latin emerging as the language of the schools, the church, and even of government and commerce. In fact, the medieval scholar came to regard Latin as "the logically normal form of human speech" (Bloomfield 1933, p.6 cited in Bowen, J. Donald Et. Al. 1985). While this new "world language" underwent



changes, it was still a living language and was acquired (for a time at least) in a simple and natural way through hearing, speaking and reading" (Newmark 1948; cited in Bowen, J. Donald Et. Al.1985). Thorough, constant instruction was provided by Christian clergy through the upper (higher monastic and cathedral) levels.

Oral classroom activity took various forms, including disputation and oral evaluation. To the extent they were available, Latin classics were read. And grammatical analysis became prominent, with rule mastery as significant as communicative skill. Grammar headed the list of the seven liberal arts that are grammar, rhetoric, logic, arithmetic, geometry, astronomy, and music of the medieval curriculum.

Dutch scholar Desiderius Erasmus (cited in Bowen, J. Donald Et. Al. 1985) (1466-1536), who was significantly influenced by Quintilian, held that the system of the language could be discovered inductively through the exposure. He advocated that Latin be learned during childhood, preferably at home with a private teacher, while Greek would be learned through the medium of Latin formally in school. Speaking the foreign language would begin at the outset. Good oral communication was the most important; next was reading and then writing. He advocated learning the language through exposure to interesting and practical conversations and stories accompanied by visuals such as pictures and charts.

Jan Amos Komensky, known as John Amos Comenius (1592-1670) (cited in Bowen, J. Donald Et. Al. 1985), was a Moravian bishop and the most influential

educator of the seventeenth century. He regarded contemporary Latin instruction as unacceptable and ineffective. He started with Bath's contextualized vocabulary principle and over the years elaborated a remarkable approach to language teaching which included a systematic, graded presentation of syntax, inductive instruction in grammar, and lexical mastery through controlled vocabulary and Visual association.

Mastery of the material in the 1631 text was to be achieved through ten readings of each chapter. These readings included translating into the vernacular, writing out the material in the vernacular and Latin, and listening to the teacher reading the text in Latin while translating the unseen passage into the vernacular. Later readings involved looking at word derivations, studying inflections and synonyms, applying grammar rules, and then memorizing the passage.

In summary, the Renaissance as a whole provided formal rule-oriented instruction in Latin. This deductive presentation focused on grammar. Well-conceived pedagogical procedures were introduced. Motivation began to be given more prominence, as reflected for example in texts using interesting, contemporary topics. Effective procedures were advanced, such as the use of contextualized, graded vocabulary aided by visual association. Reformers sought to facilitate understanding by using easier, more relevant texts and by appealing to the senses. There was likewise considerable effort to put grammar in proper perspective: first, by postponing instruction in it; second, by developing oral proficiency first and even engaging in "direct" language activities such as translation before introducing it; and finally, by utilizing an inductive rather than a



deductive approach. In short, inefficient grammar-rule course work of this period was at times countered by the sound language instruction of reformers.

### 2.1.3. The Eighteenth Century

The eighteenth century witnessed the demise of Latin as the medium of instruction, although it was still considered as an important study because of the supposed mental discipline it provided, not to mention the force and beauty of verbal expression instilled as a result of studying classical writers. This century also witnessed the birth of English grammar and the enthronement of reason and prescription in grammar. Grammar became important in its own right for the supposed intellectual stimulation it provided. Along with an emphasis on grammar, the translation techniques that had been developed in the 1600s continued to be popular during the Age of Reason (a European philosophical movement of the 17th and 18th centuries, characterized by belief in the power of reason and by innovations in political, religious, and educational thought) (1991:116). A rejection of traditional social, religious, and political ideas and an emphasis on rationalism) (cited in Bowen, J. Donald et al. 1995:5).

Out of various reformers perhaps the most creative one was German reformer Johann Bernhard Basedow (1723-1790). He founded a unique teacher-training institution and model school. Drawing upon practical experience, he taught that languages should be learned first by speaking and later by reading. Learning was facilitated through an impressive variety of involvement activities: Titone mentions his use of "conversation, games, pictures, drawing, acting plays, and

reading on interesting subjects" (Titone 1968, p. 19 cited in Bowen, J. Donald Et. Al. 1985).

Besides the efforts of these and other European reformers, language instruction in the eighteenth-century was also influenced by the writers of the new vernacular grammars.

The most influential English grammar of this era was written by Robert Lowth: *A Short introduction to English Grammar* (1762). It drew upon the terminology of Latin grammars and attempted to teach "correct" usage by providing numerous examples of "errors" from many of England's best writers, including Addison, Dryden, Pope, and Shakespeare.

Finally, significant twentieth-century linguistic insights have their roots in concepts expounded during the later part of the eighteenth century. It is even earlier. For example, knowledge of Sanskrit led to the recognition that most European languages must have developed from a common source. The Indo-European language theory was enunciated by Sir William Jones in 1786.

#### 2.1.4. The Nineteenth Century

Language teaching has been around for many centuries, and over the centuries, it has changed. Various influences have affected language teaching. Reasons for learning language have been different in different periods. In some eras, languages were mainly taught for the purpose of reading. Besides, it was taught mainly to

people who needed to use it orally. These differences influenced how language was taught in various periods. Also, theories about the nature of language and the nature of learning have changed. However, many of the current issues in language teaching have been considered off and on throughout history. In this part traditional methods will be discussed under the following headings:

#### 2.1.5. The Grammar Translation Method

In this section I will discuss the method of grammar-translation. Grammar translation, a method of foreign or second language teaching, makes use of translation and grammar study as the main teaching and learning activity.

Translation as an advanced exercise was used by early Roman poets such as Livius Andronicus, Ennius, and Naevius. It was used for a time as a language-teaching device in Alexandria and Gaul (Kelly 1969, pp. 15, 172). It is noted that Aelfric, an Anglo-Saxon abbot (from about 955 to 1020) wrote his Latin grammar in English for school children (1972, p. 18).

The Grammar Translation Method was the traditional way Latin and Greek were taught in Europe. In the nineteenth century it began to be used to teach modern languages such as French, German and English and it is still used in many countries today. A typical lesson would consist of the presentation of a grammatical study of lists of vocabulary, and a translation exercise. Because the Grammar Translation Method emphasizes *reading* rather than the ability to communicate in a language, there was later a greater emphasis on the

teaching of spoken language. While the roots of Grammar-Translation are clearly visible in the eighteenth century, and even much earlier, this approach did not emerge full-blown until the early decades of the nineteenth century.

The Grammar-Translation method requires the learner to spend a lot of time understanding the language structure. Listening and speaking suffer because of this. Understanding the structure is helpful in reading and particularly in writing. Grammar and vocabulary are emphasized throughout. There is a little use of the target language and the instruction is given in the native language of the students. The focus is on grammar that provides the rules for putting words together, i.e., the form (SVO) and inflection of words (V-ed). The result of this approach where a typical exercise is to translate sentences from the target language into the mother tongue is usually an inability on the part of the student to use the language for communication. There is early reading of difficult classical texts.

#### 2.1.6. The Direct Method

The Direct Method was recognized prior to World War II along with Grammar-Translation as one of the two dominant methods then in use. Moreover, in Coleman's important 1929 report on the National Language Study, we learn that there was a "distinct trend" in U.S. secondary schools "away from translation as a means and as an end, and toward some form of 'direct' approach" (Coleman 1929, p. 276 cited in Bowen, J. Donald et al. 1985). But the Coleman Report's recommendation that at least one skill—namely reading—be mastered well during the secondary student's brief exposure to a foreign language probably

helped ensure the continuing dominance of Grammar-Translation up to American's involvement in World War II.

The Direct Method allows students to perceive meaning directly through the target language because no translation is allowed. Visual aids and pantomime are used to clarify the meaning of vocabulary items and concepts. Students speak a great deal in the target language and communicate as if in real situations. Reading and writing are taught from the beginning, although speaking and listening skills are emphasized. Grammar is taught inductively; that is, the students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be given. Students practice vocabulary by using new words in complete sentences (Larsen, 1986).

Speech, not writing, was viewed as the basis of language. Training in phonetics was advocated for teachers, but pronunciation—not phonetics—was to be taught in class; the phonograph was commonly utilized. A strict oral-aural approach was used at beginning levels (with oral readings introduced later on);

One of the techniques of the Direct Method is reading aloud. Students take turns reading sections of a passage; play, or dialog out loud and at the end of each student's turn, the teacher uses gestures, pictures, realia, examples or other means to make the meaning of section clear. The students may be asked questions and answer in full sentences so that they practice with new words and grammatical structures.

When the teacher introduces a new target language word or phrase, he/she demonstrates its meaning through the use of realia, pictures, or pantomime; he/she never translates it into the students' native language. Students speak in the target language a great deal and communicate as if they were in real situations. In fact, the syllabus used in the Direct Method is based upon situations (for example, one unit would consist of language that people would use at a bank, ~~weather~~ other of the language that they use when going shopping) or topics (such as geography, money, or the weather). Vocabulary is emphasized over grammar. Although work on all four skills (reading, writing, speaking, and listening) occurs from the start, oral communication is seen as basic. Thus the reading and writing exercises are based upon what the students practice orally first (Larsen 1986).

#### **2.1.7. The Audio Lingual Method**

Audiolingualism developed in the United States during World War II at a time when there was a need to learn foreign languages quickly for military purposes. The goal, as with the Direct Method, is very different from that of the Grammar-Translation Method. The Grammar-Translation Method didn't prepare people to use the target language for communicative purposes. **Audiolingualism** (the term was coined by Professor Nelson Brooks in 1964) claimed to have transformed language teaching from an art to a science, which would enable learners to achieve mastery of a foreign language effectively and efficiently. The method was widely adopted for teaching foreign languages in North American colleges and universities.



The entry of the United States into World War II had a significant effect on language teaching in America. The government needed personnel who were fluent in German, French, Italian, Chinese, Japanese, Malay and other languages, and who could work as interpreters, code room assistants and translators.

Linguists, such as Bloomfield at Yale, had already developed training programmes as part of their linguistic research that was designed to give linguists and anthropologists mastery of American Indian Languages and other languages they were studying.

The Audio-Lingual Method is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns until able to produce them spontaneously. Once a given pattern-for example, subject-verb-prepositional phrase - is learned, the speaker can substitute words to make novel sentences. The teacher directs and controls students' behavior, provides a model and reinforces correct responses .

#### **2.1.8. The Cognitive Method**

In The American Heritage Dictionary of the English language the meaning of cognition is given as "the mental process or faculty by which knowledge is acquired." There are several basic characteristics of cognition. First, cognition is a process. Second, this process is mental. Third, this process is purposive. Fourth, by implication this process is internal. And fifth, by implication this process is ultimately under the control of the learner, even if one is coerced into learning by

external pressures. The term cognitive process refers to the individual's internal mental operations, whether they be nothing more than "day dreaming" or as involved as the manipulation of abstract symbolic concepts to solve some complex problem.

From the above, we can say that learning is the perception, acquisition, organization, and storage of knowledge in such a way that it becomes an active part of the individual's cognitive structure. In this view of learning, the central component in the learning process is the learner, not the agent in the environment controlling the stimuli.

Further in more, cognitive theory supports the thesis that learning in general and language learning in particular are internal, mental operations controlled by the individual. The second-language learner is seen as consciously acquiring *competence* in a meaningful manner as a necessary prerequisite in the acquisition of the *performance* skills.

For the purpose of the study we can stress that the ability to read for comprehension is a most important component of "knowing" a second language. In the sense that, along with listening, it is the major means of learning more about the language and its people, reading is basic to the improvement of other language skills and expansion of knowledge. In the sense that the students are unable to control the complexity level of reading material that they may encounter, their reading materials similar to those read by native speakers. Even though reading is a receptive skill, a definite sequence must be followed in helping the students to



reach a performance level that will enable them to read comfortably in the language.

To summarize the discussion to cognitive method, cognitive psychologists maintain that the mind processes information to be learned. The material must be meaningful if this process is requested to be maximally efficient. The mind that does not simply absorb information in bits and pieces that it never forgets is not a computer. The indications are that it organizes the material into meaningful chunks, which it relates to information already contained in the individual's cognitive structure. This material is then stored for future use so as to provide students with opportunities for incorporating what they have been working with previously learned vocabulary and grammar which is combined into listening comprehension and/or reading passages.

#### 2.1.9. The Communicative Approach

The Communicative Approach has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the aural-oral approach. Teaching materials used with a communicative approach often teach the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes and are based on a notional syllabus or some other communicatively organized syllabus. These materials emphasize the processes of communication, such as using language appropriately in different types of situations; using language to perform

different types of tasks, for example, to solve puzzles, to get information, etc; using language for social interaction with other people.

In the Communicative Approach, functions are emphasized over forms, with simple forms learned for each function at first, then more complex forms. Students work on discourse level and they work on speaking, listening, reading, and ~~writing~~ writing from the beginning.

In Communicative Approach, firstly, meaning is prior to structure; secondly, dialogs are not normally memorized "thoughts are simultaneously come out"; thirdly, learners are encouraged to use language communicatively to express their ideas and opinions in the target language. Fourthly, a quick translation may be permitted so as to give certain words, phrases or sentences; fifthly, communicative competence is the desired goal that students' speaking is taking as the main principle; before coming to the end of this approach, we can easily say that local errors are permitted to some extent. To conclude, however, in this approach, reading is focused on to reach the goal of reviewing the vocabulary and structure of the language as it is taught for communicative purposes.

#### **2.1.10. The Humanistic Approach**

Humanistic approaches to language teaching first appeared in the 1970s, partly as a reaction to the audio-lingual method of language teaching, which was a behaviourist approach, where the lessons were teacher-controlled, and students often

required to do a lot of repetition. This humanistic reaction saw students as a 'whole' person. It was important to help the student as a person not just a learner.

It can be briefly defined that it is a term sometimes used for what underlies METHODS in which the following principles are considered important:

- a) the development of human values
- b) growth in self-awareness and in the understanding of others
- c) sensitivity to human feelings and emotions
- d) active student involvement in learning and in the way learning takes place.

The Silent Way, the Suggestopedia, Community Language Learning, and Total Physical Response Method are examples of "Humanistic Approaches". Of these approaches, the Silent Way, and the Total Physical Response are the most significant ones which can easily be adapted on the reading skills; for that reason, we are going to have a brief look at these approaches.

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#### 2.1.10.1. The Silent Way

The theoretical basis of Gattegno's Silent Way is the idea that teaching must be subordinated to learning and thus students must develop their own inner criteria for correctness. All four skills reading, writing, speaking and listening are taught from the beginning. Students' errors are expected as normal part of learning, -the teacher's silence helps foster self-reliance and student initiative. The teacher is

active in setting up situations, - while the students do most of the talking and interacting (Larsen, 1986).

#### 2.1.10.2. Total Physical Response Method

Asher's approach begins by placing primary importance on: listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing. Students demonstrate their comprehension by acting out commands issued by the teacher; teacher provides novel and often humorous variations of the commands. Activities are designed to be fun and to allow students to assume active learning roles. Activities eventually include games and skills.

### 3.0. READING

Prior to the revolution in second-language teaching in the 1960s, the audio-lingual approach, the

Students, in general, study a second language

eclectic method as a means of teaching students to read. The eclectic method uses a selection of the best teaching techniques from methods of teaching foreign language. It is flexible and can easily be adapted to suit a wide variety of teaching situations.

It can clearly be said that reading is one of the most effective ways of communication. When a person reads a piece of writing, s/he is ready to get the

message of the author of that writing even if he does not write a reply to it at all. Thinking of a "written document" such as a letter, the communicative purpose of reading becomes clear. We all read something such as notices, newspapers, magazines, a piece of writing on a notice-board, and advertisements for different reasons. It is hardly possible to think of a single day that has no place for reading. The most outstanding purpose of reading is getting information about its subject. People read for gaining information and having fun as well. Enjoyment is an indispensable part of our lives, which makes living worthwhile and attractive. To spend one's time in a useful and enjoyable way is one of the reasons to prefer reading to other activities. Moreover, it is quite possible to learn new things when you have enjoyable time reading. So, we can achieve two different aims at the same time: entertaining and learning. In this sense, we can clearly discuss the aim of focusing on reading for the purpose of mainly learning of a foreign language as students have fun of using literary texts.

It is generally accepted that readers should have a specific purpose or objective in their minds. On one hand, the main purpose of reading can be stated as the acquisition of information, reading for pleasure, reading to find a particular piece of information or reading to have an overall idea of a document. On the other hand, it can be focused on as reading to learn; and to do this, reading requires some certain skills which are mainly skimming, scanning, predicting, guessing unknown vocabulary, finding exact information, and deducing meaning from the context.

Before we get through how and why we should study with the short story

considered as a genre of literary texts, let us state some certain features of reading. Reading is the skill in which the students will have the greatest ability at the end of their language study. It can be a basis for individual learning about the country and its people. It can serve as a vehicle for entering into the bylleslettres (literature that is polished and elegant and often inconsequential-in subject or scope) of the country's present and past civilization. The ability to read will stay with them longer than the other skills, and it is the skill that will be most convenient to use. Reading remains a valid goal in the second-language classroom. Students differ in their ability to read their native language, and these differences reappear in their ability to read a second language. However, this does not mean that a student who reads stories in his/her native language may easily read a story in a foreign language. Besides, a student who reads English easily may have difficulty reading a foreign language as well.

From the reading of sentences, the student progresses to the reading of paragraphs and short passages. The teacher helps the student develop techniques for inferring the meanings of new words, reading for information, and increasing comprehension of structural signals.

As the number of reading experiences increases, the differences in reading rate and comprehension among the students become very apparent. It is desirable, at this point, to organize the students into reading groups--each group could then read at its level of proficiency, from very easy to advanced readings. Another approach, especially valuable in advanced classes or upper level intermediate classes, is to provide a reading program for each individual student.



Short story which is a genre of literature may be introduced early in the first year of language instruction, if the selections are relevant to the students. Often poetry is introduced first, followed by short stories, plays, and then longer prose works. The aim of literature study is not that the students learn about authors and periods, but they develop personal techniques for approaching a literary work as well (Allen E, David: 250).

Since my aim is not reading large amounts with the main aim of getting a global understanding of what we are reading, I will deal with the reading which often refers to careful reading, and more difficult foreign language texts with the ultimate goal of complete and detailed understanding. It is often the case that intensive reading is the only kind of reading that students do in the language classroom. However, home assignment is indispensable for that kind of learning since it takes too much time if it is merely studied in the classroom. Even though it is often a slow, difficult, painstaking process which is more focused on the meaning of individual words or sentences containing whatever discrete grammar point the students are supposed to be learning that day, I myself find it worth to focus on grammar or vocabulary as the short stories are studied. On this stage, there is no need to say that the students must have the necessary linguistic knowledge of phonology, semantics, and syntax before attempting to read for comprehension. The purpose of reading is to give them an opportunity to encounter in context the structures and vocabulary they have been studying.



Teaching reading can be an arduous task as it is often difficult to know how to improve student skills. One of the most obvious, but I have found often unnoticed, points about reading is that there are different types of reading skills.

Scanning - reading rapidly to find a specific piece of information. It is a type of speed-reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. For example, the reader may read through a chapter of a book as rapidly as possible in order to find out information about a particular date, such as when someone was born.

Skimming - reading rapidly for the main points. It is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage. For example, a reader may skim-read a chapter to find out if the writer approves or disapproves of something.

After a brief definition of skimming and scanning, I would like to discuss intensive reading and extensive reading.

*Intensive reading* is a deep and thorough understanding of the written text. Here the concern is for detailed comprehension of very short texts and short stories. Intensive reading involves focusing on the new words and expressions, so that the message would become decoded completely, i.e., the students extend their



range of expression and increase their stock of vocabulary. In other words, intensive reading is an exercise in extracting maximum meaning from a short story or a text. Therefore, such a detailed activity requires the teacher's guidance in order to get the desired accuracy in comprehension. It is a kind of work done in the classroom as silent or reading aloud. It is a slow and careful reading in which all the information in the material read is noted accurately. Any material, easy or difficult, can be read intensively. If the passage is difficult, the students could go through it with their teacher, and discuss the new ideas. The idea of asking such questions is to direct the students' attention to exactly what is said in the story; and to enable the students to use the words, expressions and patterns in the short story. Certain steps are used in the frame of an intensive reading lesson; the plan focuses on reading together with vocabulary, this plan emphasizes teaching the grammar points, and meaning practice.

*Extensive reading* refers to the outside reading in which there is no guidance of the teacher during reading. In this kind of study the teacher gives a selection and students read the materials such as newspapers, magazines, brochures, etc. This is a kind of learning 'reading by reading' (Paulston and Bruder, 1976: 199 cited in Özen, 1978). It helps the students to increase the vocabulary store and the ease of fluency in reading. Since extensive reading is a solitary activity, the teacher should be careful in giving assignments. The teacher should help the pupils learn how to read extensively in order to make it an enjoyable activity. The material shouldn't contain too many new vocabulary items and the teacher should avoid asking the details about what the students have read. It doesn't need a high degree of understanding because the aim of extensive reading is to read the greatest possible

amount of texts in the limited time. Most of the material is redundant, and since it takes long time to read, it is not easy to understand the text. This kind of reading should be encouraged in order to increase the amount of vocabulary and facilitate the comprehension of the texts. Extensive reading is not intended to stimulate active use of the new vocabulary items, or the learning of new expressions, but to improve identification and response to the words and constructions already learned.

In order to make students aware of these types of reading styles, it is useful to provide an awareness raising lesson to help them identify reading skills they already apply when reading in their native tongues. Thus, when approaching an English text, students first identify what type of reading skill needs to be applied to the specific text at hand. In this way valuable skills, which students already possess, are easily transferred to their English reading.

#### 4.0. SHORT STORY

Many attempts have been made to define a short story. But on a few points at least, the opinion of most critics is unanimous. This does not imply that the literary form of short stories can be set up in a rigid way. It has undergone and will probably still undergo many changes as the literary taste and demands of the reading public also change in the course of time with new outlooks on life. A short story 'should not be considered a lower quality production of an author' revealing the fact that it has its own way (Zyngier 1988:22).

A short story is a "short piece of fiction aiming at the unity of characterization, theme and effect. A short story is a piece of art that tries to give us a specified impression of the world we live in. It aims to produce a single narrative effect with the greatest economy of means and utmost emphasis. Before stating a few notes on the features of a short story, I think, it would not be out of place to discuss some of the elements that make up a good story. A short story is not a novel synopsis. It usually reveals only <sup>(0.4%)</sup> one character at a moment of crisis, whereas a novel usually traces the development of an individual or a group through cumulative experiences (Barnet 0.971 :53). There is often little action, hardly any character development, but we get a snapshot of life. Its plot is not very complex, but it creates a unified impression and leaves us with a vivid sensation rather than a number of remembered facts.

In addition to the information about short stories, needless to say, a short story is a unique genre of its own. For this reason, it cannot be incorporated in a lesson as an ordinary piece of reading. It has certain features which cannot be treated as if they do not exist. The following can be provided as a summary of the features of a short story.

#### 4.1. The features of a short story.

- 1- Plot and suspense
- 2- Characters and relationships
- 3- Conflict

- 4- Setting
- 5- Theme
- 6- Point of view
- 7- Style
- 8- Symbol and irony
- 9- Emotion and humour
- 10- Fantasy
- 11- Foreshadowing

For the purpose of this study, a few notes on each would not be out of place.

#### 1- Plot and Suspense

The patterns of events and situations in a narrative or dramatic work, as selected and arranged both to emphasize relationships-usually of cause and effect-between incidents and to elicit a particular kind of interest in the reader or audience. The plot is the selected version of events as presented to the reader or audience in a certain order and duration, whereas the story is the full sequence of events as we imagine them to have taken in their 'natural' order and duration. For plot, Barnett (1971) states that "plot is not merely respective events". He simply makes it clear that the term 'plot' does not always refer to physical and clearly observable actions.

In the plot of Shakespeare's Othello, for example, the order of the incidents involving Iago's deception of Othello leads to a crisis, the point at which Othello decides to kill Desdemona. The conflicts of the story intensified and heightened, the action moves towards the climax, the discovery that Iago has misled Othello. This incident is followed by the conclusion: Othello's remorse and self-punishment, and Iago's capture.

Suspense is a state of uncertainty, anticipation and curiosity as to the outcome of the plot of a literary work. In many forms of literature suspense is a major device for the securing and maintaining of interest. In Sophocles' King Oedipus, suspense is achieved through a withholding of the knowledge that Oedipus himself has killed Laius, his father.

## 2- Characters and relationships

The characters and their relationships to one another form one of the most important aspects of short stories. It is not usual to think of stories without characters. Character, a personage in a narrative or dramatic work: also a kind of prose sketch briefly describing some recognizable type of person.

## 3- Conflict

The Author presents two or more different views and tries to make use of them to reach a plausible solution throughout the story. This conflict provides a tense atmosphere in the story and then is led to an end somewhere around the climax. It

can also be called 'the opposing views' fighting against each other in the story. To conclude, conflict can easily be defined as the tension or struggle between characters, or opposing forces in a plot. It is conflict which provides the elements of interest in a play, a novel, or a short story. For example, Macbeth's revenge for Duncan and his desire to kill him; Hamlet's wishing to avenge his father and yet not knowing when and how to do it.

#### 4- Setting

Setting includes place, time, environment, political and social background and author's style. It is the time and the place of the action of a literary, or dramatic work.

#### 5-Theme

The theme of a short story is the main idea the writer aims at presenting. There may be more than one theme however with different ranks of importance. It is the central or dominating idea in a literary work; the message or moral implicit in a work of art. Thus, A recurrent theme in Čechov's short stories is the loneliness of human soul and the dissatisfaction of the younger generation with accomplishments of the past in Ibsen's The master Builder.



## 6- Point of View

The answer to 'who' is telling the story' reveals the "point of view". It is the position a writer assumes as he narrates or discusses a subject. There are some devices the author uses: the author tells the story himself/herself, a character in the story tells it, or someone from outside, unbiased tells it. Depending on the choice of the writer, points of view can be divided into two general groups: participant (narrator as a major character) and non-participant (narrator as a minor character). For instance, the writer participates in the action as in Defoe's Robinson Crusoe and Moll Flanders. Both Robinson Crusoe and Moll Flanders speak and relate what happens to them and reveal their own, feelings and thoughts in their own words or as in Herman Melville's Moby Dick the major character is Ahab, but the story is told by Ismael.

## 7- Style

In its simplest sense, style is the manner of writing as contrasted with the matter to be expressed. The analysis and assessment of style involve examination of a writer's choice of words, his figures of speech, the shape of his sentences, the shape of his paragraphs - indeed, of every conceivable aspect of his language and the way in which he uses it. Style defies complete analysis and definition because it is the tone and "voice" of the writer himself.

## 8- Symbol and Irony

Symbol, in the simplest sense, anything that stands for or represents something else beyond it-usually an idea conventionally associated with it. Objects like flags and crosses can function symbolically: and words are also symbols ... In literary usage, a symbol is a specially evocative kind of image; that is; a word or phrase referring to a concrete objects, scene, or action which also has some further significance associated with it: roses, mountains, birds, and voyages have all been used as common literary symbols.

Irony is a word having' wider ranges. This term always includes some element of saying or implying the reverse of, or more than, the literal meaning of the words used. In verbal irony one meaning is stated and a different, usually antithetical, meaning is intended. Since irony is provided through opposite views, about which the reader should be very careful.

## 9- Emotion and Humor

It is needless to say that there is no piece of literature that does not arouse emotions in the reader. Suspense, anxiety, surprise, excitement, happiness, and sadness are the feelings of the kind and to make the readers laugh, smile, or think respectively, a sense of humor is presented due to the authors' choice.

## 10- Fantasy

Fables, short stories, science fiction are all examples to fantasy. It is a non-realistic story made up by the writer who establishes characters and events in his/her mind and composes them into a story. This kind of a story usually surpasses the limits of reality and takes the reader beyond what s/he perceives in the present world. Fables and short stories are all examples to fantasy. The most famous fables are those attributed to Aesop (6th c. B.C.).

## 11- Foreshadowing

In this technique, the writer gives some extra clues to the reader to help him understand or anticipate what will happen later, leading to a reduction in surprise. These cues may be related to setting, atmosphere or events so the readers can sense that something good or bad, or unexpected will come off towards the end of the story.

From the above, a short story together with its stimulating features encourages the students to read a lot so that they can develop their reading comprehension skills. A short story helps the students come across some cultural points, practice grammatical structures, and students are also encouraged to learn and use unfamiliar vocabulary embedded in the language. Zyngier (1988: 22) lists the advantages of a short story as 'unity, independent existence and an embryonic character'. Short story is also 'brief, contemporary and interesting ...' (Povey, 1989). Since the short story is short, re-reading and re-thinking about it is easier

and entails little effort, students are provided with the feeling of completion and they feel more relaxed when the story ends .

"

## CHAPTER HI

### METHODOLOGY

#### 5.0. RESEARCH DESIGN

The data has been obtained in two different ways. The questionnaire was prepared question the participants and books related to the subject was researched to have satisfactory information.

It is aimed to deal with the methodology for analyzing the application of studying short stories at upper intermediate level at Near East University. The method is a survey type research on all of the upper-intermediate participants of English randomly selected from the list of 180 students who take the 102-courses at Near East University in T.R.N.C. The Data has been obtained by the student questionnaire administrated to 60 students of different faculties, teacher questionnaire to 20 service English teachers who teach in the Preparatory school. The students were randomly selected from the list of different departments at Near East University. The questionnaires were administered in the class during the teaching hours. In order to increase the reliability of the questionnaire, the same questions were administered to the same students a month later, and the findings of the questionnaires have shown that the answers were almost the same in both occasions.

The starting point of this research project is to eliminate the problems that arise in the area of language learning if short stories are not studied effectively. To

narrow the field of study, only the programme of the upper intermediate level has been taken into consideration.

It could be said that the comments of the teachers on the research would be as reliable and informative as the results of the questionnaire administered to the students to measure their benefit of reading short stories. The questionnaires were supported by my own teaching experience and observations made on student competencies during short story reading activities. Furthermore, most of the observations taken from the students were questioned about their personal characteristics, their social and educational backgrounds, their reading interests and difficulties in reading short stories.

## 5.1. PARTICIPANTS

The participants were questioned in 4 main items such as Gender, Educational Background, Knowledge of English Level and Familiarity with the long texts. 70 percent of participants who completed the questionnaire were male whereas others female. Examination of the questionnaire results showed that a small minority of respondents ( 20 % ) havenot studied English before coming to university. It is apparent that the majority of the participants have studied English for 3-6 ( 80 % ) years at least and minority of the respondents have studied for 4 terms ( 2 years ) at Near East University. It can easily be seen from the results of the questionnaire that the majority of the participants know good English. 70 percent of the respondents know well whereas 30 percent of them know fair English. With regard to the findings, it reveals that many respondents are

dissatisfied with the long texts and short stories given in the course apart from the stories given in the coursebooks since the majority of the respondents are not given any extra long texts and short stories. It is apparent that most of the participants are not familiar with the long text and short stories and coursebook does not provide them with the ability to comprehend a long text consisting of approximately eight hundred and more words.

To get information about participants, English teaching members were asked to answer the questions that are stated in appendix 3.

To conclude, each teacher answered these questions according to the needs of the students of his/her class and the teachers' view was about the lack of short stories, their practice, obtaining the gist of a text and lack of hours spending on reading activities (see App. 2).

## 5.2. INSTRUMENT

The questionnaire is divided into 29 questions on respondents' gender, educational background, motivation, knowledge of level, interests, preferences, adequacy of vocabulary, lack of practice, confidence in reading short stories, familiarity with the long texts and learning ability. Firstly, the participants and then the books related in this project have been taken into consideration so as to obtain the data.



The aim of this questionnaire was to put forward the importance of short stories involved in teaching and improving all the skills at upper intermediate level. The students' answer helped me to get a clear view of their present situation and provide a realistic background to my study whether they ignore unknown words or phrases, deduce the meaning and use of unknown words, understand the meaning and implications of grammatical structures, understand the relation within the sentence and the text, and read to obtain the gist of a reading or not. Furthermore, the answers given by the participants reflected their own point of view on short stories, and guided me through my thesis.

#### 5.2.1. RELIABILITY

To measure the reliability, test and retest technique has been used and the administration of the questionnaire has been repeated one month later after the first test was given. In the final stage, Pearson Correlation has been done and the correlation was obtained in a useful manner. All the values gained in test-retest correlation have been accumulated and divided into the number of the questions and the result was given as 0,976 (see the appendix 5)

#### 5.2.2. VALIDITY

The questionnaires which was administrated to the teachers of English and sophomore students at Near East University in T.R.N.C were prepared and Assoc.

Prof. Dr. Halil Aytekin and Asst. Prof. Dr. Fuat Alturıkaya were consulted for this face-validity.

### 5.3. PROCEDURES

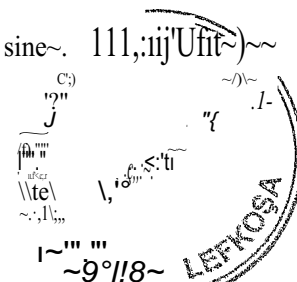
To obtain the essential data which would be of practical value to this study; two main approaches have been taken into consideration. As has been stated before, on one hand, it was the observation and investigation administered to 60 students and the investigation done on books related to the subject having been studied. On the other hand, the second one was achieved by the involvement of experienced language teachers working with students at Near East University. This procedure was heavily based on the students' learning English as they react to a foreign language in the classroom and their level of English.

The exact number of the students we had established close contact with was 60. Sixty student questionnaires were distributed in 4 faculties and all questionnaires distributed were filled out and returned.

Firstly, the answers in the questionnaires were read one by one with great attention to spot the incomplete ones, however all the copies were complete. Therefore, every item in these 60 questionnaires was evaluated during the study.

In the evaluation stage, the responses of the students for each of these items have been analyzed and the results were recorded. These recorded results are

displayed in tables. The results are calculated in percentages since the participants in the questionnaire is not small.



Evaluation of the questionnaires is followed by the analysis of the questionnaires. The exact number of the teachers I have had was 20. All teacher questionnaires were distributed in 3 departments. All the questionnaires were filled out and returned. Having the point of view of the teachers, it helped me to examine the topic in an appropriate way (to compare the students' thoughts, interest and wishes in a neutral way).

In the final evaluation, the responses of the teachers and the students have been analyzed and recorded results have been taken into consideration for both groups. Using statistical packages on the computer did the statistical analysis of the data obtained from the students' and teachers' questionnaires. The analysis of the data obtained from the teachers correlated with the students' data. The findings from both sides, the students and the lecturers, were correlated to draw clear conclusions.

## RESULTS AND EVALUATION

### 6.0 PRESENTATION

Although the questionnaire results do not reflect the exact reality, comparing the answers in the questionnaire with the teachers' questionnaire could clearly show that the desired teaching has not been done. When short stories are used in the language learning, the learning would be promoted and the students would be more involved in the learning situation. The results of the questionnaire revealed that the students who have never been able to study reading cannot improve their learning skills because of the problems stated in chapter 1.

### 6.1. SIGNIFICANCE OF LITERARY COMPETENCE

One factor which may be relevant to language teachers wishing to use literature in their lessons is the concept of 'literary competence'. We are all as teachers familiar with Chomsky's notion of 'grammatical competence'. This is the idea that all speakers of any language possess an internalized grammar which allows them to produce and understand utterances which they may not have heard before, provided that these utterances conform to the grammatical rules of the language they are speaking. In the same way, some theorists have argued that effective readers of a literary text possess 'literary competence, in that they have an implicit understanding of, and familiarity with, certain conventions which

allow them to take the words on the page of a play or other literary work and convert them into literary meanings.

## 6.2. WHY USE LITERATURE IN THE LANGUAGE CLASSROOM?

The study of literature develops the literary competence. It can provide an interesting and thought-provoking point of comparison. It provides students with access to the culture of the people whose language they are studying, encourages language acquisition, makes students more sensitive to some of the overall features of English. The culture is rendered through the stories since literature is one of the best ways of learning a society's culture. The culture is involved in the process and this is achieved through the presentation of literature in the classroom.

Literature should be used with language learners in the language classroom because:

- (1) it is motivating material
- (2) it is an access to cultural background
- (3) it encourages language acquisition
- (4) it expands students' language awareness
- (5) it develops students' interpretative abilities

If our aim is the study of literature, then developing the 'literary competence' of our students is crucial. This, for example, might be the case for a group of

learners at tertiary level. On the other hand, if we wish to use literature as a resource, then we may not aim to teach literary competence but it is possible that our students will begin to acquire it through their exposure to literary texts. This might be the case if we are simply using literature as a resource on an occasional basis with our students, for example the use of a poem now and again with a class of adult learners. We should not expect such students to develop literary competence without deliberately developing and using tasks and activities which help them to do so.

As a short story is a literary composition and has elements of events, we can not neglect its importance in the study of literature. Unlike the novel, the short story does not develop characters fully but generally a single aspect of a character's personality undergoes change or is revealed as a result of some incident, confrontation, or conflict. Compared to other genres of literature, the short story is limited in length and because of this, there are detailed descriptions of background in a short story. A novel, just like a short story has a plot, sub-plot, climax and an end.

#### 6.2.1. Motivating Material

In many countries around the world, literature is highly valued. For this reason, students of English may experience a real sense of achievement at tackling literary materials in the classroom. If students are familiar with literature in their own language, then studying some literature in English can provide an interesting and

thought-provoking point of comparison. This may apply equally well if students come from a culture with a rich oral tradition, where the body of written literature is fairly restricted. Asking students to retell short stories from their own culture, for example, before getting them to read an authentic story in English on a similar theme, could be highly motivating.

Literature exposes students to complex themes and fresh, unexpected uses of language. A good novel or short story may be particularly gripping in that it involves students in the suspense of unravelling the plot. This involvement may be more absorbing for students than the pseudo-narratives frequently found in course books. A play may engage students in complicated adult dilemmas. A poem may elicit a powerful emotional response from students. If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives (Lazar 1993).

### 6.2.2 Access to **Cultural Background**

Literature can provide students with access to the lives of people whose language they are studying. Literary texts in English reflect the rich and fascinating diversities of our world. They are written by authors living in many different countries and widely divergent cultures. By exposing our students to literature in English, it seems that we should be asking them to think about the range of cultures from which literature in English is produced. A description of a farm in the outback, for example, in a short story by an Australian author, might



familiarise students with the typical scenery and social structures to be expected in such a setting. More interestingly, it could provide them with insights into the possible relationships, emotions and attitudes of the inhabitants of the farm. In other words, using literature with our students may enable them to gain useful and often surprising perceptions about how the members of a society might describe or evaluate their experiences. But as this description is very likely to be only a partial one, we should encourage students to treat it critically.

### 6.2.3. Encouraging Language Acquisition

In many countries around the world students have fairly limited access to spoken English, and written English often takes on primary importance for stimulating language acquisition. Literature may provide a particularly appropriate way of stimulating this acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language. Within the classroom itself, the use of literary texts is often a particularly successful way of promoting activities where students need to share their feelings and opinions, such as discussions and groupwork. This is because literature is very rich in multiple levels of meaning. Focussing on a task which demands that students express their own personal responses to these multiple levels of meaning can only serve to accelerate the students' acquisition of language. Acquisition may also be accelerated because the overall context for processing the new language is so striking. Take, for example, a dramatised play reading with a group of intermediate learners. While reading an extract from the play on their own, they may find themselves unfamiliar with some of the vocabulary in the extract. But by listening

to the extract read aloud by the teacher, they may be able to hazard a useful guess as to the meaning of a new word; a guess facilitated by their understanding of the relationship between the speakers and the intonation they use to express this.

#### 6.2.4. Expanding Students' Language

Using literature with students can help them to become more sensitive to some of the overall features of English. Any learning of a new language would seem to involve the learner in the forming of hypotheses and the drawing of inferences, whether these relate to when a particular idiom is used appropriately, how far a grammatical rule can be generalised or what is implied behind the literal meaning of what someone says in a conversation. It has been argued that literature is a particularly good source for developing students' abilities to infer meaning and to make interpretations. This is because literary texts are often rich in multiple levels of meaning, and demand that 'the reader/ learner is actively involved in 'teasing out' the unstated implications and assumptions of the text. By encouraging our students to grapple with the multiple ambiguities of the literary text, we are helping to develop their overall capacity to infer meaning. This very useful skill can then be transferred to other situations where students need to make an interpretation based on implicit or unstated evidence.

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### 6.3. THE SIGNIFICANCE OF LITERATURE IN LANGUAGE TEACHING

Compared to other genres of literature, the short story is limited in length and because of this, there are no detailed descriptions of background in a short story

whereas a novel is longer than a short story and like a short story it has a plot, sub-plot, climax and an end. Since short story is one of the genres of literature, students of English will have the chance to experience a real sense of achievement at tackling literary materials in the classroom. Short stories encourage students to study with one of the genres of literature since they are short and motivating. Using literature in a language classroom, may enable students to gain useful and often surprising perceptions about how the members of a society might describe or evaluate their experiences.

#### 6.4. WHAT IS SHORT STORY

A short story is a literary composition and has elements of events. Unlike the novel, the short story does not develop characters fully but generally a single aspect of a character's personality undergoes change or is revealed as a result of some incident, confrontation, or conflict. It is a "short piece of fiction aiming at the unity of characterization, theme and effect. A short story is a piece of art that tries to give us a specified impression of the world we live in. It has an introduction, a complication and a resolution. It has a starting point; i.e. the story starts somewhere. There exists some kind of conflicts which are tried to be solved by the characters through the end of it.

## 6.5. WHY USE OF SHORT STORY?

A short story is used in language classroom so as to facilitate learning a foreign language. By studying short story, students may easily practice all the components of the grammar, familiar and unfamiliar vocabulary, and pronunciation as teachers make loud reading. A short story not only motivates the learners to participate in different activities that promote language learning, but it also helps them to use their imagination. It helps students realize some cultural points embedded in the language as well. Since it is quite short and adventurous, it is more appropriate to work with a short story rather than dealing with a longer literary work.

## 6.6. ANALYSIS AND EVALUATION OF THE RESULTS

Table 1 : Gender

	N	
Male	42	
Female	18	30,0
Total	60	100,0

70 percent of students are male, 30 percent of them are female.

Table 2 : The percentage of the students who have studied English before coming to the university

	N	%
	f2	N,D
	48	80,0
Total	60	100,0

80 percent of students have studied English before coming to the university; 20 percent haven't studied English before coming to the university.

Table 3 : The reason for learning English .

	N	%
To find a better job	34	56,7
To be a qualified one		
Total	60	100,0

56,7 percent of students learned English to be a qualified one whereas 43,3 percent wanted to learn to find a better job.

Table 4 : How long the students studied English.

	N	%
1-2 Years		
3-6 Years	36	60,0
Total	60	100,0

60 percent of students studied English for 3-6 years; 40 percent just for 1-2 years.

Table 5 : Level of English.

	N	%
Fair	18	30,0
Good	42	70,0
Total	60	100,0

70 percent of students stated that they know good English; 30 percent know fair English.

Table 6 : The importance of skills in learning English.

	N	%
Speaking/Writing/Grammar		
Reading short stories/Vocabulary	42	70,0
Total	60	100,0

70 percent of students consider reading short stories and vocabulary to be the most important in learning English; 30 percent find speaking, writing and grammar. As the percentage shown in table 5, the students who know good

English are aware that the success in learning language is acquired by studying short stories. They know that vocabulary is learnt by reading short stories.

Table 7 : The short stories read in the students' native language.

Total	51 60

85 percent of students have read short stories consisting approximately thousand words in their native language; 15 percent haven't read any. The percentage of students who have read short stories in their native language is highly considerable since the short stories help them facilitate reading short stories in language learning.

Table 8 : How many words they have read in the native language.

300 words		
800. and more	49	81,7
Total	60	100,0

81,7 percent of students have read short stories consisting 800 and (approximately thousand words); 18,3 have only read 300 words. The majority of the students have read approximately thousand words to be successful in learning language in their native-language and this can be transferable habit into language learning.

Table 9 : Any short stories they have read consisting of 800 and more words in English.

	N	Y <sub>i</sub>
No	10	16,7
Yes	50	83,3
Total	60	100,0

83,7 percent of students have read short stories consisting approximately

thousand words: 16,7 have not read any short stories in English. In learning English, the number of the words having been read in a short story is very important for the students' vocabulary improvement.

Table 10 : The percentage of reading included as a language skill in the whole language teaching program.

10%-30%		
40% and more	38	63,3
Total	60	100,0

63,3 percent of students thought that 40 and more percentage of reading should be included as a language skill in the whole language teaching program; 36,7 percent of the students thought 10 to 30 percentage of reading should be included. The students have shown that reading is one of the indispensable skills in the whole language teaching program.

Table 11 : Checking the meaning of unknown words while reading.

	N	%
No	2	3,3
Yes	58	96,7
Total	60	100,0

96,7 percent of respondents indicated that they need to check the meaning of the unknown words while they are reading; 3,3 do not check the meaning of the unknown words. This indicated that the students are checking the meaning of unknown words while reading which might result in learning more and more and more words as they read short stories.

Table 12: Preference of meaning based activities that focused on Comprehension.

0		
Yes	50	83,3
Total	60	100,0



83,3 percent of students stated that they prefer meaning based activities that focus on comprehension: 16,7 do not prefer meaning based activities.

Table 13 : How many hours a week they think short stories should be studied besides speaking, writing and grammar.

4 and more		
1-3hours	23	38,3
Total	60	100,0

61,7 percent of students think that short stories should be studied more than 4 hours beside speaking, writing and grammar; 38,3 percent think it should be 1-3 hours.

Table 14: Enough reading activities are given or not.

	N	%
Yes	31	51,7
No	29	48,3
Total	60	100,0

51,7 percent of students think that enough reading activities are given; 48,3 percent think the opposite.

Table 15 : The stories enable them to learn more words or not.

o	
Yes	36
Total	50

60,0 percent of students think that the stories enable them to learn more words; 40 percent do not think that the stories enable them to learn more words. As it is shown in table 11, the majority of the students found it necessary to check the meaning of the unknown words since they think that reading short stories enable them to learn more words.

Table 16 : The stories enable them to understand the grammatical structures or not.

No		
Yes	31	51,7
Total	60	100,0

51,7 percentage of the participants stated that the stories help them to understand grammatical structures; whereas the opposite did not. The students who read short stories come across with the grammatical structures as they read and they become familiar with any kind of structures they have studied before.

Table 17 : The most difficult skills to the students while studying English.

increasing fluency/writing skills/listening/reading		0
Comprehension/remembering words	25	41,7
Total	60	100,0

58,3 percent of students find increasing fluency, writing skills, listening and reading": are the most difficult skills when studying English; 41,7 find comprehension and remembering words. The results in this table revealed out that most of the students took all the skills into consideration. However, they found comprehension and remembering words less difficult since they know if they practice all the language skills, they will overcome any difficulties appeared in comprehending or remembering words.

Table 18 : They like reading in English or not.

	N	%
No	0	0,0
Yes	54	90,0
Total	60	100,0

90 percent of students like reading in English; 10 percent do not like reading in English. The percentage of the students who like reading is highly remarkable.

Table 19 : The percentage of the students who stop reading the stories or long texts given in course book when they are inadequate in the number of words.

	N	%
Usually/always	48	80,0
Never/sometimes	60	100,0
Total		

80 percent of students do not stop reading the stories or long texts when they are inadequate in the size of vocabulary. It is not a surprise to have a high percentage of the students who never stops reading. The students who usually/always stop can improve their vocabulary size-whereas the others can not.

Table 20: The percentage of the students who skip over unfamiliar words or expressions in the materials.

	N	%
Usually/always	12	20,0
Never/sometimes	48	80,0
Total	60	100,0

80 percent of students never skip unfamiliar words or expression in materials: 20 percent usually skip unfamiliar or expressions in the material. As it is revealed above, the students who never skip unfamiliar words or expression would learn much more words since they come across many times with the same word as they read.

Table 21 The percentage of the students given texts to predict the meaning of the words that are/unfamiliar.

	N	%
Yes	33	55,0
No	27	45,0
Total	60	100,0

55,0 percent of students are given texts to predict the meaning of the words that

are unfamiliar; 45,0 percent are not given. Predicting the meaning of the words that are unfamiliar is a very important task in learning language since it makes learning much more permanent (residual) in remembering the meaning of the words being predicted from the context of the sentence, paragraph or story.

Table 22 : The percentage of the students who can get the gist of the stories easily (r) in the given texts.

Sometimes/never		
Usually/always	14	23,3
Total	60	100,0

76,7 percent of students can rarely or seldom get the gist of the stories easily from the given texts; 23,3 percent can usually or always get the gist of the stories. It is apparent that the students who can not get the gist of the stories easily from the given texts depends on the size of the vocabulary that the students have. To get the gist of the stories, the students have to be adequate in vocabulary and to be adequate in vocabulary the students have to check for the meaning of unfamiliar words.

Table 23 :Demand to read a text of more than two pages (approx. 800 words).

	N	%
No	25	41,7
Yes	35	58,3
Total	60	100,0

58,3 percent of students want to read a text of more than two pages. 41,7 do not want to read a text of more than two pages. The more a student has vocabulary the more s/he has demand to read much more pages. If the students are unfamiliar with the most of the words in the story, there will be almost no demand to read a text.

Table 24 : If using a course book provides them with the ability to comprehend a long text of three to five pages.

	N"	%
Yes	27	45,0
No	33	55,0
Total	60	100,0

55,0 percent of students think that a course book do not provide them with the ability to comprehend a long text of three to five pages; 45,0 percent think that using a course book provides them to comprehend a long text of three to five pages. The course books deal with the grammatical structures and they do not give chance to students to practice what has been learnt. As it is clearly depicted out, most of the students agree that coursebook does not provide the ability to comprehend a long text since there is no text of three to five pages consisting 800 hundred and more words

Table 25 : If they are given any extra long texts and short stories of three to five pages apart from the reading passages in their coursebook.

	N	%
Yes	24	40,0
No	36	60,0
Total	60	100,0

60,0 percent of students are not given any extra long texts and short stories of three to five pages apart from the reading passages in their course book; 40 percent are given some extra long texts and short stories of three to five pages. The students who are not given any extra short stories apart from the reading passages in their course book will never be able to polish up all the skills such as reading, writing, listening and speaking and they will not improve their size of vocabulary. They will not come across with the unfamiliar words.

Table 26: The percentage of the students who look over materials to see if they will meet their needs and if they demotivate them.

Yes		
No	38	63,3
Total	60	100,0

63,3 percent of students do not look over the materials to see if the materials meet their needs and if they demotivate them; 36,7 percent look over materials to see if they meet their needs and demotivate them. This table depicts out that the students are not conscious in choosing the right material. Most of them do not look over materials to see if it meets their needs. A randomly chosen material might be too hard for a student because of the unfamiliar words and the subject and it can easily demotivate the student.

Table 27 : The percentage of the students who are good at reading stories and long texts.

	N	%
Yes	20	33,3
No	40	66,7
Total	60	100,0

66,7 percent of students stated that they are not good at reading long texts; 33,3 percent indicated that they are. Since the course books do not provide them with long text to be studied, students are unfamiliar with the most of the words, they can not polish up all the skills, they can not get the gist of the long texts and they lose their interest in reading the long materials.

Table 28: The percentage of the students who have confidence in reading the materials.

	N	O/o
171~0	18	30,U
Yes	42	70,0
Total	60	100,0

It can be seen from the findings above that 70 percent of the respondents have confidence in reading long reading materials, however, the opposite do not.

Table 29 : The percentage of the students **who think that the short stories and long texts help them to practice all the other skills such as speaking, writing and grammar.**

		%
No		28,3
Yes	43	71,7
Total	60	100,0

71,7 percent of students think that the short stories and long texts help them to practice all the other language skills such as speaking, writing and grammar; 28,3 percent do not think they help them to practice all the other skills. This result can easily summarize that most of the students believe that short stories and long texts help them to practice all the other skills such as speaking, writing and the component grammar and these short stories give adequacy of vocabulary, practice at a level of text, ability to comprehend a long text, familiarity with the long texts and vocabulary and confidence in reading.

### 6.2.1. EVALUATION OF THE RESULTS

Taking into consideration the answers in the questionnaire, it could be said that the students who liked reading short stories and stopped reading to check unfamiliar words or expressions, would learn much more words than the students who never stop and check unfamiliar words. As for the results of the questionnaire 70 percent of the students who participated in this study want to study short stories and vocabulary since they find them as one of the most important topics in language learning. Most of them state that all language skills should be taken into



account but reading short stories should be 63,3 percent of it as indicated in the responses to item 10 of the students questionnaire.

60 percent of the students agree that short stories help them to learn more words and 51,7 percentage of the students agree that the stories enable them to understand components of the grammar.

## CHAPTER V

### CONCLUSION

#### 6.0 PRESENTATION

Analysis of the findings led us that the students who pay attention to reading short stories are much more successful in learning a foreign language since they have a chance to practice the pronunciation as they hear the teacher in the classroom, check the spelling and components of the grammar, become familiar with the words they have learnt as they read. Apart from these, the kind of material to be used in the class is one of the most important problems. Whatever subject of the language is, it should be taught effectively and easily without making students bored and this can be done by using literary texts as this study asserts. It is advisable to use short stories which is a unique genre of its own. However, it has to be chosen according to the needs of the students to have the utmost benefit of it.

#### 6.1 SUMMARY

Studying short stories, we can overcome some difficulties that prevent students from developing the language being learnt. Rather than the problems that students might have when they are studying or reading short stories such as understanding the plot, understanding the language, and understanding how the type of narrator who tells the story can shape or influence the way the story is told, students may also have other kinds of problems such as inadequate reading strategies, comprehension, making interpretation, motivation, familiarity with newly learnt vocabulary and confidence. It is important that language learners repeatedly meet

general skills which they already have some familiarity with and have the ability to study over and over by using short stories.

As for the results of the questionnaire 71,7 of the students who participated in this study agreed that the short stories help them to practice all the other language skills such as speaking, writing and grammar. It can easily be seen that the students are aware of the importance of the short stories in language learning. As we evaluate the deficiency of long texts, we can easily point out that 60 percent of the students believe that they are not given any extra long texts and short stories of three to five pages. As a result of not having any short stories, they believe that they won't be able to polish up other skills apart from reading.

## 6.2 SUGGESTIONS

It is clear that 'Short Stories in Language Teaching' should receive more attention in language teaching. Since the short stories serve a lot as samples of authentic texts, we can make our students meet the 'real, living' language as the native speakers of that language have in their hands. "Short stories have the power to seize the imagination, to include and even allure the reader, to give pleasure and enjoyment and so to raise motivation" (Bear, 1985: 17). It should be borne in mind that students are already readers in their mother tongue and they already have some certain skills in their own native language.

The aim of this thesis is to indicate that teaching short stories activates the students' learning capacity and will make students more successful in understanding other skills.

As a result, teaching English without paying attention to the importance of using short stories might be predicted that it is all in vain. Short story enables students to be familiar with known words, to predict the meaning of the words that are unfamiliar, to provide them with the ability to comprehend a long text, to understand the grammatical structures, and polish up all the skills presented through short stories.

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## APPENDICES

### APPENDIX 1

#### Short Story Reading Lesson Plan

##### Cover Sheet

Teacher's Name	Nevzat Çalışkan
Date of Presentation	25.06.2003
Estimated Duration of the Lesson	3 class hours
Teaching Point	Plot, vocabulary
Level of the Students	: Upper-Intermediate
Short Story	: <b>Best Looking Girl in Town</b> by T. Samter Winslow
Objectives	1. To develop the skills vocabulary familiar with the words learnt in class.
Materials	Short Story, blackboard, dictionary.

## Procedures

### f. Presentation

#### A) Pre-reading activities.

##### Step 1 Warm up (Motivation)

Teacher: Good morning class. How are you today?

What did you do last weekend?

##### Step 2 State the aim of the lesson

We are going to read a story about Rilla Mabry who was been  
ashamed of her appearance

The story was written by Thyra Samter Winslow in

##### Step 3 Teach unknown vocabulary

Before going further, let us learn some words used in the  
story; (Awkward, satisfied, confusion, simplicity, be ashamed of)

##### Step 4 Set the scene

There is a girl who is not aware. <sup>girl</sup> she is too shy but  
all the boys in the town liked Rilla. She had a boy friend who was a  
nice boy

##### Step 5 To find the silent reading objectives

#### B) During the reading activities.

##### Step 1 Taking notes and underlining.

As a model, the teacher reads the short story in a normal speed and the

Students are required to listen to the teacher carefully and take notes and underline some important ideas if necessary.

Step 2 Reading individually.

Students are asked to read the story silently. After this reading, the teacher has them read the story aloud.

C) Post-reading activities.

Step 1 Asking detailed questions.

a. Comprehension questions.

Ex:

What suggestions did Durant make to Rilla about changing her appearance?

b. Completion.

Ex:

From the time she was thirteen Rilla Mabry

c. Filling in the blanks ..

Ex:

The town people felt that she would                      Pat.

d. True/False

Ex: •

Durant went back to his home and his work in New York.  
Rilla Mabry knew that she was a beautiful girl.

Step 2 Finding

a. the main idea

Sometimes a little nuance that you are not aware of it might change your life

b. plot

a lady who is ashamed of her appearance, however, she is not

c. characters

Rilla Mabry, Durant, Patrick .....

Step 3 Retelling the story.

The students are asked to retell the story in their own words.

Step 4 Writing the summary of the story in their own words.

Write the summary of the story we have just finished studying.

Step 5 Summarize the lesson.

The teacher summarizes the lesson for the students.

Step 6 Give an assignment.

The teacher prepares and hands out a vocabulary exercise to be done at home.

## STUDENT QUESTIONNAIRE

Dear Student,

This questionnaire is designed to analyze and evaluate the importance of reading short stories in language teaching.

Please, answer each question very carefully so that we can have a reliable and valid conclusion.

Thank you for your contribution.

Nevzat Çalışkan

1. Gender  
 (a) Male (b) Female
2. Have you ever studied English before coming to this university?  
 (a) Yes (b) No
3. Why do you want to study English?  
 (a) To be a qualified one  
 (b) To find a better job  
 (c) To prepare for some tests  
 (d) To learn about different culture
4. If yes, how long have you studied?  
 (a) one to two years (b) three to four years (c) five to more years
5. What level do you know English?  
 (a) Fair (b) good (c) excellent
6. Which of the following do you consider the most important in learning English?  
 (You can mark more than one.)  
 (a) Reading (b) Speaking (c) Listening  
 (d) Vocabulary (e) Writing (f) Grammar  
 (g) Reading short stories (h) Reading short texts (i) Reading long texts
7. Have you ever read any short stories in your native language?  
 (a) Yes (b) No
8. If yes, how many pages of short stories have you read in your native language?  
 (a) Two (b) Three (c) More than three
9. Have you read any short stories consisting of two or three pages in English?  
 (a) Yes (b) No

10. What percentage of reading should be included as a language skill in the whole language teaching programmes?

- (a) 10-20 %
- (b) 20-40 %
- (c) 40-50 %
- (d) More than 50 %

11. Do you need to check the meaning of the unknown words while you are reading?

- (a) Yes
- (b) No
- (c) Sometimes

12. Would you prefer meaning based activities that focus on comprehension?

- (a) Yes
- (b) No

13. How many times do you think short stories should be studied besides speaking, writing and grammar?

- (a) an hour or two
- (b) two or three
- (c) three to four
- (d) more than four

14. Do you think you are given enough reading activities?

- (a) Yes
- (b) No
- (c) Partly

15. Do the stories enable you to learn more words?

- (a) Yes
- (b) No
- (c) Partly

16. Do the stories enable you to understand the grammatical structures?

- (a) Yes
- (b) No
- (c) Partly

17. What do you find the most difficult when studying English?

- (a) Reading comprehension.
- (b) Remembering words.
- (c) Increasing fluency.
- (d) Writing skills.

18. Do you like reading in English?

- (a) Yes
- (b) No

19. Do you stop reading the short stories or long texts given in a coursebook if you are inadequate in the number of words?

- a) Yes
- b) No

20. Do you skip over unfamiliar words or expressions in the reading materials?

- a) Yes                      b) No

21. Is any text after the reading materials given to acquire the words that you face within a course?

- a) Yes                      b) No

22. Is any short story or long text given and if so, can you get the gist of the stories easily?

- a) Yes                      b) No

23. Do you want to read a text of more than two pages?

- a) Yes                      b) No

24. Do you think that using a course book provides you with the ability to comprehend a long text of three to five pages?

- a) Yes                      b) No

25. Are you given extra long texts and short stories of three to five pages apart from the reading passages in your coursebook?

- a) Yes                      b) No

26. If reading materials are given, do you look over materials to see if it will meet your needs and if not, does it demotivate you?

- a) Yes                      b) No

27. Are you good at reading stories and long texts?

- a) Yes                      b) No

28. Do you have confidence in reading the materials?

- a) Yes                      b) No

29. Do you think that the short stories and long texts help you to practice all the other skills such as speaking, writing, and grammar?

- a) Yes                      b) No



## APPENDIX 3

### TEACHER QUESTIONNAIRE

1. Gender  
(a) Male (b) Female
2. How long have you been teaching English?  
(a) 0-5 years  
(b) 6-10 years  
(c) 11-15 years  
(d) 16 and above.
3. Which department did you graduate from?  
(a) Faculty of Education  
(b) Faculty of letters  
(c) Educational Institutions  
(d) Others
4. Do you give the students short stories consisting of two or three pages?  
(a) Yes (b) No
5. Do you teach them unknown words and/or some expressions that cause difficulties?  
(a) Yes (b) No
6. Do you ask your students any general comprehension questions?  
(a) Yes (b) No
7. Do you let the students retell the reading passage?  
(a) Yes (b) No
8. Would you prefer meaning based activities that focus on comprehension?  
(a) Yes (b) No
9. Do you let the students study structure based activities on short stories?  
(a) always (b) never (c) sometimes
10. How many hours a week do you think short stories can be studied besides speaking, writing and grammar?  
(a) an hour  
(b) two hours  
(c) three hours  
(d) four hours  
(e) more than four
11. Do you think the students are given enough reading activities?  
(a) Yes (b) No (c) Partly

12. Do you think the stories enable students to learn more words?

- (a) Yes
- (b) No
- (c) Partly

13. Do the stories enable students to understand the grammatical structures?

- (a) Yes
- (b) No
- (c) Partly

14. Do you think that using a course book provides the students with the ability to comprehend a long text of three to five pages?

- a) Yes
- b) No

15. Are your students familiar with the supplementary long texts and short stories of three to five pages?

16. If reading materials are given, do you look over the materials to see if it will meet your students' needs?

- a) Yes
- b) No

17. Do you think that the short stories and long texts utilize students to practice all the other skills?

- a) Yes
- b) No

## Best Looking Girl in Town

*Thyra Samter Winslow*

From the time she was thirteen Rilla Mabry had been ashamed of her appearance. It was then that she started growing taller than the other girls. She was also awkward as well as tall and she was toothy.

By the time she was twenty she was fully convinced that her appearance was really something terrible. All of the other girls seemed little and cute and attractive. No matter what Rilla wore it seemed wrong. She was much too tall to wear tailored clothes. And thin dresses simply hung around her loosely.

All of the boys and girls in the group liked Rilla. She was a fine girl—if you could forget the way she looked. Even her hair was wrong—rather stringy—but she had a pleasant and rather attractive face.

In spite of her looks Rilla had a boy friend. He was Patrick Redding and his father kept a grocery store. You couldn't expect Rilla, with her looks, to do any better. People felt that Rilla ought to be well satisfied. Pat was a nice looking boy, and he shouldn't be considered unimportant,

Rilla didn't consider Pat ugly. She was grateful to him for being nice to her. She was as pleasant and as friendly as she could be. As a matter of fact she liked Pat a lot. He was fun to be with. She would have been perfectly satisfied except for the fact that she was in with Shane Tennant. All of which did her little good. Shane was the prize of the town. Shane's father was a banker and rich. His mother was the social leader of the town. Shane was tall—much taller than Rilla—and

some, besides.

Pat went into the grocery business with his father. Shane went into the bank. That's the way Sons do in towns unless they have definite ideals about law or one of the other professions. Rilla didn't do anything. Her parents had just enough money so she didn't have to. She went to parties with Ratsick and admired Shane from a distance. The town people felt that she would marry Pat, that he'd take over his father's grocery store and that they'd settle down.

That might have happened if it hadn't been for Durant. Leslie Durant was—and still is—a well known magazine illustrator. And he came to Morrisville to visit an aunt. And he was taken everywhere to all of the parties, of course. He was the social lion of the season. He stayed in town for only a few days—but that was long enough for a lot to happen.

He saw Rilla Mabry! Rilla was standing near the door—and she was looking at Shane Tennant. She never knew how much her face showed what she was thinking about. No one else noticed—but Durant, being new, understood the situation. He saw Rilla, standing not quite straight because she didn't feel quite as tall that way, in a badly fitted dress and her hair not quite smooth—and he saw Shane, perfectly dressed, self-confident, good-looking. And then Pat came to ask Rilla to dance.

the second day of his visit Durant made his remarkable statement. He told anyone who would listen to him that Rilla Mabry was by far the best looking girl in town. One of the best looking girls he had ever seen.

Rilla had never had a compliment about her looks before. She had always been shy, self-conscious, and often unhappy about her appearance. And now, the first authority on beauty who had ever been in town claimed that she was the prize.

When Durant, himself, told her what he thought of her she was filled with confusion. She managed finally to thank him. And later, very shyly, she went up to him.

"I do wish that you'd tell me how I can look better," she said.

"That's not really my particular kind of work," he told her, "but maybe if we got together."

They go together the next morning. Durant came to Rilla's house, and, with Rilla as helper, they did things to Rilla and to Rilla's clothes. Durant made her stand up straight. And he rearranged her hair. And he told her what was wrong with the clothes she wore;

That night there was a dance for Durant's last evening in town. And, as he had thought when he started things, Rilla was, for the first time in her life, the center of attention. Toward the end of the evening Durant had the satisfaction of seeing Shane Tennant dancing very attentively with Rilla, Shane Tennant, whom Rilla who had never paid any attention to

I New York. And forgot about the  
who this happened

Durant was lunching alone at a restaurant when an attractive, tall woman, past first youth, came up to him.

"don't remember me?" she said.

Durant didn't remember her.

"I'm Rilla Tennant—I was Rilla Mabry when you knew me. You came to my home town and—rather made my life over.

Remember now?"

"Of course I do," said Durant. "I remember very well. It was my one attempt at changing the destiny of another person."

"You did a wonderful job!" said Rilla. There was a strange note in her voice which he

"You married the boy you were in love with. His name was Tennant. wasn't it?"

Why, yes," said Rilla. "But how did you remember the name? And how did you come to know about him?"

"I'm good at remembering names. I remember you looking at him. Simplicity itself! And to think that I was the cause!"

"Yes, you were," said Rilla. "It was very funny; when you look back on it. There I was, going with Pat Redding and in love with him, and unhappy and awkward. And you came down and said I was a beauty-so automatically I went out with you. I married Shane."

"Wonderful!" said Durant. And he smiled happily.

"How are you?"

"That's the difficult part," said Rilla. "You shouldn't have asked."

"Shane and I got married. We get along very well, though I was awfully happy in the beginning. But the Tennants lost all of their money in a bank failure-and my family had its money in the Tennant bank by that time our money went, too. Then Shane fell in love with a girl. I got a divorce, of course. I've been teaching in a girl's school for the past three years."

"That's too bad!" said Durant. "But maybe that was that other boy whom you didn't love."

"Maybe," said Rilla. "You can never tell. Love goes ...." Pat Redding took over his father's grocery store and married the cutest girl in town. They have three children and are very happy. And, oh yes, he became quite ambitious and started a chain of grocery stores. Now he's the richest and most important man in town."

*Exercises for Conversation*

Answer these Questions:

1. Why had Rilla Mabry, as a young girl, been ashamed of her appearance?
2. Had she grown taller or shorter than the other girls?
3. Why did people think that Rilla ought to be well satisfied with Pat Redding as a boy friend?  
With whom was Rilla in love at the time?
5. Why did Rilla, as a girl, always have to admire Shane Terman from a distance?
6. Who was Leslie Durant and why did he come to Morrisville at this time?
7. Why was
8. What did Durant think when he first saw her?
9. Why was Durant so sure on the question of beauty?
10. What suggestions did Rilla give about changing her appearance?
11. Whom did Rilla finally marry?
12. How did Rilla's marriage with Thane Tennant turn out?
13. Whom did Pat Redding, Rilla's first boy friend, finally marry?



14. How did Pat Redding become the most important man in town?

B-Give sentences with the following:

To be ashamed of	to settle down
To be in love with	by far
To take over	to manage to do something
to go (come) up to	to get along
to get together	to get married
to make something over	to be too bad

C-Vocabulary Practice: Answer the following correctly:

1. Which *two* of the following words are used as opposites of *thin* (thick, bright, light, fat, grateful)?
2. What is the past tense form of these verbs:  
**to hang, wear, to grow, to do, to forget?**  
Which of the following do you buy in a grocery  
(nails, dresses, food, clothes)?
4. To *take over* something is to  
(reject it, desire it, control of it, claim it).
5. What is the verb form of the noun *illustrator*? What is the difference  
**an illustrator and an illustrative**
6. If my aunt is my mother's sister, what do I call mother's brother?
7. Which of these is the opposite of *straight* (beautiful, crooked, definite, self-conscious)?
8. Which of these is the opposite of *awkward* (graceful, stringy, satisfied)?
9. A man who is handsome may also be said to be homely, shy, good-looking)?
10. Which of these is the opposite of *ambitious* (lazy, unhappy, self-confident)?

11. On which syllable do we accent each of these situation, conscious, profession, grocery?
12. What meaning does the prefix *re* give to each following: rearrange, remake, remodel?

# APPENDIX 5

## TEST-RETEST CORRELATION

## CORRELATIONS

Q1	1,000
Q2	1,000
Q3	0,994
Q4	0,992
Q5	0,818
Q6	0,987
Q7	0,729
Q8	0,899
Q9	1,000
Q10	1,000
Q11	1,000
Q12	1,000
Q13	1,000
Q14	1,000
Q15	1,000
Q16	1,000
Q17	0,998
Q18	1,000
Q19	0,989
Q20	0,991
Q21	0,963
Q22	1,000
Q23	0,956
Q24	1,000
Q25	1,000
Q26	1,000
Q27	1,000
Q28	1,000
Q29	1,000

APPENDIX 6

YAKIN DOĞU ÜNİVERSİTESİ  
(NEA~ EAST UNIVERSITY)

~  
1988

LEFKOŞA

223 6464 / FAX: (90)(392)223 6461 / E-MAIL: info@neu.edu.tr

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Sn. Nevzat Çalışkan  
Hazırlık Okulu Öğretim Üyesi  
Yakın Doğu Üniversitesi

İlgili başvurunuzda konu edilen "The Role of Short Stories in Language Teaching" konulu tez çalışmanızın anket soruları kurulumuz tarafından incelenmiş ve uygulanması uygun görülmüştür.

Ancak anket uygulanmadan önce anketin uygulanacağı bölümlerin öğretim üeleriyle istişarede bulunup anketin hangi dersliklerde ve ne zaman uygulanacağı birlikte saptanmalıdır.

Bilgilerinize rica ederim.

4 ~

Prof. Dr. Şenol Bektas  
Rektör Yardımcısı

