



**The impact of using short stories on the students' language skills development in
Colegio Boyacá - Duitama (ColBoy)**

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Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

L1: First Language

L2: Second Language

Q: Question

SL: Second Language

SSBLT: Short Story Based Language Teaching

TL: Target Language

Abstract

This qualitative research looked for the use of short stories in the EFL classroom. It demonstrated students' whole vocabulary knowledge and attitudes through applying short stories in the EFL classroom. Indeed, it assessed about the importance of short stories to improve students' language skills and develop their personal reflection about learning English as a foreign language. Moreover, it demonstrated that teaching short stories for 10th graders in a public school could be useful in the EFL classroom. This research paper was realized during the academic year 2020-2021 in a high school, COLBOY-Duitama, Colombia. This research study was oriented to investigate the effect of reading short stories in tenth graders students' comprehension processes to enhance their knowledge of vocabulary and attitude through the application of specific skills. Some procedures for data collection were used in order to get information by doing survey, interview, and diagnostic test. As a qualitative research, this paper was resulted on data collection from different research instruments. Finally, this study began from the hypothesis that EFL learners would have positive attitudes from the effect of using short stories to promote learners' vocabulary items as well.

Keywords: Attitudes; Language skills; Short stories; Vocabulary knowledge

Chapter one

Introduction

Teaching English as a foreign language for students in secondary school has a long history. But using short stories in order to teach English for the students in high school has been considered important recently. Oster (1989) affirms that literature helps students to write more creatively (p. 85). As we can understand, using literature in the form of short stories can help the students significantly. Moreover, Elliott (1990), for example, affirms that literature motivates advanced students and is “motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities” (p. 197). Moreover, Instructors can also create a variety of writing activities to help students to develop their vocabulary items skills. They can ask students to write dialogues (Murdoch, 2002, p. 9) or more complex writing activities if students have reached a high level of language proficiency. Indeed, students by reading short stories might be able to understand the message of the reading by related sentences in a reasonable form. Hence, by observing students’ needs in learning English as a foreign language and the literature vital role in their university career, teaching language by using short stories in the classroom, students might be interested in learning English and teachers can look for new ways to motivate their learners to acquire this language.

Although, the use of textbooks has a strong emphasis on the students’ vocabulary and grammar, that is not enough for the development of their communicative skills. Therefore, using short stories creates different activities that contribute in a meaningful way to the learning process in state schools that are facing in lack of resources for teaching this language. Akyel and Yalçin (1990) point out, variety of themes will offer different things to

many individuals' interests and tastes (p. 178). But the themes should be "consistent with the traditions that the learners are familiar with" (Widdowson, 1983, p. 32) to avoid conflicts.

Why use short stories?

Creating educational opportunities for the learners should be a teacher's responsibility in the EFL classroom. Therefore, using short stories might be one of the solutions that instructor could possess in order to motivate their students to learn English as a foreign language. King (2001; P. 67) states that short stories can be utilized as engines and a powerful and motivating source for assisting learners to consolidate and practice language (grammar, diction). Similarly, Ellis and Brewster (1991, p. 1-2) emphasize that "as stories are motivating and fun, they can help students develop positive attitudes towards the foreign language and enrich their learning experiences." Moreover, Lazar (1993) believes that exposing learners to literature provides them with memorable syntactic or lexical items. It also encourages learners to make predictions, inferences and draw conclusions about actions, behaviors of character and ends of literary work (P. 132).

This qualitative paper aims to demonstrate EFL learners' attitudes towards using short stories in EFL classroom and exploring certain practical applications for selected short stories in the EFL classroom. Another advantage for short stories is their practical form, which enables students to wrap up the discussion and analysis of the story in several classroom sessions. According to the characteristics of this study, students' points of view (4 surveys), teacher's observation, questionnaires, students' interviews, pretest and posttest are used in order to gather information. This study was carried out through the short stories

as a way to enhance students' awareness in listening and reading literature in the target language.

Research Question

In what extent might short stories impact 10th graders' attitude towards reading and their knowledge of vocabulary in ColBoy- Duitama?

Research Hypothesis

On the basis of the research question above, it is hypothesized that:

Students think positively about the use of short stories in EFL classes in order to enhance their attitudes and vocabulary knowledge in learning English as a foreign language.

The general objective

To explore the impact of short stories on 10th graders' attitude towards reading and their knowledge of vocabulary in **ColBoy Duitama**.

A brief view on general objective

Language is not only langue, but also parole (Sell, 2005, P.12). Teaching a foreign language might not only be the act of teaching and improving students' reading, writing, speaking and listening skills, it might also be able to introduce the culture of the society of the target language which is spoken so that our students can comprehend about the language significantly. In other words, they can be able to go to the deep meaning of the language. Sell (2005, P. 8) points out that "from the point of view of language education, the most important implication is that a knowledge of linguistic form – of words and grammar – is not enough. For the purpose of both comprehension and production, a learner

also needs to develop a fully internalized grasp of the social and cultural environments within which the language in question is actually used.”

The specific objective

The specific objectives of this project are:

- To raise students’ attitudes in learning English as a foreign language
- To enhance learners’ vocabulary knowledge in English

What this project focused on was the vocabulary that our students need in order to be able to understand the language and also be motivated to learn English as a foreign language.

The significance of this research

Understanding a language brings happiness. When learning happens, the satisfaction of its result appears. Most of our students, especially in public schools, are interested in learning English, but they don’t have enough opportunity. There might be two reasons: first, because of lack of vocabulary knowledge in primary schools, second, because of few hours of English classes during a week. So, they don’t have enough opportunity to study English. In this case, lack of vocabulary knowledge is a big barrier for our students. Therefore, because of their poor situation in vocabulary, this project might be a good help not only to enhance the students’ vocabulary knowledge, but also to motivate them to be interested in reading skills. Since short story has a lot of new words or vocabulary items that our students don’t know they might be able to practice them in short stories in order to have a better understanding. Therefore, by understanding short stories, day by day, they are going to look for more information in the variety of texts in order to learn more vocabulary.

So, that is why reading short stories might be a good help for them. The final target beneficiaries might have been the learners of English and the researcher in this public school where the project was realized. It could also be mentioned that the role of the English as a foreign teacher was to provide the right innovations and materials in order to improve learners' vocabulary knowledge and positive attitudes through short stories in EFL classroom.

Conclusion

Teaching short stories might enrich students' vocabulary knowledge and develop their attitude in learning English as a foreign language in the EFL classroom has been considered as the main objective of doing this research in a public school. Moreover, by using short stories in EFL classroom, students are exposed to opportunities that enable them to express their thoughts and feelings, thus developing their personal reflection. The researcher's aim is to examine students' attitude towards using short stories and to explore with them how using short stories can achieve the above-mentioned points. The result of this project might be a good help for the teachers of English in order to help their students in state schools for learning English as a foreign language as much as possible.

Similarly, Littlewood (2000) emphasizes the importance of the use of literature in EFL classes as follows: A major problem of language teaching in the classroom is the creation of an authentic situation for language. A language classroom, especially one outside the community of native speakers, is isolated from the context of events and situations which produce natural language. In the case of literature, language creates its own context.

Therefore, it demonstrates that by using short stories in EFL classroom, students could be able to enhance their vocabulary knowledge and their attitude in English Language for their oral performances in EFL classroom. Indeed, by listening and reading the vocabulary items in the short stories, students' skills in oral performances and especially in pronunciation might improve. So, as it has been mentioned before they could be motivated to learn English through their positive attitudes and interests.

Chapter two

The Review of the Literature

A concise review of the principal factors related to the use of the short story in the EFL classroom will be developed in this chapter. The main teaching approaches proposed by researchers who agree to use short stories in the EFL classroom will be mentioned in order to demonstrate the importance of learning vocabulary in short stories and improving students' reading comprehension skill in the different subjects of the EFL context. The importance of learners' attitudes will also be explained in learning English as a foreign language in public schools from the perspective of teaching and learning English as a foreign language in a public school in Duitama.

According to the several projects, there are various studies that discuss the importance of using literary genres in the EFL classroom. These studies find and illustrate some benefits in the language classroom such as authenticity, language enhancement, personal development, critical thinking and cultural awareness (Yeasimin, et al., 2011; Irene, 2015; Khatib & Rahimi, 2012; Pardede, 2011; Thiyagarajan, 2014) For instance, Thiyagarajan (2014, P. 5-6) stated that, "Reading short stories motivates the students not only to develop their reading skill, but also their imaginative thinking skill." He added that reading skill enables learners "to speak the language in a more imaginative way and to discuss everyone's perspectives." According to him, "Reading of short stories not only mirrors and illustrates human lives but also improves the learners' communicative competences."

There are also other researchers who believe the essential role of the short stories in the learning English as a foreign language such as Kohan and Pourkalhor (2013). They added that using short stories make the students feel more relaxed; make the reading

comprehension easier. Besides that, Erkaya (2005 P. 83) mentioned that each short story usually has a beginning, a middle and an end. This will motivate and encourage every student in the classroom to continue reading or listening to the story to follow the plot of the story or to answer questions after listening to it. Khatib and Rahimi (2012) also stated that reading comprehension skills are the most important skill for mastery of foreign language (P. 7-8). Also, reading skill is considered as a receptive skill, so the reader doesn't produce anything, but through reading they can receive information.

Several authors (Cameron, 2001; P. 17; Ghosn, 2002; P. 49) stated that one of the main advantages for using short stories is that they offer authentic material which appeals to the taste, interests, and likes of learners in the reading and discussion process. They argue about human experiences and reflect what they understand (Collie & Slater, 1987; p. 15). One of the essential characteristics of communicative approach is that learners should be exposed to authentic materials and extensive reading activities. Brumfit and Carter (1987; p. 15) state that, "a literary text is authentic text, real language in context, to which we can respond directly." They also add that "Literary texts provide examples of language resources being used to the full, and the reader is placed in active international role working with and making sense of this language." In this regard, learners respond to texts intended for native speakers and they are exposed to actual language samples of real-life experience, so they become familiar with many different linguistic approaches, communicative functions and meanings (Khatib, et al, 2012).

Short stories can be seen as the best opportunities where learners are exposed to authentic material that is genuine and not distorted. As Collie and Slater (1987) explain that "students have also to cope with language intended for native speakers and thus they gain

additional familiarity with many different linguistic uses, and so on” (p.6). According to them, it could provide motivational and communicative material. Tasneen (2010; P.2) explained that learners “are exposed to real, authentic usage of language in literary texts; these texts show them a variety of styles, registers and language learning materials at several stages of difficulty.” Kohan and Pourkalhor (2013; P. 49) state that learners’ exposure to great number of authentic materials “increases their sensitivity to and competence in the target language”. They also added that popular materials such as short stories “have been found most appealing because of their realistic, ready-to- use language and relevance to learners’ mindsets and experiences. Therefore, it could be understood that using short stories in EFL classroom not only could offer authentic material but also could be able to increase learners’ interests and likes in order to domain English as a foreign language.

Personal growth and reflection

Short stories play a vital role in the development and the growth of the personal experience of learners and their reflection on life through literature and through reading, analyzing, and appreciating. Custodio and Sutton (1998) assert that "literature can open horizons of possibility, allowing students to question, interpret, connect, and explore" (p. 20). In addition, literature becomes a great tool for teaching because we are not only teaching a language but also a people's customs. Similarly, Tasneen, (2010; P. 2) explains that “reading literature is more likely to provide the students with opportunity for reflection and personal growth.” Furthermore, literature has been used to teach foreign languages due to its benefits in terms of contents and language usage. It has been considered the best way to acquire vocabulary, expressions, and also knowledge. Hence, Collie and Slater (2005)

point out some specific benefits of working with literature in the classroom, such as: it is authentic material that demonstrates people's cultures, it provides knowledge from every corner of the world, and it enhances language enrichment and motivates students' involvement in the field (P. 46).

Cultural enrichment

According to King (2001) short stories enhance and enlighten learners' knowledge of the native culture of the learned stories. In order to get better understanding of this aspect, he declares that "the literary text will not be a translation of a literary work into English." (p. 97). He also mentioned, "this genre provides the opportunity for learners to explore the various cultural aspects and to see the similarities as well as the differences between their culture and the cultures exposed through their reading." (p. 57). King (2001) believes that short stories are very important as they enhance certain values and beliefs (P. 27). Therefore, the role of culture in learning English as a foreign language might be a considerable aspect.

The nature of short story

As we consider, short stories are suitable for teaching a foreign language; however, teachers must choose appropriate materials according to their students' language ability. Otherwise, reading could be a very difficult task for them. In this regard, Hismanoglu (2005) argues: "When selecting the literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students" (p. 57). In fact, it is necessary for teachers to learn to know and understand their students in order to guide activities in a meaningful way, which can contribute to guaranteeing the success of academic work. He also stated that short story

is a part of literary works is interesting to be analyzed. Although it has a quite short plot, small number of characters and a few places and time as setting, the story can be fully developed. Therefore, the nature of short story, because of its brief and its central focusing, motivate the learners in order to follow and understand the story as much as they can.

Elements of short stories

As we have already seen, applying short stories in English classes might be a way to find methods that motivate students' language learning because stories provide a lot of benefits for teaching; the language used in these short stories is commonly understandable for students and facilitates their engagement in reading. Likewise, Kohan and Pourkalhor (2013), mention some advantages of teaching English through short stories: "they make the students' reading task easier; they help students to be more creative, they raise cultural awareness, they reduce students' anxiety and help them feel more relaxed, they manage universal language and they involve fiction" (p. 3). In fact, these ideas guide teachers' work with meaningful activities that contribute greatly to students' learning.

Characteristics of short story

Literature in the form of short stories facilitates learning about aspects of foreign cultures and also builds students' respect for other people's customs, taking into account differences among ethnic groups. In this regard, Amer (2012) argues that "Studying literature from another culture gives learners insight into the values and customs of other places. Literature is a powerful tool in teaching the relativity of cultural values and the inherent problems in cross-cultural communication" (p. 3). In addition, literature allows us to know how people think, act, and speak, according to the situation, moment, and place.

As it is understood, short story by these characteristics can be very interesting for the learners who are motivated to acquire English as a foreign language. The vocabulary items which are used in short stories are learned in the content of the text and it could be easy to remember them when is necessary. Therefore, the important role of the vocabulary and its definition are:

Vocabulary and its definition in short stories

Teaching vocabulary by using short stories in English classroom has different objectives. Ghanbari and Marzban (2014, P. 3855) state that “vocabulary can lead the learners to be more confident in using the language.” Basically, the words that learners learn in short stories classroom not only can help them to read and listen, but also to motivate them to follow the plot and whole situation of the short stories. That is why using short stories in EFL classroom is considered very essential in teaching and learning English as a foreign language. Similarly, Wei and Attan (2013, P. 1) explain that “upon knowing a specific number of words, learners would be able to chain these words together to construct meaning for communication.”

Therefore, in order to motivate the students to acquire words, teachers should advise them to read simple texts and look for the meanings of the new words. Then, teachers by selecting suitable short stories might help their students to grow their vocabulary significantly. As Barton (2001, P. 88) states “And, the more they read, the more their vocabulary will grow.” When students know sufficient words, they would be interested in reading more. Indeed, without enough words the students could not be able to comprehend the texts well. Similarly, Vanisree and Charjulu (2015) mention that “vocabulary creates opportunities for the learners to communicate effectively in English. It also helps the

learners to absorb the value expressed in literature and also stimulates the interest in the extensive reading of literature” (P. 39). Therefore, it is needed to be emphasized that vocabulary is the knowledge of words and word meanings. It is needed a crucial element for improving learner’s English proficiency.

The importance of vocabulary in short stories

Teachers are aware that words are basic elements for the students to comprehend the texts. As Abdalrahman (2021) states “literature helps learners learn the meaning of the words in context” (P.4). Besides that, they could improve their ability in English since a great number of words are needed for the real language use if they have an extensive vocabulary. In other words, if learners master vocabulary, it makes it easier to understand English as a foreign language. It is not far from teachers’ responsibility in language teaching. Because, based on the curriculum in Colombia, vocabulary should be integrated in the process of learning which is based on curriculum. Therefore, an extensive vocabulary in short stories helps learners share their thoughts and feelings with others more effectively.

The selection of the short story

In order to select a useful short story, certain criteria should be taken into consideration. Instructors should not select the texts that are linguistically or culturally extremely difficult or offensive to the learners. Murdoch (2002, p. 9) explains: “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance English language teaching courses for learners at intermediate levels of proficiency.” In order to select texts to achieve the desired benefits, McKay (1982, p. 532) suggests selecting “texts from literature written for young adults”. She also mentioned that such literature has the following benefits:

- a. The theme of such literature deals with the problem of personal growth and development.
- b. Most literature for young adults tends to be relatively short, and the character usually limited to a small cast of characters with a young adult as the central character.
- c. Most importantly, from an ESL perspective, many of the books tend to be stylistically less complex (P. 4).

Similarly, Thiyagarajan (2014, p. 8) advised ESL instructors to “select authentic materials on the basis of learners’ needs and expectations, Proficiency of the learners, interests, age and gender and different levels of the learners.” Additionally, cultural sensitivity should be considered when choosing a short story.

Learners’ attitudes to study short stories in the EFL classroom

After describing about the importance of vocabulary in short stories, which is considered very essential in EFL classroom, students’ attitude can also be a very important factor in learning English as a foreign language. Indeed, several studies indicate that students held positive attitudes toward using short stories in EFL classes (Ellis & Brewster, 1991; Lazar, 1993; King, 2001; Yeasmin et. Al., 2011; Pardede, 2011; Khatib & Rahimi, 2012; Thiyagarajan, 2014). They have also indicated that Short Stories have had positive effect on the students’ process of learning English as a foreign language. Indeed, when the learners understand the short story in the EFL classes, they are motivated to follow the process of learning as much as they can. Therefore, they participate in their English classes eagerly and help each other to do the exercises and looking for the meaning of vocabulary items actively. Moreover, their instructor is always responsible about all the activities that will be

carried out in EFL classroom. In sum, students' positive attitudes could be a great help for the teacher who will be responsible to accomplish this project significantly.

Conclusion

As, it has been observed, this action research plan was designed for developing students' vocabulary knowledge, in 10th grade, by reading short stories and raising their positive attitudes in EFL classroom in a public school "ColBoy- Duitama". Indeed, by applying useful instruments such as survey, pre and posttest, questionnaire and interview the researcher could be able to collect data in a meaningful way. Moreover, the appropriateness of using short stories and the importance of vocabulary learning, especially in short stories has brought a reasonable outcome for this project. In sum, the data collection and its analysis based on short stories and vocabulary during the realizing of this project, was considered appropriate for the result of this project. I also believe that by doing this project our students' vocabulary knowledge and their positive attitude in learning English as a foreign language could be grown meaningfully.

Chapter three

Research Methodology

Introduction

This methodology has been considered to discuss the type of research, participants, setting, the data collection procedures, the design and the data analysis. This research can be classified as an action research project. The purpose of this project is to present a proposal with a new language teaching methodology in public schools in this city in order to make the language learning process meaningful for children. Indeed, in COLBOY – Duitama this kind of research has never been implemented in order to facilitate learning English by reading short stories with an easy form of knowing vocabulary in the context. This research project is carried out with fifteen students in 10th grade in a public school “Colegio Boyaca de Duitama” which is located in an urban area in Duitama- Boyaca. This research project started in 2020 and continued until September, 2021, following the same 10th grade students through their 11th grade studies. During this time my students in 10th grade became familiar with this project and short story teaching methodology significantly. In addition, the legal process of fulfilling this investigation has been done entirely. The process of doing this research in order to gather data and ascertain students’ prior knowledge in English as a foreign language has been done chronologically.

As mentioned before, the proposal was made taking into consideration 10th grade students’ interests and likes. The short stories chosen for this project have the basic and useful vocabulary items which they were able to understand and learn eagerly. During this project the researcher selected different strategies from different teaching methods such as Natural approach, Whole language. The environment of the short story classes was very

appropriate for the students who were interested in following the theme of the story and participating in those activities, which have been assigned. Indeed, the purpose of this project was teaching English as a foreign language in a meaningful, funny and interesting way.

Research design

In order to enhance students' ability in learning English as a foreign language through reading short stories in their EFL classroom, Project Based Learning was applied. Indeed, project – based learning (PBL) refers to student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Moreover, a project - based learning requires students to be involved in authentic activities in which they can experience learning by doing. Therefore, students are not considered as a passive recipient of knowledge like their traditional form. Marx (2004) stated that “research has demonstrated that students in project -based learning classrooms get higher scores than students in traditional classrooms” (p. 10). This method was used in educational research to combine “the empirical data collection, using numerical and verbal data, to gather rounded, reliable data” (Cohen, 1990, P. 96). This qualitative research design tends to be more flexible and inductive, allowing the researcher to adjust his approach based on what he finds throughout the research process.

Participants

The population of this project has been chosen from tenth grade students within a public, school, COLBoy-Duitama. There are 75 students in 10th grade in this school, but for realizing this project 15 voluntary students within the range of 15 and 16 years old have

participated. They are 9 girls and 6 boys that have been receiving formal EFL education in secondary school for 4 years and they had enough time to be familiarized with basic vocabulary and elementary grammar in English language.

Setting

The Colegio Boyacá de Duitama “ColBoy” is located in urban area in Duitama. It is located in the north-west of this city. Duitama is a commercial and educational city. There are about 1526 students who are studying in this school; about 814 students are studying in primary and 712 students in secondary school. Most of their parents are low-income families.

Data collection procedures

The tenth-grade was adopted in 2020 to emphasize reading short stories skills because they need a lot of training to achieve better results in literature in order to learn English as a foreign language and this research project continued in 2021 with the same group of students as they continued their studies in 11th grade. By taking into consideration that the standards' competence which has been established by Ministry of Education (MEN) has been focused on students' four main reading skills: scanning, skimming, guessing meaning, and predicting, the central activity was going to be focused on reading connected to other linguistic skills. The activities of this project were divided into three stages. Each stage lasted three months. Stage one (September, October, and November 2020); Stage two (February, March, and April 2021), and the third stage (June, July, August, and September 2021).

Stage one

Pretest, questionnaire, Survey and lesson plan 1 and its role in EFL classroom

After giving information about the project, and answering the participants' questions about it, the researcher presented the legal permission of fulfilling the project which had been written by the principal of the public Institution. Moreover, to each participant was given a legal paper in order to get permission from their parents. After receiving the legal document by the school and students' parents, the researcher was allowed to do the pretest.

The **pretest** was conducted for 15 participants on line by the researcher's direct observation in the first week of September 2020. The pretest was designed in 20 multiple choice questions about general vocabulary knowledge. All of the students' answers were sent on the EDMODO platform, which was suggested by the school.

The **questionnaire** was done in the second week of the same month and year. In order to get useful information, the students were given 15 general questions about their vocabulary knowledge and the importance of it in students' process of learning English as a foreign language. All of the information was sent to EDMODO platform. The first **survey** was administered in the second week of September 2020 as well. It was about students' ability in learning vocabulary through short story and their attitudes about learning English in EFL classroom. Also, all of the students' answers were received by EDMODO platform.

Pretest, questionnaire, survey 1 and lesson plan 1 were done in September 2020 in order to help the instructor to design the project well. It was an initial condition: to socialize principles of this project and also collaborative work and to establish students' roles. The monitors had also been selected by the instructor according to their abilities for the role.

The students were divided into 5 groups. Each group had 3 students. The monitor of each group was responsible for the activity that was going to take place. To each group was given 3 short stories on line and they were asked to read them and give the answers to the activities as much as they could.

Date	Short Story
September 2020	The man and his camel
October 2020	Nasreddin and the Beggar
November 2020	Nasreddin and the smell of soup

Table 1 the process of teaching short stories of the project

The first general vocabulary test of English (Pretest)

In **the first week of September 2020**, the researcher designed this project. The 15 students who were selected in this project were 10th graders who participated in general vocabulary test (**Pretest**) in order to get information about how much they were familiar with vocabulary and its role in learning English as a foreign language. This test was done in the first week of the September 2020 to the students who were involved in the project in order to gather information and contrast before and after the process of improvement of the project. This pretest exam was without any kinds of helping such as dictionaries, cell-phones, books, notebooks and so on. The researcher was observing on the process during the exam and in 30 minutes the first activity for getting information from 20 questions was ended. (The pretest questions can be consulted in Appendix 1 of this project).

The questionnaire

The instructor prepared a questionnaire with each of the participants in order to get more information about the role of short stories to improve their abilities in learning and understanding English as a foreign language.

In order to get more information for the project the teacher did this activity with the students who were engaged in this project (15 students in 10th grade). The questionnaire was done in English.

Date: September 2020

Q1. What grade are you in?

Q2. Are you interested in short story?

Q3. Have you read any novel in Spanish?

Q4. Do you like to read a short story in the English classroom?

Q5. How many vocabularies do you know?

Q6. Do you like fiction, romantic or narrative short stories?

Q7. What is your strength in English language?

Q8. What is more important for you in English language (grammar, speaking, vocabulary, writing, listening, or reading)?

Q9. Can English language change your career in future?

Q10. Do you think reading short story can be a good help in order to speak English?

Q11. How often do you study short story in your free time?

Q12. How do you like to be your English class?

Q13. Would you like to speak English?

Q14. What do you want to study at the university?

Q15. Can read short stories improve your English vocabulary, grammar and speaking?

Survey 1

The first survey was done in September 2020 in order to know students' knowledge and interests about the short story in the English classes. There were 8 language attitude sentences in the first column and the rest of columns were the form of evaluation such as (strong satisfaction, satisfaction, good, and neutral) that students in the public school were going to be asked to do this survey. The entire survey has also been included in the finding and discussion section.

Lesson plan 1 for three short stories and its important role

Before starting the first short story in the third week of September in 2020, the instructor explained the lesson plan which has been prepared for five groups' short story. The students who were in this project were trained well in order to do the activities very well. Lesson plans for each group had a vital role in order to guide the students what they were going to do. Therefore, each short story was designed for 60 minutes like this:

- a. Reading the short story in 15 minutes individually.
- b. Finding the new vocabulary and their meanings by dictionary (5 minutes)
- c. Doing the exercises in the group (10 minutes)

- d. Discuss about the reading comprehension questions and the characters, plot, or setting (10 minutes)
- e. Sharing their ideas in main room with their classmates according to teacher's questions. (10 minutes)

The instructor controlled the groups and helped them where was necessary and finally gave feedback to his students. (10 minutes)

This lesson plan was designed in the third week of September 2020 according to information that was gathered by survey one and questionnaire. Therefore, general objectives had been reached an achievement in teaching goals. Moreover, learning objectives were followed by the instructor in the processes of teaching short stories in EFL classroom. This lesson plan helped both teacher and students in order to follow the process of learning vocabularies in English by reading short stories in the classroom and using different strategies which motivated the students and pushed them to understand and learn vocabulary items in the short stories easier than their routine form. Indeed, using a lesson plan would be the teacher's useful map of what the learners need to learn and how it could be down during the class time.

What the researcher wanted his students to do was how to learn vocabulary in reading short stories. Indeed, the importance of designing of the instructor's lesson plan was focusing on improving students' awareness of English vocabulary knowledge through studying short stories in the EFL classroom. Therefore, students were given enough information about the process of doing the exercises and focusing on vocabulary learning in the context by using their own dictionary or by helping each other. Sometimes, they

guessed the meaning of the key words in the text and it was a good help to be motivated more in the process of learning. The final important information about the lesson plan was their assessment through their activities and enthusiasm, which each student demonstrated in the class activity and the process of learning vocabulary in the EFL classroom.

In conclusion, by designing the lesson plan, the participants of this project were convinced that everybody was responsible about the project and their attempts for doing the project was not only considered as a simple students' job, but also would be essential during the process of teaching and learning English as a foreign language. Indeed, both teacher and the students were involved in this research and they were serious to do it as much as they could. Moreover, this project was considered as a help for preparing them in the 11th graders final national exam. Therefore, collaborative working was accepted by the 15 participants in a meaningful way.

Model Lesson Plan No 1		Class time: 60 mins
TOPIC:	Reading different short stories (1,2,3) Virtual sessions	
Learning Objective:	By the end of this activity the students will be able to know more vocabulary items and talk about the short stories by their own words and finally, could be able to write simple paragraph about them.	
Sequence of	Reading	

<p>Activities</p> <p>(Include Technology)</p>	<p>Each student is given a short story which they receive as photocopy from the school. They are given time to read it again and then find the meaning of new vocabularies. Based on the short story the teacher creates some questions by sharing the screen and they are asked to answer the questions. In order to answer the questions, the students are divided into five small groups (A, B, C, D, E) and they are given 10 minutes to write their answers. They sometimes use their cellphones in order to send messages to each other about the answers. After 10 minutes they are asked to read their answers.</p> <p>Listening to the pronunciation of the new vocabulary</p> <p>At the end of the class the students listen to the short story by filling in the blank. Finally, the teacher explains about the whole short story and gives them correct answers. All of these activities are done by Zoom platform and they send their activity on Edmodo platform as well.</p>
<p>Close Up</p>	<p>The teacher encourages the students.</p> <ul style="list-style-type: none"> • Take a moment and reflect • Encouraging Appreciation
<p>Ways of assessment</p>	<p>The students' homework will be checked in Edmodo Platform and the teacher gives them grades.</p> <ul style="list-style-type: none"> • Oral or verbal assessment about grammar.

- Their presentation about the summary of the short story.
- Making their own sentences by using new words.
- Their participation has been graded during the class activity.
- Doing the exercises and sharing in the classroom.
- Formative assessment

Three short stories and their process in brief

The man and his camel

The first short story “**The man and his camel**” was taught in **the last week of September 2020**. The lesson plan 1 was presented to the students in order to be familiar with the whole activity. It was a very simple story and had an understandable plot. The duration of the class was about 55 minutes on Google Meet. The vocabulary items were easy to get the meaning in the group or by using dictionary. Its grammar rule was in past simple and past progressive in order to be understood by students. This short story activity and its exercises were focused on words and simple past tense in order to be developed by the students. Since the class was on line, the students were divided into five groups and each group had its monitor. The instructor had a direct observation on the groups’ activity and helped them if there was any question or doubt about the exercises. All of the activity was sent to EDMODO platform and at the end the students were asked to write a short paragraph individually (75 words) about what they understood from the short story. They

also asked to talk about the short story in 2 minutes individually in the next session. This group had extra class, which was met during the week in order to do all activity completely. (The short story and its activity have been mentioned in the Appendix 2 of this project).

Nasreddin and the Beggar

Nasreddin and the beggar was the second short story was studied in **the first week of the October in 2020** on line English class. For this short story, students were working with the **same lesson plan** as was mentioned for the first short story. In this short story also, vocabulary was focused seriously and the activity was administered on the words and their meanings in synonyms and antonyms as well. The students were divided into the same groups and their participation for the English class was individually and in group. The researcher was controlling the whole activities as well. The grammar was also explained in the context as before and writing activity was done by the students individually but to share them in groups. The time was arranged in 55 minutes and during the class all of 15 students were participating eagerly. The whole activities and exercises were sent to EDMODO platform in order to receive feedback in general and for each session each student was given his or her grade according to their participation and work. At the end of the second short story in the first stage, each student was given his or her final grade with clear feedback about their writing and oral activities during the process of the first part of the project. Also, the students of the project were asked to be ready for continuing the project. (The short story and its activity have been mentioned in the Appendix 2 of this project).

Nasreddin and the smell of soup
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The **short story number 3** was taught **in the second week of November in 2020** and it was selected for the project, because it was more attractive for the students who were looking for the reading comprehension of the text. Indeed, the short story was interesting for the students in order to follow the story and share their ideas in the group. They were able to talk about the story and could write their own ideas as one or two paragraphs. Also, it was designed with different activities especially on the vocabulary such as synonym and antonyms. The grammar points were also taught in the context according to the short story.

The participants were doing the exercises in collaborative form and the teacher was observing and helping them whenever was necessary. All the activities were sent to the EDMODO platform individually in order to be graded and giving teacher's feedback. The students' participation and written form in the class were assessed in each EFL classroom. At the end of this activity each student was asked to read his or her own paragraph and talk 3 minutes about it for the whole group. (The short story and its activity have been mentioned in the Appendix 2 of this project).

Stage two**Survey 2****2. Lesson plan 2****3. Three short stories**

February 2021	Nasreddin the Ferry man
March 2021	Nasreddin goes shopping
April 2021	Two sisters and the cat

Survey 2 with the same questions as survey 1 was conducted in February 2021 after finishing the activities in stage one. The class activity has been focused on vocabulary. As it was mentioned, the whole class participated in the reading of short story and the instructor administered the process of the activity. Finding the new vocabulary items and their meanings were very essential for each student. After knowing the whole situation of the short story, the students were divided into five groups. Each group has three students. They had been doing each activity by sharing their ideas and socializing them for the whole class.

The second survey was the same as the first, was done after reading 3 short stories in February 2021 between 15 students in eleventh graders who were the same students in 10th grade last year by participating actively in this project. They were going to select for 8 statements which had been written to choose one from these evaluation form (strong satisfaction, satisfaction, good, and neutral).

The lesson plan 2 and its important role

There was no essential difference between lesson plan 1 and 2. Indeed, the participants were supposed to participate in the learning project as much as they could. It is worthwhile

to mention that the fourth short story was taught on line class and the fifth and sixth were done in face-to-face classes with the same students who were in 10th graders in 2020.

The students were also divided into different five groups with a monitor and sometimes did their written part individually. The classroom assessment was done according to the activities which were assigned by the researcher and individual activities which they had during the period.

The short story

Nasreddin the Ferry man

This short story was taught in the first week of March 2021. It was a good short story with different activities and new vocabulary for the students. The group worked on the activities and the researcher was involved with his students as well. Some students of the groups had different questions about the structure of active and passive sentences. The instructor took notes and at the end of the session explained in general about them for all the students. Since the class was face to face, therefore, controlling and helping the students was very meaningful. The students were familiar with the process of the teaching and activities. Then, they were able to work in group and do the exercises well. Also, the teacher could observe and control the class activity well. At the end, each student was asked to hand in their task and write a short paragraph about it for the next session. They were also asked to talk 3 minutes about the short story for the next session individually. (The short story and its activity have been mentioned in the Appendix 3 of this project).

Nasreddin goes shopping

This short story was taught in the second week of April 2021. The lesson plan was focused on speaking and words pronunciation. All of the activities and exercises were done by the group and each student had to write a paragraph (150 words) about it. Meanwhile, it was given time (3 minutes) to each student to talk about the short story in the whole group. At this stage, the participants had to ask their questions from their classmates about the short story and receiving their answers. All of the activities were written in the students' notebooks and the teacher was responsible to give his grade and feedback for the next session. The time for the face-to-face class was 55 minutes. (The short story and its activity have been mentioned in the Appendix 3 of this project).

The short story

Two sisters and the cat

The short story 6 was conducted in the first week of May 2021 **with the same lesson plan 2** and it was in face to face class as well. The students were reading the short story individually and then they explained their understanding in their groups. All of the students in each group tried to explain about the short story in English and they participated in the class activity with other groups as well.

Each student had his or her photocopy of the short story and could do the exercises on the same paper by helping each other. They were asked to write about their understanding

of the short story and share their ideas with other classmates as well. All of the classroom activity and situation of the class were controlled and guided by the instructor entirely. The students were asked to hand in their papers and notebooks in order to be graded and giving feedback for better understanding. (The short story and its activity have been mentioned in the Appendix 3 of this project).

Stage three

1. Interview
2. Survey
3. lesson plan
4. Reading short stories

May	2021	James at the dentist's office
June	2021	Going to the park
July	2021	Family vacation

Interview

The first **interview** was a useful instrument in order to get information more about the process of teaching short stories and learning vocabulary with regarding to the students' attitudes in the EFL classroom activity. It was conducted in **the third week of May 2021**. This interview was realized individually and each student answered the instructor's questions without reading the questions. Indeed, the setting of the interview was in the classroom and the students were interviewed in front of their classmate. The questions for the interview were designed about the project and short stories and each student answered them as they thought.

This interview was recorded and the questions could be read in the Appendix 5 of this project.

Survey 3

This survey was done after reading 6 short stories in this project and the students' answers about their improvement in vocabulary and reading comprehension was notable. All of the students now are in eleventh grade in the same public school. They were asked the **same questions** after studying 6 short stories in the English class with the same language attitude such as (strong satisfaction, satisfaction, good, and neutral). The teacher wanted to get information how much the students improved.

Lesson plan 3

The lesson plan number 3 focused on the students' ability in speaking and pronunciation of the vocabulary items which they were using in their communication and reading short stories in the third stage of this project. Indeed, there were no big differences between lesson plan number 3 with the two previous ones, but it was focused more on the speaking and pronunciation specifically. The informative assessment also was done during the third stage process of learning in EFL classes.

On the whole, the students in this phase prepared to talk about the short story almost three minutes what they understood about it. The instructor gave them opportunity in order to practice with their group and then to talk about it with all groups. During this activity, the instructor took notes their pronunciation and their grammar mistakes. Finally, he explained about some mistakes in pronunciation and some in grammar rules that they made

in their activities. Finally, the instructor gave his grade for each student's activity during the process.

Short story

James at the dentist's office

This short story was taught in **the first week of June 2021**. Its activity was more about reading comprehension questions. The students should understand the whole situation of the story and they were able to explain it for all the classmates in English. Students were active in this lesson plan and the teacher only controlled the activities and sometimes helped the students. Their homework and activities were graded at the end of the class activity. The same lesson plan was used for this activity. (The short story and its activity have been mentioned in the Appendix 4 of this project).

Short story

Going to the park

The Short story 8 was conducted in **the third week of July 2021**, because the students were in summer holiday. The activity of this short story was different and all of the students were listening to the short story first and then, they were given 10 minutes in order to find the new vocabulary with looking for the meanings. After that, each student was given 3 minutes to talk about the short story and then write one summary paragraph about it. They were asked to be prepared for the next session in order to answer the researcher's general questions about the short story which was studied in last session. Indeed, they were ready

both for interaction and writing form in the process of learning English as a foreign language. The lesson plan was the same as before only with a little modification. The students' oral interaction and written form were graded by the instructor at the end of each session. (The short story and its activity have been mentioned in the Appendix 4 of this project).

Short story

Family Vacation

This short story was the last one which was taught in the first week of September 2021. Its activity or assessment was the same as the short story 8. Each student worked individually and wrote a summary about the short story. After that, they socialized their ideas for the whole class and answered to each other questions. If there was necessary teacher's help, he could participate as well. After doing the last activity, the participants of this project were appreciated by the researcher and they were asked to be ready for the posttest which was conducted in September 2021. All of students' homework and activities were graded by the teacher and they received their feedback as well. (The short story and its activity have been mentioned in the Appendix 4 of this project).

The last Survey (4)

The survey 4 was administered **in September 2021** after reading 10 short stories in the English lessons. It was the **same as the first survey, measuring the character of language attitude** such as (strong satisfaction, satisfaction, good, and neutral). It was the last Survey which had been done. The students in the project were going to participate and

giving their ideas about the survey statements. All of the surveys and their results were discussed in finding and discussion section.

The posttest (Final test)

In the last week of September 2021, the posttest was administered with the same students but in 11 graders who were reading short stories in the EFL classroom. It was done for getting final information, which is discussed, in the results and discussion chapter.

The final general test was done **in the last week of September 2021** after almost one year participating in the project in order to be compared with the pretest results. It was about focusing on vocabulary and reading comprehension of the short stories. The post test was the same as the pretest. (Appendix 1)

Chapter four

Findings and discussion

The question of the project stated to what extent using short stories in EFL classroom in public school had a positive attitude and in students' vocabulary knowledge in the process of learning English as a foreign language. The instruments which were used in this project were analyzed by observing the data collection during one year in the public school. Indeed, by using short stories, students' positive attitude in EFL classroom motivated not only the learners but also the researcher in the process of the project.

Students were learning English as a foreign language in a meaningful way by reading and doing the exercises of short stories during the project in a public school. Each instrument will be explained and supported by grades of the students during the project as below. Children's meaningful way learning English as a foreign language through reading short stories demonstrate their eagerness and interests by raising students' attitudes in English lessons. Moreover, they were interested in reading different topics in their future career. All of these instruments helped the researcher to gather information during one year by students' active participation. All of this information which was collected during one year of the project was attached to the process of getting information to this research, such as questionnaire, pretest, Survey 1, 2, 3, 4, an Interview and posttest.

The Surveys

Survey (1)

The first survey was conducted on September 20, 2020, and the following table presents the results.

Language attitude	Strong satisfaction	Satisfaction	Good	Neutral
I would like reading.			*4	*11
I read short stories.			*3	*12
Short stories enrich my vocabulary.			*4	*11
My level of Vocabulary			*5	*9
Short story gives me motivation.			*4	*11
Short story helps me to understand the texts.			*5	*10
Short stories sharpen reading skills			*3	*12

Table 4

Students' level of interest in learning English through reading short stories in EFL classroom

As the table 4 shows about the first survey, the participants didn't have much information about the importance of the role of short stories in learning English as a foreign language. Only a few of them were able to understand the importance of the role of short stories in the improvement of their vocabulary level in the process of learning English as a foreign language. Indeed, most of the students were not aware about the importance of short story in their learning processes. It might be reasonable if they didn't show their

interests about the role of short story in the EFL classroom. One of the basic reasons of this attitude might be their lack of vocabulary knowledge. Indeed, when they couldn't understand a text, a short story, or a lesson in English, they were not able to have a positive view about the short story either. That was why the importance of vocabulary could be observed seriously.

Survey (2)

Survey 2 was conducted in February of 2021, and the following table presents the results.

Language attitude	Strong satisfaction	Satisfaction	Good	Neutral
I would like reading.			*12	*3
I read short stories.			*14	*1
Short stories enrich my vocabulary.			*11	*4
My level of Vocabulary			*7	*8
Short story gives me motivation.			*14	*1
Short story helps me a lot in understanding the texts.			*12	*3

Short stories sharpen reading skills			*10	*5
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Table 5

The effect of short stories and their activities

As the table 5 shows, the participants' interests after receiving three short stories and their activities with different exercises was raised and their points of view in "Good" column was increased. Indeed, the students could understand that reading short stories might be a good help for increasing their vocabulary level significantly. Although they didn't demonstrate their interests in "satisfaction" column, it could be a positive view of this project which was done during short period of time with studying 3 different short stories and their activities and exercises which were fulfilled in a collaborative way.

Indeed, the result of second survey demonstrated that the researcher could be more interested in doing the project and continuing the process of teaching short stories in learning English as a foreign language.

Survey (3)

Survey 3 was administered in June 2021, and the following table presents the results.

Language attitude	Strong satisfaction	Satisfaction	Good	Neutral
I would like reading.		8	7	
I read short stories.		9	6	

Short stories enrich my vocabulary.		11	4	
My level of Vocabulary		7	8	
Short story gives me motivation.		12	3	
Short story helps me to understand the texts.		13	2	
Short stories sharpen reading skills		9	6	

Table 6

The importance role of reading short stories in EFL classroom

As we observe, the level of interest of the students increased, and they were satisfied with the project they participated in. That means learning vocabulary in the context of short stories not only improves the students' ability in reading comprehension, but also motivates them to learn English as a foreign language in a public school.

One of the most factors in this stage was the eagerness of the participants who were the essential part of the project. Their comments about the reading short stories were clear and their participation in the class discussion was remarkable. Moreover, their collaborative learning in the group was authentic. That means teaching short story in the EFL classes could change the students' attitude about learning English as a foreign language.

Survey (4)

Survey 4 was conducted in September 2021, and the following table presents the results.

Language attitude	Strong satisfaction	Satisfaction	Good	Neutral
I would like reading.	12	3		
I read short stories.	10	5		
Short stories enrich my vocabulary.	11	3	1	
My level of Vocabulary	10	4	1	
Short story gives me motivation.	13	2		
Short story helps me to understand the texts.	12	3		
Short stories sharpen reading skills	5	6	4	

Table 7

Raising students' interests and their vocabulary knowledge through reading short stories in EFL classroom

As the table 7 about the students' interests in the last survey shows, the achievement of the project can be understood by the students in the process of teaching short stories in EFL

classroom. Indeed, the students by doing and participating in different activities with 10 short stories were interested in learning vocabulary and reading comprehension in collaborative form. Also, their positive attitude about this project gave the researcher enthusiasm a lot for continuing the process of this project as much as he could.

Questionnaires

Questionnaire (1)

Questionnaire 1 was administered in September of 2020, and the following table presents the results.

15 students in 10 th graders	Very interested	Interested 2	Neutral 8	No idea 5	Total 15
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Table 8, stage 1 questionnaire

As the table 3 shows, the students were asked about their interests, skills and reading short stories in English as a foreign language. According to their responses, 2 of them were interested in reading short stories in order to improve their level of vocabulary knowledge in English and 8 of the students didn't understand some questions well and couldn't answer them. Indeed, they didn't know the role of short story in the process of learning vocabulary and reading comprehension in EFL classroom, but they wanted to know the project with other classmates. Finally, 5 of them didn't have any idea. On the whole, it can be said that the information about the questionnaire might be a good help for continuing the process of the project in a positive way by the instructor in a public school. Moreover, most of the

participants agreed by the essential role of the English language at their university career and their personal life. That demonstrated they looked at the process of learning English positively and were optimistic about the project in their school.

Questionnaire 2

Questionnaire 2 was administered in September 2021, and the following table presents the results.

15	Very interested	Interested	Neutral	No idea	Total
students in	9	5		15
11 th graders					

Table 9- stage1- questionnaire

This questionnaire was also done with the same character of questions as the questionnaire 1 and we can see the answers are clearly different from the first questionnaire. Indeed, it was done when the process of the project was obvious for the students who were engaged with it. The participants by answering the questions showed their satisfaction of what they were doing in EFL classroom which was different what they were doing in the previous years of their studies with learning English as a foreign language. Indeed, these positive student attitudes gave more motivation to the researcher in order to continue the project with enthusiasm.

Pretest – Posttest

The pretest which had been done virtually in September 2020 was about students' knowledge of vocabulary in English language. There were 15 students who participated in this project. Two students had an acceptable level in vocabulary and English knowledge. Indeed, students' knowledge in vocabulary was very low and according to table 1 there were only 2 students who could give 12 correct answers from 20 questions. Therefore, it is observed that a lack of vocabulary knowledge might make students dislike reading comprehension.

The result was not satisfied as we can observe in the following table.

Pretest	15	Very good	good	Low
	students	-----	2	13

Table 10- stage one - Pretest

As we consider, the number of students who were able to answer the 16 to 20 questions was 0. Between 11 to 15 correct answers were only 2. Between 0 to 8 correct answers were 13. Therefore, by doing the first pretest the researcher could understand that the learners' knowledge with the words or vocabulary items could not be satisfied as 10th graders in a public school.

The following table shows the results of the posttest, administered in September 2021.

Pretest	15	Very good	good	Low
	students	12	2	1

Table 11 stage 3 posttest

The result was interesting and most of the participants got a good grade in the posttest which showed that their vocabulary knowledge and reading comprehension skill had been increased during almost one year with this project.

Interview (1)

The first interview was administered in September 2020 after teacher's greeting and students' presentation, as can be seen in the following table.

Teacher's questions	Students' answers in brief
<ol style="list-style-type: none"> 1. How do you feel with your English classes? 2. How is your reading comprehension? 3. Are you interested in reading short stories? Why? 4. Do you like to learn English by studying short stories? 5. How is your vocabulary now? 6. Did you read short story in your EFL classes? 7. Can you learn vocabulary by reading short stories? How? 8. Do you think that short stories are good help for the EFL classroom? 	<p>1. Most of the students answered they were bored in their English classes Just two of them said they felt good. 2. 13 students didn't understand reading comprehension activity in their EFL class; just two of them were satisfied. 3. Most of the students didn't have a clear idea about short story in English class; Just two of them liked it. 4. About question no.4, they didn't know how to answer it, just two of them answered yes. 5. Ten of the students answered they didn't have vocabulary knowledge. Two of the students didn't answer the question, just 3 students answered they knew vocabulary more or less. 6. Everybody answered "No." 7. Most of the students answered they don't have any idea. Just four of them answered "yes, we can." 8. They answered they didn't know because they didn't have this opportunity in their English class. 9. Most of them</p>

<p>9. Are you interested in learning grammar in the context? Why?</p> <p>10. Are you satisfied with your English level now? Why?</p>	<p>answered, “yes, we are.” Because just grammar class is boring. 10. They answered, “No. Because, they didn’t have good level in English</p>
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The first interview was done in September 2020 on line. The researcher prepared ten understandable questions about the real situation that each student had in their English classroom and also how they felt generally in EFL classroom without any artificial environment. Most of the students were not satisfied from their English class and activity at all just two of them were interested in studying English as they did. Indeed, they didn’t show their interests to learn English as a foreign language.

Interview (2)

The interview 2 was conducted in June 2021 with the same questions and the results were satisfactory.

Teacher’s questions	Students’ answers in brief
<p>1. How do you feel with your English classes?</p> <p>2. How is your reading comprehension?</p> <p>3. Are you interested in reading short stories? Why?</p> <p>4. Do you like to learn English by studying short stories?</p> <p>5. How is your vocabulary now?</p> <p>6. Would you like to read short story in your EFL classes?</p>	<p>1. Most of the students answered they feel good in their English classes and two of them said they felt very good.</p> <p>2. Their answers were interesting and they understood very well. 3. Most of the students had clear ideas about short story in English class.</p> <p>4. They said short stories were very interesting for learning English.</p> <p>5. They answered their vocabulary level raised a lot and they were happy. 6. Everybody answered it would be very interesting.</p>

<p>7. Can you learn vocabulary by reading short stories? How?</p> <p>8. Do you think that short stories are good help for the EFL classroom?</p> <p>9. Are you interested in learning grammar in the context? Why?</p> <p>10. Are you satisfied with your English level now? Why?</p>	<p>7. Most of the students answered they can learn a lot because learning vocabulary in the context would be very meaningful. 8. They answered short stories helped a lot to learn English because vocabulary and grammar could be learned together. 9. Most of them answered, “yes, we are.” Because they could learn grammar by reading short stories. 10. Their answers were interesting. They were interested in English and they were satisfied because they could learn grammar, vocabulary, pronunciation very well. Finally, the classes were not boring at all.</p>
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The second interview which was done in June 2021 and the result was amazing and none of the students who were participating in this project liked to say something without enthusiasm. Indeed, everybody was interested in learning English which the project was doing for them. They expressed their ideas about the process of learning and also about their growing in learning vocabulary and even learning grammar through the texts and short stories. This tool of gathering information also demonstrated to the researcher to continue the project eagerly. Therefore, by contrasting both interviews we can get satisfaction with the result and the process of learning English as a foreign language in a public school. Both interview questions can be found in Appendix 5 of this project.

Essential findings

After implementing the pedagogical tools, collecting information through direct observation and one questionnaire at the beginning and one at the end), two English tests (at the beginning and at the end), two interviews and 4 surveys during the process of the

project, reading and doing the exercises of ten short stories, by analyzing the data, two principal categories appeared:

First, each week, the students were given different short stories in which they could be able to be familiar with a lot of new vocabulary items that helped them to understand those short stories in a meaningful way. Students got involved in the process of the project. The teacher took into account his students' likes and interests during the processes of the project significantly.

Second, the variability of the short stories was raising students' motivation in order to participate more in the English classes' activities. Furthermore, new vocabulary items could help them to remind in which short story they had already read them. The characters in the short stories also were familiar to them because they could remember the whole short story by their prior knowledge. They were so interested in reading short stories that they didn't want to be taught even simple grammar in their English classes.

Therefore, innovation could be one of my intentions of this project and based on my students' perceptions that a meaningful strategy can enhance our teaching and learning process in EFL classroom in public schools. As Rea-Dickins & Germaine (1998, P.39) mention "to make the innovation more compatible to the needs of the teachers and to the realities of the classroom context." Indeed, by using students' background knowledge they could better comprehend of a reading text, not only in the target language but also in their L1. Students' memory in reading comprehension depends on previous experiences and information have already stored. On the other hand, there must be very intensive work through different short stories which the students had already understood and

comprehended of what they were going to read. Once they were familiar with the new language such as English through the activities and many vocabulary items they are interested in, therefore, they will be ready to face the other skills in learning language.

As it has been mentioned, reading short story seemed to be the most suitable one to use in English classes because they were not so long that could affect students' interests and attitudes as well. Although, there are long short stories in different cultures, but by taking into account the limitation of the time for the English classes, it is the duty of the teacher to use ones in order to handle within course hours.

Students' likes and interests

After applying the pedagogical proposal, collecting data through direct observation, diagnostic test, using a questionnaire, an interview, and 4 surveys, the researcher could realize that students' likes and interests are very remarkable. They showed their interests in order to learn vocabulary in the context much more than learning them in a list. The verbs always are main problem for them, but in the short stories they could understand and learn them much better. Indeed, by teaching short stories students were motivated to learn English more. Because they liked to follow the theme of the stories and find the meaning of the words eagerly in order to understand more. In other words, learning was interesting and enjoyable for them because they connected the new learning with their real lives and they involved in the process. Moreover, student's first language was a good help in order to learn the target language in an interesting way.

Indeed, reading comprehension might depend a lot on students' previous knowledge and experiences which have already stored in their memory. So, throughout different kinds of activities in each short story, students' likes and interests in each session became more understandable. Group collaborative work raised and they felt relaxed and comfortable to follow the rules of each short story in the group. Moreover, their attitude towards English lessons was changed significantly. Their attention to grammar became less and they could follow the grammar rules in the reading short stories by doing the exercises which had been prepared for them in each short story activities. They were interested in looking for the new vocabulary items by helping each other and using them in the short stories in order to understand more. And they also encouraged interacting with each other in a meaningful way. In connection to new language, we might find in a story as (Cameron, 2001, P. 164) states:

A story can include some new language, but not so much that the story becomes incomprehensible. The number of new words that listeners can cope with within one story is not clear cut; it will depend on how well the pictures and discourse organization support the meaning of the words, how central the new words are to the plot, and the overall total the new words, which should not be too high. In preparing to use a story, new words and phrases that are crucial to understanding the story should be pre-taught, and support offered by pictures and context for the meaning of other new language should be checked to ensure it is adequate. If necessary, further support can be provided.

Therefore, we should bear in mind that in order to facilitate reading comprehension for the students, the teacher has to select the short stories that could be able to enrich students' interests in a meaningful way and moreover, to involve them in the reading process.

The researcher's comment

The first reason, what I learned about this project was very essential for my career in order to be very conscious about the result of this research in teaching short stories to the students in EFL classroom. It also might be very important both for the teachers and the students since an action research project could be a good help for collaborative learning in 10th and 11th graders who were very interested in learning English as a foreign language. During this project, the students, session by session, demonstrated their eagerness in English lessons and also their participation in all activities significantly. Indeed, both teachers and students became closer to each other since learning and teaching happened in a real circumstance. Moreover, the students' vocabulary knowledge in English improved day by day and their likes and interests for this language increased a lot. To sum up, both teacher and students' responsibilities created an atmosphere of teaching and learning that everybody was able to state his feeling about his English lesson positively. Also, the synonym and antonym vocabulary activities were interesting for the students because they were able to follow the situation of the short story in a better way and it could help and motivate them in order to be interested in reading and finding the meaning of the vocabulary items by doing the exercises with enthusiasm and participating in the classroom interaction with their classmates eagerly as well. Indeed, they showed that they were interested in learning the new words by reading short stories and doing the exercises consciously. Grammar was explained whenever it was necessary. Moreover, the classroom

activity was more alive and the students liked to participate more in order to answer the teacher's questions about the short stories which were read before. Indeed, knowing more vocabulary could be one of the reasons that they were interested in their EFL classroom. The lesson plan was also the same and several activities were more interesting for the participants. In addition, session by session, the students were satisfied about the project because in their interviews, they explained about it very clearly. Therefore, listening to students' ideas in English as a foreign language was a good experience not only for the teacher but also for the students. That was why they were satisfied to be part of this project.

The second reason in this stage was the responsibility and eagerness of the participants who were the essential part of this project. Their comments about the reading short stories were clear and their participation in the class discussion was remarkable. Moreover, their collaborative learning in the group was authentic. That means teaching short stories in the EFL classroom instead of reading common lesson texts could change the students' attitude about learning English as a foreign language. This claim could be observed in the result of most participants who got a good grade in the posttest which showed that their vocabulary knowledge and reading comprehension skill had been increased during almost one year with fulfilling this project.

Chapter 5

Conclusion

As the question and the objective of this project state, to what extent might short stories impact on 10th graders' attitude towards reading and their knowledge of vocabulary in ColBoy- Duitama? And to explore the impact of short stories on 10th graders' attitude towards reading and their knowledge of vocabulary in **ColBoy Duitama**. Since the objective of this research paper was to help the students in the target language, that means here as EFL, the main activity was focused on students' vocabulary knowledge which was considered the most important factor for the learners learning English as a foreign language. Therefore, selecting appropriate short stories for the learners was a suitable strategy in order to motivate them in the reading comprehension process. Indeed, this project was following two essential objectives; first, motivating students in learning a target language, second, improving their vocabulary items in order to use English as a foreign language.

These two important objectives at the end of the project became clear and hopefully the students were satisfied. Moreover, the researcher became convinced that by doing this project and achieving suitable results, the learners could be helped in this public school in order to learn English as a foreign language. In addition, by applying different short stories and various activities, learners' likes improved in the EFL classroom. Indeed, by knowing new vocabulary items in the context, they could be able to follow the messages of short stories and participate in EFL classroom with their positive attitudes.

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Appendix 1

Pretest and Posttest

Read the short story consciously and circle the best answer in the following 20 questions.

Lake of Diamonds

The village of Paritaal had got its name from the lake in the middle of it. The lake was the life of the village. Stories were told of diamonds that lay buried beneath the lake-bed. But this summer things were different. There had been no rains for two years and the threat of another drought was looming over Paritaal. The lake had dried up. Eight-year-old Abdul lived with his family in the village. His grandfather was the village *sarpanch*.

One evening the whole village gathered to discuss the delayed rains. Vigyan, a well-read man and Haji, the potter asked the *sarpanch* about the legend of the buried diamonds in the lake-bed. “Let’s all dig up the lake and find the diamonds. Then we won’t be hungry and poor anymore.”

“Yes, yes, we must do that,” agreed Laxman, the carpenter. The *sarpanch* and the priest were worried. If it did not rain this year there would be mayhem. Hunger and poverty would make beasts out of men.

Abdul knew how difficult it was for them to get water. His mother and sister would be away for more than half the day, as they had to walk five km to fetch drinking water. They could not carry much water, just three pots. It was the same story in every house.

The villagers insisted that they should be allowed to dig up the lake and find the diamonds. Vigyan tried to dissuade the villagers and instead suggested that they should all wait and if they wish they should offer prayers. Abdul's grandfather managed to convince the villagers to organize mass prayers.

But there were a lot of people who did not believe in the power of prayer and felt that the *sarpanch* was cheating them by not allowing them to dig up the lake-bed. Two days was too long a wait. Haji, the potter, whose idea it was to dig up the lake, was very restless. For Laxman this whole business of praying seemed foolish. Every member in his family including himself had been reduced to a bag of bones. He wanted to dig up the lake-bed. And that's what he did. He kept at it all night aided by the light of the moon.

Select the best answer.

The word "village" can be replaced by....

- a. City b. town c. smaller than a town

The word "lake" is

- a. A place without water b. a place with water c. a place with trees

The word "beneath" can be replaced by

- a. Over b. side by side c. under

The phrasal verb "dried up" means

- a. Without water b. full of water d. lake

The word "drought" means

- a. Long time without rain b. a lot of rain c. summer

The word “whole” means

- a. Nobody b. Everybody c. Nothing

The word “gathered” means

- a. Separated b. alone c. joined

The phrase “lake-bed” means

- a. Over the lake b. bottom of the lake c. into the lake

The word “mayhem” means

- a. Hard situation b. good situation c. satisfied

The verb “to fetch” means

- a. Go and bring b. sleep and wake up c. come and go

The word “poverty” can be replaced by ...

- a. Poor b. rich c. healthy

The verb “allow” can be replaced by ...

- a. reject b. permit c. observe

The word “same” can be replaced by

- a. different b. main c. like

The verb “cheat” can be replaced by ...

- a. deceive b. accept b. honesty

The word “potter” can be replaced by ...

- a. carpenter b. singer c. a person who works with mud

The word “fool” means ...

- a. Excellent b. smart c. stupid

The phrase “a lot of” means

- a. a little b. a great deal of c. not so much

The word “people” can be replaced by ...

- a. Crowd b. young c. old

The phrase “dig up” means

- a. sell b. buy c. find

The word “restless” means

- a. rest b. unable to rest c. relax

Appendix 2

Short story 1 The man and his camel

Once there was a man with a **greedy** camel. One cold night he went to his tent to sleep.

He heard a noise. He got up to see what was making the noise. He saw his camel at the entrance to the tent.

“master”. said the camel. It is very cold outside. “May I put my head into the tent? You have a warm fire in here.”

The man answered, “you have a coat of **fur** to keep you warm. Oh well, put your head inside.”

A little later, the camel said, “Master the rest of me is cold. May I bring my front legs inside?”

The man wanted to sleep, so he agreed. He moved over so there was room for the camel’s front legs. The camel was happy but not for long.

“Master my back legs are cold. Please move into the corner so that I can get them in.” The man moved and the camel came in.

Now, there was no room in the tent at all. “Master, there isn’t any room in the tent. I can not turn.” Said the greedy camel. “There isn’t **enough** room for both of us. I am bigger than you are. I think you should go outside.”

The man **sat up** and looked at his camel. “I knew this would happen. Why did I let you in?” He said as the camel pushed him into the cold.

Someone who is greedy never has enough.

Activity one

Circle the right word.
given word.

The camel was **hungry/greedy**.

The man lived in a **tent/house**.
not always

In the tent, there was a **cold/warm** fire.
sufficient

The camel wanted to **go out/come in**.

The camel was **smaller/bigger** than his master.

Someone who is greedy **always/ never** has enough.

Activity three

Circle the word that doesn't belong.
 definition

- a. green yellow small red orange
...
- b. big fat little thin house
himself.
- c. rabbit dog camel tent bear
- d. greedy sleep answer go put
- e. man camel woman boy girl
sleep.
- f. cold hot coat warm cool
- g. his has my your her
- h. was went heard said fur
- i. head legs room tail back

Activity two

Circle the synonym of the

greedy = **generous / selfish**

not at all = **by no means /**

enough = **too much /**

agree = **reject / assent**

entrance = **arrival / sad**

happen = **leave / take place**

Activity four

Write an appropriate word for each

1. It is a very useful animal in the desert.
2. A ... person wants everything for himself.
3. I have ... money. I can invite you.
4. he is a ... man. He helps the people.
5. My neighbour is very... I can not
6. The man said, "I knew this ... happen.
7. May I put ...head into the tent?
8. The man said, "you have a coat of ..."
9. The camel ... him into the cold.

- j. there who what when why 10. "Why did I ... you in?" the man said.

Activity five

Answer the questions according to the short story.

- a. Where did the man want to sleep?
- b. How was his camel?
- c. Does a camel have a coat?
- d. How was the owner of the camel?
- e. Can you stand greedy people?
- f. When did this story happen?
- g. Why couldn't the man sleep?
- h. How was the weather?
- i. Why did the camel push his owner into the cold?
- j. Why did the camel want to go into the tent?

Activity six

Write your complete answer for each question?

1. What is your opinion about the camel?
.....
2. What do you think about the owner?
.....
3. Can you stand a greedy friend? Why?
.....
4. What is the main idea of this short story?
.....,
5. What would you do if you were the owner?
.....
6. Are you a greedy or a generous person?
Why? -----

7. Would you like to read more short stories?

Why?.....

8. What was the purpose of the writer?

.....

Activity seven (grammar focus)

Find the past form of the following verbs in the short story and write your own sentence.

get up, go, say, see, put, answer, hear, want, bring, sleep, agree, move, is, come,
can, think, sit, look, know, happen, let, push, has, have, ...

Example; get up / got up **I got up** early every morning.

Short story 2 Nasreddin and the Beggar

One day, Nasreddin was up on the roof of his house, mending a hole in the tiles. He had nearly finished, and he was pleased with his work. Suddenly, he heard a voice below call "Hello!" When he looked down, Nasreddin saw an old man in dirty clothes standing below. "What do you want?" asked Nasreddin. "Come down and I'll tell you," called the man. Nasreddin was annoyed, but he was a polite man, so he put down his tools. Carefully, he climbed all the way down to the ground. "What do you want?" he asked, when he reached the ground. "Could you spare a little money for an old beggar?" asked the old man. Nasreddin thought for a minute. Then he said, "Come with me." He began climbing the ladder again. The old man followed him all the way to the top. When they were both sitting on the roof, Nasreddin turned to the beggar. "No," he said.

Activity 1

Read the short story carefully and find the meaning of the following words.

Beggar, mend, hole, tile, nearly, pleased, suddenly, hear, dirty, stand, below, want, annoy, polite, put down, tools, carefully, climb, ground, spare, ask, thought, ladder, follow, began, again, all the way, to the top, when, both, roof, turn, say, call

Activity 2

Read the definitions and write the appropriate words.

- a. The one who asks to be helped is a
- b. It could be the synonym of almost
- c. It is not clean
- d. When something is repeated.....
- e. The synonym of bother.....
- f. It is the antonym of rude.....
- g. When you fix something you it.
- h. You use it when you want to go up.
- i. It is the past form of think.....
- j. It could be the synonym of glad.....

Activity 3

Use Why, What, Where, When, Who, Which, Whose, Whom , How in the following sentences.

- | | |
|------------------------------|--|
| 1. told you? | 10. did you go with? |
| 2. Are you late? | 11. can I do for you? |
| 3. is her birthday? | 12. ...do you understand from the story? |
| 4. are you going? | |
| 5. did you say? | |
| 6. Were you talking to? | |
| 7. are you ? | |

8. is yours?

9. is this?

Activity four

Find the missing words. Use the short story.

- | | |
|------------------------------------|---------------------------|
| a. He was with his work. | d. He was a man. |
| b. Come and I will tell you? | e. The old man him. |
| c. Nassredin a minute. | f. A is a poor man. |

Activity five

Write appropriate questions with these answers.

Example: I am fine, thanks. How do you feel today?

- | | |
|--|--|
| a. I want some money. | d. Nasreddin saw an old man. |
| b. They were both sitting on the roof. | e. I read this short story five times. |
| c. Nasreddin was up on the roof. | f. Nasreddin didn't help the poor man. |

Activity six

Take one word from box A and one word from box B to make fourteen longer words.

Finally, write your own sentences in simple past or past perfect.

Box A

air band bar home country cross head home in lip
pass
pick relation sun under

Box B

Example; **air** + **line** = **airline**

ache age work stick ship rise port line doors gain pocket roads side wear

1. People had difficult situation with airline.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
- 14.**

Good luck. Bijan

Short story 3: Nasreddin and the Smell of Soup

One day, a poor man, who had only one piece of bread to eat, was walking past a restaurant. There was a large pot of soup on the table. The poor man held his bread over the soup, so the steam from the soup went into the bread, and gave it a good smell. Then he ate the bread.



The restaurant owner was very angry at this, and he asked the man for money, in exchange for the steam from the soup. The poor man had no money, so the restaurant owner took him to Nasreddin, who was a judge at that time. Nasreddin thought about the case for a little while.

Then he took some money from his pocket. He held the coins next to the restaurant owner's ear, and shook them, so that they made a jingling noise.

"What was that?" asked the restaurant owner.

"That was payment for you," answered Nasreddin.

"What do you mean? That was just the sound of coins!" protested the restaurant owner.

"The sound of the coins is payment for the smell of the soup," answered Nasreddin.

Activity one

Write the following words with their meanings.

poor, one piece, bread, past, there was, a large, pot, held, over,

Steam, went into, gave, good smell, then, ate, owner, angry,

asked, exchange, took, judge, thought, case, a little while, pocket,
 the coins, next to, owner's ear, shook them, made, jingling noise,
 payment, what would you mean?, sound, protested

Activity two

Write the opposite of the following words.

rich, small, under, bad, relax, much, far from, lazy, dark,
 answer, come, awake, begin, win, love, shut, put on,

Activity three

Give complete answer to the following questions.

What did the man in his hand?

Why was the restaurant owner angry?

What did the poor man do?

How did Nasreddin solve their problem?

How much money did the poor man give to the restaurant owner?

Did you like the short story? Yes, why? No, why?

Activity four

Write the word by its definition.

A person who is not able to buy something is p.....

A man who works in a court is a j.....

Isabel never tells lies. She is h.....

Butter is made of m.....

A place where sometimes we eat is a r.....

I don't have bills. I have c.....

A student who doesn't do his homework is l.....

He killed his neighbor then he is a m.....

Activity five

hills dog snow picture butter night ABC gold
houses ice coffee water flower monkey tree

As easy as **ABC**

As expensive as As pure as

As safe as As soft as

As old as As dark as

As white as As tall as

As ugly as As cold as

As sick as a As black as

As pretty as a As beautiful as a Good luck.

Appendix 3

Short story 4 Nasreddin the Ferry Man



Nasreddin once had an old boat, which he used to ferry people across the river. One day, he was taking a university professor to the other side. “What is the square root of 9?” asked the professor. “I don’t know,” answered

Nasreddin. “How do you spell *elephant*?” asked the professor. “I have no idea,” replied Nasreddin. “Didn’t you study anything at school?” demanded the professor, surprised. “No,” said Nasreddin. “Then you wasted half your life,” said the professor. Nasreddin was silent for a little while. Then he said: “Can you swim?” “No,” said the professor. “Then you wasted ALL of your life,” said Nasreddin. “We are sinking.”

Activity one

Write past and past participle forms of the following verbs.

The infinitive form (present)

use know ask answer spell reply study take
demand say waste swim sink speak do eat write go
sleep drink drive work read fly play draw give
think teach

The past form

Used

The past participle

used

Activity two

Body language

In an idiom, some of the words have special meaning. Choose the correct answer for each sentence.

I am up to my (nose, ears, hair) in work.

- a. I hate my work.
- b. I've got too much work to do.
- c. I'm not working very hard.

She put her (toe, feet, foot) in it.

- a. She broke something.
- b. She got angry.
- c. She said the wrong thing.

I put my (foot, leg, toes) down.

- a. I refused.
- b. I had a rest.
- c. I went by car.

Put your (feet, legs, toes) up.

- a. Lie down and rest.

- b. Go for a walk.
- c. Change your shoes

He's a pain in the (eyes, neck, head).

- a. He talks a lot.
- b. He's ugly.
- c. He's a boring person.

She's got green (fingers, thumbs, hands).

- a. She often breaks things.
- b. She is a good gardener.
- c. She's very lazy.

Follow your (nose, eyes, mouth).

- a. It's easy to find.
- b. It smells terrible.
- c. Help yourself to food.

Activity three

Grammar focus

Choose the correct verb.

I (write, wrote, Written) a letter last night.

She (go, went, gone) to the ceremony the day before yesterday.

We didn't (know, knew, known) anything.

She has (get, got, got) a terrible headache.

Did she (tell, told, told) something?

Mary couldn't (see, saw, seen) her niece at the party.

Did you (invite, travel, come) her to your birthday party?

Activity four

Find the adjectives in the above short story.

Write your own sentences.

Beautiful (Rose is a beautiful flower.)

Activity five

Answer the following questions.

What did Nasreddin do?

What did the man do?

Who didn't study anything?

Who could swim very well?

What is the message of this short story?

Activity six

Grammar focus

Used to + verb **be used to + verb ing**

I used to get up early. I am used to getting up early.

Write 4 sentences with (used to) and 4 sentences with (be used to).

I used to

She used to

They used to

Diana used to

I am used to

She was used to

They were used to

Nobody was used toGood luck.

Short story 5 Nasreddin Goes Shopping



One day Nasreddin went to town to buy new clothes. First he tried on a pair of trousers. He didn't like the trousers, so he gave them back to the shopkeeper. Then he tried a robe which had the same price as the trousers. Nasreddin was pleased with the robe, and he left the shop. Before he climbed on his donkey to ride home, the shopkeeper and the shop-assistant ran out. "You didn't pay for the robe!" said the shopkeeper. "But I gave you the trousers in exchange for the robe, didn't I?" replied Nasreddin. "Yes, but you didn't pay for the trousers, either!" said the shopkeeper. "But I didn't buy the trousers," replied Nasreddin. "I am not so stupid as to pay for something which I never bought."

Activity one

Find the synonym of the following words in the short story.

City = town

City purchase love therefore seller equal cost happy abandoned

House answer fool that return

Activity two

Write your own sentences with the words with activity one.

City purchase love therefore seller equal cost happy abandoned

House answer fool that return

Example:

A **city** is bigger than a town.

Activity three

Find the letters

Finish the first word and start the second word with the same two letters. Use the pairs of

letters in the box. (some of them are not used).

ad en fe ke le lo me ne nu or ow pe ph se st th ty up ve

Example:

Re...dress = read = address I read a novel. I don't know his address.

Lea...hicle = = litt...sson = =

.....

Mirr...der = = hel...nely = =

.....

Bo...emselves = = brok...emy = =

.....

Noi....cret = = li....eling = =

.....

Fir....udent = = Awa....y = =

.....

Activity four

Answer the following questions.

- Where did Nasreddin go?
- What did he want to buy?
- How did he go to the town?
- Why the shopkeeper and his assistant run out behind him?
- How much did he pay for the rope?

Activity five (Writing practice)

Write a short paragraph about the above short story.

What I understood about

Activity six

Speaking practice trip studying going doing stars moon

Complete the following conversation.

Hey there. What are you ?

I am

What are you studying?

Astronomy. I like the

Are youto have a trip to the ?

No, are you kidding? I'm not going to have a to the moon. I'm just studying.

Short story 6 Two sisters and the cat



Mrs. Wilson and Mrs. Smith are sisters. Mrs. Wilson lives in a house in Duncan and Mrs. Smith lives in a condominium in Victoria. One day Mrs. Wilson visited her sister. When her sister answered the door, Mrs. Wilson saw tears in her eyes. "What's the matter?" she asked. Mrs. Smith said "My cat Sammy died last night and I have no place to bury him".



She began to cry again. Mrs. Wilson was very sad because she knew her sister loved the cat very much. Suddenly Mrs. Wilson said "I can bury your cat in my garden in Duncan and you can come and visit him sometimes." Mrs. Smith stopped crying and the two sisters had tea together and a nice visit.



It was now five o'clock and Mrs. Wilson said it was time for her to go home. She put on her hat, coat and gloves and Mrs. Smith put the dead Sammy into a shopping bag. Mrs. Wilson took the shopping bag and walked to the bus stop. She waited a long time for the bus so she bought a newspaper. When the bus arrived, she got on the bus, sat down and put the shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus arrived at her bus stop, she got off the bus and walked for about two minutes. Suddenly she remembered she had left the shopping bag on the bus.

Activity one

Find the verbs and write their past and past participle.

Infinitive	past	past participle	meaning
------------	------	-----------------	---------

Live

answer

visit

see

bury

stop

begin

love

come

cry

buy

Activity two

Reading comprehension questions

Answer the following questions completely.

- a. Where are they living?
- b. Who is the owner of the cat?
- c. Why was Mrs. Smith crying?
- d. How could Mrs. Wilson help her sister?
- e. Where did Mrs. Wilson bury the cat?

Activity three

Write a short summary about this short story.

Activity four

Grammar focus (Adjectives)

Comparison : as tall as , so expensive as

Write 5 sentences in comparison adjectives.

Example; She is as tall as your brother.

Diana is not so famous as Madonna.

My uncle

Your aunt is not

Duitama will be

Coffee is

English is not

Activity four

Ask questions with the given answers.

Mrs. Smith liked her cat. (What)

Mrs. Williams wanted to help her sister. (who)

She cried for her cat. (Why)

Mrs. Williams is 48 years old. (How)

Mrs Williams visited her sister on Friday. (When)

Activity five

Use appropriate words in the following paragraph.

Suddenly, stopped, had, sad, come, him, began, bury,

She to cry again. Mrs. Wilson was very because she knew her sister loved the cat very much. Mrs. Wilson said "I can your cat in my garden in Duncan

and you can and visit sometimes." Mrs. Smith crying and the two sisters tea together and a nice visit.

Activity six

Complete the following conversation

Hi honey. Where you go yesterday?

We to the city.

What did see ?

When did it ?

We the circus.

The first show at 5:30.

How It? Was good?

It was fine. We it

Appendix 4

Short story 7 James is at the dentist's office

A. Reading

James is at the dentist's office today because he has a toothache on the right side of his mouth. He bought some medicine at the drug store, but the pain didn't stop. His last dental check-up was six years ago. James is afraid of dentists. An x-ray technician took x-rays of his teeth. He has three cavities. The dentist is drilling two of the cavities, but he will have to pull out the tooth that has the third cavity. That cavity is so large that it can't be filled. That is also the tooth that is causing the pain. Every time the dentist starts the drill, James clinches with fear. The dentist told him to relax, but he can't. What can he do? How can he relax?

Activity one

B. Write the appropriate words.

- a. You go to dentist because you have a
- b. You go to a drug store to buy
- c. James is of his dentist.
- d. The plural of tooth is
- e. James has three
- f. The dentist is two of the cavities.
- g. He will have to the tooth with the third cavity.
- h. That cavity is so large and it can't be
- i. James with fear.
- j. That is also the tooth that is the pain.
- k. James is at the

C. Answer the following questions completely.

1. Why is James afraid of dentists?
2. Why does he need to visit a dentist?
3. What does the x-ray show?

- 4. Did the medicine stop his pain?
- 5. What does he feel when he hears the sound of the drill?
- 6. Have you ever been to a dentist office?

D. Make question the following sentences with the given words.

1. I want to see a dentist? Who
.....?

2. I floss my teeth every day. Why
.....?

3. She eats a lot of candy. What
.....?

4. My sister has a toothache.
Who.....?

5. He needed insurance. What
.....?

E. Writing –

How often do you go to check your teeth? (Write one paragraph.)

Short story 8 Going to the Park**A. Reading**

B. Mrs. Mendoza takes her son and daughter to the park on Saturday mornings. The park has a small playground for young children. Her children like to play on the swings, slides, and teeter-totters. Mrs. Mendoza and her children spend several hours at the park. When the children get hungry, Mrs. Mendoza takes them to Mc Donald's for lunch. The children eat hamburgers. Last week, Mrs. Mendoza's neighbor asked her to take her children to the park, too. Mrs. Mendoza doesn't want to take other people's children to the park, but she doesn't want to hurt her neighbor's feelings. What should she do? What should she say to her neighbor?

B. True or False

1. _____ Mrs. Mendoza plays on the slides, swings, and teeter-totters.
2. _____ The park has a playground for young children.
3. _____ Mrs. Mendoza takes her children to Mc Donald's for lunch on Saturday.
4. _____ In the picture, a girl is swinging on a swing.
5. _____ Mrs. Mendoza wants to hurt her neighbor's children.

C. Writing

What should Mrs. Mendoza say to her neighbor?

What should you do when your friend asks you something?



D. Complete the conversation below.

When you finish, practice the conversation with a partner.

Neighbor: Can you take my children to the park with you this Saturday?

Mendoza: No, I can't.

Neighbor: Why not?

Mendoza:

Neighbor:

Mendoza:

Neighbor:

Mendoza:

Neighbor:

Mendoza:

Write 6 questions about the above short story.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Good luck.

Short story 9 Family Vacation

A. Reading

The Chow family is on vacation.

They are staying in Hawaii for five days. They rented a hotel room on the beach in Maui. Everyone is excited. The kids want to go on a submarine tour and see the fish in the Pacific Ocean. Mrs. Chow wants to go shopping and take a sunrise tour of Haleakala Crater. Mr. Chow wants the family to go hiking in the morning, visit museums in the afternoon, and have a barbecue on the beach in the evening. He is worried about spending too much money. Mrs. Chow thinks her husband worries too much about money. She wants him to relax and forget about money while they are on vacation. What should Mrs. Chow do? How can she solve her problem?

B. True or False

1. _____ Mr. and Mrs. Chow are married.
2. _____ The Chow family is going to Hawaii for a week.
3. _____ Haleakala Crater is in Maui, and Maui is in Hawaii.
4. _____ Mr. Chow is concerned about the family's budget.
5. _____ Hawaii is in the Atlantic Ocean.

C. Make the following sentences in question form by the given words?

1. I went to Hawaii on vacation. **Where**
2. She likes to stay in hotels. **Where**
3. Unfortunately, I can't afford a vacation this year. **Why**
4. I am saving money to take a trip. **What**

D. Writing

What should Mrs. Chow do? How can she solve her problem?

--

E. Answer the following questions.

- 1. Have you ever been to Hawaii?**
- 2. How often do you travel with your family?**
- 3. How much money did you save last year?**
- 4. Who are you going to travel with?**
- 5. Would you like to buy gifts for your family?**

Appendix 5

Interviews (1) and (2)

Teacher's questions	Students' answers in brief
<ol style="list-style-type: none"> 1. How do you feel with your English classes? 2. How is your reading comprehension? 3. Are you interested in reading short stories? Why? 4. Do you like to learn English by studying short stories? 5. How is your vocabulary now? 6. Did you read short story in your EFL classes? 7. Can you learn vocabulary by reading short stories? How? 8. Do you think that short stories are good help for the EFL classroom? 9. Are you interested in learning grammar in the context? Why? 10. Are you satisfied with your English level now? Why? 	<p>1. Most of the students answered they were bored in their English classes Just two of them said they felt good. 2. 13 students didn't understand reading comprehension activity in their EFL class; just two of them were satisfied. 3. Most of the students didn't have clear idea about short story in English class; Just two of them liked it. 4. About question no.4, they didn't know how to answer it, just two of them answered yes. 5. Ten of the students answered they didn't have vocabulary knowledge. Two of the students didn't answer the question, just 3 students answered they knew vocabulary more or less. 6. Everybody answered "No."</p> <p>7. Most of the students answered they don't have any idea. Just four of them answered "yes, we can." 8. They answered they didn't know because they didn't have this opportunity in their English class. 9. Most of them answered , "yes, we are." Because just grammar class is boring. 10. They answered, "No. Because, they didn't have good level in English</p>

Teacher's questions	Students' answers in brief
<ol style="list-style-type: none"> 1. How do you feel with your English classes? 2. How is your reading comprehension? 3. Are you interested in reading short stories? Why? 4. Do you like to learn English by studying short stories? 5. How is your vocabulary now? 6. Would you like to read short story in your EFL classes? 7. Can you learn vocabulary by reading short stories? How? 8. Do you think that short stories are good help for the EFL classroom? 9. Are you interested in learning grammar in the context? Why? 10. Are you satisfied with your English level now? Why? 	<p>1. Most of the students answered they feel good in their English classes and two of them said they felt very good.</p> <p>2. Their answers were interesting and they understood very well. 3. Most of the students had clear ideas about short story in English class..</p> <p>4. They said short stories were very interesting for learning English.</p> <p>5. They answered their vocabulary level raised a lot and they were happy. 6. Everybody answered it would be very interesting.</p> <p>7. Most of the students answered they can learn a lot because learning vocabulary in the context would be very meaningful. 8. They answered short stories helped a lot to learn English because vocabulary and grammar could be learned together. 9. Most of them answered, "yes, we are." Because they could learn grammar by reading short stories. 10. Their answers were interesting. They were interested in English and they were satisfied because they could learn grammar, vocabulary, pronunciation very well. Finally, the classes were not boring at all.</p>