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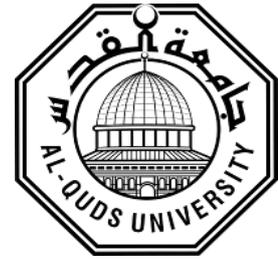
The Effect of Using Short Stories on the Development of 5th Graders' Reading Comprehension Skills and Their Motivation for Learning EFL

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The Effect of Using Short Stories on the Development of 5th Graders' Reading Comprehension Skills and Their Motivation for Learning EFL

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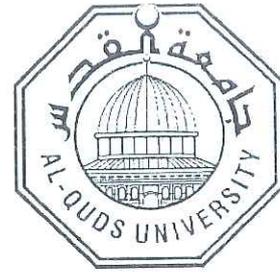
Thesis Approval

The Effect of Using Short Stories on the Development of 5th Graders' Reading Comprehension Skills and Their Motivation for Learning EFL

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Dedication:

I would like to thank my greatest hero in the world and my father Dr. Ayman Sultan for his support, encouragement, and who always has been there for me. Thank you for teaching me confidence and respect.

To the sunshine of my day to my lovely mother, who rises every morning to light my day, to guide my way. My mother is a woman like no other; she gave me life, taught me and fought for me. There are not enough words I can say to describe how my mother is important to me.

I would like to thank my brothers: Lawyer Ameer, Anees and Laith, who encouraged me to face every challenge that I faced, and for their patience throughout this process.

I would also thank my close family.

To my beloved uncle, Dr. Wadie Sultan, there are no words that can describe him. Thank you for all you did for me. I'm so lucky to have an uncle like you.

I would like to thank all my friends, especially, Yasmeen for her support and encouragement.

To my country, Palestine.

At the end, to everybody who helped me to prepare this work .

Declaration

I certify that this thesis submitted for the Master degree is the result of my own work in design and research, except were otherwise acknowledged, and that this study or any part of the same has not been submitted for a higher degree to any other university or institution.

Name: Ameera Ayman Idrees Sultan.

Signed ...Ameera......Sultan.

Date: 24/5/2017

Acknowledgements

Abstract

The study aims at investigating the effect of using short stories on the development of 5th graders' reading comprehension skills and their motivation for learning EFL. The study was applied on a purposeful sample of 5th grade students in a governmental school in Hebron District in the academic year 2016/2017. The sample included (87) students at The Korean Palestinian Basic School for Boys in Hebron District. Students were assigned to experimental group and control group, the experimental group was taught by using the short stories technique, while the control group was taught by the ordinary method (*English for Palestine*). The researcher prepared a reading test and a questionnaire for motivation. Content validity and reliability were established for the two instruments. It was 0.76 for the questionnaire and 0.8 for the test. The experiment lasted one month, a pre-test and post-test were performed using the reading skills' test and the questionnaire to measure the effect of using short stories technique. The means and standard deviations (ANCOVA) test were used in the study. The findings of the study showed that there were statistically significant differences in students' reading skills due to the method of teaching in favor of the experimental group. Moreover, there were statistically significant differences in students' motivation towards learning EFL due to the method of teaching in favor of the experimental group. This study recommended that training programs could be offered to train teachers on using the short stories technique. Students need to be provided with opportunities to practice using it. Based on those findings, the study recommended the necessity of implementing modern methods of teaching short stories for better outcomes in students' reading skills, and more studies should be conducted on different variables and subjects were recommended.

Table of Contents

List of Tables:

List of Appendices:

Chapter One:

_____

Introduction

1.1 Background of the Study

Language is considered vital in our life. It is used for more than one purpose. As Arabs, we use it to communicate, to write research papers, to make a call, to buy a book, to invite someone to a party, and so on. So, by using language we learn many new things such as you learn to communicate with others, to learn what to do in every situation, and you can learn how to deal with people. English is an international language which is spoken all over the world. Many people use it in business, commerce, education, politics, industry, and other various professions (Naser, 1972).

It is necessary for Arab learners to learn English in order to be able to communicate with native speakers. Also, teachers of English are expected to master the four language skills, which are listening, speaking, reading and writing, in order to improve students' abilities.

English is a foreign language to Arab learners, and it is taught from grade one to twelve. So, teaching and mastering the English language is not easy, because Arabic and English are not cognate languages. Both Arabic and English languages have different syntactic systems and formations (Kailani & Muqattash, 2008).

Alderson and Urquhart (1984) mentioned that reading comprehension is a very important aspect in the world of foreign language for academic studies, academic skills, professional success, and personal development. So, despite this importance and necessity for reading

comprehension in the world, many learners are unsuccessful to read in the foreign language. Mastering reading comprehension for students whose English is not their first language is difficult. On the other hand, the problem in reading a foreign language appears on knowing the words and the grammar of the language. Therefore, reading comprehension skills should be taught to students because if teachers neglect it this skills, students will not be able to read appropriately. For this reason, to improve students' reading comprehension skills, teachers of English should use a new technique in the classroom, such as short stories.

Ceylan (2016) mentioned that using literature to teach language has positive effects which are: playing a significant part in understanding linguistics, considering it as an authentic model of language use, and improving the creative skills of students.

Additionally, Clandfield (2003) stated that there are many reasons for using literature to teach language skills (listening, speaking, reading, and writing), so, it is an opportunity for learners to discover unmodified language, and the students can deal easily with the unknown language which can be used outside the classroom. Using literature in the classroom will open a discussion between the students. In addition to that, using literature will encourage interactions between the teacher and the students. Literature can make the learners more educated. Using literature in the classroom will motivate the students. Finally, it increases learners' awareness regarding the learning of a foreign language.

One of the most effective methods to develop reading comprehension skills is using short stories which are considered as a unique literary genre which can be used by the teacher in developing reading comprehension skills (Aziz, 2012). Theoretically, Sari (2013) mentioned that using short stories in order to develop reading comprehension skills will make the students exchange their ideas in the classroom discussion and make a connection between the text and the text from outside the school.

Pourkalhor and Kohan (2013) added that using short stories make the students feel more relaxed; makes the reading comprehension easier. Besides that, using short stories needs or requires more attention in order to develop students' thinking skills. In addition, Erkaya (2003) mentioned that each short story usually has a beginning, middle and an end. This will motivate and encourage every student in the classroom to continue reading or listening to the story to follow the plot of the story or to answer questions after listening to it.

Khatib (2012) stated that reading comprehension skills are the most important skill for mastery a foreign language. Also, reading skill is considered as a receptive skill, so the reader doesn't produce anything, but through reading, they can receive information.

In addition to that, by reading comprehension skills, students will be effective readers. So, the learner at the beginning starts with reading letters, then reading small words, group of words, and after that they will be able to read short stories, books, and other texts. By mastering the reading comprehension skills, students will be able to read the texts and paragraphs correctly. Also, students will understand what they have read (Roebl & Shiue, 2011).

Furthermore, Grabe and Stoller (2002) emphasized the different purposes for reading. We read to learn from the text, this happens when students wanted to learn to gain amount of knowledge from a text. In addition to that, for general comprehension; this one is considered as the most important purpose of reading. Reading for general comprehension accomplished by the learners who have good skills in forming a general meaning. Sometimes we read to look for simple information, so in reading to look for information we scan a text to look for a specific word.

Finally, we read to combine information together, write, and critique texts, these skills need critical evaluation for the information which is being combined, so the reader decides what the information to combine for his goal.

As an Arab, English is considered as a foreign language, so the English language has no official statues, the learning of English is just limited to the classroom, and it is learnt like other curriculum in the school. Teachers of English should motivate their students by using modern techniques, classroom activities, and the classroom situation (Kailani & Muqattash, 2008).

In addition to that, Qashoa (2006) mentioned that motivation is an important factor in learning and teaching English language. So, when the teachers of English think of a way to develop their students' skills, to make the learning English more attractive and interesting, they should deal with motivation.

Furthermore, Vibulphol (2016) showed that there are two types of motivation. The first is the motivation that comes from the learners themselves. Also, the learner engages in activities, and tasks because of their interests. We called this type internal motivation. The

second type of motivation that comes from outside the learners and it depends on the teacher. The teacher plays an important role in order to enhance students' motivation. We called this type of motivation external motivation.

To learn and master any English skill, teachers of English should use and apply an attractive techniques, and create a joyful climate in the classroom. Such as using short stories which will motivate students to read more and more stories. As Pardede (2011) stated that short stories is considered as the most suitable way for all levels (beginners and advanced learners), it is easy to work with it, and apply it in the classroom. However, the teacher of English motivates students to read by using different ways, such as, the teacher should work for enhancing reading development by group cohesiveness so the learners or the readers they challenged in reading. Also, knowing what types of reading that their students interested in, and bring stories to the classroom, this will motivates students to read more and more. To motivate students to read, the teacher may ask questions about the texts, and make connections between the text and students' life in order to build initial interests. In an attempt to motivate students to read, the teacher may help his students, by asking them what they have learned from the text, this will give a value for reading (Celce-Murcia et al., 2014).

This study aims to investigate the effect of using short stories on the development of students' reading comprehension skills. The teacher introduces a group of short stories as a technique.

Because of the importance of short stories, this study is an attempt to investigate the effect of using short stories on the development of 5th graders' reading comprehension skills and their motivation for learning EFL.

1.2 Statement of the Problem

Broughton et al. (1994) stated that reading is a complex skill which includes more or lesser skills. Reading skills can be used by the teacher in the classroom. So, by using this skill students will be able to know the sounds of the word, meaning of the word, tense of the word, when they should use it, and how to pronounce the words correctly (Anggraini & Lianasari, 2011).

Naser (1972) mentioned that there are two kinds of reading; which are oral reading, and silent reading. Oral reading, in this type of reading the teacher changes the written words into signs, and the main aim behind this type is understanding and expressions. In contrast, in silent reading, he/she uses the eyes and students' ability in order to read the written words.

Medjahdi (2015) stated that learners face many problems in learning English such as the reading comprehension skill which affects their motivation for learning English as a foreign language. Students do not understand the vocabulary. In addition to that, students face problems with the words that have the same lexical forms. Another type of difficulty that the EFL learners face is that sometimes one word has more than meaning. For example; the word delicious which means "delectable" and "tasty".

This study aims at investigating the effect of using short stories on the development of 5th students' reading comprehension skills and their motivation toward leaning EFL. So, in order to improve students' reading comprehension skills, and their motivation which is considered as a very important factor in the learning of English, the teacher need to use a new method like short stories.

In addition, using short stories in the classroom is a very useful way to improve students' reading comprehension skills; they increase students' awareness and motivation, enriches their cultural understanding, enable them to know the sounds of the words and how to pronounce them correctly.

Because of the difficulties that learners of English as a foreign language face in the reading comprehension skills, the low achievement of learners' reading ability, and the importance of using new methods like short stories; this study attempts to investigate the effect of using short stories on the development of 5th graders' reading comprehension skill and their motivation towards learning English as a foreign language.

1.3 Purpose of the Study

This study aims to investigate the effect of using short stories on the development of 5th graders reading comprehension skills and their motivation for learning English as a foreign language due to the method of teaching.

1.4 Questions of the Study

1. Is there an effect of using short stories on the development of 5th graders' reading comprehension skills?

2. Is there an effect of using short stories on the development of 5th graders' motivation?

1.5 Hypotheses of the Study

1. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the mean scores of 5th graders' reading comprehension skills due to method of teaching (ordinary and short stories method).

2. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the mean scores of 5th graders' motivation due to method of teaching (ordinary and short stories method).

1.6 Significance of the Study

On the theoretical field, this study is expected to investigate the effect of using short stories on the development of 5th graders reading comprehension skills and their motivation toward learning English as a foreign Language.

On the practical field, curriculum planners may benefit from this study to increase their reading proficiency, and syllabus of English curriculum should emphasize the skills of reading in dealing with a large number of students in the Palestinian classrooms. Additionally, to shed lights on the motivation to create the desire among students to learn the language by using the short stories method.

Moreover, teachers of English may benefit from this to improve students' reading comprehension skills will make the reading easier, will motivate students to read more and more short stories, will give students an opportunity to use their creativity, will make students comfortable, will make the teaching of a foreign culture easier and will advance students' creative thinking. However, teachers of English may benefit from this study; especially those who are having difficulties in teaching the reading comprehension skills.

On the research field, the outcomes of the study may be beneficial to the present researchers or future researchers to be one of the basis that a new theory learning will arise.

1.7 Limitations of the Study

1. Locative limitation: The study covers The Korean Palestinian Basic School for Boys in Hebron District.

2. Temporal limitation: The study is carried in the second semester of the scholastic year 2016-2017.

3. Human Limitation: The sample of the study consists of (87) pupils in the 5th grade at The Korean Palestinian Basic School for Boys in Hebron District.

4. Topical limitation: The study examines the effect of using short stories in the development of 5th graders' reading comprehension skill and their motivation toward leaning English as a foreign language at The Korean Palestinian Basic School for Boys in Hebron district.

1.8 Definition of Terms

Effect: According to the Merriam Webster English Dictionary (1828), effect is a change that results when something happens.

Action Definition: In this study, using short stories is expected to affect students' reading comprehension skills and motivation for learning English as a foreign language. .

Short stories: are an imaginative literary genre written in prose that contain simple plots and few characters.

According to the Parade (2011) short story which is defined by Poe as a narrative which can be read in one setting, which is limited to a unique effect in the sense that it has a single and plain plot.

Action Definition: In this study, the researcher will apply short stories in learning English in order to develop students' reading comprehension skills , and their motivation for learning English as a foreign Language .

Reading comprehension skills: Are process of looking of the written words and get the meaning from them.

Roebl and Shiue (2011: 197) stated in that reading comprehension is:

> the ability to read where words have context and texts have meaning. Reading comprehension skills allow us to read proficiently, and to learn effectively. These skills are, basically, based on earlier stages of reading development, including oral reading and reading fluency.

Alshammari (2015: 3) defined reading comprehension skills as "the ability to extract the required information from a written text, and interpret this information properly". In other words, reading comprehension skills refer to how people understand, and interpret what they read in an appropriate way.

Action Definition: In this study, the researcher examines whether short stories can really affect and develop learners' reading comprehension skills.

Motivation: Is an elementary part in learning a foreign language or doing something.

Qashoa (2006: 1) stated in that "motivation have four aspects, which are : a goal , an effort, a desire to attain the goal , and a favorable attitude toward the activity".

Action Definition: In this study the researcher measures the students' motivation for learning English as a foreign language.

FL: Foreign language: It is a language that is not used in the learners' community, which is learnt in order to communicate with native speakers. As Arab learners, English language is confined to the classroom. The language is taught and used in schools (Kailani & Muqattash, 2008)

5th Graders: Are students aged between 10-11 and study English for Palestine at The Korean Palestinian Basic School for Boys in Hebron District.

Chapter Two:

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Review of Literature and Related Studies

2.1 Introduction

This chapter presents the literature and previous studies related to the effectiveness of using Short stories in the development 5th graders' reading comprehension on skills and their motivation for learning EFL. This chapter consists of two sections; the first one sheds light on reading comprehension skills, using short stories teaching method, and motivation for learning EFL. In the related studies section, summaries of results of relevant studies will be given.

2.2 Review of Literature

2.2.1 What is literature?

Nowadays, literature has an important role in teaching the English language. Teachers of English use literature in the foreign language class by using different ways. Many researchers have ascertained that literature can be used to enhance the language skills, and students learning (Erkya, 2003).

Garcia (2007) stated that using literature is not limited to learning and teaching, but, also using literature offer to know more about other cultures, and to know many people who speak a foreign language.

Many researchers have defined literature. As Merriam Webster defined it (1828), "it is a production of a literary work, which has different branches, such as: poetry, fiction, and plays".

Also, Wilson (1958: 12) stated that English literature is

> Literature written in English is not merely the literature of England or of the British Isles, but it is the body of written works which is produced in a particular language. In other words, literature is not refers to a nation, but it refers to a language.

In addition to that, literature can be defined by three things; which are genre type (short stories, novels, and plays), by period of time, which can be (Victorian Age, Elizabethan Age, and Restoration Age), and by modes of discourse, which can be (descriptive, narrative, or argumentative) (Dweikat & Shbietah, 2014).

Moreover, the role of literature is considered as a basic component and a source of authentic texts, which could be used in the English classrooms in different ways.

2.2.1.1 Benefits of Using Literature in Teaching

There are many benefits of using literature in the classroom according to Amer (2012):

- Literature is an authentic material, language enrichment, and cultural enrichment. Moreover, Clandfield (2003) stated that literature is a good material to show the students this unmodified language, in order to overcome the difficulties that the students will face in learning this language.

- Literature should be a significant part in learning for many reasons which were; it gives an opportunity for students to learn about other cultures. Also, it provides a context which will improve the students' reading comprehension. And, by reading, this will enrich the students' vocabulary, and they will know a large number of vocabulary.

- Using literature in the classroom will motivate students to read more and more. So, for example, when teachers of English brings stories to the class, and motivate their students to read, this will encourage them to bring stories or any type of literature to the class and read it and share it with their classmates, this will increase their "intrinsic motivation".

Khatib and Askri (2012) added that literature enhances students' awareness, creativity, and their thinking. However, by using literature, students will be able to expand their knowledge about other cultures.

To conclude, it can be seen from the benefits that using literature in the classroom have many advantages, such as it enhances students to read more and more and share ideas it with classmates.

2.2.1.2 Reasons for Using Literature in EFL Classes

Porkalhor and Kohan (2013) mentioned the reasons for using literature in EFL classes, which are:

- Language Enrichment
  Hişmanoğlu (2005) clarified that literature enriches students with an extent number of syntactic and lexical items. So, students will be more familiar with reading the paragraphs, with the written language, and they know many ways for connecting ideas.

- Cultural Enrichment
  The best way to enhance an understanding of the aspects of communication in a country that produces any literary text is to read short stories. Short stories present to the readers different types of settings which can be religious or social. Through short stories the readers know the way the characters in literary works see the world outside, such as their tradition, their thoughts, and their feelings. So, literature helps students to improve their understanding of foreign language culture and tradition.
- Personal Involvement
  Literature is a useful way which can be used in the language learning process for personal involvement. When students engage in reading literary texts, they

start understanding the meaning of the texts and become more excited to know what happens and feel closer to the characters (Hişmanoğlu, 2005).

Consequently, literature can help learners to develop their understanding of other cultures; can help learners to practice the four skills, speaking, listening, reading, and writing.

2.2.1.3 Literary Genres

Genre means a kind or a type of literary work. http://www.readwritethink.org/files/resources/lesson_images/lesson892/genre-def.pdf). There are two types of genres; which are fiction and nonfiction.

Fiction genres, such as fiction, drama, poetry, short story, fantasy, humor, fable, fairy tales, science fiction, realistic fiction, folklore, historical fiction, horror, a tall tale ,legend, mystery and mythology. While, nonfiction genres such as narrative nonfiction, essay, speech, biography and autobiography. (http://www.readwritethink.org/files/resources/lesson_images/lesson892/genre-def.pdf)

In this chapter, the researcher presents these fiction genres.

The types of literary genres are**:**

Fiction

It is a type of literary genre, which means a prose of writing which is to tell us an imaginary story.

As Qutub (2011:12) defined fiction as "A literary work whose content is produced by the imagination, and it is not necessary based on facts. The category of literature comprising works of this kind, like novels and short stories."

Poetry

It is a literary text, which is usually arranged in lines. As Jantas (2006) defined poetry "Any kind of verbal or written language that is structured rhythmically and is meant to tell a story, or express a kind of emotion or an idea.

Drama

Literature in a play form, which is generally performed on a stage by actors. As Rew and Moon (2013: 217). defined it "Any kind of activity where learners are asked either to portray someone else in any imaginary situation."

After all, genres of literature are important to learn and to use in the classrooms.

2.2.2 Short Story

A short story is a type of literary work. As Amer (2012: n. p.) defined it as "a universal literary genre which is across all cultures of the world, and it is a natural part of language learning experience."

2.2.2.1 What is a Short Story?

Everyone in this life knows stories. Nowadays, stories are used in class and outside the class, in order to recite what happened, and what we learnt from that, and so on. Using short stories started in the 19th century, and after that short stories were reprinted and collected in anthologies, then they were classified into categories (Bouache, 2010).

Learning English language through using short stories is created to encourage learners to read more and more. So, this will improve their reading skills. Also, to write them, and to retell the stories in their own words, and this will improve students speaking skills. Besides that, the activities which are used in short stories that attract students should aim to improve their cultural awareness, their creativity, their critical thinking skill, and their understanding the features of the story (Mead & Tilley, 2012).

Therefore, Erkaya (2003) mentioned that short stories make the students are more interested in what they read. Also, by using short stories this give the learners and provide them more grammatical texts, which help them to develop their foreign language. However, short stories are a good material, and which are suitable to all levels. In addition to that, for example, when the teacher gives the students a story and asks them to analyze it, this will improve their critical thinking skills.

Moreover, Ebrahiminejad et al. (2014) mentioned that there are many different ways in which short stories are used by the teacher in the classroom, which are; storytelling, listening to short stories, and reading short stories. Many facts will be forgotten, but stories will never be forgotten. In point to the fact that, stories are the most effective way to organize your information, store your information in the brain. Another point is that stories go straight to the learners' hearts.

Consequently, many researchers have defined short stories. Ghasemi and Hajizadeh (2011) defined that short stories have a multi-dimensional genre, which be used for the acquisitions of language skills. Short stories have features, which are; variety, modernity and brevity. These features made the learners more interested in learning. The teacher of English should choose the stories that suitable to the learners level, in order to improve their language skills.

Bouache (2010) defined short stories as a work of fiction, which are usually written in prose, and sometimes in narrative forms. But, it's not necessary to be in a short style. Every short story has a mood, comic, or tragic. In addition to that, the short story has a beginning, middle and an end.

In conclusion, short stories are a type of literature which can be used to provide different activities for listening, speaking, reading, and writing classes.

2.2.2.2 Characteristics of Short Stories

Garcia (2007) mentioned the characteristics of short stories which are:

- Short stories are extremely short, so they may contain one setting and one plot. Another thing is that that the number of pages is few.
- Due to shortness, the story will be easier to read and not complex.
- Short stories offer the learners an extent range of topics and authors.

Additionally, Bouache (2010) added that the endings of short stories are generally happy and teach the reader moral lessons. Stories contain dramatic structure elements, such as; exposition presetting a setting and character of the story. Complication is related to the events that introduces the conflict. Climax means the highest action in the story. Resolution means resolving the conflict.

2.2.2.3 Benefits of Using Short Stories

According to Erkaya (2003), using short stories in the EFL classes has many benefits, such as:

Motivating students

Every short story has a beginning, middle, and an end. So, this will encourage students to continue reading or listening to until the end. For example; to know what will happen at the end, or to know the climax of the story. In addition to that, short stories are more interesting than the ordinary book, they motivate them to read and to know what happens.

The use of short stories is more interesting to use as a part of language skills classes, and as a material for enjoyment (Pardede, 2011).

Reinforcing the four English skills

The use of short stories to teach foreign language can improve the English four skills (listening, speaking, reading and writing).

Moreover, increasing students' listening skill, by allowing them to read the story aloud, also this is an opportunity to know the correct accents, and the teacher may ask students to act a dialogue in front of the class, and play a role, this will develop their speaking skills.

However, using short stories will enhance students' vocabulary. For example, the teacher may give them some activities, such as to match between the words and synonyms, or to put the new words in the new sentences. After that, students will be able to read the story, understand it, and enhance their reading comprehension.

In order to improve students' writing skills, the teacher may ask students after they have read the story to write the theme of the story, summarize the story, or write about one of the characters in the story.

In addition, Hanadayani (2013) added that short stories are authentic materials for learning the English language. Besides that, it gives the students more examples of vocabulary items and grammatical structures.

Introducing literary elements

Teachers of English should mention the elements of short stories to all levels (low level, intermediate level, and advanced level). The elements of the story are: character, setting,

style, point of view, theme and plot, while the elements of plot are conflict, climax, and resolution.

Teaching culture

Short stories are considered as the most effective way to teach about cultures. By short stories we can transfer the culture about the people were the story was written. With knowing about other cultures, we know about peoples' traditions, know about past and present. So, when we know about other cultures, the teacher should be aware of the peoples' culture (students with different culture). The students will know about their culture, and they will compare their cultures with other cultures to know how they differ or how they are similar.

Teaching higher order thinking

When advanced students read the story, they can analyze what they can read and start to think critically, this will develop their higher order thinking skills. Another point is stated by Erkaya (2003) who mentioned is using short stories having two benefits which are: first, short stories are more entertaining for students, and make the students more familiar with critical thinking. Second, the story with order thinking can be easily remembered.

In fact, the teacher's responsibility is to help students to improve their higher order thinking by asking them to make a judgment, apply knowledge, evaluate, organize information and create new ideas.

In order to improve student's higher order thinking skills, Bloom created three domains of learning in 1956, which are cognitive domain, affective domain and psychomotor domain. Cognitive domain which contained, lower-order thinking, and higher-order thinking (Bloom, 1956).

The teacher should choose the thinking skill which is suitable to his/her students' level. If the students are beginners, teachers ask them to recall the information, such as to say the names of the characters of the story; we called this level "knowledge". After that, when they practice this level, they will move to the second level, which is comprehension, at this level, teachers ask students to compare characters in the story. The third level which is application, at this level, students become more proficient, and they can solve problems in the story.

After that, the fourth level, which is analysis, at this level, students are expected to reach a high intermediate level of proficiency, and they start to analyze the events of the story.

Then the students will reach the advanced level of proficiency, and they can synthesize what they read, we called this level "synthesis".

The last level is evaluation, at this level; the students can evaluate what they read. And the teacher may ask them some questions, such as: Do you agree with the actions?

Additionally, Pourkalhor and Kohan (2013) added advantages for pedagogical advantages for using short stories over other literary texts, which are:

- Make the students feel more relax, and reduce students' anxiety.
- Increase students' cultural awareness.
- Short stories give the learners a better view of other culture and people.

On the other hand, Pardede (2011) stated that short stories are the most suitable literary genre which can be used in the EFL classes because it is very short, and short stories is more interesting 44% than the novel 43% and less trouble when it compared to the novel and easy to understand .

 Likewise, short stories are very simple and can be used with all levels (upper stage, intermediate, and advanced).

In fact, with such benefits, short stories will help EFL learners in developing not only their language skills, but their cultures and their language.

2.2.2.4 Elements of Short Stories

Short stories have 5 elements, which are:
1. Setting

Setting refers to when and where the action takes place. For some stories setting is very important, but for others it is not important. There are many ways to examine the setting of the story, which are:

Time: When the story takes place (time of the day and year).

Weather conditions: Is it sunny, rainy, or hot?

Social conditions: What is the daily life of the character's like?

The writing of the story concentrates on speech or mannerisms, etc.

Mood or atmosphere: It is the overall atmosphere the story creates. It can be that of joy or panic. It's the feeling the story creates within the reader.

2. Character

The people in the work of fiction. The character maybe protagonist, antagonist, or foil

3. Plot

It is a sequence of events in the story. The plot has a beginning, middle, and an end.

4. Conflict

By conflict, the plot contains conflict which makes the story move faster and grabs the readers' attention.

5. Theme

It is the central idea in the story or the overall meaning of the story.

(http://www.msnenglish.net/uploads/2/1/3/8/21386850/elements-of-a-short-story-package.pdf).

Furthermore, all of the literary elements are necessary in order to make a narrative interesting to the reader.

2.2.3 Reading Comprehension Skills

 Reading comprehensions skills are very essentials for students in order to become effective readers. Professional teachers of English need to guide their students to become more independent in their society, and they need to use an effective method to improve their students' reading comprehension skills.

Reading comprehension is a basic skill that any students need to develop. Being a good reader begins by mastering first the names of the sounds, then the sounds of the letters and knowing the relationships between the sounds, after that learning words in isolation, then the students by mastering all of previous steps, they would be able to read paragraphs and short stories. Many researchers complained that most learners don't understand what they

read. In addition, many of students usually read their traditional books in order to get full mark on exam. So, teachers of English should use an effective way in order to improve students' reading comprehension, so the students can understand what they read (Abu Nejmeh, 2011).

However, Robel and shiue (2011) added that reading comprehension reading comprehension is the ability to read the words and know the meaning of the text. so, reading comprehension makes students read proficiently and learn effectively. These skills are based on earlier stages of reading development. If teachers of English don't focus on the earlier stages for reading, the readers must focus on words and decoding letters.

Moreover, Keshta and El-Deen (2009) mentioned that reading comprehension includes two strategies, which were, the first one is bottom up process, in this stage, the readers read the letters in order to recognize the words, after that phrase, sentences to understand the whole text. The second one is top down process, this stage refers to students' ability to know which of the reading strategies are presented in the text, such as, skimming, skinning, scanning, prediction and monitoring.

Alshammari (2015: 3) defined reading comprehension "as the ability to extract the required information from a written from the text, and interpret this information properly"

In addition to that, Abu Nijmeh (2011) mentioned that reading comprehension does not mean just understanding words, sentences or even texts, but it also involves a complex integration of the reader prior knowledge, language proficiency and metcognitive strategies.

On the other hand, teachers of English should concentrate more on reading comprehension skills in order to make their students read alphabets, words, texts, and paragraphs.

Characteristics of a good reader

BÖLÜKBAŞ (2013) mentioned the characteristics of a good reader which are:

1. He/she can use their background knowledge in order to check their understanding.

2. Think about the events of the story and the characteristics while reading.

3. By looking to the text, the reader will be able to assume the structure of the passage and the meaning of the words.

4. Suppose that the reading comprehension is a productive process.

5. Look through to the reading passage, and after that he/she can know the following events or in the next session.

6. He/she is active while reading.

7. He/she can organize the text differently, question it and repeat it.

2.2.3.1 Aims of Teaching Reading

The main aim for teaching reading skills in a foreign language is to make the students identify the written words in the text. Moreover, the reader would be a more autonomous person and has self confidence in his/her reading (Alshammari, 2015).

Many researchers mentioned that the process of reading contains three elements, which are:

1. The reader himself/ herself and their ability in order to understand the written words.

2. The structure of the text to read.

3. The interaction between the reader, and the text itself.

So far, however as Pourklahor and Kohan (2013) mentioned that the reading comprehension is considered as a receptive skill, the readers receive the message from the teacher. So, by mastering reading skill, students will be able to increase their vocabulary, to improve their pronunciation. In addition to that, the last goal of reading comprehension should include factors to bring out problem solving to workable skills. Also, students should learn language in order to deal with linguistic material.

However, the main aim is to make students reach a confidence level to defeat partial of understanding and to continue reading until they understand the general reading.

2.2.3.2 Purposes for Reading Comprehension Skills

When one starts reading a book, he/she starts to read for many purposes; such as to get the main idea, to learn new something from the text; people read for general comprehension and to enjoy and learn from reading material (Khaki, 2014).

Grabe and Stoller (2002) mentioned that there are many purposes for reading comprehension, which are:

1. Reading for general information.

Reading for general information is the most elementary purpose for reading, and it is the most complex one. When the reading for general information is accomplished by fluent readers, this requires a quick and automatic processing of words, strong skills to form a general meaning of main ideas, and an efficient of many process under limited time constraints.

2. Reading to integrate information, write and critique texts.

Reading to integrate information to take more decisions about the relative importance complementary in order to conflict or support the idea, and restructure the rhetorical frame to take multiple information resources. These kinds of skills need critical evaluation of the information. Reading to critique and reading to write, both need different ways of reading in order to integrate information.

3. Reading to search for simple information.

Searching for simple information is a known reading ability; many researchers called it a relatively independent cognitive process. Reading to research, such as; we scan the text to discover for a piece of information or sometimes we skim the text, which means to read, and skim the text rapidly.

4. Reading to learn from texts.

This kind of purpose comes to mind in academic and professional fields when the person wanted to learn more information from the text. This kind of purpose needs some abilities, such as; remember the main idea in the text, connect the text to the readers' knowledge, and recognize and build rhetorical frames.

To summary, the main purpose of reading comprehension skills is to connect the ideas on the page to what you already know.

2.2.3.3 Reading Comprehension Skills Difficulties

Reading comprehension skills is a very complex one. Making students to read very well need many steps, such as; they must need to improve their comprehension, fluency, use a suitable teaching method, and need to increase students' motivation. So, reading ability is the most important skill that learners of English as a foreign language need to have.

Hartney (2014) stated that there are some difficulties that face the learners and make the reading skill more difficult, which are:

1. The students face difficulties in using the alphabetic principle, and understanding it. So, it is hard for students to understand the whole story.

2. Lack of motivation to read, or the lack of rewards that the teachers used to enhance their students to read.

3. Neglect to convey the comprehension skills of spoken language for reading.

4. In addition to that, sounds of the letters are different from their names. So, teachers of English should make sure that students understand the sounds of the letters which are not the same as their names. For example, the letter "g", the sound of the letter "g" in a word gorilla is different from the sound "g" of a word "garden".

5. Reading English is not simple, and learning what sounds that go with letters, and group of letters. But, there are some letters that have different sounds in the word, for example; the second letter in the word talk pronounced as "o", but the second letter in the word: take" pronounced as "a", this points to the morphological relations between the words.

However, Mule (2014) added that the cause of difficulties that faced the learners is that they start poor readers in the first grade, and they continue to be poor readers in the next stage.

In brief, teachers of English should find solutions and new methods to solve these problems that may face students in reading comprehension skills.

2.2.3.4 Methods of Teaching Reading Comprehension

 Walton (1998) mentioned that there are different methods of teaching reading comprehension skills, which were:

1. Shared Reading

In this method, when the teachers of English listen to students' reading, the teachers' role here is it to encourage students and support them. Another point is that when the teachers use the paired reading, which means that the teacher asks two students to read together, the teacher should slow down her/his speed in order to be suitable to the child.

2. Motivation

The teacher should enhance, and motivate students to read aloud. While the student is reading, the teacher should show how useful is being able to read to the other students.

3. Look and say method

For example, when the teacher uses flash cards of a word which is written on it.

 A teacher puts the cards on the table one at a time, on top of each other as fast

as he thinks reasonable for that particular learner to read them.

4. The real books

This method requires children to have access to real books as opposed to books which have short sentences and vocabulary. In order to make the reading skill easier, the books should contain diagrams and pictures to convey the information to students.

Certainly, using different methods in teaching reading comprehension skills, many things that will be achieved by students, and they can master English well.

2.3.3.5 Types of Reading

Reading comprehension skill can be classified into two types: extensive and intensive reading.

1. Extensive Reading

Extensive reading is a type of reading which means that the readers choose to do this away from the teachers' order or classroom, for example; reading magazines, novels, articles, and magazines. So, in this type of reading, the readers read for joyful, and to enrich their vocabularies (Medjahdi, 2015).

In addition to that, Keshta and El-Deen (2009) defined extensive reading as that the learners read an amount number of materials, and books, which are within the learners; competence.

Advantages of Extensive Reading:

Kredátusová (2007) mentioned that there are many benefits for extensive reading, which are:

1. Students will enrich their vocabularies.

2. Develops students' attitudes toward FL.

3. When the student finds the material too difficult to read, he/she stops reading.

4. Increases students' motivation to study the language.

5. Students who read more, it not just they improve their reading, but also they improve their writing, listening, and speaking skills.

6. The students read what they want to read.

2. Intensive Reading

In this type of reading, the readers concentrates on the text of their books, and the teachers pay attention to the text's organizations, grammar, vocabulary, and the meaning of the text. Sometimes, the teachers ask students to translate the sentences in order to check students' comprehension (Miller, 2011).

However, Medjahdi (2015) mentioned that the intensive reading that refers to the reading texts which take place in the classroom, and in this type, the learners focus on using the dictionary in order to translate and compare the texts.

Advantages of intensive reading:

 Indrawati (2014) mentioned the advantages of intensive reading, which are:

1. This type of reading helps learners to improve their active vocabulary.

2. Develop linguistic items of students.

3. The students read the text in order to get general information from it .

4. The teacher plays the main role in intensive reading.

Differences between extensive Reading and Intensive Reading:

Kredátusová (2007) mentioned that extensive reading is considered as an approach of teaching reading comprehension. Extensive reading is based on material which the readers choose their own material. So, the learners study different materials, and they can stop reading if the material is not interesting. After extensive reading, there is no tests, the readers reading the materials for joyful and for enjoyment. In the extensive reading, the readers read for fluency.

In contrast, intensive reading, the teachers give students material in the classroom, and it is usually very difficult. After intensive reading, the teachers give their students exams in order to check their comprehension. In intensive reading, readers read for accuracy.

In addition to that, Keshta and El-Deen (2009) mentioned that the learners in intensive reading are exposed to texts in order to illustrate specific ideas from the text and to give students the basis for targeted reading strategy. In contrast, the main goal of extensive reading is to enrich students of an amount number of language.

2.2.3.6 The Role of the Teacher in Teaching Reading

The teacher should be active in the classroom. Not just read the texts and give meaning to the students, but the teacher should be ready to help students. For examples, if any learner finds something which he/she cannot understand, the teacher will help him/her and explain it to him/her, or if anyone asks him the meaning of unknown words, teachers will train their pupils to derive the meaning from the text.

Students are translating the text, recognizing the script of a language, reading silently to answer the question, and then they will answer questions with teachers (Abbot, et al, 1981: 101).

One of the most important roles of the teacher in the reading is to teach students how they can generalize skills which can be done through practicing the specific and the general. So, the teachers' role is to help their students to generalize their skills in order to make sure that the students read a lot (Nuttall, 1982).

However, the teacher's job is to offer help to students, and hold more activities that will concentrate on students' attention on the text. In addition to that, students should improve their own skills. But, we must make him aware of what he is doing, and encouraged in doing it better.

2.2.3.7 Stages for Teaching Reading Comprehension Skills

Nasr (1972) mentioned the stages for running a reading lesson which are:
First step: In the first step the teacher gives the pronunciation and meaning of new words in the passage. The teacher writes the new words on flash cards or writes them on posters; pronounces them with class, and gives the meaning.

Second step: In this step the teacher announces the questions, and pupils search for answers.

Third step: This is the most important step in the lesson. The teacher reads the text or plays the cassette twice. Students follow silently, with open books, then the teacher asks questions to make sure that the students understand the main points.

Fourth step: In this step the teacher says to the students. The books are turned over one by one. The teacher asks questions to know how many of the students have understood and what points they haven't understood, then the teacher answers questions, and asks students to write answers.

Fifth step: In this step the teacher asks extra questions to check on this and to make sure that he covers all points in the text.

Last step: Finally, students read a line or two lines, or the teachers choose the best students in the class; they will achieve an aim.

Furthermore, teachers of English should follow steps in applying the reading comprehension skills lesson to make sure that students read well.

2.2.3.8 Stages for Developing the Reading Skills

Mule (2014) stated four stages to develop the reading skill, which are:
Stage One: Learning to read

In this stage, the learners are between four to five years old. At this stage, they start to learn letters. The main focus is on the sounds of the letters and how to distinguish between letters that have similar sounds. In addition to that, many researchers added that students at the early stages read more easily, and after that they are exposed to different economic backgrounds, and they become poor readers.

Stage Two: Developing independent reading

In this stage, the learners are in the second grade, and they start to achieve their fluency in reading books. They concentrate on reading an amount of reading which is suitable to their level, and they practice reading in order to focus on fluency, and they start to decode words of there or more syllables.

Stage Three: Reading with absorption

This stage starts, when the learners begin to achieve fluency in reading novels, the learners in 3rd grade, and 4th grade. In this stage, the learners concentrate on reading development about reading of children's novels. This process allows students to improve their comprehension and fluency. So, after they gaining the students will be able to lay all of the basis for all subsequent reading development.

Stage Four: Critical Reading

In this stage, all of the students undergo to cognitive, emotional, and physical transformation. These changes lead students to new cognitive capability which appears in the middle of school, and it continues to post-secondary years.

Finally, after students have achieved the aims at stage 3, in this stage, they will be more effective in reading. So, students will be able to read with fluency and understanding while reading.

2.2.4 Motivation

For teaching and learning English as a foreign language, we need to motivate and encourage our students to work hard to use an attractive way in the classroom, give them rewards, and motivate them. So, motivation is considered as a driving force, which all humans can achieve their goals by motivation. Many studies realized that motivated

students are learning faster than unmotivated students. This motivation refers to the students' ability to learn the foreign language (Qashoa, 2006).

Many researchers defined motivation, such as Qashoa (2006:1) who mentioned that motivation as "a desire to achieve a goal combined with the energy to work toward that goal".

However, Ahmed et al. (2015: 231) stated that "motivation can be described in terms of external or internal factors that evoke desire and energy in people to be interested and committed to a job role or a subject or a situation". In addition to that Rehman and Haider (2013: 140) mentioned that motivation is "a need or desire that serves to energize behavior and to direct it towards a goal".

On the whole, motives may not tell exactly what will happen, but they give us an idea about the range of activities a person will do.

Importance of Motivation:

Motivation in learning is very important for students and for teachers. So, without motivation there is no learning and teaching. Using motivation in education is effective on students' learning. So, by motivation, students' performance will be better. Also, it gives the learners energy, and this will enable the learners to achieve their goals. However, the level of motivation for students affects their success. So, the highly motivated students are learning faster than lower motivated students. Motivation is considered as the helpful way to reach the objective for teachers. In addition to that, the teachers should keep their students' motivation to achieve their aims (Kailani & Muqattash, 2008).

Sources of Motivation:

There are three sources of motivation in learning, which are:

1. The learner's desire to learn

2. The teacher

3. Success in the duty, or work (Qashoa, 2006).

2.2.4.1 Types of Motivation

Motivation can be classified as intrinsic motivation and extrinsic motivation:

28

2.2.4.2 Intrinsic Motivation

The word intrinsic means internal or inside of yourself (Ahmed et al, 2015).

Rahmanian (2009) defined intrinsic motivation that the learners doing an activity for its inherent satisfaction rather than separable consequence. So, when the learner is intrinsically motivated, he/she may act a dialogue, or move, and he becomes interested in what he is doing. This type of motivation includes intrinsic in the material, or in the subject, enjoyment of school learning which is described by curiosity, intrinsic interest in the subject and a mastery orientation. Intrinsic motivation influences learners to choose the material or subject that he/she is interested in, get energized about it, and persist it until they accomplish it. In intrinsic motivation the learners learn without having to be rewarded.

2.2.4.3 Extrinsic Motivation

The word extrinsic means external or out of yourself (Ahmed et al, 2015).

As Rahmanian (2009) defined that extrinsic motivation happened after the early childhood stage, when the learners wanted to attain some outcomes. For example , when the student did his/her homework, he did it because of fear from his or her parents and extrinsically motivated, so he did homework to attain outcomes. Alderman (2004) mentioned that there are different types of extrinsic motivation, which are:

1. External regulation category: which means that the students' desire is controlled by giving them rewards or punishment. For example, when the student does his/her homework in order to avoid staying for more time at school.

2. Introjections regulation: in this type, the learners follow the rules because of pressure or to keep away from anxiousness. For example, when the learners did their homework because of what they are supposed to do.

3. Identification regulation: in this type, the learners accept the regulation, because it is necessary to achieve their aim. For example, when the students work hard to improve their skills.

4. Integration regulation: learners combine different values and roles and are self-determined and master the skills.

2.2.4.4 Ideas to increase students' motivation

Rehman and Haider (2013) mentioned many ideas in order to increase and improve students' motivation, which are:

1. Motivate students for success: when the students are low motivated or their academic performance is down, the teachers should motivate them to work hard and should give them equal performance in class.

2. Healthy environment: being in a healthy environment affects both students' motivation, and learning. So, the teacher should know the problems that face students in the classroom and try to understand them in order to motivate students.

3. Rewards: rewards from the teacher improve students' motivation and encourage them to learn. Rewards such as, sweet, pen, or stickers.

4. Responsibilities: giving different responsibilities to the students in the classroom improves their motivation. For example, the teachers chooses one of the students to play the role of the teacher; this will motivate students to work hard and create a sense of responsibilities.

5. Explain the objects: it is important for students to know the objective of the assignments which should be explained by the teacher.

6. Work in groups: working in groups gives the students an opportunity to learn more together, to solve problems, feel more excited in groups and to reach the goal.

7. Encourage self reflection: one way to motivate students is to let them look at themselves to know their weaknesses and strengths. Students will be more motivated if they know their critiques and create these kinds of critiques.

8. Offer varied experiences: to keep all students motivated in the classroom, the teacher should use different activities in order to motivate students. Such as, using authentic examples, or using new technology in teaching.

9. Developing competition among students: competition in the classroom among students improves their knowledge and makes them more hardworking.

10. Excited: Teachers should teach their students in an effective way. So, activity teaching improves students' motivation to learn.

11. Give praise when earned: Encouragement is the best way of motivation; teachers should motivate students, reward them, and praise them for a well-done work.

12. Arrange field trips: sometimes students feel bored, because they stay for a long time in the classroom, the school's role is to arrange for a trip according to the students' interest and their curriculum.

13. Give students' feedback: Many students in the class feel that are behind. The teachers' role here is to help them to learn so as to develop their skills.

14. Knowledge about students: Teachers should know the names of students, when the students raise their hands, this knowledge of their names will motivate them in leaning.

15. Balance the challenge: When the teacher gives the students an assignment that is above their level, they will make students worried, but if the assignment is too easy, this will enhance students, and the teachers may think that their students are not capable of better work.

16. Students interest in the class: The teacher makes interest in the classroom by saying the names of students, or giving them interesting activities.

17. Give feedback and offer chances to improve: Giving feedback to the students, will make them avoid making mistakes and know when they are wrong.

18. Make goals high, but attainable: The teachers should motivate their students, and push them to do more and more to achieve their aims.

19. Adopt a supportive style: Teachers' guidance is very necessary. The teachers allow students to choose their assignments, and after that, the teacher will guide them to do the assignments; this will motivate students.

However, there are different way to increase students' motivations, teachers of English should use the way which is suitable to their students' level and to the classroom environment.

2.3 Related Studies

2.3.1 Studies Related to Short Stories

Abu Zahra and Farrah (2016) carried out a study about using short stories in the EFL classroom which examined students' attitudes towards using short stories in the EFL classroom. In order to achieve this aim, the researchers used a questionnaire to examine students' attitudes towards using short stories. The questionnaire contained two parts which were demographic information (Gender, Seniority, Grade Point average (GPA), and major. And the second one was 18 statements used Likerts' 5 point scale (Strongly Disagree\ Disagree\Neutral\ Agree \ Strongly Agree). The sample of this study included 2nd to 4th year students majoring in English in the fall semester of the academic year 2014_2015 at Hebron University. The result of the study proved that the students held positive attitudes towards using short stories in the EFL learners due to the Grade Point Average (GPA).

Taghizadeh (2016) investigated the effect of motivating via simplified stories on Iranian intermediate EFL learners' reading comprehension achievement. The researcher applied this study on 36 students. The sample of the study was divided in two groups; the experimental group, and the control group. The experimental group consisted of 18 students, which they taught by short stories which was covered in the classroom during the course. In contrast the control group consisted of 18 students, which they taught by reading the based text book which called "A basic course in English for university students". Data sources were gathered by a questionnaire, pre test and post test. After statistical treatment, the researcher came up with results that the experimental group did much better in the reading test than the control group.

Ayyash (2015) aimed at investigating the effect of a program supported with stories on 10th grade students in studying the Genetics Unit in the schools of Salfit. In this research, the researcher made a program which advocated with short stories. The sample was chosen from 10th graders in the second semester of the academic year 2014-2015, which were

divided in two groups: the experimental group that used the short stories in teaching the Genetics Units. But, the control group was taught by a tradition way without using short stories. Besides that, the researcher made an achievement test which was given to the students after they had studied the Genetics Units by using short stories .Based on the data analysis, the results showed that the teachers should receive some training in order to use short stories in their classes.

Attili and Nusr (2015) carried out a study to examine the effect of oral education and electronic storytelling strategies in teaching Islamic education on improving imagination skills among basic stage female students in Jordan. To achieve this goal, the researcher did an oral storytelling and electronic storytelling for the experimental group. The study included 90 females from 5th graders at basic stages from three basic schools at Markah District in Amman, who were divided in two groups; which were the experimental group which was taught by oral storytelling, and electronic storytelling. But, the control group was taught by using the traditional way. The result of the study showed that teachers should use short stories in order to achieve their goals.

Tarakçıoğlu and Tunçarslan (2014) investigated the effect of short stories on teaching vocabulary to very young learners. This study was carried out in a preschool in Ankara. The sample of this study was chosen randomly and classified in two groups: the experimental group and the the control group. Also, it included 28 preschoolers aged between 3-4. The data sources were tests and an observation checklist which was prepared in 3 parts, which were, Language Skills (12 items), Language skills (10 items), and Attitudes and Values (5 items). The result of the study showed that children in the experimental group remembered vocabulary better than others.

Khorashadyzadeh (2014) investigated the effect of reading short stories on EFL learners' speaking and listening skills. In order to achieve this, the researcher chose 40 students from 172 from second year from the teacher training center in Birjand, Iran. They are divided in two groups; which were the experimental group that the students had to read the short stories and write a summary at home, and after coming to the classroom, they had to answer questions to the classmates. But, the control group followed their routine procedures. Data was gathered in order to gather the scores by using an interview, so the students in the two groups after reading the short stories, they answered the questions for the interviewer. Based on the data analysis, the results showed that using short stories

enhances students' listening skills. Besides that, using short stories is very cheap, and all teachers of English can use them easily without any difficulties.

Ebrahiminejad et al. (2014) examined the effect of using short story on speaking improvement of Iranian pre-intermediate EFL learners. The study aimed to using short stories in teaching English as a foreign language (EFL) learners' speaking. The sample of the study consisted of 30 students which were chosen randomly from 100 students pre-intermediate learners which were (chosen by taking part in a modified 1997 version of Michigan test) at Tarabiat language school in Sarableh, ilam, in Iran. The data was collected by an oral interview in order to gather the scores of pre-test. The sample was divided into two groups, which were the experimental group; the students used the short stories as an assignment, and they have to read or listen to short stories, and they have to retell them in front of their mirror at home, and then they will answer the classmates' questions in the classroom. In contrast, the control group was taught by the traditional way. After that, the two groups answered the questions as a post test. At the end, the result proved that using short stories was a useful way to improve students' speaking skills.

Mirkamali et al. (2013) did a study is to investigate the effectiveness of foreign language vocabulary acquisition through pictures and short stories. To achieve the objectives of the study, the researcher used two instruments which were a background questionnaire and a vocabulary test. The sample of this study was chosen randomly from elementary and high school from Arak. It consisted of 60 participants (30 males, and 30 females). The students were divided into four groups, 15 males between 8-10 years old, 15 females between 8-10 years old, 15 males between 20-30, and females between 20-30 years old. The result proved that using pictures made the classrooms more active and engaging.

Handayani (2013) carried out a study about using children's short stories to enhance students' comprehension in one of the junior high schools in Bandung, which focused on using short stories in order to increase students' motivation to read. Data used for analysis in this study was collected through various sources which were: observation sheet, reading test, questionnaire and interview. The results showed that using short stories enhanced students reading comprehension which in turn developed their stores of vocabulary.

Sari (2013) conducted a study that aimed at using short stories to develop student's reading comprehension skill. To measure this, the researcher used a test and a questionnaire. The sample of the study consisted of a group of 40 students, who were classified in two groups,

the control group which was taught by using instructional-based textbook, and the experimental group which was taught by using short stories as a reading comprehension test. The result was analyzed by using T-test, which found that the group which was taught by using short storied did better than the other.

Zeraatkar and Hadipanah (2013) studied the effects of short story on Junior High school EFL Learners' Reading Skills in Birjand. To achieve this objective, the researchers chose 40 students aged 40 randomly from Birjand's teacher training center, and they were divided in two groups, which were the control group that was taught by using the traditional way in, and the experimental group that was taught by using short stories s, and the data were collected by a pre test and a post test for the two groups. The multiple choice test divided into three sections; which were "New Shoes for Maddy, "Chocolate", and "Marco Polo", each category contained 10 multiple choice statements. The results showed that using short stories in teaching will produce positive outcomes on reading, motivates students, and making the teaching more interesting.

Kharaghani (2013) carried out a study in order to investigate the effect of short stories on reading comprehension ability of Iranian EFL learners. The data of the current study were gathered by using short stories, test, questionnaire, and text book. The sample of the study consisted of 100 pre university students at Azad University of Mashhad. The sample was classified into two groups: the experimental group, which was taught by using short stories in the classroom. But, the control group was taught by using the traditional way in teaching. After statistical treatment, the researcher came up with the result that using short stories will develop and increase students' reading comprehension.

Asalali (2012) examined the effect of teaching art education to Kuwaiti 8th grade students by using story telling method and its impact on developing their creative thinking and artistic imagination. The population of this study consisted of (650) students all of 8th graders in Abdullatif Saad Shamlan, Hala bint Khuwaylid, Harith al-Sa'di, and Um Hisham bin Hareth schools in the academic year 2010-2011. The sample of the study was chosen intentionally. The experimental group which consisted of two sections from the Abdullatif Saad Shamlan Schools for Boys, and from Hala bint Khuwaylid School for Girls. In contrast, the control group were chosen from the Harith al-Sa'di for boys , and Um Hisham bin Hareth school for girls. The result of the study proved that the students who were

taught by using short stories did much better in creative thinking (fluency, flexibility and originality) than the control group.

Rabba (2012) did a study about teaching short stories for 10th grade in classroom in Palestine. The researcher conducted this study on 48 tenth grade students at Al Thahrieh School for Boys. In order to achieve the study goal, the researcher collected data by a questionnaire, assessment sheet, and pre and post test. The sample of the study was divided into groups the experimental group and the controlled group. After statistical treatment, the researcher came up with a result that students became more active by using short stories.

Al-Mansour and Al-Shorman (2011) studied the effect of teachers' storytelling aloud on the reading comprehension of Saudi elementary stage students. The sample of the study consisted of 40 students which were chosen randomly from Al-Riyadh educational district. The sample of the study was divided in two groups; the experimental group and the control group. The experimental group consisted of 20 students who were exposed to storytelling aloud by one of the researcher. In contrast, the control group consisted of 20 students, who were not exposed to storytelling by the teacher. Data sources were a test which was designed by the researchers, and contained 25 items in multiple choice on for reading passages. The findings showed that the experimental group did better and outperformed than the control group.

Bouache(2010) investigated the impact of listening to short stories on comprehension. To achieve this aim, the researcher applied this study on 3rd year LMD students from the English Department at Mentouri University at Constantine. The students were between 21-25 years old and they were chosen from 420 from males and females. In addition, the researcher used a test, and classified the students into three groups, which were; the first group was given a chapter which was about the literature view, and given clarification about the context in which the story was written, the second one received more clarification in order to understand the meaning. And the last one, the students didn't receive any clarification, and they were asked to complete the passage. The study result showed that using short stories will make the comprehension more easier for students, elaborate critical thinking for them, and help students to relate stories to their experience and realities in the life .In addition to that, using short stories, have an advantage which help students to use the communicative competence in a meaning full sentence which is used by native speakers.

Abu Sabha (2010) talked about the effect of using short stories on developing some of the creative written composition skills for the 9th graders female students. In this research, the researcher designed a questionnaire in order to know which is the most   skill for the creative written compositions, and the pre -post test to find out the most important skills for 9th graders .The sample of the study consisted of 76 students chosen intently from female students, from Abu Tuema pre Co-education School in Khan Younis Area Year 2008-2009. The sample was divided in two groups; which were the experimental group (every student should read daily a story for two months). In contrast, the control group didn't have to do that. The researcher found that using short stories in developing some of the creative written compositions will provide them with a large number of vocabularies and will develop their linguistics abilities.

2.3.2 Studies Related to Reading Comprehension Skills

Alhabahba et al. (2016) did a study about the effect of integrated instructions on reading comprehension, motivation, cognitive variables. The study examined the contribution of concept-oriented reading instruction (CORI) on three variables: reading comprehension, motivation, and metacognition. The sample   of the study consisted of 66 from 5th graders female students from six classrooms in the southern district area in Jordan. The sample was distributed into two groups, the control group (33) students, and the experimental group (330) students. The CORI was used in teaching the experimental group, while traditional teaching was used with the control group. For answering the questions of the study, the researchers used the Reading Comprehension Test (RCT), Metacognition Awareness of Reading Strategies (MARS), and an intrinsic motivation questionnaire scale with three levels. The results indicated that female students replay to the reading test, metacognition test, and motivation questionnaire proved that the reading comprehension metacognition, and motivation became better only in the CORI group.

Mubaslat (2016) examined the effect of using I Know, what I want to learn strategy(KWL) in the achievement of fifth-grade students in reading and their attitudes towards its learning in public schools in Nablus. The sample of the study consisted of 61 students from the 5th grader in Nablus Governorate. The sample was divided into two groups, which were; the control group which was taught by using the traditional method, and the experimental group, which was taught by using the KWL strategy. Data sources were gathered by using an achievements test to measure students' reading skills and their attitudes toward learning

this skill. The result of the study proved that there were statistical differences in the mean of grades of the experimental group, and in the control group in the achievement of reading skill and their attitudes toward learning reading skill.

Abo el rous (2015) studied the effectiveness of blended learning in the development of creative reading skills for students of Arabic learners of other languages. In order to achieve this goal, the researcher used three instruments, which were; a list of creative reading skills, pre and post achievement test for the skill of creative reading skill, and a diagnostic test in order to know students' level in creative reading skills. The study was applied on 30 students of Arabic-speaking other languages in the advanced level in the Missions of the Islamic Al-Azhar Al-Sharif in the city of Cairo in the Arab Republic of Egypt. The findings showed that the results of the post test were in favor to the experimental group.

Al-Hawamdeh (2015) claimed a study about the effectiveness of a strategy based on teaching thinking in developing the critical reading skills of 5th grade students in the governorate in Irbid. In order to achieve this goal, the researcher did a pre and post test. The sample of the study consisted of 109 male and female students. The study was conducted on two different schools one for boys, and one for girls. The experimental group consisted of (28) males and (26) females, which were taught by using TIPS strategy. In contrast, the control group consisted of (28) males and (27) females, which were taught by using the traditional method. The results of the study showed that there was an improvement in favor of females on their performance of participating students in term of their critical thinking skills.

Khaki's (2014) study aimed at improving reading in a foreign language: strategic reader. In this study the researcher mentioned two strategies which were' summarizing, and students –generated questions. In order to achieve the purpose of the study, the researcher did a pre test and a post test. The sample of the study consisted of 54 females at intermediate-level EFL students who are studying in a language institute in Iran. The sample was divided into groups; two experimental groups, and a control group. The first experimental group consisted of 19 participants, and they were taught by using given them texts, and write a summary. The second experimental group consisted of 19 participants, and they had to generate and write question about the texts. The control group consisted of 15 participants, and they were taught by studying the tests, and the teacher asked them some questions, and

they had be prepare to answer the teachers' question about the texts. The findings showed that there were significant differences between the experimental group and the control group due to the method of teaching.

Ashour (2014) conducted a study about writing skills in the Arabic Reading Textbooks for the basic stage in Jordan. To achieve this aim, the researcher analyzed the content of a sample of the reading textbooks for grades 7th, 8th, and 9th. The result showed that there was a development in the skills, and in their distribution in the different classes. The result proved that 8th graders did much better than 7th graders, and 9th graders did much better than 8th graders.

Naser (2014) did a study about the effectiveness of using the differentiated teaching strategy on developing some of the reading and writing skills in Arabic for 2nd grade students. The population of the study consisted of all 2nd elementary grade students from the UNRWA school in Rafah. The sample of the study consisted of 70 students from elementary second grade in Rafah elementary school. Co-ed school D. The sample of the study was divided in two groups, the experimental group (35) students, and the control group (35) students. The researcher collected the data by a test in order to measure students' writing and reading skills. After statistical analysis, the researcher came up with the results that the experimental group which was taught by using the differentiated teaching strategy did better than the control group.

Alla et al. (2013) examined the impact of using reading strategies on developing (EFL) learners' reading comprehension skills. The researchers collected the data by using three instruments, which were; a questionnaire, test and an interview. The questionnaire was given to 47 teachers of English from Blue, Ni, Sinnar, Alimam almahdy and Gaziera universities. The test was given to 50 students from Nile University. An interview with experienced teachers of English language was done. It shows that different kinds of techniques and reading strategies are conducive to promote students' reading skills.

Bilal et al. (2013) conducted a study on developing second reading comprehension through short story. The study examined the effect of short story on the reading comprehension of second language learners. The sample of the study was chosen randomly which consisted of 20 students of 8th grade students at a school in Wah Cantt in Pakistan. Data sources were a reading comprehension pretest, post test and a questionnaire in order to extract students' attitudes toward the short story assisted reading comprehension. The sample of the study

was distributed into two groups, the treatment group, which were accessed to short story reading comprehension, and the control group who used the text book at school. After statistical treatment, the researcher came up with the result that short stories can width and show the students' ample lingual and promote their understanding.

BÖLÜKBAŞ (2013) examined the effect of reading strategies on reading comprehension in teaching Turkish as a foreign language. The subjects for the study were 36 students who were learning Turkish as a foreign language at Istanbul University Language Center. The sample of the study was divided into two groups which were; the control group (18) students, and the experimental group (18) students. The experimental group which was taught by using activities included the usage and instruction of the strategies. Data sources were collected through reading comprehension achievement test, and reading comprehension awareness scale. He found that the level of reading strategy that they used increased the students' reading comprehension skills.

Pourkalhor and Kohan (2013) carried out a study about teaching reading comprehension through short stories in advance classes. The study was applied on 40 advanced-level tenth grade students. The sample of the study was separated into two groups; the experimental group (20) students who were taught by using the book Modern Short Stories in English by Robert J. Dixon. The control group (20) students they taught by material from different reading books. Data was gathered using a reading comprehension test. However, the findings proved that the students who were taught by using short stores did much better than the students who were taught by using the traditional way.

Al-Obaidi (2013) investigated the effect of exchanging teaching strategy on developing some creative thinking skills of 6th primary pupils and their interest in Arabic reading in Mawsel. To achieve this goal, the researcher prepared two instruments, which were; an exam to measure creative thinking skills, and a questionnaire to measure students' interest in Arabic reading. The sample of the study consisted of 40 students. The sample of the study was divided into two groups, the experimental group (20) students which were taught by using the exchanging teaching strategy. In contrast, the control group (20) students were taught by the traditional method. The results of the study proved that there are differences at the level of (0.05) between the average of developing creative thinking skills and interest in Arabic reading and it was in favor for the experimental group.

Keshta and Udaini (2012) examined the effect of a computerized program on developing 9th graders' reading comprehension skills and their attitudes towards reading in Palestine. The researcher applied this study on 60 students from 9th grade from Dier Al Balah Preparatory "B" Boys' school. The sample of the study was distributed into two groups; the experimental group (30) students, and the control group (30) students. The experimental group was taught by reading comprehension texts via computer. In contrast, the control group was taught by the traditional way. The researcher gathered the data by using four instruments; a questionnaire for teachers in order to decide upon the most important reading skills for 9th grades included the second-term of *English for Palestine 9*, an achievement test (pre test, and post test), computerized program for the reading texts, and an attitude scale in order to know students' attitude toward reading. The results indicated that the computerized program was an efficient way to improve the reading comprehension of 9th grades.

Khatib and Nasrollahi (2012) studied the enhancing of reading comprehension through short stories on Iranian EFL learners. In order to achieve the aim of the study, the researchers conducted this study on 26 English major students at the Islamic University Babol Branch and Amol Branch. The sample of the study was distributed into two groups; the experimental group and the control group. The experimental group was taught by using short stories. In contrast, the control group was taught by using material from different books. The researchers collected the data by pretest and post test. The results of the study showed that the group which used short stories didn't do better over the group that used the different reading books material.

Al Ahmmady (2012) carried out a study about the effectiveness of using some of the metacognition strategies in developing some skills of creative reading and its impact on metcognitive thinking. In order to achieve this aim, the researcher prepared three instruments; a guidance book for the teachers to teach the reading lesson plan, a list of suitable skills of creative reading, and a test in order to measure the students' ability to use the skills of creative reading. The sample of the study consisted of 50 students from the 3rd grade in Tabuk. The sample was distributed into two groups, the experimental group (25) students, and the control group (25) students. After statistical treatment, the researcher came up with the results that the experimental group that was taught by using metacognition thinking did much better than the control group.

Al Shahre (2012) did a study about self-questioning strategy usage efficiency in developing the creative reading skills on the 2nd grade intermediate female students. In order to achieve this goal, the researcher applied this study on 46 female students from the 2nd grade level on Taif city. The researcher collected the data through a test of creative thinking skills, and a list of creative reading skill in Arabic language. The researcher concluded that there is a significant difference between the two groups in favor to the experimental group.

Ziadi (2012) carried out a study about the effectiveness of using brainstorming strategy in the development of some of creative reading skills of the 3rd graders at an intermediate school. The sample of the study consisted of 60 students from an intermediate school in Jeddah. The sample was divided into two groups, the control group (30) students, and the experimental group (30) students. Data sources used in the analysis of this study was collected through various sources which were, a list of creative thinking skills and behavioral signs which are suitable for third graders, teachers book to teach subjects for reading to the third graders by using brain storming strategy, a preparation guide for the learners in the implementation of learning activities which is related to the reading subjects by using the brainstorming strategy, and a pre and post test. After statistical treatment, the researcher came up with result that the experimental group in the post measurements did much better than the control group.

Abu Nejmeh (2011) conducted a study about integrating Higher Order Thinking Skills (HOTS) on the tenth graders to improve learners' achievement in reading comprehension in Jenin district. In order to achieve this aim, the researcher applied the study on all 10th grade students, and then the researcher chose the sample of the study according to the criteria. The sample of the study consisted of 294 tenth grade students from three secondary schools (1 male and 2 female) in Jenin district, and they were divided into 8 sections. Data sources were collected by a reading passage about Aral Sea, which was chosen from *English for Palestine* textbook. Three HOTS strategies for the experimental groups, and a reading comprehension achievement test consisted of 40 questions. The experimental groups were taught by using comprehension passage using the (HOTS) (inferring, questioning and summarizing) strategies. In contrast, the control groups were taught by using the traditional method. The researcher found that there is a significant difference in favor of the experimental group.

Roebl and Shiue (2011) did a study about developing the reading comprehension skills in EFL university level students. In order to achieve this aim, the researchers used two sets of tests, a pretest and a posttest. The sample of the study consisted of 61 students of two classes (Class A and Class B) of first year students at a general university in the northern part in Taiwan. Class A is the experimental group. In contrast, Class B is the control group. Data was analyzed by using standard deviation, and Z value. The results proved that the experimental group did better than the control group.

Eideh (2010) did a study about the effect of schema and cultural content on EFL reading comprehension among Hebron college students. The sample of the study consisted of 146 students. There were 43 males and 103 females. In addition to that, 89 students were from Hebron University, and 75 students were from Palestine Polytechnic University. The data were collected by a test and a questionnaire which contained 15 items. The results of the study showed that there is influence on the students' schema and text cultural on the students' reading comprehension.

Keshta and El-Deen (2009) carried out a study to investigate the effectiveness of assisted extensive reading comprehension strategies for 9th graders in Gaza Governorate. The sample of the study consisted of 111 students; they were aged between (14-15) years old. The sample of the study was chosen randomly, and was divided into three groups; which were; the experimental group, experimental group, and the control group. The two experimental groups consisted of 70 students who were chosen randomly from Roquia High Elementary female students. And the control group consisted of 41 students, and they chosen randomly from Mustafa Hafiz High Elementary Female School. The first experimental group received reading comprehension training only. The second experimental group received reading comprehension strategy training for two weeks and extensive reading activities for nine weeks, while the control group was taught by the traditional way. Data sources were collected by a pre test and a post test for the three groups. The findings showed that assisted extensive reading program improved the reading comprehension strategies.

Ahmed and Yassin (2005) conducted a study about investigating the effect of using L1 in teaching English reading comprehension to EFL students. The sample of the study consisted of 60 students at al Shaheed Mahieldien Secondary School in Khartoum. The sample of the study was divided into two groups which were; the experimental group (30)

students, and the control group (30) students, The researchers used Arabic language to clarify the unclear vocabulary or phrases. In contrast, the control group wasn't taught via using the Arabic language. The data sources were a pre-test and a post-test. They found a progress in the students' reading comprehension performance of students who were taught by using their first language.

Baier (2005) claimed a study about reading comprehension and reading strategies. The main object of this study is to decide the level of difference in reading comprehension scores which was measured by qualitative reading inventory. In order to achieve this goal, the researcher used the qualitative reading inventory in order to determine the different reading levels. The sample of the study consisted of 14 students from 6th grade from St-Mary's Tri-Parish Catholic School. The results showed that 14 students improved and did much better in the reading comprehension.

2.3.3 Studies Related to Motivation

Vibulphol (2016) examined students' motivation and learning and teachers' motivational strategies in the English classrooms in Thailand. The population of this study consisted of 329 students from 9th grade students, and 12 teachers in public school in Thailand. The data were collected from 12 schools in four main regions in Thailand. In addition to that, the data of the current study were triangulated which were based on four aspects, which were: levels of students' motivation, levels of students' learning, types of students' motivation and teacher's motivational strategies. The data were gathered by questionnaire, observation, and structured observation .After the observed lesson, the students and their teachers were asked to fill out the questionnaire. For the structured observation, after each lesson, the two researchers used a questionnaire based on an observation sheet in order to assess students' motivation and learning and the teacher's teaching motivating strategies. After statistical treatment, the researcher came up with the result that proposed that using strategies is not enough, but also the supple the students' internal motivation in order to reinforce sustainable learning of English language in and outside the classroom.

Bal'awi and Abu Selman (2015) carried out a study about the impact of using of a training program to develop the skills of reflective thinking in learning motivation among male students in the preparatory year at Qasim University. In order to achieve this aim, the researchers by survey that the students determine their level of learning motivation. The sample of the study consisted of 32 students, which were divided in two groups; the

experimental group (16) students, and the control group (16) students. The results indicated that there are significant differences between the control group and the experimental group for the post measuring; these measuring were in favor to the experimental group.

Tanous (2014) examined the impact of cognitive behavioral program in the development of emotional intelligence and learning motivation among a sample of students with disruptive behaviors in Amman. The sample of the study consisted of 44 female and male students which were chosen from those who have disruptive behaviors. The sample of the study was classified into two groups, the experimental group (22) female and male students which they suggested to the training group. In contrast, the control group (22) female and male students were exposed to the program. The researcher collected the data by three instruments, which were; the disruptive behavioral rating scale, the Arabic version of learning emotional scale, and the Arabic version of emotional intelligence scale. After statistical treatment, the researcher came up with results that the effect of using training program of emotional development and learning motivation was in favor to the experimental group.

Al-Jarrah et al. (2014) investigated the effect of teaching by instructional software on improving Maths learning motivation among 2nd basic graders in Jordan. In order to achieve this aim, the researchers prepared a Maths learning motivation scale, and instructional software slides which consisted of 47 slides which contained activities and exercises about teaching multiplication unit in Maths, and Maths learning motivation scale. The sample of the study consisted of 43 students from the 2nd grade, which were 20 males and 23 females. The sample was distributed into two groups, the experimental group consisted of 22 students which were taught by instructional software. In contrast, the control group consisted of 21 students which were taught by conventional method. The result of the study proved that there were statistical differences in learning motivation due to teaching method in favor to the experimental group.

Omar (2014) examined the effect of using Cabri 3d program on the achievement of the eight grade students in the unit of geometry and their motivation toward it at the south of Nablus schools. The sample of the study consisted of 70 8th grade female students at Awrata Primary School for Girls. The sample of the study was classified into two groups; the experimental group and the control group. The control group consisted of 35 students, which was taught by the geometry unit in the mathematics book using the traditional

method of learning. The experimental group consisted of 35 students, which were taught by using Cabri 3D method. Besides that, the researcher conducted an interview, a posttest of achievement, and a motivation scale toward learning geometry. Based on the data analysis, the results showed that using Cabri 3D improve students' motivation toward leaning.

Dodden and Jarwan (2012) conducted a study about the effect of acceleration and enrichment programs on the learning motivation, achievement and self esteem of gifted students in the higher basic grades in Jordan. The sample of the study consisted of 180 male and female gifted students. The sample of the study 91 students who they skipped grades in the previous years, and 91 gifted and talented students who they enrolled in the King Abdullah School for Excellence. Data sources collected by an instrument for measuring learning motivation, and used a self esteem instrument .After statistical treatment, the researcher came up with the result that there were no statistical differences in learning motivation and self esteem related to the sex of students.

El Khory (2011) conducted a study about the effect of rich literacy environment on students' motivation. The study was applied on a public school on kindergarten II class in Beirut. The sample of the study consisted of 24 students and 4 teachers. The data sources were collected by three tools, which were: participative observation, observing the classroom directly, and self report from the teacher. The findings showed that rich literacy environment promotes students' motivation.

Yu (2010) did a study on English learning motivation of less successful students. This study was carried out on 207 unsuccessful students; sophomores in Band 2 English retake class in Jingsu University of Science and Technology in 2010. The data sources were a questionnaire and an achievement test. The questionnaire consisted of two parts. The first part was about personal details of the subjects; such as age, gender, specialty, etc.), and the first part consisted of 45 items about language learning motivation. The result if the study showed that effective teaching method that the teacher used will stimulate the students to improve their academic performance in English motivation and attain the best result.

Rahmanian (2009) investigated gifted students' intrinsic and extrinsic motivation in U.A.E government schools. The sample of the study consisted of four gifted students, and they were selected from three U.A.E government schools, aged between 14-15. To achieve this aim, the researcher collected the data by using three instruments, which were: IQ tests,

interviews, questionnaire and observations. The researcher found that gifted students are having a mixed behavior of intrinsic and extrinsic motivation.

Zeidan and Jaffal (2008) studied the effect of cooperative teaching in science on achievement, retention and motivation of the sixth grade students in Jerusalem. The population of the study consisted of 1144 students. The sample of the study consisted of 118 students which were chosen randomly from two schools (male and female). The study conducted on two sections in Jerusalem. The first section was the experimental group which was taught by using the cooperative teaching, and the second section was the control group which was taught by the traditional method. Data sources were gathered through an achievement exam in order to measure students' achievement and retention, and a motivation scale to measure students' motivation. After statistical analysis, the results of the study proved that there were statistical differences in the motivation scale due to the method of teaching.

Carreira (2006) investigated a study about motivation (intrinsic and extrinsic) for learning English as a foreign language in a Japanese elementary school. In order to achieve this aim, the researcher did a questionnaire for adults and adolescents. The questionnaire consisted of 19 items about motivation to learn English. The sample of the study consisted of 345 Japanese elementary students form 3rd grade (174) and sixth grade (171) from two public elementary schools. The researcher has found that 3rd graders mean scores were higher more that the 6th graders mean scores. In addition to that, the researcher proposes that motivation can shed lights on how the teaching method for the elementary school can be improved.

Qashoa (2006) did a study about motivation among learners of English in the secondary schools in the eastern coast of the UAE. To achieve the objectives of the study, the researcher used the quantitative and qualitative method. For the quantitative data, the researcher used a questionnaire which consisted of two parts. The first part contained 8 items which reflected the integrative motivation, while the second part designed by the researcher in order to explore the de-motivating factors facing the English language learners. For the qualitative data, the researcher used an interview with 10 teachers, and 3 supervisors. The sample of the this study consisted of 100 male students, aged between (16-18) years from four state secondary schools in the Eastern coast of the UAE. The results showed that the students are motivated and their integrity is high. Also, the students

feel de-motivated because they faced difficulties in understanding the listening texts and mastering English structures.

Bernaus (1995) talked about the role of motivation in the learning of English as a foreign language. In this study, the researcher performed the correlations between the students' English proficiency and motivation. In order to achieve these objectives, the researcher did an English proficiency tests, motivation test, and a questionnaire on the ideal English teacher and the students' actual teachers. The sample of the study consisted of 137 students from four secondary schools in Barcelona. One of these schools was attended by girls; in contrast the other three schools were 50% female, and 50% male. The result showed that teachers affect students' motivation, and that there exists a correlation between motivation and learning foreign language.

2.4 Summary

This chapter presented Eastern and Western studies which dealt with independent and dependent variables of the studies. During this chapter, the researcher finds that there is good number of studies which dealt with each variable alone, while what makes this study is special is the connection between these variables. From the previous review of the related literature, the researcher in surveying the related literature faced several problems; one of these problems is that there are limited studies which connect between the variables which the researcher deals with in this study. On the other hand, this is good to the researcher to do this study. By carrying out this study, the researcher hopes to enrich the empirical studies in this field of English teaching and evaluation. The technique of using short stories already exists in the teaching-learning process, but as the researcher noticed, there is a small number of studies which talk about it. Most of the studies dealt with literature in general. From these studies, the researcher concluded the following: Short stories in which the learners practice language appropriate to the situation they are placed in. In this way learners are not frightened of making mistakes. The available literature about short story is still in need to be enriched with empirical studies, specifically, Palestinian and Arab literature. Moreover, the reading skill is also a neglected one in the Palestinian classrooms, it is a difficult skill to apply, and students face many problems when they have to read. Moreover, motivation is a good factor that needs to be focused on since it is a good way to overcome some main problems that students face in classes. To sum up, students face many problems when they read in English and theses problems

negatively affect their motivation toward learning English. As a result, short stories is a good technique to solve these problems, so the researcher tried to make this connection between these variables to see the effect of using this technique on students' reading comprehension skills and their motivation to learn English as a foreign language.

Additionally, short stories are suitable to all of students' level, make the students' more active while they are listening and reading to the short stories. However, short stories do not only improve reading skills, but also improve all of English skills which are listening, speaking, reading, and writing.

Chapter Three:

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Methods and Procedures

3.1 Introduction

This chapter describes the procedures as well as the research instruments used to carry out this study. It also specifies the population, sample, the area where the study applied, and teaching material and implementation. Finally, data collection and statistical methods followed in analyzing the results of the study are presented.

3.2 Methods

This study followed the experimental approach quasi-experimental design applied on two groups. The groups were divided into experimental and control. The experimental group was taught by using short stories, while the control group was taught by the traditional method.

3.3 Population of the Study

The population of this study comprised of all fifth graders (males) in governmental schools in Hebron District in the second semester in the academic year 2016-2017. The whole population was (6738) students, documented according to the records of the Ministry of Education.

3.4 Sample of the Study

The subjects of the study were taken from one school for males, and were distributed between two sections. The sample of the study consisted of (87) fifth grade students. All participants were non-native speakers of English. They have been learning English for 5 years, and have the same socio-economic environment. Each group was assigned to one experimental and one control group by using simple random sampling
The following table shows the distribution of the sample of the study:

3.5 Instruments of the Study

This study uses the following tools:
1- Pre-Post tests which consist of short stories to measures the development of students' reading comprehension skills.
2- Questionnaire to measure students' motivation for learning English as a foreign language. (**Appendix 1**)

3.5.1 Reading Skills Test

The reading skills test was prepared by the researcher and the supervisor to measure the students' performance level in the reading comprehension skills **(Appendix 2).**

a. The Aim of the Reading Skills Test
 The test is one of the study instruments which aimed at measuring the effectiveness of using short stories on developing the reading skills of 5th graders and to help the researcher tests the first hypothesis.

b. Source of Designing the Reading Skills Test

The researcher referred to many resources while designing the test. The related literature is reviewed, checked the opinion of juries, supervisors and experienced teachers. The researcher designed the test which was based on reading short stories.

c- Instructions of the Test (for the applicant).

The teacher had to tell the students about the aim of the test that was designed for a scientific research purpose, and it has nothing to do with their school marks. The teacher had to read the question clearly for the students describing the debate situation intended. The test was introduced to the referee committee to have their remarks and suggestions for modification and improvement.

d- Time of the Test

Time was limited to the test-retest method, where a study was conducted on (42) students who had the same characteristics of the study sample. This step was important to check feasibility of the test and to estimate the time needed for each applicant.

The test was administered for approximately (15-20) minutes for each student to read short stories. After an interval of four weeks, the same test was reapplied on the same students.

e-The Reading Rubric

A reading rubric was designed to identify students' reading comprehension skills and to record the students' marks on the reading test (pre-post test). The reading rubric was prepared by the supervisor and by the researcher.

The reading rubric adopted in this study testing scale model with some modifications to rate students' reading comprehension skills. This study also assessed students' reading on three major criteria, which were: Fluency and accuracy, expression and intonation and volume.

Fluency and accuracy were classified into two questions, and volume was classified into one question, in contrast, expression and intonation were classified in two questions.

This helped to make the test reliable, since it avoids subjectivity because it provides clear, precise and mutually exclusive behavioral statement s for each point of the scale. The researcher and the 5th graders English teachers will objectively see the characteristics of each student's reading ability. Then, it can easily calculate the score.

f. The Implementation of the Lesson Plans. (Appendix 3)

The stories chosen for the experiment were taught by the researcher to the experimental group as follows:

1. The techniques of teaching the experimental group were based on reading short stories, which were hypothesized to develop students' reading skills while the control group was taught by the ordinary method.

2. Their teachers applied the experiment and the researcher has prepared all the needed aids and materials (lesson plans, word cards, flash cards, videos and others). The process was applied and evaluated by taking teachers' opinions after each session

3. The researcher listened to students` opinions and suggestions all around these sessions to evaluate the process of teaching by using short stories.

4. The pre-test of reading skills was prepared by the researcher with some key words, and students` marks were recorded by using a reading rubric. It was applied to the experimental and the control groups on 19/2/2017. The results were recorded and statistically analyzed.

5. The process of teaching the two groups followed the time planned of the experiment included school sessions, and two groups for evaluation and testing.

The post test for the reading skills was applied to the experimental and the control groups on 19/3/2017. The results were recorded and statistically analyzed.

3.6 Test

3.6.1 Validity of the Test

To ensure the validity of the test, it was displayed to several juries of supervisors and universities professors of English language and Education. To ensure the validity of the test's content, it was presented to a group of arbitrators with competence and experience who stated their opinions on the activities "instruments" in order to ensure their suitability.

3.6.2 Reliability of the Test

The test is reliable when it gives the same results if it is re-applied under the same conditions. The total mark of the reading comprehension test was 100.

To check the reliability of the test, Test re-test was also applied two times on the study sample to check reliability. After an interval of two weeks, the same test was reapplied on the same students. Pearson's correlation reached (0,8).

3.7 Questionnaire

3.7.1 Validity of the Questionnaire

To test the validity of the questionnaire, it was displayed to several juries of supervisors and university professors of English language and Education. To ensure the validity of the questionnaire's content, it was presented to a group of arbitrators with competence and experience who stated their opinions on the activities "tools" in order to ensure their suitability. The researcher took an exploratory sample of 14 students on whom the questionnaire was applied.

3.7.2 Reliability of the Questionnaire

Person correlation co-efficient was used. The questionnaire consisted of 25 items and five scales .The total mark of the questionnaire was 125.

Test re-test was applied on the pilot study to check the reliability of the questionnaire within two weeks. A pilot study of 5th grade learners from the population of the study was done, but out of the sample from "Pioneers of Knowledge for Creativity and Excellence School" was used to ensure the understanding of words, and time appropriates in order to check the reliability. After an interval of two weeks, the same questionnaire was reapplied on the same students, Cronbach alpha reached (0,76).

It has been verified the stability of the tool by calculating Cronbach's alpha as well as the correlation coefficient in the case of testing and re-testing, and the results **(Appendix 4).**

3.8 Teaching Materials

The teaching materials consisted of short stories, instructions for the teacher, posters, word cards, flash cards pictures, lesson plans.

Each story consisted of subject, aims, method, materials, aids, procedures. After reading the story, the teacher asked students to read and act the story in front of students. The stories used in the study are simple materials (which was suitable to the students' level and it was according to the purpose of the study) for teachers to apply and for students to read **(Appendix 5).**

3.9 Design of the Study

Subjects in this study were pre-tested using a reading rubric to determine their level of reading and to control the effect of their previous knowledge, and then they were post-tested using the same instrument, four weeks later. The sample received the same instructions before they sat for the post-test. In this design the independent variable is the method of instruction which had two levels:

1-Methods:

    a- Short stories technique.

    b- Traditional method.

On the other hand, the dependent variable was the reading comprehension skills, which was measured by the subjects' performance on the pre-post tests.

EG.   O1 O2   X   O1   O2

CG.   O1 O2   ---   O1   O2

EG: Experimental group   R: random treatment

CG. Control group   X: treatment

O1: pre-test   O2: post test

O2:pre-motivation   O1:post –motivation

3.10 Variables of the Study

3.10.1 Independent variables

a- Method of teaching (using short stories, ordinary method).

3.10.2 Dependent variables

    a- Reading comprehension skills

    b- Motivation for learning EFL.

3.11 Data Collection Procedures

This study was conducted in the second semester of the scholastic year 2016-2017, at The Korean Palestinian Basic School for Boys in Hebron District.

During the application of this study, the researcher carried out the following procedures:

1. The researcher got a permission letter from the Deanship of Graduate Studies at Al-Quds University to facilitate the work in school **(Appendix 7).**

2. A permission to facilitate the mission is given from the Hebron Directorate of Education\ to the school principles where the study will be applied **(Appendix 7).**

3. The researcher took down the names of the schools that have 5t^h grade male learners.

4. Population of the study consisted of fifth grade students in Hebron public schools. In the scholastic year 2016-2017. The number of students is 6738students

5. The number of the sample was (87) divided into 2 groups, experimental group and control group.

6. The researcher designed the instruments for the study (questionnaire & test).

7. The researcher ensured the validity and reliability of the instruments.

8. The application of the pre-test on groups. The pre-test of the reading comprehension was held on the 19/2/2017, while the pre-test of the questionnaire was held on 15/2/2017.

9. The researcher chose the two participant groups in one school and distributes them into experimental groups (males) and control group (males) randomly by tossing.

10. The researcher designed the material, presented it to a group of arbitrators with competence and experience who stated their opinions to ensure the suitability of the materials.

11. The researcher trained teachers (2 males) who will apply the experiment.

12. The application of the technique of five short stories on the experimental groups.

13. The application of the post test on groups. The post −test of the reading comprehension was held on 19/3/2017, while the post-test of the questionnaire was held on 16/3/2017.

14. The researcher collected data for statistical analysis and for identifying findings.

3.12 Data Analysis

In the process of analyzing data, the statistical software packages "SPSS" program means &standard deviations were used as well as Person Correlation Coefficient and Cronbach Alpha, Analysis of Co-variance "ANCOVA".

Chapter Four:

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Results of the Study:

4.1 Introduction

This study aims to investigate the effect of using short stories on the development of 5th graders' reading comprehension skills and their motivation for learning English as a foreign language in Hebron District. Therefore, it investigated the effect of the proposed way of teaching (short stories) and the ordinary way of teaching. The findings of the study are presented in this chapter according to the research questions.

4.2 Results Related to the First Question

Is there an effect of using short stories on the development of 5th graders' reading comprehension skills? And, does this effect change due to method of teaching?

We translate the question into the following hypothesis:

There are no statistically significant differences at the level ($\alpha = 0.05$) in using short stories on the development of 5th graders' reading comprehension skills due to method of teaching.

To answer the question, mean scores and standard deviations were calculated for the students' scores in the two groups (the control and the experimental ones) on the reading comprehension test according to the method of teaching. Table (4.1) shows the mean scores and standard deviations:

Table (4.1): Means and standard deviations for students' scores in the reading comprehension pre and post test due to method of teaching.

group	scale	Pre-test	Post-test
control group	N	45	45
	Mean	20.0	33.3
	Std. Deviation	0.40	0.48
experimental group	N	42	42
	Mean	4.8	59.5
	Std. Deviation	0.22	0.50
Total	N	87	87
	Mean	12.6	46.0
	Std. Deviation	0.33	0.50

Data shown in the table (4.1) reveal that the mean scores in the pre-test for the experimental group is (4.8), while the mean score in the pre-test for the control group is (20.0). However, the mean scores in the post test for the experimental group is (59.5), while the mean score in the post test for the control group is (33.3).

According to the previous result, there are apparent differences between the students' mean scores on the reading comprehension test between the two groups (Experimental and Control).

To identify if there are statically significantly differences at ($\alpha \leq 0.05$), (One way ANCOVA) was used as shown in the table (4.2).

Table (4.2): Show the Results of One way ANCOVA test due to the method of teaching on students reading comprehension skills.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Pre-test	1.594	1	1.594	7.228	0.009
group	2.183	1	2.183	9.899	0.002
Error	18.525	84	0.221		
Corrected Total	21.609	86			

Table (4.2) shows that F value was (9.899) for the differences between the mean scores of learners' level in the two groups in the reading comprehension skills test (experimental and control), and the significant level was (0.002), so there are significant differences between learners in the two groups (experimental and control). To identify the source of these differences, table (4.3) shows the adjusted mean scores for the post-test according to group. To identify the source of these differences, table (4.3) shows the adjusted mean scores for the post-test according to group.

Table (4.3): Adjusted Means and Standard Errors of the post test scores by groups:

Group	Adjusted means	Std. Errors	95% Confidence Interval	
			Lower Bound	Upper Bound
control group	30.3	0.071	16.1%	44.4%
experimental group	62.8	0.073	48.2%	77.4%

Data shown in table (4.3) reveal that the adjusted means for the experimental group was (62.8) and that is more than the control group which was (30.3). Accordingly, the differences between the two groups are in favor of the experimental group**.**

2. Is there an effect of using short stories on the development of 5th graders' fluency and accuracy due to method of teaching?

We translate the question into the following hypothesis:

There are no statistically significant differences at the level ($\alpha = 0.05$) in using short stories on the development of 5th graders' fluency and accuracy due to method of teaching.

To answer the question, the mean scores and standard deviations were calculated for the students" fluency and accuracy scores in the two groups (the control and the experimental ones) according to method of teaching. Table (4.4) shows the mean scores and standard deviations:

Table (4.4): Means and standard deviations for the development of students' fluency and accuracy scores on the reading comprehension pre and post test due to method of teaching.

group	scale	Pre-test	Post-test
control group	N	45	45
	Mean	31.1	22.2
	Std. Deviation	0.47	0.42
experimental group	N	42	42
	Mean	11.9	57.1
	Std. Deviation	0.33	0.50
Total	N	87	87
	Mean	21.8	39.1
	Std. Deviation	0.42	0.49

Data shown from the table (4.4) reveal that the mean scores in the pre-test for the experimental group is (11.9), while the mean score in the pre-test for the control group is (31.1). However, the mean scores in the post test for the experimental group is (57.1), while the mean score on the post-test for the control group is (22.2). According to the previous result, there are apparent differences between the students' mean scores on fluency and accuracy between the two groups (experimental and control). To identify if there are statically significantly differences at ($\alpha \le 0.05$), (One way ANCOVA) was used as shown in the table (4.5).

Table (4.5): Show the Results of One way ANCOVA test due to the method of teaching on students fluency and accuracy.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.

Pre-test	1.802	1	1.802	9.309	0.003
group	3.591	1	3.591	18.549	0.000
Error	16.261	84	0.194		
Corrected Total	20.713	86			

Table (4.5) shows that F value was (18.549) for the differences between the mean scores of learners' level in the two groups in fluency and accuracy (experimental and control), and the significant level was (0.000), so there are significant differences between learners in the two groups (experimental and control). To identify the source of these differences, table (4.6) shows the adjusted mean scores for the post-test according to group. To identify the source of these differences, table (4.6) shows the adjusted mean scores for the post-test according to group.

Tab le (4.6): Adjusted means and standard errors of the post test scores by groups.

Group	Adjusted means	Std. Errors	95% Confidence Interval	
			Lower Bound	Upper Bound
control group	18.9	0.066	5.7%	32.1%
experimental group	60.7	0.069	47.0%	74.4%

Data shown in table (4.6) reveal that the adjusted means for the experimental group was (60.7), and that is more than the control group which was (18.9). Accordingly, the differences between the two groups are in favor of the experimental group**.**

3. Is there an effect of using short stories on the development of 5th graders' expression and intonation due to the method of teaching?

We translate the question into the following hypothesis:

There are no statistically significant differences at the level ($\alpha = 0.05$) in using short stories on the development of 5th graders' expression and intonation due to method of teaching.

To answer the question, mean scores and standard deviations were calculated for the students" expression and intonation scores in the two groups-the control and the experimental ones according to method of teaching. Tables (4.7) shows the mean scores and standard deviations:

**Table (4.7): Means and standard deviations for the development of students'
expression and intonation scores on the reading comprehension pre and post tests due
to method of teaching.**

group	scale	Pre-test	Post-test
control group	N	45	45
	Mean	11.1	48.9
	Std. Deviation	0.32	0.51
experimental group	N	42	42
	Mean	4.8	76.2
	Std. Deviation	0.22	0.43
Total	N	87	87
	Mean	8.0	62.1
	Std. Deviation	0.27	0.49

Data shown from the table (4.7) reveal that the mean scores on the pre-test for the
experimental group is (4.8), while the mean score on the pre-test for the control group is
(11.1). However, the mean scores on the post test for the experimental group is (76.2),
while the mean score on the post test for the control group is (48.9). According to the
previous result, there are apparent differences between the students' mean scores on
expression and intonation between the two groups (experimental and control).

To identify if there are statically significantly differences at ($\alpha \leq 0.05$), (One way
ANCOVA) was used as shown in the table (4.8).

**Table (4.8): Show the Results of One way ANCOVA test due to the method of
teaching on students in the development of expression and intonation.**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.

Pre-test	0.650	1	0.650	2.999	0.087
group	1.844	1	1.844	8.504	0.005
Error	18.213	84	0.217		
Corrected Total	20.483	86			

Table (4.8) shows that the F value was (8.504) for the differences between mean scores of learners' level in the two groups in the fluency and accuracy (experimental and control), and the significant level was (0.005), so there are significant differences between learners in the two groups (experimental and control). To identify the source of these differences, table (4.9) shows the adjusted mean scores for the post-test according to group. To identify the source of these differences, table (4.9) shows the adjusted mean scores for the post-test according to group.

Table (4.9): Adjusted means and standard errors of the post test scores by groups.

Group	Adjusted means	Std. Errors	95% Confidence Interval	
			Lower Bound	Upper Bound
control group	47.9	0.070	34.1%	61.8%
experimental group	77.2	0.072	62.9%	91.6%

Data shown in table (4.9) reveal that the adjusted means for the experimental group was (77.2), and that is more than the control group which was (47.9). Accordingly, the differences between the two groups are in favor of the experimental group**.**

4. Is there an effect of using short stories on the development of 5th graders' volume due to method of teaching?

We translate the question into the following hypothesis:

There are no statistically significant differences at the level ($\alpha = 0.05$) in using short stories on the development of 5th graders' volume due to method of teaching.

To answer the question, mean scores and standard deviations were calculated for the students' volume scores in the two groups (the control and the experimental ones) according to method of teaching. Table (4.10) shows the mean scores and standard deviations:

Table (4.10): Means and standard deviations for students' volume scores in the reading comprehension pre and post due to the method of teaching.

group	scale	Pre-test	Post-test
control group	N	45	45
	Mean	22.2	33.3
	Std. Deviation	0.42	0.48
experimental group	N	42	42
	Mean	4.8	57.1
	Std. Deviation	0.22	0.50
Total	N	87	87
	Mean	13.8	44.8
	Std. Deviation	0.35	0.50

Data shown from the table (4.10) reveal that the mean scores in the pre-test for the experimental group is (4.8), while the mean score on the pre-test for the control group is (22.2). However, the mean scores on the post test for the experimental group is (57.1), while the mean score on the post test for the control group is (33.3). According to the previous result, there are apparent differences between the students' mean scores on volume between the two groups (experimental and control).

To identify if there are statically significantly differences at ($\alpha \leq 0.05$), (One way ANCOVA) was used as shown in the table (4.11).

Table (4.11): Show the Results of One way ANCOVA test due to the method of teaching on students in the development of volume .

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Pre-test	1.282	1	1.282	5.669	0.020

group	1.850	1	1.850	8.178	0.005
Error	19.003	84	0.226		
Corrected Total	21.517	86			

Table (4.11) shows that F value was (8.178) for the differences between mean scores of learners' level in the two groups in the volume (experimental and control), and the significant level was (0.005), so there are significant differences between learners in the two groups (experimental and control). To identify the source of these differences, table (4.12) shows the adjusted mean scores for the post-test according to group. To identify the source of these differences, table (4.12) shows the adjusted mean scores for the post-test according to group.

Table (4.12): Adjusted means and standard errors of the post test scores by groups.

Group	Adjusted means	Std. Errors	95% Confidence Interval	
			Lower Bound	**Upper Bound**
control group	30.3	0.072	15.9%	44.6%
experimental group	60.4	0.075	45.6%	75.3%

Data shown in table (4.12) reveal that the adjusted means for the experimental group was (60.4) and that is more than the control group which was (30.0). Accordingly, the differences between the two groups are in favor of the experimental group**.**

4.3 Results Related to the Second Question

Is there an effect of using short stories on the development of 5th graders' motivation? And, does this effect change due to method of teaching?

We translate the question into the following hypothesis:

There are no statistically significant differences at the level ($\alpha = 0.05$) in using short stories on 5th graders' motivation for learning English as a foreign language due to method of teaching.

To answer the question, mean scores and standard deviations were calculated for the students' motivation in the two groups (the control and the experimental ones) according to method of teaching. Table (4.13) shows the mean scores and standard deviations:

Table (4.13): Means and standard deviations for students' motivation

Group	Scale	Pre_ Questionnaire	Post_ Questionnaire
control group	N	45	45
	Mean	84.02	83.27
	Std. Deviation	6.36	8.53
experimental group	N	42	42
	Mean	79.86	98.81
	Std. Deviation	8.82	5.83
Total	N	87	87
	Mean	82.01	90.77
	Std. Deviation	7.89	10.70

Data shown from table (4.13) reveal that the mean scores in the pre-questionnaire for the experimental group is (79.86), while the mean score on the pre-questionnaire for the control group is (84.02). However, the mean scores on the post questionnaire for the experimental group is (98.81), while the mean score on the post questionnaire for the control group is (83.27). According to the previous result, there are apparent differences between the students' mean scores on students' motivation due to method of teaching between the two groups (experimental and control).

To identify if there are statically significantly differences at ($\alpha \leq 0.05$), (One way ANCOVA) was used as shown in the table (4.14).

Table (4.14): Results for the learners' motivation for learning English as a foreign language due to method of teaching.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Pre-test	89.623	1	89.623	1.672	0.199
group	4533.460	1	4533.460	84.594	0.000
Error	4501.654	84	53.591		
Corrected Total	9839.402	86			

Table (4.14) shows that F value was (84.594) for the differences between mean scores of learners' level in the two groups with regard to motivation (experimental and control), and the significant level was (0.000), so there are significant differences between learners in the two groups (experimental and control). To identify the source of these differences, table (4.15) shows the adjusted mean scores for the post-test according to group. To identify the source of these differences, table (4.15) shows the adjusted mean scores for the post-test according to group.

Table (4.15): Adjusted means and standard errors of the post test scores by groups

Group	Adjust means	Std. Errors	95% Confidence Interval	
			Lower Bound	Upper Bound
control group	83.54	1.11	81.33	85.75
experimental group	98.52	1.15	96.23	100.81

Data shown in table (4.15) reveal that the adjusted means for the experimental group was (98.52) and that is more than the control group which was (83.54). Accordingly, the differences between the two groups are in favor of the experimental group**.**

4.4 Summary

In brief, this chapter is devoted to the presentation and analyses of the data collected through the tests. The results were clarified statistically by using different tables that indicated them.

The results can be summarized as follows:

 1. There are statistically significant differences at the level ($\alpha = 0.05$) in the mean scores of 5th graders' reading comprehension skills due to method of teaching.

2. There are statistically significant differences at the level ($\alpha = 0.05$) in the mean scores of 5th graders' fluency and accuracy due to method of teaching.

3. There are statistically significant differences at the level ($\alpha = 0.05$) in the mean scores of 5th graders' expression and intonation due to method of teaching.

4. There are statistically significant differences at the level ($\alpha = 0.05$) in the mean scores of 5th graders' volume due to method of teaching.

5. There are statistically significant differences at the level ($\alpha = 0.05$) in the mean scores of 5th graders' motivation for learning English as a foreign language due to method of teaching.

Chapter Five:

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Discussion, Conclusion and Recommendations

5.1 Introduction

This study aims to investigating the effect of using short stories on the development of 5th graders' reading comprehension skills and their motivation for learning English as a foreign language. In this chapter the researcher discusses the results of the study and came up with conclusions and offered some recommendations. This chapter deals with the results related to the two questions of the study.

5.2 Discussion of the Results Related to the First Question

Is there an effect of using short stories on the development of 5th graders' reading comprehension skills? And, does this effect change due to method of teaching?

The result support the null hypothesis, which indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' reading comprehension skills due to method of teaching between the two groups (experimental and control). The results of ANCOVA show that the F value for the two groups (experimental and control) in the reading test due to the method was (9.89) and the significant level was (0.002), which is less than ($\alpha \leq 0.05$). So, the null hypothesis is accepted.

According to the table (4.1), the previous results concluded that the experimental group mean scores has increased during the application of the study which means that there was

an effect of using short stories on the development of the 5th graders' reading comprehension skills which improved during the application of the study.

In light of the above, the researcher indicated that the new method "Short Stories" as a method of teaching supports the learning process, so the researcher thinks that teachers should adopt it with their students in their classes. Short stories have many positive effects on students; it helped them to:

1- Use a variety of experiences in the classroom.

2- Through short stories, teachers can train students on the reading skills in any situation.

3- Short stories help students to use and develop those forms of language which are so necessary in oiling the works of social relationships, but also are so often neglected by our language teaching syllabi.

4- The situation of short stories is enjoyable and a safe environment in the classroom.

5- Short stories are a very useful dress rehearsal for real life. They are more interesting than the ordinary book; they motivate students to read and to know what happens.

6- Short stories are authentic materials for learning the English language. Besides that, they give the students more examples of vocabulary items and grammatical structures.

7- Short stories are beneficial and teach the reader moral lessons.

8- They help shy students to interact with others.

9- Short stories bring some fun and joy to the class by changing the routine of the class.

This results of this study agreed with Al-Mansour's and Al-Shorman's (2011) study, in relation to the experimental group which was taught by using storytelling aloud, and they did much better in the reading comprehension skills, and outperformed the control group.

Also, it agreed with Handayani's (2013) study that using short stories enhanced students' reading comprehension skills.

The results also agreed and in consistence with Hadipanah and Zeraatkar (2013), Kharaghani (2013), Taghizadeh (2016), Pourkalhor and Kohan (2013) which all showed statistical differences in using short stories to develop the reading comprehension skills, and the result showed that using short stories in teaching woill produce positive outcomes on reading comprehension skills, motivate students and make the teaching process more interesting.

However, the results of this study did not agree with Rabba's (2012) study about teaching short stories for tenth grade in classroom in Palestine; the study did not improve students' English language. Also, they did not agree with Khatib and Nasrollahi (2012) in whose study there were no significant differences as far as statistics were concerned.

2- Is there an effect of using short stories on the development of 5th graders' fluency and accuracy due to method of teaching?

The result support the null hypothesis, which indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' fluency and accuracy due to the method of teaching between two groups (experimental and control). The results of ANCOVA show that the F value for the two groups (experimental and control) with regard to fluency and accuracy due to the method was (18.5) and the significant level was (0.000), which is less than ($\alpha \leq 0.05$).

According to the table (4.4), the previous results concluded that the experimental group mean scores have increased during the application of the study, which means that there was an effect of using short stories on the development of the 5th graders' fluency and accuracy which have improved during the application of the study.

3. Is there an effect of using short stories on the development of 5th graders' expression and intonation due to method of teaching?

The result support the null hypothesis ,which indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' expression and intonation due to the method of teaching between the two groups (experimental and control). The results of ANCOVA show that the F value for the two groups (experimental and control) with regard to expression and intonation due to the method was (8.50) and the significant level was (0.005), which is less than the significant value ($\alpha \leq 0.05$).

According to table (4.7), the previous results concluded that the experimental group mean scores have increased during the application of the study which means that there was an effect of using short stories on the development of the 5th graders' expression and intonation which have improved during the application of the study.

4. Is there an effect of using short stories on the development of 5th graders' volume due to method of teaching?

The result support the null hypothesis , which indicated , that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' reading volume due to the method of teaching between two groups (experimental and control). The results of ANCOVA show that the F value for the two groups (experimental and control) with regard to volume due to the method was (8.1) and the significant level was (0.005), which is less than ($\alpha \leq 0.05$).

According to the table (4.10), the previous results concluded that the experimental group mean scores have increased during the application of the study, which means that there was an effect of using short stories on the development of the 5th graders' volume which has improved during the application of the study.

5.3 Discussion of the Results Related to the Second Question

Is there an effect of using short stories on the development of 5th graders' motivation for learning English as a foreign language? And, does this effect change due to method of teaching?

The result support the null hypothesis, which indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores in the development of 5th graders' motivation due to method of teaching.

The results of ANCOVA in table (4.13) showed that the F value for the differences between learners' motivation mean scores for the experimental and control groups in the motivation questionnaire was (84.5) and the significant level was (0.000); this value is less than the significant value ($\alpha \leq 0.05$), so there are significant differences between learners' motivation in the experimental and control groups in favor for the experimental group.

According to these results, the researcher noticed that there were significant differences between learners' motivation in the two groups due to method of teaching. The researcher indicated that there were some significant differences in the mean scores of students' motivation for using short stories due to the method in favor of the experimental group.

The researcher indicated that the teachers' need to establish learning environment to compensate the authentic atmosphere in language learning using pair-group work which helps in carrying out the learning process to be a successful work on developing and adopting new techniques that will help to improve the reading skills of students.

Furthermore, motivation among the related theories in educational psychology, as an important element in the learning process, emphasizes "how" rather than" what" way of evaluation. So teachers need to emphasize using new methods like "Short Stories" and other new techniques to motivate students for learning English as a foreign language.

The result agreed with Yu (2010) who found that effective teaching method that the teacher used will stimulate the students to improve their academic performance in English motivation and attain the best result. And El Khory (2011) who found out that those short stories provided students with a rich literacy environment that promoted their motivation.

The result didn't agree with Bernaus (1995) about the role of motivation in the learning of English as a foreign language, and the result showed that teachers affect students' motivation. Also, it did not agree with Qashoa (2006) who concluded that the students feel de-motivated, and they faced problems in their understanding when short stories are employed.

5.4 Conclusion

The researcher concluded that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' reading comprehension skills due to method of teaching between the two groups (experimental and control), and they were in favor of the experimental group. Moreover, there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' fluency and accuracy due to the method of teaching between two groups (experimental and control), and they were in favor of the experimental group. In addition, that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' expression and intonation due to the method of teaching between the two groups (experimental and control), and they were in favor of the experimental group. Also, there were statistically significant differences at ($\alpha \leq 0.05$) in the

mean scores of 5th graders' reading volume due to the method of teaching between two groups (experimental and control), and they were in favor of the experimental group.

Finally, that there was statistically significant differences at ($\alpha \leq 0.05$) in the mean scores in the development of 5th graders' motivation due to method of teaching, and they were in favor of experimental group. It has been found out that short stories improved certain reading proficiency components, so, the researcher thinks that short stories are a good technique to be used in classes, and it may help to solve some problems that students face during the teaching-learning process, improve students' fluency, accuracy, volume, expression and intonation. In addition to that, using short stories increased students' motivation to learn English as a foreign language.

5.5 Recommendations

In the light of the results of this study, the researcher finds it important to give some recommendations to develop students' reading proficiency for the curriculum designers, decision makers, school administrations, supervisors, teachers, researchers, and students:

Recommendations to Curriculum Designers and Decision Makers

To increase reading proficiency, the syllabus of English curriculum should emphasize the skills of reading in dealing with a large number of students in the Palestinian classrooms. Short stories should be brought into the classroom in various forms of activities, tasks or projects. They can benefit language teaching such as debates-problem solving and others which are available in many EFL settings, along with newspapers and magazines. These affordable sources enable the EFL students to increase their opportunities in earning to speak proficiently, including the provision of the Internet interacting with native speakers on a variety of topics.

1. The curriculum designers may consider continuity, sequence, and integration in building learning materials using short stories.
2. Students need to be provided with models of good techniques and activities to participate in class.

3. The administrators of English programs and the teachers need to be very selective while choosing short stories.
4. Teachers need to be trained on how to develop and present stories for their students to create the suitable environment.

Recommendations to Teachers:

1. Teachers should establish a learning environment to compensate for the authentic atmosphere in language learning using pair work and group work which help in making the learning process successful.
2. The teacher should learn how to enhance their ability in teaching English and to be creative to apply various techniques in teaching reading so that the students are interested in learning reading.
3. Teachers need to encourage shy students to read and act dialogues and use different activities.
4. Teachers should provide motives for the students who keep speaking in class and for the students who present a summary of the English programs they watched at home such as the news related to weather.
5. Teachers should give every student an equal opportunity to express himself/herself, especially to pay attention to those introverted students.
6. Teachers need to use pictures, cards, and flash cards to stimulate learners to discuss topics, to use the language and to motivate them to learn.

Recommendations to Students:

To have a good result in reading, students need to extensively practice reading in their daily activities with each other. They need to prepare themselves especially before joining the class.

1. They need to pay attention to the lesson while teachers' explain the material.
2. They need to expand their ability by participate in different daily activities.
3. They need to practice the language in authentic situations.

Recommendations for Further Studies:

To other researchers who want to conduct research on the same subject, the researcher hopes that this study may be useful as a reference:

1. More researches could be done on the factors that may increase students' curiosity and eagerness to have good reading skills. Development of English reading teaching methods should be focused on to increase the motivation for reading skills in the English language.

2. Conduct other studies similar to the present study, but on other skills such as (listening, speaking and writing).

3. Conduct an analytical study to the Palestinian English curriculum to identify the main reading skills that should be focused on during the reading lessons.

4. Conduct a study entitled "A suggested program for training teachers on how to adapt short stories activities to develop language skills.

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Appendices

Appendix (1): Questionnaire
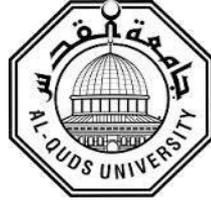
Dear student:

This questionnaire is part of a research paper as a partial fulfillment for the requirement of a master's degree in education at Al Quds University. The aim of this questionnaire is to test students' motivation for learning English as a foreign language. Your response and test scores will be confidentially treated and strictly used for the study purpose only. Your contribution and cooperation in filling in this questionnaire and taking the test are highly appreciated.

This questionnaire is divided in two parts as follows:

Part one: demographic information.

Part two: 5th graders motivation for learning English as a foreign language.

Part one:

1-School_____

2-section   A   B

Part two: Motivation for learning English as a foreign language.

Please put √ in the box that most reflects your opinion or feeling.

#	Item	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	I Enjoy English classes.					
2	Working in groups in class enhances my skills.					
3	I don't like the English.					
4	I feel well when I have an English class.					
5	My parents always encourage me to learn English.					
6	I don't understand anything in the English class.					
7	Using educational aids makes learning English easier.					
8	When I go to the bookstore, I prefer to buy stories written in English.					
9	Learning English is very difficult.					
10	Rewards from the teacher don't encourage me to learn English.					
11	When I see a native speaker, I wish I could speak like him.					
12	I learn English in order to get a good job in the future.					
13	Classroom environment should be teacher-centered.					
14	I'm not excited to learn English.					
15	I watch TV movies to develop my language skills, in my free time.					

16	Learning English enables me to know more about other cultures.	88				
17	English is an interesting language to learn.					
18	Failing English exams discourages me to continue learning English.					
19	I learn English in order to communicate with native speakers.					
20	My classmates are not competitive in the English class.	.				
21	I get excited when I have a presentation in English.					
22	I don't pay attention to the teacher of the English lesson.					
23	I try to use English as much as I can in class.					
24	I do not lack confidence to learn English.					
25	It's easy to learn English.					

Thank you for your cooperation

Appendix (2): Rubric for Evaluating Reading

Score	Excellent	Very good	Good	Moderate
1.Fluency and accuracy Does the student pronounce the words correctly? Does the student pay attention to punctuation marks?	**All words are pronounced correctly.** Pays attention to punctuation marks, rhythm, and rhyme.	**So many words pronounced correctly.** Pay some attention to punctuation marks, and rhythm, but doesn't pay attention to rhyme.	**Most words are pronounced correctly.** Doesn't little attention to punctuation marks, but the student doesn't pays attention to rhythm, and rhyme.	**None of the words are pronounced correctly.** Pays a little attention to punctuation marks, rhythm and rhyme.
2.Expression and Intonation Does the student change the level of sound (pitch)?	There is a change of the level of sound.	There are attempts to change the level of sound most of time.	There are some attempts to change the level of sound.	There is a little attempt to change the level of sound.
3.Voulme Does the student read clearly? Does the student read aloud?	Speaks clearly and distinctly (100-95%) , mispronounces no words. Volume is loud, and it is heard by all students.	Speaks clearly most of time , and distinctly (90-94%) Mispronounces (1-2) words. Volume is mostly loud enough to be heard by students.	Speaks clearly sometimes ,and distinctly (94_85%) , mispronounces few words. Volume is a little bit soft, but it isn't heard by all students.	Unable to read or pronounce many words. Volume is too soft, and it isn't heard.

Appendix (3):   **Lesson Plans**

<table>
<tr><td colspan="2" align="center">Lesson Plan
Story (1) A father learns a lesson from his son
Reading Lesson</td></tr>
<tr><td>Class: 5th Grade</td><td>Date: 22/2/2015
Section: B
Period: Two classes/meetings</td></tr>
</table>

Introduction: Warming up students by asking them some questions; such as: Hello? How are you today? How is the weather like today?

After that, the teacher will play a game with students "Catch the Ball Game". The teacher asks students about what do they do at the weekend. Then, the teacher asks students to look at the posters and ask them questions, Such as: What can you see in the poster?

- Materials: Video, flashcards, word cards, Material, blackboard and posters (10-15 minutes).

- Main Objectives: 1. Students will be able to read the story correctly.

2. They will recognize the events of the story.

3. Students will recognize the intonation of words.

Behavioral Objectives	Procedures	Assessment	Time	Note
By the end of this lesson students will be able to:	Activities, Technique	It will be done through:		
1- Recognize the events of the story. **(Knowledge)**	-Activity1: Students will be able to look at the posters and say what they can see in the poster? -Activity2: Students repeat the new words which are written on cards and the teacher showing the flashcards to the students. Activity 3: Students discuss with the teacher what intonation is. Activity 4: Students practice the placement of intonation in the story, then divide the words into syllables and write them on the blackboard using colored chalks. -Activity5: The teacher discusses the poster with students about the story. After that, the students watch a video of the story. **Technique:** Class Work, Game. **Tool of Evaluation:** questions	_Word cards. _Flash cards. _Video. _Poster. _Blackboard. _Colored chalks. _The skill of questions and answers.	20 Mints	

	and answer.			
2-Answer comprehension questions about the story. **(Understanding)**	**Activity:** The teacher asks students to look at the poster in order to work in groups to answer the questions which were given from the teacher to the students about the story. -**Technique**: Group work. -**Tool of Evaluation**: Presentation of the group.	_Poster _Group work _The skill of questions and answers	10 Mints	
3. Read the story **(Application)**	-**Activity:** Students practice reading the story; individually, in groups and the whole class. -**Technique:** Individual, group and class work. -**Tools of Evaluation:** questions and answers.	_Students' Material _Pair, Individual, _Class work _The skill of questions and answers	20 Mints	
4- Analyze the elements of the story. **(Analysis)**	**Activity:** Students work in pairs to analyze the elements of the story, such as: setting and characters. -**Technique:** Pair work. -**Tools of Evaluation:** Presentation of pair work	Group work	10 Mints	
5- Contrast between the father and the son in the story. **(Synthesis)**	**Activity:** In groups, students contrast between the two characters in the story, the father (Velan) and his son (Muthu) in a meaningful sentence. -**Technique**: Group work. -**Tool of Evaluation:** Presentation of the group.	_Group work	10 Mints	
6-Summary the moral of the story. **(Evaluation)**	**Activity:** Students discuss with the teacher the moral that they have learned from the story. -**Technique**: Class work. -**Tools of Evaluation:** questions and answers.	_Class Work _Questions and answers	10 Mints	

Conclusion: Students summarize the story in their own words.

Homework: 1-Point out the past simple verbs from the story.
2-Practice reading the story to pronounce the words correctly.

 Note: Students were interested in practicing word intonation of the words.

<table>
<tr><td colspan="6">Lesson Plan
Story (2) (The Two Goats)
Reading Lesson</td></tr>
<tr><td colspan="6">Date:26 /2/2015
Class:5th Grade   Section: B
Period: One class/meeting</td></tr>
</table>

Introduction: Warming up students by asking them some questions; such as: Hello? How are you today? How is the weather like today?

After that, the teacher plays a game with students "Catch the Ball Game". The teacher asks students about their names? Where do you come from? How many sisters and brothers do you have? Then, the teacher asks students to look at the posters and ask them questions, such as: What can you see in the poster?

Materials: Video, flashcards, word cards, Material, blackboard ,and posters.(10-15 minutes)

- Main Objectives: 1.Students will be able to read the story correctly.

2. They will recognize the events of the story.

3. Students will recognize the intonation of the words.

Behavioral Objectives	Procedures	Assessment	Time	Note
By the end of this lesson, students will be able to	Activities, Technique	It will be done through:		
1- Recognize the events of the story. **(Knowledge)**	**-Activity1:** Students will be able to look at the poster and say what they can see in the poster. **-Activity2:** Students repeat the new words written on cards showing the flashcards to the students. -**Activity3:** The teacher discusses a poster with students about the story. After that, the students watch a video of the story. **-Activity 4:** Students practice reading the lesson individually, in groups and the whole class. **Technique:** Class Work. **Tool of Evaluation:** questions and answers.	_Word Cards _Flashcard -Class Work -Video -Poster -Pair, Individual, class work. The skill of questions and answers _Students' Material	15 Mints	

2-Diffrentiate between the two goats. **(Understanding)**	**Activity:** The teacher asks students to look at the posters on the board in order to work in groups to differentiate between the two goats. -**Technique**: Group work. -**Tool of Evaluation**: Presentation of the group.	_Posters _Group work _The skill of questions and answers	10 Mints	
3. Dramatize the story. **(Application)**	**Activity:** Teacher asks two students to come in front of the class to act a dialogue in front of the class. -**Technique:** Class work. -**Tools of Evaluation:** questions and answers.	_Class work _Oral work _The skill of questions and answers	10 Mints	
4- Explain the main events of the story. **(Analysis)**	**Activity:** Students work in pairs to explain the main events of the story of the story. -**Technique:** Pair work. -**Tools of Evaluation:** Presentation of pair work.	-Pair work	5 Mints	
5-Reorder the events of the story. **(Synthesis)**	**Activity:** In groups, the teacher asks students to reorder the events of the story. -**Technique**: Group work. -**Tool of Evaluation:** Presentation of the group	-Group Work	5 Mints	
6-Predict the value of the story.	**Activity:** Students discuss with the teacher the value that they have learned from	_Class Work _Questions and answers	5 Mints	

(Evaluation)	the story. -**Technique**: Class work. -**Tools of Evaluation:** questions and answers.				

Conclusion: Students summarize the story in their own words.

Homework: 1. Students re-tell the story.
2-Practice reading the story to pronounce the words correctly.

  Note: They enjoyed this activity and found it very interesting.

Lesson Plan
Story(3)The Golden Egg
Reading Lesson

Date: 1/3/2015
Class:5th Grade   Section: B
                                                 Period: One class/meeting

Introduction: Warming up students by asking them some questions, such as: Hello, How are you today? How is the weather like today? After that, the teacher plays a game with students "Catch the Ball Game". The teacher asks students about what they do on the weekend. Then, the teacher asks students to look at the posters and ask them questions, such as what can you see in the poster?
- Materials: Video, flashcards, word cards, Material, blackboard and posters (10-15 minutes).
- Main Objectives: 1.Students will be able to read the story correctly.
2. They will recognize the events of the story.
3. Students will recognize intonation and stress words.

Behavioral Objectives	Procedures	Assessment	Time	Note
By the end of this lesson, students will be able to:	**Activities, Technique**	**It will be done through:**		
1- Recognize the events of the story. **(Knowledge)**	Activity1: Students will be able to look at the poster and say what they can see on it. -Activity2: Students repeat the new words written on the cards showing the flashcards to the students. Activity 3: Students discuss with the teacher what intonation is. Activity 4: Students practice the placement of intonation in the story, then divide the words into syllables and write them on the blackboard using colored chalks. -Activity5: The teacher discusses a poster with students about the story. After that, the students watch a video of the story. **Technique:** Class Work. **Tool of Evaluation:** questions and answers.	_Word cards _Flash cards _Class work Video_ _Poster _Black board _Colored chalkboard _The skill of questions and answers.	20 Mints	

96

2-Answer comprehension questions about the story. (**Understanding**)	**Activity:** The teacher asks students to look at the poster in order to work in groups to answer the questions which were given to them by the teacher. -**Technique**: Group work. -**Tool of Evaluation**: Presentation of the group.	_Poster _Group work _The skill of questions and answers.	10 Mints	
3. Read the story. (**Application**)	**Activity:** Students practice reading the story individually, in groups and the whole class. -**Technique:** Individual, group and class work. -**Tools of Evaluation:** questions and answers.	_Students' Material _Pair, individual, class work _The skill of questions and answers.	20 Mints	
4-Analyze the element of the story. (**Analysis**)	**Activity:** Students work in pairs to analyze the elements of the story, such as setting and characters. -**Technique:** Pair work. -**Tools of Evaluation:** Presentation of pair work.	_Group work	10 Mints	
5-Re-arrange the events of the story. (**Synthesis**)	**Activity:** In groups. -**Technique**: group work. -**Tool of Evaluation:** Presentation of the group.	-Group work	5 Mints	
6-Summarize the events of the story. (**Evaluation**)	**Activity:** Students summarize the events of the story in with the teacher. -**Technique**: Class work. -**Tools of Evaluation:** questions and answers.	_Class Work _Questions and answers.	5 Mints	

Conclusion: Students act a dialogue in front of the class.

Homework: 1-Copy the story in their note books.
2-Practice reading the story to pronounce the words correctly.

 Note: Students were interested in acting the dialogue.

Lesson Plan
Story (4) The sick Lion
Reading Lesson

Date: 5/3\2015
Class: 5th Grade   Section: B
                                                     Period: Two classes/meetings

Introduction: Warming up students by playing "Catch the Ball Game". The teacher asks students about what they do on the weekend. Then, the teacher asks them to look at the posters and ask them questions, such as: What can you see on the poster?
- Materials: Video, flashcards, word cards, Material, blackboard and posters (10-15 minutes).
- Main Objectives: 1. Students will be able to read the story correctly.
2. They will recognize the events of the story.
3. Students will recognize word stress and intonation

Behavioral Objectives	Procedures	Assessment	Time	Note
By the end of this lesson, students will be able to:	**Activities, Technique**	**It will be done through:**		
1- Recognize the event of the story. **(Knowledge)**	Activity1: Students will be able to look at the poster and say what they can see on the poster. -Activity2: Students repeat the new words while teacher showing the flashcards to the students. Activity 3: Students discuss with the teacher what intonation is and talk about the types of intonation. Activity 4: Students practice the placement of intonation in the story. -Activity5: The teacher discusses a poster with students about the story. After that, the students watch a film of the story. Then, Students practice reading the story individually, in groups and the whole class. **Technique:** Class Work **Tool of Evaluation:** questions and answers.	_Word Cards Flash cards- -Class Work -Poster -Black board Colored chalks Pair, Individual, The skill of questions and answers -Video	20 Mints	

99

2-Answer comprehension questions about the story. **(Understanding)**	**Activity:** The teacher asks students to look at the poster in order to work in groups to answer the questions which were given to them by the teacher. -**Technique**: Group work. -**Tool of Evaluation**: Presentation of the group.	_Poster -Group work -The skill of questions and answers	10 Mints	
3. Dramatize the story. **(Application)**	_**Activity:** Teacher asks two students to come in front of the class to act a dialogue in front of the class. -**Technique:** Class work. -**Tools of Evaluation:** questions and answers.	_Class work _Oral work -The skill of questions and answers.	20 Mints	
4- Analyze the elements of the story. **(Analysis)**	**Activity:** Students work in pairs to analyze the elements of the story, such as setting and characters. -**Technique:** Pair work. -**Tools of Evaluation:** Presentation of pair work.	-Group work	10 Mints	
5-Re-arrange the events of the story. **(Synthesis)**	**Activity:** In groups, students ask students to rearrange the events of the story in the correct order. -**Technique**: Group work. -**Tool of Evaluation:** Presentation of the group.	-Group work	5 Mints	
6-Summarize the value of the story. **(Evaluation)**	**Activity:** Students discuss with the teacher the moral they have learned from the story. -**Technique**: Class work. -**Tools of Evaluation:** questions and answers	-Class Work -Questions and answers	5 Mints	

Conclusion: Students summarize the story in their own words.

Homework: 1-Point out the past simple verbs from the story.
2-Practice reading the story to pronounce the words correctly.

  Note: Students were interested in practicing word intonation.

<table>
<tr><td colspan="5" align="center">Lesson Plan
Story (5) Cinderella
Reading Lesson</td></tr>
<tr><td colspan="5">Class: 5th Grade   Date: 12/3/2017,15\3
Section: B
Period: Two classes/meetings</td></tr>
</table>

Introduction: Warming up students by playing "Catch the Ball Game". The teacher asks students about what do they do on the weekend. Then, the teacher asks students to look at the posters and ask them questions, such as: What can you see in the poster?
- Materials: Video, flashcards, word cards, Material, blackboard and posters (10-15 minutes).
- Main Objectives: 1. Students will be able to read the story correctly.
2. They will recognize the events of the story.
3. Students will recognize word stress and intonation.

Behavioral Objectives	Procedures	Assessment	Time	Note
By the end of this lesson, students will be able to:	**Activities, Technique**	**It will be done through:**		
1- Recognize the events of the story. **(Knowledge)**	-Activity1: Students will be able to look at the poster and say what they can see in the poster. -Activity2: Students repeat the new words while teacher showing them the flashcards. Activity 3: Students discuss with the teacher what intonation is and practice the placement of intonation in the story. Activity 4: The teacher discusses a poster with students about the story. After that, the students will watch a film of the story. -Activity5: Students practice reading the story individually, in groups and the whole class. **Technique:** Class Work. **Tool of Evaluation:** questions and answers.	_Flash cards. _Word cards. _Poster Class Work -The skill of questions and answers -Video -Poster -Black board Colored chalks _Pair, Individual, and Students Material	20 Mints	

2-Answer comprehension questions about the story. **(Understanding)**	**Activity:** The teacher will ask students to look at the poster in order to work in groups to answer the questions given to them by the teacher. -**Technique**: group work. -**Tool of Evaluation**: Presentation of the group.	Poster_ -Group work -The skill of questions and answers.	10 Mints	
3. Dramatize the story. **(Application)**	**-Activity:** The teacher asks students to come in front of the class to act out a dialogue. -**Technique:** Class work. -**Tools of Evaluation:** questions and answers.	_The skill of questions and answers. Class work_	20 Mints	
4- Analyze the elements of the story. **(Analysis)**	**Activity:** Students work in pairs to analyze the elements of the story, such as: setting and characters. -**Technique:** Pair work. -**Tools of Evaluation:** presentation of pair work	-Group work	10 Mints	
5-Re-arrange the events in the correct order. **(Synthesis)**	**Activity:** In groups, students re-arrange the events of the story in the correct order. -**Technique**: Group work. -**Tool of Evaluation:** Presentation of the group.	-Group work	10 Mints	
6-Summarize the value of the story. **(Evaluation)**	**Activity:** Students discus with the teacher the value that they have learned from the story. -**Technique**: Class work. -**Tools of Evaluation:** questions and answers	-Class work -Questions and answers	10 Mints	

Conclusion: Students summarize the story in their own words.

Homework: 1-Copy the new words in their notebook.
2-Practice reading the story to pronounce the words correctly.

 Note: Students were interested in practicing word intonation of the words.

Appendix (4): Pearson Correlations and Significant Level for the questionnaire

#	Items	Pearson Correlations	Significant Level
1	I Enjoy English classes.	0.57	0.00
2	Working in groups in class enhances my skills.	0.33	0.00
3	I don't like the English.	0.40	0.00
4	I feel well when I have an English class.	0.59	0.00
5	My parents always encourage me to learn English.	0.25	0.02
6	I don't understand anything in the English class.	0.50	0.00
7	Using educational aids makes learning English easier.	0.24	0.02
8	When I go to the bookstore, I prefer to buy stories written in English.	0.47	0.00
9	Learning English is very difficult.	0.51	0.00
10	Rewards from the teacher don't encourage me to learn English.	0.15	0.17
11	When I see a native speaker, I wish I could speak like him.	0.30	0.00
12	I learn English in order to get a good job in the future.	0.47	0.00
13	Classroom environment should be teacher-centered.	0.31	0.00
14	I'm not excited to learn English.	0.48	0.00
15	I watch TV movies to develop my language skills, in my free time	0.35	0.00
16	Learning English enables me to know more about other cultures.	0.26	0.01
17	English is an interesting language to learn.	0.57	0.00
18	Failing English exams discourages me to continue learning English.	0.20	0.06
19	I learn English in order to communicate with native speakers.	0.18	0.09
20	My classmates are not competitive in the English class.	0.02	0.84
21	I get excited when I have a presentation in English.	0.01	0.96
22	I don't pay attention to the teacher of the English lesson.	0.11	0.29
23	I try to use English as much as I can in class.	0.15	0.17
24	I do not lack confidence to learn English.	0.08	0.48
25	It's easy to learn English.	0.46	0.00

Appendix (5): Teaching Materials

A Father Learns a Lesson from His Son

Once upon a time, there was a carpenter was called Velan who lived in a village. His mother was dead, and his father lived with him, his father was called Kuppan.

Velans' father was very weak, and he treated his father cruelly. He didn't give him enough food. He always gives his father food in a small earthen plate. Also, Velan drinks a lot of Alcohol every day

Velan had a son who was called Muthu. He treated his father Velan kindly. He was a good boy. In addition, he loves his grandfather and respects him, unlike his father.

One day, Kuppan was eating his food from his earthen plate; the plate fell down, and broke into pieces. Velan got very angry and said some harsh words to his father. The father said sorry for his mistake. Muthu saw what happened, but he didn't say anything, he was afraid of his father.

The next day Muthu took his fathers' tool in order to make a wooden plate, while he is working, his father saw him and asked him "What are you making? " The Muthu replied: "I'm making a wooden plate". The father asked: "For whom?". The Muthu replayed: "For you when you grow old".

The father was shocked, and he realized his mistake. After that, he became a different person and treated his father kindly. He stopped drinking alcohol, and he learnt a lesson from his son.

The Two Goats

Once upon a time, there was a narrow bridge over a river. One day, the two goats wanted to cross the bridge, and they reached the middle of the bridge at the same time.

One goat said to the other one: "Go back."

The second goat said: "Why should I go back,Why should not you go back?".

The first goat said: "You must go back because I'm stronger than you"

The second goat said: "You are not stronger than me". After that, the two goats started to fight by their horns.

The second goat said: If we fight, we will fall down in the river. I have a plan. I will lie down, and you will walk over me.

Then, the wise goat lied down on the bridge, and the other goat walked over it.

The Golden Egg

Once upon a time, there was a poor barber, he was called Haria. He was a hardworking barber. He thanks God for what he earns.

One evening, after he returned home, he was very hungry, and he wanted something to eat. He heard a hen clucking outside. He said that this hen will feast me, and he started to catch the hen.

When he caught the hen. The hen said "Please don't' kill me, kind man. I will help you" The barber was shocked, and said "How can you help me?"

The hen said: If you spare my life, I will lay a golden egg for you.

The barber said: How I can believe you?

If I do not lay a golden egg for you tomorrow, you can kill me.

On the next morning, the hen laid a golden egg for the barber, and he didn't tell anyone. The hen laid a golden egg every day, and he took care of it, and soon he will become rich.

But, unfortunately, he got greedy, and he thought of killing the hen in order to get all of the golden eggs in the hens' stomach.

At the end, he killed the hen , but he didn't find anything.

The sick Lion

Once upon a time, there was a lion called Nala living in a forest. He was unable to hunt his food in the forest because he became older, and he can't' run quickly.

The lion said in his mind, what I will do without food. .

So the lion thought of a plan, the lion decided to stay in the cave, and pretended that he is very sick. And any animal will come to visit him, he will be his prey.

On the next day, the king of the jungle announced that the lion Nala is very sick, and summoned the animals to see him.

On the next morning, the lion plan started working, the animals came to see him, but no one knew what he planned to. When the animal entered the crave, the lion killed   it quickly and ate it.

On day a fox came to visit the lion, but the fox didn't enter the cave, because he was clever and discovered the trick.

The lion said: why don't you come inside to see me?

The clever fox said: I know from the many printed of feet entering your cave, but no trace of any returning.

If I will come inside, I would be a fool.

The fox saved his life, also, told the animals about what happened.

Cinderella

Once upon a time, there was a beautiful lady called Cinderella. One day, her mother passed away, and her father remarried from another women. She had two daughters.

Her stepmother and stepsister treated her badly as a servant, she spent all the day cleaning the home, and they prevented her to sit with them at the same table.

When she got sad, she always sets in front of the, and try to worm up.

One morning, they received an invitation from the royal ball, that the prince was looking for a bride, and all the ladies in the village was invited .

While the stepmother was preparing her daughters for the ball, the stepmother said to her daughters: "You have to be the most beautiful ladies in the party, and the prince must like you."

When the stepmother, and her daughters went to the party. Cinderella stayed alone at home in front of the fire, and she started to cry .At that moment a bright light appeared ,through a bright light there was a god mother .The god mother said:"Don't cry , and you should go to the ball."

Cinderella said: How?

The God mother said: "You should bring the biggest pumpkin from the garden, and 7 mice."

By one touch, the god mother transformed the pumpkin into a beautiful horse courage, and one of the mice became a driver , the other six turned to be the white horses.

In addition to that, the God mother transformed Cinderella to a beautiful princess.

The God mother said: "The magic will last at midnight, and you must return home by then."

When Cinderella entered the ballroom, all the guests was shocked of her beauty.

And her stepmother, and stepsisters doesn't know who is she.

After that , the prince asked Cinderella to dance with him .

The prince and Cinderella danced all the night, and she remembered what the God mother said to her.

Suddenly, the clock it was almost midnight .Cinderella run down, and her magic slipper fell off, but she didn't stop to pick it up.

The prince found her shoe on the stairs, and he said to the bodyguards you must find the owner of this shoe as soon as possible.

The bodyguards traveled around the country, but the shoe didn't fit anyone.

Finally , they arrived Cinderella's house, and her stepsisters tried it, but it didn't fit them. At the end Cinderella tried the shoe, and fit her foot perfectly.

The body guards said: "You have to come with us to the palace, a prince is waiting for you."

The prince married Cinderella, and they lived happily.

Appendix (6): List of Arbitrators

Dr. Ziad Qabaja	Al-Quds University
Dr. Mohsen Addas	Al-Quds University
Dr. Afif Zeidan	Al-Quds University
Ms. Farah Jayousi	Al-Quds University
Dr. Nael Nofal	Al-Quds University
Dr. Hasan Hammad	Al-Quds University
Dr. Suad Al- Abed	AL-Quds Open University/Bethlehem Branch
Dr. Raghad Dweik	Hebron University
Dr. Salah Shrouf	Hebron University
Dr. Mohammad Shaheen	AL-Quds Open University/Hebron Branch
Dr. Nadia Qawasmi	AL-Quds Open University/Hebron Branch
Mr. Mousa Fasfous	AL-Quds Open University/Hebron Branch.
Dr. Nimer Abu Zahra	Hebron University

Appendix (7): Facilitating Letters

Al-Quds University

Faculty of Educational Science
Graduate Studies Programs

جامعة القدس

كلية العلوم التربوية

برامج الدراسات العليا

التاريخ : 2017/1/20

حضرة السادة / مديرية التربية والتعليم المحترمين

وسط الخليل

الموضوع : تسهيل مهمة

تحية طيبة وبعد ،،

تقوم الطالبة: أميرة أيمن ادريس سلطان ورقمها الجامعي   (21410940)، باجراء دراسة بعنوان:

"The Effect of Using Short Stories on the Development of the 5th Graders'
Reading Comprehension skills and Their Motivation for Learning English
as a Foreign Language "

لذا نرجو من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه وذلك لتطبيق الدراسة خلال الفصل الدراسي
الحالي .

شاكرين لكم حسن تعاونكم

د. ايناس ناصر

منسقة برنامج اساليب التدريس

كلية العلوم التربوية
Faculty of Educational Science

الرقم: ت.خ/ ٣٠/٦٠/٢٧٨٩

التاريخ: ٢٧ ربيع الثاني، ١٤٣٨

الموافق: الأربعاء، ٢٥ كانون الثاني، ٢٠١٧

حضرة مدير مدرسة الكورية الأساسية للبنين المحترم

الموضوع: تسهيل مهمة

نهديكم أطيب التحيات، ويرجى تسهيل مهمة الطالبة "أميرة أيمن ادريس سلطان" من جامعة القدس تخصص **أساليب تدريس اللغة الإنجليزية** بإجراء دراسة بعنوان " The Effect of Using Short Stories on the Development of 5th Graders Reading Comprehension Skills & Their Motivation for Learning English as a Foreign Language"، وذلك بما لا يؤثر على سير العملية التعليمية.

مع الاحترام

عاطف جبرين الجمل

مدير التربية والتعليم

م.ج/التعليم العام

Appendix (8): Pictures of students

أثر استخدام القصص القصيرة في تطوير مهارات القراءة لدى طلبة الصف الخامس الأساسي و دافعيتهم نحو تعلم اللغة الانجليزية كلغة أجنبية

إعداد : أميرة أيمن إدريس سلطان

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الملخص:

هدفت الدراسة إلى توضيح أثر إستخدام القصص القصيرة لدى طلبة الصف الخامس الأساسي و دافعيتهم نحو تعلم اللغة الانجليزية كلغة اجنبية في محافظة الخليل خلال العام الدراسي 2016_2017. تم اختيار العينة بشكل قصدي من طلبة الصف الخامس من المدرسة الكورية الفلسطينية الأساسية للبنين . تكونت العينة من(87) طالب من المدرسة. تم اختيار المجموعة الضابطة والمجموعة التجريبية حيث درست المجموعة التجريبية من خلال استخدام مجموعة من القصص القصيرة والمجموعة الضابطة بالطريقة العادية من كتاب اللغة الانجليزية *(English for Palestine)*. أعدت الباحثة اختبار لقياس مستوى الطلبة في القراءة وإستبانة لقياس مستوى الدافعية للطلبة. وتم التأكد من صدق وثبات الادوات. وقد بلغت نسبة الثبات 0.76 للاستبانة و 0.8 للاختبار. استمر تطبيق الاستراتيجية مدة شهرواحد. تم تطبيق اختبار تحصيلي لقياس مستوى القراءة للطلبة و استبانة لقياس الدافعية ومن ثم تم جمع البيانات ومعالجتها باستخدام المتوسطات الحسابية والانحرافات المعيارية ، والتكرار والنسب المئوية,تحليل التباين الأحادي ANCOVA.وجاءت النتائج على النحو الآتي توجد فروق ذات دلالة احصائية عند مستوى تحصيل طلبة الصف الخامس الاساسي في مهارة القراءة باللغة الانجليزية تعزى الى طريقة التدريس. كما و توجد فروق ذات دالة إحصائية في مدى دافعية طلبة الصف الخامس الأساسي نحو تعلم اللغة الانجليزية كلغة أجنبية تعزى الى الطريقة. توصي هذه الدراسة بضرورة توظيف برامج تدريبية لتدريب المعلمين على استخدام استراتيجية القصص القصيرة وضرورة توفير الفرصة للطلبة للتدرب على هذه المهارة.وبناء على هذه النتائج توصي الباحثة بضرورة تطبيق أسلوب القصص القصيرة أثناء تدريس اللغة الانجليزية وذلك للحصول على نتائج أفضل فيما يخص مهارات القراءة عند الطلبة، وكما وتوصي الباحثة بإجراء دراسات جديدة تقوم على استخدام القصص القصيرة على متغيرات اخرى.