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INCORPORATION OF SHORT STORIES INTO ELT IN THE EFL CLASSROOM: TEACHERS' PERCEPTIONS

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Çiğdem AKKUŞ
091113105

Supervisor
Assist. Prof. Dr. A. Nejat TÖNGÜR

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.....

Yrd. Doç. Dr. Hakan DİLMAN

(Başkan)

.....

Yrd. Doç. Dr. Nejat TÖNGÜR

(Üye)
(Danışman)

.....

Yrd. Doç. Dr. Selma KARABINAR

(Üye)

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ÖZET

Bu çalışma hazırlık sınıfı öğretmenlerinin İngilizce yabancı dil sınıflarında kısa hikaye okutma konusunu ve İngiliz dili eğitiminde kısa hikaye kullanımının faydalarını nasıl algıladıklarını araştırmak amacını gütmüştür. Veriler bu çalışma için özel olarak hazırlanan bir anket aracılığıyla toplanmıştır. Veriler, NCSS (Number Cruncher Statistical System) 2007 & PASS (Power Analysis and Sample Size) 2008 Statistical Software (Utah, USA) yardımıyla analiz edilmiştir. Elde edilen bulgulara göre okutmanların kısa hikayelerin genel dil yeterliğini ve kelime becerisi ile dört beceriyi geliştirme, kısıtlı müfredatı tamamlayan motive edici materyal olanağı sağlama ve bunun yanında kültürel farkındalığı arttırma gibi faydalarına inandıkları ortaya çıkmıştır. Okutmanlar, aynı zamanda, okuma becerisinin ölçülmesi gerekliliği ve kısa hikayelerin kapsamlı okuma programının parçası olarak faydalı olduğu hakkında da benzer inanışları paylaşmaktadır.

Anahtar kelimeler: kısa hikayeler, okuma, öğretmen algıları, kelime öğrenimi, motivasyon, dil becerileri.

ABSTRACT

This study was conducted to determine the preparatory class instructors' perceptions about including short stories in their EFL classroom and about the benefits of incorporating short stories into ELT. The data were collected through a questionnaire which was specifically constructed for the study. For this study, the data were coded and evaluated on NCSS (Number Cruncher Statistical System) 2007 & PASS (Power Analysis and Sample Size) 2008 Statistical Software (Utah, USA). The findings revealed that the instructors believed in the benefits of short stories on improving the overall language proficiency, improving the four skills, and the vocabulary skills, raising cultural awareness, besides being a motivating, complementary and engaging material to the limited curriculum. The instructors also shared similar beliefs on the necessity of testing the reading skills and on the efficacy of short stories as they provide a comprehensive reading program.

Key words: short stories, reading, teacher perceptions, vocabulary learning, motivation, language skills.

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ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

CEF: Common European Framework

L2: Second Language

NCSS: Number Cruncher Statistical System

Para: Paragraph

PASS: Power Analysis and Sample Size

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CHAPTER 1

INTRODUCTION

In this chapter, the background of the study, the significance of the study, why short stories are necessary for the university classes to complement language learning, selection of materials, some of the approaches to applying a literary means to foreign language teaching, and the role of testing in the English as a Foreign Language (EFL) class have been outlined.

1.1 Background of the Study

Learning a foreign language is a big issue nowadays. As far as Turkey is concerned, English, which is regarded as the 'lingua franca' of the time, has gained importance in the education field. Therefore, Turkish students are expected to acquire the right accuracy and fluency in reading, listening, speaking, and writing skills during their education. From primary school to university education, students try to learn English thoroughly to be able to communicate well in English. However, this is not always achieved completely due to the fact that there is limited curriculum in English as a Foreign Language (EFL) classes in Turkey, besides the other reasons such as insufficient number of teachers, inadequate material, unwilling students, inappropriate books, no opportunity to be exposed to English outside the classroom. Hence, the need to supplement the curriculum in order to reinforce the skills and complement language teaching comes into play. Presenting flash cards and authentic materials such as newspapers, bringing real life objects, or handing out worksheets as additional materials to the course books all seem to contribute to the teaching process. As an extension of the idea, applying literary means to English Language Teaching

(ELT) may be regarded as the one of the most helpful means of reinforcement for the students.

Literature can assist language teaching with its various forms such as poetry, novels, short stories, and plays. The short story seems more suitable than the other genres since it reinforces effective teaching as far as practicality, time saving, efficiency, readability, and exploitability in the classroom are concerned. This leads to consider the advantages of incorporating the short story into the EFL classroom at length.

1.2 Significance of the Study

Language Teaching and improving the language proficiency of the student are to be dealt with carefully since no single method is sufficient in itself. Teaching grammar, vocabulary, teaching the four skills one by one at a time is never enough and they do not make sense when they are not integrated or when they are not in harmony. Besides, they do not show any signs of a motivating input when they are independent from each other.

This study has tried to emphasise the need to enrich the EFL curriculum with materials that provide the meaningfulness, flow between the four skills, appropriate input, vocabulary expansion, motivation for learning the language, reinforcement of critical thinking and establishing cultural awareness related to the target language. Besides, these materials should be time saving and practical to make use of both for the teacher and the student considering the limited class hours.

In order for students to receive the right input they need to focus on the receptive skills to reach the language proficiency level they need for their future lives and reading gains importance. Short stories in ELT are easily accessible and convenient

when reading material is needed. Therefore, In this study, 'the short story' is chosen to be the most useful complementary reading material to ELT in the EFL as it is considered to make up for the inadequate or insufficient parts of the EFL curriculum and to boost students' overall success in language learning.

1.3 The Use of Short Stories in the EFL Class

Learning and teaching a foreign language is a long and complex undertaking. In the early 1970s, a new philosophy to language; that is, a new attempt to develop a language teaching proposal that incorporated the 'naturalistic' principles in studies of second language acquisition emerged. This was "The Natural Approach" supported by Terrell who followed Krashen's philosophy of comprehensible input. As Krashen & Terrell suggest, reading can serve as an important source of comprehensible input and may make a significant contribution to the development of overall proficiency on condition that "the story or main idea be comprehensible and the topic be something the student is genuinely interested in, that he would read in his first language" (Krashen, 1982, p. 164).

Krashen and Terrell mainly focus on the primacy of meaning within the framework of the approach. In the 'Natural Approach', an emphasis on comprehension and meaningfulness as well as the help of the appropriate comprehensible input provide the necessary and sufficient conditions for successful second and foreign language acquisition in classroom. In other words,

> The Natural Approach places an emphasis on exposure, or *input,* rather than practice; optimizing emotional preparedness for learning; a prolonged period of attention to what the language learners hear before they try to produce language; and a willingness to use written and other materials as a source of comprehensible input. (Richards & Rodgers, 1999, p. 129)

Furthermore, the 'input hypothesis' in the Natural Approach brings forward the idea that input is the data to trigger acquisition and that acquiring a language is through understanding input because "input provides the linguistic data that a developing linguistic system needs to actualize acquisition" (Xiaohui, 2010, p. 91).

Kıymazarslan mentions the necessity of reading within the frames of the Natural Approach's comprehensible input by saying:

> The teacher should always send meaningful messages and 'must' create opportunities for students to access i+1 structures to understand and express meaning. For instance, the teacher can lay more emphasis on listening and reading comprehension activities. Extensive reading is often preferred because of ample amount of input provided. Outside reading is also helpful (e.g., graded readers, magazines and the like). (1995, III. Application of the Five Hypotheses to Foreign / Second Language Classes section, para. 5)

In other words, in order to get 'input', students should improve their reading and listening skills as these receptive skills provide the needed input. Teachers can focus more on the receptive skills and the activities related to comprehension. The input becomes more and more comprehensible when the teacher uses paraphrase and repetition. Hence, the incorporation of the short story in the curriculum seems to reach this objective since it provides the necessary input and ensures the needed conciseness for repetition.

To make it parallel with the EFL students in Turkey, it is possible to say that they all need linguistic data in order to develop their language skills, and that can be achieved through incorporating some complementary literary material into the limited curriculum. Since reading is one of the most important skills to receive input, this literary material would be considered to be the 'short story' because of its being very advantageous over any other means of literature.

Anderson confirms that reading is the primary means for foreign language learning in order to perform better on academic tasks, learn more about subject matter, or improve language abilities by referring to the necessity of reading as he says **"**for most of learners it is the most important skill to master in order to ensure success in learning. With strengthened reading skills, learners of English tend to make greater progress in other areas of language learning" (2003, p. 2). That is why language teachers try to assist students in their reading tasks in order to get the main idea or for general comprehension. Grabe & Stoller have clearly demonstrated the goals of reading as they say:

> When we read, we read for a variety of purposes. We sometimes read to get the main idea but not much more (e.g., skimming a newspaper story), and sometimes we read to locate specific information (e.g., scanning for a name, date, or term). Commonly we read texts to learn information (i.e., reading to learn), and sometimes we are expected to synthesize information from multiple texts or from a longer chapter or a book … Perhaps most often we read for general comprehension (i.e., reading to understand main ideas and relevant supporting information). (2001, p. 187)

They also state that reading can easily be linked to the other skills to develop the proficiency of the student as they have the idea of 'integrated skills instruction' in which they think that it is possible to carry out other further language learning tasks in connection with writing activities, though listening and speaking activities may also be linked to reading. They give a number of writing activities which can be developed from the reading resources such as making students keep journals including either the reactions to readings or the summaries and additional comments (2001, p. 200).

Erkaya (2005) is for the idea that the inclusion of literary means is a way to reinforce the skills and complement language teaching. According to her, the incorporation of short stories into language teaching process is beneficial on learning the four skills; listening, speaking, reading and writing more effectively because of the motivational benefit embedded in them. She mentions the importance of short stories by saying "short stories allow instructors to teach the four skills to all levels of language proficiency" (2005, p. 3). Erkaya also underlines the benefits of short stories which she considers are "motivational, literary, cultural and higher-order thinking benefits" (2005, p. 2). Thus, the application of the short story in ELT may enable students to enhance four skills, to broaden their cultural horizons and to enrich their language abilities which entail real communication as a complement of the learning process. Following these ideas, it is possible to say that the short story is an important way of supplementing the restricted input of the classroom with the help of integration of skills.

In addition, Lazar also puts emphasis on developing speaking skills within the short story reading as she says "Promoting activities where students need to share their opinions in discussions or group work, the short story can serve to accelerate their acquisition of the language" (1993, p. 17). She also mentions that while reading an extract, if students find themselves unfamiliar with some of the vocabulary, they may guess the meaning depending on the intonation, the gestures or mimes by listening to the extract read aloud by the teacher or on the cassette. (1993, p. 18). In other words, if the short story is directly linked to 'reading', it is an effective literary genre to be included in the curriculum, as it plays a significant role in increasing the language proficiency by making integration of skills possible.

Fielding & Pearson state that "teachers can provide regular opportunities for students to discuss their reading with the teacher and with one another" (2002, p. 64). Since conversation is a social process as well as a cognitive one, it gives the students opportunity to practice. So, students move on to the production level which is very important in order to develop their language proficiency. By this way, they take a step in improving their speaking skills.

Short stories also provide meaningful contexts for processing and interpreting new language. They then clearly supplement the inevitably restricted syllabus of the EFL classroom. When the context is meaningful to the student, it is also interesting. Not only has "its evocation of a familiar and recognizable world, but in the way it interprets the world" makes it interesting (Jenkinson & Hawley, 1967, pp. 38-39). This is like a chain linked to one another; meaningful contexts help interpret the world, and when the student succeeds in interpreting the new language, a new horizon, this sense of achievement feeds the student's interest and accordingly his/her motivation as well.

Crookes & Schmidt define 'motivation' as "interest in and enthusiasm for the materials used in class; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and levels of concentration and enjoyment" (as cited in Peacock, 1997, p.145). Peacock totally agrees with this view and asserts that "no studies so far adopt learner enthusiasm, attention, action, and enjoyment as referents for and components of motivation, despite the fact that the long hours learners spend in classrooms perhaps make this motivation an important factor in language learning success" (1997, p.145). Thus, motivation keeps students engaged in learning and increases the attention for a long time. Short stories are then

a convenient supplementary material to make use of in the EFL classroom since they include meaningful contexts, and give students a chance to interpret new language within the sense of interest. As a matter of fact, short stories ensure the necessary interest and motivation to increase language proficiency.

In addition to being a motivating material, short stories offer the learners the authenticity in order to become familiar with the target culture. Authentic materials are not artificial but they include real instances from the real world. Gilmore supports the idea that there are potential advantages of the authentic materials over contrived ones by quoting Henry Sweet, a nineteenth century writer and one of the first linguists:

> The great advantage of natural, idiomatic texts over artificial 'methods' or 'series' is that they do justice to every feature of the language . . . The artificial systems, on the other hand, tend to cause incessant repetition of certain grammatical constructions, certain elements of the vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more, essential. (As cited in Gilmore, 2007, p. 97)

Berardo discusses the advantages of using authentic material and suggests that "they are highly motivating, giving a sense of achievement when understood and encourage further reading" (2006, p. 60). Once teachers manage to motivate students for further reading, it can be considered a good beginning for the process of building proficiency in EFL.

As mentioned previously, short stories enhance a student's understanding of a foreign culture and they are a good way to gain perceptions about different cultures. This aspect of short stories has a dimension of broadening the mind. Lazar agrees this point by saying that they "enable the students to gain useful and often surprising

perceptions about how the members of a society might describe or evaluate their experiences" (1993, p.17). That is to say, reading short stories is an opportunity for the students to become aware of the cultural instances in it and to get to know how the members of that society lead their lives. Moreover, the student finds the chance to compare his /her own culture with it, decide on the similarities or differences, and gradually becomes familiar with a different culture.

In addition to Lazar's views on the effect of short stories to increase the student's insight to the target foreign culture, Collie & Slater suggest that "the short story offers a full and vivid context in which characters from many social backgrounds can be depicted" (2008, p.4). It is clearly seen that the short story arouses students' interest and raises their awareness to the target culture. McKay states that "the reason for the use of cultural content in classroom is for the supposition that it will foster learner motivation" (as cited in Kılıçkaya, 2004, p. 3). In other words, not only does the short story have an impact on building up students' perception of a foreign culture, but it also plays an important role in getting them motivated.

Additionally, the short story is said to encourage critical thinking. Lazar is for the idea that "to evaluate different cultures by saying that her response to the cultural aspect of literature should always be 'a critical one', so that the underlying cultural and ideological assumptions in the texts are not merely accepted and reinforced, but are questioned, evaluated" (1993, p.17). Mellor, Patterson and O'Neill also support the idea that reading the short story facilitate critical thinking, as they assert, "stories might also try to support or promote ideas or ways of thinking that might be alternative or resistant to dominant ideas" (2000, p. 44). It is also possible to say that

thinking critically on different cultural aspects in the short story may, therefore, enhance both speaking and writing skills if guided well by the teacher.

In a similar manner, Burke & Brumfit mention the significance of the 'literature' in developing the ability to think critically as they agree that "literature promotes literacy and oracy, critical and analytical ability, social skills and the use of the imagination; encourages liberal, ethical and humanitarian attitudes, respect for the imagination, respect for literacy and cultural tradition" (as cited in Sell, 2005, pp. 87-8). By this statement, even though they generalize all the literary forms, it can be inferred that as a literary genre, the short story definitely improves thinking skills, social skills, and it enables better perception of the foreign culture. Yusoff makes a similar comment on the benefits of the literary genres by stating that "literature in the language classroom is useful in encouraging students to develop their critical thinking skills as well as personal response towards texts read in context of their life experiences" (2004, p. 2).

The short story is also a pathway for effective teaching in terms of practicality and time saving. The short story encourages effective teaching because it aims at capturing students' attention at the outset with a vivid event. It has a time limit set before students get bored. Moreover, "students get that feeling of achievement at having come to the end of a whole work, much sooner" (Collie & Slater, 2008, p. 196). So, within its practicality of length, the short story makes possible for the teacher to set homework tasks which lead the students to reread the story.

Collie & Slater also mention the importance of rereading and claim that "reading is a key element in the full appreciation of short stories; because of its concision, a short story's full richness is hardly ever revealed in a first reading" (2008, p. 197). Mainly,

the short story is for the sake of benefiting from the reading process at utmost levels. Being very concise and time saving both for the teacher and the student, the short story can easily enable students to focus on such rich information that it offers.

Khatib also considers the short story the most convenient among the other literary genres for language teaching. She conducted a research to introduce 'a Reader-Response Approach' to teaching English short stories to Iranian EFL learners and in this research she preferred to give the participants the short stories she selected and she explains why she chose the 'short story' among the other literary means:

> It is worth mentioning that the selection of short stories rather than plays, novel or poetry was first due to the fact that, regarding the consideration of time constraint, reading short stories seemed more practical and possible and second, the genre was generally considered to be easier for the students to go through in comparison with poetry, for example, as it has been the participants' first serious encounter with English literary works. (2011, p. 153)

Moreover, Bowler mentions the practicality of the graded readers in his article and notes that "simplified or graded texts are best, since they avoid problematic language and allow the learner to read smoothly and to enjoy the reading process" (2005, para. 3). He maintains the idea that when the language of a text is not problematic or complex, it not only saves time involving the reading process but also ensures the needed motivation.

Besides these advantages, the short story provides a rich source for teaching vocabulary. The importance of the vocabulary is stressed as the meaning is conveyed through the lexicon according to the Natural Approach. As Richards & Rodgers suggest "the lexicon for both perception and production is considered critical in the construction and interpretation of messages" (2001, p.180).

The role of the vocabulary should be underlined as far as the comprehensible input is concerned. Krashen states that, “more vocabulary should mean more comprehension of input and more acquisition of grammar” (2009, p. 80). He suggests a method with which more vocabulary can be acquired. This method basically relies on comprehensible input to supply new vocabulary in enough frequency, and to help the acquirer determine the meaning. The focus is mainly on the meaning. With this method, he hopes that necessary words will reoccur naturally and their meanings will be made increasingly obvious by the context (2009, p.81). In other words, more and more reading sessions can provide the students with the necessary input as much as possible. Hence, vocabulary enrichment is an inseparable part of the reading process influencing the language learning process in a positive way. No matter whether it is language learning or acquisition; the primacy of meaning, vocabulary enhancement, the natural way of processing a language, and ensuring motivation are important features in developing overall language proficiency. Therefore, the short story can serve as an important source of providing rich vocabulary for students.

Collie & Slater verify the importance of the vocabulary expansion through the short story by saying that “the literature provides a rich context in which individual lexical or syntactical items are made more memorable” (2008, p. 5). When students see the same vocabulary item in the text again and again, they become familiar with that word inevitably. Since the short story supplies a great deal of vocabulary, students will have the opportunity to learn at least the ones that seem important according to the flow of the story. Schonnen, Hulstijn, and Bossers state that “there is overwhelming evidence that vocabulary knowledge is closely related to reading abilities” (as cited in Grabe & Stoller, 2001, p. 192). Therefore, the effect of the short story on enhancing vocabulary skills is significantly high.

Sonbul & Schmitt (2010) talk about two main approaches to vocabulary learning as "explicit and incidental learning" (p. 253). They define the approaches by saying "explicit learning which involves learning vocabulary when the focus is on the words to be learnt, and incidental learning which involves learning vocabulary as a by-product of any language learning activity such as reading." (2010, p. 253). They favour explicit learning and emphasise the importance of combining vocabulary instruction with reading in order to help students enlarge their vocabulary. They also conclude their research on explicit and incidental reading approaches by saying "the widespread teaching practice of explicit vocabulary instruction combined with reading is not a waste of time and effort; It is rather a practical investment of time in the EFL reading class for building a large repertoire of L2 vocabulary" (2010, p. 257).

Obviously they consider that increasing vocabulary knowledge is an important process of foreign language teaching and learning. EFL students with inadequate vocabulary knowledge are considered educationally at risk because it hinders their language proficiency. Therefore, they need to read more to understand more. Nagy also agrees this view by saying that "what is needed to produce vocabulary growth is not more vocabulary instruction but more reading" (1988, p. 3). He goes on to state that "much vocabulary instruction involves looking them up, writing them down, memorizing them and inferring the meaning of a new word from the context. Neither method taken by itself, however is an especially effective way to improve reading comprehension" (1988, p. 4).

Vocabulary needs should be met again and again to ensure it is learned. If teachers include the short story in their EFL curriculum as a complementary language

material, students will have the chance to learn a good deal of vocabulary within this reading process. The more they read, the more they meet the vocabulary items. Hence, too much forgetting will not occur. Nation (2005) proposes some ways to remember the useful vocabulary items by getting repeated attention to vocabulary. Getting learners to do graded reading and listening to stories at the appropriate level and getting learners to do speaking and writing activities based on the short story that contain the words are among these ways he offers to enhance vocabulary skills. (Nation, 2005, Prepared Vocabulary Exercises Section, para. 2)

Cohen & Cowen echo Nation by saying that "vocabulary knowledge directly impacts reading comprehension and overall school achievement … the best way to increase vocabulary development is through rich and varied types of texts that engage the reader" (2008, p. 246)**.** In other words, the more vocabulary students come to learn, the more they understand what they read. When they understand, they want to be engaged in reading more and more texts. Inevitably, this motivation brings them success at school. Stahl & Nagy also suggest that "having a large vocabulary is both a powerful tool for a variety of academic and life goals ... one of the things that effective teachers must be able to do is support and increase the vocabulary growth of their students" (2006, vii). So, vocabulary knowledge has a considerable influence on the overall language proficiency and academic success. Thus, the reading texts in the course books are best complemented by short stories which can offer varied texts in order to provide vocabulary expansion in the EFL classroom.

It is seen that there are a lot of views summarizing the benefits of the reading process in ELT and the inclusion of the short story in EFL. In addition to these, Khatib very

well sums up why the short story should be applied to ELT process adding her views on the advantages of exploiting literature in the EFL classroom:

> The availability of a generous resource of written material, the existence of fundamental and general themes shared by the majority of people of different cultures as universals, the presence of the potential to be related to by readers and to be associated with personal thoughts, emotions and experiences, the genuine authenticity of it and the vivid illustration of the lifestyles, cultures, beliefs and behaviours of the people of the target society are only some of the numerous and immeasurable advantages of using literature in EFL contexts. (2011, p.151)

Tasneen (2010) also sums up various benefits of the short story by dividing her ideas into three groups. The first one is her 'linguistic reason' where the students are exposed to authentic use of language in literary texts of various styles at various stages of difficulty. The second reason why she thinks that the short story is needed is because the literary text is open to interpretation and therefore gives the students the chance to interact in the classroom. This is the 'methodological' reason. Finally she gives a third reason which is the 'motivational' one. When the students get stimulated by the writers' own opinions about some certain aspects of life, they try to identify themselves with them. Then they feel the need to express their own opinions (Tasneen, 2010, para. 4).

Furthermore, Collie and Slater also support the inclusion of a means of literature, namely the short story, in a language class in terms of many dimensions. They suggest that it provides valuable authentic material, develops personal involvement, enriches vocabulary and help contribute to readers' cultural as well as language enrichment. They assert that it can be achieved provided that teachers use relevant and appealing material to learners through the use of activities that promote involvement (2008, pp. 3-6).

As a conclusion, reading is one of the most important skills for students to increase their language proficiency. It has access and bounds to the writing, listening and speaking skills. Not only can reading provide integration of four skills, but it is also directly linked to vocabulary expansion**.** It is also very effective in broadening the cultural horizons of students by familiarizing them with foreign culture. Being a receptive skill, reading can provide students with considerable amount of comprehensible input. It is apparent that the curricula would be incomplete without reading and reading passages apart from the ones which already exist in the course books are, for sure, not enough to support the language proficiency process. Therefore, reading can be exploited with the help of a literary means. The most appropriate and effective literary means would be short stories since they are more practical, motivating; besides, they provide meaningful contents, supplement the syllabus, reinforce skills, and if selected correctly, they meet students' needs and interests.

1.4 Selection of Short Stories

Richards & Rodgers hold that "the Natural Approach has led to a new rationale for the integration and adaptation of techniques drawn from a wide variety of existing sources" (2001, p. 140). Following the idea, they go on to mention that selecting materials "according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns)" is important to serve communicative means (Richards & Rodgers, 1999, p. 72; 2001, p.161). Regarding their focus on authenticity, the emphasis is directly on making or selecting the classroom materials as meaningful as possible to promote

comprehension by relating them to the real world and thereby fostering real communication.

If the primary aim of materials is considered to promote comprehension and communication, anything that fulfils this duty is acceptable. Visual aids, schedules, brochures, advertisements, maps, short stories and poems at levels may be appropriate to the learners to facilitate the language learning process within the classroom. Hence, the use of the short story gains the utmost importance.

Reading short stories in the EFL classroom is a very beneficial activity with a lot of positive effects on students. Anderson echoes Eskey by saying "the first concern of any reading teacher is to find ... a body material that his particular students might find interesting to read, and then to do everything in his power to make it as comprehensible to them as he can" (as cited in Anderson, 1999, p.115). So, it is necessary that the teachers choose the right, the most appropriate material for the students.

Fink's Interest-Based Model (2006) of reading claims to increase the rate of success in all kinds of readers even if the materials are selected appropriately. She states that "by providing students with ample opportunities to read about their interests, it would be possible to motivate them into the reading process" (2006, p. 17). Indeed, it is not always possible to choose every single student's favourite topic; however, at least their needs and common interests can be taken into consideration before deciding on the appropriate short story.

Grabe & Stoller favour the idea that the utmost care in selecting the right texts will raise students' motivation and it will increase their language proficiency through short stories. Because "the choice of primary texts and textbooks, supporting

resources … have a major impact on students' motivations to read and their engagement with texts" (2001, p. 190) and when they are deeply engaged, they are ready and open to learn.

Nuttal (1996) has another idea on choosing the appropriate texts which he classifies into three sections which are suitability of context, exploitability and readability. She points out students' interests under the title of the suitability of the contexts. She adds that the purpose of the lesson, integration of skills, and stimulating real life purposes all involve the 'exploitability' of the reading text. When she moves on to the 'readability' of the texts, she is for the idea that assessing the level of the students, and structural difficulty of the passage, working on the new vocabulary included in the text and deciding on the readability of the text are the most important issues which a teacher should deal with before selecting the reading material (1996, pp. 170-176).

Anderson confirms Nuttal by saying that "a healthy combination of these variables provides the teacher with the information necessary to make an informed decision" (1999, p.117). In other words, the teacher needs to check on the short story to be studied and makes sure if it is suitable for the students' needs and interests, if it provides access to skills integration within real life purposes, if it appeals to the proficiency levels of the students. Thus, if these are well-combined to each other, then the decision making process of the teacher can be completed.

Davies (2006) has a similar point of view on selecting the appropriate material for EFL classes. He suggests that "we first of all need to discover far more about our learners than we might assume we already know and to set about actively involving them in decisions regarding the materials, content and tasks that are selected or

designed for them" (2006, p. 4). This means that materials need to be selected with the utmost care regarding the learners' needs or interests. It is also important to use a variety of authentic texts, including both information texts and narrative or story texts.

Pang, Muaka, Bernbard and Kamil (2003) offer some practical applications of reading in the International Academy of Education Series. They recommend that the teachers "choose books that are well-written in terms of style and language, apart from text difficulty, choose reading materials that utilize students' local context, for instance, books about what students enjoy doing would be a good starting point…" (2003, p. 17). Hence, the short story is considered a source of interest and motivation, and its appropriateness to students' needs gains importance.

Anderson draws the attention to choosing the most appropriate material and states "if teachers continually keep in mind that reading is done with a purpose, and thus direct students in meaningful purposes, and if reading material is chosen accordingly, the motivation to read and improve reading skills will be present" (1999, p. 103). It is apparent that the short story can become a source of sparking the student's motivation and interest and once they are motivated, they inevitably improve their proficiency in the language and increase their willingness to learn more. That is to say, the more meaningful, contextual, relevant, interesting it is to students, the more comprehensible it is. This is a chain; the more students receive messages from the text; that is, the short story, the more eager they become to read and this will ensure improvement of their language skills. Keeping all these in mind, teachers need to take students' proficiency levels into consideration when choosing the most

appropriate short stories as well. That is the reason why the Common European Framework (CEF) makes an outline of all levels.

Common European Framework provides a common basis for the teaching of the short story under the title of 'reading' and it describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to act effectively. As Heyworth states, "there is a global scale of six levels—A1, A2, B1, B2, C1, C2—with general descriptions of language competence for each level" (2006, p. 182). Teachers are expected to choose the right short story considering their students' needs, features and proficiency levels.

To sum up, proficiency levels of the students, the needs and interests of the students, exploitability, readability and suitability features of the texts determine which short story is applicable in order to fulfil the needs of students and serve the purpose of the EFL reading process. After thorough consideration of these, teachers should make the most appropriate selection among short stories.

1.5 Approaches to Applying Short Stories to Foreign Language Teaching

Introductory courses such as preparatory classes, which are regarded as a prelude to years of further study, are to arouse students' interest in reading, and aim to increase it. In accordance with this reality, there are many approaches to applying a literary means to foreign language teaching.

In the late 1900s, Jenkinson who was the then director of the Indiana University English Curriculum Study Centre puts forward some effective approaches after consulting six successful teacher-scholars attempting to guide the teaching of

literature including short stories besides poetry, drama, and novels. All six contributors agreed on the approaches to the incorporation of literature into ELT which the teacher should trace three ways. Firstly, the teacher should try various methods of teaching the short story, poems, plays or novels. They should know how to present each work by studying and rereading the literary material with utmost care. Secondly, the teacher should not be content with reading the relevant novel or the short story itself, but they should also get insights from a great deal of texts in order to include the literary material in their teaching. Lastly, the teacher should better be aware that good teaching requires spending a lot of time, working hard and using intelligence (Jenkinson, 1967, pp. 3-4).

Among the approaches to teaching the short story, Lazar's (1993) are also outstanding. Lazar makes a good overview of three of them. The first approach she proposes is a "language based approach" which is mostly used in preparatory classes. Students are both asked to make meaningful interpretations and judgements of the text, and they are expected to increase their awareness and understanding of the language they are supposed to learn. Keeping this in mind, Lazar states that "studying a language of the literary text would help to integrate the language and literature syllabuses more closely" (1993, p. 23). The second approach she puts forward is "literature as content" where the primary aim is "to make literature itself the content of the course" (1993, p. 35). This method may seem to be the province of the literature teacher rather than the language teacher; however, it has some advantages that involve students' exposure to a wide range of authentic materials. The third one is "literature for personal enrichment" whose function is "to encourage students draw on their personal experiences, feelings, and opinions" (Lazar, 1993, p.

24). Hence, the main idea is to involve the student as whole person besides providing a motivating material.

Apart from Lazar's ideas, Wallace (1992) mentions an approach called "the Freirean Approach" that exploits pictures to trigger key words. She holds that "pictures are often used in the second and foreign language classroom as cues for language and literacy work" (1992, p. 104). So, pictures can either be made use of in order to elicit some responses for general discussion purposes or as a pre-reading activity. The pictures in the cover pages of the short story may fulfil the same mission of arousing feelings and hence, raising motivation and engagement since they are considered the indicators of some conceptual link to be developed in the story.

Along with Lazar and Wallace's views, Collie and Slater put forward some other techniques to incorporate reading into language teaching and considered the "first encounter" even with the title and cover design crucial for students newly exploring the unknown territory of the literary work, short story (2008, pp. 16-17). They suggest the first encounter is the warm-up session to familiarise with the possible lexical items so that the reading experience can be easier, more rewarding, and more willing; furthermore, warm-up session has the role in activating students' schema which makes the students feel that their already existing knowledge and life experience can still provide valuable guidance.

Thus, "engagement implies a process of connecting with something that already exists (previous knowledge, experience, understanding, skill, desire…) and harnessing it, ready to take off in appropriate directions" (Chambers & Gregory, 2006, p. 126). In other words, teacher gets the students involved while discussing the title or the cover page with them so that they can draw parallels with further reading

sessions. Using visual prompts, trying to explore the theme from the title, brainstorming on the key vocabulary may help promote the first encounter with the story.

Following the warm up session of reading a story, story momentum can be considered the second technique to complement the first encounter. Since "a lock-step pace is imposed on each member of the class, thereby undermining the creation of a productive tension between group and individual response" (Collie & Slater, 2008, p. 36), maintaining momentum session is necessary. This session mainly involves the activities or worksheets assigned to the learner within the allotted classroom time. This may provide progress in learning the foreign language through reading a short story sustained by home reading, and activities.

In addition to keeping the pace of the story after doing the home reading or the other activities involved, the students must be encouraged not only to explore the story, the theme, and the characters but also to express their own perspectives of the story. This is what Collie & Slater call "exploiting highlights" (Collie & Slater, 2008, p. 57). In other words, promoting the production skills of the learners gains importance so as to exploit the highlights of the related text (Collie & Slater, 2008, pp. 56, 78).

In parallel with the productivity and the creativity of the learner, Khatib (2011) mentions another dimension of the inclusion of a literary means in the EFL classroom, which is the "reader response theory". She compares the 'traditional approach' to the reader response theory and is for the idea that the 'traditional approach' is an approach where the teacher is the sole conductor and the students are the passive recipients who are unable to interpret or analyse the text as they lack the creativity. On the contrary, the "reader response" theory considers the act of reading

an active and dynamic process in which role of readers and the interaction between the reader and the text are viewed as having utmost importance (2011, p. 151). Salvatori states the significance of the "reader response" and interpretation of a reading text as the reading and the interpretation of texts are very much shaped by the work that is experienced through "reader response and reception theory" (2000, p. 84).

To sum up, there are a lot of techniques and approaches to teaching reading in the EFL class in order to engage the students more and make them more into this process. The idea has extended with the incorporation of a literary means into ELT. Then, the activities and methods of teaching reading through the literary means take their turn, namely the short story. Besides, according to the points of view mentioned above, the reading process saddles teachers with some responsibilities. That is, teachers are also expected to give their valuable guidance, assign some home readings, engage the students with follow up activities, and promote productivity in the student by getting their responses on the story and checking their comprehension. Hence, the necessity of testing emerges.

1.6 Short Stories and Testing

In order to get good feedback from the short stories, and to benefit thoroughly from the reading process, testing should take place. Heaton briefly touches on the necessity of testing as he holds "both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other" (2006, p. 5). That is to say, testing is a key element in the learning process. Although it may appear to be something unpleasant to the student,

it provides both teachers and students with useful information about the progress in language, achievements, as well as weak and strong areas.

Brophy makes his point on the significance of assessment and asserts that "assessment does not just document students' ability to supply acceptable answers to questions or problems; it also examines the students' reasoning and problem-solving processes" (2003, p. 29). He draws an 'effective teacher' profile who regularly monitors their students' progress with the help of both formal tests or performance evaluations and informal assessments of students' contributions to classes and work on assignments.

If the language proficiency is to be achieved, testing is inevitably necessary. According to Spolsky "language tests involve measuring a subject's knowledge of, and proficiency in, the use of a language" (1989, p. 140). Heaton confirms this idea and says "tests may be constructed primarily as devices to reinforce learning and to motivate the students or primarily as means of assessing the student's performance in the language" (2006, p. 5). In other words, teachers can keep track of students' improvement with the help of testing. Testing is a way to push the student one step further in developing their language skills.

Madsen stresses the necessity of testing with his words below:

> Well-made tests of English can help students in at least two ways. First of all, such tests can help create positive attitudes toward your class… A second way that English tests can benefit students is by helping them master the language. They are helped, of course, when they study for exams and again when exams are returned and discussed… Tests can foster learning too, by their diagnostic characteristics: they confirm what each person has mastered, and they point up those language items needing further attention. Naturally, a better awareness of course objectives and personal language needs can help your students adjust their personal goals. (1983, pp.34)

Frederiksen & Collins define the core of assessing the student as follows, "the goal of assessment has to be, above all, to support the improvement of learning and teaching" (1989, p. 32). So, setting the goals for testing appears to be important in order to obtain notable results reflecting the student's progress. It is required that the teacher have the right reasons to test the student. Harris & McCann (1994) mention some of the reasons why a test should be administered. One of the reasons is that the teacher may need to find out how a student is progressing during a course of study and to identify possible problem areas before a course ends. The other reason is that the teacher may want to find out how much a student has learned during the course or academic year as they may want to compare what students can do at the end of the course compared with the beginning of the course (p.26).

Harris (1969) has created a list summarizing the chief objectives of language testing measuring student ability or potential. According to him, testing is needed in order "to determine readiness for instructional programs, to classify or place individuals in appropriate language classes, to diagnose the individual's specific strengths and weaknesses, to measure aptitude for learning, to measure the extent of student achievement of the instructional goals, and to evaluate the effectiveness of instruction" (pp. 2-3).

Brophy briefly summarizes this notion saddling the language teacher with some responsibilities:

> … to enable students to construct meaningful knowledge that they can access and use in their lives outside school, teachers need to: (i) retreat from breadth of coverage in order to allow time to develop the most important content in greater depth; (ii) represent this important content as networks of connected information structured around powerful ideas; (iii) develop the content with a focus on explaining these important ideas and the connections among them; and (iv) follow up

> with authentic learning activities and assessment measures that provide students with opportunities to develop and display learning that reflects the intended outcomes of the instruction. (2003, p. 18)

Apart from the views on the importance of testing in the EFL classroom, another point to consider is how to test reading comprehension. Harris makes his point on the issue and puts emphasis on a "judicious selection of the text passages and a careful working on the test items" (1969, p.60), and "testing the student's understanding of the surface meaning of the passage as well as the purpose, attitude of the author" (1969, pp. 60-61). He also draws attention to selecting the test passages which are in proper length when preparing the items. Moreover, the subject matter should be taken into consideration very carefully so that the specific purpose of the test can naturally dictate the subject matter of the texts selected. Furthermore, "style and treatment of the subject and the language" (Harris, 1969, pp.60-61) in a reading test should be designed well.

According to Allison (1999), the testing of reading should include questions of gist and questions of detail, questions of inference and questions of fact. She also signifies that a teacher should take either separating reading from other skills as far as possible or testing the aspects of reading in an integrative way (1999, p.124). Therefore, it is important for the students to be able to answer the gist or detail, inference or fact questions as an outcome of their reading process with the help of short stories.

Madsen also defines the reading comprehension as "the heart of reading evaluation" (1983, p.76) as it is considered very important in most schools. He focuses on testing sentence comprehension and passage comprehension. For him, low level students should take the sentence comprehension tests while the better students may pass to

essay comprehension. Sentence comprehension may be tested with the help of the elicitation techniques such as picture or phrase and sentence cues whereas passage comprehension may be tested through the contexts that the students are made familiar with (1983, pp.79-86).

Afflerbach points to the necessity of reading assessment for the students as he mentions “reading assessment plays a vital role in fostering their growth with timely and informed reading instruction” (2007, p.1). He poses three important questions to consider which are “Why do we assess reading?”, “What do we assess when we assess reading?” and “How (and where and when) do we assess reading?” (2007, p. 4). He believes in the idea that “reading assessment allows us to assess and understand the strengths and the needs of each of our students” (2007, p. 4). In addition to his ideas, reading assessment can be said to be central to keeping track of students’ reading progress and achievement of how they develop as good readers. Thus, it can be inferred that the main purpose of testing reading is helping students achieve in reading.

As far as reading the short story is concerned, it is for sure that reading is done not just for the sake of getting pleasure or having fun, it is also for the sake of reaching some objectives. These are; making progress in integrating the four skills, enhancing vocabulary knowledge, building up the critical thinking ability, increasing the interpretation capacity, advancing familiarity to the target culture, and thus reaching the objective of attaining overall language success. Without testing or evaluating their progress to achieve this goal, the learning process and all the approaches become inadequate. In order to see the results of the reading process, to check how much students show signs of progress, teachers are expected to assess students.

To conclude, although there are many approaches to the reading process, it is for sure that supplementing the curriculum with interesting, practical, authentic reading material; that is, the short story, is highly in demand especially in the EFL classroom. Since the short story integrates the four skills, provides input, encourages production, ensures vocabulary expansion, has access to the foreign culture, it is considered to be one of the most appropriate material in the ELT process. When testing is applied it is even more beneficial and efficient in the EFL class. The short story is of great importance and is very useful in order to achieve or maintain overall language proficiency if it is exploited in an appropriate manner considering all the peculiarities of the students and the teaching environment.

1.7 Studies Conducted

Many studies have been done on the reading in ELT, some of which are directly related to short stories in order to understand the process and the benefits of short stories when incorporated into the curriculum. Some of those studies are presented below.

Tutaş (1993) carried out a study whose aim was to assess the nature of literature, short stories in particular, as teaching materials in the EFL classroom. It was hypothesized in her study that literary texts, especially short stories, provide a variety of exercise types which focus on analysis, inference, making predictions, synthesis and evaluation questions, whereas non-literary texts provide exercises focusing more on details of the language. In order to see whether this hypothesis was true or not, she analysed the reading skills of upper intermediate and advanced students of English in terms of exercise types. The data analysis showed that literary textbooks provide more ‘higher level questions’ (inferences, predictions) than non-literary ones.

Another dimension of her study also revealed that short stories could be used as class material in order to develop students' reading abilities encouraging productive thinking, originality, and imagination.

Güler (2007) also conducted a study in order to determine non-native EFL teachers' beliefs about teaching reading in Eskisehir Anadolu University School of Foreign Languages, Department of Basic Languages. There were 95 participant teachers working at the same University. He designed his own questionnaire to gather data as there had been no available questionnaires to serve the purpose of his study. The primary aim of his study was to find out the non-native EFL teachers' beliefs about teaching reading at Anadolu University School of Foreign Languages, Department of Basic Languages as aforementioned; however, there was an additional aim which was to investigate whether the previous experience in teaching reading made any difference in terms of the teachers' beliefs about teaching reading. One-way ANOVA tests were conducted to compare the beliefs of teachers to varying amount of experience in teaching reading. Most of the teachers shared similar beliefs (with a high percentage of 80% and above) about the reading text should include the vocabulary in accordance with the students' proficiency levels so that vocabulary can be inseparable from reading for general comprehension. In addition, the necessity of background knowledge, pre and post reading activities were also discussed and agreed.

Özkul (2007) carried out another study on Readers' Emotional Involvement in Reading L2 Short Stories at Çukurova University, Adana. Her study aimed to search into the process of the readers' emotional involvement in reading L2 short stories. Fifty-one (51) student-teachers at Çukurova University, ELT Department, were

administered a literary response questionnaire (LRQ) in order to investigate their emotional responses to short stories in general and their emotional involvement in the process of reading L2 short stories. As the findings indicated, the study was finalized with the idea that EFL/ESL teachers should select the reading materials that will promote emotional involvement and design appropriate activities. The emotional responses of the readers get them to be emotionally involved in reading.

Another research was done at Çanakkale Onsekiz Mart University, Department of English Language Teaching titled as "A Comparative Study into the Effect of Using Short Story in EFL Classes on Vocabulary Instruction" by Yıldız (2008). He believed that the short story serves as an effective tool in the EFL classroom and he based his study on investigating the impact of the use of short stories on vocabulary instruction through making a comparison between the two basic vocabulary learning strategies, dictionary use and contextual guessing. In the research, a quasi-experimental design was used and the words used in the experiment were selected out of the short story "The Cask of Amontillado" by Edgar Allan Poe. It was the 3rd year class of the ELT department at Çanakkale Onsekiz Mart University to read the selected short story during the experiment. The class was divided into two groups; contextual guessing group and dictionary group. Accordingly, for the purpose of the study, the participants took a test called "Vocabulary Levels Test", in order to discover if learners with more vocabulary items in their memory do better in contextual guessing and/or dictionary use. The results indicated that all of the participants used both guessing and dictionary use as effective vocabulary learning strategies. However, it seemed that they were addicted to the dictionary use. Another result was that it was clear that the participants liked the theme of the story and got involved in the learning process actively because the subject was interesting for them.

To sum up, the studies previously conducted signify the necessity of incorporation of short stories into ELT in terms of vocabulary expansion; the motivational benefit embedded in short stories, and improvement of language proficiency.

1.8 Limitations of the Study

Although the study is thought to have significant results for the effectiveness of short stories in ELT and thereby, how the instructors perceive short stories in the EFL classroom, there are certain limitations to be considered. First of all, the curricula of all the participants involved in the study may differ as some of them do not incorporate short stories into their curriculum officially. This may lead them to reflect their feelings and beliefs on the short stories in ELT theoretically; that is, their responses do not cover how they exploit short stories in practice. Besides, due to time and cost constraints the convenience sampling method was preferred, so the number of the instructors could not reach more than 150.

CHAPTER 2

METHODOLOGY

In this chapter the methodological procedure followed to collect data including the research questions, population and sampling, data collection instrument and data analysis procedure will be introduced.

2.1 The Research Questions

The aim of this study is to put forward the perceptions of the teachers of the incorporation of short stories into ELT. It is assumed that incorporating short story into the EFL classroom affects both the success rate and the language skills of the learner in a positive way. This study intends to evaluate the significance and benefits of reading short stories to develop the language learning abilities and the success rate of the university prep class students'.

Thus, the study seeks to find answers to the following questions:

1- What is the teachers' perception of the use of short stories in ELT?

a) Does the short story have an effect on improving EFL learners' language proficiency?

b) Does the short story have an effect on improving the four skills?

c) Is testing the short story necessary to check the comprehension of the students?

d) Does the short story play a role as a motivating material?

e) Does the short story provide a comprehensive reading program?

f) Does the short story have an effect on raising the students' cultural awareness?

g) Does the short story have an effect on improving speaking and vocabulary?

2- Does the teachers' perception of the use of short stories in ELT change,

a) according to their age?

b) according to their gender?

c) according to their educational degree?

d) according to their departments they graduated from?

e) according to their years of experience?

f) according to the number of students in their class?

2.2 Population and Sampling

The population of this study comprises 110 English language instructors (both natives & non-natives) in 6 Universities in Istanbul, and 1 in Izmir in Turkey. These instructors are chosen as the population of the study, namely Acıbadem University, Bahçeşehir University, Doğuş University, Kadir Has University, Maltepe University, Sabancı University, Yaşar University, and Yeditepe University.

Convenience sampling method has been chosen among the other sampling methods in this study to supply the appropriate sample. Convenience sampling is used where the researcher is interested in getting an inexpensive approximation of the truth. In this method, the sample is selected because they provide convenient accessibility. In other words, choosing a sample based on availability, time, location, or ease of access. This method involves the available population. Due to time and cost

restraints, if the researcher is unable to reach the whole population, this method is usually preferred. As Castillo suggests,

> In all forms of research, it would be ideal to test the entire population, but in most cases, the population is just too large that it is impossible to include every individual. This is the reason why most researchers rely on sampling techniques like convenience sampling, the most common of all sampling techniques. Many researchers prefer this sampling technique because it is fast, inexpensive, easy and the subjects are readily available. (2009, para. 3)

Thus, in order to find access to the needed population easily within limited time in an inexpensive way, this method has been used in this study.

2.3 Subjects

The instructors of English as a Foreign Language (EFL) classes in the Universities' English Preparatory Schools in Turkey have been chosen for the study. Table 1 presents the statistics of the first five demographic features of the instructors involved in the study. According to Table 1, there are 30 male, 95 female contributors to the study. 12 of them are between the age group of 20-25; 39 of them are between the ages 26-30; 34 of them are between 31-35; 14 of them are between 36- 40 and 29 of them are more than 40. Most of them are graduate instructors (73 instructors), the rest (54 instructors) are post graduates. The samples' departments vary; however, the large proportion of the samples is the graduates of English Language & Literature or American Culture & Literature Department and ELT. In addition to these, the 28,1 % of the samples have more than 12 years of experience in ELT. Therefore, descriptive statistics of the subjects are presented in Table 1 below.

Table 1 Descriptive Statistics of the Sample

		N	%
1- Sex	**Male**	30	23,4
	Female	95	74,2
2- Age	**20-25**	12	9,4
	26-30	39	30,5
	31-35	34	26,6
	36-40	14	10,9
	more than 40	29	22,7
3- Educational Degree	**Graduate**	73	57,0
	Post Graduate	54	42,2
4- Department	**English Language & literature or American Culture & Literature**	52	41,6
	ELT	59	47,2
	Linguistics	2	1,6
	Translation and Interpreting	4	3,2
	Others	8	6,4
5- Experience (year)	**0-3**	20	15,6
	4-6	30	23,4
	7-9	28	21,9
	10-12	14	10,9
	more than 12	36	28,1

Table 2 Frequencies of the Items 6, 7 and 8 in the Introductory Part of the Questionnaire

		N	%
6- Number of Students in the Class	**10-15**	12	9,5
	16-20	31	24,6
	21-25	61	48,4
	26-30	13	10,3
	More than 30	9	7,1
7- I use short stories … in each term	**Frequently**	18	14,1
	Occasionally	15	11,7
	Sometimes	53	41,4
	Rarely	38	29,7
	Never	4	3,1
8- I use … short stories in each term	**1-5**	96	77,4
	6-10	15	12,1
	11-15	8	6,5
	16-20	4	3,2
	more than 20	1	0,8

As is seen from the table above, while 61 (48,4 %) of the participants involved in the study have '21-25' students in their classes, only 9 (7,1 %) of them have 'more than

30’. When they are asked how often they make use of short stories in their classes, the results of the analysis indicated that while 53 (41,4 %) of them ‘sometimes’ use short stories, there are 4 (3,1 %) of them marked as they ‘never’ make use of short stories. There are also 38 (29,7 %) instructors who responded ‘rarely’.

It is clear that 96 (77,4 %) of the instructors responded as they use ‘1-5’ short stories in each term, 15 (12,1 %) of them wrote that they use ‘6-10’ short stories. Only 1 instructor marked as he/she makes use of ‘more than 20’ short stories.

2.4 Data Collection Instrument

In this study, a questionnaire has been designed from scratch to obtain data about the perceptions of university preparatory school English instructors on the incorporation of the short story in English Language Teaching. In the questionnaire, which is prepared by the researcher, a 5 Lickert scale was applied.

There are two parts in the questionnaire. It begins with 12 questions; the first 6 questions aim at showing the subjects’ demographical characteristics and the second half include some introductory questions on the short story teaching. The main part consists of 36 questions specifically designed to elicit relevant answers to show the instructors’ perceptions of the use of short stories in ELT. At the top of the questionnaire sheet, a brief explanatory introduction explaining the aim of the study, asking for cooperation, and ensuring confidentiality was added in order to make the study more meaningful for the subjects.

2.4.1 The Pilot Study

The questionnaire was piloted with 18 instructors in order to design the layout of the questionnaire accordingly. Before the pilot study, there were 13 questions in the first part and 57 questions in the main part of the questionnaire.

The pilot study was conducted among the instructors of the preparatory schools of Maltepe University and Acıbadem University in Istanbul. After the pilot study was evaluated, some adjustments had to be made. Some unclear questions were redesigned, and 21 questions were eliminated since they offered little contribution to answering the research questions thoroughly. Moreover, in order to determine meaningful clusters of shared variance according to the factor analysis, the order of the questions was rearranged due to the fact that the ones that they match would go under the same factor title. Factor analysis finds relationships or natural connections where variables are maximally correlated with one another and minimally correlated with other variables and then groups the variables accordingly. That is why the questions are organized according to the factor they belong to. In addition, some of the questions are reworded and asked twice for the elicitation and confirmation of the true feelings. Finally, the main part of the questionnaire was designed.

2.5 Data Collection Procedure

After the necessary adjustments had been made, the participant universities were selected according to the convenience sampling method. 7 universities were found available to circulate the questionnaire. After that, the questionnaire was printed out and handed out to the instructors in those universities. A total number of 110 questionnaires were handed back to the researcher. It was estimated that 20 subjects

from each institution would contribute to the study; however, the participation number for each university differed. This was due to the fact that the questionnaire was to be completed on a voluntary basis.

2.5.1 The Introductory Part of the Questionnaire

This part of the questionnaire plays ‘an introductory part’ role before answering the main part of the questionnaire. In this part, instructors’ age, sex, educational background and degree, number of students in class and teaching experience were asked (Table 1), and as a pathway to the main part of the questionnaire, their general beliefs on the benefits of the short story were asked in this part in addition to the demographic features of the subjects. Table 3 displays the items in the introductory part of the questionnaire.

Table 3 The Items in the Introductory Part of the Questionnaire

Dear Colleague,

The aim of this questionnaire is to get teachers' perceptions on the research "Incorporation of short story into English Language Teaching in the 'English as a Foreign Language' classroom". Your responses will be kept strictly confidential and will only be used in this study. I appreciate your valuable contributions.

1- Sex: ..... male .....female

2- Age: a) 20-25 b) 26-30 c) 31-35 d) 36-40 e) more than 40.

3- My educational degree is.....

a) graduate b) post graduate (MA) c) PHD

4- I graduated from ..... department.

a) English Language & Literature or American Culture & literature b) ELT c) Linguistics

d) Translation and interpreting e) Others (specify) .....

5- My teaching experience is ..... years.

a) 0-3 b) 4-6 c) 7- 9 d) 10-12 e) more than 12.

6- Average number of students in my class is .....

a) 10- 15 b) 16-20 c) 21- 25 d) 26-30 e) more than 30.

7- I use short stories..... in each term.

a) frequently b) occasionally c)sometimes d) rarely e) never

8- I use ..... short stories in each term.

a) 1- 5 b) 6-10 c) 11-15 d) 16- 20 e) more than 20

9- I think reading short stories improves reading skills.

YES ..... NO ..... NOT SURE .....

10- I think reading short stories improves writing skills.

YES ..... NO ..... NOT SURE .....

11- I think reading short stories improves listening skills.

YES ..... NO ..... NOT SURE .....

12- I think reading short stories improves speaking skills.

YES ..... NO ..... NOT SURE .....

2.5.2 The Main Part of the Questionnaire

In this part, 5 Lickert scale (from 1= totally disagree to 5= totally agree) was applied. The instructors were asked the inclusion of the short story in ELT and their perceptions of whether the short story is beneficial or not. The items of the main part of the questionnaire are given in Table 4.

Table 4 The Items of the Questionnaire

1	I expect the students to improve their language abilities through short stories.
2	I think short stories are useful for the students in learning a language.
3	I think short story reading recombines language learned in the classroom.
4	I think the short story provides support in achieving the objective of learning the foreign language.
5	I expect to raise the students' awareness of the language through short stories.
6	I engage students in a reading program extensively.
7	I think the short story should also be read at home as a homework task.
8	I ask students to make meaningful interpretations of the story.
9	I believe effective reading competence improves writing skills.
10	I believe effective reading competence improves listening skills.
11	I let students take notes on their reading experiences following the reading session to evaluate their progress.
12	I believe the short story makes possible to draw students' attention easily within one or two class lessons.
13	I think I should make the students summarize each story they have read.
14	I believe promotion of writing after reading will enable students to grasp grammatical structures.
15	I consider summary writing to be a valuable practice as it allows learners to assert full control, both of the factual or fictional content of a book.
16	I believe writing summaries allows learners to have full control of the grammar and vocabulary used to express it.
17	I believe an exam about the short story must be given to students after studying it in the class.
18	I agree that testing the short story helps students try to reread the story and thus understand better.
19	I keep formal records about students' reading.
20	I test the short story with a wide range of follow-up activities.
21	I keep track of the students' reading program.
22	I promote well-supported logical answers while testing.
23	I think the short story encourages students to discuss anything from the story together.
24	I think conciseness of the short story enables students to reread it.
25	I think conciseness of the short story encourages students to discuss further details in class.
26	I believe the reading material selected for the classroom should address students' needs.
27	I encourage students to go through a planned reading experience.
28	I think students should focus on the lexical details in the short stories.
29	I choose short stories according to students' proficiency levels.
30	I believe the reading material selected for the classroom should address students' interests.
31	I engage students in a focused reading program.
32	I think the short story helps students to gain useful perceptions of other societies' interpretations of their own experiences.
33	I agree that the short story broadens cultural horizons of the students.
34	I think teaching the vocabulary before making the students read the story is rewarding.
35	I think the short story improves students' communication (speaking) skills.
36	I believe effective reading competence improves speaking skills.

In the data collection procedure, mean scores and standard deviation values were also calculated for the scale items which Table 5 displays below.

Table 5 Means and Standard Deviation Values of the Items

	Mean	Std. Deviation
1- I expect the students to improve their language abilities through short stories.	4,47	0,73
2- I think short stories are useful for the students in learning a language.	4,40	0,78
3- I think short story reading recombines language learned in the classroom.	4,08	1,01
4- I think the short story provides support in achieving the objective of learning the foreign language.	3,56	1,16
5- I expect to raise the students' awareness of the language through short stories.	4,17	0,88
6- I engage students in a reading program extensively.	4,17	0,92
7- I think the short story should also be read at home as a homework task.	3,73	1,06
8- I ask students to make meaningful interpretations of the story.	4,18	0,94
9- I believe effective reading competence improves writing skills.	3,81	1,02
10- I believe effective reading competence improves listening skills.	4,25	1,07
11- I let students take notes on their reading experiences following the reading session to evaluate their progress.	3,91	1,15
12- I believe the short story makes possible to draw students' attention easily within one or two class lessons.	3,80	1,08
13- I think I should make the students summarize each story they have read.	4,34	0,92
14- I believe promotion of writing after reading will enable students to grasp grammatical structures.	4,42	0,88
15- I consider summary writing to be a valuable practice as it allows learners to assert full control, both of the factual or fictional content of a book.	3,76	1,12
16- I believe writing summaries allows learners to have full control of the grammar and vocabulary used to express it.	3,77	1,12
17- I believe an exam about the short story must be given to students after studying it in the class.	3,77	1,10
18- I agree that testing the short story helps students try to reread the story and thus understand better.	4,44	0,75
19- I keep formal records about students' reading.	3,49	1,15
20- I test the short story with a wide range of follow-up activities.	4,27	0,75
21- I keep track of the students' reading program.	3,91	1,05
22- I promote well-supported logical answers while testing.	3,29	1,18
23- I think the short story encourages students to discuss anything from the story together.	4,60	0,70
24- I think conciseness of the short story enables students to reread it.	3,13	1,24
25- I think conciseness of the short story encourages students to discuss further details in class.	3,83	1,08
26- I believe the reading material selected for the classroom should address students' needs.	3,63	1,06
27- I encourage students to go through a planned reading experience.	3,29	1,19
28- I think students should focus on the lexical details in the short stories.	3,55	1,16
29- I choose short stories according to students' proficiency levels.	4,15	1,00
30- I believe the reading material selected for the classroom should address students' interests.	4,26	0,92
31- I engage students in a focused reading program.	3,99	1,04
32- I think the short story helps students to gain useful perceptions of other societies' interpretations of their own experiences.	3,77	1,26
33- I agree that the short story broadens cultural horizons of the students.	4,13	0,93
34- I think teaching the vocabulary before making the students read the story is rewarding.	3,81	1,06
35- I think the short story improves students' communication (speaking) skills.	4,02	0,95
36- I believe effective reading competence improves speaking skills.	4,13	0,99

According to Table 5, mean scores of the items were found to be ranging from 4,60 to 3,13. The lowest mean score was calculated for the item 24, *' I think conciseness of the short story enables students to reread it'* (3,13), the highest mean score was given to the item 23, *'I think the short story encourages students to discuss anything from the story together'* (4,60).

2.6 Data Analysis Procedure

For this study, quantitative data were gathered via a questionnaire. The data were coded and evaluated on NCSS (Number Cruncher Statistical System) 2007 & PASS (Power Analysis and Sample Size) 2008 Statistical Software (Utah, USA). In addition, the Descriptive Method was needed to figure out the demographic characteristics and background information of the subjects. Through this method, means, standard deviations and medians are calculated and evaluated.

Quantitative research may be divided into two general categories which are experimental and non-experimental. Experimental research involves the possible cause-and-effect relationship by manipulating one independent variable to influence the other variable(s) in the experimental group. By manipulating the independent variable, the researcher can see if the treatment makes a difference on the subjects. Therefore, "the primary goal for experimental research is to provide strong evidence for cause-and-effect relationships" (Belli, 2008, p. 60). In contrast to experimental research, there is the non-experimental one, as Belli (2008) defines,

> Non-experimental research involves variables that are not manipulated by the researcher and instead are studied as they exist. One reason for using non-experimental research is that many variables of interest in social science cannot be manipulated because they are attribute variables, such as gender, socioeconomic status, learning style, or any other personal characteristic or trait. (P.60)

In this study, one of the non-experimental research methods; Descriptive Method was used. The main goal of Descriptive Method is to describe the data and characteristics about what is being studied. Primarily, the idea is to study frequencies, averages, and other statistical calculations. Descriptive Method is useful as it gives the researcher the ability to reach large number of people and to allow them to respond in their time frame. Moreover, it provides ease and low cost of distribution with minimal effort required. As a matter of fact, as Belli proposes "descriptive statistics involve summarizing and describing quantitative information in meaningful ways. For example, a mean or arithmetic average is a statistic used to describe a central value for a set of numbers" (2008, p.75). Besides the Descriptive Method, Kruskal Wallis Test was applied in order to make comparison of the quantitative data and to find out the diversity of one of the groups Mann Whitney U Test was used.

The reliability of the questionnaire was also calculated through quantitative research design in order to obtain the Cronbach's Alpha statistics. As Shuttleworth puts it, "quantitative experiments are useful for testing the results gained by a series of qualitative experiments, leading to a final answer, and a narrowing down of possible directions for follow up research to take" (2008, Advantages section, para.3). Quantitative research design requires validity and reliability to assure the quality of the data. According to Seliger & Shohamy, "Reliability provides information on the extent to which the data collection procedure elicits accurate data, and validity provides information on the extent to which the procedure really measures what it is supposed to measure" (1989, p. 184).

In the quantitative research design, the main concern is whether the measuring instrument measures what it is supposed to measure. In other words, the validity of

the instrument is on focus. According to Joppe's definition of validity in the quantitative research design:

> Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit 'the bull's eye' of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others. (As cited in Golafshani, 2003, p. 598)

Joppe defines reliability as;

> ...The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. (As cited in Golafshani, 2003, p. 598)

Mainly, if the instrument is consistent enough, then items are accurately answered by the samples. Belli confirms these facts and proposes that "reliability relates to the consistency or dependability of a measure" (2008, p. 62).

Thus, the reliability and validity analysis of the questionnaire was calculated and Alpha coefficient was used. Cronbach's Alpha (**α**) is a measure of internal consistency ("SPSS FAQ," n.d.) and it measures the reliability of the research. In a way, it shows how closely related a set of items are as a group.

The Alpha coefficient is evaluated according to the criteria below:

If $0.00 \leq \alpha < 0.40$, the scale is not reliable.

If $0.40 \leq \alpha < 0.60$, the scale's reliability is low.

If $0.60 \leq \alpha < 0.80$, the scale is reliable, and

If $0.80 \leq \alpha < 1.00$, the scale's reliability is high (Kalaycı, 2008, p. 405).

Before redesigning the pilot study scale's items, the reliability of the scale with 57 items was calculated and the alpha coefficient for the 57 items was 0,865, which meant the items had relatively high internal consistency suggesting that the scale is highly reliable according to the criterion "If $0.80 \leq \alpha < 1.00$, the scale is highly reliable" (Kalaycı, 2008, p. 405). Table 6 shows the reliability rate of the pilot study.

Table 6 The Reliability Rate of the Pilot Study With 57 Items

Cronbach Alpha (r)	N of Items
0,865	57

The alpha coefficient for the 36 items was 0,910, suggesting that the items have relatively high internal consistency which indicates that the scale is highly reliable according to the criterion 'If $0.80 \leq \alpha < 1.00$, the scale is highly reliable'. Furthermore, the reliability result of the questionnaire is shown in Table 7.

Table 7 The Reliability Rate of the Scale With 36 Items

Cronbach Alpha (r)	N of Items
0,910	36

At this point it can be inferred that in the main part of the study the rate of the reliability which was 0,865 with the pilot study increased to 0,910. Thus, the items in the questionnaire have internal consistency which means all of the items in the study are relevant to the main topic.

2.7 The Factor Analysis

The main part of the questionnaire on 'The benefits of the inclusion of the short story in ELT' has 36 items and 7 factors which are the dimensions of the study. The factors are arranged as follows:

1. **The short story's effect on improving language proficiency*:*** Consists of 8 items which are: 1, 2, 3, 4, 5, 6, 7, and 8.
2. **The short story's effect on improving the four skills:** Consists of 8 items which are: 9, 10, 11, 12, 13, 14, 15, and 16.
3. **The necessity of testing the comprehension of short story:** Consists of 6 items which are: 17, 18, 19, 20, 21, and 22.
4. **The short story as a motivating material:** Consists of 5 items which are: 23, 24, 25, 26, and 27.
5. **The short story as a comprehensive reading program:** Consists of 4 items which are: 28, 29, 30, and 31.
6. **The short story's effect on raising cultural awareness:** Consists of 2 items which are: 32 and 33.
7. **The short story's effect on improving speaking and vocabulary:** Consists of 3 items which are: 34, 35, and 36.

That is to say, when the Varimax Rotation was applied to this very scale on 'the benefits of the inclusion of the short story in ELT', and when the Factor Analysis, which was employed at the $p<0.05$ significance level, was conducted, there came out 7 factors. Table 8 presents the factors of the scale; that is, the items belonging to these factors. Table 8 also suggests the factor items, Initial Eigen Values, and % of Variance of the scale.

Table 8 The Factor Items, Initial Eigen Values, and % of Variance of the Scale

	Questions	Initial Eigen Values	% of Variance
Factor 1	1, 2, 3, 4, 5, 6, 7, 8	31,62	26,35
Factor 2	9, 10, 11, 12, 13, 14, 15, 16	12,61	12,75
Factor 3	17, 18, 19, 20, 21, 22	10,79	10,92
Factor 4	23, 24, 25, 26, 27	8,12	10,67
Factor 5	28, 29, 30, 31	7,05	7,32
Factor 6	32, 33	5,61	7,06
Factor 7	34, 35, 36	4,98	5,72
Total			80,79

As it is clear, it was possible to create 7 dimensions called 'factors' in the very scale. Considering Table 8 above, these factors explain 80.79 % of this scales' total variance. Moreover, as is gathered from Table 8, the first and second factors have 8; the third factor has 6; the fourth factor has 5; the fifth factor has 4; the sixth factor has 2, and the seventh factor has 3 items.

Furthermore, the coefficients of the 7 factors in the questionnaire are given in Table 9 suggesting that the items in the factors are consistent enough to have the reliability.

Table 9 The Coefficients of the Factors (Dimensions of the Questionnaire) in the Questionnaire

	N	Internal consistency (r)
The short story's effect on improving language proficiency	8	*0,864*
The short story's effect on improving the four skills	8	*0,688*
The necessity of testing the comprehension of short story	6	*0,608*
The short story as a motivating material	5	*0,694*
The short story as a comprehensive reading program	4	*0,523*
The short story's effect on raising cultural awareness	2	*0,538*
The short story's effect on improving speaking and vocabulary	3	*0,636*

According to Table 9, the internal consistency of the factors were found to be ranging from 0,523 to 0,894 while the internal consistency reliability of the scale was found $\alpha = 0{,}910$ (Table 7).

Considering the Cronbach's Alpha values, internal consistency reliability of the items in the 7 factors was calculated in order to find out the effect of the items on the reliability of the scale. Therefore, Item-total Statistics for the items in each of the 7 factors are given separately below. Tables 10, 11, 12, 13, 14, 15, 16 present Cronbach's Alpha values of each item in the factors of the questionnaire. According to the statistics, the lowest value was calculated as 0,905 for the item 3, 'I think short story reading recombines language learned in the classroom' and the highest value was calculated as 0,913 for the item 14, 'I believe promotion of writing after reading will enable students to grasp grammatical structures'. The Cronbach's Alpha values of all the items in the scale are accepted high as the statistics determined.

Table 10 Factor 1 Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Q 1	0,906
Q 2	0,906
Q 3	0,905
Q 4	0,907
Q 5	0,906
Q 6	0,906
Q 7	0,905
Q 8	0,905

Table 11 Factor 2 Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Q 8	0,905
Q 9	0,907
Q 10	0,908
Q 11	0,910
Q 12	0,906
Q 13	0,909
Q 14	0,913
Q 15	0,907
Q 16	0,909

Table 12 Factor 3 Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Q 17	0,910
Q 18	0,910
Q 19	0,911
Q 20	0,908
Q 21	0,906
Q 22	0,911

Table 13 Factor 4 Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Q 23	0,908
Q 24	0,908
Q 25	0,906
Q 26	0,908
Q 27	0,912

Table 14 Factor 5 Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Q 28	0,908
Q 29	0,907
Q 30	0,911
Q 31	0,907

Table 15 Factor 6 Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Q 32	0,907
Q 33	0,908

Table 16 Factor 7 Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Q 34	0,907
Q 35	0,908
Q 36	0,906

Thus, according to the factor analysis, the reliability coefficients (Cronbach's Alpha) indicate high internal consistency and the statistics show that the 36 items in the scale have internal consistency suggesting that all of them are relevant to the study. This gives way to elicit the perceptions of the EFL instructors on the incorporation of the short story into ELT.

The factor coefficients explaining each item in the 7 factors are given in Table 17, in addition to the Cronbach's Alpha values, means and the percentages of Variance of the factors.

Table 17 Factor Analysis Matrix

FACTOR 1: Improving language proficiency		
α : 0,864	**mean: 3,57±0,59**	**% Var: 26,35**	**Factor coefficient**
1			0,770
2			0,945
3			0,930
4			0,821
5			0,909
6			0,621
7			0,837
8			0,760
FACTOR 2: Improving the four skills		
α : 0,688	**mean: 4,02±0,58**	**% Var: 12,75**	**Factor coefficient**
9			0,362
10			0,499
11			0,325
12			0,415
13			0,616
14			0,912
15			0,838
16			0,776
FACTOR 3: Testing the comprehension of short story		
α : 0,608	**mean:3,87±0,58**	**% Var: 10,92**	**Factor coefficient**
17			0,377
18			0,589
19			0,790
20			0,284
21			0,854
22			0,730
FACTOR 4: Providing motivating material		
α : 0,694	**mean: 3,70±0,72**	**% Var: 10,67**	**Factor coefficient**
23			0,347
24			0,577
25			0,889
26			0,865
27			0,353
FACTOR 5: Providing a comprehensive reading program		
α : 0,523	**mean: 3,98±0,67**	**% Var: 7,32**	**Factor coefficient**
28			0,317
29			0,833
30			0,290
31			0,317
FACTOR 6: Raising cultural awareness		
α : 0,538	**mean: 3,94±0,91**	**% Var: 7,06**	**Factor coefficient**
32			0,593
33			0,517
FACTOR 7: Improving speaking and vocabulary		
α : 0,636	**mean: 3,99±0,76**	**% Var: 5,72**	**Factor coefficient**
34			0,325
35			0,479
36			0,515

CHAPTER 3

RESULTS

This chapter includes statistical analysis in accordance with the points of views of the subjects on the effects of the short story when applied in the EFL classroom.

3.1 Frequencies of the Items in the Questionnaire.

3.1.1 Frequencies of the Questions in the Introductory Part of the Questionnaire

The introductory part of the questionnaire also includes the general introductory questions apart from the demographic features of the samples. For the questions 1 to 5 which cover the demographic features of the participants, the results have been clarified before in the Methodology Section in Table 1. Starting from item 6, the frequencies of these items are already given in Table 2.

The last 4 of the items in the first part are also considered in this category of introduction to the main part. Therefore, frequencies of the last 4 questions are presented in Table 18 below. All the 4 questions in Table 18 are about the effects of short stories on the four skills such as reading, writing, listening, and speaking.

Table 18 Frequencies of the Items 9, 10, 11, 12 in the Introductory Part of the Questionnaire

	Yes	No	Not Sure
	n (%)	n (%)	n (%)
9- I think reading short stories improves reading skills	122 (95,3 %)	-	6 (4,7 %)
10- I think reading short stories improves writing skills	115 (89,8 %)	-	13 (10,2 %)
11- I think reading short stories improves listening skills	52 (40,6 %)	33 (25,8 %)	43 (33,6 %)
12- I think reading short stories improves speaking skills	75 (58,6 %)	13 (10,2 %)	40 (31,3 %)

According to the Table 18, 122 (95,3 %) subjects out of 128 participants agreed the item '*I think reading short stories improves reading skills*' while none of the subjects marked 'no' and 6 (4,7 %) of the subjects were not sure on the same item.

In addition, 115 (89,8 %) of the participants agreed the item '*I think reading short stories improves writing skills'* while none of them marked 'no' and 13 (10,2 %) of them were not sure.

For the item '*I think reading short stories improves listening skills',* 52 (40,6 %) subjects marked 'yes' while 33 (25,8 %) subjects disagreed and 43 (33,6 %) of them were not sure.

Lastly, the item *'I think reading short stories improves speaking skills'* received 75 (58,6 %) subjects' positive answer 'yes' while 13 (10,2 %) of the answers were 'no' and 40 (31,3 %) of the responses were 'not sure'.

3.1.2 Frequencies of the Items in the Main Part of the Questionnaire

Table 19 Frequencies of the Items in the Questionnaire

	I totally disagree		I disagree		I am not sure		I agree		I totally agree	
	N	%	N	%	N	%	N	%	N	%
Q 1	2	*1,6*	1	*0,8*	3	*2,3*	51	*39,8*	71	*55,5*
Q 2	1	*0,8*	4	*3,1*	5	*3,9*	51	*39,8*	67	*52,3*
Q 3	3	*2,4*	8	*6,3*	18	*14,2*	45	*35,4*	53	*41,7*
Q 4	9	*7,1*	15	*11,9*	26	*20,6*	49	*38,9*	27	*21,4*
Q 5	1	*0,8*	4	*3,1*	22	*17,2*	46	*35,9*	55	*43*
Q 6	2	*1,6*	4	*3,1*	21	*16,4*	44	*34,4*	57	*44,5*
Q 7	3	*2,4*	11	*8,7*	41	*32,3*	34	*26,8*	38	*29,9*
Q 8	3	*2,4*	4	*3,1*	16	*12,6*	48	*37,8*	56	*44,1*
Q 9	3	*2,4*	9	*7,1*	34	*27*	43	*34,1*	37	*29,4*
Q 10	5	*4*	5	*4*	15	*11,9*	30	*23,8*	71	*56,3*
Q 11	7	*5,5*	10	*7,9*	18	*14,2*	44	*34,6*	48	*37,8*
Q 12	4	*3,1*	11	*8,7*	31	*24,4*	41	*32,3*	40	*31,5*
Q 13	3	*2,3*	3	*2,3*	12	*9,4*	39	*30,5*	71	*55,5*
Q 14	2	*1,6*	5	*3,9*	6	*4,7*	39	*30,7*	75	*59,1*
Q 15	6	*4,7*	10	*7,8*	33	*25,8*	39	*30,5*	40	*31,3*
Q 16	5	*3,9*	12	*9,4*	32	*25*	38	*29,7*	41	*32*
Q 17	2	*1,6*	20	*15,6*	23	*18*	43	*33,6*	40	*31,3*
Q 18	-	-	2	*1,6*	14	*10,9*	38	*29,7*	74	*57,8*
Q 19	7	*5,5*	16	*12,6*	43	*33,9*	30	*23,6*	31	*24,4*
Q 20	1	*0,8*	-	-	17	*13,3*	55	*43*	55	*43*
Q 21	4	*3,2*	9	*7,1*	24	*19*	46	*36,5*	43	*34,1*
Q 22	10	*7,8*	22	*17,2*	41	*32*	31	*24,2*	24	*18,8*
Q 23	-	-	3	*2,3*	7	*5,5*	28	*21,9*	90	*70,3*
Q 24	14	*11*	28	*22*	33	*26*	32	*25,2*	20	*15,7*
Q 25	7	*5,6*	7	*5,6*	23	*18,3*	53	*42,1*	36	*28,6*
Q 26	2	*1,6*	18	*14,3*	37	*29,4*	37	*29,4*	32	*25,4*
Q 27	8	*6,3*	27	*21,4*	36	*28,6*	30	*23,8*	25	*19,8*
Q 28	9	*7*	15	*11,7*	29	*22,7*	47	*36,7*	28	*21,9*
Q 29	4	*3,2*	5	*4*	16	*12,7*	44	*34,9*	57	*45,2*
Q 30	3	*2,4*	2	*1,6*	17	*13,4*	42	*33,1*	63	*49,6*
Q 31	6	*4,7*	4	*3,1*	21	*16,4*	51	*39,8*	46	*35,9*
Q 32	8	*6,3*	15	*11,7*	27	*21,1*	27	*21,1*	51	*39,8*
Q 33	1	*0,8*	5	*3,9*	26	*20,5*	40	*31,5*	55	*43,3*
Q 34	2	*1,6*	17	*13,3*	22	*17,2*	49	*38,3*	38	*29,7*
Q 35	1	*0,8*	10	*7,9*	19	*15*	52	*40,9*	45	*35,4*
Q 36	3	*2,4*	3	*2,4*	27	*21,3*	35	*27,6*	59	*46,5*

Frequencies of the items in the main part of the questionnaire are presented in table 19 .

For item 1 *'I expect the students to improve their language abilities through short stories'*, 122 (95,3 %) out of 128 participants who took part in the study marked 'agree and totally agree' whereas 3 subjects (2,4 %) marked 'disagree and totally disagree'. In addition, 3 participants (2,3 %) marked 'not sure'.

For item 2*, 'I think short stories are useful for the students in learning a language'*, 118 (92,1 %) out of 128 participants marked that they mostly agreed; however, 5 participants (3,9 %) wrote that they disagreed or totally disagreed. In addition, 5 subjects (3,9 %) wrote that they were 'not sure'.

For item 3, *'I think short story reading recombines language learned in the classroom',* 98 (77,1 %) subjects marked 'agree and totally agree' while 11 participants (8,7 %) marked 'disagree and totally disagree'; in addition, 18 participants (14,2 %) wrote 'not sure'.

For item 4, *'I think the short story provides support in achieving the objective of learning the foreign language',* 76 (60,3 %) subjects marked 'agree and totally agree'. However, 24 participants (19 %) marked 'disagree and totally disagree' besides 26 participants (20,6 %) who wrote 'not sure'.

For item 5, *'I expect to raise the students' awareness of the language through short stories',* 101 (78,9 %) subjects indicated that they mostly agreed. On the contrary, 5 participants (3,9 %) indicated that they disagreed and totally disagreed in addition to 22 participants (17,2 %) who wrote 'not sure'.

For item 6, *'I engage students in a reading program extensively',* 101 (78,9 %) subjects marked 'agree and totally agree'. On the contrary, 6 participants (4,7 %) indicated that they disagreed and totally disagreed in addition to 21 participants (16,4 %) who wrote 'not sure'.

For item 7, *'I think the short story should also be read at home as a homework task'*, 72 (56,7 %) subjects marked 'agree and totally agree'. On the contrary, 14 participants (11,1 %) indicated that they disagreed and totally disagreed in addition to 41 participants (32,3 %) who wrote 'not sure'.

For item 8, *'I ask students to make meaningful interpretations of the story'*, 104 (81,9 %) subjects marked 'agree and totally agree'. On the contrary, 7 participants (5,5 %) indicated that they disagreed and totally disagreed in addition to 16 participants (12,6 %) who wrote 'not sure'.

For item 9, *'I believe effective reading competence improves writing skills'*, 80 (63,5 %) subjects marked 'agree and totally agree'. On the contrary, 12 participants (9,5 %) indicated that they disagreed and totally disagreed in addition to 34 participants (27 %) who wrote 'not sure'.

For item 10, *'I believe effective reading competence improves listening skills',* 101 (80,1 %) subjects marked 'agree and totally agree'. On the contrary, 10 participants (8 %) indicated that they disagreed and totally disagreed in addition to 15 participants (11,9 %) who wrote 'not sure'.

For item 11, *'I let students take notes on their reading experiences following the reading session to evaluate their progress',* 92 (72,4 %) subjects marked 'agree and

totally agree'. However, 17 participants (13,4 %) indicated that they disagreed and totally disagreed in addition to 18 participants (14,2 %) who wrote 'not sure'.

For item 12, '*I believe the short story makes possible to draw students' attention easily within one or two class lessons',* 81 (63,8 %) subjects marked 'agree and totally agree'. However, 15 participants (11,8 %) indicated that they disagreed and totally disagreed in addition to 31 participants (24,4 %) who wrote 'not sure'.

For item 13, *'I think I should make the students summarize each story they have read'*, 110 (86 %) subjects responded 'agree and totally agree'. On the contrary, 6 participants (4,6 %) indicated that they disagreed and totally disagreed in addition to 12 participants (9,4 %) who wrote 'not sure'.

For item 14, *'I believe promotion of writing after reading will enable students to grasp grammatical structures'*, 114 (89,8 %) subjects marked 'agree and totally agree'. However, 7 participants (5,5 %) indicated that they disagreed and totally disagreed in addition to 6 participants (4,7 %) who wrote 'not sure'.

For item 15, *'I consider summary writing to be a valuable practice as it allows learners to assert full control, both of the factual or fictional content of a book'*, 79 (61,8 %) subjects responded 'agree and totally agree'. On the contrary, 16 participants (12,5 %) indicated that they disagreed and totally disagreed in addition to 33 participants (25,8 %) who wrote 'not sure'.

For item 16, *'I believe writing summaries allows learners to have full control of the grammar and vocabulary used to express it'*, 79 (61,7 %) subjects answered 'agree and totally agree'. On the contrary, 17 participants (13,3 %) indicated that they

disagreed and totally disagreed in addition to 32 participants (25 %) who wrote ‘not sure’.

For item 17, *‘I believe an exam about the short story must be given to students after studying it in the class’*, 83 (64,9 %) subjects marked ‘agree and totally agree’. However, 22 participants (17,2 %) indicated that they disagreed and totally disagreed in addition to 23 participants (18 %) who wrote ‘not sure’.

For item 18, *‘I agree that testing the short story helps students try to reread the story and thus understand better’*, 112 (87,5 %) subjects answered ‘agree and totally agree’. On the contrary, none of the participants indicated that they totally disagreed, only 2 (1,6 %) out of 128 participants marked they disagreed. Additionally, 14 participants (10,9 %) wrote ‘not sure’.

For item 19, *‘I keep formal records about students’ reading’*, 61 (48 %) subjects marked ‘agree and totally agree’ whereas 23 subjects (18,1 %) marked ‘disagree and totally disagree’. In addition, 43 participants (33,9 %) marked ‘not sure’.

For item 20, *‘I test the short story with a wide range of follow-up activities’*, 110 (86 %) subjects marked ‘agree and totally agree’. On the contrary, none of the participants indicated that they disagreed, only 1 (0,8 %) out of 128 participants marked ‘totally disagree’. Additionally, 17 participants (13,3 %) wrote ‘not sure’.

For item 21, *‘I keep track of the students’ reading program’*, 89 (70,6 %) subjects responded ‘agree and totally agree’ whereas 13 subjects (10,3 %) marked ‘disagree and totally disagree’. In addition, 24 participants (19 %) marked ‘not sure’.

For item 22, *'I promote well-supported logical answers while testing'*, 55 (43 %) subjects marked as 'agree and totally agree' whereas 32 subjects (25 %) marked 'disagree and totally disagree'. In addition, 41 participants (32 %) marked 'not sure'.

For item 23, *'I think the short story encourages students to discuss anything from the story together'*, 118 (92,2 %) subjects marked 'agree and totally agree'. On the contrary, none of the participants indicated that they totally disagreed, only 3 (2,3 %) out of 128 participants marked they disagreed. Additionally, 7 participants (5,5 %) wrote 'not sure'.

For item 24, *'I think conciseness of the short story enables students to reread it'*, 52 (40,9 %) subjects responded 'agree and totally agree' whereas 42 subjects (33 %) marked 'disagree and totally disagree'. In addition, 33 participants (26 %) marked 'not sure'.

For item 25, *'I think conciseness of the short story encourages students to discuss further details in class'*, 89 (70,7 %) subjects answered 'agree and totally agree' whereas 14 subjects (11,2 %) marked 'disagree and totally disagree'. In addition, 23 participants (18,3 %) marked 'not sure'.

For item 26, *'I believe the reading material selected for the classroom should address students' needs'*, 69 (54,8 %) subjects answered 'agree and totally agree' whereas 20 subjects (15,9 %) marked 'disagree and totally disagree'. In addition, 37 participants (29,4 %) marked 'not sure'.

For item 27, *'I encourage students to go through a planned reading experience'*, 55 (43,6 %) subjects marked 'agree and totally agree' whereas 35 subjects (27,7 %)

marked ‘disagree and totally disagree’. In addition, 36 participants (28,6 %) marked ‘not sure’.

For item 28, ‘*I think students should focus on the lexical details in the short stories*’, 75 (58,6 %) subjects responded ‘agree and totally agree’. However, 24 participants (18,7 %) indicated that they disagreed and totally disagreed in addition to 29 participants (22,7 %) who wrote ‘not sure’.

For item 29, *‘I choose short stories according to students’ proficiency levels’*, 101 (80,1 %) subjects marked ‘agree and totally agree’. However, 9 participants (7,2 %) indicated that they disagreed and totally disagreed in addition to 16 participants (12,7 %) who wrote ‘not sure’.

For item 30, *‘I believe the reading material selected for the classroom should address students' interests’*, 105 (82,7 %) subjects marked ‘agree and totally agree’. On the contrary, 5 participants (4 %) indicated that they disagreed and totally disagreed in addition to 17 participants (13,4 %) who wrote ‘not sure’.

For item 31, *‘I engage students in a focused reading program’*, 97 (75,7 %) subjects responded ‘agree and totally agree’. However, 10 participants (7,8 %) indicated that they disagreed and totally disagreed in addition to 21 participants (16,4 %) who marked ‘not sure’.

For item 32, *‘I think the short story helps students to gain useful perceptions of other societies’ interpretations of their own experiences’*, 78 (60,9 %) subjects marked ‘agree and totally agree’. On the contrary, 23 participants (18 %) indicated that they disagreed and totally disagreed in addition to 27 participants (21,1 %) who wrote ‘not sure’.

For item 33, *'I agree that the short story broadens cultural horizons of the students'*, 95 (74,8 %) subjects marked 'agree and totally agree'. However, 6 participants (4,7 %) indicated that they disagreed and totally disagreed in addition to 26 participants (20,5 %) who wrote 'not sure'.

For item 34, *'I think teaching the vocabulary before making the students read the story is rewarding'*, 87 (68 %) subjects answered 'agree and totally agree'. On the contrary, 19 participants (14,9 %) indicated that they disagreed and totally disagreed in addition to 22 participants (17,2 %) who wrote 'not sure'.

For item 35, *'I think the short story improves students' communication (speaking) skills'*, 97 (76,3 %) subjects marked 'agree and totally agree' while 11 participants (8,7 %) indicated that they disagreed and totally disagreed in addition to 19 participants (15 %) who wrote 'not sure'.

For item 36, *'I believe effective reading competence improves speaking skills'*, 94 (74,1 %) subjects answered 'agree and totally agree'. However, 6 participants (4,8 %) indicated that they disagreed and totally disagreed in addition to 27 participants (21,3 %) who wrote 'not sure'.

3.2 The Results of Descriptive Statistics

Table 20 Descriptive Statistics for Instructors' Perception of Short Stories According to 7 Factors

	Min-Max	Mean±SD
Improving language proficiency	1,13 - 4,38	3,57± 0,59
Improving four skills	2,25 - 5,0	4,02± 0,58
Testing the comprehension of short story	2,17 - 5,0	3,87± 0,59
Providing motivating material	1,60 - 5,0	3,70± 0,72
Providing a comprehensive reading program	2,0 - 5,0	3,98± 0,67
Raising cultural awareness	1,0 - 5,0	3,94± 0,91
Improving speaking and vocabulary	1,67 - 5,0	3,99± 0,75

When the items that cover these factors and the means are considered; the factor 'improving four skills' gets the highest score which is 4,02, and the factor 'improving speaking and vocabulary' with a score of 3,99 follows this factor; and the lowest score, which is 3,57, goes to 'improving language proficiency'.

As it is clear in the table above, instructors' developed positive attitudes toward the positive effects of the short story on improving the four skills (reading, writing, listening and speaking), and the benefits of the short story both on speaking skills and vocabulary enrichment. With a score of 3.99, the participants agreed that short stories provide a comprehensive reading program. The instructors also favoured the idea that the short story raises cultural awareness of the students as the score (3,94) indicated.

Although the responses given by the subjects in connection with their attitude towards the short story's improving the overall language proficiency gets the lowest score of the other factors, it is seen that they again developed a somewhat positive attitude with a positive score of 3,57.

As a matter of fact, in a general perspective, the general attitude of the participants was positive toward the benefits of the short story.

In figure 1 below, the distribution of the scale scores is presented. The figure displays the scores of the responses of the subjects involved in this study according to the 7 factors.

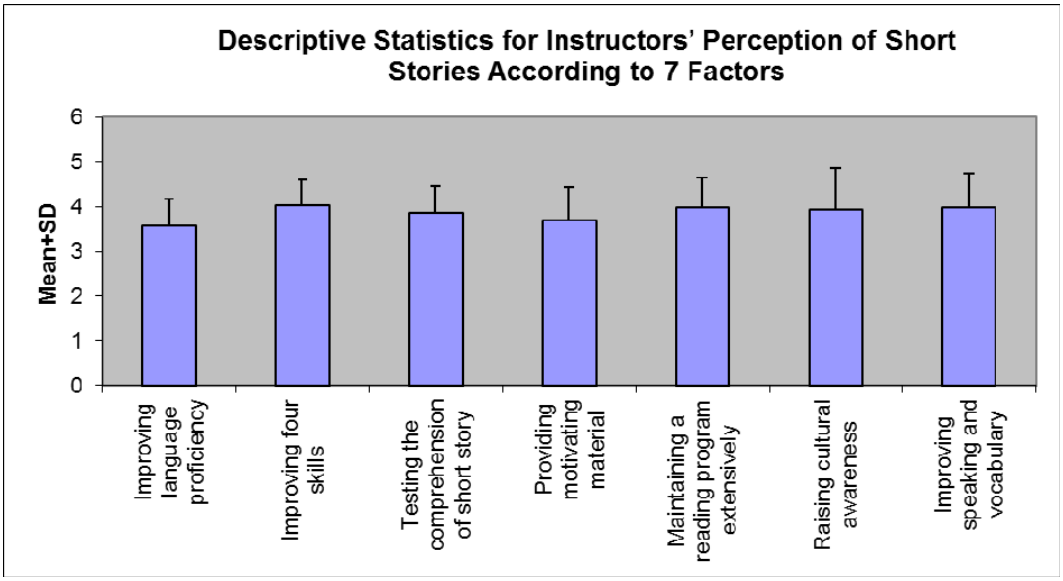


Figure 1 Descriptive Statistics for Instructors' Perception of Short Stories According to 7 Factors

3.3 The Results of the Instructors' Perception of the Factors in the Main Part of the Questionnaire Regarding the Introductory Part

As mentioned previously, prior to the main part of the questionnaire which consists of 36 items, there is an introductory part consisting of 12 questions. The results of the data analysis about the effect of these items on the 7 factors are given below.

3.3.1 The Results of the Instructors' Perception of the Factors Regarding Their Gender

Table 21 The Results of the Factors Regarding 'Gender'

	Gender		*P*
	Male	**Female**	
	Mean±SD (Median)	**Mean±SD (Median)**	
Improving language proficiency	3,33±0,79 (3,43)	3,64±0,50 (3,62)	***0,099***
Improving four skills	3,65±0,70 (3,68)	4,14±0,49 (4,12)	***0,001*****
Testing the comprehension of short story	3,75±0,64 (3,66)	3,89±0,57 (3,91)	***0,177***
Providing motivating material	3,47±0,78 (3,60)	3,74±0,68 (3,80)	***0,077***
Providing a comprehensive reading program	3,71±0,70 (3,75)	4,06±0,64 (4,25)	***0,012****
Raising cultural awareness	3,66±0,94 (3,50)	4,02±0,89 (4)	***0,060***
Improving speaking and vocabulary	3,75±0,80 (4)	4,04±0,72 (4)	***0,075***

Mann-Whitney U test **p<0,05* ***p<0,01*

As far as the gender of the respondents is considered, the responses regarding the statistical scores of the factor 'improving four skills' displayed significant difference ($p<0,01$). The scores of the female instructors seem to be significantly higher than the scores of the male instructors.

There is significant difference according to the scores of 'gender' regarding the scores of the factor 'providing a comprehensive reading program' ($p<0,05$). The scores of the female participants were significantly higher than the scores of the male participants.

3.3.2 The Results of the Instructors' Perception of the Factors Regarding Their Ages

Table 22 The Results of the Factors Regarding 'Age'

	Age					*P*
	20-25	**25-30**	**30-35**	**36-40**	**more than 40**	
	Mean±SD (Median)	**Mean±SD (Median)**	**Mean±SD (Median)**	**Mean±SD (Median)**	**Mean±SD (Median)**	
Improving language proficiency	3,72±0,50 (3,81)	3,58±0,61 (3,75)	3,44±0,62 (3,37)	3,46±0,54 (3,25)	3,68±0,59 (3,62)	***0,206***
Improving four skills	4,09±0,68 (4,25)	3,89±0,56 (3,87)	4,00±0,61 (4)	3,98±0,49 (3,87)	4,17±0,58 (4,25)	***0,305***
Testing the comprehension of short story	3,95±0,55 (3,83)	3,73±0,63 (3,83)	3,88±0,47 (3,83)	4,04±0,45 (4,08)	3,91±0,70 (4)	***0,566***
Providing motivating material	3,88±0,65 (3,70)	3,63±0,75 (3,60)	3,56±0,71 (3,60)	3,55±0,73 (3,40)	3,91±0,68 (4)	***0,173***
Providing a comprehensive reading program	4,18±0,53 (4,37)	3,96±0,62 (4)	3,71±0,80 (4)	4,00±0,51 (4,25)	4,23±0,56 (4,25)	***0,068***
Raising cultural awareness	3,70±0,91 (3,75)	3,94±0,84 (4)	3,82±0,92 (4)	3,89±1,07 (4)	4,19±0,92 (4,50)	***0,379***
Improving speaking and vocabulary	4,19±0,68 (4,50)	3,88±0,84 (4)	4,04±0,66 (4,33)	3,79±0,81 (4)	4,11±0,74 (4,33)	***0,532***

Kruskal Wallis test

The data analysis indicated that there was no significant difference according to the age groups of the participants involved in the study regarding the factors ($p>0,05$).

3.3.3 The Results of the Instructors' Perception of the Factors Regarding their Educational Degree

Table 23 The Results of the Factors Regarding 'Educational Degree'

	Educational Degree		P
	Graduate	Post Graduate	
	Mean±SD (Median)	Mean±SD (Median)	
Improving language proficiency	3,62±0,60 (3,62)	3,50±0,58 (3,50)	0,170
Improving four skills	3,99±0,63 (4)	4,05±0,53 (4,06)	0,747
Testing the comprehension of short story	3,81±0,62 (3,83)	3,93±0,54 (3,91)	0,437
Providing motivating material	3,70±0,74 (3,70)	3,69±0,70 (3,80)	0,861
Providing a comprehensive reading program	4,02±0,70 (4)	3,92±0,61 (4)	0,298
Raising cultural awareness	4,07±0,90 (4)	3,75±0,91 (3,75)	0,044*
Improving speaking and vocabulary	3,94±0,81 (4)	4,06±0,68 (4,33)	0,535

Mann-Whitney U test **p<0,05*

According to the participants' educational degrees, the scores of the factor 'raising cultural awareness' showed statistically significant difference ($p<0,05$). The scores of the 'graduates' were significantly higher than the 'post graduates'.

3.3.4 The Results of the Instructors' Perception of the Factors Regarding the Departments They Graduated From

Table 24 The Results of the Factors Regarding 'Department'

	Department		*P*
	English language & Literature and American Culture & Literature	ELT	
	Mean±SD (Median)	Mean±SD (Median)	
Improving language proficiency	3,54±0,63 (3,50)	3,57±0,56 (3,62)	***0,695***
Improving four skills	4,09±0,58 (4,12)	3,96±0,61 (4)	***0,252***
Testing the comprehension of short story	3,90±0,60 (4)	3,96±0,61 (4)	***0,325***
Providing motivating material	3,63±0,72 (3,60)	3,81±0,60 (3,83)	***0,369***
Providing a comprehensive reading program	3,96±0,66 (4)	3,74±0,72 (3,80)	***0,905***
Raising cultural awareness	3,98±0,90 (4)	3,95±0,70 (4)	***0,539***
Improving speaking and vocabulary	3,98±0,79 (4)	3,87±0,94 (4)	***0,993***

Mann-Whitney U test

The data analysis indicated that there was no significant difference according to the departments which the samples graduated from regarding the factors ($p>0,05$).

3.3.5 The Results of the Instructors' Perception of the Factors Regarding Their Years of Experience in Teaching

Table 25 The Results of the Factors Regarding 'Years of Experience'

	Experience year					*P*
	0-3	**4-6**	**7-9**	**10-12**	**more than 12**	
	Mean±SD (Median)	**Mean±SD (Median)**	**Mean±SD (Median)**	**Mean±SD (Median)**	**Mean±SD (Median)**	
Improving language proficiency	3,61±0,75 (3,68)	3,61±0,49 (3,75)	3,37±0,64 (3,37)	3,69±0,42 (3,75	3,63±0,58 (3,62)	***0,339***
Improving four skills	3,95±0,72 (4)	4,06±0,50 (3,93)	3,83±0,57 (4)	4,07±0,57 (3,75)	4,13±0,57 (4,18)	***0,396***
Testing the comprehension of short story	3,91±0,69 (3,83)	3,84±0,57 (4)	3,75±0,47 (3,83)	4,01±0,46 (4)	3,90±0,67 (4)	***0,660***
Providing motivating material	4,12±0,58 (4)	3,71±0,64 (3,60)	3,45±0,79 (3,60)	3,76±0,58 (3,60)	3,81±0,74 (3,90)	***0,299***
Providing a comprehensive reading program	4,12±0,58 (4)	4,02±0,66 (4,25)	3,65±0,72 (3,75)	3,98±0,73 (4,12)	4,12±0,59 (4,25)	***0,105***
Raising cultural awareness	3,80±0,99 (3,75)	4,06±0,79 (4)	3,66±0,80 (3,50)	4,28±0,69 (4)	4,00±1,08 (4,50)	***0,140***
Improving speaking and vocabulary	3,95±0,91 (4)	4,10±0,69 (4,33)	3,85±0,72 (4)	4,00±0,79 (4,33)	4,04±0,75 (4)	***0,753***

Kruskal Wallis test

The data analysis indicated that there was no significant difference according to 'years of experience' regarding the factors (p>0,05).

3.3.6 The Results of the Instructors' Perception of the Factors Regarding the Number of Students in Class

Table 26 The Results of the Factors Regarding 'Number of Students in Class'

	Number of students in the class					P
	10-15	16-20	21-25	26-30	more than 30	
	Mean±SD (Median)	Mean±SD (Median)	Mean±SD (Median)	Mean±SD (Median)	Mean±SD (Median)	
Improving language proficiency	3,65±0,53 (3,50)	3,55±0,54 (3,50)	3,41±0,64 (3,50)	3,80±0,42 (3,75)	4,18±0,25 (4,25)	***0,001***
Improving four skills	4,20±0,46 (4)	3,80±0,57 (3,75)	3,96±0,58 (4,12)	4,22±0,47 (4,25)	4,68±0,45 (4,87)	***0,001***
Testing the comprehension of short story	3,62±0,64 (3,66)	3,92±0,57 (4)	3,81±0,53 (3,83)	3,83±0,73 (4)	4,44±0,51 (4,50)	***0,033****
Providing motivating material	3,88±0,43 (3,80)	3,63±0,69 (3,60)	3,58±0,77 (3,60)	3,90±0,65 (3,90)	4,17±0,71 (4)	***0,123***
Providing a comprehensive reading program	4,47±0,42 (4,50)	3,83±0,68 (4)	3,88±0,68 (4)	3,88±0,48 (3,75)	4,63±0,39 (4,75)	***0,001****
Raising cultural awareness	4,04±1,03 (4,25)	3,87±0,80 (4)	3,83±0,93 (3,75)	4,03±1,06 (4,50)	4,66±0,66 (5)	***0,087***
Improving speaking and vocabulary	4,05±0,54 (4,16)	3,75±0,89 (4)	3,96±0,72 (4)	4,12±0,67 (4)	4,62±0,53 (4,66)	***0,038****
Kruskal Wallis test	**p<0,05*		***p<0,01*			

The scores of the responses of the number of students in class regarding 'Improving language proficiency' displayed very high significant difference (p<0,01). The mean scores of the group who had 'more than 30' students in class were higher than the scores of the other options (p=0,019; p=0,001; p=0,001; p=0,030). The mean scores of the group who had '26-30' students were significantly higher than the ones who had '21-25' students in class. (p=0,025).

The scores of the responses of the number of students in class regarding 'improving four skills' displayed very high significant difference (p<0,01). The group who had

‘more than 30’ students had significantly higher mean scores than the other groups (p=0,035; p=0,001; p=0,001; p=0,025). The responses of ‘10-15’ were significantly higher than the responses ‘16-20’ (p=0,046) and the responses ‘26-30’ were higher than the responses ‘16-20’ (p=0,028).

According to the number of students in class, the scores of the factor ‘testing the comprehension of short story’ displayed significant difference (p<0,05). The mean scores of the answers ‘more than 30’ were significantly higher than the other answers (p=0,008; p=0,026; p=0,003; p=0,060).

In addition, there was high significant difference according to the number of students in class regarding ‘providing a comprehensive reading program’ (p<0,01). The answers ‘more than 30’ were higher than the answers ‘16-20’, ‘21-25’ and ‘26-30’ (p=0,001; p=0,001; p=0,001). The scores of the group who had ‘10-15’ students were significantly higher than the groups who had ‘16-20’ and ‘21-25’ students (p=0,005; p=0,004).

Lastly, there was statistically significant difference according to the number of students in class regarding ‘improving speaking and vocabulary’ (p<0,05). The group who had more than 30 students were significantly higher than the other groups (p=0,017; p=0,003; p=0,006; p=0,082).

3.3.7 The Results of the Instructors' Perception of the Factors Regarding How Frequently They Use Short Stories

Table 27 The Results of the Factors Regarding How Frequently They Use Short Stories

	I use short stories…… in each term				*P*
	Frequently	**Occasionally**	**Sometimes**	**Rarely**	
	Mean±SD (Median)	**Mean±SD (Median)**	**Mean±SD (Median)**	**Mean±SD (Median)**	
Improving language proficiency	4,15±0,23 (4,25)	3,76±0,40 (3,75)	3,58±0,41 (3,50)	3,26±0,71 (3,37)	***0,001****
Improving four skills	4,17±0,83 (4,50)	4,08±0,46 (4,12)	4,10±0,45 (4,12)	3,81±0,61 (3,87)	***0,063***
Testing the comprehension of short story	4,30±0,44 (4,33)	3,72±0,66 (3,66)	3,93±0,52 (3,83)	3,62±0,54 (3,66)	***0,001****
Providing motivating material	4,14±0,74 (4,20)	3,86±0,71 (3,80)	3,73±0,61 (3,80)	3,44±0,69 (3,60)	***0,013****
Providing a comprehensive reading program	4,63±0,29 (4,62)	4,11±0,61 (4)	3,89±0,53 (4)	3,77±0,77 (4)	***0,001****
Raising cultural awareness	4,61±0,58 (5)	3,70±1,17 (4)	3,93±0,84 (4)	3,77±0,89 (4)	***0,006****
Improving speaking and vocabulary	4,37±0,85 (4,66)	3,97±0,73 (4,33)	4,14±0,60 (4)	3,69±0,77 (3,66)	***0,002****
Kruskal Wallis test	**p<0,05*		***p<0,01*		

First of all, in this table above, 'never' option is decided not to be a part of this analysis since there were only 4 subjects who circled this option.

According to the responses given to the item *'I use short stories…… in each term'*, the statistical scores of 'improving language proficiency' displayed significant difference ($p<0,01$). Besides, the mean scores of the samples who marked as 'Frequently, Occasionally and Sometimes' were significantly higher than the subjects who responded as 'Rarely' (p: 0,001; p: 0,040; p: 0,028).

The responses to the item *'I use short stories…… in each term'* displayed that there was significant difference within the statistical scores of the factor 'testing the comprehension of short story' ($p<0,01$). The mean scores of the responses 'Frequently, Occasionally and Sometimes' were significantly higher than the ones who marked as 'Rarely' (p: 0,018; p: 0,007; p: 0,001).

When the responses given to the item *'I use short stories…… in each term'* are considered, there was statistically significant difference in the scores of the factor 'providing motivating material' ($p<0,05$). The scores of the participants who wrote 'Frequently' were significantly higher than the mean scores of the ones who wrote 'Sometimes and Rarely' (p: 0,027; p: 0,003).

It was found out that, the responses given to the item *'I use short stories…… in each term'* showed statistically significant difference regarding the scores of the factor 'providing a comprehensive reading program' ($p<0,01$). The mean scores of the group who responded as 'Frequently' were significantly higher than the groups who responded as 'Occasionally, Sometimes and Rarely' (p: 0,009; p: 0,001; p: 0,001).

According to the instructors' responses to the item *'I use short stories…… in each term'*, the scores of the factor 'raising cultural awareness' displayed significant difference ($p<0,01$). The mean scores of the response 'Frequently' were significantly higher than the scores of the responses 'Occasionally, Sometimes and Rarely' (p: 0,011; p: 0,004; p: 0,001).

It was found out that, the responses given to the item *'I use short stories…… in each term'* showed statistically significant difference regarding the scores of the factor 'improving speaking and vocabulary' ($p<0,01$). The mean scores of the group who responded as 'Frequently' were significantly higher than the groups who responded

as ‘Occasionally, Sometimes and Rarely’ (p: 0,022; p: 0,048; p: 0,001). Moreover, the mean scores of the participants’ responses as ‘Sometimes’ turned out to be significantly higher than the answers given as ‘Rarely’ (p: 0,006).

Figure 2 displays the responses given to the item *‘I use short stories … in each term’.*

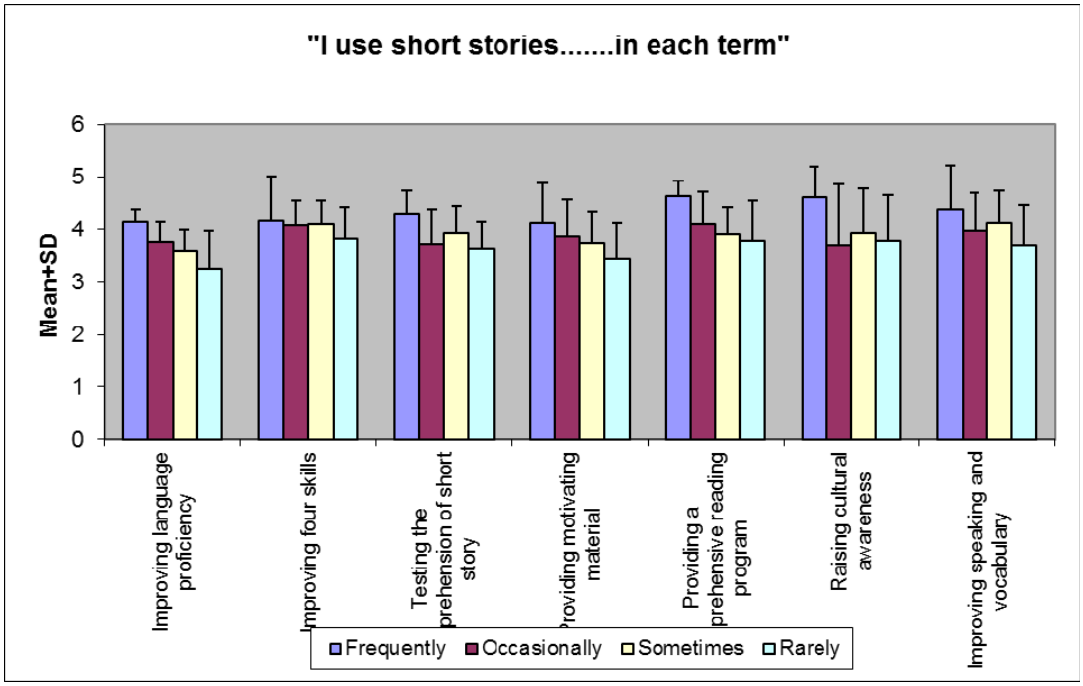


Figure 2 The Scores of the Responses Given to the Item ‘I use short stories…… in each term’

3.3.8 The Results of the Instructors' Perception of the Factors Regarding How Many Short Stories They Use

Table 28 The Results of the Factors Regarding How Many Short Stories They Use

	I use ……. short stories in each term			*P*
	1-5	6-10	more than 11	
	Mean±SD (Median)	Mean±SD (Median)	Mean±SD (Median)	
Improving language proficiency	3,53±0,60 (3,50)	3,60±0,36 (3,75)	4,00±0,42 (4,25)	***0,014****
Improving four skills	4,04±0,58 (4)	4,05±0,45 (4,12)	3,88±0,69 (3,75)	***0,553***
Testing the comprehension of short story	3,84±0,58 (3,83)	3,77±0,54 (3,83)	4,14±0,60 (4)	***0,317***
Providing motivating material	3,65±0,67 (3,60)	3,82±0,61 (3,80)	4,09±0,88 (4,40)	***0,177***
Providing a comprehensive reading program	4,00±0,65 (4)	3,66±0,68 (3,75)	4,30±0,55 (4,50)	***0,024****
Raising cultural awareness	3,99±0,87 (4)	3,63±0,89 (3,50)	4,03±1,16 (4,50)	***0,229***
Improving speaking and vocabulary	3,97±0,75 (4)	4,15±0,51 (4,33)	4,02±0,74 (4)	***0,376***

Kruskal Wallis test **p<0,05*

As the results in Table 28 present, according to the responses given to the item *'I use ... short stories in each term'*, the scores of the factor 'Improving language proficiency' showed significant difference (p<0,05). The mean scores of the subjects who said 'More than 11' were significantly higher than the subjects who said '1-5 and 6-10' (p: 0,004; p: 0,011).

In addition, the scores of the other factor 'providing a comprehensive reading program' showed statistically significant difference (p<0,05), according to the answers given to the item *'I use ... short stories in each term'*. The scores of the

samples who gave the answers ‘1-5 and More than 11’ were significantly higher than the samples who gave the answer ‘6-10’ (p: 0,004; p: 0,011).

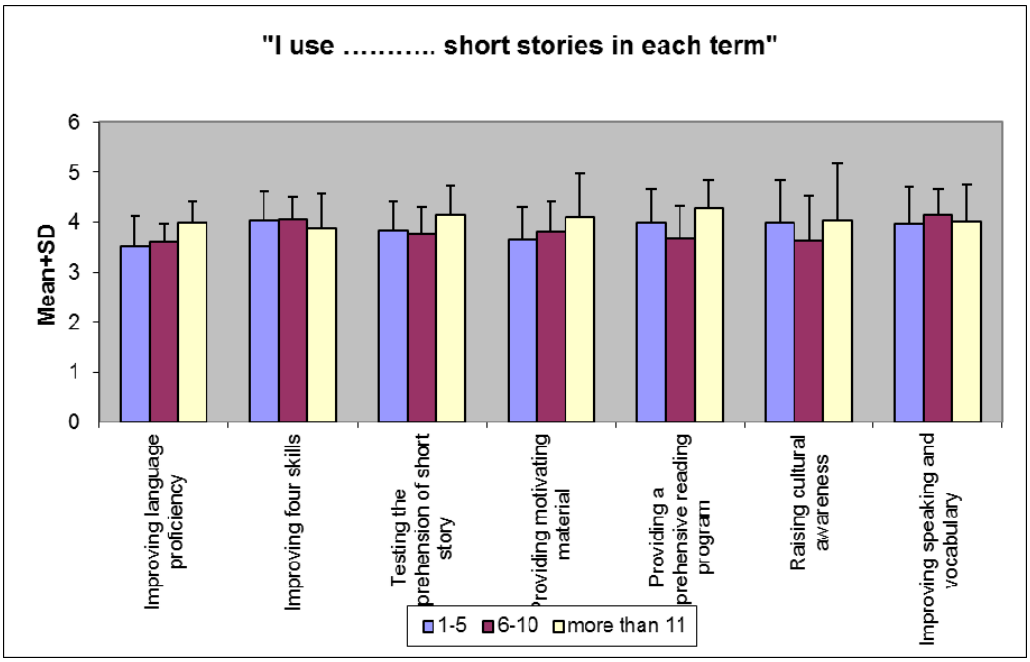


Figure 3 The Scores of the Responses Given to the Item ‘I use ……. short stories in each term’

3.3.9 The Results of the Instructors' Perception of the Factors Regarding the Effect of Short Stories on Improving Reading Skills

Table 29 The Results of the Factors Regarding The Effect of Short Stories on Improving Reading Skills

	I think reading short stories improves reading skills		*P*
	Yes	Not sure	
	Mean±SD (Median)	Mean±SD (Median)	
Improving language proficiency	3,62±0,53 (3,62)	2,64±0,95 (3)	***0,005****
Improving four skills	4,05±0,56 (4,12)	3,39±0,81 (3,68)	***0,048****
Testing the comprehension of short story	3,90±0,55 (3,83)	3,16±0,78 (3,33)	***0,028****
Providing motivating material	3,71±0,72 (3,70)	3,40±0,71 (3,50)	***0,393***
Providing a comprehensive reading program	4,02±0,64 (4)	3,25±0,70 (3,37)	***0,009****
Raising cultural awareness	3,93±0,91 (4)	4,08±0,97 (4,25)	***0,689***
Improving speaking and vocabulary	4,05±0,72 (4)	2,94±0,57 (2,83)	***0,002****
Mann Whitney U test	**p<0,05*	***p<0,01*	

According to the responses given to this item, the scores of the answers as 'yes' indicated that these responses had significantly higher statistical scores than the responses as 'not sure' (p<0,01).

The scores of the 'yes' responses given to the item *'I think reading short stories improves reading skills'* regarding the factor 'improving four skills' were significantly higher than the scores of the 'not sure' responses (p<0,05).

The statistical scores of the 'yes' responses to the item *'I think reading short stories improves reading skills'* regarding the factor 'testing the comprehension of short story' scores were significantly higher than the scores of the 'not sure' answers (p<0,05).

The ‘yes’ responses to the item *‘I think reading short stories improves reading skills’* regarding the factor ‘providing a comprehensive reading program’ scores displayed statistically higher significance level than the ‘not sure’ responses (p<0,01).

Lastly, when the ‘yes’ answers to the item *‘I think reading short stories improves reading skills’* are considered regarding the factor ‘improving speaking and vocabulary’, they seemed to be significantly higher than the ‘not sure’ answers (p<0,01).

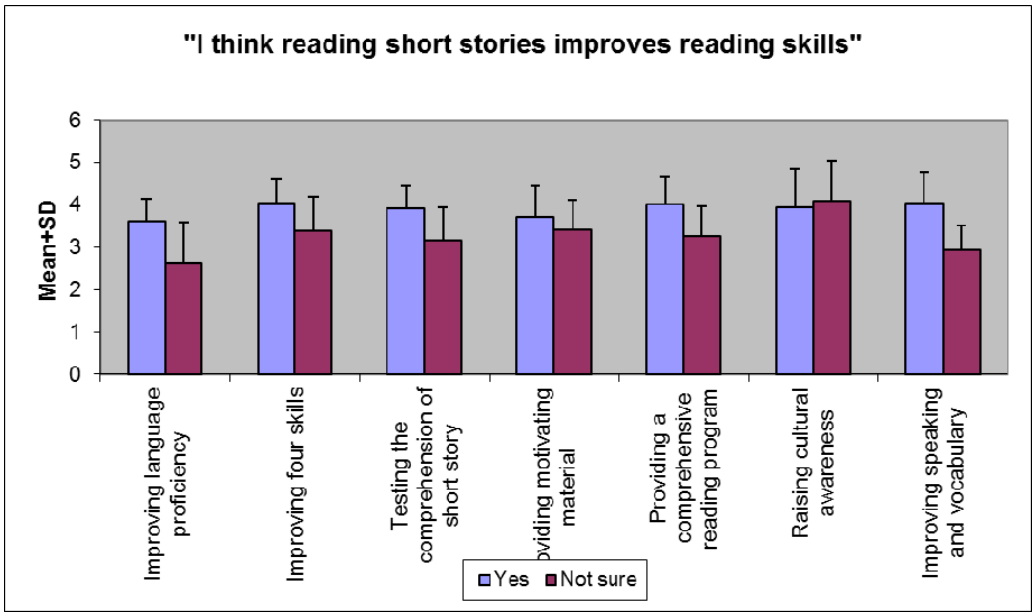


Figure 4 The Scores of the Responses Given to the Item ‘I think reading short stories improves reading skills’

3.3.10 The Results of the Instructors' Perception of the Factors Regarding the Effect of Short Stories on Improving Writing Skills

Table 30 The Results of the Factors Regarding the Effect of Short Stories on Improving Writing Skills

	I think reading short stories improves writing skills		*P*
	Yes	Not sure	
	Mean±SD (Median)	Mean±SD (Median)	
Improving language proficiency	3,63±0,51 (3,62)	3,04±0,93 (3,25)	***0,016****
Improving four skills	4,07±0,55 (4,12)	3,55±0,66 (3,75)	***0,010****
Testing the comprehension of short story	3,90±0,55 (4)	3,55±0,80 (3,83)	***0,111***
Providing motivating material	3,70±0,70 (3,60)	3,66±0,85 (3,80)	***0,954***
Providing a comprehensive reading program	4,04±0,63 (4)	3,50±0,79 (3,75)	***0,015****
Raising cultural awareness	3,96±0,88 (4)	3,73±1,18 (4)	***0,535***
Improving speaking and vocabulary	4,07±0,69 (4,33)	3,28±0,90 (3)	***0,002***

Mann Whitney U test *$p<0,05$ **$p<0,01$

It was found out that the 'yes' responses to this item as regards the scores of the factor 'improving language proficiency' were significantly higher than the 'not sure' responses ($p<0,05$).

The scores of the samples who responded as 'yes' to the item *'I think reading short stories improves writing skills'* as regards the scores of the factor 'improving four skills' were significantly higher than the scores of the samples who responded as 'not sure' ($p<0,05$).

The 'yes' responses to the item *'I think reading short stories improves writing skills'* regarding the factor 'providing a comprehensive reading program' scores had statistically higher significance level than the 'not sure' responses ($p<0,05$).

The ‘yes’ responses to the item *‘I think reading short stories improves writing skills’* as regards the scores of the factor ‘improving speaking and vocabulary’ had statistically higher significant difference than the ‘not sure’ responses ($p<0,05$).

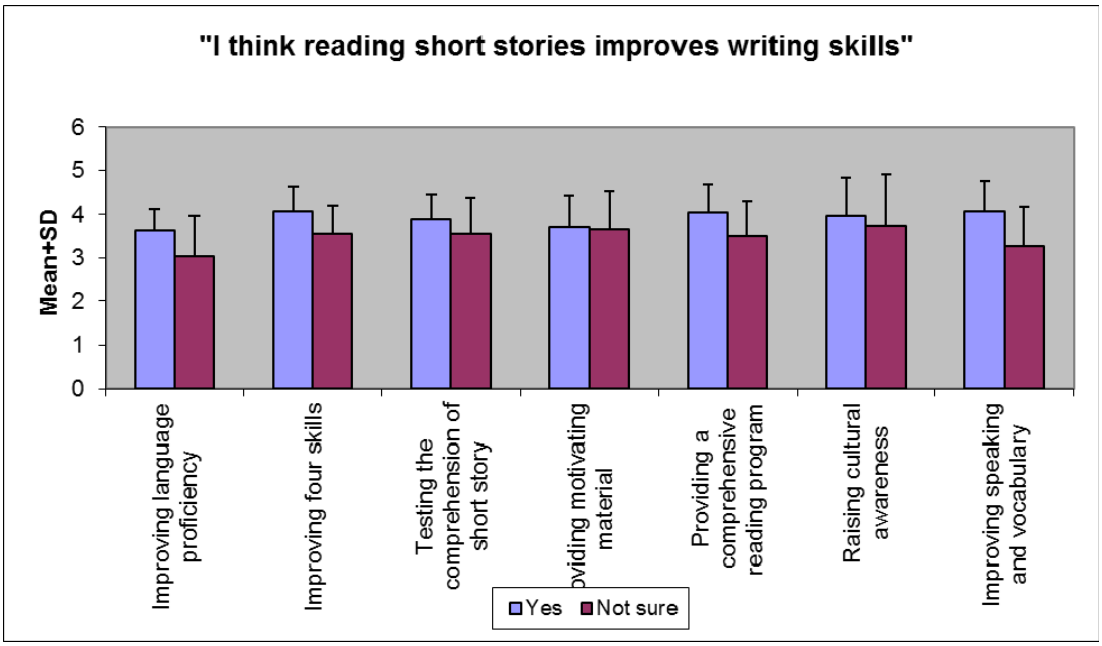


Figure 5 The Scores of the Responses Given to the Item ‘I think reading short stories improves writing skills’

3.3.11 The Results of the Instructors' Perception of the Factors Regarding the Effect of Short Stories on Improving Listening Skills

Table 31 The Results of the Factors Regarding the Effect of Short Stories on Improving Listening Skills

	I think reading short stories improves listening skills			*P*
	Yes	No	Not sure	
	Mean±SD (Median)	Mean±SD (Median)	Mean±SD (Median)	
Improving language proficiency	3,76±0,43 (3,75)	3,49±0,68 (3,50)	3,39±0,62 (3,50)	***0,011****
Improving four skills	4,28±0,48 (4,37)	3,85±0,59 (3,81)	3,81±0,59 (3,75)	***0,001****
Testing the comprehension of short story	4,07±0,58 (4,16)	3,77±0,60 (3,66)	3,70±0,52 (3,75)	***0,003****
Providing motivating material	3,75±0,67 (3,80)	3,83±0,84 (3,70)	3,53±0,66 (3,60)	***0,340***
Providing a comprehensive reading program	4,14±0,54 (4,25)	3,78±0,68 (3,75)	3,95±0,74 (4)	***0,043****
Raising cultural awareness	4,14±0,89 (4,50)	3,68±0,90 (3,50)	3,89±0,91 (4)	***0,048****
Improving speaking and vocabulary	4,14±0,69 (4,33)	3,85±0,94 (4)	3,92±0,65 (4)	***0,223***
Kruskal Wallis test	**p<0,05*		***p<0,01*	

As the data analysis revealed, the responses given to this item regarding the factor 'improving language proficiency' indicated statistically significant difference (p<0,05). Moreover, the scores of the 'yes' responses were significantly higher than the 'not sure' responses (p: 0,004).

It was also found out that the answers to the item *'I think reading short stories improves listening skills'* regarding the scores of the factor 'Improving four skills' revealed statistically significant difference (p<0,01). The mean scores of the 'yes' responses were significantly higher than the 'no' and 'not sure' answers (p: 0,001; p: 0,001).

According to the responses given to the item *'I think reading short stories improves listening skills'* as regards the scores of the factor 'testing the comprehension of short story' displayed statistically significant difference (p<0,01). The mean scores of the 'yes' responses had statistically higher significance level than the 'no' and 'not sure' responses (p: 0,014; p: 0,001).

According to the responses to the same item *'I think reading short stories improves listening skills'* regarding the scores of the factor 'providing a comprehensive reading program' revealed statistically significant difference (p<0,05). The mean scores of the 'yes' responses were significantly higher than the mean scores of the 'no' responses (p: 0,011).

In addition, the answers to the item *'I think reading short stories improves listening skills'* as regards the scores of the factor 'raising cultural awareness' displayed significant difference (p<0,05). As a consequence of the binary comparisons, the mean scores of the 'yes' responses were significantly higher than the mean scores of the 'no' responses (p: 0,018).

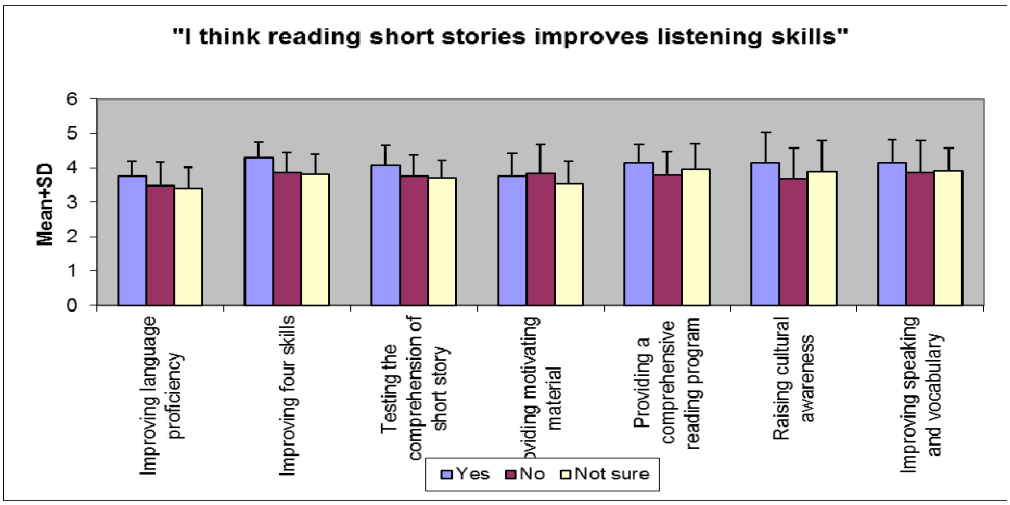


Figure 6 The Scores of the Responses Given to the Item 'I think reading short stories improves listening skills'

3.3.12 The Results of the Instructors' Perception of the Factors Regarding the Effect of Short Stories on Improving Speaking Skills

Table 32 The Results of the Factors Regarding the Effect of Short Stories on Improving Speaking Skills

	I think reading short stories improves speaking skills			*P*
	Yes	No	Not sure	
	Mean±SD (Median)	Mean±SD (Median)	Mean±SD (Median)	
Improving language proficiency	3,71±0,48 (3,75)	3,58±0,87 (3,75)	3,30±0,60 (3,37)	***0,001****
Improving four skills	4,24±0,52 (4,37)	3,77±0,67 (3,75)	3,69±0,48 (3,68)	***0,001****
Testing the comprehension of short story	3,97±0,56 (4)	3,78±0,67 (3,83)	3,70±0,56 (3,66)	***0,045****
Providing motivating material	3,78±0,67 (3,80)	4,16±0,64 (4)	3,38±0,73 (3,60)	***0,004****
Providing a comprehensive reading program	4,12±0,60 (4,25)	3,86±0,60 (4)	3,77±0,74 (3,75)	***0,025****
Raising cultural awareness	4,10±0,85 (4)	4,07±0,99 (4)	3,60±0,92 (3,50)	***0,016****
Improving speaking and vocabulary	4,20±0,68 (4,33)	3,68±1,11 (4)	3,71±0,62 (3,66)	***0,001****
Kruskal Wallis test	**p<0,05*		***p<0,01*	

The scores of the responses to the item *'I think reading short stories improves speaking skills'* regarding the scores of the factor 'improving four skills' indicated statistically significant difference (p<0,01). It was found out that the scores of the 'yes' responses were significantly higher than the 'no' and 'not sure' responses (p: 0,017; p: 0,001).

When answers to the item *'I think reading short stories improves speaking skills'* regarding the scores of the factor 'testing the comprehension of short story' are considered, there was statistically significant difference (p<0,05). The scores of the 'yes' responses went significantly higher than the 'not sure' answers (p: 0,020).

In addition, there was statistically significant difference according to the responses given to the item *'I think reading short stories improves speaking skills'* regarding the scores of the factor 'providing motivating material' ($p<0,01$). The scores of the 'yes' and 'no' answers were found to be significantly higher than the scores of the 'not sure' responses (p: 0,013; p: 0,004).

There was also statistically significant difference according to the responses given to the item *'I think reading short stories improves speaking skills'* regarding the scores of the factor 'providing a comprehensive reading program' ($p<0,05$). It was found out that the scores of the 'yes' responses were significantly higher than the scores of the 'not sure' responses. (p: 0,033).

Moreover, the scores of the responses to the item *'I think reading short stories improves speaking skills'* regarding the scores of the factor 'raising cultural awareness' displayed statistically significant difference. ($p<0,05$). The data analysis revealed that the scores of the group who said 'yes' were significantly higher than the scores of the group who said 'not sure' (p: 0,005).

Lastly, the scores of the responses given to the item *'I think reading short stories improves speaking skills'* regarding the scores of the factor 'improving speaking and vocabulary' displayed statistically significant difference ($p<0,01$). The scores of the 'yes' responses were significantly higher than the scores of the 'not sure' responses (p: 0,001).

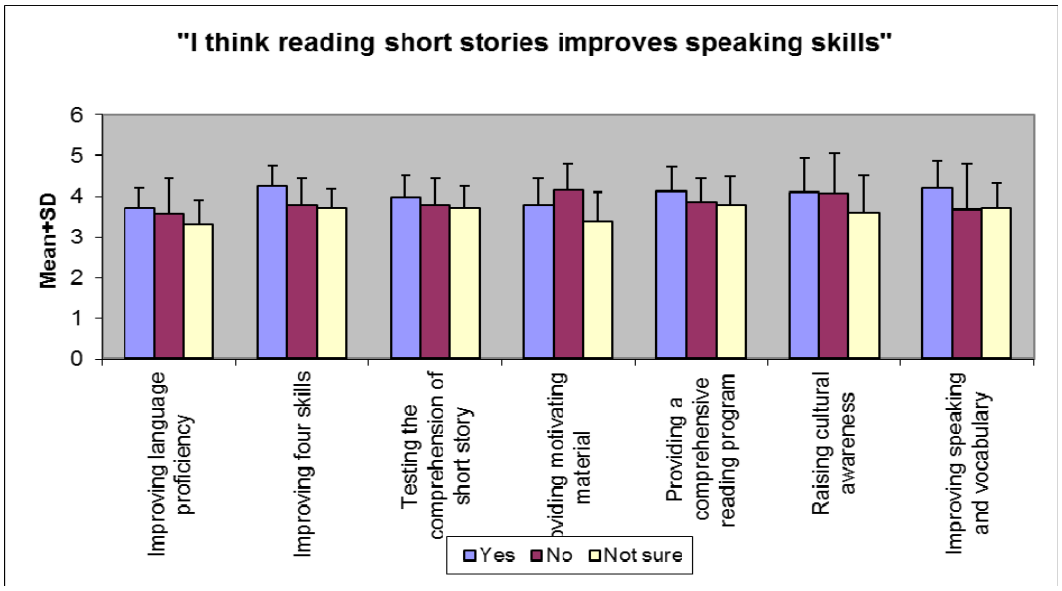


Figure 7 The Scores of the Responses Given to the Item 'I think reading short stories improves speaking skills'

3.4 The Results of the Items in the Main Part of the Questionnaire Based on the Research Questions

In this study, there are two research questions covering 36 items of the questionnaire. The research questions are already given in the Methodology section of the study. These questions will be explained below with the items related to them.

3.4.1 The Results of the Instructors' Perceptions on the Incorporation of Short Stories in ELT Regarding the Items in the First Research Question 'What is the teachers' perception of the use of short stories in ELT?' a) Does the short story have an effect on improving EFL learners' language proficiency?

The research question focusing on the effect of short story on developing the language proficiency of the EFL learners covers the items 1, 2, 3, 4, 5, 6, 7, 8 which belong to the first factor 'the short story's effect on improving language proficiency'.

The frequency scores of the items are already presented in Table 19. This research question of the study is based on the supportive aspect of short stories in the EFL classroom.

The scores of the 1st *item 'I expect the students to improve their language abilities through short stories'* indicate that the majority of the participants (95,3 %) agree with the positive effects of short stories on improving the language abilities and accordingly, improving the EFL learners' language proficiency.

The results of the 2nd item *'I think short stories are useful for the students in learning a language'* show that the participants' agreement (92,1 %) on the benefits and supports of short stories in the EFL, as learning a language involves being proficient in that language.

For the 3rd item *'I think short story reading recombines language learned in the classroom'*, the statistics show that 77,1 % of the samples consider short stories to be a complementary to the curriculum, so short stories play a role in developing the language proficiency.

The findings of the 4th item *'I think the short story provides support in achieving the objective of learning the foreign language clearly'* reveal that 60,3 % of the instructors who participated in the study have a supportive view to the role of short stories in the EFL. Thereby, the instructors' views complement the idea of short stories is effective in improving the language proficiency.

The data analysis of the 5th item *'I expect to raise the students' awareness of the language through short stories'* reveal that 78,9 % of the instructors involved in the study share the expectation of raising the language awareness of the students through

incorporating short stories in the EFL classroom. The supportive views of the instructors favour the implication that studying short stories as an extension of the curriculum is helpful for the students since they somehow enable the students to get involved, to create a sense of familiarity by giving the opportunity to make connections, or to make meaningful interpretations and judgements of the text. Thus, understanding takes place. Understanding reinforces awareness. So, the instructors seem to underline that language awareness is a step in improving the language proficiency of the students.

Considering item 6 *'I engage students in a reading program extensively'*, most of the instructors (78,9 %) do affirm that engaging learners in a comprehensive reading program as an indication of their method of incorporating short stories in the EFL classroom.

The results of the 7th item *'I think the short story should also be read at home as a homework task'* reveal that more than half of the participants are for the idea that in addition to teaching short stories in the classroom, assigning them as homework also contributes to the improvement of the language proficiency. On the contrary, 32,3 % of the instructors involved in the study abstain from giving a positive or negative opinion on this item.

The findings of the 8th item *'I ask students to make meaningful interpretations of the story'* indicate that 81,9 % of the instructors have positive views on getting the students to make comments on the stories. Interpretation encourages the awareness of the language and accordingly raises the language proficiency as previously mentioned for item 5 above.

3.4.2 The Results of the Instructors' Perceptions on the Incorporation of Short Stories in ELT Regarding the Items in the First Research Question b) Does the short story have an effect on improving the four skills?

The research question **'**Does the short story have an effect on improving the four skills?' covers the items 9, 10, 11, 12, 13, 14, 15, and16.

According to the frequencies of the item 9 *'I believe effective reading competence improves writing skills'*, more than half of the instructors (63,5 %) reveal that the reading in the EFL class is beneficial on the improvement in writing skills although there are the ones who abstain from giving either agree or disagree responses (27 %).

Item 10 *'I believe effective reading competence improves listening skills'* directly seeks the answer to this research question. The results show that a majority of the instructors (80,1 %) believe in the positive effects of short stories on the improvement of the listening skills in addition to their effects on the improvement of writing skills.

Item 11 *'I let students take notes on their reading experiences following the reading session to evaluate their progress'* focuses on the use of short stories in evaluating both the productive and the receptive skills. Since students write down their reading experiences, they become aware of their own progress; whether or not they have made progress in comprehending the stories, writing summaries, making interpretations or judgements. they finding out the approaches of the instructors to teaching short stories. Most of the participants claim that they engage their students in evaluating their own progress regarding their reading experiences in order to follow their progress in language skills through short stories.

Item 12 *'I believe the short story makes possible to draw students' attention easily within one or two class lessons'* favours that the aspect of conciseness makes the students focus on the short stories easily without getting bored. The frequencies reveal that more than half of the instructors believe in the benefits of short stories because of the practicality of length as short stories provides the teacher with the opportunity to integrate the skills.

For the item 13 *'I think I should make the students summarize each story they have read',* very few instructors point out their negative attitudes. This reveals that the instructors feel like assigning the students with summary writing tasks since they favour the idea that this will help improve writing skills.

Item 14 *'I believe promotion of writing after reading will enable students to grasp grammatical structures'* contributes to the reinforcement of the writing skills and the use of grammar as well. The high frequencies of the positive opinions of the instructors on the item signify that the writing activities after reading short stories definitely play a role in improving the writing skills.

More than half of the instructors involved in the study agree with the item 15 *'I consider summary writing to be a valuable practice as it allows learners to assert full control, both of the factual or fictional content of a book'* as an indication of their promotion of the writing activities done in parallel with reading short stories. They seem to believe that short stories are a tool of both practicing the writing skills and improvement of the reading skills.

Item 16 *'I believe writing summaries allows learners to have full control of the grammar and vocabulary used to express it'* clearly questions whether or not short stories function in increasing the vocabulary and grammar use. According to more

than half of the instructors seem to believe in the benefits of short stories on vocabulary enrichment and grammar proficiency if they are supported with the writing activities, namely summary writing.

3.4.3 The Results of the Instructors' Perceptions on the Incorporation of Short Stories in ELT Regarding the Items in the First Research Question c) 'Is testing the short story necessary to check the comprehension of the students?'

This research question covers the items 17, 18, 19, 20, 21, and 22.

Item 17 *'I believe an exam about the short story must be given to students after studying it in the class'* questions whether or not the instructors believe in the efficiency of testing short stories in developing the students' overall proficiency. The data analysis reveals that more than half of the instructors favour the need of testing in the EFL classroom.

Moreover, item 18 *'I agree that testing the short story helps students try to reread the story and thus understand better'* tries to draw attention to the necessity of testing in providing the students with a better understanding of the short story. The high frequencies signify that the majority of the instructors are for the idea of the supportive role of testing in reading short stories.

Item 19 *'I keep formal records about students' reading'* aims to discover the methodology of the instructors in teaching short stories and checks if they keep feedback notes on their students' reading process officially or not. When the results of the instructors' are considered, only 48 % of the participants confirm that they keep formal records. However, the ones who claim that they do not keep any official

notes are less in number than the ones who say that they do. So, it is possible to state that some of the instructors keep track of the students officially while some of them do not. The loaded or limited curricula of the universities do not seem to allow the instructors to keep official notes on the reading process.

Item 20 *'I test the short story with a wide range of follow-up activities'* involves both the approaches of the instructors in teaching short stories and the importance of testing the short stories. According to the results, the majority of the instructors seem to test short stories using a wide range of activities.

Item 21 *'I keep track of the students' reading program'* questions whether or not the instructors are deeply involved in the students' reading process and the outcomes of it. As the analysis reveals that the majority of the responses are for the idea. However, when compared to the results of the item 19 explained above, it is possible to say 48 % of the instructors confirm that they keep formal records in order to keep track of the students' reading process while 70,6 % of them claim that they keep track of the students' reading process although it is not clear how this is achieved.

Furthermore, for item 22 *'I promote well-supported logical answers while testing',* the agree responses (43 %) of the participants are very close to the unsure responses (32 %). A quarter of the participants state their disagreement in this item. This distribution in the scores indicates the testing methodologies vary.

3.4.4 The Results of the Instructors' Perceptions on the Incorporation of Short Stories in ELT Regarding the Items in the First Research Question d) 'Does the short story play a role as a motivating material?'

The fourth research question 'Does the short story play a role as a motivating material?' covers the items 23, 24, 25, 26, and 27.

According to the results of the item 23 *'I think the short story encourages students to discuss anything from the story together'*, 92,2 % of the subjects share the positive attitudes towards short stories since short stories provide the motivating material to engage the students in discussions. It might be true to state that the more students learn more about the topic or the characters, the more they want to share their views and learn the others' opinions.

Another aspect of short stories making them a motivating material and create a sense of interest can be considered their conciseness. The data analysis reveals that the results of the item 24 *'I think conciseness of the short story enables students to reread it'* seem to put forth the indecisive attitudes of the instructors involved in the study since the unsure responses (26 %) are higher than the agree (25,2 %), totally agree (15,7 %), disagree (22 %) and totally disagree (11 %) options. When the 'agree & totally agree' responses and 'disagree & totally disagree' responses are compared, the positive views with a score of 40,9 % overcome the negative attitudes with a score of 33 % somehow indicating that the conciseness aspect of the short story makes it as motivating as to be reread. Moreover, item 25 *'I think conciseness of the short story encourages students to discuss further details in class'* is like a repetition of the item 23 discussed previously and the responses indicate that a majority of the

instructors (70,7 %) believed in the idea that short stories create such a motivating atmosphere that fosters learning.

When it comes to item *26 'I believe the reading material selected for the classroom should address students' needs',* more than half of the participants involved in the study think that the selection of short stories should be done in accordance with the students' needs so as to reinforce motivation.

For item 27 *'I encourage students to go through a planned reading experience',* the results indicate that less than half of the participants seem to encourage their students to experience a planned reading process.

3.4.5 The Results of the Instructors' Perceptions on the Incorporation of Short Stories in ELT Regarding the Items in the First Research Question e) 'Does the short story provide a comprehensive reading program?'

The items 28, 29, 30, and 31 try to seek the answer to this research question questioning if short stories have a role in providing a comprehensive reading program or not.

For the item 28 *'I think students should focus on the lexical details in the short stories'*, the agree and totally agree responses reveal that more than half of the instructors are in favour of focusing the students on the lexical details in short stories in order to enrich their vocabulary knowledge through a comprehensive reading program they offer.

For the item *29 'I choose short stories according to students' proficiency levels',* the majority of the instructors claim that they make a selection of the short stories taking the students' proficiency levels into consideration. Their positive attitudes on this

item reveal that the more appropriate the material is to the students, the more comprehensive the reading process becomes.

The results of the item *30 'I believe the reading material selected for the classroom should address students' interests'* show that 82,7 % of the instructors have supportive views on providing a comprehensive reading process by choosing the short stories which may be interesting to the students.

The results of item 31 '*I engage students in a focused reading program'* indicate that most of the participants accept that they keep their students engaged in a focused reading program.

3.4.6 The Results of the Instructors' Perceptions on the Incorporation of Short Stories in ELT Regarding the Items in the First Research Question f) 'Does the short story have an effect on raising the students' cultural awareness?

This research question 'Does the short story have an effect on raising the students' cultural awareness?' covers the items 32 and 33.

For the item 32 **'***I think the short story helps students to gain useful perceptions of other societies' interpretations of their own experiences',* the findings show that more than half of the instructors involved in the study have positive opinions for short stories' effects on broadening the cultural horizons of the students as they provide the students with the opportunity to have insights of other societies.

In addition, item 33 *'I agree that the short story broadens cultural horizons of the students'* is a directly asked question seeking to answer this research question. The results clearly indicate that 74,8 % of the instructors involved in the study have

agreement on the item. Very few instructors (4,7 %) developed negative attitudes towards this aspect of short stories.

3.4.7 The Results of the Instructors' Perceptions on the Incorporation of Short Stories in ELT Regarding the Items in the First Research Question g) 'Does the short story have an effect on improving speaking and vocabulary?'

This research question covers the items 34, 35, and 36 which belong to the last factor.

For the item 34 *'I think teaching the vocabulary before making the students read the story is rewarding'* the data analysis reveal that most of the subjects seem to agree with the pre-teaching of the vocabulary. Pre-taught vocabulary becomes meaningful and long term after being experienced in the short story. Therefore, the scores of the item show that short stories play a role in enriching the vocabulary.

Item 35 *'I think the short story improves students' communication (speaking) skills'* and item 36 *'I believe effective reading competence improves speaking skills'* are about the effects of reading short stories on the improvement of the speaking skills of the students, thereby they try to answer the research question directly. For both of the items, the results of the instructors' views indicate similar scores with the majority of them showing their agreement on the idea.

3.5 The Results of the Introductory Part of the Questionnaire Regarding the Second Research Question 'Does the teachers' perception of the use of short stories in ELT change according to their demographic features?'

3.5.1 The Results of the Research Question 'Does the teachers' perception of the use of short stories in ELT change according to their gender?'

In the study, the female instructors outnumber the male instructors and the number of the female instructors who are in favour of using short stories seems higher. However, it is obvious that, most female and male instructors have supportive views of all the factors. This indicates that their views do not really change according to their gender and the majority of the teachers give positive responses to the effects of short stories both on improving the four skills and providing a comprehensive reading program.

3.5.2 The Results of the Research Question 'Does the teachers' perception of the use of short stories in ELT change according to their age?'

The findings display that the perceptions of the instructors involved in the study of the seven factors do not seem to change according to their age as they show no significant difference.

3.5.3 The Results of the Research Question 'Does the teachers' perception the use of short stories in ELT change according to their educational degree?'

Despite the statistical difference in the perception of the post graduate and graduate instructors on the effect of short stories on broadening the cultural horizons of the students, all teachers apparently have a positive attitude towards the factor in question. The seeming disparity may be purely coincidental.

3.5.4 The Results of the Research Question 'Does the teachers' perception of the use of short stories in ELT change according to their departments that they graduated from?'

In the study, graduates of English Language and Literature, American Culture and Literature, ELT, Linguistics, Translation and Interpretation are included. Since the graduates of English Language and Literature, American Culture and Literature, Linguistics, Translation and Interpretation departments do not have language teaching education, there is no significant difference with regard to their outlook to the question.

3.5.5 The Results of the Research Question 'Does the teachers' perception of the use of short stories in ELT change according to their years of experience?'

The instructors participated in the study showed a wide range of experience from the newly appointed teachers to the teachers with more than 12 years of experience in their profession; however, the experience of the instructors do not seem to affect

their views on the effects of the short stories in ELT as the findings indicate no significant difference regarding their years of experience.

3.5.6 The results of the research question 'Does the teachers' perception of the use of short stories in ELT change according to the number of students in their class?'

The instructors who have crowded classes develop more positive views on the role of the short stories in improving the language proficiency and the four skills as well as improving speaking & vocabulary and providing a comprehensive reading program, in addition to their assumption that students must be tested. This clearly underlines the fact that the more crowded the classes are, the more the instructors seem to believe in the positive effects of short stories. Thus, their perceptions definitely change according to the number of the students they have to handle so that they can compensate for the adequate time that they could not spare for individual students.

CHAPTER 4

CONCLUSION

Following the aim of revealing the perceptions of the instructors about the incorporation of short stories into ELT, this study has come to some significant conclusions. The findings of the seven factors covering the items of the questionnaire have tried to find answers to the research questions.

As far as the demographic features of the participants are concerned, the gender of the participants did not seem to affect the participants' positive views on the benefits of short stories in ELT. In addition, their age groups did not show any difference regarding the seven factors.

The other demographic feature showing the instructors' educational degree seemed to have influence on raising the cultural awareness aspect of short stories. The responses of the graduates were higher than the post graduate group of instructors, which is most probably coincidental.

The answers of the instructors involved in the study did not seem to be affected by their departments they graduated from even though some of the participants' did not receive any English Language Teaching education. Thus, no matter which department they graduated from, the participants are mostly for the idea of incorporating short stories into ELT in the EFL classroom.

When it comes to the years of experience of the instructors participated in the study, while some of them have just started their ELT career, some of them have more than

12 years of experience and there are ones who are in between. However, this fact did not display any difference in their positive responses to the factors of the study.

In addition, the introductory part looked for the information on the number of students in the instructors' classes. The result was that the instructors who had very crowded classes had the higher expectancy of improving the language proficiency and the four skills as well as enhancing speaking and vocabulary, in addition to their belief in the necessity of testing and the need for a comprehensive reading program. Therefore, the crowded classes seem to push the instructors to test as a way of compensating for the time which should be allotted to each student.

Apart from the demographic features of the participants, the frequencies of the introductory part of the questionnaire have indicated that the more the number of the short stories taught in the classroom indicated in the options, the fewer instructors seemed to circle that option. This may stem from the heavy curriculum burden on the instructors' shoulders limited to the course books or the administrative decisions. Another reason behind this may be the curriculum limits as it has no place for short stories. However, there are a great number of instructors claimed that they include 1 to 5 short stories in their ELT process.

When it comes to how often the instructors used short stories in their ELT process, it is clear that the more frequently they use short stories, the higher their expectation of improving the overall language proficiency becomes. So, the teachers use short stories in their EFL classes and believe in the efficacy of them in the language learning process.

Regarding the number of the short stories the instructors use in their classes, the results have revealed that they mostly used 1 to 5 short stories as mentioned

previously. However, the teachers who used ‘more than 11’ stories in their classes have more expectation than the others who used less stories in their classes on contributing to the overall language proficiency. This is an indication of the present curriculums of the Foundation University teachers do not allow the teachers to use as many short stories as they can to promote the language skills of the students.

As far as the 7 factors in the main part of the questionnaire are concerned, the descriptive statistics revealed that, in general, the instructors believed that short stories definitely improve the four skills, in addition to vocabulary skills and the short story as a comprehensive reading program.

According to the analysis of the data about instructors’ perceptions on the incorporation of the short story into ELT, it has been revealed that the instructors participated in the study have agreed on the benefits of short stories on the improvement of the language proficiency which is the first factor in this study. The results of this factor run parallel with the claims of Anderson (2003) who considers reading to be the most important skill to master in order to ensure success in learning. As Anderson (2003) states that the students can make good progress in language learning; as they can master the language proficiency with the help of the strengthened reading skills just as the findings have indicated that short stories included in the ELT curriculum are a way to strengthen the reading skills improving the language proficiency of the EFL students.

In addition to the results of the first factor, the findings of the second factor ‘improving four skills’ have shown that the instructors believe in the advantages of short stories in developing the four skills. This result is somehow tied with the claims of Erkaya (2005), Grabe & Stoller (2001), and Lazar (1993) aforementioned in

Chapter 1 since they consider reading to be one of the most important skills to master in order to succeed in learning and they suggest that short stories ensure the integration and reinforcement of the other skills which are speaking, listening and writing as well as reading. The introductory part of the questionnaire also sought answers to the perceptions of the teachers before passing on to the main part of the questionnaire. The questions starting from 9 to 12 were also directly related to the effect of short stories on improving the four skills. These questions were included in the introductory part so as to find out if the responses of the participants would be consistent with the items in the main part of the questionnaire. According to the statistics, these results also seem to be in harmony with the positive views on the effects of short stories on improving the four skills especially the reading skills. In addition, the frequencies of the items concerning the effects of short stories on improving the writing skills in the introductory part, the instructors responded mainly as they agreed, very few of them seemed hesitant probably because of the fact that they have to skip the writing tasks while engaging students in the reading process. Thus, the consistence of the introductory and the main part of the questionnaire seems to increase the reliability of the study. When the effects of short stories on listening and speaking skills are compared in the introductory part, more people agreed on short stories improve speaking skills than the people favoured short stories improve listening skills. While some of the instructors agreed that short stories have a role in improving both listening and speaking skills, a considerable number of them displayed that they were not very sure of the positive effects. This may be the indication of their teaching experiences in the EFL prep classes as their main focus is catch up with the pacing and this leads them to skip listening to the audio CDs and the discussion tasks in their teaching process.

Moreover, the third factor 'Testing the comprehension of short story' has been supported by the instructors who believe in the necessity of testing the reading process. In parallel with the findings, the aforementioned suggestions of Harris (1969), Madsen (1983), Spolsky (1989), Frederiksen & Collins (1989), Brophy (2003), Heaton (2006), and Afflerbach (2007) signify the need of testing in terms of fostering the language learning process.

The results of the other factor 'Providing motivating material' have displayed that instructors supported the idea that short stories provide motivation and thus, engagement. Likewise, as previously mentioned in the first section of the study, Jenkinson & Hawley (1967), Peacock (1997), Berardo (2006) suggest that short stories are a source of motivating material to the students. In addition, short stories are not only efficient materials in creating a sense of enthusiasm but also in being highly engaging ones. Thus, the instructors involved in the study seem to have agreed with those ideas of the aforesaid researchers. Moreover, the results are in harmony with the study conducted by Özkul (2007) about the readers' emotional involvement in reading the L2 short stories, which confirmed that reading short stories evokes emotions on readers and this would definitely affect their language learning process as previously underlined in the literature review section of this study. The results of this study also revealed similar findings to her study on the motivational aspect of short stories.

According to the results of the other factor which is 'the short story as a comprehensive reading program', the perceptions of the instructors involved in the study have revealed that they are strongly for the idea of the use of short stories as a comprehensive reading program in their EFL classes. As previously underlined in the

literature review, the language learning process in terms of strengthening the reading skills with the help of short stories saddles teachers with some responsibilities. The researchers as follows share the same opinions with the instructors participated in the study: In 1967 Jenkinson mentioned some approaches that teachers should follow, then Wallace (1992) mentions the "Freirean Approach" to follow; Lazar (1993) puts forth three approaches; Language Based Approach, Literature as Content, and Literature for Personal Enrichment; Collie & Slater (2008) suggest three methods for teachers to exploit the reading considering the First Encounters, Maintaining Momentum, and Exploiting Highlights; Salvatory (2000) & Khatib (2011) both talk about the Reader Response Theory for the teachers to get the students produce and interpret the reading texts.

Regarding the perceptions of the instructors on the positive effects of short stories on raising the cultural awareness of the students, the results have shown that the instructors mostly agree on this aspect of short stories. This finding supports Lazar (1993), Mellor, Patterson and O'Neill (2000), and Collie & Slater's (2008) views on the effects of short stories on making the students familiar with the target culture, getting them to have different perceptions on other societies' interpretation of their own experiences and comparing these to their own understanding of the world. This also involves increasing the level of critical thinking, making inferences, reading between the lines or/and their imagination. The instructors participated in the present study supported this idea just like the participants in Tutaş's (1993) research on short stories did. Her study also revealed positive results about the encouraging effects of short stories on developing students' reading skills in terms of productive thinking, originality, imagination, making inferences, or predictions. This very study and Tutaş's (1993) study both try to point to the need to complement the limited

curriculum of ELT in the EFL classroom and her study displayed that short stories could be used as class material as they are beneficial.

Lastly, according to the results obtained concerning the final factor 'improving speaking and vocabulary', the analysis has indicated that the instructors strongly support the benefits of short stories on improving both the speaking and the vocabulary skills. In compliance with Krashen's (2009) beliefs, the instructors justify the idea that more reading provides more input and therefore fosters vocabulary growth. In addition, Collie & Slater (2008), Sonbul & Schmitt (2010), Nagy (1988), Nation (2005), Cohen & Cowen (2008) all share the same ideas with the instructors participated in the study as they suggest that reading has a considerable impact on enhancing the vocabulary skills of the learners. Considering Güler's (2007) study on the EFL teachers' beliefs about teaching reading, the results are consistent with this very study in terms of the motivation the reading text should offer and the vocabulary expansion the reading process ensures. Not only Güler's (2007) study but also Yıldız's (2008) study has similar findings to this study, which investigated the impact of short stories on vocabulary enrichment. The instructors involved in the present study also believed in the benefits of short stories on improving the vocabulary skills of the learners in parallel with the learners in the Yıldız's (2008) research.

Apart from enriching the vocabulary, the other effect of short stories on developing speaking skills is supported by Tasneen (2010) who believes that the necessity of short stories as they are open to interpretation and interaction; interaction gives way for discussion which reinforces speaking skills.

The study also necessitates further research on the basis of the findings. It is worth further research with a similar research design to the current study which investigates the perceptions of the university students in Turkey on the incorporation of short stories into ELT in order to see whether or not they really make progress with the help of short stories. The other suggestion may also involve that instructors from both the foundation universities and the state universities from different cities covering all the regions in Turkey could be involved so that a comparison can be made in a wider perspective.

To sum up, being an inseparable part of the limited class pacing and comprehensive reading program, short stories have a considerable contribution to improving the four skills and the vocabulary, the overall language proficiency of the EFL learners with the help of the motivational aspect embedded in them. According to the findings of the research, testing is also a necessity since there are a lot of crowded classes in Turkey. Thus, trying to find out the perceptions of the EFL teachers on the incorporation of short stories into ELT, the very study has come to the conclusion of the necessity of short stories in the EFL curriculum.

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CURRICULUM VITAE

ÇİĞDEM AKKUŞ

PERSONAL INFORMATION

Date of Birth: 19 / 07 / 1980
Place of Birth: Izmit
Marital Status: Married
E-Mail address: akkus.cigdem@hotmail.com

EDUCATION

- Master's Degree (M.A), Maltepe University, Department of Foreign Languages, English Language Teaching (with thesis), Istanbul, Turkey, 2009-2011.

- TEFL International / TESOL Certification, Bordeaux, France, August 2007

- English Language Teaching Formation, Istanbul University – Hasan Ali Yucel Faculty of Education, Istanbul, Turkey 2001 – 2002

- Bachelor's Degree (B.A), Istanbul University – Faculty of Letters, English Language & Literature Department, Istanbul, Turkey 1998 – 2003

- Private Kocaeli High Schools, Izmit , Turkey 1995 – 1998

- Private Arı High Schools, Ankara, Turkey 1991- 1995

SEMINARS ATTENDED

- '2nd International English Language Teaching Conference on Teacher Eduaction and Development', Maltepe University, Faculty of Education & Department of Foreign Languages, Istanbul, Turkey, May, 2010.

- Denmark Esbjerg Hojskole, 2004 June – July
  European Union Seminars Certification (The summer-school "Europe of the Youth", on the topics which are "The vision of Europe of the generations, The mobility and Integration of East and West and The social models for Europe" by Esbjerg Hojskole/Denmark.

PROFESSIONAL EXPERIENCE

Acıbadem University, Istanbul, Turkey (October 2010- ...)

- English Instructor at the Faculty of Health Sciences and the Vocational School.

TEFL International, Bordeaux, France August 2007

- Teaching English ranging from elementary to upper-intermediate levels
- Implementing grammar and text-based lessons
- Utilizing Communicative Language Teaching techniques

Doğuş University, Istanbul, Turkey, English Preparatory Department 2005 – 2007

- English Instructor
- Teaching English ranging from elementary to advanced levels
- Preparing students for the End of Year Proficiency Exam
- Experience in Academic Writing Lessons

Private Batı Schools, Istanbul, Turkey 2004 – 2005

- English Teacher
- Teaching English to 6^{th} – 7^{th} - 8^{th} – 9^{th} - 10^{th} graders.
- Participating in a Comenius Project titled as "Language Through Art" in France

Gök-Dil English Courses, Istanbul, Turkey 2002 – 2004

- English Teacher
- Teaching English to Elementary , Pre-Intermediate & Intermediate Classes

Umraniye Anatolian High School, Istanbul, Turkey 2002 March – May

- Trainee teacher

OFFICIAL EXAMS TAKEN

- TOEFL PBT EXAM 2010 with a score of 617 (Equivalent of 105 in IBT and equivalent of 96 in KPDS)
- ALES 2009- WITH A SCORE OF 70,05.

COMPUTER SKILLS

- Proficient in Windows XP, Microsoft word and Internet applications