

Improving EFL Students' Reading Comprehension Skill through Short Stories

Ghareeb Karam Mustafa

English Department, College of Arts, Soran University, Soran city, Kurdistan region, Iraq
ghareeb.mustafa@soran.edu.iq

Prof. Dr. Hoshang F. Jawad

English Department, College of Arts, University of Sulaimani, Sulaymaniyah, Kurdistan region, Iraq
hoshang.jawad@visitors.soran.edu.iq

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ABSTRACT

This descriptive analytical research, which adopted a mixed-method approach (qualitative and quantitative), was conducted to investigate teaching EFL students' reading comprehension skill through short stories. The problems that most learners face in reading comprehension in terms of ambiguous words cause them not to understand the text, and the way a text is selected has an influence on the learners' ability to achieve a better reading skill. The purpose of the study is to investigate the use of short stories of EFL students of English department at Soran University, to find out how the use of short stories improves EFL students' reading comprehension skill. The importance of the study can be beneficial to Kurdish EFL University students, instructors, Kurdish EFL lecturers and syllabus designers.

The researcher has used three research questions with two mixed tools for data collection: one is a qualitative tool (Teacher interview) and quantitative tool; the sample of the study was selected from Soran University, Faculty of Arts, English department. The researcher has used (19) questionnaire items with students and interview questions with university instructors as two research tools by using SPSS to analyze data. The findings of the study resulted that short stories were worthy to improve students' reading

comprehensions and teaching short stories is an active and practical way.

1. Introduction

One of the significant elements in the process of teaching language is reading skill which aims to improve students' abilities in learning a foreign language. By using short stories in the process of teaching literature, a more favorable atmosphere will be created for discussion among the students and even teachers, this will lead to motivate and encourage students to interact with the teacher to learn the foreign language. Students' enthusiasm for reading is critical to their academic success, because if they are not enthusiastic for reading, they will not read. Literary texts can encourage and interest reading of the texts in reading comprehension problems, as well as integrating the four skills during reading practice, therefore reading comprehension skill is the most significant skill (Khatib, 2012).

1.1 Problem Statement

Most learners face difficulties in reading comprehension in terms of ambiguous words cause them not to understand the text, and the way a text is selected has an influence on the learners' ability to achieve a better reading skill. According to Spencer and Hay (1998) the development of rapid, automatic word Comprehension skill is believed to be the main challenge confronting beginning readers, another problem is that teachers do not always use interesting materials for students, it decreases student's motivation, Setting the scene for a book could be another motivating factor, activate their preexisting understanding of the topic by asking questions. The study is intended to answer the following research questions:

1. How does the teaching of reading comprehension skill through short stories increase EFL students' interest in reading?
2. What impact does the teaching of reading comprehension skill through short stories have on EFL students' reading comprehension?
3. How does the teaching of reading comprehension skill through short stories influence EFL students' attitudes towards reading skills?

1.2 Prelude

The present study deals with some elements of the reviewed background relevant to the effect of short stories on improving reading comprehension skill. Literature is used in teaching language to learners. The main goal of a language teacher is to develop the students' capacities rather than to foster knowledge of the language, enabling them to use it for different communicative purposes. (Elhaj, 2017). Short stories are one of the best methods in EFL that a teacher can use, it supports in the effective development of students' language skills they are simple to use in a classroom setting and easy to comprehend. Students pay more attention to stories than to any other type of passages. (Pardede, 2011).

1.3 The interrelation between literature and reading

Many researchers attest that one of the most significant skills to mastery a foreign language is reading. The ability to read is the prerequisite for autonomous learning (Khatib, 2012). Most learners in EFL contexts have little or no opportunity to contact with native speakers, so reading literary text will give them the opportunity to have a better interaction with foreign culture and people.

1.4 The role of short stories in improving reading in EFL classes

Many pedagogues and professionals have welcomed the role of short stories in EFL classrooms, to improve reading comprehension skill, because there are many benefits that can offer the EFL teachers and learners. Short stories are the most beneficial idea in literary genre which is considered as less feared and more enjoyable in the process of English teaching, because they are easy to finish and clear to comprehend (Hirvela, 1988).

1.5 The benefits of using short stories in language classes

Short stories help students to learn the four language skills more effectively due to the motivational benefits, instructors can teach literary, culture, and higher-order thinking benefits in teaching foreign language. Several researchers have discussed the benefits of using literature generally, but using short stories specifically

in the language classes for the purpose of improving language skills could be unique in the process of teaching foreign language, for example discussions and debates to narrate stories in the classes. (Pathan, 2012).

1.5.1 Reinforcing the reading skill

Choosing appropriate short stories by instructors to teach reading skill will provide quality text content and greatly strengthen EFL learners, stories are used to improve both vocabularies and reading skill of students, this can also teach students the four English language skills, Short stories can create an effective writing and acting dialogue amongst the students (Odilea Rocha, 2008)..

1.5.2 Increasing student motivation

Short stories motivate students of all levels of language proficiency skill to read them all the way through to see how the tension is resolved. It's claimed that literature is motivating students to discover their feelings through the interaction of others." (Elliott, 1994), he emphasizes the need of establishing student–response (at both individual and group levels) as well as literature competency. Literature texts motivate students to read more and the majority of the selected texts based on the level of student's language competence and interests will certainly be motivating. (Erkaya, Benefits of Using Short Stories in the EFL Context, 2005).

1.5.3 Vocabulary acquisition

It's believed that short stories are an efficient approach to learn vocabulary in an EFL context. Some researchers like Arias Rodríguez, University of Santo Tomás, Tunja, Colombia suggest that by using short stories, teachers can provide different contexts in which students can communicate, exchange information, and express themselves. Wilkins (1972) illustrates the importance of vocabulary acquisition in learning another language by stating, "Without grammar, little can be conveyed, without vocabulary, nothing can be conveyed."

1.5.4 Increasing students' cultural awareness of the target language context

Developing cultural awareness can be improved by literature, Learners are provided with teaching literature with culturally appropriate pragmatic and socio-psychological components around.

Teaching cultural awareness provides them to socialize and increase the effectiveness of the culture, literary texts can increase awareness of different cultures from other languages by using famous literary texts which also increase interaction. (Khatib, 2012).

1.9 Literature Review

The purpose of the following review of the literature is to look at a number of studies that carried out at teaching short stories to improve reading comprehension skill as a way to teach the English language.

There are 3 researches related to this study. These will be reviewed below as the section of the literature review.

The first conducted research is by Ikhlas Mubarak (2017) entitled “The Role of Short Stories in Developing Reading Skill for EFL Learners” at Sudan University of science and Technology College of Graduate Studies. The aim of conducting this study was to investigate the role of short stories in developing reading skill to EFL students. The population of the study is (30) students of AL Nukhba secondary school for girls. The tools used in this study is an availed questionnaire using 30 items, with the test papers for students, analyzing data with SPSS program, the questionnaire papers were with Likert-scale (Strongly agree, Agree, Neutral, Disagree and Strongly disagree). Researcher has used hypotheses with research questions.

In the findings of this study related to the questionnaire and the test students witnessed that short stories greatly encouraged them in improving their vocabulary and reading comprehension.

The second research was conducted by Amelia Eka Frimasary 2015, entitled “USING SHORT STORY TO IMPROVE STUDENT’S READING COMPREHENSION” at the Second Year Students of SMPN Kota Bengkulu high school, Indonesia, the researcher conducted this study to find out the differences in students’ scores and to find out whether the students’ interest was improved or not. Questionnaires were used as the research's main tool. The outcome of the short story was satisfactory. Pre-test mean scores for the experimental class were 45.1 and for the control class were 45.25. Both classes' differences were 0.15 points. In both classes, there were differences of 4.1. The experiment was successful. The result above shows that students' score and interest have different result by giving the treatment, and there are significant in the differences in scores of both classes.

The third research was by Sami Hussein Hakeem entitled “The Perceptions of EFL Teachers and Students on the use of Short Stories to Enhance Reading Comprehension” at Faculty of Education, Tishk International University, Kurdistan Region-Iraq. It’s a qualitative research design where data were collected by interviews with 20 participants 10 teachers and 10 students. Following a general analysis of the participants' responses, it was discovered that everyone had positive attitudes and opinions towards the use of short stories to improve reading comprehension in the teaching and learning of English as a foreign language.

2. METHODOLOGY

2.1 Introduction

The researcher has allocated this section for the methodological sections. The study is descriptive analytic research which was carried out with both qualitative and qualitative methods and the sample used with the method of data collection along with procedures followed. The researcher also pointed out the validity and reliability on data collection and analysis. Questionnaires and semi-structured interview teachers were used as two research tools.

2.2. Sample of the Study

The sample of this study is 63 students of the two classes of the first year of English department at Soran University. Their ages vary between 18 to 21 years old (22 female & 41 males). The students spent six weeks of studying the SHORT STORY course during the second semester of the academic year 2021-2022.

2.3 Instruments of the Study

In this study the researcher used two mixed tools for data collection: one is a qualitative tool (Teacher interview) and second is a quantitative tool (a 5-point Likert-scale questionnaire) in which students indicated their degree of agreement to each statement.

2.3.1 Questionnaire

This quantitative tool was used to obtain the required results of students' responses, students were asked to make their opinions on their level of agreement with questionnaire statements which consist (19) items with 5 Likert scales: strongly disagree, disagree, neutral, agree, and strongly agree. The first six statements of the questionnaires cover the response of the first hypothesis, the second six statements cover the claim of the second hypothesis while the last seven statements cover the claim of the last hypothesis of the study. This common survey was utilized in this research as a method to measure student's attitude.

2.3.2 Teachers interview

This qualitative tool used to collect descriptive data about the universities' instructors' point of view and their experiences towards teaching short stories in EFL student's classroom. This tool covers the process of interviewing six university instructors who have enough experience in teaching English to EFL learners. The interviewees were from Soran University English department of both colleges of basic education and faculty of arts.

2.4 Questionnaire's Validity

Before conducting the final version of the questionnaire, the researcher conducted pilot study to the questionnaire. In a specific period of time between 40-45 minutes, sample of %15 participants took place in the questionnaire 2 weeks before the final survey was conducted which is defined as a mini-process of a full-scale study, eventually, the results of the pilot study ensured the validity of the questionnaire for the current study. the analysis results assured the validity of the items which confirmed that the items were appropriate and no items were removed.

2.4.1 Content Validity

The questionnaire was sent to seven instructors of both Soran university and University of Tishk as jury members to review the research tools. Following their thorough review, the questionnaire was modified based on their feedback and comments. Their modifications mainly included such as slight amendments, change of the statements as well as grammatical mistakes in the items.

2.5 Reliability of the Questionnaire

According to Garson (2012) reliability is another significant feature to assure that the questionnaire is without flaws and errors. The researcher utilized the Statistical Package for the Social Sciences (SPSS) program to settle and measure the reliability of the questionnaire of this research, Cronbach's alpha scale was implemented.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.730	.732	19

Here, the Cronbach's Alpha = 0,730 (out of 15 Questions in the Survey) Cronbach's Alpha Above 0.7 is considered reliable. So, here is pilot study showed a reliable result.

2.6 Reliability of the Interview

Despite their declaration to be interviewed due to the lack of their time, the researcher has obtained the permission of linguistic and TESOL instructors to be interviewed; their experiences of teaching were between 10 to 15 years, they were from Soran University and Tishk University. Another point for reliability is when the instructor is very interested in English and fond of giving feedback.

2.6.1 Validity of the Interview

To ensure the validity of the interview questions, the interview questions were showed to 7 linguistic and TESOL experienced teachers owned their M.A and PhD. They confirmed about the formation and the convenience of the interview questions with the research.

3.0 DATA ANALYSIS AND DISCUSSIONS

3.1 Introduction

This section is devoted to the findings and illustration of the collected data from the questionnaire and the instructors' interview of the study. The data were collected to answer the research questions.

(Table 1)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TOTALMEAN	63	3.26	4.58	4.0351	.38560
MeanH1	63	2.33	4.17	3.1481	.36307
MeanH2	63	3.17	4.50	3.8889	.38217
MeanH3	63	2.00	4.43	3.6100	.48966
Valid N (listwise)	63				

The (table 2) shows some important results which is interpreted by SPSS (Statistical Package for the Social Sciences) program, it indicates the results of descriptive statistics of means, maximums, minimums and standard deviations for the

items, as well as first hypothesis, second hypothesis and third hypothesis. We will be discussing each hypothesis and means with items.

Frequencies and Percentage of the First Hypothesis (H1)

Table 3

Statement	Strongly agree	Agree	(Neutral) Undecided	Disagree	Strongly disagree	Total
1. Short stories are the practical way for English learners to enjoy reading.	31	30	1	1	0	63
	49.2 %	47.6 %	1.6%	1.6%	0%	%100
2. Using short stories in classrooms increase the students' interest in reading more short stories.	28	27	6	2	0	63
	44.4 %	42.9%	9.5%	3.2%	0%	%100
4. Studying Short stories increase students' intercultural awareness.	18	22	19	4	0	63
	28.6 %	34.9%	30.2%	6.3%	0%	%100
7. It makes me lose my interest when I find difficult vocabularies in texts.	2	10	18	19	14	63
	3.2%	15.9%	28.6%	30.2%	22.2%	%100
8. I have anxiety when I read short stories in the classroom.	0	5	7	42	9	63
	0%	7.9%	11.1%	66.7%	14.3%	%100
10. Using short stories is useless and it is a waste of time in the class	0	2	8	20	33	63
	0%	3.2%	12.7%	31.7%	52.4%	%100

The frequencies and percentages of the first hypothesis include items (1, 2, 4, 7, 8 and 10) appear in table 2. As the table shows that the first statement " Short stories are the practical way for English learners to enjoy reading". (31) out of (63) participants strongly agree with the statement with percentage of (49.2%) it informs us that the majority of the participants strongly agree with the statement. As for the agreement, it shows that (30) out of (63) participants agree with the statement with percentage of (47.6%) which implies that most of the participants ensure the practical way of short stories to make learners enjoy and improve their reading comprehension skill. As for the participants who undecided about the statement, only (1) out of 63 participants was neutral which becomes only (1.6%) percentage, Regarding the disagreement of the statement only (1) out of 63 participants were disagree with only (1.6%) percentage that short story is a practical way to make English learners enjoy

reading. The last scale appears zero out of (63) participants with percentage of (0%) strongly disagree with the statement. As for the second statement "Using short stories in classrooms increase the students' interest in reading more short stories ". (28) out of (63) participants responded 'strongly agree', with the percentage of (44.4%), it shows that 28 participants strongly agree with the statement. Moreover (27) out of (63) participants and the percentage of (47%) agree with the statement, the result also shows that (2) out of (63) participants with percentage of (3.2%) disagree with the statement and no participant strongly disagrees with it.

Regarding the third statement "Studying Short stories increase students 'intercultural awareness.", the result shows that (18) out of (63) participants strongly agree with the statement which the percentage of (28.6%), but (22) out of (63) participants with percentage of (34.9%) agree with the statement, for (19) out of (63) participants which is the percentage of (30.2%) reminded undecided, meanwhile (4) out of (63) participants which is (6.3%) percentage disagree with the statement.

The fourth statement "It makes me lose my interest when I find difficult vocabularies in texts." Which is recoded due to its negativity statement, it shows (14) out of (63) participants with percentage of (22.2%) strongly disagree with the statement, with percentage of (30.2%), (19) out of (63) participants disagree with the statement. (18) out of (63) participants remain neutral which includes (30.2%) percentage of the participants. As for agreeing with this statement (10) out of (63) participants which is (15.9%) percentage agree with the statement but only (2) out of (63) participants strongly agree with the statement which becomes (3.2%) of the participants. In the fifth statement "I have anxiety when I read short stories in the classroom." which is a negative statement, it was recorded by SPSS program. (9) out of (63) participants which is the percentage of (14.3%) strongly disagree with the statement, besides (42) out of (63) participants with the percentage of (66.7%) disagree with the statement, it means above half of the participants disagree that English learners have anxiety when they read short stories which reaches (81%). Because (7) out of (63) participants with percentage of (11.1%), remains undecided,

while only (5) participants which is (7.9%) agree and with no participants strongly agree with the statement.

In The last statement “Using short stories is useless and it is a waste of time in the class” shows that (33) out of (63) participants which reaches (52.4%) strongly disagree with the statement, also (20) out of (63) participants with percentage of (31.7%) agree with the statement. But (8) out of (63) participants remain neutral, while only (2) out of (63) participants which includes (3.2%) percent agree but no one strongly agrees with the statement

Table 4

Descriptive Analysis of the First research question

Statement	MEAN	Mode	Std. Deviation
1. Short stories are the practical way for English learners to enjoy reading.	4.4444	5.00	.61638
2. Using short stories in classrooms increase the students' interest in reading more short stories.	4.2857	5.00	.77102
4. Studying Short stories increase students' intercultural awareness.	3.8571	4.00	.91329
7. It makes me lose my interest when I find difficult vocabularies in texts.	3.5238	4.00	1.10508
8. I have anxiety when I read short stories in the classroom.	4.8730	4.00	.75989
10. Using short stories is useless and it is a waste of time in the class	4.3016	5.00	.92693

The table (4) shows the descriptive analysis of the first hypothesis "Teaching of reading comprehension skill through short stories increases EFL students' interest in reading ". The total mean (average) value (4.3), which indicates that half of the participants tend to agree with the majority of the statements of the hypothesis, the value of mode and frequency is (4.5) which indicates the strength of the mean value. The Standard deviation is not more than (0.8).

Frequencies and Percentage of the second Hypothesis (H2)

Table 5

Statement	Strongly agree	Agree	(Neutral) Undecided	Disagree	Strongly disagree	Total
5. Studying short stories provides additional information about historical events.	16	37	10	0	0	63
	25.4 %	58.7%	15.9%	0%	0%	%100
6. Studying short stories improves learners' vocabulary building strategy.	35	24	4	0	0	63
	55.6 %	38.1%	6.3%	0%	0%	%100
14. Reading short stories does not make any impact for EFL students in the class.	2	4	18	28	11	63
	3.2 %	6.3%	28.6%	44.4%	17.5%	%100
12. I can learn better English from reading short stories than doing grammar exercises.	27	19	12	3	2	63
	42.9 %	30.2%	19.0%	4.8%	3.2%	%100
13. short stories provide quality text content to me when the instructor selects them appropriately.	16	34	9	2	2	63
	25.4 %	54.0%	14.3%	3.2%	3.2%	%100

The frequencies and percentages of the second hypothesis include items (5, 6, 14, 12, 13, and 15) appear in the table 5. As the table shows that the first statement " Studying short stories provides additional information about historical events.", it shows that (16) out of (63) participants with percentage of (25.4 %) strongly agree with the statement while (37) out of (63) participants with percentage of (58.7%) agree with the statement besides (10) out of (63) participants with the percentage of (15.9%) are neutral, moreover no participant disagree neither strongly disagree with the statement, this zero disagreement shows an effective result to support the statement from participants.

In the second statement, " Studying short stories improves learners' vocabulary building strategy", the result shows that (35) out of (63) participants with the percentage of (55.6 %) responded with strongly agree with the statement and (24) out of (63) participants with the percentage of (38.1%) agree with the statement,

furthermore (4) out of (63) participants with the percentage of (6.3%) undecided moreover no participant disagrees neither strongly disagree with the statement.

Checking the third statement " Reading short stories does not make any impact for EFL students in the class ". in this statement strongly disagree is the highest range it's recoded into reversed variable via SPSS program due to its negativity to be convenient to the Likert-scale. The table shows that (11) out of (63) participants with the percentage of (17.5%) strongly disagree with the statement and (28) out of (63) participants with the percentage of (44.4%) disagree with the statement, while (18) out of (63) participants with (28.6%) percent remain undecided, as for disagreement (4) out of (63) participants with the percentage of (6.3%)agree and (2) out of (63) participants with the percentage of (3.2%) strongly agree with the statement.

In the fourth statement of the second hypothesis: " I can learn better English from reading short stories than doing grammar exercises." The table above shows that (27) out of (63) participants with the percentage of strongly agree with the statement while (19) out of (63) participants with the percentage of (30.2%) agree with the statement, besides (12) out of (63) participants with the percentage of (19.0%) are neutral with the fourth statement. But (3) out of (63) participants with the percentage of (4.8%) disagree while only (2) out of (63) participants with the percentage of (3.2%) strongly disagree with it.

In the fifth statement "short stories provide quality text content to me when the instructor selects them appropriately." The result shows that (16) out of (63) participants with the percentage of (25.4%) strongly agree with the statement and (34) out of (63) participants with the percentage of (54%) agree with the statement. Moreover (9) out of (63) participants with the percentage of (14.3%) remains neutral, while only 2 participants with percentage of (3.2%) disagree and 2 others strongly disagree. It means the majority of the participants agree with this statement.

The last statement "Short stories to help me to recognize how sentences are built" the table shows that (30) out of (63) participants with the percentage of

(47.6%)strongly agree and (29) out of (63) participants with the percentage of (46.0%)agree with the statement, (4) out of (63) participants with the percentage of (6.3%) remain neutral, but the significant point here is that no participant disagree neither strongly disagree with this statement.

The final result of the statements which answer the second research question shows that short stories have impact on EFL students and there is a correlation between reading comprehension skill and short stories.

Descriptive Analysis of the Second Hypothesis

Table 6

Statement	MEAN	Mode	Std. Deviation
5. Studying short stories provides additional information about historical events.	4.0952	4.00	.64042
6. Studying short stories improves learners' vocabulary building strategy.	4.4921	4.00	.64042
14. Reading short stories do not make any impact for EFL students in the class.	3.6667	4.00	.95038
12. I can learn better English from reading short stories than doing grammar exercises.	4.0476	5.00	1.05385
13. short stories provide quality text content to me when the instructor selects them appropriately.	4.9524	4.00	.90569
15. Short stories to help me to recognize how sentences are built.	4.4127	5.00	.61263

The table 6 shows the descriptive analysis of the second hypothesis "Teaching of reading comprehension skill through short stories have impact on EFL students' reading comprehension". the total mean (average) value (4.2) which implies that most of the participants tend to strongly agree with all statements of this hypothesis, as for both values of mode and frequent (4.5) which indicates the strength of the mean value. The Std. variation is not more than (0.8).

Frequencies and Percentage of the third Hypothesis

Table 7

Statement	Strongly agree	Agree	(Neutral) Undecided	Disagree	Strongly disagree	Total
11. My instructors do not motivate me to read short stories.	4 6.3%	7 11.1%	16 25.4%	24 38.1%	12 19.0 %	63 %100
3. Studying short Stories promotes learners' personal views and arrogance.	11 17.5%	26 41.3%	22 34.9%	4 6.3%	0 0%	63 %100
9. Short stories I study in class do not match with students' level.	0 0%	4 6.3%	15 23.8%	40 63.5%	4 6.3%	63 %100
16. Teachers should advise students to choose appropriate stories to read.	30 47.6 %	25 39.7%	6 9.5%	2 3.2%	0 0%	63 %100
18. Reading short stories is the best practical way to improve my English.	18 28.6 %	35 55.6%	8 12.7%	2 2.3%	0 0%	63 %100
17. Teachers should encourage EFL students to concentrate on short stories to improve their reading skills.	25 39.7 %	30 47.6%	4 6.3%	4 6.3%	0 0%	63 %100
19. I believe short stories expands our knowledge of sentence structure and text structure.	25 39.7%	32 50.8%	4 6.3%	2 3.2%	0 0%	63 %100

The frequencies and percentages of the third hypothesis include items (11, 3, 9, 16, 18, 17 and 19), show at the table 7 that the first statement "My instructors do not motivate me to read short stories", which is recoded due to its negativity by SPSS program and the highest average is strongly disagree. the frequencies and percentages of statement show in the table above that (12) out of (63) participants with the percentage of (19.0 %) strongly disagree with the statement while (24) out of (63) participants with the percentage of (38.1%) disagree with the statement. (16) out of (63) participants with the percentage of (25.4%) undecided (neutral) but (7) out of (63) participants with the percentage of (11.1%) agree and (4) out of (63) participants with the percentage of (6.3%) strongly agree with the statement.

In the second statement, " Studying short Stories promotes learners' personal views and arrogance." The result in the above table shows that (11) out of (63) participants with the percentage of (17.5%) responded with strongly disagree while (26) out of

(63) participants with the percentage of (41.3%) agree with the statement. But (22) out of (63) participants with the percentage of (34.9%) remain neutral with the statement while (4) out of (63) participants disagree but no participant strongly disagrees with this statement.

Checking the third statement " Short stories I study in class do not match with students' level ". In this statement strongly disagree is the highest average and it's recoded into reversed variable due to its negativity statement, the above table shows that (4) out of (63) participants with the percentage of (6.3%) strongly disagree with the statement and (40) out of (63) participants with the percentage of (63.5%) disagree with the statement, while (15) out of (63) participants with the percentage of (23.8%) are undecided, but (4) out of (63) participants with the percentage of (6.3%) agree with the statement. but no participant strongly agrees with the statement. The result shows that the majority of the participants disagree with the statement which reaches (69.8%).

The fourth statement for the third hypothesis " Teachers should advise students to choose appropriate stories to read" shows (30) out of (63) participants with the percentage of (47.6 %) strongly agree with the statement and (25) out of (63) participants with the percentage of (39.7%) agree with the statement, while (6) out of (63) participants with the percentage of (9.5%) remain neutral, But only (2) out of (63) participants with the percentage of (3.2%) disagree With no participants strongly disagree with the statement. The result shows that (87.3) which is the majority of the participants agree with the statement.

In the fifth statement "Reading short stories is the best practical way to improve my English." The table result shows that (18) out of (63) participants with the percentage of (28.6%) strongly agree with the statement and (35) out of (63) participants with the percentage of (55.6%) agree that reading short stories is the best practical way to improve my English, while (8) out of (63) participants with the percentage of (12.7%) still neutral, But only (2) out of (63) participants with the percentage of (2.3%)

disagree with the statement, but no participants strongly disagree with the statement. It means that (84.2%) of the participants agree with this statement.

For the sixth statement: “Teachers should encourage EFL students to concentrate on short stories to improve their reading skills.” the table above shows that (25) out of (63) participants with the percentage of (39.7%) strongly agree with the statement, (30) out of (63) participants with the percentage of (47.6%) agree with the statement while (4) out of (63) participants with the percentage of (6.3%) remains neutral, while only (4) out of (63) participants with the percentage of (6.3%) disagree with the statement, but with no participant strongly disagree with the statement. which means barely all respondents agree with this statement which is (87.3%)

The last statement which is “I believe short stories expands our knowledge of sentence structure and text structure.” The table shows that (25) out of (63) participants with the percentage of (39.7%)strongly agree with the statement and (32) out of (63) participants with the percentage of (50.8%) agree with the statement, while (4) out of (63) participants with the percentage of (6.3%) remain neutral, but only (2) out of (63) participants respectively with percentage of (3.2%) disagree with the statement; besides no participant strongly disagree with the statement, that means the majority of the participants agree with the statement which is (90.5%).

Descriptive Analysis of the Third Hypothesis (H3)

Table 8

Statement	MEAN	Mode	Std. Deviation
11. My instructors do not motivate me to read short stories.	3.5238	4.00	1.11958
3. Studying short Stories promotes learners' personal views and arrogance.	3.6984	4.00	.84344
9. Short stories I study in class do not match with students' level.	3.6984	4.00	.68709
16. Teachers should advise students to choose appropriate stories to read.	4.3175	5.00	.77928
18. Reading short stories is the best practical way to improve my English.	4.0952	4.00	.73428
17. Teachers should encourage EFL students to concentrate on short stories to improve their reading skills.	3.9429	4.00	.73428
19. I believe short stories expands our knowledge of sentence structure and text structure.	4.2381	4.00	.83694

The (table 8) shows the descriptive analysis of the third hypothesis "Teaching of reading comprehension skill through short stories influences EFL students' attitudes towards reading skills ". the total mean (average) value (3.6) and accepted as shown in the (table 2) because it's more than (3.5) see table (1) which implies that most of the participants tend to strongly agree with all statements of the hypothesis, as for both values of mode and frequent (4.8) which indicates the strength of the mean value. The Std. variation is not more than (0.8).

3.2 The results of the questionnaire

The questionnaire results of this study discovered that:

According to the data analysis, the questionnaire results of the first hypothesis show:

1. The majority of the participants have positive views towards most of the statements; this demonstrates the benefit of using short stories in EFL student's classroom.

Regarding the first statement “Short stories are the practical way for English learners to enjoy reading”. The highest average of the participants agrees with the statement which reaches (96.8%). Only (1.6%) of the participants disagree with the statement; The result of the second statement shows that (87.3%) agree with the statement, with only (3.2%) disagreeing with the statement. Third statement “studying short stories increases students ‘intercultural awareness” highlights intercultural awareness; the result shows that (63.5%) of the participants having agreed with this statement. While only (6.3%) disagree with the statement, the fourth statement: “It makes me lose my interest when I find difficult vocabularies in texts” but it still shows a positive result like (54.4%) disagreeing with the statement (28.6%) of participants didn’t decide.

The result of fifth statement “I have anxiety when I read short stories in the classroom” shows (81%) disagree with the statement, they believe that reading short stories doesn’t give them anxiety, while only (7.9%) agree with the statement. The majority of the participants disagree with the statement which is another evidence that reading short stories makes students learn new things without any anxiety or obstacles.

The result of the last statement “using short stories is useless and it is a waste of time in the class” shows that the majority of the participants disagree or strongly disagree with the statement, (84.1%) of the participants disagree. Only (3.2%) agree with the statement.

Checking the answer of the first research question; it shows that (77.5%) of the participants agree that teaching reading comprehension skill through short stories motivates and increases EFL student’s interest in reading.

2. The analysis of the questionnaire of the second hypothesis shows that approximately most of the students agree with most of the statements. Checking the first statement “studying short stories provides additional information about historical events” shows (84.1%) agree with the statement, besides no

participants disagree or strongly disagree with statement, excluding undecided participants all of the respondents agree with the statement.

As for the second statement “studying short stories improves learners’ vocabulary building strategy” shows that (93.7%) agree (mostly strongly agree). The result of the third statement “reading short stories does not make any impact for EFL students in the class.”, which runs counter to our study, shows that (61.9%) disagree and strongly disagree with the statement, while only (9.5%) agree or strongly agree with the statement.

The result of fourth statement “I can learn better English from reading short stories than doing grammar exercises” shows that (73.1%) agree with the statement, while only (8%) disagree with the statement.

The fifth statement “short stories provide quality text content to me when the instructor selects them appropriately” shows that (87.4%) agree with the statement. While only (6.4%) disagree with the statement.

The last statement “Short stories to help me to recognize how sentences are built” shows (93.6%) agree and (0%) participants disagree with the statement. The average of the percentage informs that short stories have motivated and impacted EFL students in the class.

For the final result of the second hypothesis which answers the first research question; (80.8%) of the participants agree with the statement and it shows that there is a correlation between short stories and reading comprehension.

3. According to the data analysis of the questionnaire of the third hypothesis most of the participants agree with all statements. The first statement “my instructors do not motivate me to read short stories.” shows (57.1%) disagree or strongly disagree with the statement. While only (16.4%) agree or strongly agree with the statement. The result of second statement “studying short Stories promotes learners’ personal views and arrogance” shows that (58.8%) agree with the

statement, while only (6.3%) disagree with the statement. The third statement “short stories I study in class do not match with students' level” which talks about the level of short stories the instructors teach them and how much does it match with students; the result shows that (66.6%) disagree and strongly disagree with the statement, while only (6.3%) agree with the statement. The fourth statement “teachers should advise students to choose appropriate stories to read” shows that (87.3%) of the participants agree with it while only (3.2%) disagree with the statement.

The result of fifth statement “reading short stories is the best practical way to improve my English.” Shows that (84.2%) agree with the statement. The percentage informs that most of the participants agreed that short stories have improved their English. But only (2.3%) disagree with the statement. As for the six statement “teachers should encourage EFL students to concentrate on short stories to improve their reading skills” shows that (87.3%) agree with the statement. While only (6.3%) disagree with the statement. (87.3%) is a high percentage which proves the benefit of using short stories in the classroom to improve EFL students' reading. In the result of the last statement “I believe short stories expands our knowledge of sentence structure and text structure” shows that (90.5%) of the participants agree but only (3.2%) disagree with the statement.

3.3 Result of Instructors' interview

Interviewee No. 1

The first participant was from Soran University, faculty of Arts. He has M.A in linguistic and has 7 years' experience of teaching English to EFL students. Regarding the first question (how do short stories improve EFL students' reading comprehension in general) he mentioned that short stories are part of literature and there is no literary subject without language. Language is the element without it there can be no literary subject; whether it is poetry, prose, story, novel, or play. As for the second question (What kind of short stories do you prefer to be studied by EFL students?) he stated that every short story can help the student to develop his/her language. But he

personally suggested that the EFL student read the local stories written by the author in the original English language. Then he/she can resort to translate stories. In the third question (How do EFL students react to difficult vocabularies in short stories?) the interviewee said that EFL student may find it difficult to understand the meanings of all the words and terms, when he begins to read a short story. But he can resort to special dictionaries. Regarding the fourth question (how do you help them to handle difficult vocabulary in short stories?) The interviewee said It is important for the EFL student to know that ignorance is not a defect, but the defect is to remain ignorant and not try to know and develop himself. He/she must try and be ready to learn and know more, without giving way to laziness and despair that stop him/her from his educational career. For the fifth question (how can EFL students handle short stories without teacher' instructions?) he explained that in the absence of a competent person or any teacher, the student can resort to books and the Internet. There are many courses on everything on the Internet, and the student can benefit a lot from them if he/she is a diligent and a student of knowledge. Regarding question six (what impact does the use of short stories in reading comprehension classes have on increasing students' interest in expanding their vocabulary in general?) the interviewee stated that reading short story helps the EFL student to be better in the language, because the story has a magical effect and makes one interested and curious. These things affect the mind and make one enjoy learning and developing the language through short stories and they can carry a lot of things. As for the last question (what is the effect of teaching short stories on EFL students' cultural awareness of the target language? Interviewee believed that there are many readers who read literature in order to learn about the customs, traditions and culture of a particular society, country or group of people. For this, of course, the EFL student can educate himself/herself and possess a lot of information by reading the short story.

(Interviewed in 10th of June 2022 at Soran University).

Interviewee No. 2

The second participant was from Soran University, she has M.A in linguistics with 9 years of teaching experiences. She answered the first question (How do short stories improve EFL students' reading comprehension in general?) and she believed that by reading short stories EFL students can make their reading comprehension better by learning new vocabulary, as well as the semantic and pragmatic context of the utterances. They will familiarize themselves with the way the foreign language is used. Regarding the second question (what kind of short stories do you prefer to be studied by EFL students?) she said that it was depended on the learner's willingness; some may prefer to read comedy or tragedy or even fable; some others are likely to read politics, action, adventure, crime, drama, romance, satire, science fiction and so on. She added that she liked drama. She also mentioned about the third question (How do EFL students react to difficult vocabularies in short stories?) that they may use English–English Dictionary to find out meaning of the vocabulary. This may inspire them to learn vocabularies according to context and its usage the vocabularies are being employed and they are strongly advised to use some rich dictionaries that have provided all kinds of entries with the meaning of the vocabularies and their contexts of situations. In the fourth question (How do you help them to handle difficult vocabulary in short stories?) she believed that teachers can make teamwork or groups of students to work together and then guess the word until the teacher tell them the meaning of the vocabulary. Because in this way the students might not forget the word. As for the fifth question (How can EFL students handle short stories without teacher' instructions?) she explained that having a notebook to write down the most well-known and interested vocabularies to be registered might be a good idea. She added that practice makes the best. If students practice the words they do not have information in advance about them, this gives rise to student's interest in learning new vocabularies. In question six (what impact does the use of short stories in reading comprehension classes have on increasing students' interest in expanding their vocabulary in general?) she explained that short stories have an important role in upgrading students' language generally. It develops students' competence for

vocabularies and it also provides them how to use language practically, as well as developing students' sociocultural experiences. As for the last question (What is the effect of teaching short stories on EFL students' cultural awareness of the target language?) the interviewee believed that short story is one of the literary forms that may be used in the EFL classroom to improve students' language skills, inspire them, and promote their cultural understanding and tolerance. Likewise, in terms of language, self-motivation, critical thinking, and culture, educating teaching short stories in the language classroom has numerous benefits for EFL students.

(Interviewed in 2nd of July 2022 at Soran University).

Interviewee No. 3

The third participant was from University of Tishik. He has a PhD in TESOL with 12 years of experiences of teaching. Answering the first question (How do short stories improve EFL students' reading comprehension in general?) He believed that due to various events and stories in the book of short stories; students do enjoy them, they are enthusiastic to read more stories, it leads them to discover new vocabularies and learn how to read vocabularies, even to learn how structural sentences are built. For the second question (what kind of short stories do you prefer to be studied by EFL students?) the interviewee stated that he preferred the drama and comic short stories to be studied at the university; because students will entertain and enjoy the stories which might change the atmosphere of the classroom from an academic to an enjoyable free process of learning. Regarding the third question (How do EFL students react to difficult vocabularies in short stories?) he added that difficult vocabularies in the process of teaching short stories in the class might make students act negatively towards studying short stories but with the support of instructors, student will obtain self-confidence and try to find out the meaning of the words, therefore students always need a motivated source to be supported while they face obstacles in the process of learning. Coming to the fourth question (How do you help them to handle difficult vocabulary in short stories?) he believed teachers can be The primary source of supporting students while they face difficult vocabularies, teachers can explain to

them that difficult words can make their English proficient, first they can guess then share with each other and finally teacher can explain the detail of the word and tell them the meaning so as not to forget the word. In the fifth question (how can EFL students handle short stories without teacher' instructions) the interviewee explained that it's hard for student to handle with difficult vocabularies without help, with groups and even using dictionaries, as well as discuss and guess the meaning of the words amongst the students to find out the meaning of the word and try to read the text together to compare their abilities in reading comprehension skill. Answering question number six (What impact does the use of short stories in reading comprehension classes have on increasing students' interest in expanding their vocabulary in general? he said that if the type of short stories is enjoyable and impressive, the students will learn new events and new vocabularies this will encourage them to read more stories outside classroom though, which might become their routine works because they find these stories interesting to their daily life. In the last question (what is the effect of teaching short stories on EFL students' cultural awareness of the target language?) the interviewee described the process of teaching short stories as the step-by-step method of learning a new culture and earning information about the specific culture and become familiar with the people they meet. Although English belongs to all individuals and communities who use the English language, English learners must be aware of not only English and American cultures but also many different cultures.

(Interviewed in 15th of July 2022).

Interviewee No. 4

The fourth interviewee was from Plymouth Marjon University, department of English and Language Sciences. In the first question (how do short stories improve EFL students' reading comprehension in general?) he believed that short stories enable student to engage with new events. In other words, students get encouraged by the events in short stories to follow and complete the stories. Thus, often they unconsciously understand what is going on despite not understanding the meaning

of some words. As for the second question (What kind of short stories do you prefer to be studied by EFL students?) he added that regarding the level of teaching the stories he said the short stories needed to be in the level of EFL students and needed to be interesting so that the students could easily read get engaged and enjoy reading the stories. But for the third question (how do EFL students react to difficult vocabularies in short stories?) he stated that it depends on the students, each student may react differently to complex words. Some students prefer to check the meaning of the new words in their dictionary, while majority of learners are able to understand the meaning of such words through other words in the sentences or through the context. In question four (How do you help them to handle difficult vocabulary in short stories?) he explained that it was important to make the students to recover the lost words in their memories that has been learned or read throughout their learning process; and he added that he preferred to ask students questions to read the whole sentence, read a sentence before and after that sentence; Is the word similar to another word? Is the word a noun, verb or etc.? in question five (how can EFL students handle short stories without teacher' instructions) he believed that EFL learners first need to be able to match the short stories to their level. If they don't understand the stories, they will be demotivated and may have negative effects. Second, they need to pick stories of their favorite topic. Third, it is important that students make a journal of vocabularies. They need to check the meaning of frequent and new vocabularies in their dictionary then write them in their notebook. But for the question six (what impact does the use of short stories in reading comprehension classes have on increasing students' interest in expanding their vocabulary in general?) he added that during reading short stories students hear many events and stories that happened at the past therefore they come across various and new vocabularies that will expand their bank of vocabularies. They will be surprised with various and interesting vocabularies that motivate them to read more new stories as they'll understand the frequent words in the stories so that they could easily follow them up.

Eventually he stated about the last question (What is the effect of teaching short stories on EFL students' cultural awareness of the target language?) that short stories are about various topics and they may narrate an event. Although not all stories are about culture of people, they are other indirect explanation or information that reveal the tradition of habits through the interaction between the characters of the stories. Stories also may explain what has happened or how people lived at that time in that particular place. So, Short stories transmit the culture of the people about whom the stories were written. This information is all available in short stories.

(Interviewed in 5th of June 2022).

Interviewee No. 5

The fourth participant was from Soran University, faculty of Arts, PhD Students of linguistic, with 15 years of teaching experiences at many universities; he answered the first question (How do short stories improve EFL students' reading comprehension in general?) he believed that there are many ways to improve EFL Students reading comprehension, but using short stories is an active and practical way, because it's a free chosen method of teaching which can be enjoyable and interesting for students, they can enjoy the story. Regarding the second question (what kind of short stories do you prefer to be studied by EFL students?) he added that according to the students' ages he preferred short stories like dramas, historical and realistic to be studied by them. As for third question (how do EFL students react to difficult vocabularies in short stories?) the interviewee believed that difficult vocabularies might make students disappointed when they study short stories but the instructors are required to support and encourage them because reacting to difficult vocabularies is considered as a normal level for the sake of upgrading and improving their reading comprehension skill. The interviewee discussed question four (How do you help them to handle difficult vocabulary in short stories?) and said: instructors have experiences to help students to handle with difficult vocabularies; using dictionary can be one of the ways to help, we as instructors can make work groups to exchange their opinions and guess the meaning of the difficult vocabulary. He

commented on the fifth question and believed that to handle with short stories without teachers' instructions, they can make a teamwork to help each other, as well as using internet sources can definitely help them to gain some experiences to enjoy reading short stories, although EFL students already have a background of English reading comprehension skill therefore it might upgrade their level of this skill. Regarding question six (What impact does the use of short stories in reading comprehension classes have on increasing students' interest in expanding their vocabulary in general?) the interviewee stated due to the various types of short stories such as drama, romantic, action and true events students will learn many different vocabularies and sentences which leads them to expand their knowledge and obtain new vocabularies; this leads them to enjoy short stories and increase their interest in reading more stories. In answering the last question (what is the effect of teaching short stories on EFL students' cultural awareness of the target language?) he said that EFL students studied various stories including different cultures, different civilizations which leads them to learn new cultures, this upgrade their knowledge about the culture of target language; it will definitely encourage them to read more stories about the different cultures. It affects personal involvement and language enrichment via short stories.

(Interviewed in 1st of May 2022 at Soran University).

Interviewee No. 6

Participant number six has eight-year experiences in teaching English to EFL students at university level. In the first question (how do short stories improve EFL students' reading comprehension in general?) she believed that reading short stories continuously enhances the EFL students' ability to understand new and varieties of ideas. This leads to a better comprehension. Regarding the second question (what kind of short stories do you prefer to be studied by EFL students?) she answered that choosing any short story to be studied by EFL students should be depended on their educational level and their context and to me, giving the choice to the students and reviewing their choices is way better than giving them a story that may not be

interested by them. Generally discussed the third question (how do EFL students react to difficult vocabularies in short stories?), she stated: the EFL students check the meanings on the dictionaries when they face difficult vocabularies they first start and getting to know to the short stories. Moreover, she explained the fourth question (how do you help them to handle difficult vocabulary in short stories?) and said If we want the students to improve second language by reading short stories, we have to show them how to use dictionaries even for checking the meaning. we can help our students to manage difficult vocabularies by thinking of the context of the story and guessing the nearest meaning to the difficult words. As for the question five (how can EFL students handle short stories without teacher' instructions?) she believed that only suggesting short stories by the teachers may be a key to take the students to the libraries or the book shops to have short stories to read and learn. They may get help from their parents or their friends while choosing them at first, but once they feel confident enough to decide on which story to have and to read, they will manage by themselves. Regarding question six (what impact does the use of short stories in reading comprehension classes have on increasing students' interest in expanding their vocabulary in general?) She added that short stories provide the students with a number of new ideas, accordingly there are new words to be learnt by the students. Checking for meaning helps the students to build a vocabulary net and stock varieties of new words subconsciously while reading and checking for meaning. Reading short stories can be considered as an indirect way of correcting language mistakes. For the last question (what is the effect of teaching short stories on EFL students' cultural awareness of the target language) she replied that due to the various events and stories students read, they learn many new things about foreign languages, one of them is learning new culture. Most of the short stories narrating stories about other nations and culture.

(She was interviewed online via google meeting in 1st of June 2022).

CONCLUSION AND THE FINDINGS

4.0 THE FINDINGS

Based on the data analysis, the study reached the following findings:

4.1 The results of the questionnaire:

1. The finding of the study shows that (77.5%) of the participants agree that teaching reading comprehension skill through short stories motivate and increase EFL student's interest in reading, which implies that most of the participants agree with the first hypothesis. On the other hand, (96.8%) of the participants agree that short stories are the practical way for English learners to enjoy reading. With the majority of the participants which reach (87.3%) agree that using short stories in classrooms increase the students' interest in reading more short stories.

2. (80.8%) of the participants agree that teaching reading comprehension skill through short stories have impact on EFL students' reading comprehension and it shows that there is a correlation between short stories and reading comprehension. (61.9%) of the participants disagree that reading short stories does not make any impact for EFL students in the class, it shows the impact of short stories to improve their reading comprehension skill.

3. (63.8%) of the participants agree that teaching reading comprehension skill through short stories influence EFL students' attitude and perception towards reading comprehension. (84.2%) of the participants agree (mostly strongly agree) that reading short stories is the best practical way to improve their English in general and reading in specific, while (90.5%) believe that short stories expands their knowledge of sentence structure and text structure.

4.2 The findings of the Instructor Interview:

1. All the interviewees almost had similar point of views regarding how teaching short stories to EFL students improve reading comprehension, but there are still some few different thoughts. Most of the instructors believed that using

short stories is an active and practical way, because it's a free chosen method of teaching which can be enjoyable and interesting for students.

2. As for difficult vocabularies one instructor believed that difficult vocabularies might make students disappointed when they study short stories but the instructors are required to support and encourage them because reacting to difficult vocabularies is considered as a normal level for the sake of upgrading and improving their reading comprehension skill. Instructors have experiences to help students to handle with difficult vocabularies; using dictionary can be one the way to help.

3. Regarding the impact of using short stories to increase EFL students in expanding their vocabularies two instructors mentioned that due to the various types of short stories such as drama, romantic, action and true events students will learn many different vocabularies and sentences which leads them to expand and obtain new vocabularies to enrich their knowledge. EFL students study various stories including different cultures, different civilizations it leads them to learn new cultures.

4.3 Conclusions

The main purpose of the study was to investigate teaching reading comprehension skill through short stories at university level. To obtain the intended aim of the study the researcher has fully answered the three research questions thoroughly through the questionnaires and interview: Results and conclusions indicate that:

1. The researcher has answered the first research question (how does the teaching of reading comprehension skill through short stories increase EFL students' interest in reading?) by answers to the questionnaire items. The majority of the students agreed with the question and the interviewees had positive views towards this research question and they came to the conclusion that using short stories increase EFL students' interest in reading.

2.As for the second research question the majority of the participants agree that teaching reading comprehension skill through short stories have impact on EFL students' reading comprehension, Similarly, all the interviewees had positive views

towards this research question and the researcher came to the conclusion that using short stories have impact on EFL students' reading.

3.The researcher thoroughly answered the third research question (How does the teaching of reading comprehension skill through short stories influence EFL students' attitudes towards reading skills?) through student's questionnaire most of the participants agree that using short stories influence EFL students' attitude and perception towards reading comprehension. Through interview tool all interviewees concluded that short stories had influence on student's reading comprehension.

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باشترکردنی کارامهیی تیگه‌یشتن له خویندنه‌وهی فی‌رخوازانى زمانى ئینگلیزى وهک زمانى بیانى ریگه‌ی کورته‌ی چیرۆکه‌وه

پوخته:

ئه‌م تووژینه‌وه‌یه شیکارییه وه سفییه که له شیوازی تیکه‌لاو (چۆنیتی و چه‌ندایه‌تی) ئه‌نجامدراوه، بۆ لیکۆلینه‌وه له فی‌رخکردنی لیهاتووویی تیگه‌یشتن له‌رپگای خویندنه‌وه خویندکارانی ئینگلیزى وهک زمانى بیانى له ریگه‌ی کورته‌ی چیرۆکه‌وه ئه‌نجامدراوه. ئه‌و کیشانه‌ی که زۆربه‌ی فی‌رخوازان له تیگه‌یشتن له‌رپگای خویندنه‌وه پوو‌به‌پووی ده‌بنه‌وه له پووی وشه‌ی ناروونه‌وه، ده‌بنه‌وه‌ی ئه‌وه‌ی که له ده‌قه‌که‌ تینه‌گه‌ن، هه‌روه‌ها شیوازی هه‌لبژاردنی ده‌قیک کاریگه‌ری له‌سه‌ر توانای فی‌رخوازان هه‌یه‌ بۆ به‌ده‌سته‌ینانی توانای له‌لیهاتووویی خویندنه‌وه. مه‌به‌ست له تووژینه‌وه‌که لیکۆلینه‌وه‌یه له به‌کاره‌ینانی کورته‌ی چیرۆکی خویندکارانی به‌شى ئینگلیزى له زانکۆی سۆران، بۆئه‌وه‌ی بزانی‌ت چۆن به‌کاره‌ینانی کورته‌ی چیرۆک لیهاتووویی تیگه‌یشتن له‌رپگای خویندنه‌وه له قوتابیانى به‌شى ئینگلیزى (ئینگلیزى وهک زمانى بیانى) باشتر ده‌کات. گرنگی تووژینه‌وه‌که ده‌کریت سوودی هه‌بیت بۆ فی‌رخوازانى کورد له به‌شى ئینگلیزى له زانکۆ وه‌هه‌روه‌ها راه‌ینه‌ران، وانه‌بیژانی کورد.

تووژهر سى‌ پرسیاری تووژینه‌وه‌ی به‌کاره‌یناوه له‌گه‌ل دوو ئامرازى تیکه‌ل بۆ کۆکردنه‌وه‌ی زانیاری: یه‌کیکیان ئامرازى چۆنیه‌تییه (چاوپیکه‌وتنى مامۆستا) و دووه‌میان ئامرازى چه‌ندایه‌تییه (راپرسین) نمونه‌ی تووژینه‌وه‌که له زانکۆی سۆران، فاکه‌لتی ئاداب، به‌شى ئینگلیزى هه‌لبژێردرا. تووژهر (19) برگه‌ی راپرسین له‌گه‌ل خویندکاران و پرسیاره‌کانى چاوپیکه‌وتن له‌گه‌ل ماموستایانى زانکۆ وهک دوو ئامرازى تووژینه‌وه‌ی به‌کاره‌یناوه به‌ به‌کاره‌ینانی به‌رنامه‌ی SPSS بۆ شیکردنه‌وه‌ی داتا‌کان.

ده‌رئه‌نجامه‌کانى تووژینه‌وه‌که ئه‌وه‌ی ده‌رخستوووه که کورته‌ی چیرۆکه‌کان شایه‌نى ئه‌وه‌ بوون که تیگه‌یشتن له‌رپگای خویندنه‌وه بۆ خویندکاران باشتر بکه‌ن و فی‌رخکردنی کورته‌ی چیرۆک ریگه‌یه‌کی چالاک و پراکتیکیه‌.

تحسين مهارات القراءة الفهم لطلاب اللغة الإنجليزية كلغة أجنبية من خلال القصص.

الملخص:

تم إجراء هذا البحث التحليلي الوصفي الذي تم تبنيه ضمن منهج مختلط (نوعي وكمي) للتحقيق في تدريس مهارة القراءة الفهم لطلاب اللغة الإنجليزية كلغة أجنبية من خلال القصص القصيرة. المشاكل التي يواجهها معظم الطلاب في القراءة الفهم من حيث الكلمات الغامضة تجعلهم لا يفهمون النص ، والطريقة التي يتم بها اختيار النص لها تأثير على قدرة الطلاب على تحقيق مهارة قراءة أفضل. الغرض من هذا الدراسة هو التحقيق في استخدام القصص القصيرة لطلاب اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة سوران ، لمعرفة كيف يؤدي استخدام القصص القصيرة إلى تحسين مهارة القراءة الفهم لدى طلاب اللغة الإنجليزية كلغة أجنبية. يمكن أن تكون أهمية الدراسة مفيدة لطلاب جامعة اللغة الإنجليزية كلغة أجنبية والمدرسين ومحاضري الكرد في اللغة الإنجليزية كلغة أجنبية ومصممي المناهج الدراسية.

استخدم الباحث ثلاثة أسئلة بحثية مع أداتين مختلطين لجمع البيانات: أحدهما أداة نوعية (مقابلة مع المعلم) والأداة الكمية (استبيان) تم اختيار عينة الدراسة من جامعة سوران ، كلية الآداب ، قسم اللغة الإنجليزية. استخدم الباحث (19) فقرة استبانة مع الطلاب وأسئلة المقابلة مع أساتذة الجامعة كأداتين بحث باستخدام SPSS لتحليل البيانات. نتج عن نتائج الدراسة أن القصص القصيرة كانت جديرة بتحسين فهم الطلاب للقراءة وأن تدريس القصص القصيرة هو وسيلة فعالة وعملية.