RESEARCH ARTICLE

THE USE OF THE SHORT STORY ENTRANCE IN LEARNING THE ENGLISH LANGUAGE
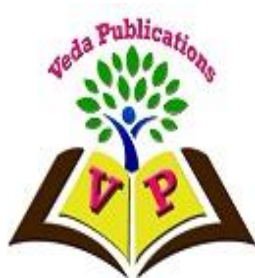
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ABSTRACT

The study aimed to research the possibility of using the literary story entrance in learning English for students with English language learning difficulties in Kuwaiti schools, by identifying the concept of the short story, the difference between the short story, the novel and the literary play, the components and elements of the short story, the elements of the short story, characteristics The short story, methods of presenting short stories for learning English, criteria for building a short story for learning English, the benefits and functions of short stories and their role in learning English.

The study used the inductive approach to describe a specific thing, which leads to the conclusion of another thing, and access to the results, so the inductive approach depends largely on the teacher's observation of the learner.

The results of the study concluded that the teacher's use of the story entrance in teaching English has an effective role in improving the language skills of students with learning difficulties in the English language.

Keywords: *Short story - Learning - English Language.*

I. INTRODUCTION

The English language is the most important foreign language at the global level in general, and at the level of the State of Kuwait in particular. Its circulation is common in various walks of life, and it is no less important than the Arabic language, because of the saying that says: "Science is taught in English," highlighting the importance of teaching it as an independent and existing subject. In the study roles, based on taking them as a tool for communicating with the outside world. Informing the learner about other cultures and literature through learning them provides him with opportunities to expand his perceptions about his own culture and the culture of others, as well as opening up horizons for learning and dialogue with the sons of other peoples and getting to know their culture and literature.

And in response to recent developments in learning English in the early eighties, such as taking into account the learner as a major axis in the educational process on the one hand, and focusing on his role in the processes of acquiring his language skills on the other hand, and according to the noticeable weakness in the level of control over the four language skills: reading, writing, speaking and listening to learners of all levels of study in the field of learning English in Kuwait. (Vera, 2020 : 115)

The majority of English language teaching relies on the use of traditional methods based on textbooks by adopting (the method of grammar and translation) in education so that it allows teaching English language skills, and other language components such as: (grammar and vocabulary) that can be taught interactively, but these The methods do not meet the

curiosity of many students and learners of English. (Khatib, 2011, p. 15)

Educators are trying to search for modern approaches that contribute to learning the English language, and the literary story was one of the approaches that might contribute to achieving this goal by expanding the students' perceptions and thinking in diving into stories and their meanings and by taming the literary side in learning about other cultures, and the other side Learn English through literary short stories. (LIya, 2021, p. 22)

Since its emergence, the short story has been relieving human boredom or pleasure to occupy leisure time. Thanks to the advantages of the short story, this literary genre can be harnessed for the purposes of teaching languages. (Edwards, et al., 2011, p. 133)

In this context, B. Harold states that teaching English in foreign countries has begun to turn towards the use of literary stories, especially the short story, in the educational process, because when reading the short literary story, students find linguistic structures such as: tenses, which include many times such as the past tense. Which is used in myths and folk tales, and thus the teacher will be able to study these tenses easily and interactively because the tenses are directly related to the context and function of the text, taking into account that the context and function present in the short story will make the students able to perceive the grammatical structure in the tenses form. (Corina, 2020 : 11)

The benefit of the short story in learning languages is to increase vocabulary, support it, understand the syntax, as well as explain the context,

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and we find in the short story various patterns of sentences such as affirmative, imperative and interrogative sentences because the concepts of the short story center around expressing something or news about it and in the form of text that uses patterns Sentences mentioned in order to convey the meaning. Hence, the short story becomes an important tool for teaching grammar. (Anna, 2015 : 77)

The short story also helps in enriching linguistic vocabulary by reading the story inside and outside the classroom. In the story, students find many idiomatic expressions. For example, a short story written by (Harrison Kenny) entitled: (Hero Bear) includes idiomatic expressions such as: (get rid of) and (evade something) and so on. Students also read a lot of clever vocabulary in the short story. (Angel, 1997, p. 33)

II. STUDY PROBLEM

The phenomenon of the difficulty of learning English is still one of the phenomena dealt with research and study in educational circles in recent times, as experts in English language teaching are increasingly interested in developing solutions and proposals to reduce students' English language learning difficulties. (Christiaanm, 2018, p. 67)

Despite the multiplicity of teaching curricula and teaching programs directed and aimed at learning the English language, there are many shortcomings and weaknesses in learning the English language and its skills. Its precise details, which may contribute to helping students learn many skills in reading. (David, et al., 2019 : 392)

Mayasari points out that the story is a product of knowledge through which the reader's moral beliefs and values can be taught. (Denise, et al., 2015, p. 78)

Aids notes that the short story contributes to the development of social awareness and helps students to enhance emotional vocabulary, and thus helps build the student's personality. (Don, 2015, p. 56)

Therefore, the researcher tries to identify the literary short story and its uses, to find out the mechanism of its use in learning English for school students in the State of Kuwait

III. STUDY QUESTIONS

1. What is the meaning of the short story?
2. What is the difference between a short story, a novel and a literary play?
3. What are the components and elements of a short story?
4. What are the elements of a short story?
5. What are the characteristics of a short story?
6. What are the methods of presenting short stories to learn English?
7. What are the criteria for constructing a short story in order to learn English?
8. What are the benefits and functions of short stories and their role in learning English?

In light of the questions raised by the study, the researcher tries to answer these questions in order to find out a proposed mechanism to activate the role of the literary short story in learning the English language as follows :

1. Definition of social stories

The story is an important educational method and an effective and exciting way to stir emotions, evoke sentiment, and attract attention. It is considered one of the favorite activities for students and close to their souls. All students have a natural tendency to listen to stories with great attention, in which students move and liberate from (here and now) to a world full of possibilities and expectations. (Gonzalez, et al., 122)

A social story is a short story that describes relevant social events and descriptive sentences. It is broken down into situations and small steps that focus on important events and include answers to questions (who, what, when, where, and why?) in social situations through the use of written and visual texts. (Handsfield, et al., 2010 : 66)

A literary short story embodies a particular social situation or social skill and presents the desired behavior in the form of clear and tangible vocabulary related to appropriate social models and responses, in an attempt to help students understand expected behaviors, away from confusion about those behaviors. (Isabel, 2011 : 15)

Social stories are short stories that describe a particular social situation, increase appropriate social interactions for students, and help them elicit appropriate responses. (Joanna, 2014, p. 23)

Social stories are short descriptions of a specific situation, event, or activity, which include specific information about what to expect in that situation and why? It usually draws in short story format, which makes it very suitable for students with simple words or with illustrations. (Johns, 2011, p. 25)

Social stories are "short stories that describe social situations, conversations, and related social symbols, and identify appropriate responses to different social situations.

Social stories are a mechanism for conveying information and a tool that combines text and visual aids, with the aim of increasing students' social behaviors, and helping them predict the reactions of others. (Joy, 2001 : 55)

2. The difference between a short story, a novel, and a play

a. Literary short story

The short story is a type of literary fiction that is less than two hundred years old. With the beginning of the twentieth century, it became part of world literature, as it expressed a new art that spoke about the feelings and hopes of the simple. (Koolen, 2018, p. 19)

The short story is a brief account of the prose. The short story does not have a specific length, but the word range is between 1,500 and 30,000 words, and the distinguishing feature of short stories is that they are meant to be read in one sitting, and they are designed to produce a single effect, and short stories contain a plot and escalation of events in a period Short time, so it may only contain one setting and few scenes. (Laura, et al., 2018, p. 29)

b. Literary novel

The novel is defined as a prose story characterized by length and complexity, and is considered an innovative form of dealing with the human experience, as it consists of a continuum of events that focus on a group of people in a specific

Hamad Al-Ajmi

environment, where they are within a broad framework. It is also considered the longest type of prose fiction in modern literature. It is considered a long story that describes characters and events, with a word count of about 50,000 words and not necessarily read in one sitting. (Martínez, 2013, p. 279)

Where the novel is characterized by containing many characters, features and sub-links, which make the content more complex than other literary genres, and the novel can also cover a long period of time, as some novels extend for several generations, in contrast to short stories, and can also be divided The novel is divided into several chapters, and sometimes into volumes, and the novels are divided into several different types: such as novels that talk about the supernatural, thrillers, fantasy, romance, western and other different genres. (Kempster, 2006, p. 15)

3. Story Components

Each social story includes a detailed description of the context for the desired social behavior. Where will it occur? Who are the participants? what will happen or is likely to happen as a result of it; The images, video clips, and graphic images included with the story are an encouragement for the student to engage in the desired social behavior and act as additional visual models. Carol Gray began building the original formula for the social story, containing three types of short and direct sentences: descriptive, prescriptive, and pictorial, as follows : (Pardede, 2011)

a. **Descriptive sentence:** It serves as the backbone of any social story, as it gives information about the situation (the subject of the story). For questions (who/what/when/where/why), descriptive sentences do not give information to the student about the expected behavior in the target situation, but appear to be very specific to the interpretation of the events of the story. (Nuray, 206, p. 15)

Descriptive sentences describe what people do in a particular social situation and why. Stories often begin with these statements, for example:

- The bell rings when the recess (rest period) is over.
- Students stand in a row by the door.

b. **Directive sentence:** It is the sentence that directs the student to the desired response in a particular social situation, and focuses on what the student must do to be successful. These sentences often begin with "I." Directive sentences are more effective when written in positive and flexible vocabulary; Like : (Urlaub, 2012, p. 272)

- I'll try.
- I will stop what I'm doing.
- I will stand in line.
- I will wait for my teacher.

c. **Perspective sentence:** It is a sentence that explains the reactions and responses of other students, and is designed to improve the student's understanding, and how other individuals perceive the target social situation, so the student can learn how other students perceive different situations. Perspective sentences are one of the

reasons for the success of social stories. They describe thoughts, feelings, beliefs, opinions, motives, knowledge (a matter related to theory of mind), and tell the student how to respond in a particular social situation, For example: My teacher will be happy to see all the students in one class. (Riddell, et al., 2018, p. 82)

Kington and Roth say that social stories usually contain three types of sentences: (Swaffar, et al., 2005, p. 34)

- Sentences that represent a description, showing where, who, what, and why.

- Sentences representing points of view that provide some understanding of the thoughts and emotions of others.

- Sentences that represent directions, suggesting a specific response.

There are eight types of sentences used in writing social stories: (Thelwall, 2017, p. 42)

(i) **Descriptive sentences:** They are exact and correct sentences related to certain facts. These sentences describe what happens, where it happens, and why the situation occurs. They provide social rules that govern the target situation, and objective facts. The authors of the social story must think and write descriptive sentences with control and mastery, for example. : I usually go to school by car. (Thornbury, 2005, p. 64)

(ii) **Conceptual sentences:** They are sentences that describe the thoughts and feelings of others related to the target situation, for example: My teacher feels happy when (I

am writing my homework). (Tina, et al., 2012, p. 315)

(iii) **Affirmative (positive) sentences:** they are sentences that increase and enrich the general purpose of the social story, i.e. emphasize a value that lies behind a particular fact, for example (caring for friends is a good thing), (this is a good thing to do). (Vui-Fun, et al., 2014, p. 152)

(iv) **Guiding sentences:** Sentences outlining possible responses, suggestions, and opinions for a student with autism, and thus providing information about how to act in the target situation, for example: I will try to sit quietly when the teacher speaks. (Zhang, et al., 2013, p. 705)

(v) **Controlling sentences:** They are sentences that specify the techniques and techniques that the student will use to recall the story, and this is usually determined by the student himself. Example: When someone says hi to me, I can smile and say hi.

(vi) **Collaborative sentences:** They are sentences that suggest what others will do to encourage and support the student to learn new skills and responses, and explain who will help the individual, and how to succeed in the target situation, for example: My mother asked me to ask for help from my peers when needed.

(vii) **Compound sentences:** They are sentences that appear in the form of more than one type of sentence, that is, they may include a figurative sentence and a cooperative

sentence, Example: Mom and Dad will try to stay calm when I learn to tidy my room. (Schwarz, 2013, p. 421)

(viii) **Partial sentences:** They are sentences that combine the noun and encourage the student to complete a given sentence with terms that he is aware of, and all kinds of sentences can be written as a partial sentence, for example: I will sit when the teacher speaks in the classroom.

The social story follows the basic components of the story. It contains the introduction that clearly presents the topic, then the body that adds more details, then the end. The title must reflect the content of the story, meaning that it serves the main idea of the story, and uses appropriate phrases for the student's thinking. The story also consists of four types of sentences. (Iuliana, 2012, p. 1837)

- Descriptive sentences describe events and the reasons for their occurrence.
- Guiding or directive sentences that instruct or direct a person to appropriate behaviors.
- Perspective sentences describing the feelings and reactions of others.
- Affirmative or affirmative sentences are sentences that provide reassurance. like 'that's good.

The form of the story includes descriptive sentences that include the place of the event, the people involved in the event, and what they do, then the imaginary sentences; They describe the feelings and responses expected of others. As for the guiding

sentences, they provide a solution. They are more guiding and not just giving orders. They help the student to form sentences; Such as "I will try to…." Control sentences are used to recall information in a social story, to reassure the student or determine his or her response. (Hilal, et al., 2014, p. 677)

There are three types of information provided by social stories, the first type is the news, the second is the ways of understanding this news, and the third is the method of linking this news to what the student knows, and there is a stage for each information according to the goal of the story, so it is necessary to distinguish between these types of information, news is information Objectivity describing a particular event, concept, or skill, and this news presents the subject of the story. (Ahlqhist, 2011, p. 77)

These stories can be designed by parents or teachers, and used with students who have a high level of cognitive performance so that they can understand the stories, and the story can be presented via a cassette tape, and the content of the story must motivate the student to perform the appropriate behavior, and the equation for social stories is (2-5 descriptive sentences + 1 indicative sentence = social story), with several criteria for it, and social stories are used to teach the student the laws and social foundations and help him develop his social skills. (Isabel, 2011, p. 1837)

4. Story elements

The story has elements that it adheres to and hardly any good story is devoid of them: (Joy, 2001, p. 26)

(i) Main Idea :

It is the story in which the events of the story take place and the good choice of the idea represents the

first step in the way of preparing a successful story. (Iuliana, et al., 2012, p. 272)

(Mitchell) points to the necessity of choosing the appropriate and appropriate experiences so that students can benefit from them ideally, taking into account their capabilities and emotional needs, and in a manner that suits the special growth demands of this stage represented in physical, mental, emotional and social growth. (Llya, 2021, p. 22)

(ii) **Plot**

The plot is a summit in which the idea, accidents and other facts grow, forming an invisible thread that grabs the fabric of the story and its construction, which motivates the student to continue reading or listening to it; As for the story style, it is an artistic construct that expresses the idea of the story, its incidents, and its characters in a clear, beautiful and strong expression. (Hilal, et al., 2014, p. 677)

(iii)**Story characters and protagonists**

The characters and heroes of the story are the ones around whom the events revolve, or they are the ones who do and perform the events. (Handsfield, et al., 2010, p. 408)

(iv)**The event**

It is a verb conjugation with a tense necessary for the story, and the events may be large or may be quiet simple.

(v) **time**

He is the controller of the action in the story, and with him and on his impulses, the event records its facts. (Gonzalez, et al., 2013, p. 45)

5. Methods of presenting short literary stories

Three basic methods are used to present literary short stories to students: (Iuliana, et al., 2012, p. 270)

(i) An adult reads the story to the student twice, the adult sits slightly back and to the student's side, and reads the story to the student first, followed by the student reading independently once a day.

(ii) When a social story is presented to a student who cannot read, the story is recorded for the first time by phonetics.

(iii)The third method is used either with students who are reading independently or with those who need help. The social stories recorded on videotape are collected and this method is effective with the students. These stories are read aloud on a video tape with one page appearing on the screen at a time.

6. Short story characteristics

The characteristics of short stories are that they are : (Hilal, et al., 2017, p. 678)

(i) **Permanent:** That is, the student can read the story over and over again, and the student can be instructed to read it repeatedly.

(ii) **Simple language:** It should be written in simple and smooth language and written in a language

close to the language of the student.

(iii) **Based on observation:** Before writing stories for the student, discussions should be held with the staff and a sample of the students' families, as the preparation of the story is of great importance to its success.

(iv) **Explicit:** Literary fiction presents clear rules, expectations and symbols that are built into the story.

(v) **Factual:** Provides factual information about people, what they do and why they do something.

(vi) **Focus on thoughts and feelings :** It describes what other people think, feel, and how this affects their behavior.

7. Intervention steps based on literary short stories

Several researchers addressed the steps of intervention using literary stories with students as follows : (Tina, et al., 2012, p. 315)

(i) Define target difficulties

The target level of achievement must be determined, which brings together the teacher, parents, supervisors and specialists on the need to intervene to treat English language learning difficulties, and this is done naturally through observation or through multiple measures in the English language, as the student suffers from multiple difficulties in the language, the work team must Here he sets the priorities in the selection of appropriate mechanisms by several criteria : (Swaffar, et al., 2005, p. 72)

- Difficulty speaking and pronouncing some words.
- Difficulty writing some letters.
- Weakness in reading skill.

(ii) Perform a job evaluation :

After identifying the targeted difficulties, a functional analysis is conducted that focuses on providing a picture of the nature and image of the linguistic difficulties, and this helps researchers to form hypotheses about the causes of these difficulties in the English language. The level of student achievement before and after the intervention with stories and the application of English language tests to the student. (Joy, 2001, p. 74)

(iii) Develop a plan that includes short literary stories :

Here the work is done in a team and English language learning difficulties are addressed by writing stories that include adaptation to students' difficulties in learning English. using words; Such as "I will try to…" instead of "I must…", the story should look more realistic, text is used with graphics and images, and video footage can be used to support students' understanding of the meanings to reach the goal of the story. (Khatib, 2011, p. 152)

(iv) Use social stories :

Literary stories are presented to students, and some questions can be asked to test understanding. Students can read them if they are able to read, or

listen to the story recorded. The story is saved in a known place until it is referenced, and it is preferable to read it more than once in the week. (Martínez, 2013, p. 281)

(v) Colleting more data :

Continuing to collect data on the level of target achievement, review the results and procedures related to the story, and then prepare an educational program for dissemination. (Pardede, 2011)

8.   Short story building standards

The following criteria must be considered when preparing a literary story: (Swaffar, 2005)

- The story includes social information of interest to the student in his daily life.
- The story includes an introduction that clearly defines the topic and a conclusion that reinforces and summarizes the information.
- Answer the story to the questions.
- The story should be written from the point of view of the responsible person in proportion to the characteristics of the student.
- Use the story in positive language.
- The story always includes descriptive sentences that include different sentence styles.
- That the story fits with the abilities and interests of the student who reads it.
- Formulate the story in clear, concise, and understandable terms for the student, using vocabulary

and print size appropriate to his ability.

- The story writer focuses on what the student might see, hear, and feel in the target situation.
- The story includes graphics and illustrations that enhance the meaning of the text.
- The story includes a title that meets all the criteria for a literary story.
- The stories should be inspired by the life situations that the student is exposed to.
- Parental involvement in the intervention process using literary stories.

The literary story should be written in a way that ensures accurate interpretation, and the social story is written accompanied by illustrations, where they are simple (sketches, or real photographs), and the type of images depends on the student's ability to distinguish between different types of images, and literary stories can be presented using Computer to get students' attention more. (Thelwall, 2017, 406)

There are a number of considerations that must be taken into account when preparing a literary story, namely : (Thornbury, 2005)

- Determine the number of sentences and words used based on the linguistic level of the student.
- Add pictures that explain the story.
- Use the English language to be understood by the student.

Hamad Al-Ajmi

The use of visual reinforcements is one effective tool with literary stories; As students suffer from weaknesses in verbal language, which makes verbal learning ineffective for them, and this leads to their exclusion from learning, and depriving them from daily interactions in the classroom, and hence attention is paid to methods that raise attention, which take into account educational characteristics For these students, therefore, one of these tools is the use of educational environments with visual characteristics. (Joanna, 2014)

Literary stories can be presented individually with each student, and can also be presented to small groups, or large groups as long as the story aims at the behavior experienced by all members of the group. (Iuliana, et al., 2012)

Literary stories contain two categories of sentences : [14] (Isabel, 2011, p. 1835)

- Sentences that describe and include: (descriptive, perspective, cooperative, and positive sentences).
- Direct sentences and include (guiding sentences, control sentences), and it was suggested that descriptive sentences outnumber directive sentences in a ratio of 2:1.

It is taken into account when writing the literary story that the students understand speech very professionally, and they have difficulties in interpreting the language, so it is suggested to write words; Such as (usually, and sometimes instead of always, and never, and we bear in mind that each

student has special abilities, and a period of attention, understanding and comprehension that must be used, and the title of the literary story must include the general idea of the story, and there must be an introductory preparation and conclusion of the story. (Hilal, et al., 2014)

When creating a literary story, the text must be clear and easy to understand, with visual support. Students have many problems with auditory processing, and research indicates that students tend to be visual learners, respond better when things are inherently predictable by reducing the ambiguity of social environments, and are better able to understand what is expected of them. (Handsfield, et al., 2010)

One of the criteria for a successful literary story is that it be short and simple, suitable for students' language, flexible, and essentially provide a visual overview of social situations, written from the student's point of view. (Joy, 2001 : 65)

9. Benefits and functions of literary short stories

Stories have a great value in a student's life, because of their impact on emotional life, psychological and mental health, as they are a wide area for venting pent-up desires, relieving the stress of the pressure that the student suffers from. To face problems with more realism than if he hadn't heard those stories. (Martínez, 2013 : 278)

The literary story is a strategy that combines the behavioral trend, that is, it leads to helping the student to practice the required behavior in dealing with others, and the psychological trend, including its projections in dealing, that helps a lot in revealing the

buried feelings of others. (Handsfield, et al., 2010, p. 410)

Literary fiction has received increasing attention as an appropriate teaching method for students' language skills. The story has been used to enhance language skills, support and inform students and provide opportunities to increase their social interactions. It also works on developing the student's ability to control focus and attention; This is through good sitting, looking and listening skills, and developing awareness of other students in the group; This is through role-sharing activities and focusing on the social use of language, as well as through the skills of choice, demand and granting, and the formation of the foundations for understanding the world around them through activities related to their experiences and matters of their daily lives. (Khatib, 2011, p. 153)

Literary stories describe situations with appropriate language references, are written appropriately to the needs of the student, target situations, and stories help students understand why others behave, say and do specific things, and help them anticipate what will happen. (Johns, 2011, p. 17)

Literary stories are one of the important and powerful strategies if applied accurately that leads to improving students' language skills, improving their ability to communicate and social interaction, and facilitating their integration into public life. These stories are derived from the situations experienced by the student in his environment, and also include social reactions. The occasion that plays an important role in attracting his attention, and compatibility with the surrounding social environment. (Nuray, 2016, p. 312)

Literary stories is a way of teaching students about the language skills that they lose, or lack, and this type of literary stories helps the student to understand expected or socially acceptable social behavior. (Don, et al., 2015, p. 172)

Literary stories are one of the most important strategies that help the student learn language skills, and depend on describing many social situations. These stories are written to address a specific situation and are used for several purposes, including the following : (Vera, 2020, p. 110)

- Facilitate the process of integrating students with learning difficulties in the English language.
- Flexibility to accept different points of view.
- Explain the reasons that lead to the actions and behavior of others.
- Acquisition of literary skills specific to a specific situation.
- Helping teach academic skills.
- Improve students' ability to consider other people's feelings.

Literary stories have been used to modify many undesirable behaviors of students and provide them with new language skills, including what these students show from poor linguistic communication, and a lack of understanding of symbols and reference signals.

And the interactions that the student is exposed to within the literary story is a process that has its own laws and regulations, and from this point of view, the social stories, which consist of three basic sentences, introduce the student to what to do in

different social situations. Literary stories are determined based on the student's needs and situations in which he faces language difficulties. (Handsfield, et al., 2010, p. 406)

Literary stories are based on the rationale that "if the student's ability to obtain and assimilate information about his environment is weak, it is better to present that information to him in an anecdotal way that attracts the student and is able to understand it. (Joy, 2001, p. 158)

Literary stories are an effective tool for teaching language skills to students, and many previous studies have shown that literary stories can : (Hilal, et al., 2014, p. 677)

- Improving a student's language understanding in social situations.
- It is used as a method of teaching.
- Deduce the views of others, and show appropriate behavior for the situation, and this is what theory of mind refers to in learning.
- Anticipating the thinking of others, thus improving language skills in dealing with others.
- Enhance language communication skills.
- Understand social contexts that may be difficult for students to interpret linguistically.
- The use of written literary stories or text stories in the form of pictures or video clips leads to an increase in positive language interactions, and the modification of undesirable behaviors.
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clips leads to an increase in positive language interactions, and the modification of undesirable behaviors.

Literary stories introduce the student to his society, the components of this society, its goals, and the prevailing values and social qualities in it. Consequently, the student discovers aspects of social life, which helps him to integrate into society and respond to its members linguistically. The story also works to form the correct standards, values, habits and attitudes of students through sound impressions. Which they get out of the good content of the story, and the students play the roles of the story cooperatively, which develops the spirit of cooperation and participation with comrades and contribute to removing some of the feelings of fear that the students suffer from. (Martínez, 2013, p. 282)

Literary stories have many benefits and uses, including : (Joanna, 2014, p. 23)

- It helps the student to build a vocabulary.
- It helps the student to modify his behavior.
- Change in daily routine.
- Teaching academic skills.
- Acquisition of social skills.
- Adaptive skills training.
- Improve disruptive behaviors.
- It helps express feelings.

Literary fiction provides students with the information they miss (such as information about social situations, people's expectations) that helps them develop language understanding and appropriate behavior, provides them with an

understanding of what others are thinking and feels, and teaches them quality language skills. (Isabel, 2011, p. 1837)

Literary stories are used to teach new language skills, as they help them interact successfully in different learning situations, improve their social and academic skills, give insight into how others feel, help students adapt to changes, and teach new skills. (Handsfield, et al., 2010, p. 407)

The following are some of the goals that literary stories can contribute to achieving to develop language skills as follows : (Khatib, 2011, p. 155)

- Improve students' language abilities.
- Improve students' ability to be considerate of other people's feelings.
- Flexibility in accepting a different viewpoint from one's own, and believing that it is not necessary for others to know what they know.
- Facilitate the formation of friendships because literary stories contribute to the development of the ability to empathize with others.
- Understand the reasons behind some feelings and emotions, and try to link feelings to appropriate situations for them.
- Expect what others are thinking.
- Develop the ability to understand false beliefs.
- Develop listening skills and waiting for the turn.
- Develop imagination.
- Distinguish between physical events, objects, and mental (mental) representations.

The following table shows the evaluation scores of (5) students in learning English through three short literary stories that were applied to them other than the first semester of 2020/2021 AD as follows : (Isabel, 2011, p. 1838)

TABLE: I

N	First story	second story	third story
1	4.5	5	5.5
2	3.5	4	4.5
3	4	4.5	5
4	5	5.5	6
5	5.5	6	6.5

IV. DISCUSSION AND RESULTS

The noticeable improvement of the study sample is noted after the researcher applied three short literary stories in the English language, and the results highlight the weakness of the study sample during the application of the first story, and the gradual improvement of the sample when applying the second story. What shows the role of the literary short story in learning English for students with English language learning difficulties.

This is in addition to the teacher using the stories entrance in teaching English in the classroom. The teacher can use stories for different purposes such as group discussion by choosing keywords and phrases from stories, developing dialogue between two characters, giving 3-4 similar titles and asking about the appropriate title for the story, and trying

Stimulating students' ideas in creating story topics in English on the subject of the story by each student to participate in building a literary story in English in the classroom.

Literary stories also contribute to stimulating the imagination of students as they share their ideas in their own language, and language skills can be developed through stories, and indirectly teaching grammar by using stories in the classroom, and contribute to the development of listening skill as well as focus because students love listening to stories very carefully, and stories help In raising the level of students' concentration and not being distracted, students unconsciously acquire certain linguistic elements, such as the use of words in a specific context, guessing the meaning of words through context in the story, some sentence patterns, and some grammatical elements. It also provides opportunities for learners to learn about different cultures, ethics , habits, and stories provide a link to learners with their life knowledge through their learning of the English language.

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