

The Impact of Using Group Work on Perception of Short Stories for 2nd Intermediate Iraqi Students

Asst. Prof. Sabeeha Hamza Dehham

Asst. Prof. Iman Mingher Obied

Researcher. Bahaaaldeen Kazom Abbas

University of Babylon / College of Basic Education

اثر استخدام العمل الجماعي في ادراك القصص القصيرة لطلاب الثاني المتوسط في العراق

أ.م. صبيحة حمزة دحام أ.م. أيمن منغر عبيد

الباحث. بهاء الدين كاظم عباس

كلية التربية الأساسية/ جامعة بابل

bahaa.kadom@gmail.com

المخلص:

تهدف الدراسة الحالية الى استخدام اسلوب العمل الجماعي لتدريس القصص القصيرة الموجودة في كتاب الطالب للصف الثاني المتوسط على امل تحسين فهمهم لهذه القصص. ضم مجتمع البحث جميع طلاب الثاني المتوسط في المدارس المتوسطة للبنين في مركز محافظة النجف الأشرف للعام الدراسي (٢٠١٦-٢٠١٧). واختيرت شعبتين عشوائياً من متوسطة الأمام علي للبنين (عينة البحث) لتمثل المجموعة التجريبية (٣٣ طالبا) والمجموعة الضابطة (٣٢ طالبا). كافأ الباحث كلتا المجموعتين في بعض المتغيرات المهمة والتي هي: العمر (بالشهور)، المستوى التعليمي للآباء، درجات الطلاب في مادة اللغة الانكليزية للفصل الاول من السنة الدراسية نفسها. قام الباحث ببناء اختبارين تحصيليين (قبلي وبعدي) لمادة القصص القصيرة واستعمل الاختبار التائي لعينتين مستقلتين لتحليل البيانات التي تم الحصول عليها. أظهرت النتائج ان اسلوب العمل الجماعي الذي استعمل لتدريس المجموعة التجريبية لطلاب الثاني المتوسط له اثر فعال ومفيد وهو كذلك مفضل لتدريس القصص القصيرة اكثر من الطريقة التقليدية.

الكلمات المفتاحية: العمل الجماعي, القصص القصيرة.

Abstract:

The present study aims at using group work technique to teach short stories found in the 2nd intermediate students' book hoping to improve their understanding of those short stories. The population of the study comprises the second-year students at the intermediate schools for boys in the center of Al-Najaf Governorate for the academic year (2016-2017). Two sections were randomly selected from Imam Ali Intermediate School for boys (the sample of the study) to represent the experimental group (33 students) and the control group (32 students). Short story achievement tests were constructed by the researcher to be used as pre-test and post-test. A T-test formula for two independent samples is used to analyze the obtained data. The results show that group work technique is considered more effective, useful, and favourable to teach short stories than the conventional one.

Key words: group work, short story

Chapter one: Introduction

1.1.Statement of the Problem:

Literature has a real value in language classes (Pattison .1963 cited in Byrne.1969: 105). But the present use of literature in those classes does not mirror its potential. This is because teachers regard literature as time consuming, complicated in its language and content, and unrelated to many learners' reasons for learning language (Carter and Jones. 2011: 73-4).

The problem of this study stems from such views that instigate the researcher to see whether the situation is the same in Iraq or not with regard to the introduction of short stories in school curricula as an important part of learning English language. Personal interviews have made with some senior

supervisors of English, teachers of English, and university specialists in English literature. The results show the following points:

1. Teachers of English do not pay enough attention to the teaching of short stories or spend their time on enhancing their students overall literature ability. They justify that to the plenty and difficulty of the vocabulary items they have to present, the limited class time, and the unfamiliarity of short stories as a genre of literature to the Iraqi EFL learners.
2. Senior supervisors of English say that "Teachers teach English only as one of the subjects of the school curricula. They overlook the sense of interest in short story as an important element of language that opens windows to both classroom teachers and their students as well".
3. University specialists of English literature believe that both teachers and students are responsible for overlooking short stories. They support their claims in three points:
 1. Since most of the students are not well-informed of literature even in their native language. They have no experience in reading literary texts.
 2. They mostly study to get their marks and nothing else.
 3. Teachers are also responsible for that because they do not motivate their students to read short stories.

1.2. Aim

The aim of the current research is to use group work technique to teach short stories found in the 2nd intermediate students' book, hoping to improve their understanding of those short stories. Accordingly, the following hypothesis has been set:

There is no statistical difference between the achievement mean scores of students who are taught short stories through using a group work technique and that of the students who are taught short stories through using the conventional method.

1.3. Limits

This study is limited to the second-year students of the intermediate schools for boys in Al-Najaf Province for the academic year (2016-2017).

1.4. Value

Hopefully that the current piece of work will be useful for:

1. EFL teachers and supervisors to use group work technique in teaching short stories in particular and other textbooks materials in general.
2. Textbook writers in determining the objectives of the curricula that conform with the learners' needs.
3. Researchers who work in the field of language teaching and learning.

1.5. Definitions of Basic Terms

1.5.1. Impact

According to Hornby (2007: 648) the word impact implies the massive influence that something has on somebody or something else.

Whereas Richards (2010: 248) defines impact as the effect of an exam on testees, other stakeholders (e.g. instructor, parents, head teachers, or test constructors), pedagogical systems, or community.

Hornby's explanation is used as an operational definition.

1.5.2. Group Work

Brown (1991: 4) believes that group work is an unbridled idiom for many types of group working. Group work is manipulated to characterize a system of methods: social work, education, related professions, recreation, and psychology. The essential element of group work is engaging members in work collaboratively.

Richards (2010: 256) reveals that group work is an activity that makes members of the group work with each other. A group mission can be one or more than one. It is mostly chosen by members.

Richard's definition is adopted as an operational definition.

1.5.3.Short Stories

According to Baldick (2001: 236) short story is a story of fiction which can not be presented alone as a book. It usually contains one or two characters with one action.

Mikics (2007: 276-7) regards short story as a fictional form that often looks like the allegory or the parable: it may turn on a surprise, or present a mystery or a vague vignette. The short story is different from a novel in which it does not allow the expansion in a narrative.

Mikics's explanation is chosen as the operational definition.

1.5.4.Perception

Perception refers to the way of receiving and interpreting spoken, written, or marked information. It is a process of regulating a collection of cues to a stored representation (Crystal. 2008: 356).

Richard (2010: 427) states that perception is the way to realize and grasp events, objects, and stimuli by the use of senses.

Richard's definition is selected to represent the operational definition.

1.5.5.Intermediate Stage

Intermediate stage in Iraq consists of three levels: first, second, and third year-intermediate. It is preceded by a primary stage (6 levels) and followed by a preparatory stage (3 levels).

Chapter Two: Theoretical Background and Previous Studies

Theoretical Background:

2.1.1.Group Work Technique (GWT)

According to Bertcher (1979: 14) a group is a social and dynamic entity which consists of two or more individuals, interacting independently with relation to one or more common goals that are valued by its members. Blatchford et al. (2003:163) list four main scopes of group work, which are interactions between teachers and pupils, the classroom context, the nature of group activities and tasks, and a strategic approach to their interrelationships.

2.1.2.Theoretical Considerations of Group Work Technique

2.1.2.1. Zone of Proximal Development (ZPD)

Vygotsky (1978: 86) defines zone of proximal development as the distance between two levels: the first one is the real development as determined by independent problem solving, the second one is the potential development as determined in collaboration with more capable peers or through problem solving under adult guidance.

2.1.2.2. Sociocultural Theory

Vygotsky (1978: 57) states that:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

2.1.3. Goals of Using Group Work in Teaching English

1. to provide chances for naturalistic acquisition of second language through using interactive group activities.
1. to provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g., content-based).
2. to attract attention to particular communicative functions, language structures, and lexical items during the use of interactive tasks.
3. to provide students with opportunities for developing successful learning.
4. to enhance students' motivation, create a positive affective climate, and decrease students' stress (Payne and Whittaker. 2000: 60).

2.1.4. Stages of GWT

2.1.4.1. Formation Stage

In terms of size, groups which contain four or five members work best, larger groups reduce each member's chance to participate actively (Cooper. 1990: 4 and Smith. 1986: 5).

2.1.4.2. Transition

The primary group mission here is to decide about how it will work and what roles group members will represent in the process (Dornyei and Murphy: 2009: 52).

2.1.4.3. Performing

At this stage, there is a great deal of cohesion among participants as there is more tendency, open-mindedness and a readiness to participate (Watson et al. 1980: 1).

2.1.4.4. Dissolution

It is the stage in which each group needs as it aids to integrate what the group has achieved and aids to build bridges toward the future (Dornyei and Murphy. 2009: 55).

2.2.1. Short Story

Poe in his reviews of Hawthorne's tales (1842-1847) defines short story as "short prose narrative" that requires "a half-hour to one or two hours" to read, it is a sort of writing about one effect formed by events selected economically and necessarily in the design (Childs and Flower. 2006: 217).

2.2.2. Differences Between Short Story and Novel

1. The short story tells a part of life, whereas the novel tells life;
2. The short story handles a single thing, in contrast with the novel which handles many things;
3. The short story is a sample, while the novel is the population; and
4. The short story is a part of text, on the contrary, the novel is a complete text (Pratt. 1981: cited in May. 1994: 82).

2.2.3. Reasons for Using Short Story in EFL/ESL Classes

At least, there are three advantages of using short stories in ESL/EFL classes. Firstly, since short stories are short, they make teachers' coverage and students' reading task easier. Secondly, they help to develop the cognitive analytical abilities, student may interpret life and enrich his/her experience through reading books. Thirdly, since they are global, readers all over the world can experience and relate to them (Sage. 1987: 43).

2.2.4. Theoretical Considerations Behind Using Short Stories in EFL/ESL

2.2.4.1. The Story Grammar Theory

Richards and Schmidt (2010: 559) defines the story grammar as "a theory of the cognitive representation of narrative texts, including simple stories, folktales, fables and narratives". They add that "people access story grammar consciously or unconsciously when encountering different types of stories". This serves as a source of comparison, inferencing, prediction, evaluation in following and understanding stories and narrative.

2.2.5. Short Story and English Language Skills

Jennings (1991: 12) believes that children who are given opportunities to use language through the medium of stories will refine and develop their language skills, and she also sees that the story is empowering the children. Similarly, Elley (2000: 234) reports that improved English language skills where teaching of the ESL/EFL classes is based on story books and other alternative literature related to reading materials. Besides, Murdoch (2002: 9) indicates that short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency.

2.3. Previous Related Studies:

2.3.1. Previous Studies Related to Group Work Technique

2.3.1.1. Hazim, K. and Al-Fahady (2010)

This study aimed at investigating the effect of learning metacognition skills through a group work on improving students' reading comprehension in English Language classes. The population of the

study was the second – year students in the Department of Education and Psychology/ College of Education/University of Mosul for the academic year 2009-2010. A sample of 95 students: 51 males and 44 females, was selected intentionally from the population to represent the experimental and control group. An achievement test of 36 items in reading comprehension was prepared by the researcher. ANOVA two ways test for two independent samples was used to analyze the obtained data. The results showed that the high impact of the learning metacognition skills through a group work on improving students' reading comprehension. The results also indicated that female students in the experimental group gained significant mean scores higher than the male ones.

2.3.1.2.Rahaman, A. (2014)

This study aimed at analyzing the use of classroom group work activity in a relation with reading comprehension. The research design is pretest-posttest control and experimental group design. The subjects involved in this study were the EFL, eighth grade students of a secondary school in Dhaka. The course that was taken for this research was the compulsory English as first paper. There were 18 students in each group of the experiment. The results revealed that teaching reading comprehension text through a group work is effective in secondary classroom. Also, it was concluded that reading text can be understood better by socializing, exchanging and sharing through the group work. It changes the classroom into student-oriented and the teacher can get the experience of finest activity in the classroom. The learners become confident and they can notice and explore their own development within a fellow feeling and friendly environment.

2.3.2.Previous Studies Related to Short Story

2.3.2.1.Pourkalthor and Kohan 2013

The point of this study was to emphasize the impact of short stories on reading comprehension. Forty students participated in this study from Kish Institute for teaching English as a foreign language. The students were divided into two groups-the control group and the experimental one. Yet, the study examined the impact of short story instruction on 20 students to show if the method had an impact on student reading comprehension. To serve this point, an instrument was used in this study: a reading comprehension pre/post-test. The experimental group students were exposed to a method of reading short stories over ten weeks. The other one just got the conventional way of teaching reading comprehension. The outcomes indicated that short story has a significant impact on reading comprehension. Experimental group students performed better on the reading comprehension test than those of the control group.

2.3.2.2.Saka, Ö (2014)

This is a descriptive study which showed the ideas of 40 junior students of ELT department of Akdeniz University in Turkey were exposed to different examples of short stories to develop their literary awareness and their abilities to use them. They were expected not only to analyse the short stories but also to develop some activities to teach them in language classroom. They were given a questionnaire to learn their ideas about the benefits of short stories. The data were examined through SPSS and the results were interpreted. The findings showed that students believe that short story broadens their perspectives, develops empathy, gives an idea or moral to the readers, provides readers with a better understanding, enables them to see the events from different perspectives, enables them to think about the reasons rather than the result, and increases readers' appreciation for literature. After finishing the education for two months, and reading seven stories, it was observed that students' points of view for the course changed in a positive way. They started to enjoy literature, join the discussions and activities in the class.

2.3.3.Discussion of Previous Studies and the Present Study

In the light of the previous related studies, it can be concluded that:

1. The common aim of the studies in 2.3.1 is to see the effect of using GWT on improving students' reading comprehension in English language. The present study aim is to see the effect of using GWT on students' perception of SSs.

2. The previous related studies in 2.3.2 emphasized the use of SSs in an English language curriculum as the present study.
3. The previous related studies were held in different stages and grades. The present study is conducted on the intermediate stage.
4. Concerning the sample size, it ranged from 36 to 95 subjects. The present study utilized 65 subjects.
5. Concerning the instrument of the study, the previous related studies in 2.3.1 used posttest and pretest/posttest. Whereas the previous related studies in 2.3.2 involved pretest/posttest and questionnaire. The present study uses four questions pretest/posttest.
6. Different statistical tools were used in the previous related studies such as ANOVA two ways test for two independent samples, t-test, and t-test for two independent samples. Concerning the present study, t-test for two independent samples, Chi-square, item facility and item discrimination, Pearson correlation and one sample t-test were used.

Chapter Three: Procedures and Methodology:

The following pages present a detailed description of the procedure that is followed in order to achieve the aim of the study and verify its null hypothesis.

3.1. The Experimental Design

The design of this experiment is the kind of pretest-posttest control and experimental group design (Tavakoli. 2012: 264). It presents the selection of two groups randomly. Both groups are submitted to a pre-test and afterward the group work technique (independent variable) is administered to the experimental one only, i.e., the control one was taught by the conventional method. Yet, the groups are submitted to a post-test in order to compare the scores of the pre-test, post-test on the dependent variable (short stories) and determine whether or not there is any statistically significance of difference between both groups.

3.2. Population and Sample Selection.

3.2.1. Population

The study population is the second-year students at the intermediate schools for boys in the city center of Al-Najaf Governorate, during the academic year (2016-2017).

3.2.2. Sample

Imam Ali Intermediate School was chosen to be the sample of this study. The number of students was (100) divided into three sections A, B, and G. Two sections were selected randomly to represent the experimental (section A) and the control (section B) groups. There were (35) students in group A and (33) students in group B. After excluding the repeaters in each groups, the number of students has become (33) in group A and (32) in group B (see Table 1).

Group	Section	Students' number before exclusion	Students' number after exclusion
Experimental	A	35	33
Control	B	33	32
Total		68	65

Table (1) The study Sample

3.3. Equivalence of the sample subjects:

The two groups were equalized by controlling some variables which may affect the experiment outcomes. These variables are: students' age (measured in months), parents' educational level, and students' scores in English in the first course examination of the same academic year.

The two groups were equivalent in all variables at a time when all external and internal variables that may affect the experimental design had been controlled.

3.4. Teaching Materials

Three short stories were selected from units (5, 6, 7) of the English for Iraq, 2nd intermediate student's book and another one from the extra activities of the student's activity book unit (2). The topics of the mentioned short stories are as follows:

1. The ants
2. The basketball
3. The medals
4. Salam's story

3.5. Instruction

The instruction of the experiment started on the 19th of February, 2017. It lasted two months and ended on the ٢٠th of April, 2017. In order to control the teacher variable in the experiment, the researcher himself taught both groups the whole material of short stories (hence forth SSs). The experimental group was taught by using group work technique (hence forth GWT) in teaching SSs, whereas the control one was taught the same SSs by using the conventional method (hence forth CM). Typical lesson plans were prepared, then seen by a jury of fifteen specialists in linguistics and TEFL methodology. The SSs exercises in student's book and student's activity book were all taught for the two groups.

3.6. The Achievement Test

The achievement test according to Davies et al. (1997: 2) is a tool made to check what a learner has achieved in a specific period of time.

The researcher has constructed short story achievement tests which are used as pre-test and post-test for both groups. The pre-test's aim is to compare its scores with those of the post-test and see the effect of using GWT as a new technique on the students' achievement in teaching SSs.

3.6.1. Description of the Pre-test:

The SSs pre-test consists of four different questions. The first one provides students with five comprehension questions which are related to a particular short story, the students' task is to respond to those questions. The second one contains two columns: the first is called definitions column while the second is words column, the students' mission is to read the definitions and match them to the suitable words. The third one has a story of five sentences but with incorrect order, so the students have to put them in the correct order. Question four deals with a listening skill, the students listen to a piece of short story, then write (true) or (false) for five statements.

3.6.2. The Scoring Scheme

The scoring scheme is a basis in which the researcher thoroughly depends on to interpret the outcomes. A precise scoring scheme must be adopted for reliability and objectivity purposes (Harrocks and Schonover. 1968: 76).

The scoring scheme that was adopted for the four-question tests is as follows: Fifteen marks are allotted for each question, taking into consideration the grammatical errors, spelling errors and punctuation marks. Each question has five items, each item is marked with three scores, so the total mark is sixty.

3.6.3. Validity

There are many forms of validity, but there are just two forms that are regarded valuable for achievement tests; content and face validity. Both forms have been addressed to evaluate the test and come out with a validated test that yields accurate and truthful outcomes. Face validity means how the test appears to measure what it purports to measure (Coombe. 2010: xxii). The test was seen by a jury of fifteen specialists in linguistics and TEFL methodology in order to ensure its face validity. Those experts were asked to decide the face validity of the test and state their suggestions about the suitability of the test and its items to the students' level. The jury members agreed that the test is valid in its face and its items are suitable for the students' level except for some modifications which are taken into consideration.

On the other hand, content validity means how an exam measures in a sufficient and an adequate manner the specified skill or activity it sets out to measure (Richards. 2010: 126). Since the test was based on the materials of the SSs in the students' book and activity book, it has content validity.

3.6.4.Pilot Study

The pilot study is defined as an initial step to examine the design and procedures before spending money and time on a particular study (Eysenck and Flanagan. 2000: 309).

The pilot study was applied on 13th of February to 90 students randomly chosen from Abu-Thar Intermediate School to represent the pilot study sample.

The pilot study data have been statistically analyzed to determine the discrimination power and the difficulty level of each item.

The results of the pilot study have also shown the practicality of the test and the time required for answering it which ranges between 35 to 40 minutes.

3.6.5.Item Facility and Item Discrimination:

Item facility refers to the degree to which an item seems to be complicated or facilitated for a particular number of testees. It simply reflects the percentage of learners who answer the item properly. The most appropriate test item will have item facility that ranges from 0.15 to 0.85.(Brown.2010:70-1).

On the other hand,item discrimination refers to the degree to which an item distinguishes between good and poor testees.An item has good discrimination power if it collects correct answers from good students and incorrect answers from poor students.It is worth mentioning that high discrimination power will be near to 1.0,and no discrimination power at all will be zero(Brown 2010: 71)

After scoring the test items of the pilot study, the item facility equation was applied for each item. It has been found that all items are appropriate in their difficulty levels because they are between (0.35) and (0.80).

With regard to the discrimination power, the students' scores are arranged from high to low. Then they are divided into three groups. the high, the middle and the lowest scores. The middle scores are eliminated and the other ones are applied to the item discrimination equation. It has been found that all items are of a good power of discrimination because their discrimination levels are more than %40.

3.6.6.Reliability

Reliability pertains to the consistency of test marks, which means that a test would provide similar outcomes if it was given at a different time (Coombe. 2010: xxiii).

Kuder-Richardson and Interrater methods were followed to estimate the reliability of the test in the current study. Kuder-Richardson (KR20) is a tool to measure the internal consistency of a test that its items scored dichotomously (Richards. 2010: 308). Interrater method refers to the extent to which different testers agree in their evaluations of different subjective ratings of ability (ibid.: 297). The testees' responses were scored by the researcher himself and another rater. Applying these two methods yielded reliability coefficients of (0.801) and (0.899) successively. This means that the test is suitable for application since Tavakoli (2012: 542) mentions that reliability coefficient of a test would be enough and acceptable if it is not less than (0.50).

3.7.The Pre-test Final Administration

Both students of the experimental and control groups were pre-tested on the 20th of February 2017. This pre-test aims at comparing the scores of the students' achievement in the pre-test with those in the post-test. As a result, the researcher tested and scored the sample of the study.

3.8.The Post-test

Students of both groups (the experimental and control ones) were post-tested on the ٢٠th of April 2017. The same pre-test procedures were followed in conducting the post-test, namely scoring scheme, validity, pilot study, item difficulty, item discrimination, and reliability. It is worth mentioning that the post- test also was seen by a jury of fifteen specialists in linguistics and TEFL methodology.

Chapter Four: The Results

At the end of the experiment and in order to realize the aim of the study and test its null hypothesis, the data of the pre-test and post-test are statistically analyzed. It should be noted that this analysis is undertaken to decide whether there is any significant difference between the two groups in the pre-test and post-test.

4.1. Comparison of the Experimental and Control Groups in the Post-test Scores

The results obtained from the post-test on both groups show that the mean scores of the experimental and control groups in the post-test are (38.00) and (22.75) successively, which means that the experimental group achievement in the SSs is better than that of the control group.

The T-test formula for two independent samples is used to see whether the difference between the two groups is significant or not. The result shows that the computed T-value of the post-test is (5.422), while the tabulated T-value is (2). This indicates that there is a significant difference between the two groups at (0.05) level of significance and under (63) degrees of freedom (see Table 6). This also indicates that the null hypothesis of the study which sets in (1.3) and states that “there is no statistically significant difference between the achievement mean score of the students who are taught short stories through using a group work technique and that of the students who are taught short stories through using the conventional method” is rejected.

Group	No	Mean	SD	DF	t-value		Level of significance
					CTV	TTV	
Experimental	33	38.00	13.75	63	5.422	2	0.05
Control	32	22.75	8.11				

Table (6) T-test Statistics of the Students’ Scores in the Post-test

4.2. Comparison of the Pre-test and Post-test Scores of the Control Group

With regard to the control group, the mean scores of the pre-test is (23.125), while that of the post-test is (23.593). The one sample T-test formula is used to find out whether there is any significant difference between the pre-test and post-test scores or not. The result shows that the computed T-value is (20.712), whereas the tabulated T-value is (2). This means that there is a slight difference between them, i.e. the post-test is a little bit higher than the pre-test (see Table 7).

Test	No.	Mean	SD	DF	t-value		Level of Significance
					CTV	TTV	
Pre-test	32	23.125	9.061	62	20.712	2	0.05
Post-test	32	23.593	9.122				

Table (7) T-test Statistics of the Students’ Scores in the Pre-test and Post-test for the Control Group

4.3. Comparison of the Pre-test and Post-test Scores of the Experimental Group

Concerning the experimental group, the pre-test and post-test mean scores are found to be (21.515) and (38.000) successively. The one sample T-test formula is exploited again to determine whether or not there is any significance of difference between the pre-test and post-test scores. The calculated T-test is found to be (15.454), whereas the tabulated one is (2). This denotes that the pre-test and post-test are significantly different at (0.05) level of significance and under (63) degrees of freedom. Namely, the post-test of the experimental group is much better than the pre-test (see Table 8)

Test	No.	Mean	SD	DF	t-value		Level of Significance
					CTV	TTV	
Pre-test	33	21.515	12.949	64	15.454	2	0.05
Post-test	33	38.000	13.756				

Table (8) T-test Statistics of the Students’ Scores in the Pre-test and Post-test for the Experimental Group

Discussion of the Results

Building upon the results of the study, it has been figured out that there is a significant difference between the experimental and the control groups. With regard to the post-test, the mean score of the experimental group is (38.00), whereas that of the control group is (22.75). This signifies that the students’ achievement of the experimental group is significantly better than that of the control group.

It has been concluded that the GWT which is employed to teach the second intermediate students of the experimental group, is considered more effective, useful, and favourable to teaching SSs than the conventional one.

Chapter Five:

5.1.Conclusions

In the light of the empirical proof shown in this work and in relation to the researcher's own observations throughout the experiment, the following conclusions are drawn:

1. Teaching SSs through the use of GWT has a significant effect on developing the general ability of second-year intermediate students.
2. The time allotted for teaching short story sections in students' book is not adequate, as a result, short story sections are almost neglected by teachers.
3. In terms of psychology, using GWT in teaching SSs motivates students and creates an atmosphere of enjoyment and interest that makes them breaking the regular routine.
4. The use of GWT provides students with the experience they need for social development.
5. Through GWT, the students have proved to be more vital because they are given sufficient chances to use foreign language themselves without direct control of the teacher.
6. GWT makes low level students involving in the class activities and gives them more chances to get more information and explanation from their group members.

5.2.Recommendations

On the basis of the study findings, the following recommendations are put forward:

1. English teachers at intermediate schools have to employ a variety of teaching techniques to help students getting better understanding of the SSs.
2. English teachers have to participate in in-service training programs to keep them in touch with the recent innovations in the field of language teaching.
3. Students in English departments in faculties of education must be trained to use various teaching techniques for developing all language skills.
4. English curriculum designers are advised to employ GWT in designing SSs materials at all levels of education with emphasis on intermediate schools.
5. SSs should be allocated more time in teaching since through which new language can be easily and quickly taught.

5.3.Suggestions

In the light of the conclusions and results of this study, the following are suggested as further studies:

1. A similar study can be conducted in other grades of the intermediate stage.
2. A similar study can be conducted in other stages, such as primary, preparatory and college.
3. A similar study is needed to investigate the effect of using GWT on teaching SSs but on females.
4. A similar study is needed to examine the effect of using GWT on teaching a particular language skill.
5. A further study is suggested to investigate the effect of using another technique or method for teaching SSs.
6. The same present study can be carried out for teaching other part of literature, such as poetry or other materials, such as composition.

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