

The Importance of Teaching Children's Short-Stories to Undergraduate Students of English literature Section in the Department of English Language at the Faculty of Arts – University of Tripoli (A case study from 2017 to 2019)

Manar Almabrouk Elost, an assistant lecturer,
manarelost@gmail.com / manar.elosta@uot.edu.ly
Department of English Language, Faculty of Arts and Languages,
University of Tripoli

Abstract :

To investigate several benefits might morally educate and teach the undergraduates of English Literature in a very enjoyable way during studying Children's Short Stories, this study was conducted in Short Story Classes in the fourth semester of the English Literature Section from 2017 to 2019, Where Children Stories have been inserted for the first time to the curriculum to expose students to **Children's Literature** and to examine its benefits and advantages. Hence Short Story instructors attended to create a fascinating, captivating, and engaging as well instructional and educative syllabus which was designed carefully to motivate students to copy and elicit favorable guided behaviors. Also, to make students self-motivating while enjoying working on identifying and analyzing some moral themes in such type of Literature in general and fiction in particular. In addition to increasing their language proficiency, confidence, and lexical capacity.

In this research, we study how university instructors of Short Story Classes can better serve more appropriate aims of moral education by using Children's Stories with some useful techniques. The main findings of this are as follows: first, guided moral education is regarded to be one of the objectives of the Short Story Class. Second, the instructors play many roles in teaching and analyzing the stories through facilitating and capturing messages of the stories, exploring their content, personalizing them, and measuring the outcome of moralities and values within.

Finally, this research may improve that integrating Children's Literature into the curricula and add a new dimension to the teaching process of English Literature in the undergraduate stage if the language used meets

the level and interest of the students. Since students will be engaged to improve effectively language skills, furthermore, can learn literary, cultural, and higher-order thinking benefits through studying different types of children's Stories whether they were written or spoken, or filmed.

Keywords: Children's Stories, Narrative Approach, fiction, animation, Motivation, critical thinking, language four skills improvement, Attitude, teaching techniques, cultural, curriculum.

Background

Recently, it's noticed that Libyans have shown a remarkable interest in learning the English language. Great personal and governmental efforts to enhance English learning and teaching through the wide spread of English language centers and departments in many Libyan universities also adding English as a main subject to the curriculum of the education system from the first grade till the post-graduate studies all around Libya. This can be considered evidence of the Libyan government's tendency to enforce international relations, believing that English is a global language that will offer many future jobs for graduates of English or those confident users of English. Although Libyan students of English, study it in the primary, secondary, and undergraduate stages (for about 10 years), they show a weak spoken and written competence in the English language. A survey is done among the undergraduate students of the English Literature-Short Story Class in the fourth semester- about the reasons for their weakness in English, 30% of them complained about the lack of exposure to English either in the classrooms or in the community. According to Johnson, Berg, and Donaldson (2005), "a school in serious disrepair presents an array of hazards for everyone in it. The physical elements of schooling also influence instruction—both what can be taught and how it can be taught. A school's lack of textbooks, a library, science equipment, or reliable photocopy machines inevitably limits the kind of teaching and learning that can occur" (p. 50). Educational context affects the processes of learning and teaching. Gilles, Bixby, Crowley, Crenshaw, Henrichs, Reynolds, & Pyle (1988) talk about the classroom and its role in learning and teaching, saying, "Environment is more than room arrangement and book selection. In these classrooms, there is a feeling of warmth and acceptance. Students and teachers regard themselves as learners, and all

are valued in the learning process” (p. 19). For this reason, this present study was conducted to investigate the effectiveness of the use of Children’s Stories with some techniques to provide students with a virtual English environment motivating their brains to be creative and productive, and boosting their confidence in using English.

20% of the respondents indicated that they are not confident in using English, especially in productive skills. Their receptive skills were better than those of the productive. They hesitate when speaking or writing in English. They tend to listen and read. Even in conversation classes, they communicate by using their L1 (The Arabic Language). This behavior became a habit and decrease their English improvement and proficiency. Even English teachers and some English professors at college were seen either speaking little English or translating it into Arabic most of the time in the English class. They justify it, as Asokhia (2009) says, “Speakers and listeners who have the same language background can understand one another because their common culture provides the common meaning whereas without the common culture such kinds of words are often misunderstood” (p. 81).

However, many students are motivated to learn English as a major of study in their higher education, challenging themselves and the obstacles they encounter while learning it, regardless of the lack of exposure and deficiency in facilities. They claim that the content of English matters to them. If the content is interesting, it motivates them to study it and learn it faster. Students of the short story in the feedback sessions showed great interaction when they have been asked to choose any kind of short stories to study and analyze in the classroom, rather than studying stories chosen by the instructor.

According to Standing Committee on Language Education and Research (2003) to avoid the lack of confidence in English "Students will have a stronger motivation to learn English if teachers can arouse their learning interests or if the teaching content is interesting to them." That is why it was a necessity to redesign the syllabus of the short story class by implementing children’s literature to get a fascinating curriculum.

The purpose of the study

Implementing Children's Literature for the first time especially Children's Short Stories to the curriculum of Pre graduate Students of English literature was an attempt to achieve many targets. First to improve the benefits of children's stories in learning and teaching English in modern ways that suit scientific development and keep pace with the intellectual race towards excellent linguistic achievement in an encouraging and stimulating environment whatever the age of the students because it is an individual interest and personal inclination. Second to expose students to different aspects and genders of literature as they get on further with their studies. They need to learn about reasons and how to think critically and distinguish themselves as creative and outside-of-the-box thinkers while enjoying nourishing their senses, satisfying their emotions, and developing their perceptions. This cannot be achieved unless the literary content is varied and suits students' needs, 'interests, 'abilities, 'level of language, the time of the course, and the ethical standards of a culture.

According to " (Rahiem, 2012), " There are researchers and educators that advocate the use of literature to help meet moral education goals. Stories are recognized as having the potential to contribute significantly to the moral education of children and adults. Stories are effective in providing role models, and opportunities to discuss moral dilemmas, and have the potential to contribute significantly to the moral education of children and adults. Moreover, many popular books promote the use of literature as a tool for both educators and parents interested in teaching moral lessons (see, Bennet, 1995; Coles, 1989; Kilpatrick, Wolfe, & Wolfe, 1994).

Husni Rahim and Maila Dinia Husni Rahiem in their article " The Use of Stories as Moral Education for Young Children 2012 emphasized that " Through story reading or storytelling activities, students become familiar not only with a variety of examples of good and bad deeds, regulations and punishments, but also learn the reasons for taking action, problem-solving, weighing action before taking it, and they also learn empathy. Stories, through the characters and events depicted within, provide children with the chance to learn new ideas and concepts.

Children learn without being afraid. They can draw their lessons from a story."

To indicate the importance of the short story, Chi Cheung Ruby Yang, through *The International Journal of Learning* Volume 16, Number 1, 2009, states that "short stories are considered as good real sources that can be used in the language classroom. Also, Wheeler (2001, p. 37) thinks that "Stories are a natural part of a child's life". Good stories can and draw the child's attention, stimulate his/her imagination and his/her desire to use the language (Wheeler, 2001). One more important advantage of the use of a story suggested by Laine (1997) is that in classes where there are children who are not motivated by a foreign language and who are low achievers, a story, if it is well-chosen, can change their attitudes to the language.

The present study was conducted to investigate if children's literature has many benefits and if teaching children's stories can motivate students to improve their English capacity and proficiency. It is hoped that the results of this study will give other short story instructors a chance to redesign their syllabus and curriculum in a way they should focus on how to establish an interpersonal classroom atmosphere, that fosters student's intellectual, social, moral, emotional, and personality development rather than just constructing a reading lesson or an ordinary lecture.

Research Questions:

According to the purpose of the present study, the following research questions were answered:

1. Will Libyan undergraduate students of English Literature get several benefits from studying Children's Short Stories while exposing them to children's literature?
2. Will the undergraduate students of English become more confident and self-motivating by enjoying working on identifying and analyzing some moral themes in Children's stories?
3. Will the undergraduate students of English increase their language proficiency and lexical capacity using English with the use of different activities in short story classes?

Rational

As Donna Norton (2010) identifies the value of literature for young people in her book *Through the Eyes of a Child*, Children's literature is essential because students are given chances to respond emotionally and critically to literature appreciating their own culture and others. As students are exposed to children's Literature either through reading, listening, or watching it, they grew and mature with the knowledge they receive. Since Children's literature "contains numerous moments of crisis, when characters make moral decisions and contemplate the reasons for their decisions," an important skill for children to see modeled (Norton, 2010, p. 34). Guji Guji (Chen, 2004), as well for adults. Even short story instructors find it useful and meaningful for daily lifestyle and experience if they instructed guidelines for selecting literature that would be appropriate for students' learning' differences and abilities. In this study, students were exposed to the fairy tale Snow White, brought to a resurgence in popularity by Disney's animated version, Haas (1993) as a sample of a study. It is observed that this fairy tale relays many messages and themes and patterns of language which might be useful for students to learn, study and analyze. These children's stories tend to remain a favorite genre for use in children's language classrooms but attempting to use them with early adult learners of English sounds odd. Learners of foreign languages find it easier for them to study children's stories in their initial stages of learning a foreign language rather than something else. There are many reasons behind selecting the tale of Snow White:

- 1-The storyline responds to students' interests.
- 2-The materials match students' language and background experiences.
- 3-The materials teach students about their world and other cultures.
- 4-The materials are developed in a predictable format.
- 5-The materials are developed from a deductive approach.
- 6-The main character is treated with admiration, acceptance, and understanding.
- 7-The characters are portrayed in a variety of settings and situations.
- 8-The plot of the story and the sequence of events is designed to solve a problem, to feel a situation, and to take decisions.

9-The level of the language is appropriate to the student's critical and comprehensive abilities.

10-The story can brainstorm students to live and think about many themes and images similar to their memories.

Exposure

A Short Story class is a reading class where students have opportunities to cover different types of reading skills, study metaphorical language sometimes, and widen their imagination. Also to teach students how to be selective and critical. Many tasks are run to inset the session of the short story. It depends on the patterns of Literature-based reading instruction. "It should contain various combinations of the three patterns to provide both elements of teacher guidance and student-selected literature that reflect students' own experiences and promotes students' self-esteem." As Hiebert and Colt (1989) studied patterns of literature-based reading instruction. They described three patterns of literature-based instruction that combine different facets of instruction and literature selection: teacher-selected literature in teacher-led groups; literature in teacher-and student-led small groups; and student-selected literature read independently.

First: teacher-selected literature in teacher-led groups

In this approach the instructor assumes a leadership role, setting the focus of discussion and instructing the questions to facilitate the input and convey messages in the hidden themes. Usually, students listen to the instructor while reading the story or analyzing it where students are receptive rather than productive. This teacher-lead' discussions which rely on the sole efforts of the lecturer, may place students to be passive and have a less responsible role where they lose interest and become less motivated. Students are controlled by the received content which may make them limited in thinking, response, and interaction. As students cannot talk or discuss issues without asking for the instructor's permission. They are given little time at the end of the class to be engaged in the lecture and the literary work. This type works with high -English level students of large groups. Students' opinions about this approach distinguish them from one another. For Instance, Female students such as Manal, Aisha, and Nour don't mind it. Manal states, "I prefer the

lessons selected and explained by the instructor especially short story classes because the instructor voluntaries his knowledge, controls the time of the session, and we can take many useful notes and information. When we go home, the work is less. Just follow the instructor's instructions while doing the assignment. Whereas male students such as Ali and Mohammed find it boring because they think the instructor talks and gives too much information those are not related to the story sometimes. Ali says" I have a part-time job, so I don't have regular attendance to the classes, so I miss much information. Though I prefer a student-centered approach to learning English as I am a kinesthetic learner, I find taking the instructor's notes from my classmates useful when I don't come to the classes.

Second: literature in teacher-and student-led small groups

In this approach, students are involved and centered. They can read loudly, discuss, object, and criticize, in short, they think loudly. The teacher is an observer and facilitator.

There is a great focus on Children's Literature as a selected material for short story class. The selection was "to arouse student interest in reading" (p. 220) with the idea that once students read voluntarily, other materials can be introduced to broaden their base of knowledge and interest in student-selected literature read independently.

George Brown (1988) describes small group teaching as 'Getting students to talk and think,' which we feel is a useful and succinct description. An American author, G.D. Borich (1988), emphasizes "the key characteristics of inquiry, discovery, and problem-solving. These initiate a process of generalization and discrimination which requires students to rearrange and elaborate their understanding of a topic". This is echoed by Curzon (1990) who talks of collective exploration and public evaluation of ideas.

Generally, the teacher acts as a facilitator, listening in on each group but does not become a member of them. During the small group discussions, the teacher takes notes which are used for reflective feedback, whole class instruction, and/or evaluation/participation.

Third student-selected literature.

Students read independently. They select what they read. Selective reading is a process of reading with purpose. Instead of running through a text that might have no practical and esthetic value to you. Reading with purpose will mean only reading texts that keep useful information.

Use

Students are familiar with children's literature in daily life. Some still enjoy reading bed tales to their relatives or other children. Some are fans of watching Destiny and animation. There is a child inside every adult. The students of the short story class in this study, were asked to select any children's story type to read and discuss. Female students selected Cinderella and snow white, while the male students hesitated and kept silent as they claimed that they forgot all the cartoons they watched when they were children! But when they were asked to select between the following works: (the Blue Bearded Man, The Lord of the Rings, Snow White, and Cinderella), they seemed motivated and answered immediately. Their answer was (The Lord of the Rings). This leads teachers to think in choosing literature for classroom use, teachers should become aware of the "male" and "female" voices in literature and utilize both types of literature, with awareness of the impact of gender issues on students' learning and development.

The tasks in that short story class were as the following:

The first task: Select any short story from Children's Literature. (Students will be examined for their selection of the right type of Literature.)

The second task: Read your story loudly in the classroom. (students' reading skills will be assessed)

The third task: Decide after you listened to your classmates' stories which story won with the best story to be read and studied. (Students 'Listening skills will be assessed)

The fourth Task: Write individually a brief assignment of the selected short story in about 30 minutes including:

1-Reasons for selection.

2-What is the title?

3-What are the main and secondary characters?

4-What is the plot about?

5-Talk about the conflict, climax, and tone in the story.

6-Identify how many themes are in the story. Mention them and explain two of them.

7-Students are asked to make three controlled questions and three uncontrolled questions to answer, later on in the discussion session.

8-Write a summary of the story.

After students finish their assignments, the instructor asks them to swap their assignments for discussion. The discussion helps students to analyze their stories, compare them to each other, and to improve their critical thinking by reasoning and arguing.

Motivation

Students are motivated because they are responsible for their choice the story. They selected their content and designed their lessons and the questions that needed to be answered and discussed. Students find themselves involved in the class and participating very well. An instructor can observe their personal, and linguistic development. In this study students preferred working on children's stories better than adult short stories; for being short, easy, creative, and interesting.

Personal Development

During working on some stories from Children's Literature selected by students themselves from 2017 to 2019, students covered many different stories, some they heard about for the first time. Students at the end of each class show emotional, linguistic, and thinking progress and improvement.

Linguistic Development

Using children's stories exposed students to different language patterns and contexts in a short time. They learned the creative use of language. Students can portray many images and themes.

Conceptual Development

Children's literature is rich with materials that force students' interaction with the English language. The materials sound easy and simple in a way that motivates students to challenge their fears about foreign language difficulties and ambiguity. Imagining that you're studying something used for a child for fun looks silly and sounds funny but pushes you to

think that what a child can understand you are capable to understand too whatever the language is. Through stories from children's literature, pre-graduate students can compare cultures, traditions, customs, and lifestyles, and even distinguishes between the target language and the mother tongue. Students can achieve conceptual development.

Choosing Stories for Language Learning\designing appropriate syllabus

In general, designing a syllabus based on children's literature for pre-graduate students is a mission that requires time, effort, facilities, planning, and a sense of responsibility as well. There are many criteria when it comes to designing a syllabus for a short story class for early adult students. It should suit the student's language level, stimulates imagination, and attracts students' attention and the content must be appropriate.

Content

When it comes to undergraduate students, content is crucial in selecting what a story should be taught to students or discussed. The content should be culturally accepted and varied in length not short nor long, rich with different linguistic patterns, clear plot, solve a problem, and covers many genres in children's literature. An instructor can choose any of the following: Classic children's literature, Picture books, Fairytales & folklore, Fantasy fiction, Historical fiction, Realistic fiction, or Biography.

Language Used

According to Ignasi Ribó in his book "Prose Fiction: An Introduction to the Semiotics of Narrative, when it comes to the language of short stories, the closest we can get to a definition of literature might be to say that it is "the creative use of language." Of course, not all stories are told using language. Some stories can be expressed in many different media, such as comics, dance, or movies. By definition, however, prose fiction narratives are precisely those where a narrator tells a story using words arranged into sentences.

He adds "The study of language in literature requires "to understand and teach the art of crafting effective and persuasive discourse. Starting with the analysis and classification of figures of speech and other linguistic

devices employed in contemporary prose fiction. Till studying stylistics, a discipline that maintains some of the interests and terminology of traditional rhetoric, while incorporating new concerns, concepts, and methodologies so short story instructors should always focus on literary discourse analysis and stylistics.

Methods and Procedures

The Participants

The participants of this study were a group of pre-graduate students in a short story class from the English- Literature section –Faculty of Arts – University of Tripoli (aged 20 to 23). There were about 10 students in the class, with 8 females and 2 males. Their mother tongue is Arabic. Many of them had learned English for many years since they were in preparatory and secondary schools. However, the English level of these students, in general, was rather weak.

The Stories Chosen

In this study, two storybooks were chosen for investigation. The Tale of Snow White and the Seven Dwarfs (1937 film), and The Lord of the Rings: The Return of the King is a 2003 epic fantasy adventure film directed by Peter Jackson, based on the third volume of J. R.

The selection of the stories was based on students' choices. The first one is a female choice, and the other is a male one.

The Approach Used

The method of presenting the two stories to the students in this study was the narrative approach. Students are also asked to watch directed movies about the two stories and to write assignments about the differences between the two approaches. Which is better to read or to watch? Students used to read and listen to short stories but when they were exposed to watching them filmed, they became more excited and felt more comfortable. They achieved more understanding of the story plot, without attempting to translate each word to their mother tongue (Arabic) as some of them used when they read them.

Methods of Data Collection

Both quantitative and qualitative methods were used to collect the data for this study. In quantitative methods, pre-and post-test questionnaires

were used whereas in qualitative methods, class observations and a semi-structured group interview were done.

Procedures

At the beginning of the study, pre-test questionnaires were distributed to students to find out their initial perception of English Children's Literature, as well as to measure students' confidence in English. Then students were told to select two Children's Short stories to work on. For this study female students selected (The Tale of, Snow White and the Seven Dwarfs (1937 film) and male students (The Lord of the Rings- The Return of the King).

Three lectures were spent studying and analyzing each story. The duration of each lecture was about 2 hours, once a week. Both female and male students started working on the tale of Snow White first, for the first three lectures and after finishing it, they started working on the other story (The Lord of the Rings- The Return of the King).

This study lasted 6 lessons every semester. It started first in (Spring and Autumn semesters of 2017) and continued till (Spring and autumn Semesters of 2019)

During the teaching phase, students' responses to the lessons were observed by the instructor and recorded based on the observation checklist at the end of the lessons. After using the Storytelling approach of the two short stories for the 6 semesters, post-test questionnaires were distributed to students to investigate if they became more interested in children's literature and confident in English. A semi-structured group interview of 6 female students (2 high level, 2 medium level, and 2 low level and two males, one is low level and the other is medium) was also conducted so that more information about the participants' attitudes toward English Literature could be obtained.

Data Analysis

After collecting all the returned questionnaires, the percentages of responses in each item of the pre-and post-test questionnaires were calculated and compared to see if there were any differences in the student's interests and confidence in English, with the use of Children's literature - short stories for the six semesters. Also, the student's responses to the storytelling lessons and films were analyzed based on

the teaching diary, kept at the end of each lesson, and the data recorded in the group interview were transcribed and analyzed qualitatively.

The following two tables clarify the results of the pre and post-questionnaires, to students' responses to the main question of the study.

The result the of Pre-Questionnaire (1)

Do children's stories would make you confident and self-motivating while enjoy working on identifying and analyzing some themes and language aspects in your study of English literature?

TABLE (1) Student's Response to the Question in the time Table (1) before they study Children's Short-story in their classes.

The results of the Pre-Questionnaire (1)												
Do you think children's stories would make you confident and self-motivating while enjoying working on identifying and analyzing some themes and language aspects in your study of English literature?												
	Spring 2017		Autumn 2017		Spring 2018		Autumn 2018		Spring 2019		Autumn 2019	
	male		female		male		female		male		female	
	Number of participants (15 out of 15)		Number of participants (12 out of 12)		Number of participants (9 out of 9)		Number of participants (3 out of 3)		Number of participants (5 out of 5)		Number of participants (10 out of 10)	
Agree	3	7	2	8	/	5	1	2	2	2	/	8
Disagree	/	/	/	1	/	/	/	/	/	/	/	/
I don't know	/	5	/	1	/	4	/	/	/	1	1	1

TABLE(2) Student's Response to the Question in the time Table (2) after studying Children's Short-story in their classes.

The results of the Pre-Questionnaire (2)												
Do you think children's stories would make you confident and self-motivating while enjoying working on identifying and analyzing some themes and language aspects in your study of English literature?												
	Spring 2017		Autumn 2017		Spring 2018		Autumn 2018		Spring 2019		Autumn 2019	
	male		female		male		female		male		female	
	Number of participants (14 out of 15)		Number of participants (12 out of 12)		Number of participants (9 out of 9)		Number of participants (2 out of 3)		Number of participants (5 out of 5)		Number of participants (10 out of 10)	
Agree	1	13	2	10	/	8	/	2	2	3	1	9
Disagree	/	/	/	/	/	/	/	/	/	/	/	/
I don't know	/	/	/	/	/	1	/	/	/	/	/	/

Limitations of the Methods

There are two major limitations in this study that need to be acknowledged and addressed:

The first limitation relates to the number of participants involved especially since the number of students decreased during the time of this study because of the war in Tripoli and the covid-19. For about 3 three years, the number of students registered in the Literature Department in general and the short story subject, in particular, did not exceed 20 students, and the number is still declining for many reasons.

So this study investigated small classes of students during the years 2017-2018-2019, the findings obtained may apply only to this particular case and generalizability may be a great problem. The number of male and female participants in the selected classes was also not stable where some classes have not got any males. Then in the semi-structured group interviews, there were students all females. All these might cause bias in the results. In addition, some students refused to answer the questionnaires or were absent.

Another limitation involves not the duration of the study but the different number of participants themselves. The time spent on the study lasted for 6 semesters, (two double periods each year) which was enough to draw firm conclusions about the effectiveness of using Children's Literature short stories in enhancing students' interest and confidence in English as well as improving their critical and intellectual abilities.

The Results

Results of the Questionnaires

The return rates of both the pre-and post-test questionnaires during the study time were approximately 90%. However, two participants were absent, and could not deliver post-questionnaires. One was female in the spring of 2017 and the other was male in the spring of 2018. They refused to participate after being back, for being shy but their answers to the pre-questionnaire to the same question were not the same! Most of the results of the pre-questionnaires were (I don't know) but their response after the end of the courses was different in the post-questionnaires as they agreed that children's stories made them confident and self-motivating while

enjoying working on identifying and analyzing some themes and language aspects in your study of English literature.

Results of the Class Observation

During the observation and the instructor's notes, the observed students' responses in the storytelling sessions were slightly different during the three years for two reasons. First, the study was applied every semester to new students of the subject short story each semester. Second, students who failed the short story course of being absent from the final exam, showed great progress the second time and supported the children's Literature with their positive attitude which motivated other students.

Generally, At the beginning of the first session, most of the students were confused and shy to participate, and some were shame to announce the title of his\ her story in front of his/her classmates. But the instructor guided students and motivated them. The short story instructor was centered in the first part of the lesson, but roles changed in the last part of the class where students became centered. At the end of the first two lectures, students found out that Children's Stories are interesting and useful. They were very attentive to the lessons. They also participated actively in the lessons in guessing the content of the stories. The use of body language (facial expressions), varying the instructor's voice for different characters, and pointing to the pictures in the storybook helped the students to understand the story without having to use any Arabic explanations. These also made them enjoy listening to the story and eager to watch them filmed many times.

Students' views on the use of short stories from Children's Literature and Storytelling in the present study were more positive than reading silently by themselves because storytelling helped them understand the stories easily. Though many students had positive views about storytelling, almost all of them agreed that watching a story filmed is more fun and useful.

Conclusion

According to the positive results of the methods used in this study, it can be concluded that short stories from Children's Literature are good resources that can be used for language teaching either for children or

adults, and the storytelling approach is believed to help students understand the story easily. A story, if it is well-chosen, can change the attitudes of students who are not motivated in learning a foreign language. The findings of the present study show that using children's stories will not automatically make students more interested in English unless the stories themselves are interesting and the language used meets the level of the students. The story can include some new vocabulary but that should not be too much to make the students lose their interest.

Regarding storytelling, the investigated classes of students, in general, favored this approach as it helped them understand the stories easily, though their confidence in using English could not be boosted within a short period.

Pedagogical Implications and Suggestions for Further Studies based on the findings of the present research study, it is considered that using short stories will not make students more interested in English unless the stories are carefully chosen in terms of the content and the level of difficulty of the vocabulary used. Instructors should be very careful when they select stories for their students, especially those who have a low level of English and those who have low motivation. The story should be interesting and not involve too much difficult vocabulary. As Cameron (2001) emphasizes, the story can include some new language, but that new language should not be too much to affect understanding. Due to the limitations of this study suggested previously, further studies should be conducted. First, a larger number of participants should be involved, which includes a more balanced number of male and female students so that a less biased conclusion can be drawn. If time is allowed, a larger-scale study should be conducted in other Form One classes and other grade levels. In this way, the data obtained would be more representative and generalizable. Apart from conducting a larger-scale study, if more time is available, a longitudinal study that lasts for a longer period, say a year, should be conducted, with more different titles of short stories used. Then a firm conclusion about the effectiveness of the use of short stories in enhancing students' interest and confidence in English could be drawn.

Recommendation

According to the results of this study children's Literature is useful for university students of literature to motivate them and increase their English language competence and proficiency.

It's recommended first: to implement children's Literature as one course of the courses of literature section in the faculties of Arts and also to add varied materials of children's literature to the syllabus of the subject Short Story.

Second Emphasizing the use of children's stories for their importance in improving the linguistic, Intellectual, and critical skills of students of literature.

Finally, as Koc, Kevser; Buzzelli, Cary A. Young Children, v59 n1 p92-97 Jan 2004 states in his article The Moral of the Story Is ...: Using Children's Literature in Moral Education "Children's literature is a useful tool for moral education, centering on concepts of fairness, human welfare, and human rights. Sharing children's literature, supplemented by lively classroom discussions about the moral issues in the stories, is an effective strategy for promoting children's moral development (Krogh & Lamme 1985; Clare & Gallimore 1996; Siu-Runyan 1996). Through literature, children can observe other people's lives, experiences, and various versions of moral conflicts and learn to take others' perspectives. They can also recognize moral and ethical dilemmas by observing the behavior of story characters."

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