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Attitudes of Iraqi EFL Teachers Towards Techniques of Teaching Short Stories in Fifth Preparatory Classes

A Thesis
Submitted to the Council of College of Basic Education\ University of
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Master of Education in Methods of
Teaching English as a Foreign Language

By

Duaa Abdul Mohsen Kadhim

Supervised by

Asst. Prof. Mais Flaieh Al-Jabbawi (PhD)

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

صدق الله العظيم

سورة العلق

DEDICATION

In the name of Allah, most gracious, most merciful, the sustainer of the entire world

To my father's and mother's souls who always supported and encouraged me through my education

To my lovely husband, who always supports me through everything and anything stands in my path

To my dear sisters and brothers for their emotional support

To those who taught me reading and writing, my teachers

To all my beloveds

I dedicate my humble work

Supervisor's Certificate

I certify that I have read this thesis entitled **'Perception of Iraqi EFL Teachers Towards Techniques of Teaching Short Stories in Fifth Preparatory Classes'** written by (Duaa Abdul Mohsen Kadhim) to the council of the College of Basic Education \ University of Babylon in partial fulfillment of the requirements for Master's Degree in Methods of Teaching English as a Foreign Language, and I found it scientifically adequate.

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Signature:

Asst. Prof. Mais Flaieh Al-Jabbawi (Ph.D)

Head of English Department

Date: / /**2023**

Signature:

Prof. Dr. Firas Saleem Hayawi

Deputy of Dean for Scientific Affairs and Higher Studies

Date: / /**2023**

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Examining Committee Certificate

We certify that we have read this thesis entitled **'Perception of Iraqi EFL Teachers Towards Techniques of Teaching Short Stories in Fifth Preparatory Classes'** written by the student (Duaa Abdul Mohsen Kadhim) and as the examining committee examined the thesis in its contents, and in our opinion, it is adequate as a thesis for the degree of Master of Education in Methods of Teaching English as a Foreign Language.

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Date: /   / **2023**   **Date:**   /   / **2023**

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Name:

Date: /   / **2023 (Chairman)**

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Signature:

Name: Prof. Ali Abdul Fattah Al-Haj Farhood (PhD)

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ABSTRACT

Literature is a valuable, authentic material to teach language. It includes various genres; one of these genres is short stories. Several studies have shown that using short stories in EFL classrooms can help students improve their language skills and increase their vocabulary. As a result, the purpose of this study is to investigate the attitude of Iraqi EFL teachers towards techniques of teaching short stories in fifth preparatory classes. Therefore, the researcher used a descriptive mixed method using two analytical tools: a questionnaire and a checklist (observation). To achieve the aims of the study, the researcher chose (140) teachers of fifth preparatory classes at the Iraqi preparatory schools as the sample of the study. Besides, the researcher designs a questionnaire consisting of thirty items divided into seven domains (techniques) and used a checklist (observation) that is derived from the questionnaire items. To accomplish the study's aims, a variety of statistical techniques are employed, with the use of the SPSS. The results are as follows: teachers have positive attitude towards using suggested techniques. Using these techniques can help students in developing their language skills through teaching short stories. Using techniques for teaching short stories in the classes are important because they facilitate the teaching operation for both teachers and students.

LIST OF CONTENTS

CHAPTER THREE: RESEARCH METHODOLOGY

CHAPTER FOUR: DISCUSSIONS OF RESULTS

CHAPTER FIVE: CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDIES

LIST OF FIGURES

Title	Page

LIST OF TABLES

LIST OF APPENDICES

Titles	Pages

LIST OF ABBREVIATIONS

AVAT	Audio – Visual Aids Technique
DT	Drilling Technique
EFL	English Foreign Language
PFT	Peer Feedback Technique
QAT	Question – Answer Technique
RRT	Repeated Reading Technique
RPT	Role – Play Technique
SL	Second Language
TT	Translation Technique

Chapter One

Introduction

In the modern world, mastery of English is a necessary skill for everyone. Dolma and Boonprasitt (2016) note that because English has become a global language, it is currently a gateway to many sciences, schools, businesses, and cultural institutions, and that nearly a quarter of people on earth are fluent speakers.

Literature plays an important role in teaching four skills: listening, reading speaking, and writing. Collie and Slater (1987) mention that they are in favor of incorporating literature into language instruction because it offers useful authentic content, fosters personal engagement, and helps readers become more culturally and linguistically literate. Literature enhances language learning because it introduces students to the natural language, which is referred to as "language at its finest" (Khan and Alasmari, 2018).

According to Lazar (1993), using literature in the classroom is a successful way to engage the learner and offers great opportunities for the students to express their unique viewpoints, feelings, and reactions. In a similar vein, Raymond (2009) argues that literature can help students improve their language skills because it can be enjoyable and pleasurable. Additionally, literature can inspire students to interact with text, which improves their reading comprehension.

Short story is regarded as one of the most useful literary forms for EFL, especially in fiction. It is a motivating student as well as drawing their attention. Short story is an excellent resource for learning the four language skills: listening, reading, speaking, and writing, because it is brief and condenses (Midhin, 2015). Stories can provide helpful context for and introductions to new languages, making them thorough and simple to remember (Wasik & Bond,

2001). Linguistically, the story presents grammar, vocabulary, and speech formulas in a meaningful and structured context that aids comprehension of the narrative world and the story's content (Rahmawati, 2020).

The enjoyment that stories elicit in the reader comes from their entertainment value (Abdulhussein, et al, 2020). Additionally, students who have the chance to use language in the context of stories will hone and develop their language abilities (Jennings, 1991). Additionally, the teaching techniques for short stories do not meet all of the students' needs. Therefore, it is the responsibility of the teacher to select an appropriate and correct technique that allows the authors' ideas to be   communicated to the students. Learning a foreign language is primarily done to develop communication skills in that language, including the ability to express thoughts, feelings, meanings, and attitudes (Midhin, 2015).

There are many definitions to the term technique, numerous experts have various definitions for this term. Technique, according to Jarvis (2005), is the variety of teaching methods, including lectures and group discussions. Technique, according to Good (1973, p. 591) as cited in Midhin (2015), is "an instructional procedure designed to relate to the student the material being presented in order to facilitate learning."

1.1 Statement of the Problem

Through addressing the curriculum, psychology, and pedagogy of the students and utilizing new teaching methods and learning styles, teachers need to improve their knowledge, information, and instructional techniques. Therefore, teachers need to employ a method, such as short story, in order to enhance students' language abilities, which are thought to be a crucial component in learning English as a foreign language. The four basic skills of language, listening, reading, speaking, and writing are now viewed by linguists as social activities (Jibowo, 2005).

Pardede (2011) highlights the value of using literature in EFL classes by demonstrating how creating authentic language situations in the classroom is a significant challenge for language teaching. All language classrooms are removed from the context of the events and circumstances that give rise to natural language, especially those outside the community of native speakers. This issue can be solved by literature because language in literary works establishes its own context.

EFL students' abilities to communicate in English language are weak (Ibrahim,2022). This research investigates the ways and techniques of developing and promoting the language ability of students in preparatory school. This study measures the effect of adding short story for improving learner's language abilities. This study will provide basic information about techniques for teaching short stories to preparatory students. This study will benefit English language teachers, curriculum designers, and textbook writers. This research can also help those who are interested in ELT.

1.2 Aims of the Study

This study intends to find out:

1. Iraqi EFL teachers' attitudes towards using certain techniques of teaching short stories.

2. The most used common techniques in teaching short stories for the fifth preparatory classes.

3. Which of the seventh techniques focus more on vocabulary and comprehension in teaching short stories.

1.3 Research Question

This study sets out the following question:

1. What are Iraqi EFL teachers' attitudes towards used certain techniques in teaching short stories?

1.4 Limits of the Study

The current study is limited to:

1. EFL teachers in Babylon Governorate during the academic year (2022-2023).

2. Teachers of fifth preparatory schools.

3. Seventh common techniques of teaching short stories.

4. Limited for the book (English for Iraq) 2016-2017.

1.5 Value of the Study

The value of the study is summarized in the following points:

1. This study may benefit teachers who are interested in providing their students with different teaching techniques and encouraging their students to communicate in the target language.

2. This study may be of advantage for curriculum designers in creating curricula that crystallize in it the teaching techniques in our schools.

3. This study may guide teachers to adopt these techniques in teaching English language and applying them in all stages.

4. It may act as a study guide for literature review for researcher in the field of EFL.

1.6 Procedures of the Study

In order to achieve the aims of the study, certain steps will be followed:

1. Reviewing the literature related to the use of techniques for teaching short stories to improve second language skills.

2. Setting up a questionnaire of (30) items to be answered by the English language teachers and observation checklist.

3. Giving the questionnaire and the checklist to jury members to determine their validity.

4. Limiting the population of the study to Iraqi EFL teachers of both genders at Babylon Governorate.

5. Selecting the sample of the study of (140) teachers in the fifth preparatory schools.

6. Submitting questionnaires to the participants manually by visiting (15) schools for boys and girls and distributing the questionnaire on the teachers, and visited (8) schools for the checklist(observation).

7. Analyzing the data statistically to get results by using SPSS.

8. Conclusions are drawn then recommendations and suggestions for further work.

1.7 Definitions of Basic Terms

1.7.1 Short Story

Theoretical Definition

According to Abrams and Harpham (2015) "A short story is a brief work of prose fiction and its most of the terms for analyzing the component elements, the types and the various narrative techniques of the novel are applicable to the short story as well" (p,364)

While Baldick (2001) defines short story as a fictional prose tale of any length that is too short to be published as a standalone volume or as a novel. A short story will typically focus on a single event with only one or two characters, which is more economical than a novel's sustained exploration of social background**.**

Operational Definition

A story, is usually about imaginary characters and events, that is short enough to be read from beginning to end without stopping.

1.7.2 Technique

Theoretical Definition

According to Cobuild (1987: 1501), technique is defined as "a particular procedure of doing an activity, usually a procedure that involves a particular skill."

According to Richards and Rodgers (2002), in a classroom, a technique is used. It is a particular plan or way used to accomplish a short-term objective. Techniques must be in accordance with an approach and be consistent with a method.

Operational Definition

Technique refers to the actual moment-to-moment practices and behaviors that are used in teaching a language in accordance with a specific method. In other words, technique refers to classroom activities that are integrated into lessons and serve as the foundation for teaching and learning.

1.7.3 Attitude

Theoretical Definition

Attitude is an evaluative judgment that represents one's attitude. This judgment expresses how much one prefers a particular person or item (Crano and Prislin, 2006).

Operational Definition

Attitude is an evaluation of people, things, events, activities, ideas, or pretty much anything in a person's environment that is either positive or negative.

Chapter Two
Literature Review

An Introductory Note

This chapter provides the theoretical background for the short story as well as previous studies. It breaks down into three sections: the first explains the short story in detail, the second discusses teaching techniques for short stories, and the third includes some previous studies that are related to the current study.

2.1 Using of Literature in Language Teaching

The four language skills of listening, reading speaking, and writing are regarded as important. Literature, according to some academics (Erkaya, 2005; Van, 2009), can be an instrument for meeting these needs and enhancing language abilities. According to Ghosn (2002), providing FL students with language experiences through the medium of Literature can increase readers' understanding of the target language in written form as well as inspire and promote oral language use. In other words, it influences the writing they do themselves. He also argues that literature can encourage context-based vocabulary growth by showing natural language at its best.

According to Cruz (2010), reading a literary text gives students a better understanding of the syntactical structure of written texts also how spoken and written language differ from one another. He continues by saying that by becoming accustomed to how sentences are formed and function, as well as how a paragraph, section, or chapter is put together, their writing ability will improve and their speaking ability will develop.

In addition, Berardo (2006) considers that literature, as authentic content, can enhance language abilities, particularly reading. According to the author, reading is an ongoing interaction that goes beyond the text's immediate surroundings and involves deciphering meaning and processing data.

According to McKay (2001), literary texts can be beneficial for all four language skills. Literary texts can stimulate interest and closer reading of the texts in reading comprehension tasks, in addition to integrate the four abilities while practicing reading. Stern (2001) emphasizes that literary works can serve as both a model and a topic for writing assignments. Through generating discussions about various literary text components like characters, plot, and themes, he further emphasized the value of literature as an instrument for improving speaking abilities. Third, literature can raise cultural sensitivity.

Hismanoglu (2005, p. 54) states the following about the use of literature in language classes in recent years: "The use of literature as a technique for teaching both basic language skills (i.e., listening, reading speaking, and writing) and language areas (i.e., vocabulary, grammar, and pronunciation) is very popular within the field of foreign language learning." Literature variety of literary genres (e.g., poetry, story, novel, drama, etc.) is a good source of rich language exposure, particularly in the EFL classroom (Heath, 1996).

In the present study, the researcher will focus on one genre of literature, short story. Story is a literary form that is common to all global cultures. Because of its universality, it is an organic component of every culture language learning experiences. It is "one of the most fundamental uses of language known to humans" (Butler, 2006, p. 19). As a result, stories can serve as a natural cultural link. Ellis (2000) claims that stories are an effective teaching aid. As a result, the use of stories in foreign language classrooms can offer a rich, real-world context for learning and teaching the language.

2.2 Short Story

The essential goal of EFL learning and teaching process, according to current theories in the field, is to help students develop intercultural communicative competence as well as English language proficiency (Liu, 2003). According to Murdoch (2002, p. 9) "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for students at intermediate levels of proficiency."

Despite the fact that using short stories in the classroom can help with the development of many different aspects of EFL and teaching, many EFL teachers are still hesitant to do so. They lack the necessary background knowledge and training in literature, have not adequately prepared for the literature integration, lack clear aims regarding the role of literature, and do not have access to pedagogically sound materials (Ganakumaran et al., 2003; Khatib and Nourzadeh, 2011).

Additionally, short stories spread culture, including morals, values, and common sense. Using short stories has positive sociocultural effects in this context are twofold. At the first, students will learn crucial cultural facets of the target language by using short stories written by native speakers. Students can observe human norms, values, principles, and ideologies through the lens of native short stories, as well as learn about the social, political, historical, and cultural events that take place in various societies and this will foster their ability to interpret discourse in various social and cultural target language contexts and instill an awareness of other cultures. Second, students will learn the English language and gain a deeper understanding of their own culture by using local short stories (in the English version). Even their sense of national pride and values may be revived (Pathan, 2013).

The use of short stories (and other literary genres) in EFL classrooms is advantageous because they provide numerous benefits for teaching EFL teachers and students because they naturally have linguistic, socio-cultural, individual,

emotional, and mental benefits. Thapaliya (2012), Saha (2014), Tso (2014), Alamsyah (2016), Khatib and Seyyedrezaei (2017), and Ghasemi (2011) mention that language students find short stories appealing and interesting because of their modernity, brevity, and variety.

2.3 Elements of Short Stories

Short stories are categorized into five main elements (Regmi, 2003).

2.3.1 Plot

Many current events can be linked logically and methodically to produce a short story. A short story's action is a well-thought-out, sequential series of occasions or deeds with a clear beginning, middle, and end. It has an artistic and emotional impact on the reader due to the writer's artistry. Such an emotion results from tension (mystery or problem) and resolution (resolving that tension), which is manifest in an action. Beginning, middle, and end are the three common parts of a storyline. In a story, a problem is introduced at the beginning, developed in the middle, and resolved at the conclusion (Regmi, 2003).

2.3.2 Characters

According to Abrams and Harpham (2015), characters are the people depicted in a dramatic or narrative work who the reader interprets as possessing specific moral, intellectual, and emotional qualities based on what they say in the dialogue and how they say it, as well as what they do in the action. Thus, a character is someone or, in some instances, a creature who takes part in the events of a brief story or another piece of literature.

2.3.3 Setting

The setting of a story refers to the moment and location (place or time) at which it takes place. Setting aids in understanding or interpreting a theme (the story's meaning). The description of the setting can be provided by the author or

by the characters in the story. Regmi (2003) defines social condition as "the social details of the characters, such as their language, dress, manners, customs, and so on."

2.3.4 Style

Style is a mode of writing a story. At times it can have not the same meaning than the meaning or subject (Regmi 2003). According to Leech and Short (2007), the term style has a specific meaning; it refers to how language is used in a specific context, by a specific person, for a specific purpose, and so forth.

2.3.5 Theme

According to Lukens (1999), a theme in literature is an idea that holds the story together, such as a societal, human nature, or human condition comment. It is a piece of writing's main idea or central meaning. A theme statement must be a broad enough concept that it can be applied to life in general, not just to the people in the work but also to the reader, the student, and all of humanity.

2.4 Characteristics of Short Stories

Haddag (2014) suggests that a good short story should have the following characteristics:

1. Should be condensed enough to be read in one sitting.
2. Primarily seeks to highlight a particular facet of life.
3. Ought to have just one straightforward plot.
4. Should only have a small number of characters.
5. Ought to be limited to just one setting.
6. Should try to only cover a brief amount of time.
7. Short story with the most alluring and captivating conclusion is the one that ends suddenly, unexpectedly, or with a surprise.

2.5 Types of Short Stories

Short stories belong to the fields of literature. According to Regmi (2003), short stories are classified into the following types:

2.5.1 Myth

Myth is an unknown story that has its roots in the olden myths of a race or idea and describes how being came to be, how religion and the forces of nature operate, and how traditional superheroes' heroic deeds are connected to these things. An untrue story involving supernatural, or at the very least, superhuman, beings is generally referred to as a myth. Creation is the central theme. It explains how something is made, with a focus on that process. By means of oral proclamations, myth is passed on to subsequent generations (Regmi, 2003).

2.5.2 Legend

Legend is a short story that combines fact and fiction about the life and deeds of a saint, folk hero, or historical figure. It is also a part of mythology, but the nature of the characters differs. Its characters are real people with some extra brevity. Legends are also passed down orally from generation to generation (Baruwal, 2011).

2.5.3 Fable

Typically, a short, easy story is used to illustrate a philosophical idea or a basic rule of human conduct. Fables frequently feature animal protagonists with human flaws. Animals, therefore, behave and speak like the human types they represent. The stories attributed to Aesop, a Greek slave from the sixth century BC, are the primary source of fables in Western cultures (Regmi, 2003).

2.5.4 Fairy Tale

A fairy tale is a kind of story connected to sprites or other legendary or supernatural beings. It belongs to the technical literature and is part of the oral

tradition. A fairy tale is usually a prose narrative about the fates and misfortunes of a hero or heroine who has experienced various adventures of a more or less supernatural nature (Regmi, 2003).

2.5.5 Parable

A short story that employs a well-known incident to illustrate a situation involving religion or ethnicity. A parable is a very short story about characters that is used to highlight a hidden analogy or parallel to a larger lesson the narrator is attempting to teach his audience. Jesus' preferred teaching method was the parable, according to Abrams and Harpham (2015).

2.5.6 Modern Short Story

Spiro (2010), as cited in Sijapati (2012), claims that modern short stories come in a variety of forms, including a Soap opera, a ghost story, a mystery story, a thriller story, a detective story, a space story, a romance story, a parallel universe story, a travel story, and a science fiction story.

2.6 Short Stories and Language Skills

According to Elley (2000), ESL/EFL instruction that is based on literature and storybooks that are related to reading resources results in students' English language skills being improved. Additionally, Murdoch (2002) demonstrates how well-chosen and utilized short stories can offer compelling material, that will significantly increase students' ELT courses at intermediate proficiency levels. In addition, according to Ghosn (2002), the concept of natural language acquisition adapts to a variety of story elements because they make it simpler to integrate language skills, offer opportunities for authentic writing and reading, and provide grammatically sequenced language in addition to being engaging for students.

2.6.1 Short Stories and Reading Skill

Reading is a further useful instrument for learning a foreign language. Students can enter new worlds through books. Teachers need to make reading enjoyable as it is the most crucial aspect of the language learning process (Scott and Ytreberg,1991). According to Ellis and Brewster (1991), it is not a good idea to overburden students with reading assignments because it may be uninteresting for them. Furthermore, Harmer (2007) states that it is crucial to convince students that a short story can be understood even if it contains vocabulary and structural elements they have never seen before.

2.6.2 Short Stories and Listening Skill

Studies on student interaction in the classroom show that students spend more time listening to other students, teacher, or pre-recorded material. The teacher stays encouraging listening on the part of the students when they hear the teacher use English to explain something, give instructions, tell a story, or praise someone. If the instructor does not engage the students in their instruction in a way that makes them want to listen, issues are likely to occur (Brumfit, et al.,1991).

 In English language classes, listening exercises are extremely valuable because they provide students with a wealth of information from which to build their own theories about how language functions. That information creates a foundation upon which the student can eventually construct language. In actuality, the students of language comprehends more than what he or she may express. As a result, when learning a language, students listen to it long before they can speak it. (Abdulhussein, et al, 2020).

   Short stories can help with listening skills when learning a foreign language because they allow for a silent period during which the student can listen to, internalize, and form the language. As a result, the student will become

more accustomed to the language the shorter stories they are exposed to (Philips, 1997).

2.6.3 Short Stories and Speaking Skill

According to Abdul Hussein (2020), speaking involves the speaker and listener developing a relationship. Speaking also establishes which sensible linguistic or psychological principles ought to be applied in a specific communicative circumstance. Speaking then serves primarily to communicate. Speaking is often viewed by English language instructors as a challenging skill to teach because it requires mastery of so many different language components, including (functions, structures, pronunciation, vocabulary, and so on. Teachers need to remember that students want to understand why they are participating in this activity. Additionally, discussing the story that has been heard is a crucially motivating activity, regularly more important than the subject (Philips, 1997).

2.6.4 Short Stories and Writing Skill

Writing is a difficult cognitive activity in which the writer must control punctuation, vocabulary, sentence structure, format, and content, as well as spelling and letter formation, are all important. In order to produce texts that are coherent and cohesive, the writer should also have the ability to organize and connect disparate pieces of information. Usually, it is worthy "to use English through listening, speaking reading, and leave writing at the end" Nunan (1989, p. 36).

This skill hierarchy is appropriate for English classrooms. When it comes to writing, Copying the words and sentences of a story is a common way to have students practice their handwriting. These words can reflect themes related to the students' daily lives or schoolwork. In addition to the basic mechanics of getting the words down on paper, text organization, sentence structure, word

choice, punctuation, grammar, spelling, and creativity is necessary for writing. (Philips, 1997).

2.7 Advantages of Using Short Stories in EFL Classes

In language classes, short stories are used to foster communicative proficiency (Adhikari, 2006). Short stories blend education and entertainment to make learning more enjoyable and easier. Short stories evoke strong feelings in us. They give us knowledge about human psychology and insight into human behavior (Crumbley and Smith 2010). For the students, short stories provide opportunities for in-depth and extensive reading. Students' reading speed will increase significantly if they are given a reading assignment that requires them to finish a story quickly without the use of a dictionary. Additionally, it teaches students how to infer meaning from the reading text (Zeraatkar and Hadipanah, 2013).

Furthermore, Hanadayani (2013) says that short stories are authentic materials for learning the English language. It also gives students more examples of vocabulary and grammatical structures. Erkaya (2003) states that using short stories has two advantages: First, short stories are more entertaining for students and they introduce students to critical thinking. Second, story can be easy with order thinking came up. Pathan (2013) categorizes the beneficial effects of short stories in EFL lessons can be divided into linguistic, sociocultural, personal, and emotional benefits, and discusses them in depth, focusing on the implications for EFL teachers and students.

Additionally, by reading stories, students can learn about various cultures. They may be able to better understand themselves as a result, which could also enhance their quality of life. According to Wheeler (2001), this is the justification for story transmission from generation to generation. Short narratives can inspire students who are unmotivated and uninterested in learning

to take responsibility for their education and engage in the unusual discipline of storytelling. It serves as a vehicle for this type of communication (Miley, 2009).

Stories can provide helpful context for and introductions to different languages, building them making and simple to remember (Wasik and Bond, 2001). The linguistic presentation of grammar, vocabulary, and speech formulas facilitates comprehension of the story's world and subject matter (Koisawalia, 2005). Dolma and Boonprasitt (2016) claim that because English is a universal language, it has opened doors to numerous scientific, educational, commercial, and cultural institutions. Nearly one-fourth of people on the planet today can speak English fluently. Vocabulary is a crucial component of learning or teaching English as a second language or as a foreign language because it affects both academic performance and communication fluency. According to Sandhya and Krishna (2015), reading and listening to short stories encourages students to develop both their reading and creative skills.

2.8 Techniques of Teaching Short Stories

Teaching is well-defined as the act of informing or providing information or skills to another (Hasanova, 2021). According to the Oxford Advanced Students Dictionary (2016), a technique is a method of carrying out a specific task, particularly when performing duties. An implementational technique is one that is actually used in a classroom. It is a specific ruse, scheme, or device employed to achieve a short-term goal. A technique is something that is put into practice in a classroom. Techniques must be in harmony with an approach and a method in order to be effective (Anthony, 1963, as cited in Richards and Rodgers, 2002).

2.8.1 Repeated Reading Technique

Repeated reading (RR), which Samuels first suggested (1979, in Taguchi, et al, 2004). This author claims that RR entails reading a brief passage repeatedly, both silently and aloud, until the reader is able to do so without effort. Huey (1986, in Wang and Kuo, 2011) offered a different definition of RR,

defining it as the practice of reading texts repeatedly until the learner can do so effortlessly, fluently, and easily. Two types of RR can be distinguished: **a.** assisted repeated reading, also known as repeated oral reading, in which students read various passages aloud while being guided by the teacher or an audio-taped model, and **b.** unassisted repeated reading, also known as independent silent reading, in which students read selected passages silently and independently, both inside and outside the classroom.

According to Dowhower (1989) the reading repetition therapy RRT can enhance L2 students' pronunciation skills by assisting in articulating consonants and vowels, using appropriate rhythm and stress, and providing attainable mini-aims for faster passage completion, correct word reading, and deeper text comprehension. This technique motivates students to put in more effort to master reading fluency.

RRT where a student reads the same passage out loud several times often with an adult or another student who can offer guidance is one well-documented technique for increasing fluency (Samuels, 1979). Repeating the same passage several times fosters fluency in other passages as well as the practice passage (Hall, 2006). According to Kuhn et al. (2010, p.233), "repetition allows for the deepening of traces and the liberation of attention." When readers' attention is "freed up," they can concentrate more on comprehension. "Repeating readings allow students to establish prosody, identify appropriate phrasing, and determine meaning," Kuhn et al (2010.p.233).

According to Samuels et al (2005), repeated reading technique is based on the simple tenet that "practice makes perfect" (p. 4). In order to develop fluency in both older and younger students, Curtis (2004) identified repeated reading as a highly effective technique. Repeated reading, according to Curtis (2004), can be accomplished by speeding up practice in reading letters, syllables, words, and phrases or by reading the same text until the pre-established criteria is met. In

L2 or FL settings, repeated reading is a more recent technique for improving reading fluency.

Reading passages from relatively simple texts repeatedly helps L2 readers improve their ability to recognize words and phrases from sight. According to several studies RR can be a useful technique for assisting L2/FL readers in developing reading fluency and improving comprehension (Blum, et al, 1995).

2.8.1.1 Principles of Repeated Reading Technique

According to William (2006) the principles of repeated reading technique as following:

1. Students in pairs collect their reading materials. The materials consist of a copy of the reading passage (100–200-word passages) at the instructional level, a transparency, a dry-erase marker, and a data sheet.
2. The counter is the other student, who comes in after the reader. The student who is the counter may also be the timer, depending on whether the teacher starts the timing for the class or has the students time one another.
3. The reader reads as the counter highlights any words they missed or got wrong when the timer goes off. The counter should give the word, ask the reader to repeat it, and then instruct them to move on whenever they pause on a word for three seconds or more. The reader should place a transparency over her copy of the passage if one is being used, and she should use a dry-erase marker to indicate any missing words.
4. When the timer or teacher signals that the one-minute break is over, the counter gives feedback and asks the reader to repeat any words she missed with the proper pronunciation.
5. The counter records the number of words read, errors, and correct words per minute on the data tracking sheet.

6. The student engages in yet another repeated reading by reading the passage again and receiving feedback. Up to four times during a single class period, a passage may be read aloud to students (Rashotte & Torgesen, 1985).

7. After the students have switched roles, steps 2 through 5 are repeated.

8. Both the teacher and the students are pleased with how the repeated reading exercise turned out.

9.2.8.1.2 Advantages of Repeated Reading Technique

According to Susan (2004) The advantages of reading repeated technique are numerous. As follows:

1. Helps both good and poor readers in recalling facts from their reading. It also helps good readers focus on and remember higher level, critical information.

2. Helps students in recalling crucial information, including key concepts and key vocabulary.

3. When a text is presented as a repeated read- aloud technique, it improves story comprehension and leads to more sophisticated questioning and insights.

4. Encourages quicker reading while improving word recognition precision.

5. RRT helps struggling readers move away from word-for-word reading and toward more meaningful phrasing.

The repeated reading technique has many advantages but also has some disadvantages according to Schveder (2014), such as the following:

1. RRT can usually increase oral reading fluency, but comprehension is not always improved.

2. Students who compare their progress to others' may find RRT to be frustrating.

2.8.2 Translation Technique

The primary means of communication with other people is through language. Everybody uses a different language to communicate with others. According to Nurhayati (2016), language's primary purpose is to facilitate complete human communication. The goal of teaching English is to develop

students' communicative competence, which is the ability to communicate effectively in a variety of situations (Nurhayati, 2018). According to (Brislin 1976 as cited in Ersia 2011), translation is the general term for the transfer of ideas from one language (the source) to another (the target).

According to Newmark (1988, p.5), "translation is rendering the meaning of a text into another language in the way that the author intended the text." The Grammar Translation Method (GMT) used translation as a method for lexicon memorization, according to a historical overview of the various approaches and methods for teaching languages (Richards and Rodgers, 2001). According to Klaudy (2003), pedagogical translation can be used to improve students' proficiency; this method of teaching a foreign language is known as the grammar-translation method.

Many researchers and scholars, including Catford as cited in (Narimane,2019) define the term "translation" (1974, p. 20). Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Translation is the process of substituting a text in one language for a text in another. It is important to remember that translating is a cultural act as well as a linguistic one (House 2009). According to Hleil (1990, p.16), "translation is the process of converting written or spoken source language (SL) text into written or spoken target language (TL) text."

According to Lan (2008), translation from L1 to L2 allows students to put into practice what they have previously learned, such as vocabulary and sentence structure. On the other hand, words, phrases, collocations, and grammar are communicative an instrument for students to convey the writer's original meanings. When translating a text, a translator must translate the author's intended meaning into the target language.

According to Hatim and Mason (1997), the translator functions as both a receiver and a producer. According to Catford (1984), the goal of the translator is to keep the meaning of the translation consistent. Sadighi and Taghinezhad

(2017) state that learning through translation is an effective technique for helping students pick up vocabulary, understand grammar, and eventually comprehend a text.

Levenston (1985) suggests that teachers use interpretation in role-play exercises and sees translation as an effective teaching and evaluation technique in communicative language teaching. According to Abdelkrim (2020), short story-based translation can be a helpful technique in teaching English as a foreign language. According to Tarina (2021), a technique a teacher can employ to teach vocabulary through short stories is translation. Translation is a popular technique for testing students' comprehension and expanding their vocabulary during teaching short stories (Mohammed,2014).

2.8.2.1 Principles of Translation Technique

Translation technique, according to Molina and Albir (2002), is a set of steps used to categorize and analyze the operation of translation equivalence. The principles of this technique based on these characteristics.

1. They influence the translation's outcome;
2. They are classified through comparison with the original.
3. They have an impact on text micro-units.
4. They are discursive and contextual by nature.
5. They are useful.

2.8.2.2 Advantages of Translation Technique

Mollaei (2017) mentions that, in the classroom, translation can and will be helpful in the following ways:

1. Translation can help students overcome psychological barriers in the learning environment.
2. Unless the students are competent enough to handle the L2 explanations, translation technique is helpful when teaching some grammatical structures.

3. Translation is a technique used in vocabulary practice when all other techniques fail, such as memorizing difficult words.

4. Teachers use translation during a reading activity and when comprehension stalls (for culturally bound items).

   Although translation is a helpful technique in teaching English as a foreign language, but also it has some disadvantages in using L1 while teaching foreign language as Newson (1988) as cited in (Narimane,2019) mentions:

1. While interfering with one's L1 language, translation preserves the cycle of thinking in that language.

2. losing the advantages of using just one language when studying or teaching.

3. It makes it impossible to achieve the aims of learning and improving one's spoken language.

2.8.3 Audio -Visual Aids Technique

The meanings of school, learning, teaching, teacher, and student have changed as a result of the widespread use of technology and widespread access to various technological an instrumant and affordances among people in the twenty-first century. This change has had an effect on almost all academic fields and school subjects, and English is no exception. Many Englishes as a Foreign Language (EFL) teachers now incorporate various forms of technology into instruction in order to improve their effectiveness as teachers and support their students' learning by encouraging their learning motivation and helping them to become more self-directed and autonomous language students (Zarrinfard, et al, 2010).

The teaching process can be made as effective as possible for the best learning outcomes by using a variety of models, methods, and techniques. According to Rao (2006), the introduction of science and technology into the field of education to increase accessibility has increased the complexity of teaching. According to Arjuna and Leisher (2009), a teacher's creation of lessons that make meaningful and useful use of technology is the first step in the process

of integrating technology into the classroom. The teaching-learning process benefits from the use of teaching aids.

Koc (2005) asserts that incorporating technology into the curriculum entails using it as an instrument to teach academic subjects and to promote students' higher-order thinking skills. Francisco (2006) state that, using audio and visual aids in the classroom is crucial for facilitating the teaching process, as Carmona and. The disinterest of students in lectures according to Harmer (1998), another major barrier to effective teaching is the efficiency of language instruction, which can be significantly improved through the incorporation and effective use of various technological an instrument, such as audiovisual materials. Aggrawal (1996) divides teaching aids into several categories. As following:

1. Audio materials. language laboratories, radio, sound distribution, system sets, tape recordings.
2. Visual materials. Bulletin boards, chalk boards, charts, drawings, exhibits, film strips, flash cards, flannel boards, flip books illustrated books, magnetic books, maps, models, pictures, posters, photographs, silent films, slides.
3. Audio-visual materials. Demonstration, films, printed materials with recorded sounds, sound films strips, study trips, television videotapes.

3.8.3.1 Visual Aids Technique

Pictures, actual objects, flashcards, and slides are examples of visual pedagogical aids that support students' learning in a classroom setting (Shabiralyani, et al., 2015). According to Celce-Murcia (2010), the use of visual aids technique can enhance language instruction, and most language teachers seem to agree that the use of visual aids can enhance language teaching because they increase the significance and excitement of learning by assisting teachers in integrating real-world experiences into the classroom.

When teaching short stories in the classroom, a certain technique that helps the students' vocabulary grow is the use of visual aids. The teacher can use the

picture as a visual technique (Nouha 2016). Visual aids are a technique for motivating vocabulary learning in students through the use of short stories (Giraldo and Duque ,2018).

Alqahtani (2015) cites the use of illustrations and photos as one of the noteworthy techniques for examining contextual meaning. In this way, students will identify information rather than memorize it. For instance, the words can be addressed in various pictures that show all the potential meanings that they may adopt depending on the context.

Rodríguez (2020) mentions that using visual technique can helps students to comprehend the text of short stories.

2.9.3.2 Audio Aids Technique

Models and an instrument that can be heard and provide an image of something, someone, or some situations are known as audio-aids. In order to make the teaching methods, techniques, and materials significantly more effective and interesting and to ensure that the learner receives the most benefit, they include recorded materials, radios, cassette players, cassettes, and other similar devices that are reasonably priced and accessible (Maniruzzaman and Mustafizur 2008).

According to Subathra (2012), hearing aids such as cassettes and recorders were commonly used in the process of learning English. These teaching aids effectively improved students' phonetics, pronunciation, and spoken English. Heike (1981) asserts that when teaching a short story, the teacher can use audio technique to enhance the student's listening and pronunciation.

According to Kenwright (2020), one audio technique that can help students improve their pronunciation in ELT through the teaching of short stories is the use of a recorder. According to Joffe et al (2007) audio technique helps students to improve the story comprehension.

2.8.3.3 Principles of Audio-Visual Aids Technique

Horward (1968) as cited in Yeni (2016), mentions the five guiding principles for the use of audio-visual aids.

1. Audio and visual aids are rarely used to teach. As with any activity, using audio-visuals effectively requires careful planning. They should be a central component of the lesson, well-selected, and used where most appropriate.

2. The audio-visual component should be carefully chosen. The teacher had better consider the student's age, maturity, and level of comprehension when choosing audiovisual materials, as well as their suitability, relationship to the subject matter being studied, level of quality, and educational value as opposed to entertainment value.

3. Audio-visual equipment should be prepared before using media or materials with students, the teacher needs to carefully examine them and make notes and comments about their presentation.

4. Prepare the class for the audio-visual presentation. Explain to the students what they will see, hear, or do, why it is being used, what they should look for, and how it relates to class work.

5. Materials should not be used merely to pass the time or to rely on one type of material to the exclusion of others. These must have an educational value and purpose, and to achieve this best, it is advisable to use a variety of materials, choosing those that best fulfill the current objective.

2.8.3.4 Advantages of Audio-Visual Aids Technique

1. Promote creativity: Teachers can help students' creative abilities by using audio-visual aids technique. By giving the students a variety of instruments, we encourage them to use all of their faculties to invent or develop new things (Malik and Pandith, 2011).

2. Permanent and meaningful learning: Students learn more quickly and retain the information they have learned for longer periods of time when audio-

visual aids techniques are used properly. It makes learning more effortless and natural and breaks up the monotony of formal teaching (Singh, 2007).

3. The best instruments for motivating people are audio-visual aids technique. Since they have more real-world experience than in a traditional classroom, students are more engaged and enthusiastic (Akram, et al., 2012).

4. Audio-visual aids technique can provide an additional dimension to the learning experience (Harmer, 2001).

Audio-visual aids technique has many advantages, but also has some disadvantages as Cakir (2006) stated that the Cost, inconvenience, maintenance, and, in some cases, a fear of technology are the main drawbacks. Furthermore, the copy's or home-produced material's audio and visual quality may not be up to par.

2.8.4 Drilling Technique

A drill is a repeated action or exercise designed to increase proficiency or familiarity with a process. It works best when used to teach memorization and a skill. Effective teacher supervision is essential. Drill's primary goal is to get students actually doing and experiencing things, which is one way that learning happens (Tika,2022). According to Mayasari (2020), drill is a classroom technique used to practice learning a new language. Students repeat what teachers' model, such as a word or a sentence, in this activity.

Drilling is the process of hearing something from a model (a teacher), a tape, or another student and then responding to it or repeating it. Students are being compelled to use the target language by drill technique. Here, it is made clear that the purpose of the drill is to have the students listen to the teacher while repeating or responding to what they have heard. Furthermore, Harmer (2007) emphasizes that drilling is a mechanical technique for encouraging students to practice and demonstrate their command of a particular language item.

"Drilling technique is a technique for teaching language through dialogues that emphasizes on the students' habit formation through repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken," Setiyadi (2006, p. 54). Drilling techniques include repetition drills, substitution drills, transformation drills, replacement drills, response drills, cued response drills, rejoinder drills, restatement drills, completion drills, expansion drills, contraction drills, integration drills, and translation drills (Setiyadi 2006).

The researcher only used one type of drilling technique in this study: repetition drilling. Doff (1990) says that Students can quickly become accustomed to a particular structure or formulaic expression by using repetition drills. Repetition drills are a powerful instrument for encouraging students to hone their English-speaking abilities

Richards and Rodgers (2001) state that in the repetition drill technique, the student repeats an utterance aloud as soon as he hears it. The utterance must be brief enough for the ear to remember it. Furthermore, according to Tompkins (2005), as cited in Wilder and Mongillo (2007: 478), most language teachers, without realizing it, use this drilling technique or strategy to help their low proficiency students pass their English papers.

Tica (2004) states that only drill language that will benefit from being drilled, such as if it causes pronunciation issues or if it is a useful section of language that should be memorized. At any level, drilling can be done with a list of vocabulary words or phrases, a brief text, or a conversation. Drill technique involves only a few simple steps, according to Tice (2004), the students repeat what they hear after hearing a model read by the teacher, a tape, or another student. Hidayat (2022) mentions that drilling is one technique that the teacher can use to teach foreign languages through short stories.

2.8.4.1 Principles of Drilling Technique

According to Sabri (2005), the drilling technique's guiding principles are as follows:

1. Before conducting the drilling thoroughly, students must be given explanations and knowledge.

2. The diagnostic drilling is less successful at the first time, but the repair is more successful at the second time.

3. Although the drilling does not need to last long, it must be repeated frequently.

4. The drilling should be adjusted for each student's skill level.

5. The process should put the important and practical items first.

2.8.4.2 Advantages of Drilling Technique

1. The use of drills ensures student participation because each learner needs to access the other's information, which each student has access to (Huebener,1967).

2. Drilling technique gives students a lot of practice hearing and saying specific words or phrases (Tice, 2018).

3. Drilling is a technique that aids students in learning the subject's material (Huebener,1967).

4. Drilling technique allow for a concentration on accuracy (Tice, 2018).

5. Drilling technique has a significant impact on students' learning attitudes and social relationships in a group (Huebener,1967).
   As there are many advantages for (DT), but also there are some disadvantages for this technique as Mayasari stated that in (2020):

1. Foreign language instruction in schools primarily focuses on educational and cultural aspects, with fluency acquired through outside practice rather than primarily in the classroom.

2. Because there is no enough time to develop real conversation, it is challenging to do so in a classroom setting.

3. Oral practice should not be confused with conversation. A conversation is a free-form, impromptu discussion between two or more people about any subject of interest. The way it moves and makes facial expressions contribute to its effectiveness.

4. Teaching is difficult because it calls for a teacher to have a lot of creativity, talent, and energy. No textbook can replace the original and real-world circumstances.

2.8.5 Role -Play Technique

According to Richards (2006), role- play is a classroom technique that gives students the chance to practice language, aspects of role behavior, and the actual roles they may need outside the classroom. Role- play, according to Liu and Ding (2009), is used to train participants, the phrase adaptability Students will be more likely to participate if the activity is based on reality rather than fantasy. Role-playing is an effective teaching and learning technique because it provides a holistic education through a multi-level experiential journey of discovery, expression, and mastery where all students and teachers develop together.

Role-play technique have been found to improve the teaching and learning process at various educational levels by boosting motivation, retention, and active participation. (Gathumbi and Masembe, 2005; Rodgers and Evans, 2008; Dick and Carey 2001). In order to help students, become effective communicators, it is also a good way to develop oral language skills and can be used as an alternative to oral exams in foreign language classes (Gathumbi and Masembe, 2005).

The teachers can also use role-play to reinforce language concepts and grammatical constructions that were previously covered in class (Hong 2010;

Gathumbi and Masembe, 2005). Since elementary school, role-play and other alternative forms of education have become overused. Role- play, as Qing says that (2011:37), is "the projection in real-life situations with social activities."

According to Gardner (2001), constructivist theorists emphasize the role that instruction plays in helping children learn through role-play. Role-play is extremely beneficial to students in the EFL classroom, as it allows them to gain a better understanding of the literary texts that they are being taught (Sathasivam, 2015). Harmer (1991, p.132) states "Role -play is particularly useful where learner shared of somewhat similar experience or issue is difficult to recall because of its emotional valence. It can also be used were the possibility of recall of past experience is likely to be on even among students".

According to Doff (1990, p. 232), "Role- play is a way of bringing situation from real life into the classroom". Brumfit et al (1991) states that, the traditional technique of conducting a literary text rarely allows students to use language and develop fluency through it. Literary texts frequently turn students off because of their length and language, to help students understand literary texts, role-play encourages listening and the production of meaningful language (Ambrosia, 2003).

According to Holt and Kysilka (2012), role-play technique can be both entertaining and beneficial to learning development because they improve students' communication skills. Role-play is regarded as the most efficient technique for teaching the English language because it helps students get ready for the unpredictable nature of real-life communication, teaches them how to use the language correctly, and boosts their self-confidence (Mizhir, 2017).

Fully scripted role-play, semi-scripted role-play, and unscripted role-play are the three different types of role-plays. Each word is provided in a fully scripted role-play, and each student should be familiar with or memorize his or her role. The second role-play scenario includes a sample conversation with some words missing, and students should be able to fill in the gaps with

appropriate words for these scenarios in the third type of role play, students create mini-conversations based on the dialogues' keywords, materials, or contexts, which may be provided to them as part of less controlled and structured tasks (Mizhir, 2017).

These conversations are based on the dialogues' keywords, information, or contexts, and they serve as a way for students to fill in any gaps (Pi-Chong 1990). Sathasivam (2015) states that role-play techniques help students reflect their ideas, creativity, and understanding of the text through reading short stories. Sathasivam (2015) mentions that role-play is an effective technique for teaching vocabulary through short story.

2.8.5.1 Principles of Role- Play Technique

To achieve a successful goal in teaching with this learning technique, the following principles for effective role- play (Syuhda, 2017) must be followed:

1. Attach the Role-Play to a Learning Objective

Each role-play should be directly related to the class's program.

2. Define the Experience to be Learned

Because role- play is about the experience of practicing a skill or dealing with a situation.

3. Make the Roles as Natural as Possible

So that they can concentrate on those actions or responding to other people's behaviors with more mental energy.

4. Build Situations, Note Roles

It aims to provide students with a starting point where they can build on their prior knowledge or experience.

5. Create an Observations Checklist

A checklist for observers should contain five to eight items, and the checklist should instruct observers on what actions and reactions to look out for.

6. Everyone has a Role

Every role, even those that do not involve playing, must contribute to the overall experience and learning aims.

7. Give Every Role Motivation

   It will produce the desired problem behavior in the role. As a result, the role has become more humanized, with real issues and a higher level of complexity.

8. Role-Play, Debrief, Repeat

   The moment the skill being practiced is performed is the best time to give feedback, and most role plays do that very well. The trainer provides feedback while allowing the student to practice and improve poor technique. When the student and actress reenact the situation, they notice improvements and start to believe what they have been taught.

9. Approximate Work Settings

   Although the settings do not have to be realistic, try to guide the students in making them more reminiscent of a real workplace atmosphere.

2.8.5.2 Advantages of Role -Play Technique

1. Role-play is a popular technique for teaching student's human-relations skills and resolving interpersonal conflicts in the classroom (Kilgour, et al 2015).

2. The students benefit from role-play by engaging in a vivid discussion and clarification of their relationships with others, expectations from society, self-evaluation, and the ways in which academic material is important for finishing their daily chores. (Ahmad, et al, .2010).

3. Role-play encourages participation in a relatively unstructured setting while giving students immediate confirmation of how to use their language correctly (Davies, 2009).

4. Role-play helps students get ready for real-world communication by allowing them to express their emotions and creativity and by giving the audience more opportunities to learn the language (Woodhouse, 2011).

However, role play has disadvantages, Rogers (2007) said that:

1. Role - play may sometimes be a drawbacks technique to use. First off, there are times when students are unfamiliar with and unable to understand such activities.

2. The classroom can become chaotic when the teacher loses control due to the excessive fun and noise. Another drawback is that not all students enjoy working in groups; instead, they would prefer to be the teacher's primary interest rather than collaborate with their classmates.

2.8.6 Question -Answer Technique

According to the Cambridge English Dictionary (2018), a question is a sentence or phrase used to find out information," so the main goal of questioning is to elicit the unknown. Question has been used in educational settings since the Socratic Method. Elenchus is a Socratic Method term (Murphy, et al ,2011). Since Socrates used questions and answers to refute presumptions, reveal inconsistencies, and reveal new knowledge and wisdom in the fourth century BCE, questions have been used as a teaching instrument.

When used in this way, question can unquestionably be a highly effective teaching strategy. By saying, "An unexamined life is not worth living," during his heresy trial, Socrates made it clear that he also understood the value of self-examination (Ann and Rauscher, 2013, p.1). The questioner poses a primary question, to which the responder responds. Following the response, the questioner asks a series of follow-up questions to stimulate the respondent's thinking and encourage him to generate ideas based on his prior knowledge (Murphy et al., 2011).

Today, teachers typically try to understand students' justifications for their responses to questions, improve their interactions with students (Toni and Parse, 2013), engage students and boost their motivation for the lesson (Caram and Davis, 2005), encourage students' use of critical and metacognitive thinking

skills, and deepen their conceptual understanding of the material (Cotton, 1988; Graesser and Olde, 2003). A true teaching process, according to Estefanía (2020), depends on the skillful use of the question because it serves as a roadmap, sparks imagination, stimulates thought, and motivates action.

In other words, asking is effective teaching. According to Etemadzadeha et al. (2014, p.1025), "studies in the area of foreign language instruction suggest that asking questions is a crucial part of the teaching and learning process. Students' knowledge, thinking, interest, and level of commitment consequently depend on the standards that the teacher defines and uses in the classroom."

The question-answer technique employed by teachers is one of the essential elements in developing efficient teaching and learning techniques. One of the many interactions that take place in the classroom during the teaching and learning process is teacher asking students questions. One instrument for achieving aims and piquing students' interest in their studies is the use of question-answer technique. Technique for asking questions is crucial because they can motivate students to act, encourage clear thinking, generate new ideas, and stimulate their imagination. It is also one of the ways teachers support their students' better knowledge development. (Shanmugavelu et al., 2020).

Giacomozzi (2007) states that, as a crucial component of the interactive classroom, question-answer technique is constantly being developed and improved to support active learning. When used correctly, questions can also be used as an assessment technique to help teachers find out what their students already know and understand. By asking a question, teachers can get students to reflect on the lesson's material while also gathering feedback to show how effective their instruction has been.

One of the best ways to get students to pay attention in the classroom is to ask them questions. Before a student is asked to respond, the question must be posed to the entire class (Shanmugavelu, 2020). Questioning is one of the most commonly used techniques by all   teachers, and it is the primary means by

which teachers control classroom interaction. (Richards and Lockhart, 2000). According to Kenneth (2010), question and answer teaching allows students to reflect on their questions and needs for additional information. A question-answer technique is an activity in which questions and answers are exchanged between students and between students and their teacher. Mutual communication can occur by asking questions (Adi, 2016).

According to Hussain (2003), asking questions is the single most effective teaching technique, and this pattern has not really changed over time. According to Orlich, et al. (1985), the Question-answer technique can be used to organize ideas for specific information that will be delivered. Malange (2016) states that the decision to use this technique was based on the idea that it gives students the chance to ask questions through imitation.

According to Lighbown and Spada (2001), one process of learning a foreign language is through imitation. It also benefits those who provide answers because it allows them to express, develop, and expand on their own ideas (Harmer, 2001). According to Sugiarto (2008), this technique has been shown to be effective in improving students' speaking abilities. In addition, Wahyudi (2017) states that question-answer technique can improve students' speaking skills.

Guthrie (2018) states that one of the most significant forms of communication is the question. Students start to identify objects, describe figures, compare actions, and compare objects through the questions. There are three types of questions: The open, closed, and funnel question. In order to increase student interest, facilitate teacher instruction, and assess learning progress, questioning has long been used as a teaching technique (Sanders, 1966).

Villanueva (2016) mentions that the question-answer technique is one technique that the teacher uses when teaching short stories in the classroom to assess students' comprehension of the story. While Khatib (2012) states that

using the question-answer technique through teaching short stories helps students to enrich their vocabulary. According to Prasad (2020), using the question-answer technique in teaching short stories helps students understand the story well.

2.8.6.1 Principles of Question -Answer Technique

According to Lewis (2012), the principles of Question- answer technique:

1. Ask questions so that everyone, including those who are not volunteers, can participate.
2. Ask a wide range of pertinent and revealing questions.
3. Ask both simple and complicated questions so that both the smarter and the less fortunate students can benefit.
4. Encourage detailed and thoughtful responses, not just yes or no answers.
5. Encourage critical thought by posing the question, To what extent?
6. Ensure clarity, then refrain from repeating any questions or responses. Except in large classes, repeat the questions and responses.
7. Never answer a student's question without first asking the group of students how they would respond.
8. Create questions that are specific to your needs (Imagine you are... what would you do?).
9. By posing the question. How can we...? suggest collaboration.

2.8.6.2 Advantages of Question-Answer Technique

1. Albergaria (2012) notes the critical significance of questions for the teaching and learning process. The effectiveness of the class can be increased using this question-answer technique.
   2. Krasnoff (2016) mentions that the technique will make the students actively think while responding to the teacher's questions, and once they

have responded, they won't feel anxious when expressing their thoughts in class.

3. Kevin (2010) explains that the majority of teachers spend a significant portion of class time asking students questions because it is crucial for a teacher to know whether or not a student has understood the lesson.

4. Ariska (2020) asserts that the use of the question-and answers technique has a greater impact on students' speaking abilities.

5. Hastings (2003) mentions that the question-answer technique allows students to reflect on their questions and needs for additional information. Simultaneously, by eliciting responses to key questions, the teacher gains some insight into the class's progress.

6. Question-answer technique also has some disadvantages. According to Khotimah (2017), the disadvantages of question-answer technique as following:

7. Questions alone may not stimulate thought; instead, create tougher questions or try a different prewriting method to prevent answers from reinforcing existing beliefs.

8. Overly asking questions, particularly misdirected ones, can lead students to a scattered mission, resulting in the discovery of unrelated or trivial information.

2.8.7 Peer Feedback Technique

Feedback can be used in the language learning and teaching process to provide specific information and have a corrective viewpoint on students' errors (Hattie and Timperley, 2007). Giving students written explanations for their assignments is an essential component of the teaching and learning process and serves as a motivating factor for students (Hyland and Hyland, 2006).

Feedback, according to London (2003), is something that directs, motivates, and reinforces effective behaviors while reducing or terminating ineffective behaviors. The researchers have given it a lot of evidence that it can

help students perform better in writing classes where second language acquisition is being studied (Nelson and Schunn, 2008).

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Ferris (2003, p.119) emphasized the importance of feedback for students, calling it "the most significant component in their successful development as writers." Kim (2009) claims that providing feedback to students helps both the students and the teachers' ability to provide feedback in the future. Feedback for second language writing can come in a variety of forms and from a variety of sources.

According to Hyland and Hyland (2006, p.83), "over the past twenty years, changes in writing pedagogy and insights gained from research studies have transformed feedback practices, with teacher written comments now frequently combined with peer feedback, writing workshops, oral-conferences, or computer-delivered feedback."

The manner in which feedback is given is determined by the nature of the task and the intended effect. Giving feedback on communicative or creative writing (e.g., reports, stories, or letters), for example, necessitates our close observation and clear demonstration of points of interest within the content (Harmer, 2001).

According to Wanchid (2010), feedback can be classified into several categories based on who gives it, what it is about, and how it is given. Nonetheless, there are three main authorities for providing feedback: the teacher, the writer, and the peer (McDonough and Shaw, 1993). There are two types of

feedback: teacher feedback and peer feedback, and the researcher will focus on the peer feedback in this study.

According to many learning theorists, feedback is crucial to students' learning and plays a significant role in instruction (Mory, 2004, as cited in Ertmer et al., 2007). (Driscoll, 2000, as cited in Ertmer et al., 2007). Moreover, peer feedback also aids in the learning process by offering a midway evaluation of performance in relation to the standards, along with comments on strengths, weaknesses, and/or recommendations for improvement (Falchikov 2001, as cited in Ion, et al., 2016).

Peer feedback, also known as peer response or peer review, is the by using students as sources of knowledge and in their interactions with one another, teachers, tutors, and editors with formal training can step into the roles and duties that normally belong to students (Liu and Hansan, 2002). Peer response, peer editing, peer critiquing, and peer evaluation are some of the other names for peer feedback (Keh, 1990).

One type of feedback that has strong theoretical and empirical support in the field of English as a Foreign Language (EFL) is PF (Rahimi, 2013). PF, if used properly, "can generate a rich source of information for content and rhetorical issues, enhance intercultural communication, and give students a sense of group cohesion," claim Liu and Hansan (2005, p. 31).

Another well-liked technique for responding to the students' writing is peer criticism. PF, which can also go by the names peer assessment, peer evaluation, peer editing, peer revision, or peer correction, is described as "a method for students and/or workers to consider and specify the level, value, or quality of a product or the performance of other equal-status students and/or workers" (Topping, 2003, p. 65).

Thy (2021) claims that PF is a successful technique for improving students' narrative paragraph writing skills. For a variety of reasons, including how it would increase their writing scores, allow them to learn from their friends' mistakes, encourage them to learn how to write, encourage teamwork, and help them improve their writing, all of the students expressed an interest in using PF during the writing process. PFT, according to Bailey and Vardi (1999), is the process by which one student provides feedback to another. In order to make up for the lack of teacher feedback in writing classes, some instructors have used the PFT, which is seen as a learning and teaching method (Gielen et al., 2010).

According to Faradila (2016), the teacher can use the PFT in teaching reading comprehension narrative text. Saida and Sidina (2014) confirm that PRT could help students learn vocabulary more effectively. While Motallebzadeh, et al. (2020) mention that PF as a technique can enhance students' speaking and listening skills.

2.8.7.1 Principles of Peer feedback Technique

Seven guiding principles for feedback practice were suggested by Nicole and Macfarlane (2006). They assert that effective feedback techniques.

1. Assists in clarifying what constitutes good performance (goal, criteria, and expected standards).
2. Promotes the growth of self-evaluation (reflection) in learning.
3. Provides students with high-quality information about their education.
4. Encourages teacher and peer discussion about learning.
5. promotes self-esteem and motivational beliefs that are positive.
6. offers chances to close the performance gap between current performance and desired performance.
7. gives students knowledge that can be used to help enhance instruction.

2.8.7.2 Advantages of Peer feedback Technique

Several studies have advocated for PFT for a variety of advantages, including the following.

1. PFT encourages students to participate in the classroom activity and makes them less passively teacher-dependent, Hyland (2000) as cited in Muspiroh (2017).

2. PFT is crucial for increasing engagement and time spent on-task, helping individuals immediately, defining aims, explaining concepts, preventing information overload, promoting, modeling, and reinforcing behavior, Yarrow and Topping (2001).

3. Helps students develop critical thinking, learner autonomy, and social interaction. Yang et al., (2006) as cited in Muspiroh (2017).

4. PFT gives reviewers the chance to practice and improve a variety of language skills while also allowing students to receive more personalized feedback (Lundstorm and Baker, 2009 as cited in Bijami ,2013).

5. Students receive writing-related feedback from each other more than from their teachers (Ferris, 2003).

Although there are many advantages to the peer feedback technique, this technique also has some disadvantages, such as:

1. English teachers are skeptical about peer feedback due to concerns about its quality and time-consuming nature. ESL/EFL students may question the accuracy of their peers' English proficiency, leading to a lack of seriousness or even ignoring it (Hyland, 2000).

2. Students may feel uncomfortable sharing their writing with classmates due to confidence issues, fear of humiliation, and reluctance to provide constructive feedback (Charoensuk ,2011).

3. Various studies show that there are a number of biases connected to peer feedback, including friendship and reference (Saito and Fujita, 2004).

4. Many students in L2 contexts focused on sentence-level errors (local errors) rather than on the content and ideas (global errors), and most peer responses focused on the product rather than the process of writing (Storch, 2005).

2.9 Previous Studies

This section will be a review of previous similar research that overlaps with the current study in some way. These studies will be looked at in chronological order. Following that, a comparison will be made between previous studies and the current study.

2.9.1 Sijapati, D (2012) "Techniques Used by Trained and Untrained   Teachers in Teaching Short Stories"

The goal of the study was to learn the techniques that instructors employ when instructing intermediate-level short stories. A random sample of (10) higher secondary schools and colleges makes up the study's basic structure. (11) teachers and (36) college students were selected at random using a criterion-referenced sampling method. The study found that short stories serve as a baseline for all language skills, functions, etc. and that students, whether consciously or unconsciously, enjoy them variety of teaching techniques should be used to impart these in order to reap the hidden benefits. The study found out that students liked short stories knowingly or unknowingly and short stories are baseline for all language skills, language functions, etc. And to get the hidden benefit, these should be taught by using various techniques.

2.9.2 Upreti, K (2012) "Teaching Short Stories: Challenges and Issues"

The study aims to find out the challenges and issues associated with teaching short stories. The researcher used an observation (checklist) as a research instrument and a questionnaire. The sample size consisted of (15)

English teachers from the upper secondary level in Nepal. The researcher used a non-random, non-judgmental sampling procedure and discovered that if the class size exceeds (20 or 25) students, teaching short stories becomes difficult. The researcher found out many teachers with one year of experience lack experience in interpreting short stories. To reduce challenges, trainings, workshops, refresher courses, and orientation classes should be provided. Class sizes over 20/25 can create problems, as students may not receive equal opportunities. Language proficiency also affects teaching, with most teachers using both Nepali and English. Many teachers teach short stories without materials, and there is a debate on whether to teach or narrate them.

2.9.3 Prasad, Y (2015) "Techniques of Teaching Short Stories at the Secondary Level"

The aims of this study are to find out the techniques of teaching short stories at secondary level, and to suggest some pedagogical implications based on findings. The researcher used judgmental non-random sampling procedure to select two English teachers of secondary level in Nepali. In order to collect data, the researcher used non-participant observation, and used observation (checklist) and diary writing as recording devices. The researcher found that the activities /techniques at pre- reading stage were satisfactory. Teachers made their students engage in different activities /techniques, found that the activities /techniques presented by the teachers at while- reading stage were good, and found that the activities / techniques presented by the teachers at post- reading stage were also good. The researcher found that among the above mentioned three activities/techniques the while- reading activities/techniques were practiced most. In the ending, the researcher found that among the above mentioned three activities/techniques the while- reading activities/techniques were practiced most.

2.9.3 Prasad, R (2020) "English Teachers' Techniques of Teaching Stories for Students: A Study of Secondary Level School in Nepal"

The study's aim is to find out the techniques that teachers employ when instructing short stories in secondary English classes. Using a judgmental non-random sampling technique, the researcher selected two English language instructors from two secondary schools in the Banke district of Nepalgunj. 30 classes in total (15) teacher were also observed. Observation checklists and diary entries were used to collect data. Data analysis completed. The researcher found that teachers used student-centered teaching strategies, such as interaction, discussion, problem-solving, and question-and-answer techniques, to teach short stories. The study found that teachers engaged students in various activities during the pre-reading stage, such as guessing and brainstorming questions. The while-reading stage involved active participation, such as predicting the story by reading the first paragraph. The post-reading stage involved summarizing and developing similar stories. The while-reading activities were most practiced.

Table 1

Comparison of Previous Studies with the Current Study

Names and title	Date and place	Aim (s)	Method (s)	Sample	Instrument (s)	Statistics	Results
I. Upreti, K "Teaching short stories: Challenges and issues"	(2012) in Nepal	The aims of this study were to find out the challenges and issues in teaching short stories and to suggest some pedagogical implications. .	Mixed method	The sample of this research were 15 English teachers of higher secondary	Questionnaire and class observation check list.	SPSS	Many teachers with one year of experience lack experience in interpreting short stories. To reduce challenges, trainings, workshops, refresher courses, and orientation classes should be provided. Class sizes over 20/25 can create problems, as students may not receive equal opportunities. Language proficiency also affects teaching, with most teachers using both Nepali and English. Many teachers teach short stories without materials, and there is debate on whether to teach or narrate them.

II. Sijapati, D "Techniques Used by Trained and Untrained Teachers in Teaching Short Stories".	(2012) in Nepal	The aims of this study were to find out the techniques used by trained and untrained teachers in teaching short stories. to compare and contrast their techniques. And to suggest some pedagogical implications based on findings	Mixed methods	12 English teachers	Questionnaire and class observation check list.	analysis	The study found out that students liked short stories knowingly or unknowingly and short stories are baseline for all language skills, language functions, etc. And to get the hidden benefit these should be taught by using various techniques.

VI. Prasad, Y "Techniques of Teaching Short Stories at the Secondary Level"	(**2015**) in Nepal	The aims of this study were to find out the out the techniques of teaching short stories at secondary level, and to suggest some pedagogical implications based on findings.	qualitative methods	The sample of this research were two English language teachers	Classroom observation and diary notes of classroom interaction.	SPSS	The researcher found that among the above mentioned three activities/techniques the while-reading activities/techniques were practiced most.
VII. Prasad, R "English Teachers' Techniques of Teaching Stories for Students: A Study of Secondary Level School in Nepal"	(**2020**) in Nepal	The aims of this study were to find out the techniques of teaching short stories at secondary level; and to suggest some pedagogical implications based on findings.	Qualitative method	Used judgmental non-random sampling procedure to two English language teachers 30 classes (15 classes of each teacher)	Class observation check list.	analysis	The study found that teachers engaged students in various activities during the pre-reading stage, such as guessing and brainstorming questions. The while-reading stage involved active participation, such as predicting the story by reading the first paragraph. The post-reading stage involved summarizing and developing similar stories. The while-

							reading activities were most practiced.
VIII. Duaa "Attitude of Iraqi EFL Teachers Towards Techniques of Teaching Short Stories in Fifth Preparatory Classes"	(**2023**) in Iraq.	This finding out the most used techniques among the teachers in teaching short stories. Finding out which of the following item is being used among the techniques	Mixed method	The sample of this research were 140 English teachers of preparatory	Questionnaire and class observation check list.	T-test, percentile	.

Chapter Three
Research Methodology

An Introductory Note

This chapter explains the researcher's methodology and processes of the current study. It also presents the research design, procedures, sample, instrument, data collection and ultimately the statistical methods utilized respectively.

3.1 Research Design

To better understand a research problem, this study will employ a mixed methods design, which is a process for gathering, analyzing, and mixing both quantitative and qualitative data at some point during the research process within a single study (Creswell, 2002). Descriptive research is a type of non-experimental educational study that employs both quantitative and qualitative data. It may also use qualitative as well as quantitative data. Descriptive research can answer questions like what, how, when, and where (Best and Khan ,2006).

In contrast to experimental research, descriptive research concentrates on the examination of the relationship between unaltered variables, and the development of generalizations. The main objective of descriptive research is the creation of generalizations, in which previously considered factors are chosen for observation (Best and Khan 2006, p. 23). Descriptive research aims to recognize and comprehend the current state of individuals, communities, settings, circumstances, or events. In the descriptive analysis, the researcher examines the subject at hand in its current state without attempting to modify the people, events, or incidents (Mertler, 2015).

In order to conduct this study, the researcher adopted a descriptive approach. The research designs a questionnaire consisting of (30) items, and a checklist (an observation) was derived from the questionnaire consisting of (18) items, both of which were used in this study. As a result, the researcher adopted

this type of research to discover the most effective techniques for teaching short stories to the fifth preparatory class in Iraqi schools.

3.2 Population and Sample

Population is the target group under investigation. The population is the entire set under consideration. Samples are drawn from populations (Noori, 2021: 37). According to Neuendrof (2002 p. 83), the sample is "the process of selecting a subset of units from a larger population to study."

Preparatory school teachers make up the targeted population for this study. More specifically, male and female fifth-grade teachers from preparatory schools make up the sample that the researcher has chosen for the study. Additionally, a random selection of EFL teachers makes up the sample, which consists of (140) teachers.

3.3 Instruments

Robinson (1981) defined instruments as any modification that might happen over time while computing the dependent variable. The researcher designs the questionnaire items for this study. The researcher notices that questionnaires with EFL teachers and observation (checklist) with English language teachers in their classes are the best instruments for gathering data about the 'Perception of Iraqi EFL teachers toward techniques of teaching short stories in fifth preparatory classes' in order to achieve the desired results, after reviewing the literature and previous studies related to the current topic.

3.3.1 Questionnaire

According to Johnson and Christensen (2016), a questionnaire is a separate data collection instrument that is completed by research participants as part of the sample analysis, in order to learn more about the beliefs, intentions, attitudes, perceptions, interests, experiences, personalities, and behavioral

patterns of the research participants, researchers use questionnaires. In other words, using a questionnaire allows the researcher to assess a variety of traits.

Questionnaires are a general category of data collection instruments in which respondents respond or have written answers to questions posed by the researcher, and they are used when truthful evidence from a large number of respondents in the study is required. The instrument's administrator should establish a connection, explain the purpose of the analysis, and simplify the meaning of ambiguous terms that may not be obvious (Best and Khan, 2006). In this study the researcher depends in her design on the theories of the authors for each technique, such as Samuels (1979), Lan (2008), Celce-Murcia (2010), Doff (1990), Rogers (2007), Cotton (1988), London (2003).

The researcher designs the questionnaire items, and after distributing the questionnaire on the jury (see Appendix B), the jury made some modifications, they only changed some wording, but no items dropped up, and no items were totally deleted, so the questionnaire became as seen in (Appendix C). Then the jury found out that the items were suitable to be tested for the purpose of the study.

In the current study, the researcher sets up a questionnaire of teachers' satisfaction with short story teaching techniques and divides it into two main sections: at the beginning of the questionnaire, the researcher introduces an introductory letter for teachers to give them a general idea of the study's subject and the thesis statement (see Appendix C). The first section of the questionnaire contains personal information about the respondents.

The researcher designed the second section of the questionnaire, which has (30) items, to find out how the attitude of Iraqi EFL teachers about employing particular teaching techniques when teaching short stories. The questionnaire data are analyzed using Excel and SPSS programs to produce the final results. The validity and reliability of the questionnaire have also been evaluated using a variety of statistical instruments.

The collected data of the questionnaire were analyzed by using SPSS programs to get the final results. Moreover, different statistical instruments have been used to measure the reliability and validity of the questionnaire.

3.3.2 Classroom Checklist (Observation)

According to Ary, et al (2010), observation is the fundamental data collection method used in qualitative research. Observation is a planned research instrument that is used to answer research questions and aims. The researcher used this method to observe "classroom interactions and events as they occur" (Burns, 1999, p. 80).

According to Flick (2006, p. 219), observation is "an attempt to observe events as they naturally occur." More importantly, observation allows the researcher to collect "relatively objective firsthand information" by combining it with questionnaires (Johnson and Turner, 2003, p. 314).

There are two types of observations: participant observation and non-participant observation, according to Ary, et al (2010). This study employed research with non-participants. According to Fraenkel and Wallen (2003, p. 451), "researchers do not participate in the activity being observed but rather sit on the sidelines and observe." The information recording process is the last concern in the observation process. Consequently, the observers should make an effort to record their observations either during or shortly after the conclusion of class.

In the current study, the researcher designs the checklist items, which are derived from the questionnaire of the study, the researcher chose the items that could be measured in one lesson and after showing the questionnaire to the jury, the jury found out that the items were suitable to be tested for this title (see Appendix D).

The researcher applied the checklist (observation) with (8) classes in various schools through the month of April. The researcher entered the classes with teachers to observe how the teachers teach short stories and what types of techniques they follow in their teaching. The time of observation was (40) minutes for each class,

and the classes had different numbers of students and different stories in the book English for Iraq for 5th preparatory classes, such as (Dana's Story and Caught at Last). In class one, the teacher's gender was male, the number of students was (54). In this class, the researcher observed that the teacher used all the techniques suggested in this study.

In class two, the teacher's gender was female, the number of students was (48). In this class, the researcher observed that the teacher used all the techniques. In third class, the teacher's gender was female, the number of students was (50). In this class, the researcher observed that the teacher not used all the techniques, (PFT and RPT) unused due to the limited time of the lesson. In forth class, the teacher's gender was male, the number of students was (56). In this class, the researcher observed that the teacher used all the techniques.

In fifth class, the teacher's gender was male, the number of students was (60). In this class, the researcher observed that the teacher used all the techniques. In sixth class, the teacher's gender was female, the number of students was (57). In this class, the researcher observed that the teacher not used all the techniques, as (RPT and PFT) unused due the limited time of the lesson.

In seventh class, the teacher's gender was female, the number of students was (43). In this class, the researcher observed that the teacher used all the techniques. In eight class, the teacher's gender was female, the number of students was (46). In this class, the researcher observed that the teacher used just sixth techniques, and (RPT) unused due to the limited time of the lesson, (see table 15).

The researcher observed that the most teachers used techniques for teaching ELT through short stories, and noted that not all techniques could be used at once in a single lesson due to time constraints and class size, but they were all used by different teachers in different classes.

3.4 Pilot Study One

According to Bolarinwa (2015), the pilot study is an active way to test the questionnaire's reliability in order to determine whether it can be applied to the whole sample of study participants or not. After taking the jury's modifications on the questionnaire see appendix (B), the researcher selects a random sample of (30) English teachers from different schools and applied the questionnaire on the selected sample to see if there is any difficulty in responding to the questionnaire. The researcher visited (15) secondary and preparatory schools (see Appendix E) to view the questionnaire regarding the English teachers from April to May months. To explain the test items, the researcher met with some teachers one-on-one and others in groups in some schools.

The researcher was exposed to some questions from teachers about some items. The researcher calculated each teacher's response time given for answering the items and calculated the questionnaire's reliability. The pilot study one objective checks out how long it will take the teachers to complete the questionnaire. And to ensure teachers receive clear questionnaire instructions as well. The study found that teachers needed between (15-20) minutes by using the Statistical Mode Law. Then the questionnaire became ready to be applied on pilot study two.

3.5 Pilot Study Two

The second pilot study was set to calculate indicators of validity and reliability of the study. It was conducted with (40) participants to ensure that the study is valid and reliable. Item analysis, including item discrimination in this study was not performed because the sample size did not meet the criteria for five-response item analysis according to (Costello and Osborne, 2005).

The researcher used pilot study two to measure the concurrent validity of the study. According to McIntire and Miller (2005), one approach to criterion validity is concurrent validity, which assesses individual performance on different tests at roughly the same time. Criterion validity can be approached in two ways: concurrent

validity and predictive validity. The term criterion validity refers to how well a test estimates an examinee's performance on some outcome measure.

The main variable of interest in the analysis is the outcome measure, also known as a criterion. The test results are truly useful if they can be used to accurately predict some criteria. Concurrent validity and predictive validity are similar in that both are commonly interpreted as correlations between a test and the relevant criteria. Concurrent validity and predictive validity differ only in the order in which they are measured. The researcher used correlational analysis between the results of the questionnaire and the checklist, and the researcher found out there is a significant correlation of (0.851).

3.6 Validity

Singh (2007) claims that determining a concept test's validity involves figuring out whether it accurately measures the subject concept or the extent to which it measures what it claims to measure. Validity explains how well the information gathered corresponds to the subject under investigation (Ghauri and Gronhaug, 2005). Validity can be defined as "measuring what is intended to be measured" (Field, 2005). Additionally, it refers to the relevance of the research instruments so that accurate measurements enable researchers to draw the appropriate conclusions from score-based data (Suter, 2012). Validity is the ability of an instrument to measure what it was intended to measure (Henning, 1987). According to Best and Kahan (2006), validity can be categorized as follows:

3.6.1 Face Validity

Face validity is established by reviewing the research instruments with a researcher or research analyst who is considered an authority on the research topic and determining whether it measures the characteristics of research or not. Face validity requires a professional to review the items in the questionnaire and determine that the instrument is a reliable indicator of the definition being examined only on its face (Bolarinwa 2015). Face validity is examined by a jury of subject-

matter experts who are specialists in the study topic to determine whether the questions accurately capture the research's main ideas. If the experts determine that the question measures the alleged concept, it is taken as valid based on its outward appearance. If not, the researcher should modify the survey questions in light of the opinions of specialists (Almuhanna, 2018). To ensure face validity of the questionnaire and checklist, were presented to a group of (15) experts' specialists in different fields as (TEFL, linguistic and literature) (see Appendix A). There have been no objections to the criteria sections or points. Every section has proven to be understandable. The researcher obtained the following results after employing the Chi Square test (χ^2) to assess the face validity of the criteria items:

Table 2

Results of Face Validity of the Questionnaire

Techniques Names	Items of Each Technique	Approve	Disapprove	Degree of freedom	$\chi 2$		Sig.
					Cal.	Tab.	
RRT	1	14	1	1	5.6	3.84	p≤0.05
TT	1,2	14	1	1	5.6	3.84	p≤0.05
AVAT	1,4	14	1	1	5.6	3.84	p≤0.05
DT	1,2,3	14	1	1	5.6	3.84	p≤0.05
RPT	1,2,3,4	13	2	1	4	3.84	p≤0.05
QAT	1	14	1	1	5.6	3.84	p≤0.05
PFT	4	14	1	1	5.6	3.84	p≤0.05

According to the table above, all of the computed Chi-Square test results, which are (5.6,4), are higher than the tabulated value (3.84) at the level of statistical significance of (0.05) and the degree of freedom of (1).

Table 3

Results of Face Validity of the Checklist

Techniques Numbers	Items of Checklist	Suitable	Unsuitable	Degree of Freedom	$\chi 2$		Sig
					Cal	Tab	
1	0	15	0	1	7.5	3.84	p≤0.05
2	0	15	0	1	7.5	3.84	p≤0.05
3	0	15	0	1	7.5	3.84	p≤0.05
4	0	15	0	1	7.5	3.84	p≤0.05
5	0	15	0	1	7.5	3.84	p≤0.05

According to the table above, all of the computed Chi-Square test results, which are (7.5), is higher than the tabulated value (3.84) at the level of statistical significance of (0.05) and the degree of freedom of (1).

3.7 Reliability

According to Drost (2011 p.106), reliability is "the extent to which measurements are repeatable when different people perform the measurement on different occasions, under different conditions, allegedly with alternative instruments that measure the construct or skill." The reliability of any research questionnaire is critical.

According to Creswell (2015), reliability refers to an instrument's scores being stable and reliable over time. When researchers administer the test multiple times at various times, the results should be nearly identical. Measurement consistency that guarantees the validity of the outcomes produced by instruments is referred to as reliability. Reliability, according to Suter (2012, p. 356), is "the extent to which the research instrument gives the same or similar results if it is repeated in other

situations and at other times." The degree to which a test or assessment is scored consistently is referred to as its reliability.

To confirm that the components measure the same concept, the reliability of internal consistency looks at the correlation of each component (Ghazali, 2016). In the current study, the reliability has been measured by using Cronbach's alpha coefficient. According to Taber (2017), Cronbach's alpha is one of the most important and widely used statistics in research on the design and use of tests. The reliability value of the whole questionnaire's items with the total size sample of (100) participants is (0.856), this value indicates that the questionnaire's items are highly reliable. The size of the stability coefficient is negatively affected by the small number of paragraphs and the small size of the sample.

3.8 Descriptive Statistics

One of the statistical characteristics that any scale should possess is the ability to understand the normality of the distribution. The main purpose of descriptive statistics is to reflect the distribution of data in a sample in order to establish the norm, which would then be used to decide which kind of statistical analysis should be applied in order to apply distribution parametric statistics, as explained in table (4) and figure (1).

Table 4

Descriptive Statistics

Parameter	Value
Mean	95.69
Median	94.50
Std. Deviation	17.420
Variance	303.469
Skewness	-0.471
Kurtosis	0.650
Range	88
Minimum	58
Maximum	146

According to the table above, the mean and the median had close averages in the central tendency measures. Also, skewness came with small value which means the distribution of the sample is near the normal distribution.

Figure 1

P.P. Plot of Total Scores
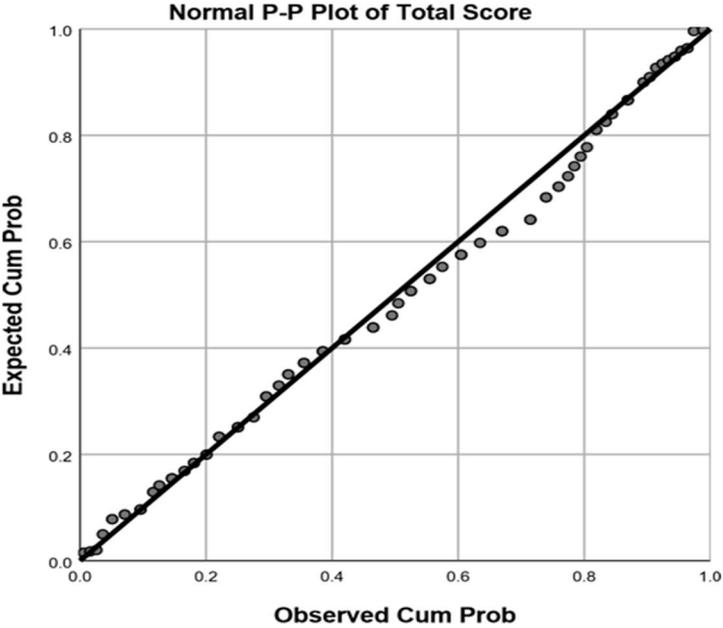
Figure (1) indicates that the sample is close to the normal distribution.

3.9 Statistical Instruments

The SPSS program has been used by the researcher to analyze the data. These instruments are:

1. Mode Law.
2. Chi square test ($\chi2$) has been used to find face validity.

$$x^2 = \sum \frac{(oi - ei)^2}{ei}$$

3. T-test for one independent samples.
4. Alpha- Cronbach's Coefficient, SPSS.

Chapter Four

Discussions of Results

An Introductory Note

This chapter presents the analysis and interpretation of data collected from questionnaire and classroom observation of classroom interaction. The researcher will present the findings in relation to its aims and the results of the data analysis.

4.1. Results Related to the Study's Aims

According to the following table below the mean was (95.69), with a standard deviation of (17.420), while the scale's assumed mean was (90). To test the statistical difference between them, the one-sample t-test was used, and it revealed a statistically significant difference in favor of the mean score, with a computed t-value of (3.26), which is greater than the critical value of (1.98) at a significance level of (0.05) and a degree of freedom of (99).

Table 5

T-Test Results of Identifying the Techniques Among the Study Sample

N	D.F	Mean	S. D	Test Value	T-test calculated	tabulated	Sig.
100	99	95.69	17.420	90	3.26	1.98	0.001

The results showed in table above represent the aims of the current study. The current study aims are: first, finding out Iraqi EFL teachers' attitudes towards using techniques of teaching short stories. Second, the most used techniques in teaching short stories for fifth preparatory classes Third, which of the seven techniques focus more on vocabulary and comprehension in teaching short stories. This implies that, according to the research sample and result, these instructional techniques were

useful to be employed in the ELT classroom through teaching short stories in preparatory Iraqi schools, because these techniques can help students develop their language skills. This result can be compared with other studies, as in Sijapati's study (2012), which found out that using different techniques through teaching knowingly or unknowingly short stories can help students in improving their language skills.

4.1.1 Results Related to the First Technique (RRT)

According to the results of the table (6) on using (RRT) through teaching short stories in the classroom.

Table 6

Results of T-Test of (RRT)

N	D.F	Mean	S. D	Test Value	T-test calculated	Tab	Sig.
100	99	14.68	3.446	15	-.929	1.66	0. 345

The results showed that the mean score was (14.68) with a standard deviation of (3.446), which is greater than the significance level (0.05), while the assumed mean of the scale was (15). To test the statistical difference between them, the one-sample t-test was applied and revealed a statistically significant difference in favor of the mean, with a calculated t-value of (-.929), which is less than the t-table value of (1.66) at a significance level of (0.05) and a degree of freedom of (99).

According to several studies RR can be a useful technique for assisting L2/FL readers in developing reading fluency and improving comprehension (Blum, et al., 1995; Dlugosz, 2000; Taguchi, 1997; Taguchi and Gorsuch, 2002; Taguchi, Takay, et al., 2004). As well as in (1989) in Dowhower mentioned that the reading reading technique (RRT) can enhance L2 students' pronunciation skills by assisting in articulating consonants and vowels, using appropriate rhythm and stress, and providing attainable mini-aims for faster passage

completion, correct word reading, and deeper text comprehension. While, Susan (2006) said that using RRT helps students in recalling crucial information, including key concepts and key vocabulary. When a text is presented as a repeated read- aloud technique, it improves story comprehension and leads to more sophisticated questioning and insights.

4.1.2 Results Related to the Second Technique (TT)

According to the results of table (7) on using (TT) through teaching short stories in the classroom.

Table 7

Results of T-Test of (TT)

| N | D.F | Mean | S. D | Test Value | T-test | | Sig. |
					calculated	Tab	
100	99	13.11	3.908	12	2.841	1.66	0. 005

The results showed that the mean was (13.11) with a standard deviation of (3.908), which is greater than the significance level (0.05), while the assumed mean of the scale was (12). To test the statistical difference between them, the one-sample t-test was applied and revealed a statistically significant difference in favor of the mean score, with a calculated t-value of (2.841), which is greater than the t-table value of (1.66) at a significance level of (0.05) and a degree of freedom of (99). and conclude that there is a significant difference between the population mean and 12.

Therefore, according to the results, the researcher found that the use of translation techniques in teaching short stories is considered an effective technique to enhance students' abilities. In addition, there are some studies that support the research results, as in Taghinezhad (2017), who mentions that translation is an effective technique to develop students' vocabulary, understand grammar, and comprehend a target text.

Further, according to Abdelkrim (2020), short story-based translation can be a useful technique in teaching English as a foreign language, as well as Tarina (2021) mentions that translation is a technique a teacher can use to teach vocabulary through short stories. During the teaching of short stories, translation is a popular technique for improving students' comprehension and expanding their vocabulary (Mohammed,2014).

4.1.3 Results Related to the Third Technique (AVAT)

According to the results of table (8) on using (AVAT) through teaching short stories in the classroom.

Table 8

Results of T-Test of (AVAT)

N	D.F	Mean	S. D	Test Value	T-test		Sig.
					calculated	Tab	
100	99	13.87	3.703	12	5.050	1.66	0. 000

The results presented that the mean score was (13.87) with a standard deviation of (3.703), which is greater than the significance level (0.05), while the assumed mean of the scale was (12). To test the statistical difference between them, the one-sample t-test was applied and revealed a statistically significant difference in favor of the mean score, with a calculated t-value of (5.050), which is greater than the t-table value of (1.66) at a significance level of (0.05) and a degree of freedom of (99). and conclude that there is a significant difference between the population mean and 12.

Hence, according to the results, the researcher found that the use of audio - visual aids techniques in teaching short stories is considered an operational technique to enhance students' skills. The researcher can back up these results with evidence from other researchers' points of view and results. as Kenwright (2020), mention that the audio aids technique can help students in improving

their pronunciation. Heike (1981) asserts that when teaching a short story, students enhance their listening and pronunciation. Noha (2016) said that the use of visual technique can help students in improve their vocabulary.

4.1.4 Results Related to the Forth Technique (DT)

According to the results of table (9) on using (DT) through teaching short stories in the classroom.

Table 9

Results of T-Test of (DT)

N	D.F	Mean	S. D	Test Value	T-test calculated	Tab	Sig.
100	99	12.58	3.185	12	1.821	1.66	0.072

The results presented that the mean score was (12.58) with a standard deviation of (3.185), which is greater than the significance level (0.05), while the assumed mean of the scale was (12). To test the statistical difference between them, the one-sample t-test was applied and revealed a statistically significant difference in favor of the mean, with a calculated t-value of (1.821), which is greater than the t-table value of (1.66) at a significance level of (0.05) and a degree of freedom of (99). and conclude that there is a significant difference between the population mean and 12.

According to the results, the researcher found that the drilling is effective technique through teaching short stories, as Hidayat (2022) mentions that drilling is one technique that the teacher can use to teach foreign languages through short stories. Drilling technique gives students a lot of practice hearing and saying specific words or phrases (Tice, 2018).

4.1.5 Results Related to the Fifth Technique (RPT)

According to the results of table (10) on using (RPT) through teaching short stories in the classroom.

Table 10

Results of T-Test of (RPT)

N	D.F	Mean	S. D	Test Value	T-test calculated	T-test Tab	Sig.
100	99	13.08	3.139	12	3.441	1.66	0. 001

The results presented that the mean was (13.08) with a standard deviation of (3.139), which is greater than the significance level (0.05), while the assumed mean of the scale was (12). To test the statistical difference between them, the one-sample t-test was applied and revealed a statistically significant difference in favor of the mean score, with a calculated t-value of (3.441), which is greater than the t-table value of (1.66) at a significance level of (0.05) and a degree of freedom of (99). and conclude that there is a significant difference between the population mean and 12.

There are some studies that supported the research results, as (Davies, 2009) mentions that role-play technique encourages participation in a relatively unstructured setting while giving students immediate confirmation of how to use their language correctly. In addition, Role-play technique helps students get ready for real-world communication by allowing them to express their emotions and creativity and by giving the listeners more opportunities to learn the language (Woodhouse, 2011).

4.1.6 Results Related to the Sixth Technique (QAT)

According to the results of table (11). on using (QAT) through teaching short stories in the classroom.

Table 11

Results of T-Test of (QAT)

N	D.F	Mean	S. D	Test Value	T-test calculated	Tab	Sig.
100	99	13.37	4.182	12	3.276	1.66	0. 001

The results presented that the mean score was (13.37) with a standard deviation of (4.182), which is greater than the significance level (0.05), while the assumed mean of the scale was (12). To test the statistical difference between them, the one-sample t-test was applied and revealed a statistically significant difference in favor of the mean score, with a calculated t-value of (3.276) which is greater than the t-table value of (1.66) at a significance level of (0.05) and a degree of freedom of (99). and conclude that there is a significant difference between the population mean and 12.

As above results, the question -answer is considered an effective technique for teaching English language skills. There are some studies supported the study's results about (QAT) such as the study in (2012) by Khatib mentions using the question-answer technique through teaching short stories aids students to develop their vocabulary. In addition, Prasad (2020) states that using the question-answer technique in teaching short stories helps students understand the story well.

4.1.7 Results Related to the Seventh Technique (PFT)

According to the results of table (12) on using (PFT) through teaching short stories in the classroom.

Table 12

Results of T-Test of (PFT)

N	D.F	Mean	S. D	Test Value	T-test calculated	Tab	Sig.
100	99	15.00	4.662	15	000	1.66	1.000

The results presented that the mean score was (15.00) with a standard deviation of (4.662), which is greater than the significance level (0.05), while the assumed mean of the scale was (15). To test the statistical difference between them, the one-sample t-test was applied and revealed a statistically significant difference in favor of the mean score, with a calculated t-value of (000) which is less than the t-table value of (1.66) at a significance level of (0.05) and a degree of freedom of (99).

According to many studies, as in Hyland (2000), PFT encourages students to participate in the classroom activity and makes them less passively teacher-dependent. Also, PFT is crucial for increasing engagement and time spent on-task, helping individuals immediately, defining aims, explaining concepts, preventing information overload, promoting, modeling, and reinforcing behavior, Yarrow and Topping (2001) and Muspiroh (2017). In addition, Ferris (2003) stated that students receive writing-related feedback from each other more than from their teachers.

4.2 Frequency Distribution

The researcher uses frequency distribution to indicate the aim of the study: Which of the seven techniques focuses more on vocabulary and comprehension when teaching short stories? as declared in the following tables.

4.2.1 Short Stories' Comprehension

Table 13
Frequency Distribution of Short Stories' Comprehension

		1-Using RRT enhances students' comprehension of short stories	1-Using TT enhances students' comprehension of short stories.	1-Using AVAT enhances students' comprehension of short stories.	1-Using DT enhances students' comprehension of short stories.	1-Using of RPT enhances students' comprehension of short stories.
N	Valid	100	100	100	100	100
	Missing	0	0	0	0	0
Mode		2	2	5	2	2

		1-Using QAT enhances students' comprehension of short stories	1-Using PFT enhances students' comprehension of short stories.
N	Valid	100	100
	Missing	0	0
Mode		2	2

Noori (2021) states that "frequency distribution a tabular method of showing all the scores obtained by a group of individuals" (p. 20). In above table the result showed that the score of short story comprehension in (AVAT) is (5) which higher than other techniques. The result supported by some studies as the

study in (2007) by Joffe et al, which improved that the audio technique helps students to progress the story comprehension.

And the study of Rodríguez (2020) mentions that using visual technique can help students to comprehend the text of short stories. While the scores of others techniques are (2) which means that these are not neglected techniques, but their uses are less in the classes. This is due to the fact that the teachers have limited time in the class, which is 40 minutes, and this is not enough to allow for teachers to use these techniques in every lesson. On the other hand, some classes have large numbers of students.

4.4.2 Short Stories' Vocabulary

Table 14

Frequency Distribution of Short Stories' Vocabulary

		5-Throgh RRT students' increase their vocabulary.	4- TT helps students learn know vocabulary.	4-Using AVAT increases students' vocabulary awareness.	4- DT helps students remember vocabulary easily.	4- RPT increases the use of vocabulary.
N	Valid	100	100	100	100	100
	Missing	0	0	0	0	0
Mode		1	2	2	2	5

		4-Using QAT increases students' vocabulary awareness	5-PFT helps students enhance their vocabulary.
N	Valid	100	100
	Missing	0	0
Mode		2	2

In above table the result showed that the score of short story vocabulary in (RPT) is (5) which is higher than other techniques. The result supported by the study in (2015) by Sathasivam, which improved that the students can enrich their vocabulary through teaching short stories by using (RPT). While the scores of others techniques are (2) which means these are not neglected techniques, but their uses are less in the classes. This is due to the fact that the teachers have limited time in the class, which is (40) minutes, and this is not enough to allow for teachers to use these techniques in every lesson. On the other hand, some classes have large numbers of students.

Table 15

Checklist (Observation) for Short Stories Teaching Techniques

School …………………………………………….

Grade…………………………………………………

Teacher's name (optional)…………………………

Class …………………………………………….

Chapter/Lesson title……………………………….

Time…………………………………………………

Items	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
Short Stories' Comprehension	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused
Using **RRT** in the classroom to comprehend short stories.	✓		✓		✓		✓		✓		✓		✓		✓	
Using **TT** in the classroom to comprehend short stories.	✓		✓		✓		✓		✓		✓		✓		✓	

Using **AVAT** in the classroom to comprehend short stories.	✓		✓		✓		✓		✓		✓		✓		✓	
Using **DT** in the classroom to comprehend short stories.	✓		✓		✓		✓		✓		✓		✓		✓	
Using **RPT** in the classroom to comprehend short stories.	✓			✓	✓		✓			✓		✓	✓			✓
Using **QAT** in the classroom to comprehend short stories.	✓		✓		✓		✓		✓		✓		✓		✓	
Using **PFT** in the classroom to comprehend short stories.	✓		✓			✓		✓	✓			✓	✓		✓	

Items	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
Short Stories' Vocabulary	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused
Using **RRT** in the classroom to enhance students' vocabulary through teaching short stories.	✓		✓		✓		✓		✓		✓		✓		✓	
Using **TT** in the classroom to enhance students' vocabulary through teaching short stories.	✓		✓		✓		✓		✓		✓		✓		✓	
Using **AVAT** in the classroom to enhance students' vocabulary through teaching short stories.	✓		✓		✓		✓		✓		✓		✓		✓	
Using **DT** in the classroom to enhance students'																

Items	Class 1 Used	Class 1 Unused	Class 2 Used	Class 2 Unused	Class 3 Used	Class 3 Unused	Class 4 Used	Class 4 Unused	Class 5 Used	Class 5 Unused	Class 6 Used	Class 6 Unused	Class 7 Used	Class 7 Unused	Class 8 Used	Class 8 Unused
vocabulary through teaching short stories.		✓	✓		✓		✓		✓		✓		✓		✓	
Using **RPT** in the classroom to enhance students' vocabulary through teaching short stories.	✓		✓			✓	✓		✓			✓	✓		✓	
Using **QAT** in the classroom to enhance students' vocabulary through teaching short stories.	✓		✓		✓		✓		✓		✓		✓		✓	
Using **PFT** in the classroom to enhance students' vocabulary through teaching short stories.		✓		✓	✓		✓		✓		✓		✓			✓

Items	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
Writing Skill	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused

Item	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused
Using **TT** assists students in understanding the differences in writing styles between English and Arabic	✔		✔		✔		✔		✔		✔		✔		✔	
Using **PFT** assists students in understanding the differences in writing styles between English and Arabic.		✔		✔	✔			✔	✔		✔			✔		✔

Item	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
Grammar	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused
Using **TT** assists students in understanding the differences between English and Arabic grammar	✔		✔		✔		✔		✔		✔		✔		✔	

Item	Class	Class	Class	Class	Class	Class	Class	Class

EFL	1		2		3		4		5		6		7		8	
	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused	Used	Unused
Using **QAT** encourages students to use EFL.	✔		✔		✔		✔		✔		✔		✔		✔	

According to the results in table (15) about Checklist (Observation), the researcher found that not the whole techniques were used in the all classes that observed. In the first item about Short Stories' Comprehension the techniques such as (RRT, TT, AVAT, DT, and QAT) were used in all (8) classes by the teachers. While (PFT) were used in (5) classes, and (RPT) used in (4) classes. The second item about short stories' vocabulary, the researcher found that the techniques such as (RRT, TT, AVAT, QAT) were used in (8) classes, while (DT) was used in (7) classes, (RPT) was used in (6) classes, and (PFT) was used in (5) classes. The third item about writing skill, the results showed that the (TT) was used in the (8) item. While (PFT) was used in (3) classes. The fourth item about grammar the researcher found out this item was used through (TT) in the whole classes. The fifth item about EFL, this item was used through (QAT) in all classes.

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

An Introductory Note

The study's final chapter provides conclusion recommendations and suggestions for further studies.

5.1 Conclusions

The researcher concludes the following:

1. Teachers have positive attitude towards using RRT, AVAT, DT, PFT, TT, RPT, and QAT.

2. Using RRT, AVAT, DT, PFT, TT, RPT, QAT helps students in developing their language skills through teaching short stories.

3. Teachers show that the use of AVAT is most common effective in teaching short story comprehension.

4. Teachers have positive attitude towards using RPT in teaching vocabulary through short stories.

5. Techniques for teaching short stories in classes are important because they facilitate the teaching operation for both teachers and students.

5.2 Recommendations

In the light of the findings of the current study, the researcher recommends the following:

1. Recommend need teachers to draw more attention to teaching short stories effectively to enhance teaching and learning skills.

2. More studies need to be connected about other techniques of teaching short stories at secondary and preparatory levels.

3. Teachers need to encourage students to read short stories on a regular basis.

4. Teachers and educators need to take into account the fact that teaching students through short stories will aid in their four-skills development.

5. The importance of understanding the modern techniques used in teach the short story to master the four skills of the English language.

6. Recommend strategies and applications for teaching short stories in the EFL classroom.

5.3 Suggestions for Further Studies

1. Attitudes of Iraqi EFL teachers towards techniques of teaching short stories to forth primary stage.

2. A similar study can be conducted to investigate the attitude of Iraqi EFL teachers towards the differences between private and government schools in using techniques of teaching short stories to fifth-grade preparatory classes.

3. Perceptions of Iraqi EFL teachers towards using translation technique of teaching short stories in secondary stage.

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APPENDICES

Appendix (A)

List of Jury Members

NO.	Academic Title	Expert's Name	Major	Place of Work
1	Prof. (Ph.D)	Abd Ali Nayif	Linguistics	University of Babylon / College of Basic Education / Department of English
2	Prof. (Ph.D)	Dhea Mizhir Krebt	TEFL	University of Baghdad / College of Education -Ibn Rushd\ Department of English
3	Prof. (Ph.D)	Salih Mahdi Al-Mamoory	Linguistic	University of Babylon / College of Education for Human Sciences/ Department of English
4	Prof. (Ph.D)	Shaimaa Abdul Baqi	TEFL	University of Baghdad / College of Education -Ibn Rushd /Department of English
5	Prof. (Ph.D)	Shaimaa Qassim	TEFL	University of Baghdad / College of Education for women -Ibn Rushd / Department of English
6	Prof. (Ph.D)	Sundus Abdul-Jabbar Kamel	TEFL	University of Bagdad / College of Education for Human Sciences / Department of English
7	Asst. Prof (Ph.D)	Ahmed A. Hasen	TEFL	University of Babylon / College of Education for Human Sciences / Department of English
8	Asst. Prof (Ph.D)	Elaf Riyadh Khalil	TEFL	University of Baghdad / College of Education -Ibn Rushd\ Department of English
9	Asst. Prof (Ph.D)	Hadeel Aziz Mohammed	Literature	University of Babylon / College of Basic Education / Department of English
10	Asst. Prof (Ph.D)	Khansa Hassan Hussein	TEFL	University of Imam Al Kadhim / College of Education / Department of English

11	Asst.Prof (Ph.D)	Muna Abbas AL-Kattaib	TEFL	University of Babylon / College of Basic Education / Department of English
12	Asst. Prof (Ph.D)	Narmeen Mahmoud Mohamed	TEFL	University of Baghdad / Collage of Education for woman / Department of English
13	Asst. Prof. (PhD)	Wafaa Mokhlis	TEFL	University of Babylon / College of Education for Human Sciences / Department of English
14	Asst. Prof.	Hassanein Hassan Shahid	Linguistic	University of Babylon / College of Basic Education / Department of English
15	Lecturer (PhD)	Kadhim Mohammad Musa	TEFL	University of Babylon / College of Basic Education / Department of English

Appendix (B)

Initial Form of Questionnaire

Republic of Iraq

Ministry of Higher Education

And Scientific Research

University of Babylon

College of Basic Education

Department of Higher Studies

A Letter to Jury Members

Dear Sir/ Madam

The researcher intends to conduct a study entitled 'Perception of Iraqi EFL Teachers Towards Techniques of Teaching Short Stories in Fifth Preparatory Classes'. It aims to investigate Iraqi EFL teachers   perceptions on using techniques of teaching short stories in teaching English. In order to collect the required data, the researcher has designed a questionnaire for teachers. As a specialist in the field of ELT you are kindly requested to read the attached instruments and pass judgment on their validity and suitability to the aims of the current study. Any suggestions and recommendations will be highly appreciated. Thank you in advance for your assistance and cooperation.

Best Regards

The Researcher   The supervisor

Doua Abdul Mohsen   **Asst. Prof. Mais Flaieh Al-Jabbawi(Ph.D)**

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Repeated Reading Technique (RRT)					
1-The use of **(RRT)** enhances students' comprehension of short stories.					
2- **(RRT)** helps students comprehend the meaning that the author tries to convey in order to enhance their reading ability.					
3- Students can improve their pronunciation by using **(RRT).**					
4- **(RRT)** helps students make self-correction in their pronunciation.					
5-Throgh **(RRT)** students' increase their vocabulary.					
Translation Technique (TT)					
1-The use of **(TT)** enhances students' comprehension of short stories.					
2- **(TT)** helps students understand the differences in writing style between English language and Arabic language.					
3- **(TT)** helps students understand the differences between English language grammar and Arabic language grammar.					
4- **(TT)** helps student acquire knew vocabulary.					
Audio-Visual Aids Techniques (AVAT)					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1-The use **(AVAT)** enhances students' comprehension of short stories.					
2- **(AVAT)** improve students listening skills.					
3- **(AVAT)** develop students' aural/oral fluency by asking questions and sharing their feedback.					
4-The use of **(AVAT)** advance students' vocabulary.					
Drilling Technique (DT)					
1-The use of **(DT)** enhances students' comprehension of short stories.					
2-The use of **(DT)** in teaching writing has positive effects on students' writing ability.					
3- **(DT)** helps students develop their speaking and listening skills.					
4- **(DT)** helps students remember vocabulary easily.					
Role- Play Technique (RPT)					
1-The use of **(RPT)** enhances students' comprehension of short stories.					
2- **(RPT)** develops students' communication skills through students/students and students/teacher interaction.					
3- **(RPT)** enhances students speaking skill.					
4- **(RPT)** increases the use of					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
vocabulary.					
Question-Answer Technique (QAT)					
1-The use of **(QAT)** enhances students' comprehension of short stories.					
2- **(QAT)** helps the teacher explains the text to his students easily.					
3- **(QAT)** encourages students to use EFL.					
4-Through the **(QAT)** the students increase their vocabulary.					
Peer- Feedback Technique (PFT)					
1-The use of **(PFT)** enhances students' comprehension of short stories.					
2- **(PFT)** helps the student organize their ideas related to the text.					
3- **(PFT)** improves students listening and speaking skills.					
4- **(PFT)** improves the students' grammar and eventually writing skill.					
5-**(PFT)** helps students enhance their vocabulary.					

Appendix (C)

Final Form of Questionnaire

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Repeated Reading Technique (RRT)					
1-Using **RRT** enhances students' comprehension of short stories.					
2- **RRT** improves students' reading ability.					
3- **RRT** improves students' pronunciation.					
4- **RRT** helps students make self-correction in their pronunciation.					
5-Throgh **RRT** students' increase their vocabulary.					
Translation Technique (TT)					
1-Using **TT** enhances students' comprehension of short stories.					
2- **TT** helps students understand the differences in writing style between English language and Arabic language.					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3- **TT** helps students understand the differences between English language grammar and Arabic language grammar.					
4- **TT** helps students learn know vocabulary.					
Audio-Visual Aids Techniques (AVAT)					
1-Using **AVAT** enhances students' comprehension of short stories.					
2- **AVAT** improves students listening skills.					
3- **AVAT** develops students' aural/oral fluency when asking questions and sharing their feedback.					
4-Using **AVAT** increases students' vocabulary awareness.					
Drilling Technique (DT)					
1-Using **DT** enhances students' comprehension of short stories.					
2-Using **DT** in teaching short					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
stories improves students' writing skill.					
3- **DT** helps students develop their speaking and listening skill.					
4- **DT** helps students remember vocabulary easily.					
Role- Play Technique (RPT)					
1-Using of **RPT** enhances students' comprehension of short stories.					
2- **RPT** develops students' communication skills through students/students and students/teacher interaction.					
3- **RPT** enhances students speaking skill.					
4- **RPT** increases the use of vocabulary.					
Question-Answer Technique (QAT)					
1-Using **QAT** enhances students' comprehension of short stories.					
2- **QAT** helps the teacher explain the text to his					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
students easily.					
3- **QAT** encourages students to use EFL.					
4-Using **QAT** increases students' vocabulary awareness.					
Peer- Feedback Technique (PFT)					
1-Using **PFT** enhances students' comprehension of short stories.					
2- **PFT** helps the student organize the ideas related to the text.					
3- **PFT** improves students' listening and speaking skills.					
4- **PFT** helps students understand differences in writing style through their peers' feedback.					
5-**PFT** helps students enhance their vocabulary.					

Appendix (D)

Checklist's Form of (Observation)

Republic of Iraq

Ministry of Higher Education

And Scientific Research

University of Babylon

College of Basic Education

Department of Higher Studies

A Letter to Jury Members

Dear Sir/ Madam

The researcher intends to conduct a descriptive study titled "Perception of Iraqi EFL Teachers Towards Techniques of Teaching Short Stories in Fifth Preparatory Classes". It looks into how short story techniques are perceived by Iraqi EFL teachers who are teaching English as a second language. Therefore, the researcher has adopted a checklist derived from the questionnaire of the study. As an ELT expert, you are kindly requested to read the attached instruments and make a judgment on their validity and suitability for the current study's aims. Any and all suggestions and recommendations are welcome. Thank you in advance for your help and cooperation.

Best Regards

The Researcher   The supervisor

Doua Abdul Mohsen   **Asst. Prof. Mais Flaieh Al-Jabbawi(Ph.D)**

Checklist (Observation) for Short Stories Teaching Techniques

School ………………………………………….

Grade………………………………………….

Teacher's name (optional)……………………….

Class …………………………………………

Chapter/Lesson title……………………………

Time………………………………………….

Items	Techniques	Used	Unused	Notes
Short Stories' Comprehension	Using **RRT** in the classroom to comprehend short stories.			
	Using **TT** in the classroom to comprehend short stories.			
	Using **AVAT** in the classroom to comprehend short stories.			
	Using **DT** in the classroom to comprehend short stories.			
	Using **RPT** in the classroom to comprehend short stories.			
	Using **QAT** in the classroom to comprehend short stories.			
	Using **PFT** in the			

	classroom to comprehend short stories.			
	Using **RRT** in the classroom to enhance students' vocabulary through teaching short stories.			
	Using **TT** in the classroom to enhance students' vocabulary through teaching short stories.			
Short Stories' Vocabulary	Using **AVAT** in the classroom to enhance students' vocabulary through teaching short stories.			
	Using **DT** in the classroom to enhance students' vocabulary through teaching short stories.			
	Using **RPT** in the classroom to enhance students' vocabulary through teaching short stories.			
	Using **QAT** in the classroom to enhance students' vocabulary			

	through teaching short stories.			
	Using **PFT** in the classroom to enhance students' vocabulary through teaching short stories.			
Writing Skill	Using **TT** assists students in understanding the differences in writing styles between English and Arabic.			
	Using **PFT** assists students in understanding the differences in writing styles between English and Arabic.			
Grammar	Using **TT** assists students in understanding the differences between English and Arabic grammar.			
EFL	Using **QAT** encourages students to use EFL.			

List of Visited Schools

No.	School's Name	Level	Gender
1	Al-Hilla	Preparatory	Boys
2	Al-Hilla for Distinguished	Secondary	Girls
3	Al-Khansaa	Preparatory	Girls
4	Al-Kindi	Preparatory	Boys
5	Al-Thawra	Preparatory	Boys
6	Al-Fayhaa	Preparatory	Boys
7	Al-Tahrir	Secondary	Girls
8	Al-Taleea	Preparatory	Girls
9	Tulaytila	Preparatory	Girls
10	Shatt al-Arab	Preparatory	Girls
11	Babylon	Secondary	Boys
12	Ibn Sina	Secondary	Girls
13	Al-Zarqaa	Preparatory	Girls
14	Al-Jihad	Preparatory	Boys
15	Ibn Al-Sakit	Preparatory	Boys

<div align="center">Appendix (F)</div>

Teachers' Questionnaire

Republic of Iraq

Ministry of Higher Education

And Scientific Research

University of Babylon

College of Basic Education

Department of Higher Studies

<div align="center">Teachers' Questionnaire</div>

Dear Teachers,

The researcher would be so grateful if you respond to this questionnaire which is an attempt to gather information needed for the accomplishment of the master degree's requirements. Through this work, the researcher attempts to investigate "Perception of Iraqi EFL Teachers Towards Techniques of Teaching Short Stories in Fifth Preparatory Classes". Your answers are extremely crucial and will be of great help for the completion of this research. Therefore, you are kindly requested to give precise answers to enrich this research with your responses. Your answers need to be marked with ($\sqrt{}$) in the corresponding boxes. The researcher assures you that the answers you provide will remain confidential and will only be used for research purposes.

<div align="center">Thank you for your collaboration</div>

The Researcher   The Supervisor

Doua Abdul Mohsen   **Asst. Prof. Mais Flaieh Al-Jabbawi(Ph.D)**

Part One: Participant's Personal Information

1. Name (optional):

2. Gender: Male ☐ Female ☐

3. Age:

4. Years of experience:

5. Grade you teach:

6. Total number of students you teach:

7. School's name:

8. Province:

Part Two: Please answer the following questionnaire by ticking in appropriate box.

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Repeated Reading Technique (RRT)					
1-Using **RRT** enhances students' comprehension of short stories.					
2- **RRT** improves students' reading ability.					
3- **RRT** improves students' pronunciation.					
4- **RRT** helps students make self-correction in their pronunciation.					
5-Throgh **RRT** students' increase their vocabulary.					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Translation Technique (TT)					
1-Using **TT** enhances students' comprehension of short stories.					
2- **TT** helps students understand the differences in writing style between English language and Arabic language.					
3- **TT** helps students understand the differences between English language grammar and Arabic language grammar.					
4- **TT** helps students learn know vocabulary.					
Audio-Visual Aids Techniques (AVAT)					
1-Using **AVAT** enhances students' comprehension of short stories.					
2- **AVAT** improves students listening skills.					
3- **AVAT** develops students' aural/oral fluency when asking questions and sharing					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
their feedback.					
4-Using **AVAT** increases students' vocabulary awareness.					
Drilling Technique (DT)					
1-Using **DT** enhances students' comprehension of short stories.					
2-Using **DT** in teaching short stories improves students' writing skill.					
3- **DT** helps students develop their speaking and listening skill.					
4- **DT** helps students remember vocabulary easily.					
Role- Play Technique (RPT)					
1-Using of **RPT** enhances students' comprehension of short stories.					
2- **RPT** develops students' communication skills through students/students and students/teacher interaction.					
3- **RPT** enhances students speaking skill.					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4- **RPT** increases the use of vocabulary.					
Question-Answer Technique (QAT)					
1-Using **QAT** enhances students' comprehension of short stories.					
2- **QAT** helps the teacher explain the text to his students easily.					
3- **QAT** encourages students to use EFL.					
4-Using **QAT** increases students' vocabulary awareness.					
Peer- Feedback Technique (PFT)					
1-Using **PFT** enhances students' comprehension of short stories.					
2- **PFT** helps the student organize the ideas related to the text.					
3- **PFT** improves students' listening and speaking skills.					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4- **PFT** helps students understand differences in writing style through their peers' feedback.					
5-**PFT** helps students enhance their vocabulary.					

Appendix (G)

Data of Observed Classes

Classes	Teacher's Gender	Student's Number	Unit and Story's Name
Class 1	Male	54	Unit 5/Lesson 9/Dana's Story
Class 2	Female	48	Unit 5/Lesson 9/Dana's Story
Class 3	Female	50	Unit 8/Lesson 3/Caught at Last
Class 4	Male	56	Unit 8/Lesson 3/Caught at Last
Class 5	Male	60	Unit 5/Lesson 9/Dana's Story
Class 6	Female	57	Unit 8/Lesson 3/Caught at Last
Class 7	Female	43	Unit 8/Lesson 3/Caught at Last
Class 8	Female	46	Unit 5/Lesson 9/Dana's Story

Short Stories "Titles"

If only I'd listened

• **Read the article and choose the best answers.**

1 Dana didn't take her brother to the beach because …
a) he had told her a lie.
b) he had to go for a bike ride.
c) she wanted to get away from her family for the day.

2 Dana thinks the accident was …
a) her brother's fault.
b) her fault.
c) Layla's fault.

DANA'S STORY

Dana El Nasser tells Teen Magazine about the worst day of her life and her biggest regret.

Last month, my friend Layla El Fayed invited me to go to the park for a picnic with her family. I was really looking forward to it. I always have fun when I'm with Layla and it's always nice to get away from my own family for a change. Unfortunately, my little brother Faisal heard about the picnic and said he wanted to come too. He's only nine and he's a bit silly sometimes. For example, he likes pulling Layla's long hair and he usually tries to make Layla and me play football with him. It can be quite annoying for us when we just want to chat and listen to music. So, when he asked me to take him on the picnic with Layla, of course I said no and then I didn't think about it again.

On the day of the picnic, I got up early and got my things ready. I had made two big cakes to take with me and I'd bought fruit and some bottles of lemonade. Layla and her family had agreed to pick me up at my house at ten o'clock. At half past nine, Faisal came into the sitting room with his sports bag. 'I'm ready to go,' he said. 'When's Layla going to be here?' I was so angry I didn't answer him and he went to look for mum. A few minutes later, my mother came into the sitting room with him. 'Why can't Faisal go with

64

B Answer these questions.

1 In which two ways does Faisal sometimes annoy Dana and Layla?

_____

_____

2 What food and drink did Dana take with her for the picnic?

_____

_____

3 What lie did Dana tell her mother?

_____

_____

4 How did Dana find out about Faisal's accident?

_____

_____

5 How did the accident happen?

_____

_____

6 How did Dana feel when she saw her brother in hospital?

_____

_____

7 What did she wish?

_____

_____

8 How did everyone know Faisal was better on the fourth day?

_____

_____

C Write a summary of the story in your own words. Start like this and complete the sentence beginnings.

Dana was invited to the park for a picnic by Layla and her family.

Her brother Faisal wanted to go too, but Layla didn't want him to.

She told her mother that _____

At the park, _____

Then she got a call _____

Faisal had _____

Layla's family drove _____

Faisal was _____

Dana felt _____

She wished _____

In the end, _____

Lesson 10

A Read the letter of complaint on page 120 and write the following phrases and sentences in the correct places.

- and had a view of a car park

- and the unbearable noise

- and there was no hot water in the mornings

- photos which show

- and we could not keep our food fresh

- and we were unable to relax.

- but we left after one week.

- I look forward to hearing from you.

131

Caught at last!

● Read the article quickly. What is your opinion of this story?

The terrified residents of a block of flats in London can finally sleep peacefully at night. An enormous snake that was living in toilet pipes in the block of flats has been caught at last.

The snake, a three-metre long boa constrictor, had been seen in different toilets in the building over the past three months. At first, no one knew where the animal had come from. Then, one of the residents saw a local news report about the escape of a boa constrictor from London Zoo.

The snake was first seen by James Andrews. 'I got up in the night to go to the bathroom,' Mr Andrews told reporters, 'and I saw a huge snake in the toilet. It was horrible. I didn't know what to do. I wondered if I was dreaming. My wife came to look and she was very frightened. We put some heavy books on the toilet seat and went back to bed. In the morning, the snake had gone.'

People in six other flats in the building also saw the snake, but they were all too frightened to try to catch it. On two occasions, the fire brigade were called, but when they arrived, the snake had already disappeared.

Finally, the snake was found last night on Mr and Mrs Mailer's bathroom floor on the eighth floor of the building. It was caught in a large bucket and the police were called. The snake was taken back to its home in the zoo, to everyone's relief.

● Write questions for these answers.

1 A three-metre long snake.

2 In a bathroom on the eighth floor.

3 It had escaped from London Zoo.

4 People were too frightened, or it had disappeared.

5 Back to the zoo.

● Now do Exercises A to C in the Activity Book.

132

Appendix (I)

Task's Facilitation

Appendix (J)

Publication Acceptance Letter

العدد: ١٨٦
التاريخ: ٢٠٢٣/٨/٢٩

إلـــي: دعاء عبد المحسن
أ.م.د. ميس فليح الجباوي
كلية التربية الاساسية – جامعة بابل

قبول نشر

تهديكم هيئة تحرير مجلة كلية التربية الأساسية للعلوم التربوية والإنسانية/ جامعة بابل
أطيب تحياتها، ويسرها أن تعلمكم بقبول بحثكم الموسوم بـ:

> teacher's perceptions towards using role-playing as a
> teaching technique of speaking skill in EFL

للنشر في العدد الذي سيصدر قريباً إن شاء الله، وبإمكانكم الاطلاع عليه لاحقاً في
موقع المجلة (jbehs.uobabylon.edu.iq).

متمنين لكم مزيداً من الإبداع.

أ.د. فراس سليم حياوي
رئيس التحرير
٢٠٢٣/٨/٢٩

134

المستخلص

الأدب مادة قيمة وأصيلة لتعليم اللغة. ويشمل أنواعا مختلفة. أحد هذه الأنواع هو القصص القصيرة. أظهرت العديد من الدراسات أن استخدام القصص القصيرة في فصول اللغة الإنجليزية لغةً أجنبية يمكن أن يساعد الطلاب على تحسين مهاراتهم اللغوية وزيادة مفرداتهم . ونتيجةً لذلك، فإن الغرض من هذه الدراسة هو معرفة موقف مدرسي اللغة الإنجليزية لغةً أجنبية في العراق نحو تقنيات تدريس القصة القصيرة في الصف الخامس الاعدادي.

ولذلك استخدم الباحث المنهج الوصفي المختلط باستخدام أداتين تحليليتين: الاستبيان وقائمة المراجعة (الملاحظة). ولتحقيق أهداف الدراسة اختارت الباحثة (١٤٠) مدرساً من مدرسي الصف الخامس الاعدادي في المدارس الاعدادية العراقية عينةً للدراسة. بالإضافة إلى ذلك، قامت الباحثة بتصميم استبانة مكونة من ثلاثين فقرة مقسمة إلى سبع مجالات (تقنيات) واستخدمت قائمة المراجعة (الملاحظة) المشتقة من فقرات الاستبيان.

ولتحقيق أهداف الدراسة تم استخدام مجموعة متنوعة من الأساليب الإحصائية، باستخدام برنامج SPSS. وكانت النتائج كما يلي: أن لدى المدرسين ميول إيجابية نحو أستخدام التقنيات المقترحة. يمكن أن يساعد أستخدام هذه التقنيات الطلاب في تطوير مهاراتهم اللغوية من خلال تدريس القصص القصيرة. يعد أستخدام تقنيات تدريس القصص القصيرة في الفصول الدراسية أمرًا مهمًا لأنها تسهل عملية التدريس لكل من المعلمين والطلاب.

أدراك مدرسي اللغة الانجليزية لغةً أجنبية لتقنيات تدريس القصة القصيرة في صفوف الخامس الإعدادي في العراق

رسالة ماجستير مقدمة الى مجلس كلية التربية الأساسية في جامعة بابل وهي جزء من متطلبات نيل درجة الماجستير في التربية / طرائق تدريس اللغة الإنجليزية لغةً أجنبية

من قبل الطالبة

دعاء عبد المحسن كاظم

بأشراف

الأستاذ المساعد الدكتورة

ميس فليح حسن الجباوي

ه‍١٤٤٥   ٢٠٢٣ م