**Ismail Dawood Saloomi,
Nagham Qadoori Yahya**

Department of Educational and Psychological Sciences
College of Education for Human Sciences
University of Tikrit
Salah Al Dein, Iraq

The Effect of Applying SHOW Strategy on Developing Iraqi EFL College Students' Comprehension of Short Stories

A B S T R A C T

This study tries to find out the extent to which SHOW strategy can be applied to teaching short stories. It also aims to find out whether or not using this strategy can lead to any progress in developing students' comprehension of short stories. To conduct the study, it is hypothesized that there is no statistically significant differences between the mean scores of the experimental group, which is taught by the SHOW strategy and the control group which is taught by the traditional strategy in the posttest achievement in short stories. To achieve the aim of the study and verify its hypotheses two types of procedures have been following: Theoretical and practical. The theoretical procedures consist of presenting a theoretical framework of SHOW strategy including their characteristics, principles. The practical procedures consist of conducting an experimental which last for fifteen weeks. SHOW strategy has been applied to the experimental group, while the control was taught according to the traditional method. The total numbers of sample subjects was (75) students: (35) in experimental group and (40) students in the control group. The two groups were exposed to an achievement posttest constructed by the researcher after ensuring its validity and reliability. Suitable statistical tools have been used to analyses to the results of the study. The analysis of the results has also shown that there was a statistically significant difference at 0.05 between the mean scores of the experimental group and the control group in favour of the experimental group which is taught by SHOW strategy. Based on the findings of the study some pedagogical recommendations have been put forward.

أثر تطبيق ستراتيجية SHOW في تطوير إستيعاب طلبة الكليات العراقيين دارسي اللغة الانكليزية لغة أجنبية في القصص القصيرة

إسماعيل داود سلومي/جامعة تكريت/كلية التربية للعلوم الانسائية

نغم قدوري يحيى / جامعة تكريت/كلية التربية للعلوم الانسائية

الخلاصة

تهدف هذه الدراسة الى التعرف على مدى إمكانية تطبيق هذه الستراتيجية في تدريس القصة القصيرة وكذلك تهدف الدراسة إلى معرفة مدى إمكانية تطبيق هذه الستريجية في تحقيق التقدم في تطوير قابلية الطلبة في أستيعاب القصة القصيرة. وتفترض الدراسة بأن ليست هنالك فروق ذات دلالة إحصائية بين متوسطي درجات المجموعة التجريبية والتي تدرس بأستخدام ستراتيجية SHOW ومتوسط تحصيل الطلبة في المجموعة الضابطة والتي تدرس بالطريقة التقليدية في الاختبار التحصيلي البعدي في مادة القصة القصيرة.

ولغرض تحقيق أهداف الدراسة والتحقق من صدق فرضياتها تم أتباع نوعين من الإجراءات: نظرية وعملية وتتألف الإجراءات النظرية من تقديم إطار نظري حول ستراتيجية SHOW ويتظمن هذا الأطار الخصائص والمبادئ والأنشطة الصفية الخاصة بهذه الستراتيجية. أما الإجراءات العملية فتتمثل بإجراء تجربة أستغرقت خمسة عشر أسبوعاً وتم خلال هذه التجربة تطبيق هذه الستريجية على المجموعة التجريبية في حين تم تدريس المجموعة الضابطة بأستخدام الطريقة التقليدية. وبلغ عدد عدد أفراد العينة (٧٥) طالباً وطالبة، (٣٥) في المجموعة تجريبية و(٤٠) منهم في المجموعة الضابطة. وتم تطبيق أختبار تحصيلي بعدي أعده البحث عن المجموعتين بعد التحقق من صدق الاختبار وثباته وتم أستخدام الوسائل الأحصائية المناسبة لتحليل نتائج الدراسة، وأظهر تحليل النتائج وجود فروق ذات دلالة إحصائية عند مستوى(٥%) بين متوسطات تحصيل الطلبة في المجموعة التجريبية والمجموعة الضابطة لصالح المجموعة التجريبية والتي تم تدريسها بأستخدام ستراتيجية SHOW وكذلك أظهرت نتائج الدراسة فاعلية ستراتيجية SHOW في تدريس القصة القصيرة في اللغة الإنكليزية، حيث أظهرت النتائج إن هذه الطريقة لها تأثير واضح في تحصيل الطلبة في الأختبار التحصيلي البعدي. وأخيرا تم تقديم مجموعة من الأستنتاجات والتوصيات وذلك على ضوء نتائج الدراسة التي تم التوصل إليها.

SECTION ONE

Introduction

1.1 Statement of the Problem

The importance of teaching short stories in the EFL classes lies in the fact that it, like other literary texts, poetry, creates a learning environment by increasing the use of word associations, building listening comprehension,

enhancing spontaneous speaking skill, fostering literary reading works, improving the writing skill and enriching cultural awareness knowledge (Collie and Slater, 1990: 3).

Yet; in most Iraqi colleges, particularly in the departments of English, teaching short stories is still following the traditional way where the focus is laid on memorization, talk and teaching; it is often of a teacher-centered method of teaching. New techniques in teaching short stories are nearly entirely neglected where they most need attention and concern. The reason behind this perhaps is related to the fact that most EFL teachers have no interest in these new changes and techniques in teaching short stories and instead focusing on applying the traditional approaches, methods, techniques and strategies; i.e. they are away from applying new 'short stories' technologies, innovations and developments (Arıoğul 2001: 11ff).

Hence, in correlation with the above discussion, the researchers found that applying new strategy to teaching short stories might be so helpful to both EFL teachers and students, as those teachers are still facing difficulty in how to provide their students with positive experiences, opportunities and new strategies to learn literary texts, including short stories. This is due to the fact that teachers are enforced to reflect their negative experiences of teaching short stories (Trousdale and Harris, 1993: 33). Therefore, the researchers suggest applying SHOW strategy to teach Iraqi EFL College second -year students short stories which attempt to raise the standards of students in English language. This strategy can be explained as follows:

-Select the idea to represent.
-Hunt for significant elements.
-Organize elements to show meaning.
-Weed for accuracy and impact (Bellanca et al., 2012:149).

1.2 Aim of the Study

The study aims at:

The effect of SHOW strategy on the Iraqi EFL college students in the comprehension of short stories;

1.3 Hypotheses of the Study

The aims of the study are supposed to be achieved through verifying the following hypotheses:

1. There are no statistically significant differences between the mean scores of the experimental group, which is taught by the SHOW strategy, and the control group which is taught by the traditional strategy in their achievement in short stories.

2. There are no statistically significant differences between the mean scores of students' achievement at recognition and production levels.

3. There are no statistically significant differences between the two groups of students' achievement at the various levels of the cognitive domain.

1.4 Value of the Study

This study is thought to be fruitful to:

1. EFL college instructors (particularly those teaching literary subjects such as, short stories, drama, poetry and novel) in order to change their orientation from a view of teaching as static, with simple rules, to teaching as dynamic and ever changing. They should also change their orientation from learning as based on text memorization to learning as an active process.

2. Curriculum planners ought to include some knowledge on how to teach short stories at different levels at the beginning of the courses by suggesting different teaching strategies to be implemented by the teachers.

1.5 Limits of the Study

This study is limited to the second year EFL College students at the College of Education for Human Sciences / University of Diyala who are studying

short stories during the academic year 2017/2018.

1.6 Definitions of Basic Terms

1.6.1 Effect

For Patric (1971: 40), effect means, "something produced on action or cause which produced usually more or less immediately".

The Operational definition of effect: It means the certain changes of findings that may be made by students or it is influenced according to changes in one or more strategies.

1.6.2 Short Stories

Viorica (2012:1) describes a short story as a "way to say something that can't be said in any other way, and it takes every word in the story to say what the meaning is". Put simply, a short story is a short fictional work designed in literature which expresses a complete theme but it is shorter than a novel.

An operational definition which can suitably go in line with the present study is that a short story is a relatively short narrative (involving single dominant effect) written under 10.000 words and revolves around "a single character in a single situation at a single moment".

1.6.3 Strategy

Wenden (1987: 7-8) defines strategies as "the various operations that learners use in order to make sense of their learning

The operational definition is that strategies are techniques, action, devices utilized by ESL/EFL learners to help them understand, learn and recollect information, i.e. these strategies are used to "make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations".

1.6.4 Comprehension

It means "the identification of the intended meaning of written or spoken communication" (Richards and Schmidt, 2002:99).

The operational definition: it is the ability to understand second year EFL College students' short stories.

1.6.5 SHOW

SHOW consists of:

-Select the idea to represent.

-Hunt for significant elements.

-Organize elements to show meaning.

-Weed for accuracy and impact.

1.7 Plan of the Study

The following steps have been adopted to carry out the practical side of the study:

1. Selecting two groups: one as an experimental and the other as a control;

2. Specifying the topics to be taught to second year EFL College students during the experimental period of the current study;

3. Identifying the steps to be followed for applying SHOW strategy then exposing the lesson plans to experts in ELT and literature;

4. Constructing a post achievement test in short stories;

5. Employing SHOW strategy for the experimental group, and the traditional strategy or technique for the controlling group;

6. Applying the posttest on the two groups at the end of the experiment; and

7. Analyzing the collected data by using suitable statistical methods and then stating results, conclusions, and pedagogical recommendations.

SECTION TWO

THEORETICAL BACKGROUND

2.1 An Introductory Note

This section is mainly devoted to the presentation of the theoretical background of the strategy followed in teaching short stories, focusing on the **SHOW** strategy as it is applied in this study to reveal its effects and influences on Iraqi EFL students' comprehension of short stories.

2.2 Short Stories: Introduction

A short story is a short prose "narrative work". It is a form of genre having rules of its own. Both short stories and novels can be made "applicable" for the literary analysis of "the component elements, therefore, they seem to nearly exploit the same various techniques and methods of building up the literary texts (Abrams, 1999:286). Nevertheless, a short story is regarded as a "way to say something that can't be said in any other way, and it takes every word in the story to say what the meaning is"(Viorica, 2012:1). Therefore, Roberts and Jacobs (1995:41) describe a short story as "a compact concentrated work of narrative fiction that may also contain description, dialogue and commentary". Put simply, a short story is a short fictional work designed in literature which expresses a complete theme but it is shorter than a novel.

Furthermore, a short story can be "as simple as a joke or an anecdote or as complex as a short novel". Our daily conversations are full of "stories, long and short, true or fictional". These stories inform us to share our "experiences with others", or mostly to teach, amuse, terrify, or motivate them. Many ideas in stories come from events of our everyday life, particularly from the writer's own life. Yet, writers maneuver in the way they present stories. For example, instead of retelling what happened, competent writers tends to "rearrange the chronology, change or combine characters, or move or invent setting – all to achieve some desired end" (Gordon and Kuehner,1999 :vii).

2.3 Characteristics of a Short Story

Upreti (2012; 27) sums up the most characteristic features that a short story exhibits as follows:

1. It has the shortness in the number of their dialogues, selection of words, characters, and the details about them. It can be narrated in one setting from half an hour to two hours.
2. It characterizes one aspect of human life only. Plot, setting and characters are fewer expanded in the short story.
3. It has the use of modest, effective and communicative language.

In short, there are four general advantages of handling short stories. They are practical as their length is long enough to cover entirely in one or two class sessions, they are not complicated for students to work with on their own, they have a variety of choice for different interests and tastes and can be used with all levels, all ages and classes.

2.4 Techniques (Elements) of Short Stories

When reading a short story, a lot of questions are raised in our minds concerning the explanatory power and nature that ultimately match with the technical apprehensions of the story. These include:

plot of the story, the conflict around which the story is built, the characters and their stature in the relevant narrative piece, narrative time, and some other narrative realities: the setting of the story, its atmosphere, its tone, the vantage point from which the story is viewed and the pattern of the irony deflating it . The exploration of these matters makes the reading experience quite interesting (Al-Muttalibi, 2011 xi-xii).

2.4.1 Character

In fact, the character in the story is the person who is characterized in the narrative work, who is deduced by the reader as "being gifted with specific intellectual, moral and sensitive qualities by inferences from what the persons

say". It is a clear fact that the premises of the characters' motivations are their temperament, desire, and moral nature for their speech and actions (Adams, 1999:32f).

2.4.2 Setting

Setting refers to the scene (time and place) in which the story is to take place. It is a very important element in story building since it offers a background for the events that proceed (Gordon and Kuehner, 1999: 765). In certain cases, it may be symbolic, e.g. a "living room might symbolize isolation from the world so that it becomes more than a mere room". The background setting may often be an important component in the plot, "equal in importance to any of the characters" (Alexander, 1965: 65).

2.4.3 Plot

Plot is often defined as "an author's careful arrangement of incidents in a narrative to achieve a desired effect". This plot may be a long, miserable or entertaining story (Gordon and Kuehner, 1999: vii).

A plot constitutes the framework of the story; it may be "ingenious and carefully planned, or there may be no 'plot'…at all". For example, entertainments usually rely profoundly on original plots to retain "the reader guessing and make the story interesting". In this sense, the framework is artificial and the story writer "makes every effort to provide the reader with an unexpected outcome" (Alexander, 1965:65).

2.4.4 Point of View

Point of View is concerned with the "narrative point of view," how the story is told, more precisely, "who tells it". In this respect, four distinctive types of point of view are recognized (Arp and Johnson, 2006:228ff):

2.4.5 Style

Connolly (1955: 11) argues that there is" no absolutely right word or right

order that fits all situations. The diction, sentence structure, and the rhythm" is scarcely the right style for a definite short story (e.g. of Henry James). Alexander (1965: 66) affirms that the style of a short story is strictly linked to the techniques used, and that "the degree to which the characters and the story events are convincing" will rely on the skills utilized to depict the events.

2.4.6 Tone

Al-Je'zairi and Sesi (1974:21) avow that " the author's attitude to his subject which is conveyed through point of view, language and style" is realized as 'tone'. It, thus, may be "ironic, sympathetic, or critical". Language is employed to build a certain atmosphere or resort to fixed ideas, opinions and impressions.

2.4.7 Theme

Importantly, a significant theme which appears in a story may not in another. This is due to the fact that the purpose of one story is different from that of another; "the purpose of the adventure story may be simply to convey readers through a sequence of stimulating adventures, while the purpose of the horror story may be easily to frighten readers." In most cases, the writer exploits many linguistic devices, tools and rhetorical figures (metaphor, simile, symbol, allusion, personification… etc. to express his theme (Arp and Johnson, 2006: 188ff).

2.5 Benefits of Using Short Stories

Numerous benefits have been suggested for the employment of short stories in the English language classes. In one sense, short stories can develop "cultural awareness, linguistic awareness, motivation … improve all four skills". They can, "if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency" (Murdoch 2002: 9). Young (1996: 90) discusses two benefits of employing short stories to develop students' critical thinking and affirms that because they are enjoyable, (i) "students' pervasive apprehension is reduced, and they learn from

the beginning that critical thinking is natural, familiar, and sometimes even fun". And (ii) "the stories put issues of critical thinking in an easily remembered context". For Erkaya (2005: 38), short stories stimulate students to carry on reading and consequently they can solve the problem. Short stories are interesting for students, and then they would not easily get frustrated.

Pardede (2011: 17-18) adds that teaching short story has four advantages in the ELT classroom, they are as follows:

1. Short stories are practical as their length is ideally suitable to cover entirely in one or two class sessions.

2. They are not complicated for students to work on their own.

3. They have a variety of choices to different interests and tastes.

4. They can be used with all levels of English proficiency, all ages and shifts.

2.6 Methods of Teaching Short Stories

I- Subject- Centered Method

One main method of teaching EFL is "subject-centered", dealing with a type of "classroom that does not discount human subjects and their encounters in a classroom with topics and other humans" (Palmer, 2007: 119,123). In this method, subject necessarily "becomes a double entendre, as the school subjects serve as the media of formation for the human subject" (Pinar, 2012: xv). He (ibid: 9) expounds that subjects are "topics teachers teach and are the scholarly knowledge they share with students through conversations as they undertake the curriculum". In this respect, both a teacher and student gather around topics and get engaged in oral activities," not in the abstract, but through the lens of their experience".

II- Teacher-Centered Method

In brief, Huba and Freed (2000) argue that in teacher-centered method students are seen as passive learners who inactively gain information. The emphasis is often placed on acquisition of knowledge, and teacher's role is to be mainly the source of knowledge, i.e. information giver and evaluator. Hence, there

is no drive for student to improve and develop his knowledge. Along the same line, Liu, Qiao and Liu (2006) point out that teacher-centered teaching and learning methods can be overriding in genuine practice. Results of their study reveal that" most instructors still use traditional, teacher-centered styles in university settings despite the call for a paradigm shift to learner-centered ones".

III- Student-Centered Method

Student-centered method asserts that the first consideration in a course designing which should be taken is student needs. Besides, it focuses on exercise that requires students to adopt a big part of "responsibility for conducting inquiries, applying knowledge, and making meaning of what they have learned". Student-centered teaching is sometimes associated with "non-directive teaching, which reduces time spent on lectures and increases time spent in class on activities that engage students in analysis, evaluations, problem-solving, and processing information". Student-centered method aims to improve student gratification with the "learning experience and deepen students' understanding of how the knowledge may be valued in their own lives" (Weimer, 2013:47).

In the literature available, there are a number of methods, strategies, and techniques of teaching short stories which tend to increase EFL students' ability to comprehend and grasp the meaning of the reading texts in English. Among these strategies, *Show* strategy is the adopted one in this study.

2.7 SHOW **as a Concept**

With reference to the idea that communicative strategies are "active strategies of interaction with painting and monitoring comprehension to establish meaning", Kustaryo (1988:4) expounds that in *SHOW* strategy "instantaneous written symbol with knowledge and comprehension of information and ideas" can be expressed. He adds that students must comprehend what they have read. He proceeds to state that reading short stories can be taken as a dynamic "process of interacting with explaining and communicating comprehension to establish meaning". In this view, *SHOW* strategy is the "instantaneous recognition of

various written symbol, simultaneous association of these symbols with existing knowledge, and comprehension of information and ideas communicated".

For Gibbons (1993: 44), *SHOW* strategy highlights "the student's communicative thinking". It is important to note here that the students have many tools of representing their thinking skills at their imaginative minds. The more skillful they become in representing their ideas, the more skillful their communication skills become.

Bellanca, et al (2012:155) assert that *SHOW* strategy is often utilized to give "an illustration or a rendition of the information. Drawings, illustrations, dramas, poems, and figures- all can be accepted representations that demonstrate evidence of learning". Teachers, applying this strategy, are given possibilities for providing suggestion of learning, as they feel somehow free in their way of teaching.

2.8 SHOW **as a Cognitive Strategy**

Since *SHOW* is the combination of the acronyms Select+ Hunt+ Organize + Weed, (Bellanca, et al., 2012: 158) it must be seen as a cognitive strategy as these four acronyms involve mental processes and cognitive relations students undergo utilizing this strategy.

SHOW being a cognitive strategy, teachers who teach communicative strategies will involve their students in certain activities and tasks, particularly those implying situations for comprehending short stories.

Bellanca, et al (2012:155) as the advocators of *SHOW* strategy, contend that this strategy is a communicative strategy that students rely on in everyday classes at one time or another. To explain the procedures this strategy implies and to help their students develop this strategy, they elaborate that first students select the theme to represent, second they hunt for significant sentences, third they organize sentences to show meaning, and finally they weed for accuracy and impact. In other words, SHOW strategy requires one "to show, illustrate, or provide a rendition of the information".

2.9 **Purposes of *SHOW* Strategy**

Northern Ireland Curriculum (2007:116) lists the main purposes and functions of *SHOW* strategy offers. Because of its multiple directions, this strategy tends to perform the following activities:

1. Activating learning and interactive literary situations,

2. Reinforcing literary elements or ideas,

3. Organizing literary elements to bridge these elements into new frame.

4. Presenting accurate information in creative ways,

5. Integrating languages and literacy with academic context to increase reading fluency, and

6. Writing literary texts.

SECTION THREE

PROCEDUERS

3.1 An Introductory Note

This section is devoted to the presentation of a detailed explanation of the methodology and procedures followed by the researcher to implement the study, attain its aims and verify its hypotheses, as followes:

1. Determining the suitable experimental design;

2. Specifying population and selecting the sample of the study;

3. Achieving equalization among the samples;

4. Eliciting factors jeopardizing internal and external validity;

5. Constructing the study instruments;

6. Doing the experimental application;

7. Administering the tests, and doing statistical and mathematical tools.

3.2 Experimental Design

Experimental design, in fact, is one of the first steps in educational research to determine the adequacy of the design for answering the research

questions (Wiersma and Jurs, 2005:101).

Ary et al. (2010: 301), in their definition of experimental design, state that the concept of experimental design is a general blueprint to fulfill a study with effectual independent variables. The design is very essential since it decides the study's internal validity, which refers to the ability to reach conclusions about the impact of the experimental treatment on the dependent variable.

Tavakoli (2012:206) expounds that the selection of a particular design is done in light at the purpose of the experiment, the type of variables to be manipulated, the limiting factors or conditions under which they are conducted, besides some other factors. The experimental design is selected in accordance with the number of independent variables and to what extent they provide control over the threats to internal and external validity.

The Posttest only Control Group Design has been adopted in the current study. This design takes the form illustrated in table (3-1) which includes the following steps:

1. Selecting two groups at random and assigning them to one experimental and the other one control groups.
2. Administering the independent variables only to the experimental groups.
3. Teaching the control group, the same material (English short stories) according to the conventional way, and
4. Subjecting the two groups to a post test. (Campbell and Stanley, 1963:25).

Table (3-1)

The Experimental Design

Groups	Independent Variable	Dependent Variable	Posttest
Exp.	SHOW Strategy	Comprehension of Short Stories	Measurement After the Experiment

	Traditional Treatment	Comprehension of Short Stories	Measurement After the Experiment
Control			

According to this design, two groups have been randomly assigned one as experimental, and the other one as controlling. The independent variable is SHOW strategy, which is applied to the experimental group. Students' comprehension of short stories represents the dependent variable.

3.3 Population and Sample Selection

According to Arikunto (2006: 130), population is the totality of the research subject, while sample is a portion of the population that is researched in a research. Definitely, the population involves all individuals that are related to the subject of the study. The population of the present study includes 118 second − year students, at the Department of English Language, College of Education for Human Sciences, at the University of Diyala.

(75) Second - year students have been selected to be the sample of the present study after excluding the other 43 students from two sections because some of them were repeaters and some were absentees. two sections constitute the sample of the study depending on the nature of the current study. Suction **A** has been randomly chosen to be the experimental group being exposed to SHOW strategy includes 35 students, Section **B** as the control group includes 40 students following the traditional method.

3.4 Equalization

Different variables may cause a variance in the students achievements which should be taken into account, they may play an effective role and affect their achievement in EFL (Good et al., 1976: 366)**.**

In order to assure the results' accuracy and obviate any peripheral intervention, the research attempts to control some variables before the study or to

correspond the three groups in the following variables:

3.4.1 Age Variable

The age of students of the three groups is the first variable which has been calculated into months. Analysis of variance (ANOVA) has been used in order to determine whether there were any significance differences between the two groups in age.

It has been found out that the computed F- ratio is 1.563 and the tabulated F- ratio is (3.071) at the level of significance of (0.05). Since the computed F-ratio is lower than tabulated F- ratio with degrees of freedom 2 and 107, this indicates that there are no statistically significance differences between two groups in the age variable.

3.4.2 Gender Variable

Chi- square formula has been used in order to determine whether there were any significant differences between the two groups in this variable. It has been found out that the computed x^2 is 6.46 and the tabulated x^2 is 5.99 at the level of significance of 0.05.Since the computed x^2value is higher than tabulated x^2 value with degree of freedom 2, this indicates that there are statically significant differences among the three groups in the gender variable.

3.4.3 The Academic level of the Mothers' Variable

The Chi-square formula was also used to determine whether there were any significant differences between the two groups in this variable. It has been found out that the computed x^2value is 9.17 and the tabulate x^2 is 9.49 at the level of significance of (0.05). Since the computed x^2 value is lower than tabulated x^2 value with degree of freedom (4), this proves that there are no statistically significant differences among the two groups in this variable.

3.4.4 The Academic level of the Fathers' Variable

By applying the Chi- square, it has been found out that there are no statistically significant differences between two groups in the academic level of the fathers' variable since the computed x^2 value is 7.96 which lower than tabulated x^2 value 9.49 at the level of significance of (0.05) with degree of freedom 4.

3.5 Factors Jeopardizing Internal and External Validity

3.5.1 Retroactive History

Retroactive history refers to the specific events or conditions, other than the experimental treatment, which may occur between the beginning of the treatment and the posttest measurement and may produce changes in the dependent variable (Lewin, 1979:388). Nothing happened during the period of the experiment. It can be said that the effect of this variable has been controlled.

3.5.2 Experimental Mortality

Another factor that might have an effect on the internal validity is attrition or experimental morality. In longitudinal study that takes place extended time to complete research procedures, the subjects may lose interest and drop out or may remain absent due to health problems. To avoid this problem, it is sometimes preferred to begin with a larger than necessary number of subjects (Gohil, 2012:107). The Experiment did not confront the effect of such factor during the experiment period except for non- attendance of some of the sample subjects, and this is a natural state that occurs with all groups.

3.5.3 Selection Bias

Selection Bias refers to selecting participants for the various groups in the study. If subjects were selected by random sampling and random assignment, all would have equal chance of being in treatment or comparison groups, and the groups are equivalent (Takona, 2002:156). Selection is not a threat for the one group design but it is a threat for the all groups design; therefore, the equation of the groups is statically checked in terms of the following variables: age, gender,

academic level of mother, academic level of father.

3.5.4 Maturation

The threat related to the maturation of participants is similar to that posed by history, but deals with natural changes taking place over time in the participants, such as, emotional states, physical coordination and strength, or cognitive structures (Hiradhar, 2012:104). Studies that take place over longer periods of time over potentially can be subject to this interference. However, this potential threat was avoided in the present study as it spanned a period of three months only.

3.5.5 Classroom Environment

The experiment has been applied to the University of Diyala, College of Education for Human Sciences, Department of English Language. The experimental groups are taught English short stories according to the independent variables which is SHOW strategies, and the control group which is taught the same instructional material according to the conventional way. This indicates that the researcher has controlled this variable.

3.5.6 Teacher

The teacher is the most important variable that has an impact on the external safety of the design. The researcher himself has taught the two groups, one of them is experimental and the other one is control. Therefore, the variable of the teachers' bias to the conventional way of teaching is restricted.

3.5.7 Instrumentation Selection

The instrumentation threat to internal validity is a result at a change in the instruments used during the study. The change in the way the dependent variable was measured from the first time to the second time, rather than the treatment, may bring about the observed outcome. The best advice is to avoid any changes in the measuring instruments during a study (Ary, 2010:275). In the current study, this variable was controlled, since the same instruments have been applied to the

two groups.

3.5.8 Timetable

The timetable allows students to know exactly when a specific subject is scheduled. A well- constructed timetable establishes a natural rhythm and routine, which can be comforting to teachers and students.

In this study. This variable was controlled with the help of the Department of English to design a suitable timetable for the two groups.

SECTION FOUR: DATA ANALYSIS, CONCLUSION, AND PEDAGOGICAL RECOMENDATIONS

4.1 An Introductory Note

This section tackles data analysis and results of the study regarding the research achievement posttest. In order to achieve the aims of the study and verify its hypotheses, the data have been analyzed statically. This analysis helps to get some insight into the effectiveness of applying SHOW strategy on Iraqi EFL College students' comprehension of short stories. Results also help to draw number of conclusions, pedagogical implications that have been reached throughout the research.

The data of the posttest were analysed statistically by using different statistical techniques. Results of the study conform with the results of previous studies. After examining the research results, there are several significant points that can be taking into consideration about the effect of applying SHOW strategy on developing students' comprehension of short stories.

1. The computed Scheffe value for the difference between the the experimental group and the control group is 10.082 and the critical Scheffe value is 2.2635 at the level of significance of (0.05). Since the computed Scheffe value is higher than critical Scheffe value, this proves that there is a statistically significant difference and in favour of the experimental group which is taught by the SHOW strategy.

2. The students of the experimental were taught by using SHOW strategy which is a kind of cognitive as it involves communicative thinking strategies within common core. In this strategy, the class is divided into groups, the teacher raises a number of questions, one group is given the task, and they communicate various viewpoints. The same is achieved with other groups, share the task among group. Each has given the interpretation of these responses. They organize their responses to show meaning. They discuss the consequences to reach the conclusion, and their reflections or conclusions on the short story are written and being exposed and assessed by the teacher. While students of the control group have been left to their own methods without the teachers' interference.

3. SHOW strategy allows the students to actualize the use of language and instruction in more understandable way. Through the use of this strategy, teachers construct drawings, symbols, signs, pictures, that can be easily accessed for teaching. SHOW strategy provides fruitful evidences for ways to better support the students in attaining classroom activities.

4. SHOW strategy needs extended period of time to give favourable findings and data, and to alteration the unfavourable behaviours for the sake of learning short stories. Through extended period of time, students will obtain practice to improve and adjust their own method of teaching and testing short stories.

5. Through applying SHOW strategy, teachers are given opportunity for providing suggestions of learning, as they feel somehow free in their way of teaching.

6. SHOW strategy enable to show a positive impact on improving students' comprehension of short stories, and they play an important role of improving students' competence and stimulating them to study reading comprehension.

4.2 Conclusions

The results of the study have led to the following conclusions:
1. SHOW strategy is efficient in teaching short stories to EFL students;

2. SHOW strategy can involve students in activities where they can practise various scales and strategies of communication;

3. The activities of the strategy can help EFL students to improve their cognitive and critical thinking abilities;

4. SHOW strategy is largely learner- centred due to autonomy given to the students;

5. Being an indicative strategy SHOW can help teachers to develop their students high mental process, like reasoning, concluding, as well as other mental skills;

6. SHOW strategy has been proved to be more motivating to EFL students due to the variety of class activities recommended by the strategy; and

7. Applying SHOW strategy to teaching short stories can raise the level of students' awareness of English cultural aspects.

4.3 Pedagogical Recommendations

Based on finding of the study, the following pedagogical recommendations can be put forward:

1. Encouraging EFL teachers to adopt SHOW strategy in teaching various English subjects;

2. Training EFL teacher through involving them in In- Service Course on using SHOW strategy;

3. Incorporating SHOW strategy into the textbooks used for teaching EFL methodology;

4. Teachers of short stories as well as other literary subjects are advised to make use of the class activities suggested by these strategies; and

REFERENCES

Abrams, M. H. (1999). A Glossary of Literary Terms. New York: Heinle and Heinle, Inc.

Adams, J, (1999). Reading and Writing for Success. Toronto: Harcourt 108-110.

Alexander, L.G. (1965). Essay and Letter Writing. London: Longman. Green and Co-Ltd.

Al- Jezairi, K. and Sesi, S. N. (1974). An Anthology of Short Stories. Baghdad: Al-Mustansiriah University.

Al-Muttalibi, Aziz Yousif (2011). The Validity of the Narrative Act:A Book for Short Stories.

Aleepo: Radhwan Publishing House.

Arıoğul, S. (2001). The Teaching of Reading through Short Stories in Advanced Classes. Hacettepe University, the Institude of Social Sciences, Unpublished M.A. Thesis, Ankara.

Arp, Thomas R. and Johnson, Gray. (2006). Perrine's Literature: Structure, Sound and Sense Fiction. United States of America Thomson Wadsworth Boston.

Ary, Donald; Jacobs, J. Chese;, Sorenson, Chirs; and Razavich, Asghar (2010). Introduction to research in Education (8th Ed.). Wadsworth, Cengage learning.

Bellanca, J., Fogarty, R., and Pete, B. (2012). How to teach Thinking Skills within the Common Core. Bloomington: Solution Tree Press.

Collie, J. and Slater, S. (1990). Literature in the Language Classroom: A Resource Book of Ideas and Activities. Cambridge: CUP.

Connolly, Francis. (1955). The Types of Literature. Fordham University, New York, Burlingame Harcourt, Brace and world, Inc.

Erkaya, O. (2005). Benefits of Using Short Story in the EFL Context. Asian EFL Jurnal 8; 38.49.

Gibbons, P. (1993). Learning to Learn in a Second Language. Portsmouth NH: Heinemann.

Gohil, S. (2012). Preparation and Tryout of Multimedia Materials to Enhance Communication Skills of Students at the UG Level in Digital Language Laboratory. Research in English. Vallabh Vidyanagar: Sardar Patel University.

Good, T., Biddle, B., and Brophy, J. (1976). "The effect of Teaching on Optimistic Note". The Elementary School Journal. Vol. 76, No. 6.

Gordon, Jane. B. and Kuehner, Karen. (1999). Fiction: An Introductory to the Short Story. Chicago: NTC/Contemporary Publishing Group.

Hiradhar, P. (2012). Effectiveness of Technology Enable Language Enhancement Programme to Develop the Writer Communication Skills of ESL Learners at Tertiary Level. Research in English. Vallabh Vidyanagar: Sardar Patel University.

Huba, M.E., & Freed, J.E. (2000). Teacher-centered vs. learner-centered paradigms.:http://assessment.uconn.edu/docs/. Teacher Centered VsLearnerCenteredParadigms. pdf.

Kustaryo, Sukiral. (1988). Reading Teaching for College Student. Jakarta: Depdikbud.

Lewin, Mirian.(1979). Understanding Psychological Research. New York: John Wiley and Sons.

Liu, Qiao & Liu (2006). A paradigm shift of learner-centered teaching style: Reality of illusion?

In Arizona Working Papers in SLAT – Vol. 13.

Murdoch, G., (2002). Exploiting Well-Known Short Stories for Language Skills Development. INTEFL LCSSIG Newsletter 23:9.17.

Northern Ireland Curriculum. (2007). "Active Learning and Teaching Methods for Key Stages 1 and 2". Belfast: PMB. NSW County Area Norton, B. (1997). "Language Identity and the Ownership of English" TESOL Quarterly, 31(3) 409-427.

Palmer, P. (2007). The courage to teach: Exploring the inner landscape of a teacher's life. San Francisco: Jossey-Bass.

Pardede, P. (2011). Using short stories to teach language skills. Journal of English Teaching, 1, 1, Pp. 15-27.

Patric, H. (1971). Encyclopedia World Dictionary. London: The Hamlyn Publishing group LTD.

Pinar, W. F. (2012). What is curriculum theory? (2nd Ed.). New York: Routledge.

Richards, J.., and Schmidt, R. (2002). Longman Dictionary of Language Teaching and Applied Linguistics. (3rd Ed.). Routledge: New York.

Roberts, E. and H.E. Jacobs (1995). Literature: An Introduction to Reading and Writing .New Jersey: Prentice – Hill, INC.

Takona, J., P. (2002). Educational Research: Principles and Practice. Indiana: Writers Club Press.

Tavakoli, M. (2012). Quantitative and Qualitative Methods in Medical Education Research: AMEE guide no 90: Part 1. Med teach 36: 838.

Trousdale, Ann, and Harris, V. (1993). "Missing Links in Literary Response. Group Interpretation of Literature." Children's Literature Education Journal, Vol., 24.

Upreti, Kabiraj (2012). Teaching Short Stories: Challenge and Issues. Nepal: Tribhuvan University.

Vioricia, P., (2012). Short Story Theories: A Twenty-first Century Perspective. http://www.jstor.org/stable/43486068.

Weimer, M. (2013). Lerner Centered Teaching: Five Key Changes to Practice. San Francisco, CA: Jossey- Bass.

Wenden, A. L. (1987). Conceptual Background and Utility. In A. L. Weden and J. Rubin (ed.) Learner Strategies in Language Learning, 3-13. New Jersey: Prentice-Hall.

Wiersma, W., and Jure, S., G. (2005). Research Methods in Education: An Introduction. (9th Ed.). Published by Pearson Education, Inc.

Young, A. (1996). Introducing Critical Thinking at the College Level with Children Stories.

College Teaching, 44(3), 90-93.