Using Short Stories in Teaching English to Libyan learners

Abstract:
The aim of this study is to investigate and demonstrate the role of using short stories in teaching English to adult Libyan learners, and to outline the results of integrating this genre of literature on the learners' four language skills. This study traces back the use of literature in general, and short stories in specific on teaching English as EFL and ESL. Moreover, it illustrates the benefits and drawbacks of using stories as supplementary materials in teaching. Also, it suggests various activities to be used in the language classroom to enhance the learners' receptive and productive skills. Furthermore, it discusses the results of using short stories in teaching English to Libyan learners and how did they respond to different literary texts. On the basis of the results of this research, the researcher hopes to show all English teachers in Libya the importance of making use of short stories in teaching, as it results in the enhancement of the learners' language skills and makes the learning and teaching processes more collaborative and enriching not just in language, but also in terms of motivating the learner, broadening his insights, and improving his critical thinking, learning autonomy and creativity. The methodology followed was based on the researcher's personal observation in teaching two experimental classes with two different levels using short stories as supplementary materials. In opposition to teaching other classes with the same language levels but without using any short stories in the teaching process. The results noticed from the learners' home works, language competence and classroom activities showed that the two experimental classes' language abilities enhanced noticeably far more than the other classes.