

أثر تدريس القصة القصيرة في تنمية التفكير الابداعي لدى طلبة قسم اللغة الانكليزية العراقيين في الكلية التربوية المفتوحة

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الخلاصة

تبحث هذه الدراسة في أثر تدريس القصة الانكليزية القصيرة في تنمية التفكير الإبداعي لدى الطلبة العراقيين الدارسين في قسم اللغة الإنكليزية. تضمنت عينة البحث طلبة المرحلة الثانية في الكلية التربوية طالبا تم تحديده مجموعة ضابطة، فيما اعتبر المفتوحة في محافظة الديوانية. احد الفصول المتكون من 24 الفصل الآخر المكون من 23 طالب مجموعة تجريبية. وعند مراجعة الأدبيات ذات الصلة والدراسات السابقة تم تهيئة اربع قصص قصيرة من بين قصص المنهج. تم اعتماد اختبار تورنس للتفكير الإبداعي في استعراض الأدبيات والدراسات ذات الشأن. تم قياس صحة وموثوقية الأدوات. وعندها تم تطبيق اختبار التفكير الإبداعي الولي على المجموعتين الضابطة والتجريبية. تم تدريس المجموعة الضابطة باستخدام الطريقة التقليدية في التعليم في حين است خدمت التقنيات الحديثة في تدريس المجموعة التجريبية. وعند الانتهاء من تدريس القصص المقررة تم اجراء اختبار التفكير الإبداعي الثاني. وتم تحليل المعطيات احصائيا ومناقشة النتائج التي تم تقديم التوصيات والمقترحات استنادا اليها.

The Influence of Teaching Short Story on the Development of Iraqi EFL Students' Creative Thinking in the OEC

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ABSTRACT

The present study investigates the influence of teaching English short story on the development of Iraqi EFL college students' creative thinking. The sample of the study includes the second year classes of the Open Educational College (OEC) in Al- Diwaniya Governorate. One class of 24 students has been determined to be control group. The other class of 23 students has been determined to be experimental. Upon review of related literature and previous studies, 4 short stories were prepared in the light of stories in the text. Torrance creative thinking test was adopted upon review of literature and related studies. Validity and reliability of the tools have been measured. Applying the pre-test of creative thinking for both control and experimental groups. The control group has been taught using the traditional way of teaching whereas the experimental group has been taught using modern techniques. The post--test of creative thinking applied by the end of teaching the assigned stories. Data was statistically analyzed. Results have been discussed. Based on results, recommendations and suggestions have been occurred.

Introduction

Students' requirement in the learning process has become the main purpose of modern approaches that concentrate on student-centered class rather than teacher-centered class. Excellent involvement that requires a student to use creative thinking skills is the kind of involvement that helps student to learn effectively. Many methods has been applied to assess students' effective involvement. Short story and drama are the most important methods that supply much more involvement for both teachers and students in the learning process.

In foreign language classroom, short story is an effective method as Mattevi (2005:35) states "the use of short story in the language classroom allows the teacher to present the target language in an active, communicative and contextualized way. Narration assists the teacher address the four skills of language learning (speaking, listening, reading and writing), and it also favors and facilitates the study of some often neglected aspects of language such as pronunciation and body language."

Blanch (1974:76) also refers to "the elements of short story have a position in the foreign-language learning experience. They may be presented in the classroom by means of a "lab," a learning activity that allows students to act out foreign language materials such as lyrical, flash fiction, and vignette. Short story permits the learner to express his personality, and the material, if it is culture-related, brings to life the cultural context of the foreign language." Campbell (2008:35) study affirmed the influence of using short story on students' achievement whereas the effect of short story in foreign language teaching and learning has been the aim of many researches such as Barreto (2014), Gomez (2010), Uddin (2009), Ntelioglou (2006), Culham (2003) and Gaudart (1990).

Storybook also asserted its influence on developing creative thinking. Özdemir and Çakmak (2008:65) states "Storybook enables students, in all levels of education, develop their intellectual skills such as creativity, problem solving, communication, socialization and empathy and it gives individuals the opportunity for self-actualization, group work and sharing their responsibilities." Many studies manifested the influence of storybook on creativity such the study of Taskin (2013).

Using of storybook in foreign language class has many merits. Cunico (2005:28) states that "short story is an under-exploited resource in the foreign language classroom for promoting intercultural competence and developing an awareness of the interpersonal dimension rooted in the language we use. Short story also offers ample opportunities to explore nuances of the foreign culture as well as conflict situations and emotions which are seldom encountered in textbook dialogues and material, thus opening up to the students a world which is often denied to them in the foreign language classroom".

Confirming this Gasparro and Falletta (1994:84) refer tot "The use of poetry as story in the English as a Second Language (ESL) classroom enables students to explore the linguistic and conceptual aspects of the written text without focusing on the mechanics of language. Students are able to progress a sense of awareness of self in the target culture through

fictional interpretations of the poems. Teachers using this technique need to regard poetry that matches their students' language skills, ages, and interests."

Even (2008:37) inserts that through short story, poetry and drama, "Students enter imaginary worlds that they cooperatively construct, experience, furnish, arrange, and change. Thus, fictional situations can liberate and at the same time deeply stimulate and challenge learners' take on communicative situations, grammar, and literary texts"

The influence of short story also extend to the affective skills of the students. Özdemir and Çakmak (2008) refers to "a number of studies of the influences of short story on learners' cognitive and affective characteristics have been implemented recently. These studies uncoverd that storybook had positive impact on students' development of communication skills, socialization levels, development of emotional intelligence, social skills, empathic skills and empathic tendencies regardless of the grade levels of the students".

Kao, et al. (2011:25) also stressed, "In story-oriented English as foreign language (EFL) classrooms, teachers often ask questions to shape the story, unveil the details, sequence the scenes, create a beneficial linguistic environment to extract student output and reinforce meaning negotiation in the target language."

Therefore, "for more than 30 years short story has been fostered as a valuable teaching tool for language learning. Recent research results have reinforced this position." (Dunn& Stinson, 2011:76).

Culham (2003:85) observed benefits from using simple story activities with students and in teacher-in-service workshops as follows:

1. Students can express themselves in ways other than through words.
2. Story activities present community-building opportunities in a classroom where there are students of varying levels of language proficiency
3. Teachers are also able to manipulate non-verbal cues to demonstrate caring and concern for students in a way that more formal language instruction does not allow, bound as it is by the physical constraints and the pressure to understand.
4. Non-verbal story activities provide an excellent means of releasing the stress of language learning.
5. Students, often hesitant to speak out, can become confident when the language expectation is removed entirely.
6. "Total Physical Response is enhanced through story activities.
7. In all literature work, power dynamics shift as the teacher becomes a participant alongside the students.

8. Non-verbal story activities transfer directly to verbal ones, and subsequent verbal interchanges are triggered by these non-verbal activities.

On the other hand, Burke and O'Sullivan (2002: xx) identified seven reasons to incorporate storybook in the second language classroom:

1. Teachers and students can concentrate on pronunciation.
2. Students are motivated.
3. Students are relaxed.
4. Students use language for real purposes.
5. Risk-taking equals heightened language retention
6. Community is created.
7. Students and teachers can approach sensitive topics

Emphasizing the significance of storybook in language teaching, Kao and O'Neill (1998: 4) show in their book, *Words into Worlds*: "Storybook does things with words. It introduces language as an essential and authentic method of communication. Short story sustains interactions between students with the target language, creating a world of social roles and relations in which the learner is an active participant. Short story focuses on the negotiation of meaning (Snyman & De Kock, 1991:94). The language that arises is fluent, purposeful and generative because it is embedded in context. By helping to build the story context, they develop their social and linguistic competence as well as listening and speaking skills."

However, short story is used in the present research to represent the educational story used for learning not story as an art(i.e) the use of story as method, as a means of learning other subjects. According to Taylor (2008:47) "Narrowing the term in that way paves the way for a conceptual move which set up 'story as learning' in opposition to 'story as an art form' (when story is taught as a separate subject discipline) without further exploration. This was not the way the term was used by advocates of Story in Education who saw in the formulation 'story for learning' a way of embodying the change of attitude or understanding which came about as a result of participation in the story and which transcended mere developmental objectives or acquisition of personal qualities." Furthermore, previous studies are to confirm the significance of short story in both language teaching and creative thinking.

More recently, Barreto (2014:86) studied language acquisition through the use of educational story is explored. Research has demonstrated that using storybook in the classroom can assist language development of all students so as to accomplish English proficiency. Engaging in a learning experience through storybook activities without stress increases motivation for participation in the classroom, especially for English language learners. The fictional experience is made more meaningful by emphasizing a purpose, which demands problem-solving skills, along with various modes of language use. Moreover, evidence of language development can be evaluated through various modes. Within the context of short story, speaking and listening skills are boosted in peer-peer, group, and student-teacher interactions, which are useful for reading and writing. In order to further explore the results and benefits of short story in the classroom, various types of short story strategies and their applications were studied.

Taskin (2013:46) documented the effect of creative story-based instruction on fifth graders' science achievements in the light and sound unit and scientific process skills. This quasi-experimental research was conducted in one of the public elementary schools in Turkey during 2009-2010 academic year. A light and sound achievement test was developed and administered to randomly selected 60 students. The experimental group was instructed through creative story-based implications and the control group was never exposed to creative story. An instruction material including five lesson plans was constructed for the leader to administer creative story-based instruction. The unit was instructed to each group for three weeks. A science achievement test and a scientific process skills test were administered to each group as pre-post test. An independent sample t-test revealed that there were significant differences in the means of creative story applications, science achievement and scientific process skills.

Gomez (2010:75) investigated the influence of the use of short story in the teaching of English as a second language (ESL) as opposed to traditional instructional methods, specifically to the reinforcement of the oral skills, including pronunciation and fluency. The students assessed were Spanish mother tongue speakers and attended a public school in Madrid, Spain. Two classes from the same year group received instruction in the differing methods over a three-week period. They were examined pre and post instruction. Data was collected and analyzed using a two-tailed t-test for two independent samples with equal variance to examine whether either method was more effective. The researcher's hypothesis was that there would be no significant difference between the two methods. However, the findings of the study concluded that teaching English through short story was more effective than using traditional methods. The proposed null hypothesis was rejected.

The purpose of Uddin (2009:48) study was to find the relationship between counseling techniques and second language vocabulary acquisition for adult second language learners. This study carried out two counseling techniques, Role play and Storytelling, in teaching second language vocabulary to adult second language learners. The findings of this study stated that both techniques Role playing and Storytelling were reported to be favorable and successful by all participants who attended this study. The participants not only successfully enhanced vocabulary but also managed to employ those words into their Role play and Storytelling activities. Role play reinforced their fluency of communicative skills which necessitates vocabulary enhancement. Without such an increment of vocabulary, their progress would have been slower. Story telling helped participants to take time to meditate on their stories and to take full use of the vocabulary acquired earlier. These techniques particularly helped in making learners become independent learners, owning their language skills and, as a result, making them empowered. The results of the statistical analysis conducted on the participants' pre and post test scores also indicated that all participants made marked improvement, and thus both Role play and Storytelling can help adult ESL learners to improve their vocabulary and communicative language skills. Therefore, it can be said that both Role play and Storytelling can be successfully carried out in teaching second language vocabulary to adult second language learners. However, these techniques can only be applicable to intermediate and advanced level of second language learners.

Campbell (2008:38) tried to explore the impact of an infused theater arts program consisting of storybook, social studies, and language arts on the academic achievement of fifth grade students in 7 middle and elementary public schools in an urban school district. In addition, the researcher checked the influence of this infused theater arts model on the behaviors of students and teachers within the same setting. The primary measures used were language arts scale scores obtained from the state's standardized tests, New Jersey Assessment of Skills and Knowledge (NJASK5), and students' first and fourth marking period grades. Students' and teachers' self-reported reflections were used to assess behaviors. Two-way analysis of variance (ANOVA) was used to examine the effects of gender, school, and socioeconomic status on students' academic achievement. Chi-square tests were used to analyze students' marking period grades, students' behaviors, and teachers' behaviors. Data revealed that the infused theater arts program did have a significant influence on students' academic achievement. The data also stated that students who participated in the infused theater arts program for 1 year or more outperformed their peers who participated with the traditional curriculum for the same period of time. Significant differences were noticed in students' mean scores across schools. The influence of the infused theater arts program on students' and teachers' behaviors were significant for some measures assessed. When teachers' responses were analyzed, the influence appeared to vary across schools.

Ntelioglou (2006:81) investigated the impact of integrated storybook/ESL lessons on second language learners' language skills. The dual focus of the study was to use storybook to enhance the listening, reading, speaking and writing skills of the language learners, and to examine issues of "Immigration, Canadian Identity and Multiculturalism" through literature in an ESL/humanities first-year university course. Storybook education strategies were designed to create a context for reflecting the narratives of ESL learners' own lived experiences. The ESL students negotiated between fictional and actual experiences, past and present, and made use of in-role and out of role reflection throughout. The use of both verbal and non-verbal communication, collaboration, interpretation of information, imagination and risk-taking in the safety of fiction supported students' significant engagement through storybook. The research findings suggest that the integration of storybook helped students cross borders of cultures, identities and literacies in the multicultural second language classroom.

Alesaoy (2004:78) used the narration of Arabic language course in order to see its effect on developing some topics of language and social skills among mentally retarded students. The main purpose of this study is to figure out the effects of using narration on language and social skills of retarded students. The problem: The number of mentally retarded is raising up in addition to the failure of the ordinary ways in teaching for these students. This study depended on experimental method and used 1 - storybook 2-language skill measurement 3-social skill measurement. Sample of (N= 36) mentally retarded students from the fourth year is divided into 1- control group 2- experimental group 3- sample of the Arabic book which is decided on them. The results showed that there are statistically significant differences between the experimental group and the control group in the post test of the language skills scale in favor of experimental group. There are statistically significant differences between the experimental group and the control group in the post test of the social skills scale in favor of the experimental group. There are statistically significant differences between the

experimental group and the control group in the test of the language skills scale in favor of the experimental group. There are significant differences statically between the experimental group and the control group in the test of the social skills scale in favor of experimental group. There are statistically significant differences between the experimental group and the control group in the reliability test of the language skills scale in favor of the experimental group. There are statistically significant differences between the experimental group and the control group in the reliability test of the social skills scale in favor of the experimental group.

Culham (2003:65) investigated the possibility of storybook as a conduit for language acquisition and intercultural exchange. Drawing from practice, this thesis identifies both obstacles and opportunities encountered when story is introduced to ESL adults students. Interactive story activities and student reactions are detailed in this study, with a focus on the paralinguistic features that storybook provide participants. Established Story in Education activities have been modified to suit the needs of ESL learners, and those adjustments and findings are detailed. The findings of this research suggest that ESL teachers can, through storybook, access their students in significant ways and, in the process, promote language proficiency and encourage intercultural discovery. Espoused theory evidenced by interviews and personal observations is supported by research in the fields of storybook in Education and Second Language Education; extracts from ESL student journals are also included. The findings of this study can be applied to language learners of all ages and levels, but this study has primarily involved adult ESL learners at the lower levels.

Gaudart (1990:45) study investigated the use of story activities in English-as-a-Second-Language (ESL) instruction in Malaysia. Instruction occurred over an extended period of time and involved over 300 teachers, with a wide range of training and experience, in secondary and higher education institutions. Students were low-level, intermediate, or advanced learners in rural, urban, or tertiary schools. Class size ranged from 10 to 51 students. Types of storybook activities used were language games (including improvisation), pantomime, role playing, and simulations. They emphasized listening and speaking skills. In general, it was found that storybook techniques worked for most teachers and that some techniques worked better in certain circumstances than in others. Activities that do not emphasize performance were found more universally applicable than those that do. Some variability was found in the success of different activity types with different ability and school groups. It is concluded that storybook activities are useful in motivating students, holding their attention, and stimulating their creativity. However, student proficiency, needs, attitudes, experience, abilities, age, and interests must be considered. Some teachers find integrating storybook activities to be difficult; convincing and training teachers in their use is essential to success.

The Study

Context of the problem

Recently, concentration on thinking skills has become the goal of many educational systems. Some Arabic and foreign countries like Jordan, Qatar , USA, and Canada teach thinking as an isolated subject. Either being taught as an isolated subject or embedded in curriculum with other subjects, teaching thinking skills has become very substantial in modern education.

Since we are in creativity age and language learning is a precious opportunity to develop creative thinking as language learning class is full of different life like situations and full of characters and dialogue, teaching foreign language using storybook can be effectual in developing students' creative thinking. Thus, the present study will investigate the influence of teaching English subject using short story on the development of Iraqi EFL college students' creative thinking.

Statement of the Problem

The problem of the study can be clarified in the following question: what is the influence of teaching English subject using short story on the development of Iraqi EFL college students' creative thinking?

Questions of the study

The present research tries to answer the following question:

What is the influence of teaching English subject using short story on the development of Iraqi EFL college students' creative thinking?

The following sub-questions are derived from the main question:

- 1- What is the influence of teaching English subject using short story on the development of second year college students' creative thinking?
- 2- Is there any statistically significant difference between the achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using modern techniques) according to the pre-creative thinking test?
- 3- Is there any statistically significant difference between the achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using modern techniques) according to the post-creative thinking test?

Objectives of the study

The present study aims at:

- 1- Investigating the influence of teaching English subject using short story on the development of Iraqi EFL students' creative thinking.
- 2- Investigating relationship between students' achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using modern techniques) according to the pre-creative thinking test.

3- Investigating relationship between students' achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using modern techniques) according to the post-creative thinking test.

Hypotheses

1- Teaching English subject using short story is effective in developing second year college students' creative thinking.

2- There is a statistically significant difference at the level ($0,05>$) between the achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using modern techniques) according to the pre-creative thinking test.

3- There is a statistically significant difference at the level ($0,05>$) between the achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using modern techniques) according to the post-creative thinking test.

Significance of the Study

The importance of the present study lies in:

- 1- It draws the attention toward the influence of using short story in developing students' creative thinking.
- 2- It may provide teachers with applicable teaching situations using short story.
- 3- It may provide results which may be applicable in other subjects.

Sample of the Study

The sample population of the study involved two randomly selected second year classes of the Open Educational College in Al-Diwaniya Governorate. One class is assigned to be control group. It comprises of 24 students. The other class is assigned to be experimental. It comprises of 23 students.

Delimitations of the Study

The present study is delimited to:

1. Academic delimitations: Investigating the influence of teaching 4 short stories assigned in the textbook on students' creative thinking .The short stories are:

- a-"The Open Widow" by Saki's
- b- "The Happy Prince" by Oscar Wild's
- c-"The Black Cat" by Edgar A. Poe
- d-"The Doll's House" by K. Mansfield's

2. Place: 2 second year college students' classes of the Open Educational College in Al-Diwaniya Governorate.

3. Time: second course of the academic year 2018 – the stories have been taught over 8 weeks - 4 periods per a week. 45 minutes to each period (total 32 periods = 24hours = 1440 minutes).

Design of the Study

The present study used the quazi- experimental method to investigate the influence of teaching English subject using short story for second year college students on their creative thinking.

Tools of the Study

To achieve the aim of the study, the following tools are used:

- Torrance creative thinking test involved simple subtests of divergent thinking and the present study uses the verbal tasks using verbal stimuli subtest. The students' answers will be scored in three scales: fluency (the total number of interpretable, meaningful, and relevant ideas generated in response to the stimulus), flexibility (the number of different categories of relevant responses), and originality (the statistical rarity of the responses).
- Four fictional scenes for each short story of second year college English subject. Each fictional scene comprised objectives; context, characters, dialogue, Peer work and group work are stressed.

Procedures of the Study

The study adopted the following procedures:

1. Review of related literature and previous studies.
2. Four fictional teaching scenes were prepared in the light of short story for the material chosen of second year college English subject.
3. Tool (Torrance creative thinking test) is adopted upon review of literature and related studies.
4. Validity and reliability of the tools have been measured.
5. Assigning sample of the study and apply the pre-test of creative thinking for both control and experimental groups.
6. The control group was taught using the traditional way of teaching whereas the experimental group was taught using modern techniques.
7. The post--test of creative thinking was applied by the end of teaching the assigned unit.
8. Data was statistically analyzed.
9. Results have been discussed.
10. Based on results recommendations and suggestions have been occurred.

Definition of Terms

□ Short Story:

Holden (1981:46) defined short story as any activity which asks the student to portray self or another person in an imaginary situation. In Ntelioglou(2006:86) "short story can be defined as Teaming by doing'. For Shand (2008:23) "educational story and Second Language Instruction educational story refers to using creative story techniques to teach other subjects. These techniques include, but are not limited to pantomime, storytelling, story dramatization, role-playing, improvisation, theatre games, process drama, and play production."

For the purpose of the present study, short story refers to the fictional scenes prepared by the researcher and applied in the classroom. Each scene has a location, characters and fictional activities that done in pairs and groups. Role-play, dialogue, simulation, games, plays, mantle expert and other activities were included.

□ Creative thinking :

Taylor (2008:67) states " Creative Thinking will be operationally defined Standard Composite Scores: Fluency, Originality, Elaboration, Abstractness of Titles, and Resistance to Premature Closure, along with 13 criterion-referenced measures of creative strengths: Emotional Expressiveness, Storytelling Articulatness, Movement/Action, Expressiveness of Titles, Synthesis of Incomplete Figures, Synthesis of Incomplete Lines, Unusual Visualization, Internal Visualization, Extending/Breaking Boundaries, Humor, Richness of Imagery, Colorfulness of Imagery, and Fantasy.

Torrance (1969:26), a pioneer in creativity research, further defined creativity as sensing problems, searching for possible solutions, drawing hypotheses, testing, evaluating, and communicating results to others. Moreover, Torrance described the creative process as including original ideas, different points of view, breaking out of the mold, recombining ideas, and seeing new relationships among components as different ways creativity can be assessed.

In the present study, creative thinking refers to students' scores in Torrance test for creative thinking related to the three main skills of fluency, creativity and originality.

Data Analysis:

The first question:

To answer the first question, "What is the influence of teaching English subject using drama on the development of first year Iraqi EFL college students' creative thinking?", data was treated by the statistical program "SPSS" using t-test. Data treatment reveals that there is a statistically significant difference in mean scores of the pre and post test of the experimental group, the mean and Standard Deviation of pre and post grades of the experimental group is as follows:

Table (1)

	N	Mean	Std. Deviation
Pre	22	52.36	17.82
Post	22	102.86	22.73

Table (1) indicated that the mean of post grades of experimental group is more than the mean of pre grades of experimental group. Paired samples T-test was used as in the following table:

Table (2)

Experimental group	T	df	Mean Difference	Sig. P- value
Pre-post	12.06	21	50.50	0.00

Table (2) indicated that there exist statistically significant differences in students' pre and post grades of experimental group because of the p-value is less than 0.05.

The second question:

To answer the Second question "Is there any statistically significant difference between the achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using modern techniques) according to the pre-creative thinking test? ", data of the pre test was treated by the statistical program "SPSS" using t-test. Data treatment reveals that there is no statistically significant difference in the mean grades of control and experimental groups as the mean scores of experimental group was 54.40 and the mean scores of the mean scores of the experimental group was 52.36 . Std. Deviation of pre-test of control and experimental groups is as follows:

Table(3)

Groups	N	Mean	Std. Deviation
Control	20	54.40	22.20
Experimental	22	52.36	17.83

Table (3) indicated that the mean of degrees of control group is more than the mean of degrees of experimental group.

To test the statistically significant difference between the creative thinking of control group (those who study using the traditional method of teaching) and the creative thinking of experimental group (those who study using modern techniques) according to the pre-creative thinking test, independent samples T test was used as in the following table:

Table (4)

Pre test	T	df	Mean Difference	Sig. p-value
experimental ×control	0.33	40	2.04	0.74

Table (4) indicated that there are no statistically significant differences between the creative thinking of control group (those who study using the traditional method of teaching) and the creative thinking of experimental group (those who study using modern techniques) according to the pre-creative thinking test because the p-value is more than 0.05.

The third question:

To answer the Second question " Is there any statistically significant difference between the achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using modern techniques) according to the post-creative thinking test?", data was treated by using the statistical program "SPSS". Data treatment reveals the mean and Std. Deviation of post-test of control and experimental groups as follows:

Table (5)

Groups	N	Mean	Std. Deviation
Control	20	54.15	20.45
Experimental	22	102.86	22.73

Table (5) indicated that the mean of degrees of experimental group is more than the mean of degrees of control group.

To test the statistically significant difference between the creative thinking of control group (those who study using the traditional method of teaching) and the creative thinking of experimental group (those who study using modern techniques) according to the post-creative thinking test, independent samples T test was used as in the following table:

Table (6)

Pre test	T	df	Mean Difference	Sig. p-value
experimental ×control	7.27	40	48.71	0.00

Table (6) indicated that there are statistically significant differences between the creative thinking of control group (those who study using the traditional method of teaching) and the creative thinking of experimental group (those who study using modern techniques) according to the post-creative thinking test because the p-value is less than 0.05.

Results' discussion

As stated in the results, there is a statistically significant difference in mean scores of the pre and post test of the experimental group. The mean of post grades of experimental group is more than the mean of pre grades of experimental group. It was indicated that there exist statistically significant differences in students' pre and post grades of experimental group because of the p-value is less than 0.05. That means teaching English subject using short story is effective in the development of second year Iraqi EFL college students' creative thinking. This is consistent with the results of Taskin (2013) study.

On the other hand, data analysis revealed that there is no statistically significant difference in the mean grades of control and experimental groups according to the pre creative thinking test as the mean scores of experimental group was 54.40 and the mean scores of the mean scores of the experimental group was 52.36 (i.e.) there are no statistically significant differences between the creative thinking of control group (those who study using the traditional method of teaching) and the creative thinking of experimental group (those who study using modern techniques) according to the pre-creative thinking test because the p-value is more than 0.05. That means the two groups have the same level of creativity and ready to start the experiment. No previous differences will affect the experiment.

Results also revealed that there are statistically significant differences between the creative thinking of control group (those who study using the traditional method of teaching) and the creative thinking of experimental group (those who study using modern techniques) according to the post-creative thinking test because the p-value is less than 0.05 and this insure the influence of teaching English using short story on the students' creative thinking. Thus, results of the present study consistent with the study of Barreto (2014), Gomez (2010), Uddin (2009), Ntelioglou (2006), Culham (2003) and Gaudart (1990).

Recommendations and suggestions

Depended on the results of the study, the following recommendations and suggestions are made:

1. Teachers should be worked out on how to teach using short story in their classes.
2. Foreign language teaching should foster fictional activities to help students improve their personalities, achievement and cultural awareness of the foreign language.
3. The present Torrance test can be used in other research to investigate the influence of teaching subjects other than English using short story on students' creative thinking.
4. Further research is needed to investigate the influence of teaching English language using short story on teachers' performance.
5. Further research is needed to investigate the influence of teaching subjects other than English using short story on the development of students' achievement.

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