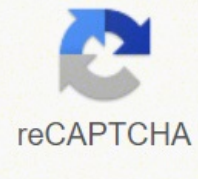
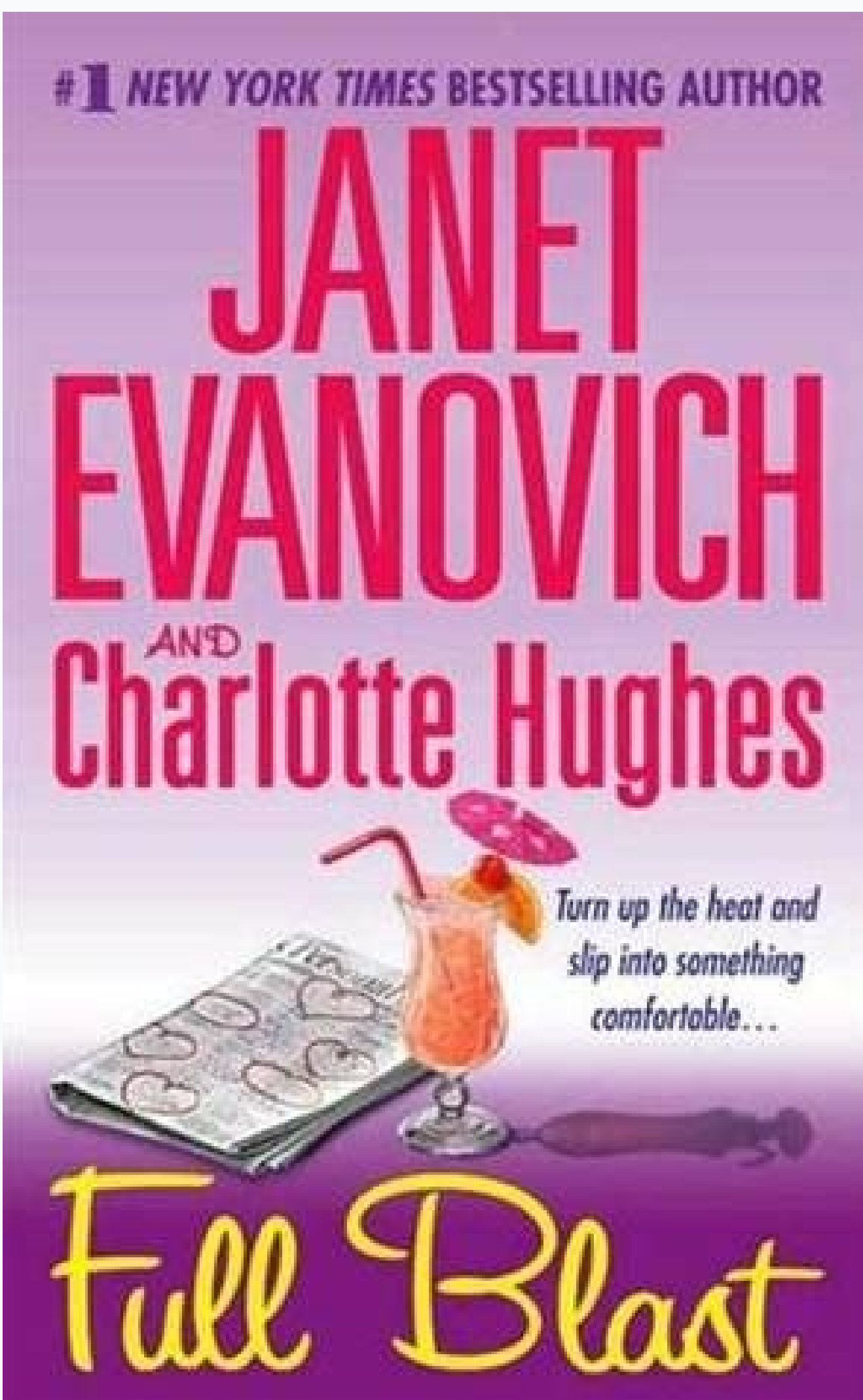




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Learning English through short stories

Ashraf Haji Maibodi

Today EFL students comprise a great part of the college population. In order to attain their academic goals, these students need to improve their second language proficiency in the four basic skills, i.e. listening, speaking, reading and writing. Teachers of college level EFL students are faced daily with maximizing students' progress in these skills and at the same time, with keeping students interested and motivated in their lessons. How we as teachers use and feel about the language has a significant effect upon our students' abilities to learn. Language experience takes advantage of students' interests and knowledge and facilitates the comprehension of the language within the context and also acts as a facilitator of language acquisition. To study the positive 'effects of the narrative text genre over a non-narrative (expository) text genre in reading comprehension' at the intermediate level of language acquisition, a study was conducted at The Islamic Azad University, Maybod Branch (Yazd). About 200 students from two levels of language proficiency participated in this study (freshmen and sophomores). Drawing upon the importance of text choice and studying literature in SLA the results of the study showed that the narrative text genre and language proficiency level were influencing factors in not only improving the participants reading comprehension but also somehow helped the students to acquire native like competence necessary for communication.

Keywords: Genre; narrative; expository; Schema Theory; Text Analysis

1. Introduction

The study of a foreign language, like that of most other disciplines is both a progressive experience and a progressive acquisition of a skill. And the progress made in a language when properly taught will not only have positive values but will also lay a foundation upon which further progress can be built. Progress is relative to the emphasis given to the instructional program and to the interests and aptitude of the learner.

Stern (1983) argues that in the twentieth century the concept of learning as it is understood today, has been greatly influenced by the psychological concept of the learning process, which includes not only the learning of skills or the acquisition of knowledge, it also refers to learning to learn and learning to

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