

Developing Writing Skills through English Short Stories: A Case Study in the Classroom

Nagendra Kottacheruvu

Department of English, School of Languages, Linguistics & Indology, Maulana Azad National Urdu University (MANUU) Gachibowli, Hyderabad, Telangana, India-500032

nagendrak@manuu.edu.in

ORCID <https://orcid.org/0000-0002-6026-3131>

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Abstract

This study seeks to determine the efficacy and utility of teaching writing skills through short stories to third-semester postgraduate students whose native language and language of instruction is Urdu at Maulana Azad National Urdu University in Hyderabad, India. This article investigates primarily the extent to which selected English short stories are useful and effective for teaching English writing skills. Due to their Urdu-influenced origins, it is a fact that the majority of our students struggle to speak and write in English. Due to their socio-cultural, fiscal, and pedagogical circumstances, as well as the way they are taught, they rarely interact with the target language. They are always hesitant to speak and write in the target language due to fear, hesitancy, and lack of experience, despite their passion for learning English. Mastering writing is regarded as one of the most transferable skills because it requires an extensive vocabulary and correct grammar. In addition, it requires constant effort, practice, reading, and exposure to language use. Students from both Madarasa and Urdu backgrounds with little exposure and practice find mastering writing to be the most challenging endeavour. The findings of this study indicate that reading English short stories improves writing skills.

1. INTRODUCTION

Language is the medium through which we communicate our ideas, emotions, and thoughts, as well as convey messages. English is now not only a global language but also the vernacular of all community relations. It connects individuals worldwide and facilitates communication. According to Crystal (1997), a language attains a genuinely global status when it acquires a function that is acknowledged in every country. English is an official language throughout the globe, demonstrating its unique role. Crystal continues by stating that a language only attains genuinely global stature when it plays a significant role in a country. It is a fact that in the majority of countries, a significant proportion of the population speaks English as their native tongue, which makes the English language so distinctive. In recent years, there has been a significant increase in enthusiasm for the English language because it connects individuals from all over the world. Another reason for English's prevalence is that it has become the language of education, business, and online communication worldwide. As a consequence,

English has acquired the status of a standard language and has a large number of users worldwide.

1.1.The Importance Of Writing Skills

The father of the English essay and French philosopher Francis Bacon (1605) once said, "Reading produces a whole man, conference makes a ready man, and writing makes an accurate man." In other words, writing abilities are essential for academic success as well as personality development. Language is one of the means through which people may communicate with one another, and the ability to write is a component of language that takes earnest work to learn. Similar to speaking, listening, and reading, writing is an essential language skill. Emails, letters, essays, circulars, directions, and reports should all be written by students. Writing is therefore not simple since it involves thought to organise thoughts and convey meaning on paper. Writing is vital to our everyday lives since it serves several purposes in the academic, governmental, social, and cultural spheres. English has emerged as a crucial language, particularly in the realm of education. Anyone can write in this day and age, known as the "technology age," because there are so many social networking sites like Facebook, Twitter, blogs, writing groups, and other marketing sites. Poor writing can leave a bad impression on readers and cause them to react negatively when they find a mistake. Writing has a vital function, whether in school or the workplace because, for marketing or professional purposes, a single error can call into question the veracity of the output.

1.2.Writing As A Skill

Writing is regarded as the most challenging of the language abilities. It is the most difficult trait to acquire. It requires proper grammar, a sufficient vocabulary, correct orthography, an appropriate sentence structure, linking words, and so on. According to Starkey (2004), a valuable text is organised, plain, coherent, and uses truthful language and effective word selection. Thus, it is evident that writing requires students to consider and organise their ideas, thereby fostering their independence, fluency, and creativity. Writing requires conscious effort, adequate concentration, and mastery of a language in order to express one's thoughts; therefore, it is essential for academic development. Furthermore, writing is regarded as the final talent, as one cannot begin learning a language before mastering hearing, speaking, and reading.

Forms of writing

There are various types of writing, and each has its own manner, including essays, letters, summaries, paragraphs, etc. An essay is a brief literary composition on a specific topic, whereas a letter has a concise, plain, and effective writing style.

Aspects of writing

Effective writing requires three fundamental qualities: concision, accuracy, and impartiality. The discipline of expressing a great deal in few words, conciseness makes writing a component of the puzzle. Precision is the attribute of exactness, which is related to precision. The writing must accurately depict the original text. Otherwise, it may be difficult for readers to connect the text to the original idea. Neutrality implies that the text contains original ideas; the writing should neither support nor oppose the main concept. The writing style must be neutral. Initially, writing can be challenging for a variety of reasons, but with the following methods, we can surmount this misconception. It requires reading the original text carefully, rereading the text, not imitating the original text, and keeping it brief and clear; it should be based on a central

idea followed by auxiliary ideas; you should never add anything to the translation; it must be neutral, checked for accuracy, and at least revised.

1.3. Teaching Writing Skills Through Literary Texts

The incorporation of English literature, particularly short stories, into the language classroom has increased due to the texts' authenticity and richness. Nevertheless, some ESL instructors believe that an ESL classroom should only cover fundamental linguistic concepts. In the early days of English language instruction, traditional methods such as the Grammar Translation Method (GTM) dominated, promoting the translation of literary texts from a second language into the student's native tongue. Later, numerous new approaches and methods, such as the direct method, the audio-lingual method, collaborative language learning, suggestopedia, de-suggestopedia, complete physical response, etc., were introduced, and literature was not used. This changed, and the use of literature in language instruction grew. In addition to acquiring knowledge, literary texts contain contextual grammatical structures and vocabulary that help ESL students develop their overall language abilities. According to Collie and Slater (1991), literature provides ESL pupils with a better understanding of the country and people whose language they are acquiring. In addition, they believe that the use of literary texts in the language classroom has the benefit of imparting cultural information. Four reasons were provided by Collie and Slater (1990) for integrating literature into the English classroom: authentic material, cultural enrichment, linguistic enrichment, and personal involvement. Therefore, literary texts used in the English classroom improve students' language skills and can be used as an intriguing writing resource in the language classroom.

1.4. The Role Of Short Stories In Teaching Writing Skills

Most short stories have a lesson to be learned. We have a strong tradition in India of telling stories with morals and values like bravery, loyalty, kindness, telling the truth, and so on. Taylor (2000) says that the stories have themes and touch on psychologically important things like honesty, kindness, generosity, jealousy, arrogance, greed, and so on. Stories can help people of all ages with the ideas and problems they talk about. Most of the time, grandparents or parents tell stories to their children, which helps them learn about life's values. Most stories keep cultural values and a sense of well-being. Heroes and legends are shown to be good, honest, and united, which is meant to inspire students.

2. LITERATURE REVIEW

In general, brief stories are a form of literature that aids in the development of students' oral, written, and social skills. In rural areas of India, it is believed that English is viewed as a distant language, and the majority of students do not acquire English for intrinsic reasons; therefore, incorporating short stories into the curriculum can provide motivation. Ellis and Brewster (2002) contend "Children appreciate hearing repeated tales. Certain linguistic elements can be acquired while others are explicitly reinforced through this repetition. Numerous narratives feature the natural repetition of active vocabulary and structures. This helps students remember every detail so they can progressively learn to predict what will happen next. Repetition also facilitates narrative participation." Listening to short anecdotes in the classroom encourages students to share their social experiences, resulting in amusement and encouragement. Not only is this enjoyable, but it also helps to develop their confidence. According to Paran (2003), teachers typically rely on textbooks for classroom exercises. Textbooks are insufficient to

inspire creativity in students; the instructor must rely on supplementary materials. Concise stories are an effective way to aid in the development of learners' fluency due to the fact that they engage learners, make instruction more effective (Ali et al. 2023), and facilitate the easy acquisition of complex concepts. Listening to brief stories elicits students' memories and stimulates their imaginations, thereby fostering the growth of their creative potential through personal involvement. In the English classroom, short stories can be utilised to teach elementary syntactic structures. In general, brief stories are written in simple tenses, making it easier for students to comprehend how certain vocabulary and grammatical patterns can be utilised in sentences.

3. METHODOLOGY

This study used a mixed method, which is thought to be the third most important method after the quantitative and qualitative methods. There are three reasons why quantitative and qualitative research should be done together. It is used to make sure that something is true. Combinations are used so that the analysis can give rich data and start new ways of thinking by paying attention to the differences between the two sources of data.

3.1. Research tools

As stated previously, the purpose of the present study is to investigate how brief stories improve English writing skills among Urdu-speaking postgraduate students at MANUU. The research was therefore conducted in two phases: the preliminary study and the primary study. In the preliminary study, the focus was on investigating key factors pertinent to teaching writing in an ESL classroom. This study's data was gathered by interacting with students, observing students, and administering a pre-test. The primary study consisted of four steps: problem identification, formulation of a checklist to improve writing skills, use of short stories as a writing instrument, improvement of writing skills, and a post-test.

3.2. Sample size

For this study, postgraduate students from MANUU in Hyderabad, Telangana State, India, were used. This study's sample is made up of 65 P.G. students in their third semester whose first language and the language they learn in class is Urdu. It is assumed that the students know how to write answers, paragraphs, essays, and summaries since their textbooks use stories to teach them. All of the students are between 22 and 25 years old and come from the same social, economic, educational, and cultural backgrounds. They speak Urdu as their native language at home and with their classmates at university.

3.3. Group discussion

The purpose of the group discussion with the students was to acquire information about their English language and teaching practice experiences. It is assisted the teacher in determining the students' English proficiency, the language most commonly used in the classroom, the students' writing abilities, and the methods employed by their instructors to enhance writing abilities, etc. Through discussion, the instructor learned the students' perspectives on language. The teacher also attempted to collect information about the students' social backgrounds, attitudes towards learning, types of writing activities, and methods used to foster writing in class.

3.4. Interaction with students

As part of the preliminary research, it was necessary to become acquainted with the students. Prior to the experiment, the teacher engaged in an informal interaction with the entire class to

put the students at ease and alleviate their apprehension. The instructor's use of basic English made it simple for the students to respond to the queries. The informal interaction with the students was intended to acquire information about their heritage, and the use of their native language was intended to pique their interest in learning English. During the interaction, the instructor posed questions in English and encouraged students to respond as much as feasible in English. Few opened their mouths and attempted to communicate, while the majority resisted responding in English. After the casual conversation, it became evident that the students were extremely enthusiastic about learning English. When the researcher questioned them in their native dialect, all of them expressed distress. The informal interaction afforded the instructor the chance to learn about many of the students' learning difficulties and attitudes towards English, particularly concerning their writing skills. The informal interview was conducted twice, once at the beginning and again at the end of the session, in order to determine how they felt about the instruction or feedback and to observe any changes in their attitude and confidence.

3.5. The questionnaire for students

The students filled out the questionnaire to find out some basic information about their social and economic situations. Each student was given a copy to fill out. The purpose of the questionnaire was to find out about the student's background and academics. The teacher put a lot of work into making the questionnaire simple and clear so that it would be easier to understand. 65 graduate students were asked to fill out the survey. The second part of the questionnaire asks about the students' academic lives. In this part, the teacher asked 10 questions to find out how the students felt about learning English. The questions were about vocabulary, grammar, and reading passages.

3.6. Selection of the Short Stories

The short stories were chosen with a lot of thought and research. The researcher made sure that all of the stories chosen were fun, taught good values and morals, and had good writing skills, a rich vocabulary, and good syntactic structures. Ten short stories were used in class to teach students how to write. The Adhithya Moral Story Book was used to choose all ten of the short stories.

3.7. Procedure

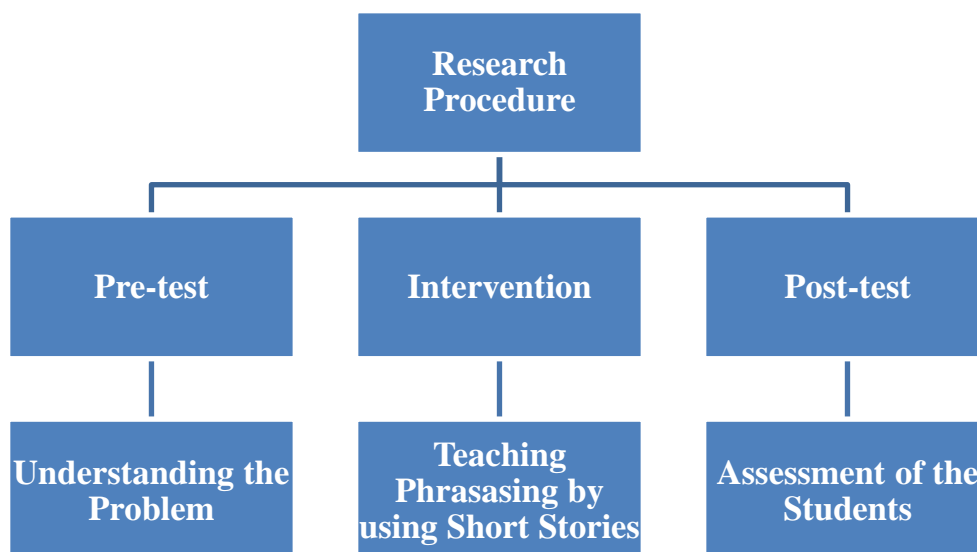


Figure -1: Assessment Procedure

3.8.Pre-Test

A pre-test was given to find out what the writing problem was. The pre-test questionnaire asked about vocabulary, how to put together sentences, grammar, and passages. The vocabulary items were given to test the learners' English vocabulary. Some grammar items were also included to focus on how to use grammar, and a passage was given to test the learners' understanding of how sentences are put together. The teacher gave all instructions and made sure they were clear. There was a pre-test to find out which students were having trouble writing and needed more help. The person who did the study thought that short stories would help people learn how to write in English.

3.9.Intervention

Once the problems of the students were identified and an informal discussion had taken place with them, a specialised intervention to improve their writing abilities was planned. Before definitive data could be acquired, the researcher determined that the students required additional training. The first day began with an informal conversation in which participants were asked to introduce themselves, allowing the researcher to assess their language abilities and become acquainted with them. The mother tongue was used less in subsequent lessons, and students were encouraged to pose queries and respond in English. Throughout the intervention, a total of ten short stories were used to inspire and instruct students in writing skills. The intervention lasted twenty hours of instruction. On these days, the students were exposed to various forms of culturally-relevant short stories that they were already familiar with.

3.10. Post-test

After the intervention, short stories were used in a post-test. On this test, there were two review questions. The questions were based on the interesting and helpful stories in Adhithya Moral Story Book. So, the researcher could find out if short stories can help English-language students improve their writing skills. The researcher found that students' writing skills can change if they put in a little effort, get some help, and are encouraged.

4. DATA ANALYSIS

As part of the study's intervention, students were interviewed and given a pre-test. After comparing post-test results to pre-test findings, students were taught and assessed on core grammatical structures, paraphrasing strategies, training to identify clues from short stories, and writing talents.

4.1.Interaction with the students

This was the introductory class in which the instructor learned a great deal about the selected samples and their approach to learning English. The instructor took notes and documents each encounter with these students. The informal interaction aimed to make the students feel at ease and familiarise them with their learning environment.

4.2.Analysis of the teaching and learning atmosphere

After interacting informally with the students, the instructor was able to comprehend how they learned English. The instruction was entirely teacher-centred and adhered to conventional practises. Teachers do not employ any writing techniques, but instead instruct students to

complete brief writing assignments in response to verbal or visual prompts by narrating and writing on the board. To pass the exam, students replicate and memorise the answers rather than comprehending them. Even in English classes, pupils do not receive the necessary exposure to English, and no efforts are made to encourage them to write.

4.3.Pre-Test

A pre-test was administered to determine the enrollees' level of English writing proficiency. The test consists of elementary grammar questions and a passage about the last film the students viewed. The researcher made it plain that they should compose the passage in a succinct manner, similar to the paraphrase writing skill. The researcher considered their level and all the fundamental requirements for writing a test. One section of the questionnaire addressed grammatical issues such as missing letters, vocabulary, incorrect patterns, and tenses, while the second section dealt with a passage of text.

4.4.Qualitative analysis of the pre-test

After analysing the pre-test papers, the researcher discovered that only a few of them performed well, while the majority had writing difficulties and scored below the proficiency level. Sentence formation, improper use of punctuation, tense errors, misspellings, and organisation were problems shared by all students. They were unable to comprehend the true meaning of precision because some of them wrote lengthy lines while others wrote few lines. They required appropriate instruction to enhance these grammar elements. Several examples of common errors are described below.

4.5.Grammatical errors

Grammar is the system of language and is thought to be one of the most important parts of any language system. Grammar is used in sentences so that they make sense and send the right message. Learners made the most mistakes with tense, vocabulary, sentence structure, punctuation, connectors, and outline on the pre-test.

4.6.Organization

It creates lucidity in writing by organising other aspects of writing. It demonstrates how concepts are conveyed and how sentences are constructed. When analysing the writing portion of the pre-test, it became evident that the learners have a significant problem with writing in English, that the researcher grasped their language level, and that they require a great deal of guidance when writing a summary.

Step 2: Intervention

After administering a pre-test, the researcher has a clear understanding of the learner's difficulties with writing skills. Therefore, the researcher began the intervention by instructing fundamental grammatical concepts and sentence construction. In grammar, students are taught tenses, punctuation, subject-verb relationship, and outlining. After a few courses, students were exposed to writing skills and taught how to write effectively. The researcher used ten short stories to learn writing skills, which helped maintain the researcher's enthusiasm because the students were so engaged in hearing a familiar story. They were instructed in depth on all aspects of summary writing. Three fundamental elements of a summary were discussed: conciseness, precision, and neutrality. Conciseness indicates that a summary is brief, but includes all supporting details and the main argument. A summary is precise if it is plain and provides a distinct picture of the original text. In addition, neutrality implies that a summary does not support or oppose the main principle. Later, learners were instructed on how to extract

clues from short stories, with the next lesson's materials provided to them one day in advance. Learners were asked to read and identify the text's main idea, and after the discussion portion, their reservations were recorded to provide them with a clear understanding of the main points and supporting points of a fairy tale. In the final phase of the intervention, the students practised writing summaries by reading suggestions from the researcher written on the board. Before assigning the writing assignment, the meanings of the vocabulary words, examples of linkages, and the main idea were discussed. In the final stage, learners practised writing a summary without any hints, and they were given some guidelines for writing summaries, such as reading the text attentively and rereading it before writing, not copying the original text, keeping it concise and plain, and maintaining neutrality.

Step 3: Post-Test

A post-test was given to see if there had been any development in English writing, particularly in the area of summary abilities. The post-test was given to the same set of students who had taken all 20 courses. The primary goal of the post-test was to determine if the students' ability to write summaries had increased as a result of the practise exercises. Writing summaries of any folktale they had learnt during the intervention session was the second task after answering the first question, which asked them to summarise a folktale using the clues the researchers had chosen. The pre-test time limit was followed, and all factors pertaining to the learners were taken into account when creating the questionnaire. Before the test, the students received the proper instructions and were fully briefed on everything.

4.7. Qualitative Analysis of the Post-Test

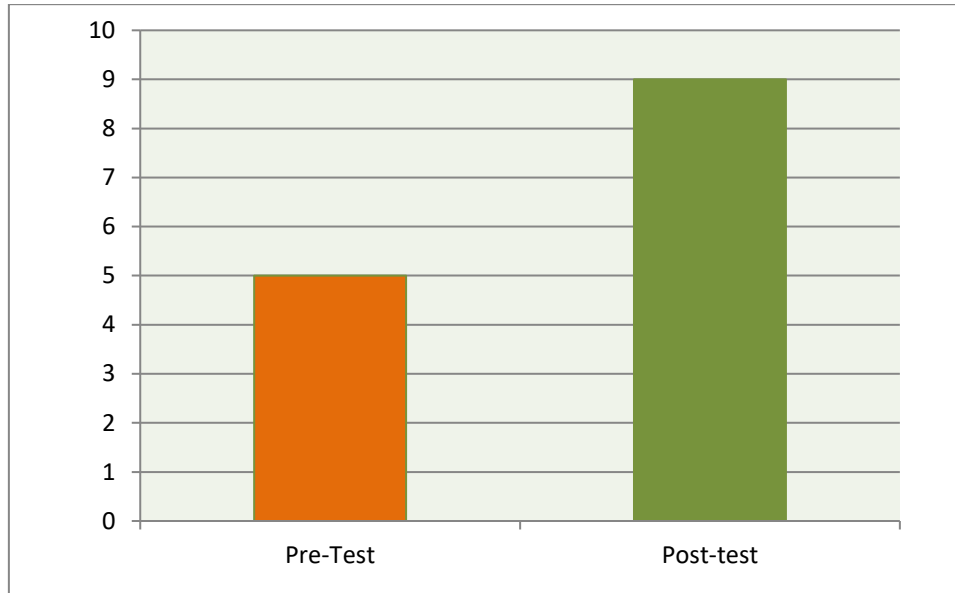
The post-test was administered in English, as were all instructions. To determine if the learners' knowledge had increased, the first question required them to list the short stories selected by the researcher, while the second question required them to make their own selection.

Organization

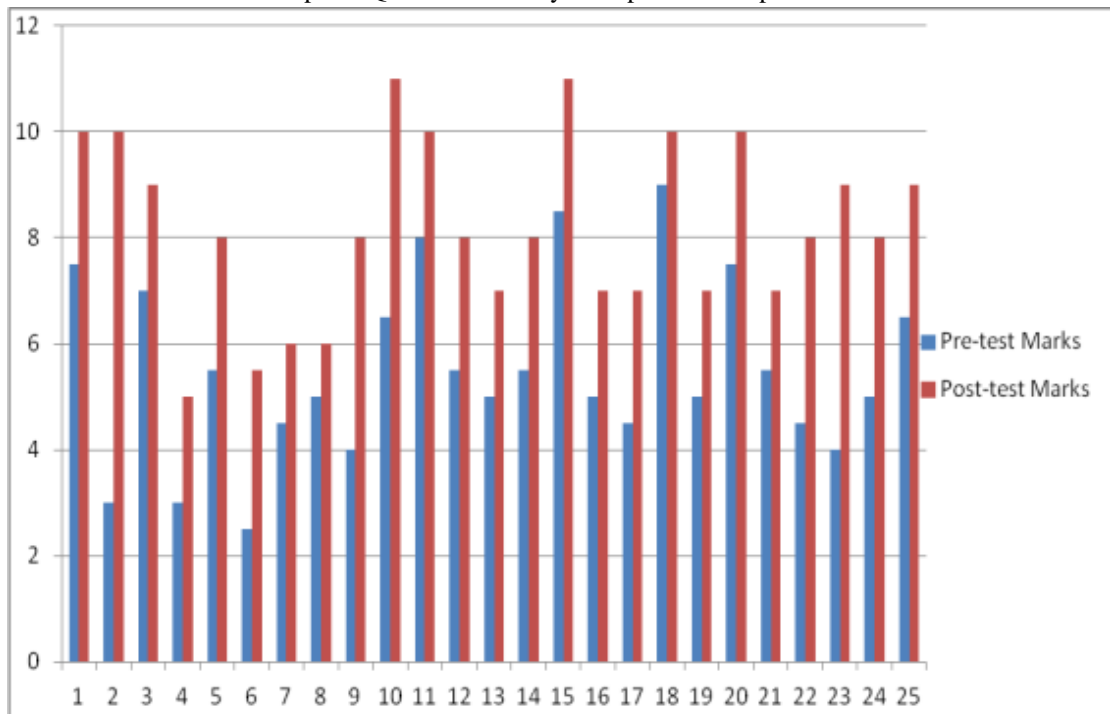
The post-test was set up in a different way than the pre-test. The sentences on the pre-test were hard to understand, but the sentences on the post-test made sense and were well-organized. From the pre-test to the post-test, it was found that learners' summary writing skills changed and got better in many ways. Many students didn't answer parts of the pre-test they should have, but they did well on the post-test. Learners who didn't answer in the first lessons because they didn't have enough confidence or direction started to ask and answer in broken sentences. Few of them got to an extreme level, which shows that they can get better at writing if they are shown how. Short stories were a big part of how I learned to sum up things in English and how I wrote them down.

Quantitative analysis of the pre-test and post-test

The researcher looked at the total scores on both the pre-test and the post-test to figure out how well the learners did. The average score of all students on the pre-test and post-test is shown in the next table.



Graph-1: Quantitative analysis of pre-test and post-test



Graph-2: Differentiation of Pre-Test and Post-Test

The average score of the students on both examinations is depicted in the graphs presented above. The average score on the pre-test differs from the score on the post-test. The score was determined by the performance of the learners on the pre-test and post-test, which covered all aspects of grammar in the written summary. Short stories can help learners enhance their writing skills, according to the study. Therefore, it has been demonstrated that short stories encourage students to improve their writing abilities. The analysis of the pre-test reveals the writing difficulties of the students, while the analysis of the post-test demonstrates that if the students have sufficient exposure to English or if their teachers choose an engaging method to introduce them to the language, they are capable of expressing their ideas in writing in English.

5. RESULTS

This section presents the key findings based on responses from the pre-test to the post-test administered after the intervention session.

5.1. Student's proficiency

The results of the study indicate that the majority of pre-test learners lack fundamental language skills, grammar, and sentence formation. They have significant issues with tenses, punctuation, orthography, article usage, coherence, etc. However, they were eager to learn when the researcher incorporated brief anecdotes. As the sharing of short stories piqued their interest, the students demonstrated enthusiasm and a desire to study English writing in class. Because there is no culture of using L2 in the classroom, among students and instructors, the researchers acknowledged that these students have limited resources and opportunities to develop their English writing skills. Teachers in their schooling did not use any strategies or conduct any additional activities to promote English. In lieu of learning and obtaining a deeper comprehension of English, they are provided with study guides and notes to pass the exam. They are unaware of learning strategies and have no English-writing environment or practise.

5.2. Student's Proficiency after the Post-Test

After the intervention, significant progress was observed. In the analysis of the pre-test and post-test, post-test performance was superior in all aspects of writing. The post-test results reveal the following issues. The students did not memorise the response. They attempted to think and write independently. Short stories during the intervention familiarised students with writing and helped them strengthen their English writing abilities. Short story discussion and instruction resulted in enhanced writing skills, as demonstrated by the post-test. In comparison to the pre-test, the learners' post-test writing was legible and they attempted correct sentence formulation.

5.3. Learning Environment of the Students

Environment serves a crucial influence in language acquisition. The socioeconomic background of Urdu pupils in the rural part of the India has a negative impact on their academic career. Students are separated into various sections in school, and there is no student-friendly environment. They lack even the most fundamental amenities, including computer classes, a projector room, a library, and other technical apparatus. These pupils have no contact with the English language in or outside of the classroom.

5.4. The implication of the Study

The study's results have implications for how these postgraduate students should be taught to writing skills.

5.5. Implication for the Learners

Students must realise that English is equally as essential as other subjects. They must comprehend the significance of English language for furthering their education. Students must pay close consideration to their writing abilities, as this is the most complicated skill. They must take advantage of the available opportunities, such as asking the teacher for advice, communicating in English with classmates and teachers, giving English assignments a high priority, completing writing exercises and asking the teacher for feedback, etc. Creating an environment where they can debate or discuss in order to generate more ideas prior to writing. Students must recognise the significance of all language skills. They must realise that writing is crucial to their future academic and professional success.

5.6. Hypothesis Revisited

The study hypothesised that Urdu medium students lacked exposure to English and that the classroom teacher's methods did not provide sufficient support and motivation for students to enhance their English writing abilities. The researcher hypothesised that using written short stories can help students improve their ability to write. The results of the pre-test revealed that the learners laboured in all aspects of writing skills; therefore, the first and second hypotheses of the present study were confirmed, as the learners lacked English experience. The classroom instructors did not employ any techniques or strategies to enhance the students' writing abilities. Instead of emphasising the writing process, the instructor emphasised the final product. Consequently, students lacked writing practise and were incapable of writing. The second aspect of the hypothesis also proved to be true, as the students were unfamiliar with the required English textbook and found English to be the most challenging subject. Lesson topics had nothing to do with the cultural heritage of the students, so they were alien to them. The final and fourth hypotheses of the study were also validated. After analysing the intervention and the post-test, it was determined that the written short stories assisted the students in writing summaries because they found them to be highly engaging and familiar. In the intervention session, ten short stories were used to teach all effective writing techniques, as demonstrated by the post-test. They relished the short stories because they could relate to them, so all students were fully engaged, which assisted the researcher in collecting data. Due to time constraints, the researcher concentrated on writing, but the post-test revealed that all aspects of writing had improved among the students. Therefore, the analysis demonstrates that appropriate instruction and short stories can result in improved writing performance.

5.7. Results of the study concerning the research questions

The research questions are what types of writing difficulties students face and whether cultural resources and short stories help students enhance their English writing abilities. The study's first query can be answered by analysing the pre-test. The analysis reveals that the students struggled with all aspects of writing, as they were unable to formulate their ideas into sentences and made numerous grammar mistakes. Sentence formulation, vocabulary errors, improper use of tenses, and punctuation and article errors constituted the primary issue. The second research question was also answered in the affirmative because the analysis of the post-test demonstrated the improvement of the learners after the intervention in which ten short stories were used to teach the learners how to improve writing skills, and the short stories became an essential tool for the development of writing skills. After analysing the pre- and post-tests, both queries were therefore effectively answered.

5.8. Pedagogical implications

Some of the ways the study can be used in teaching are, all English teachers should have to take at least one English course to get a certificate since most teachers have a Bachelor of Education degree and a degree in English literature, but they can still teach English. Teachers need to be trained on the proficiency scale and know how to use it. This will help them figure out what their students are good at and what they need to work on. We need to change "I can't" to "I can."

5.9. Remedial measures

The purpose of remedial actions is to support students by providing them with additional assistance. The following are examples of implementable items: Adding a writing-specific subject to the school's schedule is possible. Monthly writing contests should be conducted to

encourage student writing. Students' writing abilities will be enhanced by the inclusion of culturally-based stories in required textbooks.

5.10. Motivational measures

Motivating measures assist students morally and raise their awareness. They motivate students to succeed in life. Teachers are typically role models for students, so English instructors must motivate students and recognise the significance of English, particularly writing skills. Additional classroom activities such as group discussions, discussions about animated characters, film screenings, and the sharing of cultural stories can motivate students to learn English.

5.11. Limitations of the Study

Significant findings were attained during the course of the study, from the creation of the pre-test questionnaire to the conclusion of the post-test. The study, however, was also subject to certain restrictions. The researcher ran across the following restrictions while conducting the study. Short tales were used in the study to try to teach writing techniques, however the researcher only had a little time to gather data. This study is restricted to one classroom and focused on a certain area. The classroom sample was narrowed down to a particular set of 65 pupils since this study needed to analyse each participant individually. While the researcher had intended to teach at least ten short tales, the pupils' limited background knowledge only called for a few courses on other writing-related topics.

6. CONCLUSION

This study concludes that short stories are significantly more effective, engaging, and advantageous for developing writing skills. Consequently, the study attempted to teach Urdu language students writing skills through the use of selected English short stories. The lack of exposure to the English language outside of the classroom makes writing the most difficult skill for these students, jeopardising their ability to pursue higher education and forcing them to discontinue their education. This study was conducted to assist these students in resolving this issue. This experiment has significantly altered the improvement of writing skills. They were inspired and motivated to enhance many aspects of their writing, including letters, emails, essays, paraphrasing, and summarising, through the use of brief stories. In addition, it has been demonstrated that students are able to reorganise themselves after using short stories to enhance their writing skills. Without mastery of English and all language abilities, it will be challenging to navigate anywhere in the world, the researcher concludes. This study demonstrates that teaching writing skills through brief stories improves the writing abilities of Urdu language students.

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