

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**University of Mohammed Seddik Ben Yahia**  
**Faculty of Letters and Languages**  
**Department of English**

**Enhancing EFL Learners' Vocabulary Acquisition through  
Reading Short Stories**

A Case Study of Third Year Students of English at Mohammed Seddik Ben  
Yahia- Jijel University

Dissertation Submitted in Partial Fulfillment of the Requirements of the  
Degree of Master in English Language Sciences

**Submitted by:**

Seloua LEMHECHHECHE  
Mounira BOUROUIS

**Supervisor:**

Mrs. Sabrina HADJI

**Board of Examiners:**

Chairperson	Rafika MALEK	University of Jijel
Examiner	Chadia CHIOUKH	University of Jijel

**2016-2017**



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## Dedication

*In the name of Allah, the most Gracious, most merciful*

I dedicate this work:

To the light of my eyes my mother **Sakina** for her encouragement, sacrifices, prayers, patience and endless love. *🥰 love you mom.*

To my beloved father **Noureddine**, who has strengthened my will and raised me.

To my wonderful brothers **Mouhcine** and **Housseem** for their help, encouragement, love and financial support.

To my beautiful and adorable sister **Hania**, and my little sweet sister **Khadija**. I am really thankful for their love and emotional support whenever I was in need.

To the source of happiness in my life my grandmother **Aicha**. For whom I wish a long life plenty of health and happiness.

To my dear uncles and aunts namely **Aziza** and **Rachida**.

To my lovely cousins namely **Selma, Yahia, Chakine, Mohamed, Chaima, Doha, Youcef**.

To the shining stars in my life my best friends: **Nourhane, Amel, Meriem, Samia, Sabiha, Amel, Djahida, Abida, Jmane, Hassiba, Jlhame, Mounira, Somia, Jbtissem, Wafa, Abla, Samiha, Jmane, Salika**. I appreciate their support, love, and encouragement.

To all those who know me and love me.

**Seloun**

***In the name of Allah, most gracious, most merciful, all the praise is due to Allah alone, the sustainer of all the worlds.***

I lovingly dedicate this work to:

My mother ***Massouda***; the dearest person to my heart and the light of my eyes, for her devotion to my education.

My father ***Abdel Majid***; for his support and encouragement to believe in myself and go further.

My dear sisters ***Soad, Fatima, Hanan, Faiza, Amina, Linda, Meriem*** and ***Khadija*** for their confidence in me.

My beloved brothers ***Abdel Hakim, Samir, Abdel Ghani, Abdel Allah, Hamza, Atman*** for their support throughout the process of learning.

My nieces and nephews especially ***Dawad, Bilal, Sara, Omaira, Loay, Anfal, Bouchra, Ritaj, Abdel Basit, Siraj Eddine*** and ***Adel***.

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### **Abstract**

The present study aims at investigating the role of reading short stories in enhancing third year students' vocabulary acquisition at the University of Mohammed Seddik Ben Yahia, Jijel. To achieve that aim, two research tools were used: a questionnaire and a test. The students' questionnaire aimed at finding out their attitudes towards reading short stories in acquiring vocabulary, whereas the test aimed at measuring the degree of acquiring new vocabulary through reading short stories. The results obtained confirmed the hypothesis that if EFL learners read short stories, their vocabulary will be enhanced and developed, showing that most of the students have acquired new vocabulary items after they had read the short stories including those items. Based on those findings, some pedagogical recommendations are suggested for the teaching of vocabulary using short stories.

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## **General Introduction**

- 1. Background of the Study**
- 2. Statement of the Problem**
- 3. Research Aims**
- 4. Research Questions**
- 5. Hypothesis**
- 6. Research Means**
- 7. Structure of the Study**

## 1. Background of the Study

Language is used as an instrument to communicate and express one's ideas, thoughts, and feelings. Vocabulary as a component of language plays a significant role in learning a foreign language. It is an important element that supports the major four skills of speaking, listening, reading and writing. Hence, vocabulary should not be neglected by anyone who learns a language. Moreover, without an adequate number of words, Foreign Language Learners (EFL) will not be able to communicate, express, and convey their thoughts and feelings in that language. Thus, students should learn a wide range of words and should know how to use them correctly. Wilkins (1972) stated that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (as cited in Thornbury, 2002, p.13). This implies that vocabulary is very important in communication. Teachers should play a crucial role in helping EFL learners to acquire a high number of words. Learners' role is to find the best ways and techniques that motivate and encourage the students to develop and enrich vocabulary acquisition. Many studies have undertaken the study of reading short stories and tried to find out if they are important and influential to improve learners' vocabulary such as Rupley and Nicholas (2005), Krashen (1989), and Nagy and Anderson (1984).

Rupley and Nicholas (2005) discovered that "longer retention of vocabulary happens when they encountered them in numerous assignments. To make sure that the learners are really learning the words, they must be able to use them in several different contexts, that is, they must use them in different occasions such as reading, speaking, writing, and listening" (as cited in Parvareshbar & Ghoorchaiei, 2016, p. 1477). In addition, Nagy and Anderson (1984) stated that extensive reading is very important in the enhancement of EFL learners' vocabulary. Blachowicz and Fisher (2004) believed that

short stories are of great importance in developing EFL learners' vocabulary knowledge as much as they read.

Moreover, Krashen (1989) stated that "reading short stories in a Second Language (SL) is one of the main ways that language learners acquire new vocabulary knowledge" (as cited in Parevareshbar & Ghoorchaei, 2016, p.1481). In agreement with Krashen's view, Hirsh and Nation (1992) emphasized that reading a number of easy short stories in a second language would play a vital role in improving learners' vocabulary growth.

Nagy, Herman, and Anderson (1985) argued that teachers should implement reading short stories in classroom because it can influence and enrich the knowledge of vocabulary than any explicit instruction alone ever could. Murdoch (2005) on the other hand, indicated that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance English Language Teaching for learners at intermediate levels of proficiency" (as cited in Erkaya, 2005, p.3). In addition, Hsieh (2006) stated that storytelling combined with total physical response can encourage students and it is efficient to their acquisition of new sentence patterns, and comprehension.

Lazar (1993) believed that when students read literary texts, they will memorize syntactical and lexical items. Similarly, Collie and Slater (1987) mentioned that learner's exposure to short stories will assist them to acquire new vocabulary and motivate them to find the right and the accurate meaning.

The previous studies supported the effectiveness of reading short stories as a suitable and motivated technique to acquire, memorize, and enrich vocabulary.

## **2. Statement of the Problem**

In the field of foreign language learning, the learners are always in need to acquire and enrich their vocabulary knowledge. Vocabulary is considered as the main element of both

performance and competence in foreign language that the learners need to master in order to communicate effectively.

One of the serious problems that EFL learners encounter is the lack of adequate vocabulary. Learners with restricted amount of vocabulary, may find themselves unable to perform correctly in that language. Without enough stock of vocabulary knowledge, they cannot effectively communicate and express their ideas and beliefs. The reasons behind this problem can be the techniques implemented by the teachers to teach vocabulary, or that learners do not practise enough reading. Therefore, it is very important to motivate learners to read short stories more in order to enrich their stock of vocabulary acquisition.

### **3. Research Aims**

This study aims to achieve the following aims:

1. To investigate the third year students' attitudes towards reading short stories.
2. To identify the effect of reading short stories of third year students in L2 vocabulary acquisition.

### **4. Research Questions**

This study addresses the following questions:

1. Do students read short stories to enlarge and enhance their vocabulary?
2. What are the students' attitudes towards reading short stories?
3. Does reading short stories enhance EFL learners' vocabulary acquisition?

### **5. Hypothesis**

On the basis of the above mentioned questions, it is hypothesized that if EFL learners read short stories, their vocabulary will be enhanced and developed.

### **6. Research Means**

To achieve the aim of this study, two instruments of research are used: a student's questionnaire and a test.

The questionnaire is administered for students to investigate their views and perceptions about reading short stories as an effective technique to enhance their vocabulary. The test on the other hand, is held through the administration of a pre-test and a post-test to the students to test whether they acquire vocabulary after reading the short stories or not. The first takes place before the students are exposed to some short stories, and the second occurs after reading them.

### **7. Structure of the Study**

The research study is divided into two chapters. The first chapter is devoted to the theoretical part, and it is divided into two sections. The first section deals with vocabulary acquisition and the second one sheds light on reading short stories and its role in vocabulary acquisition. The second chapter, on the other hand, is concerned with the methodology and the data analysis and the results of the study. It is also divided into two sections. The first section is devoted to the description of the participants and data collection tools and the analysis of the results, whereas the second one is devoted to the discussion of the results and pedagogical recommendations.

# **Chapter One**

## **Theoretical Part**

# **Chapter One**

## **Theoretical Part**

### **Section one: Vocabulary Acquisition**

#### Introduction

##### 1.1.1. Definition of Vocabulary

##### 1.1.2. Academic Vocabulary

##### 1.1.3. The Importance of Vocabulary

##### 1.1.4. Description of Vocabulary

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## **Section Two: Reading Short Stories**

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1.2.1. Definition of Reading

## 1.2.2. Types of Reading

### 1.2.2.1. Extensive Reading

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## 1.2.3. Definition of Short Story

## 1.2.4. Elements of Short Story

### 1.2.4.1. Plot

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### 1.2.5.4. Frame Story

### 1.2.5.5. Myth

### 1.2.5.6. Legend

## 1.2.6. Reasons for Using Short Stories in Classes

1.2.7. Criteria for Selecting Short Stories

1.2.8. Enhancing Vocabulary through Reading Short Stories

Conclusion

## **Section One: Vocabulary Acquisition**

### **Introduction**

Vocabulary acquisition is considered as one of the most important aspects of foreign language learning. It is of crucial importance to be mastered and developed by learners because without vocabulary they cannot convey and express their thoughts to others. The aim of this section is to shed light on vocabulary acquisition. It gives some definitions to vocabulary, sheds light on academic vocabulary, and highlights the importance of vocabulary in learning a language. It provides a description of vocabulary and present the distinction between productive and receptive vocabulary as well as between incidental and explicit learning of vocabulary. The section casts light on vocabulary acquisition. Additionally, it will present strategies and approaches used in teaching vocabulary, and the most useful communicative activities for enhancing vocabulary.

#### **1.1.1. Definition of Vocabulary**

The Advanced Cambridge Learner's Dictionary (2005) defined vocabulary as follows:

- 1- All the words known and used by a particular person.
- 2- All the words which exist in a particular language or subject.

While, Longman Dictionary (1995) defined vocabulary as “all the words that someone knows, learns, or uses; or the words that are typically used when talking about a particular subject...”. This means that vocabulary is the words that are used by a person to communicate and convey a particular message. Similarly, vocabulary is defined in Oxford Learners' Pocket Dictionary (2008) as “all the words that a person knows or uses”.

Moreover, Graves (2000) defined vocabulary as the whole store of words belonging to a branch of knowledge or known by a person. In this context, Heibert and Kamil (2005)

stated that “vocabulary is the knowledge of meaning of words” (p.3). In other words, word knowledge is important to know what vocabulary means.

Armbruster, Lehr, and Osborn (2003, p. 34) explained:

Vocabulary refers to the words we must know to communicate effectively. In general vocabulary can be defined as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. reading vocabulary refers to words we recognize or use in print.

From the aforementioned definition, vocabulary is the words that the learners use or recognize in the four skills. Thus, these words can be used to communicate successfully.

Meanwhile, according to Ur (1991, p.60), vocabulary can be defined roughly as:

The words we teach in the foreign language. However, a new item of vocabulary may be more than a single word; for example, *post office* and *mother-in-law*, which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary ‘items’ rather than ‘words’.

From this definition, vocabulary is the words that are learned in the foreign language. It can be a single word or more than a single one.

### 1.1.2. Academic Vocabulary

Many researchers attempted to make lists of words for academic vocabulary. The early two word lists are made by Champion and Elley (1971) and Praninskas (1972). Lynn (1973) and Ghadessy (1979) also made lists of words. Later on, Xue and Nation (1984) modified and collected these four lists of words into only one list which is called “The University Word List”. Thus, this list of academic vocabulary consists of more than 800 word families such as (acquire, complex, fallacy, imply, phase...etc) (Nation, 2000). After a period of time, Coxhead (1998) replaced the University Word List with another list which is named “The Academic Word List”, it involves 570 word families. Martin (1976) also discussed academic vocabulary. She divided vocabulary into three groups which are suitable with research graduates.

- **Research process:** the vocabulary is primarily verbs and nouns and is ‘presented in a context which discusses the five steps of research: formulating, investigating, analyzing, drawing conclusions and reporting results’.
- **The vocabulary of analysis:** it includes high- frequency and two- words verbs needed ‘ in order to introduce information in a well arranged sequence’, e.g. consist of, group, result from, derive, base on, be noted for.
- **The vocabulary of evaluation:** it includes adjectives and adverbs that occur in reviews, critiques and some reports, e.g. exhaustive, controversial, coherent indispensable, comprehensive, distinctive, pervasive, substantive; objective-subjective, implicit-explicit, inductive-deductive, significant-insignificant (as cited in Jordan, 1997, p. 153).

### 1.1.3. The Importance of Vocabulary

Acquiring vocabulary is very important to learn a language. Every person who learns a language must learn the vocabulary of that language in order to facilitate the process of learning. Without vocabulary acquisition, learning a language becomes a very hard task to do, and communication cannot happen in meaningful way. Vocabulary plays a very significant role. Waring (2002) mentioned that foreign language learners require about 3000-5000 word families to be good and competent speakers and listeners, and vocabulary should be an element of the syllabus to comprehend the foreign language (as cited in Kitchkan, n.d). Cross (1995) stated that for better understanding and communication, there should be a sufficient stock of words. In addition, Allen (1983) claimed that “lexical problems frequently interfere with communication; communication breaks down when people do not use the right word” (p.5). In other words, the learner will not be able to communicate successfully if there is not enough and accurate store of words. More importantly, vocabulary plays an effective role in developing the four skills of a language. Johnson (2008) emphasized that “attending to students’ vocabularies is an important part of enhancing the ability to read, write, speak, listen, and think” (p.93). He added that knowing a sufficient amount of words will enable the learners to understand what they read, and help them extend their vocabulary acquisition. In addition to the role of vocabulary in reading, vocabulary is of crucial importance in the other skills; speaking, listening, and writing. Yopp, Yopp and Bishop (2006, p. 15) declared that “it is nearly possible for students to read about, talk about, write about, and understand information about volcanoes, for example, if they do not know the words magma, lava”. This implies that vocabulary is necessary for reading as well as for speaking, listening, and writing because it helps the learners to write and speak effectively and comprehend information about particular things.

#### **1.1.4. Description of Vocabulary**

Lexicology and lexicography are two essential branches of linguistics. They have emerged to describe and study vocabulary and its different forms, meanings, and uses.

##### **1.1.4.1. Lexicology**

Lexicology is considered as one of the main branches of linguistics. According to Jackson and Amvela (2000, p.2) “lexicology is the study of lexis, understood as the stock of words in a given language”. In other words, lexicology studies the words and their nature, meaning, and form. It deals with complex and compound words not only with simple ones. There are three main points concerning the lexicology study: word class, word formation, word meaning.

###### **1.1.4.1.1. Word Class**

Word class describes the category of the grammatical behaviour of a word. There are multiple word classes in the English language and each word is categorized according to its function. Harmer (1998, p. 37) arranged the English language into eight parts of speech: noun, pronoun, adjective, verb, adverb, preposition, determiner, and conjunction.

- A noun is a word that can be used to name or identify a person, a place, an animal, a thing, or an idea (book, sense, etc.).
- A pronoun is a word that is used to refer to another noun or noun phrase (her, they, etc).
- An adjective is a word class that describes a noun or a pronoun (kind, impetuous, etc).
- A verb is a word class that is used to describe or express an action or a state (write, be, etc).

- An adverb is a part of speech that modifies a verb, adjective, or other adverbs (carefully, sensibly, etc).

- A preposition is a part of speech that makes a connection between words (noun, pronoun) in a sentence (for, of, etc).

- A determiner is a word class which is divided into five categories

a- Definite article (the)

b- Indefinite article (a, an)

c- Possessives (my, your, etc)

d- Demonstratives (this, those, etc)

e- Quantifiers (some, many, etc)

-A conjunction is a word that is used to join words, sentences, phrases, or clauses (and, but, etc).

Many studies have shown that particular words are easier to learn than others. According to Morgan & Bonham (1944), nouns are learned faster than other parts of speech, and adverbs are generally the most sophisticated one (as cited in Schmitt, 2000).

#### **1.1.4.1.2. Word Formation**

Word formation is the building of new words on the basis of the other words keeping the same root and giving another meaning. According to Gairns and Redman (1986), it takes three main forms: affixation, compounding, and conversion.

-Affixation: is the operation of adding prefixes and suffixes to the base word (root). As a result, the meaning of the words will be modified and these words will change from one part of speech to another. For example:

E. g: hope (root) + ful (suffix) = hopeful (feeling hope).

E. g: un (prefix) + hope (root) = unhope (absence or lack of hope).

- Compounding: is the creation of two or more independent words in order to form a new word with different meaning. Similarly, Thornbury (2002, p.5) stated that compounding is “a word can be co- opted from one part of speech and used as another”. There are three kinds of compounds: adjective compounds (hard working), verb compounds (to babysit), and noun compounds (table tennis).

- Conversion: it is named also zero affixation. It is the operation of using words in different situations (word classes) without changing its shape.

E. g: We have just had a lovely *swim*. In this example the word *swim* is used as a noun.

I can't *swim* very well. In this example the word *swim* is used as a verb.

#### **1.1.4.1.3. Word Meaning**

It is the study of the meaning of word and its relationship to other words. The learners may not be able to grasp many words because of their several different meanings. The word meaning is better comprehended when it is used in context not in isolation. Thus, the learners should be aware of the lexical items.

-Synonyms: are words that have different forms but have one or more similar or nearby the same meaning. For example old, ancient, aged are the common meaning of not young/new.

-Antonyms: are words with the opposite meaning of another words e.g: old/new, beautiful/ugly.

-Homonyms: are words with the same pronunciation and spelling but with a different meaning. For example like and like: I like looking... look like new.

-Homographs: are words which are written in the same way but have different meanings e.g: a lead pipe, but a lead singer.

-Homophones: are words that are pronounced alike but are spelled differently e.g: tail/tale.

-Hyponyms: are words which are subordinate to word with more general meaning e.g: kiwi is a hyponym of fruit or bird.

-Polysemes: are words with multiple different but closely related meanings: fair= reasonable, pleasant, quite large, average, pale, beautiful, dry. (Thornbury, 2002)

#### **1.1.4.2. Lexicography**

The process of compiling, comparing, explaining and listing lexical items in a book form is known as lexicography. In other words, it is the process of creating the inventory of language words and collecting them in a book called a dictionary. In a dictionary, the list of the lexical items of a language is set in an alphabetical order with knowledge about spelling, pronunciation, meaning, and usage. The main objective of lexicography is to accomplish dictionaries. It also attempts to make a synthesis of different aspects of knowledge from etymology, lexicology and semantics (Carter, 1998).

#### **1.1.5. Productive Vocabulary and Receptive Vocabulary**

A distinction is made between productive and receptive vocabulary. Gairns and Redman (1986, p.64) defined productive vocabulary as “language items which the learner

can recall and use appropriately in speech and writing”. Similarly, Webb (2005) stated that productive vocabulary is a set of words that the learners know and use when they are writing and speaking. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to convey their ideas to others (as cited in Alqahtani, 2015). Furthermore, according to Nation (2000, p.38), productive vocabulary use “involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form”. Meanwhile, receptive vocabulary is defined as “language items which can only be recognized and comprehended in the context of reading and listening material” (Gairns & Redman, 1986, p. 64). In other words, receptive vocabulary is the words that are recognized and understood by the learners when they read a text or listen to an audio but they cannot produce. In the same line, Nation (2000, p.38) argued that receptive vocabulary use “involves perceiving the form of a word while listening or reading and retrieving its meaning”. Receptive vocabulary is also called passive process.

#### **1.1.6. Incidental and Explicit Learning of Vocabulary**

Incidental and explicit learning are two necessary approaches to vocabulary acquisition. According to Gass and Selinker (2008, p.243), explicit or intentional learning is a “more conscious operation where the individual makes and tests hypothesis in a search structure”. This means that explicit or intentional learning is the process of learning something from the tasks that are prepared and planned by others (teachers or students). Schmitt (2000) stated that explicit learning concentrates on acquiring information directly. The majority of the students consider explicit approach as a time consuming, but for the hard working students, it is a painstaking to learn an adequate size of lexical items. More importantly, Sokmen (1997) mentioned many key principles of explicit vocabulary teaching:

- Build a large sight vocabulary.
- Integrate new words with old words.
- Provide a number of encounters with a word.
- Promote a deep level of processing.
- Facilitate imaging.
- Make a new word “real” by connecting them to the students’ world in some way.
- Use a variety of techniques.
- Encourage independent learning strategies (as cited in Schmitt, 2000, pp.146-147).

Meanwhile, Schmitt (2000) pointed that incidental learning takes place when the learners are using language to communicate with other people, it happens simply and gradually without any intention or preparation not like explicit learning which focuses attention on the things to be learned. Ellis (1994, p.1) defined the concept of implicit learning as “the acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operation”. This suggests that implicit learning is an unconscious process of learning something. Hulstijn (1997) claimed that the more a learner engages with a word (deeper processing), the more he/she will memorize and use words in other situations later (as cited in Schmitt, 2000)..

### **1.1.7. Vocabulary Acquisition**

There is a distinction between language acquisition and language learning. Language acquisition is a subconscious process; language acquirers are unaware of the grammatical rules of the languages they have acquired, but are only aware that they are using the

language for the purpose of communication (Krashen, 1982). Language learning, on the other hand, refers to the “conscious knowledge of a second language, knowing the rules, being able to talk about them (Krashen, 1982, p.10).

Vocabulary acquisition is very fundamental for foreign language learning but it is not a simple task. The EFL learners are in need to enrich and grow their stock of vocabulary to progress and succeed in their language learning. According to Schmitt (2000), vocabulary acquisition is incremental in nature and this implies that various kinds of words are not learned immediately but they are learned at different periods of time for example, learners will recognize the basic meaning of words before they have full collocational knowledge. He added that when learners listen to something like a conversation, they might memorize the word’s pronunciation; however, they might only remember the other words which rhyme with it or the number of syllables it has. Furthermore, when learners read a printed material, they might only memorize the initial few letters of the word.

Many researchers mentioned a lot of factors that emerged to play a role in the development of vocabulary. According to Takac (2008), the role of the first language (L1) in the process of vocabulary acquisition differs depending on the equivalence between languages. In some situations, it may facilitate the acquisition of second or foreign language vocabulary, or it may create problems. He also declared that a word is an abstract unit which involves several orthographic, phonological, grammatical and semantic features. Thus, all of these features have an influence on the learning of lexical items and make the vocabulary acquisition more difficult and sophisticated. Therefore, the learners are in need to use effective strategies and techniques to overcome these obstacles. Moreover, Laufer (1997) mentioned other factors that affect vocabulary acquisition like pronunciation, orthography, length, morphology, similarity of lexical forms, and grammar (as cited in Takac, 2008).

More importantly, memory can influence vocabulary acquisition because it has a crucial role in keeping the obtained words. Takac (2008) argued that a considerable amount of the new words obtained by the learners is forgotten over a period of time. However, Schmitt (2000, p.129) stated that “most of the forgetting occurred with words that were only known receptively; productive words were much less prone to forgetting”. The best solution to overcome this problem is that the learners should use the new vocabulary they acquire whenever it is possible (Thornbury, 2002).

### **1.1.8. Vocabulary Learning Strategies**

Vocabulary learning strategies (VLSs) is one approach that facilitates the process of learning vocabulary. The interest in (VLSs) moves away from a predominantly teaching-oriented perspective to how the learners’ actions might influence their acquisition of language (Schmitt, 2000). According to Oxford (1990), vocabulary learning strategies are “behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable” (as cited in Takac, 2008, p.51). Chamot (1987) defined vocabulary learning strategies as the different techniques and the intentional actions that learners use to make learning easy and to withdraw linguistic and content information (as cited in Takac, 2008).

#### **1.1.8.1. Discovery Strategies**

Discovery strategies include two kinds: determination strategies and social strategies

##### **1.1.8.1.1. Determination Strategies**

Schmitt (2000) stated that determination strategies are used by a person to find out a new word’s meaning without assistance of another person’s expertise. However,

determination strategies are three namely: guessing from context, dictionary use and word part analysis.

Guessing from context is considered as a crucial and common strategy used by EFL learners to learn vocabulary. Thornbury (2002, p.148) defined guessing from context as follows:

Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom...the problem for most learners when guessing the meaning of words in a second language is that they are less confident about their understanding of the context than they would be in their L1. they therefore tend to rely on the context less.

EFL learners tend to use what is called reference material when they come across new words during reading. Allen (1983) stated that students naturally move first to dictionaries which define new words of English in their first language. Word part analysis is also another effective strategy used by learners in order to use a huge number of English words that have derivational forms by adding "prefixes and suffixes" to the root of the word. Thornbury (2002) gave a simple example of the root form *understand*, this root form involves the following members in its family: understands- understanding - understood - understandable - misunderstood.

#### **1.1.8.1.2. Social Strategies**

Schmitt (2000) claimed that social strategies use interaction with other individuals to develop language learning. One can question teachers or classmates for knowledge about a new word and they can respond in a quantity of methods (synonyms, translation, etc). One

can also study and reinforce vocabulary knowledge with other individuals. Schmitt (2000) gave an example from his own research which showed that the majority of learners preferred to study vocabulary individually.

### **1.1.8.2. Consolidation Strategies**

Consolidation strategies are of three types: memory, cognitive, and metacognitive.

#### **1.1.8.2.1 Memory Strategies**

Memory strategies are traditionally known as mnemonics. Memory strategies are those strategies that are used to connect between the new words and the previous learning knowledge. These strategies include joining new words to notions that already existed in the memory, such as relating words to prior personal experiences. Using imagery and creating mental images is a very mutual way to memorize the shape and the meaning of words that has been heard or read previously. Grouping the words together is also another efficient strategy that enables the learner to remember the new words well. Another type involves the target orthographic and phonological form; how the words are spelled and pronounced in order to make recalling words easily (Schmitt, 2000).

#### **1.1.8.2.2. Cognitive Strategies**

Oxford (1990) stated that “cognitive strategies (COG) exhibit the common function of manipulation or transformation of the target language by the learner” (as cited in Schmitt, 2000, p. 136). According to Schmitt (2000), cognitive strategies are not different from memory strategies, but there is no much emphasis on the manipulative mental processing. It means that these strategies involve repetition, using mechanical tools, and vocabulary notebooks that help the learners to learn new words.

### **1.1.8.2.3. Metacognitive Strategies**

Williams and Burden (2001) stated that “metacognitive involve planning of learning, setting goals, thinking about the learning process, monitoring of performance and comprehension, as well as evaluation of results and the learning process”(as cited in takaç, 2008, p. 53). This implies that metacognitive strategies help the learners to control and evaluate their own process of learning. In addition, Schmitt (2000) stated that these strategies involve the selection of the words that are worthy to learn and which are not as well as keeping the vocabulary that the learner selects to learn.

Vocabulary learning strategies is of great benefit to the EFL learners because they make the process of learning and acquiring new vocabulary items easy and simple as well as enriching their store of vocabulary.

### **1.1.9. Approaches to Vocabulary Teaching**

Vocabulary teaching is considered as one of the most important mechanics of any educational context. The most fundamental reason is that vocabulary is a vehicle which carries meaning. Many researchers and linguists focused on teaching vocabulary through the emergence of new approaches and methods. In the field of language teaching, there are various approaches and methods used in Foreign Language teaching such as The Grammar Translation Method, The Audio-Lingual Method, The Communicative Approach and the Lexical Approach. Each of these approaches has its own view on how a language has to be taught, and has equally treated the question of vocabulary teaching and learning according to its thoughts and principles.

### **1.1.9.1. The Grammar Translation Method**

The Grammar Translation Method is one of the most traditional methods. It was known as the classical method. It dominated Europe from 1840s to 1940s. Grammar Translation Method is a means that helps the learner to study a language through concentrating on the grammar rules, vocabulary of the target language, using bilingual word lists not presenting and learning it in context. It is noticed that vocabulary is better introduced and learned through memorization and direct translation from the target language to the mother tongue or vice versa. Furthermore, the vocabulary taught for one sequence or unit is not reinvolved in other sequences or units, and consequently, learners do not remember a high size of it after a period of time. In addition, vocabulary teaching through this method prevents the learners to grasp the meaning of words since they are learned in context. It only enables the learners to get their equivalents in the mother tongue or the target language (Richards & Rodgers, 1986).

### **1.1.9.2. The Audio-Lingual Method**

The Audio-Lingual Method is known as an “Army Method” for training the American soldiers in Foreign Languages. It dominated the United States during the 1940s, 1950s, and 1960s. Richards and Rodgers (1986) claimed that Foreign Language Learning is mainly a process of mechanical habit formation in the Audio-Lingual Method. Vocabulary learning is given little attention until the learners can master the grammatical structures. The main objective of this method is to form good habits through allowing the students to listen to some dialogues with repetition and drilling without any explanation from the teacher. Thus, Zimmerman (1997) pointed that “because the emphasis in Audiolingualism was on teaching structural patterns, the vocabulary needed to be relatively easy, and so was selected according to its simplicity and familiarity” (as cited in Schmitt, 2000, p.13). This

means that the Audio-Lingual method focused on teaching the grammatical patterns and new words are chosen according to its simplicity and familiarity.

### 1.1.9.3. The Communicative Language Teaching

Communicative Language Teaching is the umbrella term to describe the way which helps the students to communicate efficiently. It has dominated the last decades of this century. It focuses on fluency rather than grammatical accuracy. According to Coady (1993), vocabulary was not given a primary concern of Communicative Language Teaching. However, it was given a secondary status. This method gives little guidance about how to carry words, taught basically as a support for functional language use (as cited in Schmitt, 2000).

### 1.1.9.4. The Lexical Approach

The lexical approach is a major paradigm shift in foreign language teaching as it emphasized vocabulary learning over internalizing grammatical patterns of the language. Thornbury (2002, p. 112) declared that lexical approach to language teaching “foregrounds vocabulary learning in the form of individual, high frequency words, and in the form of word combinations (or **chunks**)”. He added that the fundamental chunks in teaching are:

-Collocations such as *rich and famous, make do with*.

-Phrasal verbs such as *get up, run out of*.

-Idioms, catchphrases and sayings such as *hell for leather, get cold feet*.

-Sentence frames such as *would mind if...?*

-Social formula such as *have a nice day*.

-Discourse markers such as *as I take your point*.

More importantly, Lewis (n.d) argued that students should concentrate on the mastery of fixed chunks, semi-fixed chunks, lexical phrases, collocations, idiomatic expressions which formed a main part of language (as cited in Thornbury, 2002).

#### **1.1.10. Communicative Activities for Enhancing Vocabulary**

There are some communicative activities that are used in classroom for developing students' vocabulary acquisition. The advanced learners learn much vocabulary for understanding of what is being read or for their own use (or production) in speaking and writing (Allen, 1983). These activities are:

##### **1.1.10.1. Paraphrases and Summaries**

Paraphrasing and summarizing are two important techniques of expressing the ideas of other individuals into your own words. Allen (1983) stated that the students are asked to express in brief and simple sentences the essential ideas of a text (an article or an essay) orally or in writing. In order to complete this task, the students must learn vocabulary from the original article and also get a number of words for expressing what have been said or written using different words. To sum up, these two techniques play an essential role in extending the learners' vocabulary knowledge since they are exposed to new ideas.

##### **1.1.10.2. Group Compositions**

Group composition is another efficient classroom activity. Allen (1983) mentioned that in this activity the learners should work in small groups. Each group is given a similar topic by their teacher to work on. However, the chosen topic should meet their interests. He added that when the learners work on a particular topic together, they should follow certain steps:

- The members of each group write one or two paragraphs on the selected topic.

- Each group chooses one member to write the composition as the other dictates it.
- Two or three of the compositions are copied on the blackboard.
- These compositions are chosen by the teacher who has walked around, observing the work and giving help as requested.

### **1.1.10.3. Letters to Speakers of English**

Allen (1983, p.99) asserted that “the very best way to learn vocabulary is to have a friend with whom it is necessary and interesting to use English”. In other words, the learners should interact and contact with native speakers of English to enable them to obtain new words. According to Allen (1983), when English is studied as a foreign language or a second language in many countries there is an opportunity to arrange for an exchange of letters. But it cannot be easily arranged for friendships between language students and the native speakers of language.

Moreover, the students and the teachers in the English as a Second Language (ESL) classes are allowed to write a letter to be sent soon to a class in English-speaking country and many students have their own pen pals with whom they can interact using letters. In addition, the exchange of letters with the native speakers of English plays crucial role in the ESL classes. This will help the learners to get information from their correspondents that they do not face in the materials (books) and enable them also to be aware of the social meaning of some words through asking questions. This means that exchanging letters is of great importance since it motivates the learners to convey ideas using English and in the same time sustain them to extend their stock of vocabulary knowledge (Allen, 1983, p.100).

#### **1.1.10.4. A Wall Newspaper**

Publishing a newspaper is also an effective classroom activity. According to Allen (1983), the newspaper is planned and prepared by a number of students of the class. It should have of course a name such as “The Classroom Times”, editors, and distinct reporters, then, it should be published and stuck on the classroom wall. She also said that the newspaper is of different sections like sports items, pictures, cartoons, social notes, advertisements...etc.

#### **1.1.10.5. Situational and Functional Dialogs**

The class can be engaged in imagined and stimulated experiences that need the use of English. Learners are asked to produce several types of dialogs and present them to their classmates. These activities are called situational and functional dialogs.

Firstly, situational dialogs are those dialogs which are related to situations (at the post office, in a restaurant). The students who are more imaginative, they are capable to act and perform the situational dialogs effectively. When they complete writing these dialogs, they are to read them aloud to their classmates. Secondly, functional dialogs are the dialogs in which are produced by the students in a written form where the speakers use English for performing such functions as requesting a favour, inviting someone to do something...etc. Both situational and functional dialogs should not be corrected in details. The role of either native or non native teachers of English language is to motivate students to find out the words that can be produced in English and showing them what remains to be learned (Allen, 1983, p.100-101).

These types of communicative activities help students in developing their English and raising their confidence to carry on learning.

## **Section Two: Reading Short Stories**

### **Introduction**

The present section is about reading short stories. It intends to examine the different definitions of reading and its main types. It also gives different definitions of a short story and illustrates the various elements of it. It, then, demonstrates the types of a short story and presents the reasons for using short stories in classes. Additionally, it highlights the criteria of selecting short stories. The section concludes with enhancing vocabulary through reading short stories.

#### **1.2.1. Definition of Reading**

Reading is an activity of getting meaning from the written text and trying to comprehend it correctly and properly. This clearly can be understood in Grabe and Stoller definition (2002, p. 9) who stated that “reading is the ability to draw meaning from the printed page and interpret this information appropriately”.

Similarly, Grabe (2009) affirmed that “reading is the process of receiving and interpreting information encoded in language form via the medium of print” (p.14). This definition shows that reading is the operation of getting and understanding the ideas that are presented in the material (text) properly. Moreover, according to Lado (1962), reading is an activity that includes understanding the meaning in a language through the graphic symbolization that represents it.

Johnson (2008, p. 3-4) stated that “reading is the practice of using text to create meaning”. In this definition, creating and meaning are two key words. The process of reading would not occur if there is no creation of meaning. He adds that reading makes a mixture or combination of visual and non visual information. That is, during the reading

task, the reader combines the visual information existing in the written text with the non visual information found in his brain to create meaning. Moreover, Shepherd and Mitchell (1997, p. 2) defined reading as “an individual’s total inter-relationship with symbolic information. Reading is a communication process requiring a series of skills”. This means that reading involves the reader, the written text, and the interaction between the reader and the text. Thus, the reader should be skillful in order to succeed in reading.

### **1.2.2. Types of Reading**

Reading is a receptive skill that is of great importance in learning a language. Students may read for many purposes, they may read for pleasure, for comprehension, or for getting information and enriching their stock of vocabulary knowledge. In general, there are two types of reading: extensive and intensive reading.

#### **1.2.2.1. Extensive Reading**

Extensive reading is a main kind of reading that the learners do outside the classroom. Davies (1995, p. 329) defined extensive reading as:

...a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouraged, and materials to read pleasurably, at their own level as many books as are only competing against themselves.

From the above definition, extensive reading is a significant task that allows learners to read books as much as possible outside the classroom either at home, or in library...etc without constrained time. Day (2004) stated that extensive reading helps EFL learners to become good and fluent readers, and enables them to acquire a number of words and increase their understanding of word knowledge they recognized before. He added that

exposing students to read extensively to develop their writing, speaking, and listening abilities. According to Harmer (2007), reading for pleasure is the main role of reading extensively. This implies that the learners are free to read whatever they want in order to enjoy and please themselves.

The role of the teacher in extensive reading is very crucial. He motivates them to read a lot of books outside the classroom. The teacher may encourage them to select the most enjoyable materials for example magazines, articles, stories, poems, menus, letters, and reference material (Harmer, 1998).

#### **1.2.2.2. Intensive Reading**

Intensive reading is a careful task that learners usually do inside the classroom with the help of the teacher. Mmikulccky and Jeffries (2004, p. 257) affirmed that “intensive reading is an activity in which students (usually in a class group, led by the teacher) carefully read and examine together a reading passage assigned by the teacher many times”. This implies that intensive reading is a process of reading short texts from different materials inside the classroom.

The role of the teacher in intensive reading is to expose students to read the given passages enthusiastically in the classroom. According to Harmer (2007, p.286), the teacher plays many roles:

- Organizer: the teacher informs the learners about the most important objective of reading and gives them clear instructions and the time limits to achieve it.
- Observer: the teacher plays the role of a monitor, he is not allowed to interrupt students during the process of reading, he just observes their progress. This may give him valuable information about how well they act reading alone or in group.

- **Feedback Organizer:** the teacher can conduct a feedback session to check the learners' performance when they have finished the task. He may ask the learners to make a comparison between their answers in pairs or asking for answers.
- **Prompter:** the teacher acts as a controller, when the students have read the text, directs them to observe certain features of the text, makes the ambiguities clear and also helps them to be aware of text structure which they had not dealt with them before.

As a summary, both extensive reading and intensive reading are important and necessary for effective reading, and they are complementary to each other. Moreover, they help students to build and enhance their abilities such as enhancing vocabulary, developing listening, writing, and speaking and so on.

### **1.2.3. Definition of a Short Story**

According to Compatible (2011, p. 89), a short story "is a piece of narrative fiction with reduced compass which treats incidents and characters avoiding the complex ramifications and developments that the novel proposes". This means that a short story is not a complicated genre of literature as novels, this does not mean that the short story has only the events and characters but has also a plot. Lazar (1993, p. 73) stated that a short story is "a work of fiction. It tells one event in a very concentrated way, introduces people who do not really exist, describes something at a moment of crisis, has a plot and characters who are somehow connected with each other". In other words, a short story is a simple literary text which has many distinctive features.

Meanwhile, Enswein (1909) signed the following definition:

A short story is a brief, imaginative narrative, unfolding a single predominating

incidental and a single chief character; it contains a plot, the details of which are compressed, and the whole treatment so organized, as to produce a single impression. (as cited in Colibaba, 2010, p. 226).

Moreover, Pratt (1994) claimed that short story can be defined if it is compared to the novel. This means that short story is based on the novel. He offered four propositions, each based on the assumption that bigger is better:

- The novel tells life; the short story tells a fragment of life;
- The short story deals with a single thing; the novel deals with many things;
- The short story is a sample; the novel is the whole hog;
- The novel is a whole text, the short story is not (as cited in Colibaba, 2010, p.224).

Furthermore, Abrams (1999, p.286) defined short story as “ a brief work of prose fiction, and most of the terms for analyzing the component elements, the types, and various narrative techniques of the *novel* are applicable to the short story as well”. Poe (n.d) defined short story “as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to ‘a certain unique or single effect’, to which every detail is subordinate”( as cited in Abrams, 1970, p. 150). In other words, a short story is an uncomplicated sequence of fictional or real events that do not need much time to read.

#### **1.2.4. Elements of Short Story**

Short story has its own elements as any other literary text. According to Gordon and kuehner (1999), short story is of six elements: plot, setting, character, point of view and tone, theme, and style.

#### **1.2.4.1. Plot**

The plot is a sequence of events that are arranged by the author in a narrative text to attain the desired impact. It is a randomly order of a series of actions that make up a story. Causality and conflict are two crucial aspects that build a plot. Causality is required to change two or more events. Meanwhile, a conflict is an external and internal struggle between the essential character and the opponent character. When the main character struggles against something inside himself or herself, this means that the story involves internal conflict. In contrast, when the main character is in fight against another character, natural forces, or society, this is called external conflict.

Moreover, the pattern of the plot is separated into six events: exposition is the act of describing the actions that the reader requires to understand the story. The initiating incident is the events that alter the situation that is improved in the exposition. Then, the forming action is a series of events occurred that cause a tension between the characters of the story. Importantly, climax is the highest point in the conflict, exciting and emotional moment where opposed character has the advantage to win the fight. It is the event where the major character must make decisions that will help him or her overcome the opposed character. Failing actions are the events that happen after the climax. Finally, the resolution is the end of the story where the conflict is resolved.

#### **1.2.4.2. Setting**

The setting is the location and the time period in which the story takes place. The location refers to a country or a city, whereas, the time refers to a year or a month in which the story happens. It can be general, specific, or every detailed. The setting may define the character, affect the action, or contribute to the mood.

### **1.2.4.3. Character**

A character is a person who takes part in the short story or other literary work. He/she may be an autobiographical version of the author, the people that he knows, observes, or overhears. The characters that develop the plot of the story are of two categories, major and minor characters. The major characters are protagonist and antagonist characters. Meanwhile, the minor characters are confidant, foil, stereotyped character, and any piece of furniture character.

### **1.2.4.4. Point of View and Tone**

The point of view is where the author places himself/herself in the story. It is divided into two essential points of view: first person and third person. The former is the personality that the author takes to tell the story. It can be the character in the story or the one who has observed the events. The latter is divided into two elements: omniscient means the narrator knows everything about all characters in the story. Meanwhile, the limited omniscient is the narrator who just recognizes the characters involved in the story. Moreover, the tone is the opinions of the authors toward the characters, the topic, or the readers.

### **1.2.4.5. Theme**

The theme is the author's ideas and beliefs about the human nature and condition that is taken by the characters, plot, and imagery. The theme is inferred from the other elements such as plot, characters, and setting. In addition to that, themes require rules to be included in the story.

#### **1.2.4.6. Style**

The style refers to the way in which a story is written. The style consists of three parts: diction, imagery and symbols, and syntax. Diction is the first part which refers to the authors' selection on using vocabulary items. It can be selected as general or specific, formal or informal, abstract or concrete...etc. Imagery and symbols are the second part. Imagery refers to the five senses. It also connects with figure of speech such as metaphor, personification...etc. Then, symbols are concrete things like an object, a character, a place, and an action. Syntax is the last part which refers to the words and phrases that are arranged by the individual (as cited in Irma, 2016, p.19-21).

In conclusion, it can be said that short story as a narrative text contains six essential elements. They are plot, setting, character, point of view, theme, and style. The writer or narrator of the short story should connect between all of these elements to make complete and well-organized short story. The readers also should recognize these elements to help them understand the whole short story.

#### **1.2.5. Types of Short Story**

There are many types of short stories that should be taken into consideration. According to Abrams (1999), the six types of short stories are identified as follows:

##### **1.2.5.1. Fable**

It is a very common type of short stories. A fable is a short story that investigates an abstract moral thesis or tenet of human behavior; generally, at its end, either the storyteller or one of the characters claims the moral in the way of an epigram.

### **1.2.5.2. Parable**

It is also an important kind of short stories. A parable is a very brief and small story about people appeared so as to emphasize the tacit analogy, or parallel, with a widespread thesis or lesson that the storyteller or narrator is attempting to bring home to his crowd.

### **1.2.5.3. Fairy Tale**

It is another type of short stories. It is traditional and belongs to folk literature. Fairy tale is considered as a part of oral tradition that talks about the fortunes and misfortunes of the main characters (a hero or heroine), who has experienced many adventures and risks of more or less extraordinary kind (as cited in Upreti, 2012).

### **1.2.5.4. Frame-Story**

It is a crucial kind of short stories. The frame-story is an initial story within which one or more of the characters progress to narrate a sequence of short stories.

### **1.2.5.5. Myth**

It is a very traditional type of short stories. In traditional Greek, “mythos” meant any narrative or plot whether real or discovered. However, a myth is one narrative in a mythology, a system of hereditary narratives of old source which were once believed to be real by a specific cultural group, and which served to illustrate why the world is as it is and things occur as they do, to give a rationale for social habits and practices, and to find out the sanctions for the regulations by which people direct their lives.

### **1.2.5.6. Legend**

It is the type of short stories which is related to myth. If the protagonist is a person rather than an extraordinary person, the classical narrative is generally called a legend not a myth.

### **1.2.6. Reasons for Using Short Stories in Classes**

There are many reasons for using short stories in the classroom. They are:

1. Short stories are authentic. It makes students ready for the type of the language that students find outside the classroom.
2. Short story encourages interaction. Literary texts are often rich in multiple levels of meaning, and can be successfully used for discussions and communicating feelings or opinions.
3. Short story and literature as a whole expands language awareness. Asking learners to examine sophisticated or non standard examples of language (which can occur in literary texts) makes them more aware of the norms of language use (Widdowson, 1975) (as cited in Lazar 1993).
4. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom.
5. Literature and as a result short stories are motivating. Literature has a high position in many cultures and countries. Therefore, students can experience a real sense of accomplishment at understanding a piece of literature. Also, literature is often more interesting than the texts found in course books (as cited in Kharaghani, 2013, pp. 867-868).

### **1.2.7. Criteria for Selecting Short Stories**

According to Pathan & Al-Dersi (2013, p. 5) there are six criteria that should be taken into account by the teachers for selecting short stories:

1. The selected short stories should be simple ones for beginners, and not so complex, that would suit their level and would not discourage them while attempting to read.
2. They should be rich in language, providing maximum examples of various grammatical structures and useful vocabulary.
3. They should be in line with the norms of the traditions, culture, faith.
4. The stories selected, preferably, should be the ones that are made into films to provide the EFL learners with visual representations of them as well as to give the EFL learners much required foreign language exposure that would help them in overcoming pronunciation related problems.
5. The selected short stories should be linguistically ideal that would guarantee opportunities for integrating the four language skills in an effective way not only for developing reading comprehension skills but not all the other related skills such as listening, speaking and writing as well.
6. The stories selected should be such that would motive the EFL learners to read and arouse love and liking for reading in them, thus, inculcating the habit of reading in English.

Additionally, Rivers (1968) mentioned many criteria to be taken into consideration for choosing a reading text, a short story or any other literary text. The first criterion to consider when selecting a narrative text for EFL teaching is the age of the learners and the previous knowledge, so, the text would be harmonious with these two parts. The second criterion is the learners' proficiency of the English language. This proficiency involves many elements like recognition of words, letters, and guessing what follows. Text authenticity adaptation is another criterion to consider when choosing a text. The text should be similar to the original form as possible in order to keep its authenticity, its

aesthetic and cultural message. In addition, the text' structure should be convenient to the students' knowledge and the organization of the text. Vocabulary is also considered as a good criterion to select a text. The text should contain basic and repetitive vocabulary and new words in context learners are familiar with. It is also necessary to present ancient words that help the learners to comprehend what they read because there is vocabulary level threshold beyond which no reading strategies (guessing and inferences) can be successful. Finally, the layout of the text should not be neglected in choosing a short story. This means that the text should be well structured and arranged. Letter size, spacing and illustrations are important components of the bottom-up processing of the text. The teacher should be capable to type the text with the necessary adaption using spacing and letter size suitable for the learner. On the other hand, illustrations which may accompany the narrative text, would be beneficial to learners, putting them into a particular conceptual field and emotional state that would facilitate comprehension.

As a conclusion, the teacher must search for the simple, suitable, and enjoyable stories for language teaching. The teacher must control both the structure and the vocabulary that help the learners to enjoy reading and learning vocabulary.

#### **1.2.8. Enhancing Vocabulary through Reading Short Stories**

Among the genre of literary texts, short stories are considered as a suitable and efficient means for learning new words. The EFL learners are in need to read short stories as much as possible because of the high number of English words they will acquire through reading them.

Collie and Slater (1983, p.7) argued that learners can develop their "ability to make inferences from linguistic clues, and deduce meaning from context". The learners' exposure to read distinct short stories will make the process of gaining new vocabulary

easier and encourage them to deduce their appropriate meaning. Duff and Maley (2008) posited that EFL learners continue reading short stories, they carry on guessing the meaning of new vocabulary from the context which is quite important in foreign language teaching (as cited in AL- Dersi, 2013). In the same line of thought, according to Salter (1987), students' exposure to read literary text will help them memorize lexical and syntactical word items better.

Accordingly, Pathan and AL-Dersi (2013) stated that short stories include many vocabulary items, presented in context and used that can sustain the EFL learners in learning these words and using them for interaction with people. In the same line of thought, Waring (2005) claimed that reading short stories is not just crucial to check the words acquired but also to comprehend and use them for interaction with people in real life which guarantees the required longer retention (as cited in AL-Dersi, 2013). Meire and Walpole (2005) proved that reading short stories by EFL learners contributes in enhancing and enriching their vocabulary store (as cited in AL-Dersi, 2013).

Additionally, Rivers (1968) argued that short story is considered as a complete and very effective means for early teaching. It includes grammatical patterns, a wide amount of words and several kinds of discourse. Thus, it can be used as an efficient instrument for teaching many components of language such as grammar, reading comprehension, listening comprehension and vocabulary development. Similarly, Goatly (2000) pointed out that literary texts are very conducive to developing all language skills because they involve obvious vocabulary usage and complex syntax. Horst, Cobb, and Meara (1998) claimed that through extensive reading, learners can "enrich their knowledge of the words they already know, increase lexical access speeds, build network linkages between words, and ... a few words will be acquired"(p. 221). Moreover, Bakhodirvona (2015) claimed that teaching unfamiliar words introduced in printed text prior to reading is one of the most

efficient tools of helping learners learn new words. According to Dixon-Krauss (2002), contextualized vocabulary learning using short stories can lead to a high improvement in word usage compared with word- list instruction. So when reading short stories, EFL learners learn words in context to comprehend the meaning (as cited in parvareshbar & Ghoorchaei, 2016). Furthermore, Huang (1996) expressed that learning through short stories could encourage the operation of certain psychological and intellectual factors which can promote communication, enhance self esteem, motivation, and spontaneity boosting learning vocabulary.

### **Conclusion**

As a summary, short story is a simple and short narrative type of literature that can be read at only one setting. It is a motivational and powerful source for learning many skills of language because of the various criteria it has. It is noticed that though EFL learners can expand their vocabulary stock through the use of many techniques and strategies, many researchers assert that reading short stories is one of the most effective techniques that have an impact not only on the four language skills like writing, reading, listening, and speaking but also on the other aspects of language such as vocabulary. Thus, reading short stories are arguably appropriate option through which foreign language learners can build their vocabulary to an advanced level.

# **Chapter Two**

## **Practical Part**

## **Chapter Two: Practical Part**

### **Data Analysis**

#### **Section One: Participants and Data Collection**

##### Introduction

##### 2.1.1. Population and Sampling

##### 2.1.2. Data Tools Collection

##### 2.1.3. Description and Administration of the Students' Questionnaire

##### 2.1.4. Analysis of the Students' Questionnaire

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#### **Section Two: Discussion of the Results and Pedagogical Recommendations**

##### Introduction

##### 2.2.1. Discussion of the Results

##### 2.2.1.1. Discussion of the Results of the Students' Questionnaire

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##### 2.2.2. Pedagogical Recommendations

##### 2.2.2.1. The Implementation of Short Stories in Other Modules

##### 2.2.2.2. Teacher Encouragement

##### 2.2.2.3. Teacher's Selection of Short Stories

#### 2.2.2.4. The Use of Multiple Strategies for Memorizing Vocabulary Items

Conclusion

## **Introduction**

The previous chapter has dealt with introducing a review about vocabulary acquisition and reading short stories. However, the present chapter is divided into two sections. The first section aims to analyze the questionnaire and the test assigned to the students of English language students. The first part is devoted to the description and the administration of the questionnaire, and the analysis of the results. And the second part is devoted to the description of the test, the administration of the test, and the analysis of the results. Meanwhile, the second section is concerned with the discussion of the results and the pedagogical recommendations.

### **2.1.1. Population and Sampling**

The population of this study is third year LMD English language students at the Department of Foreign Languages at Mohammed Seddik Ben Yahia University, Jijel. The number of the population is 256 students. The sample of this study consists of 88 students selected randomly from the existing population.

### **2.1.2. Data Tools Collection**

The present study has two data tools collection. The first tool is a questionnaire intended to third year students of English and the second one is a test in the form of pre-test and post-test. The students' questionnaire is designed to know about students' views and perceptions concerning reading short stories and how such reading can contribute to enhancing their acquisition of vocabulary. While the test is conducted to measure the degree of the students' knowledge of vocabulary, before and after reading short stories.

### **2.1.3. Description and Administration of the Students' Questionnaire**

The student questionnaire consists of 16 questions which fall into only one type: close-ended questions (either yes or no questions or multiple choice questions). The participants are asked to answer the questions by ticking the appropriate box or filling the blanks.

The present questionnaire is divided into two main sections. The first section is about students' views toward reading short stories to know whether they are aware of the importance of reading short stories or not. This section consists of 10 questions, (Q1, Q3, Q10) and they are "yes or no" questions, however, (Q2, Q4, Q5, Q6, Q7, Q8, Q9) are multiple choice questions. The second section is concerned with vocabulary acquisition through reading short stories. It is made up of 6 questions, (Q11, Q12, Q14, Q15, Q16) which are multiple choice questions, except (Q13) which is "yes or no" question.

Concerning the administration of the students' questionnaire, it was distributed to them with the presence of their teachers at the beginning of the lecture of linguistics to be handed back. The students were given enough time to read and answer each question carefully. They were also given the right to ask for further explanation.

### **2.1.4. Analysis of the Students' Questionnaire**

Concerning the questionnaire, different answers that are supplied by the participants divulge invaluable pieces of information bound up with their perceptions on reading short stories and the vital role they have in enhancing vocabulary. Accordingly, what follow is an analysis and a discussion of the findings.

### Section One: Reading Short Stories

#### Q1: Do you consider reading important for you?

**Table 2.1:** *Students' Attitudes towards Reading in English*

Options	Subjects	Percentages%
Yes	88	100%
No	0	00%

According to table 2.1, (100%) of the students thought that reading is important. No student (0%) believed that reading is not important. It is clear that all students are aware of the importance of the reading skill.

#### Q2: What do you usually read?

**Table 2.2:** *Students' Preferences for Reading Materials*

Options	Subjects	Percentages%
Short stories	88	100%
Poems	4	4.54%
Novels	20	22.72%
Magazines	17	19.31%
Newspapers	9	10.22%
Others	8	9.09%

The results obtained from table 2.2 show that (100%) of the students prefer reading short stories. This may be due to the fact that short stories are simple, short, and enjoyable. But they do not read just them. In fact, (22.72%) of the students reported that they usually read novels. Moreover, (19.31%) of the participants confessed that they also read magazines. Additionally, a group of students (10.22%) indicated that they like reading newspapers. (9.09%) of them read others (historical documents, scientific encyclopedia, and linguistics books). The remaining percentage of the students (4.54%) responded that they read poems. This result shows that all students like reading short stories without neglecting the other materials. It also shows that a considerable number of students read more than one material.

### **Q3. Does your teacher encourage you to read short stories?**

**Table 2.3:** *Teachers' Encouragement to Students to Read Short Stories*

Options	Subjects	Percentages%
Yes	74	84.09%
No	14	15.90%

As it is clearly shown in table 2.3, the majority of the respondents (84.09%) reported that their teacher encourages them to read short stories. However, a little percentage of the respondents opted for no. From this result, it is clear that the teacher plays a crucial role in motivating students to read short stories.

### **Q4. Why do you read short stories in English?**

a- To acquire new Knowledge

b- To learn new vocabulary

c- Just for pleasure

d- Reading is part of a course assignment

e- Others, please specify.....

**Table 2.4:** Students' Reasons for Reading Short Stories in English

Options	Subjects	Percentages%
A	22	25%
B	64	72.72%
C	15	17.04%
D	19	21.59%

Through the analysis of the students' answers, (72.72%) of the students revealed that they read short stories in English to learn new vocabulary. (25%) of the participants opted for the first option. While, another group of students (21.59%) said that they read short stories as a part of a course assignment. Finally, reading short stories just for pleasure got (17.04%).

**Q5: In which module do you read short stories?**

**Table 2.5:** The Module in which Students Read Short Stories

Options	Subjects	Percentages%
Literary text	88	100%
Linguistics	0	00%

Civilization	0	00%
Oral expression	9	10.22%
Written expression	3	3.40%
Others	1	1.13%

The above table showed that all of the students (100%) opted for literary text as a module in which they read short stories. This may be due to the fact that reading short stories is a part of a course assignment. Oral expression came at second position (10.22%), and written expression got (3.40%). Only one student reported that he reads short stories in other module (translation). Finally, no one of the participants opted for linguistics and civilization.

#### **Q6: How often do you read short stories?**

**Table 2.6:** *Students' Frequency of Reading Short Stories*

Options	Subjects	Percentages%
Every day	0	00%
Once a week	19	21.59%
Twice a week	11	12.50%
Once a month	42	47.72%
Twice a month	16	18.18%

A look at table 2.6 showed that nearly half of the participants (47.72%) read short stories once a month, while the other participants (21.59%) reported that they read them once a week. (18.18%) of the students revealed that they read short stories twice a month.

However, the rest percentage represents those students who said that they are inclined to read short stories twice a week. Yet, no student opted for every day. This may be due to the fact that students do not have sufficient time to read them because of a lack of time.

**Q7: How many short stories do you read per year?**

**Table 2.7:** *The Number of Short Stories Read by Students*

Options	Subjects	Percentages%
1 to 3	32	36.36%
3 to 8	34	38.63%
8 to 10	11	12.50%
More than 10	11	12.50%

Table 2.7 indicated that (38.63%) of the students read from 3 to 8 short stories per year. Another group of the students (36.36%) reported that they read from 1 to 3 short stories. However, (12.50%) of them read from 8 to 10 short stories, and the same percentage (12.50%) represents those students who read more than 10 short stories. This may be because that they like and enjoy reading short stories.

**Q8: What kind of short story themes do you prefer to read?****Table 2.8:** *The Students' Preferences of Themes*

Options	Subjects	Percentages%
Family	30	34.09%
Friendship	31	35.22%
Loyalty	28	31.81%
Love	49	55.68%
Betrayal	15	17.04%

According to table 2.8, more than half of the respondents (55.68%) revealed that they like to read about love themes. This may be due to the fact that these kinds of themes are easy to be understood, and students will not get bored reading about them. However, (35.22%) of the respondents said that they prefer to read about friendship themes. This can be justified that those students find them interesting, and they may want to know more about friendship relationships. Family themes came in the third position with (34.09%). Students reading about such themes may be due to that they may want to share others' experiences and ways of life. Additionally, (31.81%) of the students said that they prefer to read about loyalty themes, and finally (17.04%) of them like to read about betrayal themes. The students' answers showed that they like to read more than one kind of short story themes.

**Q9: How do you find the vocabulary used in short stories?****Table 2.9:** *The Students' Perceptions towards the Vocabulary Used in Short Stories*

Options	Subjects	Percentages%
Easy	28	31.81%
Difficult	56	63.63%
Very difficult	04	4.54%

As it is shown in table 2.9, more than half of the students (63.63%) considered the vocabulary used in short stories difficult. This may be due to the fact that they are not familiarized with the vocabulary used in short stories. Another group of students (31.81%) revealed that the words used in short stories are easy, while a low percentage of them (4.54%) opted for very difficult.

**Q10: Does reading short stories motivate you to read more?****Table 2.10:** *The Role of Reading Short Stories in Motivating Students to Read More*

Options	Subjects	Percentages%
Yes	77	87.5%
No	11	12.5%

The results obtained from table 2.10 showed that the majority of the students (87.5%) reported that reading short stories motivates them to read more. This is may be because of the language, the new vocabulary, and the different styles used by the writers of these short

stories. However, (12.5%) of the students believed that reading short stories do not motivate them to read more.

## **Section Two: Vocabulary Acquisition through Reading Short Stories**

### **Q11: According to you, how is vocabulary considered in learning English?**

**Table 2.11:** *Students' Perceptions on the Importance of Vocabulary in Learning English*

Options	Subjects	Percentages%
Very important	70	79.54%
Important	15	17.04%
Quietly important	3	3.40%
Not important	00	00%

As it is noticed in table 2.11, more than three quarters (79.54%) of participants thought that vocabulary is very important in learning English. This may be due to that vocabulary is the key of language learning. Without vocabulary, learner would be unable to form simple utterances; therefore, they would be unable to communicate and express ideas effectively. Moreover, it provides much basis of how well learner speaks, listens, reads, and writes. Meanwhile, another group of the participants (17.04%) revealed that vocabulary is important in learning English. Yet, a little percentage of the students (3.40%) reported that vocabulary is quietly important which may be due to that learning English needs also other aspects of language such as grammar and the four skills not only vocabulary. Finally, no student considered that vocabulary is not important in learning English.

**Q12: What do you do to define a difficult word when reading a short story?**

- a - Using the dictionary
- b - Guessing the meaning from context
- c - Analysis of word part
- d - Ask your teacher
- e - Ask your classmates
- f - Ignore it
- g- Others

**Table 2.12:** *The Strategies Used by Students to Define Difficult Words when Reading Short Stories*

Options	Subjects	Percentages%
A	81	92.04%
B	45	51.13%
C	2	2.27%
D	5	5.68%
E	8	9.09%
F	1	1.13%

As it is clearly displayed in table 2.12, (92.04%) of the students indicated that using a dictionary is the suitable way to define a difficult word when reading a short story. Nowadays, the use of online dictionary is very easy. While, (51.13%) of the students

stated that guessing meaning from context is a beneficial way to define a difficult word. Meanwhile, (9.09%) of the participants opted for the fifth option whereas (5.68%) of them revealed that they asked their teachers in order to define a difficult word in a short story because they assume them as the main authority in the classroom who know everything. The remaining percentages present those students who selected the third and the sixth options.

**Q13: Does reading short stories enhance your vocabulary?**

**Table 2.13:** *The Role of Reading Short Stories in Enhancing Students' Vocabulary*

Options	Subjects	Percentages%
Yes	78	88.63%
No	10	11.36%

Table 2.13 revealed that most of the participants (88.63%) indicated that reading short stories enhance their vocabulary. This seems to be mainly related to the fact that when students read short stories, they find unknown words. Thus, those students are in need to check the meaning of these words in the dictionary or to guess it from the context...etc in order to become familiarized with them. However, the rest percentage (11.36%) of the participants claimed that reading short stories does not enhance their vocabulary.

**Q14: According to you, what does learning vocabulary need?**

a- Extensive reading

b- Interaction with native speakers

c- Watching videos, films ...etc

d- Listening to music

e- Others

**Table 2.14:** *Students' Needs for Learning Vocabulary*

Options	Subjects	Percentages%
A	58	65.90%
B	33	37.50%
C	44	50%
D	12	13.63%

The results obtained from the above table revealed that (65.90%) of the students reported that extensive reading helps them to learn vocabulary. Watching videos, films...etc came at the second position (50%), and interaction with native speakers got (37.50%). Finally, a low percentage (13.63%) of the students opted for listening to music.

**Q15: How do you memorize new vocabulary?**

a-Translate the word

b- Memorize how it is pronounced

c- Memorize its spelling

d- Say it aloud to your classmates

e- Others

**Table 2.15:** *The Ways of Memorizing New Vocabulary*

Options	Subjects	Percentages%
A	59	67.04%
B	35	39.77%
C	23	26.13%
D	6	6.81%
E	5	5.68%

According to table 2.15, (67.04%) of the students revealed that translating a word is a very useful way to memorize a new vocabulary. This is because when students translate these words to their mother tongue, they will easily remember them. Memorizing word pronunciation came at the second position (39.77%), and memorizing its spelling got (26.13%). Meanwhile, only six students (6.81%) opted for the option of saying it aloud to their classmates. However, another group of the participants (5.68%) opted for other ways such as reading repeatedly and using it in sentences.

**Q16: According to you, what aspect of vocabulary do you find more difficult?**

**Table 2.16:** *The Aspects of Vocabulary Difficulties*

Options	Subjects	Percentages%
Pronunciation	29	32.95%
Meaning	48	54.54%
Spelling	23	26.13%

As it is indicated in table 2.16, more than half of the participants (54.54%) considered meaning as the most difficult aspect of vocabulary which may be due to the fact that many words have more than one meaning, while (32.95%) of them stated that vocabulary pronunciation is the problem since the spoken form and the written form of a given word are not always similar. However, the rest of the participants (26.13%) opted for spelling to be the most difficult aspect of vocabulary since the words that contain silent letters, long words and compound words are particularly highly problematic to them.

### **2.1.5. Description and Administration of the Test**

To collect data about the learners' knowledge of vocabulary, a test was administered to third year students. The test consisted of two steps "a pre-test and a post-test". The questions of the tests are identical and they were held at a given interval (6 weeks). The first took place before the learners are exposed to some short stories and the second after they had read them.

The words listed in the table below were chosen from some short stories, they had been used in both the pre-test and post-test. Both of the tests were composed of a list of words (8 words). They were chosen at random. In every test the students were asked to guess the meaning of the words by ticking the correct answer.

The test was administered to 88 students, among a population of 8 groups that makes one third. It is worth mentioning that the atmosphere in which the test took place was suitable to give students the opportunity to answer enthusiastically. The test was conducted in a literary text session under the teacher's supervision, it took 10 minutes.

**Table 2.17:** *List of Unknown Words Selected from Different Short Stories*

<b>The Title of the Short Stories</b>	<b>Selected Words</b>
<b>The Sisters</b> Dubliners by James Joyce	Chalice
<b>A Literary Technique</b>	Epiphany
<b>An Encounter</b> Dubliners by James Joyce	Encounter
<b>Araby</b> Dubliners by James Joyce	Vanity
<b>Two Gallants</b> Dubliners by James Joyce	Gallant
<b>The Grace</b> Dubliners by James Joyce	Grace
<b>A Painful Case</b> Dubliners by James Joyce	Concert
<b>The Boarding House</b> Dubliners by James Joyce	Boarding house

### 2.1.6. Analysis of the Test

Scores obtained in the pre-test and the post-test are compared and analyzed to determine whether the third year of English students have acquired any words after being exposed to the different short stories.

**-Choose the right answer.**

The results in bold in all the tables show the right answers.

**1. Chalice** is.....                      **a.** A musical instrument

- b. A cup made of valuable metal used in religious ceremony.

**Table 2.18:** *Answers to the Word “Chalice”*

Word	Answer	Pre-test		Post-test	
		N	%	N	%
Chalice	A musical instrument	80	90.90	20	22.72
	<b>A cup made of valuable metal used in religious ceremony</b>	<b>8</b>	<b>9.09</b>	<b>68</b>	<b>77.27</b>
	Total	88	99.99	88	99.99

The results in the table above change from the pre-test to the post-test. In the pre-test, nearly all students (90.90%) did not succeed to guess the meaning of the word “Chalice”. They thought that it is “a musical instrument”. But in the post-test, the majority of the students (77.27%) rightly defined “Chalice” as “a cup made of valuable metal used in religious ceremony”. However, (20 out of 88) students failed in guessing the appropriate answer.

It is undoubtedly that reading the short story of “*The Sisters*” helped in the acquisition of the word “Chalice”. The increase of the right answer rises from (9.09 %) to (77.27 %). This is mainly due to the number of times (03) the word “Chalice” appears in the story.

- 2. Epiphany** is.....
- a. A celebration
  - b. Character’ awareness about one’s self as the nature

of the environment

**Table 2.19:** *Answers to the Word “Epiphany”*

Word	Answer	Pre-test		Post-test	
		N	%	N	%
Epiphany	A celebration	74	84.09	15	17.04
	<b>A character’s awareness about one’s self as the nature of the environment</b>	<b>14</b>	<b>15.90</b>	<b>73</b>	<b>82.95</b>
	Total	88	99.99	88	99.99

The word “Epiphany” is a new word for most of students. It is a literary technique. The results obtained in the pre-test were negative to a large extent. More than three quarters (84.09%) of the students revealed that “Epiphany” is a celebration. However, the right answer “a character’s awareness about one’s self as the nature of the environment” got (15.90%). But the results in the post-test are strikingly varied from the pre-test. The majority of the students (82.95%) identified the right meaning of the word “Epiphany”. This is mainly due to the fact that “Epiphany” used as a literary technique by the writer in every short story.

**3. Encounter** is..... a- Memory

b- A meeting

**Table 2.20:** *Answers to the Word “Encounter”*

Word	Answer	Pre-test		Post-test	
		N	%	N	%
Encounter	Memory	60	68.18	8	9.09
	<b>A meeting</b>	<b>28</b>	<b>31.81</b>	<b>80</b>	<b>90.90</b>
	Total	88	99.99	88	99.99

With regard to the scores obtained from the above table. (68.18%) of the students misidentified the appropriate meaning of the word “Encounter”. They believed that it is a “memory” rather than “a meeting”. However, in the post-test, a high percentage of students (90.90%) opted for “a meeting” as being the right answer. These results show a progress from (31.81%) to (90.90%) for the word “Encounter” after reading “*An Encounter*”.

**4. Vanity** is ..... a-Pride

b- The quality of being valueless or futile

**Table 2.21:** *Answers to the Word “Vanity”*

Words	Answer	Pre-test		Post-test	
		N	%	N	%
Vanity	Pride	50	56.81	39	44.31
	<b>The quality of being valueless or futile</b>	<b>38</b>	<b>43.18</b>	<b>49</b>	<b>55.68</b>
	Total	88	99.99	88	99.99

As it is shown in table 2.21, (56.81%) of the students in the pre-test thought that “Pride” is the appropriate word of the word “Vanity”, but (43.18%) of them recognized the word “Vanity” as “the quality of being valueless or futile”. However, in the post-test, the percentage of the students who identified “Vanity” as being “the quality of being valueless or futile” increased from (43.18%) to (55.68%). It would appear that the context where the word “Vanity” appears “...Gazing up into the darkness I saw myself as a creature drawn and desired by vanity; and my eyes burned with anguish and anger” in “*Araby*” has contributed in guessing the right definition. It is clear that reading the short story “*Araby*” has helped to the acquisition of the word “Vanity”.

**5. Gallant** is..... a- A type of French food

b- A gentleman

**Table 2.22:** *Answers to the Word “Gallant”*

Word	Answer	Pre-test		Post-test	
		N	%	N	%
Gallant	A type of French food	43	48.86	10	11.36
	<b>A gentleman</b>	<b>45</b>	<b>51.13</b>	<b>78</b>	<b>88.63</b>
	Total	88	99.99	88	99.99

The analysis of the results to the word “gallant” reveals that more than half of the students (51.13%) opted for the right definition in the pre-test. In terms of achievement after reading “*The Two Gallants*”, a development has been observed in the post-test. Almost all the students (88.63%) identified “Gallant” as being “a gentleman” rather than “a

type of French food”. These results show that the context where this word was taken from has contributed to develop the students’ comprehension of a word they were not familiar with before reading the short story.

6. **Grace** is..... a- Green landscape  
 b- Blessing

**Table 2.23:** *Answers to the Word “Grace”*

Word	Answer	Pre-test		Post-test	
		N	%	N	%
Grace	Green landscape	60	68.18	22	25
	<b>Blessing</b>	<b>28</b>	<b>31.81</b>	<b>66</b>	<b>75</b>
	Total	88	99.99	88	100

A quick look on the results indicates that a high percentage (68.18%) of the students in the pre - test failed to get the correct answer. They considered “Grace” as being “green landscape”. But in the post – test, three quarters (75%) of the students succeeded to get the right answer and only (22 out of 88) of them opted for the wrong answer “green landscape”. These scores reveal that the number of times (4) of the word “Grace” mentioned in the story “*The Grace*” , has a positive influence on the students’ acquisition of this word.

7. **Concert** is ..... a- A gathering  
 b- A musical performance

**Table 2.24:** *Answers to the Word “Concert”*

Word	Answer	Pre-test		Post-test	
		N	%	N	%
Concert	A gathering	53	60.22	10	11.36
	<b>A musical performance</b>	<b>35</b>	<b>39.77</b>	<b>78</b>	<b>88.63</b>
	Total	88	99.99	88	99.99

The word “concert” seems to be a word the students know or have easily recognized as being “a musical performance” rather than “a gathering”. The assembled results were surprising in the pre-test, (60.22%) of the students responded for “a gathering” as the right meaning for the word “concert”. However, (88.63%) of students in the post-test gave the right answer which is “a musical instrument”. The context in which the word “Concert” occurs “His liking for Mozart’s music brought him sometimes to an opera or a concert. These were the only dissipations of his life.” has greatly helped students to acquire this word. These results reveal that reading “*A Painful Case*” story has contributed to the acquisition of this word.

**8. Boarding house** is..... a- A private house that functions as a hotel

b- A boat used as a house

**Table 2.25:** *Answers to the Word “Boarding House”*

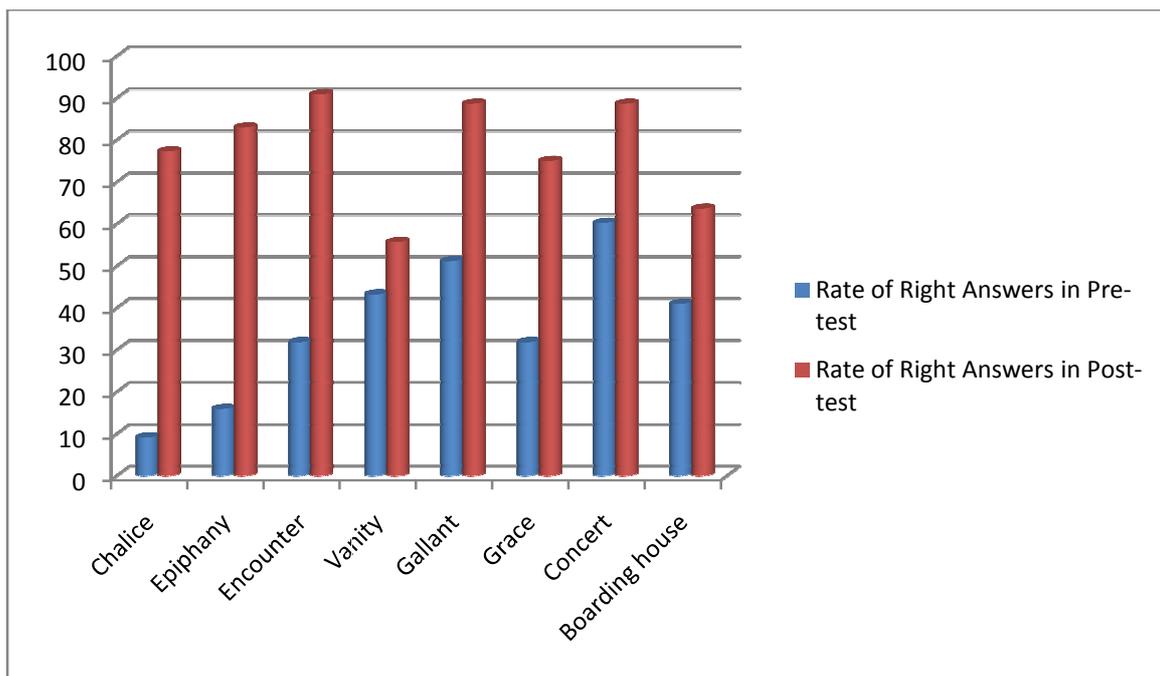
Word	Answer	Pre-test		Post-test	
		N	%	N	%
Boarding house	<b>A private house that functions as a hotel</b>	<b>36</b>	<b>40.90</b>	<b>56</b>	<b>63.63</b>
	A boat used as a house	52	59.09	32	36.36
	Total	88	99.99	88	99.99

Concerning the definition of the word “Boarding house”, more than half (59.09%) of the students in the pre-test recognized it as being “a boat used as a house”. But after reading the short story “*The Boarding House*”, (63.63%) of the students understood this word as being “a private house that functions as a hotel”. The context in which the word appears in the story “...Mrs. Mooney, who had taken what remained of her money out of the butcher business and set up a boarding house in Hardwicke street, was a big imposing woman. Her house had a floating population made of tourists from Liverpool and the Isle of Man and, occasionally, artists from the music halls.” helps getting the correct meaning of this word. These scores show that reading “*The Boarding House*” has enhanced the possibilities of deducing the meaning of the word they were not necessarily familiar with before reading the short story.

The general results of the words obtained from the pre-test and the post-test are summed up in the following table and figure.

**Table 2.26:** *Number and Rate of Right Answers in the Pre-test and Post-test*

Words	Right Answers in Pre-test		Right Answers in Post-test	
	N	%	N	%
Chalice	8	9.09	68	77.27
Epiphany	14	15.90	73	82.95
Encounter	28	31.81	80	90.90
Vanity	38	43.18	49	55.68
Gallant	45	51.13	78	88.63
Grace	28	31.81	66	75
Concert	53	39.77	78	88.63
Boarding house	36	40.90	56	63.63



**Figure 2.1 The Number and Rate of the Right Answers in the Pre-test and Post-test**

## **Section Two: Discussion of the Results and Pedagogical Recommendations**

### **Introduction**

This section aims to discuss the questionnaire and the test results that were addressed to third year students of English at Mohammed Seddik Ben Yahia University. One part is devoted to the discussion of the findings yielded from the questionnaire. Another part deals with the discussion of the results of the test (pre-test and post-test) given to the students. It also draws pedagogical recommendations.

#### **2.2.1. Discussion of the Results**

##### **2.2. 1.1. Discussion of the Results of the Students' Questionnaire**

The analysis of the students' questionnaire has revealed many facts on students' perceptions towards enhancing vocabulary through reading short stories. First of all, all the students state that reading is very crucial, and that they prefer reading short stories more than other reading materials. This may be due to the fact that short stories are not lengthy and less time consuming. The next preferred reading materials to being favored are novels, magazines and newspapers, while a few numbers of the students prefer reading poems. Regarding the students' opinions about the encouragement of the teacher to reading short stories, almost all students reveal that their teacher motivates them to read short stories. More importantly, when they were asked about the reason behind reading short stories in English, more than three quarters of them say that it is in order to learn new vocabulary. This result shows that students are aware of the role of reading short stories in acquiring new words. Concerning the kind of short story themes, students prefer to read about. The results show that a considerable number of students prefer reading love themes. The next preferred short story theme is friendship. Furthermore, the majority of the students consider reading short stories a motivational source to read more. Regarding the

importance of vocabulary, results from the students' questionnaire show that the majority of the students are aware of the importance of vocabulary in learning English. However, students demonstrate that the vocabulary used in short stories is difficult and students' major problems relate to a large extent to words' meaning and pronunciation. To overcome words' difficulties encountered when reading short stories, students prefer to use a dictionary and to guess meaning from context. Moreover, the results of the current study have shown that the best way to memorize new words is translating them. With regard to students' views about the effect of reading short stories on enhancing vocabulary, the majority of them reveal that reading short stories is an efficient technique to enhance their vocabulary.

Consequently, the analysis of the students' questionnaire reveals that third year students are interested in reading short stories more than any other reading material and they acknowledged the role of reading short stories in enhancing their vocabulary.

#### **2.2.1.2. Discussion of the Results of the Test**

The findings of the students test have shown a great progress in acquiring the words after their exposure to different short stories. The students have increased their scores in the post-test in all cases (8 out of 8), with major increase (more than 50%). This observation reveals that reading short stories had its influence in all cases since the students succeeded to recognize the meaning of all words with higher percentages in the post-test than in the pre-test. It is worth noticing that the context in which these words appear in the short stories contributes greatly in the acquisition of these words. Therefore, the gathered results of the test reveal significant gains in students' vocabulary after reading short stories which means that such reading leads to acquire new vocabulary.

### **2.2.2. Pedagogical Recommendations**

Based on the findings presented in chapter two, the following recommendations are made in order to develop the English learners' vocabulary acquisition through the use of short stories at the Department of English Language at the University of Mohammad Seddik Ben Yahia, Jijel.

#### **2.2.2.1. The Implementation of Short Stories in Other Modules**

The results of this study clearly revealed that "literary texts" at the Department of English is the module in which the students read short stories. Students study this module two sessions per week and this is not enough to acquire a high amount of vocabulary. To give students more opportunity to acquire new vocabulary, it is highly recommended to integrate reading short stories in other modules such as written expression, oral expression, and translation.

#### **2.2.2.2. Teacher Encouragement**

The results of this study indicated that the majority of students do not read short stories regularly. In this case, the teacher should play a vital role in motivating and encouraging students to spend more time reading short stories as much as possible inside or outside classroom as well as raising their students' awareness of the great importance and the valuable role of reading short stories in developing vocabulary acquisition.

#### **2.2.2.3. Teacher's Selection of Short Stories**

Teachers and syllabus designers should select the appropriate themes of short stories that meet the students' needs, interests, and preferences. This is clearly understood in Akyel and Yalçin quotation (1990) who indicated that "variety of themes will offer different things to many individuals' interests and tastes" (as cited in Erkaya, 2005, p.6).

So choosing the suitable themes may motivate the students to read continuously and they can encounter unfamiliar words that have meanings which differ from the ones used in the other reading materials. Thus, enabling those students to acquire these new words.

#### 2.2.2.4. The Use of Multiple Strategies for Memorizing Vocabulary Items

The EFL learners find many difficulties in memorizing new words that they encounter while reading short stories. That is why they should use various techniques and strategies that help them remember these words well. So, this study indicated that learners translate the new words to memorize them as well as memorizing their pronunciation and their spelling. But there are other strategies such as the repetition that will facilitate the process of retaining them in their long term memories. According to Thornbury (2002, p. 24):

The time-honoured way of ‘memorizing’ new material is through repeated rehearsal of the material while still in working memory- i.e. letting the articulatory loop just run and run. However, simply repeating an item (the basis of **rote learning**) seems to have little long-term effect unless some attempt is made to organize the material at the same time...But one kind of repetition that *is* important is repetition of encounters with a word. It has been estimated that, when reading, words stand a good chance of being remembered if they have been met at least seven times over spaced intervals.

Moreover, the EFL learners may use notebooks to write the new words they find in the short stories when they read, and use synonyms and antonyms. Hence, these techniques can help those learners to memorize these words better.

In conclusion, it is suggested that the results of this research can be used as a reference for further researchers to conduct further research dealing with the effect of reading short stories on enhancing other aspects of language such as grammar, writing, speaking, and listening.

### **Conclusion**

This chapter represented the practical part of the current study. It is divided into two main sections: the first section was devoted to the description of the participants, the data tools collection and the analysis of the results. The second one provided the discussion of the results obtained from both students' questionnaire and the test (pre-test and post-test) and some pedagogical recommendations. The results obtained from the present study led to the conclusion that reading short stories is a good means that can enhance the EFL learners' vocabulary acquisition.

## **General Conclusion**

In conclusion, vocabulary plays a key role in language learning. It is a vital component of language that helps in building up the four language skills; reading, writing, listening, and speaking. Therefore, acquiring an adequate number of vocabulary items is very significant for foreign language learners. That is why everybody who learns English or a certain language is in need to recognize the words of that language. With the mastery of vocabulary, it will get easier to express ideas and beliefs precisely. A considerable number of research studies pointed out that reading short stories is of great benefit in acquiring vocabulary. The present study is an attempt to shed light on the role of reading short stories to enhance EFL learners' vocabulary acquisition.

Through this study, it was hypothesized that if EFL learners read short stories, their vocabulary will be enhanced and developed. To confirm the previously hypothesis, two instruments were used in this research. The students' questionnaire and the students test (pre-test and post-test). The students' questionnaire has been designed to investigate the students' views about reading short stories and its effect on acquiring vocabulary. The students test has been set down to measure the students' ability to acquire the eight words after their exposure to read some short stories.

All in all, according to the findings of the questionnaire, students believe that short stories do play a vital role in enhancing their vocabulary acquisition. Additionally, the results obtained of the pre-test and the post-test have been proved that reading short stories is an efficient technique through which third year English learners can acquire many unfamiliar words. This leads to say that the hypothesis of the present study has been confirmed.

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## **Appendices**

### **Appendix**

Appendix A: The third year students' questionnaire

Appendix B: The third year students' test

## Appendix A

### Students' Questionnaire

Dear students

You are invited to fill in the following questionnaire as a part of a master research entitled "Enhancing EFL Students' Vocabulary Acquisition through Reading Short Stories". Case study: Third Year LMD Students of English Language at Mohammed Seddik Ben Yahia University. Jijel. Please, mark (√) in the appropriate box.

May we thank you in advanced for your collaboration and the time provided for us to answer this questionnaire.

#### Section One: Reading Short Stories

**Q1:** Do you consider reading important for you?

a- Yes

b- No

**Q2:** What do you usually read?

a- Short Stories

b- Poems

b- Novels

c- Magazines

d- Newspapers

e- Others, please specify

.....

**Q3:** Does your teacher encourage you to read short stories?

a- Yes

b- No

**Q4:** Why do you read short stories in English?

- a- To acquire new knowledge
- b- To learn new vocabulary
- c- Just for pleasure
- d- Reading is part of a course assignment
- e- Others, please specify

.....

**Q5:** In which module do you read short stories?

- a- Literary Texts
- b- Linguistics
- c- Civilization
- d- Oral Expression
- e- Written Expression
- f- Others .....

**Q6:** How often do you read short stories?

- a- Every day
- b- Once a week
- c- Twice a week
- d- Once a month
- e- Twice a month

**Q7:** How many short stories do you read per year?

- a- 1 to 3
- b- 3 to 8
- c- 8 to 10
- d- More than 10

**Q8:** What kind of short story themes do you prefer to read?

- |               |                          |             |                          |
|---------------|--------------------------|-------------|--------------------------|
| a- Family     | <input type="checkbox"/> | d- Love     | <input type="checkbox"/> |
| b- Friendship | <input type="checkbox"/> | e- Betrayal | <input type="checkbox"/> |
| c- Loyalty    | <input type="checkbox"/> |             |                          |

**Q9:** How do you find the vocabulary used in short stories?

- |                   |                          |
|-------------------|--------------------------|
| a- Easy           | <input type="checkbox"/> |
| b- Difficult      | <input type="checkbox"/> |
| c- Very difficult | <input type="checkbox"/> |

**Q10:** Does reading short stories motivate you to read more?

- |        |                          |       |                          |
|--------|--------------------------|-------|--------------------------|
| a- Yes | <input type="checkbox"/> | b- No | <input type="checkbox"/> |
|--------|--------------------------|-------|--------------------------|

### **Section Two: Vocabulary Acquisition through Reading Short Stories**

**Q11:** According to you, how is considered vocabulary in learning English?

- |                      |                          |
|----------------------|--------------------------|
| a- Very important    | <input type="checkbox"/> |
| b- Important         | <input type="checkbox"/> |
| c- Quietly important | <input type="checkbox"/> |
| d- Not important     | <input type="checkbox"/> |

**Q12:** What do you do to define a difficult word when reading a short story?

- |                                  |                          |
|----------------------------------|--------------------------|
| a- Using the dictionary          | <input type="checkbox"/> |
| b- Guessing meaning from context | <input type="checkbox"/> |
| c- Analysis of word part         | <input type="checkbox"/> |
| d- Ask your teacher              | <input type="checkbox"/> |
| e- Ask your classmates           | <input type="checkbox"/> |

f- Ignore it

g- Others .....

**Q13:** Does reading short stories enhance your vocabulary?

a- Yes

b- No

**Q14:** According to you, what does learning vocabulary need?

a- Extensive reading

b- Interaction with native speakers

c- Watching videos, films...etc

d- Listening to music

e- Others

.....

**Q15:** How do you memorize new vocabulary?

a- Translate the word

b- Memorize how it is pronounced

c- Memorize its spelling

d- Say it aloud to your classmates

e- Others

.....

**Q16:** According to you, what aspect of vocabulary do you find more difficult?

a- Pronunciation

b- Meaning

c- Spelling

d- Others

.....

**Thank you for your collaboration.**

## Appendix B

We would appreciate your help as to accept to respond to the following pre-test for the requirements of our Master research. The test is a list of vocabulary items. Please, choose the correct answer according to the words given in the list.

**1. Chalice**

- a. A musical instrument
- b. A cup made of valuable metal used in religious ceremony

**2. Epiphany**

- a. A celebration.
- b. Character's awareness about one's self as the nature of the environment

**3. Encounter**

- a. Memory
- b. A meeting

**4. Vanity**

- a. Pride
- b. The quality of being valueless or futile

**5. Gallant**

- a. A type of French food
- b. A gentleman

**6. Grace**

**a.** Green landscape

**b.** Blessing

**7. Concert**

**a.** A gathering

**b.** A musical performance

**8. Boarding house**

**a.** A private house that functions as a  
Hotel

**b.** A boat used as a house

**Thank you for your collaboration.**

## **Résumé**

La présente étude a pour but d'explorer le rôle de la lecture des nouvelles dans le développement de l'acquisition du vocabulaire des étudiants de troisième année de la langue anglaise à l'université de Mohammed Seddik Ben Yahia de Jijel. Afin d'atteindre ce but, deux outils de recherche ont été utilisés: un questionnaire et un test. Le but du questionnaire était de connaître les attitudes des étudiants vis-à-vis la lecture des nouvelles. Le test en revanche, était de mesurer le degré de l'acquisition du nouveau vocabulaire à travers la lecture des nouvelles. Les résultats obtenus confirment l'hypothèse que si les étudiants de la langue anglaise lisent les nouvelles, leur acquisition du vocabulaire sera enrichie et développée, tout en montrant que la majorité des étudiants ont acquis de nouveaux mots après avoir lu les nouvelles contenant ces mêmes mots. En se basant sur ces résultats, quelques recommandations pédagogiques sont suggérées pour l'enseignement de vocabulaire à travers l'utilisation des nouvelles.

## ملخص

هذه الدراسة تهدف إلى معرفة دور القصص القصيرة في تطوير المفردات لطلاب اللغة الإنجليزية السنة الثالثة على مستوى جامعة محمد الصديق بن يحيى، جيجل. لأجل تحقيق هذا الغرض تم الاعتماد على وسيلتين للبحث هما استبيان و اختبار. يهدف استبيان الطلاب إلى معرفة رأيهم في قراءة القصص القصيرة كوسيلة لاكتساب المفردات، بينما الاختبار يهدف إلى قياس أثر القصص القصيرة في اكتساب مفردات جديدة. أثبتت النتائج المتحصل عليها الفرضية التالية إذا تم قراءة القصص القصيرة من طرف الطلاب فرصيدهم اللغوي سوف يثرى، مبينة أن أغلب الطلاب اكتسبوا مفردات جديدة بعد قراءة القصص القصيرة التي تضم هذه المفردات. معتمدين على هذه النتائج، تم تقديم بعض المقترحات لتطوير اكتساب المفردات من خلال القصص القصيرة.