



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Abbas Laghrou University, Khenchela
Faculty of letters and Foreign Languages
Department of English Language



Enhancing Vocabulary Through Reading Short Stories In EFL Classes

Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

Submitted By:

* SAHRAOUI Abbas

Supervisor:

* Mr. BOULKROUNE Assam

Examiner:

* Mr. FELLAH Hichem

September, 2020



DEDICATION

I dedicate this modest work to my families

To my sisters and brothers

To my friends and classmates

Especially those who helped me complete this project

successfully to all people who loved and helped

me in one way or another.



ACKNOWLEDGMENTS

The successful completion of this research work could not have been accomplished without the knowledge and guidance of my teachers. The process of transitioning from one chapter to another would not have been possible without the support of many wonderful people.

In particular, I would like to extend my greatest appreciation to my supervisor, Ms. BOULKROUNE Assam for his continued guidance throughout this process. My greatest hope is to someday reach half of what he has reached in his professional career as a lecturer.

In addition, I owe additional thanks to the few, significant and great professors who taught and inspired me during my last years of university.

Thank you



ABSTRACT

This dissertation aims at exploring students' awareness and knowledge of vocabulary. It tries to investigate if reading short stories can have a great impact on their vocabulary formation. This study examines 70 participants, boys and girls chosen randomly from Amir Khaled secondary school, Khenchela. The researcher gives a pre-test that examines their awareness and knowledge of vocabulary from different short stories. Then, they read three African short stories. They read Achebe's "Dead Men's Path", then Aidoo's "Certain Winds from the South" and La Guma's "Blankets". Students learn the stories and the vocabulary while using different vocabulary strategies. After that, the researcher offers a post-test to find students' development in enhancing their vocabulary. Results confirm the hypotheses, as students show little awareness for vocabulary from the selected stories. After reading the stories and using different vocabulary strategies, their results improve and their vocabulary have been enhanced.

TABLE OF CONTENTS

DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	x
GENERAL INTRODUCTION	1
1. Short stories in vocabulary learning.....	2
1.1. The importance of vocabulary for EFL learners.....	2
1.2. Why using short stories?	3
1.3. The selection of the short stories.....	4
2. Statement of the problem.....	4
3. The purpose of the study	5
4. Significance of the study	6
5. Research questions	6
6. Hypotheses of the study	6
7. Limitations of the study	7
CHAPTER ONE: LITERATURE REVIEW	8
1.1. Why vocabulary is vital for EFL learners	
1.2. What involves knowing a word.	10
1.3. Reading to Enhance Vocabulary	11
1.4. Incidental learning of vocabulary	14
1.5. Integrating Literature in EFL classes.....	15

1.6. The role of short stories on vocabulary learning.....	17
1.6.1. Authenticity	17
1.6.2. Cultural enrichment	20
1.7. Vocabulary learning strategies	21
CHAPTER TWO: PRACTICAL PART	33
2.1. Sample Size:	34
2.2. Reliability and Validity of the Scale of the pre- and post-tests:.....	34
2.3. Research questions analysis.....	36
2.3.1. How can short stories help EFL learners develop their vocabulary?.....	36
2.3.2. What are the benefits of reading short stories?.....	39
2.3.3. How do learners learn vocabulary incidentally?.....	41
2.4. Total Achievement of learning by short stories.....	42
GENERAL CONCLUSION	51
Conclusion.....	52
REFERENCES.....	55
APPENDICES	59
Appendix A	60
Appendix B.....	64
Appendix C.....	68
Appendix D	69

LIST OF TABLES

Table (1):	Reliability Statistics.....	34
Table (2):	Independent (T) test for the Pre-test scores, mean scores and Std. deviation.....	35
Table (3):	Pre-test & Post-test mean scores and Std. deviation for learning through short contexts	36
Table (4):	Results of ANCOVA on Covariate, test of differences between the two groups for learning through short contexts.....	37
Table (5):	Adjusted Post-test Scores for Q.1.....	37
Table (6):	Pre-test & Post-test of Q. 3.....	38
Table (7):	Results of ANCOVA on Covariate for Q.3 in the tests.....	38
Table (8):	Adjusted Post-test Scores for Q.3.....	39
Table (9):	Pre-test & Post-test, means and Std. deviation for learning through short stories by using different types of vocabulary strategies.....	40
Table (10):	Results of ANCOVA on Covariate for Q.2 in the tests.....	40
Table (11):	Adjusted Post-test Scores for Q.2.....	41
Table (12):	Pre-test & Post-test mean scores and Std. deviation of incidental learning.....	41
Table (13):	Results of ANCOVA on Covariate for Q.4 in the tests	42
Table (14):	Adjusted Post-test Scores for Q.4.....	42
Table (15):	Pre-test & Post-test mean scores and Std. Deviation of Q.4.....	43
Table (16):	Results of ANCOVA on Covariate of the total scores in the post-test.....	43
Table (17):	Adjusted Post-test Scores of the total achievement.....	44
Table (18):	Table (18): Success Percentages.....	44



General

Introduction



1. vocabulary learning and short stories

Integrating literature in foreign language classrooms has many benefits in relation to learning and mastering English language skills, Sundelin (2013, p.70) believed and proved that integrating literature to language learning can facilitate learning English language. And he considered literature as a significant educational tool in learning. Reading literature may interest and motivate students highly. They will engage to know about the foreign literature especially, short stories. Reading short stories motivates learners to learn English language while enjoying and getting involved in a sequence of actions.

It can also engage the learners in the language as it makes the learning and teaching process more vital; the learners will interact with real and authentic text. They will improve the four language skills (reading, speaking, listening, and writing). They will learn and build vocabulary as they will know more words to understand the story and memorize them as they will be repeatedly shown. They will also know the context they are used in and the suitable situations for them. In addition, reading short stories can help learners to be critical and creative thinkers as they read and analyze language actions and themes.

In addition, they will be exposed to the target culture since short stories embody cultural aspects of the target language which also leads to more understanding of the language and identifying people's ways of living, manners and beliefs. Thus, this study aims to support integrating short stories in EFL classes to build the learners' vocabulary to have proficient and communicative learners. Students who can use English easily.

1.1.1 The importance of vocabulary for EFL learners

Read (2000) states in his book, *Assessing Vocabulary*, "Words are the basic building blocks of language, the units of meaning from which larger structures such sentences, paragraphs, and whole texts are formed" (p. 1). So, learning English language should begin with accumulating vocabulary in the learners' minds to lead students form sentences, paragraphs and speeches. This way, they will be able to communicate in that target language. Vocabulary is the main part in learning a language as learners often hold their dictionaries to know the meaning of any word to communicate in that language. Form, meaning, and use are the main aspects in vocabulary, so teachers should consider them when teaching EFL. It's essential to raise students' awareness about the use of the words and the suitable context in which they are used.

There is an intertwined relationship between reading and vocabulary. Reading can serve as a good means for building vocabulary, and short stories can serve as a good tool for learning vocabulary. So, it will be beneficial to encourage learners to read stories to enhance their reading skills and to build up their vocabulary.

1.1.2 Why using short stories?

Short stories serve as a good means to learn a foreign language so that learners will be motivated to know about the target culture. Abuzahra and Farrah (2016, p:12) believe that “Using short stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development.” Employing short stories in classes like the High school classes that the researcher has is particularly beneficial.

Furthermore, using short stories is enjoyable and motivating; teachers should give attention to what motivates their students. For instance, the sequence of actions in any story will engage students to finish reading the story. They will enjoy reading as the suspense element can make learners engaged and interested till the end of the story.

Erkaya (2005) states that the story has an introduction, body and end, “it motivates students at all levels of language proficiency to continue reading until the end to find out the conflict is resolved.” (p. 5). He also believes that encouraging students to engage genuinely with the text by writing responses develop their writing skills, their critical thinking and their appreciation to the aesthetic sense of literature. Literature itself is interesting and motivating to students if it’s been chosen to suit their language level and their interests. Literature in general and short stories in particular are motivating to students in all levels and at different ages.

Kharaghani (2013) said: 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. (p. 868)

1.1.3 The selection of the short stories:

There are certain criteria when selecting short stories for EFL classes: the students’ level and age, the length of the story and the appropriateness of the content, and the cultural and linguistic appropriateness. These factors are of great importance to gain the aim of teaching short stories which is vocabulary building.

Mckay (1982) found that: To select texts from literature written for young adults. Such literature tends to have the following characteristics. Frequently, the theme of such literature deals with the problem of personal growth and development. Furthermore, most literature for young adults tends to be relatively short, and the characters usually limited to a small cast of characters (532).

This study will focus on five African short stories by well-known writers: “Dead Men’s Path” by Chinua Achebe, “Certain Winds from the South” by Ama Ata Aidoo and “Blankets” by Alex La Guma. The length of these stories is suitable, the themes are interesting, and the language is appropriate for learners. They reflect pure African culture, people’s behaviors, traditions, customs, clothing, and social relations.

1.2.Statement of the Problem

In EFL classrooms, Literature has been partly neglected. For instance, many teachers try to avoid teaching short stories in their classes as they think they have to teach grammar, and reading passages. They believe that stories need more time ignoring the fact that short stories can help the students to become competent in reading, writing and in building vocabulary. They enrich them with cultural understanding and provide them with the grammatical patterns that are used in the suitable context.

Vocabulary is not only simple words; rather, it has collocations, synonyms and antonyms. It also has verb variations, adjectives and adverbs, and the students need to know how to use these parts of speech correctly as the misuse of the words leads to inaccurate language and miscommunication. The grammar of English is also a challenge; it’s complex because students should realize and know the use of rules and structures to build sentences in order to speak and communicate in the language correctly.

If learners misuse grammatical rules they fail in communicating the meaning. Pronunciation is another obstacle in learning English; learners face a challenge pronouncing new words, and they need to use resources like dictionaries to know the correct pronunciation. English has variations in pronunciation, there are silent letters, and different letters and sounds, like /p/, /v/ which do not exist in the first language, Arabic. Learners should practice to pronounce these sounds well and speak correctly. So, grammar and pronunciation can be learnt through reading short stories. Grammar and pronunciation are interrelated to vocabulary learning as they are important to learn the words and use them correctly.

Therefore, integrating short stories in teaching English language may enhance learning and make it more enjoyable for learners. It presents a wide vocabulary, grammatical issues, and styles of writing. Students can learn many new words and the appropriate use of vocabulary while enjoying reading series of actions. Using short stories can also help students know more about the target culture. The themes, plots, settings, and characters motivate students to know what happens in the story. They will learn consciously and unconsciously new vocabulary through reading and discussing of the story.

1.3. The purpose of the study

Reading short stories can serve as a good means for learning English as a foreign language particularly to build learners' vocabulary; this study will be conducted to achieve the following:

- Building vocabulary: short stories can build learners' vocabulary widely;
- Engaging and motivating students: short stories have many benefits in terms of learning foreign language vocabulary. It can motivate them to read and understand the stories;
- Learning incidentally: through reading short stories learners can enhance their vocabulary by reading words repeatedly in the text;

For these purposes, this study is to be conducted. To build the students' vocabulary, engage them and motivate them.

1.4. Significance of the study

There exists a mutual relationship between reading short stories and acquiring new vocabularies. Reading is directly related to word knowledge, and the more words the students acquire the more they understand texts.

It aims to empower these students by increasing their English language skills through afterschool classes. It also aims to strengthen their commitment to community service through sponsored activities.

1.5. Research questions

1. How can short stories help EFL learners develop their vocabulary?
2. What are the benefits of reading short stories that are related to writing skill?

1.6. Hypotheses of the study

1. It's hypothesized that integrating short stories in EFL classrooms can develop learners' vocabulary widely.
2. It's hypothesized that teaching short stories in EFL classrooms has many advantages for EFL learners, and for the writing skill.
3. It's hypothesized that vocabulary could be learned incidentally and short stories serve as a good means of incidental vocabulary learning.

1.7. Limitations of the study

This study is limited for two reasons. The students' level within the group and the size of the sample. The intellectual level may vary between one student and the other due to some socio-cultural factors. In addition to that, the total number of the sample is not quite representative of the real outcomes. Hence, the final findings cannot be generalized only to similar settings.



Chapter One
Literature Review

2.1 Why vocabulary is vital for EFL learners:

To have a clear definition of the word *vocabulary*, one should go back to its origin. “Vocabulary” is derived from the Latin word *vox* (voice in English). With our vocabularies, we call out and give voice to new ideas and concepts that beg to be named.” Bear (2010,) says “vocabulary knowledge is crucial to successful comprehension.” (P. 1). Nash and Snowling (2006) describe vocabulary as “the knowledge of words and their meanings”. (P. 336).

Read (2000) describes vocabulary as the building blocks for the language to emphasize the importance of learning the target language vocabulary in order to master that language. Students have to learn vocabulary to build their own lexicon in order to communicate in the target language. The more they enhance their vocabulary, the more they are able to understand, read, write, speak and listen to that target language.

ALqahtani (2015) states that “Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.” (P. 22). In other words, learning a language starts with learning its alphabets which leads to making words, so to understand that language, and to communicate in that target language, one should learn and acquire the words to form sentences and speeches.

EFL learners consider vocabulary learning as challenge to learn English. Many researchers investigated the field of vocabulary and its importance to language learning. So they conducted many studies to explore approaches, strategies and techniques for building vocabulary. Ghazal (2007) mentions the importance of vocabulary learning to have accurate and fluent learners. He considers vocabulary as the building blocks of the language. He states that “ words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning.” (P.84). He focuses on using a variety of strategies to make vocabulary learning easier, like guessing techniques (guessing from context), semantic mapping, and using dictionaries.

Al-Dersi (2013) believes that vocabulary learning is the main part in mastering the target language for many reasons. The first one is successful communication, learning vocabulary makes learners more communicative in the target language. The communicative approach is mostly adopted in foreign language teaching, and to have communicative students who can speak

and communicate in the target language, they should have enough vocabulary.

Another reason is that the learners can appreciate and explore the beauty of the language, that is by learning and exploring new words in the language, knowing more words will allow the students to discover more about the language and its beauty. In addition, learning vocabulary makes learners think critically, as they compare and contrast between their native language and the target one and lead them to understand both languages. He also refers to the importance of vocabulary in pedagogy; in the communicative approach, he believes that lack of vocabulary causes breaks or failure in communication in the target language.

2.2 What involves knowing a word.

The knowledge of second language vocabulary has various aspects. It has connections to the syntactic, phonological, semantic or orthographic information. It also relates to pragmatics, psycholinguistics and sociolinguistics. (Nation, 2006).

Gu (2003) argues that the learning of vocabulary requires students to be aware of the distinction between “knowing a word and using a word”. In other words, it’s the students’ ability to use the words in different contexts and be able to recall the words if there is a necessity.

There are three aspects relate to vocabulary learning, according to Nation (1994); form, meaning and use are the main aspects to L2 vocabulary. The form of a word includes: spoken form, written form and word parts. To know the meaning of a word includes form and meaning, concept and referents, and associations. To be aware of the use of a word that requires grammatical functions, collocations and constraints on the use for cultural, geographical, stylistic or register reasons.

There are various strategies to learn foreign language vocabulary. Scafaru and Tofan (2006) examine how learners tackle the problem of learning new words by using a think aloud technique to identify a number of micro-strategies that learners deploy to learn vocabulary. They find that the learners use many macro and micro strategies, macro strategies like information and sources, while micro-strategies like asking classmates, guessing, asking teacher, asking for L2 paraphrase, asking for L1 equivalent, asking for example of use, group work or using dictionary.

Another strategy they mention is note – taking which is a macro-strategy; taking notes at all notes in margin vocabulary book, ordering new words, sequentially, organizing words by meaning, spelling info, L1 equivalent, L2 synonym, word derivation, and grammatical info. The

results of this study show three macro-strategies appear to be common to all learners; using sources to find out about difficult words; memorization, and note-taking. In addition, students used group work asking each other to know words meanings.

2.3 Reading to Enhance Vocabulary:

Pitts, Michael et al (1989) declare: Be it consciously or unconsciously, reading helps the second language learner acquire not only more vocabulary and more meanings and uses of the words already known (lexical competence), but it also contributes to develop syntactic knowledge. it is through extensive reading, that learners acquire most of their vocabulary, and that instruction plays a rather insignificant role as the number of words learned is concerned. (P. 6)

Reading competence is crucial to learning a language. According to Koda (2005) competence refers to “linguistic knowledge, processing skills, and cognitive abilities” (p. 4). It’s the same as reading ability, both terms can be used interchangeably. It’s worth mentioning the cognitive abilities that a reader should deploy in reading any text. First, decoding that students need means to extract linguistic information from the text. The second one is in-text information building which is extracting ideas from the text to understand the text. Finally, situation model-instruction which is to relate prior knowledge to the text ideas. These cognitive abilities can be applied when reading short stories to make reading easier and more understandable.

Most researchers found out that reading helps in developing vocabulary. There is a strong relationship between reading and gaining vocabulary. The more the learner reads the more vocabulary he builds and the more he is aware of the language. Reading develops his/ her mental awareness of the language and the culture of that language.

Shen (2003) focuses on the importance of reading in teaching vocabulary as students would be motivated to trace the stored vocabulary, build on what’s contextualized and be able to reflect what they understood based on predicting and expecting meanings. Shen (2003) also comments on how crucial is the “indirect” and spontaneous strategy in gaining more vocabulary through reading.

Tannenbaum, Torgesen, and Wagner (2006) document in their research experimental evidence for the relationship between vocabulary and reading comprehension. One evidence is a study which has been conducted on two groups. It found that replacing difficult words with

simpler synonyms helps learners to comprehend texts better. Another evidence is teaching word meanings to children, (word knowledge includes knowing the core concept of the word and how it is used). This can highly enhance their understanding of the words and the content of the text. The researchers focus on the multiple repetitions of the words as a strategy to acquire the words faster.

Many researchers investigated the fields of vocabulary, the importance of vocabulary to language learning. They conducted many studies to explore the relationship between reading and boosting vocabulary. For example, Nagy , Herman and Anderson (1985) find that reading is essential for vocabulary building , and vocabulary acquisition mainly comes from written contexts.

McKeown & Curtis (2014) mentioned in *the Nature of Vocabulary Acquisition* that most of the words are learned from the context and that can involve three main elements; knowledge-acquisition, contextual cues, and moderating variables.

The first one which is the process of knowledge acquisition has three processes. Students can apply to learn new words. One is selective encoding in which the student should infer relevant and irrelevant information to guess or understand the new word. Another process is selective combination in which the learner should combine related and relevant cues to figure out the word. The last one is selective comparison in which the learner compares the new information about the word to the old, stored one.

The second element to learn words from context is contextual cues. Contextual clues has eight types.

1. Temporal cues which relate to the duration of frequency of the unknown words.
2. Spatial cues which relate to the location of the unknown words.
3. Value cues which consider the desirability of the unknown words.
4. Stative descriptive cues which relate to the descriptions of the words such size, shape, etc.
5. Functional descriptive cues, it considers the purpose of the words.
6. Enablement cues which relate to enabling condition of the unknown words.
7. Class membership cues in which the unknown words can belong to one or more classes.
8. Equivalence cues which relate to the synonyms and antonyms of the words.

The last element is the moderating component which include many variables that are either easier or harder to apply. The first one is the number of occurrences; it includes the number of the occurrences of the new word in the text the more the word appears in the text, the more cues will be surrounded, so the reader can infer and understand the word by the cues.

Another variable is the variability of context; the type of the context in which the new words are shown can affect the process of acquiring the words. For example, the kind of the subject matter, and the writing style can give information on how the word is used, which leads to more understanding of the words.

The importance of the unknown words can play a role in understanding the text. For instance, if the reader found the new word as necessary for the whole understanding he/ she should try to find out its meaning. Another variable is the surrounding of the new word. This one is helpful for understanding the words. The type of the cues which surround the unknown words can help to infer the meaning. In addition, the density of the unknown words could affect the comprehension. If the text has many new words the reader will be overwhelmed and the cues may not help in this case.

The last variable is the background knowledge of cues. If the reader knows how to use previous information to utilize cues, he will be able to understand the words perfectly. There are two strategies that can help learners understand the text and comprehend the new vocabulary in it. The first one is the bottom- up approach in which learners need to read for details and start with the smallest units of language: letters, words, chunks, clauses and phrases, to understand the whole text. The other strategy is the top- down strategy in which learners need to employ their prior knowledge about the topic of the text to understand it and to create a general image of it. In this strategy, they can use clues and hints in the text to comprehend it. Both strategies can be a good tool in understanding not only the reading text but also the new vocabulary the text has, and if the learner employs them while reading, he will make reading more fruitful and interesting.

2.4 Incidental learning of vocabulary

Researches have discussed the relationship between reading and incidental vocabulary learning, they also discussed how many words could be acquired by reading. Incidental learning has been defined by many scholars and researchers. Kerka (2000) defines incidental learning

saying that it's when students learn without having the intention to learn and plan to learn something and learn another at the same time.

Incidental vocabulary learning from context has been investigated by many researchers; Nagy, Herman, and Anderson (1985) investigate whether learners can develop their vocabulary incidentally through reading texts. Although the study resulted in a small gain, but still statistically reliable which leads to consider incidental vocabulary learning through teaching a foreign language. Day, Omura, and Hiramatsu (1992) also find incidental vocabulary learning could happen to students of high schools and universities by reading short stories and it is found to be an effective way of learning vocabulary from context. They believe that extensive reading in general helps in vocabulary building. Gu (2003) says that incidental learning could happen when students try to guess the meanings from context, and if the teacher gives more tasks while reading for his/ her students, they will be able more to learn vocabulary incidentally.

In a replicated study, Daskalovsk (2014) find that extensive reading can help in incidental vocabulary building, as the results showed correspondence with the original study in developing the students' vocabulary by reading. The learners can learn the unknown words from reading which alludes to the importance of reading extra materials in the foreign language rather than school books.

Pigada and Schmitt (2006) investigate the effects of text frequency on vocabulary acquisition. They believe that knowing a word is not only understanding its meaning but also knowing the spelling and grammatical behavior of this word. They linked between extensive reading and vocabulary learning as vocabulary can be developed through extensive reading. Extensive reading can make readers active. They support reasons for that; the first one is that learners become "pedagogically efficient" (p. 2), as learners learn how to read and acquire vocabulary at the same time. The second reason is having autonomous readers who learn words in real context and know how to use them. They can learn and depend more by themselves. They concluded their study by the results of the efficacy of extensive reading on vocabulary acquisition as a good tool for building vocabulary and make learners more independent.

Waring and Nation (2004) indicate that reading is of great importance to vocabulary acquisition. In their study, they developed a methodology for measuring small gains by having several test formats. This study used three different kinds of measurements. The measurements were a simple yes or no sight-recognition test, a standard multiple-choice test, and a translation

test into the first language. Their results showed that incidental vocabulary learning from reading occurred at several levels and the gain scores depended on the test type, but resulted in a low gain of vocabulary as not much new vocabulary was learned. They believed that the students resulted in low grades as they didn't use the words and didn't practice as it should be.

2.5 Integrating Literature in EFL classes

Researchers investigated how literature can be used in EFL classrooms as a source of learning English. Sundline (2013) believes that vocabulary is indispensable from literature, since the text is formed of words and the reader cannot understand it if he/ she doesn't know the meaning of the words within it so he/ she will not get what is intended to be conveyed without knowing at least some words in that text.

He also finds in his study that vocabulary can be acquired and developed by utilizing literature as an educational tool. Learners applied different approaches to acquire vocabulary. Intensive reading, the most efficient one, is the first one in which learners have a purpose for reading, and vocabulary learning is intentional and conscious. Another approach is extensive reading; the learner can acquire new vocabulary incidentally. Furthermore, bottom-up approach in which learning is intentional, called intentional language- focused learning, the learner will analyze the words of the text for better understanding.

Integrating literature in EFL classrooms has many advantages. It's considered as authentic materials which open a new world to language learners. It's a stimulus for interactive discussion and communication, and for this benefit, the communicative approach adopted integrating literature in EFL classrooms. Furthermore, literature presents a genuine example of grammatical issues. Llach (2007) believes that literature should be used in English classes since it provides authentic linguistic patterns so students will be exposed to different samples of the real language, text types, and registers (the various use of language, e.g. formality and informality).

Learners will be communicative linguistically and socially, "this has to do with the notion of adequacy. It refers to the fact that a message needs to be linguistically correct and situationally appropriate." (P. 9).

Moreover, literature can enhance interaction in the classroom. Any piece of literature has different interpretation and each student should give his/ her opinion and share his/ her ideas with other students. In addition, learners become autonomous in learning, as they depend on

themselves in reading, analyzing, and giving their own reflections.

Cultural aspects appear clearly in literature; learners can identify the cultural patterns in the target language, and they will know more about the culture and the language. For example, when they read about holidays like Christmas or Thanksgiving in a story, they will recognize that the target culture has different holidays, so they may look them up for more information about these holidays and think about their own. They will start to realize the way they celebrate their holidays, the costumes they wear, and the food they prepare for the occasion.

Lastly, literature is considered as a motivational way for motivating and engaging students. It expresses the writers' real feelings and personal experiences, so learners will get engaged and motivated in these real emotions.

Khatib, Hossien, and Rahimi (2012) state many advantages for the use of literature. First, it provides the learners with subtle vocabulary usage and complex syntax. Also, it can help in the communication process. Learners will be exposed to social contexts and settings that help them to know how language is used. In addition, literature can have influence on students' reading proficiency as it reflects experience of the writers. It also motivates students and engages them in the target culture. They also stated many benefits which are adopted by other researchers. For example, literature is universal and has shared themes around the globe (love, hatred, death and nature). Another one is non triviality, which means that literature presents authentic, genuine and real work.

The personal relevance that literature reflects is also one of the cons as it can be imagined or experienced by the learners, they reflect their relevance to the themes that literature negotiates. Literature also has various types of language use, themes, and subject matters, so learners can select what suite them to read and learn. Literature can serve different topics for different tastes and interests as they can read and select what they like to read. Finally, literature is ambiguous. It has various interpretations so utilizing it in EFL classes increases interaction since students have different points of view to give.

2.6 The role of short stories on vocabulary learning

Different studies explored using short stories in EFL classrooms and found that deploying short stories have a great influence on students' language, attitudes and engagement. Abuzahra

and Farrah (2016) find that using short stories “exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development.” (P. 12). Integrating short stories in the classroom has many advantages to improve the students’ language and their capacity building.

The following points will demonstrate more about the advantages of short stories:

2.6.1 Authenticity:

Nunan (1989) defines authenticity as “any material which has not been specifically produced for the purpose of language teaching.” Short stories represent authentic materials to students; short stories can offer real and genuine language for learners should be exposed to authentic materials. Learners will find the accurate use of the language in the authentic text. They will interact with the text making sense of it, and so they deal with a language that is intended for the native speakers. By using the authentic text, they know about genuine life experiences and so they will be able to evaluate the language, the text and give their own reflections.

Abuzahra and Farrah (2016) believed that authentic materials can enhance motivation and make learners enthusiastic to read. Unlike the non- authentic text which is designed for teaching and can be considered as “artificial”. The sentences are well formed, and there are repetitions in grammatical patterns, texts like that can only help in teaching grammar, but have nothing to do with teaching reading or communicative skills as it presents “artificial nature of the language” Berardo, 2006, p.18).

Authentic texts can be magazines, T.V shows, Internet articles, songs and literature. He believes that there are certain criteria when selecting authentic texts to make effective teaching. The first one is suitability, when selecting authentic materials, reading texts for example, one should find texts relevant to the learners, suit their interests, their levels and their ages. It also should help them outside the classroom. Another one is exploitability of the text which refers to how the text should be used to develop the students’ competence in reading.

The text should be exploited for the purpose of teaching, so the purposes are clear, and the strategies should be applied to fit those purposes. The text should also be readable, has a good amount of new vocabulary and grammatical forms so the learners get what they need to learn. The last criterion is the variety and presentation of the text. The way the text appears may motivate or demotivate the reader. If the text is attractive in the sense of its presentation, like

having pictures, diagrams or photographs, the readers will be motivated and interested to read, but a full page of typing may not interest them.

Authenticity is central to communicative language teaching, according to (Berardo,2006, p. 64) who cites for (Breen, 1985, p. 61), there are four types of authenticity within the classroom:

1. Authenticity of the texts which we may use as input data for our students.
2. Authenticity of the learners' own interpretations of such texts.
3. Authenticity of tasks conducive to language learning.
4. Authenticity of the actual social situation of the classroom language

Language development:

Short stories can enhance students' language. It can build their vocabulary, improve their grammar and their ways in writing. First, short stories have a wide range of vocabulary. New words can appear in any story, so the students will be exposed to new vocabulary. To understand the story, they need to guess or know the meanings of most of the words. In this way, they will learn consciously and unconsciously new words.

There are many communicative and collaborative skills that can be developed through reading short stories. According to Al Mahrooqi and Sultana (2008). These kinds of skills can be considered in English language classroom to teach language skills.

- **Summarizing:** Reading short stories develop students' ability when they are asked to write summaries. They need to read them carefully, and bring up the main actions, plots, key conflicts and characters in a form of a short essay. Thus, this will help them to understand and recall the story.
- **Group discussion:** The teacher can adopt group work as a strategy to make the class more interactive. The students in groups can discuss questions about the stories posed by their teacher. They discuss their summaries and share their ideas about the topics that relate to the stories. Group discussions allow the students to work in a team, also to be creative by analyzing the stories, and critical thinkers as they read, understand and analyze.
- **Clarification for passages:** If the students are confused with certain paragraphs in the story, the teacher can explain, clarify and discuss it with the students.
- **Finding quotes:** The teacher can find or ask the students to find interesting quotes to be read in

the class, or he\ she can write quotes on the board and ask who the speaker is.

- Investigation: This task is to find background knowledge about the story to better understanding of certain aspects, like culture, history, setting, the author's life, philosophy and any topic relate to the story.
- Mastering words: This by finding words are used in unfamiliar way and try to figure the general meaning and discuss them.
- Illustrators: This by adding visual appeal like asking the students to draw a painting or to get a picture from the internet that represent a scene from the story. This provides opportunity for experiential learning by representing the text in a multi-dimensional way, including sensory imaging.
- Critical lens group: The students can look up literary elements in the story, like simile, metaphor, foreshadowing, irony, and any other narrative techniques to discuss in the class.
- Role paly: The students can act out some actions happened in the story, or the whole story, Al Mahrooqi and Sultana (2008) states that "This is an aesthetic task, where students put themselves in the shoes of the characters, and so go beyond their usual comfort zone." (P. 5). This will help them to understand the story, memorize words and bring up their talents in acting.
- Sharing personal experience: The students can write their own reflection papers showing their own thoughts, ideas and experience about the story. Then they can share with others.
- Continuing the story: The students can change the end and write a different ending for the story.

Pathan, (2013, p. 13) believes that: Short-stories are filled with many linguistic advantages such as simplicity of sentence structures and vocabulary used in context and make learning of foreign language skills easy and simple. They help to improve EFL learners' vocabulary and motivate them to learn the four language skills-listening, speaking, reading and writing more effectively. Elaborating on this linguistic aspect.

2.6.2 Cultural enrichment:

The majority of ELT theoreticians and ELT practitioners verified the importance role of culture in English language classrooms. Short stories can be considered as a material to teach

culture, it presents the way people live, and behave, also their beliefs, customs, traditions, their food and clothing, and even their social relations. “Stories are windows open to the world. They bring in views about different people, new countries and diverse cultural values.” (Ioannou and Verdugo, 2010, p. 140). Short stories can open students’ minds about other cultures and raise their awareness. “Using stories in the classroom can prepare learners for openness, awareness, tolerance and acceptance towards other ways of understanding life.” (P. 14). So, it makes them more sensitive to the target culture.

Hişmanoğlu (2005, p. 54) says: Though the world of a novel, play, or short story is an imaginary one, it presents a full and colorful setting in which characters from many social / regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. This colorful created world can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics.

In addition, using short stories fosters the students to compare between their culture and the target one, so they become aware of both cultures, that will lead to better understanding of the target language. Misinterpretation can happen when the students ignore the cultural aspects in the stories.

Personal involvement:

Literature in general and short stories in particular offer universal themes that reflect the students’ life experiences, and highlight their perception of the social world. So students could relate between the short stories’ characters, actions, themes and settings to their real and social life experiences. This will motivate students to be critical and creative thinkers.

Floris (2005, p. 3) says: When EFL learners enjoy reading literature and have motivation to interact with a text, they will develop their reading proficiency. When they try to comprehend the meaning of the text, they make inferences, drawing both on content of the reading and their own experience.

So learners will interact with the text, analyze, interpret and relate it to their experiences. Active readers will be motivated to be critical readers, it’s not only about reading short stories to learn language or know about the culture, it’s also to develop one’s critical thinking and

creativity. The students can reflect what they learn in their social relationships with people and communities and will not take anything for granted without investigating it critically. Abu Zahra & Farrah (2016) found that “Short stories play a vital role in the development and the growth of the personal experience of learners and their reflection on life through literature and through reading, analyzing, and appreciating.” (p. 14).

Motivation:

Khatib, Rezaei, and Derakhshan (2011) said that “Motivation is one of the elements which can drive the learners to go ahead. Motivation is especially achieved when students are exposed to what they really enjoy.” (p. 202). Short stories can be used as a motivational tool in English language classrooms, as they have a beginning, middle and end. Learners will be motivated to read them till the end. Llach (2007) believes that motivating students is a big challenge for language teachers, and teaching literature in classrooms is highly motivating for students, because literature reflects the real and genuine feelings of the writer. The learners will be able to access his/ her personal experience and will relate this experience to their own. Learners will be engaged in literature not only for the sake of exams but also for amusements, genuine liking for reading, so reading short story will make learning student- centered, reacting with text and with the authors’ feelings and experiences.

Shen (2003) says that: “vocabulary teaching should be dynamic and should take into account the various dimensions of the mental lexicon.” (p.190). In other words, he encourages variable methods to increase the memorization capacity of students in order to enable them to grab the terms easier.

2.7 Vocabulary learning strategies:

Many scholars, and linguists are interested in strategies for language learning believing of the idea of the importance for deploying strategies for learning a language, and many studies have discussed various strategies to compare between them and to find their effects on the students.

Gu (2003) clarifies that learning strategies are determined by different factors represented in “person, task context and strategy”. Gu adds that different persons perceive learning new vocabulary based on their devotion, previous knowledge, anticipation, charisma, age and being

female or male. He adds that the person's interest and passion to learn and build new vocabulary are different among the students' ability to go through the next stage of learning strategy represented in "task".

Gu (2003) is quoted as saying that "A learning task is the end product in the learner's mind" (p. 17). It should be emphasized that "task" is defined by Peter as the register and type of texts being dealt with which would define the students' ability to understand, reflect on and perceive the type of texts given to them. He also adds that students develop different "learning strategies" based on the task given to them. In other words, recognizing a word from a dictionary as a separate entity would differ if the very same word is dealt with in a text. Putting that word in a context would also require different learning strategies by the students.

He also talks about the "context" as "the learning environment". He clarifies that the environment and special atmosphere would create different perception for students. He adds that culture, society, room atmosphere and preparations would make a difference in the learning process.

Gu (2003) ends the learning cycle with "strategy" being defined as "a series of actions a learner takes to facilitate the completion of a learning task" (p. 18). It's the process of decoding the "task" and being able to reflect on, comment on and bring about an understanding and decision on the right method to the learning process. In other words, it's the self-evaluation of the readers on choosing what best suits the text at hand. He finally summarizes the learning process as the ability of the reader to consider the four pillars represented in person, task, context and strategy. He adds that they are overlapping and complementary to the learning process.

He suggests other methods of learning vocabulary through the process of guessing, using dictionaries, taking notes or repeating vocabulary, each of which requires "a metacognitive judgment" on the side of the reader. According to Gu (2003), the ability to recognize a word in more than one context in the same text would help the learners absorb the words more. Hence, he adds that there are other factors determining the learning outcome of students, such as the clarity of the words in context as well as the motivation of the learner and his/her previous knowledge of the surrounding vocabulary.

Shen (2003) has quoted Seal (1991) in his classification of vocabulary teaching as "planned and unplanned." He argues that students learn vocabulary through a random unplanned way in which the terms are given to them through providing similar meanings, examples and

situations, or when students ask the teacher for a meaning of a specific word. Then, the teacher would contextualize the new term and put it into new context to make the meaning more understood on the part of the students.

Shen (2003) also adds that teachers deal with this “unplanned” strategy differently given the fact that they stick to time and curriculum. Some teachers may expand on the incidental strategy, others would allocate less time as they are bound by their previous preparations and lesson plans of the lessons. However, Shen (2003) argues that the “acquisition of vocabulary through uncontrolled interaction” may spoil and defect the systematic way of gaining vocabulary. (p.180). To put it in another way, there is no sure evidence that students’ expectations and guessing strategies through context would increase the repertoire of vocabulary for students, as they could have been lost, less remembered and considered in real-life situations.

To sum up, the previous discussion illustrates the various studies that reflect up the importance of building vocabulary through reading short stories. It also shows that reading short stories has many advantages not only for enhancing vocabulary, but also for building up the critical and creative thinking of the students. On the other hand, the previous studies pinpoint that vocabulary could be incidentally learned, for instance, Gu (2003) believes that vocabulary can be learned through guessing from context and by doing repetitive tasks.

The previous reviews of that scholars help the researcher understand, evaluate, and criticize the main topic of this research, using stories to enhance vocabulary. And, in the following chapter an experiment will be conducted on two groups of students using stories and strategies to build up vocabulary



Chapter Two
Practical Part



In order to achieve the aim of the study, we employ a pre-test and post-test as an instrument. Analysis and comparison have been performed to the pre-test for all groups, the control and experimental group. Then, we follow the same procedure with the post-test, by analyzing the test for both groups and comparing them.

2.1. Sample Size:

According to Kutner and others (2005), a minimum sample size should be taken into consideration is 30 for each group (Experimental and Control) to achieve 80% power and 95% confidence. In the present study, a total number of 70 students were assigned randomly to each group in order to satisfy validity and reliability rules. Thus, the present study met the sample size requirement for the application.

2.1.1. Reliability and Validity of the Scale of the pre- and post-tests:

The reliability of scale can be tested by a widely-used method—Cronbach's Alpha. The special type of this scale is Kuder–Richardson which is used to the dichotomous data and data comes from tests. This coefficient varies from 0 to 1 but satisfactory value of Alpha should be more than 0.6. In the present study, Cronbach's Alpha was computed to test the reliability of scale. The value stumbled on 0.864 as depicted in Table 1 ensuring the reliability of used scale.

Table (1): Reliability Statistics

Kuder–Richardson	N of Items
0.868	4

After ensuring the reliability of scale, it is obligatory to check the adequacy of collected data for the application using the T-test on the pre-test scores to be sure that there are no differences between the Experimental and the Control groups in the pre-test.

Table (2): Independent (T) test for the Pre-test scores, mean scores and Std. deviation

Question	Group	N	Mean	Std. Deviation	T	Sig.
Q.1-pre	Control	18	25.00	17.235	0.502	0.619
	Experimental	18	22.22	15.925		
Q.2-pre	Control	18	49.31	15.142	-0.275	0.785
	Experimental	18	50.69	15.142		
Q.3-pre	Control	18	32.78	12.744	0.817	0.420
	Experimental	18	28.89	15.676		
Q.4-pre	Control	18	32.22	15.551	0.640	0.526
	Experimental	18	28.89	15.676		

The results in Table (2) shows that there are no significant differences between the Experimental group and the Control group in the pre-test scores for each test question since all the P-values are more than 0.05 level.

In order to answer the research questions, the differences should be tested in the students' post-test scores between the experimental group and the control group. The most appropriate statistical method for this is the One-Way Analysis of Covariance test (ANCOVA). The analysis of covariance (ANCOVA) is typically used to adjust or control the differences between the groups based on another.

It tests whether certain factors (the group variable) have an effect on the outcome variable (post-test scores) after removing the variance for covariates account (pre-test scores). The inclusion of covariates can increase statistical power because it accounts for some of the variability.

2.2. Research questions analysis

2.2.1. How can short stories help EFL learners develop their vocabulary?

In order to answer this question, the researcher analyzes the results of both the first and the third questions of the test, see (Appendices A and B).

Q.1 Learning through short contexts

The mean scores of the pre-test and post-test from both groups (experimental & control) for the question that measures learning through short context are indicated in table (3). Students in the experimental group highly performed better in the post-test than they did in the pre-test as shown in the results. The pre-test mean score of the experimental group is 22.22, whereas that of the control group is 25.00. The total score of the exam is 32. The post-test mean score of the experimental group is 57.78, whereas that of the control group is 26.11. It seems that students of the experimental group made more progress in their post-test than their counterparts. To verify this, ANCOVA is used to compare the learning outcome of these two different modes of learning. The post-test (Q.1-post) serves as dependent variable while the pre-test (Q.1-pre) serves as Covariate.

Table (3): Pre-test & Post-test mean scores and Std. deviation for learning through short contexts

GROUP	Mean		Std. Deviation		N
	Pre-test	Post-test	Pre-test	Post-test	
Control group	25.00	26.11	17.235	12.433	18
Experimental group	22.22	57.78	15.925	23.403	18

Table (4): Results of ANCOVA on Covariate, test of differences between the two groups for learning through short contexts

Source	Type III Sum of Squares	df	Mean square	F	Sig.
Corrected model	14317.743	2	7158.87	35.546	0.000
Q.1-pre	5292.74	1	5292.74	26.28	0.000
group	10179.3	1	10179.3	50.543	0.000
Error	6646.15	33	201.398		
Corrected total	20963.9	35			
Dependent variable: Q.1-post					

The result in Table (4) above shows that there are significant differences between the experimental group and the control group in learning through short contexts ($F=50.543$, $P\text{-value}=0.000<0.05$). The post-test adjusted mean score of the experimental group is 58.822 which is greater than that of the control group 25.067, table (5). So the result is that learning through using short stories to guess words from context enhance students' vocabulary and it is better than traditional learning.

Table (5): Adjusted Post-test Scores for Q.1

GROUP	Mean	Std. Error
Control group	25.067	3.351
Experimental group	58.822	3.351

Q.3 Learning vocabulary through lists, Bingo games, synonyms and flash cards:*Table (6): Pre-test & Post-test of Q. 3*

GROUP	Mean		Std. Deviation		N
	Pre-test	Post-test	Pre-test	Post-test	
Control group	32.12	33.39	12.744	12.274	18
Experimental group	28.89	70.00	15.676	24.010	18

Students in experimental group performed better in the post-test than they did in the pre-test as shown in the results. The mean scores of the pre-test and post-test from both groups (experimental & control) for the question that measures learning vocabulary through lists, Bingo games, synonyms and flash cards are indicated in Table (6). The pre-test mean score of the experimental group is 28.89 of the total score of the test 32, whereas that of the control group is 32.12. The post-test mean score of the experimental group is 70, whereas that of the control group is 33.39. It seemed that students of the experimental group made more progress in their post-test than their counterparts. To prove this, ANCOVA is used to compare the learning outcome of these two different modes of learning. The post- test (Q.3-post) serves as dependent variable while the pre-test (Q.3- pre) serves as Covariate.

Table (7): Results of ANCOVA on Covariate for Q.3 in the tests

Source	Type III Sum of Squares	df	Mean square	F	Sig.
Corrected model	16016.500	2	8008.250	29.983	.000
Q.1-pre	3547.055	1	3547.055	13.280	.001
Group	14124.853	1	14124.853	52.884	.000
Error	8814.056	33	267.093		
Corrected total	24830.556	35			
Dependent variable: Q.3-post					

The result shows that learning through lists, Bingo games and flash cards enhance students' vocabulary and it is better than traditional learning. As the result in Table (7) above shows that there are significant differences between the experimental group and the control group in learning vocabulary

through lists, Bingo games, synonyms and flash cards ($F=52.884$, $P\text{-value}=0.000<0.05$). The post-test adjusted mean score of the experimental group is 71.39 which is greater than that of the control group 31.388, table (8) that follows.

Table (8): Adjusted Post-test Scores for Q.3

GROUP	Mean	Std. Error
Control group	31.388	3.871
Experimental group	71.390	3.871

The final conclusion: short stories help EFL learners develop their vocabulary.

2.2.2. What are the benefits of reading short stories?

In order to answer this question, we will analyze the results of the second question of the test.

Q.2 Learning through short stories by using different types of vocabulary strategies like making summaries and reviews:

The mean scores of the pre-test and post-test from both groups (experimental & control) for the question that measures learning through short stories by using different types of vocabulary strategies are indicated in Table (9). Students in experimental group highly performed better in the post-test than they did in the pre-test as shown in the results. The pre-test mean score of the experimental group is 50.69, whereas that of the control group is 49.31. The post-test mean score of the experimental group is 77.08, whereas that of the control group is 47.92. It seems that students of the experimental group made more progress in their post-test than their counterparts. To verify this, ANCOVA is used to compare the learning outcome of these two different modes of learning. The post-test (Q.2-post) serves as dependent variable while the pre-test (Q.2-pre) serves as Covariate.

Table (9): Pre-test & Post-test, means and Std. deviation for learning through short stories by using different types of vocabulary strategies

GROUP	Mean		Std. Deviation		N
	Pre-test	Post-test	Pre-test	Post-test	
Control group	49.31	47.92	15.142	15.006	18
Experimental group	50.69	77.08	15.142	10.719	18

Table (10): Results of ANCOVA on Covariate for Q.2 in the tests

Source	Type III Sum of Squares	df	Mean square	F	Sig.
Corrected model	9126.531	2	4563.266	34.931	.000
Q.1-pre	1470.281	1	1470.281	11.255	.002
Group	7326.531	1	7326.531	56.084	.000
Error	4310.969	33	130.635		
Corrected total	13437.500	35			
Dependent variable: Q.2-post					

Learning through short stories by using different types of vocabulary strategies like summaries and reviews enhance students' vocabulary and it is better than traditional learning. The result in Table (10) above shows that there are significant differences between the experimental group and the control group in learning through short stories by using different types of vocabulary strategies like making summaries and reviews ($F=56.084$, $P\text{-value}=0.000<0.05$). The post-test adjusted mean score of the experimental group is 76.782 which is greater than of the control group 48.218, table (11).

Table (11): Adjusted Post-test Scores for Q.2

GROUP	Mean	Std. Error
Control Group	48.218	2.695
Experimental Group	76.782	2.695

2.2.3. How do learners learn vocabulary incidentally?

In order to answer this question, the researcher analyzes the results of the fourth question of the test.

Q. 4) learning vocabulary incidentally through reading short stories:

Students developed their incidental learning for vocabulary through reading short stories. The mean scores of the pre-test and post-test from both groups (experimental & control) for the question that measures learning vocabulary incidentally through reading short stories are indicated in Table (12), Students in experimental group highly performed better in the post-test than they did in the pre-test as shown in the results. The pre-test mean score of the experimental group is 28.89, whereas that of the control group is 32.22. The post-test mean score of the experimental group is 60, whereas that of the control group is 35.56. It seems that students of the experimental group make more progress in their post-test than their counterparts. To verify this, ANCOVA is used to compare the learning outcome of these two different modes of learning. The post-test (Q.4-post) serves as dependent variable while the pre-test (Q.4-pre) serves as Covariate.

Table (12): Pre-test & Post-test mean scores and Std. deviation of incidental learning.

GROUP	Mean		Std. Deviation		N
	Pre-test	Post-test	Pre-test	Post-test	
Control group	32.22	35.56	15.551	14.642	18
Experimental group	28.89	60.00	15.676	11.882	18

Table (13): Results of ANCOVA on Covariate for Q.4 in the tests

Source	Type III Sum of Square	df	Mean square	F	Sig.
Corrected model	6447.542	2	3223.771	21.385	.000
Q.1-pre	1069.765	1	1069.765	7.096	.012
Group	5847.042	1	5847.042	38.787	.000
Error	4974.680	33	150.748		
Corrected total	11422.222	35			
Dependent variable: Q.4-post					

The result in Table (13) shows that there are significant differences between the experimental group and the control group in learning vocabulary incidentally through reading short stories ($F=38.787$, $P\text{-value}=0.000<0.05$). The post-test adjusted mean score of the experimental group is 60.599 which is greater than of the control group 34.957, table (14). The results show that learning vocabulary incidentally through reading short stories enhances students' vocabulary, and it is better.

Table (14): Adjusted Post-test Scores for Q.4

GROUP	Mean	Std. Error
Control group	34.957	2.903
Experimental group	60.599	2.903

2.4 Total Achievement of learning by short stories:

Another analysis for the total achievement of the students has been conducted. The mean scores of the pre-test and post-test from both groups (experimental & control) for the total scores of learning are indicated in table (15), students in experimental group highly performed better in the post-test than they did in the pre-test as shown in the results. The pre-test mean score of the experimental group is 32.215, whereas that of the control group is 34.404. The post-test mean score of the experimental group is 66.532, whereas that of the control group is 34.909. It seems that students of the experimental group make more progress in their post-

test than their counterparts. To verify this, ANCOVA is used to compare the total learning outcome of these two different modes of learning. The post-test (Total-post) serves as dependent variable while the pre-test (Total-pre) serves as Covariate.

Table (15): Pre-test & Post-test mean scores and Std. Deviation of Q.4

GROUP	Mean		Std. Deviation		N
	Pre-test	Post-test	Pre-test	Post-test	
Control group	34.404	34.909	11.967	10.472	18
Experimental group	32.215	66.532	11.999	13.967	18

Table (16): Results of ANCOVA on Covariate of the total scores in the post-test

Source	Type III Sum of Squares	df	Mean square	F	Sig.
Corrected model	11836.457	2	5918.228	83.315	.000
Q.1-pre	2836.389	1	2836.389	39.930	.000
Group	9887.319	1	9887.319	139.190	.000
Error	2344.140	33	71.035		
Corrected total	14180.597	35			
Dependent variable: Total-post					

Learning using short stories enhances students' vocabulary and it is better than traditional learning. Looking at the results in table (16) above which show that there are significant differences between the experimental group and the control group in total scores of learning ($F=139.190$, $P\text{-value}=0.000<0.05$). The post-test adjusted mean score of the experimental group is 67.366 which is greater than of the control group 34.075, table (17).

Table (17): Adjusted Post-test Scores of the total achievement

GROUP	Mean	Std. Error
Control Group	34.075	1.991
Experimental Group	67.366	1.991

Table (18): Success Percentages

Question	GROUP	Percentage	
		Pre-test	Post-test
Q.1	Control	16.7%	11.1%
	Experimental	11.1%	77.8%
Q.2	Control	61.1%	60.7%
	Experimental	66.7%	100.0%
Q.3	Control	22.2%	11.1%
	Experimental	22.2%	83.3%
Q.4	Control	5.6%	16.7%
	Experimental	0.0%	83.3%
Total	Control	12.3%	11.1%
	Experimental	11.1%	83.3%

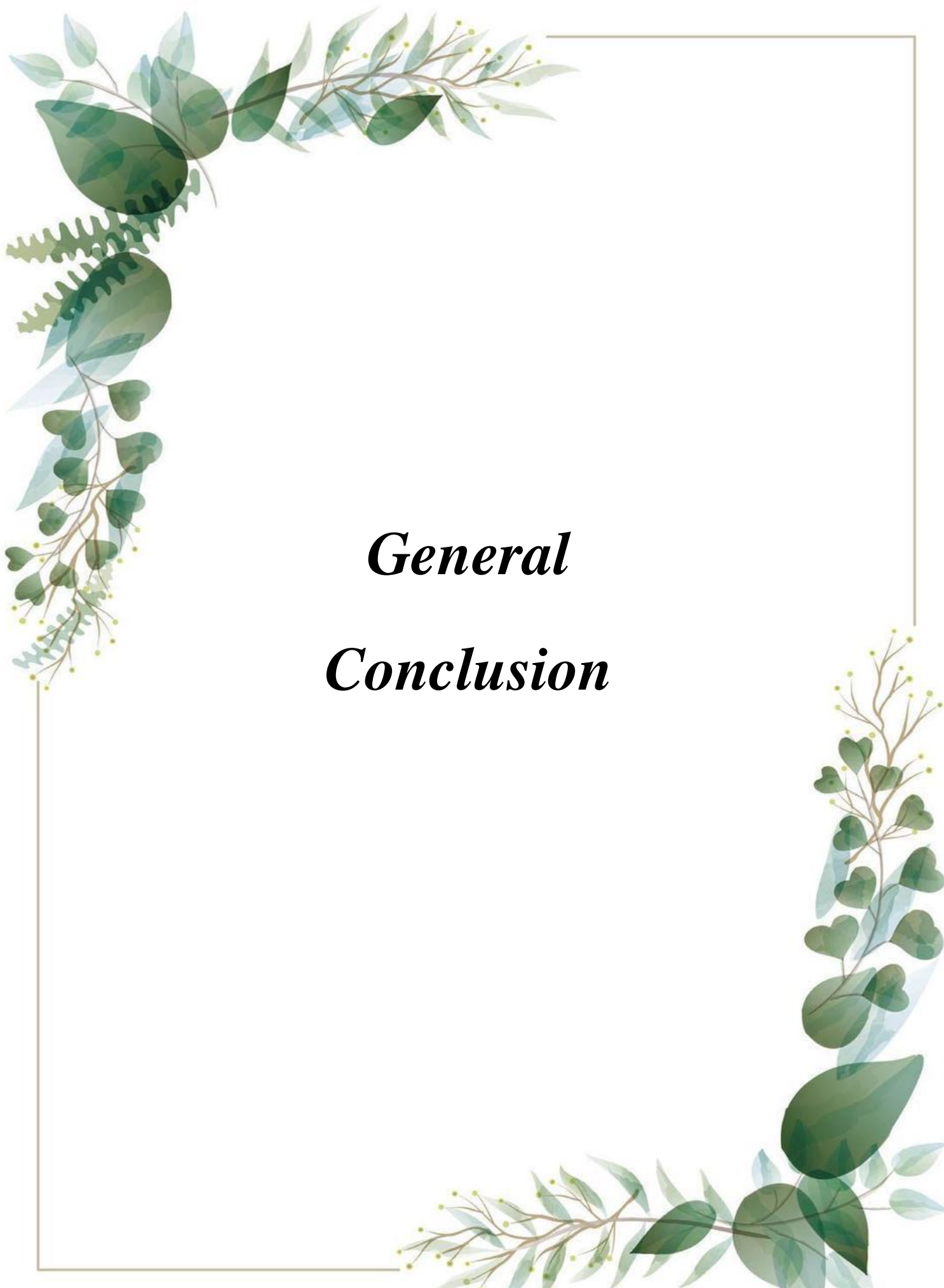
The result in table (18) shows that the largest Success Percentages are in the post-test for the experimental group in all questions and in the total scores.

2.5. Recommendations

The researcher believes that vocabulary learning is the first step toward learning a foreign language. For this, she recommends English teachers to motivate learners by innovating new vocabulary strategies, not sticking to the traditional methods.

They can integrate short stories in their English classes as a motivational tool to build their students' vocabulary. They can enhance reading strategies and motivate students while enjoying reading literature. She also recommends learners to learn and develop their own vocabulary by reading, listening, or even communicating with native speakers by using the social media.

She also encourages learners to be active, and not depending on the classes only to learn the language and they should go beyond the idea of passing tests. In addition, she recommends using contextual learning to boost vocabulary. Finally, the researcher highly supports other researchers to investigate other motivating ways to enhance learners' vocabulary, and find creative strategies to make learning vocabulary more interesting and easier.



*General
Conclusion*

Conclusion

As English becomes the universal language of our time. Students from all over the world have to learn it to have a successful communication. The researcher has noticed that students lack vocabulary, and have hard time studying to improve their vocabulary as it's the basic ingredient to the language. Ghazal (2007) comments "language learners need a wide array of target language words to be able to tackle successfully both production and comprehension activities in the second or foreign language." (P.90). Therefore, the researcher has conducted this study to examine the students' awareness and knowledge of vocabulary, and their ability to develop their vocabulary after reading short stories and using different vocabulary strategies.

For the purpose of this study, which is to develop the students' vocabulary, the researcher has utilized five American short stories. The researcher has worked with two groups, thirty- six participants, eighteen in the control group and eighteen in the experimental group. They first had a pre-test to investigate their general knowledge of vocabulary from the five short stories. Then, they began reading Chopin's "The Story of An Hour", Yeziarska 's "America and I", Crane's "The Bride Comes to Yellow Sky", Faulkner's "A Rose for Emily", and Anderson's "Death in the Woods". After reading each of the short stories, students utilized different activities and strategies to boost their vocabulary. After that, participants sat for a post-test to examine their development in vocabulary after reading the short stories. The post- test and the pre-test were of the same form.

Results present that the success percentage is high as the total mean score is 83.3% in the post -test in the experiment group which means that shows that the largest success percentages are in the post-test for the experimental group in all questions and in the total scores. The control group shows no difference in the total mean in both tests the result is 11.1 %. This agrees with the main hypothesis of this thesis that using short stories can improve the students' vocabulary significantly.

The researcher has analyzed the tests questions according to the research questions. In the first and the third section of the test (see Appendices A and B), the researcher has tried to find if students are able to identify the meaning of the words in short contexts, the results show that they show low performance. Students show that they can't guess words from context neither from the sentences nor from the stories' context, as they didn't give the correct answers for most of the questions in both sections. Students' awareness to guess words from contexts have improved depending on the results of the post- test results which show a difference between the mean score

General Conclusion

for the control group and the experimental group. Students of the experimental group made more progress in their post-test than their counterparts. In the third part, the students' results also improved as they used different vocabulary strategies, like bingo game, writing lists for synonyms and antonyms of the words, which mean that short stories can build students' vocabulary.

The second part of the pre-and post-tests answer the second research question which asks about the benefits of using short stories. The students' results show improvement in their vocabulary after using summarizing strategy and that is proved in the post-test results for the experimental group, while the control group has no noticeable change as students only read. That means that using short stories have benefits like improving the students' vocabulary, enhancing their cultural knowledge and motivating them to learn. The last two benefits have been observed by the researcher.

The last research question is about incidental vocabulary learning. The last part in both tests show improvement in both groups. There is a small gain in the control group, but it indicates that reading the stories only without having vocabulary strategies can improve students' vocabulary incidentally. The experimental group showed good improvement in the students' vocabulary and they learnt vocabulary incidentally better through using different vocabulary strategies, which indicates that reading can improve vocabulary incidentally, but reading and using different vocabulary strategies can help in building up more vocabulary.



References



1. Abuzahra, N, & Farrah, M. (2016). Using Short Stories in the EFL Classroom. *Islamic University for Humanities*.24-11 ,24 (1) .
2. Al Mahrooqi, R., & Sultana, T. (2008). Language attrition among Omani EFL teachers, Teachers' perceptions. *Issues in Teaching and Learning English as a Foreign Language in the Arab World*, 3-9.
3. Al-Dersi, Z. E. (2013). The Use of Short-Stories for Developing Vocabulary of EFL Learners. *International Journal of English Language & Translation Studies*, 1(1), 72-86.
4. Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21-34.
5. Bear, D. R. (2010) Academic Vocabulary Study in the CCSS: Embedded, Deep and Generative Practices.10-25.
6. Berardo, S. A. (2006). The use of authentic materials in the teaching of reading. *The reading matrix*, 6(2), 1-30.
7. Breen, M. (1985). Authenticity in the language classroom. *Applied linguistics*, 6, 60.
8. Daskalovska, N. (2014). Incidental Vocabulary Learning through Reading. *Journal of NLinguistics and Language Teaching*, 5(1), 57-65.
9. Day, R. R., Omura, C., & Hiramatsu, M. (1992). Incidental EFL vocabulary learning and reading. *Reading in a foreign language*, 7, 541-551.
10. Erkaya, O. R. (2005). Benefits of Using Short Stories in the EFL Context. *Institute of Education Sciences*. 8. 2-13.
11. Fan, M. Y. (2003). Frequency of use, perceived usefulness, and actual usefulness of second language vocabulary strategies: A study of Hong Kong learners. *Modern Language Journal*, 222-241.
12. Floris, F. D. (2005). The power of literature in EFL classrooms. *kata*, 6(1), 1-12.
13. Ghazal, L. (2007). Learning vocabulary in EFL contexts through vocabulary learning strategies. *Novitas-Royal*, 1(2), 84-91.
14. Gomez A. (2010). How to use Tales for the Teaching of Vocabulary and Grammar in Primary Education, *Resla*, 23-52, EBSCOHOST.

14. Gu, P. Y. (2003). Vocabulary learning in a second language: Person, task, context and strategies. *TESL-EJ*, 7(2), 1-25.
15. Hişmanoğlu, M. (2005). Teaching English through literature. *Journal of Language and Linguistic studies*, 1(1).54.
16. Ioannou-Georgiou, S., & Verdugo, M. D. R. (2010). Stories as a tool for teaching and learning in CLIL. *Guidelines for CLIL Implementation in Primary and Pre-primary Education*, 14. 2-35.
17. Iranian EFL learners. *Proceeding of the Global Summit on Education*. 867- 868.
18. Kerka, S. (2000). Incidental Learning. *Trends and Issues Alert No. 18*. 1- 40. Kharaghani, N. (2013). The effect of short stories on reading comprehension ability of
19. Khatib, M., & Rahimi, A. H. (2012). Literature and language teaching. *Journal of Academic and Applied Studies*, 2(6), 32-38.
20. Khatib, M., Rezaei, S., & Derakhshan, A. (2011). Literature in EFL/ESL classroom. *English Language Teaching*, 4(1), 202.
21. Koda, K. (2005). *Insights into second language reading: A cross-linguistic approach*. Cambridge University Press, 12-33.
22. Kutner, M. H., Nachtsheim, C. J., & Wasserman, W. (1996). *Applied linear statistical models* Chicago: Irwin. 4, 318.
23. Llach, P. A. (2007). Teaching language through literature: the waste land in the ESL classroom. *Odisea*, 8, 7-17.
24. McKay, S. (1982). Literature in the ESL classroom. *TESOL Quarterly*, 529-536. McKeown, M. G., & Curtis, M. E. (2014). *The nature of vocabulary acquisition*. Psychology Press. 1-50.
25. Nagy, W. E., Herman, P. A., & Anderson, R. C. (1985). Learning word meanings from context: How broadly generalizable? Champaign, Illinois: University of Illinois at Urbana-Champaign, Center for the Study of Reading. 233-253.
26. Nash, H., & Snowling, M. (2006). Teaching new words to children with poor existing vocabulary knowledge: A controlled evaluation of the definition and context methods.

International Journal of Language & Communication Disorders, 41(3), 335-354.

27. Nation, I. (2006). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review*, 63(1), 59-82.

28. Nation, P. (1994). *New Ways in Teaching Vocabulary*. *New Ways in TESOL Series: Innovative Classroom Techniques*. TESOL, 20-40.

29. Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge University Press. 24-43.

30. Pathan, M. M. (2013). The Use of Short-stories in EFL Classroom: Advantages and Implications. *Labyrinth: An International Refereed Journal of Postmodern Studies*, 4(2), 13.

31. Pigada, M., & Schmitt, N. (2006). Vocabulary Acquisition from Extensive Reading: A Case Study. *Reading in a foreign language*, 18(1), 1-28.

32. Pitts, M., White, H., & Krashen, S. (1989). Language Acquirers'. *Reading in a Foreign language*, 5(2), 271.

33. Read, John. (2000). *Assessing vocabulary*. Retrieved from Cambridge: Cambridge university Press, 7-30.

34. Scafaru, M., & Tofan, L. (2006). Vocabulary learning strategies. *Management and Socio-Humanities*, 95-98.

35. Seal, B. D. (1991). Vocabulary learning and teaching. *Teaching English as a second or foreign language*, 2, 296-311.

36. Shen, W. W. (2003). Current trends of vocabulary teaching and learning strategies for EFL settings. *Feng chia journal of Humanities and social sciences*, 7, 187-224.

37. Sundelin, I. (2013). *Literature as an Educational Tool: A Study about Learning through Literature and How Literature Contributes to the Development of Vocabulary*. *Diva*, 4- 33.

38. Tannenbaum, K. R., Torgesen, J. K., & Wagner, R. K. (2006). Relationships between word knowledge and reading comprehension in third-grade children. *Scientific Studies of Reading*, 10(4), 381-398.

39. Waring, R., & Nation, I. S. P. (2004). Second language reading and incidental vocabulary learning. *Angles on the English-speaking world*, 4, 97-110.

A decorative border of various green leaves and branches, including heart-shaped leaves and small yellow flowers, framing the central text. The border is composed of several distinct plant elements: a branch with large, rounded leaves at the top left; a branch with heart-shaped leaves and small yellow flowers on the left side; a branch with heart-shaped leaves and small yellow flowers on the right side; and a branch with large, rounded leaves and small yellow flowers at the bottom right. The entire composition is enclosed in a thin, light brown rectangular frame.

Appendices

APPENDIX A

Building vocabulary through reading short stories Pre-test

Name: Date:.....

The purpose of this instrument is to investigate students’ awareness of vocabulary in general and their awareness of using strategies to guess the meanings from different contexts.

Question one:

Fill in the blanks the suitable word from the following box:

immigrants	sympathy	passion	occupied	errand	deserted	accuses	obligation	admits	aware
------------	----------	---------	----------	--------	----------	---------	------------	--------	-------

1. Her _____ to learn music made her a professional musician.
2. Many Syrian _____ moved to Germany.
3. The policeman _____ a man standing beside the dead the body.
4. He was sent out on an urgent _____.
5. My deepest _____ goes to the families of the victims.
6. People should be _____ of the first aid to help others in accidents.
7. He was _____ by his friend and family as he makes troubles.
8. The criminal _____ that he killed the police officer.
9. It’s our _____ to defend our country from enemies.
10. Palestine has been _____ since 1948.

Question two:

Please think carefully about each question and choose the correct answer:

1. The word oppression in the sentence “Palestinians standing in lines on the Israeli’s borders is an example of oppression” mean:
 - a. Guilt
 - b. Punishment
 - c. Injustice

- d. Sympathy
2. “I have to go back to the house and grab my car keys” grab is a:
- a. Noun
 - b. Verb
 - c. Adverb
 - d. Adjective
3. Cease in the sentence “the two sides agreed to cease fire” means:
- a. Stop
 - b. Kill
 - c. Shoot
 - d. Keep guns
4. The word evidently in the sentence “He stayed so long that Princess Mary and Natasha exchanged glances, evidently wondering when he would go” is:
- a. A verb
 - b. An adjective
 - c. An adverb
 - d. A noun
5. What is the meaning of evidently?
- a. Hidden
 - b. Clearly
 - c. Comfortably
 - d. Quickly
6. The word triumph means:
- a. Notice
 - b. Peer
 - c. A great victory

- d. Change
- 7. Which of the following is a synonym for the word stare:
 - a. Hide
 - e. Gaze
 - f. Sleep
 - g. Eat
- 8. Which of the following is the antonym of annoyed:
 - a. Sad
 - b. Upset
 - c. Happy
 - d. Frustrated

Question Three:

Match the following words in the first column to the suitable meaning in the second column.

- | | |
|-----------|-----------|
| Veiled | 1. Clear |
| Wept | 2. Hidden |
| Vacant | 3. Notice |
| Cruel | 4. Cried |
| Apparent: | 5. Harsh |
| Observe | 6. Fight |
| Merely | 7. Only |
| Cracked | 8. Defeat |
| Vanquish | 9. Broken |
| Struggle | 10. Empty |

Question four:

Give the meaning of the following words:

1. Orphan:
2. Notice:
3. Vague:
4. Wages:
5. Butcher

Best Wishes

APPENDIX B

Building vocabulary through reading short stories Post-test

Name: Date:.....

The purpose of this instrument is to investigate students' knowledge of vocabulary after reading three African short stories and using different vocabulary strategies and to examine their ability to understand the words within texts from the stories.

Question One:

Fill in the blanks the suitable word from the following box:

veiled	cruel	apparent	merely	vanquished	struggle	observe	vacant	paralyzed	significance
--------	-------	----------	--------	------------	----------	---------	--------	-----------	--------------

1. From the beginning, it was..... that she was not an ordinary child.
2. He asked if she was alright.
3. The smoke hadthe sun totally.
4. She didn't understand the of the pictures or writing and frowned, wondering how such a simple place was considered sacred.
5. The.....between nations causes destructions.
6. I am just here to..... the workers.
7. They were..... in battel.
8. Is there anyplace for me?
9. The woman was..... after hearing the bad news.
10. I was greatly offended by her and heartless feelings.

Question Two:

Read the following short paragraphs from the stories you read, then answer the questions follow.

“That was two years after her father's death and a short time after her sweetheart--the one we believed would marry her --had deserted her. After her father's death she went out very little; after her sweetheart went away, people hardly saw her at all. A few of the ladies had the temerity to call, but were not received, and the only sign of life about the place was the Negro man--a

young man then--going in and out with a market basket.”

Choose the correct answer:

1. The meaning of deserted is:

- a. Taken
- b. Abandoned or left
- c. Married
- d. Gave

2. The meaning of went away is:

- a. Left or gone
- b. Ate
- c. Walked
- d. Run

3. The word temerity is:

- a. An adjective
- b. A noun
- c. An adverb
- d. A verb

4. What is the Arabic translation for temerity?

“She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms.”

5. The word paralyzed is:

- a. An adjective

- b. A verb
- c. A noun
- d. An adverb

6. Wept means:

- a. Screamed
- b. Cried
- c. Shouted
- d. Called

“A deputation waited upon her, knocked at the door through which no visitor had passed since she ceased giving china-painting lessons eight or ten years earlier. They were admitted by the old Negro into a dim hall from which a stairway mounted into still more shadow. It smelled of dust and disuse--a close, dank smell.”

7. Deputation means:

- a. Group of representatives
- b. Servants
- c. Workers
- d. Lessons

8. Admitted means:

- a. Confessed
- b. Entered
- c. Closed
- d. Gone

Question three:

Match the following words in the first column to the suitable meaning in the second column.

- a. Sympathy 1. A person who comes to live in a foreign place

- b. Immigrants 2. To live in or fill
- c. Occupied 3. to know
- d. Assertion 4. Charge with a crime
- e. Errand 5. Short journey
- f. Orphan 6. A feeling of pity and sorrow
- g. Jail 7. A kid without parents
- h. Accuse 8. Prison
- i. Aware 9. Strong declaration
- j. Grab 10. Catch

Question four:

Give the meaning of the following words:

- 1. Orphan:
- 2. Notice:
- 3. Vague:
- 4. Wages:
- 5. Butcher:

APPENDIX C

BINGO

APPENDIX D

Words I can guess	Words I can't guess
1. Wept	1. Veiled
2. Cruel	2. Vacant
3. Occupied	3. Sympathy
4. Promise	4. Oppression
5. Freedom	5. Shrank
6. Americanized	6. Wages
7. Plenty	7. Deserted
8. Errand	8. Paralyzed
9. Death	9. Hatred
10. frozen	10. Jail