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**The Role of Reading Short Stories in Enhancing EFL  
 Students' Vocabulary Knowledge.**  
**Case Study of First Year EFL Students at the University of  
 Chadli Bendjedid, El-Tarf.**

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 Requirements for the Master Degree in Didactics of English.

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## **Dedication**

I dedicate this work to:

The most precious and beloved person to my heart my mother, believe me without your love, support, and encouragement, I would never succeed and prosper in anything in my life. You are the light of my life, and I love you today and every day.

My father, my hero, you are the only person who never said no to anything I ask; because of you I learnt how to be a good person, a person with strong personality, and a well-mannered one.

My Aunt, my dear sister, and her husband Ali, for being always there for me, thank you for your help.

To my friends, Maya and Bouchra, for being good friends despite the distance between us.

To all the persons who stand by me and helped me to reach today, the day I write these words for you.

**Chaima**

### **Dedication**

With all love and appreciation, I dedicate this work to:

The light of my life; my parents whose affection, love, and prayers made me able to achieve such a success

My brothers and sisters

My husband and his family,

All my friends, especially my sweet friend and sister Chaima.

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### **Abstract**

Vocabulary is the key concept of learning any foreign language, thus English as foreign language learners should work to improve it, because it aids learners to build and create their own vocabulary dictionary. For this sake, many strategies have been suggested to improve and develop students' vocabulary knowledge; among these strategies we shed light on reading short stories as an original and effective way of teaching. That is why the main objective behind the current study is to discover the role of reading short stories in improving EFL students' vocabulary knowledge. In the light of the previews aim, we hypothesised that providing first year EFL students with short stories to read would participate in enriching and improving their vocabulary repertoire. In order to prove or reject the stated hypothesis, a questionnaire was administered in order to collect data. After carefully analysing and interpreting the collected data, we have found that reading short stories not only enhances and enriches students' knowledge of words, but also develops their language skills. Besides, it motivates them to discover different literary works and push them forwards to speak and communicate more effectively. Reading short stories is considered as the most enjoyable, attractive and stimulating strategy of teaching that strongly distances the traditional ways.

**Key Words: EFL Learners, Reading Short Stories, Learners' Vocabulary Knowledge.**

### ملخص

المفردات هي المفهوم الرئيسي لتعلم اي لغة اجنبية و بالتالي يجب العمل على تحسينها لأنها تساعد المتعلمين على بناء و خلق قاموس المفردات الخاصة بهم . من اجل هذا ,تم اقتراح العديد من الاستراتيجيات لتحسين و تطوير المعرفة بالمفردات لدى الطلاب ,ومن بين هذه الاستراتيجيات نلقي الضوء على قراءة القصص القصيرة كوسيلة اصلية و فعالة للتدريس . لذلك هذا هو السبب في أن الهدف الرئيسي وراء الدراسة الحالية هو اكتشاف دور قراءة القصة القصيرة في تحسين المفردات اللغوية لدى طلاب اللغة الانجليزية .في ضوء هذه الدراسة و المعاينة افترضنا ان تزويدهم بقصص قصيرة يمكن أن يساهم في اثراء و تحسين المعرفة اللغوية .من اجل اثبات أو رفض الفرضية المعلنة تم اجراء استبيان من اجل جمع البيانات .بعد تحليل وتفسير البيانات التي تم جمعها بعناية وجدنا أن قراءة القصص القصيرة لا تعزز فقط وتثري معرفتهم بالكلمات و لكن ايضا تطوير مهاراتهم اللغوية .الى جانب ذلك تحفزهم على اكتشاف الاعمال الادبية المختلفة و تدفعهم الى الكلام والتواصل بشكل اكثر فعالية .تعتبر قراءة القصة القصيرة اكثر استراتيجية ممتعة و جذابة و محفزة للتعليم التي تستبعد و بقوة الطرق التقليدية.

**الكلمات المفتاحية :** متعلمي اللغة الانجليزية كلغة أجنبية ,قراءة القصص القصيرة , المعرفة اللغوية و مفردات المتعلمين.

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**List of Abbreviations and Acronyms**

<b>EFL</b>	English as a Foreign Language
<b>L2</b>	Second Language
<b>FL</b>	Foreign Language
<b>LMD</b>	Licence, Master, Doctorate
<b>SL</b>	Second Language
<b>%</b>	Percentage

## **Chapter One**

### **Introduction to the Study**

#### **Introduction**

This chapter provides an overview of the study. It begins with the statement of the problem where the real issue is presented, the research purpose, and aims of the research that are explained. Through this chapter, the researchers reveal the real importance and significance of the study. Accordingly, it informs us about the research questions where the main problem is presented through which a hypothesis is suggested to be tested to sort out the problem.

The chapter also provides a brief explanation of the research methodology (the research design, the participants, and the data gathering tools and procedures), and the structure of the dissertation to enable the reader to have a clear idea about all study. Ultimately, the chapter sheds light on the limitation of the study where all the reasons that prohibited the researcher from adding any helpful or important information to the study are highlighted.

#### **Statement of the Problem**

Vocabulary plays an important role in language teaching and learning, without it learners will not be able to develop the four skills successfully. Hence, helping students to enrich and develop their vocabulary knowledge and to acquire a wide range of words seem to be the most important task that both teachers and students should work on. First year EFL students suffer from a noticeable shortage of words which prohibit them from expressing their ideas and thoughts appropriately. Also, since they are in earlier stages of learning an L2 language they still not be familiar with many new items as well as their vocabulary repertoire is not developed. That is why vocabulary acquisition is always linked to the reading skill because the more you read the most you learn and grasp new words and items. The present study provides for EFL learners a strategy and approach that help them to enrich their linguistic knowledge and encourage them to speak

and express their ideas freely, which is reading short stories. This strategy is readable, refreshing and enjoyable tactic to stimulate learners' interest to read and learn more. In this research we will examine and investigate the role of short stories to improve students' vocabulary acquisition and knowledge.

### **Aims of the Study**

The present study aims at seeking the role of short stories in improving and enhancing students' vocabulary knowledge. Moreover, to enable students to more understand what they read, to infer meaning, and to have the chance to express themselves in a more confident and convinced way.

### **Significance of the Study**

On the one hand, this study is significant because it contributes to developing an area of research. In addition, it provides insights into how first year LMD students encounter a new strategy in the learning process which is reading short stories.

On the other hand, the study is significant because it helps students to improve their vocabulary knowledge by reading short stories more than those who are taught vocabulary following traditional methods, it helps students to be effective interlocutors as well as it improves their ability to understand others' views.

This study aims to come up with new methods of enhancing learners' vocabulary which enable both teachers and students to better cope with language learning and teaching. The study approach and findings make a significant contribution to approve the tested hypothesis.

### **Research Question**

The research attempts to answer the following question:

- Does reading short stories help EFL learners to overcome their lack of vocabulary?

## **Research Hypothesis**

Based on the research problem and the raised research question, the present research formulated the following hypothesis:

Providing First Year LMD students with the strategy of reading short stories would participate in improving their vocabulary acquisition and knowledge.

## **Research Methodology**

### **Research Design**

This study adopts a descriptive method. This research method is defined as a type of research that is mostly concerned with describing the nature or situation. This method is used to describe the nature of the situation as it existed at the time of the study and to explore the reason behind the phenomenon.

### **Participants**

This research is carried out with first year LMD students, department of English at Chadli Bendjedid El-Taref University during the academic year 2019-2020. The randomly selected sample is composed of thirty EFL students.

### **Data Gathering Tools and Procedures:**

The main tool for this research was the students' questionnaire. Only one population was targeted: first year EFL students. Teachers were excluded from this investigation because the main aim of this study is to extract information from the learner rather than the teacher. A small random sample of thirty students over a general population of one hundred twenty first year students were selected.

The questionnaire was distributed to first year EFL students at the department of English at Chadli Bendjedid University. It is composed of twenty questions to find out students' attitudes towards reading short stories to enhance their vocabulary knowledge.

### **Limitations of the Study**

During the conduction of this research, we have faced many obstacles and limitations that hindered the researchers to collect more reliable data.

- Lack of sources and references concerning the second section of the research which is short stories.
- The difficult circumstances and time constraints because of the closure of the university earlier hindered us to conduct an **experimental research** following the experimental design (control and experimental groups).
- The wide spread of Covid 19 affected the progress of this research in many aspects such as the delay of distributing the students' questionnaire, also the same issue for the teachers' questionnaire which could not be conducted.
- The lack of data from library and limited sources that used to complete the theoretical part.
- Difficulty to reach the supervisor by using email, and to achieve the work without real meeting.
- Emailing the questionnaire to students presented a limitation, because students did not take their time to answer carefully since the questionnaire is submitted on line.
- The lack of the necessary collaboration of teachers to answer our second suggested questionnaire, also presented another limitation.

## Organization of the Dissertation

This work consists of five chapters:

- The first chapter is the introduction to the study. It provides a general overview to the whole research, in this chapter we provided detailed information about the statement of the problem, the main aims and objectives behind this study, the significance of the study that denotes why this research is important and why to conduct this study. Then comes the research question and hypothesis where the researchers highlight the main problem and suggests a solution to solve it, next is the research methodology ( the research design, the participants, the data gathering tools and procedures). Also we presented the main causes that prohibited the researchers to complete or develop their work appropriately under the name of the limitations of the study, and a brief summary about all chapters is presented in the organization of the dissertation.
- The second chapter is the literature review, which is a comprehensive summary on a previous research, and also an accumulation of theories put under study to gain an understanding of the existing research and debates relevant to a particular topic or area of study.
- The third chapter is the methodology of the research, in this chapter researchers draw a clear picture about the research design and the method used for the study, also the participants who participated and the sample chosen for collecting data. Also it outlines the general plan for collecting data by indicating the purpose of the used approach in this study. Then a comprehensive explanation is presented about students' questionnaire.
- The fourth chapter is the discussion of the results and analysis, for this chapter researchers describe the analytical procedures carried out with the data, and to report the

results of any statistical tests and any other analytical procedures carried out with the data.

Also to give an accurate and full presentation of the analysis using graphical data.

- The last chapter is related to discussion and recommendation; in this chapter researchers denote the purpose behind the discussion which is to interpret and describe the significance of the findings in light of what was already known about the research problem being investigated, and to explain any new understanding or fresh insights about the problem after taking the findings into consideration. Then the recommendations, where researchers offer two forms of recommendations; recommendation for change and for further studies and each recommendation should trace directly to a conclusion.

### **Conclusion**

This study intends to investigate the role of reading short stories in enhancing and enriching students' vocabulary knowledge. This chapter provides a general description of what this investigation is about. It includes all the elements and the sections that build this research. This dissertation is composed of five chapters. The following one documents the review of the related literature.

## **Chapter Two**

### **The Literature Review**

#### **Introduction**

Researchers assume that there are some approaches to be followed in conducting, studying and constructing the class in teaching and learning vocabulary like using dictionaries, morphemic analyzing, and analyzing of vocabulary context in use, using puzzle, crossword, jumble word, flash cards, and using literary works; poetry and short story. Moreover, having a background or repertoire of vocabulary most of time acquired indirectly as well that is obtained from intensive oral interactions in social circumstances. Also, other practices are suggested like reading books, newspapers, pamphlet, brochure, magazine... etc. Even teachers play a huge role in motivating students to use more vocabulary because teachers tend to have more vocabulary than those of students, and they should motivate students to build their own baggage and do not restrict them in a monotony situation (Nunan, 1991 p. 1).

#### **Section One: Vocabulary**

##### **The Definition of Vocabulary**

According to Hornby (2006) , all the words we use and know in a practical language are defined as vocabulary, according to Hatch and Brown (1995) any particular language have a list or set of words individual speakers of language might use .

From what has been said about what is vocabulary, we may observe that vocabulary is the combination of similar words in a language used by individuals to communicate with each other.

In Webster (2001, p.1368) it is stated that:

Vocabulary is the stock of words used by or known to a particular person or group, a list or collection of words and often phrases, usually arranged in alphabetical order. or

defined the words of language, any collection of signs or symbols constituting a means or system of nonverbal communication, the set of forms, techniques, or other means of expression available to or characteristics of an artist, art form, etc.” (as cited in Nurmy,2019, p.2)

Sykes (1976 p.130) defines vocabulary as “list arranged alphabetically with definitions or translations of the principal words used in a language, usually in a particular book or branch of science etc.”

Walters (1966 p 911) assumes that “vocabulary as all the words in a language, all the words used in a profession, group or individual, alphabetical list of words often with translation or definition; lexicon; glossary”.

Vocabulary refers to the words we must know to communicate effectively: words in speaking (ex-pressive vocabulary) and words in listening (receptive vocabulary)” children repeat the words they hear to draw meaning on the actual words they see written (Neuman and Dwyer 2009 p.385).

Hornby (1995) defines vocabulary as “the total number of words in a language; vocabulary is a list of words with their meaning” (p. 13).

According to Zimmerman “vocabulary is central to language and of critical importance to the typical language learning” (as cited in Alkahtani, 2015. P.24).

### **Types of Vocabulary**

According to (Judy K 2007), there are 4 types of vocabulary: Listening, Speaking, Reading and writing. The first two skills signifies spoken vocabulary and the last two, written vocabulary. Each type has a different purpose hence; the development in one type facilitates growth in the other.

➤ **Listening Vocabulary**

We continue to learn and acquire new words by hearing them almost all our lives, by the time we become adults we recognize and understand close to 50,000 words. For deaf children the case is totally different because they do not get exposed to listening vocabulary. Instead they have signing models at home or school; they will be exposed to visual listening vocabulary.

➤ **Speaking Vocabulary**

Every day our speaking vocabulary is limited, most adults use over 5,000 to 10,000 words for all their conversations, but this number is much less than the words we listen every day because it is much more easier.

➤ **Reading Vocabulary**

For readers this is the next largest number of words they may be exposed to. Reading vocabulary is the words we read and understand in any given context also most of the words we understand and read we do not use them in our speaking vocabulary because it depends on the context.

➤ **Writing Vocabulary**

Writing vocabulary is the words we bring back when we write for different purposes. To express ourselves orally or using facial expressions sounds much more easier than to try to retrieve words to write, that is why our writing vocabulary is strongly influenced by the words we spell.

**Kinds of Vocabulary**

Hatch and Brown (1995) indicate two kinds of vocabulary, namely receptive and productive vocabulary.

## **Receptive Vocabulary**

Receptive vocabulary is words used in different contexts that learners observe, perceive and understand however they cannot attain. It is a kind of vocabulary that learners recognize when they see or meet in reading texts but don't use it in speaking and writing (Stuart, 2005).

## **Productive Vocabulary**

Productive vocabulary is the words that the learner perceives and ejects correctly and uses structurally in speaking and writing. It compiles between what is needed in receptive vocabulary and the adequacy to speak or write at the same time. Thus productive vocabulary is introduced as an active process, because the learner would have the ability to express his thoughts and ideas freely to others (Stuart, 2005).

## **Vocabulary and Words**

Nurmy (2019 p. 3) stated that:

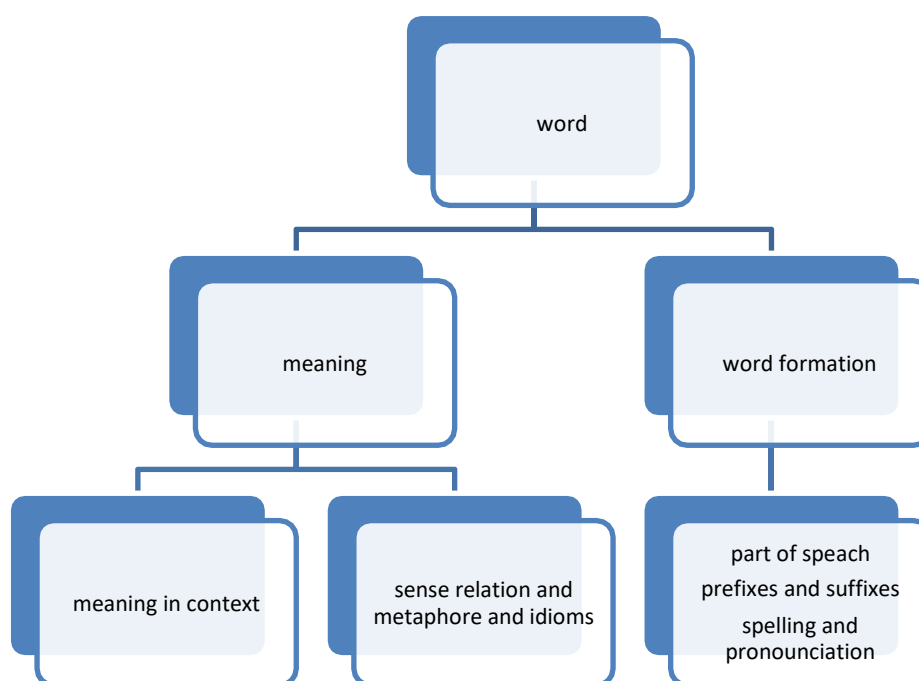
All the words that are known and used by a particular person are called vocabulary, however a word is the single unit of the language which has meaning and can be spoken or written. The English vocabulary has approximately more or less than 600.000 words, this huge number is undergone through time to phrase ideas, with also the subsistence of borrowed language and the else words, showed up because of the mix of two words, and the last of words what is known by abbreviations and acronyms.

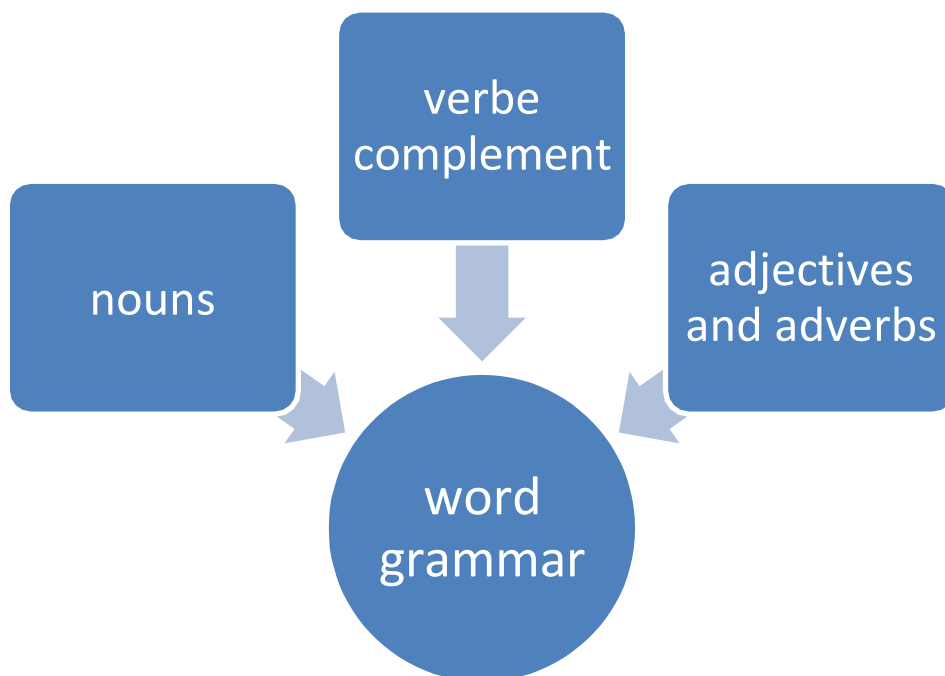
Many vocabularies are involved in dictionaries, though there is no dictionary could maintain all the words and vocabulary completely. As the notes written by Moody, the biggest dictionary could not hold or preserve the words and vocabulary in our world.

Moody (2005) assumes that due to the development and the advancement of the world and as the time goes; many new words and vocabularies will appear. Also, the innovation of science and technology plays a huge role in the development and innovation of words that is why many technical terms and slang keep on development for example: insects have more than 750.000 different names that we ignore the most of them.

### **What Do Students Need to Know about Words?**

Before teaching vocabulary, teachers should know about their students' needs and goals of teaching itself. The process of teaching vocabulary is not only about instructing learners about synonyms and antonyms, it is also to make them know about grammatical features and word formation, and even how to use them. Harmer (1991 p. 158) summarized the parts in teaching vocabulary as the following:





### **Parts in Teaching Vocabulary**

#### **Importance of Learning Vocabulary**

Many reasons hamper successful communication in second language learning between individuals, one of these reasons is the shortage of vocabulary that is why vocabulary knowledge is viewed as a criticism tool for second language learners. Emphasizing the importance of vocabulary acquisition, Schmitt (2000, p. 55) emphasized that “lexical knowledge is central to communicative competence and to the acquisition of a second language”. The awareness of vocabulary authorizes the use of the language and the contrary, the usage of the language supplements the vocabulary repertoire and acquisition. Nation (2001) describes the relationship between vocabulary knowledge and language use as complementary.

Researchers such as Laufer (1999) and many others have found that the successful use of second language is bounded to the importance of acquiring new vocabulary, and has a very massive role in the formulation of the most important spoken and written texts. Nation (2011) stated “In English as a second language (ESL) and English as foreign language EFL learning vocabulary items play a vital role in all language skills ( i.e. listening, speaking, reading and writing )”.

Teaching vocabulary is considered as one of the most crucial ways of improving and developing students’ vocabulary knowledge. It is clear that any one intends to master a language either L1 or L2, must only attempt to target the main four basic skills: listening, speaking, reading and writing, however in addition to the four skills, language has three more components: vocabulary pronunciation and grammar. Vocabulary is radical to English language teaching because without appropriate vocabulary students will not be able to understand or express their ideas (Rasouli et al, 2016).

As Schmitt (2010, p.4) stated “learners carry around dictionaries and not grammar books”. Nation (1990) stated that to build word knowledge, the mastery of several sets of information is demanded:

- Meaning: is to be aware to both the explicit and implicit meaning of the word.
- Written form: is to know written form or dictation of a word
- Spoken form: is to know the pronunciation of the word.
- Parts of speech: to know the state of the word if it is noun, verb, or adjective.
- Frequency: to know if the word is old, new or common.
- Collocation: to know the certain word that comes along with a word
- Register: to know the formality of the word or if it is general or technical.

- Association: to know how words are related.

Many other researchers as Richards (1980) and Krashen (1989), as cited in Maximo (2000), state that many causes for vacating interest to vocabulary; one of the major causes is the clear importance of vocabulary or mastery a language. Second language learners are familiar with the massive importance of learning vocabulary; they know that they need dictionaries more than they need grammar books. That is why they regularly report that the insufficiency of words is considered as major problem.

### **Vocabulary Teaching**

Teachers have many reasons to employ certain techniques to introduce vocabulary. That's why teachers combine more than one strategy to introduce their subjects for this reason, teachers are asked for implementing as much as possible vocabulary presentations (Pinter, 2006).

One of the most criticized parts of teaching English as a foreign language actually is teaching vocabulary, furthermore when both the teaching and learning process go together problems starts to appear for the teachers , because teachers should prepare appropriately the content they would present to reach the wanted results. Also teachers should carefully select applicable techniques and strategies by which they will be implemented to the students, not any technique would fit the needs of the learner. Though, the smart teacher would surround himself with more updated and innovative techniques so that, he changes the regular mood and atmosphere of the classroom to a very happy and joyful one. In this way the learner will be motivated and pushed forward (Alkahtani, 2015, p.24).

## **Vocabulary Selection**

What vocabulary should I teach? is one of the most essential questions that any language teacher should ask, for this reason many scholars and authors proposed different standards to help teachers to create a valid plan about which and what vocabulary items they should use. Since every teaching situation is contrastive to the other, the words that would fit this situation would not fit the other. McCarthy, Grains & Redmen, (1990) have suggested frequency, needs and level, cultural factors, expediency and learning ability as the suitable criteria when the teacher confirms a good understanding and effective learning of vocabulary.

### **Frequency**

McCarthy, Grains and Redmen (1990) stated that high frequency words are the most repeated words in different situations, whether the written or spoken ones. Also, they proposed to teach the most known and well-worn words in any language than the unusual and unknown vocabulary since the most frequent ones are seen as the most appropriate for learners of a given language.

### **Needs and Level**

McCarthy, Grains and Redmen (1990) have proposed different criteria to help textbooks authors and teachers to decide on the appropriate vocabulary items to teach at every educational level. Teachers could pick out any given word from a given text, then work on them using dictionaries, in this way learners will identify their needs and wants. Also learners' level should be taken into consideration since the lower the level, the more prevalent and neutral the vocabulary will.

## **Expediency**

EFL classroom needs specific kind of vocabulary that's why expediency is very important, so as to accomplish communication among both student and teacher.

## **Cultural Factors**

Cultural differences may occur in any foreign language classroom, that's why when teaching vocabulary, it is important to pay attention to the dissimilarities that occur in many countries by which many topics and new vocabulary that are important but have no importance to the learner environment and vice versa.

## **Incidental versus Intentional Learning**

Vocabulary can be learnt incidentally or intentionally, intentional learning is planned and intended by the teacher or the student. Incidental learning happens without any preparation or intention from the learner. Naiman et al (1978) and Pivkett (1978) cited in Ellis (1985) stated how learners develop their SL vocabulary. Some learners write their vocabulary lists in notebooks to later check them and memorize them; these lists are usually arranged in alphabetical order or randomly listed.

In incidental learning, as what Singleton (2001) (as cited in Schmitt (2000) reports vocabulary is incidentally learned through daily exposure to dialogues, reading passages and other techniques without paying much attention to learn it.

Hulstijn (1992) supports the view that a smaller number of words is acquired incidentally from any given context or setting. In classrooms the opportunities of acquiring new vocabulary through constant listening and under the awareness of teachers is very few.

## **Aspects of Vocabulary Knowledge**

The term “word” can be defined in many ways, but only three phases teacher should focus on which are form, meaning and use. Nation (2001) stated that the form of a word needs its pronunciation (spoken form), spelling (written form), and other speech part that make up this particular item such as (prefix, root, and suffixes). An example of words part is uncommunicative, where the prefix un means negative or opposite, communicate is the root word, and ive is a suffix showing that someone or something is able to do something. These details refer to that someone or something is not able to communicate.

Nation (2001) notes that meaning infields the relation of form and meaning, in another clear way meaning does not always encompass the concept and what items it refers to and the association that comes to mind when people think about a specific word or expression.

## **Conclusion**

To conclude, this section in this chapter sheds light on the major aspects related to vocabulary and its usage, learning vocabulary is not just about words it involves lexical phrases and knowledge of English vocabulary and how to go about learning and teaching it. This research comes to a conclusion that teaching vocabulary by using short stories can improve the students’ vocabulary. There are various other strategies and approaches also used to build vocabularies of EFL learners by EFL teachers; however the strategy of using short stories as a main reference is said to be the most appropriate and efficacious.

## **Section Two: Short Story**

### **Definition of Reading Comprehension**

It is the act of formulating and making the meaning through interaction with the text. The purpose is to get an understanding of text by combination of prior knowledge and previous

experience, information in the text, and the views of readers related to the text (Pourhosein,G.& Banousabouri,N , 2016)

“The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers’ previous knowledge. This is called a mental model or situation model. (Johnson-Laird, 1983)

## **Kinds of Reading**

### **Intensive Reading**

It involves learners reading in detail and deeply-word by word-with specific learning aims and tasks. It is usually classroom based.

Intensive reading is an activity that needs the monitoring of teacher who is primarily concerned with texts, which contain new words and idioms. Intensive reading deals with short text that requires concentration and attention in order to gain new language such as vocabulary and grammar and reading skill. So it focuses on the accuracy (Khazall, 2019).

### **Extensive Reading**

Extensive reading defined as “reading large quantities of easy language materials for comprehension without performing any tasks after reading” (loh, 2014,p.107). It focuses on fluency so learners promote their fluency and speed reading which lead them to become better readers. It deals with speed reading of the text for general comprehension in order to practice reading itself. In other words, for this to happen, the learners should READ: **R**ead quickly and, **E**njoyably with **A**dequate comprehension so they **D**on’t need a dictionary (Mikeladze,2014) extensive reading helps to develop because learners read a lot of easy-to-read texts.

## **Characteristic of Extensive Reading**

Mikeladze (2014) denoted that:

- 1) Students read as much as possible, perhaps in and definitely out of the classroom.
  - 2) A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
  - 3) Students select what they want to read and have the freedom to stop reading material that fails to interest them.
  - 4) The purposes of reading are usually related to pleasure, information, and general understanding. These purposes are determined by the nature of the material and the interest of the student.
  - 5) Reading is its own reward. There are few or no follow-up exercises after reading.
  - 6) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the
  - 7) Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.
- Constant stopping to look up words makes fluent reading difficult.
- 8) Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.
  - 9) Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
  - 10) The teacher is a role model of a reader for students. So he followed carefully the way students used their books.
  - 11) Reading is individual and silent.

## **What Is Short Story?**

Stories are possibly one of the oldest literary forms recognized to mankind. Through stories, you will be able to understand different societies and their ethics and values as well as enrich our knowledge of cultural variety (Stein, 1982).

Bouti as cited in Rahman and Arju (2013) emphasized that

“Stories have existed long before recorded history, and the telling of stories has changed forms drastically throughout the ages. From cave painting to novels to movies, stories have always fascinated mankind. Although the methods have changed, the desire to tell and hear stories has remained unchanged and still great impacts the way we look at life”.

Short story is a narrative unit complete by itself; it is limited to a restricted number of episodes or pages and does not take too much time to read it. For most short stories the number of the main principal characters varies from two to six, one scene or place setting generally suffer for the main action and it is also restricted to a brief period of time (Tanner 1989).

Another definition for the short story is provided by Baldik (2008) “A fictional prose tale of no specified length, but too short to be published as a volume on its own...a short story will normally concentrate on a single event with only one or two characters, more economically than a novel’s sustained exploration of social background” (p. 307).

Short stories considered as the most effective literary style because they help students to enrich their goal to learn the language vocabulary in different wide field such as arts social studies and issues. In addition short story helps to learn a language in an enjoyable way and it is an attractive process for EFL learners (Murali Krishna and Sandhy, 2015). So short story tends to be the most effective teaching material, which help student to improve their communicative skills by an enjoyable way of learning.

## **Elements of a Short Story**

In order to find the appropriate and the central meaning of the short story, it is very important to know about its basic elements. King (2013) suggests seven important elements of a short story (as cited in Gouami, 2016, p.17).

- **A Plot**

It is a series of events and character actions that relate to the central conflict. It arranged correctly to make up the story .

### **Introduction**

It is the introductory part about the setting and characters

- **Rising Action**

It is about the development of the story and it becomes more complicated and where the crisis is established.

- **Climax**

The climax is the point of greatest tension or intensity in the short story. It can also be the point where events take a major turn as the story races towards its conclusion.

- **Falling action**

The conflict begins to resolve.

- **Resolution**

It is the result or the outcome of the whole story.

- **Characters**

The development of the characters is important to the short story. The characters are the heart of the story. A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work. The two primary characters are called the protagonist and the antagonist. The protagonist is the main character. It is not safe to call him the hero because the main character is not always heroic. He/she is the person with which the story is most concerned

- **Setting**

This element refers to the place and time of the story. When evaluating the setting, look for where the action takes place. In addition, the historical period may be important. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting.

- **Point of View**

By point of view we mean from whose eyes the story is being told. Short stories tend to be told through one character's point of view. It is the way from which the reader hears, sees and feels the story. In the first person point of view, the narrator is involved as a character in the story through using first person pronouns "I or We". Whereas in the second person point of view, the reader is involved as a character in the story through the use of second person pronoun "you". In the third person point of view, the narrator is an external voice through using the third person pronoun "he, she, his, her".

- **The Theme**

The theme is the central idea or belief in a short story. It is built on a topic, such as death, hope, dreams...., and how the topic affects the human condition, society, or life. The theme should be expressed as a statement, a general observation about human nature.

## **The Characteristics of Short Story**

A short story typically takes the form of a brief fictional work, usually written in prose. Reading those short stories help learners enrich language baggage and develop communicative abilities with an enjoyable way. So students should select the appropriate short story for themselves.

Menrath (2003) (as cited in Haddag) suggests the following characteristics that a good short story should stand on:

- Short: it is short enough with simple word sentences and expressions that can usually be read in one setting
- Concise: it offers simple plot that develops rapidly as well.
- One signal situation or experience.
- Few or limited characters. So one or two main characters.
- Each part should contribute to the meaning of the story.
- Precise: based on specific aspect of life
- The outcomes will appeal to the reader.
- The most attractive and interesting with unexpected and quickly ending.

## **Structure of a Short Story**

Most short stories have a specific simple structure in which the reader can understand it easily. Atwel (2002, p.4) suggests the following short stories' structure:

- Create a narrative lead:
  - Show the main character in action, dialogue, or reaction.
- Introduce the main characters.

- Introduce the setting: the time place, the relationships of the main character's life
- Introduce and develop the problem the main character is facing.
- Introduce and develop the problem towards a climax.
  - E.g. a decision, action conversation, or confrontation or confrontation that shows the problem at its height.
- Develop the change in the main character:
  - E.g. an acknowledgment of understanding of something, a decision, a course of action, regret.
- Develop a resolution:
  - How does the main charter come to terms –or not- with his or her problem?"

### **Reasons for Using Short Stories**

Babkina (2014) denotes that the use of literary text to teach a foreign language has been given a great importance over years because it has various valuable advantages to the EFL learners.

Rahman, S.,and Arju (2013) stated that Literature covers short story, poem, drama... So when we focus on short stories research shows many good reasons of using them during EFL here are a few:

- Motivation
- Vocabulary acquisition
- Cultural awareness
- Critical thinking
- Understanding of literature

## Motivating Learners

Vandrick (as cited in Rahman and Arju, 2013) listed that one reason for using the literature is to explore feelings and emotions of learners through the experiences. So the use of literature in EFL classrooms may motivate students better than the use of simple reading passages in students' course books.

According to Clanfield (as cited in Rahman and Arju, 2013) "Literature is motivating, literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also literature is often more interesting than those are found in the course book."

According to Saka, many researches considered literature text more beneficial to motivate learners to read more, so reading a short story increased their wish to read more and appreciation for literature, the result students improve their reading. While reading literary texts, the interaction between the reader and the text is very important skill to motivate learners to communicate a real life situation because short stories present an authentic varied language and real social interaction (2014). As a result, short story is more beneficial to increase the motivation of students to improve skills and communicate a real life situation, and it gives the chance to student to use their creativity. For this reason, according to Schulz as when selecting short stories, choose the appropriate for the level of language proficiency of learners and avoid "*Frustrational reading*". Akyel and Yalchin points out that variety of themes will offer different things to many individuals' interests and tastes (178). So, instructors should select should select stories with various themes.

## **Cultural Awareness**

The short story enhances learner's knowledge about the culture. So through short stories, we get better understanding about various cultural aspects. This genre provides the opportunities to explore various cultures and see the differences and similarities between their cultures and the other culture that explore through reading. In addition, short stories give chance to learner to know about present past and about traditions custom of people over years. So they create awareness about various different cultures.

## **Critical Thinking**

The most exciting reason for using short story is critical thinking. According to Faccione (as cited in Mehrgan, 2016) the process of critical thinking is about interpretation, analysis, evaluation, inference skills, presenting arguments, and reflection. Learners of advanced level can analyze what they have read; therefore they start thinking critically.

“The main purpose of choosing literary short stories to establish critical thinking skills in students is that literature has been looked at as an object of study and this field was little treated as an applied field in the other aspects of language learning, especially critical thinking.”(Mehrگان, 2016.p.168)

Howie (1993) agrees that the use of short stories to teach critical thinking is the responsibility of teaching instructors to develop the cognitive skill by reading, writing and developing the critical thinking. So for this reason literature should be used as a resource rather than as an object for study.

Mehrگان (2016) have argued that:

One can make use of such a source to establish critical thinking skills in students. Since the nature of literature in general and short stories in particular is to engage readers intellectually in the literary works, it is thought that literary short stories can afford students some

opportunities to employ such critical thinking skills of analyzing, judging, synthesizing, evaluating, and thinking logically” (p.168)

### **Conclusion**

Vocabulary represents important skill necessary for teaching and learning a second or foreign language which takes consideration of the two types either receptive or productive skill in order to enrich learner’s repertoire (list of words ,clues ,register) and to build a full and real communication to express thoughts and feelings. For this reasons we should know effective strategies with the appropriate techniques to help learners to develop knowledge of vocabulary. One of these strategies is reading a short story. Reading a short story is an effective and motivational strategy that can be used with EFL learners because it has a simple structure that makes learners enjoy the reading and acquiring new items. So teachers should take into consideration the need, level, and interest of students for the section of a short story and also should take into consideration the element and the character of the appropriate story to read in order to contribute to reaching a successful knowledge of vocabulary.

## **Chapter Three**

### **Research Design and Methodology**

#### **Introduction**

The previous chapter dealt with recent studies related to the two variables under examination which are: vocabulary and short stories reading. The main interest was on the interrelation between both variables and the presentation of the strategy of short stories as an authentic teaching material that EFL students depend on to improve and enhance their vocabulary knowledge. In this chapter, the methodology adopted for the study is discussed; it is a descriptive method of research that is adopted through survey questionnaire for data collection. Details of the method and the motivation of its use in the study are also discussed. This chapter includes introduction, the research method, participants, students sample, data gathering tools and procedures, students' questionnaire, and a conclusion.

#### **The Research Method**

Selecting the method of a research is an important step that every research should give much attention to because it influences the whole work, and it is the main plan that the research consists of. Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability.

The methodology section answers two main questions: How was the data collected or generated? And how was it analyzed? The selection of the method is guided by the nature of the subject or the topic being investigated, the main aim behind the study, the sample puts under examination and the data collected. That is why a descriptive approach was adopted to seek the role of reading short stories in improving EFL students' vocabulary knowledge.

## **The Participants**

The participants of this study consisted of 30 first year EFL students who are studying English at Chadli Bendjedid University for the academic year 2019/2020. Besides, these 30 research respondents could enhance the research understanding of the phenomenon being studied and best informed the research question proposed.

These students were chosen randomly from a total number of 120 LMD students, they were tested for their vocabulary ability and knowledge by asking a series of questions in a questionnaire format.

Participants were also given the choice either to participate or to refuse; the students who participated were given all the necessary explanation about the criteria of responding. Also, all participants were thanked for their contribution.

## **The Students' Sample**

The selection of the sample is a very important step in conducting a research study. A sample is a part of population which will be analyzed. The sample must be representative as one as to be able to generalize with confidence from the sample to a population.

Research studies are usually carried out on sample of subjects rather than whole population. The most challenging aspect of field work is drawing a random sample from the target population to which the results of the study would be generalized.

Given a population of 120 LMD first year students of English, a minimum sample of 30 EFL students were recommended and finally chosen for several reasons:

First year students are still in earlier stages to counter new items and strategies to build their own baggage. Also a larger group or sample helped to enhance confidence that sample responses will be more reliable and valid.

## **Data Gathering Tools and Procedures**

Tools and instruments have significant functions in this research. Following specific procedures and appropriate tools are one of the important steps in conducting this research. Therefore, the researcher must choose an instrument in the process of collecting data that should be valid and reliable.

In this study a questionnaire format was the main tool used because questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Often a questionnaire uses both open and closed questions to collect data. This is beneficial as it means both quantitative and qualitative data can be obtained

The main purpose behind this study is to investigate the role of reading short stories in improving students' vocabulary knowledge that is why for the purposes of the research we relied on a questionnaire format to seek specific information from the respondents.

The questionnaire conducted followed specific procedures, it involved three sections (section one: personal information, section two: vocabulary teaching and learning, and section three was about short story). Twenty questions were carefully chosen to answer the targeted questions that are supposed to serve this study.

### **Students' Questionnaire**

Formal questionnaire was distributed to first year LMD students of English at Chadli Bendjedid University. The questionnaire was emailed to the respondents and it was sent back within couple days after. The students' questionnaire was the main tool relied on in this study; it contained a series of twenty questions distributed regularly on three sections, in each section mainly between five to four questions varied between close ended questions and multiple choice questions. For some of the questions, the researchers asked to justify the answer. The main purpose behind

conducting this questionnaire is to gather complete and accurate information also it is devoted to the practical part that the researcher did in order to test the hypothesis.

It was a little bit challenging to email the questionnaire and to get students to allocate some of their free time; however they positively reacted towards it and responded. This questionnaire allowed the researcher to capture the perspectives of the participants towards reading short stories; not only to read them but also to try to understand them and come out with new and unusual items or words for them. Their views were meaningful and knowledgeable as they provided information about actually students' reading of short stories and the act of deducing vocabulary from them. All the information collected was kept safely in separate documents until their analysis.

### **Conclusion**

This chapter dealt with the research design that had been followed in this study, addressing the participants, the students sampling, data collection instruments and procedures, and the students' questionnaire to describe the descriptive method of this research, one questionnaire was distributed to a sample of thirty participants from a large number of 120 targeted populations. The research methodology is a mandatory part for the whole research because it represents the design and the plan of the research.

## **Chapter Four**

### **Results and Analysis**

#### **Introduction**

The present chapter introduces and analyses the obtained quantitative data to fulfill the main objective of the study which is answering the research question and to test the validity of the hypothesis.

#### **Students' Questionnaire**

##### **The sample**

Thirty (**30**) first year students who have responded to the questionnaire were chosen randomly from a total number of **120** first year LMD students at Chadli Bendjedid El-Taref University, The main cause behind choosing this sample is that first year students are still in the early stages of learning the foreign language and to get deeper into it. Also their vocabulary needs more improvement, so that they can communicate and express their ideas freely.

##### **Description of the Questionnaire**

The questionnaire which contains **21** questions is divided into **3** sections; the first section is about providing personal information about the students, the second section investigates about vocabulary and the last section includes short stories. This questionnaire contains a range of questions, some are closed questions that require yes or no answers, or multiple choice questions that require the respondent to choose the appropriate answer from a set of options, and sometimes they asked to provide justifications. The first section is designed to accommodate us with students personal information, (from **01** to **04**) in these couple of questions students are asked to

give brief information about their gender, the main cause behind studying English at the university and if it was their first choice, Also to justify their answers and how they describe their level in English. The second section is about vocabulary teaching and learning which contains **8** questions (from **5** to **12**). In this section, students are asked about the importance of vocabulary work at classroom and acquiring new items. Also they were asked about the different strategies they use to grasp new vocabulary in the target language and their suggestions whenever they face difficult vocabulary. The last section is about short stories, it included **09** questions from (**13** to **21**), this section provides information about whether students are fond of short stories or not and which type or genre they prefer to read. These questions test their desire to read stories and if they think that short stories could enrich and refresh their vocabulary knowledge, while the rest of the questions shed light on the knowledge or the words students have learned while reading a short story.

### **Analysis of the Results**

**Q 01:** Gender: are you a:

- a. Female
- b. Male

Option	Number	Percentage%
A	27	90%
B	03	10%
Total	30	100%

**Table 01: Students' Gender**

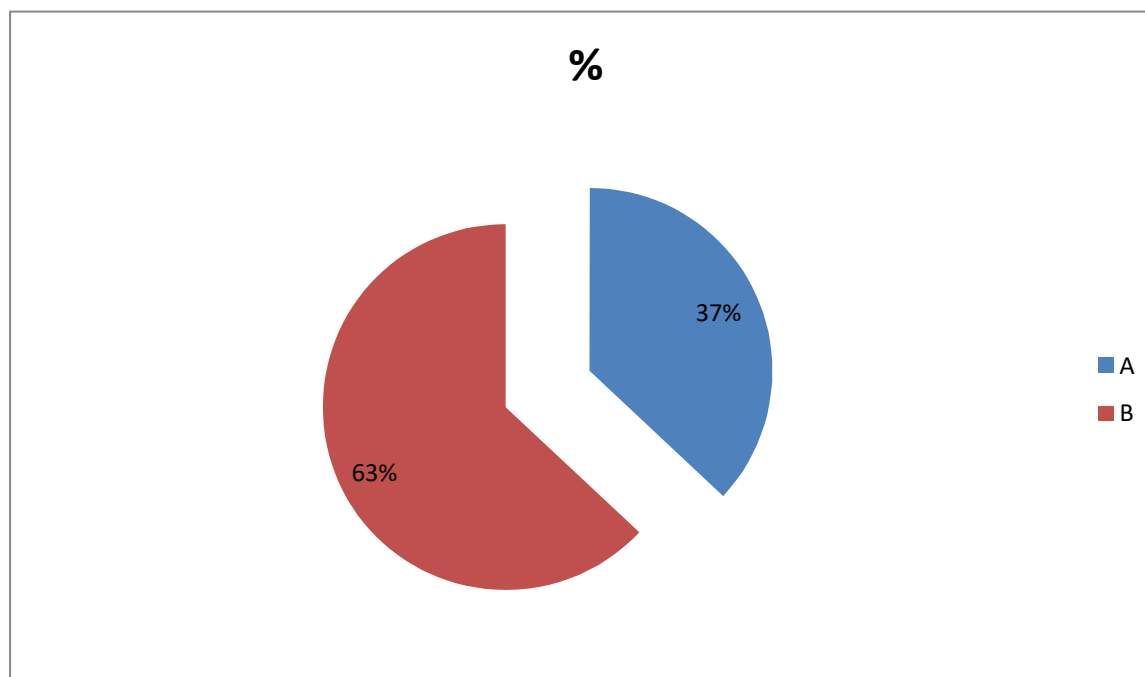
The table above shows that the number of females (**90%**) is more than the number of males (**10%**). From this percentage, we denote that females are more interested to study English, however males are interested in other branches and studies.

**Q 02:** Was it your choice to study English at university?

- a. Yes
- b. No

Option	Number	Percentage%
A	11	37%
B	19	63%
Total	30	100%

**Table 02: Students' Desire to Study English**



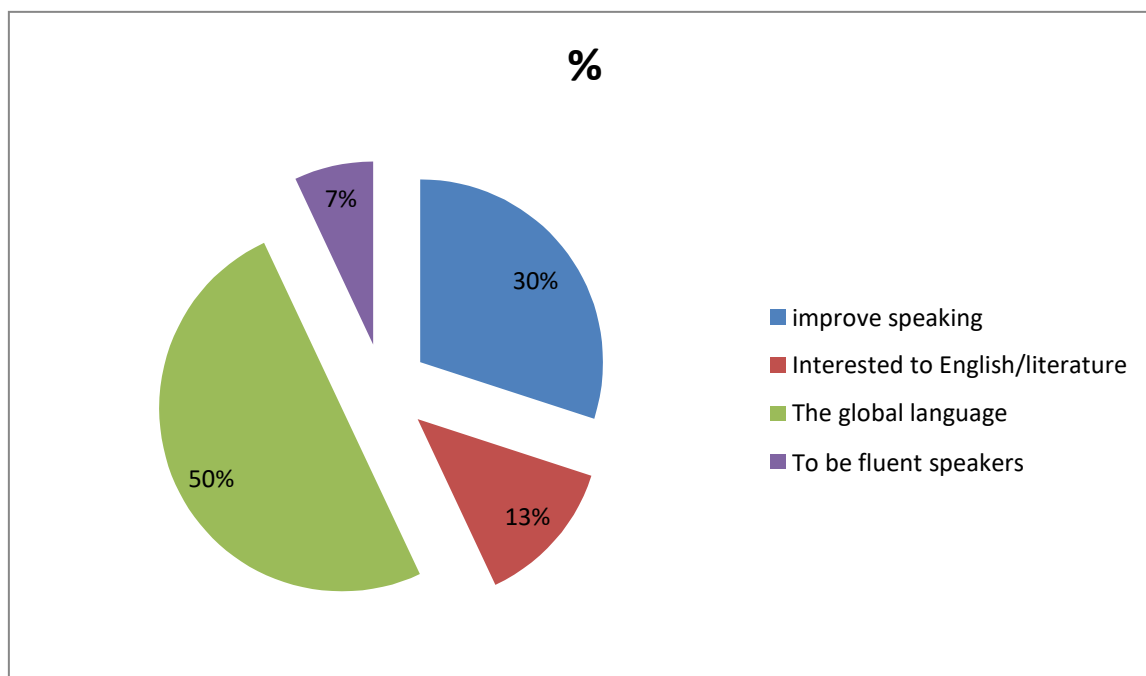
**Figure 01: Students' Desire to Study English**

Table 02 demonstrates that (37%) of the students are studying English at university with their own desire, however (63%) of the students are not fond of studying English and was not their first choice and they argue that they wanted other specialties to study. These results show that most of the students are not prompted to study English.

**Q 03: Justify Your Answer?**

Options	Number of students	Percentage %
Improve speaking	09	30%
Interested to English/literature	04	13.33%
The global language	15	50%
To be fluent speakers	02	6.67%
Total	30	100%

**Table 03: Students' Justification about Their Desires.**



**Figure 02: Students' Justification about Their Desire.**

Table number **02** shows that **(50%)** of the students opted to study English because it is the global language and almost the world countries speak English. However **(30%)** of them said that they want to improve their speaking through studying English. About **(13%)** of other students claim that they chose English because they are interested to know more about English and literature, while the rest **(07%)** wanted to be fluent speakers in English.

**Q 04:** How Would You Describe Your Level in English?

- a. Very good
- b. Good
- c. Average
- d. Poor

Option	Number	Percentage%
A	02	07%
B	10	33%
C	15	50%
D	03	10%
Total	30	100%

**Table 04: Students' Level in English**

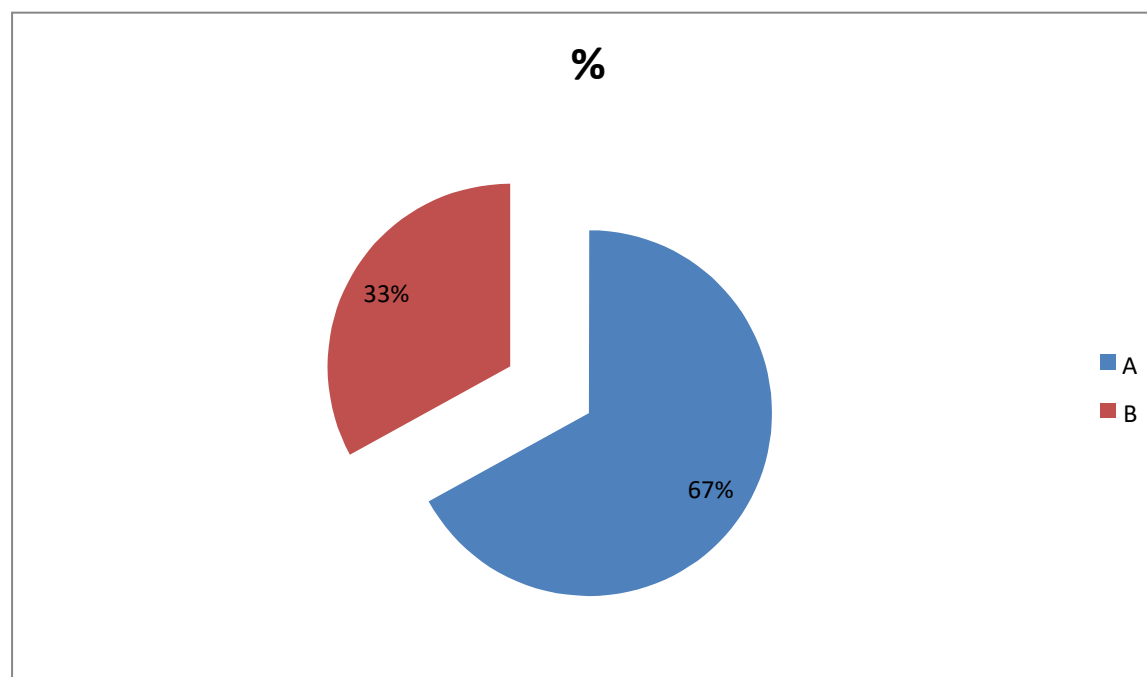
The table above describes that **(50%)** of students claim that they see their level in English as average, while **(33%)** of them believe that their level is good especially in writing. Moreover, **(10%)** of them argue that their level is poor especially in speaking, however the rest of them **(07%)** said that they consider their level is very good in English.

**Q 05:** How Important Is Vocabulary Work in Your Classroom?

- a. Important
- b. Very important
- c. Not important

Options	Number	Percentage
A	20	67
B	10	33
C	00	00
Total	30	100%

**Table 05 : Importance of Vocabulary Work in Classroom.**



**Figure 03: Importance of Vocabulary Work in Classroom.**

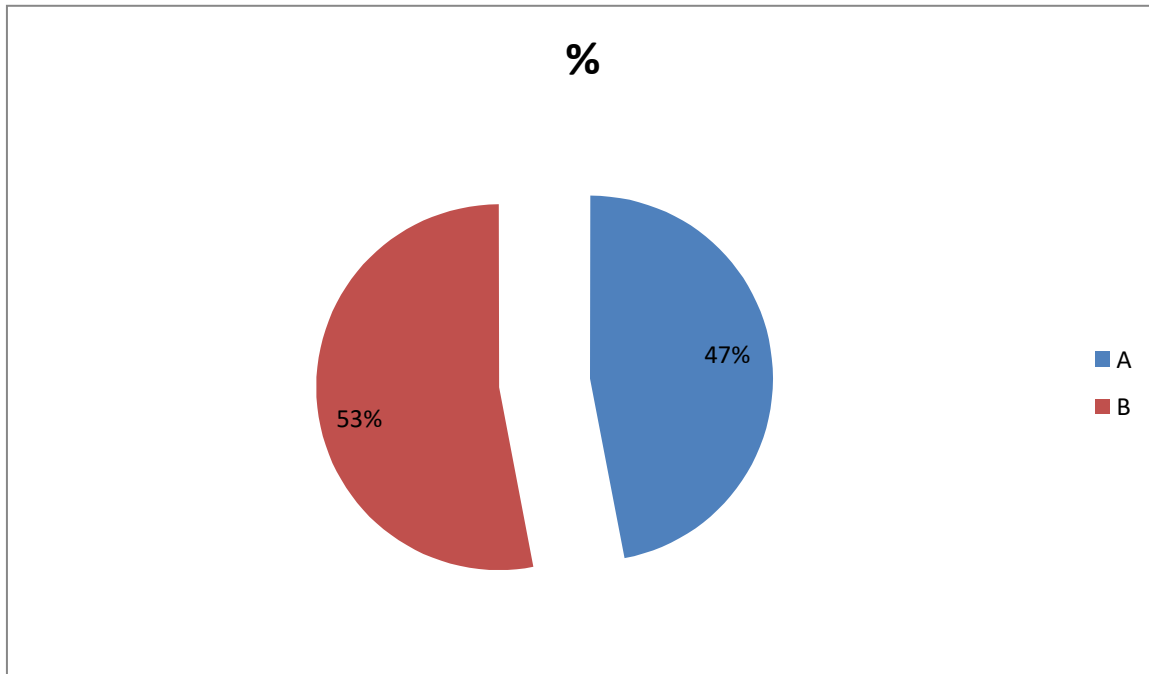
The obtained results above display that **(67%)** of the students agree that vocabulary work in classroom is important, however for **(33%)** of students, vocabulary work in classroom is very important. While no student believe that vocabulary work in classroom has no importance, which means that most of students are interested to work on vocabulary and include it more in their sessions.

**Q 06:** Is it Essential for You to Revise Vocabulary in Classroom?

- a. Essential
- b. Very essential
- c. Not essential

Option	Number	Percentage
A	14	47%
B	16	53%
C	00	00
Total	30	100%

**Table 06: Importance of Revising Vocabulary in Classroom.**



**Figure 04: Importance of Revising Vocabulary in Classroom.**

The table above shows how essential to revise vocabulary in classroom, where half (**50%**) of the students see that revising vocabulary in the class is very essential, a percentage of (**43%**) of them believe that revising vocabulary is essential and has its importance. While the rest of them (**7%**) see that revising vocabulary is not essential. From these results we say that students give a much importance to revising and recalling vocabulary in classroom.

**Q 07:** Is it important for you to acquire new words?

- a. Yes
- b. No

Options	Number	<u>Percentage</u>
A	30	100%
B	00	00
Total	30	100%

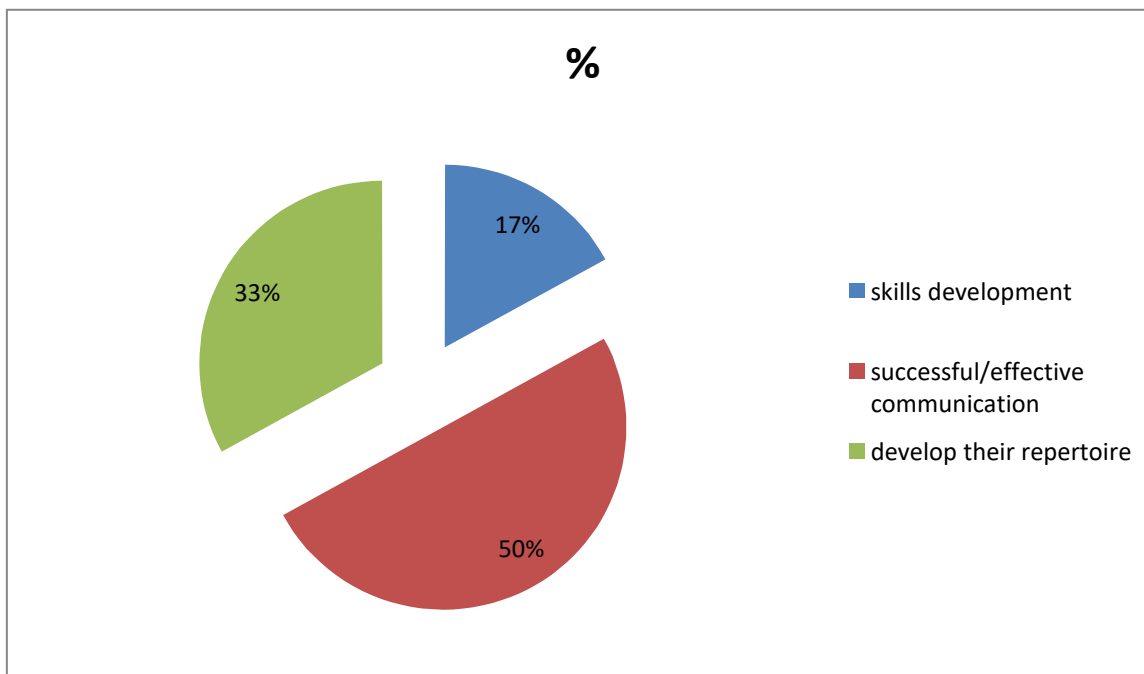
**Table 07: Students' Views about Students Acquiring New Words.**

The obtained results above show that the total number of students (**100%**) agrees that acquiring new words is very important for them. This means that all the students want to enrich their vocabulary repertoire in order to express themselves appropriately.

**Q 08:** Justify your answer?

Options	Number	Percentage
Skills development	05	17%
Successful/effective communication	15	50%
Develop their repertoire	10	33%
Total	30	100%

**Table 08: Students' Justification about the Importance of Acquiring New Items.**



**Figure 05: Students' Justification about the Importance of Acquiring New Items.**

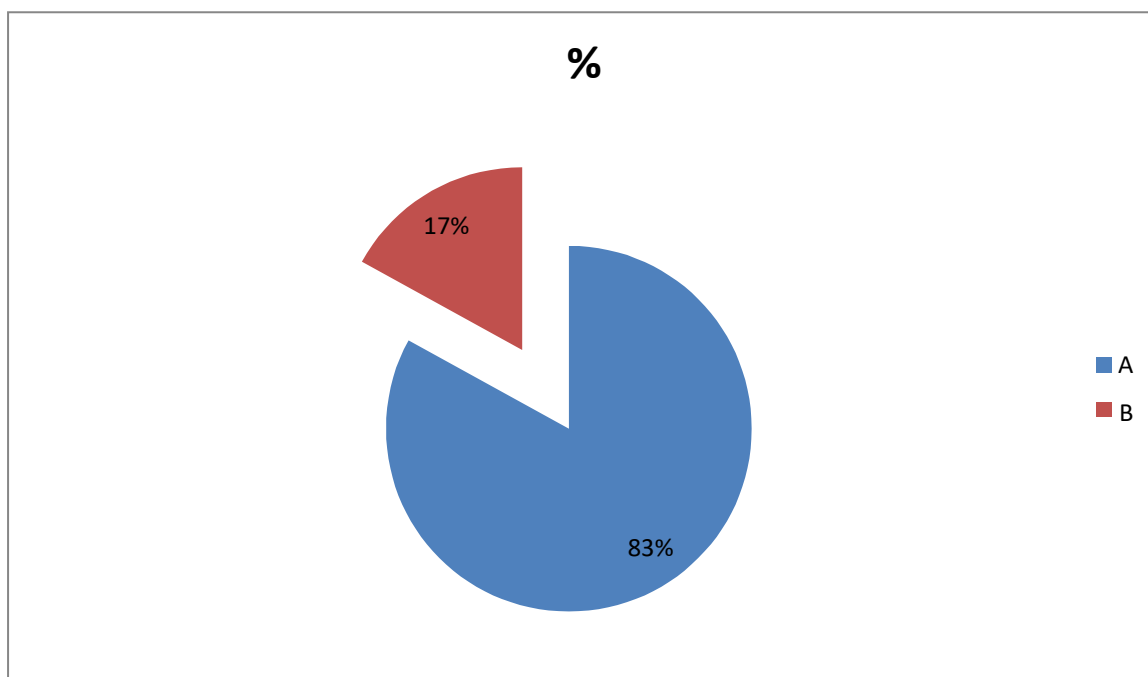
The obtained results from table 08 express that (50%) of students want to acquire new words in order to express themselves better and to be able to communicate with others appropriately and without comprehension problems. (33%) of them argue that they want to obtain new vocabulary because they want to develop their vocabulary repertoire and learn extra words. While (17%) of the students are looking for developing their skills especially speaking and reading. From the obtained results, we distinguish that most students are interested to acquire new words for different purposes and according to their needs.

**Q 09:** What do you suggest when you face difficult vocabulary?

- a. Check dictionary
- b. Ask your teacher
- c. Guess meaning from the context

Options	Number	Percentage
A	25	83%
B	00	00
C	05	17%
Total	30	100%

**Table 09: Students' Suggestions When They Face Difficult Vocabulary.**



**Figure 06: Students' Suggestions When They Face Difficult Vocabulary.**

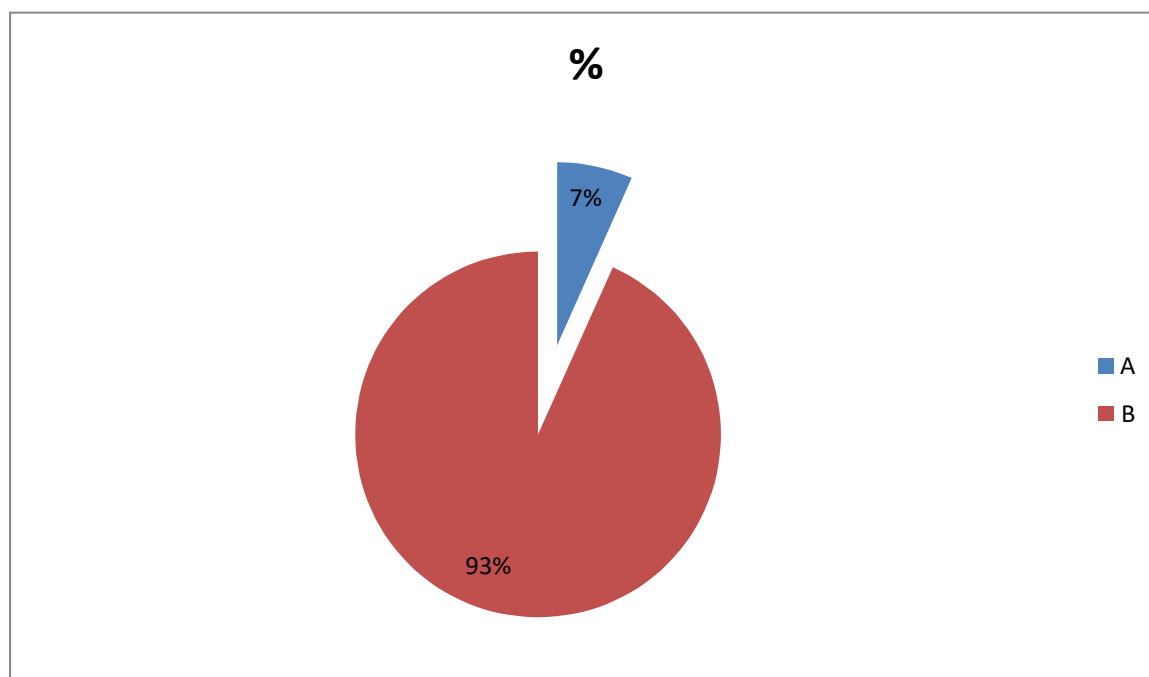
Table number **09** shows that **(83%)** of students prefer to check dictionaries whenever they face difficult words that they cannot understand, and no one of them asked the teacher for the clarification. While **(17%)** of them suggest to guess from context. These results demonstrate that the majority of the students rely on themselves to understand the meaning of the difficult words by looking for them in dictionaries or read the whole text and to try to guess from the context.

**Q 10:** How would you describe your vocabulary knowledge or baggage?

- a. Good
- b. Very good
- c. Moderate
- d. Poor
- e. Very poor

Options	Number	Percentage
A	02	6,67%
B	00	00
C	28	93.33%
D	00	00
E	00	00
Total	30	100%

**Table 10: Students Describe their Vocabulary Knowledge/Baggage.**



**Figure 07: Students Describe their Vocabulary Knowledge/Baggage.**

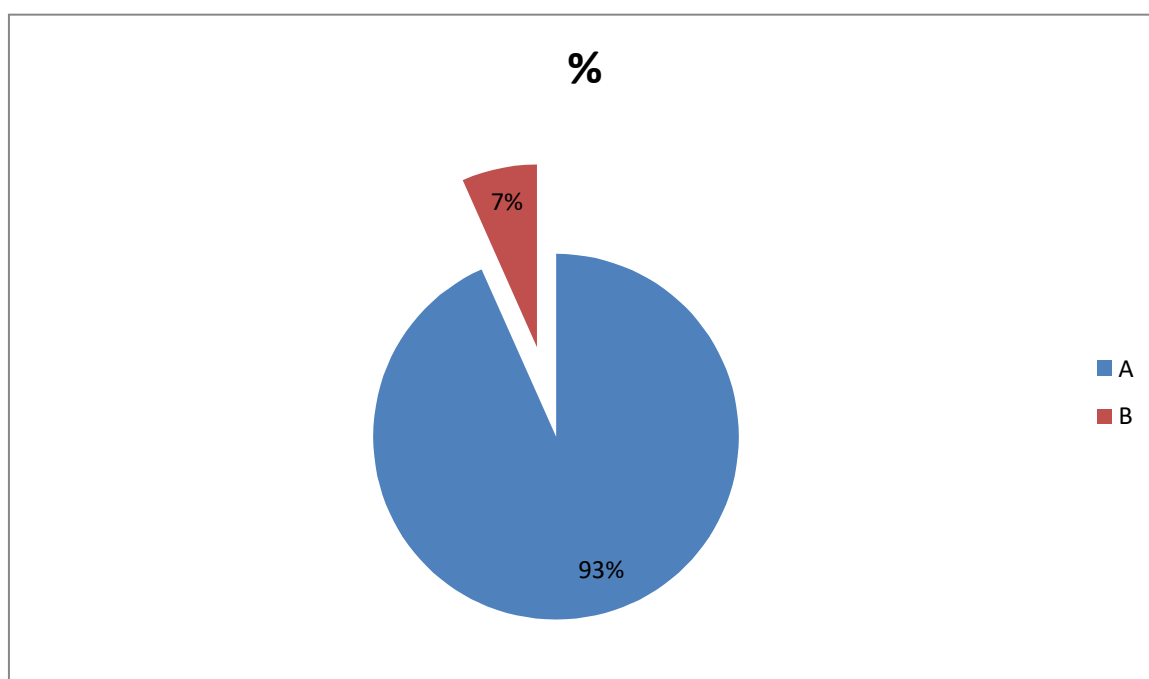
Table number **10** indicates that **(93%)** of the students describe their vocabulary knowledge and baggage as moderate, however **(07%)** of them see it good. From the above results we can say that majority of the students have average level in vocabulary.

**Q 11:** Do you face any difficulties when communicating your ideas?

- a. Yes
- b. No

Option	Number	Percentage
A	28	93.33%
B	02	6,67%
Total	30	100%

**Table 11: Students' Opinions about their Difficulties When Communicating their Ideas.**



**Figure 08: Students' Opinions about their Difficulties When Communicating their Ideas.**

Table 11 indicate, that more than the half (**93%**) of the students argue that they find difficulties in communicating their ideas, which means that there is a clear gap in students' linguistic repertoire of vocabulary. However (**07%**) of them believe that they have no problems in communicating their ideas and they can express them appropriately.

**Q 12:** What strategies do you suggest for learning new words in the target language?

Options	Number	Percentage
Reading books and stories	18	60%
Talking to native speakers	02	6.67%
Listening	01	3.33%
Watching movies	05	16.67%
e-books and online games	04	13,33%
Total	30	100%

**Table 12: Students' Strategies to Learn New Words in the Target Language.**

Table number 12 shows that students strategies to acquire new vocabulary are different from one to another, for example **60%** of the students choose reading stories and books to acquire new words because they find them helpful and provide them with infinite and unusual new words. While **16,67%** of them prefer to watch movies to grasp new words, **13,33%** of them are depending on online games and e-books arguing that they are much more easy to access and also a funny way to learn. Also **3,33%** and **6,67%** of the rest of the students preferred to learn through interacting with native speakers and listening in another time as a successful way to learn vocabulary.

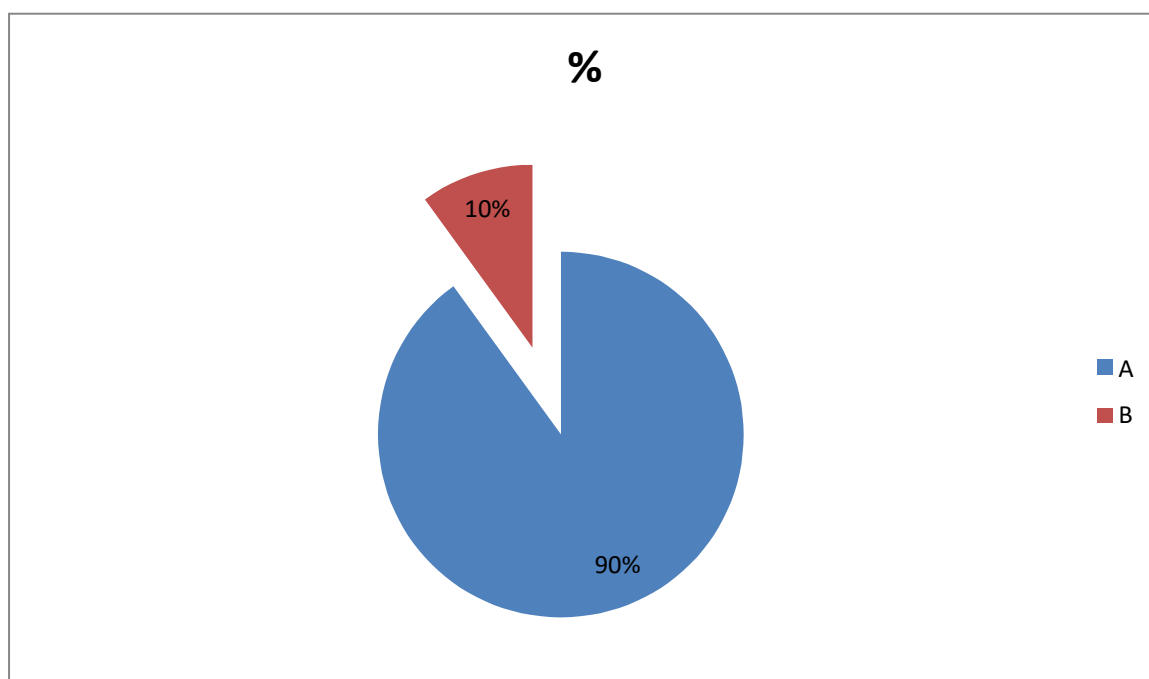
**Q 13:** Do you like reading short stories?

a. Yes

b. No

Options	Number	Percentage
A	27	90%
B	03	10%
Total	30	100%

**Table 13: Students' Opinions about Reading Short Stories.**



**Figure 09: Students' Opinions about Reading Short Stories.**

The table above indicates that most of the students (**90%**) agree on reading short stories, however only (**10%**) of them disagree with this idea of reading short stories. From these results,

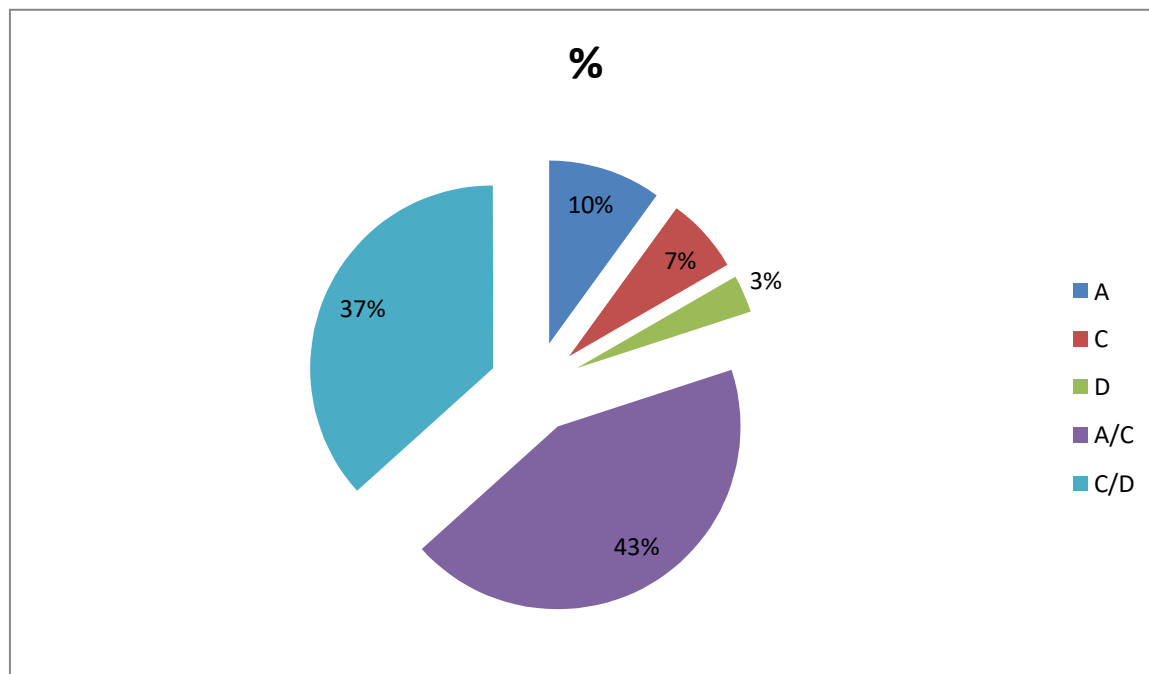
we conclude that most students like the idea of reading short stories and believe it is a helpful way to improve their language.

**Q 14:** Which skills do you think short stories affect the most?

- a. Reading
- b. Listening
- c. Writing
- d. Speaking

Options	Number	Percentage
A	03	10%
B	00	00%
C	02	6.67%
D	01	3.33%
A-C	13	43.33%
C-D	11	36.67%
Total	30	100%

**Table 14: Students' Views about the Impact of Short Stories on the Language Skills.**



**Figure 10: Students' Views about the Impact of Short Stories on the Language Skills.**

Table 14 indicates that **(43%)** of the students assume that short stories affect reading and writing skills the most. **(37%)** of the students believe that short stories affect both the writing and speaking skill, while **(10%)** of them argue that they do affect the reading skill. However, only **(7%)** and **(3%)** of the rest of the students say that speaking and writing do affect short stories. Nevertheless, no one say that short stories affect the listening skill. From these results, we infer that short stories have a huge impact on the development of the language skills.

**Q 15:** Have you read any short story before?

- a. Yes
- b. No

Options	Number	Percentage
A	28	93.33
B	02	6.67
Total	30	100%

**Table 15: Students' Views about Reading Short Stories.**

Table 15 indicates that more than the half (**93.33%**) of the students do read short stories, which confirm that they are familiar with short stories. However, only (**6.67%**) of the rest of the students said no.

**Q 16:** If yes what was it about?

Options	Number	Percentage
Mangas	01	3.33%
Romantic/supernatural stories	10	33.33%
Culture/science stories	03	10%
Friendship stories	08	26.67%
Ethics and values stories	02	6.67%
Animal stories	04	13.33%
Total	28	93.33%

**Table 16: Students' Views about the Stories They Have Read.**

From table 16, we notice that most of the students read different types of short stories, (**33.33%**) of them read romantic and supernatural short stories, while (**26.67%**) of the students

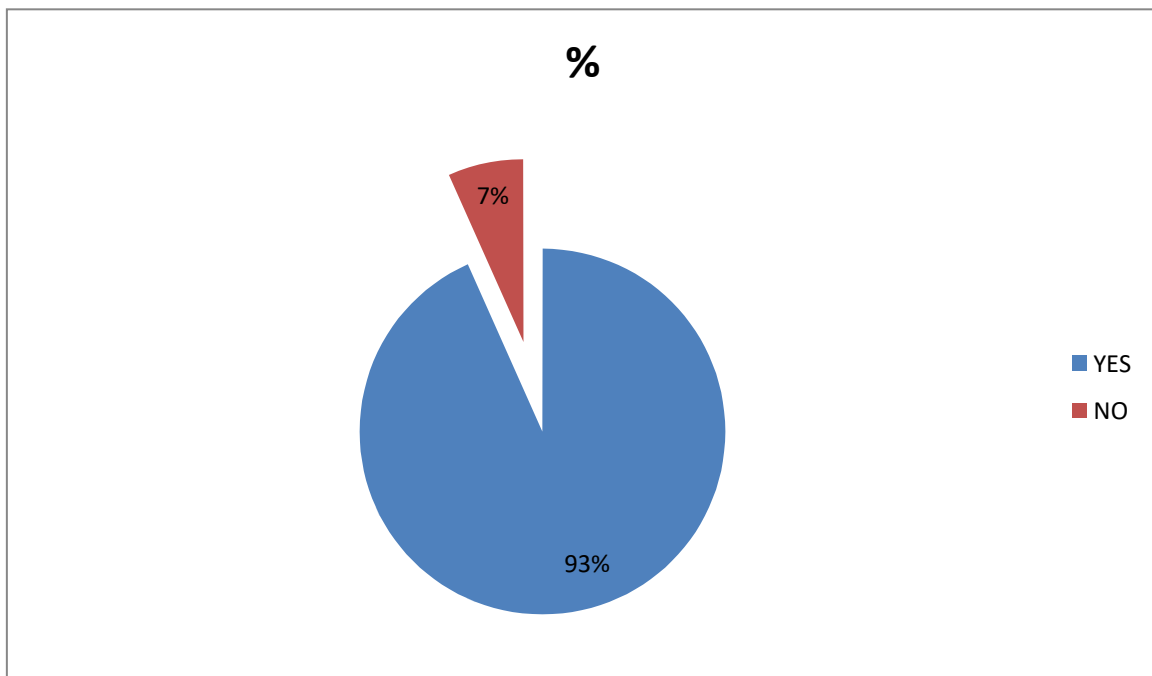
prefer to read stories about friendship. While (13.33%) of them prefer to read stories that talk about animals, (10%) read culture and science stories, (6.67%) read ethics and values stories. However (3.33%) of them chose Mangas.

**Q 17:** Do you think reading short stories could refresh your vocabulary repertoire?

- a. Yes
- b. No

Options	Number	Percentage
Yes	28	93.33%
No	02	6.67%
Total	30	100%

**Table 17: Students' Views about the Influence of Reading Short Stories on Their Vocabulary Repertoire.**



**Figure 11: Students' Views about the Influence of Reading Short Stories on Their Vocabulary Repertoire.**

From table 17, we denote that **(93.33%)** of students believe that reading short stories refresh their vocabulary knowledge. However only **(6.67%)** of the students do not think that reading short stories could refresh their vocabulary repertoire. From these results we say that **(93.33%)** of the majority of the students think that reading short stories could refresh their vocabulary knowledge which means that they actually read short stories.

**Q 18:** Have you learned any new words from reading short stories?

- a. Yes
- b. No

Options	Number	Percentage
A	29	96.67%
B	01	3.33%
Total	30	100%

**Table 18: Students' Views about the Words They Have Learned from Reading Short Stories.**

The results demonstrate that 96.67% of students asserted that they learned new words from reading short stories. Only one student; a percentage of 3.33% responded negatively.

**Q 19:** If yes, mentions two or three words you have learned?

Many students mentioned that they have learned different words from their experience of reading short stories, for example they collect different type of words such as, percept, fairground, gang up, flapper, bum steer, oracle, brink, buoyed, scrupulously, painstaking. This indicates that those students are familiar with reading short stories and understand what they read.

**Q 20:** Do you think that reading short stories could improve your vocabulary acquisition and knowledge?

- a. Yes
- b. No

Options	Number	Percentage
A	30	100%
B	00	00
Total	30	100%

**Table 19: Students' Views about the Influence of Reading Short Stories on Improving Their Vocabulary Acquisition.**

Table number **20** illustrates that all the students (**30**) believe that reading short stories improves their vocabulary acquisition as well as their knowledge, which means that they have learned new items during their experience of reading.

**Q 21:** If yes, explain how?

All students believe that reading short stories actually improve and develop their acquisition of words and vocabulary knowledge. Through choosing and collecting different types of stories to read and each according to his preferences.

### **Conclusion**

The aim of the present study was to seek the role of reading short stories in enhancing and enriching EFL students' vocabulary knowledge. In this research quantitative data were obtained from data collection instruments. A questionnaire was designed to reach the objectives of this research. Students' questionnaire was distributed to thirty first year LMD students at Chadli

Bendjedid University, English department. The following chapter will discuss the results in relation to the research questions, and will provide a set of pedagogical implications of the current study, and recommendations for future researchers.

## **Chapter Five**

### **Discussion and Recommendations**

#### **Introduction**

This chapter discusses the obtained results of the conducted study in relation to its research questions. Moreover, it introduces the pedagogical implications of this research and provides recommendations and suggestions for future researchers related to the theme of this dissertation.

#### **Discussion of the Obtained Results**

The students' questionnaire demonstrates that **(50%)** of the number of the students claim that their level of English is average, that is why they face many problems whenever it comes to express their ideas and thoughts. While they see that vocabulary work and activities in classroom is important because it creates opportunities for them to learn, know more and also to develop their level. That is why they strongly agree on the absolute importance of acquiring new items.

All students denote that they need to acquire and grasp more vocabulary, which means that they have noticeable shortage in communication, inside and outside the classroom that is why they wanted to overcome this shortage. Many EFL students face different problems when they first meet unknown and difficult items, so **(83%)** of them suggested that they check their dictionaries whenever they face difficult words. However, the rest of them tried to guess meaning from context; this shows their desire to strengthen their own knowledge, and how actually words are mandatory to comprehend any given context.

Almost all students **(90%)** like to read short stories, and most of them believe that reading short stories enhances and improves their vocabulary knowledge and many other literature features. EFL students were familiar to reading and analyzing short stories because, they are

already integrated in their syllabus. That is why they all agree that they play an important role in L2 classroom; also help them to innovate their linguistic baggage. Furthermore, all students believe that short stories affect the four skills, but they have different opinions about which skill is affected the most. The manipulation of the obtained results demonstrates that the suggested hypothesis of the role of short stories in improving and enhancing students' vocabulary acquisition and knowledge is confirmed.

This research is observed by the researcher and implemented by the English teacher. In this process the researcher found that vocabulary problems occurred in English learning and teaching. The indicators of the vocabulary problems can be identified as the following: a- students have problems in spelling many words, b- students also counter problems concerning understanding the meaning of words, and they have problems in their knowledge which is not developed yet.

According to the findings, we found that many students show their total interest in learning and grasping more items than the usual, but teachers in class used to implement more activities without paying much attention to supplement assignments that serve students' gap or shortage of vocabulary. Also many students pursue that they do not understand the meaning of many words they face in classes, and they refuse to ask the teacher's help instead they prefer to look for the meaning by their own selves.

Many factors were behind these problems, namely: the teacher did not understand the characteristics of the students, the absence of visual aids that could make the presentation of short stories to the whole class much easier and facilitate both teaching and learning process. One of the most factors is that teachers miss the use of the effective and exciting teaching techniques for

students, also students were conservatives towards communicating and expressing their baggage of words and implementing what they have learned in real settings.

To solve those vocabulary problems, we highlighted this new strategy; reading short stories to enhance and improve students' vocabulary knowledge. To test the effectiveness of this new strategy, the researchers collected data to know students' views and opinions about this strategy using a questionnaire format.

After collecting and manipulating the students' questionnaire, the researchers confirmed that the hypothesis under test which denotes that reading short stories does improve and develop students' vocabulary knowledge. Most of respondents welcomed the idea of reading more in and out their classes, even more they share their prior reading experiences which confirm that they are ready to accept this strategy.

### **Pedagogical Implications**

From the current study we have found a number of implications as following:

- Teachers should emphasize the importance of reading short stories as a beneficial teaching material for developing students' vocabulary knowledge.
- The educational curriculum must include short stories in the syllabus as a rich source of vocabulary.
- Raise students' awareness towards the great importance of reading in general and short stories in particular because it helps them to develop the language skills and their knowledge of words.

- Due to the undeniable role of short stories in enhancing EFL students' vocabulary acquisition, teachers should invest much more time and efforts to come up with appropriate and effective assignments and activities.
- Reading short stories help students create more talkative, communicative and sociable personalities either in or out doors of the classroom.
- The last implication is that short stories motivate both teachers and learners to read and discover more different types and styles of short stories since it is a very fun and enjoyable method for both learning and teaching.

### **Suggestions for Further Research**

It is recommended and highly suggested to conduct further researches on the following subjects:

\*The impact of short stories on the development of the four skills.

\*The role of reading short stories in improving the writing skill.

\* The effectiveness of reading short stories in boosting oral communication at the secondary school.

\* Exporting EFL learners' attitudes towards the significance of using short stories to improve oral proficiency.

### **Conclusion**

In this chapter, the researchers discussed the hypothesis in relation to the results of the study. The research question aimed at exploring and investigating the role of reading short stories in enhancing and enriching EFL students' vocabulary knowledge. From the obtained results, it was

detected that the majority of EFL students represented by first year LMD students in this study are aware of the importance of reading short stories as a strategy to broaden their vocabulary repertoire to boost and improve their communicative skills. The presented pedagogical implications of the research attempt to raise awareness towards the significance of including short stories in EFL classrooms and making them as a part of the curriculum. Additionally, a set of recommendations and suggestions for further research, concerning the targeted subject in the study, are delivered.

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## Appendix

### Students' Questionnaire

**Dear students,**

This questionnaire attempts to collect information about the role of reading short stories in enhancing EFL students' vocabulary knowledge. We would be very grateful if you can answer the questions as honestly as possible. Your input is really important for our study to get the Master degree in English Didactics.

*Please put a tick in the appropriate choices.*

#### **Section one: Personal information**

1-Gender: Are you a:

a-Female

b-Male

2- Was it your choice to study English at university?

a-Yes

b-No

3-Justify your answer

.....

.....

.....

4-How would you describe your level in English?

a-Very good

d-Poor

b-Good

c-Average

**Section two: Vocabulary teaching/learning**

5-How important is vocabulary work in your classroom?

a-Important

b-Very important

c-Not important

6-How essential is it for you to revise vocabulary in class?

a-Essential

b-Very essential

c-Not essential

7-Is it important for you to acquire new words? Justify your choice in both cases.

a-Yes

b-No

**Because**.....  
.....  
.....  
.....

8-How do you prefer to grasp new vocabulary, is it through?

a-Spelling tests  
games

b- collocation exercises

c- word revision

d-reading short stories e-personalized exercises

f-others, please clarify

.....  
.....  
.....

9- What do you suggest when you face difficult vocabulary?

a-Check dictionary  
context

b-Ask your teacher

c-guess meaning from the

10-How would you describe your vocabulary knowledge or baggage?

a-good

b-Very good

c-Moderate

d-Poor

e-Very poor



18- Have you learned any new words from reading a short story?

a-Yes

b-No

19- If yes, mention two or three words you have learned?

.....  
.....  
.....

20- Do you think that reading short stories could improve your vocabulary acquisition and knowledge?

a-Yes

b-No

21- If yes, explain how?

.....  
.....  
.....

**Thank you in advance.**