The Effect of Reading Short Stories
on Improving Students’ Vocabulary Acquisition

The Case of First Year LMD Students of English at Larbi Ben M’Hidi University – Oum El Bouaghi

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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DEDICATION

In the Name of Allah, the Most Gracious and most Merciful.

I give my gratitude to Allah, my creator and my master for giving me strength and patient
to carry out this work.

I dedicate this work:

To the light of my life: my mother for her, I say thank you for all what you have done for
me. I would be nothing without you.

To my dear father, this work would not have been possible without your help and your
support.

To my sweet sisters: Ibtissem and Nacira.

To my dearest brothers: Abd El Hak, Nasr El Din, and Chaker.

To my sister’s beautiful daughter and my lover Loudjayne.

To my sister’s husband: Issam.

To all my friends.

To all who helped me to accomplish this work.

To all of them I say:

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Abstract

Vocabulary is an important area in learning a second or foreign language, thus; English as Foreign Language learners should work to improve it. It helps students to be effective interlocutors; it improves their ability to understand others’ views as well as to express their ideas and thoughts in a more better way. For this purpose, different strategies have been used in attempt to develop students’ vocabulary knowledge, among these strategies extensive reading of authentic materials by English as Foreign learners. Therefore, the current study aims to examine the effectiveness of reading short stories on improving students’ vocabulary acquisition. In the light of the stated aim, we hypothesis that assigning university students with reading short stories would help them to improve their vocabulary knowledge than those who are taught vocabulary following the traditional method. In order to prove or reject the stated hypothesis, a quasi-experimental study takes place at Larbi Ben M’hidi University- Oum El bouaghi, where 60 first year LMD students of English are chosen randomly and subdivided into two groups; one experimental and the other control. Students of both groups pre-tested to know about their vocabulary knowledge, in which they are asked to answer three exercises; in the first exercise they had to classify ten words in three categories. In the second exercise they had to choose the correct word to fit with its definition. And in the third exercise they should define four vocabulary items then put them in meaningful sentences to show their understanding of the words’ meanings. After the pre-test phase, the experimental group were asked to read three short stories; however, the control group stuck to the traditional method, i.e., depending only on teachers’ instructions. And finally, they are post-tested. Data analysis shows the significant improvement in students’ vocabulary acquisition through reading short stories. This led us to support the alternative hypothesis and to reject the null one.

Key words: vocabulary acquisition, short stories, EFL students.
List of Abbreviations

EFL  English as a Foreign Language

Etc  Et cetera

FL   Foreign Language

GMT  Grammar Translation Method

L2   Second Language

LMD  Licence, Master, Doctorate

O.E.B Oum El Bouagui

Vs   Versus

%    Percentage
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General Introduction

Statement of the Problem

Vocabulary acquisition is considered as a fundamental and an essential phase in learning a foreign language. Thus, and for a long time, psychologists, linguists, researchers and language teachers have been interested in vocabulary learning strategies. Vocabulary acquisition was always linked to reading. That is to say, the more you read the more your vocabulary repertoire will be enlarged and improved. It is observed that first year LMD students suffer from a lack of vocabulary in order to express their thoughts and ideas in a good way. Thus, the present study examines a different strategy that can be applied by EFL learners in order to develop and improve their vocabulary acquisition, which is reading short stories, because it is an enjoyable, stimulating and a motivational technique to the majority of learners. So that, in conducting this research we will attempt to investigate to which extent reading short stories affects learners’ vocabulary acquisition.

Aim of the Study

The present study attempts to investigate the effect of reading short stories on improving first year university students’ vocabulary knowledge. So that, they can understand more what they read, get the meaning across and to express themselves in a more confident way.
Research Question and Hypothesis

This research attempts to answer the following question:

- To what extent can the reading of short stories improve learners’ vocabulary acquisition?

Based on the main objective stated above, we hypothesize that:

Assigning university students with reading short stories would help them to improve and develop their vocabulary knowledge than those who are taught vocabulary through the traditional method.

Research Methodology

Population and Sampling

This research is carried out on first year LMD students, Department of English at L arbi Ben M’hidi University, O.M.B. From the whole population, two groups are chosen randomly thirty learners for the control group, as well as, thirty for the experimental group. As the whole sample, this research is carried out on sixty students.

The choice of first year LMD students is supported by the following reasons:

- First year LMD students are still at the beginning stages of learning the foreign language.

- Their vocabulary knowledge still needs improvement so that, they can express their thoughts and ideas in a better way.

Research Means

A quasi experimental method will be carried out in order to reach our research aim and to test the stated hypothesis. From first year L.M.D students, two groups have
been selected randomly, from different genders, abilities, skills and different styles in order to ensure the validity of our research. Thirty for the control group and another thirty for the experimental group.

Firstly, a pre-test will be distributed for both groups, i.e., the control group and the experimental one, in order to check their vocabulary level through some designed activities. Then, we will provide the experimental group with some short stories readings. However, the control group will stick to the textbook and teacher’s instructions. After the treatment period we will administer a post-test for both groups to show whether reading short stories has a significant effect on students’ vocabulary acquisition or not. Finally, we will compare and analyse the results obtained from pre and post-test.

**Structure of the Dissertation**

This research will be consisting mainly of two chapters: one theoretical and one practical. The first chapter will deal with recent studies related to the two variables under examination. Moreover, this chapter will be divided into two sections: the first one will deal with vocabulary acquisition and their importance in language learning. The second one will be about the use of short stories in EFL learning, its elements, its structure, its advantages, and its importance in FL classes. The second chapter will be devoted for the practical part i.e., the description of the instruments used in this study, and an explanation for the results obtained from the experiment to show whether or not reading short stories has an effect on students’ vocabulary development.
Chapter One: Theoretical Background

Section one: Vocabulary and Second Language Acquisition

Introduction

1.1 The Concept of Vocabulary

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Introduction

Chapter 01: Theoretical Background

Nowadays, English is considered as the international and the dominant language all over the world. In the past, the major focus of English as Foreign Language classrooms’ instructions is grammar, syntax and morphology. But recently, more attention was given to vocabulary as an integral part of the foreign language. Developing student’s vocabulary acquisition is the central aim of Foreign Language classrooms’ instructions, because the knowledge of words determines the proficiency level of the speaker. English as Foreign Language learners with a rich vocabulary can act and perform well out of class. For this purpose, a lot of studies and researches have been carried out in order to determine the effective strategy for helping learners to improve their vocabulary knowledge. Among those strategies, the integration of literature or literacy texts, because it considered as the richest area of vocabulary in a foreign language and which provides an exposure to authentic materials. Moreover, it is argued that literature promotes learner’s second language vocabulary knowledge; grammatical knowledge of second language lexical phrases and fixed expressions; language awareness and sociolinguistic and pragmatic competences.

The claim for the integration of literature in English as a Foreign Language classes is not a new issue, since the grammar translation method (GTM) was basically based on translating literature texts from the target language to learner’s mother tongue, and also to develop students’ level to rich the level in which they can understand literature texts in the target language. This study will be concerned with the use of literature texts, in general, and short stories, in particular, as an effective vocabulary learning strategy. Thus, this chapter will be divided into two sections; tackling the literature review related to the two variables under examination.
In the first section, light will be shed on the different aspects of vocabulary acquisition. First of all, and in addition to the definition of the term vocabulary, what is involved in knowing a word will be discussed, since knowing a word requires much more than just knowing its form and its dictionary meaning. This leads us to discuss the breadth and depth of word knowledge i.e. the list of words that the learner knows and how deeper he knows about them. Then we will make a distinction between the different types of vocabulary. Considering the importance of vocabulary in EFL language teaching and learning, we have to focus on the necessary vocabulary teaching strategies. In other words, the effective techniques that an EFL teacher has to go through to teach and convey the meaning of the vocabulary item for his/her students will be figured out, as well as to know the reliable strategies that the learner adopts in order to enrich his vocabulary knowledge. Last but not least, the sophisticated relationship between vocabulary and reading comprehension will be discussed.

The second section will be concerned with the use of literature texts, in general, and short stories, in particular, as an effective vocabulary learning strategy. Starting by defining what’s meant by reading comprehension and a discrimination between its two types, i.e., intensive and extensive reading, then the short story will be introduced as one kind of extensive reading. After defining what’s a short story, much focus will be on its aspects, its structure, its important elements, its characteristics and the basic criteria for choosing the suitable short story. Finally, the major benefits or advantages behind reading short stories as a choice of the student himself will be discussed, and most importantly its contribution in acquiring new vocabulary.
1.1 The Concept of Vocabulary

Vocabulary is an essential component in foreign language learning, which provides the basis for learners’ performance in other skills such as: speaking, reading, listening and writing. According to the Oxford advanced learner’s dictionary (2005, p. 1447) the term vocabulary refers to “the words that people use when they are talking about a particular subject”. Another definition for this term is provided by Longman dictionary (2011, p. 742) as “all the words in a language or all the words that are used in a type of a language”.

Hatch and Brown (1995) described vocabulary as a list or set of words of a particular language that individual speakers of a language might use. In other words, someone’s vocabulary is the total number of words that he/she knows and uses when they are talking about a particular subject. Wallace (1988 as cited in Mazrag, p. 33) differentiates between what he calls “content words” and “structure words”, the former would include nouns, verbs, adjectives and adverbs derived from adjectives, while the latter are almost deprived of meaning when considered in isolation, and therefore should be considered as part of the grammar of a language. That is to say, content/lexical words can be best explained in dictionaries like the word ‘spring’. Whereas, structure/function words are more related to grammar i.e. how they fit into sentences, for instance, the indefinite article ‘a’ cannot be understood unless it is put into a meaningful sentence. (as cited in Wikipedia).
1.2 What is a Word?

Since vocabulary is defined as the total number of words that someone knows and uses, first what’s meant by a word must be known. In order to define what a word is, what is involved in knowing a word should be realised. In this regard, two different points of view will be discussed:

- Scott Thornbury (2002).
- Nation (1990 as cited in Mazrag, p. 36). knowing a word involves knowing its form and its meaning. He illustrates this point by the example of the word *Tangi*. When you hear for the first time the word *tangi*, you cannot really state that you know what *Tangi* means. Because its form does not really conveys its meaning. So what *Tangi* means is *sound*, but is that sound the noun or the verb. In fact it may mean both.

Thus, knowing a word involves knowing its grammatical functions. This word comes to mean also *lamentation, dirge* and *weep*. An additional meaning for this term is *colloquially simply, funeral ceremony*, but of course, not a funeral in the European sense. A *Tangi* is a very different kind of ceremony. In other words, knowing the meaning of a word does not mean just knowing its dictionary meaning (or meanings); it also means knowing the words commonly associated with it (its collocations). As well as its connotation, including its register and its cultural accretions. Therefore, to know its use in writing and speaking in order to produce it in the correct way.

To sum up, word knowledge can be represented in this diagram as for the word *Tangi*:
Figure 1

Thornbury (2002, p. 16) what is Involved in Knowing the Word ‘tangi’

Nation (1990 as cited in Mazrag, p. 36) suggests another model for knowing a word which contains the following aspects:

- The meaning (s) of the word.
- The written form of the word.
- The spoken form of the word.
- The semantic form of the word.
- The register of the word.
- The cluster of the word.
- The grammatical properties of the word.
- The collocations of the word.
1.3 Breadth and Depth of Word Knowledge

Vocabulary knowledge is based on two dimensions namely breadth and depth. Hudson (2007, pp. 229-233) refers to the breadth of word knowledge as “the amount of word frequency that the learner masters”. In other words; how many words that an EFL learner knows in a second or foreign language? Whereas, depth of word knowledge refers to “the learners’ knowledge of the different aspects of a given word”.

Quian (1999, cited in Hudson, 2007, p. 233) summarised the following categories that involves in knowing about depth of word knowledge:

- The pronunciation and orthography of the word.
- The morphological properties.
- Syntactic properties and collocations.
- The meaning of the word (including connotations, polysemy, antonym, and synonymy).
- The register of the word.
- The frequency of the word.

Hudson (2007, p. 233) argues that “a key concept in this notion of vocabulary depth is that, as the word is known in a deeper manner, then the more words that are associated with that word are also known”. In addition, he describes the relationship between depth and breadth of vocabulary knowledge as ‘an interdependence relation’. In other words, the larger the vocabulary repertoire of the learner the more is the reader will know words in more depth.
1.4 Types of vocabulary

Al-Dersi (2013) makes a distinction between two types of vocabulary knowledge namely oral and print. Oral vocabulary refers to those words that we recognize and use in listening and speaking. While, print vocabulary refers to the words that we recognize and use in reading and writing. Another distinction is about the knowledge of words. In this regard, Hiebert and Kamil (2005, p. 3) reported that “vocabulary knowledge can be either productive or receptive”. In addition, they assert that “productive vocabulary includes those words that an individual can use when speaking or writing”. Conversely, “receptive or recognition vocabulary is that set of words from which an individual can grasp meaning when listening or reading”. In general, recognition or receptive vocabulary is larger than production vocabulary. Haycraft (1978 cited in Hatch and Brown, 1995, p. 370) describes receptive vocabulary as the “words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly”, while productive vocabulary refers to the “words which the students understand, can pronounce correctly and use constructively in speaking and writing”.

Figure 2

Al-Dersi (2013, p. 74) Types of Vocabulary
1.5 Importance of Vocabulary

In 1980, Paul Meara (cited in Lightbown and Spada 2006, p. 96) describes vocabulary learning as “a neglected aspect of language learning”, because the major focus at that time was on syntax and morphology. And after Meara’s commenting on the state of neglect, a more attention and importance was given to vocabulary since it is the building blocks of a foreign language acquisition.

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This is how the linguist David Wilkins (1972, as cited in Thornbury 2002, p. 13) summed up the importance of vocabulary. In other words, with a large and enriched stock of vocabulary people can express themselves effectively and introduce their thoughts in a better way, even if they have a lack some grammatical rules.

Allen (1983, p. 5) asserted that “lexical problems frequently interfere with communication; communication breaks down when people do not use the right words”. That is to say, mastery over vocabulary leads the learner to establish a successful communication whereas; lack of vocabulary leads him/her to a misunderstanding and failure in communication with others. Another importance of vocabulary is its crucial role for the international business and trade, and also it opens up new possibilities for intellectual, social development, and cultural understanding (Nathan, 2013).

1.6 Vocabulary Teaching Strategies

In an EFL classroom, the learner may face some difficulties in understanding some word’s meaning. Thus, the teacher’s interference and help must be provided. The teacher adopts some strategies to deal with the unknown words; this includes unplanned and planned vocabulary teaching strategies.
According to Hatch and Brown (2000, cited in Seal 1991) teaching strategies refers “to everything teachers do or should do in order to help their learners learn”. In order to choose the suitable strategy, the teacher should take into consideration:

- The time available.
- The content (i.e.: The component of knowledge learners are to acquire).
- The teaching strategy’s value for the learner (i.e.: Which learning strategy he/she can learn or apply).

Seal (1991) differentiate between unplanned and planned teaching strategies.

1.6.1 Unplanned Teaching Strategy

Seal (1991, p. 298) demonstrates that this strategy relates to teachers spontaneous reactions with the aim to help learners when the need arises. He defines this term as the “teaching of problem vocabulary that comes up without warning in the course of a lesson”. In other words; the teacher may face an unexpected situation with his/her students in which they find a difficulty in understanding the meaning of a particular vocabulary item, which is not, included in his lesson plane. In this case, the teacher’s help and feedback should be there for his students.

Seal (1991, p. 298), suggests a three-step procedure where the teacher.

- Conveys the meaning.
- Checks the meaning.
- Consolidates the meaning in learner’s memory.

For the first procedure the teacher tries to convey the meaning of the target item through different ways, for instance, teach synonyms, teach antonyms, provide
examples...etc. In the second procedure, the teacher checks the meaning of that target item if it is understood by the student or not, through asking questions or designing some tasks to ensure their understanding. For the last procedure, the teacher is going to consolidate the meaning in the learner’s memory by asking them to relate the word to other contexts.

1.6.2 Planned Vocabulary Teaching

Seal (1991), claimed that this strategy refers to deliberate, explicit, clearly defined and direct vocabulary teaching. Hatch and Brown (1995, P. 415) consider this strategy as “international vocabulary instruction”. In the sense that, the teacher comes to the class with a pre-decision about what will be taught during the course. Seal (ibid) has provided a list of teaching strategies that fall into two major categories:

- Presentation of meaning and form of new lexical items.
- Review and consolidate (recycling and practicing of presented lexical items).

1.6.2.1 Presentation of new Lexical item

In order to present the new vocabulary item, the teacher may adopt the following strategies:

- Connecting an L2 item with its equivalent in L1

This strategy is effective when checking comprehension and also when to point out the similarities and differences between L1 and L2.

- Defining the meaning

This can be done through giving synonym, antonym, giving examples...
• **Presentation through context**

In which the teacher creates a situation and contextualises the lexical item. For instance, to put a word in several sentences then learners guess the meaning of that lexical item.

• **Directly connecting the meaning to real objects or phenomena**

This strategy is widely used with beginners or young learners, through using visual aids, demonstration which at the same time serves as cues for remembering lexical items.

• **Activate involvement of learners in presentation**

Through encouraging and motivating learners to discover the word’s meaning by elicitation. For example, the teacher gives a word and invites learners to give its definition or synonym.

### 1.6.2.2 Review and Consolidation of Lexical Items

This category refers to those procedures whose aim is to get learners to review and consolidate the lexical item in long-term memory. The most frequently used activities are as follow:

• **Mechanical repetition of words**

This can be done through loud repetition which contributes to memorisation of a word.

• **Word manipulation**

This includes examples of tasks such as, matching words and their definition and finding the odd one out.

• **Creating mental images**

This can be done by drawing diagrams, illustrations of meaning, etc...
• **Presentation**

In order to make the learning material psychologically “real”, there should be a link between the lexical item and the personal experience.

• **Tasks for recalling words from memory**

Activating knowledge .i.e., an attempt to recall a word’s meaning with the help of a given form or vice versa, by recalling the form on the basic of a given meaning.

• **Productive use of words**

In here, the learners are asked to use the words they have acquired in a meaningful context. Through activities that promote productive use of vocabulary such as: using words in sentences.

### 1.7 Vocabulary Learning Strategies

Learning strategies are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations” (Oxford, 1999 as cited in Macaro, 2001, p. 17). Three strategies are going to be discussed:

#### 1.7.1 Making Inference from Context

This strategy is the most useful one. Good readers use it all the time, because it does not take too much time and does not need the learner to use other sources, such as a dictionary. Clarke and Nation, (1980) states that:

The ability to guess the meaning of a word without referring to a dictionary saves time and allows the reader to continue reading without interruption. In this way it increases reading efficiency. At some stage it is worth giving learners practice in deciding which unguessable words should be looked up in the dictionary and which should be ignored (p. 217).
Coelho (2012) asserts that relying on contextual cues (sometimes called clues), the unfamiliar words’ meaning could be guessed or inferred, these clues consist of:

- An explanation or definition provided in the text which occurs immediately before the word or after it, in parentheses or between commas, as in our *ancestors* (people who lived long ago).

- An illustration or diagram.

- Examples.

- Information in preceding sentences or paragraphs.

The Teacher should show his students how to look for those clues in a given sentence, and in some cases they have to look for them in the preceding or following sentence or the previous paragraph, as well as any graphic material on the page.

1.7.2 Word ignorance

Another important strategy that EFL learners can adopt in order to figure out the meaning of the unfamiliar word is word ignorance. Smith (1985, p. 94) states that “the most preferred and efficient strategies for proficient readers when they come across a word that is unfamiliar are to skip or to predict from context”. So that, the skilful reader should not stop reading each time when he faces unknown word and keep looking for its meaning. Instead, he should carry out reading and tries to skip and ignore the unfamiliar vocabulary item, so that the learner’s comprehension will not be interrupted. Grellet (1981, as cited in Rahmani, 2007) seems in agreement with Smith when he asserts that:

When we read, our eyes do not follow each word of the text one after the other at least in the case of efficient readers. On the contrary, many words or expressions are simply skipped: we go back to check something, or forward to confirm some of our hypotheses. (p. 62).
According to Grellet, not all the words should be ignored or skipped, because it may be the key for the global comprehension of the text. Different strategies can be applied in order to determine which words should be ignored and which should not be ignored or skipped. The first strategy is to read the whole sentence and omit the unknown word, then the reader sees if he can grasp the general meaning of the sentence or not. If yes, this means that the meaning of this word is not important to focus on, so that reading must be kept. In the second strategy is to know about the word’s grammatical function i.e., noun, verb, adjective, adverb… etc., if it is an adjective or an adverb, the reader may keep reading and ignore them. Conversely, nouns and verbs are very essential for the general meaning and should not be ignored. Finally, if the unfamiliar word is frequently used in the text and its meaning seems very important for the entire meaning, then the reader has to focus on it.

1.7.3 Dictionary Use

The use of dictionary is one of the best ways for learning the meaning of new words. However, Thornbury (2002) mentioned that the use of dictionaries in EFL classroom was discouraged and criticized, this is because the dictionary’s use may decrease other skills such as, guessing from context’s use. In addition, if it is a bilingual dictionary, learners may over rely on translation which may mislead them to find out the appropriate word’s meaning. Finally, the use of the bilingual dictionary may result in an error where the wrong word’s meaning selected for a particular context. However, the role of dictionaries as a source of words and of information about words has been reassessed. Nowadays, the use of dictionary is more encouraged; for example, the course book includes activities designed to support the efficient use of dictionary, and includes lessons to teach learners the right use of the dictionary as well.
There are three types of dictionaries: Bilingual dictionary (e.g., French /English, English/ French dictionary), monolingual dictionary (e.g., English/ English) and the standard Monolingual dictionary which appeals mainly to native speakers. More precisely, learners tend to favour the use of bilingual dictionary over the monolingual one, because they it is easy to understand and takes less time to find the word’s meaning. However, monolingual dictionaries offer more information about the vocabulary item, i.e., it provides the word’s meaning, its grammatical information, for instance, whether a noun is countable or not. In addition, dictionary provides the transcription of the word, some examples in order to understand how this word can fit into different contexts.

1.8 Strategies for Vocabulary Development

Stahl (1999 cited in Mazrag, p. 41) asserts that the following strategies help learners to develop their vocabulary knowledge of the words that are new for them but represents familiar concepts:

- **Teach Synonyms**: Provide a synonym student’s know for the unknown word, often, a synonym is all what students need to understand the meaning of the unfamiliar word.

- **Teach antonyms**: Through providing the word’s opposite, but you have to put in mind that not all the words have antonyms.

- **Paraphrase definitions**: Requires the students to restate the dictionary meaning through using their own words, because this is more effective than just memorising.

- **Provide examples**: The good way to check whether students grasp the meaning of the new word or not is to ask them to provide examples in which they use the new word. They may link the examples to their personal life, for instance; my father likes playing chess game.
• **Provide nonexamples:** Similar to antonyms, provides nonexamples require students to evaluate a word’s attribution.

• **Ask for sentences that “show you know”:** Through encouraging students to create new sentences that contain the new word and show that they really understand it. Not using just one word in each sentence, they may make a combination of the new words they have learned in one sentence.

• **Teach word sorting:** Provide a list of words from a reading selection and invite students to make up new sorts for this word for instance; to make up a story in which they put the new word.
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1.9 Reading Comprehension

Reading is one of the four language skills that a learner has to master. According to Davies (1995, p. 1) “reading is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in place and time”. That is to say, reading doesn’t mean only to know how to pronounce and produce a word, but it involves a kind of recognition of those words which are related to each other to form a passage or a text, to understand and cover the writer’s point of view. McNamara (2007, p. xi) “reading comprehension refers to the ability to go beyond the words to understand the ideas and the relationship between the ideas conveyed in the text”. That is to say, reading comprehension involves much more than just reading the surface meaning of the word, instead it involves reading between the lines and understands the link as well as the relationship between the ideas in order to form the general meaning of the text. Furthermore, Snow and Sweet (2003, p. 1) provide another definition for reading comprehension as “the process of simultaneously extracting and construction meaning”. They add that by extracting is meant to understand what the author has stated either explicitly or implicitly; whereas, by constructing it meant the interpretation of the message that the writer is trying to convey for his readers.

Comprehension requires learner’s prior knowledge in combination with the different word items and expression of the present reading task. Smith (1985) argues that reading comprehension involves bringing a prior knowledge, interacted with what she/he is reading, so that, she/he can achieve comprehension. Smith (ibid) claims that comprehension includes three dimensions namely: the reader, the text and the activity (or the task).

First of all, the reader does the act of comprehension in regard to his capacities, abilities, prior knowledge and personal experience. The second dimension is the text’s
type which can be either print or electronic. Finally, the activity in which comprehension is a part including the purpose of reading since reading does not occur randomly, each task has a meaningful aim to be achieved at the end.

1.10 Types of Reading

1.10.1 Intensive Reading

It is defined by Harmer (2007, pp. 99-100) as “The detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms”. That is to say, intensive reading is an inside classroom activity focuses on each details of the reading passage. The aim behind such an activity is not only for the sake of reading it is more purposeful. Moreover, it usually aims to accomplish some tasks related to student’s course book syllabus, in which there are pre-reading and post-reading comprehension tasks, for example, students may be asked to figure out the type of the text they are reading to pick out certain vocabulary items, then they will be asked to put them in a meaningful sentence. In this way, they will be encouraged to reflect, apply and master the specific reading strategies, such as: Skimming, scanning, guessing from context, and using dictionaries (Harmer, p. 2007).

“Intensive readers are often required to study a small amount of materials, in an analytical manner under the teacher’s guidance” Good (1926 as cited in Egger, p. 2). Particularly, the intensive reader’s role is often to analyse the text and focus on its details rather than focusing on the global meaning of the text. Since intensive reading by definition is an activity which takes place inside the classroom, the teacher’s role should be specified as well in such an activity. Harmer (2007) describes the teacher’s role in intensive reading as to choose, direct and design that kind of books, which students should read in order to develop specific reading skills. In other words, teacher should be there to help and guide his/her students to choose reading texts, which suites their level, abilities, style and also to motivate them to read more and to develop their reading,
and comprehension skills. In addition, the teacher should be on hand to answer questions raised by his/her students, and to provide the needed feedback.

1.10.2 Extensive Reading

Thomas (1938, cited in Egger, p. 1) suggests that the term “free reading”, “wide reading” and “extensive reading” seems to be interchangeable. According to Harmer (2007, pp. 99-100) the term extensive reading refers to “reading which students do often (but not exclusively) away from the classroom”. More precisely, it is an extra-activity which takes place outside the classroom, and it is the learner’s choice to do it or not.

Hadfield and Hadfield (2008, p. 96) hold that extensive reading means using longer texts those learners read in their own time for enjoyment, and to increase reading fluency. So that, extensive reading is an extra-reading that is done for pleasure in leisure time. It entails reading a large amount of materials in which the learner is looking just for gist and to grasp the general meaning of the text (Harmer, p. 2007). In this regard, Powell (2005 as cited in Mazrag 2013) stated that:

Extensive reading involves the reading of large amounts of longer, easy-to-understand material, usually done outside the classroom and at each student’s own pace and level. There are few, if any, follow-up exercises, because the aim is for overall understanding rather than detailed analysis…there is minimum use of dictionaries. Above all, the reading should be enjoyable, which is one reason why students should choose their own material as far as possible. (p. 15).

Harmer (2007) describes the teacher’s role in intensive reading as the one who encourages, supports his students for doing extra-reading, and more importantly is to guide and advise them to choose what is suitable for them. In addition, Harmer (2007) argues that this is enhanced if students have a chance to choose what they read if they are encouraged and motivated to read by the teacher, and if some opportunity is given.
for them to share their reading experiences with each other. And as an example for such type of reading is “Short story reading”, which is going to be discussed in details in this section.

Finally, this discrimination between intensive and extensive reading will be included by raising the following question: Which type of reading, whether intensive or extensive, is more beneficial for second or foreign language learners? Carrell et al., (1997 as cited in Egger, p. 1) suggest the need for both types, intensive and extensive reading in an EAP (English for Academic Purpose) reading curriculum. That is to say, both of them are important for EFL learners, since intensive reading focuses more on skills and strategies which lead to mastering over second language reading. While in extensive reading, students integrate intensively the acquired skills over large amount of reading materials.

1.10.2.1 Characteristics of Extensive Reading

Day and Bamford (2004, pp. 2-3) suggest ten characteristics that should be found in any reading text:

- The reading material should be easy.
- A variety of reading materials on a wide range of topics.
- Learners choose what they want to read.
- Learners read as much as possible.
- Reading speed is usually faster rather than slower.
- The purpose of reading is usually related to pleasure, information and general understanding.
- Reading is individual and silent.
- Reading is its own reward.
- The teacher orients and guides the students.
- The teacher is a role model of a reader.
1.11 Short Story Definition

It is a piece of prose fiction, which is usually about one thing, it contains maximum of 10,000 words, which can be read at one sitting. A short story is intended to create an impression via characters, conflict, themes, setting, symbols and point of view (as cited in Bouti, p. 22).

It is defined by Poe (as cited in Abrams as cited in Bouti, p. 22) as a “narrative that can be read at one sitting of from one- half hour to two hours, and that is limited to a certain unique or single effect to which every detail is subordinate”.

Another definition for the short story is provided by Baldick (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)

1.12 Elements of a Short Story

In order to grasp the central meaning of the short story, it is very important to know about its basic elements. Gelpi (1973) suggests seven important elements of a short story:

• The title

The first and the most significant element which is used while reading a short story is the title which gives a general idea about its theme. It functions as a clue to the writer’s purpose behind writing the story. Moreover, the story’s title might be derived from the central character, or it may point to its basic idea. So, an initial step for understanding the global meaning of the story is its title.
• Plot

Plot of a story refers to its structure and to the series of actions that constitute the story. It includes the following parts:

- **Introduction**

  It is the background about the setting and characters, also it is known as exposition.

- **Rising action**

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

- **Climax**

  It is the point in which the story riches the greatest suspense of events.

- **Falling action**

  The conflict begins to resolve.

- **Resolution**

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

- **Conflict**

  It refers to the struggle between opposing forces. It is of two types:

  - Internal conflict: man verses himself.
  
  - External conflict: conflict between humans and their environment, this includes nature, society and institutions.

  The conflict may be physical, mental, emotional or moral. It is possible to find more than one conflict in one character.

• **Characters**

  It refers to the people and sometimes even animals involved in the story. They are produced through physical description, speech, actions, the opinions and responses of other characters.
• **Setting**

It refers to the where and when, i.e. place and time the story’s actions takes place.

• **Theme**

Is the concern or the central idea that the author attempts to convey through his short story. It is not stated clearly but it is there.

• **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”.

### 1.13 Structure of a Short Story

Most short stories have a structure that is simple in which the reader can go through and understand it easily. It is worth mentioning that understanding the central idea of the story can’t be done from the first reading; the reader must read it once and twice. Gelpi (1973, p. 3) suggests the following short stories’ structure:

The short story’s writer starts first of all by a brief explanation in which he provides the reader by background information, generally it includes some information about the setting, the main characters, sets the scene for the actions and sometimes creates the basic atmosphere of the story.

The story consists of a sequence of events. In the rising action, the conflict of the story appears, i.e., the battle between opposing forces. The actions of the story develop step by step till it riche the climax, i.e. the highest point of emotional or intellectual tension.
Some short stories have a turning point, in which the reader may notice a big change for the main characters. It may occur before or after the climax, or it may be combined with it. During reading, the reader may feel that the actions are going in only one direction to yield for a suitable solution of the whole story i.e. a resolution of the story.

1.14 Characteristics of a good Short Story

Reading short story in leisure time for pleasure and enjoyment is the best choice, but on which basis should students select the best short story for themselves? Menrath (2003) suggests the following characteristics that a good short story should stand on:

- The short story should be brief in which it can be read in one sitting.
- It mostly aims to present a specific aspect of life.
- It should contain a single and simple plot.
- It should consist of a few and limited set of characters.
- It should restrict to one setting only.
- It should aim to present a short period of time.
- The most attractive and interesting short story is the one which has an unexpected, an open or surprise and quickly ending.
- A good short story should have a unity, i.e., each part should contribute to the meaning of the story.

1.10 Basic Criteria for Choosing the Text

The short story is considered as the most suitable language teaching strategy due to its simple and short form. So, EFL learners should consider the length of the text as the basic criteria while choosing what to read. That is to say, it shouldn’t be too long or too short, so that, the reader will not feel bored of it, he will feel that he can read, finish, and over control on it, which gives him a sense of achievement and self-confidence.
Hill (1994 as cited in Bouti, p. 24) points out three basic criteria for choosing the reading text:

- The first is the needs and abilities of the students. In the sense that, when they are choosing a short story to read they should put into consideration their needs and capacities.

- The second is the linguistic and stylistic level of the text. They should avoid choosing something that is behind their level so that they can’t understand it. Learners have to choose a text with simple linguistic items, vocabulary, sentence structure and a simple style.

- The last criteria is the amount of background information required for a true appreciation of the material.

Moreover, Spack (1985) suggests the aspect of interest to be considered in selecting a reading short story. The material should suit the learners’ interests and attract their attention to read and finish it. The interference of the teacher in helping and advising learners what they should read is very important. He mentions that, learners should choose the reading material in which they can read at least 90% of the word’s accuracy and understand no less than 75% of the overall content. If the text is too difficult, students will spend much time focusing on the explanation of word meaning and forget about the global meaning of the story.

1.16 Advantages of Using Short Stories by EFL Learners

English language is rich by its vocabulary; therefore, it cannot be covered only in classroom sessions. Hence, EFL learners need other resources and authentic materials which expose them to meet other vocabulary items. Short story reading is the best instrument to be used by EFL learners due to its benefits. In addition to vocabulary development, short story helps in reinforcing the students’ language skills, motivating
them toward reading, exposing the learners to foreign cultural aspects; moreover, it teaches them higher order thinking.

1.16.1 Reinforcing Language Skills

Short stories could be very beneficial materials that EFL learners may use in order to improve their language skills namely: Reading, speaking, reading and writing. In this regard Murdoch (2002) states that “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency”, (as cited in Bouti, p. 24).

Reading and Speaking

Reading and speaking are two complementary skills that have to be mastered by EFL learner and short stories are a useful tool which improves both reading as well as speaking skill. The Short story presents a large amount of comprehensible input, which creates an interaction between the reader and the writer’s message, and it allows the learner to decode and make sense of that input then produce it in his own way. So that, it allows him to practice and increases his reading speed which leads him to speak more fluently as well as to enhance his pronunciation. In this regard, Oster (1989 as cited in Bouti, p. 25) states that “when students read, they interact with the text. By interacting with the text, they interpret what they read. By interacting what they read, they can work toward speaking English creatively”.

Reading and Writing

Short story, as a subject matter, encounters students with a large amount of vocabulary and grammatical structures which help them to improve their writing style. Oster (ibid) affirms that “literature helps students to write more creatively”. That is to say, literature, in general, and short stories, in particular, could be an effective source
for developing EFL learners writing skill; it aims to build a kind of creativity and imagination in their output.

1.16.2 A Source of Motivation

Depending on the length and the simple structure of the short story, it is very useful for all the levels of proficiency. Erkaya (2005, p. 83) believes that: “short stories promote the use of all the four skills namely the listening, speaking, reading and writing, and short stories are embedded with motivational benefits”. That is to say, short stories are very attractive as well as motivating strategy for students to keep reading till the end of the story, even if they lack interest in reading. Moreover, short stories ‘pictures attract student’s attention in most of the cases to read it.

1.16.3 Teaching Cultural Aspects

Short stories are very effective tool in knowing about others’ cultural aspects, because it represents the writers’ thought about his society and environment. Since it provides a clear and a real image about other peoples’ customs, believes, traditions etc., it helps learner’s to increase their cultural awareness, understand and respect others’ culture. In addition, students will become more aware about the similarities and differences between theirs and the writers’ culture. And finally, to be aware of the misinterpretation and misunderstanding that can occur.

1.16.4 Teaching Higher Order-thinking

Oster (1989) believes that:

learners become more creative since they are faced with their own point of view, that/those of the main character(s) of the story and those of their peers. This thoughtful process leads to critical thinking. Focusing on point of view in literature enlarges students' vision and fosters critical thinking by dramatizing the various ways. (pp. 34-35)
Teaching higher-order thinking is the most important benefit of reading short stories, in which intermediate and advanced students have to read, analyse and finally come to conclusion. It is best explained through Blooms’ taxonomy (1956), in which he introduces five stages of developing student’s critical thinking:

**Knowledge:** In this phase students could be able to recall information and respond to questions about dates, events, places, characters, setting and the plot of the story have read without any problems in doing so.

**Comprehension:** Students show their proficient in the language and this is can be demonstrated through comparing, interpreting, giving description and stating the main ideas of the story they have read.

**Application:** In here, students may show the proficient level through using the knowledge they gained from the story in order to solve some problems.

**Analysing:** In this level, students must be able to analyse, compare, contrast, explain, and infer facts about the story.

**Synthesis and evaluate:** After mastering the four main phases already stated, students can ask questions such as: What would happen if ….? Do I agree with the actions…? with the outcomes…?

Additionaly, Collie and Slater (1991, p.196) state other four advantages of using short stories by EFL learner:

- They are not complicated for students to work on their own.
- Short stories have a variety of choice for different interests and tastes.
- Short stories can be used with all levels (beginners to advanced) and all ages (young learners to adults).
• Its length to be covered in a short period of time.

Hill (1994) also mentions other benefits for using literature, as extensive reading, as follows:

• The possibility of internalising the language and reinforcing points previously learned.

• Motivation.

• Literature study can also provide a range of texts and an introduction to the many different varieties of English.

• A genuine language context and a focal point for the students in their own effort to communicate.

1.17 The Importance of Using Short Stories to Develop Vocabulary Knowledge

Since vocabulary is considered as the basic unit and the building blocks in learning a foreign language, researchers and linguists put much focus on the different learning strategies that aim to help students to enrich their vocabulary knowledge. Traditionally, vocabulary acquisition was seen no much more then memorising a list of words without real context use. However, and recently, leaning new vocabulary takes another direction and is seen as an active process which entails both; word dictionary definition and its use in different contexts. In fact, short story reading is one of the effective learning strategies, which entails both word definition and its use, that can be applied by a foreign language learner in order to enrich and enlarge his/her vocabulary knowledge.

Vocabulary and reading comprehension are two sides of the same coin. That is to say, they are of a close relationship. The much the learners’ repertoire is large and enriched of vocabulary the more the reading and the comprehension of texts will be
easier. In other words, students’ successful comprehension depends on the reader’s knowledge of word meaning. Doubtfulness, no one can deny the role and the contribution of reading in the enhancement of a foreign language learners’ vocabulary knowledge i.e., the much the learner reads authentic materials the more his vocabulary knowledge will be improved. Different studies had proved that there is a strong relation between knowing words and comprehending a text. Harmon (2002, p. 606) pointed out “many students continue to struggle with comprehension because of limited vocabulary knowledge and ineffective strategies”. In other words, learners with poor vocabulary knowledge may face serious difficulties in understanding and getting the meaning across when they are reading a text or a passage. All these views support the idea that the effective and the workable learning technique used by EFL learners for acquiring and developing their vocabulary knowledge is reading, in general, and short stories, in particular. Short stories provide learners with new vocabulary and new contexts of words. That I to say, some words have more than one meaning, each time the contexts changes the meaning of those words changes too in order to fit the new context; reading short stories offers the learner the opportunity to meet new words in different contexts. Moreover, short stories provide motivation and it is proved that students acquire more when they are highly motivated. Handayani (2013 cited in Mazrag) summarizes the advantages of using short stories as follows:

The use [...] of short stories are able to facilitate the students to improve their reading comprehension in terms of enriching their vocabulary; increasing their motivation; encouraging their critical thinking; and accommodating them to practice their language skill. (p. 49).
Conclusion

So far, vocabulary is the building block of the second or foreign language teaching and learning, in which two major types are considered either receptive or productive vocabulary. To have a rich vocabulary repertoire does not mean only to have a long list of words; rather than it deals with the word different connotations, register, and cluster…The major goal for EFL classroom instructions is to build up a successful communication and help the learners to express their ideas and thoughts easily and in a better way. Thus, learners should know how to expend their vocabulary knowledge through the use of an effective strategy; moreover, the teachers have to apply the appropriate technique in order to help the learners to know more vocabulary items. Reading short stories is an effective and a motivational strategy that can be used by EFL learners. It has a simple structure that gives much more opportunities for enjoying the reading and at the same time enlarging and acquiring new vocabulary items. The elements and characteristics of short stories have been tackled. Of course, not all what is printed in the name of a short story can be read. Therefore, there are criteria, such as students’ needs, levels, and interests, which should be taken into consideration when selecting short stories. Moreover, the benefits of short stories for EFL learners and its contribution toward vocabulary acquisition were discussed.
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Appendix 01: Pre-test

Appendix 02: Reading Report
Introduction

The previous chapter dealt with recent studies related to the two variables under examination, namely: vocabulary and short story reading. The focus was on the different aspects of vocabulary and the effective teaching as well as the learning strategies for developing students’ vocabulary stock…etc. In addition, the researcher presented short stories as an authentic teaching material that EFL students depend on to enrich their vocabulary knowledge. The current chapter will be devoted for the description of the methodology that the present study depends on. It aims to describe the choice of the method, participants involved in this study, as well as the description of tools, i.e., the pre-test, the treatment, and the post-test used to carry out the current study. Finally, discussion and analysis of the outcomes for this research will be presented.

2.1 The Choice of the Method

Actually, there is no best way which is recommended to classify research methods in the field of education. Therefore, the selection of the method is imposed by the nature of the subject being investigated. In other words, it depends on the topic of the research, its aim, the sample put under examination, as well as, the data collected.

According to Rajasekar (2013 as cited in Makhroufi 2014, p. 65) “research methods are the various procedures used in a research…which includes theoretical procedures, experimental studies, numerical schemas, statistical approaches”. This must be planned, systematic and scientific in nature. As long as the nature of our work and its aim is to confirm or reject the already stated hypothesis, a quasi-experimental study was chosen because it is a powerful method for evaluating cause and effect relationships. In other words, it allows the researcher to estimate the effect of the
independent variable, which is reading short stories on the dependent variable that is acquiring and enlarging student’s vocabulary knowledge.

2.2 Research Variables

Our current study “The Effect of reading short stories on improving students’ vocabulary acquisition” consists of two main variables namely: (1) independent variable and (2) dependent variable.

A. Independent Variable

The independent variable of this study is reading short stories by first year LMD students of English at L arbi Ben M’ Hidi University. Oum El Boughi.

B. Dependent Variable

The dependent variable of this study is the improvement of student’s vocabulary acquisition.

2.3 The Description of Population and Sample

Frankel & Wallen, (2006, p. 476) claim, “The population of interest is typically a group of persons who poses a certain characteristic (or set of characteristics)”. So that, the participants of the current study, to which the results will be generalized, is first year LMD students of English at L arbi Ben M’Hidi University, for the academic year 2014 / 2015.

Hornby (2000 as cited in Makhloufi, p. 67) refers to the sample of the study “as the selected number of people from the whole population”. From the total number of population “271 students” divided into six 6 groups, two groups have been selected to work with: group 06 and group 02. Those two groups represent the sample of our study. This sample was selected randomly from different ages (from 19 to 21), abilities, and
different genders in order to ensure the validity of our research. The choice of this category of students, i.e., first year LMD students is supported by the following reasons:

- First year LMD students are still at the beginning stages of learning the foreign language.
- Their vocabulary knowledge still needs improvement so that they can express their thought and ideas in a better way.

The participants of this study have been divided into two groups, a control group and an experimental one. Each of them consists of thirty (30) students mixed girls and boys. The latter was provided with short story reading (three short stories). Whereas, the control group was not. It is worth mentioning that all the participants of both groups had a good contact with English language at least 07 years, four years at the middle School, and three years at the secondary school, and now they are almost finishing their eighth year of learning English at the university.

2.4 Tools of the Research

The used design for conducting this study is mainly a quasi-experimental, which is going through three stages namely: a pre-test, treatment period, and finally a post test.

2.4.1 The Pre-test Phase

As a first step, the researcher attended two sessions with the two groups, i.e., the experimental and the control group, and some questions have been directed to their teacher to know about their vocabulary level, style, and interests. On the basis of this observation and teachers’ answers, a pre-test has been designed for both groups (See appendix 1). It was presented in a form of three written exercises. The first exercise includes ten words. Those words will be classified in a table of three columns titled: Vices, virtues and emotions.
In the second exercise, the teacher is trying to assess student’s breadth and depth of vocabulary knowledge. The exercise is presented in a form of three categories, in each category there are four words on the left and two meaning or definitions on the right. In here, students have to choose two vocabulary items on the left that fit with their definitions on the right. Besides each definition they have to write the number of the word that fit with the definition. Here is an example:

1. Thief

2. Marble - person who robs something/somebody

3. Guilty - Having done something illegal

4. Mess

The third exercise involves students in defining then put into sentences four vocabulary items.

To sum up, the pre-test will help the teacher to know about his student’s vocabulary knowledge for both groups. Through submitting the pre-test, we found that both groups have approximately the same level of vocabulary. In order to ensure the validity of our test, students of both groups, have been deprived of their dictionaries as well as, their mobile phones, because they may have electronic dictionary on their mobiles. In addition, they have been well organized and observed by the teacher in order to avoid any kind of cheating.

2.4.2 The Treatment Phase

After the pre-test is supplied for both groups, i.e., control and experimental one, the extensive reading program was meant to take place approximately for 06 weeks, subdivided into 05 sessions (precisely, from 08 March to 16 April). Each student
supposed to read one short story for each week. In the first session, the participants of both groups receive a pre-test for half hour. Immediately, after they finished it, they have been provided with the first short story. In order to make sure that they have read the short story, some comprehension activities (those activities were adopted from Mazrag, see appendix 2) distributed with each short story. It includes three activities: To summarize it, to state their opinion about it, and to state at least 05 new vocabularies that they have acquired, and then, to put them in meaningful sentences. After they have read the first short story, namely “Eveline” by Joyce (1914, pp. 34-40), in the next session they will bring with them the task they supposed to answer about the short story. Then, the teacher collected them and at the same time the second short story have been distributed with the same activities to answer which is “God sees the truth, but waits” by Tolstoy (pp. 9-12). The same procedures have been with the third short story “Araby” by Joyce (1914, pp. 25-33). The selection of the three stories was based on the teacher’s instructions and the syllabus that she was following.
Table 1

Schedule of the Experimental Group Sessions

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Steps of the treatment period</th>
</tr>
</thead>
</table>
| 1        | Pre-test and handling the first short story “Eveline”.
| 2        | Providing students with the second short story “God sees the truth, but waits”.
| 3        | Providing students with the third short story “Araby”
| 4        | Post-test                                         |

The participants of the experimental group received the new vocabulary item through implementing a different technique which is reading short stories. Although the control group participants received no treatment they were still taught the same way they have been taught before depending on the teacher’s explanation, and the textbook content.

Table 2

Titles of Short Stories with their Writers.

<table>
<thead>
<tr>
<th>Title of short stories</th>
<th>Writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eveline</td>
<td>James Joyce</td>
</tr>
<tr>
<td>God sees the truth, but waits</td>
<td>Leo Tolstoy</td>
</tr>
<tr>
<td>Araby</td>
<td>James Joyce</td>
</tr>
</tbody>
</table>
2.4.3 The Post-test Phase

After the treatment period that took place for 06 weeks, it subdivided into 05 sessions. The two groups have been again tested in order to check whether there is a significant difference in their level after the treatment period or not; after the experimental group was proposed to read three short stories. Importantly, the post-test was the same of the pre-test, i.e., the same exercises (See appendix 1).

2.5 Scoring

The test was out of 20 points that represents 20 words, distributed in three exercises. The first one consists of 10 words, in which the participants have to classify them into three categories: “vices, virtues, and emotions”, one point for each word. The second exercise, students should match 6 correct vocabulary items with its corresponding definition which is out of 6 points. In the third exercise, students are asked to define then put into sentences 04 words; the definition is scored out of 0.5 points, as well as 0.5 for putting the word in a meaningful sentence. All in all, 20 points for 20 words. So, the scores are distributed as follow:

Table 03

Scores Division on the Total Activities

<table>
<thead>
<tr>
<th>Scores/20</th>
<th>Act 01</th>
<th>Act 02</th>
<th>Act 03</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>×</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td></td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td></td>
<td></td>
<td>×</td>
</tr>
</tbody>
</table>
2.6 Statistical Analysis

Based on the research question and the suggested hypothesis, the null hypothesis, the aim, as well as the research methodology, two tests were organised to confirm either hypothesis. The first one is named as the paired-samples-t test, in which the researcher wants to compare the results before and after the treatment period for a particular group and to figure out the mean difference. The second one is named as the independent-samples t-test which is used to examine the effects of the independent variable on the dependent variable.

2.7 Mean

According to Rubin (2011, p. 56) “to calculate the mean, we sum all the values for a variable and divide that sum by the number of values being summed”. Formula for calculating the mean is as follow

$$\bar{d} = \frac{\sum d}{N}$$
Where:

d¯: The sample mean
Σ: The sum of all the items
N: the total number of students

2.8 Standard Deviation

According to Norris, Qureshi, Lowitt and Cramer (2012, p. 68) “standard deviation is simply the square root of the variance, i.e., the square root of something that involved squaring the deviation of each score from the mean”.

\[ S_d = \sqrt{s^2} = \sqrt{\frac{\sum d^2}{N} - \overline{d}^2} \]

Where:

SD: Standard Deviation
S2: The variance
Σ: The sum of the gain result
2.9 Data Analyses and Discussion

2.9.1 Results of the pre-test and the post-test

Table 4

The Frequency of the Experimental and Control Groups’ Scores of word

<table>
<thead>
<tr>
<th>Score</th>
<th>Experimental group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Frequency</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>_</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>_</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>_</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>_</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>_</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
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<td>9</td>
<td>3</td>
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<td>10</td>
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</tr>
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<tr>
<td>15</td>
<td>3</td>
<td>_</td>
</tr>
<tr>
<td>16</td>
<td>_</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>_</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>_</td>
<td>3</td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>
2.9.2 Control Group Vs. Experimental Group Scores on the Pre-test

Table 04 exhibits the results of both groups i.e. experimental and control group at the level of the pre-test. It shows that the control group outscored the experimental one. The former with a mean $\bar{X}_c = 9.47$ (a score which is approximately near to the average). Whereas, the latter with a mean $\bar{X}_E = 9.07$ (it is also a score which is approximately near to the average 10/20).

**Control group:**

16 $\geq$ 10 $\rightarrow$ 53.33 % $\geq$ 10  
14 $< 10$ $\rightarrow$ 46.66 % $< 10$

**Experimental group:**

14 $\geq$ 10 $\rightarrow$ 46.66 % $\geq$ 10  
16 $< 10$ $\rightarrow$ 53.33 % $< 10$

From figure 4, it shows that the control group’s frequency polygon begins at 4 (which is the lowest score), and ends at 15 (which is the highest score) with a peak 13 (which are the most frequent scores). However, the experimental group’s frequency polygon begins at 3 (which the lowest score), and ends at 15 (which is the highest score) with a peak at 4,6,9,10,14, and 15.
2.9.3 Control Group Post-test Vs. Control Group Pre-test

Figure 5

Control group scores of the pre and post-test

![Bar graph showing pre-test and post-test scores.

It is noticed from the figure 05 that pre-test control group’s scores have a peak at 13 (which is the most frequent score); while on the post-test, it has a peak at 12. Moreover, the scores which are below the average in the pre-test are less frequent than those above the average (10/20).

To sum up, we can deduce that:

**Pre-test:**

\[16 \geq 10 \rightarrow 53.33\% \geq 10\]

\[14 < 10 \rightarrow 46.66\% < 10\]

**Post-test:**

\[15 \geq 10 \rightarrow 50\% \geq 10\]

\[15 < 10 \rightarrow 50\% < 10\]

Based on the data provided above, we measure that the control group score’s in the post-test mean \(\bar{X}_{po} = 8.63\), which is obviously lower than pre-test mean \(\bar{X}_{pr} = 9.47\). In order to deduce the improvement from pre-test to post-test difference scores, we
calculated the difference by subtracting the pre-test from the post-test scores (table 5). The mean difference score is $\bar{d} = -0.9$. This means that, the learners’ ability to classify words into categories ‘vices’ ‘virtues’ and ‘emotions’ to match the words with its meaning. Finally, to define and put the words into meaningful sentences four vocabulary items has a bit decreased between the pre and post-test. Since the control group did not show any difference or improvement in the treatment period, i.e., learning vocabulary items without the integration of short stories, we can sum up by indicating that learning vocabulary in the traditional way based on the teachers’ instructions and textbook content has no significant impact/effect on students’ vocabulary development.
Table 5

Control Group’s Pre-test and Post-test Difference of Words scores

<table>
<thead>
<tr>
<th>Individual Student</th>
<th>Pre-test&lt;sub&gt;c&lt;/sub&gt;</th>
<th>Post-test&lt;sub&gt;c&lt;/sub&gt;</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>10</td>
<td>-5</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>3</td>
<td>-1</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>6</td>
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</tr>
<tr>
<td>4</td>
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<td>5</td>
<td>-3</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
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<td>5</td>
<td>-2</td>
</tr>
<tr>
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<td>9</td>
<td>-4</td>
</tr>
<tr>
<td>13</td>
<td>9</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>12</td>
<td>10</td>
<td>-2</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
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<td>16</td>
<td>7</td>
<td>5</td>
<td>-2</td>
</tr>
<tr>
<td>17</td>
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</tr>
<tr>
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<td>-2</td>
</tr>
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<td>-3</td>
</tr>
<tr>
<td>28</td>
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<td>11</td>
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</tr>
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</tr>
<tr>
<td>30</td>
<td>14</td>
<td>12</td>
<td>-2</td>
</tr>
</tbody>
</table>

\[ \bar{X} = 9.47 \quad \bar{X} = 8.63 \quad \bar{d} = -0.9 \]
2.9.4 Experimental Group Post-test Vs. Experimental Group Pre-test

Table 6 and figure 7 denote that the experimental group’s scores have improved and increased significantly between pre and post-test. Moreover, some students’ scores were under the average in pre-test; however, we notice that there is a change and an increase in their scores.

For the total 20 scores, we have:

**Pre-test:**
- $14 \geq 10 \rightarrow 46.66 \% \geq 10$
- $16 < 10 \rightarrow 53.33 \% < 10$

**Post-test:**
- $27 \geq 10 \rightarrow 90 \% \geq 10$
- $3 < 10 \rightarrow 10 \% < 10$
Table 6

The Experimental Group’s Pre and Post-test Difference Scores of Words

<table>
<thead>
<tr>
<th>Individual Students</th>
<th>Pre- test</th>
<th>Post- test</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
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<tr>
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<td>14</td>
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<tr>
<td>28</td>
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</tr>
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</tr>
<tr>
<td>30</td>
<td>15</td>
<td>18</td>
<td>3</td>
</tr>
</tbody>
</table>

\[ \bar{X} = 9.07 \quad \bar{X} = 12.7 \quad \bar{d} = 3.63 \]
Moreover, the calculated mean of the post-test $\bar{x} = 12.70$ is significantly higher than the pre-test mean $\bar{x} = 9.07$, with a difference of $\bar{x} = 3.63$. Based on those results, we indicate that some of students did benefit from the treatment period namely reading short stories, and there was a significant improvement in their vocabulary repertoire. In other words, students’ acquisition of new vocabulary items (which is our dependent variable) was perfectly affected by the treatment period through reading short stories (which is our independent variable).

In order to make sure that this significant improvement in the experimental group’s pre and post-test scores is due to the implementation of our independent variable, namely reading short stories (which is our alternative hypothesis) or they have occurred due to chance (the null hypothesis), we followed a statistical test known by “the paired-samples t-test”.

Figure 7
Experimental Group pre and post-test difference scores of words
2.9.4.1 The Paired-Samples t-test

The paired-sample t-test is used in the situations in which the researcher wants to compare results before and after the treatment period. Groups’ Participant contributes two test scores i.e. pre and post-test, and the participants belong to the same group.

Why does the Paired-sample t-test used?

- It is use the paired-sample t-test to compare two sets of quantitative data.
- It is used to compare two groups’ means, and to deduce if the means are significantly different or they are relatively similar.
- It is used to check whether the variable being manipulated (independent variable) has an effect on the independent variable or not.
- It is used to measure the effectiveness of the treatment period. In other words, does reading short stories make students acquire new vocabulary items much better than just relying on teachers and text book content?
- The comparison of the paired-samples t-test results with those stated in the t-tables helps the investigator to decide whether the differences obtained are due to the injection of short stories or it is just a matter of chance.

2.9.4.2 Procedure for Applying a Paired-Samples t-test

To test the null hypothesis that the difference between the experimental groups’ scores before and the treatment period is likely to have being a matter of chance. According to Arrouf (2009, as cited in Makhloufi, p. 94) the simplest way to carry out a paired t-test is as follows:

1. Compute the difference between the pre-test and post-test scores for each participant by subtracting the pre-test from the post-test score. It might be either positive or negative.

2. Calculate the difference score \( d \), and the square difference \( d^2 \) between both tests.
3. Calculate the mean difference $\bar{d}$.

4. Calculate the variance $S^2$.

5. Calculate the standard deviation of the differences, $S_d$, then calculate the standard error of the mean difference, $SE(\bar{d}) = \frac{S_d}{\sqrt{N}}$.

6. Calculate the t-statistic, which is given by the formula: $t = \frac{\bar{d}}{SE(\bar{d})}$. Under the null hypothesis, this statistic follows a t-distribution at N-1 degrees of freedom.

7. Use tables of the t-distribution to compare your value for $T$ to the N-1 distribution. Choose the level of significance required (normally p= 0.01) and read the critical value.

8. Compare the $t$ observed to the $t$ critical.

9. If the t-value is higher than the critical t-value, it can be said that the differences between the scores of the pre and post-test are significant at the level of probability. As a result, the null hypothesis is rejected and the alternative hypothesis is accepted.

Following the above mentioned procedure, a paired-samples t-test has been applied to compare the experimental group’s pre- and post-test scores.

The Mean difference

$\bar{d} = \frac{\sum d}{N}$; where $\bar{d} =$Mean, $d =$ difference scores, $N =$ number of subjects, and $\sum =$ sum

$\bar{d} = 109/30$

$\bar{d} = 3.63$

The Standard Deviation of the Differences

$S_d = \sqrt{sd^2} = \sqrt{\frac{\sum d^2}{N} - \bar{d}^2}$

Where $S =$ variance, and $\sum d^2 =$ sum of the squared difference scores

$S_d = \sqrt{\frac{547}{30} - (3.63 \times 3.63)} = \sqrt{18.23 - 13.18} = \sqrt{5.05}$
$S_d = 2.24$

Table 7

The Experimental Group’s Square Difference Scores of Words

<table>
<thead>
<tr>
<th>Individual Students</th>
<th>Difference scores $d$</th>
<th>Square difference $d^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
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$\sum d = 109$  \hspace{1cm} $\sum d^2 = 547$
The standard error of the mean difference

\[ SE(\bar{d}) = \frac{S_d}{\sqrt{N}} \]

\[ SE(\bar{d}) = \frac{2.24}{\sqrt{30}} = \frac{2.24}{5.48} \]

\[ SE(\bar{d}) = 0.41 \]

The t-statistic

\[ t_{N-1} = \frac{\bar{d}}{SE(\bar{d})} \]

\[ t_{20-1} = \frac{3.63}{0.41} \]

\[ t_{14} = 8.85 \]

Since the t value was calculated \( t_{14} = 8.85 \), we have to find out whether the ratio, which is the formula of the t-test, is large enough to claim that the improvement highlighted in the experimental group scores is due to the treatment period or not. This is applied by comparing it in the table of t distribution and see whether the calculated t value is higher than the statistically significant one or not. The experimental group size is 30, which makes a degree of freedom (df = N−1) of 29. This means that, the corresponding level of probability with this group size is \( p = 0.01 \) and the t critical value is 2.97. So, any t value below the critical value would have occurred only by chance. As it is that the observed t-value highly exceeds the critical t-value.

\[ t_{obs} > t_{crit} (8.85 > 2.76) \]

Moreover, the results show that the difference between experimental group’s scores of pre and post-test is high. This means that the alternative hypothesis is accepted and therefore the null hypothesis is rejected. In other words, the treatment (reading short stories) had a significant effect on the experimental group learners’ vocabulary development.
2.9.5 Experimental Group Vs. Control Group on the Post-test

Table 4 and figure 4 clearly show that the experimental group got significantly higher scores than the control group. Even though the control group outscored the experimental group on the level of the pre-test, the experimental group post-test scores are much more than the control group with a mean $\overline{X}_E = 12.7$.

While the control group’s post-test frequency polygon starts at 4 and ends at 15 with a peak at 13, the experimental group’s frequency polygon starts at 3 and ends at 15 with a peak at 4, 6, 9, 10, 14 and 15 which is extremely bigger than the controls’ peak.

In order to calculate the difference between the experimental and control groups’ post-test mean scores, we have applied the independent-samples t-test.

2.9.5.1 The Independent-Samples t-test

The independent-samples t-test is used to know if there is any significant difference between the two groups of the study namely the experimental group and a control group with different subjects in each or not.

We use the independent-samples t-test to examine the effects of the independent variable on the dependent variable. The presented formula for this test is as follow:

\[
t_{N_1+N_2-2} = \frac{\overline{X}_1 - \overline{X}_2 \sqrt{(N_1 + N_2 - 2)N_1N_2}}{\sqrt{(N_1S_1^2 + N_2S_2^2)(N_1 + N_2)}}
\]

In order to confirm the alternative hypothesis and to reject the null hypothesis, as well as; to confirm the effect of our independent variable (which is reading short stories) on the independent variable (improving students’ vocabulary acquisition). The calculated $t$ must exceed the tabulated $t$ at a particular level of probability (the level we work on in this study was $p = 0.01$). This $t$-test is presented by the following formula:
\[ t_{N_1+N_2-2} = \frac{\bar{X}_1 - \bar{X}_2 \sqrt{(N_1 + N_2 - 2)N_1N_2}}{\sqrt{(N_1S_1^2 + N_2S_2^2)(N_1 + N_2)}} \]

\begin{align*}
X_{x} & = \text{individual score} \\
\bar{X}_n & = \text{group mean} \\
X_{x}^2 & = \text{square score} \\
N_x & = \text{number of subjects} \\
\sum X_x & = \text{sum of the individual scores} \\
00\sum \pm X_{x}^2 & = \text{sum of square scores} \\
S_x & = \text{sample variance}
\end{align*}

Pre-test

<table>
<thead>
<tr>
<th>Experimental group</th>
<th>Control group</th>
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</thead>
<tbody>
<tr>
<td>( \sum X_1 = 272 )</td>
<td>( \sum X_2 = 284 )</td>
</tr>
<tr>
<td>( \sum X_1^2 = 2916 )</td>
<td>( \sum X_2^2 = 3100 )</td>
</tr>
<tr>
<td>( \bar{X}_1 = \frac{\sum X_1}{N_1} = \frac{272}{30} = 9.07 )</td>
<td>( \bar{X}_2 = \frac{\sum X_2}{N_2} = \frac{284}{30} = 9.47 )</td>
</tr>
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</table>

Post-test

<table>
<thead>
<tr>
<th>Experimental group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \sum X_1 = 381 )</td>
<td>( \sum X_2 = 259 )</td>
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<tr>
<td>( \sum X_1^2 = 5065 )</td>
<td>( \sum X_2^2 = 2537 )</td>
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<tr>
<td>( \bar{X}_1 = \frac{\sum X_1}{N_1} = \frac{381}{30} = 12.7 )</td>
<td>( \bar{X}_2 = \frac{\sum X_2}{N_2} = \frac{259}{30} = 8.63 )</td>
</tr>
</tbody>
</table>
The sample variance

**Experimental group**

\[ S_1^2 = \frac{\sum X_1^2}{N_1} - \bar{X}_1^2 \]

\[ S_1^2 = \frac{5065}{30} - 12.7 \times 12.7 \]

\[ S_1^2 = 168.83 - 161.29 \]

\[ S_1^2 = 7.54 \]

**Control group:**

\[ S_2^2 = \frac{\sum X_2^2}{N_2} - \bar{X}_2^2 \]

\[ S_2^2 = \frac{2537}{30} - 8.63 \times 8.63 \]

\[ S_2^2 = 84.57 - 74.48 \]

\[ S_2^2 = 10.09 \]
Table 8
Experimental and Control Group’s Square Pre-test Scores of Words

<table>
<thead>
<tr>
<th>Students</th>
<th>Experimental groups’ scores X1</th>
<th>Square scores X1²</th>
<th>Control groups’ scores X2</th>
<th>Square scores X2²</th>
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<td>ΣX2²=3100</td>
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Table 9
Experimental and Control group Square post-test scores of words

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<th>Student</th>
<th>Experimental group’s scores $X_1$</th>
<th>Square scores $X_1^2$</th>
<th>Control group’s scores $X_2$</th>
<th>Square Scores $X_2^2$</th>
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<td>Σ</td>
<td>$\sum X_1 = 381$</td>
<td>$\sum X_1^2 = 5065$</td>
<td>$\sum X_2 = 259$</td>
<td>$\sum X_2^2 = 2537$</td>
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</table>
The t-value

\[ t_{N_1+N_2-2} = \frac{\bar{X}_1-\bar{X}_2\sqrt{(N_1+N_2-2)N_1N_2}}{\sqrt{(N_1S_1^2+N_2S_2^2)(N_1+N_2)}} \]

\[ t_{15+15-2} = \frac{12.7 - 8.63\sqrt{(30 + 30 - 2) \times (30 \times 30)}}{\sqrt{(30 \times 7.54 + 30 \times 10.09) (30 + 30)}} \]

\[ t_{28} = \frac{4.07\sqrt{58} \times 900}{\sqrt{(226.2 + 302.7) \times 60}} \]

\[ t_{28} = \frac{4.07\sqrt{52200}}{\sqrt{528.9 \times 60}} \]

\[ t_{28} = 5.21 \]

Since the total number of participants for both groups, i.e., the experimental and the control group is 60, the degree of freedom (df = N-2) is 58. So, when looking at t-table 58 degrees of freedom, we find a tabulated t-value of 2.66 at the 0.01 level of significance. It is clearly that the t observed is largely higher than the t critical.

\[ t_{obs} > t_{crit} (5.21 > 2.66) \]

Consequently, the difference between the experimental and the control groups’ means at the level of the post-test is significantly higher. This leads us to accept the alternative hypothesis \( H_{1a} \) and therefore to reject the null hypothesis; hence, there is no probability that the observed mean difference occurred due to chance. That is to say, we have 100% of probability that this difference in students’ vocabulary level is due to the manipulation of the independent variable (the use of short stories).

Finally, we can deduce that reading short stories by EFL learners has a significant influence on the learners’ vocabulary acquisition.
2.10 General Discussion

The present study was conducted as an attempt to explore the effectiveness of reading short stories on developing and enlarging students’ vocabulary repertoire. The present study tested the following hypothesis:

The students who are reading short stories would show a significant improvement in their vocabulary learning than those who are just relying on teachers’ and classroom instructions.

In this chapter, light was shed on the fieldwork of our study. A pre and a post-test were administered to carry out this research. Data collected analysis shows that learning vocabulary depending on textbook and teachers’ instructions only seems to have no effect on students’ memorization and development of their vocabulary knowledge. However; experimental group scores proved that reading short stories by EFL learners has a vital effect in helping students acquire new vocabulary items. This significant improvement is due to the manipulation of our independent variable namely reading short stories.

2.10.1 Non-Significant Improvement for the Control Group

As it is stated earlier, the comparison between the control group scores in the pre-test and the post-test indicates that, learning vocabulary using the traditional method was not effective and it didn’t bring any improvement on students’ ability to categorize, to match, to define and to contextualize the determined words. This is clearly evident when we compare the means of both pre and post-test of the control group. The pre-test mean was $\bar{\text{pre}} = 9.47$, and the post-test mean was $\bar{\text{pos}} = 8.63$ with a difference of -0.9. In other terms, they did not show any progress towards the mastery of new vocabulary. To sum up, teaching vocabulary through the traditional method did not bring any significant difference in students’ memorization of the new words, therefore; they did not show any improvement toward the mastery of those vocabulary items.
2.10.2 The Significant Improvement of the Experimental Group

The outcomes of this study suggest that using short stories as an authentic teaching material has a significant role in helping students improve and develop their vocabulary level. Since it exposes them to meet new vocabulary in different contexts, as well as; it raises their curiosity towards the importance of extensive reading in language teaching and learning. This is evident through the results obtained from the pre-test, the experiment and the post-test of the experimental group. The pre-test mean of the experimental group participants was $\bar{\text{pre}} = 9.07$, however; and after the treatment period, the post-test mean remarkably increased to be $\bar{\text{pos}} = 12.7$ with a difference of 3.63. That is to say, the improvement is highly significant.

We conclude that reading short stories as an entertainment technique has a functional role in acquiring new vocabulary, since it improves students’ language skills, it motivates them, it teach them others’ culture and most importantly it teach them higher order thinking, in which they have to read critically and to analyse the material they are reading.

2.11 Implications of the study

2.11.1 Theoretical implications

This research was conducted to emphasize the effectiveness of reading short stories on improving students’ vocabulary acquisition. As it was proved earlier, reading short stories is an effective technique that EFL learners could rely on to improve and enrich their vocabulary knowledge. As a result, reading short stories is more effective than the traditional method, i.e., relying only on teacher’s instructions and textbook content.

Due to the short time of sessions, it is impossible for students to cover all the vocabularies inside the classroom. Hence, they have to look for other effective
techniques that offer for them the opportunity to meet new vocabularies in new and different contexts and reading short stories seems to be the best example.

### 2.11.2 Pedagogical implication

In language teaching and learning, mastery over the foreign language is mainly concerned about mastering over its vocabulary. So that, the findings of this research emphasizes the importance of reading short stories as a beneficial teaching material for developing students’ vocabulary knowledge. Some pedagogical implications of this study are suggested as the following:

- The findings of this research assume that reading short stories is an effective tool for enlarging students’ vocabulary knowledge, since it helps them to master other language skills, motivates them toward reading, and exposes learners to others cultural aspects of different foreign languages, as well as it raises their cultural awareness.
- Doubtless, short stories have the entertainment value in the learning process, they provide opportunity for EFL learners to learn vocabulary through context. Therefore, teachers should integrate them in their teaching process. In addition, the educational curriculum must emphasis and include short stories as a rich source of vocabulary for students.
- Teachers should raise the students’ awareness toward reading in general and short stories in particular and its great role in enriching students’ vocabularies. Therefore, short stories’ role in learning a foreign language cannot be denied.
- It helps students to know more about words’ breadth and depth.
- Reading short stories helps students to focus on both the form as well as the meaning of words.
✓ Reading short stories reduces students’ anxiety through creating a comfortable atmosphere and it is a source of enjoyment for all students’ level as well.

✓ In regard to the findings of this research, short stories can be used to develop students’ vocabulary acquisition, and to improve their pronunciation as well as grammar rules.
**General conclusion**

Mastery of vocabulary is the central aim of EFL classrooms, which both teacher and students should work on. Among a lot of techniques that can be applied by a FL learners to improve their vocabulary knowledge is reading in general and short stories in particular. Which it assumed that it is an effective teaching strategy that should be used by an EFL learner. The aim of the current study is to examine the effectiveness of reading short stories on developing first year LMD students’ vocabulary repertoire.

After analyzing and discussing the results of the current research, it has been proved that reading short stories by EFL learners has a major effect on improving and developing their vocabulary knowledge. Furthermore, students should be aware about reading short stories and its importance in learning a foreign language. So, students should read as much as possible for many seasons. Firstly, reading short stories contributes in developing students ‘other language skills such as; speaking, writing and listening. Secondly, depending on the short length and the structure of short stories, i.e., it has a beginning, middle and an end; it is an attractive as well as a motivational technique for EFL learners. Thirdly, since literature represents real life situation, it enables students to learn about other’s’ culture. Finally, reading short stories develops students’ creativity in which they have to read in a critical way, analyse and come to conclusions.

**Limitations of the study**

This study was an attempt to determine the effect relationship between reading short stories and vocabulary acquisition. Conducting this study was certainly surrounded by a certain limitations that should be explained and to be understood.
The first limitation is participants’ number. The population was too large and the chosen sample contains learners with different styles; therefore, the appropriate selection of short stories was so difficult.

The second limitation is time constrains for conducting the experiment. Our research’s aim needs much more time; unfortunately, only six sessions have been allowed. However, it seems effective with regard to the obtained results.

The third limitation is the lack of references concerning the second section namely, short stories.

Suggestions for further researches

With regard to the limitations of this work as stated above, some suggestions for future studies can be stated:

Since reading short stories is an effective technique in improving students’ vocabulary acquisition, it is suggested that further researches can be conducted on its use in improving students’ pronunciation and grammar rules.

The current study dealt with reading short stories extensively, so that; it is suggested that further studies work on integrating short stories intensively, i.e., inside the classroom.

As it is stated above, it is a difficult task for the teacher to choose a certain short stories for the whole classroom because of the different styles and abilities of learners. Thus, it is suggested that in further studies the students could have the opportunity to choose what is suitable for them.

Besides the improvement of students’ vocabulary, short stories can be used for other language skills such as; writing essays and performing dialogues.
List of references


Harmon, J. (2002). Teaching independent word learning strategies to struggling readers. *Journal of Adolescent & Adult Literacy, 45*(7), 606-615


https://www.google.com/search?q=Structuring+Vocabulary+for+Tenderfoots+Nitika+Nathan&ie=utf-8&oe=utf-8


Appendix 01

Pre-Test

Task 01:

This is a vocabulary test. In the following table classify the listed terms according to their aspects: Drunker- Adoration- Sacrifice- Suspect- Pious- Betray- Tremble- Mercy- Gossip- Truthful.

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<th>Vices</th>
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Task 02:

In the following task, you must choose the right word to go with each meaning.

Write the number of that word next to its meaning.

1-Thief

2-Marble -Person who robs something/somebody.

3-Guilty -Having done something illegal.

4-Mess
1-Soothe

2-Curtain - Examination in a law court before a judge to decide if somebody guilty or innocent.

3-Plague - Piece of cloth, etc. hung up to cover a window.

4-Trial

1-Denote

2-Glimpse - Piece of information spread by being talked about but not certainly true.

3-Panel - Quick incomplete look at somebody/something.

4-Rumour

**Task 03:**

Define and put into sentences the following terms:

Inn

Sin

Petition

Terror
Reading report

Story: __________________________

Name: _________________________________ Group: ______

Summary:

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Opinion:

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Write at least five new words that you have learned in simple meaningful sentences.

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Résumé

Le vocabulaire est un domaine important dans l'apprentissage d'une langue seconde ou étrangère, ainsi; Apprenants EFL devraient travailler pour l'améliorer. Il permet aux étudiants d'être un interlocuteur efficace dans lequel il sera en mesure de comprendre les points de vue des autres ainsi que d'exprimer leurs idées et leurs pensées dans une plus meilleure façon. A cet effet, différentes stratégies ont été utilisées dans la tentative de développer la connaissance du vocabulaire des élèves, parmi ces stratégies lecture extensive dans les histoires générales et courtes en particulier. Par conséquent; l'étude en cours vise à examiner l'efficacité de la lecture d'histoires courtes sur l'amélioration de l'acquisition du vocabulaire des élèves. À la lumière de l'objectif déclaré, nous supposons donc que l'attribution d'étudiants universitaires avec la lecture des histoires courtes serait de les aider à améliorer leur connaissance du vocabulaire que ceux qui sont enseignés vocabulaire suivant la méthode traditionnelle. Afin de prouver ou de rejeter l'hypothèse énoncée une étude quasi-expérimentale ont eu lieu à L'Arbi Ben M'hidi University- Oum Elbouaghi Où soixante élèves étudiants LMD de première année ont été choisis au hasard et subdivisé en deux groupes; expérimental et l'autre contrôle. Les élèves des deux groupes ont été pré-tests pour connaître leur connaissance du vocabulaire, dans lequel ils ont été invités à répondre à trois exercices; dans le premier exercice, ils doivent classer les dix mots en trois catégories. Dans le deuxième exercice, ils doivent choisir le mot correct pour répondre à sa définition. Et dans le troisième exercice, ils devraient définir quatre éléments de vocabulaire puis les mettre dans un phrases significatives pour montrer leur compréhension de la signification des mots. Après la phase de pré-test, le groupe expérimental a subi dans la lecture de trois histoires courtes, cependant; le groupe de contrôle bâton à la méthode traditionnelle, à savoir, ne dépendant que de manuels et les instructions des enseignants. Et enfin, ils ont été testés après. L'analyse des données a montré l'amélioration significative de la connaissance du vocabulaire des élèves à travers la lecture des histoires courtes. Cela nous amène à soutenir l'hypothèse alternative et de rejeter une nulle.

Mots clés: développement du vocabulaire, la lecture des histoires courtes, et d'apprenants EFL.
منهذ

المفردات هي منطقة مهمة في تعلم لغة ثانية أو أجنبية، وبالتالي يجب أن المتعلمين (الإنجليزية كلغة أجنبية) العمل على تحسينه. أنها تساعد الطلاب على أن يكون محارباً فعلاً والذي سوف يكون قادرًا على فهم وجهات نظر الآخرين وكذلك للتعبير عن أفكارهم والأفكار بطريقة أكثر أفضل. لهذا الغرض تم استخدام استراتيجيات مختلفة في محاولة تطوير المعرفة المفردات الطلاب، من بين هذه الاستراتيجيات القراءة واسعة في قصص قصيرة العامة وعلى وجه الخصوص. لذا، وتهديد الدراسة الحالية إلى دراسة فعالية قراءة القصص القصيرة على تحقيق اكتساب المفردات الطلاب. في ضوء الهدف المطلق، ونحن الفرضية القائمة بأن تعين طالب الجامعات مع قراءة القصص القصيرة من شأنها أن تساعدهم على تحسين المعرفة المفرداتهم من أولئك الذين يتم تدريس المفردات وفقًا للطريقة التقليدية. من أجل إثبات أو رفض فرضية ذكرت واستغرق دراسة شبه تجريبية مكان في L عربي بن مهدي جامعة البوافقي ابن ستين طالبًا وقد تم اختيار الطلاب LMD السنة الأولى بشكل عشوائي وتت.FR إلى مجموعتين؛ واحد التجريبية والتحكم الأخرى. طلاب المجموعتين تم قبل اختبار لمعرفة المعرفة مفرداتهم، التي تم طلب منه الإجابة على ثلاثة ملامح. في التمرين الأول لديهم تصنيف عشر كلمات في ثلاث نماذج. في التمرين الثاني لديهم اختيار الكلمة الصحيحة لتناسب مع تعريفها. وفي ممارسة الثالثة ينبغي أن تحدد أربعة بنود المفردات ثم وضعها في جمل مفيدة لإظهار أهميتها. بعد مرحلة ما قبل الاختبار، وخشمت المجموعة التجريبية في قراءة ثلاث قصص قصيرة، ولكن; العصا المجموعة الضابطة للطريقة التقليدية، أي بالاعتماد فقط على الكتب المدرسية وإرشادات المدرسين. وأخيراً، فقد تم اختبار أخير. وأظهر تحليل البيانات التحسن الكبير في المفردات معرفة الطلاب من خلال قراءة القصص القصيرة. هذا يقودنا لدعم فرضية بديلة ورفض واحد باطل.

الكلمات الرئيسية: تنمية المفردات وقراءة القصص القصيرة، والمتعلمين و اللغة الإنجليزية كلغة أجنبية.