Teachers’ and Learners’ Attitudes towards the Role of Short Stories
in Enriching Vocabulary Knowledge of EFL Learners

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

By: GOUAMI Ilham

Supervisor: Ms. HADJERIS Fadila
Examiner: Ms. MEZREG Sara

2015-2016
DEDICATION

In the Name of Allah, the Most Gracious, Most Merciful, All the Praise is due to Him alone, the Sustainer of the entire World.

First of all, I thank God for giving me the energy to finish this work.

I dedicate this work to:

- The only person with the exception of God nothing is more important: to you mom. I love you a bunch.
- My beloved father who did his best to make me the person who I am now through his understanding and support. I love you a bunch too dad.
- My dear sister El-Ghalia and her husband Sofiane. I am grateful for the support you provided me with. May God bless you.
- My nephews Younes and Abderrahmane. The roses of my life.
- My dear brother Karim and his wife Sihame. Your uncountable support helped me a lot to deliver the work on time.
- My brothers Achraf and Noufal. I have to admit that without your understanding and encouragement, I would have never been able to write this work.
- My big family, especially my Grand Mother. May God bless you.
- My friends: Safa, Imene, Samira, Sara and Dalal. You always made a second family for me. We had great times together and we will always have.
- And, to everyone I share love and respect with.
ACKNOWLEDGEMENT

I am immensely indebted for the role of my supervisor, Ms HADJERIS Fadila in the completion of my research. Without her encouragement and continuous guidance, this work would have been much more difficult to finish.

I also wish to express my most sincere gratitude to the examiner for having accepted to evaluate my work.

Last, but not least, I would like to thank all those who have shown me their support and help.
Abstract

This study aims at shedding light on teachers’ and learners’ attitudes towards the role of short stories in enriching vocabulary knowledge of EFL learners at Mila University Center. We hypothesized that incorporating short stories in an EFL class plays a considerable role in enriching the learners’ vocabulary knowledge. Two questionnaires have been delivered to both English teachers and learners to find out their attitudes towards the use of short stories as a technique for teaching vocabulary. The results obtained reveal that short stories do not only help learners to enrich their vocabulary knowledge, but also to develop their different language skills. Short stories have many benefits concerning learners’ motivation, understanding of literature and raising their cultural awareness. The results also revealed that both teachers and learners agree on the fact that having a considerable amount of vocabulary help learners communicate and express themselves effectively. Therefore, the results demonstrate in general that integrating short stories in the EFL class make the teaching/learning process easier and more enjoyable.
List of abbreviation

**EFL**: English as a Foreign Language.

**L1**: First language.

**GTM**: Grammar Translation Method.

**FL**: Foreign Language.

**SL**: Second Language.
List of Tables

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 01: Students' Gender</td>
<td>27</td>
</tr>
<tr>
<td>Table 02: Students' Baccalaureate Exam</td>
<td>27</td>
</tr>
<tr>
<td>Table 03: Students' Desire to Learn English</td>
<td>28</td>
</tr>
<tr>
<td>Table 04: Students' Justifications about their Desires</td>
<td>29</td>
</tr>
<tr>
<td>Table 05: Students' Level in English</td>
<td>30</td>
</tr>
<tr>
<td>Table 06: Students' Views about the Importance of Vocabulary for the Development of the Four Skills</td>
<td>30</td>
</tr>
<tr>
<td>Table 07: Students' Views about the Importance of Acquiring New Items</td>
<td>31</td>
</tr>
<tr>
<td>Table 08: Students' Justifications about the Importance of Acquiring New Items</td>
<td>31</td>
</tr>
<tr>
<td>Table 09: Rate of Students who Ask for Help When Meeting Difficult Word</td>
<td>32</td>
</tr>
<tr>
<td>Table 10: Students' Methods for Asking for Help when Meeting Difficult Words</td>
<td>33</td>
</tr>
<tr>
<td>Table 11: Students' Views about their English Vocabulary Knowledge</td>
<td>34</td>
</tr>
<tr>
<td>Table 12: Students' Views about their Difficulties in Communicating their Ideas</td>
<td>35</td>
</tr>
<tr>
<td>Table 13: Frequency of Students' Difficulties in Communicating their Ideas</td>
<td>35</td>
</tr>
<tr>
<td>Table 14: Students' Responses about whether they Use any Strategies to Enhance their Vocabulary</td>
<td>36</td>
</tr>
<tr>
<td>Table 15: Strategies Used by Students to Enhance their Vocabulary</td>
<td>37</td>
</tr>
<tr>
<td>Table 16: Students' Familiarity with Short Stories</td>
<td>38</td>
</tr>
<tr>
<td>Table 17: Students' Views about Reading Short Stories</td>
<td>38</td>
</tr>
<tr>
<td>Table 18: Students' Justifications about Reading Short Stories</td>
<td>39</td>
</tr>
<tr>
<td>Table 19: Students' Views about the Effect of Short Stories on their Vocabulary</td>
<td>40</td>
</tr>
<tr>
<td>Table 20: Students' Justifications about the Effect of Short Stories on their Vocabulary</td>
<td>40</td>
</tr>
<tr>
<td>Table 21: Teachers' Use of Short Stories in the Classroom</td>
<td>41</td>
</tr>
<tr>
<td>Table 22: Frequency of Teachers' Use of Short Stories in the Classroom</td>
<td>41</td>
</tr>
</tbody>
</table>
### List of figures

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 01: Gradable Antonyms “big/small”</td>
<td>09</td>
</tr>
<tr>
<td>Figure 02: Hyponyms of the Super Ordinate “vegetables”</td>
<td>09</td>
</tr>
<tr>
<td>Figure 03: Students’ Baccalaureate Exam</td>
<td>27</td>
</tr>
<tr>
<td>Figure 04: Students’ Desire to Learn English</td>
<td>28</td>
</tr>
<tr>
<td>Figure 05: Students’ Justifications about their Desires</td>
<td>29</td>
</tr>
<tr>
<td>Figure 06: Students’ Views about the Importance of Acquiring New Items</td>
<td>31</td>
</tr>
<tr>
<td>Figure 07: Students’ Justifications about the Importance of Acquiring New Items</td>
<td>32</td>
</tr>
<tr>
<td>Figure 08: Students’ Views about their English Vocabulary Knowledge</td>
<td>34</td>
</tr>
<tr>
<td>Figure 09: Students’ Responses about Whether They Use any Strategies to Enhance their Vocabulary</td>
<td>36</td>
</tr>
<tr>
<td>Figure 10: Strategies Used by Students to Enhance their Vocabulary</td>
<td>37</td>
</tr>
<tr>
<td>Figure 11: Students’ Views about Reading Short Stories</td>
<td>38</td>
</tr>
<tr>
<td>Figure 12: Students’ Justifications about Reading Short Stories</td>
<td>39</td>
</tr>
<tr>
<td>Figure 13: Students’ Views about the Effect of Short Stories on Language Skills</td>
<td>43</td>
</tr>
<tr>
<td>Figure 14: Teachers’ Qualifications</td>
<td>47</td>
</tr>
<tr>
<td>Figure 15: Learners’ Difficulties in Communicating their Basic Ideas</td>
<td>51</td>
</tr>
<tr>
<td>Figure 16: Strategies Adopted by Teachers to Teach New Vocabulary Items</td>
<td>52</td>
</tr>
<tr>
<td>Figure 17: Using Short Stories as a Vocabulary Development Activity</td>
<td>54</td>
</tr>
<tr>
<td>Figure 18: Frequency of Teachers’ Use of Short Stories</td>
<td>55</td>
</tr>
<tr>
<td>Figure 19: Teachers’ Justifications about their Choices</td>
<td>56</td>
</tr>
<tr>
<td>Figure 20: The Basic Criteria Choosing Short Stories</td>
<td>57</td>
</tr>
<tr>
<td>Figure 21: Teachers’ Justifications to the Importance of Integrating Short Stories in an EFL Class</td>
<td>59</td>
</tr>
<tr>
<td>Figure 22: The Most Affected Skills by Using Short Stories</td>
<td>60</td>
</tr>
<tr>
<td>Figure 23: Usefulness of Short Stories</td>
<td>61</td>
</tr>
</tbody>
</table>
# Table of content

- Dedication i
- Acknowledgement ii
- Abstract iii
- List of abbreviations iv
- List of tables v
- List of figures vii
- Content viii

## General Introduction

1. Statement of the problem. ...............................................................01  
2. Aim of the study. ......................................................................01  
3. Research question. ..................................................................01  
4. Research hypothesis. ...............................................................01  
5. Methodology. ...........................................................................02  
6. Structure of the study. ...............................................................02  

## Chapter one: Vocabulary Teaching/ Learning and short stories

Introduction.................................................................03  

## Section one: Vocabulary Teaching / Learning

**Introduction**..............................................................04  
1. Vocabulary Definition..............................................................04  
2. Types of vocabulary...............................................................05  
3. Vocabulary Description...........................................................05  

### 3.1. Lexicography...............................................................05  
### 3.2. Lexicology.................................................................05  

#### 3.2.1. Word classification..................................................05  
#### 3.2.2. Word formation.........................................................07  
#### 3.2.3. Word meaning..........................................................08
4-The Importance of Vocabulary.................................................................10
  5- Vocabulary teaching / learning.............................................................11
  5.1. Vocabulary Teaching........................................................................11
    5.1.1. Vocabulary selection.................................................................11
    5.1.2. How to teach vocabulary..............................................................12
      5.1.2.1. Teacher-centered approaches and techniques...............................12
      5.1.2.2. Student-centered learning.........................................................13
  5.2. Vocabulary Learning........................................................................14
    5.2.1. Incidental Vs Intentional learning..................................................14
    5.2.2. Learning strategies.......................................................................15
      5.2.2.1. Definition of Learning Strategies...............................................15
      5.2.2.2. Vocabulary learning strategies...................................................15

Conclusion....................................................................................................16

Section Two: The Role of Short Stories in Vocabulary Enrichment

Introduction..................................................................................................17

1-What is a short story?.................................................................................17

2-Elements of a short story.........................................................................17

3-Selection of short stories..........................................................................19

4-The procedures of introducing short stories.............................................19
  1. Presentation...........................................................................................19
  2. Exploitation..........................................................................................20
  3. Follow-up............................................................................................20

5-Why short stories?..................................................................................20

6-Benefits of using short stories in the EFL class........................................20
  6.1. Reinforcing the skills........................................................................21
  6.2. Motivating students...........................................................................21
6.3. Teaching culture.................................................................22
6.4. Teaching higher-order thinking........................................22
6.5. Introducing literary elements............................................23

7. The role of short stories in vocabulary enrichment......................24

Conclusion..............................................................................24

Chapter Two: The Field of Investigation

Introduction............................................................................25

1- Choice of Method...............................................................25

Section One: Students’ Questionnaire

1- The sample........................................................................26
2- Description of the Questionnaire........................................26
3- Analysis of the results.........................................................26
4- Discussion of the results.....................................................44

Section Two: Teachers’ Questionnaire

1- The sample........................................................................46
2- Description of the Questionnaire........................................46
3- Analysis of the results.........................................................46
4- Discussion of the results.....................................................62

Conclusion..............................................................................63

Section Three: Recommendations

1- Pedagogical Implications...................................................64
2- Limitations of the Study.....................................................65
3- Suggestions for Further Research.......................................65

General Conclusion..................................................................66

List of References....................................................................67

Appendices

Appendix A: Students’ Questionnaire

Appendix B: Teachers’ Questionnaire
General Introduction

Vocabulary enrichment is considered as an important issue for EFL learners. It is one of the keys that pave the way for learners’ comprehension and skills development. Therefore, the ability to use grammatical structures does not have any potential for expressing meaning unless words are used. However, vocabulary has been always considered as only a means and not an end in any foreign language teaching and learning situation. For this reason, students should be made aware of its importance since one cannot express his/ herself effectively.

1. Statement of the Problem

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically. Therefore, it is something to be taken into consideration in learning any language. The teaching and learning of vocabulary in any foreign language classroom form a very significant process. However, it is observed that most of learners of English in Mila University Center still suffer from the lack of vocabulary. Hence, when they come to communicate their basic ideas whether written or spoken, they fail in finding the appropriate words that facilitate communication for them because they just memorize unfamiliar words. Furthermore, many researchers have argued that words should not be learnt in isolation or by memorization without understanding, but instead they should be learnt in context which provides the learners with their real use (Authentic use).

2. Aim of the Research

The primary objective of this research is to shed light on the role of short stories in enriching vocabulary knowledge of EFL learners so as develop their communicative competence and autonomy.

3. Research Question

The researcher will address the following question: -Does the incorporation of short stories in an EFL class help learners enrich their vocabulary knowledge?

4. Research Hypothesis

Accordingly, the researcher suggests that:
- Incorporating short stories in an EFL class plays a considerable role in enriching the learners’ vocabulary knowledge.

5. Research Methodology

Population and Setting

The gathered data for this study will be from a sample of English teachers, and the second year LMD students in the Department of English. The research will be carried out at Abdelhafid Boussouf University Center in Mila.

Data Gathering Tools

The researcher will follow a descriptive method. Two questionnaires will be relied on in this study. The first questionnaire will be directed to the English teachers in order to identify their attitudes towards the role of short stories in widening the learners’ repertoires of English vocabulary since they are the persons who interact directly with them while using short stories. So, they can determine the degree of interaction between them. The second questionnaire will be delivered to second year LMD students in Mila university center to find out their attitudes about this issue since they have dealt with short stories in their first year, and will be dealing with in their second year too in Literature module. They can determine whether this method is useful in enriching and expanding their vocabulary or not, especially if it develops their English for specific purpose which help them communicate in different situations and contexts such as in speaking, writing and listening. Indeed, short stories do help to stimulate learners’ curiosity about the target culture and language.


This research will be divided into two chapters. The first chapter is a theoretical one; it will be composed of mainly two sections. The first section will deal with the processes of teaching and learning vocabulary through short stories. Whereas, the second section will deal with the role of short stories in enriching the learners’ English vocabulary knowledge, besides the definition of short stories and their different elements. The second chapter will involve the field of research. It will include the description of the learners’ and teachers’ questionnaires. In addition to the analysis of the obtained results.
Chapter One:

Vocabulary Teaching/ Learning and short stories.

Introduction

Vocabulary forms a very important aspect in any foreign language teaching and learning process. Therefore, the knowledge of vocabulary plays a crucial role to help learners achieve mastery of its four skills: reading, speaking, listening and writing. Hence, when they gain mastery of the aforementioned skills, they may become good readers, speakers, listeners and writers. In contrast, the absence of vocabulary knowledge affects these four language skills. The general aim of any foreign language learning and teaching class is to help learners enhance their competence of the foreign language in order to make them competent in establishing successful communication and make autonomous learners. This chapter is divided into two sections; the first section deals with vocabulary definition, its types, description and its importance. It tackles also teaching / learning vocabulary processes and the different strategies that learners make use of. The second section covers short stories, their definition, elements, their role in enriching vocabulary and their benefits in EFL classes.
Section One: Vocabulary Teaching/Learning

Introduction

Vocabulary is perhaps the most basic component of language; without a variety of terms and phrases, students cannot communicate in the target language, either orally or in written forms. This shows that in learning a language, grammar is not sufficient and, thus, more importance has to be given to vocabulary. In this section, the researcher will shed light on vocabulary definition, its different types and description and its importance. In addition to the process of teaching vocabulary, selection of vocabulary items to be taught, and the methods that teachers adopt to teach vocabulary. Vocabulary learning also will be tackled in this section, types of vocabulary learning, and the strategies that the learners rely on to learn vocabulary.

1-Definition

The ability to communicate basic ideas and achieve successful communications is the most important concern of EFL learners. Therefore, vocabulary is considered as the most basic component to reach this goal. The Oxford Dictionary (1989) defines vocabulary as the total number of words that make up a language (P.482). In the Collins Cobuild English Language Dictionary (1989: 1629), “the vocabulary of a language is the total number of words in it” and “someone’s vocabulary is the total number of words in a language he or she knows”. In Longman Dictionary (1995), vocabulary is defined as “a set of lexemes, including single words, compound words and idioms” (p.58). Furthermore, Hatch and Brown (1995) consider vocabulary as a list or a set of words for particular language, or a list or set of words that an individual speaker of language might use.

Todd (1987) argued that there is no one satisfactory definition of vocabulary. He explains that there is a morphological, lexical, semantic and an orthographic aspect of the word. A morphological word considers form only. A lexical word considers all the forms a word can take and which are clearly related by meaning as one. A semantic word considers the distinction between items that may be morphologically identical but differ in meaning. An orthographic word has a space on either side of it.
2- Types of Vocabulary

There are two types of vocabulary knowledge namely receptive and productive which are also referred to as passive and active vocabularies. Haycraft (1978 as cited in Hatch and Brown, 1995: 370) defines receptive vocabulary as “words that the student recognizes and understands when they occur in a context, but which he can’t produce correctly” and productive vocabulary as “words which the students understand, can pronounce correctly and use constructively in speaking and writing”. Nation (2002) seems to be in an agreement with Haycraft when he stated that receptive vocabulary refers to the words that are understood when reading or listening and their meaning can be easily retrieved, whereas; productive vocabulary consists of words that can be remembered and produced correctly in writing or speaking.

3- Vocabulary Description

In order to describe and study vocabulary in a convenient way, we have to consider Lexicography and Lexicology; both are concerned with the study of vocabulary and its different forms and uses.

3.1. Lexicography

According to Oxford Advanced learner’s Dictionary (2007), lexicography is «the theory and practice of writing dictionaries» (P.412). I.e. it is the process of putting and grouping lexical items in a dictionary with their meanings, functions and uses.

3.2. Lexicology

It refers to that branch of linguistics that studies and analyses vocabulary items of a language as well as their meanings and evolution (Hartman and Stork, 1972). It is mostly concerned with how words are classified (word classification), how they are formed by affixation or compounding (word formation), and how the different meanings of words are recognized (word meaning) (Wikipedia, 2016).

3.2.1. Word Classification

It is based on the function of words. According to Richard (2014), the English language is classified into eight parts of speech: nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions and determiners.
3.2.1.1. A noun

A noun is traditionally defined as the part of speech (or word class) that names or identifies:

- A person: David, John…
- A place: Green Park

3.2.1.2. A verb

Richard (2014) claim that a verb is a word that refers to an action, state or event. It falls into two types; regular and irregular. Regular verbs are verbs in which we add ‹‹d›› or ‹‹ed›› to the stem in order to form the past or past participle, for instance;

- They revise their lessons → They revised their lessons → They have revised their lessons.

Irregular verbs are verbs that their forms change in the past and past participle, for example,

- She eats the apple → She ate the apple → She has eaten the apple.

3.2.1.3. An adjective

It is a word used to describe a noun. It may be used either attributively. I.e. before the noun, for instance, red house or predicatively, i.e. as a complement to the verb.

For example, he seems happy.

3.2.1.4. An adverb

According to Oxford Advanced Learner's Dictionary (2007), an adverb is a word that adds information to:

- A verb: She was there.
- An adjective: They are very quick.
- Or another adverb: I’ am working very hard (p.6).
3.1.2.5. A pronoun

It is a word that can replace a noun, for instance,

- He (the teacher) explains the lesson.

3.1.2.6. A preposition

It refers to a word or group of words that is used with a noun, pronoun, or noun phrase to show:

- A place: She was in Paris.
- A time: The match starts at 4:30.

3.1.2.7. A conjunction

It is a word that is used to join different parts of a sentence. There are two types of conjunctions; coordinating and subordinating conjunctions. For instance,

- Pizza and burgers are my favorite food (coordinating conjunction).
- It is cold outside, so I brought you a jacket (subordinating conjunction).

3.1.2.8. A determiner

It is a word that qualifies the noun. A determiner is:

- An article: definite (the) and indefinite (a, an).
- A demonstrative adjective: this, these, and that, those.
- A possessive adjective: my, your, his, her, its, our, their.
- A determiner of quality: for instance, some, any (Richard, 2014).

3.2.2. Word Formation

According to Richard (2014), it is the process through which word meanings and classes are changed. Affixation and compounding represent two ways of this process.
3.2.2.1. Affixation

It is the operation of adding a letter or a group of letters to a word. If the letters are added to the beginning of a word it is called prefixation beginning of a word it is called prefixation and if they are added to its end it is called suffixation (Richard, 2014).

- Prefixation → im+ polite → impolite.
- Suffixation → sad+ness → sadness.
- Prefixation+suffixation → un+ happy+ ness → unhappiness.

3.2.2.2. Compounding

Richard (2014) claim that compounding refers to the process of joining two different words that have different meanings to form a new word with new meaning, for instance,

- House+ wife → Housewife.

3.2.3. Word Meaning

According to Fromkin, Rodman & Hyams (2002), the meaning of words and their relationship is often transmitted through the use of synonymy, antonymy, hyponymy, polysemy, metonyms and heteronyms.

3.2.3.1. Synonymy

According to Fromkin, et al (2002) synonyms are “words that sound different but have the same or nearly the same meaning” (P.181). I.e. they have different forms but identical or nearly identical meaning. Rinolucri (1993; cited in Bowen and Marks, 1994), argued that there is no real synonyms, and no word can ever be synonymous with another word as identical twins. I.e. some synonyms can have similar meanings and used interchangeably like (Sofa and Coach), whereas others can be considered as synonyms but cannot be used interchangeably in some contexts as (Big and Large).

All in all, it is preferable to talk about synonyms as those words which have the same or nearly the same meaning and that this depends more on the context in which those words are used.
3.2.3.2. Antonymy

Fromkin, et al (2002) defined antonyms as “words that are opposite in meaning” (P.182). It is usually done through the identification of contrast features between two words. For example, we explain the meaning of “slim” by saying that it is the opposite of “fat”; and we understand the meaning of “active” with reference to its opposite “passive”. Other forms of antonyms are referred to as complementary pairs, for example, “alive/dead” or gradable pairs, for instance, “big/small” which can be represented as two poles separated by a word which is “middle”.

![Figure 1: Graded Antonyms “big/small”](From Fadel 2005, P.46)

3.2.3.3. Hyponymy

It is the inclusion of one word under the meaning of another word because they have some characteristics in common. For example, onion, garlic and potato are all hyponyms of the super ordinate “vegetables”. I.e. they all share common sense.

![Figure 2: Hyponyms of the super ordinate “vegetables”](From Fadel 2005, P.46)

3.2.3.4. Polysemy

Polysemy refers to a word which has multiple meanings that are related conceptually or historically. The exact meaning of the word will be induced from the context in which it is used (Fromkin, et al, 2002).
3.2.3.5. Metonyms

A metonym substitutes for the object that is implied, the name of a property or idea connected with that object (Fromkin, et al., 2002). The use of “white house” to talk about the American government is an example of a metonym.

3.2.3.6. Heteronyms

“…Two words are heteronyms if they are spelled the same, but pronounced differently, and have different meanings” (Fromkin, et al., 2002. P, 180). For instance, tear (to rip), and tear (a drop of liquid formed in the eye).

4- The importance of vocabulary

Mastering vocabulary of the target language plays a very important role in foreign language learning and teaching. Besides vocabulary, there are certainly other components to consider such as grammar, stress, pronunciation…. Learning a language cannot be restricted to only learning vocabulary. But it is also right that regardless of how well the student learns grammar, regardless of how effectively the hints of L2 are mastered, without words to express an extensive variety of meanings. Communication in an L2 cannot happen in any meaningful way. The knowledge of vocabulary enables an EFL learner to establish successful communication; it also helps him/her to explore the beauty of that language through a great variety of new words. It paves the way to the understanding of the similarities and differences between the two languages. In this respect, words are seen as the building blocks of any language since they help the foreign language learner to communicate and express himself/herself effectively. Indeed, having a considerable amount of the target language vocabulary is important because all other language skills will get affected if the learner lacks vocabulary (McCarthy, 1990).

The importance of vocabulary has also been recognized in language pedagogy for all the times. Allen (1983) emphasized this point and states that “Lexical problems frequently interfere with communication; communication breaks down when people do not use the right words”. (p.5). These views emphasize that vocabulary teaching and learning should be of central concern in foreign language classes. So, EFL teachers should attempt to develop their students’ vocabulary and help them develop their communicative skills.
5- Vocabulary teaching /learning

Since the primary objective of EFL teaching and learning is to help learners communicate effectively and fluently in the target language, vocabulary is to be given more importance. It is considered as the vital aspect which enables the learners to express themselves in an effective way.

5.1. Vocabulary teaching

Vocabulary is perhaps the most important component of language; it enables individuals to express themselves in a fluent and effective way. Therefore, students’ vocabulary needs to be expanded overtime. They need sufficient practice with the new items introduced in their classes and this reflects the very job of the teacher. In this part, light will be shed on vocabulary selection and the different techniques adopted by teachers to develop their learners’ vocabulary.

5.1.1. Vocabulary selection

One of the most important questions the language teacher will have to address is what vocabulary to teach. In this respect, several authors have suggested diverse criteria to help them make valid decisions about the vocabulary items to be integrated at every educational level since every teaching situation is different and many items in one context may be useless in another (McCarthy, 1990). Grains and Redman (1989) have proposed frequency, need and level, cultural factors, expediency and learnability as the appropriate criteria through which the teacher will assure a good understanding and thus an effective learning of vocabulary items.

5.1.1.1. Frequency

According to Grains and Redman (1989), high frequency words are those words that are used repeatedly in different occasions whether written or spoken. It is a good idea to teach the most frequent words in any language before the more unusual ones as they are considered the most useful ones for learners of that language.

5.1.1.2. Need and Level

The vocabulary taught should correspond to the students’ needs and interests. In this respect, Grains and Redman (1989) propose that teachers should allow students to
select any words they want from the text, and during a limited period of time, they will be allowed to work on them using dictionary. This way learners are encouraged to recognize their own needs. The learners’ level also should be taken into consideration. As a rule, the lower the level, the more common and neutral the vocabulary will be.

5.1.1.3. Cultural factors

Another criterion to be considered is that of cultural differences. When teaching vocabulary, it is important to take into account that in certain countries there are topics and words that are very important but have no importance in the learners’ society and vice versa (Grains and Redman, 1989).

5.1.1.4. Expediency

Expediency is very important because any EFL classroom, demands specific types of vocabulary in order to achieve successful communication and understanding between the students and teacher or between students themselves (Grains and Redman, 1989).

5.1.1.5. Learnability

In here, the teacher might start by teaching words which are close to the learners’ abilities. As indicated by McCarthy (1990), the difficulty, or absence of difficulty, a word might override its frequency and/or range, and choices to present or delay the teaching of an item based on learnability. i.e, EFL teachers should select the items that are easy for their learners to grasp.

5.1.2. How to teach vocabulary

Vocabulary instruction is often planned in the sense that the teacher selects what vocabulary items to be taught. There are two ways in which the meaning of a new item is conveyed:

5.1.2.1. Teacher-centered approaches and techniques

The teacher-centered approaches and techniques are traditional approaches which in turn are divided into three main types:

Visual techniques, verbal techniques and translation.
5.1.2.1.1. Visual techniques

When teaching the meaning of new words, especially at the elementary level, the teacher should rely on realia which means establishing the link between the word and the meaning. In realia, EFL teachers can either depend on objects in the class or include the students themselves in explaining the meaning of words. Pictures, photos, flashcards, gestures and facial expressions are also considered as effective ways to convey the meaning of words. Of course, not all vocabulary can be presented in this way. Abstract words, for example, are better introduced by letting students themselves experience them (Doff, 1988).

5.2.1.1.2. Verbal techniques

They represent another way by which the teacher may convey the different meanings to his/her students. In here, the teacher may rely on giving examples, by using definitions, demonstration as well as synonyms and opposites (Allen, 1983).

5.2.1.1.3. Translation

According to Allen (1983), the meaning can be also conveyed through translation which represents a useful technique as it saves time and allows teachers to check correct comprehension.

On the whole, however, translation of vocabulary into the learners’ mother tongue should be done carefully. It is possible to rely on other techniques, for instance, a simple explanation in the target language. This technique is very beneficial; if a learner cannot remember the target item, he/she can always make reference to the provided explanation in contrast to those who were taught by translation to the learners’ first language (L1)(Wallace, 1988).

5.1.2.2. Student-centered learning

Considering students when teaching vocabulary can be done in various ways. For instance, by allowing them to ask their classmates, using dictionary or through using contextual clues.

Bunker (1988, as cited in Fadel, 2005) found that the following teaching techniques help the learners develop vocabulary:
1- Use of regular and commonplace words so that other new words would be effectively gotten and acquired.

2- Consistency in the utilization of terms; the educator must make sure to utilize the same words in the same contexts in order to emphasize the meaning of words.

3- More than five repetitions of a word. Some researchers agree that five repetitions are enough, while others are for the repetition of a word between seven and ten times in order to develop learning.

4- Definitions of words in contexts. Words cannot have a full sense unless they are placed in context; clarification of words in isolation cannot help the learners’ comprehension and acquisition.

5.2. Vocabulary learning

Developing vocabulary is one of the most important aspects in learning a language. It is obvious that one can be understood if he/she makes grammatical errors while speaking a language but cannot express his/her ideas if he/she lacks vocabulary. Therefore, in order to be able to communicate effectively, an EFL learner must constantly work hard to enhance his/her target vocabulary.

5.2.1. Incidental versus Intentional Learning

Vocabulary can be learnt incidentally or intentionally. On the one hand, incidental vocabulary learning is the acquisition of new words from context through reading and listening activities (Read, 2000). It happens without any preparation or intention on the part of the learner; it refers to learning through exposure to different activities without intending to memorize new items. Therefore, context plays a very important role in encouraging such learning. On the other hand, intentional learning occurs when the learners’ primary attention is directed to learning L2 new items (Ellis, 1999). It is the result of different planned activities on the learners’ part. They prepare and memorize new vocabulary items by making up charts in which the target items, their pronunciation and their equivalents in the L1 are written (Brown and Hatch, 1995).

On the whole, it is argued that intentional learning which relies on using contextual inferencing proved to be more effective in memorizing the meanings of words than incidental learning. However, Ellis (1999) claimed that learners can never acquire a native like vocabulary through intentional learning.
5.2.2. Learning Strategies

5.2.2.1. Definition of Learning Strategies

According to Oxford (1989), learning strategies are operations utilized by the learner to help the acquisition, stockpiling, and utilization of information. They are applied by learners to make the learning process easier, more enjoyable and faster. Indeed, they are the special behaviors adopted by individuals to help them understand, learn or retain new information (O’Malley and Chamot, 1993). Similarly, Cohen (1998) indicates that they can be defined as those procedures which are intentionally chosen by learners and which may improve the learning process or utilization of language.

5.2.2.2. Vocabulary learning strategies

Another issue that concerns teachers when their students are facing problems in learning new vocabulary is whether they should provide time to teach vocabulary learning strategies to their students or not. It is believed that teachers should invest time to raise their students’ awareness about learning strategies in general, and more specifically vocabulary learning strategies (Rivers, 1983).

Chamot (1999) adopted this view when she states that “although students often mention repetition to learn a language… more efficient strategies may be necessary for students to learn and remember information for long periods of time, such as building bridges in the students’ minds, mental links or pathways that are mapped into an individual’s existing schemata. Making meaningful associations with new words and phrases can make vocabulary acquisition more effective and efficient”.

She suggests the following strategies:

1- Imagine with key words (association)

It is found that words which were learnt through association were more successfully retained than those which were not.

2- Group/ Classify

Refers to creating categories by relating or classifying words according to attributes.

For instance, sun related to summer, hot, beach..etc.
3- **Transfer**

Entails transferring the knowledge from one language to another language (L1 or other languages). For example, “Café” in French = “Coffee” in English.

**Conclusion**

It is undoubtedly argued that vocabulary forms a very significant place in any foreign language class. Therefore, many strategies and materials are adopted for enriching the vocabulary knowledge of EFL learners. In this section, the main concern was to shed light on teaching/learning vocabulary, the different strategies that are used by both teachers and learners. Furthermore, the section that follows will shed light on short stories and their role in enriching vocabulary knowledge of EFL learners.
Section Two: The Role of Short Stories in Vocabulary Enrichment.

Introduction

Since the objective of EFL teaching and learning is to help students communicate effectively and fluently in the target language, EFL teachers should provide an authentic model of language use. To do so, they can make use of literature which is believed to be useful in reinforcing the language skills and facilitate the process of teaching. This section will shed light on the role of short stories in enriching EFL learners’ vocabulary knowledge as they are considered the most useful authentic literary genres. It will tackle the definition of short stories, their different elements, the reasons behind choosing this literary genre and their benefits concerning the students’ level.

1- What is a short story?

It is undiscussable that short stories represent the most effective literary genre which helps students improve their target language vocabulary. They cover a wide range of fields such as language, arts, social studies and issues. Moreover, students seem to be in a better position to comprehend its content. Short stories also make learning English an enjoyable and attractive process for EFL learners (Murali Krishna and Sandhy, 2015). The issue of introducing literature in foreign language classes is not new, since translating literary texts from the students’ mother tongue to the target language was one of the activities that Grammar Translation Method (GTM) emphasized. However, with the coming of the communicative approach, the use of literature has changed; i.e. translation was no longer used but it is rather used as a source of authentic material in language classes (Hismanglu, 2005). Therefore, short stories tend to be the most effective teaching material that provides learners with opportunities to enjoy the learning process and improve their communicative skills. Abrams (1970) defines it as “a narrative that can be read at one sitting of one and half hour to two hours, and that is limited to a certain unique or single effect, to which way detail is subordinate”. I.e. It represents a piece of a prose which seems to be less complex and learners are likely able to comprehend its content.

2- Elements of short stories

King (2013) argued that any short story should contain the following elements:

- Plot

In which the events of the story are arranged successively as well as the different actions that make up the story. The plot consists of five main parts:
• Introduction

It refers to the act of introducing the setting and characters of the story.

• Rising actions

The events of the story started to develop and become complicated as well as the establishment of the crisis.

• Climax

It refers to the moment in which the suspense reaches its high level.

• Falling action

The complications started to be resolved.

• Resolution

It refers to the final outcome of the story.

❖ Characters

It refers to those people involved in the story; they are represented through physical description, actions, speech and the dialogues between the characters.

❖ Setting

It indicates where and when the story takes place.

❖ Point of view

The story is told from different perspectives. In the first person point of view, the story is told from the narrator’s perspective through using the first person pronouns “I” or “we”. In the second person point of view, the main character is referred to by using the second person pronoun “you”. In the third person point of view, the narrator has no point of view and he/she uses the third person pronoun such as “he”, “she”, “her”, or “his”.

❖ Theme

It refers to the main idea or belief the author wishes to convey.
3- Selection of short stories

The idea that short stories are the most suitable literary genre to use in English teaching due to its shortness and the learners’ ability to comprehend its content is supported by many researchers. Murdoche (2002) indicates that short stories could be very beneficial material in reinforcing the learners’ EFL competencies by being incorporated in learning activities such as, discussion, role play and acting out dialogues. This view is also supported by Hirvela and Boyle (1988) when they claim that short stories are seen as the genre that is less feared, easy to finish and one that promotes imaginative and critical thinking skill. In this respect, story selection plays a very important role. Teachers should choose a story short enough to handle within the provided hours. Furthermore, they should select a story that is interested and relevant to their students’ way of life. McKay (2001) argues that “students read and enjoy a text if the subject-matter is relevant to their life experience and interests”. Similarly, Loukia (2006) recommends “choosing stories with appropriate language level (vocabulary, structures), content (interesting, fun, motivating, memorable, encourages participation), motivation (develop imagination, arouse curiosity, draw on personal experience), and one that has language learning in terms of potential for skills development, language practice, recycling, and learning the target and other cultures”. It implies that, due to their simplicity, short stories they cover a wide range of fields that learners will need. Hill (1994) states three basic criteria for choosing short stories:

1- The needs and abilities of the students.
2- The linguistic and stylistic level of the text.
3- The amount of background information required for a true appreciation of the material.

4- The procedures of introducing short stories

Krikgöz (2012) states that there are three basic procedures through which short stories are presented: presentation, exploration and follow-up.

• Presentation

Here, the story is introduced to the students in order to motivate them and make the literary text comprehensible through pre-reading tasks. In this stage, the students are asked to relate the story to their own experiences by various techniques, such as brainstorming events, characters, feelings (Malley and Duff, 1987).
**Exploration**

Collie and Slater (1991) indicate that in this stage “students’ attention is directed to a study of the theme and the language of the literary genre through various student-centered activities”. It has the aim of making the students appreciate the meaning of the story.

**Follow-up**

Here, the students are exposed to different written activities based on the story. The end goal is to prompt learners' opinions about the focal subject of the story and to practice the vocabulary and grammar they gain from it. For instance, the students are asked to summarize the main ideas of the story and whether they agree with the writer’s point of view or not.

5-Why short stories?

According to Murali Krishna and Sandhy (2015), short stories should be incorporated in FL classes for the following reasons:

- Their length is short enough to cover quickly.
- Theme and plot are not too complicated for the students.
- Variety of choices is available according to the students’ interests.
- They motivate the readers and promote imaginative and critical thinking skill.
- Moral, mysterious and/or humorous stories become valuable tools in the attainment of cultural knowledge.
- Finally, short stories are available for all levels from the beginner to advanced learner, as well as for all ages from young learners to adults (P.59).

6-Benefits of short stories

It is almost impossible to learn a language and be able to express one's self in it without having a considerable amount of vocabulary. The very job of the teacher is to familiarize learners with the English vocabulary. The role of literature, in general and short stories in particular, in FL classes has been advocated because of various advantages (Erkaya, 2005). This latter includes motivational, literary, cultural and higher-order thinking benefits, and reinforcement of the language skills.
6.1-Reinforcing the skills

Short stories make the task easier for the language teachers to teach the four skills at all levels and help learners engage themselves in different activities, such as role play, interpretation of the theme, group discussion. Murdoch (2002) stated “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance English language teaching courses for learners at intermediate levels of proficiency” (p.9).

6.1.1- Listening and Reading

Short stories motivate the students not only to develop their reading skill, but also their imaginative skills and critical thinking. Reading short stories and listening to them provides the students with an opportunity to speak the language in a more imaginative way and discuss everyone’s perspective (Erkaya, 2005).

6.1.2- Listening and Speaking

Paradede (2010) argues that the use of short stories can be powerful and motivating source for both speaking and listening. For instance, students can be provided with the opportunity to listen to recorded short stories, and later on they will be asked to retell it in their own ways (as cited in Bouti, 2014, p.25).

6.1.3- Writing

Stories can also help students to improve their writing. According to Oster (1989), literary texts help students to write more creatively. This could happen because when they read, they interact with the text. By interacting with the text, they interpret what they read. By interpreting what they read, they work toward writing English more creatively. For instance, the teacher may ask the students to summarize what they have read or to write out a dialogue.

6.2-Motivating Students

Using short stories as part of literature in teaching English as a foreign language (FL)/ second language (SL) is highly motivating since they usually have beginning, middle and an end. Elliott (1990) affirms that literature motivates advanced students
“motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities” (p.197).

6.3- Teaching Culture

By teaching short stories, the students will learn about the target culture that will cultivate in them a sense of understanding and respecting people's differences. I.e. They make cultural differences understood and tolerated. Therefore, language instructors should take into account the culture of the students and respect it. Moreover, as students face new culture, they become more aware of their own culture. They start comparing their culture to the new one by trying to seek whether there are similarities and differences between their own and the target cultures (Erkaya, 2005). Misinterpretation occurs due to differences between the two cultures as Gajdusk (1988) explains “to avoid misinterpretation, instructors should introduce the culture to the students or ask them to find relevant information about it” (p.232).

6.4- Teaching Higher-Order Thinking

Howie (1993) points out that short stories serve as an effective material to instruct critical thinking. Also, Young (1996) believes that short stories have two essential advantages over traditional content. First, because they are stimulating, students' pervasive fear is diminished, and they gain from the beginning that critical thinking is natural and familiar. Second, stories put issues of critical thinking in an effectively recalled way. Bloom (1956) provided five main levels of developing learners' thinking order from low-order thinking to higher-order thinking:

- **Knowledge**

  Students are able to recall information and respond to questions about characters, dates and places. Thus, when being asked about these things, they will have no difficulties in answering these questions.

- **Comprehension**

  In this level, the students have to demonstrate their comprehension by comparing, describing and stating the main ideas of the story.
 Application

In here, the students try to solve problems depending on their knowledge about the story. i.e, they apply the knowledge they gain through the previous stages.

 Analysis

At this stage, students are supposed to analyze, contrast and infer facts/ ideas about the story.

 Synthesis and evaluation

In this level, teachers may ask questions that will address the students’ critical thinking after making sure that they have reached the four aforementioned levels (as cited in Bouti, 2014, p.27).

6.5- Introducing Literary Elements

Gajdusek (1988) affirms that instructors can introduce literary elements by using short stories. Therefore, he proposed three main activities in order to involve learners in learning literature:

 Pre-reading activities

Students have the opportunity to learn about the background of the story. Hence, teachers may start by asking them general questions about the story.

 Factual in-class work activities

At this level, students should be asked questions about who, what, where and when of the story, or the writer’s point of view. In here, the students can begin to understand with the help of their teacher what each element means.

 Extending activities

The students must be able to use their knowledge of the language to express their ideas and demonstrate their understanding.
The role of short stories in vocabulary enrichment

It is undeniable reality that the essential goal of any EFL teaching and learning situation is to help learners to build up their diverse skills and to communicate successfully in the target language. In doing so, the crucial responsibility of the educator is to furnish learners with an “authentic” exposure to the language in question in order to be able to perceive its different employments. Vocabulary enrichment is one evident angle that they need to achieve. Short stories are thought to be the most acceptable literary genre that serves to meet the learners’ needs and interests. By using short stories, EFL learners have the opportunity to discover vocabulary items that rarely occur in spoken language and they will be easy for them to grasp because of context (Al-Dersi, 2013). The more the learners read short stories, the wider their vocabulary will be. Indeed, it is argued that word meanings are retained longer when they are included in numerous classroom activities. And the use of short stories in EFL classes offers the opportunity for integrating vocabulary with other language skills (Erkaya, 2005). So, EFL learners will be able to practice the vocabulary they gained from short stories easily. The learners’ vocabulary is enriched through the use of short stories, as each story provide them with a variety of new items. Therefore, short stories are believed to be the most effective literary genre that helps learners develop their different abilities.

Conclusion

It is undoubtedly argued that the primary objective of an EFL class is to help learners communicate effectively and fluently in the target language. Therefore, instructors should provide their learners with the authentic/real use of words since they are better learned in context rather than in isolation. Short stories will serve as a source that reinforces the learners’ vocabulary, motivation, critical thinking and brings enjoyment into the classroom atmosphere as King (2013) argued that “pleasure and learning go hand in hand, but pleasure leads the way”. In fact, short stories are believed to be very helpful in enriching EFL learners’ vocabulary knowledge and developing their different abilities. Therefore, there exist a relationship between vocabulary and short stories, and this will be proved in the coming chapter.
Chapter Two:

The Field of Investigation

Introduction

After introducing the review of the related literature on English vocabulary knowledge and short stories, what comes next is the field of investigation. This chapter, therefore, is devoted to the practical part that the researcher did in order to test the hypothesis. The researcher will start by shedding some light on the methodology chosen for carrying this research with providing the reasons behind this choice. Furthermore, learners’ and teachers’ questionnaires, their description, analysis and discussion of the obtained results will be presented.

1. Choice of Method

The present study aims at describing the correlation between the vocabulary knowledge as the dependent variable and short stories as the independent variable and the usefulness of the latter to enrich the students' English vocabulary knowledge. The data is collected through the use of two questionnaires which are delivered to both teachers and students aiming at finding out their attitudes towards the role of short stories in enriching EFL learners’ vocabulary knowledge.
Section One: Students’ Questionnaire

1- The sample

Thirty (30) students who responded to the questionnaire have been chosen randomly from a total number of 110 second year LMD students at the department of English at Abdelhafid Boussouf University Center, Mila. The selection of such a sample was based on the assumption that second year LMD students are considered to be more aware of the importance of vocabulary knowledge in enriching and ameliorating their different abilities and communicative skills.

2- Description of the Questionnaire

The questionnaire includes 26 questions grouped into 05 sections in an attempt to give us a set of information under one aim related to our study. The questions are either closed questions requiring “yes” or “no” answers, or multiple choice questions requiring from the respondent to choose the appropriate answer from a set of options and sometimes with providing justifications. The first section is designed to provide us with students’ personal information (questions from 1 to 5). In these questions students are asked about their gender, baccalaureate exam, whether studying English at university was their choice or not and how they see their level in English. The second section is about vocabulary teaching and learning. It contains ten questions (from 6 to 15). For example, they are asked about the importance of vocabulary, whether they find difficulties when communicating their ideas, how they judge their vocabulary knowledge and the strategies they make use of to enhance their vocabulary. The third section of the questionnaire deals with students’ views about short stories. It consists of seven questions (from 16 to 22). Section four is about the role of short stories in enriching the learners’ EFL vocabulary knowledge. I.e, the relation between the two variables. It consists of four questions (from 23 to 25). The last section is designed for further comments and suggestions concerning this topic (question 26).

3- Analysis of the results

Q 01: Gender: Are you a:

a. Female
b. Male
<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td>B</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 01: Students’ Gender

The table shows that the number of females is more than that of males. This indicates that females are more interested to learn English than males who prefer scientific studies.

Q 02: Your baccalaureate exam is ……..

<table>
<thead>
<tr>
<th>Baccalaureate exam</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature and philosophy</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>Foreign languages</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 02: Students’ baccalaureate exam

Figure 03: Students’ baccalaureate exam

As the table shows, the high percentage of students (50%) have studied foreign languages. And a percentage of (30%) studied literature and philosophy. And the remaining ones that represent a percentage of (20%) came from the scientific branch. This shows that those who have studied foreign languages are expected to have a good level in English.
Q 03: Was it your desire to study English at university?
   a. Yes
   b. No

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>23</td>
<td>76.66%</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
<td>23.33%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 03: Students’ desire to learn English

Table 03 shows that 76.66% of the students are studying English on the basis of their desires. Whereas, (23.33%) of them argue that they wanted other specialties for further studies. This result denotes that all students are motivated to learn English.

Q 04: Justify your answer
As Table 04 shows, (46.66%) of the students claim that they have chosen to study English to be able to communicate with others effectively. A percentage of (30%) argue that because it is a lingua franca. The rest (23.33%) indicate that they wanted to study another specialty. This reveals that students are aware about the importance of the English language.

Q 05: Your level in English is

a. Very good  
b. Good  
c. Moderate  
d. Poor  
e. Very poor
### Table 05: Students’ level in English

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>B</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>C</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>D</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>E</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table above shows that the highest percentage of students (50%) believe that their level in English is moderate, (30%) argue that their level is good and (20%) of them claim that their level is poor. However, no one of them believes that his/her level is very poor or very good. This could be a justification to the fact that they still have problems in expressing themselves.

**Q 06:** Vocabulary is very important for the development of the four skills?

a. Strongly agree  
   b. Agree  
   c. Strongly disagree  
   d. Disagree

### Table 06: Students’ views about the importance of vocabulary for the development of the four skills

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td>B</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>C</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>D</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

The obtained results show that the majority of the students (70%) strongly agree on the point that vocabulary is important for the development of the four skills, and (30%) of them claim that they agree. Since the students are aware about its importance, no one stands for the other options.

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

a. Yes
b. No

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>28</td>
<td>93.33%</td>
</tr>
<tr>
<td>B</td>
<td>02</td>
<td>6.66%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 07: Students’ views about the importance of acquiring new items

The obtained results at Table 07 show that most of the students (93.33%) give much importance to acquiring new items. While a percentage of (6.66%) believe that it is not important. This indicates that the learners want to enrich their linguistic repertoires in order to be able to express themselves in a good way.

**Q 08**: Justify your answer

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills’ development</td>
<td>13</td>
<td>46.42%</td>
</tr>
<tr>
<td>Effective communications</td>
<td>5</td>
<td>17.86%</td>
</tr>
<tr>
<td>Expand their repertoires</td>
<td>10</td>
<td>35.72%</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 08: Students’ justifications about the importance of acquiring new items
The students who answered “yes” in the previous question give different reasons concerning their answer. The most important reason that was stated by a percentage of (46.42%) is skills development since vocabulary is considered as a key to language development. The second reason mentioned by students (35.72%) was to expand their repertoires. In order to be able to understand others easily. Whereas the rest (17.86%) stated that acquiring new items permits them achieve effective communications with native speakers.

Q 09: When you meet a difficult word, do you ask for any help?

a. Yes
b. No

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>29</td>
<td>96.66%</td>
</tr>
<tr>
<td>B</td>
<td>01</td>
<td>3.33%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 09: Rate of students who ask for help when meeting difficult words

Table 09 shows that almost all the students (96.66%) ask for help when meeting difficult words. A few of them (3.33%) believe that they do not ask for any kind of help.
The results show the students’ desire to learn new items and develop their repertoires no matter the mean is.

**Q 10:** If “yes”, do you:

a. Ask your colleagues?

b. Ask your teacher?

c. Check into the dictionary?

d. Guess meaning from the context.

e. Others (please specify).

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>05</td>
<td>17.24%</td>
</tr>
<tr>
<td>B</td>
<td>10</td>
<td>34.49%</td>
</tr>
<tr>
<td>C</td>
<td>08</td>
<td>27.59%</td>
</tr>
<tr>
<td>D</td>
<td>04</td>
<td>13.79%</td>
</tr>
<tr>
<td>E (Internet)</td>
<td>02</td>
<td>6.89%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>29</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Table 10:** Students’ methods for asking for help when meeting difficult words

Table 10 shows that (34.49%) choose to ask their teacher and (27.59%) of them prefer checking into the dictionary, while some others (17.24%) adopted the method of asking their colleagues. Whereas, others (13.79%) guess the ambiguous meanings from the context. The rest of the students (6.89%) choose another method which is the internet. This shows that they consider their teachers and dictionaries the best and certain sources of acquiring new items.

**Q 11:** How would you judge your English vocabulary knowledge?

a. Very good
d. Poor

b. Good
e. Very poor

c. Moderate
Table 11: Students’ views about their English vocabulary knowledge

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2</td>
<td>6.66%</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>C</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>13.33%</td>
</tr>
<tr>
<td>E</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

By looking at table 11, it can be noticed that (60%) of the students believe that their English vocabulary knowledge is moderate, and (20%) of them claim that their vocabulary knowledge is good. Others (13.33%) say that their vocabulary knowledge is poor and (6.66%) of them consider their vocabulary knowledge as very good. While no one says that his/her vocabulary knowledge is very poor. The results indicate that the students still suffer from a lack of the appropriate vocabulary that serves their needs and help them communicate effectively with others.

Q 12: When you communicate your basic ideas, do you find difficulties?

a. Yes
b. No
<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>B</td>
<td>12</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 12: Students’ views about their difficulties in communicating their ideas

As indicated in table 12, above half of the students (60%) claim that they find difficulties when they communicate their ideas. This is an indicator of the learners’ lack of the appropriate vocabulary. Whereas, (40%) of them believe that they do not find any difficulties and they can express themselves easily.

**Q 13:** If “yes”, how often?

a. Always  
b. Often  
c. Sometimes  
d. Rarely  
e. Never

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>02</td>
<td>6.66%</td>
</tr>
<tr>
<td>B</td>
<td>06</td>
<td>20%</td>
</tr>
<tr>
<td>C</td>
<td>09</td>
<td>30%</td>
</tr>
<tr>
<td>D</td>
<td>01</td>
<td>3.33%</td>
</tr>
<tr>
<td>E</td>
<td>12</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 13: Frequency of students’ difficulties in communicating their ideas

It is obvious from the table above that (30%) of the students claim that they sometimes face difficulties in communicating their ideas, and (20%) of them say that they often face difficulties. Others (6.66%) state that they always face difficulties, and few of them (3.33%) argue that they rarely face problems. While (40%) of the questionnaire respondents believe that they never faced this problem. From the results we assume that the learners’ frequency of facing problems differ among them. This is due to their level in English in general.

**Q 14:** Do you use any strategies to enhance your vocabulary?

a. Yes
b. No

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>24</td>
<td>80%</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 14: Students’ responses about whether they use any strategies to enhance their vocabulary

Table 14 shows that most of the students (80%) make use of some strategies to enhance their vocabulary; whereas, (20%) of them argue that they do not rely on such strategies. This indicates that the learners wish to enrich their EFL vocabulary knowledge, and they are aware of its importance in developing their diverse language skills.

Q 15: If “yes”, please mention any.
The students who responded by “yes” in the previous question give different strategies that they rely on. **58.33%** of them claim that they adopt the translation strategy. Its common use could be explained by its availability especially with the use of the internet. Others (**29.16%**) think that defining words is the most useful strategy through the use of dictionaries. The rest (**12.5%**) rely on the strategy of asking for examples since the latter are believed to be effective in explaining the meaning of ambiguous words.

**Q 16:** Are you familiar with short stories?

a. Yes

b. No
As Table 16 shows, all the students declare that they are familiar with short stories since they are dealing with them in the literature module.

**Q 17:** Do you like reading short stories.

a. Yes
b. No

Table 17 indicates that the majority of the students (90%) state that they like reading short stories, whereas only (10%) of them claim that they do not like reading...
them. This indicates that the learners are aware of the idea that short stories are helpful for them, and they give them the opportunity to develop their language proficiency.

Q 18: Justify your answer, please

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop their skills</td>
<td>11</td>
<td>40.74%</td>
</tr>
<tr>
<td>Curiosity</td>
<td>02</td>
<td>7.41%</td>
</tr>
<tr>
<td>Shortness</td>
<td>09</td>
<td>33.33%</td>
</tr>
<tr>
<td>Discover the others’ cultures</td>
<td>05</td>
<td>18.51%</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 18: Students’ justifications about reading short stories

It is obvious that the students who answered “yes” in the previous question give different reasons for their answers. The most important reason mentioned by (40.74%) of the students was to develop their language skills. The second reason given by (33.33%) of them was their shortness, whereas (18.51%) stated that they like reading short stories to discover the others’ cultures. The rest of them (7.41%) claim that reading them do stimulate their curiosity. This denotes that students believe that short stories can be a useful
teaching material that enhances their level in English and helps them expand their repertoires.

**Q 19** Do short stories help you enrich your vocabulary?

a. Yes
b. No

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td>B</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table 19: Students' views about the effect of short stories on their vocabulary*

Table 19 clearly shows that all the students do believe that short stories help them enrich their vocabulary knowledge. As hypothesized by the researcher short stories play a considerable role in enriching vocabulary knowledge of EFL learners.

**Q 20:** Justify your answer, please

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each short story provides them with new items</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table 20: Students' justifications about the effect of short stories on their vocabulary*

All the students who answer “yes” in the previous question say that short stories help them enrich their vocabulary knowledge because each story provides them with a variety of new items. This indicates that the language used in each story is simple and suitable to the learners' level.

**Q 21:** Does your teacher use short stories in the classroom?

a. Yes
b. No
<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>26</td>
<td>86.66%</td>
</tr>
<tr>
<td>B</td>
<td>04</td>
<td>13.33%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 21: Teachers’ use of short stories in the classroom

From table 21, it is clear that (86.66%) of the students claim that their teachers use short stories in the classroom. However, (13.33%) of them state the opposite. This shows that EFL teachers consider short stories as a useful teaching material that helps them teach new vocabulary items in context.

Q 22: If “yes”, then how often?

   a. Always    c. Sometimes
   b. Often     d. Rarely

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10</td>
<td>38.46%</td>
</tr>
<tr>
<td>B</td>
<td>09</td>
<td>34.61%</td>
</tr>
<tr>
<td>C</td>
<td>07</td>
<td>26.92%</td>
</tr>
<tr>
<td>D</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 22: Frequency of teachers’ use of short stories in the classroom

As it is noticed in table 22, (38.46%) of the students state that their teachers always use short stories. 26.92% of the students claim that their teachers often use short stories, while (34.61%) of them agree that they sometimes use them. And no one says that they rarely use them. This denotes that the use of short stories needs to be explored as it has many pedagogical benefits.

Q 23: Do you think that integrating short stories in the syllabus of other modules will enrich your EFL vocabulary knowledge?

   a. Yes
   b. No
Table 23: Students’ views about the effect of short stories on enriching their vocabulary

From table 23, it is noticed that all the students agree on the point that integrating short stories in the syllabus of other modules will enrich their vocabulary knowledge. This indicates that short stories make the task easier for both teachers and learners to engage in the teaching/learning process. Indeed, they are highly motivating and help the students reinforce their different skills.

Q 24: In your opinion, which skills do short stories affect more?

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

Table 24: Students’ views about the effect of short stories on language skills
Table 24 indicates that almost half of the students (46.66%) believe that short stories affect mostly the writing and speaking skills. 30% of them agree that they do affect the reading and listening skills. However, (16.66%) of them say that writing is the most affected skill by using short stories. While only (6.66%) of the students believe that short stories affect the reading skill. Whereas, no one says that short stories affect the listening and speaking skills. This shows that short stories do take part in the development of the four skills.

Q 25: How can short stories be useful for you as an EFL learner?

a. It motivates you.
b. It develops your critical thinking.
c. It develops your cultural awareness.
d. It enhances your understanding of literature.
<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>06</td>
<td>20%</td>
</tr>
<tr>
<td>B</td>
<td>02</td>
<td>6.66%</td>
</tr>
<tr>
<td>C</td>
<td>08</td>
<td>26.66%</td>
</tr>
<tr>
<td>D</td>
<td>10</td>
<td>33.33%</td>
</tr>
<tr>
<td>C-D</td>
<td>04</td>
<td>13.33%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 25: Students’ views about the usefulness of short stories

Table 25 shows that the highest percentage (33.33%) is devoted to students who claim that short stories do enhance their understanding of literature, and (26.66)% of them see short stories as a means to develop their cultural awareness. Some others (20%) agree that short stories serve as a motivating activity, and (13.33 %) of them consider short stories useful in both developing their cultural awareness and enhancing their understanding of literature. However, only (6.66%) of the students think that they are helpful in developing their critical thinking. This indicates that short stories help students to expand their cultural knowledge, cognitive skills and linguistic competence. In other words, they are highly beneficial when being incorporated in foreign language classes.

Q 26: Please add any suggestions or comments concerning the role of short stories in enriching vocabulary knowledge of EFL learners.

Most of the students to whom the questionnaire was administered mentioned that they want to develop their vocabulary knowledge and communicate in the English language effectively. They stated that short stories serve as an effective teaching material that provides them with a variety of new items. Indeed, they affirm that they find the learning process more enjoyable by using short stories.

4- Discussion of the obtained results

The obtained results from the students’ questionnaire denote that more than half of the students (70%) agree about the fact that vocabulary is important for the development of the four skills, since it enables them to express themselves and exchange pieces of information with others. Almost all students (93.33%) give importance to acquiring new items and this indicates their desire to enrich their linguistic repertoire. 60% of them see
that their English vocabulary knowledge is moderate and that is why they find difficulties in expressing their opinions.

All students show that they are familiar with short stories since they are already integrated in their syllabus. So, learners should demonstrate to their teachers that they really appreciate and value reading short stories in their classes.

All students agree about the fact that short stories help them enrich their vocabulary. This shows that they seem to be interested about the incorporation of this material in their classes since each story is supposed to provide them with a variety of new items.

EFL teachers make use of short stories in different degrees and this denotes that they value the use of literature in foreign language classes. Thus, EFL learners believe that incorporating short stories in the syllabus of other modules will enrich their vocabulary and would have positive results on their proficiency level.

Indeed, it is clearly noticed that all students agree about the fact that short stories do participate in the development of the four skills, yet they have different views about which skills are mostly affected by them.

In brief, it is obviously clear that the chosen sample from second year LMD students at Abdelhafid Boussouf University Center, Mila is interested in the use of short stories in the EFL class. Their responses show that short stories have a lot of benefits to offer especially in enriching their vocabulary knowledge. Hence, students will learn vocabulary items in context. Therefore, the discussion of the obtained results denotes that the suggested hypothesis is confirmed and students believe that the use of short stories helps them enrich their EFL vocabulary knowledge. This is reflected in the last part of the questionnaire where they stated that they find learning through short stories more enjoyable and easier.
Section Two: Teachers’ Questionnaire

1- The sample

Our sample is composed of twenty (20) teachers at the department of English at Abdelahafid Boussouf University Center, Mila. This sample was chosen because it is believed that teachers have the ability to determine the effectiveness of short stories, since they have a direct contact with learners.

2- Description of the Questionnaire

The questionnaire includes 21 questions grouped under 05 sections; each one is supposed to give us a set of information under one aim related to our study. The questions are either closed questions requiring “yes” or “no” answers or the choice of appropriate answer from a set of options and sometimes with providing justifications. The first section is designed to provide us with teachers’ personal information (gender, the degree that they held and their teaching experience). The second section is about vocabulary teaching and learning. It contains eight questions (questions from 4 to 11). For example, they are asked about the importance of vocabulary, how they evaluate their learners’ English vocabulary, the frequency of their learners’ difficulties in expressing their ideas and the different strategies they use to teach vocabulary. The third section of the questionnaire deals with teachers’ attitudes about short stories and their role in enriching the learners EFL vocabulary knowledge. It consists of five questions (questions from 12 to 16) such as, their use of short stories, which stories they prefer to adopt and the criteria upon which they choose the story included in their class. Section four is about the role of short stories in enriching the learners’ EFL vocabulary knowledge. I.e, the relation between the two variables. It is composed of six questions (questions from 17 to 20). For example, their attitudes about whether integrating short stories in the syllabus is useful for learners or not, which skills are more affected by them and their benefits for learners. The last section is designed for further comments and suggestions concerning this topic (question 21).

3- Analysis of the results

Q 01: Gender: you are a

a. Female
b. Male
Table 26: Teachers’ Gender

As table 26 shows, the number of female teachers (65%) is higher than that of males (35%). This indicates that females are more interested in teaching foreign languages than males.

Q 02: What is your qualification?

a. PHD
b. Magister
c. Master
d. License

Table 27: Teachers’ Qualifications

Figure 14: Teachers’ Qualifications
The above table indicates that the majority of teachers (40%) have a magister degree, (25%) of them have master degree, (20%) hold a PHD degree and the rest (15%) have a license qualification. This denotes that teachers are qualified to do their responsibilities and help their learners ameliorate their diverse abilities.

Q03: How long have you been teaching English?

a. Less than 5 years
b. Between 5 and 10 years
c. More than 10 years

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>B</td>
<td>11</td>
<td>55%</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 28: Teachers’ experience in teaching English

Table 28 shows that most of the teachers (55%) have a teaching experience between 5 and 10 years, (25%) of them have less than five years, and (20%) of them have more than ten years experience in teaching EFL. This indicates that the responses of those who have a teaching experience between 5 and 10 years are supposed to be of great importance when compared with the remaining ones.

Q 04: Vocabulary is very important for the development of the four skills?

a. Strongly agree      c. Strongly disagree
b. Agree               d. Disagree

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>B</td>
<td>04</td>
<td>20%</td>
</tr>
<tr>
<td>C</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>D</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table29: Teachers' views about the importance of vocabulary
As indicated in Table 29, it is noticed that most of the teachers (80%) strongly agree on the point that vocabulary is important for the development of the four skills. Some others (20%) do agree with this view. Whereas, no one thinks that it is not important. This shows that vocabulary is considered as the vital nerve that helps learners develop their different abilities.

Q 05: Do your students acquire new items during their classes?

a. Yes
b. No

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>B</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 30: Teachers’ views about the acquisition of new vocabulary items

It is clearly noticed from this table that the total number of teachers (100%) admitted that their students acquire new vocabulary items during EFL classes. They believe that providing their learners with a variety of topics will facilitate the process of acquiring new vocabulary items.

Q 06: How would you evaluate your learners’ English vocabulary?

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>B</td>
<td>06</td>
<td>30%</td>
</tr>
<tr>
<td>C</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>D</td>
<td>04</td>
<td>20%</td>
</tr>
<tr>
<td>E</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 31: Teachers’ views about EFL learners’ vocabulary
From this table 31, it can be assumed that the majority of teachers (50%) stated that their learners' English vocabulary is moderate. Moreover, 30% of them believe that it is good. Furthermore, some of them (20%) claim that their learners' vocabulary is poor. This is an indicator that their learners still suffer from a lack of vocabulary when they come to communicate their basic ideas whether written or spoken.

Q 07: How often do your learners encounter difficulties when they come to communicate their basic ideas?

a. Always
d. Rarely
b. Often
e. Never
c. Sometimes

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>03</td>
<td>15%</td>
</tr>
<tr>
<td>B</td>
<td>05</td>
<td>25%</td>
</tr>
<tr>
<td>C</td>
<td>08</td>
<td>40%</td>
</tr>
<tr>
<td>D</td>
<td>04</td>
<td>20%</td>
</tr>
<tr>
<td>E</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 32: Frequency of learners’ difficulties in communicating their ideas

From the results of table 32, we can say that most of the teachers (40%) declared that their learners sometimes face difficulties in communicating their ideas, 25% of them claim that the learners often face this problem. Moreover, 20% of the teachers believe that their learners rarely encounter difficulties in communicating their ideas. The rest (15%) claim that their learners always have problems in expressing themselves. This denotes that the learners’ vocabulary needs to be expanded over time in order to give them the opportunity to communicate effectively with others.

Q 08: Mention any of the difficulties they encounter?
<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of adequate vocabulary</td>
<td>09</td>
<td>45%</td>
</tr>
<tr>
<td>Thinking in their L1</td>
<td>07</td>
<td>35%</td>
</tr>
<tr>
<td>pronunciation</td>
<td>04</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 33: Learners’ difficulties in communicating their basic ideas**

All the teachers who answered the previous question have mentioned some of the difficulties that their learners face. 45% of them say that their learners suffer from a lack of adequate vocabulary. Whereas, some others (35%) claim that the learners think in their L1. The rest (20%) of the teachers state that their learners do face problems of pronunciation. This indicates that EFL learners must constantly work hard with the help of their educators to overcome these problems and try to enhance their vocabulary knowledge.

**Q 09:** Which of the following strategies you adopt to teach your learners new vocabulary items?

a. Realia  
b. Body language  
c. Provide examples
d. Translation

e. Others …………

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>06</td>
<td>30%</td>
</tr>
<tr>
<td>B</td>
<td>02</td>
<td>10%</td>
</tr>
<tr>
<td>C</td>
<td>04</td>
<td>20%</td>
</tr>
<tr>
<td>D</td>
<td>01</td>
<td>5%</td>
</tr>
<tr>
<td>E</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>A-C</td>
<td>05</td>
<td>25%</td>
</tr>
<tr>
<td>A-D</td>
<td>02</td>
<td>10%</td>
</tr>
<tr>
<td>total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 34: Strategies adopted by teachers to teach new vocabulary items

Figure 16: Strategies adopted by teachers to teach new vocabulary items

Table 34 shows that teachers make use of different strategies to teach new vocabulary items. Most of them (30%) rely on realia, and (20%) provide examples. Moreover, (10%) of them rely on body language, and (5%) of the teachers rely on translation. Furthermore, some others (25%) claim that they adopt both realia and providing examples, and (10%) of them state that they rely on realia and translation. The
strategies adopted by the teachers seem to be very useful for the learners. In other words, EFL teachers are doing their best to help their learners enrich their vocabulary repertoire.

**Q 10:** As an EFL teacher, do you think that having a considerable amount of vocabulary will help learners master the four skills?

a. Yes

b. No

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>B</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table 35: Teachers’ views about the importance of vocabulary in mastering the four skills*

All the teachers (100%) stated that they agree on the point that vocabulary will help learners master the four skills since it is the cornerstone of skills development, and it is very important for them to communicate effectively with both native speakers and non-native speakers. Thus, they can be understood if they make grammatical mistakes, but if they lack adequate vocabulary, it will be difficult for them to convey their ideas.

**Q 11:** Justify your answer, please.

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to communicate</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>Language development</td>
<td>11</td>
<td>55%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table 36: Teachers’ justifications about the importance of vocabulary*

From table 36, we can assume that there are different views concerning the importance of vocabulary in mastering the four skills. 55% of teachers believe that it helps learners develop their language, and (45%) of them argue that it enables them communicate effectively with others. This shows that having a considerable amount of vocabulary will help EFL learners to establish successful communications with people from different speech communities.
Q 12: Do you use short stories in your classroom?

a. Yes  

b. No

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>13</td>
<td>65%</td>
</tr>
<tr>
<td>B</td>
<td>07</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 37: Using short stories as a vocabulary development activity

![Pie Chart]

Figure 17: Using short stories as a vocabulary development activity

It is noticed from table 37 that the highest percentage of teachers (65%) use short stories during their classes, while (35%) of them do not use them. Because they believe that using short stories in their classes will create a healthy and enjoyable atmosphere in which learners feel free to express their different views about the story.

Q 13: If “yes”, how often?

a. Always  
b. Often    
c. Sometimes  
d. Rarely
<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>01</td>
<td>7.69%</td>
</tr>
<tr>
<td>B</td>
<td>04</td>
<td>30.76%</td>
</tr>
<tr>
<td>C</td>
<td>08</td>
<td>61.53%</td>
</tr>
<tr>
<td>D</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 38: Frequency of teachers’ use of short stories

Figure 18: Frequency of teachers’ use of short stories

As it is clearly noticed in table 38, (61.53%) of EFL teachers claim that they use short stories from time to time, (30.76%) of them use them most of the time, While (7.69%) of teachers claim that they always use stories in teaching EFL. This indicates that teachers tend to depend on short stories to provide their learners with an authentic model of language use and to raise their learners’ understanding of literature.

Q 14: Do you prefer stories written by:

a. English writers
b. English writers from other nationalities
c. Both of them
Table 39: Teachers’ choice of short stories writers

From table 39, we can assume that all the teachers (100%) prefer to use short stories written by both English writers and those who came from other nationalities and write in English. This denotes that EFL teachers wish to provide their learners with a variety of short stories in order to give them the opportunity to discover the different usages of words by many writers.

Q 15: Justify your answer, please.

Table 40: Teachers’ justifications about their choices

Figure 19: Teachers’ justifications about their choices
All teachers who answered “yes” in the previous question gave different reasons for their choices. 80% of them claim that they use both of them to familiarize their learners with the different styles of English writing. While (20%) of the teachers believe that they raise the learners understanding of English.

**Q 16:** On what basis you choose the short story integrated in your class?

- a. Shortness  
- b. Simplicity  
- c. Readability  
- d. Students' interests

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>01</td>
<td>7.69%</td>
</tr>
<tr>
<td>a-b-d</td>
<td>06</td>
<td>46.15%</td>
</tr>
<tr>
<td>a-c</td>
<td>01</td>
<td>7.69%</td>
</tr>
<tr>
<td>d</td>
<td>02</td>
<td>15.38%</td>
</tr>
<tr>
<td>b-c</td>
<td>03</td>
<td>23.07%</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 41: The basic criteria for choosing short stories**

![Figure 20: The basic criteria of choosing short stories](image)

From the obtained results in table 41, it is clearly noticed that the majority of teachers (46.15%) choose the short story to be used on the basis of its shortness, simplicity
and students' interests. 23.07% of them claim that they choose it on the basis of its shortness and students' interests, and (15.38%) opt for the students' interests criteria. (7.69%) of the teachers say that they rely on the criteria of shortness and equal percentage (7.69%) state that they choose their short stories on the basis of their shortness and readability. This indicates that short stories could be a very beneficial material in reinforcing the learners' EFL competencies if they are well selected by the teachers.

Q 17: Do you think that integrating short stories to enrich vocabulary knowledge of EFL learners is important?

a. Yes
b. No

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>B</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 42: Teachers' views about integrating short stories to enrich vocabulary of EFL learners

From table 42 and from teachers' answers, it is clear that all teachers (100%) agree on the point that short stories are useful and serve as a very important tool to enrich the vocabulary knowledge of EFL learners. They provide learners with an authentic exposure to the language in order to be able to perceive its different employments, and their length is short enough to be covered in a short period of time.

Q 18: Justify your answer, please

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop their communicative skills</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>Expand their repertoires</td>
<td>06</td>
<td>30%</td>
</tr>
<tr>
<td>Cultural understanding</td>
<td>04</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 43: Teachers' justifications to the importance of integrating short stories in an EFL class

58
Figure 21: Teachers’ justifications to the importance of integrating short stories in an EFL class

All EFL teachers who answered “yes” in the previous question gave different reasons which justify the incorporation of short stories to develop vocabulary knowledge of their learners. Half of them (50%) state that they develop the learners’ communicative skills, (30%) declared that they help the learners to expand their repertoires, and the rest (20%) of the teachers believe that short stories develop the cultural understanding of learners.

Q 19: In your opinion, which skills does a short story affect more?

- Reading
- Listening
- Writing
- Speaking

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>01</td>
<td>5%</td>
</tr>
<tr>
<td>C</td>
<td>01</td>
<td>5%</td>
</tr>
<tr>
<td>C-D</td>
<td>05</td>
<td>25%</td>
</tr>
<tr>
<td>A-C</td>
<td>04</td>
<td>20%</td>
</tr>
<tr>
<td>A-C-D</td>
<td>07</td>
<td>35%</td>
</tr>
<tr>
<td>A-D</td>
<td>02</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 44: The most affected skills by using short stories
Figure 22: The most affected skills by using short stories

It is clearly noticed from table 44 that the majority of teachers (35%) believe that the reading, writing and speaking skills are the most affected by the use of short stories. Some others (25%) say that the writing and the speaking skills are the most affected ones, and (20%) of them claim that the reading and the writing skills are mostly affected by using short stories. While (10%) of the teachers state that the reading and speaking skills are affected by this latter, (5%) say that the reading skill is the most affected skill by using short stories. With equal percentage (5%) for writing. This indicates that the use of short stories will play a considerable role in reinforcing the learners' different skills, thus, developing their language proficiency.

Q 20: How can a short story be useful for learners?

a. It motivates them
b. It develops their critical thinking
c. It develops their cultural awareness
d. It enhances their understanding of literature
<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-b-c-d</td>
<td>09</td>
<td>45%</td>
</tr>
<tr>
<td>a-c-d</td>
<td>05</td>
<td>25%</td>
</tr>
<tr>
<td>b-c-d</td>
<td>01</td>
<td>5%</td>
</tr>
<tr>
<td>b-c</td>
<td>03</td>
<td>15%</td>
</tr>
<tr>
<td>a-d</td>
<td>02</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 45: Usefulness of short stories

From table 45, it is clearly noticed that the majority of teachers (45%) believe that short stories are useful in raising students’ motivation, developing their cultural awareness and understanding of literature, and developing their critical thinking. Others (25%) opted for the options a, c and d together, and (15%) of them agreed that short stories are useful in the case of b and c options together. Some others (10%) state that they are useful in the case of a and d options together. The rest (5%) claim that short stories are useful in the case of b, c and d options together. This shows that short stories are highly beneficial, and they represent an effective teaching material that paves the way for an understanding of the subject matter in an enjoyable way.
Q 21: Please add any suggestions or comments concerning the role of short stories in enriching vocabulary knowledge of EFL learners.

Most of EFL teachers to whom the questionnaire was administered assert that short stories represent an effective teaching material that helps their learners enjoy the learning process and develop their different language skills and abilities. Moreover, some of them claim that teachers should encourage their learners to read short stories before class in order to find out their difficulties and try to put an end to them with the help of the former.

4- Discussion of the obtained results

The obtained results from the teachers’ questionnaire denote that:

In any foreign language teaching/learning situation, the main concern is directed to the development of the four skills and vocabulary is considered to be the most important component through which EFL learners enhance their diverse competencies. This is also indicated by teachers who emphasize the importance of vocabulary for the development of the four skills.

All of them argue that their learners acquire new vocabulary items during their classes since each time they are provided with a variety of topics.

According to teachers, the learners’ English vocabulary is moderate and that is why they face difficulties in expressing themselves. Therefore, teachers should be aware of this fact, and they should help them as much as possible to solve this problem.

In teaching vocabulary, teachers should adopt an authentic material and encourage their learners to learn vocabulary through context. This was reflected in their answers when they declare that they use short stories in their classrooms.

In fact, if the stories are selected appropriately, they will be very beneficial. Therefore, the criteria upon which the story is selected differ from one teacher to another. Yet, most of them agree that the simplicity of the short story, its shortness and students’ interests are common criteria upon which stories should be selected.

All teachers assumed that integrating short stories to enrich vocabulary knowledge of EFL learners is important since they provide them with authentic exposure to the language, enable them to perceive its different employments and enhance their cultural
understanding. All teachers agree about the fact that short stories do affect the learners’ language skills and help them develop them.

All teachers state that short stories can be very beneficial since they represent an effective teaching material that helps them create a healthy and enjoyable atmosphere in their classes.

In brief, the discussion of the obtained results from teachers’ questionnaire reveals that the suggested hypothesis was confirmed. Therefore, all teachers believe that using short stories is very useful in enriching vocabulary knowledge of EFL learners. Besides, they have positive attitudes towards the incorporation of this latter in foreign language classes.

**Conclusion**

To sum up, the obtained results of both questionnaires indicate that both teachers and learners consider short stories as an effective teaching material that can be used to enrich vocabulary knowledge of EFL learners. Thus, they consider them as a motivating and pleasurable tool that leads to positive results in the teaching/learning process.
Section Three: Implications and Suggestions

After presenting the review of the related literature and the investigation of the hypothesis, this section is devoted to the pedagogical implications based on the findings of the present study, the limitations of the study and the suggestions for further researches.

1-Pedagogical Implications

Through this study, we have come with a good number of pedagogical implications:

- Teachers should invest a great deal of time and effort to make students aware of the importance of vocabulary enrichment.
- They can adopt short stories as a vocabulary enhancement activity and encourage their learners to read them as much as possible. Since English is a foreign language in Algeria, so reading, especially reading authentic materials can provide learners with authentic knowledge of the language that learners may not find outside the classroom.
- Short stories should be integrated in the syllabus and be given much importance, since they provide learners with opportunities to enjoy the learning process. i.e., healthy atmosphere that is characterized by pleasure.
- It is very essential for teachers to train their students to use the vocabulary enrichment strategies.
- Teachers should involve their students in different activities based on short stories to give them the opportunity to express their views freely.
- Last, but not least. In addition to the integration of short stories in the syllabus. EFL learners need encouragement and motivation by their teachers to get positive results.
2-Limitations of the Study

Concerning the limitations of the study, the methodological design followed was not reliable to a large extent. Due to time constraints, we were obliged to gather the necessary data through questionnaires since they allow us to collect a large number of data in a short period of time. The second limitation is that the results of the questionnaires are not valid 100%, since some participants did not devote much time to answer the questions seriously.

3-Suggestions for Further Researches

For further studies, it would be better if future researchers shed light on the same topic following an experimental design.
General Conclusion

This study was carried out with the belief that incorporating short stories in an EFL class may lead to the enrichment of vocabulary knowledge of EFL learners. Therefore, the process of learning English requires from the learner to master its different skills and vocabulary is considered as the main source that help learners develop their different abilities. Furthermore, short stories can provide learners with authentic exposure to the target language; in that, they give the learners the opportunity to discover the native speakers' real life situations.

This work attempts to examine teachers’ and learners’ attitudes towards the role of short stories in enriching vocabulary knowledge of EFL learners. The suggested hypothesis was that short stories would play a considerable role in enriching the learners’ vocabulary knowledge. This hypothesis was confirmed through the obtained results from both questionnaires of teachers of English and second year LMD students at Mila University Center.

The analysis of the questionnaires revealed that vocabulary is considered as a key component for the mastery of the four skills. Therefore, the analysis shows that the learners’ problems in expressing themselves can be decreased through the use of some strategies and techniques. Thus, both teachers and learners are aware about the role of short stories in enriching the EFL vocabulary knowledge.

As a final step in this study, some recommendations have been humbly made with the hope that teachers and educators would take them into consideration.
LIST OF REFERENCES


Bouti, I. (2014). Teachers’ and Learners’ Attitudes Towards the Use of Short Stories to Enhance the EFL Learners’ Speaking Skill. Published Master Thesis. University of Oum El Bouaghi


APPENDICIES

Appendix A: Learners’ Questionnaire.

Appendix B: Teachers’ Questionnaire.
Appendix A

Learners’ Questionnaire

Dear Students,

This questionnaire is designed with the aim of gathering data for the present study; it attempts to shed light on teachers’ and learners’ attitudes towards the role of short stories in enriching vocabulary knowledge of EFL learners.

I will be so thankful if you collaborate with me. Please choose the appropriate answer by ticking the right box (es) and provide statements when necessary.

Gouami Ilham

Master student in Language sciences and TEFL

Faculty of Letters and Languages

Department of English

Oum El Bouaghi University-2016
Section One: Personal Information

1-Gender: Are you a:
   a-Female
   b-Male

2-Your baccalaureate exam is: .............

3- Was it your choice to study English at university?
   a-Yes
   b-No

4- Justify your answer
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………….

5-Your level in English is:
   a-Very good
   b-Good
   c-Moderate
   d-Poor
   e-Very poor

Section Two: Vocabulary teaching/Learning.

6-Vocabulary is very important for the development of the four skills?
   a-strongly agree
   b-Agree
   c-Strongly disagree
   d-Disagree

7-Is it important for you to acquire new items?
   a-Yes
   b-No

8- Justify your answer
   …………………………………………………………………………………………….
9-When you meet a difficult word, do you ask for any help?
   a-Yes  □   b-No  □

10-If “yes”, do you,
   a-Ask your colleagues?  □
   b-Ask your teacher?  □
   c-Check into the dictionary?  □
   d- Guess meaning from the context  □
   e-Others (please specify)

11-How would you judge your English vocabulary knowledge?
   a-Very good  □   d- Poor  □
   b- Good  □   e- Very poor  □
   c- Moderate  □

12-When you communicate your basic ideas, do you find difficulties?
   a-Yes  □   b-No  □

13- If “yes”, how often?
   a-Always  □   d- Rarely  □
   b- Often  □   e- Never  □
   c-Sometimes  □

14-Do you use any strategies to enhance your vocabulary?
Section Three: Short Stories

16-Are you familiar with short stories?
   a-Yes □   b-No □

17-Do you like reading short stories?
   a-Yes □   b-No □

18- Justify your answer, please.
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................

19-Do short stories help you enrich your vocabulary?
   a-Yes □   b-No □

20- Justify your answer, please.
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................

21-Does your teacher use short stories in the classroom?
   a-Yes □   b-No □

22- If “yes”, then how often?
   a-Always □   c- Sometimes □
   b- Often □   d- Rarely □
Section Four: Vocabulary Teaching/ Learning and Short stories

23- Do you think that integrating short stories in the syllabus of other modules will enrich your EFL vocabulary knowledge?
   a-Yes □ □   b- No □ □

24- In your opinion, which skills do short stories affect more?
   a-Reading □ □   c-Writing □ □
   b-Listening □ □   d-Speaking □ □

25- How can short stories be useful for you as an EFL learner?
   a-It motivates you □ □
   b- It develops your critical thinking □ □
   c- It develops your cultural awareness □ □
   d- It enhances your understanding of literature □ □

Section Five: Further Suggestions or comments

26- Please add any suggestions or comments concerning the role of short stories in enriching vocabulary knowledge of EFL learners.

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
Appendix B

Teachers’ Questionnaire

Dear Teachers,

This questionnaire is designed with the aim of gathering data for the present study; it attempts to shed light on teachers’ and learners’ attitudes towards the role of short stories in enriching vocabulary knowledge of EFL learners.

I will be so grateful if you collaborate with me. Please choose the appropriate answer by ticking the right box (es) and provide statements when necessary.

Gouami Ilham

Master student in Language Sciences and TEFL

Faculty of Letters and Languages

Department of English

Oum El Bouaghi-2016
Section One: Personal Information

1- Gender: Are you a:
   a- Female
   b- Male

2- What is your qualification?
   a- PHD
   b- Magister
   c- Master
   d- Licence

3- How long have you been teaching English?
   a- Less than 5 years
   b- Between 5 and 10 years
   c- More than 10 years

Section Two: Vocabulary Teaching/Learning

4- Vocabulary is very important for the development of the four skills?
   a- Strongly agree
   b- Agree
   c- Strongly disagree
   d- Disagree

5- Do your students acquire new items during their classes?
   a- Yes
   b- No

6- How would you evaluate your learners’ English vocabulary?
   a- Very good
   b- Good
   c- Moderate
   d- Poor
   e- Very poor
7- How often do your learners encounter difficulties when they came to communicate their basic ideas?

a- Always ☐ d- Rarely ☐
b- Often ☐ e- Never ☐
c- Sometimes ☐

8- Mention any of the difficulties they encounter?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

9- Which of the following strategies you adopt to teach your learners new vocabulary items?

a- Realia ☐
b- Body Language ☐
c- Provide examples ☐
d- Translation ☐
e- Others ☐

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

10- As an EFL teacher, do you think that having a considerable amount of vocabulary will help learners master the four skills?

a- Yes ☐ b- No ☐

11- Justify your answer

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
Section Three: Short Stories

12-Do you use short stories in your classroom?
   a-yes □   b-No □

13- If “yes”, how often?
   a-Always □    e-Rarely □
   b- Often □
   c-Sometimes □

14- Do you prefer the stories written by:
   a-English writers □
   b- English writers from other nationalities □
   c- Both of them □

15- Justify your answer please

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

16- On what basis do you choose the short story integrated in your class?
   a-Shortness □    d-Students’ interests □
   b- Simplicity □
   c- Readability □

Section Four: Vocabulary Teaching / Learning and short stories.

17- Do you think that integrating short stories to enrich vocabulary of EFL learners is important?
   a-Yes □   b- No □

18- Justify your answer, please

………………………………………………………………………………………………
………………………………………………………………………………………………
19- In your opinion, which skills does a short story affect more?

a-Reading ☐  c-Writing ☐

b-Listening ☐  d-Speaking ☐

20- How can short stories be useful for learners?

a-It motivates them ☐

b- It develops their critical thinking ☐

c-It develops their cultural awareness ☐

d-It enhances their understanding of literature ☐

Section Five: Further suggestions and comments

21- Please add suggestions or comments concerning the role of short stories in enriching vocabulary knowledge of EFL learners.

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………


Résumé

L'utilisation des textes littéraires dans les classes des langues étrangères est prouvée être une technique efficace dans l'enseignement d'une langue étrangère. En fait, l'utilisation da la nouvelle dans la classe peut être le plus approprié en raison de sa simplicité et la brièveté par rapport aux autres genres littéraires. Cette étude tente d'enquêter sur les enseignants et les étudiants de l'attitudes d'envers l'utilisation des nouvelles comme matière d'enseignement pour enrichir la connaissance du vocabulaire des étudiants (EFL). Afin de vérifier la corrélation entre les deux variables, nous avons émis l'hypothèse que les nouvelles ont considérée comme un outil important pour l'enrichissement du vocabulaire de la langue Anglaise. Pour répondre à l'objective de la présente étude, deux questionnaires ont été adressé aux étudiants de deuxième année LMD et les enseignants de la langue Anglaise pour obtenir des données valables sur leurs attitude à l'égard de l'utilisation des nouvelles pour enrichir la connaissance du vocabulaire des apprenants. Les questionnaires ont été administré dans le Centre Universitaire Abdelhafid Boussouf à Mila.

La discussion des résultats valides l'hypothèse déclaré que l'intégration des nouvelles dans les classes des langues étrangères sert à enrichir le vocabulaire des apprenants.
استخدام الأدب في تعليم اللغة يمثل تقنية فعالة لا جنية وذلك باستخدام القصة القصيرة.وجهذا فهي تعتبر أنسب نوع أدبي وذلك لبساطتها وإيجازها مقارنة مع الأنواع الأدبية الأخرى. تهدف هذه الدراسة إلى التحقيق في دور القصة القصيرة في إثراء المعرفية بالمفردات في اللغة الأجنبية وذلنك. ومن أجل التحقق من أن القصة القصيرة من شأنها أن تساهم في اكتساب مفردات جديدة باللغة الأجنبية. وقد قدمت مجموعة منcolaعالfilters لطلبة السنة الثانية جامعي وأساتذة اللغة الإنجليزية عبد الحفيظ بو ميلة.

وبعد مناقشة النتائج المتحصل عليها تم تأكيد الفرضية المطروحة من قبل وتبين من خلال ذلك أن إدراج القصة القصيرة في أقسام اللغات الأجنبية من شأنه أن يثري مفردات المتعلمين.