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Exploring The Role Of Reading Short Stories In Improving EFL Learners' Vocabulary Acquisition
A Case study of second year EFL Students at Mohamed Kheider University of Biskra

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Dedication

I gladly dedicate this work to:

The most precious people in my heart who always give me strength and hope.

They are the sunshine of my life, my father Abderrahmane and my beloved mother Fatma.

May Allah protect them.

My beloved sisters Leila, Samra, Amina and Hanane

My dear brothers abderrahime, Nadjib, Fayçal, Younes and Sif Eddine.

My dearest nephews: Iyad, Riyadh, Abdeljalil, Roaa, Abdelmohssine, Hadjer

and my prince Imrane.

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Abstract

The present study aimed to explore the role of reading short stories in improving EFL learners' vocabulary acquisition at Mohammad Kheidher University of Biskra. The hypothesis of this research stated that the integration of short stories in English classes was a useful strategy to foster students' vocabulary acquisition .Hence, the descriptive method is used through administering two questionnaires for both students and teachers. A semi structured questionnaire was administered to a sample of second year EFL students of English; 60 students were selected randomly from two groups in order to catch the students awareness of the role that short stories provide to expand their vocabulary repertoire. Moreover, a semi structured questionnaire was handed to 7 teachers of written expression to investigate their opinions towards the existing relation between reading short stories and learners' vocabulary. The results of this study indicate that the respondents are aware of the merits of integrating short stories as a powerful strategy in improving learners' lexical repertoire. Based on the study results, the suggested hypothesis that reading short stories plays a significant and effective role to improve learners' vocabulary has been confirmed. Accordingly, our research findings call the teachers to increase their students' awareness of the significant role of reading short stories in improving their language level.

Key words: vocabulary acquisition, short stories, EFL learners, reading.

List of abbreviations and acronyms

EFl: English as a Foreign Language.

ESL: English as a second language

VSS: Vocabulary Self- collection Strategy

ELT: English language teaching

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الملخص

General introduction

General introduction

Vocabulary is an essential element in teaching and learning foreign languages; it is the raw material to express all the feelings and thoughts to be transmitted through the medium of language. English vocabulary mastery, in fact, has become a challenging issue for EFL learners. Thus, without adequate vocabulary the students will fail in their communicative task with their surrounding context. If one of the students does not have sufficient vocabulary knowledge, undoubtedly s/he will be discouraged in using the language because s/he will face different difficulties in expressing her/ himself in the four language skills.

Within this course of reasoning, reading contribution appears as tiresome to solidify the vocabulary knowledge and to offer ample opportunities for students to widen their competence and proficiency. Besides, it motivates them to become autonomous learners. Reading has been regarded as a tedious skill that helps students to know how to read and how to understand a passage. Moreover, reading is an intelligent process that is highly deemed to alleviate the problem of inadequate vocabulary knowledge.

In this vein, a short story is a fascinating and pleasurable authentic material, it is a treasured technique that stimulates students to ameliorate their level in English language. At the same time it familiarizes them with a wider scope of vocabulary as they need to be confident enough to assure their involvement in the task of language learning easily. The students as well need to recognize the importance of reading short stories whatever the type is legend or fable, in order to promote their abilities and work basically to enrich their vocabulary stock.

As far as the present research is concerned, it attempts to explore how EFL learners' vocabulary acquisition is enhanced through reading short stories by investigating both

teachers' and students' perception and attitudes towards the use of reading short stories to enlarge students' vocabulary acquisition. Second year students of English at Mohamed Kheider University of Biskra apparently fit to be the case study of this current research in order to obtain more reliability in our results.

2. Statement of the problem

The issue of improving English vocabulary is considered one of the serious problems that students have faced within the context of English learning, because it requires more than just knowing the meaning of the word but also using this word in a context with correct pronunciation . Many teachers and linguists positively have agreed that reading short stories is one of the methods which facilitates the learning process and can motivate students to acquire as much as possible sufficient amounts of words.

The deficiency of adequate vocabulary knowledge is already an obvious and serious impediment for many students throughout their academic life in higher education, moreover it affects the students' success in learning other skills such as writing and speaking and reading comprehension.

So this research is undertaken to investigate the role of reading short stories in inspiring EFL students' capacities to enhance their vocabulary acquisition.

3. Aims of the study

The aim of this research study is to raise students' awareness about the necessity of reading short stories and its main contribution to improve their vocabulary. Furthermore, we aim to support students to read short stories which take part in creating a competition atmosphere for positive interaction between learners and teachers for a better quality of learning and teaching. Additionally, students need to recognize the positive impact of

reading short stories and its reflections on their vocabulary knowledge as well the other skills.

4. Significance of the study

This study is very important for many reasons. First, it benefits the field of English learning and teaching in general.So, the findings have drawn some insights from the students towards the use of reading short stories as a motivational strategy to promote their vocabulary knowledge. In addition, it can aid teachers to enhance their teaching instruction besides the use of textbooks to create an attractive and appropriate way for students to learn English.

5. Limitations of the study

It should be mentioned that the present research suffer from certain limitations like facing difficulty in gathering certain primary sources that are mainly needed to enrich our topic. Another constraint lies in the analysis of students' questionnaire that has lasted a considerable period because it needs accuracy and concentration to avoid problems of calculation. Moreover, Because of the strike and students' manifestations in this year, we faced difficulty in gathering teachers' questionnaire responses; this problem worked as an obstacle to accomplish the work earlier.

6. Research questions

This study is intended to answer the following questions:

1) To what extent does reading short stories affect EFL educational development?
2) How can reading short stories help learners to acquire new vocabulary knowledge?

3) Why is reading short stories considered as an effective strategy in enhancing learners' vocabulary?

7. Research hypotheses

To answer the research questions we hypothesize that:

1) Integrating short stories in English classes can foster vocabulary acquisition.

2) Reading short stories may be a useful and helpful strategy, because it ameliorates the students' capacities to grasp an additional amount of new vocabulary.

8. Literature review

In an academic environment, it is widely recognized among researchers and educators that reading short stories has been a worthy subject and a compulsory linguistic tool that is certainly needed to build language basics and student' vocabulary stocks. Among the most significant reviews we mention:

Krishna and Sandhya (2015), in an article entitled "The impact of reading short stories on teaching English", conducted an investigation on the importance of using short stories by instructors in the educational syllabus. Furthermore, they highlighted that short stories are the most suitable tool to improve the students' four skills. Similarly, Piagda and Schmitt (2006) tackled the study of vocabulary acquisition through extensive reading .The study used only short texts and measured only the acquisition of meaning and did not credit partial learning of words. They assessed a relatively large number of words (133), and examined whether one month of extensive reading enhanced knowledge of these target words spelling, meaning and grammatical features. The results showed that knowledge of 65% of the target words was enhanced in some way. In addition, Bouache (2010) also discussed in her dissertation the impact

of listening to short stories on comprehension. She carried out an experiment where the results of the study tended to show that short stories are a comprehensible input, which facilitate comprehension, develop critical thinking and encourage learners' elaboration.

In line with these views, we attempt through this research to discuss and exploring the role of reading short stories in enhancing EFL learners' vocabulary acquisition and to show its advantages to be involved and adopted by EFL teachers.

9. Research methodology

In our research, we intend to follow the descriptive method that we believe is more appropriate to collect data and attain our objectives, because our main objective is to illustrate to what extent reading short stories affect EFL learners' vocabulary acquisition. The use of the questionnaire as a research tool has been regarded the most appropriate in this study, to know students opinions and attitudes towards the subject. This questionnaire has been submitted to both second year students in English Department at Mohamed Kheider University of Biskra and it has been handed to some teachers in the same Department.

9.1 Population of the study

This study is concerned with the second year students of English language at Biskra University. The reason behind this choice is that second year students are still considered to be beginner in the process of learning English. They rely on practical strategies that improve their language acquisition, especially vocabulary that is regarded as an essential element in the target language. The second reason is that second year students have read different types of short stories in literary texts course. So, they were chosen to provide us with their valuable opinions about the issue.

9.2 Sample of the study

We have chosen sixty (60) respondents among students of second year as a sample. In addition, we have selected seven teachers of written expression from the same Department.

10. Structure of the Study

This research which is under the title of **"Exploring the role of reading short stories in improving EFL learners' vocabulary acquisition"** is divided into three main chapters. The first chapter and the second are theoretical, whereas the third one is a practical one. The first chapter is devoted to give the general overview on vocabulary acquisition. Through this chapter the light has been spotted on the definition of vocabulary by various experts, the importance of vocabulary, direct and indirect strategies in addition to many important points related to vocabulary knowledge. The second chapter is devoted to give an overview about reading skill in general. Several definitions of reading from different perspectives are presented. Furthermore crucial issues about reading comprehension are tackled. In addition, through this chapter a considerable focus has been spotted on the element of short story, its definitions, the main characteristics and how it improves the learners' vocabulary acquisition. The last chapter is a practical one where the researcher has analysed the questionnaires to interpret the findings ,and to prove the effectiveness of reading short stories in enhancing EFL learners' vocabulary.

Chapter one

Vocabulary Acquisition

Chapter one: Vocabulary Acquisition

Introduction

Undoubtedly, vocabulary is a vital part in learning and teaching language whether it is first or second or even foreign language. It would be impossible to learn a language without learning its vocabulary. Acquiring a deeper and wider vocabulary is the indicator of learners' proficiency in any foreign language. Moreover, vocabulary is regarded as the core of English language and it has a dramatic role in accomplishing students' success and achievements. In this chapter the light will be spotted on vocabulary definitions, the importance of vocabulary and its main types. Furthermore, vocabulary different teaching and learning strategies will be discussed from different perspectives. Through this chapter the major difficulties in vocabulary acquisition will be presented. Finally the main focus will be on the relationship between reading comprehension and vocabulary knowledge and how short stories contribute in improving learners' vocabularies.

1.1 Vocabulary definition

In order to construct any type of conversation or transmit a message it is necessary to use a group of words to build it.This group of words is called vocabulary. Many scholars spotted light and carried out studies on vocabulary because of its main importance in the teaching and learning process.

The term vocabulary is defined in different ways. According to the Oxford dictionary(fourth edition,p.495) vocabulary is defined as :(1) all the words that the person knows and uses ,(2) all the words in a language, (3) vocabulary is a list of words with their meaning, especially in a book for learning a foreign language. Rupley,Logan,and Nichols(1998; as cited in Sedita,2005) state, "vocabulary is the glue that holds stories, ideas and content together…….making comprehension accessible for children"(p.34). Also another

definition was suggested by Coelho(2012) who claims, "vocabulary is a formal term for word or the words that exist in a language or the word that someone knows, and formal term then the one"(as cited in Sefia,2015,p.8).In addition, Neuman and Dwyer (2009) defined vocabulary as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)(as cited in Alkahtani,2015,p.24).According to Zimmerman as cited in Alkahtani (2015) "vocabulary is central to language and has a critical importance to the typical language learning". (p.25)

To sum up all these definitions, we can nearly suggest a definition to the term 'vocabulary': it is the number of words that make up a language which can be used by individuals and community for the sake of communication.

1.2 The importance of vocabulary knowledge

Many scholars and linguists agreed that Vocabulary is con sidred as the the main element in learning and teaching process.

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"(Wilkins, as cited in Thornbury,2002,p.13).In learning a language, grammar is not sufficient unless vocabulary is well acquired.

Sedita (2005) emphasizes that vocabulary knowledge is very important because it encompasses all the new words that we should know to express ideas and have an effective communication, and learn about new concepts. Anderson and Freebody (as cited in Irvin, 1990) hypothesize that vocabulary knowledge is strongly related to comprehension and enables readers to understand the passage; it may be related to a person's store of background information. Moreover, Rivers (1981) states that:

It would be impossible to learn a language without words. One could learn a language through some symbol system which would demonstrate relations and how they are realised, but this would like examining the skeletal remains of dinosaur and believing that one had actually encountered the creature. language is not dry bones. It's a living growing entity, clothed in the flesh of words (p.462).

Language without its vocabulary was seen as dry bones. So, vocabulary is the most important criteria of any language and it is one of the main indicators that measures language development and richness.

1.3 Effective vocabulary instruction

There is no one best method for vocabulary instruction. Vocabulary should be taught both directly and indirectly.

1.3.1 Direct vocabulary instruction

Direct instruction means teaching specific words through formal and structured setting; for example, it involves the analysis of words roots and affixes (prefixes and suffixes). In this regard, Sedita (2005) gave an example using the " word consciousness"(p.37).The word consciousness means having interest and awareness of the words structure and understanding the words parts and order. In order to improve word consciousness, it is necessary to point out examples of vivid descriptions, interesting metaphors, similes and plays on words. Teachers play a crucial role in motivating students to acquire new words , to have fun with words, and to relate words and concepts across different contexts.

1.3.2 Indirect vocabulary instruction

Cruz-Wiley (2010) reports that indirect vocabulary instruction refers to the vocabulary that is learned through informal and unstructured way; he found that students acquire new terms from every day spoken discourse or reading any piece of writing (pp.7-8). Sedita (2005) suggests some indirect ways to learn a language (p.39).

- Listening and reading short stories enable the learner to acquire a possible amount of words.

- Having a daily oral interaction can be a good source for the student to enrich his/her vocabulary stock.

- Reading aloud gives the student opportunities to know unfamiliar words; it even helps the student to create a certain connection between his/her previous knowledge and

  the recent one.

1.4 Types of vocabulary

Four types of vocabulary were suggested by Pikulski and Templeton (2004) which are: receptive vocabulary, expressive vocabulary, meaning/oral vocabulary, and the literate vocabulary.
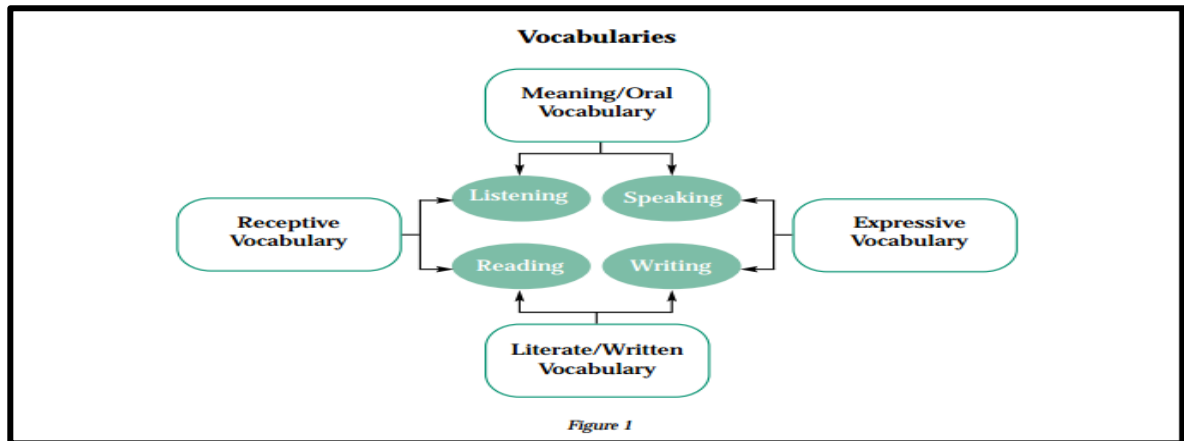
Figure 1. 1The relationship of eight different terms of vocabulary

(Pikulski, Templeton,2004,p.2)

Figure 1.1 shows the construction of vocabularies and how the eight terms are related to each other. The term receptive vocabulary is used to refer to listening and reading vocabularies, while the expressive is used to refer to both speaking and writing since these are the vocabularies we use to express our selves. Finally, to round out the terminology, meaning or oral vocabulary refers to the combination of listening and speaking vocabularies, literate vocabulary refers to the combination of reading and writing vocabularies.

Furthermore, Nation (2001) discussed in details the passive/receptive vocabulary and the active/productive vocabulary. He states that: the passive vocabulary consists of the total number of lexical items that the learner can understand correctly. The teacher main concern is to increase gradually the size of the students' passive lexical stock (p.18). He defined the active vocabulary as the total number of lexical items which he can accurately use in speech and writing. Learners' passive vocabulary will always be larger than his/her active vocabulary as he/she reads items which he will never need to use as well as he/she will be able to understand approximately many items which he/she cannot use with any degree of accuracy (p.19).

1.5 Strategies for teaching vocabulary

Different strategies were put in application by many teachers in order to teach vocabulary effectively, at the same time to ensure that their students grasp a considerable number of new items.

1.5.1 Vocabulary self-collection strategy (VSS)

Vocabulary self- collection strategy was developed by Ruddell in 2002. It is an interactive learning   strategy which motivates students and supports the " word consciousness" in learning process. The key benefits of using VSS are that students engage in their own learning, discover how to identify unfamiliar or interesting words from their readings, develop their vocabularies, and raise the learner's word consciousness (Dolma & Boonprasitt,2016,p.37).

Haggard (1998) states that there are three advantages of VSS. "First, it helps students to develop important connection between new words and their meaning . Second, VSS stimulates student's interest and it increases students' enthusiasm for learning and collecting words" . (as cited in Dolma & Boonprasitt,2016,p.38).

1.5.2 Word mapping strategy

The Word Mapping strategy, also known as semantic mapping, is one of the most effective approaches to teaching vocabulary because it involves students in thinking about word relationships (Graves, 2008 as cited in Hamdaoui and Charef ,2016,p.12).This strategy helps students to study the features of words concepts as well as enables them to understand the relationships among words. The following steps explain the word mapping strategy:

1. The teacher chooses words for vocabulary instruction.

2. The Teacher Prepares a blank word map on the screen.

3.The teacher Puts the key words on the word map.

4.The teacher Uses a think-aloud to show how to explore relationships between words

5. The teacher Records ideas that have been already used

6. Students use the word maps during and after reading to get additional information about the key words.

7. Students share their maps with others. (Graves, 2005 as cited in Hamdaoui and Charef, 2015,p.14)

1.5.3 The graphic morphemic analysis strategy

Harmon, Wood, and Hedrick, (2006) claim that the Graphic Morphemic Analysis strategy helps students to unlock the meaning of new words through interpreting the meaningful parts within a word. There are different steps that must be followed to succeed in this strategy:

1.Students select a word from the target readings task for teaching the strategy.

2.   Students should have a discussion on the aim of the strategy.

3. They use a think-aloud to show how the division of the word into parts has occurred .

4.They examine each word part for its meaning.

5. Guide students to analyse a word and determine its meaning.

6. In the suitable box, the students write the sentence that contains the desired word.

7. Show students how to determine the word's meaning.

8.The students check the meaning of the word with the dictionary definition. (Grave,2005 as cited in Hamdaoui and Charef, 2015.p.16.).

1.6 Steps of teaching vocabulary

Selection,sequence,and presentation are the three main principles that the instructor should take in consideration in the area of teaching vocabulary

1.6.1 Selection

At selection stage many questions are raised by the teachers; for instance: (1) How many words do I need to teach? (2) How much vocabulary do learners need to know? Mc Carten (2007) claims that in the selection process, three kinds of information are highlighted to guide the instructor to select the words successfully which are: (1) the number of words in the language, (2) the number of words known by the native speakers, and (3) the number of words needed to use a language. He believed that foreign language teaching of unfamiliar words should be based on the native language and the amount of words in that language (p.19).

Extra important principles are also proposed by Beck , McKeown and Kucan (2008) in regards of words' selection to be undertaken from the side of teachers to select suitable words, these elements are as follows: word's familiarity, importance and usefulness.

They argue that the most familiar, important and useful words in accordance to learners' level are ranked the first ones to be taught, learners feel interesting and excited when they are exposed to these words (as cited in Mc Carten,2007,p.20).It is no secret

that the teacher plays a key role in this task, s/he the decision maker about which words should be taught first and meet the instructional objectives as well

1.6.2 Sequence

After selecting the words that will be taught, the teacher then involves in the sequence stage; Sequence concerns the order on which aspects of the word should be presented first: either meaning first, then form, or form first, then meaning. Some teachers argue that presenting the meaning first creates a need for knowing the form. While others see that presenting the form first in contexts is better to make learners guess the meaning by themselves. (Nation, 2001, p.21).

1.6.3 Presentation

After selecting and sequencing the items that will be taught, teachers come to present these words to their learners. This presentation can be scheduled or unscheduled by teachers. The former refers to the prior preparation of the vocabularies that will be taught in the classroom, where as the latter is defined by Seal (1991) as "teaching of problem vocabulary that comes up without warning in the course of a lesson" (p.118). In some situations, learners may face problematic words; they ask the teacher for explanations. The explanations are given by the teacher come without prior preparation.Mc Carten (2007) says that: During the presentation, teachers can apply different techniques; they correlate the situations with the objectives, and at the end of the lesson they comprise their learners in various activities to practice what they have learned and to check their understanding (p.23).

1.7 How words are remembered

Vocabulary knowledge is needed for a successful teaching and learning process. But a question has been raised about how words are remembered? And how does memory work? Thornbury (2002) divided the memory working system into three systems: short term store, working memory and long-term memory.

The short term store is the brain capacity to keep a limited number of words for a period of time just a few seconds; vocabulary learning storing words needs a long time more than few seconds. Moreover the Working memory refers to the focus on word long time to make operations; it spends twenty minutes, and it assures the refreshing of the short term store. The working memory operations facilitate the process of learning any language (p.12). However, the long- term memory has a large capacity in storing vocabulary for a long period of time. Thornbury (2002) states that a number of steps should be followed to ensure the moving of new materials into permanent long term memory, these steps arranged as follows (p.13).

- **Repetition**: if the word is met several times during reading activities, this helps the students to remember it for a long time.

- **Retrieval:** another type of repetition where the student recommended to use new word in written tasks.

- **Spacing**: it is beneficial to split memory work over a period of time better than mass it in one single.

- **Pacing** : to respect different learning styles; for instance: auditory, visual, and kinaesthetic

- **Use**: means put the words in long term memory better than lose it; in order to remember the words for a long period of time, it is necessary to operate the words in the long term memory.

- **Cognitive depth**: the more decisions students make about the word and the more cognitively demanding these decisions are, the better the word is remembered.

1.8 Problems of vocabulary acquisition

English learners think that the biggest obstacle in vocabulary acquisition is where they could not remember the new words, so this leads to the lack of glossary. Consequently, this deficiency restricts the developments of reading, listening, speaking and writing. Hence, despite the learners mastery of grammar rules and phonetic pronunciation, they still face difficulty in interpreting the meaning .

Yang (2014) suggests three main causes of vocabulary lack .First; International Phonetic Alphabet cannot be accurately confirmed and read which results mispronunciation of words. Second, memorizing methods of new glossary have not a great echo; the learners rely on traditional methods of memorizing, without trying to follow new methods which may play a crucial role in storing new vocabularies .Finally, the learners have not extra reading outside; no vocabulary background acquired outside the classroom. He also insists that studying English is unceasing process of vocabulary acquisition including memory, accumulation as well as utilisation of words and expressions (pp.325-326).

From another angle Lado (1955) discussed patterns of difficulty in vocabulary teaching. He highlights key issues related to words, the native language factor and about patterns. He draws his finding from his analysis of the Spanish, French and Mexican patterns of difficulty in their respective vocabulary items. He states that while dealing with vocabulary the teacher should take into account three important aspects of words: their form, their meaning and their distribution, and s/he should consider various kinds of classes of words in the function of the language. He claims that the word form, its meaning, its distribution

and the classification of words are different in different languages. He assures that these differences may lead to the appearance of vocabulary problems (p.35).

1.9 Vocabulary learning

Vocabulary plays a crucial role in language learning. It is considered as the core of second language learning because without it the skills cannot be developed. It is necessary for EFL learners to know how to learn vocabulary because lexis learning is highly regarded as a hard task.

1.9.1 The main characteristics of a good vocabulary learner

Each individual who decides to learn another language will be influenced by his personal experiences and habits . For that reasons Sanaoui (1995) conducted an experiment to study the learners' habits and made a distinction between many categories of learners. He studied the vocabulary learning habits of 50 learners over a six-week period and found that the learners can be divided into two categories: those that structure their own learning and those who are either unstructured or dependent on the course to guide them. The key points that distinguish structured and unstructured learners are shown in table1.1

Structured Approach ←——————→ Unstructured Approach	
Opportunities for learning vocabulary	
Self-created; independent study	Reliance on course; minimal independent study
Range of self-initiated activities	
Extensive	Restricted
Records of lexical items	
Extensive (tend to be systematic)	Minimal (tend to be ad hoc)
Review of lexical items	
Extensive	Little or no review
Practice of lexical items	
Self-created opportunities; in and outside classroom	Reliance on course

Table1.1: Structured and unstructured learners habits (Sanaoui,1995,p.24)

An obvious variation exists in the vocabulary study habits of learners. In order to examine the consequences of this distinction, Sanaoui correlated the results of French vocabulary tests administered to 74 adult learners with three criteria: the learners' proficiency levels, the style of tuition, and the degree to which learners structured their learning. The findings showed that the most efficient way to improve learners' vocabulary skills is to develop their ability to work in a structured, autonomous manner (p.24).

Some learners are capable to be autonomous learners at the beginning of the course, while others relied on the teacher's guidance . Nation (2001) identifies three main elements of autonomous learning which are attitude, awareness and capability. Attitude is described by Nation as the most crucial element, yet it is the hardest to acquire . It represents the desire to take control of one's own learning; however, Nation claims that the learners should be conscious of their own abilities even showing awareness of some learning strategies. Learners who are self- aware will better be able to give their attention to the beneficial learning that suits them. Nation regarded capability as "the need for the learner to possess the skills and knowledge to be autonomous in a particular area of study" (p.17). Regarding vocabulary acquisition, learners need to be able to manipulate various

learning strategies, and to understand the semantic relationships between recent and previous learned words.

1.9.2 The number of words that learners need to know

Nation and Warning (1997) state that During the estimating of the vocabulary size of native speakers, the number of the known word families is measured. A word family is defined as a headword, in addition to its inflected and derived forms. Recent statistical studies estimate the number of an educated native speaker's vocabularies around 20,000 word families.   The growth rate of a native speaker's vocabulary is estimated approximately around 1,000 word families a year during early life (as cited in Bennett,2006,pp.18).

it is clearly a challenging and long-term goal for the learners. A more practical solution for learners would be the focus on frequency information provided by the text, and in particular to concentrate initially on the most frequent words and then to move on to less frequent items. Table1.2 shows the percentage of text covered by vocabularies sizes.

Vocabulary size	Text coverage
1,000	72.0%
2,000	79.7%
3,000	84.0%
4,000	86.8%
5,000	88.7%
6,000	89.9%
15,851	97.8%

Table1.2: Vocabulary size and text coverage in the Brown corpus

(cited in Bennett,2006,p.19)

Table 1.2 clarifies that each increase in vocabulary size is accompanied by greater text coverage, but at each level, the increase in coverage has reduced. Therefore, Nation (1997) ensures that learners will reach a point in their studies when learning the next 1,000 words

would not be efficient. So they will focus strongly on the appropriate vocabularies which suit their English needs (as cited in Bennett,2006,p.19).

1.9.3 Learning vocabulary strategies

Many different definitions were given to learning strategies from different perspectives. However, one stressed target point was common in these definitions which illustrates the role of learning strategies in improving learners' vocabulary.

Oxford (1990) claims that "Learning strategies are steps taken by students to enhance their own learning"(p.3). Similarly Takac (2008) says that "Vocabulary learning strategies are activities, behaviours, steps or techniques used by learners (often deliberately) to facilitate vocabulary learning "(as cited in Cruz-wiley,2010 p.4). Moreover, Gu and Johnson (1996) believe that learning strategies lead to increased retentions of the new vocabulary and increased availability of these items for active use (p.646).

Brown and Payne (1994) suggests five essential steps in vocabulary learning strategies(as cited in Brown and Hatch,1995,p.56).

1) Encountering new words: It refers to the way of discovering new words and their meaning through context.

2) Getting the word form: learners try to get the visual and auditory form of the words to retrieve it in a good way for instance: associate a new word with other word (native word language) which is similar in sound or writing form.

3) Getting the word meaning: it means to get the real meaning of the word by asking the teacher

4) Consolidating word form and meaning in memory: Oxford (1990, p.86) points memory strategies where the main focus of the learner is how to create a mental image about the word. He also links the word with the sound and the appropriate image to remember the word easily. Furthermore, s/he practices by memorizing and using the word many times.

5) Using the word: learners must use words in their productive skill (in their writing and speaking) to communicate effectively in the classroom.

Four strategies of learning vocabulary were also pointed out by Sanaoui (1995, p.22.):

- **Guessing from context**: is the strategy of "inferring" the meaning of words from

written or spoken context. The dominant way of this strategy is reading because its

aim is to acquire vocabulary and to develop this skill.

- **Learning from word card**: the appropriate way to remember words that are
    guessing

from vocabulary source is to write these words in cards immediately. The Card is a tool to

motivate learners to use words especially if it is color one. This strategy is effective to

improve vocabulary size.

- **Using word part**: suffixes and prefixes are part of words. Learners use these
    suffixes

and prefixes to link them with words in order to create new words that have a new

meaning.

- **Using a dictionary**: when the learners guess words from context, the appropriate way

to check the correct of these words by looking for it in dictionary. Folse (2004) declares that:

"Training in the use of dictionaries can have benefits both for receptive and productive vocabulary knowledge." (p.22). The dictionary is a useful tool; it develops the learners' vocabulary acquisition and production.

1.10 Vocabulary knowledge and reading comprehension

Folse (2004) considered vocabulary as "a key component of reading ability" (p.24).An extensive exposure to new words may help learners to be familiar with new words, and reading extensively provides this exposure with a certain number of unfamiliar terminology. Vocabulary knowledge is so important to reading comprehension since students have such a capacity to receive new unknown glossary as well as reaching a full understanding to the plot of the suggested short story.(Yang,2014,p.325).   Vocabulary scholars agree that adequate reading comprehension depends on a person already knowing between 90 to 95 percent of the words in a text. (Hirsch 2003, as cited in Sedita 2005,p.39).

To sum up, we can say that the more the learner is exposed to reading skill the most his vocabulary stock is enriched, reading has been considered as a significant source that contributes effectively in building the learners' vocabulary knowledge. Hence, vocabulary level of learners will be dramatically developed and deeply promoted.

Conclusion

This chapter represented an overview on vocabulary acquisition which is considered the most important and challenging task in the field of foreign language learning and teaching. It highlighted the main definitions of vocabulary from different perspectives as well as it covered the different types of vocabulary. In addition, this part is covered various learning strategies that help the learner to construct his/her lexical stock. Moreover, the main teaching strategies that are used by the instructor to solidify students' vocabulary knowledge to come over the raised problems in vocabulary acquisition.Finally it represented the relationship between reading comprehension and vocabulary knowledge.

CHAPTER TWO

An overview on Reading Skill and Short Stories

Chapter two: An overview on reading skill and short stories

Introduction

Reading is a longlife skill which is highly deemed in the mastery of foreign language. Additionally, it is a worthy skill that contributes in enriching the learners' vocabulary knowledge, and it has a great effect on writing, speaking, and even listening skills. Reading short stories is seen as an effective linguistic tool that contributes in enhancing the learners' level in acquiring a maximum number of new unfamiliar words .This chapter is a review on both reading skill and short stories. It will represent several definitions of reading from different points of view. It will explain also the types of vocabulary and its importance. Additionally this chapter will spot light on different reading models and strategies. Moreover, it will represent the definitions of short story from different perspectives and its crucial benefits in reinforcing the skills, motivating students, and in teaching culture and so on. We will tackle also its main characteristics and elements .Finally a considerable interest will be given to the role of short stories in developing vocabulary.

2.1 Definition of reading

Generally speaking, giving a clear definition to reading is not an easy task. Many writers and researchers from different fields gave different definitions about what reading is, and how it takes place.

Williams (1984) defines reading as: "the process whereby one looks at and understands what has been written" (p.30). He explains that the key word in this definition is"understands"; because understanding or comprehension is the main point in reading. This does not mean that understanding is an "all or nothing" process during the act of reading; the reader has to select only the part that he is concerned with to achieve meaning.

So, Williams (ibid) relates the cognitive process of reading to the metacognitive act of understanding or comprehension.

On the other hand, Widdowson (1979) views the reading process as: "Not simply a matter of extracting information from the text. Rather, it is one in which the reading activates a range of knowledge with the reader's mind that… may be refined and extended by the new information supplied by the text" (as cited in Seal, 1991,p.56). He defined Reading a kind of conversation between the reader and the text, and during the reading process there is a kind of interaction between them. This definition focuses more on the role of the pre-existing knowledge (schemata) in the reader's mind, which can be useful and helpful to deduce meaning while reading a new passage.

Furthermore, Alderson (2000) states , "reading is a matter of making sense of written language rather than decoding print to sound"(p.198).He then describes understanding as a basis rather than an outcome of successful reading ,and claims that readers will not be able to comprehend any passage without their own understanding of the world, experience and prior knowledge .Moreover, other linguists like Calfee and Venezky (1970) consider reading as a simple process which is defined by two factors; the overall reading ability as measured by a general reading test, which are called taps basic reading skills, and the w-o ratio- the ratio of comprehension of written materials to that of oral materials (as cited in Temam,2017, p.10). This definition considers reading as the ability to understand these written texts which represent an oral material like conversations, speech and dialogues. So, from the previous definitions we can say that reading is a process where the meaning of the written discourse is interpreted by the reader relying on his/her pre-background.

2.2 The nature of reading 'the Process and the Product'

It is possible to view reading both as a product and as a process, though it is not an easy task to make a distinction between the process of reading and the result of that process.

2.2.1 The process of reading

Alderson (2000) affirms, "the process of reading is what we mean by' reading proper': the interaction between a reader and a text"(p.205). According to him, during this cognitive activity many operations may happen, including: looking at print, recognizing the words and deciding what their meaning can be, and how they are related to each other, as well as, how they are related to the context in which they occur, and infer the possible difficulties which the reader may face when reading, and seek for solutions to overcome them. Alderson adds also that the process of reading is silent, internal and private, and at the same time is dynamic, variable and different not only for the same reader on different texts at different times, but also for different readers, on different texts at different times and with different purposes.

2.2.2 The product of reading

The product of reading refers to the comprehension, or the understanding that the reader has achieved from the text. In other words, it is the result of the reading process. Alderson (2000) explains that different readers will develop some different understandings of what a text means, because, first the text does not have a fixed meaning waiting to be discovered by a reader. Second, the result of the interaction between the reader and a text will highly be influenced by the prior knowledge, and experiences that readers may have. In other words, the understanding is affected by what the reader brings to the text. As a

consequence, the products of reading will necessarily differ (p.208). Alderson (2000,p.209) claims that: in order to achieve a successful comprehension, three interrelated elements are required: the reader, the text, and the activity.

a) The reader constructs different representation of the text, that are important for comprehension and rejects irrelevant information that may impede comprehension.

b) A text may be easy or difficult, depending on its genre, its content, the kind of vocabulary used and its linguistic and discourse structure.

c) Concerning the activity, it is performed to achieve a particular purpose that is influenced

by many factors such as interest and motivation.

2.3 The importance of reading comprehension

Students need reading comprehension skills in order to be successful in both academic and personal life. In students' academic lives, reading comprehension is the basis for understanding all the academic content. The importance of reading comprehension increases significantly in all academic subjects as students go ahead through grades. In particular, students need reading comprehension skills to successfully accomplish the educational expectations at school and in the classroom. Also, being able to understand what they are reading allows students to quickly locate pertinent information, exclude non-relevant information to the present topic, and identify the important information to focus on. Academic success also requires students to be able to understand, analyse, and apply information they gathered through reading. Also, students need reading comprehension skill to be able to understand and perform their academic assignment (Woolley,2011,p.10).

2.4 Types of reading

There are two types of reading; the intensive and the extensive reading. The former used to achieve or practice specific reading strategies or skills. However, the latter involves reading of large quantities of materials, directly and fluently.

2.4.1 Intensive Reading

This kind of reading sheds the light on the surface structure and the linguistic forms of the passage. Its goal is to construct more language knowledge. The students' needs to read intensively the long passage to deduce the words meaning through the whole context. Intensive reading helps learners to keep the information for a long period of time even they will be able to remember this information after the exam. However, Gilner and Morals (2010) state:

> Intensive approaches simply to do not prepare students to use the language purposefully. Students spend too much time and energy trying to understand the individual words (they have not developed a large sight vocabulary) and are enable to move beyond word-level analysis. Word-by word processing inhibits the ability to see the conditions between and across ideas, to understand how the information is organized, to grasp the intention of the author (p.14).

This type of reading is useful in academic setting. It provides the learners with several opportunities to deal with different topics and texts.

2.4.2 Extensive reading

Extensive reading involves reading for pleasure; for example, reading stories, newspapers and magazines to reach enjoyment. Grellet (1981) defines it as: "reading

longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding"(p.21).   The main aim of extensive reading is to build readers' confidence and enjoyment, to increase the readers' motivation, and to develop their vocabulary knowledge. So, this type of reading takes more time and does not require a careful attention at every detail.

2.5 Models of reading

Reading models were set to describe   the reader uses to interpret the meaning of the written text. These models show what the reader does, and what his/ her needs are. Different theories mention that the reading process occur through three main approaches: bottom-up, top-down, and interactive models.

2.5.1 Bottom-up model

According to Carell et al (1988): reading is seen as a decoding process within which the reader comes to identify first the letters on the page; i.e. deciphering the smallest linguistic units, then the syntactic features of the sentences, and so identifying the different cohesive links next to their functions across sentences. The readers' aim from this sequential decoding of the text is to identify the textual meaning and achieve a good comprehension from the piece of the written discourse (p.41).

So, within the bottom-up approach, reading refers to the ability of decoding the written words, which includes essentially the mechanics of reading such as visual processing, eye movements, letter shape, and perception of meaning through the relationships between sentences.

2.5.2 Top-down model

Top-down model emerges and has been developed as a reaction to the weakness of the bottom-up model. Carell (1988) explains that this model is rather a psycho-linguistic one in which reading is regarded as a guessing game. As a matter of fact, the reader does not decode in a sequential way, and he pays little attention to the textual input. The reader rather infers meaning by expectations and predications based on his background knowledge. To put it differently, the reader anticipates what he is reading by forming hypotheses from the information displayed in the text, and combining it with his pre-existing knowledge to construct at the end a coherent structure of meaning and achieves a textual comprehension (p.43).

2.5.3 The interactive model

Stanovitch (1980) affirms:

> An interactive model of reading appears to provide a more accurate conceptualisation of reading performance than do strictly top-down and bottom up models. They provide a better account of the existing data on the use of orthographic structure and sentence context by poor and good readers (p.22).

According to this approach, the bottom- up and top-down models can work together interactively as parts of the reading process. The reader can make use of the textual clues on the page as he can rely on his pre-existing linguistic knowledge.

2.6 Reading strategies

Oxford (1990) has proposed six reading strategies from learning strategies. These strategies are effective, beneficial, and useful ones to make learners familiar with each of

them. The suggested strategies are as follows: predicting, skimming, scanning, inferring, guessing the meaning of unfamiliar words and self-monitoring (p.102).

2.6.1 Predicting

It is a technique which attracts most of researchers to focus on, and considered it an essential strategy that must be used by readers to achieve comprehension when reading. Greenall and Swan (1986) assume that before reading any passage, readers usually unconsciously ask themselves what they know about the text, which indicators make it easier, and what information they already know about the time they read the text(p.53). Therefore, predicting is very effective technique to promote readers' activation of their prior knowledge, which plays a very important role in reading process.

2.6.2 Skimming

It is the most used technique by readers to make a quick glance. It is defined as glancing through written materials quickly, in order to obtain a general overview about the content or, the intention of the writer or, how a material is organized Grellet (1981, pp.22-25). For instance, a person who does not want to read the whole newspaper therefore, s/he makes a quick flash through the pages in order to get the main information.

2.6.3 Scanning

Like skimming, scanning also requires a quick glance through a text. However, in this case the search is more focused. The reader scans and read quickly to look for a specific information or idea. In most cases, readers know what they are looking for. Therefore, they concentrate mainly on finding a particular idea or an answer that serve their needs. Scanning involves moving eyes quickly across the text, seeking a specific words and phrases. This mainly mentioned in the words of Grellet (1981) when he says:

> When scanning , we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it be a name, a date, or a less specific piece of information (p.19)

scanning is a strategy used by the reader to seek for a target information in the text without spending much time in reading all the provided details.

2.6.4 Inferring

Prezler (2006) states, "inferences are evidence- based guesses i.e.in case of reading; students use their prior knowledge to make inferences about the text"(p.4). Knowing how to make inferences is very important, very valued and indispensable in Reading in order to draw a conclusion about the unsaid passage based on what the author said. Kristin et al (2009, p.13) claim that the reader in the inferencing strategy uses many subskills   such as:

(1)Pronoun reference (knowing what a pronoun in a sentence refers back to)

(2) Forming hypotheses about what is coming next in the text

(3) Guessing the meanings of unknown words or phrases

(4) Forming impressions about character motives and behaviours across multiple locations in a text

(5) Knowing the subtle connotations of words as they are used in particular contexts

(6) Understanding the cause– effect relationships of events mentioned several times in the given text

(7) Drawing upon background knowledge in order to fill in gaps within a text.

2.6.5 Guessing the meaning of unfamiliar words

Unknown words usually create obstacles to EFL/ESL learners' understanding .They always seek to find some solutions to deal with this issue. Smith (1971) argues that the best way used to identify unfamiliar words in texts is to draw Inferences from the rest of the text rather than checking them in a dictionary. The reader depends on the context to guess the meaning of the words (as cited in Williams, 1984, p.45).

2.6.6 Self-monitoring

It refers to the readers' awareness of using strategies when encountering with some that EFL/ESL proficient readers show more awareness of their use of strategies in reading English, than less proficient ones (as cited in Alderson,2000,p.61)
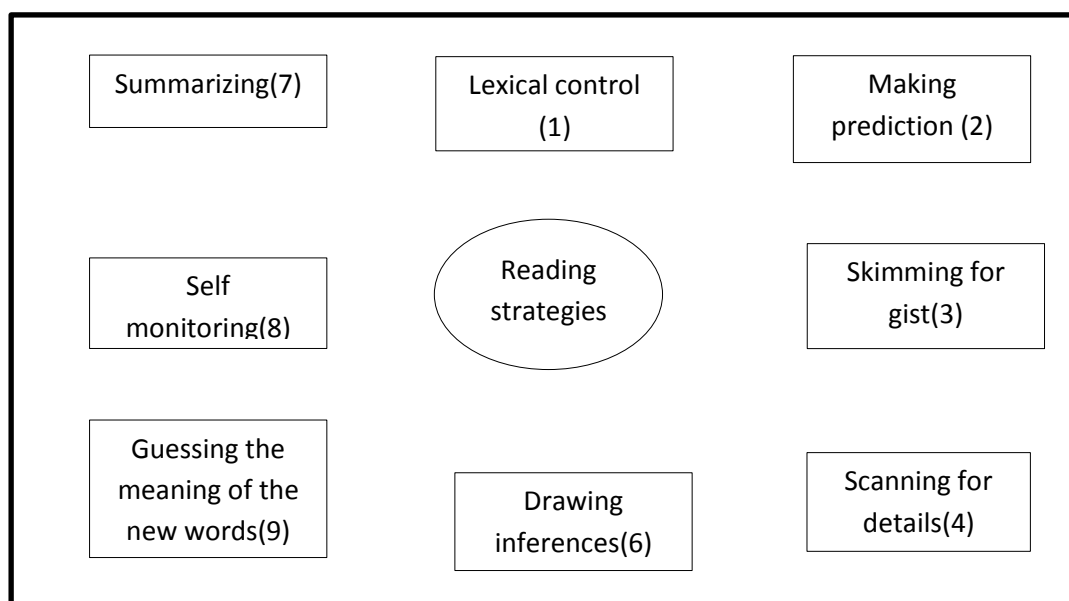
Figure 2.1: The ability of reading by using reading strategies (Rumptz,2003)

Figure 2.1 represents the applied strategies that readers use during the reading process. These nine strategies are so useful and beneficial; they work as assistant to the reader during his/her reading process. Accordingly, if the reader follows some of these strategies absolutely s/he will be highly organized and deeply involved in reading act.

2.7 Definition of short story

Short story definitions are varied from different researchers and linguists views. Labov (1972) defines 'story' as "one method of reduplicating past experiences by matching a verbal sequence of events" (as cited in Panthan and El-dersi,2013,p.5); it is concise and recounts a series of events with temporal relationships between them. Furthermore   , Poe defines short story as "a narrative that can be read at one setting from one half hour to two hours, and that limited to a certain unique or single effect, to which every detail is subordinate" (as cited in Abrams, 1970, p158).Moreover Williams (1984) defines short stories as follows "Short stories seem to answer something very deep in our nature as if, for the education of its telling, something special has been created, some essence of our experience extrapolated"(p.4).In the light of these definitions we can say that a short story is the most used literary genre in EFL/ESL teaching and learning, It is characterised with its shortness, simplicity, and its flexibility.

2.8 Benefits of using short stories in teaching

Researchers who advocate the use of short stories to teach ESL/EFL list several benefits of short stories. These include motivational, literary, cultural and higher-order thinking benefits. Nevertheless, before instructors look at these benefits in more details, they need to be reminded of one benefit that all instructors should take advantage of, reinforcement of skills.

2.8.1Reinforcing the skills

Short stories allow teachers to teach the four skills to all levels of language proficiency. Murdoch (2002) indicates, "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for

learners at intermediate levels of proficiency" (as cited in Erkaya,2005,p.3). He explains why stories should be used to reinforce ELT by discussing the created activities by the instructors such as writing and acting out dialogues. Also, Oster (1989) affirms that literature helps students to write more creatively (p. 85). In addition, stories can be used to improve students' vocabulary and reading. Lao and Krashen (2000) present the results of a comparison between a group of students that read literary texts and a second group that read non-literary texts at a university in Hong Kong. The group who read literary texts showed improvement in vocabulary and reading. Furthermore short stories improve students' speaking and listening and offer them an opportunity to share their own insights.(as cited inOster,ibid).

2.8.2 Motivating students

Since short stories usually have a beginning, middle and an end, they encourage EFL students to continue reading them until the end to find out how the conflict is resolved. Elliott (1990) affirms that literature motivates advanced students and is "motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities" (p. 197). He stresses the importance of developing student response (individual and group levels) and competence in literature.

2.8.3Teaching culture

Short stories are effective when teaching culture to EFL students. Short stories is considered as a means to transmit people' culture .In learning about the culture, students learn about the past and present, and about people's customs and traditions. Culture teaches students to understand and respect people's cultural variation .

2.8.4 Teaching higher-order thinking

Among all the benefits of short stories, higher-order thinking is the most exciting one. High intermediate/advanced students can analyse what they read; therefore, they start thinking critically when they read stories. Young (1996) discusses the use of children's stories to introduce critical thinking to college students. He believes, "stories have two crucial advantages over traditional content: . . . . First, because they are entertaining, students' pervasive apprehension is reduced, and they learn from the beginning that critical thinking is natural, familiar, and sometimes even fun. Second, the stories put issues of critical thinking in an easily remembered context"(as cited in Erkaya,2005,p.8).

2.9 Text selection

There is a great debate about how the literary text should be selected, and to what extent this texts are important in general and in language classes. Basically literature material is the most suitable for students with a high level of language proficiency. Riley (1993) views, "studies of reading English as a second or foreign language confirm the hypothesis that a story which violates various aspects of a story grammar would be more difficult to integrate and understand than one matching a canonical structure" (p.418). So, It is preferred to select texts with straightforward structures. Because the first impression of the reader is about the linguistic encoding.

The linguistic aspects of the text should focus on the language, style, and the appropriate diction to the level of learners; Lazar (1993) proposes, "the text should be sufficiently challenging without being so difficult as to be demotivating… it should be within the students' grasp, in terms of their linguistic, intellectual, and emotional capacities" (p.206).Therefore, reading a complicated literary text may demotivate students to complete reading.

2.10 Elements of short story

The four major components of the short story have been discussed in The School for Excellence (2012) which are as follows: the plot, setting, characters, and the theme (p.34).

The plot: an excellent plot gives a validity to the story; it is the sequence of events or actions described in the story. An orderly sequence of events carefully structured so that events fit in such a way as to sustain maximum reader interest. Any kind of plot can include the following elements: conflict or crisis and ultimately a climax.

- **Conflict**: it is the struggle which is raised in the story.

- **Crisis**: it is the point in which the two forces are evenly balanced and the advantage could go either way.

- **Climax**: it is the point at which the winner of the conflict is finally made clear.

The setting: is the backdrop of a story; the setting transports readers to places only in their imaginations, including exotic locales and periods of the past. The setting takes in consideration the location, time, atmosphere and culture.

- **Location**: It refers to which country does this story take place.

- **Time**: Does the story take place in the past or the present?

- **Atmosphere**: It refers to the state of the story atmosphere; For example: it can be friendly, kind, frightening, and anxious.

- **Culture**: To make a setting alive, stories often include words that reflect a culture, such as simple phrases in foreign languages and food names. Character names may also reflect ethnic background.

Character: there is a direct relationship between the story and the characters. The most realistic character is the one who is consistent in behaviour, who is clearly motivated and plausible. In addition to the tragic character is the virtuous one who is destined for downfall and defeat. Furthermore the ironic hero refers to the character who assesses wealth and status, whereas the comic hero refers usually to a young man who is struggling against social phenomenon; he believes in honesty,love,and justice in a society.

 The theme: it refers to the total meaning of the story. In many cases, stories are packages that allow readers to see the outcomes of certain behaviours. Without a theme, the story lacks meaning or purpose. the theme of the story can be stated clearly or it can be implied.

2.11 The distinctive features of short story

Short story is well known with its shortness; even this point is abvious,it needs to be emphasised. Short story can usually read in one sitting, spending less than thirty minutes, simply because the unnecessary words are omitted. Moreover, the short story tends to have a single focus on precise plot with a considerable attention to characters, setting, atmosphere, and the theme. Furthermore, in a short story the number of characters is few and each new character requires background information. Short story as well frequently ends with surprise ending; it usually has unexpected twist at the end (The school for excellence, 2012, p.33).

2.12 The role of short stories in vocabulary development

Extensive reading has a significant effect in the development of EFL learners' vocabulary. In this regard, implementing short stories can be the most effective method to bring this goal to reality. This method has many merits for EFL teachers and learners.

Panthan and Al-dersi (2013) suggest a list of benefits that make reading comprehension and vocabulary acquisition easy, interesting and enjoyable.

Through the use of short stories , teachers have the advantage of teaching vocabulary in context. This simply enables the learners to look for hints in the sentences that may aid them to recognize the meaning of the word . In this respect, Walters (2006) states that enhanced reading comprehension becomes possible when students are enrolled in an English language program, where they are shown strategies of how to derive meanings of new vocabularies from contextual clues. Researchers have also discovered that longer good retention of vocabulary happens when they encounter them in numerous tasks. To ensure that learners really learn the words, they must be able to use them in several different contexts; consequently, they must use them in different occasions such as reading, speaking, writing, and listening . The use of short stories provides the learners with opportunities for integrating vocabulary with other language skills. Many studies have also proven that contextualized vocabulary learning using short stories can lead to an increase in word usage compared with word-list instruction (as cited in Paravareshbar and Ghoorchaei, 2016. pp.4-5).

Many linguists argue that by using short stories, teachers can create different contexts where students should use the language to communicate, exchange information and express their ideas. Similarly, Huang (1996) expresses that learning through short stories could encourage the operation of certain psychological and intellectual factors which can promote communication, enhance self-esteem, motivation and boost learning vocabulary (p.397).

Conclusion

Reading is a vital skill that enables learners to develop strongly their language knowledge. This chapter provided a theoretical background on reading skill and short stories; it represented various definitions of reading skill and its importance. Several reading models and strategies have been tackled to make the reader aware of these techniques. Since the aim of our study is to explore the role of using short stories in enhancing vocabulary acquisition, the second part of the chapter has spotted the light on short story by representing its definitions from many perspectives in addition to the main benefits of using them which reflect different stages. Finally the major focus was given to the role of using short stories in developing the learners' vocabulary knowledge.

Chapter three

Field work

Chapter three: The field work

Chapter Three: Field work

Introduction

The third chapter is devoted to the practical phase that seeks to provide an answer to the inquiry which is about whether reading short stories can play an important role in enhancing EFL learners' vocabulary stock. Thus, two questionnaires were submitted for both students and teachers as a data collection from Second year LMD students and teachers of written expression module in the Department of Foreign Languages at Biskra University. A detailed analysis and interpretation of the gathered data from both questionnaires is also presented in this empirical part of the work in the form of tables and figures. Results of this investigative study serve as a crucial step toward a diagnosis of the problem.

3.1 Students Questionnaire

3.1.1 Aim of the students' questionnaire

The students' questionnaire is administered to sort out the students' beliefs and attitudes toward two variables: reading short stories and vocabulary acquisition. It mainly attempts to point out how much students are conscious of the significance of reading short stories, and it aims to explore the role of reading short stories in improving EFL learners' vocabulary.

3.1.2 The population

Second year EFL Students at the Department of Foreign Languages at Biskra university represent the population used in this questionnaire during the academic year 2018/2019.the total number of second year students is 364 student. This population has

been chosen for the reason that it suits better our study since they have covered in literary text course to many types of short stories.

3.1.3 The sample

Since it is impossible to deal with the whole population,60 of second year EFL students have been selected randomly among the ten existing groups.

3.1.4 Administration of students' questionnaire

The questionnaire was administered to sixty students (60) of second year LMD in the English Division at Mohamed Kheider University of Biskra in 24/02/2019, during the second term of the academic year 2018/2019. Moreover, the researcher chose to use the questionnaire to find out students 'point of view and perspectives toward reading short stories and its role in improving vocabulary repertoire in EFL classes.

3.1.5 Description of students' questionnaire

The questionnaire encompasses 21 simplified questions which were divided into three sections, most of them were close ended questions. Where the respondent had to opt among a series of multiple choices , or to show his/her approval or disapproval through answering dichotomies(yes/no questions, agree/ disagree).However some open ended questions took place in this questionnaire also; the intent aim is to give the respondents the opportunity to give more explanations and clarifications.

The first part is about the background of the participants and it contains two questions, whereas the second section is about vocabulary acquisition, it consists of seven questions. These questions seek information about students' vocabulary level, the main difficulties they have faced, and how they consider memorizing process, in addition to the main

solutions used to understand the meaning of the new words Moreover, section three attempts to find answers about students' attitudes towards reading skill and more precisely reading short stories. First the students were asked about the importance of reading for them and the extent of students encouragement to read ,In addition to the main reasons of reading. The students were also asked about their preferred literary genre and the frequency of their reading short stories.Furthermore, their main preferred short stories types and what pushes them to read this literary genre.The last question in this section is a free space given to students to comment on the topic freely about the role of reading short stories in promoting learners' vocabulary.

3.2 Students questionnaire analysis

Section one:General information

Question one: How long have you been studying English?

Options	Students' number	Percentage%
09	33	55%
10	14	23.33%
11	05	08.33
12	08	13.34%

Table 3.1 Students' experience in studying English
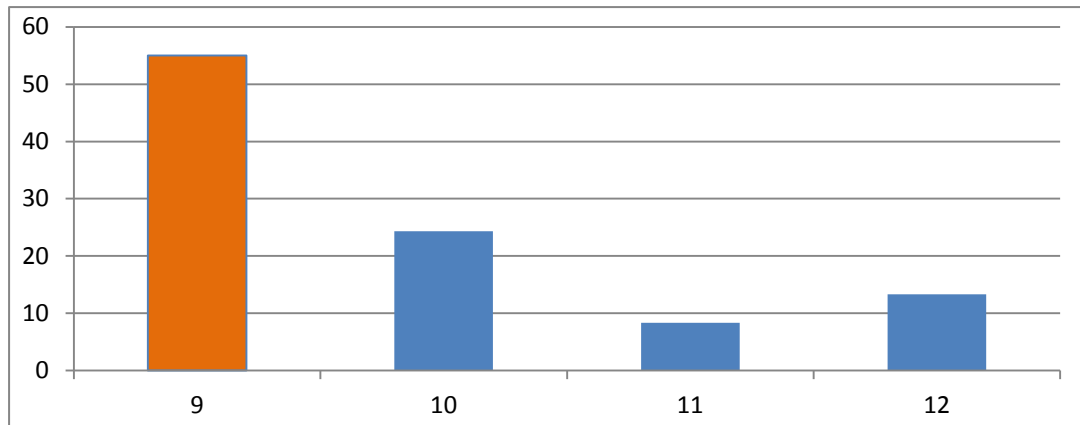
Figure 3.1: Students' experience in studying English

Table3.1 and the bar graph3.1 show that thirty students (55%) have been studying English for nine years(from middle school till second year). Meanwhile, fourteen students (23.33%) claim that they spent 10 years, whereas 08 students (13.34%) declare that they have been studying English for eleven years and only five students (08.33%) have been learning English for twelve years. The results show that students' experience in learning English has varied mainly because of the students' failure in baccalaureate degree at the first time.

Question two: Why have you chosen to study English?

The present question seeks to know who encourages the students to choose the choice of studying English. Their responses were as follows:

Options	Respondents' number	Percentage
Personal choice	46	73.02%
Parents' advice	07	11.11%
Friends' advice	05	04.76%
Others	07	11.11%

Table3.2: Reasons behind selecting English as a major speciality
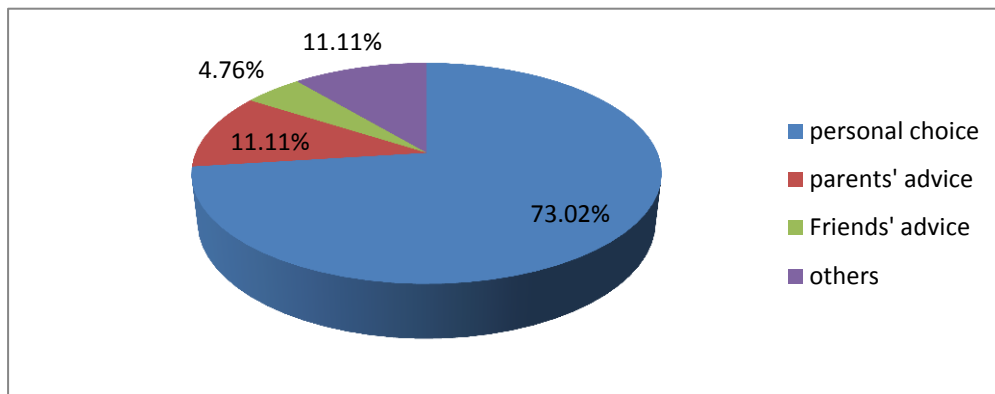
Figure3.2: Reasons behind selecting English as a major speciality

The results in table 3.2 show that forty six students (73%) have selected to study English as a personal desire. This result shows that parents support their children to be free in selecting their target field. Seven responses (11.1%) report that they have chosen to study English according to their parents' advice. Similarly, other seven students (11.1%) claim that the reason behind selecting English is their friends' advice. Finally five percent of the respondents have selected the option "others". They have mentioned some reasons:

➤ They love English language

➤ English language field is the only choice that corresponds to their average in the Baccalaureate Degree.

Section two: Vocabulary acquisition

This section contains seven questions (Q3-Q9) .The main aim of this part is to find out the students' opinions about some questions related to vocabulary learning.

Question three: To what extent is vocabulary important to you in learning English?

This question aims to shed light on students' opinions towards the importance of vocabulary.

options	Students' number	percentage
Very important	47	78.33%
Important	12	20%
Not important	01	1.67%

Table3.3: Students' opinions about the importance of vocabulary
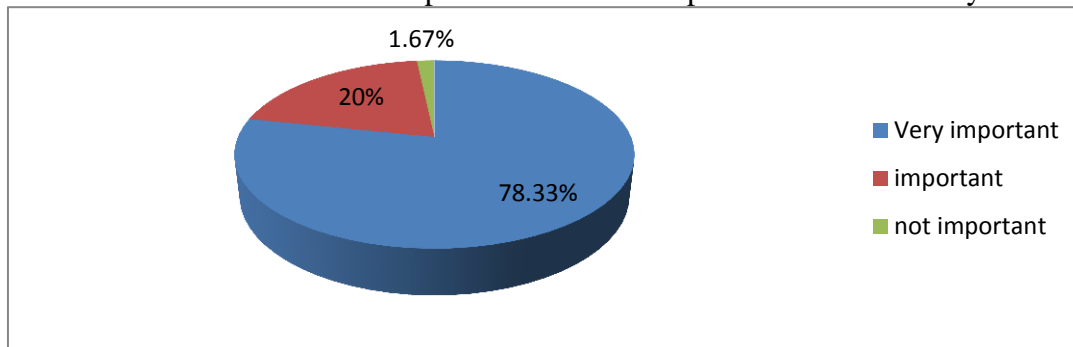
Figure3.3: Students' opinions about vocabulary importance

The findings in table3.3 illustrate that the majority of students (78.33%) state that vocabulary is very important to learn English. However, twelve students (20%) opted for (b) option saying that vocabulary is important, and only one student reveals that vocabulary is not important at all. These results inform that vocabulary acquisition is a very important indicator to learn English.

Question four: How do you consider your vocabulary level?

The aim of this question is to discover students' vocabulary level. The students' responses are presented in the following table:

Options	Students number	percentage
Good	22	36.67%
Average	33	55%
Poor	05	08.33%

Table3.4: Students' vocabulary level
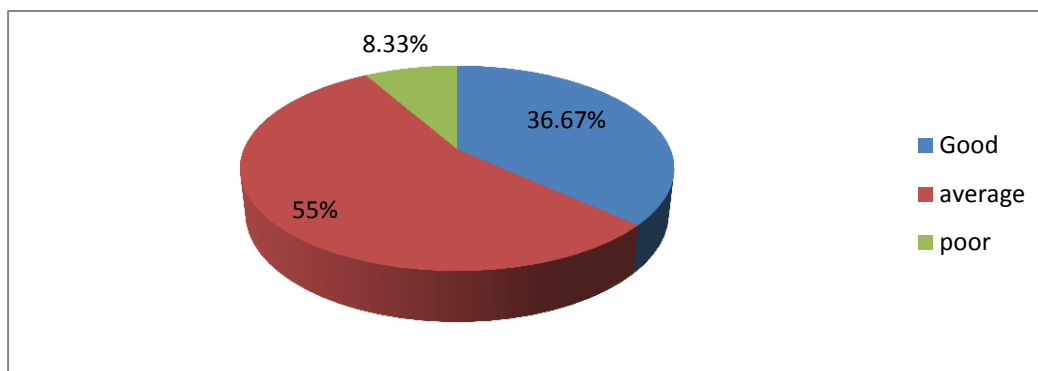
Figure.3.4: Students' vocabulary level

The results show that twenty second students (36.67) from the sample report that their vocabulary level is good. While over half of the students (55%) state that their level in vocabulary is average. Meanwhile, only five students (8.33%) declare that their vocabulary level is poor, which means that they are not much interested in building their lexical stock .

Question five: How do you react when you find new words in a text you read?

The aim of this question is to shed light on the different strategies that the students use when they face new words in the text.

Options	Frequency	Percentage
Use dictionary	53	84.13%
Ask your teacher to explain it	08	12.70%
Ignore the word	02	03.17%

Table3.5: The main strategies used by students in checking words' meaning
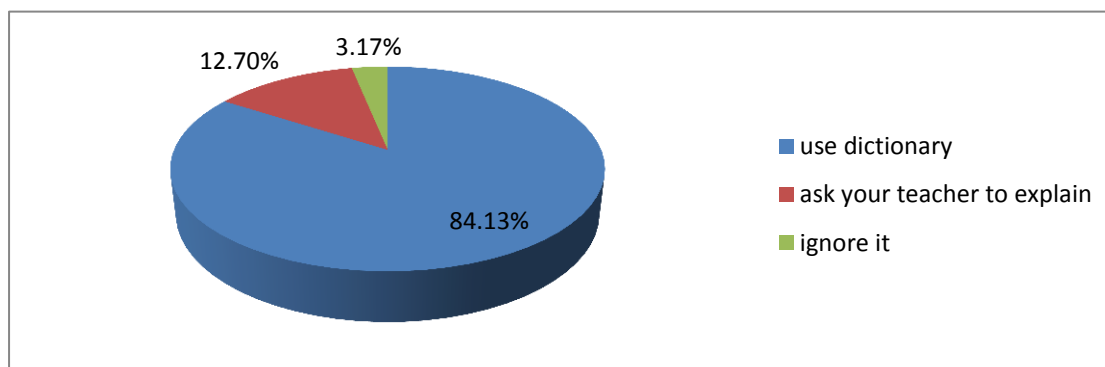
Figure 3.5 : The main strategies used by students in checking words' meaning

Table3.5 shows that the majority of students (84.13%) prefer the use of dictionary in checking words' meaning. While only 8 students (12.70%) prefer the help of the instructor in giving a clear meaning to the ambiguous word. The last portion of students (3.17%) reveal that they ignore the unfamiliar word and complete reading. From the findings we deduce that using dictionaries is the most preferred strategy by students. Moreover, the results show that the majority of the students prefer to be independent in checking the words' meaning without relying on teachers' assistance.

Question six: Does your teacher explain the word's meaning by giving: definition, synonym/antonym, translation or showing a picture?

The aim behind this question is to discover what are the main strategies used by the teachers in order to give a clear meaning to the unknown words for learners. Students' selections varied ; they select more than one answer, we see these results in the following table

Options	Students' number	Percentage
Synonym/ antonym	40	43.01%
Definition	42	45.16%
Translation	11	11.83%
Showing a picture	00	00%

Table3.6: Students' responses toward the teachers' strategies in explaining the words meaning
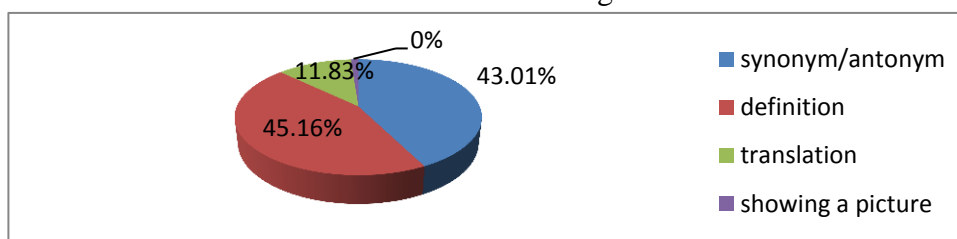
Figure3.6: Students' responses toward the teachers' strategies in explaining the words meaning

As we have noticed in table 3.6, forty two students (45.16%) opted for (b);they claim that the majority of teachers give a definition to the ambiguous words, whereas(43.01%) reveal that the teachers explain the unknown words by using a synonym or an antonym. However, only eleven respondents (11.83%) say that the translation strategy is also used by the instructors to explain the words. No one of the students selected option (d) which means that the teachers do not use pictures to give a clear image about the unfamiliar words. From these results we deduce that the teachers prefer to give a clear definition or a synonym or antonym which they see more useful and helpful for students to grasp the words interpretations.

Question seven: Do you think that memorising new vocabularies is: very easy task, quite easy task, or difficult task.

Our aim behind this question is to see to what extent the students have a capacity in memorising new words and how they see this task

options	Students' number	percentage
Very easy task	07	11.67%
Quite easy task	41	68.33%
Difficult task	12	20%

Table3.7:students'opinions about vocabulary memorising
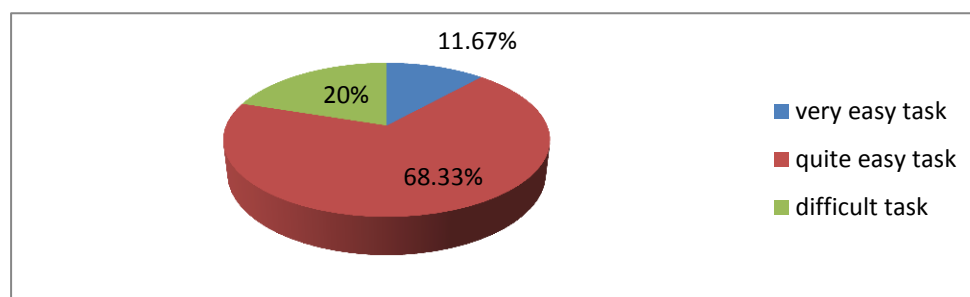
Figure3.7: students' opinions about vocabulary memorising

Table 3.7 illustrates that (68.33%) of the respondents revealed that memorization of new words is quite easy task. Meanwhile, only twelve students (20%) confirm that it is a

hard task; which means they do not use to have the memorisation habit. While only seven students (11.67%) claim that memorization is very easy task; which means that they have important capacities to store any new word .From those results we conclude that the majority of second year students in this sample do not face real problems in memorising new vocabularies and consider it as a quite easy task.

Question eight: whether students find difficulties in memorising long words, compound words or complex words? The aim behind this question is to find the areas of deficiency which may face students in memorizing.

Options	Students' number	Percentage%
Long words	37	48.68%
Compound words	10	13.16%
Complex words	29	38.16%

Table3.8: the main difficult words that face students during the memorizing process
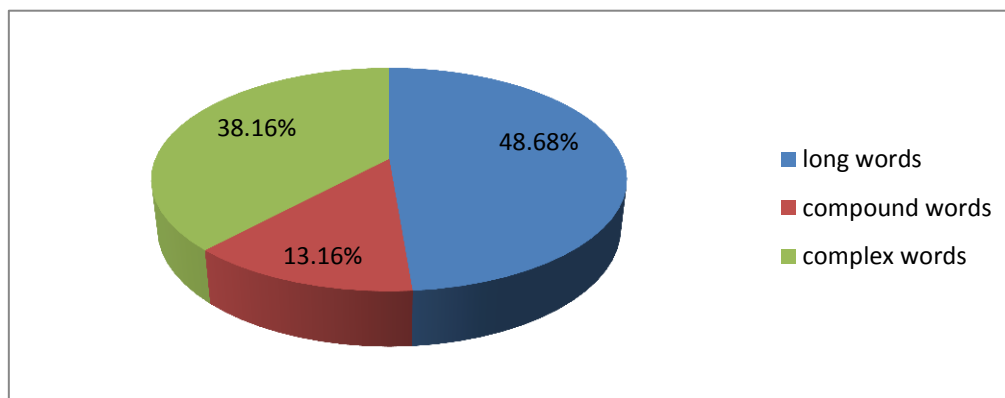
Figure 3.8: the main difficult words that face students during the memorizing process

The present question is addressed to the respondents to unveil the difficult words that they encounter in memorizing process. The results indicate that long words represent (48.68%) posed challenges and impede them from a smooth memorizing. In addition, twenty nine students (38.16%) face problems with complex words, followed then by ten students (13.16%) who claim that compound words are more difficult in memorizing.

Seven students added further comments and mentioned other difficult words. For instance, Scientific words, technical words, borrowing words. One of the students mentioned two examples of the long words such: super califragilisticexpialidocious.

Question nine: Do you like reading?

This question is deemed to investigate the students' appreciation to the act of reading.

options	Students' number	percentage
yes	44	73.33%
No	16	26.67%

Table3.9: students' appreciation to reading skill
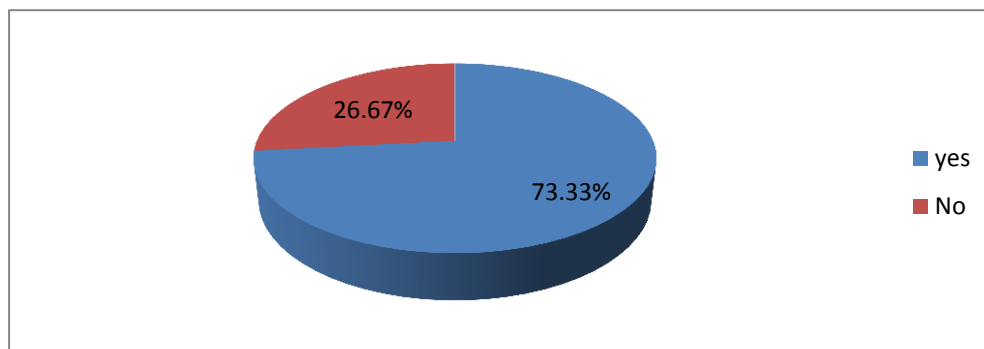
Figure3.9: students' appreciation to reading skill

The present table and chart show the students' appreciation to reading skill. The majority of students (73.33%) claim that they prefer reading because they see it as a vital and crucial skill which improves the other skills, as well as they reveal that reading is another world of fun and entertainement.Meanwhile, only sixteen of the sample (26.67%) declare their disapproval for reading saying that it is a boring skill that consumes much time and effort. It is worth to mention that reading skill attracts a great number of students' appreciation and love.

Section three: reading short stories

This part is deemed to collect informants' opinions about reading short stories. It includes twelve questions (Q10-Q21).

Question ten: students' opinions about the importance of reading skill? This question tends to cast light on students 'point of view about the importance of reading.

Options	Students' number	percentage
Strongly agree	39	65%
Agree	21	35%
Disagree	00	00%
Strongly disagree	00	00%

Table3.10: Students' opinions about the importance of reading
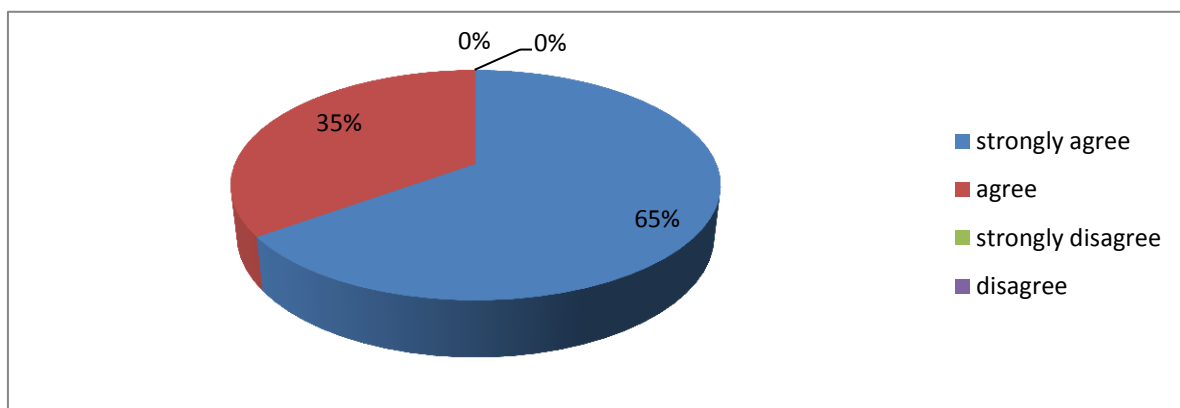
Figure 3.10: students' views about the importance of reading

Table 3.10 represents the students' views about the importance of reading skill in the learning process. Over half of students (65%) claim that they strongly agree that reading is an essential element. Moreover twenty one students (35%) show their agreement, however, no one has chosen the options "strongly disagree" and "disagree». The results show approximately a general convention that reading has a great importance in the learning process.

Question eleven: When do you read?

As far as question eleven, it tends to put emphasis on the main preferred time when students are practising their reading habit. The informants responses are exhibited in the following table:

Options	Students' number	Percentage
When the teacher asks you	22	31.43%
During holidays and weekends	22	31.43%
Whenever you have time	26	37.14%

Table3.11: Students 'preferred time of reading
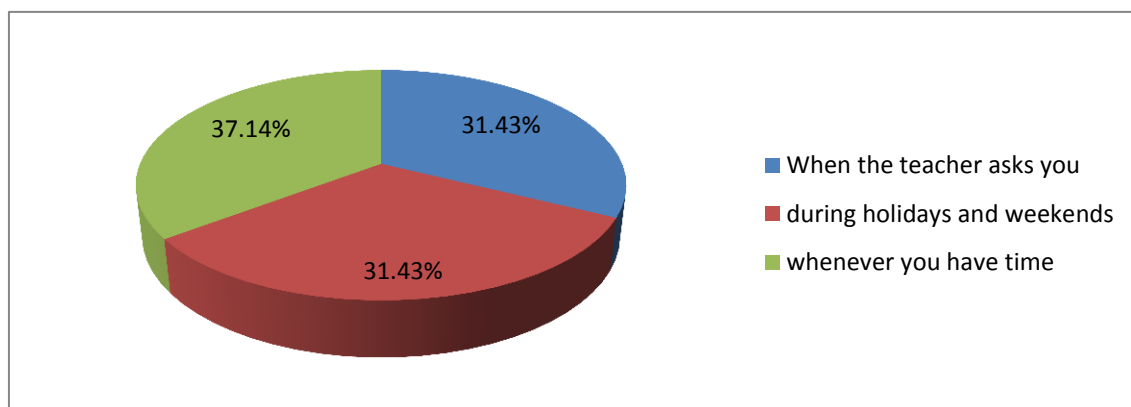
Figure 3. 11 students' preferred time of reading

Concerning the students' preferred time of reading table3.11 shows that twenty six students (37.14%) prefer to read when they have free time; this means that their reading habit is related to their free time. However, the respondents who reveal that they read only when the teacher asks them, and also during holidays and weekends both realised the same portion (31.43%).In this question, the students opted for more than one option, consequently, an approximate percentages are noticed among informants responses which means that the majority of the students exploit their holidays and free time in reading.

Question twelve: the reasons behind students' encouragement to read

This question is further asked for students to obtain some information about their sources of support in reading. The table below includes respondents' answers:

Options	Students' number	percentage
Teacher	28	36.36%
Parents	08	10.39%
Friends	19	24.68%
Others (tv,radio, internet….)	22	28.57%

Table3.12: the main reasons behind students' encouragement to read
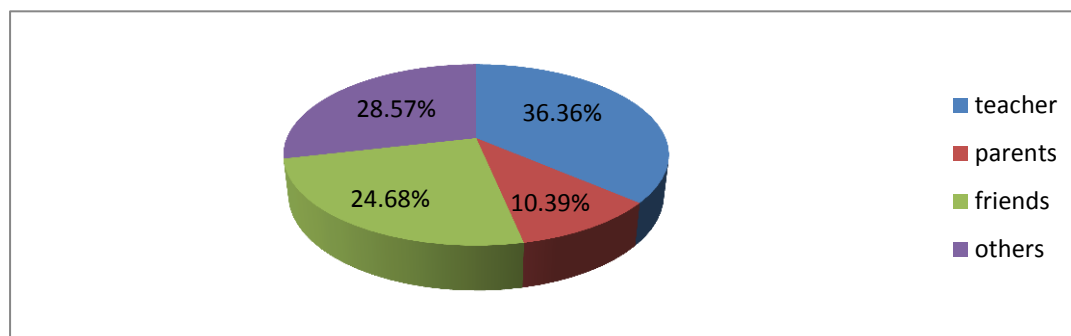
Figure 3.12: the main reasons behind students' encouragement to read

Table3.12 represents the different responses of students towards who encourages them to read, twenty eight of students that represent (36.36%) declare that their teachers have a great role in encouraging them to read. While twenty students(28.57%) claim that they inspire their motivation for reading from different sources from tv , radio and internet,as a result, this small portion basically relies more on materialist sources of encouragement rather than humanistic ones. Moreover, nineteen respondents (24.68%) say that their friends support them to involve a reading habit among their ordinary activities. Meanwhile, only (10.39%) reveal that their parents are regarded as motivation' source to read.

Question thirteen: to improve your vocabulary, what do you prefer to read?

What literary genre they prefer to read usually?

Options	Students' number	Percentage%
Short stories	41	40.59%
Novels	25	24.75%
Articles	20	19.80%
Books	15	14.85%

Table 3.13:Students' preferences in reading literary texts
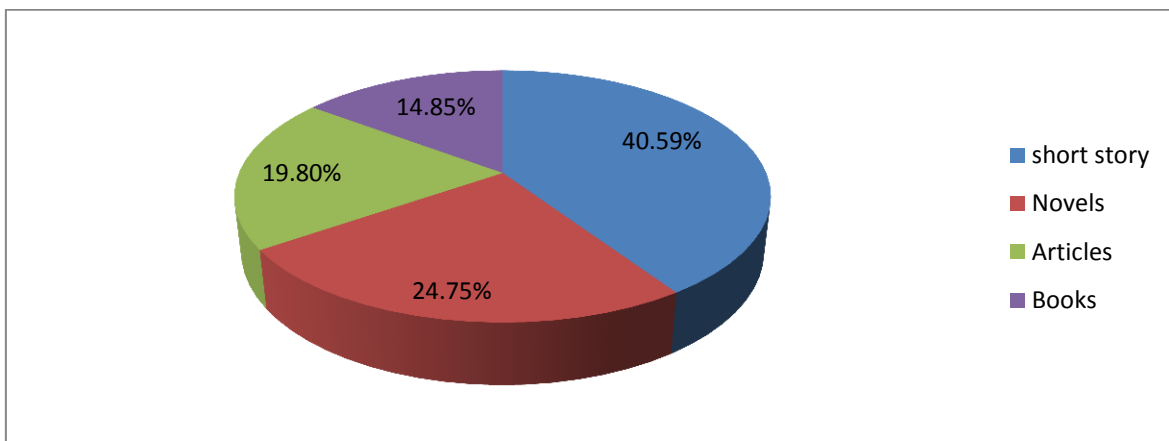
Figure 3.13: Students 'preferences in reading literary texts

The table 3.13and the pie chart in the figure3.13 represent the students' preferences in reading literary texts. The responses show that forty one student (40.59%) prefer reading short stories, and novels with twenty five student (24.75%).Whereas articles and books take a small percentage; twenty students (19.80%) prefer to read articles. While fifteen students (14.85%) opted for books. From the previous results we infer that the majority of students prefer to read short stories, simply because they are enjoyable, short and contain simple vocabularies.

Question fourteen: Why do you read short stories?

This question was designed to elicit the students' reasons behind reading short stories.

Options	Students' number	Percentage
For pleasure	33	36.67%
To improve your vocabulary	28	31.11%
To pass the test	04	4.44%
To expand your knowledge	25	27.78%

Table 3.14 : Students' purposes for reading short stories
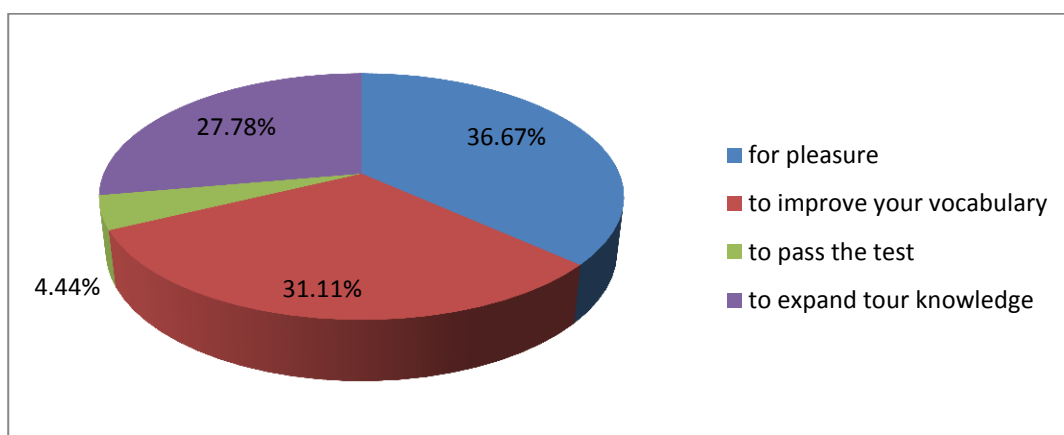
Figure 3.14: Students' purposes for reading short stories

The present table3.14 and pie chart3.14 represent the students' purposes for reading short stories. Over a half of the students who present (36.67%) reveal that they prefer to read short stories for pleasure. Twenty eight respondents (31.11%) say that they read short stories to improve their vocabulary; it means that they see short stories as a rich lexical stock. Then, twenty five students (27.78%) claim that they expand their knowledge through reading short stories. However, only four students (4.44%) argue that they read short stories in order to pass tests. The results inform that the first half of students read short stories to have fun. Meanwhile the second half believe that short stories a wealthy source for acquiring new vocabularies and expanding their knowledge.

Question fifteen: How do you read short stories?

This question aims to find out students' attitude of reading short stories

Options	Students' number	Percentage
Often	26	43.33%
Always	05	08.34%
Rarely	26	43.33%
Never	03	05%

Table 3.15: Frequency of reading short stories
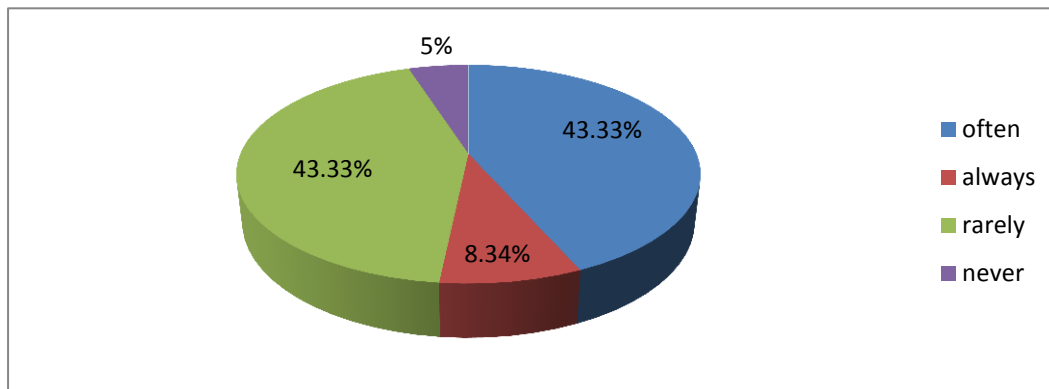
Figure 3.15: Frequency of reading short stories

The results in table 3.15 and figure 3.15 show that twenty six respondents (43.33%) reveal that they often read short stories. Similarly the same percentage (43.33%) opted for 'c' (rarely) answer. However, only five students declare that they always read short stories. Consequently we infer that they are aware of the short stories merits in developing students' language skills. Whereas only three students have said that they have never read short stories. These results confirm the idea that reading short stories is a helpful technique in the learning process.

Question sixteen: What pushes you to read short stories?

The present question tends to shed the light on the main points that attract the reader to read a particular short story.

options	Students' number	percentage
Its author	11	12.94%
Its title	35	41.18%
Its plot	11	12.94%
Someone told you about it	28	32.94%

Table3.16: the main reasons behind reading a particular short story
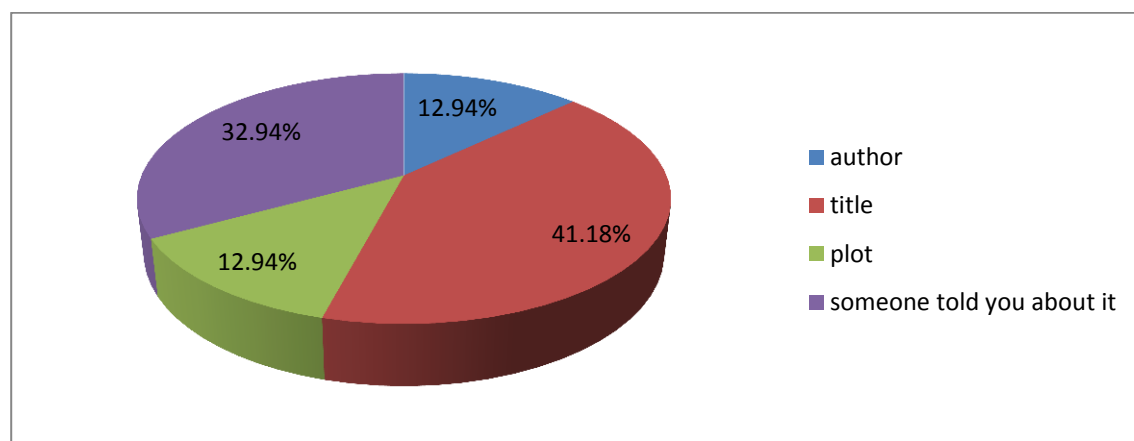
Figure 3.16: the main reasons behind reading a particular short story

This question is an attempt to have an idea about students' reasons behind reading a particular short story. Thirty five respondents (41.18%) claim that short story's title attracts them to read it.Twenty eight students (32.94%) argue that they read a particular short story for the reason that someone advices them to read it.While the same percentage is shared (12.94%) between the students who read a particular short story for its author and the other group who suggested the plot. From these results we can assume that the majority of the students are attracted by the title before deciding to read any story.

Question seventeen: Which type of short stories do you like to read?

This question tries to clarify the students' tendency in reading.

Options	Students' number	Percentage
Comedy	25	32.47%
Romance	29	37.66%
Horror	23	29.87%

Table 3.17: The preferred types of short stories
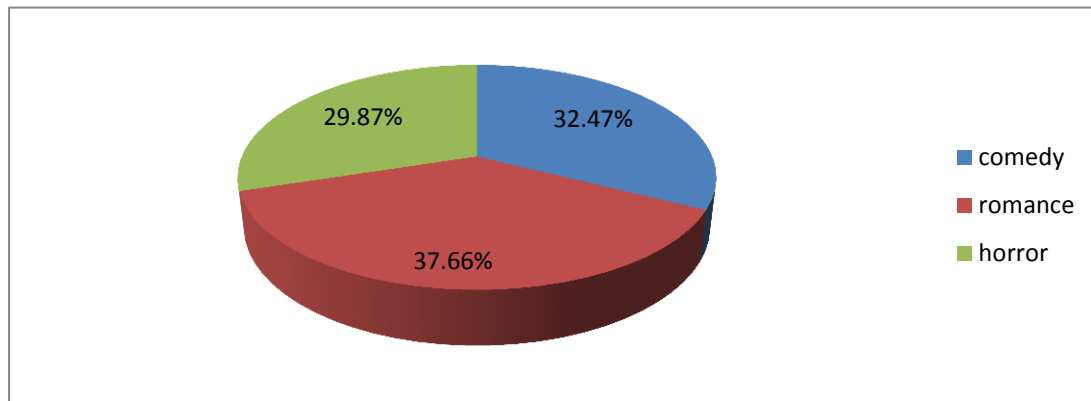
Figure 3.17: The preferred types of short stories

Table 3.17 represents the short story types which students like to read. The highest percentage (37.66%) of twenty nine students opted for option (b) romance stories as a preferred type for reading; that may be explained by their age and their emotional tendency. Comedy stories take the second place with twenty five students (32.47%) ;they find it funny, interesting and beneficial at the same time. Meanwhile, twenty three students reveal that they prefer to read horror stories. From these results we can say that the students' tendency in reading short stories varies from one to another and there is no convention about what to read. Thirteen students from the whole sample mentioned other types of short stories they prefer to read about such as: fiction and action stories, political and social in addition to drama mysteries stories.

Question eighteen: what are the main difficulties you face when reading short stories?

The present question tends to spot the light on the challenges and difficulties that have faced the learners during reading short stories

Options	Students' number	percentage
Ambiguous meaning(unclear)	41	68.34%
You cannot follow the plot	07	11.66%
You do not understand the theme	12	20%

Table3.18 The main difficulties that faced students during reading short stories
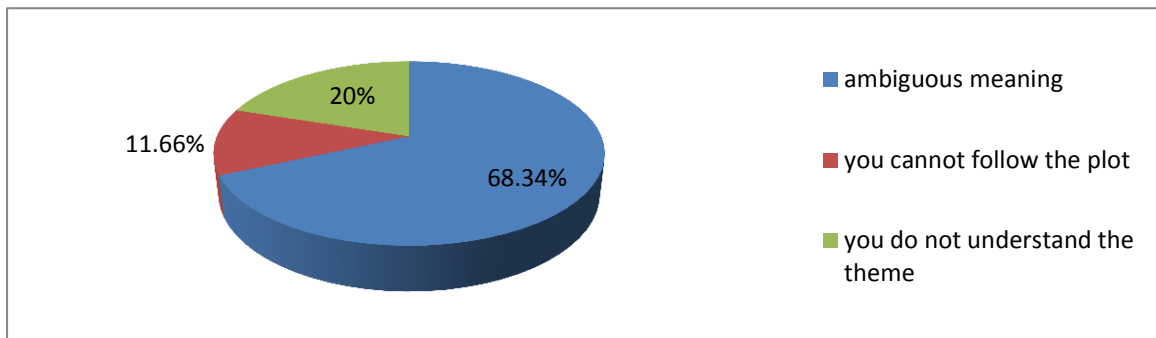
Figure 3.18: The main difficulties that face students during reading short stories

Table 3.18 indicates that the majority of respondents (68.34%) declare that ambiguous meanings of the words during their reading of short stories are regarded as the main obstacle they face during reading process. Twenty students (20%) report that they find difficulty in interpreting the story theme which may denote they are still novice in the domain of short stories. However, only seven students (11.66%) claim that their main impediment in this process is their inability of following the story plot. To this end, it can be concluded that the majority of students consider the unclear and the new words as a serious issue which impede them to achieve the full understanding.and this difficulty can be raised among students due to the lack of reading habit.

 Question nineteen: Does your teacher encourage you to read extensively to improve your vocabulary?

    The intent of this question is to investigate whether the students are steered by their teacher towards reading extensively to enrich their lexical stock.

Options	Students' number	Percentage
Yes	52	86.67%
No	08	13.33%

Table 3.19: The teachers' encouragement for students to promote their vocabulary through reading extensively.
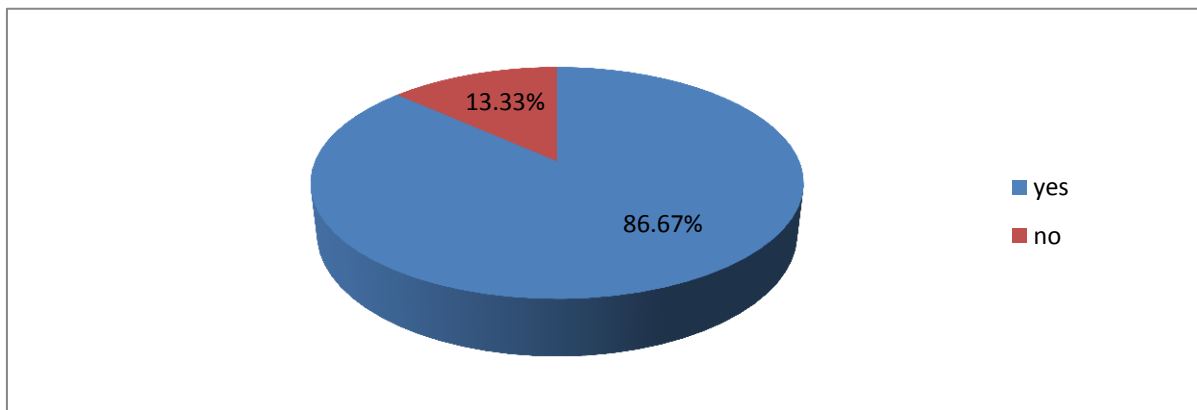
Figure 3.19: The teachers' encouragement for students to promote their vocabulary through reading extensively

The results show that fifty two student (86.67%) confess that they have received a big support from their teachers to read extensively in order to build a solid vocabulary basic. However, only eight respondents declare that their teachers do not encourage them to read at all; this means that these teachers are much convinced with the rich value of the other skills in improving students' vocabulary more than reading skill. These results suggest the fact that the majority of teachers know the significance of reading skill in developing students' language.

Question twenty: would you agree if your department sets an extensive reading programme? the current question tends to know the students agreement and disagreement towards the effectiveness of extensive reading programme in their department.

Options	Students' number	Percentage
Agree	50	83.33%
Disagree	10	16.67%

Table3.20: The students' attitudes towards extensive reading programme
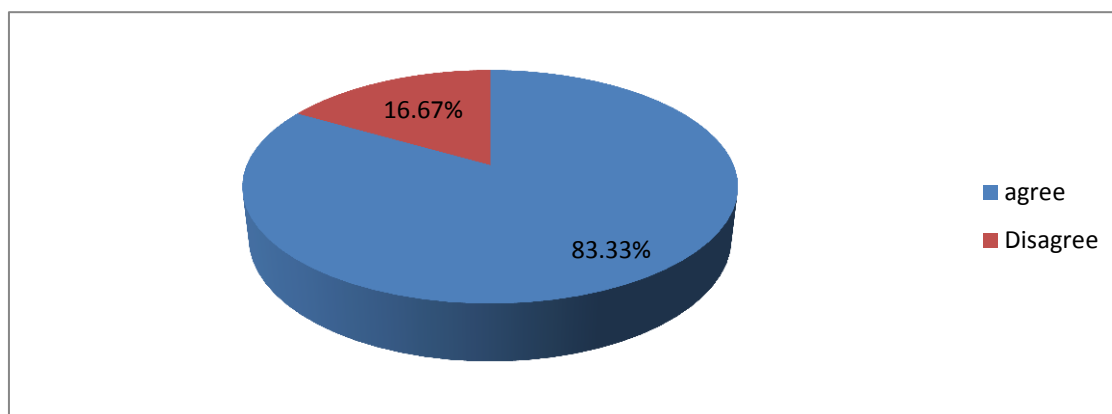
Figure 3.20: The students' attitudes towards extensive reading programme

The present question aims to give the chance to the students to express their ideas about the usefulness of extensive reading programme in Foreign Languages Department. English Division. The majority of the respondents (50 or 83.33%) agree to set the extensive programme. Accordingly, ten students out of sixty show their disapproval to this kind of programmes without any justification mentioned in the comments. The students' approval to this programme is justified in the following explanations:

- Some students report that extensive reading provides the reader with relevant vocabulary and knowledge(11 respondents).

- Some students consider extensive reading programme as a good and interesting idea, It assures the students enjoyment and their awareness development.(20 respondents)

- Seven respondents consider extensive reading as a kind of culture which makes the students more familiarized with reading practice.

Question twenty one: Please add any further comment about the role of reading short stories in enhancing learners' vocabulary?

   Since we are interested in students' point of view towards the role of reading short stories in enhancing their vocabulary. We allocated a free space for students to express their opinions about this matter. Forty three of the respondents put interesting comments, whereas the others did not comment at all. The informants stressed the importance of reading short stories saying the following:

- Through reading some short stories in class in literary text course, they acquired new words

- Reading short stories stimulate the learners' awareness towards reading and improving their critical thinking

- Unwillingly, Reading short stories raises the students tendency to reading in general and it casts the light to the other literary texts, for instance: novels, books ,and articles.

3.1.7 Interpretation of students' questionnaire results

   The major aim of this study is to investigate the role of reading short stories in improving EFL learners' vocabulary acquisition. We tend to know students' opinions about reading short stories and its contribution in building their lexical stock. Twenty one questions of the questionnaire were answered by students. This questionnaire is divided into three sections that claim the following findings.

In the first section, the results show that most of the students have been studying English for a considerable period of time (see table 3.3). Hence, they are familiarized with some English rules and functions as grammar as well as considerable vocabulary knowledge. Moreover, as shown in almost all respondents have chosen to study English with full satisfaction and freedom. Their parents and their friends are considered as a source of support and encouragement; these two factors help them partially to select their target field which is "English"

From this analysis, students who are included in this study consider vocabulary as a crucial element. This implies the students are aware of the importance of vocabulary in EFL learning (see table3.3). Accordingly, the majority of the students have estimated their vocabulary level as average and they prefer to use dictionary to check new words meaning(see table3.4,3.5).As a result, we can deduce that the students prefer to be more independent far than teachers' assistance. As for the strategies that are used by the teachers in explaining the meaning of the new words, the students report that definition and synonym/antonyms are the most used from the teachers (see table3.6). So the teachers prefer to use the above strategies because of their usefulness and assistance in giving a clear and exact clarification to the unfamiliar word. Furthermore, the majority of students see memorizing new vocabularies as quite easy task but long and complex words are regarded as challenges for students to realise a smooth and good memorizing (see table3.8).Thus, the student need to be exposed more to memorizing task in order to stimulate his/her memory capacities and to raise the level of his/her adaptation to this process. Concerning the reading act, most of the students prefer reading act, and they are aware that reading is an important and basic skill which reflects the learners' different skills.

The last part of the questionnaire casts the light on reading skill, Most of students have shown their desire and love to reading act; moreover they have demonstrated agreement that reading has a great importance. Thus their teachers, friends and parents are regarded as the main source of support and encouragement to be highly exposed to reading act in order to acquire abilities to express themselves better in other fields of life and even the other skills(see table 3.12).The results of the study Show the importance of literary genre in improving vocabulary knowledge. The majority of students have shown their positive outlook for reading short stories and its indispensable role in enhancing their lexical resource. This confirms the hypothesis stated at the beginning of the present study. As for the different difficulties and challenges that have faced the EFL learners during reading short stories, A big portion of students have claimed that ambiguous meaning of the words and the correct understanding of the story theme are the serious obstacles that impede them to achieve the full interpretation and understanding. To conclude, the students assert that reading short stories is a fostering and a significant tool that stimulates students' awareness and improves their vocabulary repertoire. Accordingly, the students should be involved in reading tasks in order to develop their language level.

3.2 Teachers' questionnaire

For the sake of study reliability, Teachers' questionnaire was added as a useful technique and a continuing attempt for students' questionnaire. It is considered as a valuable step to collect teachers' different attitudes and perspectives towards the role of reading short stories in improving EFL learners' vocabulary acquisition.

3.2.1 The aim of teachers' questionnaire

The main purpose behind this questionnaire is to find out the enhancement that can be delivered from reading short stories to EFL learners' vocabulary. Furthermore, the

attitudes of written expression teachers towards both vocabulary acquisition and reading short stories. Accordingly, further analysis of the answers is carried out to draw relevant results and interpretations.

3.2.2 The population

Our target population includes all the teachers of written expression in the Department of English at Biskra University. The total number of written expression teachers during the academic year 2018/2019 is (16).The population has been selected intentionally since the teachers are aware of students' vocabulary level at the same time they may use short stories as useful tool in their courses. So, their attitudes and responses will be valuable for fulfilling the aim of the research.

3.2.3 The sample

Since it is impossible to deal with the whole population, the sample of the carried research consists of 7 teachers who are selected proposefully among the total number

3.2.4 Administration of teachers' questionnaire

The questionnaire was administered on February 24 and 25, 2019 for seven teachers. Teachers were very cooperative; four copies were handed back before the weekend, while the rest three copies were sent via email after the winter holidays.

3.2.5 Description of teachers' questionnaire

The questionnaire consists of seventeen (17) questions organized in three parts. It includes closed and open-ended questions to be answered by the teachers by selecting the appropriate option or by giving explanations and clarification.

3.2.5.1 General information

This section aims at collecting data about the respondents' qualification, teaching career and the courses they have taught.

3.2.5.2 Vocabulary acquisition

The purpose behind this section is to sort out the teachers attitudes towards students' vocabulary acquisition and to what extent vocabulary is important for them. Moreover the respondents were asked whether they introduce new vocabularies in each session and if they do so, on which element they focus more: the meaning, the spelling or the use of the word. Furthermore, the section aims to investigate which type of dictionaries teachers encourage students to use, in addition to their opinions about their students' vocabulary level. Finally the section ends with a question that seeks to see which skill can be considered as a helpful one in expanding EFL learners' vocabulary knowledge.

3.2.5.3 Reading short stories

This section aims to point out the respondents' views about reading short stories. The respondents were asked to identify the learners' reasons behind extensive reading. Moreover, it aims at reporting the significance of using short stories as an effective tool in EFL classes. This section investigates the relation between reading short stories and vocabulary acquisition and how short stories can enhance learners' vocabulary. Clarification and explanation are demanded from teachers to identify how reading short stories has a crucial role in promoting learners' lexical repertoire.

3.2.6 Analysis of Teachers' questionnaire

Section one: General information

Q1: What is your degree or your qualification?

Degree	Respondents' number	Percentage
Licence	00	00%
Magister	04	57.14%
Doctorate	03	42.86%

Table 3.21 Teachers' degree or qualification
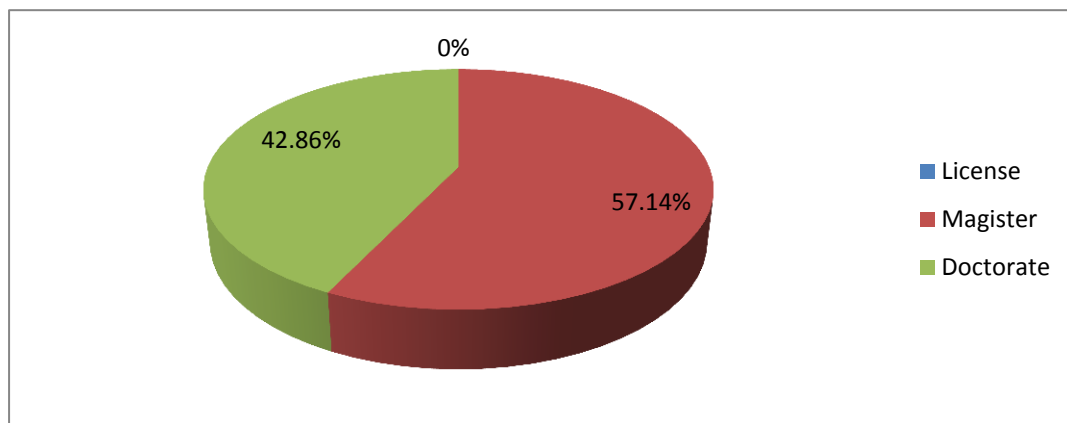
Figure3.21 Teachers' degree or qualification

Table3.21 shows that the majority of the teachers in our sample (57.14%) hold the Magister Degree, whereas two teachers (42.86%) hold the Doctorate degree. And no one opted for the License Degree.

Question two: How many years have you spent in your teaching career at University?

Number of years	Respondents number	Percentage
05	03	42.87%
07	01	14.28%
10	01	14.28%
13	02	28.57%

Table 2.22 Teaching experience
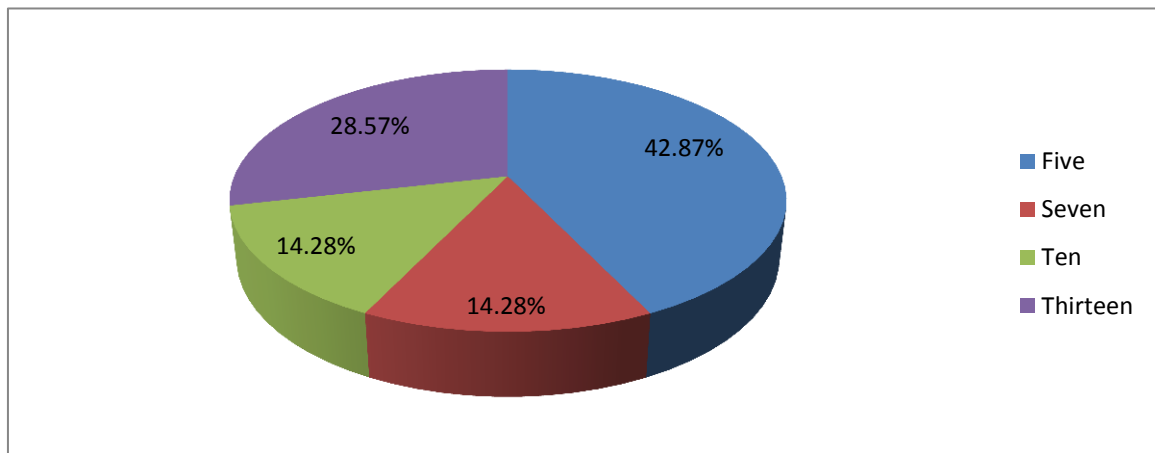
Figure 3.22 Teaching experience

We can notice from the obtained results that three teachers who represent (42.87%) have five years as teaching experience, while, two respondents (28.57%) have thirteen years as teaching experience. Meanwhile, the same portion (14.28%) is shared between seven, ten . That means only three teachers from the whole sample have a long teaching experience, this could be a helpful indicator to our research.

Question three: What are the courses that you have taught?

Courses	Respondents' number	Percentage
Written expression	07	43.75%
Oral expression	03	18.75%
Phonetics	01	06.25%
Grammar	03	18.75%
Literary text	02	12.50%

Table 3.23 The courses taught by the teachers
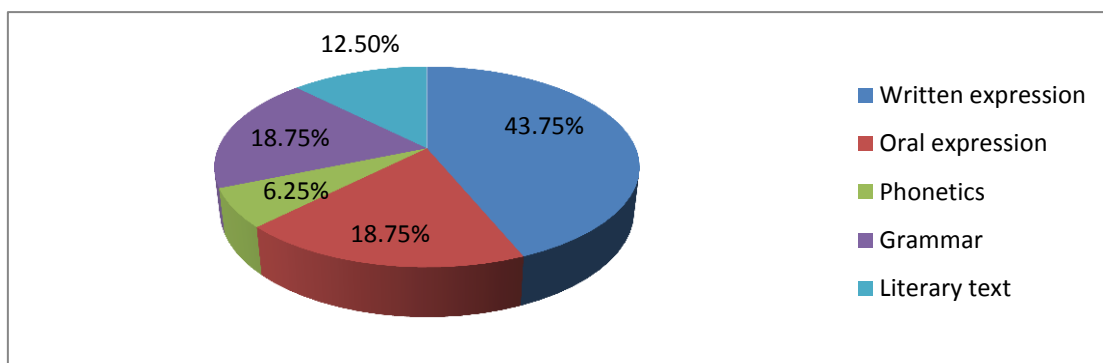
Figure 3.23 The courses taught by the teachers

According to the results obtained from table 3.23, written expression module has been taught by all the teachers of the sample. Moreover, the respondents have experienced teaching in different courses such as: Oral expression (18.75%), grammar (18.75%) and literary text (12.50%) and only one teacher (6.25%) from the sample mentioned that he taught phonetics module during his/her teaching career. From this variation we can infer that our teachers are able to be involved in teaching different courses. As a result, this variation contributes in the progress of the teaching quality and learners' level at the same time.

Section two: Teachers' opinions about vocabulary acquisition

Question four: How often do you introduce new vocabulary items in each session?

Options	Respondents' number	Percentage
Always	02	28.57%
Sometimes	03	42.86%
Rarely	02	28.57%
never	00	00%

Table 3.24   The frequency of using new vocabularies in each session
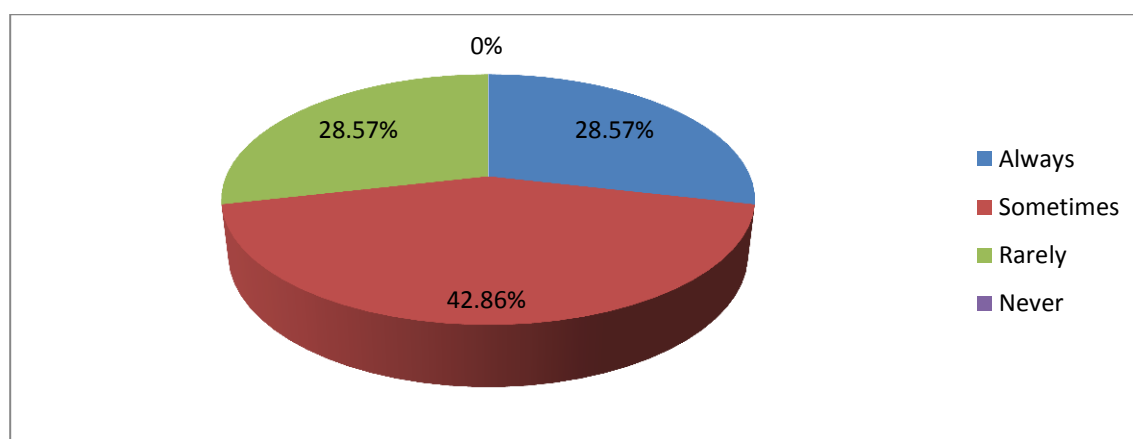
Figure3.24 The frequency of teachers' using new vocabularies in each session

The results in table 3.24 show that the majority of the respondents (42.86%) reveal that they sometimes use new vocabularies in their class; that means they give chances to the learners to expand their vocabulary knowledge, whereas only two teachers (28.57%) claim

that they always introduce new vocabularies in each session. However, two respondents argue that they often use new words in each session. No one has opted for the option (rarely).From these finding we can denote that students have a considerable cover to new lexical items in each session, accordingly they may acquire new vocabularies during class time.

Question five: In presenting new words ,do you focus more on:

Options	Respondents' number	Percentage
The spelling of the word	07	33.33%
The meaning of the word	07	33.33%
The use of the word	07	33.34%

Table 3.25 The important points in presenting new words by teachers
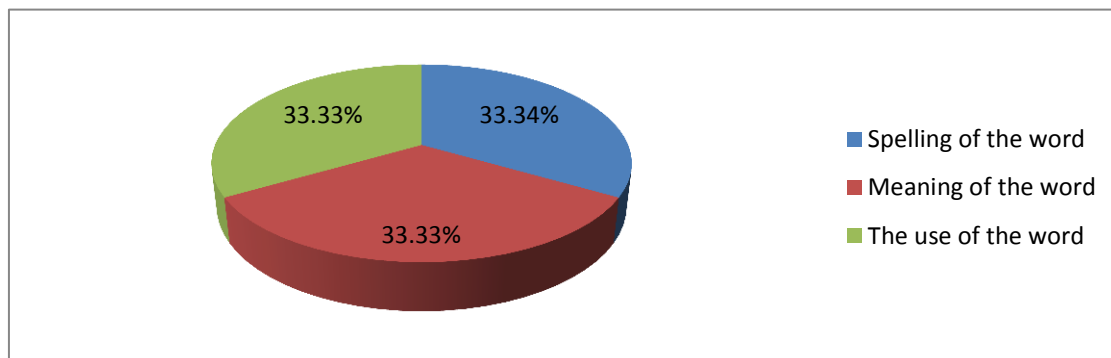
Figure 3.25 The important points in presenting new words by teachers

All the respondents of the sample showed their agreement, they justify the reason behind their choice by saying that all the above elements are equally important because the student should know what each word means to distinguish its denotation and also s/he has to know its meaning because sometimes there are words which can be confusing in English as they may have the same spelling or may seem to be synonymous, while they carry different meaning. In addition, the use of the words needs explanation and further illustration in order to use them in the right context properly.

Question six: to what extent teachers consider vocabulary acquisition as important element for EFL learners?

Options	Respondents' number	Percentage
Very important	07	100%
Important	00	00%
Quite important	00	00%

Table 3.26 Teachers 'opinions towards the importance of vocabulary for learners
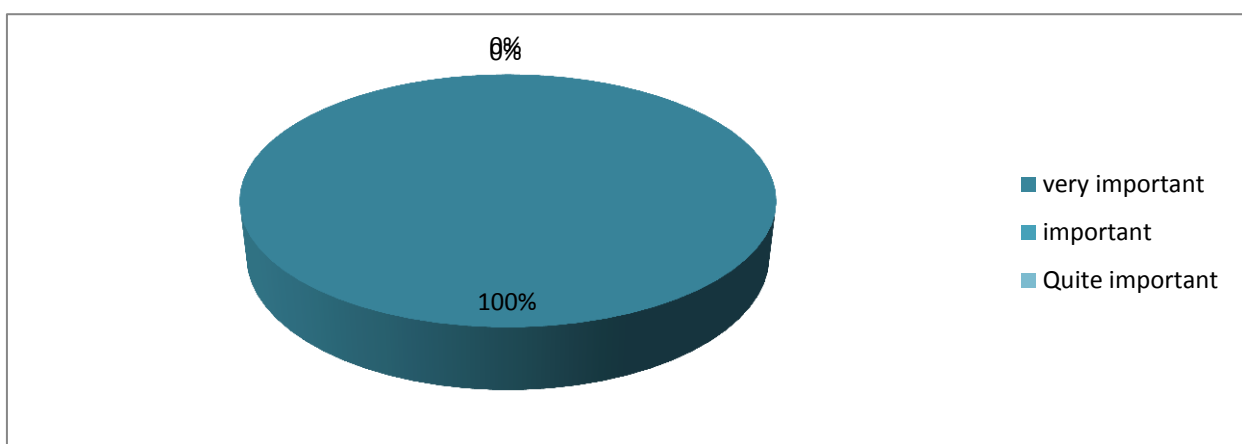
Figure 3.26 Teachers' opinions towards the importance of vocabulary for learners

The results shown in table 3.28 illustrate that all the participants (100%) state that vocabulary acquisition is very important element for EFL learners. This means that teachers are greatly aware of the significance that vocabulary acquisition have for learners. Teachers gave their justification as follows:

- Vocabulary is the vehicule to transmit ideas in both written and oral discourses

- The more vocabulary background students have, the more their proficiency and competency are improved

- Learning vocabulary is a prerequisite to learn other subjects; without enough vocabulary learners cannot reach a satisfactory level of expressing themselves in the other skills

- New vocabulary is the language. When a student learns vocabulary s/he will learn the language.

- For academic success, an adequate vocabulary is necessary. The students need to have an exposure to different vocabularies to succeed in classroom and beyond it.

- Vocabulary helps the students to know more about how to use words in different contexts.

Question seven: How teachers estimate their students' vocabulary level?

Options	Respondents' number	Percentage
High	00	00%
Average	07	100%
Low	00	00%

Table 3.27 Teachers' estimation to students' vocabulary level
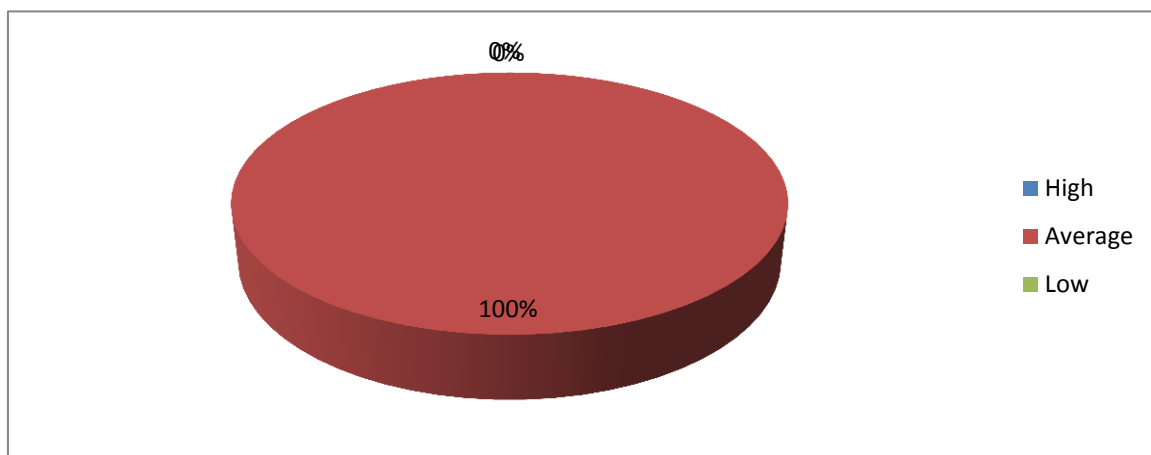
Figure 3.27 Teachers' estimation to students' vocabulary level

The results have shown that all the respondents (100%) estimate their students' vocabulary level as average one, while none of them claim that students have high or low level. This means learners have a vocabulary which needs amelioration.

Question eight: do you ask your learners to use dictionaries to understand the word meaning?

Options	Respondents' number	Percentage
Yes	07	100%
No	00	00%

Table 3.28 Teachers' responses towards learners' use of dictionaries
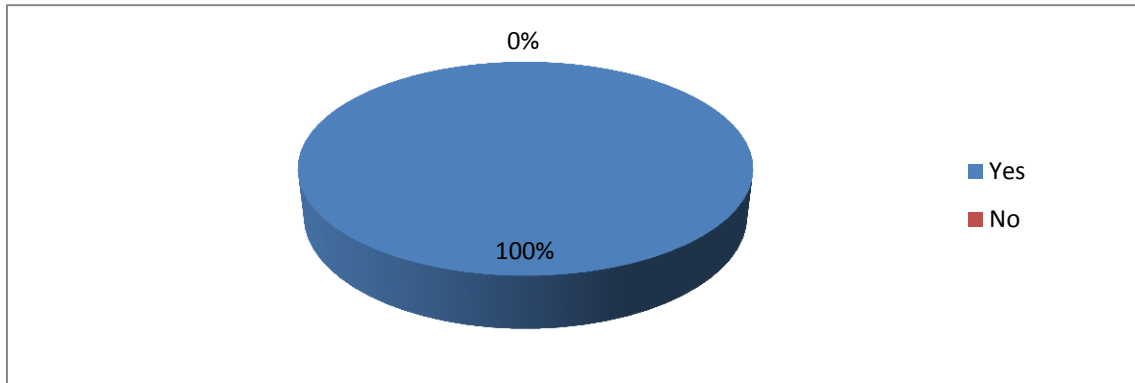
Figure 3.28 Teachers' responses towards learners' use of dictionaries

From the finding obtained in table 3.28, all the respondents share one opinion and they support their learners to use dictionaries to check the word's meaning and even spelling. This means that teachers are highly aware of the significance of using dictionaries by learners in class; this tool helps them to reach independency without much relying on teachers' explanation of words' meaning all the time.

Question nine: What kind of dictionaries do you ask your learners to use?

0ptions	Respondents' number	Percentage
Monolingual	07	100%
Bilingual	00	00%

Table 3.29 The teachers 'preferred dictionaries for students
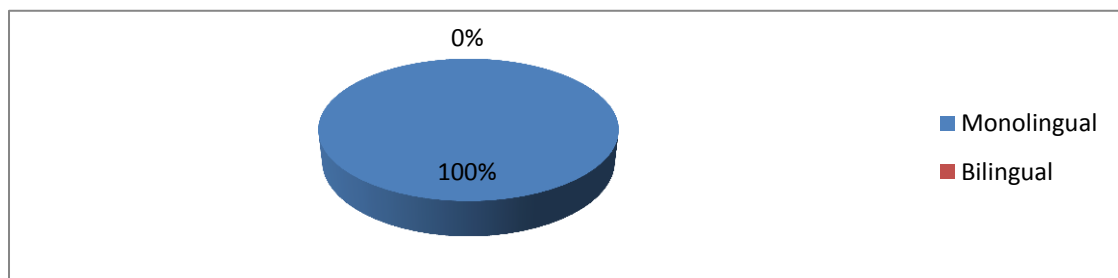
Figure 3.29 The teachers preferred dictionaries for students

All the respondents (100%) claim that they ask learners to use monolingual dictionaries rather than bilingual. This means that the teachers are aware about the advantages and the benefits of this kind of dictionaries for learners. They justify their answer in the following question:

Why? Explain please your choice?

This question is an open question; it is raised to reach more explanation and clarification about the previous question. All the informants agree that monolingual dictionaries are the best tool for learners to learn English Through the same language. Moreover, they offer more comprehensive information about the foreign language word's meaning and even additional meanings about the word, in addition to more examples about how the word is used in different contexts. Consequently, learners in this advanced level need to enhance their language, therefore using bilingual dictionary is not highly practical at this phase of their learning career.

Question ten: Which skill do you see more helpful in expanding learners' vocabulary?

Options	Respondents' number	Percentage
Reading	07	46.67%
Writing	02	13.33%
Listening	04	26.67%
Speaking	02	13.33%

Table 3.30 Teachers' Views about the most helpful skill in expanding learners' vocabulary
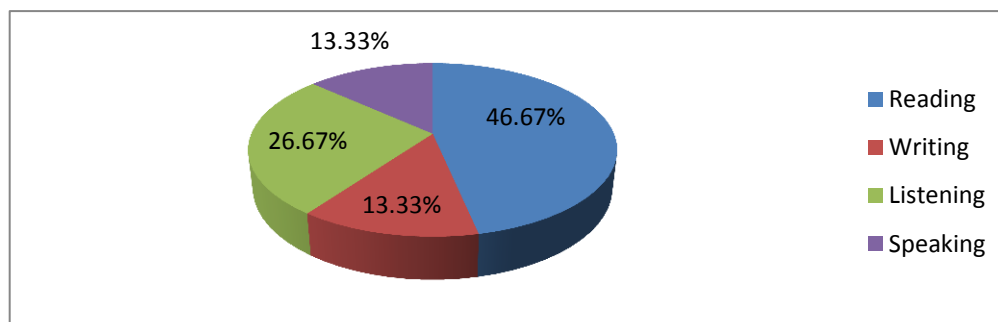
Figure 3.30 Teachers' views about the most helpful skill in expanding learners' vocabulary

As it is noticed in table 3.30, seven teachers (46.67%) agree that reading skill is the most helpful in expanding learners' vocabulary. Meanwhile, listening has ranked after reading; four informants (26.67%) opted listening, whereas writing and speaking (productive skills) have realised the same number of respondents (13.33%). Consequently, it is obvious that the receptive skills can work as assistant skills that help students' in enriching their lexical stock

Section three: Teachers' opinions about reading short stories

Question eleven: How often do you ask your learner to read?

Options	Respondents' number	Percentage
Frequently	05	71.43%
Sometimes	02	28.57%
Rarely	00	00%
Never	00	00

Table 3.31 The frequency of teachers 'encouragement for students to read
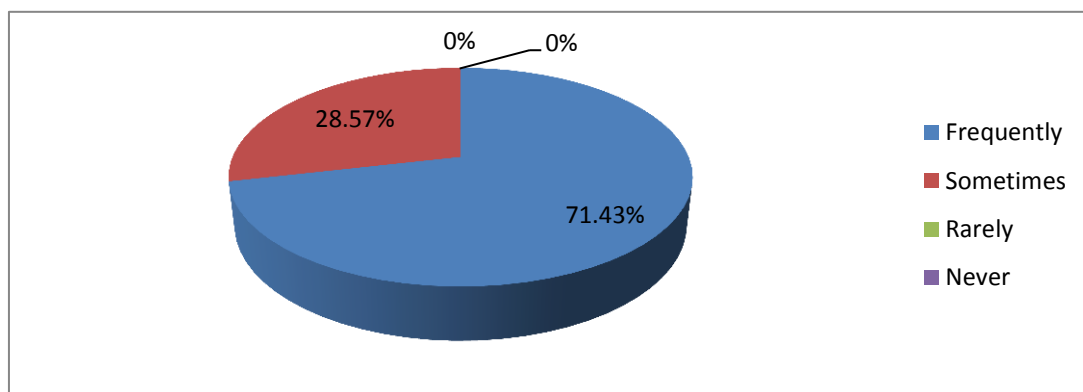
Figure 3. 31 The frequency of teachers' encouragement for reading

From the whole sample, Five Teachers (71.43%) reveal that they ask their learners to read frequently. That means the teachers almost do not miss an occasion without reminding learners to read in order to build their academic success. However, two teachers (28.57%) claim that they sometimes ask their students to read. From the obtained results

we deduce that the teachers recognize and praise the importance of reading and its contribution in expanding learners' language.

Question Twelve: Why students are interested in extensive reading?

Options	Respondents' number	Percentage
Expanding knowledge	05	41.66%
Acquiring new vocabulary	05	41.66%
Discussing different themes	02	16.68%
Students are not interested all	00	00%

Table 3.32 Teachers' opinions about the students' reasons behind their tendency to read extensively
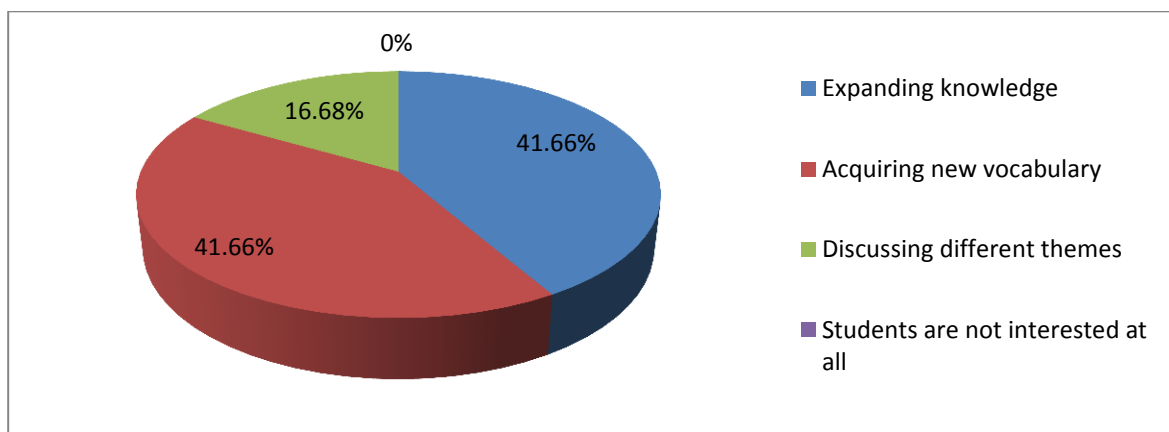
Figure 3.32 Teachers' opinions about students' reasons behind their tendency to read extensively

From table.3.32, (41.66%) of the informants claim that the students are interested in extensive reading because their target is expanding their knowledge. Meanwhile the same percentage (41.66%) of the informants also argues that the main purpose behind students' interest in extensive reading is acquiring new vocabulary. However, only two respondents (16.66%) state that discussing different themes is regarded also a reason behind students' interest in extensive reading and no one opted for the last option(students are not interested at all).Accordingly, we can conclude that most of teachers have prior knowledge about the main causes that push them to read extensively.

Question thirteen: How do you see the use of short stories in EFL classes?

Options	Respondents' number	Percentage
Effective	07	100%
Not effective	00	00%

Table 3.33 Teachers' views about the use of short stories in EFL classes
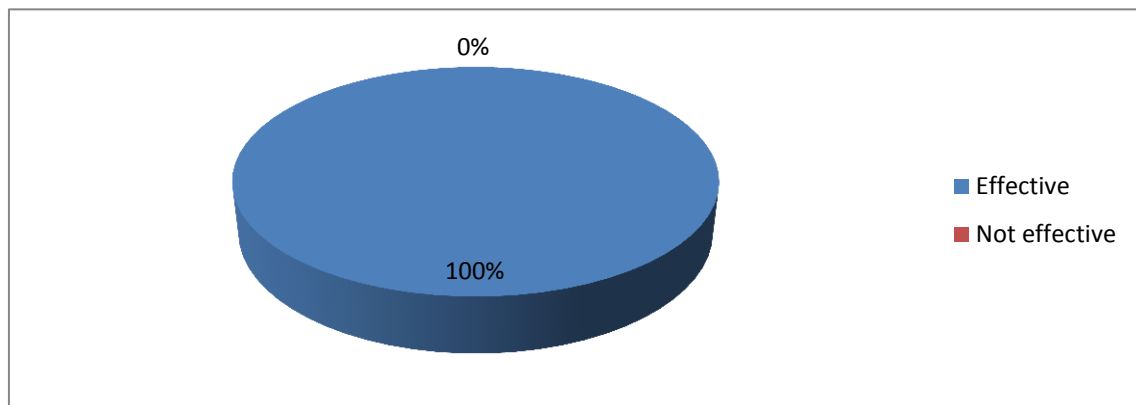
Figure 3.33 Teachers' views about the use of short stories in EFL classes

Teachers' answers to this question were all positive. The respondents share the same opinion that the use of short stories in EFL classes is effective. Therefore they justified their responses saying that:

- Short stories introduce the language in a funny and enjoyable way, they also generate motivation to read with pleasure

- The use of short stories is an effective tool because they are short in length; it is more inviting to the less patient EFL learners.

- Their use is effective but they should be used cautiously because there is difference between academic language and literary one.

- Reading a short story may not be difficult to a young reader(Student) who finds the long story format complex to get through.

- The short story format engages a student quickly.

- Short stories are a great reading tool for EFL learners because they tend to be written in a natural dialogue and tone.

Question fourteen: Do you use short stories in your EFL classes?

Options	Respondents' number	Percentage
Always	03	42.87%
Sometimes	02	28.57%
Rarely	01	14.28%
Never	01	14.28%

Table 3.34 The frequency of teachers' use of short stories in their classes
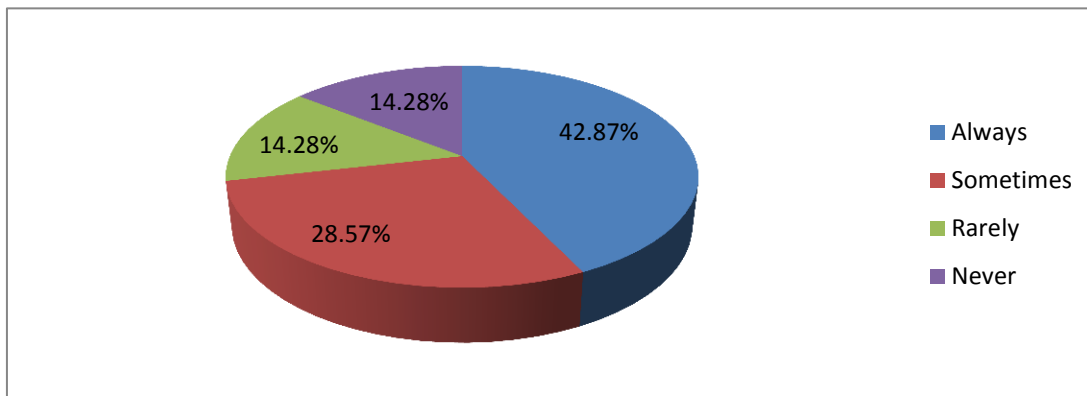
Figure 3.34 The frequency of teachers' use of short stories in their classes

Table 3.34 and the pie chart results show that (42.87%) of the teachers state that they use short stories always in their classes. But (28.57%) of the informants use short stories sometimes. Meanwhile, one teacher (14.28%) claims that s/he rarely uses short stories in the class, and another informant declares that s/he never uses short stories as a reading tool in his/ her class. From these results, we can say that the majority of teachers recognize that short stories are considered as a beneficial tool that helps them to present a successful course; in addition, they assure the students' understanding. The informants have basically relied on different types of short stories that suit the inclinations of students such as: anecdotes, short fiction stories, Moral stories, fables, mysterious stories.

Question fifteen: Do you agree that short stories give students opportunity to expand their vocabulary repertoire?

Options	Respondents' number	Percentage
Strongly agree	05	71.43%
Agree	02	28.57%
Disagree	00	00%
Strongly disagree	00	00%

Table 3.35 Teachers' perception about the role of short stories in expanding students' vocabulary repertoire
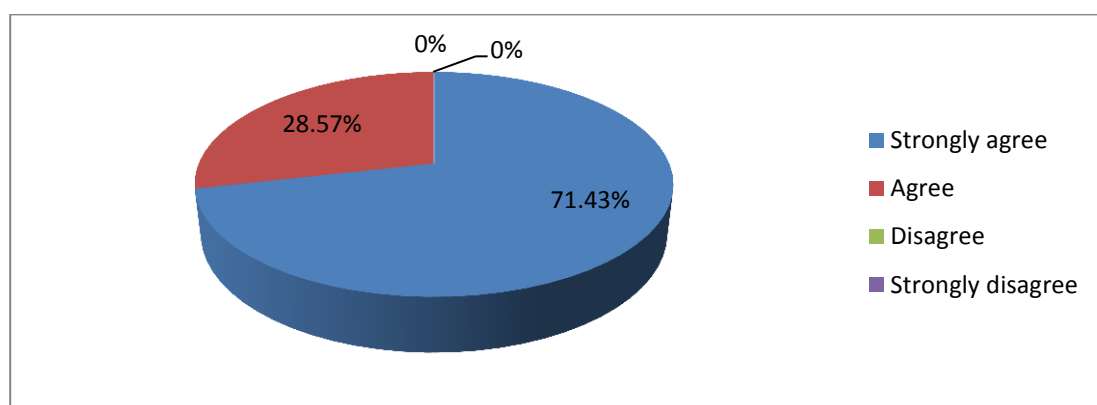
Figure 3.35 Teachers' perception about the role of short stories in expanding students' vocabulary repertoire

From the obtained results, the informants show their approval towards the significance of reading short stories in expanding students' vocabulary repertoire. Five teachers(41.43%) claim their strong agreement towards the vocabulary improvement through reading short stories. Two teachers agree with proposal. However, none of them expresses his/her disagreement. Indeed, they justify their views through praising the opportunity that short stories give to students(an intensive exposure to new vocabulary) that vocabulary would be retained in the students' long term memory.

Question sixteen: Reading as a skill is neglected in the program of teaching English in comparison to other skills in EFL classes?

Options	Respondents' number	Percentage
Yes	07	100%
No	00	00%

Table 3.36 Teachers' opinions about neglecting reading skill in the program of teaching English
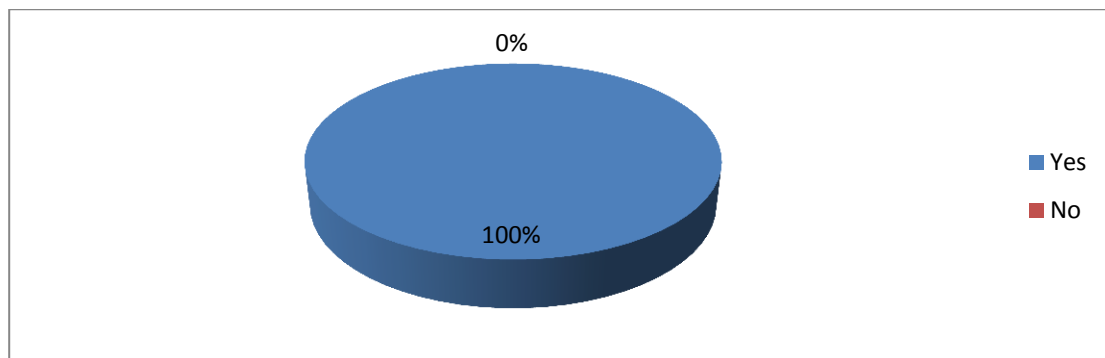
Figure 3.36 Teachers' opinions about neglecting reading skill in the program of teaching English

The results in table 3.36 demonstrate that all the teachers agree on the fact that reading skill is neglected in the program of teaching English .These common responses confirm the real neglecting of the skill. Two informants claim that there is no module in the curriculum which is devoted to develop this skill while five teachers justify their answers saying that reading skill could be integrated with other skills. In addition, they argue that the neglecting of this skill is basically refers to students' lack of interest and motivation towards reading literary materials and they are highly dependent on the teacher as a core element in teaching process.

3.2.7 The interpretation of teachers' questionnaire results

The data obtained from the teachers' questionnaire show the positive outlook of the teachers towards both reading short stories and vocabulary acquisition. After the analysis

of the data collected of the three sections from seven teachers, a tentative interpretation of the results will be presented.

In the first section which is concerned with general information, the findings show that our sample consists of seven teachers who have different experiences in teaching English and gaining varied qualifications. Accordingly, these help EFL learners to acquire correct information, as well as, they offer them multiple chances to improve their language and their level. Furthermore, The informants career is very rich because they have taught different modules. This makes teachers know more about the learners' level in all the courses

The findings in this section show that vocabulary receives much consideration from the teachers; the majority declare that they use frequently new words in each session in order to expand students' vocabulary knowledge. Moreover they reveal that their major focus is the spelling, the meaning and the use of the word in the context (see table3.25). The teacher is basically seen as a source of support and motivation for learners. Thus they deeply and hardly advise them to be exposed highly to reading activities for better amelioration in their lexical repertoire because vocabulary is regarded as a vehicle to transmit their ideas and to express themselves in appropriate way.

It is highly believed that reading is a crucial skill that is deeply deemed in all the domains of life. The teachers have stated that the use of short stories in their classes can be a workable tool that give students opportunity to expand their knowledge and to involve them in discussing different themes and mainly to be familiar with a considerable amount of new words. Furthermore, the teachers show their agreement towards the necessity of pushing learners to intensify their reading, especially short stories to increase their

vocabulary knowledge and to insure the development of their level in the English language.

The analysis of both teachers' and students' questionnaires has given some insights on the process of both reading short stories and vocabulary acquisition. The outcomes of this study have positively answered the raised questions and has confirmed and validated the stated hypothesis that integrating short stories in English can foster vocabulary acquisition. Thus both teachers and students acknowledged the role of reading short stories in enhancing students' vocabulary acquisition.

Conclusion

This chapter has spotted light on the analysis and the obtained findings via both students' and teachers' questionnaires, besides the discussion of the results. Based on the illustrated results of both research tools, it is worthy to acknowledge the positive role of reading short stories as a pleasurable and fruitful tool in arousing and fostering learners' vocabulary acquisition. The more students read short stories, the more they enhance their memory abilities and the better they increase their lexical knowledge. Consequently, The positive results that we have obtained in this chapter has certainly confirmed and proved that reading short stories is a useful and helpful strategy in ameliorating students capacities to grasp a possible amount of new words.

General Conclusion and

Recommendations

Research implications

From the findings of the present study. Some practical suggestions and recommendations are proposed:

➢ The emphasis of this study is enhancing learners' vocabulary acquisition through using short stories; further studies can be carried in the field of grammar, pronunciation, and also on the other skills such as: listening, speaking and writing.

➢ The case study of this research is second year English students. Different studies can be conducted with other participants from different proficiency levels in order to confirm whether or not the same findings will be obtained

➢ The present study is an exploratory research which has given confirmed and valid results towards the issue of reading short stories. However, designing an experiment to indicate the impact of reading short stories on learners' vocabulary would be the most appropriate method to reach more variable and valid conclusions

➢ In the future experimental studies, it would be an easy task for the researcher to give the students the opportunity to choose the short stories that fit their styles and abilities.

Recommendations

➢ The teachers should support learners to read extensively all the types of literary genres and not only short stories.

➢ Reading short stories is considered an effective tool to increase the learners' vocabulary. However, further researches can be conducted about the other useful strategies such as: storytelling, crosswords puzzle, watching educational videos, and so on.

> ➢ It should be important to involve students in group and pair tasks to read short stories and discuss the expressed ideas

General Conclusion

The achievement of the full mastery of vocabulary acquisition has been regarded as the main central aim of EFL classes. It is considered as a challenging task because the students at the university level still fall in a dilemma where they are not able to improve their lexical stock. The present research explores the role of reading short stories in enhancing EFL learners' vocabulary acquisition. It is assumed that short story is an effective tool that expands the students' lexical knowledge.

The main aim of this work is to increase the students' awareness about the necessity of reading short stories and its main contribution in developing their vocabularies. Furthermore, we aim to support students to have extensive exposure to short stories for pleasurable competition atmosphere between students and teachers. Hence, we aim through this research to test our hypothesis where we predict that when EFL learners become more conscious of the role that reading short stories play in the development of their lexical stock, they will read more often.

The present study is divided into three chapters, two theoretical chapters and a practical one. The first chapter attempted to spot the light on vocabulary acquisition which is considered the most enthusiastic and challenging task in the field of foreign language learning and teaching. It consists of different topics that are devoted to clarify different dimensions of vocabulary through giving many definitions from different perspectives. In addition to the types of vocabulary instruction, the main raised problems in vocabulary acquisition, learning and teaching strategies, and finally it represented the relationship between reading comprehension and vocabulary knowledge.

The second chapter comprises two sections. The theoretical background is devoted both to the reading skill and short stories, the first section begins by identifying reading from different perspectives. Moreover, the importance of reading and its various models and strategies have been tackled to make the reader aware of these techniques. The second part of the chapter has spotted the light on short story by representing its definitions from many perspectives, in addition to the main benefits of using short stories which reflect different stages. Furthermore, the major focus has been given to the essence of our study that is: reading short stories and vocabulary acquisition relationship and the contribution that short story presents to develop vocabulary.

The third part is devoted to the empirical phase that strives to find an answer to the inquiry. It investigates the role of reading short stories in improving EFL learners' vocabulary acquisition through the analysis of two questionnaires administered for both second year LMD students of English at Biskra University and for a small sample of written expression teachers in the same department. After analysing and discussing the obtained results, the hypothesis has been confirmed and validated. The study results claim that the students strongly believe that reading short stories is a stimulating and effective tool that helps them to be familiar with new words. Besides, because of short story's simple structure, the students are deeply involved in reading to expand their vocabulary repertoire. Moreover the teachers reveal that reading short stories has been considered for many years as a treasured strategy that has a significant and positive influence on enlarging and accelerating learners' vocabulary.

To conclude, with reference to the findings mentioned before, remarkable enhancements are confirmed to be realised through using short stories as a motivational and useful tool to develop students' vocabulary level. This exploratory research remains as an attempt to investigate the role of reading short stories in enhancing EFL learners'

vocabulary acquisition. However, many questions are still open to debate, and many different workable studies can be carried out in the matter of reading short stories.

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Appendices

Students' Questionnaire

Dear students

The presented questionnaire aims to explore the role of reading short stories in enhancing the learners' vocabulary acquisition: You are kindly invited to answer this questionnaire. Please put a tick (√) in front of the appropriate answer and justify whenever it is possible

N.B: you can select more than one choice.

Thank you in advance.

M 2 researcher: BAZIZ AMAL

Prepared in February 2019

Part one: General information

Q1: How long have you been studying English? ……………Years

Q2: Why have you chosen to study English?

    a) Personal choice ☐   b) friend's advice ☐

    c) Parents advice ☐   d) others ☐

If you choose others, please specify

…………………………………………………………………………………………………

…....……………………………………………………………..……………………………

……….

Part two: Vocabulary acquisition

Q3: To what extent is vocabulary important to you to learn English?

    a) Very important ☐   b) important ☐   c) not important ☐

Q4: How do you see your vocabulary level?

    a) Good ☐   b) Average ☐   c) Poor ☐

Q5:How do you react when you find a new word in a text you read ?

    a) Use dictionary ☐

b) Ask your teacher to explain it ☐

c) Ignore the word ☐

Q6: does your teacher explain the word's meaning by giving**:**

a) Synonym/antonym ☐

b) Definition ☐

c) Translation ☐

d) Showing a picture ☐

Q7: Do you think that memorizing new vocabularies is**:**

a) Very easy task ☐

b) Quite easy task ☐

c) Difficult task ☐

Q8: Do you find difficulty in memorizing

a) Long words ☐   b) compound words ☐   c) complex words ☐

If there are others, mention them

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Q9: do you like reading?

a) Yes ☐   b) No ☐

Why?

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Part three: Reading short stories

Q10: Reading is an important skill in learning process

a) Strongly agree ☐   b) agree ☐   c) disagree ☐   d) strongly disagree ☐

Q11: When do you read?

    a) Only when the teacher asks you ☐

    b) During weekends and holidays ☐

    c) Whenever you have time ☐

Q 12: Who encourages you to read?

    a) Teacher ☐

    b) Parents ☐

    c) Friends ☐

    d) Other sources (tv or radio programme, internet…) ☐

Q13: To improve your vocabulary, what do you prefer to read?

    a) Reading short stories ☐   b) Reading articles ☐

    c) Reading novels ☐   d) Reading books ☐

Q14: Why do you read short stories?

    a) For pleasure ☐   b) to improve your vocabulary ☐

    c) To pass the test ☐   d) to expand your knowledge ☐

Q15: How often do you read short stories?

  a) Often ☐   b) always ☐   c) rarely ☐   d) never ☐

Q16: What pushes you to read a particular short story?

    a) Its author ☐   b) its title ☐

    c) Its plot ☐   d) someone told you about it ☐

Q17: Which type of short stories do you like to read?

a) Comedy story ☐   b) Romance stories ☐   c) Horror stories ☐

If you like others. Specify please

…………………………………………..

………………………………………………………………………………………

Q 18: What are the main difficulties you face when reading short stories

a) Ambiguous meaning (unclear) ☐

b) You cannot follow the plot ☐

c) You do not understand the theme of the story ☐

If you face others, specify please

……………………………………………………..

………………………………………………………………………………………

Q19: Does your teacher encourage you to read extensively to improve your vocabulary

a) Yes ☐   b) No ☐

Q 20: Would you agree if your department sets an extensive reading programme?

N.B : extensive reading involves learners to read only for enjoyment.

a) Agree ☐   b) Disagree ☐

Please say why?

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Q 21: Please add any further comment about the role of reading short stories in enhancing learners'vocabulary…………………………………………………………………………

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Thank you for your collaboration.

Teachers' Questionnaire

Dear teachers,

This questionnaire is a data collection tool for a master dissertation about *The Role of Reading Short Stories in Enhancing Learners' Vocabulary Acquisition*. Your contribution will be of great help to make the research work achieve its objectives. You are kindly requested to answer the questions by ticking your choices in the corresponding boxes or completing your own information whenever necessary.

We will be very grateful for your help

Prepared by: Baziz Amal

In February 2019

<u>**Section one**</u>: General information

Q1: Degree or qualification

License ☐

Magister ☐

Doctorate ☐

Q2: Teaching career at the university….year(s).

Q3:Course(s) you have taught :

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………………………………………………………...……………………………………………
………………………………………………………………………………………………………..

<u>**Section two**</u>: Teachers' opinions about vocabulary acquisition

Q4: How often do you introduce new vocabulary items in each session?

Always ☐   Sometimes ☐

Often ☐   Rarely ☐

Q5: When you present new words, do you focus more on

The spelling of the word ☐

The meaning of the word ☐

The use of the word ☐

Justify your answer, please.

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

Q6: To what extent do you consider vocabulary acquisition as an important element for EFL learners?

Very important ☐

Important ☐

Quite important ☐

Please explain

why?...
....
....
....

Q7: How do you estimate your students' vocabulary level?

High ☐   Average ☐   Low ☐

Q8: do you ask your learners to use dictionaries to understand the word meaning?

Yes ☐   No ☐

Q9: If yes, what kind of dictionaries? ☐

Monolingual dictionaries ☐

Bilingual dictionariess ☐

Why? Explain

……....

……..

Q10: Which skill do you see more helpful in expanding learners' vocabulary.

Reading ☐

Writing ☐

Listening ☐

Speaking ☐

Whatever your answer is, please explain why?

……...

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Section Three: Teachers opinions about reading short stories

Q11: How often do you ask your learners to read?

Frequently ☐   sometimes ☐   rarely ☐   never ☐

Q12: Are students interested in extensive reading for

Expanding their knowledge ☐

Acquiring new vocabulary ☐

Discussing different themes and ideas ☐

They are not interested at all ☐

Q13: How do you see the use of short stories in EFL classes?

Effective ☐   Not effective ☐

Why?

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Q14: Do you use short stories in your EFL classes?

Yes ☐ No ☐

If yes, which type do you use frequently?

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Q15: Do you agree that reading short stories give students' opportunity to expand their vocabulary repertoire.

Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

Explain your answer, please:

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Q16: The reading as a skill is neglected in the program of teaching English in comparison to other skills in EFL classes?

Yes ☐ No ☐

If yes, please say why

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Thank you for your collaboration

الملخص

تهدف الدراسة الى ابراز دور القصص القصيرة كمورد لإثراء المخزون اللغوي لدى طلاب المتخصصين في اللغة الانجليزية كلغة أجنبية. و أوضحت الفرضية أن ادراج القصص القصيرة في أقسام اللغة الانجليزية كلغة أجنبية يطور ويثري الثروة اللغوية من حيث المفردات. و لمعالجة هذا الموضوع قمنا بتوزيع استبيان على طلبة السنة الثانية ليسانس بفرع اللغة الانجليزية بجامعة بسكرة بالإضافة الى توزيع استبيان اخر لعدد محدد من اساتذة تقنيات التعبير الكتابي. بعد تحليل البيانات و النتائج المتحصل عليها استطعنا اثبات فرضية الدراسة. و في الأخير تنتهي هذه الورقة بوضع الاقتراحات البيداغوجية لإبراز حلول مناسبة ومساعدة والتي من شأنها تحسين وتطوير المخزون اللغوي لطلبة اللغة الانجليزية كلغة أجنبية في المستقبل.

كلمات البحث: المخزون اللغوي، القصص القصيرة، مهارة القراءة، المتعلمين

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