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The Impact of Reading Short Stories On Enhancing Students'

Vocabulary Acquisition.

A case Study of Master one Civilization and Literature Students

of English at Mohamed Kheider University of Biskra.

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Dedication

First thanks to Allah for giving me the chance for better education.

I would like to dedicate this work:

To the sun and the moon of my life:

my mother Meriem

and my father Mohamed

the most precious persons to my heart. My Allah blesses them.

To my dear brother: Seif Edin

To my dear sisters: Mouna ,Awatef, Linda

unconditional support and encouragement to pursue my interests.

Special dedication to my dearest friends:

Sakina ,Zahra,Meriem ,Samia,Imen, Mimi , Hiziya

To all my extended family.

Special Thanks go to my sister ghania for her help .

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encouragement to complete this work .

Abstract

The current study aims at investigating the impact of reading short stories in enhancing students＇ vocabulary acquisition. The purpose of this dissertation is all about achieving a common understanding and awareness of the importance and the impact of reading short stories in the field of education , specifically in learning English as a foreign language .Thus , we hypothesize that the more students read the much their vocabulary will be acquired . To confirm this hypothesis we opt for the use of descriptive study inferred from the results obtained from the teachers＇ and students＇ questionnaires. The main objectives of this work are investigating the relationships between the two variables and raising the teachers and students＇ awareness of the importance of reading short stories as an effective strategy in enhancing the acquisition of students＇ vocabulary .The tools used to reach those objectives are questionnaires administrated to teachers of English and master one Civilization and Literature students .The results obtained which prove the hypothesis are analyzed in the third chapter . It revealed that short stories have a great impact in enhancing vocabulary acquisition. In addition, it confirmed that there is a relationship between vocabulary acquisition and reading short stories. Therefore , students' awareness must be raised toward reading in general and short stories in particular in enriching students' vocabularies.

List of Abbreviations

EFL: English as a Foreign Language.

L1: First Language.

L2: Second Language.

VLS: Vocabulary Learning Strategies .

%: Percentage.

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الملخص

General Introduction

Vocabulary is essential in second and foreign language acquisition because without its appropriate and sufficient knowledge learners cannot understand others or express their own feelings and nothing can be conveyed and in the absence of vocabulary, communication will not occur. Therefore, teaching vocabulary is a significant factor and the key skills in language teaching, since words play an important role in expressing feelings, emotions, and ideas to others during communication. Vocabulary plays a very important role in the communication activity. Vocabulary seems to be a neglected aspect of language teaching. The matter of acquiring vocabulary occupied students' attention for a long time. In order to overcome the current obstacle students are always searching for effective techniques and approaches. The strategy that teachers mostly practice in their language classes is to enhance their students' vocabulary knowledge or help them to be able to communicate by reading .Therefore , reading is always the advice teachers' and researchers suggest and support. Vocabulary acquisition was always linked to reading ,the much students read the more their vocabulary repertoire will enlarge and improve the lack of vocabulary in order to express their thoughts and ideas in a good way. The present study examines a different strategy is that can be applied by EFL students in order to develop and improve their vocabulary acquisition, which is reading short stories, the use of short stories in English classes is a way to find methods that motivate students' language learning because stories provide numerous benefits for teaching .The language used in these stories is commonly understandable for students and facilitates their engagement in reading.They makes reading tasks easier for students because they are an enjoyable readings since short stories are

more interesting than the ordinary book, they motivate them to read and to know what happens .In addition , they encourage students to be more creative. Moreover, short story reduces the anxiety of students and helps them to feel more comfortable. Despite all these benefits, the focus of this study will be on using short stories to enhance students' vocabulary. For example, the teacher may give them some activities, such as to match between the words and synonyms, or to put the new words in the new sentences then , students will be able to read the story, understand it, and enhance their vocabulary acquisition .Short story is a stimulating and a motivational technique to the majority of students . In conducting this research we will attempt to investigate the impact of reading short stories in enhancing students ' vocabulary acquisition.

1-   Study Background

The majority of English language teachers consider that literature and language are poles apart. However , literature teaches us how to use language because using literature has several advantages such as contributing to a better linguistic understanding and a higher language proficiency .When it comes to learn a language listening ,speaking , and writing are important but reading can also be very helpful. By reading literary text students face language written for native speakers and try to understand the text and they will encounter new words , a maximum of five new words per page . In this way , literature develops reader's language . Among the literary texts , short stories can be a good choice , it seems to be the most appropriate for classroom usage.

2-   Statement of the Problem

Among different reading text genres , the short story has not received enough attention in research studies ; In addition to the research studies , most of the curriculum neglected short stories in the language teaching materials . Based on the lack of information regarding this aspect of vocabulary acquisition through reading short stories ,there is a need to deal with this gap .

3-   Significance of the Study

No one can deny that reading is a very essential skill and a selective process . As well short stories are regarded to be one of the most suitable reading text genres to help students enhance their vocabulary .Therefore ,this study tries to highlight the importance of reading short stories and provide more illuminating information about improving student's vocabulary acquisition.

4-   Aims of the Study

The present study focuses on the use of short stories as one of the effective strategies of vocabulary acquisition. More specifically this study investigates the impact of reading short stories to enhance student's vocabulary and tries to provide more information about the effectiveness of short stories as a teaching instrument in learning vocabulary.

5-   Research Questions

The questions of the investigation can be expressed as follows :
  1. What is the relationship between vocabulary acquisition and reading short stories ?

2. How can short stories enhance student's vocabulary ?
3. To what extent can short stories help in enhancing student's vocabulary acquisition ?

6. Research Hypothesis

To answer the research question , we hypothesize that :

If students read short stories, their vocabulary acquisition will be enhanced.

7. Methodology

The choice of the research method is generally determined by the nature of the study. Therefore, the descriptive method is the appropriate one because it facilitates the way of collecting data that we need to know about the impact of reading short stories in enhancing student's vocabulary acquisition.

8. Population

This study will take place at University of Mohamed Kheider in Biskra. we will deal with a group of Master 1 students of Civilization and Literature from the English section.

9. Limitations of the Study

It should be noted that in addition to the theoretical and practical importance, this study has some limitations. Firstly, this study will analyze the effectiveness of reading short stories in acquiring vocabulary. Secondly, focus on encouraging students to increase their reading to enhance their vocabulary amount.

10. Structure of The Thesis

This study is composed of two main parts, theoretical parts which includes two chapters one sheds light on reading and short stories divided into two sections. Chapter two deals with vocabulary acquisition ,and its importance . The field work comprises the chapter three, in this chapter we will gather data concerning both teachers and students' questionnaires.

Chapter one
Reading Short stories

CHAPTER ONE: Reading Short Stories

Introduction

Reading is one of the most important skills for the mastery of a foreign language. Introducing literature, represented in short stories in class is one of many ways teachers use to develop the reading ability of their students. Short stories at the intermediate stages of language learning could be beneficial since literature has the quality of being universal and short stories will allow the teacher to deal with human problems. Reading stories should be a significant part in learning for many reasons . First, it gives an opportunity for students to learn about other cultures. Also, it provides a context which will improve the students' reading comprehension by reading, this will enrich the students' vocabulary, and they will know a large number of vocabulary. Short stories are authentic materials for learning the English language and one of the main reasons for choosing short stories as an effective vocabulary strategy is that they motivates students to read ,they do not feel bored during reading them. They are used as a material for enjoyment.

Section A

1 . Definition of Reading

Reading is when someone sees a written text and starts to gather information from the written language message. It is one of the most important activities that successful students undertake in any study course . reading is a broad term concepts , there are many definitions of reading. Although it may not necessary to wonder what reading truly is , since people are reading for different purposes. So , a universal definition has been created to suit each view . Davies (1995 , p 01) asserts that :

Reading is private. It is a mental or cognitive

process which involves a reader in trying to

follow and respond to a message from a writer

who is distant in space and time. Because of this

privacy, the process of reading and responding to

writer is not directly observable " .

In other words , reading does not just imply knowing how to pronounce

and produce words , but it includes a kind of awareness of those words that are

linked to each other decoding sentences , forming a text , understanding the meaning

from the writer's texts. Another definition of reading was proposed by Baudoin et al

(1994) who claims that "Reading is a complex activity that involves both word

recognition, the process of perceiving how written symbols correspond to one's

spoken language; and comprehension, the process of making sense of words,

sentences and connected paragraphs" (P.1) . This means that reading is not an easy

activity as it seems , it is the process of decoding and understanding what has been

written . Reading can be viewed as a process , as a product , as a skill or as an act .

1.1 Reading as a Process

Reading is a complex cognitive process of decoding symbols in order to build

and absorb meaning . It is a way to acquire vocabulary, communicate , and share

information and ideas . Michigan Department of Education defines reading as "The

process of constructing meaning through dynamic interaction among the reader's

existing knowledge , the language of the text , and the context of situation ."

In the same line , Spink (1989) argues that the reading process is a combination

of words, the comprehension of a text , a reaction of what is read and a mixture of

previous and new concepts. According to the above definitions , when reading we combine words to comprehend particular ideas , and this includes using prior knowledge as a technique of constructing new concepts that you are going to have in mind . The reading process involves three stages :

The first is th**e pre-reading stage**

In which the reader activates background information previews the text and creates reading objectives . During this phase , a method for learners to use is to look for the choice of title and list and list all the information about the name that comes to mind . The second stage happens **during reading**

When the reader creates predictions as they read then confirms or revises the result . For instance , the double- entry journal to write on one side the text from the reading and on the other side their personal response.

The final stage occurs **after reading**

It enables the reader to retell the story , analyze the components of the story , reply questions or compare it to different document. For example , for more concise knowledge , learners can develop summaries when they take an enormous range and decrease it to their main points .

1.2 Reading as a Product :

Comprehension is regarded as a reading product . Alderson (2000) claims that the reading product or alternative approach means that the reader examines and understands the results of the reading process and the written text. the product and the reading process are two interrelated aspects reading . They differ in reading time for the same reader on the same text and for different reasons in reading. He shows that learners comprehend materials at different levels. Sometimes learners interpret

the same text from different points and perspectives because each student is influenced by his or her prior knowledge and experiences. According to Carroll (1964, p. 4) the direction of the product theories will probably be organized around the fictions of language; language as it facilitates communication between individuals and language as it operates in thought .This means that product theories must be more focused on language since language is the core of reading, it translates ideas and acts as a means of communication between people. The reading product is what the students get from the comprehension print.

   Alderson (2000,p03) propose three interrelated components depend on effective understanding the reader, the text, and the activity.

- The readers creates different text representation that are essential for comprehension and rejects irrelevant information that may impair comprehension.

- The text can be simple or difficult based on the genre the content the type of language used and the structure of the language and speech.

- With regard to the activity, a specific purpose affected by many factors,such as concern and motivation, shall be achieved. We can conclude from those factor s that the understanding of a message can differ from one reader to another .

1.3 The reading Skill

   The reading skill refers to the capacity to comprehend written text. When learners comprehend the written text, they combine their comprehension with prior knowledge. In language education, reading ability has always been seen as a critical measure. Therefore, it is suggested to develop this ability at an early age of study.   According to Dechant (1991, p9) possessing a good reading skill will allow the individual to assimilate a written work while reading within a short time. It is alifelong

activity when an individual develops a reading skill.And the students is supposed to think crically about the specific topic or subject when reading at any specified moment to comprehend the writer's point. The ability to read can only be created through constant reading. It is a hobby to inculcate reading culture or practice. The following three reading-comprehension skills can be performed by students:

1. Identify easy facts (literal understanding) presented in written text.

2. Make decisions on the content of the written text (evaluative understanding) .

3. Connect the text to other texts and situations in writing (inferential understanding).

2. Components of Reading

Reading, being one of the most important language skills, has been the focus of attention for ages for the foreign language professionals, pedagogues, researchers, teachers and teacher- trainers. It plays a very crucial role in learning and mastering of foreign language like English. It is important to keep in mind the five essential components of reading that every students needs in order to grow into a confident and fluent reader. the five (5) components of reading identified by the National Reading Panel:
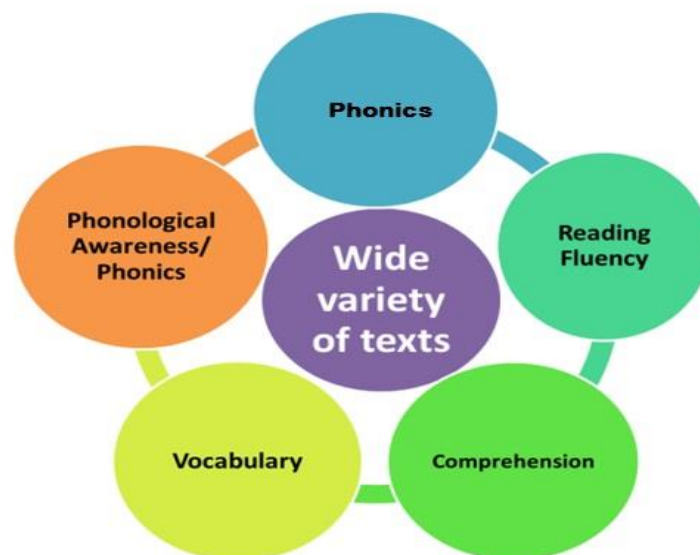
Figure 01 : Components of Reading. Adopted from Reading Process Booklet.p,2.

2.1 Phonics

Phonics is the process of mapping the sounds in words to written letters. This is one of the earliest reading skills children should develop, because it introduces them to the link between letters and sounds, known as the alphabetic principle. Phonics instruction teaches students how to use these relationships to read and spell words.

2.2 Phonemic awareness

Phonemes, the smallest units making up spoken language, combine to form syllables and words. Phonemic awareness refers to the student's ability to focus on and manipulate these phonemes in spoken syllables and words. Phonemes are most often learned before a child begins to read because they are centered on the sounds of language rather than words.

2.3 Vocabulary

Vocabulary refers to the words we must know to communicate effectively. Having an ever-increasing vocabulary is a fundamental part of academic and reading success. The more words we know, the better we become at reading and understanding the texts that we read. words make up more than fifty per cent of most texts for early readers, and are therefore extremely beneficial for your child to learn early on in their reading journey.

2.4 Comprehension

Reading comprehension is the most complex aspects of reading . It is the cognitive understanding and retention of information that has been read. True comprehension is both purposeful and active .Comprehension is the reason for reading.

2.5 Fluency

Fluency is the ability to read a text or a passage accurately , quickly and with expression .It is important it frees students cognitive energy to build a comprehension understanding of what they read . Fluency is something that comes as a student develops their phonemic awareness, phonics skills and vocabulary. The more students read, the better they are at understanding and reading with speed and accuracy.

3. Types of Reading

There are different types of reading that may occur in a language classroom for the reader to obtain the purposes of this skill. According to Davies (1995cited in Bouaouina, 2010.p18) there are several types of reading skill which are coming during the reading activity and they follow the purpose of the reader itself. They are labeled according to the speed and concentration that, in their turn, are dictated by the definite purpose the person has in mind when approaching a piece of writing. Reading may be categorized into two main categories: Oral or silent reading ,this study will focus more only on silent reading.

A. Oral

Oral reading is a technique to improve poor readers word identification in context. by reading orally a student is forced to pay closer attention to the words. The reader not only see the word but hears the word when it is read aloud. (Swalm,1972.p,11).

B. Silent

1. Skimming
2. Scanning
3. Intensive reading
4. Extensive reading

3.1. Skimming

Skimming is to look through a text quickly to know the general meaning of a passage ,to know how the passage is organized, that is the structure of the text and to get an idea of the intention of the writer . Skimming is the technique of allowing your eyes to travel rapidly over a page , stopping here and there to register the main idea requires an overall view of the text and implies a definite reading competence (Grellet, 1981; as cited in K. Ben Dib , 2016: 16). In this context , skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Skimming is a more complex task than scanning because it requires the reader to organize and remember some of the information given by the author, not just to locate it.

3.2. Scanning

When you are reading you do not have to read everything with the same amount of care and attention .Sometimes you need to be able to read a text very quickly. Baudoin, et al.,(1997) claim that Scanning is a quickly reading mechanism used when you want to find special information. Deciding exactly what information we are looking for and the form it would take, deciding where we would find this information, moving our eyes quickly over the page to locate

it and whenever the information is found, we read it carefully and we stop reading . Therefore, scanning is a quick reading, focusing on locating specific information. It is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required. The reader knows what the item looks like and so, knows when he has located what he was searching for. It is assumed then, that very little information is processed into long-term memory or even for immediate understanding because the objective is simply matching.

Baudoin, et al.,(1997) suggested some steps when scanning a text for a specific piece of information:

- The reader limits the targeted datum clearly, before starting looking for it.
- He uses an appropriate source .
- He lets his eyes run over the print skipping all unnecessary words, and he stops only at the information needed and picks it up without going beyond.

3.3. Intensive Reading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. A learner uses intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact. As argued by Nuttal (1982), "Intensive reading requires the student to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed understading of the text." In the same line , Grellet (1981.p.4)

asserts that "Intensive reading means reading shorter text to extract specific information." This means that intensive reading is a slow careful reading , which deals with short texts and pays a close attention to any detail.

3.4. Extensive Reading

Extensive reading is used to obtain a general understanding of a subjet and includes reading longer texts for pleasure, as well as business books. Extensive reading is always done for the comprehension of main ideas, not for specific details.

According to Grellet (1981.p.4) extensive reading refers to "reading longer texts, usually for one's own pleasure. This is a fluency activity mainly involving global understanding." When students read large amount of materials and easy , enjoyable texts to build their confidence and enjoyment . It can be inside or outside classroom and independently include an extensive reading program such as , reading short stories , novels , journal or magazine articles . Grabe (1991.p.396) asserts that "longer concentrated period of silent reading builds vocabulary and structural awareness, develops automaticity, enhances background knowledge, improves comprehension skill, and promotes confidence and motivation". According to him, extensive reading has a lot of benefits .It improves learners' attitude towards reading and become more motivated to read , expand sight vocabulary , it build background knowledge , it develops a "reading habit" to become more " independent readers" , and gains more confidence in reading.

10.**Reading Strategies :**

Reading is an essential component of academic affairs, it is similarly crucial outside academic contexts .The goal of Reading is to set students on the path to

becoming lifelong readers, readers who approach reading with enthusiasm and who view it as a pleasure as well as a powerful tool for learning and for taking charge of their lives. Eskey (1970) argues that the ability to understand and use the information in these texts is key to a student's success in learning. Successful students have a repertoire of strategies to draw upon, and know how to use them in different contexts. Struggling students need explicit teaching of these strategies to become better readers.

According to Barnett (2002) defines reading strategies as "the cognitive operations that take place when readers approach a text with the purpose to make sense of what they read. In this sense, reading strategies are as the comprehension processes that readers use in order to make sense of what they read" (P, 1-14). Therefore, reading strategies are important and effective in improving the EFL students . Students need to apply the reading strategies because they enable them to make sense of what they are reading.

1. Predicting

Predicting is when readers use their own personal experiences and text clues to anticipate what will occur next in the story. It is one of the effective reading strategies that focuses on the text at hand, constantly thinking ahead and revising and verifying its predictions. In other words , it is essential for students to know that their predictions may change as they read.

Magiliano (1993) stated that "prediction strategy involves thinking about what might be coming next in the text. It is applied by effective readers. They used pictures, headings and text as well as personal experience to make predictions before they begin

to read"(p: 35-53). Therefore, predictions are the core of reading comprehension , it involves thinking and better understanding while reading using prior knowledge.

4.2. Skimming :

Harmer (2001: 202) stated that skimming is a technique in looking for a text to get a quick idea of the gist of a text. Therefore , it is the most useful strategy, used by readers to do a quick selective reading to get an overview of the content and to take a look of what the text is about .

4.3. Scanning

Scanning also needs a quick glance to a text . However , in this situation the search is more focused . Nation (2009) provides a brief definition by stating that "Scanning involves searching for a particular piece of information in a text, such as looking for a particular name or a particular number" (p. 70).So, this strategy used when a reader look for specific information or particular detail , for instance , a name , a date , or a number. Both skimming and scanning are specific reading techniques necessary for quick and efficient reading,

similar in the sense that the reader is going through a selection, and different since skimming required information in general and scanning the required information is very specific .

4.4. Inferring

As a reading strategy, inferring requires readers to use prior knowledge and the information stated in a text to draw conclusions. According to Zimmermann (2009) inferences are often referred to as what you "read between the lines". When students use the inferring strategy, the text becomes meaningful. They add parts that are not explicitly present, often share personal views and form interpretations.

5. The importance of Reading :

Reading is an important skill that helps students to develop their language skill. Although many study programs lack time to develop this skill and encourage students to read from time to another , a great effort must be made to highlight reading for their great benefits. Reading not only helps in increasing knowledge and vocabulary, but also builds the imagination and improves listening skills. According to Eric. H. Glendenning (2004:32) reading is significant :

- It is important in helping students to understand the context which support them to perceive the background, the environment, and the circumstances in which the author wrote the text.

- Reading develops students by making them better writers; since they may face different rules of grammar which will help them later in developing a sense for structures of the language and grammar and increase their vocabulary.

- Reading enable students to interact and to form their own thoughts to have critical thinking skills.

- Reading can enhance empathy and lead to greater understanding of people who are different from ourselves. It increases our emotional intelligence and helps us to appreciate other points of view.

- Reading is a trigger for imagination, the foundation for future learning

We can deduce from the above points that reading is a strong skill that provides the reader a chance to experience and communicate with various texts, words, and ideas.

Section B :   Short Stories

1. Definition of Short story

A short story can be defined as a piece of prose fiction, which is usually about one thing, it contains maximum of 10.000 words, which can be read at one sitting. A short story   is intended to create an impression via characters, conflict, themes, setting, symbols and point of view (cited in Bouti, p. 22).

It is defined by Poe (cited in Bouti, p. 22) as a "narrative that can be read at one sitting of from one- half hour to two hours, and that is limited to a certain unique or single effect to which every detail is subordinate". That is short story is claimed to be the most suitable tool to use in language teaching especially in improving all the four skills.

Another definition for the short story is provided by Baldick (2008) A fictional prose tale of no specified length, but too short to be published as a volume on its own…a short story will normally concentrate on a single event with only one or two characters,

more economically than a novel's sustained exploration of social background". (p. 307) Short stories are the most suitable literary genre which can be used in the EFL classes because it is very short, and short stories are more interesting than the novel and less trouble when compared to the novel and easy to understand .

2.   Characteristics of Good Short Story :

Short stories increase students' motivation and enhance them to read. But there are some basis for selecting the appropriate short story. Menrath (2003, as cited in Haddag, A ,2014) suggests the following characteristics that a good short story should stand on:

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

A good short story should have a unity ,i.e., each part should contribute to the meaning of the story.

3. Benefits of Using Short Stories :

A short story is an ideal literay means that EFL learners can use due to its benefits. In that many studies have discussed the benefits of using literature in language classes.

Saka (2014) holds the view that short stories have some advantages to teach foreign language compared to other genres. Short story develops students' stores of vocabulary . It also helps them   strengthen the language skills, increase their motivation to read, and have a positive effect in improving the four skills.

EFL curriculum offers the following educational benefits as ArÕoğul (2001) points out in his study: (p.11-18):

- It makes the students' reading task easier due to being simple and short when compared with the other literary genres.

- Enlarges the advanced level readers' worldviews about different cultures and different groups of people.

- Provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers.

- Motivates learners to read due to being an authentic material. Offers a world of wonders and a world of mystery.

- Gives students the chance to use their creativity and promotes critical thinking skills.

- Facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community. Makes students feel themselves comfortable and free.

- Helps students coming from various backgrounds to communicate with each other because of its universal language.

- Helps students go beyond the surface meaning and dive into underlying meanings, and acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring these gained knowledge to their own world.

4.   Using Short Stories to Enhance Vocabulary Acquisition

Since vocabulary is considered as the basic unit and the building blocks in learning a foreign language, researchers put an emphasis on the different learning strategies that aim to help students enrich their vocabulary knowledge . A short story is one of the effective learning strategies because learners enjoy learning new words through reading stories. It attracts their attention . vocabulary and reading are two sides of the same coin. That is to say, they are of a close relationship. So, the much the learners read , the more their vocabulary store develops and enrichs . Harmon (2002, p. 606) pointed out "many students continue to struggle with comprehension because of limited vocabulary knowledge and ineffective strategies". This to say that no one can deny the role of reading short stories in acquiring and developing vocabulary . Learners with poor vocabulary knowledge may face serious obstacles in understanding and getting the meaning when they read a text or a passage. Handayani (2013 cited in Mazrag) summarizes benefits of using short stories as follows:

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

In other words, short story will help learners in developing their language skills and providing them with new vocabulary

Conclusion

Reading short stories is a neglected activity that should not be ignored at all , it should be highlighted for its benefits. Reading short stories is an effective and a motivational strategy that can be used by EFL learners. Stories help develop students' personal creativity to become a critical thinkers. It is also an opportunity for enjoying the reading and acquiring new vocabulary items .Reading stories can be more beneficial than any other information materials , in improving communicative competence .

Chapter two
Vocabulary Acquisition

CHAPTER TWO : Vocabulary Acquisition

Introduction

Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all skills. Words are one of the components in learning any language . The use of words is evidence that the purpose wants to communicate, express ideas or thoughts, and convey messages are based greatly on vocabulary. However , without sufficient vocabulary knowledge students cannot have an effective communication . Despite the fact that vocabulary plays an important role in the production of language , it has been receiving little attention . Both teachers and students should pay more attention on the vocabulary acquisition .

1.   Definition of Vocabulary

Vocabulary is a tool of carrying a meaning as it is a way of thinking, and it is one of the elements of language that should be learned and taught to get language proficiency. Vocabulary is defined in many different ways. According to Richards and Rogers (1986, p.225) "vocabulary is a core component of a language proficiency and provides much of the basis for how learners speak, listen, read and write". This means that vocabulary is the component that gathers all the skills. Oxford Dictionary has defined vocabulary as it is all the words in a language: new words are always coming into the vocabulary" and "all the words that somebody knows or that are used in particular book, subject, etc..". Therefore, vocabulary is every word that someone knows or uses; so, if a learner wants to master a language he must learn its vocabulary as an initial step. Another definition is provided by Hatch and Brown (1995) who consider vocabulary as a list or a set of words of a particular language that an individual speaker of a language might use. Also, Schmitt (2000) argues that vocabulary is :

A list of the different kinds of knowledge that a person must master in order to know a word: the meaning of word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word. (p.5)

Based on this quote, it can be said that vocabulary is a list of words and it is considered as a basic constituent of language proficiency, it includes the meaning of the word, the use of the word and the form.

1.1.   Meaning of a Word

Since vocabulary is defined as a set of unknown words that we learn then used in all the skills, it is assumed that communication is nonexistent without knowing the meaning of a word. In order to answer the question what is a word?, some specialists' different points of views will be discussed first , Nation (1990 as cited in Mazrag, p.36) stated that "knowing a word involves knowing its meaning". That is to say, without knowing the meaning nothing can be conveyed, and there will be a misunderstanding and then a failure to communicate. Moreover, Nation (2001) gives an accurate explanation of the word form, the word meaning, and the word use. Each category refers to a particular thing as shown in the table

Aspect	Component	Receptive knowledge	Productive knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	word parts	What parts are recognisable in the word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in the concept?	What items can the concept refer to?
	Associations	What other words does this make us think of?	What other words could we use instead of this one?
Use	Grammatical fonctions	In what patterns does the word occur?	In what patterns must we use this word?
	Collocations	What words or types of words occur with this one?	What words or types of words must we use with this one ?
	Constraints on use (register, frequency)	Where, when, and how often would we expect to meet this word?	Where, when, and how often can we use this word?

Table 1: what is involving in knowing a word? Nation (2001 , p. 27).

1.2. Definition of Vocabulary Acquisition

Vocabulary is an essential sub-skill, and the lack of vocabulary knowledge affects the clarity and eloquence of spoken and written languages. Therefore, the acquisition of vocabulary is crucial in the question to become skilled foreign language speaker. According to Swan and Walter (1984, as cited in Alemi & Tayebi, 2011, p.2) "vocabulary acquisition is the largest and most important   task facing the language learner." In addition, Hunt and Beglar (2005, p.7) sets the definition of "vocabulary acquisition as a crucial and the central component in successful foreign language acquisition". For this reason student should do their effort to develop their vocabulary

stock to make every effort, because the acquisition of vocabulary is a very important step that should not be ignored.

1.2.1. Vocabulary Development Dimensions

Vocabulary is the main component of any language proficiency. Many researchers have discussed the process of vocabulary. Henrikesen (1999) carried out three dimensions of vocabulary development. Furthermore, Aitchisom (1994) discovered that learner have to go through three stages in vocabulary learning: labeling, packaging, and network building.

1.3. The Importance of Vocabulary Knowledge

Vocabulary knowledge is an extremely important tool in learning any language and for mastering any skill. It also helps to understand written and spoken texts. Therefore, student cannot have an effective communication without having enough knowledge of vocabulary. According to Davis Wilkins (1972 as cited in Thornobury, 2002) "without grammar little can be conveyed, without vocabulary nothing can be conveyed". This confirms the idea that without the sufficient knowledge of vocabulary, students cannot understand others or express their own feelings, or ideas. Likewise, Schmitt (2000) agrees with Wilkis by saying "learners carry around dictionaries and not grammar books. That is to say, lexicon carries more of the meaning of a text than grammar does. Allen (1983, p.5) confirmed that "lexical problems frequently interfere with communication ; communication breaks down when people do not use the right word ». So, the inappropriate use of vocabulary affects the act of communication and leads to a misunderstanding. That is, vocabulary is one of the linguistic components influencing the development of communicative competence and learners' language skills as well (Brown, Waring, & Donkawbua, 2008; Meara & Jones, 1990; Moir & Nation, 2002; Schmitt, 1998).

1.4.   Types of vocabulary

Improving vocabulary skills is a major challenge for EFL learners, so students need to acquire vocabulary properly and in a correct way. In order to do so, they should differentiate between vocabulary types. Vocabulary was discussed and divided into different types, some are divided into two types active and passive vocabulary. Gruneberg and Sykes (1991, p.60-62) distinguished between these two types. The first type of vocabulary referred to the one that students had been taught and they are predictable to be able to use. Meanwhile, the second one referred to the words recognized by students when they met them, but would probably not able to pronounce. Another distinction was made about the knowledge of words. In this regard, Haycraft (1998, In Hatch & Brown, 1995), indicate two kinds of vocabulary, namely receptive and productive vocabulary.

Receptive and productive vocabularies are two important terms for a more global understanding of vocabulary learning. Hiebert and Kamil (2005, p.3) asserted that "productive vocabulary includes those words that individual can use when speaking or writing". On the other hand, "receptive vocabulary is that set of words from which an individual can grasp meaning when listening or reading". However, the productive vocabulary is smaller than receptive vocabulary. Additionally, Al-Dersi (2013) made a distinction between two types of vocabulary entitled oral and written. Oral vocabulary means those words that learners recognize and use in listening and speaking. However, written/print ones refers to the words we recognize their meaning through reading and writing.
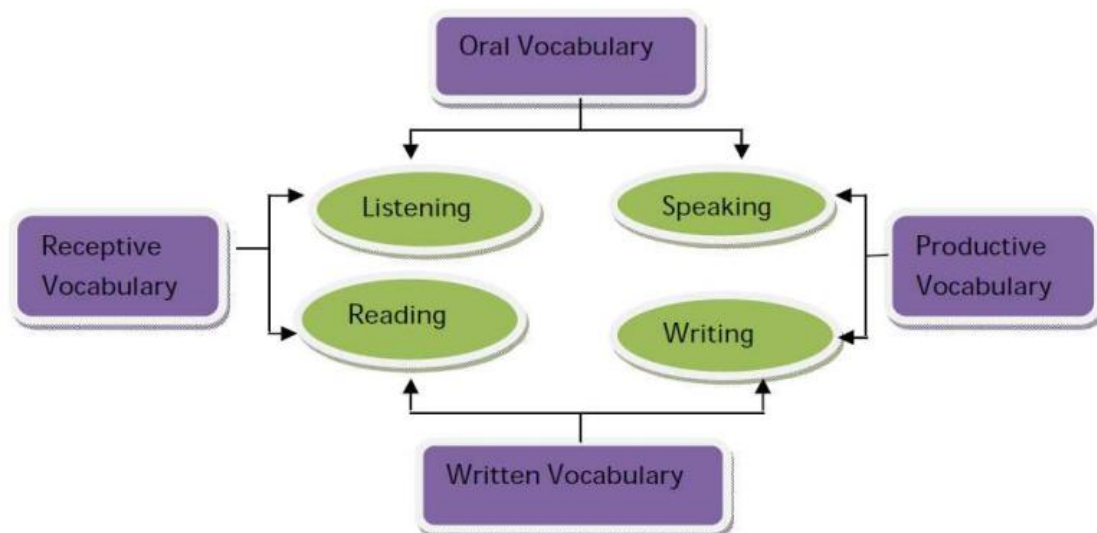
Figure 02: Types of Vocabulary .Al-Dersi (2013, p. 74) .

1.5   Teaching and Learning Vocabulary

Vocabulary is one of the most important skills needed to teach and learn a foreign language. So, without vocabulary, it is impossible to learn any language. Most students usually find some difficulties to speak English fluently. For instance, forgetting the words during conversations or keep on using the same words or expressions. Therefore, acquiring vocabulary successfully leads to a successful communication.

1.5.1   Teaching Vocabulary

Vocabulary knowledge plays an important role in the four skills; it is also one of the necessary language components. Thus, teaching vocabulary is a key aspect in learning a language. Both teachers and students agree with the ideas that vocabulary acquisition is a key factor in teaching any language and gaining efficient knowledge of vocabulary is in order to be proficient speaker and to produce meaningful sentences in English. Although, teaching vocabulary may seem easy to do, but in fact it is a

challenging task. According to Joyce (1996, as cited in Ainun Nikmatin, 2016) "teaching well means helping the students learn well. So, it looks like a process of providing someone, something useful in a professional way".

1.5.2 Strategies for Teaching Vocabulary

It is true that vocabulary is the basic and most important component of English language learning and by the amount of vocabulary, the practice of English is to read, listen, write and speak. With this great importance of vocabulary, many learners still practice wrong ways of learning or do not know some strategies to help them memorize and review vocabulary. Teaching vocabulary is a difficult challenge facing teachers although it seems an easy task. The teachers would have problems when the teaching process takes place. They will have problems with how to teach students in order to gain satisfying results. So, teachers should prepare the appropriate strategies and suitable material to enhance their students' vocabulary knowledge. There are several effective strategies that student can apply so as to deal with new words. According to Hatch and Brown (2000, cited in Seal 1991) "everything teachers do or should do in order to help their learners learn". These strategies employed depend on certain factors:

- The content (i.e., the knowledge that learner should acquire).

- Time availability.

- The strategy value for the learner (i.e., what strategy can be applied).

Vocabulary teaching can be planned or unplanned. (Seal, 1991)

1.5.2.1 Unplanned vocabulary teaching

Vocabulary teaching can be unplanned, it happens when there is a need for unexpected words in the classroom during the lesson. Seal (1991, p.298) explains that this kind of teaching concerns teachers' spontaneous reaction with the goal of helping

learners when necessary. He defines this term as the "teaching of problem vocabulary that comes up without warning in the course of a lesson". Sometimes a student faces a problem during the lesson in his ignorance and not understanding many words. He thinks he must understand every word he encounters in the text unlike the teacher who believes he does not have to explain every word in the text, expect for the important words. In this case, the teacher improvises and gives them an explanation. Seal (1991, p. 298), suggests three stages in the unplanned vocabulary teaching:

- Conveys the meaning .

- Checks the meaning .

- Consolidates the meaning in learners' memory .

In the stages of conveying the message, the teacher attempts to convey the meaning of words using various ways such as teaching synonyms, giving examples, opposites, or an anecdotes. In the second stage, the teacher tests the students' understanding through designing some tasks such as asking questions, crossed puzzles or filling the gaps. For the last stage, the teacher attempts to consolidate the meaning of the word by asking student to link the word in other context. However, unplanned vocabulary activities are less time consuming than planned strategies for vocabulary teaching (Hatch and Brown, 1995), because, teaching materials should be prepared by the teachers.

1.5.2.2 Planned Vocabulary Teaching

Concerning the planned vocabulary teaching, Seal (1991) argued that this kind of strategy alludes to teaching vocabulary explicitly, deliberately, clearly defined and direct. He also explained that planned teaching is that "when teacher goes into classroom with an item or a set of vocabulary item that s/he has decided beforehand will be taught during the course of the lesson". (p.298). Accordingly, planned vocabulary teaching is

"intentional vocabulary instruction" (Hatch and Brown, 1995, p.415). Vocabulary items are not easy to comprehend; therefore, the teachers should prepare the lesson and teach those items in a easy way. Seal (1991) proposed two types of planned vocabulary. First, the preparation of the lesson and the teacher here is responsible for facilitating the teaching and helping the students to understand some difficult words. In the second type, vocabulary can be taught in isolated tasks or other activities, for example, reading stories, using dictionaries, listening to dialogues, translation all of these activities will help student to improve their language skill. Seal (1991) gave a list of teaching strategies in two main categories:

- Presentation of the meaning and form of new lexical items

- Review and consolidation (recycling and practicing of present lexical items

a)   Presentation of new lexical item

Introducing new lexical item is considered the first important step towards memorizing and using them actively. Although, it could face a wide range of problems for students, no matter how new words were presented, the teacher should facilitate and simplify the process of learning new vocabulary. In order to do this in an efficient way, the following are some techniques to present new vocabulary:

1. Connecting in L2 an item with its equivalent in L1

When there is a need to point out the similarities or differences between L1 and L2, this strategy is the effective to check the understanding level.

2. Defining the meaning

This teaching technique can be done through presenting simple definition, giving synonym or examples.

3.   Teaching vocabulary through guessing from context

Guessing from contexts as a way of dealing with unfamiliar vocabulary in an

unedited selections has been suggested widely by L1 and L2 reading specialists. (Dubin, 1993). In this technique, the teacher creates a situation and puts the lexical item in context. There should be four elements to give meaning in the text whether written or spoken text:

The reader, the text, the unknown word, and clues in the text. The lack of one of these elements can affect the ability of the learner to guess. Therefore, this strategy encourages learners to guess unfamiliar words as much as possible and helping them to build confidence in themselves.

4.   Using objects, picture, visual aid

This technique is useful in helping students to remember better their vocabulary, in which the teacher presents a new word by showing objects or visual aids in the classroom. Gairn and Redman (1986 as cited in Sustano, A. ,2017) state that real objects technique is appropriately employed for beginners or young learners when presenting concrete nouns. Teaching vocabulary using objects helps students memorize words by visualizing them.

5.   Activate Involvement of Learner in Presentation

The teacher encourages the students to find out words' meaning by elicitation (Takac & Singleton, 2008 as cited in Sustano, A. ,2017). Using this technique to encourage and motivate students in discovering the meaning of the word through elicitation. Elicitation maximizes the ability of learners to speak and acts as a way to check the understanding (Thorbury, 2002). The teacher shows a picture or invites students to find a definition or synonym of a word.

b) Review and consolidation of lexical items

This category refers to those steps aimed at getting learners to review lexical

item, in order to consolidate them in long-term memory. The activities that must commonly used are as follow:

1. Mechanical repetition of words

Repetition is an important tool for learning and having active recall or "retrieve" a word is a more effective way of learning than just exposure or seeing a word again and again (Sokmen, 1997 as cited in Mccarten, J. 2007). This can be done through loud repetition, because repeating words loudly helps students to remember words better than repeating them silently.

2. Word manipulation

Word manipulation includes examples of tasks like matching words with their definition, putting words together then finding the strange out.

3. Create a mental image

This technique is quite effective to use when recalling words in the text. It helps students in understanding what they learnt by creating image in their mind, drawing diagrams or illustrating of meaning.

4. Personalization

Personalization is an important part in learning. In which, students are asked to apply what they learned in a meaningful way. It happens when activities allow students to use language to express their own ideas and feelings. Personalization can be achieved by linking a word to real events or personal experiences; this provides an opportunity for the teacher to motivate the students by connecting the teaching to the real world of the learners.

5. Tasks to recall words from memory

There is a philosophical quote that says that "memory is the guardian treasure of everything". Learning is strongly linked to remembering, if we do not remember what we

learned, then we learned nothing. Recalling words is the process of memory activation, this is through restoring, retrieving and remembering the meaning of the words that were learned in classroom using the given form and vice versa or by recalling the form based on given meaning and thus enhancing memory. This task can be accomplished by several activities such as, replacing a word with its synonym or antonym, translating it, giving definition and reading activities.

1.6 Learning Vocabulary

Vocabulary learning is an essential part of language learning because the meaning of new words are highlighted very often, whether in classroom or outside. There is a Chinese proverb saying that teaching a person to catch fish on their own is more valuable in order to ensure their independence and self-sufficiency.

This example can be applied in several aspects of life, for instance in learning. It is better to teach someone something useful than just offer it. Slameto (1991, as cited in Ainun Nikmatin, A. 2016) defines learning as an effort process which is done by an individual to get new behavior changing entirely, as the sequence of individual experience in the environment interaction. From this definition, we can understand that learning is the element of change and experience. So, it is a behavioral change resulting from experience that is relatively settled.

According to Alan (2009 as quoted in Ainun Nikmatin, A. 2016) learning is something that happens quite naturally and goes by quite unnoticed in many cases. In this, Alan informs us that learning process that happens accidently and in a natural way. It can be concluded that learning is the individual process of building knowledge from a variety of activities such as reading, listening, observing, depending on experience.

1.6.1 Vocabulary learning strategies

Learning strategies are broad term, many definitions were given by researchers. Although each researcher has his own definition, all definitions fall into one template. As an example of what I say the table below shows this :

Rubin, 1975 p. 43	The techniques or devices which a learner may use to acquire knowledge.
Chamot et Kupper, 1989 p. 1	Learning strategies are techniques which students use to comprehend, store, and remember new information and skills.
Griffiths, 2013 p. 50	Activities consciously chosen by learners for the purpose of regulating their own language learning.
Oxford, 1990 p. 8	Behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable.

Figure 03: Definitions of Learning Strategies . Patenaude. A,(2017, P.30)

We can conclude from all the above definitions that learning strategies are techniques or devices which student uses to fain a successful language and to enhance acquiring knowledge. Vocabulary learning strategies is a sub-category of learning strategies that are simply strategies or techniques used by the language learners to make the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable. Nation (1990) asserts that most of the issues faced by linguistic students in both receptive and productive use of vocabulary arise from their insufficient learning of lexical knowledge. Therefore, language teachers need to be interested in lexical items and teach their students how to learn vocabulary. They must prepare them to deal with whatever words they may encounter. Accordingly, language teachers need excellent VLS

knowledge that could be in planning their teaching more effectively and in guiding students to adopt efficient strategies. Brown and Payne (1994) recognized five steps in learning new terms, arguing that vocabulary learning strategies are related to the following stages :

1) Have sources to encounter new words.

2) Get a clear image of the new words , either visual or auditory , or both.

3) Learn the meaning of the words.

4) Make a strong memory connection between words' forms and meanings.

5) use the words .

   Meanwhile, Coock (2001) argued that vocabulary learning strategies can be divided into tow groups : the first group focuses on understanding the meaning of words , and the second one includes strategies for acquiring words as shown below :

   Strategies for understanding the meaning of words:

- Guessing from the situation or context.

- Using a dictionary.

- Making deductions from the word form.

- Linking to cognates (finding similarities in words of two different languages).

   Strategies for acquiring words :

- Repetition and rote learning.

- Organizing words in the mind.

- Linking to existing knowledge.

   we can understand that learners can get meaning of vocabulary items by guessing the meaning from context, using a dictionary, making deductions from the word form,

and linking vocabulary items to cognate and by repetition and rote learning , organize words in their minds , and link words to existing knowledge , they can acquire vocabulary items.

Conclusion

The acquisition of vocabulary is a crucial aspect in learning a language as languages are based on words. It is almost impossible to learn a language without vocabulary , even communication between human beings is based on words. Vocabulary acquisition should be given more attention from teachers and students .For the sake of helping learners develop their knowledge concerning vocabulary, this chapter highlighted the concept of vocabulary and its importance, than the main aspect of knowing a word as well as learning vocabulary by using vocabulary learning strategies, as an essential part in foreign language learning.

Chapter Three
Field Work

CHAPTER THREE: Description and Analysis of Teachers And Students ' Questionnaire

الملخص

Introduction

This research design is based on two main steps: the theoretical part which provides a review of chapter, we move from the theoretical part into practical one to elicit information. This chapter is devoted to two sections, in the first one, we analyze the students' questionnaire and in the second section, we deal with the teachers' questionnaire. The collected data and the obtained results enable us to diagnose the impact of reading short stories to enhance students' vocabulary acquisition . Questionnaires provide students with the opportunity to express their opinions in a comfortable way because students are free from anxiety or other factors such as the researchers' point of view. In addition, the participation of the teachers is very helpful because they are the most important source for gathering information about the students' abilities of acquiring vocabulary and the reading of short story as an effective strategy for them. The questionnaire are administrated to Master one English students of Civilization and Literature and teachers from the same Division of English language at Mohamed Kheider University of Biskra.

1. Students' Questionnaire

For the students' questionnaire, It was answered online by a group of Master 1 students of Civilization and Literature from the English section at Mohamed Kheider University of Biskra . we dealt with a sample of (37) students . The reason behind choosing master 1 civilization and Literature students is that they are studying the branch concerned with reading stories. So , we wanted to know the role of short stories in the vocabulary acquisition.

1.2. Description of the Questionnaire

The students' questionnaire is formed of (17) questions. They are divided into three sections. The first one is mainly about general information about the students; the second section involves questions about students'vocabulary knowledge . The third section is about   the importance reading short stories .

1.3.   Analysis of Students' Questionnaire

Section one: Background Information

Item 1.Would you specify your gender please?
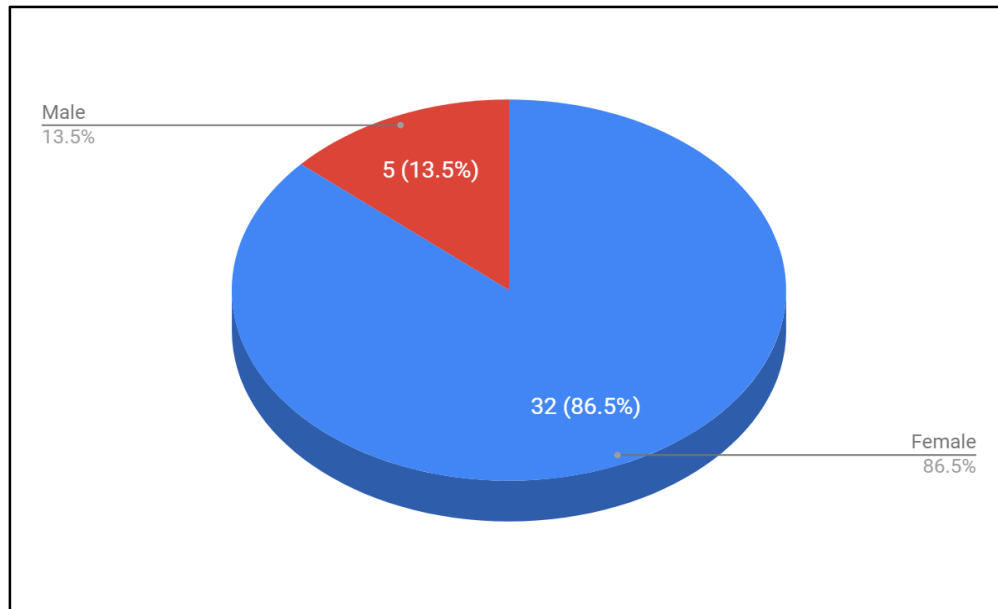
Figure 04: Students' Gender Distribution.

The participants' total number is 37 students, 05 of them are males (13.5%) whereas, the number of females is 32 (86.5%). This reveals that the number of girls is more than the   number of the boys.

Item 2. How did you find learning in master level?
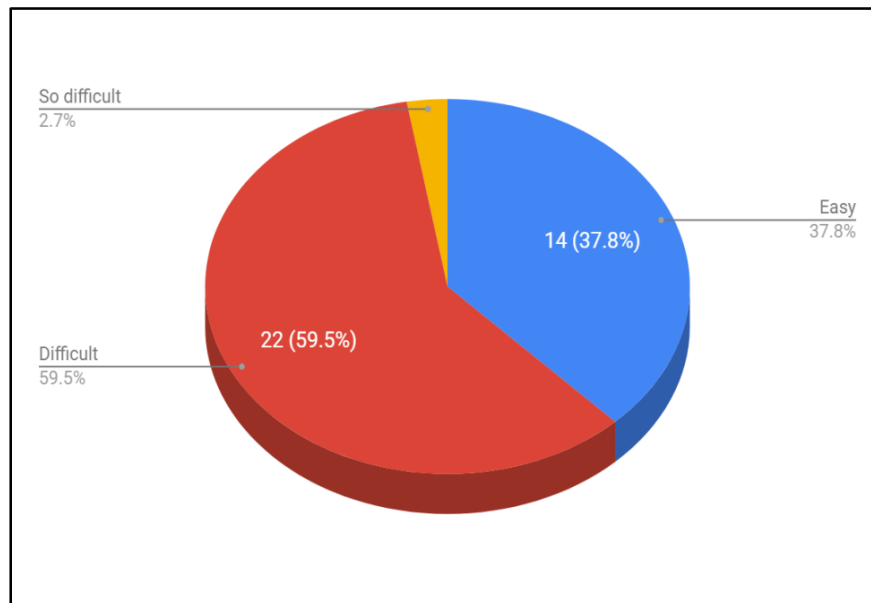
Figure 05: Students' Learning in Master Level .

We noticed from the figure number 05 that most of the students who answered this question have difficulty in learning at Master's level 22 students (59.5%) . While 14 of the students, who are estimated (37.8%) chose the answer "easy" because they had no difficulty in learning at Master. A very small percentage of those who answered "so difficult" Which is (2.7%).

Justifications

These are justifications for students who said that it is "difficult" or "so difficult"

- Long courses... a lot of assignments.
- Difficult because they have a lot of modules and all of them are so difficult.
- Because there is much pressure while learning in this level ,a lot of difficult works to do in just a short time ,and a lot of difficult lessons.

Justification on the answer "easy"

- It is easy because the content of module is suitable and easy.

- The syllabus is acceptable...we have dealt with the majority of its lectures as if it is a continuity to the past three years

- The modules are good and help students for future *work* .

- As easy as license *degree*.

- The courses are similar to the ones we had in license degree besides to two new course . All the lectures are correlated.

Item 3. How can you evaluate your level in English?
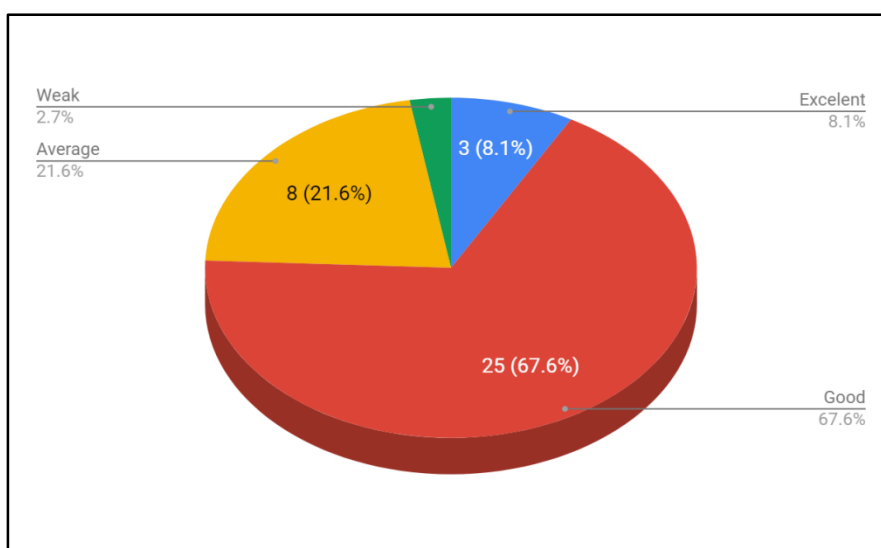
Figure 06: Students' Level in English .

Twenty five (67,6%) of students evaluate their level in English as good. While 8 of them (21.6%) said that their level in English *is* average . However three students i.e. 3 (8.1 %) consider their level as excellent. Finally (2.7%) of students see that their level is weak in English and therefore they must develop it more.

Section Two : Vocabulary Acquisition

Item 4: According to you, learning vocabulary is:
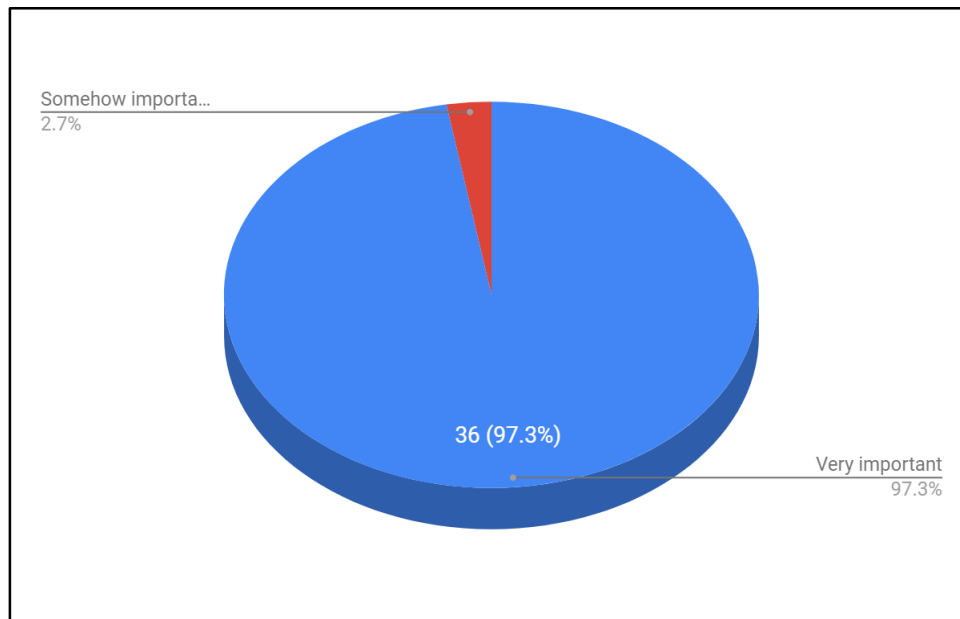
Figure 07: The Importance of Vocabulary.

According to the results we can say that the majority of the students 36 (97,3%) consider that learning vocabulary is very important because it is the basis of learning any language. Whereas, (2,7%) of the students answered that learning vocabulary is somehow important. No one answered "not important" .The results determine the important role of vocabulary for the students .

Item 5: Do you think that vocabulary knowledge influences successful communication?
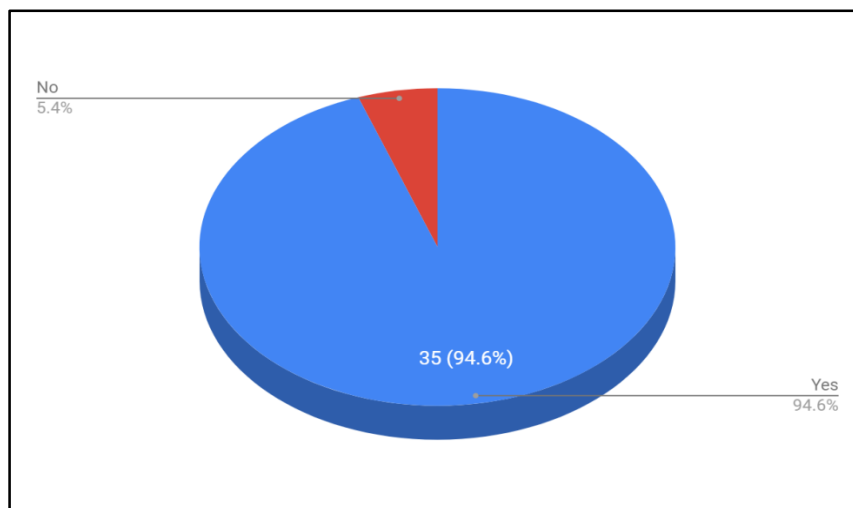
Figure 08: The Influence of Vocabulary Knowledge on Successful Communication.

The figure (08) demonstrates that (94,6%) of students answered "Yes" , they agree that vocabulary knowledge positively affects communication and creates a successful communication process**.** Wherea*s (5,4%) of respondents answered* "No" because they think that the knowledge of vocabulary does not necessarily have an impact on successful communication.

Justifications

- Of course it does, today, the most important mean to contact with other is our tongue or language. This should urge anyone to check his repertoire from time to time the lack of vocabulary knowledge will disable you to complete a conversation.

- Knowing many words helps to maintain communication.

- Knowing a large range of vocabulary helps the speaker to converse and develop discussions with the external world i.e., use the language effectively in the real world.

- In fact yes. A limited vocabulary or terms can lead the speaker to stop at some point even if he/she has the idea in mind.

- When you have a good vocabulary knowledge you will be confident when you are speaking

- Your communication based on the vocabulary that you use so the more vocabulary you have is the more good speaker you become.

- As much as you have more vocabulary , as much as your communication will be very successful and clear and well understood , unlike when you have limited knowledge of vocabulary your communication will be so boring and your speaking will turn in the same circle , that affect the productivity of your talking.

Item 6. Do you think you have good vocabulary knowledge in English?

No
40.5%

15 (40.5%)

22 (59.5%)

Yes
59.5%
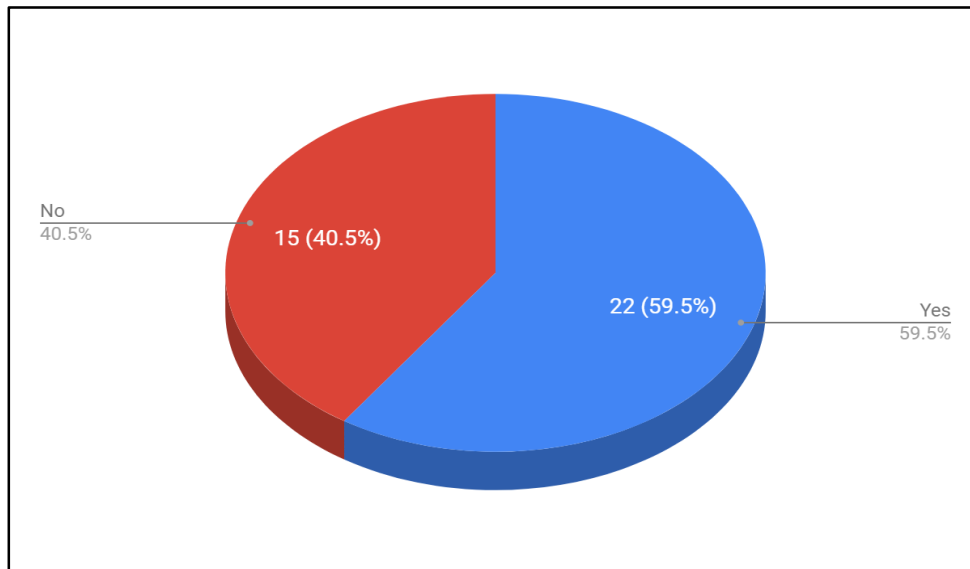
Figure 09: Students' Vocabulary Knowledge .

Responses to the question asking the students if they have a good vocabulary knowledge shows that (59,5%) i.e. 22 of the participants think that they have good knowledge of vocabulary in English, and 15 of students (40,5%) answered that they did not have enough vocabulary and lacked a great knowledge of vocabulary.

Item 7. Which technique(s) do you use to increase your Vocabulary knowledge?

Statement	Number	%
Reading books, short stories, articles, etc	6	16.22%
Using dictionaries	2	5.40%
Using dictionaries, Reading books, short stories, articles, etc	1	2.70%
Using dictionaries, Watching movies and videos	1	2.70%
Using dictionaries, Watching movies and videos, Reading books, short stories, articles, etc	8	21.62%
Watching movies and videos	9	24.32%
Watching movies and videos, Reading books, short stories, articles, etc	10	27.04%
Total	**37**	*100%*

Table 02: Students' Techniques to Increase Vocabulary Knowledge .

According to these results ,10 (27.04%) of Students like watching movies and videos, reading book , short stories , articles. The respondents seem to involve themselves with those techniques. However,09(24,32 %) students like watching movies and videos and consider them an effective technique to increase vocabulary knowledge. While (21.62%) of respondents prefer using dictionaries, watching movies and videos, reading books, short stories, and articles. (16.22%) of students like reading books and reading short stories or articles , which are considered as a good way to improve their vocabulary knowledge .But only (2.70%*) prefer using dictionaries, w*atching movies and videos.

Section Three : The importance of Reading Short Stories

Item 8. Do you think that reading can be an effective strategy to develop EFL students' vocabulary?

37 (100.0%)
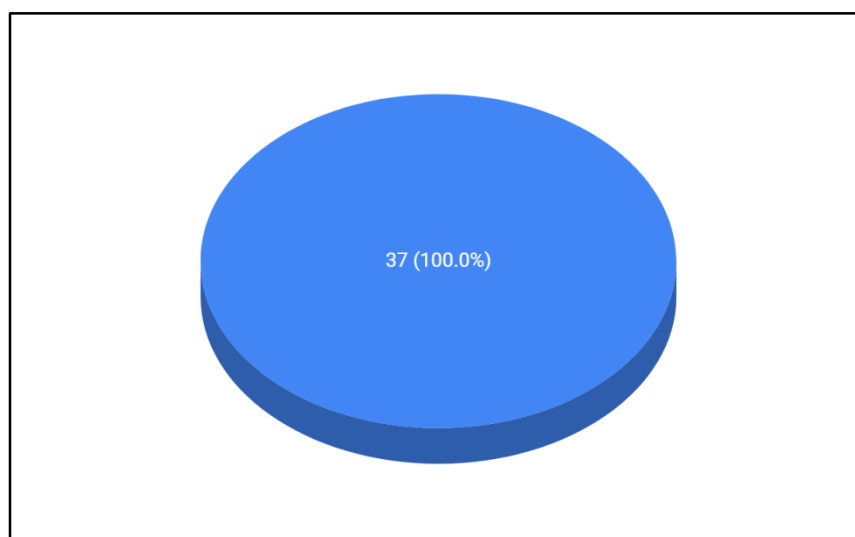
Figure 10: Students' Opinions on whether Reading is an Effective Strategy for Developing EFL Learners' Vocabulary.

It is noticed from figure (10) that no one has answered with "NO" this means that all students agree that reading is an effective strategy to develop EFL students' vocabulary. This indicates the importance of reading and its role in the development of vocabulary for students.

Item 9.How often do you read English language materials?
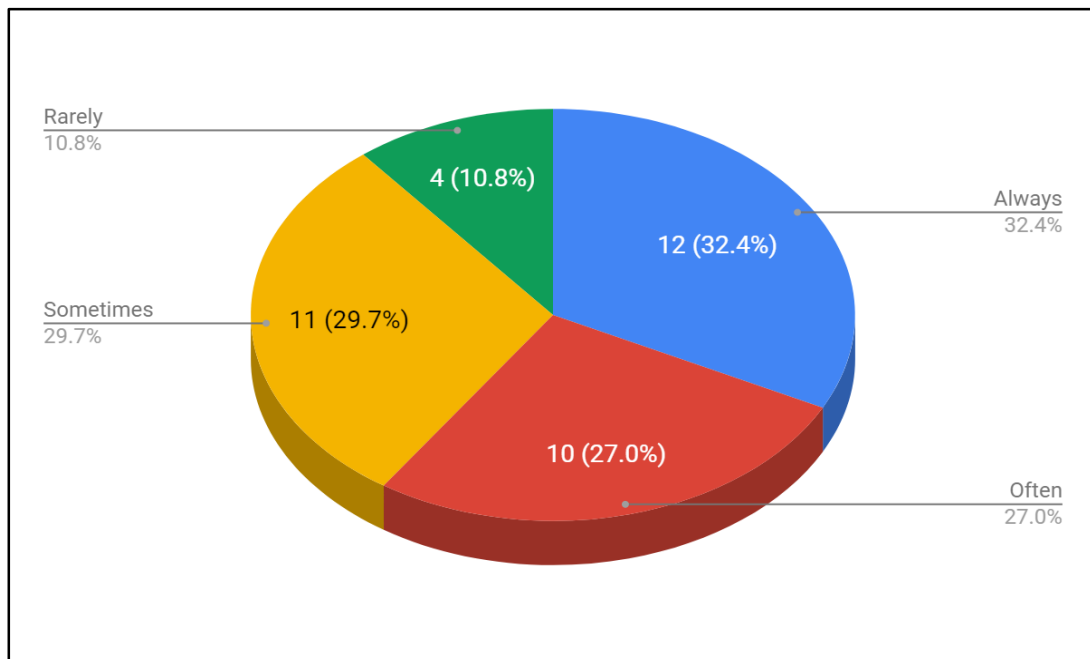
Figure 11: Students' Frequency of Reading in English Language Materials .

The figure above illustrates that the majority of the respondents (32,4%) answered that they always read English language materials, (29,7%) said they sometimes read English materials, and (27%) reported that they often read materials in English . However, only (10,8%) asserted that they rarely read in English. These answers indicate that the respondents devote time to read English materials and they understand the importance of the English materials and the benefits of reading in this language.

Justifications

All the students give their justificatios as follows :

Always

- It is my hobby

- part of my life it is the only thing I'm good at .

- Mostly everyday by reading comic books and watching movies

- Reading is the best way to improve and to increase your vocabulary, it helps you to know new words and explore synonyms, antonyms in the context of expressions.

Sometimes

- Whenever I have free time

- I don't have much time due to loaded schedule.

- *I am interested in reading* books *in arabic* also so I have to organize my time

- not always ,just from time to time

Often

- When time is available.

- The small number of assignments. Besides, the assigned questions do not encourage reading .so, we spend our time just on listening and watching videos.

- There are a lot of obstacles, so I do hard to afford a time for reading.

- I try to read as much as my time allows, especially English materials.

Rarely

- I find it boring and I can not complete reading.

- I don't have much time that's why I rarely read.

Item 10. What do you read most?
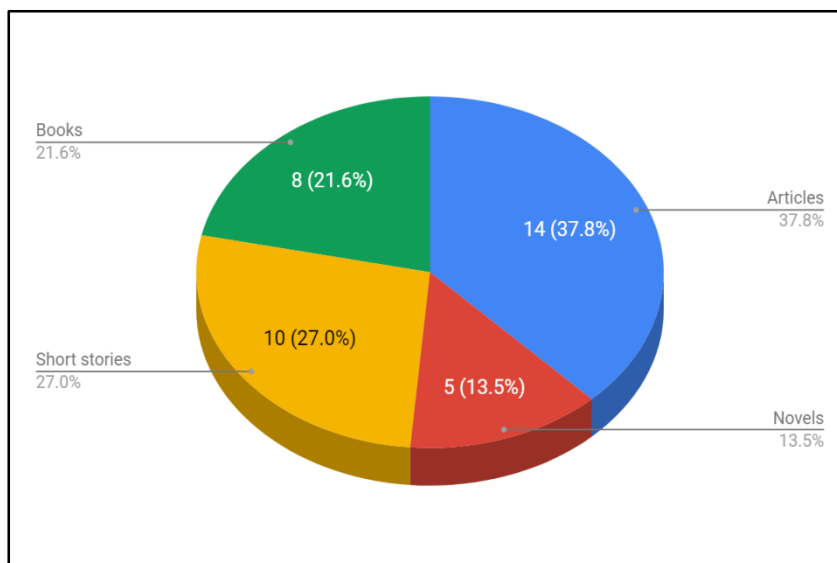
Figure 12: Students' Choice of Reading.

Designing such question aims to highlight on the material students prefer to read from time to time or whenever they like. The results show that articles came first in the students' choices (37,8%) 14 respondents reveal that they read articles in English more than the rest this is due to their studies. while 27%(10respondents) prefer short stories to be their means of reading in English since they are English students .It is assumed that reading short stories saves time and energy on one hand, and helps in language learning. Books came third only 21,6% of students choose it to be their preferred reading material or the most used . The rest (13,5%) only five students said they like reading novels for enjoyment.

Others:

- Comments
- songs' lyrics
- Comic books
- Role plays ,conversation.

Item 11. Do you enjoy reading?
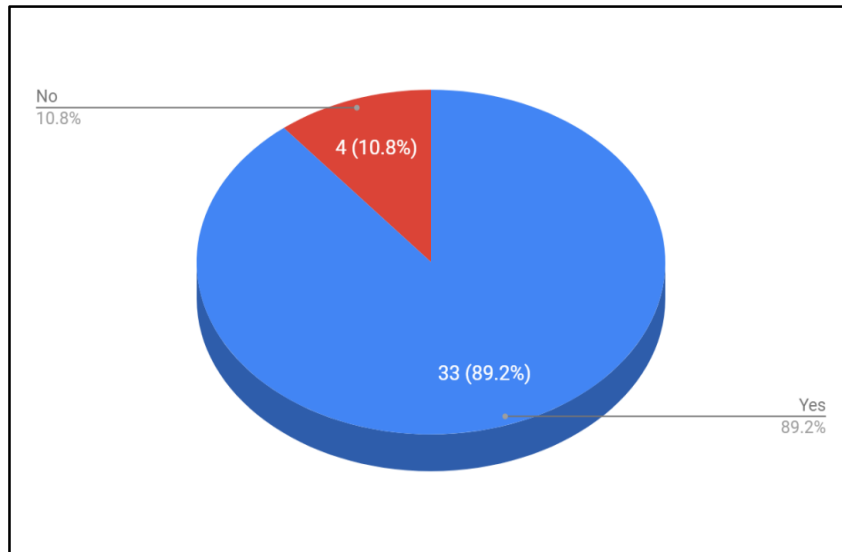
Figure 13: Students' Attitudes Towards Reading.

This question tries to explain students attitudes towards their inside feeling when reading which is the feeling of enjoyment. The results reveal that the majority of English students 89,2% enjoy reading extensively in English because it is extremely necessary for them. This shows that 33 students share the same positive answer and attitude towards reading. Whereas 04 (10,8%) of them indicate that they do not enjoy reading .

Item 12. Which themes of short stories do you prefer to read?
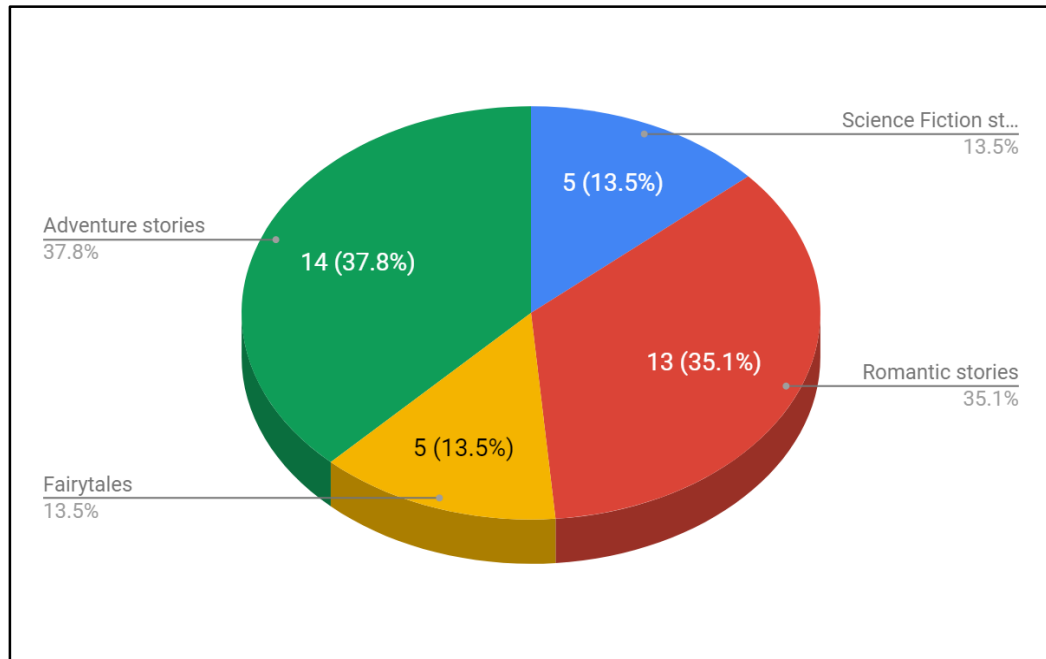
Figure 14: Students' Favorite Themes of Short Stories for Reading .

This question gives us an idea of the students' favorite themes of short stories . We conclude that 14 (37,8%) of students prefer to read adventure stories first. While , romantic stories came second 13(35,1%)respondents prefer to read romantic

stories.While the percentages were comparable among those who prefer to read stori es about science fiction and fairy stories, both accounted for an estimated (13.5 %) p ercent. So , 5 of the students chose to read fairytales, 5 others said that they prefer science fiction themes .

Others

- Non-fiction.

- horror short stories.

- Thrillers , self-development.

- Stories with moral lessons.

- I dislike the fact of having only one choice , I read all those kinds .

- Linguistic books , history.

- Fantasy action mystery.

- Mostly all genres especially non-fiction books.

Item 13. What can you benefit from reading short stories?

Some students' opinions on the benefits of reading :

- Acquiring more vocabulary implicitly

- *Developing the writing skill and* learn new vocabulary

- *G*ain*ING* a lot through reading short stories : Vocabulary acquisition. Comprehension .motivation. pleasure, etc.

- Moral lessons, new terms, style of writing.

- Imagination , creativity , vision , ideas , vocabulary , sentence structure.

- I benefit a lot of knowledge (vocabulary) without any kind of boredom , because they are short and moral stories

- Vocabulary knowledge , creativity and imagination considering yourself part of this story as the said "the one who reads books live not only one life but many.

- New authentic vocabulary that is put in context; collocations help me learn about the English culture.

We conclude from the above results that most opinions agree that reading is a pleasant activity, especially reading short stories. It is the best way to gain new vocabulary and develop their knowledge, and it is very helpful in obtaining new cultures and stimulating their creativity and imagination.

Item 14. Reading stories is considered to be a rich source of vocabulary. To what extent do you agree with this statement?
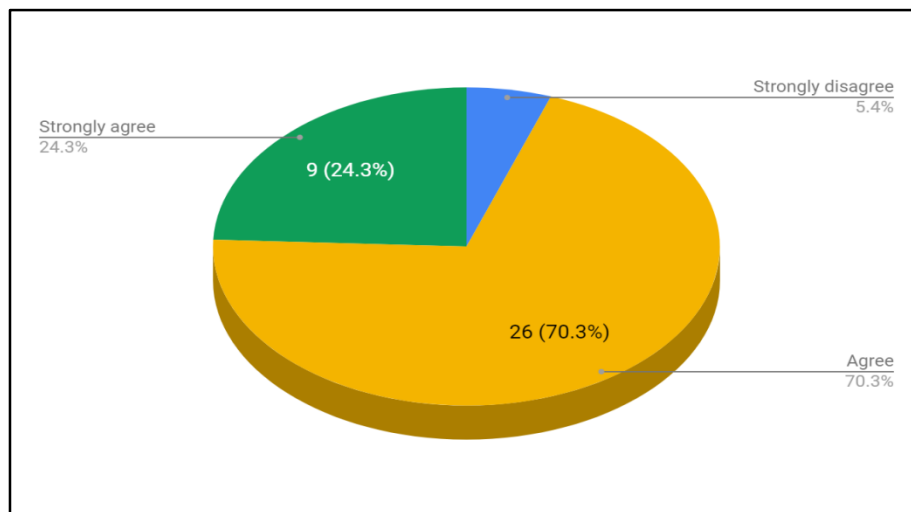
Figure 15: Reading Stories as a Rich Source of Vocabulary.

From figure 15, we notice that more than half of the respondents (70,3%) agree that reading can be a rich source of acquiring vocabulary . Moreover, (24,3%) of the respondents strongly agree that vocabulary can be enhanced through reading stories and they consider it as a rich source of vocabulary . Whereas (5,4 %) of them reported that they strongly disagree That is, the students are not interested in reading stories or they do not support it as a source of vocabulary acquisition.

Item 15. What are the main difficulties you encounter when reading short stories

Statement	Umber	%
Ambiguous meaning	4	10.82%
Complex Style	7	18.92%
Complex Style, Figurative language	1	2.70%
Difficult words	2	5.40%
Difficult words, Ambiguous meaning	2	5.40%
Difficult words, Complex Style	2	5.40%
Difficult words, Complex Style, Figurative language, Ambiguous meaning	2	5.40%
Difficult words, Figurative language	2	5.40%
Figurative language	7	18.92%
Figurative language, Ambiguous meaning	4	10.82%
No response	4	10.82%
Grand Total	**37**	100%

Table 03: The Difficulties that students encounter when Reading Short Stories.

The majority of students (18,92%) answered that the complex style *is the* most difficult element in reading short stories .In the same line , (18,92) of the students said that the figurative language is the main difficulty that encounter them during their reading . While others (10,82%) said that both figurative

language and ambiguous meaning are the main difficulties faced by students during their reading of short stories. Then, comes difficult words with percentage of (5,40%), and In other words, students face difficulties with complex style and figurative language also the ambiguous meaning and difficult words, they explain that it is not easy to read short stories when *they* encounter these obstacles .

Item 16. Do your teachers assign reading tasks for you?
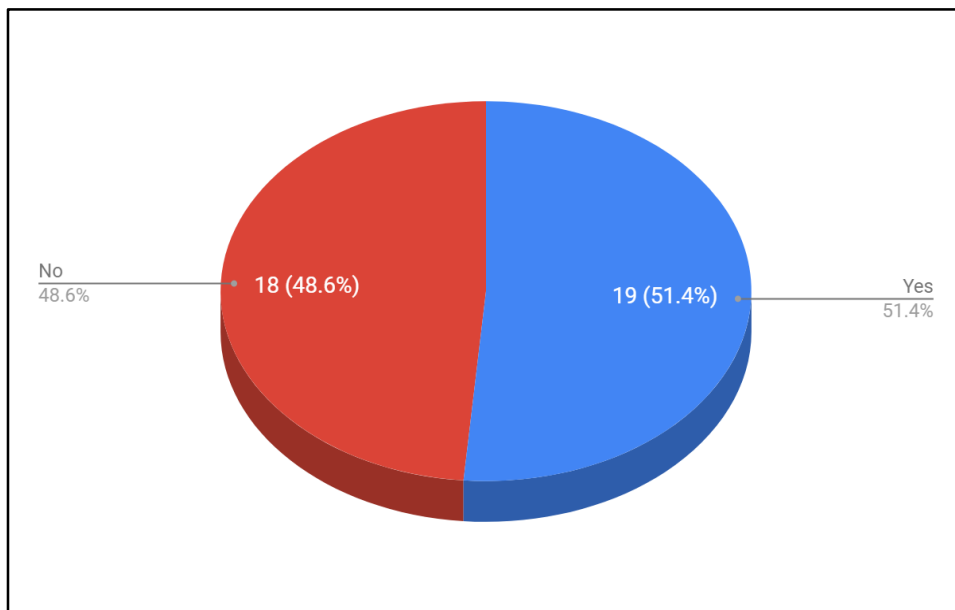
Figure 16: Assigned Reading Tasks for Students

The question aims to reveal whether the teachers are assigning reading tasks or not ,19 of respondents said "yes" and that means that many teachers are doing reading assignments. While 18 of them answered by "No". This means that teachers do not devote time for reading tasks .

If yes, how often?
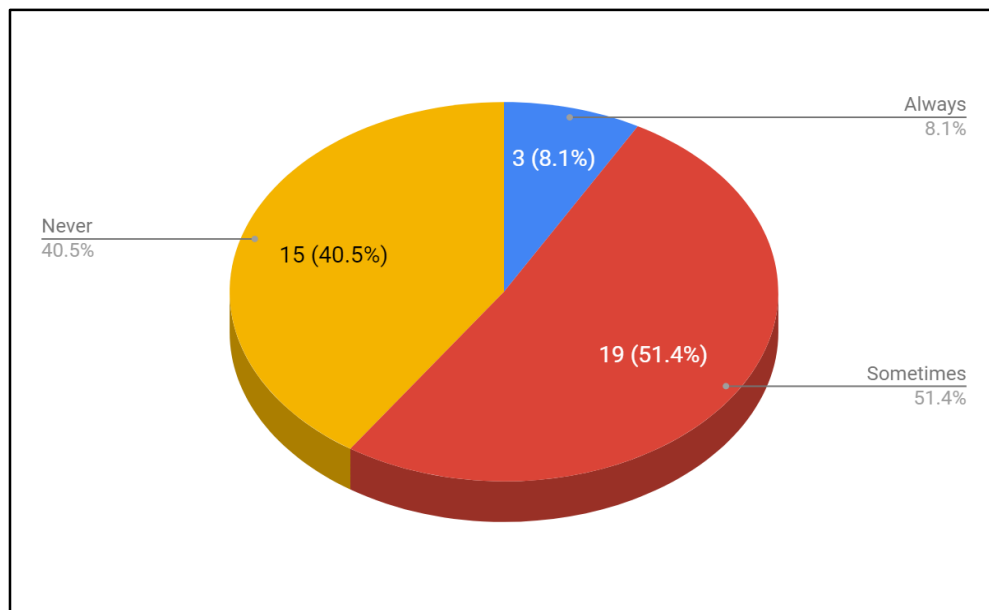
Figure 17: Teachers' Frequency of Assigning Reading Tasks .

Half of the populations (51,4%) of our participants said that their teacher sometimes assign tasks for reading . This represents the role of those teachers as motivators to assign reading tasks. Whereas ,only 3 (8,1%) of the participants confirm that their teachers always do reading tasks for them .However the percentage of students who said that their teachers never assign a reading task is 15 (40,5%). The results determine that the teacher plays a great role in motivating students to read , they must give a great importance for assigning reading tasks .

Item 17. Are you satisfied with the reading materials that your teachers use?
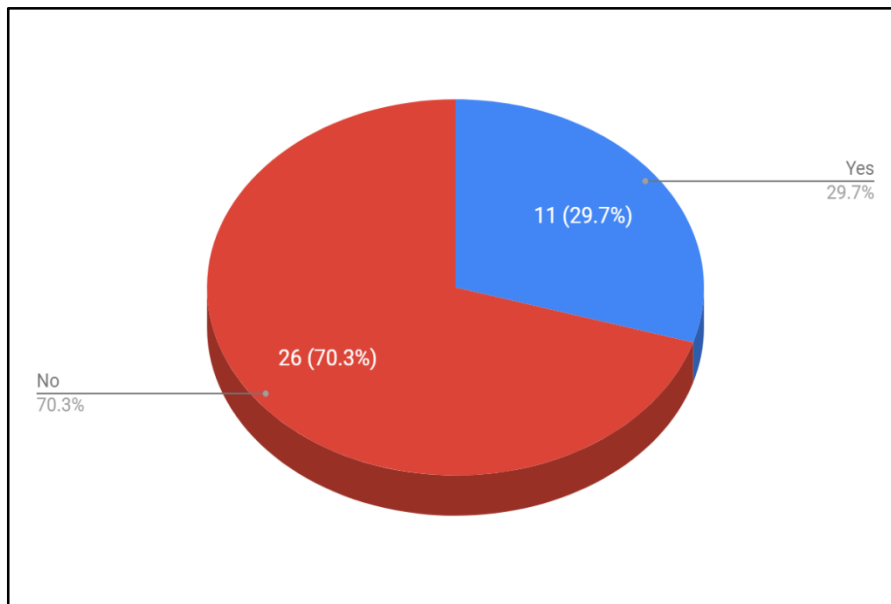
Figure18: Students' Satisfaction of the Reading Materials used by teachers.

Twenty six (70,3%) of the students answered "No" , they are not satisfied with the reading materials used by their teachers and this due to the lack of those materials or the misuse of reading materials. On the other hand ,11 (29,7%) of students said that they are satisfied with reading materials used by their teachers .

Students' justifications

Who answered "No"

- Teachers rarely assign materials to be read.

- I'm not satisfied at all because they present the lesson in a way or another without caring. Though it is our role to try to learn and search for techniques to improve our levels. Still everyone is responsible!

- Our teachers are more concerned with the pronunciation and speaking skills. They give less importance to reading.

- Actually they do not have the materials at all and if they do only give you handouts

Who answered "Yes"

- *T*eacher *who* use*d most the reading material are* the *literature teacher b*y asking us to read books and short stories in order to *enrich* vocabulary and to rich our knowledge more and more.

- They serve the topics of our field of study.

- The teacher give*s* us short stories to *read and analyze* .

- Whatever teachers give us , the main thing is to read

- They give us various subjects or styles and a lot of suggestions for books to read

Comments and Suggestions:

1) Teachers Have to promote the teaching process, to know very well how can a student assimilate the lesson and which strategy teachers have to carry out.

2) To improve reading even teacher provide some vocabulary at the end of session so learners will improve and will have a good repertoire

3) Really good topic. Reading is very important in one's life .

4) In learning a foreign language first we should focus on vocabulary by reading short stories novels . Good idea getting more ideas with improving the level , as well as progressing writing ability and speaking .

5) Notice the creative students and encourage them by giving specific programs that help their talents.

1.4. Findings of students' Questionnaire

Based on the data analysis collected with respect to students' responses , the research has reached into the following findings:

- The acquisition of vocabulary through reading short stories is an effective strategy that all students can use , besides , it is an enjoyable reading material .

- Short stories have great impact on students' vocabulary acquisition , this can be seen from the result of the test.

- Reading short stories reduces students' anxiety through creating a comfortable atmosphere and it is a source of enjoyment for all students' level as well.

- The test result has revealed that the more students read the short stories the more their vocabulary acquisition increase.

- Teachers should motivate students to read, especially reading short stories, and to provide them enough materials to increase their awareness towards the importance of reading.

2. Teachers' Questionnaire

2.1 Teachers' Sample

A structured questionnaire was designed for teachers of English at the Department of Foreign Languages at Mohamed kheider University.The questionnaire was conducted with six (6) teachers who actually teach courses involved in our research and who have long experience in this area of study. The participants were chosen randomly from a whole population of 37 teachers of the English Division.

2.2. Description of the teachers' Questionnaire

We relied much on the questionnaire administered to the teachers in order to verify the hypothesis and to answer the research questions. This questionnaire was addressed to six teachers from the department of English at Mohammed Kheider University Biskra. The teachers' interview is composed of thirteen questions , there are both closed-ended questions and open-ended questions, some questions requires justification from teachers. This questionnaire seeks to collect data about the teaching experience, reading stories as a reading teaching material, and the acquisition of vocabulary.

2.3. Analysis of the Teachers' Questionnaire

Section one :Background Information

Item 01 : Would you specify your degree?

Degree	Number	Percentage
a. Master	1	16.66%
b. Magister	3	50%
c. Doctorate	2	33.33%
Total	6	100%

Table 04: Teachers' degree contribution
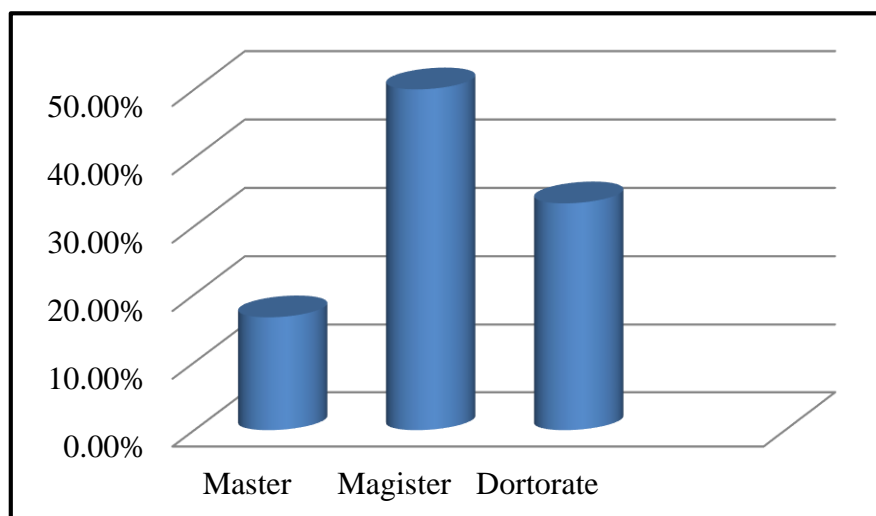
Figure 19: Teachers' degree contribution

The table above reveals that there is a slight difference between the percentages of the teachers' degree. Half of the Biskra University teachers have magister degree, which forms (50%) of the sample; however, (33.33%) of them have doctorate degree. And only one participant (16.66%) has master degree. This indicates that the majority of teachers are qualified enough to teach the language. Consequently, teachers' degree is positively associated with teaching vocabulary.

Item 02 : How long have you been teaching EFL at University?

Period	Number	Percentage
a. 1-5 years	2	33.33%
b. 5-10 years	2	33.33%
c. More than 10 years	2	33.33%
Total	6	100%

Table 05: Teaching experience at University
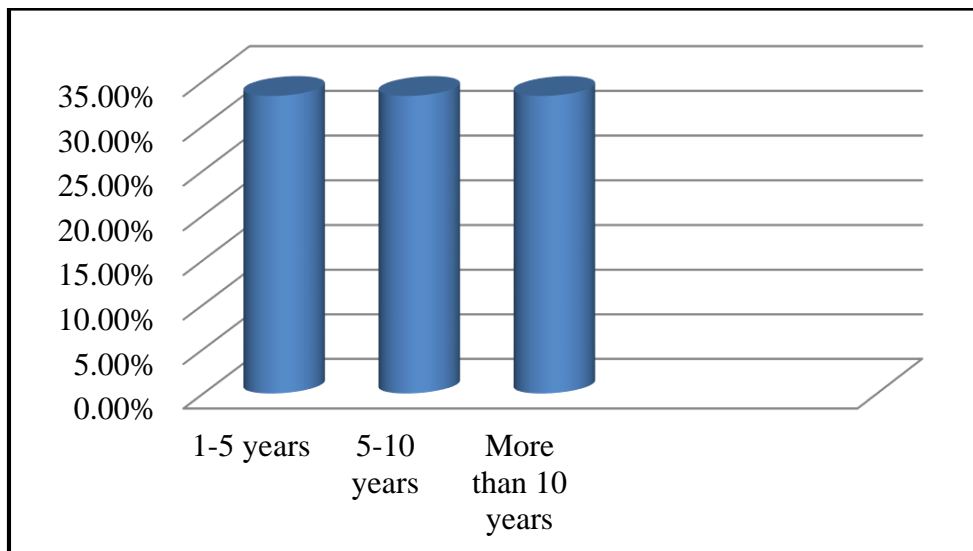
Figure 20: Teaching experience at University

The displayed results show the teachers' experience in the field of teaching English language at University. According to the table, (33.33%) of the teachers have an experience from 1 to 5 years; whilst with the same percentage, teachers have an experience of teaching the language from 5 to 10 years. The remained participants, which form the average of (33.33%), had been teaching English language at University for a very long time (more than 10 years). This implies that teachers of Mohammed khieder University, in the field of English language, are longstanding in the domain, i.e., teaching, and also have a sufficient experience in it.

Section two : Students' Vocabulary Learning

Item 03: What can you say about the importance of having a great amount of vocabulary in language learning?

Teacher 01: "it is very important to possess a wide range of vocabulary because it will enable the student to have fluency in speaking and in writing too beside, it fasters his/her linguistic competence in the foreign language.

Teacher 02: "vocabulary is the flesh of language"

Teacher 03: "having a huge stock of vocabulary is of utmost importance because it makes it easier for the language user to convey messages and also enable him to vary the ways of conveying those messages"

Teacher 04: "it is very important to have a wide range of vocabulary in order to understand the FL, to use those for communication, the learner can express their ideas appropriately using different expressions to be understood and to avoid redundancy, having a great amount of vocabulary develops leaner's' fluency and constructs their knowledge about the language"

Teacher 05: "it is essential to have rich lexis to learn any language because it allows you to communicate effectively in any given contexts"

Teacher 06: "having a great amount of vocabulary means the ability to express oneself in various ways".

Generally, the answers to this question express the same point of view towards the importance of having a great amount of vocabulary in language learning. The six participants showed how crucial and important it is to have a wide range of vocabulary in language learning. To clarify, vocabulary seemed to be a main component in English language learning. For instance, vocabulary allows the student to communicate easily, to be able to express different ideas, avoid redundancy, and develop their linguistic competence. As a result, having a huge amount of vocabulary has considerable importance in EFL classes at Biskra University.

Item 04: How can you evaluate your students' level in terms of vocabulary?

Levels	Number	Percentage
a. Excellent	0	0%
b. Good	2	33.33%
c. Medium	4	66.66%
d. Poor	0	0%
Total	6	100%

Table 06: Students' level in terms of vocabulary
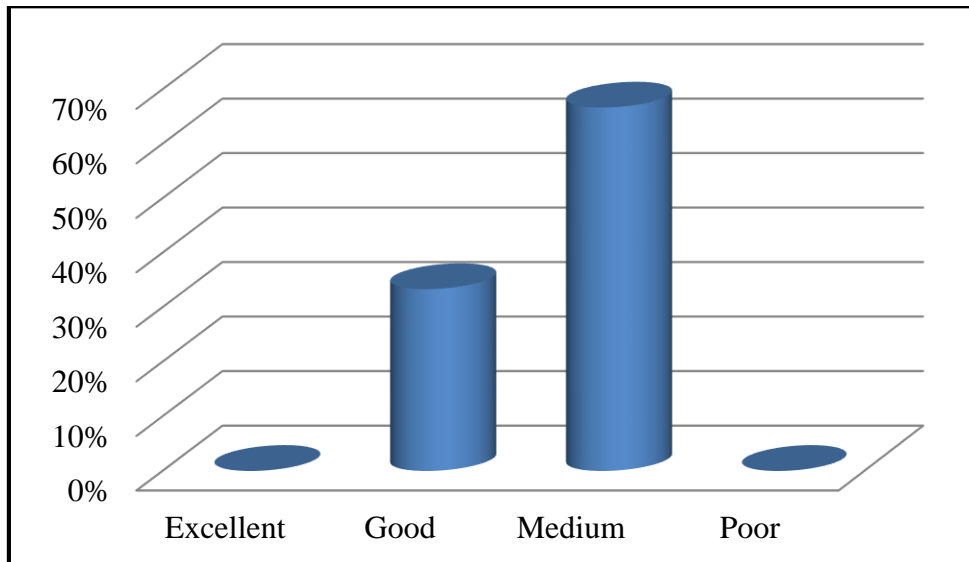
Figure 21: Students' level in terms of vocabulary

Table 06 reveals that the vast majority of respondents (66.66%) evaluated their students' level as medium; however, two of them claimed that their students' level in vocabulary is good, which represents (33.33%). This indicates that EFL teachers are not satisfied enough with their students' vocabulary knowledge.

Item 04: Do you encourage your students to develop their vocabulary?

Option	Number	Percentage
a. Yes	6	100%
b. No	0	0%
Total	6	100%

Table 07: Teachers' encouragement to develop their students' vocabulary
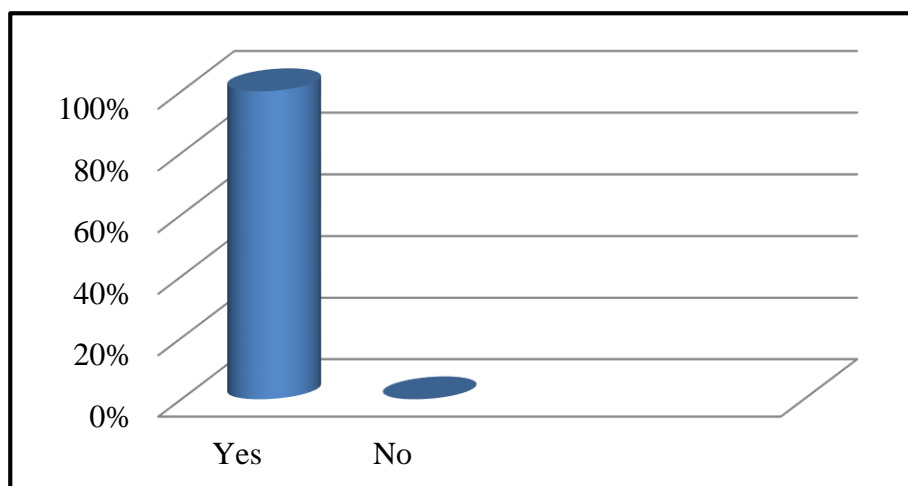
Figure 22: Teachers' encouragement to develop their students' vocabulary

This part measures teachers' attitude towards developing their students' vocabulary. According to the results, all the participants (100%) do encourage their students to promote their lexis in English language. Therefore, in order to know how teachers motivate their learners to acquire and enhance their vovabulary , the respondents mentioned , according to their experience, various ways that they use in the classroom. One participant declared that students need to read vocabulary-books (in use), watch, take notes, and translate. Another instructor by being exposed to the language as much as possible through watching movies, videos, listening to songs or radio, and reading extensively; a third interviewee by solving vocabulary quizzes, reading and listening to the language. Two teachers answered differently; students should read as much as possible, write compositions, using dictionaries, and lastly, speak frequently. One participant stated that, "in theme and version, the students deal with new lexical units each time. This makes it incumbent to them to find equivalents".

Item 06 : What are the main strategies that can be effective for developing students' vocabulary?

Teacher 01: "It is a job done by the teacher in class as well as by learners (at home) on their own . Using dictionaries to check meanings and uses, using the new acquired vocabularies in examples/oral or written procedures, exposing loaners to authentic materials (audio, visual, audio-visual aids), encouraging extensive reading (using books the learners like), it can be novels or short stories, focusing on communication activities or games: role plays, dialogues.

Teacher 02: "Reading and scanning texts, note taking, watching audio visual, listening, conversations".

Teacher 03: "Students' vocabulary can be enriched through many strategies. The most common and efficient amongst them are those semantic relationships between lexical items such as: synonyms-hyponymy…etc".

Teacher 04: Reading books, short stories, magazines; watching videos, using dictionaries..etc".

Teacher 05: "intensive and extensive reading, reading comprehension".

Teacher 06: "Writing comprehension (essays, paragraphs, free writing), reading extensively (all sort of texts), using dictionaries to expand their vocabulary knowledge".

According to the teachers' responses, it has been suggested various sorts of strategies which can be effective for developing students' vocabulary; nearly all of them have mentioned a mutual strategy which is reading, whether reading books, short stories, magazines, intensive and extensive reading, or reading comprehension. However, others added to the aforementioned ways: watching videos, and movies.

In addition to reading, one of the teachers has pointed scanning texts, note taking, watching audio-visual, listening, and conversation; however, three of them advised to use dictionaries to check meanings and use. Unlike one teacher who answered differently by stating that "students' vocabulary can be enriched through many strategies. The most common and efficient amongst them are those semantic relationships between lexical items such as: synonymy and hyponymy". As a result, one can notice that reading seemed to be the most important method among other strategies that has been suggested by the teachers because all of them agreed on using it.

Item 07 : What are the strategies that you apply to facilitate the meaning of complex words in classroom reading?

Teacher 01: "To do so, these items are explained by the means of other close words or expressions so as to be grasped easily".

Teacher 02: "Synonyms, body language, reference to mother language".

Teacher 03: "Putting words in context, but not in isolation: students have to guess the meaning through an entire context, it can be also good to introduce students to unfamiliar words before reading. a list can be given them when students will read, they will recognize them and will only have to see their meaning in the whole text (context)".

Teacher 04: "Using contextual clues (synonym, antonym, general sense of the sentence".

Teacher 05: "By looking for synonyms of these complex words or using them in easier examples".

Teacher 06: "Giving synonyms and antonyms, looking for words in the dictionary, definition and word matching, filling gaps".

The teachers have provided various strategies that they use to facilitate the meaning of complex words in classroom readings. Among all the participants, three of them have pointed to synonyms and antonyms as a way to simplify the meaning of hard concepts. One of the teachers prefer to put the words in context rather than in isolation, also, it is more suitable, for him/her, to introduce the unfamiliar words in list, then know there meaning in the text. Other teachers have pointed to a noteworthy part of their experience in using sort of strategies in facilitating the difficult words, which are body language, giving definition and word matching, reference to mother language, filling the gap and explain the words via expressions that are close to them. This indicates that EFL teachers do not count only on a single method, but rather they use many techniques just to convey the exact meaning of the complex words.

Section three : Reading Short stories

Item 08 : Do you find the reading skill an interesting skill for EFL learners

Option	Number	Percentage
a. Yes	6	100%
b. No	0	0%
Total	6	100%

Table 08: Reading skill as an interesting subject for EFL learners
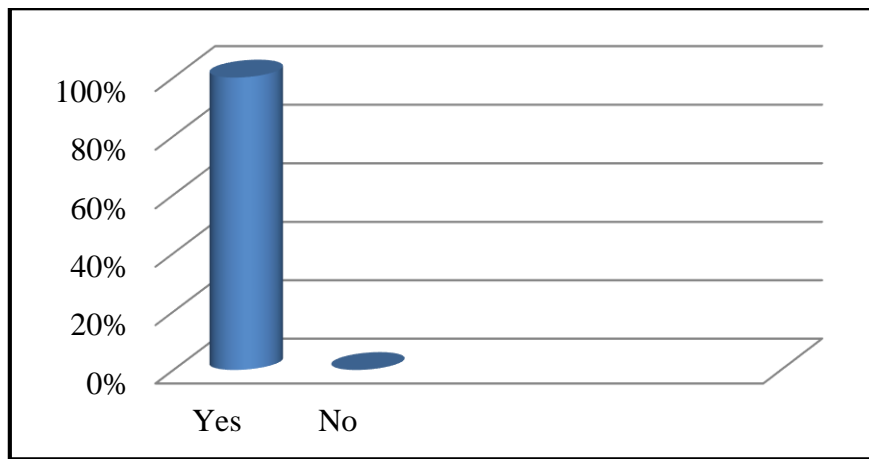
Figure 23: Reading skill as an interesting subject for EFL learners

The participants were asked whether or not reading skill is an interesting subject for EFL learners. Following the results shown above in the table, it is noticeable that all the participants find the reading skill an important and interesting subject. This latter presents the percentage of (100%). Therefore, in order to know the reason behind their answers, the teachers were asked to justify. The researcher can organize them as follows:

- Reading contributes in promoting learners' other skills (listening, speaking, and writing). Moreover, it enhances vocabulary learning, syntax correct use, appropriate pronunciation and intonation; it also develops style

- Reading enables learners to explore different language structure in different kind of texts including style, grammar, and vocabulary

- Reading skill should be devoted as a module because they can be competent and skillful writers .

- Through reading, students have new ideas and vocabulary

The teachers' answers included vocabulary, which means that reading helps students to enhance their lexical competence.

Item nine: Are your students motivated to read?

Option	Number	Percentage
a. Yes	1	16.66%
b. No	5	83.33%
Total	6	100%

Table 09: Motivation of the student to read
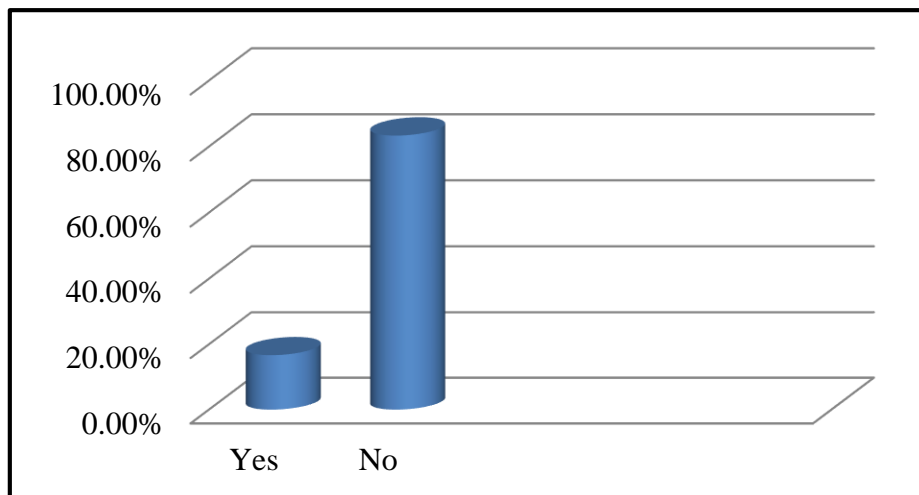
Figure 24: Motivation of the student to read

Statistically speaking, the difference between the participants who find their students motivated to read and the others who do not is quite enormous. The former forms the average of (16.66%) and the latter (83.33%). This implies that the majority of EFL learners might be not interested in reading, or did not find what interests them to read.

Item 10: Do you encourage your students to read outside the classroom?

Option	Number	Percentage
a. Yes	5	83.33%
b. No	1	16.66%
Total	6	100%

Table 10: Teachers' attitude towards their students to read outside the classroom
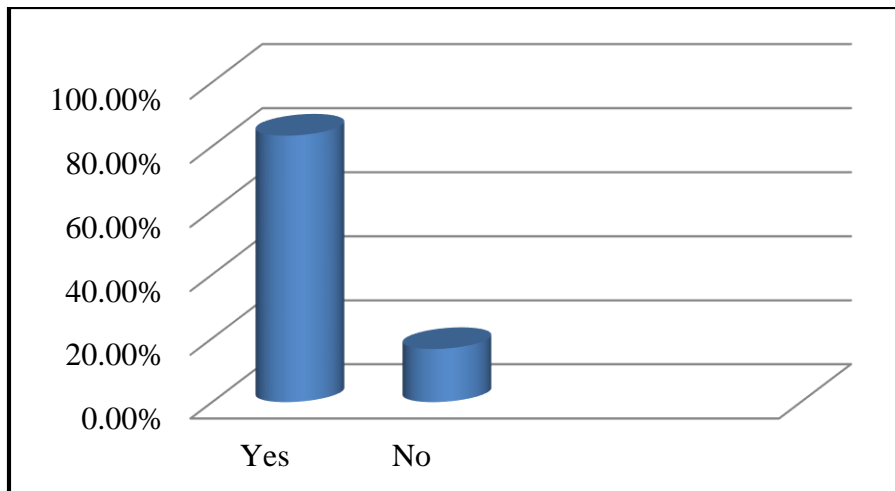
Figure 25: Teachers' attitude towards their students to read outside the classroom

The presented data shows that (83.33%) of the participants do encourage their students to read outside the classroom; however, only one participant (16.66%) reported the opposite. In order to know the reason behind their choice, the participants were asked to justify. Most of the respondents motive their student to read outside the class because reading has benefits and it will help them in their English abilities and this through giving them interesting titles of novels and short stories. "the more you read, the more you know and improve your English", one participant mentioned; however, one respondent explained that a huge part of language learning is done outside the classroom and reading is one of language

learning activities that mostly take place outside the class. One of them expressed that reading inside the class is not enough, students should read outside the class since they still have the chance to; on the other hand, a teacher stated that "reading enriches learner language and cultural knowledge, so I advise them to read outside the class".

Item 11 : What can you say about reading short stories?

Teacher 01: "Reading short stories can be effective technique for developing students vocabulary, writing style, creativity critical thinking. Also, this can help students get rid of the learning routine".

Teacher 02: "Reading short stories is very beneficial to foster students' vocabulary and cultural knowledge about the foreign language, they also motive students to enrich their understanding and the target language culture".

Teacher 03: "It is interesting, entertaining and most of all helpful way to encourage learners' practice reading outside classroom".

Teacher 04: "Short stories are part of literature that has a rich potential in providing an authentic model of language use. It is a quite appreciated literary genre because it is motivating, entertaining, interesting, and very effective in teaching syntax, lexis. Short stories are liked also because they deal with culture and provide an authentic context for leaning a new language".

Teacher 05: "It is my favorite way to gain vocabulary because it is very motivating".

Teacher 06: "This can help students gain vocabulary and different ways of expression".

The participants' answers reveal that reading short stories is very beneficial and motivating technique in several corners. Approximately all the participants focused on vocabulary development. As far as the vocabulary is concerned, teachers added that reading short stories helps students to develop writing style, creativity, critical thinking, learn different expressions, and get rid of the learning routine. One can deduce that short stories are strongly related mainly to vocabulary knowledge, yet, they (short stories) have a hand in developing other components in English language learning such as the aforementioned examples.

Item 13: Do you think that reading short stories can motivate students to enrich their vocabulary?

Option	Number	Percentage
a. Yes	6	100%
b. No	0	0%
Total	6	100%

Table 11: Teachers' attitude towards reading short stories as motive to enrich their students' vocabulary.
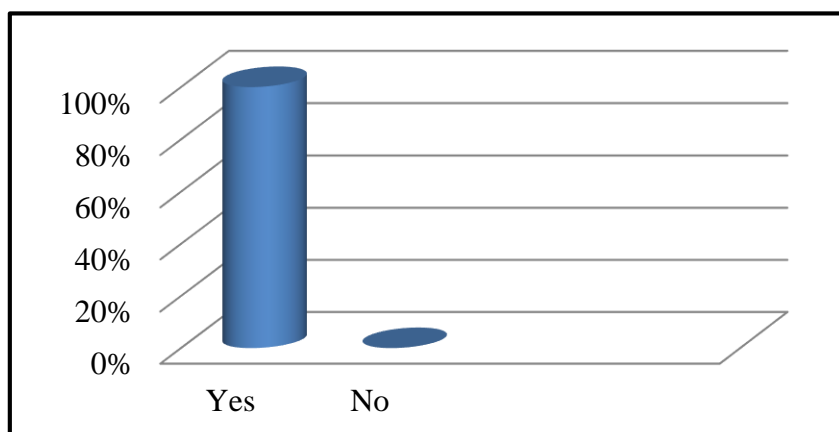
Figure 26: Teachers' attitude towards reading short stories as motive to enrich their students' vocabulary.

This question aims to know the teachers' opinion about reading short stories to enrich their students' vocabulary. According to the table, all the participants (100%) think that short stories can motivate EFL learners to improve their lexis. Reading short stories and vocabulary knowledge are strongly related in English language learning.

Item thirteen: How can the acquisition of vocabulary be related to reading short stories?

Teacher 01: "When reading a short story, the learner is introduced to new words, expressions, idioms and becomes familiar with stories contain models and real examples of grammatical structures as well as vocabulary items. Therefore, learners discover a wide range of vocabulary in context (not in isolation) which would facilitate the process of assimilation, acquisition and retention. Here, learners see words in context (through a story), so their motivation is enhance and their learning process triggered".

Teacher 02: "Repetitive reading + translating + watching them + listening to audio script to connect tem and mark the words in lists".

Teacher 03: "Learning new vocabulary items in context, learning collocation, short stories use more sophisticated and formal language, helping students to acquire rich and variety of vocabulary items".

Teacher 04: "Reading is the main source of acquiring new vocabulary; good readers are good speakers and good writers. They develop their vocabulary repertoire and develop as competent speakers and writers too".

Teacher 05: "The more students read, the more they grasp new words and the more they will know how to use these words".

Teacher 06: "Short stories are attractive texts especially if it fits the leaner's' level. The more they read, the better they acquire more words".

The feedback of the participants presented above shows how the acquisition of vocabulary can be related to reading short stories. This latter can be the most efficient way to enhance students' vocabulary. According to the teachers, the more students read, the wider their scope of vocabulary gets; moreover, reading, for them, is the source of acquiring vocabulary especially if the text fits the students' level; they will gain formal language, and become familiar with unfamiliar words. Furthermore, reading short stories helps the learners to discover new concepts and deepen their comprehension to understand new expressions as it is mentioned by one participant, "when reading short stories, the learner is introduced to new words/expressions/idioms, and becomes familiar with stories contain real examples of grammatical structures as well as vocabulary items…"; they also help the students to turn from poor vocabulary to rich vocabulary range. As a result, there is a strong relation between vocabulary and reading short-stories; the latter decreases the gap in vocabulary and learning the language.

2.4. Findings of Teachers' Questionnaire

The results obtained from teachers' questionnaire are of great importance to reach the goals of the present study. After analyzing teachers' responses, we draw the following conclusions:

- Although Teachers are aware of the importance of reading stories and its benefits on the acquisition of vocabulary , but the situation of reading short stories at the Department of Foreign Languages at Biskra University is not really good.

- Teachers assume that reading short stories is an effective tool for enlarging students' vocabulary knowledge, since it helps them to master other language skills, motivates them toward reading , as well as it raises their cultural awareness.

- Although teachers encourage their students to read in general ,and reading short stories in particular, but the lack of reading materials are one of the obstacles faced by teachers in the teaching of reading.

- Most teachers confirm that there is a relationship between vocabulary acquisition and reading short stories , it is the most enjoyable strategy to help students learn new vocabulary.

Conclusion

Throughout the analysis and the interpretation of the data obtained from the administred questionnaire of both teachers and students. The main aim of this study was to investigate The effectiveness of reading short stories in enhancing students' vocabulary acquisition . To achieve the goal of the study, descriptive approach was used along with both teachers and students' questionnaire as tool for data collection. First, integrating reading stories within FEL teaching curriculum is of great importance for students in order to improve their vocabulary knowledge. In addition, both EFL teachers and students are aware of the importance of reading stories nevertheless students are not motivated enough and this is mainly due to problems of time scheduling and the lack of reading materials in the classroom . Thus, raising students' awareness toward reading in general and short stories in particular and its great role in enriching students' vocabularies. Short stories' role in learning a foreign language cannot be denied.

Pedagogical Recommendations

For teachers

1. Teachers need to take into account teaching students through short stories to enhance their vocabulary acquisition.

2. Teachers should sometimes devote classes for reading stories. Moreover, they should provide the necessary reading materials for students to motivate them to read more.

3. Teachers need to maintain the factors that keep students in full desire for reading short stories.

4. Teachers should give the opportunity to students to choose the suitable short story for them.

For students

1. Students should be aware of the importance of reading in general and reading short stories in particular.

2. Students should devote time to reading stories not only inside the classroom but also outside it.

3. For students , the effective technique that they should use to enhance vocabulary acquisition is through reading short stories . This latter have great impact on improving vocabulary knowledge .

General Conclusion

Now there is no denying the fact that vocabulary is central to a language and it is of paramount importance to a language learner. One of the most effective methods to develop students' vocabulary knowledge is using short stories which are considered as a unique literary genre which can be used by the teacher in acquiring new words and improving their vocabulary. The aim of the current study is to examine the effectiveness of reading short stories on the acquisition of students' vocabulary repertoire. short story is a very important material that helps the learning of vocabulary and improves communication skills by gaining enough vocabulary to become a fluent speaker. Therefore, this should be taken into consideration in the designing of the coming Algerian Universities' syllabuses and textbooks of English.

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Appendices

Appendix 01 :

Students' Questionnaire

Dear students,

The following questionnaire is a part of study, which aims to investigate EFL students' points of view about the effectiveness of reading short stories in enhancing vocabulary acquisition. Therefore, you are kindly requested to answer the questions by putting a tick (√) in the appropriate answer(s) or by giving full statement(s) whenever necessary. Be sure that your answers will be anonymous, and will be used only for research purposes.

Section One: General Information

Q1. Would you specify your gender please?

    a) Female ☐   b) Male ☐

Q2. How did you find learning in master level?

a) Easy ☐

b) Difficult ☐

c) So difficult ☐

Justify your answer please

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Q3. How can you evaluate your level in English?

a) Excelent ☐

b) Good ☐

c) Average ☐

d) Weak ☐

Section Two: Vocabulary Acquisition

Q4. According to you, vocabulary is:

a) Very important ☐

b) Somehow important ☐

c) Not important ☐

Q5. Do you think that vocabulary knowledge influences successful communication?

a) Yes ☐   b) No ☐

Whatever your answer is, please justify

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Q6. Do you think you have good vocabulary knowledge in English?

a) Yes ☐   b) No ☐

Q7. Which technique(s) you use to increase your Vocabulary knowledge?

a) You use dictionaries ☐

b) You watch movies and videos ☐

c) You read books, short stories, articles, etc ☐

Section Three: The Importance of Reading Short Stories

Q8. Do you think that reading can be an effective strategy to develop EFL students

vocabulary?

a) Yes ☐   b) No ☐

Q9. How often do you read English language materials?

a) Always ☐

b) Sometimes ☐

c) Rarely ☐

d) Never ☐

Please justify your answer

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Q10. What do you read most?

a) Books ☐

b) Articles ☐

c) Short stories ☐

d) Poems ☐

e) Novels ☐

Others …………………………………………………………………………………………

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Q11. Do you enjoy reading?

a) Yes ☐   b) No ☐

Q12. What themes of short stories do you prefer to read?

a) Science Fiction stories ☐

b) Romantic stories ☐

c) Fairytales ☐

d) Adventure stories ☐

e) Others

Q13. What do you benefit from reading short stories?

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Q14. Reading stories is considered to be a rich source of vocabulary. To what extent do you agree with this statement?

a) Strongly agree ☐

b) Agree ☐

c) Disagree ☐

d) Strongly disagree ☐

Q15. What are the main difficulties you encounter when reading short stories?

a) Difficult words ☐

b) Complex Style ☐

c) Figurative language ☐

d) Ambiguous meaning ☐

Q16. Do your teachers assign reading tasks for you?

a) Yes ☐   b) No ☐

If yes, how often?

a) Always ☐

b) Sometimes ☐

c) Rarely ☐

d) Never ☐

Q17. Are you satisfied with the reading materials that your teachers use?

a) Yes ☐   b) No ☐

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Thank you for your time and collaboration

Appendix 02:

Teachers' Questionnaire

Dear teachers,

This questionnaire is an attempt to collect data for the accomplishment of a master dissertation on "The Effectiveness of Reading Short Stories to enhance EFL Students' Vocabulary Acquisition". Therefore, we would be so grateful if you provide us with precise, clear, and complete responses. Be sure that your answers will be anonymous and will be used for research purposes only.

Thank you for your time, effort, and collaboration

Section One : Background Information

Q1. Would you specify your degree?

a) Master ☐

b) Magister ☐

c) Doctorate ☐

Q2. How long have you been teaching EFL at university?

a) 1-5 years ☐

b) 5-10 years ☐

c) More than 10 years ☐

Section Two : Vocabulary Learning

Q3. What can you say about the importance of having a great amount of vocabulary in language learning?

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Q4. How can you evaluate your students' level in terms of vocabulary?

a) Excellent ☐

b) Good ☐

c) Medium ☐

d) Poor ☐

Q5. Do you encourage your students to develop their vocabulary?

a) Yes ☐   b) No ☐

If yes, please say how?

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Q6. What are the main strategies that can be effective for developing students'

vocabulary?

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Q7. What are the strategies that you apply to facilitate the meaning of complex

words in classroom readings?

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Section Three : Reading Short Stories

Q8. Do you find the reading skill an interesting Skill for EFL learners?

a) Yes [ ]   b) No [ ]

Whatever your answer is, please justify

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Q9. Are your students motivated to read?

a) Yes [ ]   b) No [ ]

Q10. Do you encourage your students to read outside the classroom?

a) Yes [ ]   b) No [ ]

Justify your answer please

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Q11. What can you say about reading short stories?

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Q12. Do you think that reading short stories can motivate students to enrich their

vocabulary?

a) Yes ☐   b) No ☐

Q13: How can the acquisition of vocabulary be related to reading short stories ?

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Thank you for your time

الملخــــــص

تهدف الدراسة الحالية للتعرف على تأثير قراءة القصص القصيرة في تعزيز إكتساب مفردات اللغة . الغرض من هذه الأطروحة هو تحقيق فهم و وعي مشتركين لأهمية و تأثير قراءة القصص القصيرة في مجال التعليم و خاصة في تعلم اللغة الإنجليزية كلغة أجنبية بالتالي فإننا نفترض أنه كلما زادت مطالعة التلاميذ كلما زاد إكتسابهم للمفردات .لتأكيد هذه الفرضية نختار إستخدام الدراسة الوصفية المستخلصة من النتائج التي تم الحصول عليها من إستبيان الأساتذة و التلاميذ . الأهداف الرئيسية لهذا العمل هي دراسة العلاقة بين المتغيرين و هي رفع وعي الأساتذة و التلاميذ حول أهمية مطالعة القصص القصيرة كإستراتيجية فعالة في تعزيز إكتساب مفردات التلاميذ .الأدوات المستخدمة للوصول إلى هذه الأهداف هي إستبيانات موجهة لمعلمي اللغة الإنجليزية و تلاميذ ماستر 1 حضارة و أدب . النتائج التي تم الحصول عليها و التي تثبت الفرضية يتم تحليلها في الفصل الثالث كشفت أن القصص القصيرة لها تأثير كبير في تعزيز إكتساب المفردات . بالإضافة إلى ذلك تم تأكيد أن هناك علاقة بين إكتساب المفردات و قراءة القصص القصيرة لهذا يجب رفع وعي التلاميذ تجاه القراءة بشكل عام و قراءة القصص القصيرة على وجه الخصوص في إثراء مفردات التلاميذ.