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THE CONTRIBUTION OF READING SHORT STORIES IN MASTERING DESCRIPTIVE ADJECTIVES
The Case of First Year English Learners at Mohammed Khider University of Biskra

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Dedication

To my family

Declaration

I, BOULEBBINA Wassila, do herby solemnly declare that the work I have presented in this dissertation is my own, and has not been submitted before to any university for a degree.

This work was carried out and completed at Mohamed Kheider University of Biskra, Algeria.

Acknowledgments

Abstract

Because of its importance to learn a foreign language, reading is one of the most important skill that first year students of English at Mohamed Khider University need to improve. One of the main problems these students face is the lack of vocabulary and how it is used in different contexts, especially parts of speech. Taking into consideration the level of these students, the present study investigated the role of reading short stories to master descriptive adjectives. This study aimed to raise students' attention to vocabulary and descriptive adjectives' importance in both spoken and written language, and to motivate these students and their teachers to use "reading short stories" as a strategy to learn/teach EFL and and to improve students' vocabulary knowledge. The researchers hypothesized that reading short stories helps students to improve their vocabulary and the mastery of descriptive adjectives as it motivates them to learn the language. The researchers opted for a mixed-methods approach as the most suitable method in which three data collection tools were used: the teachers' interview, the student's questionnaire, and the treatment in order to test our hypotheses. The findings of the first two tools showed that all teachers and students have a positive attitude towards reading short stories as a means to improve students' vocabulary. As for the findings of the treatment, they showed that reading short stories helps students to master descriptive adjectives.

Key words: vocabulary, reading, descriptive adjectives, short stories.

List of abbreviations and acronyms

EFL: English Foreign Language

V1: Variance of the pre-test

V2: Variance of the post-test

SD1: Standard Deviation of the pre-test

SD2: Standard Deviation of the post-test

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General introduction

Study Background

Learning a foreign language requires mastering the four skills, (i.e) listening, speaking, reading and writing. However, the reading skill seems to be more important than the other skills. It helps learners to increase their level of understanding and concentration; it reinforces their cognitive abilities as it contributes to the vocabulary growth.

It seems that, EFL learners are suffering from the lack of vocabulary because they are not aware of the fact that the reading skill improves vocabulary knowledge. Many researchers have advocated this idea. Al-Dersi (2013) stated that EFL learners gain vocabulary that is not included in spoken language from independent and extensive reading and this happens easily because of the context.

We also (as novice researchers) support this idea of reading to improve vocabulary. There are many types of reading materials that EFL learners are supposed to read such as short stories which have many benefits in learning and teaching a foreign language. In short, this modest research attempted to emphasize reading short stories to master descriptive adjectives.

Statement of the problem

Vocabulary knowledge plays a vital role in learning a foreign language. It is considered as the core of language communication. In addition, it is the basis of both spoken and written language. Without vocabulary, students cannot understand each other or express their ideas. As university students, we have observed that most of EFL learners lack the sufficient vocabulary that enables them to be competent to use the language.

This problem is due to many reasons that come from learners. For example, they are not aware of the importance of vocabulary; they do not learn the synonyms of words; they do not learn vocabulary in context or they are not aware of the importance of the reading skill in vocabulary's development. In this case, the reading skill seems to be the most suitable solution to this problem.

Unfortunately, EFL learners do not prefer to read because of several reasons. First, they are not aware of the importance of the reading skill in learning a foreign language. Second, they do not know the reading strategies (skimming, scanning, extensive, intensive) that are appropriate for each type of reading material (a book, a chapter from a book, a story .....). Third, they do not select a reading material that interests them, so that they feel bored easily.

Once EFL learners take the last reason into consideration, they will be able to choose an appropriate reading material that is easy to read and that is small in length to avoid boringness. In this respect, we suggest short stories as a suitable tool for developing vocabulary. Finally, since EFL learners are facing problems with all types of vocabulary, our modest research tried to investigate the relationship between reading short stories and another specific type of vocabulary which is descriptive adjectives.

Literature review

Vocabulary knowledge is an essential part in foreign language learning. It is as important as the other four skills. Unfortunately, most of EFL learners lack vocabulary that helps them to use a language. Specifically, they do not master descriptive adjectives. In this case, reading short stories seems to be more appropriate to overcome this anomaly.

Many researchers have supported using short stories to enhance students' vocabulary. Primarily, Al-Dersi (2013) wrote a paper entitled "the use of short stories for developing vocabulary" in which he mentioned the benefits of using short stories. First, short stories make learners learn with pleasure and in an attractive way. Second, they encourage students to learn more about English culture. Third, they promote the reading skill as an activity to develop English vocabulary. Fourth, they make students learn vocabulary in context (p.80).

In the same vein, Parvareshbar (2016) conducted a study on the effect of using short stories on vocabulary learning of Iranian EFL learners. His aim was to view whether the utilization of short stories can raise EFL learner's vocabulary knowledge or not .The strategy of the design was quazi-experimental with two groups (control and experimental group). The findings showed that there was a big difference between the two groups, which ensures the validity of using short stories to enhance students' vocabulary.

Similarly, Krishna and Sandhya (2015) insisted on the validity of short stories, particularly, the impact of short stories on English teaching. The two researchers mentioned the goals of short stories pointing out that "they are simple and particular, their length enough to cover very quickly and they encourage students to develop imaginative and critical thinking skill"(p.59). Krishna and Sandhya strongly agreed that students develop their vocabulary through short stories.

In addition to this view, which advocates the idea of using short stories to teach English. Pardede (2011) in his article entitled ''Using Short Stories to Teach Language Skills'' stated that since the teacher possess a great role in the learning process he has to choose a suitable text to his students. In this situation, short stories mostly fit this need

because of their short length, which gives students a feeling of achievement and self-esteem.

In line with these views, we defend the validity of reading short stories to master descriptive adjectives.

Research questions

1 Does reading short stories help students to master descriptive adjectives?

2 Does reading short stories enrich learners' vocabulary?

3 Does reading short stories motivate EFL learners to learn English as a foreign language?

Research hypotheses

1 we advance that reading short stories will help students to master descriptive adjectives.

2 We hypothesise that reading short stories enriches learner's vocabulary.

3 we hypothesise that EFL learners will be more motivated to learn English language when they read a lot of short stories.

Research aims

The aim of the present study is to contribute to enhance both spoken and written language through mastering descriptive adjectives and through reading short stories. More specifically, we intend to:

1 Raise students' attention to the importance of vocabulary in language learning.

2 Boost students' motivation to use descriptive adjectives.

3 Motivate students to use reading short stories as a means to enhance their vocabulary.

Methodology

The researchers intended to use a mixed methods approach. The qualitative part of the study consists of two tools. First, the questionnaire which has been given to students to gather data about their motivation to learn new vocabulary while reading short stories. Second, the interview which has been administered for teachers of written expression, oral expression and grammar to collect data about their attitudes towards reading short stories to improve vocabulary. In addition, the quantitative part of the study consists of testing in order to measure the relationship between reading short stories and mastering descriptive adjectives.

First of all, participants had been given a pre-test to collect data about their level in using descriptive adjectives in terms of degrees of adjectives, order of adjectives and participial adjectives. Then, they received the treatment in which they were taught five short stories that contain from 243 to 526 words of intermediate level with five short lessons about adjectives (definition, degrees, types, order and participial adjectives). Each story was covered in approximately 20 minutes. At the end, participants were given a post-test to be compared with the pre-test. The results of and the interview, the questionnaire and the testing phase are included in the thesis.

In this study, the population for which we opted to work with is first year LMD students of English at University of Biskra which consists of 528 students and the sample of the study is one group from the population which contains 35 participants.

Significance of the study

This study will contribute to the development of vocabulary to enhance both spoken and written language. This will be achieved through reading short stories. Therefore,

teachers are supposed to integrate reading short stories as an activity in oral and written expression sessions in order to help their learners to learn English Foreign Language. Also, learners are expected to use reading short stories as a self-strategy to enhance their vocabulary.

Limitations of the study

In the present research, the researchers have faced some challenges:

- It was difficult for them to find teachers to give them their sessions to conduct the treatment.

- The time given to present a lesson and read a short story was 20 minutes per session and this was not enough.

- It was hard to find students to answer the online questionnaire.

- The absence of most students in both tests.

- Since we have investigated the point of descriptive adjectives, it was difficult to write a whole chapter about it because of the lack of sources.

- In the second chapter, we have relied on one source to write an important element (variables that affect the nature of reading) because we did not find other sources to rely on.

Structure of the dissertation

In addition to the general introduction, general conclusion and the recommendations, the present study contains three chapters that are organised as follows:

Chapter one: It presents "vocabulary and descriptive adjectives". It outlines the nature of vocabulary, vocabulary language learning, vocabulary language teaching and types of

vocabulary. In addition, it has shed light on the relationship between vocabulary and reading skill.

Chapter two: it is divided into two sections: the reading skill and short stories. Concerning the first section, it contains the main concepts of the reading skill such as its definitions, variables that affect reading, types of reading, and purposes of reading in addition to reading comprehension as a second part for this section that consists of definition of reading comprehension, models of reading comprehension, and the effective strategies for reading comprehension. As for the second section, it consists of the history and benefits of short stories and some studies on the role of reading short stories in vocabulary development.

Chapter three: it represents the field work of our study. It focuses on the aim and the description of each data collection tool, and it deals with the analysis and the interpretation of the results reached.

Chapter One: Vocabulary and descriptive adjectives

Introduction

Leaning a foreign language has a vital role in today's society. MCEETYA National Statement cited in (Fernandez, 2008) stated some benefits of language learning. First, it contributes to the development of intellectual, educational and cultural abilities of the learner. Second, it helps learners to have a background about the native's culture. Third, it gives the opportunity of work to the individual. Therefore, it is important to know some aspects of learning a foreign language such as language skills, grammar and vocabulary. In what follows, we will present some elements related to vocabulary language teaching and vocabulary language learning. At the beginning, we will define vocabulary (definition, word description, word knowledge, word classes and adjectives) then we move on to learning and teaching vocabulary, types of vocabulary and the relationship between vocabulary and reading.

1 Nature of Vocabulary

1.1 Definition of vocabulary

There is no language without vocabulary. Vocabulary is the main pillar of learning a second/foreign language. It has been defined in many dictionaries and by many authors. For example, the Longman Dictionary of Common Errors defined it as ''all words in a language that someone knows''. Also, the Longman Dictionary of Language Teaching and Applied Linguistics defined it as ''a set of lexemes, including single words, compound words and idioms''. According to the American Heritage Dictionary (as cited in Plkulski and Templeton, 2004), ''vocabulary is the sum of word used by, understood by, or at the command of a particular person or a group''. Moreover, Merriam Webster (2003) defined vocabulary as "a list or collection of words and phrases usually alphabetically arranged

and explained or define" cited in Fajri (2018). In addition, Neuman and Dwyer has defined vocabulary as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)"(2009, p.385)(As cited in Alqahtani, 2015). In short, from all of these definitions we can conclude that vocabulary equal words and words are the core of language vocabulary.

1.1.2 Word Description

Since vocabulary is the main principle of any language and words are the core of vocabulary, words are also the main pillar of human language. Vygotsky defined the word as "a microcosm of human consciousness" as cited in (Thornbury, 2002). In other words, words are the first emergence of human language (ibid). In what follows, we will mention word description according to some researchers.

McCarthy (1990, p. 3) cited in Robert (2013) pointed that a word can be a freestanding item or a bound item. In other words, freestanding items are the root words and the bound items are the inflections such as suffixes or prefixes. For example, in the word "speaking" its freestanding item is "speak" whereas its bound item is the morpheme –ing. Moreover, the words are discussed in terms of "lemmas and lexemes". A lemma concerns the word's meaning and its class such as a verb, an adjective or a noun, whereas a lexeme concerns the morphology of the word and its form (Aitchison, 2003, pp. 220–21, as cited in Robert 2013). Nunan (2003) and Schmitt (2010) (as cited in Robert, 2013) added the multiword units in the types of lexemes. For example, "absolutely fantastic", "at once", "in a minute"

To know more about words we have to know the aspects of knowing a word. Nation (1990) cited in (Moghadam et all, 2012) suggested nine aspects of knowing a word:

"knowledge of the spoken form of a word, knowledge of the written form of a word, knowledge of the parts in a word which have meaning, knowledge of the link between a particular form and a meaning, knowledge of the concepts a word may possess and the items it can refer to, knowledge of the vocabulary that is associated with a word, knowledge of a word's grammatical functions, knowledge of a word's collocations, Knowledge of a word's register and frequency"p.557.

In other words, knowing a word means knowing its pronunciation, its spelling, its different meanings in different contexts, its grammatical function, its collocation (two or more words that often go together), its register and frequency.

1.1.3 Word Classes

Words are the components of a sentence in which they take different grammatical functions. Based o these functions, words possess classes (are categorized). DeCapu (2008) stated that according to Traditional English Grammar, words are categorized into "parts of speech in terms of form and structure classes. The form classes are composed of the major parts of speech: nouns, verbs, adjectives, and adverbs. These are the words that carry the content or meaning of a sentence. The structure class words are composed of the minor parts of speech: prepositions, pronouns, determiners, conjunctions, qualifiers and other subsets". Our simple research concerns adjectives which will be presented in what follows.

1.1.3.1 Adjectives

1.1.3.1.1 Adjectives in Grammar

1.1.3.1.1.1 The Role of Adjectives in Sentences

Adjectives have an important role in a sentence. According to Andrea DeCapua (2008) "Adjectives comprise a rich, picturesque category that gives flavor to the written and spoken languages. Unlike structure words, adjectives do not provide grammatical

meaning to a sentence. Instead, adjectives are content words that provide imagery and character to discourse by describing the nouns in a sentence" (p.83). In other words, adjectives make a good sense in a sentence because they give a clear and strong meaning. Also, if we compare between two sentences one contain adjectives and the other does not we will find a big difference in terms of meaning.

1.1.3.1.1.2 Clues to Identify Adjectives

To identify adjectives, learners must know some clues/keys. Those clues are classified into four types:

1-Semantic clues: we can identify the adjective from the meaning of the word. For example, small, tall, great.

2-Morphological clues: We can identify adjectives from the derivational endings (-ful, ous…). For example: useful, generous.

3-Inflectional clues: we inflect words for a grammatical meaning. For example, the comparative and the superlative form.

4-Structural Clues: we can identify the adjective from its position in the sentence

1.1.3.1.1.3 Position of the adjectives

As we have mentioned, the position of the adjectives is a clue to identify the adjectives. According to DeCapua (2008), adjectives can be in three positions. First, before a noun. For example, the beautiful girl is coming. Second, after certain verbs such as stative verbs. For example: her daughter is beautiful. Third, after a noun. For example, she bought a beautiful dress.

1.1.3.1.1.4 Degrees of adjectives

Generally, there are three degrees of adjectives. The positive degree that is used when one thing is described, the comparative degree that is used when two things are being

compared and the superlative degree that is used when three or more things are being compared. Moreover, the comparative degree is formed by adding (-er) to the adjective if it contains one syllable and if it contains more than one syllable the comparative is formed by adding (more) to the adjective. However, the superlative degree is formed by adding (-est) to the adjective in case it contains one syllable, but if it contains more the superlative is formed by adding "most" to the adjective.

1.1.3.1.1.5 Types of adjectives:

Slawson et all (2010) suggested many types of adjectives, here are only the main types:

1 Descriptive adjectives: "names a quality of the noun or pronoun that it modifies"

2 Proper Adjectives: "derived from a proper noun".

3 Demostrative adjectives: demonstrative pronouns can function as an adjective.

4 Interogative adjectives: used to ask questions.

5 Possessive adjectives: possessive pronouns can be adjectives.

1.1.3.1.1.6 Order of Adjectives

It has been stated that when many adjectives are used to describe a noun, it is important to consider the order of the adjectives (ibid). this is the common order of adjectives:

1 Determiners: articles (a, the), demonstratives (this, those), and possessives (his, our, Mary's, everybody's), amounts (one, five, many, few), order (first, next last)

2 Coordinate adjectives: (subjective evaluations or personal opinions): nice, nasty, packed, pitiful

3 Adjectives describing size: big, huge, little, tiny

4 Adjectives describing shape: long, short, round, square

5 Adjectives describing age: young, old, modern, ancient

6 Adjectives describing color: blue, green, red, white

7 Adjectives describing nationality: Italian, French, Japanese

8 Adjectives describing architectural style or religion: Muslim

9 Adjectives describing material: golden, wooden.

1.1.3.1.1.7 Participial adjectives:

Adjectives can be formed by using past participle (ed) or present participle (ing). According to Redman (1997), we use (ing) ending to describe thing or situation or person whereas we use (ed) ending to describe the effect this person or thing or situation has on us. For example, "it was a boring lecture", "I was bored".

All in all, knowing all of those grammar rules about the use of adjectives helps English Language learners to improve their spoken and written language as it prevents them from doing mistakes in the four language skills.

1.2 Vocabulary Language Learning:

1.2.1 Definition of Learning

Learning is the main goal of all students whatever their specialties. It has been defined by many researchers. For example, Tony and Marcia (2011) have defined it as the transformative process of taking in information that, when internalized and mixed with experience, changes what is known and builds on capabilities'' (p.4).Also, Sequeira (2012) explained the concept of learning by the notion of change that is permanent and intended and which brought by "developing a new skill, understanding a new law, or changing an attitude". He added that learning can be without planning such as an experience. From these two definitions we understand that the focal point of learning is development.

1.2.2 Learning Styles

According to Stacy (2001), there are seven kinds of learning styles. First, the linguistic style in which the learners tend to write, read, tell stories and memorize and their main characteristic is creativity. Second, the logical style; here students incline to solve mathematical problems and ask questions that need a logical answers. Third, spatial style in which learners learn more by observing things and they spend all of the time watching , talking and day dreaming. Fourth, the musical style where students learn best by listening to music and pointing out the details. Also, they tend to revise their lessons by turning them into songs. Fifth, the bodily style which is a kind that learners are active and they tend to move, walk, touch and use body language to express their feelings. Sixth, the interpersonal style where the learners are perfect leaders because of their good relationship with others. They learn in groups and they have many friends. Seventh, the intrapersonal learners who learn best when they are alone, they comprehend themselves very well and they are proud of being independent. However, they need to be more socialized. In conclusion, these types are very important for any teacher while teaching any subject, especially teaching a foreign language.

1.2.3 Learning a Foreign Language

Nation (2014) stated that there are four principles learners must know to learn a foreign language. First, they must determine their needs and learn what is helpful for them. In other words, they have to set goals for learning a foreign language. For example, there are people who study a language in order to speak it. Then, they have to test themselves to know what their background knowledge about this foreign language is, so that they can know what they need.

Second, they have to "balance their learning across the four strands" (ibid) which are: First, "learning from meaning-focused input (listening and reading)" (ibid).Second, "learning from meaning-focused output (speaking and writing)" (ibid) .Third, "language-focused learning (studying pronunciation, vocabulary, grammar etc)" (ibid).Fourth, "fluency development (getting good at using what you already know)" (ibid).

Third, Nation suggested two helpful conditions that a foreign language learner must know. These conditions are "spaced repetition and the quality of attention given to items". He explained that the quality of attention reinforced by concentrating, analyzing and recalling the items that a learner has encountered. Therefore, the effects of repetition will be stronger. Nation added that both conditions are required in both incidental and deliberate learning.

Finally, the fourth principle proposed by Nation is to be motivated and to work hard. He stated that a foreign language learner can get motivation by taking an advice from previous successful learners. Also, they need to set short term goals since learning a language is a long term project. For example, they have to decide to learn a number of words or to read certain amount a week. Additionally, learners are required to do a lot of practice on vocabulary, grammar and so on.

In conclusion, Nation pointed out that there is no perfect way to learn a foreign language. However, this depends on the learner's efforts and motivation.

1.2.4 Importance of Vocabulary in Language Learning

Many researchers have advocated the idea of vocabulary importance in language learning. For example, Al-Dersi (2013) stated that vocabulary plays a vital role in learning and teaching a foreign language. He claimed that vocabulary help learners to communicate

successfully. He added that vocabulary enable learner to "explore the beauty of that language through a great variety of new words" (p.74). In addition, he pointed out that vocabulary knowledge makes learners differentiate between language systems of both mother tongue and the target language, so that they can use the term in its real sense. Also, Al-Dersi insisted on the impact role of vocabulary on the four language skills (reading, writing, listening and speaking).

In the same vein, the linguist David Wilkins gave an advice to foreign language learners saying that "if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!" (cited in Bellebcir ,2017). He also, stated that ''There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say … While without grammar very little can be conveyed, without vocabulary nothing can be conveyed'' (1972,p97) (cited in Mofareh Alqahtani, 2015)

1.2.5 Vocabulary Learning Strategies

Vocabulary learning strategies (VLS) are methods used by teachers and learners to teach and learn vocabulary and there are different categories of them proposed by many researchers. Schmitt (1997) cited in Asgari (2011) defined VLS as two main groups of methods. The discovery strategies which are "methods used by the learner to discover new words" and the consolidation strategies in which the known words are consolidated. Moreover, those two strategies are classified into five sub-types:

1 Determination strategies: They are interpersonal learning strategies.

2 Social strategies: In which, learners acquire new words from society (interaction with others).

3 Memory strategies: They are strategies, in which learners match their existing vocabulary knowledge with the new one.

4 Cognitive strategies: "They are strategies that do not engage learners in mental processing but is more mechanical means" (ibid, p.85).

5 Metacognitive strategies: "They are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress" (ibid).

Based on the previous categories Ghazal (2007) classified vocabulary learning strategies into four categories as follows:

1 Metaconative strategy: consists of two process "the selective attention" when a learner choose and identify the essential words to understand and "the self-initiation" where learner uses various methods to interpret the meaning.

2 Cognative strategy: guessing the meaning, using dictionaries and taking notes.

3 Memory: using repetition

4 Activation: using new words in various contexts.

Finally, there are other classifications by other researchers but these are the common ones. Also, they are important for both learners and teachers to enhance vocabulary learning and teaching.

1.3 Vocabulary Language Teaching

1.3.1 Teaching vocabulary

Teaching vocabulary is a difficult task for many teachers because they do not know how to teach and what to teach. Schmitt (2000) stated that vocabulary must be taught in

explicit way and with activities especially for beginning learners who need to be taught explicitly until they acquire enough amount of vocabulary. Sokmen (1997) highlighted some key principles for explicit vocabulary teaching. Here are some of them: "integrating new words with old, facilitating imaging, making new words real by connecting them to students' words in some way, encouraging independent learning strategies and using a variety of techniques" (ibid).

In addition, Thornbury (2002) stated some implications of vocabulary teaching. He said that learners must have a "critical mass of vocabulary" that can be achieved by incidental and intentional learning. In other words, learners need to possess a minimum amount of vocabulary that makes them maintain a good level to use a foreign language. In addition, teachers need to be convinced that learning a new word takes a period of time. Also, both teachers and learners need to be aware that the first language is not always a support it may be an obstacle to learn/teach a second language vocabulary (ibid).

Finally, teaching vocabulary is a hard task that can be overcome by taking into consideration the principles and the implications mentioned above by both teachers and learners. Moreover, teaching vocabulary necessitates the role of the teacher that may give feedback to his learners on their errors. However, learners also must be responsible to expand their vocabulary and they have to be curious enough to search for the meaning of any ambiguous word they encounter whether in their academic contexts or in their daily life.

1.3.2 Key Strategies in Teaching Vocabulary

Mehta (2009) suggested some effective strategies to teach vocabulary in the classroom, here are some of them.

1.3.2.1 Definitions where the teacher is supposed to use authentic dictionaries that contain definitions of terms that are easy to guess. In this strategy, foreign language learners will not only learn vocabulary but also pronunciations through word transcription following to the meaning of the word.

1.3.2.2 Self-defining context in which the context gives an obvious meaning to the situation. This practice reinforces intensive reading and learners' writing abilities.

1.3.2.3 Antonyms and synonyms that help students to "understand the different shades of meanings of a word" (ibid).

1.3.2.4 Dramatization that may be the most preferable way of learning for many students. In this strategy, learners are supposed to present something in the form of play that contains new vocabulary.

1.3.2.5 Drawings and pictures that are used to show and explain the meaning of words. Here, learners may use certain books that include ready drawings and pictures of certain words as they may use their own drawings that explain any word.

1.3.2.6 Series and scales: for example months of the year, days of the week, ordinal numbers. In this strategy, learners may use a note book to write down those series and scales in order to remember them easily.

 1.**3.2.7 Parts of words:** such as prefixes and suffixes which are important in both spoken and written language. This strategy helps learners to foster their grammar level so that they can differentiate between the parts of speech (the nouns, the verbs and the adjectives) by knowing the root of the word.

1.3.2.8 Reading the word: reading loudly makes the words familiar to the learners and helps them to improve their pronunciation, as it makes words easy to remember.

1.3.2.9 Writing the word: It enables students to know the grammatical aspect of the word. Also, it helps them remember words easily as it prevents spelling mistakes.

1.3.2.10 Shift of attention: the teacher reads a description to the learners. Then, the learners are supposed to pay attention to give a point of view. This strategy helps learners improve not only their vocabulary but also their speaking skill.

1.4 Types of vocabulary

Vocabulary has been categorized by many researchers. Al-Dersi (2013) classified it into two categories printed and oral. The printed vocabulary contains all words that we encounter while reading or writing whereas, oral vocabulary contains all words we encounter while listening or speaking. Moreover, there is another distinction to vocabulary types which is the productive and receptive vocabulary. The receptive vocabulary contains all words that we hear or see. However, the productive vocabulary contains all words that we use while speaking or writing (ibid).

In addition**,** Montgomery (2007) added another classification to vocabulary based on language skills. Listening vocabulary includes words a person hears and understands. In this type, adults can reach to recognize around 50000 words. However, speaking vocabulary comprises words a person uses when he talks and adults can use from 5000 to 10000 words (limited words compared to listening). The Reading vocabulary contains words a person understands when s/he reads a text and the writing vocabulary includes words a person uses when s/he writes something to express himself/herself.

Also, Harmer (1991) cited in Fajri (2018) classified vocabulary into active and passive. The active vocabulary refers to the words that students comprehend and can utter accurately and apply in the productive skills (writing and speaking). It is the one that learners are supposed to be able to use. However, the passive vocabulary refers to the words that learners understand when they encounter in reading or listening.

All in all, vocabulary can be receptive or productive. The receptive vocabulary comprises words that we acquire while listening and reading and the productive vocabulary includes words we use while speaking and writing. For this reason, EFL learners are supposed to focus more on the receptive skills (reading and listening) to develop their vocabulary.

1.5 Reading and vocabulary

Reading skill and vocabulary knowledge are two important parts of language learning and teaching. Many researchers conducted studies about the relationship between them. For example, Plkulski and Templeton (2004) claimed that the purpose of teaching vocabulary is to make a text easy to read for students who struggle with reading comprehension. In addition, Moghadam (2012) pointed out that "vocabulary knowledge is fundamental in reading comprehension because it functions as identical as background knowledge in reading comprehension" (p.559). Also, Harmon (2002) cited in Al-Dersi (2013) stated that "Many students continue to struggle with comprehension because of limited vocabulary knowledge and ineffective strategies" (p.77)

On the other hand, there are other researchers who advocated the idea that reading improves vocabulary. For example, Richards (2000) claimed that reading is an important part for advanced and intermediate learners; those who have above 3000 words. He added

that even beginners can enhance their vocabulary through reading authentic materials. In addition, Martin-Chang, Levy, and O'Neil (2007) cited in Al-Dersi (2013) claimed that "Successful reading instruction entails not only acquiring new words but also remembering them after training has finished and accessing their word-specific representations when they are encountered in new text" (p.78). Also, Richards (2000) claimed that context helps learners to guess the meaning and this is a key skill to learn vocabulary.

Based on our modest experience as English language learners and based on these last claims, specifically the last one we defend the idea that reading skill has a vital role in vocabulary development and this is due to the context which makes acquiring vocabulary easy.

Conclusion

Learning a foreign language is very important nowadays. In addition, it is not an easy task to do, it needs some principles to be applied by the learner, and his/her motivation and efforts**.** One of the main principles suggested by Nation (2014) is "language-focused learning" which consists of learning language grammar and vocabulary.

Vocabulary knowledge plays a vital role in foreign language teaching and learning. There are several strategies to teach and learn it which must be taken into consideration by both teachers and learners. This chapter has mentioned main elements of vocabulary in terms of its definition, learning it and teaching it in addition to descriptive adjectives in terms of grammar.

Another important issue has been raised in this chapter which is: does vocabulary improve reading or reading improves vocabulary? As foreign language learners we

consider reading skill as the best way to improve vocabulary especially reading short stories which will be presented in the next chapter.

Chapter two: Reading and short stories

Introduction

The reading skill is very crucial in our life. As Muslims, we sanctify reading because the first Quoranic verse addressed to our prophet is "read". Without reading, many people fail in their life in terms of their relationships or in terms of getting a job. That is why, reading is extremely important for all society members: children, parents, employers and, especially university students.

Moreover, reading skill is very important for foreign language learners. Mikulecky and Jeffries (1996) stated some reasons for the significance of reading. First, it helps learners think in English. Second, it enhances their vocabulary, and it improves their writing skill. Third, it gives the opportunity to practice English for non natives. Unfortunately, most of English Foreign Language learners do not prefer to read and they are not aware of its significance in enhancing vocabulary.

This chapter will present the reading skill in terms of its nature and short stories as a type of reading material that has an important role in vocabulary development.

2.1 The Nature of Reading

2.1.1 Definition of Reading

Reading skill is the most important language skill. It has been defined by many researchers. Schoenbach et all (n.d) have given three notions of reading. First, reading is a complex process; it is not just decoding words that exist in a text then simply understanding their meaning as we do in speaking a language. Second, reading is a mental

process in which we refer to a specific knowledge and experience that is related to the text. Third, reading is a problem solving in which the reader understands the ideas of the author.

In addition Wallace (2010) stated that, "reading means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer's part which the reader has some purpose in attempting to understand" (p.4). Also, May (2009) defined reading as "an active process of extracting and interpreting information and messages from different written materials" (p.6). Moreover, reading can be defined as "the process of communication between the reader and the writer to make sense of written or printed symbols, which involves the recognition of letters, words, phrases and clauses, and comprehension" (Sheng, 2000, cited in Yucuf et all, 2017,p.45)

Others see reading as a process and product. According to Alderson (2000), the process of reading is "the interaction between the reader and the text" (p.3); in which the reader is supposed to do many things including looking at the text, decoding the words, extracting their meaning, thinking about the text (is it a helpful, entertaining or boring text?), and thinking about the difficulties he is experiencing while reading. On the other hand, the product of reading is the result of that process; it is the understanding and the comprehension of the text.

Generally, defining reading is not easy, but based on the definitions mentioned above we can assume that reading is not just looking at print and decoding words, but it is a complex and mental process that ends with a comprehension which is the product.

2.1.2 Variables That Affect the Nature of Reading

The reading process depends on two main elements: the reader and the text. Accordingly, those two elements are considered as variables that affect the nature of reading.

2.1.2.1 Reader Variables

2.1.2.1.1 Reader's knowledge

The background knowledge of the reader or the schema influences the reading process and product. These schemata "are seen as interlocking mental structures representing readers' knowledge" (Alderson, 2000, p.33). It is a theory which supports the idea that what a reader knows will definitely affects what he understands. According to Carrell (1983, cited in ibid), the schema has two types: the formal schemata and the content schemata.

2.1.2.1.1.a The formal schemata: It concerns "the knowledge of language and linguistic conventions, including knowledge of how texts are organised, and what the main features of particular genres are" (p.34, ibid). It has a vital role in second and foreign language reading. That is why many researchers assumed that a foreign language reader must acquire the knowledge of the language before he tries to read. For example, early approaches to ESP teaching assumed that learners need to know the knowledge of the language of their discipline in order to be able to read a text (ibid).

2.1.2.1.1.b The content schemata: It concerns "the knowledge of the world, including the subject matter of the text" (p.34, ibid). Alderson stated that the familiarity with the subject matter or the topic of the text will facilitate the reading process.

In conclusion, although the schema theory has a great impact in the reading process, it has received many criticisms because it tries to explain the integration of new information

with the old one, but it neglects how a reader can deal with completely new information. It is more suitable for university students who study hard materials rather than elementary students (ibid). For this reason, EFL learners must be aware of the two types of schemata that were mentioned above to take them into consideration while reading in order to facilitate the reading process.

2.1.2.1.2 Reader's abilities and skills

Readers must use some skills/abilities while reading in order to understand more. Researchers have proved that readers may have knowledge but not abilities that make them gain information easily (Alderson, 2000, p.48). For this reason, some reading researchers such as Davis (1968) tried to identify reading skills:

> "Recalling word meanings, drawing inferences about the meaning of a word in context, finding answers to questions answered explicitly or in paraphrase, weaving together ideas in the content, drawing inferences from the content, recognising a writer's purpose, attitude, tone and mood, identifying a writer's technique, following the structure of a passage" (ibid)

Those skills are very important for readers in terms of making the reading process easy with good comprehension. That is why those skills are considered as one variable that affects the nature of reading. However, skillful readers know which skills to use, when to use them and how to use them appropriately.

2.1.2.1.3 Reader's motivation /interest

One of the variables that affect the nature of reading is the reader's motivation. Alderson (2000) indicated that poor readers are demotivated to read or to improve their reading ability and this is considered as a cause and effect, at the same time, to the same problem which is poor reading. He stated two types of motivation "the extrinsic" in which

a reader read without paying attention to main ideas because he is obliged to read for a given purpose and "the intrinsic" which depends on the reader himself and it leads to better understanding. Finally, EFL learners must be motivated and interested in reading because this deficiency greatly affects the nature of reading.

2.1.2.1. 4 Reader characteristics

According to Alderson (2000), There are two types of reader characteristics that may affect the nature of reading: "Stable characteristics (age, personality, sex) and Physical characteristics (like eye movements, speed of word recognition, and automaticity of processing)" (ibid, p.33).Those characteristics have a vital role in influencing the nature of reading. In other words, a young person does not read as an old one; men are not interested in what women are interested in; an anxious person does not have patience in reading difficult materials as a calm person.

2.1.2.2 Text variables

2.1.2.2.1 The topic of the text

Text content influences the nature of reading by making it easy or difficult. It has been stated that abstract texts are more difficult to understand than concrete texts (texts that describe real objects, events or activities) (ibid). In other words, the more a reader is interested in the topic the more he/she involved in the text.

2.1.2.2.2 Text type

Another element that influences the nature of reading following the text variable is the genre of the text. It has been stated two types of texts: literary and non-literary. Literary texts are more difficult than non-literary texts and this is due to its complex language or its implied meaning (ibid).

Finally, knowing all the variables that affect the nature of reading helps to know more about the reading skill, so that a reader can improve his reading level. In other words, if a reader knows that he must have knowledge, skills, and motivation to read, he can determine his deficiency and then improves his reading proficiency. Similarly, if a reader knows the different types of texts and their topics, he/she will definitely get rid of his/her difficulties in the reading skill.

2.1.3 Types of Reading

Generally, there are four types of reading:

2.1.3.1 Scanning: It refers to a quick reading to find specific information (Urquhart & Weir, 1998, cited in Alshammari, 2015). Also, it involves these techniques: "Keeping in mind only the particular information to be found out, making a choice, which clues would support the finding of the required information, having a rush view and sweeps down the page quickly to find out the clues. If the clues are found out, read that section to get the information needed" (Olson & Ames, 1972; Thamrin, 2014, cited in Yusuf et all,2017).

2.1.3.2 Skimming: It refers to a "gist reading" which helps the reader to know the topic of the text and it makes skillful readers read 700 words in one minute (McDonald, 2012). In addition, it involves these three techniques "reading first sentence of paragraph, reading last sentence of paragraph and reading key words in between" (Abdelrahman & Bsharah, 2014, cited in Yusuf et all,2017). Also, skimming can be defined as a "glancing through written materials quickly, in order to get an overview of the content or, the intention of the writer or, how a material is organized" (Grellet, 1996 cited in Hazreche 2017)

2.1.3.3 Extensive reading: It refers to "careful reading of long written materials such as novels and books for the purpose of global understanding" (Davies, 1995, cited in Bouaouina, 2009-2010). It has many benefits; Hedge (2003) stated that extensive reading

has these benefits: "students can make their language proficiency, advance in their reading skill, become more independent in their learning, learn cultural knowledge, and expand confidence and incentive to continue their own learning" as cited in(Gilakjani, 2016).

2.1.3.4 Intensive reading: It is a type of reading in which the reader is supposed to have a clear aim for reading and it is helpful for language learners because it makes them learn vocabulary in context easily (McDonald, 2012). Also, Yang, Dai, and Gao (2012) stated that intensive reading helps learners to improve their reading comprehension (cited in Gilakjani, 2016).

Those types of reading are also considered by other researchers as strategies of reading which the reader chooses one of them according to his purpose. For example, if the aim of the reader is to pick up a phone number, he will use scanning but if he wants to read a news paper he will use skimming to know the main news of the day.

2.1.4 Purposes of reading

Based on Wallace's definition of reading (the communication between reader and writer in which a reader has some aims to obtain for understanding), any reader must have a purpose to realize at the end of the reading process. Here are some purposes of reading suggested by some researchers. First, Wallace (2010) suggested three purposes for reading:

2.1.4.1 Reading for survival: Wallace explained this purpose as a reaction to our environment such as reading "an advertisement, a street signs, or instructions on baby food" (p.6-7).

2.1.4.2 Reading for learning: Wallace stated that reading plays a vital role in increasing our general knowledge and learning. For example, if someone needs to know new information about a certain topic, he will surely read about it.

2.1.4.3 Reading for pleasure: Wallace indicated that readers in this purpose are not obliged to read; they do it for their own sake just for enjoyement. Second, Grabe and Stoller (2002) stated some purposes for reading:

2.1.4.4 Reading to search for simple information and reading to skim: It is about reading to look for simple information by scanning the text such as searching through a telephone directly to find a phone number. Also, reading to skim where the reader is supposed to find the most important information included in the text.

2.1.4.5 Reading to learn from texts: It usually happens in academic contexts and it needs abilities for

a) Remembering the main ideas and some details.

b)"Recognizing and build rhetorical frames that organize that information in the text" (Grabe and Stoller ,2002, p.13)

c) Matchig the text to the reader's background knowledge.

2.1.4.6 Reading to integrate information, write and critique texts: in which a reader must "decide what information to integrate and how to integrate it for the reader's goal" (p.14.ibid).

2.1.4.7 Reading for general comprehension: It is about understanding information and interpreting it appropriately and it is achieved by skilled fluent readers.

In addition, Davies (1995, cited in Alshammari, 2015) proposed five purposes for reading. He statde these purposes " Reading for pleasure, reading for a general impression, reading to organize a text and for study purposes, reading to learn content or procedures, reading for language learning"(p.2).

In short, making a purpose for reading has a great impact on the reading process because it motivates the reader to read easily and effectively. However, reading for

pleasure seems to be most preferable among readers, especially reading novels and short stories.

2.2 Reading Comprehension

2.2.1 Definition

Reading comprehension is very important in academic contexts. It has been defined by many researchers such as Duke (2003) "as a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text" (cited in Gilakjani, 2016). Also, reading comprehension can be defined as "the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency"(Anderson et all 1985; Jenkins et all 1983; Oshea 1987 cited in Klinger, 2007). In addition to Snow who defined it as "simultaneously extracting and constructing meaning through interaction and involvement with written language". He stated that reading comprehension comprises three elements:"The reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is a part" (2002.p.11).

Firstly, to understand a text the reader must possess cognitive abilities such as "attention, memory, critical analytic and inferencing ability" and motivation as a main purpose for reading and several kinds of knowledge like "vocabulary, topic knowledge and linguistic knowledge". Secondly, the texts' features have a great impact in comprehension. While reading, the reader builds representations of the text such as the surface code which refers to a specific word in the text. This idea has been explained in the following figure:

Figure2.1: Reading Comprehension Components (ibid)
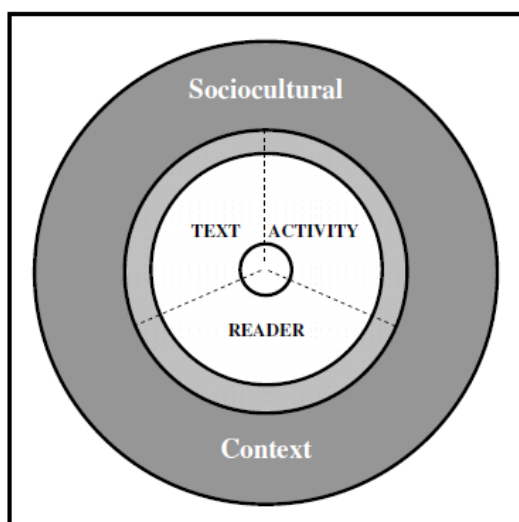
Thus, we can conclude that reading comprehension is reading and understanding the written text at the same time.

2.2.2 Reading comprehension models

There are three types of reading models. Those models are theories that explain what happens between the reader and the text and they are metaphorical as Grabe and Stoller (2002) called them.

2.2.2.1 Bottom-up model: In this model, "the reader begins with the written text (the bottom), and constructs meaning from the letters, words, phrases, and sentences found within and then processes the text in a series of discrete stages in a linear fashion" (Barnett, 1989, p.27). According to Gough (1972), bottom-up model works in sequences as follows: "First, the graphemic information enters through the visual system and is transformed at the first level from a letter character to a sound, that is, from a graphemic representation to a phonemic representation. Second, the phonemic representation is converted at level two, into a word. The meaning units or words then pass on to the third level and meaning is assimilated into the knowledge system" (cited in Liu, 2010, p154).

2.2.2.2 Top-down model: In this model, the reader moves from the top which is the meaning to the down which is the text. In other words, the reader uses his general knowledge to make guesses about the text and then he confirms or rejects them after reading the text (Barnett, 1989, p.27). According to Grabe and Stoller (2002), the top-down model depends on the goals and expectations of the reader about the text and inferencing is an important feature in this model.

2.2.2.3 The interactive model: As its name implies, it is the interaction between the reader and the text and it combines both previous models (the bottom-up and the top-down). In other words, " in top-down model, the reader uses his or her expectations and previous understanding to guess about text content but in bottom-up models, the reader is still dependent upon what is in the text" (Barnett, 1989, p.27).

Finally, those models assist foreign language learners to understand the nature of reading more, so that they can decide which model is suitable for any reading passage. For example, if they have no idea about the text, they will use the bottom-up model and if they have some background knowledge about the text, they will use the top-down model but if they are advanced readers they will surely use the interactive model.

2.2.3 Effective strategies for reading comprehension

To comprehend a written text, students are required to use some strategies. Gilakjani (2016) stated seven strategies:

2.2.3.1 Activating and using the background knowledge: This strategy is called the schema theory which we have explained in the variables that affect the nature of reading. "It involves using the background knowledge to comprehend a text. This knowledge consists of individuals' experiences with the world together with their concepts for how

written text work, involving word recognition, print concepts, word meaning, and how the text is formed "(Anderson & Pearson, 1984, cited in ibid,p.234.)

2.2.3.2 Generating and asking questions: In this strategy readers are supposed to ask themselves questions that are related to a text. "It assists readers to combine information, recognize main ideas, and summarize information" (Gilakjani, 2016).

2.2.3.3 Making inferences: Here readers are supposed to find conclusions from information of the text. This strategy is suitable when writers do not provide all information of the topic (ibid)

2.2.3.4 Predicting: Here readers may guess what the text is about. This can happen by using their background knowledge about the topic; (i.e) by using what they know about the author or just from reading the title (ibid).

2.2.3.5 Summarizing: In this strategy, readers create their own piece of writing from the information they got from the reading material. Through this strategy, readers can raise their awareness towards text structure, the most important ideas in the text and how they are related to each other (ibid).

2.2.3.6 Visualizing: In this strategy, readers may make mental image for the text, especially narrative texts in which they can remember better what they have read (ibid).

2.2.3.7 Comprehension monitoring: Here "readers have the ability to know when they comprehend what they read, when they do not perceive, and to apply suitable strategies to make better their understanding" (ibid, p. 235).

All of these strategies are important in reading comprehension, but the best reader uses different strategies in reading different types of texts. However, many researchers advocate the idea of using short stories in enhancing students 'reading comprehension. Ghasemi and Hajizadeh (2011) stated that "The short story has distinctive features, i.e., its brevity,

modernity, and variety make it appealing and interesting to language learners and a value source for the improvement of L2 reading comprehension" (p.69).

2.3 Short stories

2.3.1 History of short stories

Short stories are a kind of literature that has been considered as a method to teach a foreign language. They can be defined as a type of fictional prose that is shorter than a novel. Benjamin and Heydrick stated that the history of short stories can be traced from the Middle Ages to the present or they can be traced to the eighteenth century or still further to the Arabian Nights, but in the middle of the nineteenth century the short stories appeared as a "definite and recognized type" when some authors achieved a great success with this form such as "Poe, Hawthrone, Harte, and Hanry James in America, Stevenson and Kipling in England, De Maupassant and Coppee in France and Turgenieff in Russia" (1913, p.9).

Moreover, a Regional NET Coordinating Team (2012) wrote a book about using short stories in English classes as a module in which the history of short stories has been mentioned as follows. First, "Short stories have their roots in folklore, or the oral tradition of storytelling. In the oral tradition, stories were told to explain beliefs about the world (e.g. myths), to remember the great deeds of past kings and heroes (e.g. legends), to teach moral principles (e.g. fables and parables) or simply for the sake of entertainment (e.g. folktales and fairy tales)" (p.2). Second, in the nineteenth century, short stories became more popular and in the twentieth century they flourished due to the emergence of a lot of magazines which led writers to write different types of short stories such as stories of love, fantasy, horror, crime, mystery, and science fiction. Third, in the late of twentieth century short stories have been developed more and they had dealt with different themes such as

"pressures of modern life", "issues that affect society", and "the family and the individual". In addition, "application of science and technology" as an important theme after the Second World War and "the genre of science fiction" which were the center of attention of some writers like Arthur C. Clarke, Isaac Asimov and Ray Bradbury".(NET Working,2012,p2.10).

2.3.2 Benefits of using short stories in EFL context

Using short stories to learn a foreign language is very helpful for learners. According to Ellis and Brewster (1991, pp. 1-2), short stories make students have a positive attitude towards learning a foreign language and motivate them to learn with pleasure (cited in Abu Zahra and Abu Farah, 2016). In what follows, we will mention some benefits of using short stories in EFL context.

Short stories have a great impact on language skills enhancement. Many researchers such as Gebre (2016) conducted a quisi experimental study about the effect of using short stories on students reading comprehension. His findings showed that "using short stories is more effective than the passages included in students' textbooks" (p.106). As well as, short stories may improve students writing skill. According to Murdoch (2002), the instructor may bring writing activities based on short stories such as asking students to write a dialogue about it, summarizing it or paraphrasing it cited in (Erkaya,2005). In addition, short stories may enhance both listening and speaking skills through "oral reading, dramatization, improvisation, role-playing, reenactment, and discussion" (Pardede, P, 2011).

Also, short stories play a vital role in learners' motivation. According to Elliott (1990) "short stories are motivationally effective if students can engage with its thoughts and emotions and appreciate its aesthetic qualities" (cited in Krishna & Sandhya ,2015,p.60).

Moreover, short stories introduce literary elements such as the character, setting, the plot and the climax (Erkaya, 2005). They also teach culture because there are stories that reflect the culture of the past people.

Finally, we as foreign language learners consider short stories as an effective tool to learn a foreign language. This is because of their shortness that keeps boringness away from learners as they enhance the different language aspects (the four skills, vocabulary and pronunciation).

2.3.3 Studies on the role of reading short stories in vocabulary development

As we have mentioned in the first chapter, EFL learners can improve their vocabulary through reading. In this respect, reading short stories seems to be the most suitable to reach this aim. This idea has been advocated by many researchers such as Al-Dersi, Krishna and Sandhya, Inal and Cakir, and Parvareshbar and Ghoorchaei.

Al-Dersi (2013) investigated the role of short stories in enhancing EFL learners' vocabulary. He stated that "stories promote an elementary grasp of English to internalize vocabulary and grammar patterns and they foster reading proficiency which is very important for enriching EFL vocabulary"(p.81). In addition, Krishna and Sandhya (2015) wrote an article about the impact of using short stories in EFL instructions. They stated that using short stories helps students to "engage in meaning making and guessing through comprehension. This leads them to acquire vocabulary and its usage in a greater way"(p.61).

Also, Inal and Cakir (2014) conducted an experimental study on the effectiveness of short stories in vocabulary recognition. They indicated that short stories "help learners to make connections between known and unknown words, encourage students to learn words incidentally, and put the students in a varied and enjoyable context" (p.676). In addition,

Parvareshbar and Ghoorchaei (2016) carried a quasi-experimental study on the influence of using short stories in vocabulary learning of Iranian intermediate EFL learners. They stated that "The use of short stories provides the learners with the opportunities for integrating vocabulary instruction with other language skills" (p.1477).

Moreover, Dolma and Boonprasitt (2016) carried out a quantitative study about the enhancement of students' vocabulary through reading short stories at Bhutan Secondary School among seventh grade Bhutanese students. The results of this study showed that reading short stories has a great impact in vocabulary development.

Also, Brown et all (2008) conducted an experimental study on "incidental vocabulary acquisition from reading, reading-while-listening, and listening to stories". In this study, three experimental groups were given three stories to read and listen at once in 90 minutes for each story and this is after administering the two pre-tests: the first in form of meaning-translation and the second in form of multiple-choice. As for the post tests, the researchers administer three post-tests each one after reading and listening to each story. The results showed that there is a strong relationship between reading and listening to a story and acquiring vocabulary incidentally.

All of these studies proved that short stories are effective tools to improve learners' vocabulary and this is what we intend to prove also through our simple research.

Conclusion

In conclusion, the reading skill is the most important language skill. It is suitable for all learners' levels (beginners, intermediate and advanced readers).It reinforces all language aspects (vocabulary, grammar, pronunciation) as it enhances the other skills (writing, speaking and listening). For this reason, our present chapter presented some

information about the notion of reading in terms of its nature (definition, affecting variables, types, purposes, models and strategies).

An important issue that has been raised in this chapter is the importance of reading short stories in enhancing students' vocabulary aiming at raising the teachers, instructors, syllabus designers and material developers awareness about using short stories as an effective tool to develop vocabulary. To prove this idea, we have conducted a quiz-experimental study which includes the treatment, the teacher's interview and the students' questionnaire. The results and the analysis of this study will be presented in the next chapter.

Chapter Three: Field Work

Introduction

The present study seeks to examine the effectiveness of using short stories to improve the mastery of descriptive adjectives. For this reason, we opted for a mixed method approach as the most suitable one to achieve our aims. Therefore, we devote this chapter to analyze the results of the used instruments (the teachers' interview, the students' questionnaire, and the treatment). The population is first year LMD students of English at Mohammed Khider University which consists of 528 students and the sample of the study is one group from the population which consists of approximately 35 students.

3.1 The interview data analysis

3.1.1 The aim of the interview

The teachers' interview aimed to collect information about the different ways and strategies for teaching vocabulary. It helps us to know if the reading skill has an impact on vocabulary development or not and whether reading short stories improves the mastery of descriptive adjectives.

3.1.2 Description of the interview

The interview contains eight questions addressed to teachers of grammar, written expression and oral expression for the sake of giving information about the relationship between reading and vocabulary in general and the relationship between reading short stories and descriptive adjectives in particular. The first question was given to check the teachers' experiences in teaching grammar, written and oral expression. Then, the following two questions (the second and the third) were concerned with the way of teaching vocabulary and which skill is more appropriate to use to improve it. Next,

questions from 4 to 7 were about reading short stories and adjectives. In other words, they seek to answer the questions: is reading short stories helpful for mastering descriptive adjectives? and how adjectives can be taught?. As for the last question (the eighth), it was about the suggestions and the additional information of the teachers.

3.1.3 Analysis of the interview data

Item1: How long have you been teaching grammar, written and/or oral expression?

Item1 T1: "we have been teaching grammar for three years but written and oral expression for ten years".

Item1 T2: "we have been teaching grammar and written for four years but oral for three years".

Item1 T3: "we have been teaching written for four years but we did not teach grammar and oral before".

Item1 T4: "we have been teaching oral for seven years and written expression for two years. Concerning grammar, we did not teach it before".

Item1 T5: "we taught grammar, written and oral expression for eight years".

From these answers we may observe that all the teachers have a good experience (from four to ten years) that will help us to answer the rest of our questions, and provide us with valuable information about our research.

Item 2: How do you teach vocabulary to your students?

T1: "we use many strategies and techniques to teach vocabulary. Sometimes, vocabulary is given in a form of lists explained or translated and then students are supposed to create their own sentences. Also, vocabulary can be taught in context through reading".

T2: "inclusively, through reading short stories".

T3: "through reading or giving students list of synonyms".

T4: "Through situations. For example, in written expression we ask the students to do a research about something (read about it) to write about. However, in oral expression we write new words on the board then we discuss with them".

T5: "We do not teach vocabulary separately, we teach it through different lessons in context (indirectly)".

From the answers above, we may notice that there are many strategies to teach vocabulary (list of synonyms, translated lists, in context through reading) and the most common strategy used by all teachers is teaching vocabulary in context through the reading. This may refer to the effectiveness of using this strategy in teaching and learning vocabulary because it helps learners to ensure their understanding of a word as it makes them acquire good style of writing.

Item 3: Which skill do you think is more appropriate to improve students' vocabulary?

T1: "In fact, all the language skills are effective in improving vocabulary but the most appropriate is reading because it makes students discover new words as it helps them to ensure the meaning of unfamiliar words".

T2: "The reading is the most suitable skill to improve students' vocabulary".

T3: "The receptive skills (reading and listening)".

T4: "Reading and listening skills are helpful skills to learn vocabulary because they help learners to learn new words and use them in writing and speaking".

T5: "Reading skill is the most important skill used to improve students' vocabulary".

From the answers provided, we may notice that 100% of the teachers consider reading skill as the best skill to teach vocabulary because it makes students learn vocabulary in context as it makes them learn other aspects of the language such as grammar, spelling, word choice….etc. For this reason, the reading skill is considered as one of the best strategies of teaching a foreign language.

Item 4: Do you use reading short stories in your classes?

T1: "No, we did not use short stories in class because it takes time; but sometimes we give them as homework then we dedicate a session for presenting summarizing and discussion and sometimes, we advise students to read some of them as extensive reading or autonomous learning such as the story of the Black Cat".

T2: "Yes, along the four years we used short stories "the Black Cat, the Old Man and the Sea". Sometimes, we use the summary of a novel or a play in form of a short story "Hamlet by Edgar Alan Poe".

T3: "No, we did not use short stories; we have used intensive reading (paragraphs)."

T4: "Yes, sometimes we use short stories like "The Bagger and the Popper", "Every Man"

T5: "Yes, we use them in oral expression such as "The Green Ink".

From the teachers' answers, we may notice that using reading short stories in the classroom is difficult because of the limited time of the session. Inspite of this, it was used in class by most of the teachers (80%). As foreign language learners, we think that can refer to the effectiveness of using short stories in teaching a foreign language in the classroom.

Item 5: Do you agree with the idea that reading short stories improves students' vocabulary?

T1: "We strongly agree, because short stories are entertaining and attractive".

T2: "Yes, we agree".

T3: "Indirectly, yes to some extent. Short stories motivate learners to learn vocabulary".

T4: "Yes, since it is reading. It does not matter what is it a short story or a novel but short stories it is better at beginning level because they feel bored".

T5: "Exactly, it is one of the best teaching/learning strategies".

From the answers above, we may observe that all teachers (100%) agree with the idea that reading short stories improves students' vocabulary and this refers to the characteristics of the short story (short, entertaining and attractive) that is more appropriate for novice learners.

Item6: How do you teach adjectives to your students?

T1: "through many ways. For example, we teach them directly in a sentence and not in isolation (whether written or oral). Also, through describing a picture in oral expression or through reading extracts from a short story or a novel that contains a lot of adjectives".

T2: "we teach adjectives inclusively from the text".

T3: "through reading, (when we find an ambiguous word we look for its morphological clues)".

T4: "the same way we teach vocabulary".

T5: "directly in the course of grammar, we show the students what is an adjective, how to make it, its different types………."

This question was asked to know the different strategies of teaching adjectives. Most of the teachers (80%) use reading to teach adjectives inclusively. Here, teachers are supposed to teach adjectives through different clues. For example, the semantic clues (from the meaning of the word), the structural clues, the inflectional clues such as the comparatives and the superlatives and the morphological clues. These clues make the lesson of adjectives more comprehensive.

Item7: Do you think that reading short stories helps students to master Descriptive Adjectives?

T1: "Yes, absolutely to a great extant".

T2: "Yes, of course".

T3: "yes, for sure; because, they are more used in narratives".

T4: "yes, of course".

T5: "yes, of course; because they are more used in literature (novels and short stories)".

All teachers agree with the idea that reading short stories helps students to master descriptive adjectives and this is because short stories are one type of literature that is full of narratives that contain descriptive adjectives.

Item8: Do you have anything to add or comment on?

T1: "reading short stories is a very effective tool that promotes learning English language, their skills, their vocabulary learning, acquisition and use. For this reason, I confirm using that in class or autonomously".

T2: "through my experience, I observed that the reading skill is neglected thus I suggest reading as a module".

T3: "short stories will help students to master descriptive adjective and teachers should use them to teach written expression also".

T4: "We suggest reading tasks in every module".

T5: "we suggest reading skill as a module".

3.1.4 Interpretations of the teachers' responses

The data obtained from the answers of the interviewed teachers showed that all teachers have a positive attitude towards the use of reading short stories in classes. The five teachers agreed on the idea that reading short stories is an effective tool to improve students' vocabulary since it gives the opportunity for learners to learn new words in context, so that they can ensure their understanding of the unfamiliar words as they acquire good writing style.

In addition, the informants noted that reading short stories can be used as a good strategy for teaching a foreign language because of its length; that is, students do not feel bored. Also, reading short stories boosts students' motivation to learn other aspects of language such as grammar, spelling, listening, speaking and writing.

Finally, all teachers agreed on the idea that reading short stories will help students to improve the mastery of descriptive adjectives because short stories are full of these descriptive adjectives.

3.2 The questionnaire data analysis

3.2.1 Aim of the questionnaire

The students' questionnaire aimed to see whether students really suffer from lack of vocabulary or not and to see which skill they use to improve their vocabulary. Also,

through this questionnaire we intended to know the students' attitude towards reading short stories as a means of enriching vocabulary, mastering descriptive adjectives and motivating students to learn English as a foreign language.

3.2.2 Description of the questionnaire

The whole questionnaire consists of 19 questions (see appendix 2) which are divided into three sections. The first section aimed at gathering personal information about the participants (their age, their gender, their choice regarding studying English and their purpose for studying English). The second section concerns vocabulary and descriptive adjectives. It contains five questions that asked to discover the students level in vocabulary and descriptive adjectives and which skill they use to master vocabulary and descriptive adjectives. The third section is about reading short stories and it consists of nine questions asked to know the students' attitude towards reading short stories for mastering descriptive adjectives. As for the last question, it is about the students' suggestions and further information.

2.3 Analyzing the students' responses

Section one: personal information

Item 1: age

Table 3.1 Students' age

options	participants	percentage
18 -20 years old	21	58.3%
21-25years old	15	41.7%
Total number	36	100%

Table 3.1 shows that most students 58.3% are between 18 and 20 years old and only 41.5% are from 21 to 25 years old. This demonstrates that EFL is the first choice for students as branch at university and they have no other diplomas. Students study English not for the sake of acquiring a foreign language, but for other purposes, for example for work or for academic purposes.

Item 2: Students' gender

Table 3.2: Students' gender

gender	participants	percentage
Male	4	10%
Female	36	90%
Total number	40	100%

This table shows that the number of females (36) is higher than the number of males. This means that 90% of the sample is females and only 10% of the sample is males. This indicates that females prefer to study foreign languages more than males do.

Item 3: Students' English choice

Table 3.3: Students' English choice

options	Participants	Percentage
optional	39	97.5%
obligatory	21	2.5 %

The table above shows that most of students' choice was free 97.5% and only 2.5% of students were obliged to choose English. This means that most of students are satisfied with studying English at university.

Item 4: Students' purpose for choosing English

Table 3.4: Students' purpose for choosing English

options	Participants	Percentage
For work	22	55 %
For travel	5	12.5%
For academic purposes	13	32.5 %

Table 3.4 illustrates that most students (55%) choose English for obtaining work, and 32.5% choose English for academic purposes but only 12.5% intended to study English for travel. This indicates that, students are aware of the importance of the academic purposes for learning a language.

Section Two: Vocabulary and descriptive adjectives

Item 5: What is your vocabulary level?

Table 3.5: students' vocabulary level

options	participants	Percentage
Very good	3	7.5 %
Good	26	65 %
Average	11	27.5 %

According to the results obtained from the table 3.5, most students 65% have a good vocabulary level; while only 7.5% possess a very good level and the rest 27.5 have an average level. This indicates that most students are aware of the importance of vocabulary in learning a foreign language which urges them to improve it.

Item 6: Which skill do you use to improve your vocabulary?

Table 3.6: The skill used by students to improve their vocabulary

options	participants	Percentage
Reading	12	30 %
Writing	4	10 %
Speaking	8	20 %
Listening	16	40 %

Figure 3.1: The skill used by students to improve their vocabulary
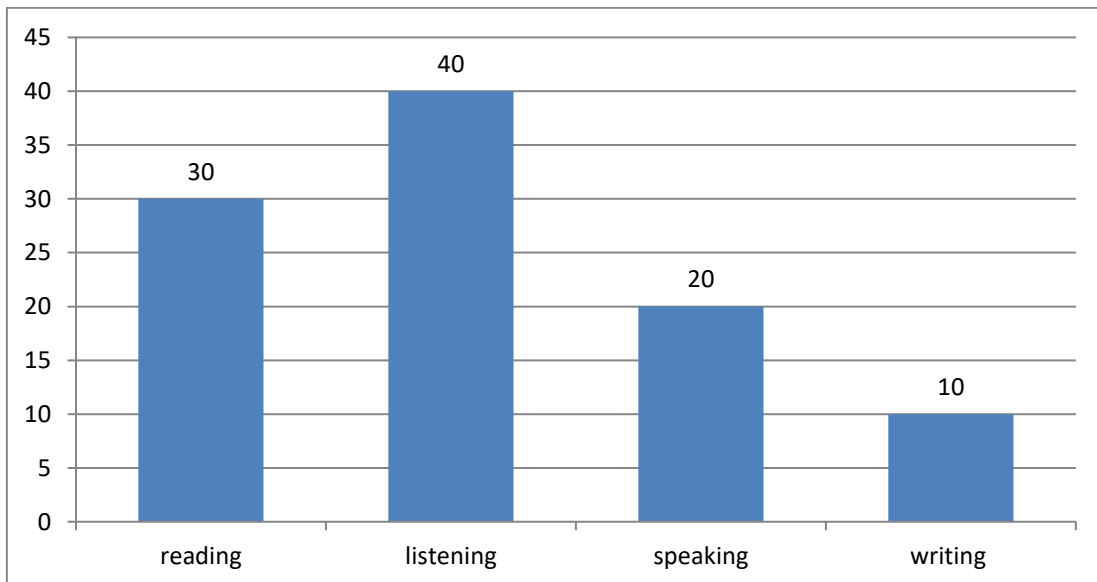
The table 3.6 and the figure 3.1 above reveals that 70% of students use reading and listening skills to improve their vocabulary and only 30% of them use writing and

speaking. This indicates that the receptive skills are the most used skills by learners for vocabulary development.

Item 7: Do you master descriptive adjectives?

Table 3.7: Students' mastering descriptive adjectives

options	participants	percentage
yes	23	59
no	16	41

Table 3.7 shows that 59% of students master descriptive adjectives and they have justified their answers by reading a lot of novels and short stories and memorizing new words. However, 41% of students do not master descriptive adjectives and this is because of lack of reading.

Item 8: Descriptive adjectives are more used and important in

Table 3.8: Descriptive adjectives importance

Options	Participants	percentages
Spoken language	4	10%
Written language	5	12.5%
Both	31	77.5%

The results shows that 10% of the students see that descriptive adjectives are more important in spoken language and 12.5% of students see that descriptive adjectives are more important in written language, but the majority of students 77.5% see that descriptive

adjectives are important in both spoken and written language. This leads to the idea that descriptive adjectives play a vital role in the language mastery.

Item 9: Which skill do you use to master descriptive adjectives more?

Table 3.9: The used skill to master descriptive adjectives

options	participants	Percentage
Reading	20	50 %
Writing	7	17.5 %
Speaking	9	22.5 %
Listening	4	10 %

Figure 3.2: The used skill to master descriptive adjectives
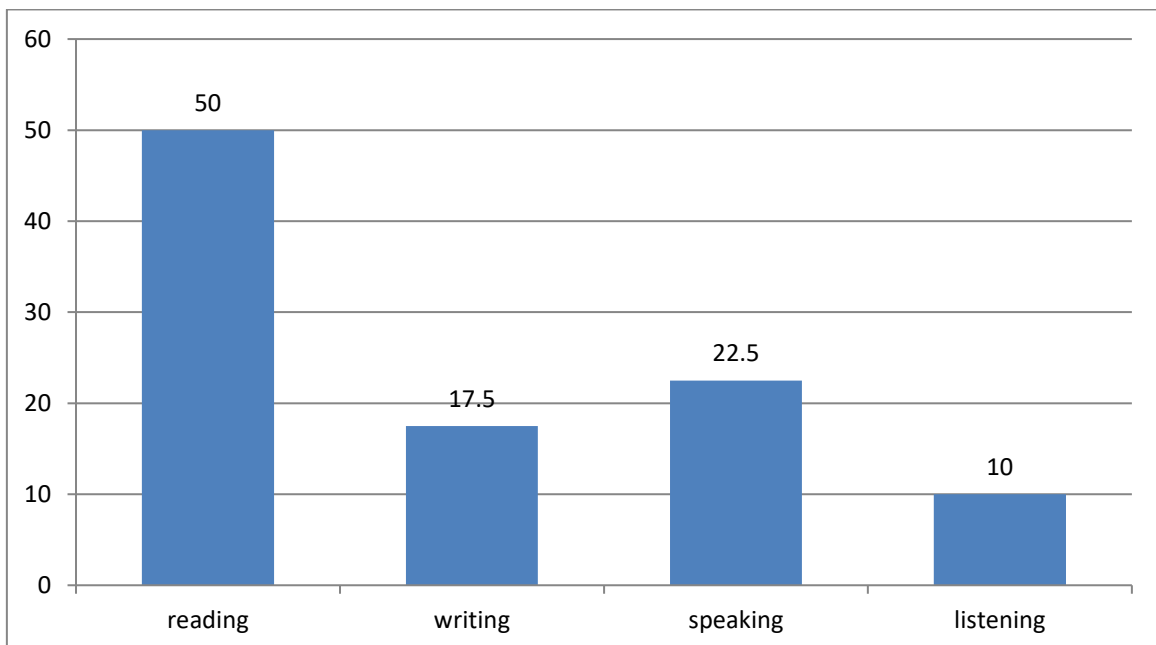
Figure 3.2 illustrates that the majority 50% of students use reading skill to improve the mastery of descriptive adjectives, but 17.5% use writing, 22.5% use speaking and 10% of

students use the listening skill to master descriptive adjectives. This means that reading

skill is a helpful skill to learn EFL autonomously.

Section three: reading short stories

Item 10: How important is reading skill for you?

Table 3.10: Reading skill importance for students

options	participants	Percentage
Very important	23	57.5 %
important	15	37.5 %
Not important	2	5 %

Table 3.10 shows that most of students 57.5% see that the reading skill is very

important and others 37.5% agree on its importance to some extent. However, only 5% of

students see that reading is not important. This indicates that students are aware of the

great importance of the reading skill.

Item 11: When you read something, you

Table 3.11: Students' reading strategy

options	participants	Percentage
Use the dictionary to explain word by word	9	22.5%
Guess meaning from the key words and the context	29	72.5%
Give up and you leave the reading passage	0	0%

Table 3.11 shows that 72.5 % of students when they read they guess the meaning from the context but only 22.5% of students use their dictionary to explain word by word and this latter is boring strategy and it make students fail in the reading comprehension.

Item 12: Do you prefer to read more

Table 3.12: Students' purpose for reading

options	participants	Percentage
For pleasure	15	37.5%
For learning	25	62.5%

Table 3.12 shows that the majority 62.5% of students read in English for learning and the rest 37.5 % read for pleasure. This indicates that most of students do prefer to read only if they are asked to do and this will affect their vocabulary level.

Item 13: Do you like reading short stories?

Table 3.13: Students' attitude towards reading short stories

options	participants	Percentage
yes	37	92.5%
no	3	7.5%

Table 3.13 showed that the majority of students 92.5% prefer to read short stories whereas 7.5% of students do not .This gives the idea that most of students have a positive attitude towards reading short stories and they use them as a strategy to learn a English

Foreign Language and its aspects: vocabulary, grammar, pronunciation, reading, listening, writing and speaking.

Item 14: Reading short stories improve learners' reading level. You

Table 3.14: Students' opinion about reading short stories as means for enhancing reading skill

options	participants	Percentage
Strongly agree	14	35%
Agree	25	62.5%
Disagree	1	2.5%

Table 3.14 showed that most students 90% agree on the idea that reading short stories improves reading skill and only 2.5% disagree. This gives the idea that short stories are considered as a means of the language skills enhancement, especially the reading skill because students when they read a lot of short stories they become more aware of the suitable reading strategy to use to read different reading materials.

Item 3.15: Are you motivated to learn vocabulary when you read a short story?

Table 3.15: Students' motivation to learn vocabulary when they read short stories

options	participants	Percentage
yes	35	87.5 %
No	5	12.5 %

Figure 3.3: Students' motivation to learn vocabulary when they read short stories
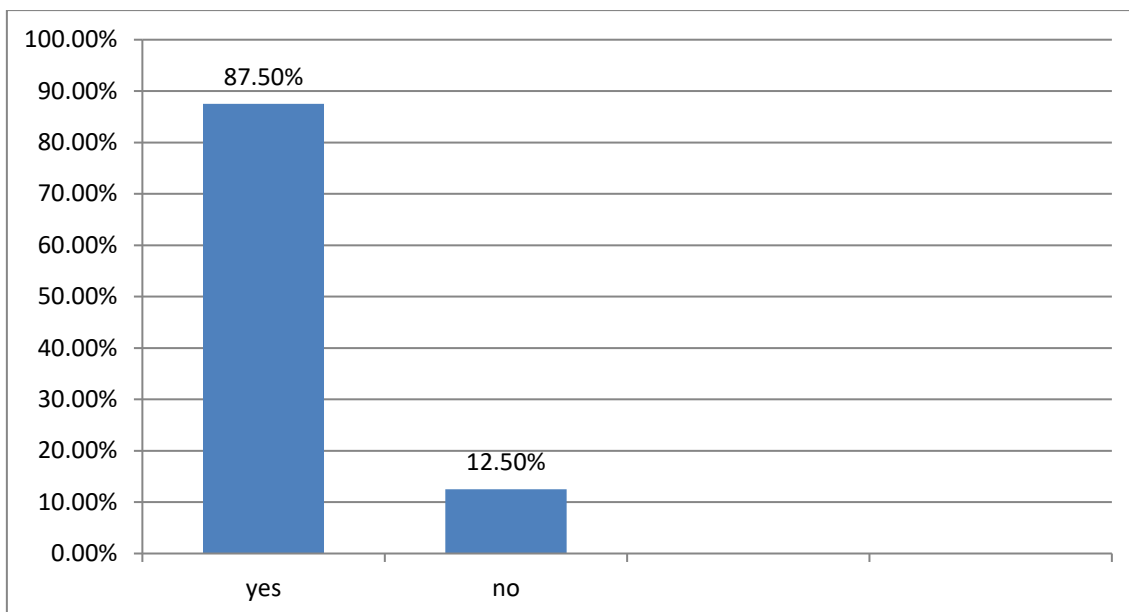
Figure 3.3 shows that the majority of students (87.5%) agree on the idea that reading short stories motivates them to learn vocabulary but only (12.5%) disagree. This means that reading short stories is an effective tool for vocabulary development.

Item 16: Do you pay attention to descriptive adjectives when you read a short story?

Table 3.16: Students' attention to descriptive adjectives when they read short stories

options	participants	Percentage
yes	33	82.5%
No	7	17.5%

Table   3.16 shows that most of students 82.5% pay attention to descriptive adjectives when they read short stories and only few students 17.5% do not. This means that short stories is one way of mastering descriptive adjectives.

Item 17: Do you think that reading short stories improves learners' vocabulary

Table 3.17: Students' attitude towards reading short stories as a means for improving vocabulary

options	participants	Percentage
yes	39	97.5 %
No	1	2.5 %

Figure 3.4: Students' attitude towards reading short stories as a means for improving vocabulary
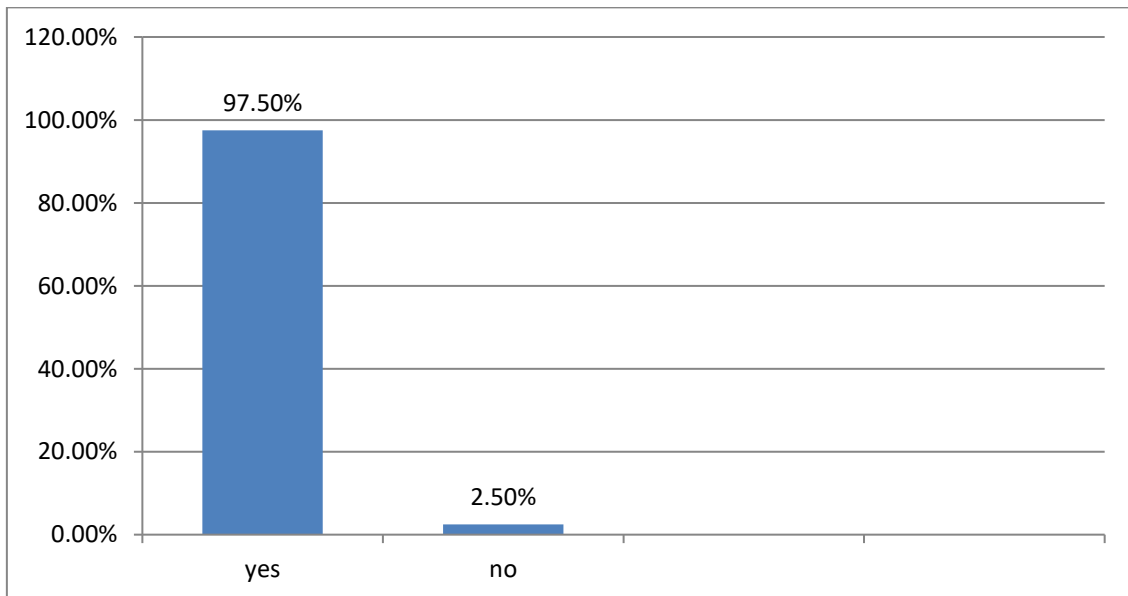
Figure 3.4 shows that the majority of students 97.5% consider reading short stories as a strategy for vocabulary development and only 2.5% of students do not.

Item 18: Reading short stories helps students to master descriptive adjectives

Table 3.18: Students' attitude towards reading short stories to master descriptive adjectives

options	participants	Percentage
Strongly agree	9	22.5 %
Agree	30	75 %
Disagree	1	2.5 %

Figure 3.5: Students 'attitude towards reading short stories to master descriptive adjectives
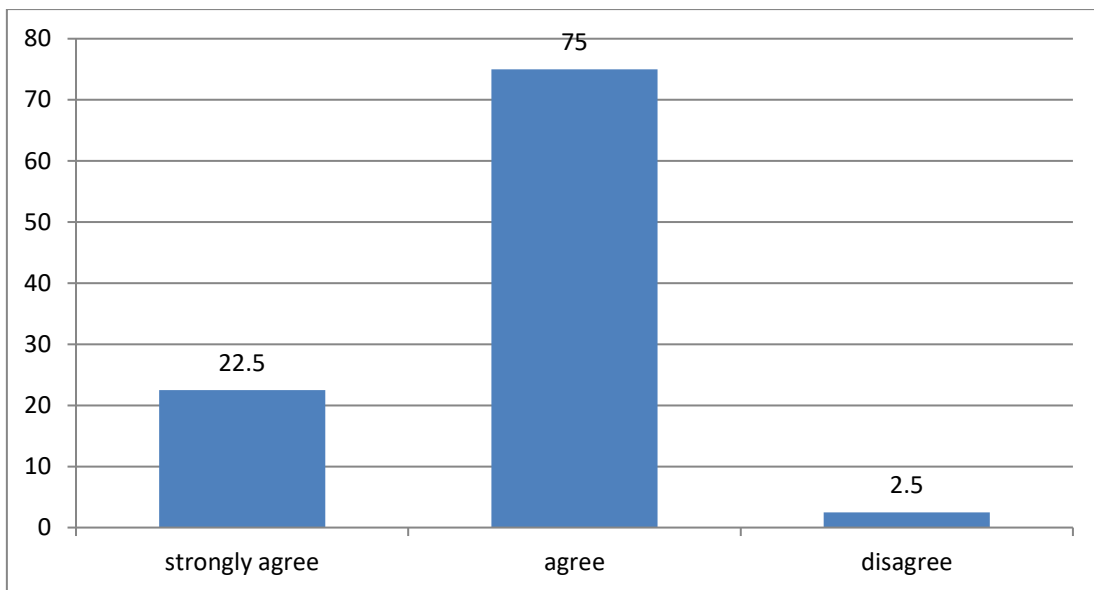
Figure 3.5 shows that a few students 2.5% disagree with the idea that reading short stories help students to master descriptive adjectives and the rest 90% agree.

Item 19: Please, add any further information about the role of reading short stories to enhance learners' descriptive adjectives

Student 1: "Well, short stories play a vital role. It may help students and learners to improve the five skills because the more they read the more they recognize and learn the largest number of vocabularies and descriptive adjectives".

Student 2: "Reading short stories helps to enhance the students' writing style by learning how native speakers use descriptive adjectives in different contexts".

Student 3: "Reading short stories increases the learners' passion to acquire and learn new descriptive adjectives and help them to know how to use them".

Student 4: "Stories, especially the ones which are written by natives are rich source of vocabularies of all kinds like adjectives".

Student 5: "Reading in general helps one in knowing what certain words are used for or used in and enhances their cohesion level and expands their vocabulary".

Student 6: "Reading short stories improves the capability of understanding new vocabularies adjectives and sentence structure".

Student 7: "Personally I agree with this suggestion because reading improves our skills and make us aware more and our memory rich and acquire more culture".

All of the students' answers showed that most of they have a positive attitude towards reading short stories because it makes them improve their language skills, their writing style and expand their culture.

3.2.4 Interpretations of the students' responses

The results obtained from the questionnaire showed that most of students are satisfied with learning EFL and they are aware of the vital role of the reading skill in vocabulary development as they know which strategy they use when they read. Unfortunately, students do not read a lot; they read only for learning without pleasure which affects their vocabulary level.

Also, they are aware of the importance of descriptive adjectives in both spoken and written language because a good use of descriptive adjectives catches the listener and the reader's attention. In addition, they have a positive attitude towards reading short stories as

a means to improve the reading skill, the vocabulary knowledge, the language skills and the mastery of descriptive adjectives as it makes them expand their culture.

To sum up, most students agreed on the idea that reading short stories motivates them to learn EFL in general and to enrich their vocabulary in particular as it helps them to improve the mastery of descriptive adjectives.

3.3 The treatment data analysis

3.3.1 The aim of the treatment

The treatment aimed to check the effectiveness of reading short stories to improve the mastery of descriptive adjectives. This will help us to gather sufficient data about our research and its validity to confirm the hypothesis which says "we advance that reading short stories will help students to master descriptive adjectives".

3.3.2 Description of the treatment

The treatment was conducted from February 20th to March 4th during the second semester of the academic year 2019 with first year LMD license students. First of all, the participants were given a pre-test (see appendix 3) to collect data about their level in using descriptive adjectives in terms of degrees of adjectives, order of adjectives and participial adjectives. Then, they received the treatment (see table 3.19) in which they were taught five short stories that contain from 243 to 526 words of intermediate level through five short lessons about adjectives (definition, degrees, types, order and participial adjectives) (see appendices from 4 to 8). Each story was covered in approximately 20 minutes. At the end, the participants were given a post test to be compared with the pre test (see appendix 9).

Table 3.19: Contents of the treatment

The session	The course	The contents		
		The lesson title	The short story title	The date
Session 1	Oral expression	The pre-test		20/02/2019
Session 2	Written expression	Lesson 1: definition of adjectives, positions, degrees, identification.	The Lion and The Hare	21/02/2019
Session 3	Oral expression	Lesson 2: Types of adjective	The Unfaithful Friend	24/02/2019
Session 4	Written expression	Lesson 3: The order of adjectives	The Rich Man and the Shoemaker	25/02/2019
Session 5	Oral expression	Lesson 4: The participial adjectives	The Donkey Who Would Sing	27/02/2019
Session 6	Oral expression	Lesson 5: General revision	The Snake and the Foolish Frogs	03/03/2019
Session 7	Written expression	The post-test		04/03/2019

3.3.3 Analyzing the results of the treatment

To analyze the results of the pre-test and the post-test, we opted for a descriptive statistics in which we compared the two tests results. The complete mark of the pre-test and the post-test is out of 20 and each exercise is out of five. We have corrected these

exercises according to the students' use of adjectives in terms of filling the gabs, order of adjectives, degrees of adjectives and the participial adjectives. Moreover, to increase the validity of our study, we calculated the mean and the standard deviation of the pre-test and the post-test and then we compared between them.

3.3.3.1 Analyzing the results of the first exercise (fill in the gabs).

Table 3.20: Exercise one scores

Students 'name	F.N	A.G	A.F	G.N	G.A.E	F.A	W.K	G.A	F.L	S.H.G	G.M
Pre-test score	5	5	3	1	5	5	2	1	3	1	1
Post-test score	1	4	5	2	5	2	1	1	5	5	1

Table 3.20 showed that, before the treatment, four students filled all the gabs correctly and they got the complete mark (5) in the first exercise; whereas, seven students scored from (1) to (3). Also, after the treatment four students got the complete mark and the rest got from (1) to (4). This indicates that these students know how to use adjectives in context. The results are better shown in the following figure.

Figure 3.6: Exercise one scores
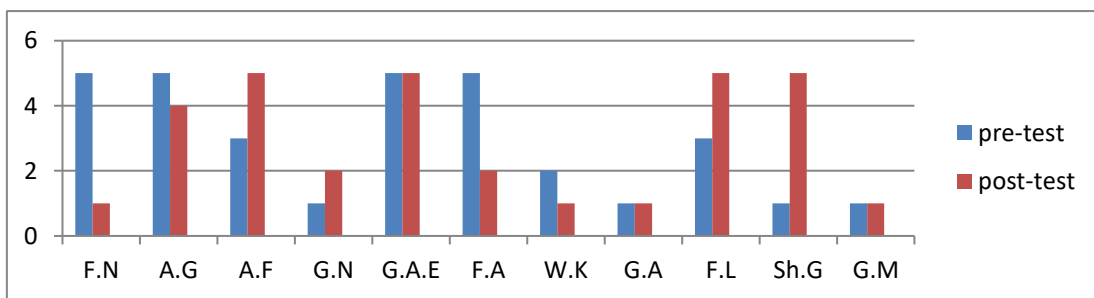
According to the figure 3.6, the results of the pre-test and the post-test in the first exercise are slightly different; three students score the same mark in the pre-test and the post-test, whereas; four students score higher marks in the post-test than in the pre-test, but four others score less marks in the post-test than the pre-test. This means that there is a slight development in the students' use of adjectives after receiving the treatment.

3.3.2 Analyzing the results of the second exercise (adjectives order)

Table 3.21: Exercise two scores

Students 'name	F.N	A.G	A.F	G.N	G.A.E	F.A	W.K	G.A	F.L	S.H.G	G.M
Pre-test score	3	3	4	2	4	5	4	2	1	3	3
Post-test score	3	2	4	1	5	4	0	1	5	0	4

Table 3.21 shows that before the treatment only one student ordered the adjectives correctly, so he got the complete mark in the second exercise. Also, three students got (4) and the rest got from (1) to (3). After the treatment, two students got the complete mark and three got 4 and the rest got from 0 to 3. These results are clearer in the following figure

Figure 3.7: Exercise two scores

64
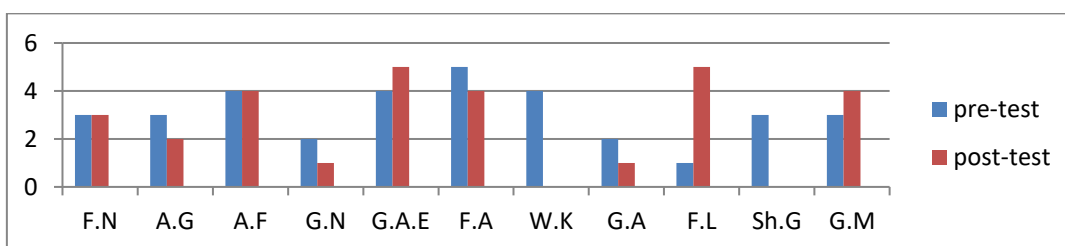
The figure 3.7 shows that the results of the pre-test and the post-test of the second exercise are different. Two students have the same mark in both tests, whereas; three students have better marks in the post-test rather than in the pre-test. However, five students score better in the pre-test than in the post-test. This means that there is no considerable development after receiving the treatment and this may refer to a lack of understanding the role of adjectives order.

3.3.3 Analyzing the results of the third exercise (degrees of adjectives)

Table 3.22: Exercise three scores

Students 'name	F.N	A.G	A.F	G.N	G.A.E	F.A	W.K	G.A	F.L	S.H.G	G.M
Pre-test score	3	2	3	1	4	2	5	3	2	3	4
Post-test score	5	5	5	5	5	4	5	5	5	3	4

Table 3.22 shows that before the treatment only one student got the complete mark and two students got (4) and the rest got from (1) to (3). After the treatment, all students scored higher marks in the post-test in comparison to the pre-test. These results are better shown in the following figure.

Figure3.8: Exercise three scores

65
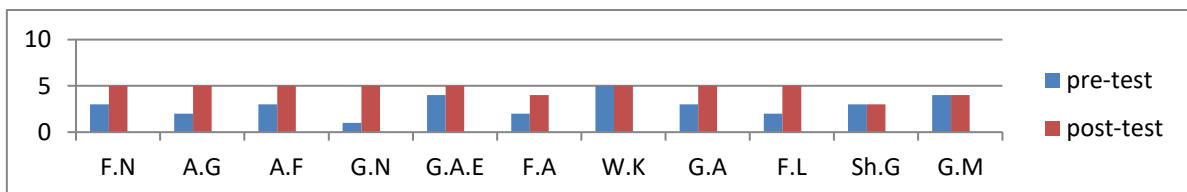
According to figure 3.8, most of students got the complete mark in the post-test and there is no student who got less. Three students scored the same marks in both tests; whereas, eight students scored better in the post-test than in the pre-test and there is no less marks in the post-test. This indicates that the treatment has a great impact on the students' use of degrees of adjectives.

3.3.4 Analyzing the results of the fourth exercise (participial adjectives)

Table 3.23: Exercise four scores

Students 'name	F.N	A.G	A.F	G.N	G.A.E	F.A	W.K	G.A	F.L	S.H.G	G.M
Pre-test score	3	5	4	2	5	2	0	5	5	1	4
Post-test score	1	2	5	3	4	4	5	3	2	1	4

Table 3.22 shows that before the treatment four students score (5), two students score (4) and the rest score from (0) to (3). After the treatment, two students got the complete mark (5), three students got (4) and the rest got from (1) to (3). The next figure shows these results.

Figure 3.9: Exercise four scores
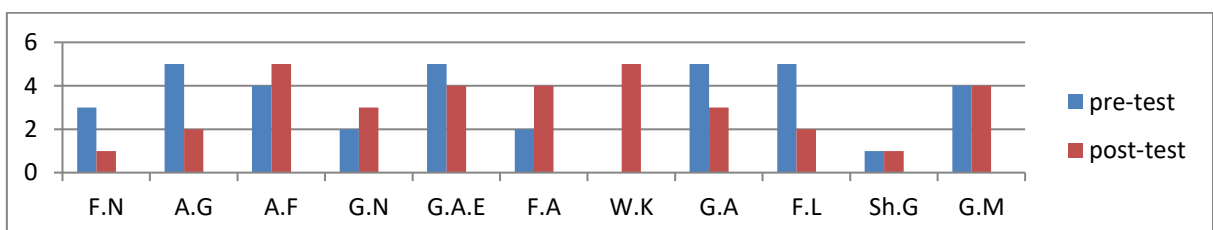
Figure 3.9 shows that the results of the pre-test and the post-test of the fourth exercise are different to some extent. Five students score higher in the pre-test, four students score better in the post-test and only two got the same mark in both tests. This indicates that there is a slight development in the students' use of participial adjectives after the treatment.

3.3.5 Analyzing the final results of the two tests

Table 3.24: Final results

Students 'name	F.N	A.G	A.F	G.N	G.A.E	F.A	W.K	G.A	F.L	S.H.G	G.M
Pre-test score	14	15	14	6	18	14	11	11	11	8	11
Post-test scores	10	13	19	11	19	14	11	10	17	9	13

Table 3.24 shows the final results of the pre-test and the post-test. Before the treatment, two students did not get the average, four students got (11), two students got (14), one got (15) and one got (18). After the treatment, only one student did not get the average, two got (10), two got (11), two got (13), one got (14), one got (17) and two got (19). These results are shown in the following figure.

Figure 3.10: Final results of the pre-test and the post-test
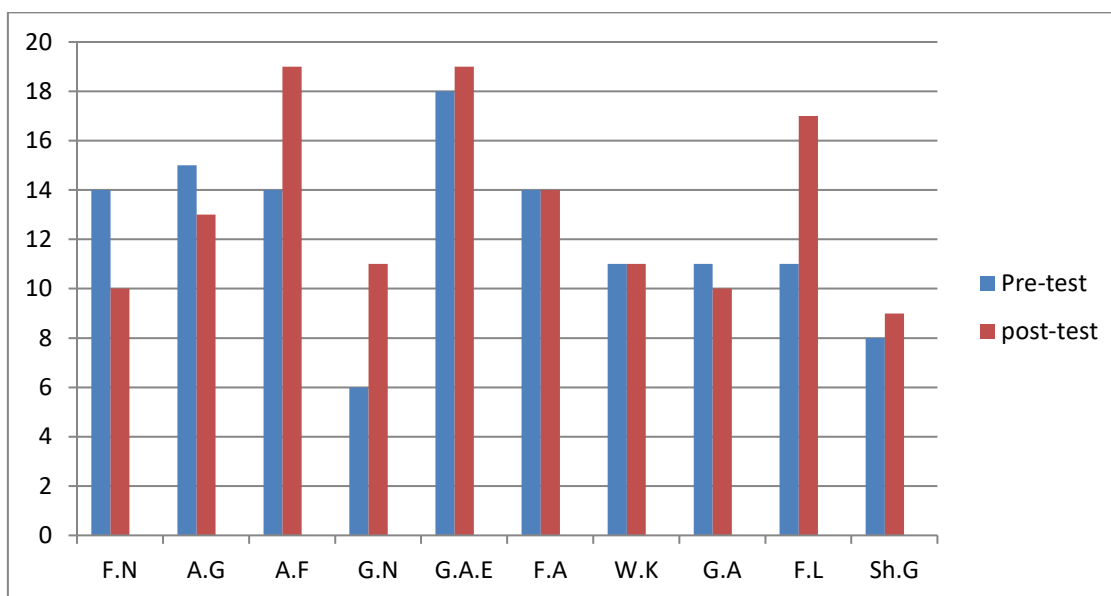
Figure 3.10 shows that there is a significant difference between the pre-test and the post-test. In this figure, we can notice that two students scored the same marks in both tests, two others score higher marks in the pre-test and the rest (seven students) scored higher marks in the post-test. This means that the treatment has positively affected the students' performance of adjectives use.

3.3.6 Calculating the mean

3.3.6.1 The mean of the pre-test

M1=the sum of scores/the number of scores

M1=134/11=12.18

3.3.3.6.2 The mean of the post-test

M2=the sum of scores/the number of scores

M2=146/11=13.27

3.3.3.7 Calculating the standard deviation

The standard deviation is the square root of the variance. According to Mackey and Gass (2005), we calculate the variance from the difference between the scores and the mean as follows:

Table 3.25: Calculating the variance of the pre-test

scores	mean	difference	Difference squared
14	12.18	1.82	3.24
15	12.18	2.82	7.95
14	12.18	1.82	3.24
6	12.18	-6.18	38.19
18	12.18	5.82	33.87
14	12.18	1.82	3.24
11	12.18	-1.18	1.39
11	12.18	-1.18	1.39
11	12.18	-1.18	1.39
8	12.18	-4.18	17.47
11	12.18	-1.18	1.39

V1= sum of different squared /number of scores

V1=112.76/11=10.25

SD1=3.20

Table 3.26: Calculating the variance of the post-test

The scores	The mean	The difference	Difference squared
10	13.27	-3.27	10.69
13	13.27	-0.27	0.07
19	13.27	5.73	32.83
11	13.27	-2.27	5.15
19	13.27	5.73	32.83
14	13.27	0.73	0.53
11	13.27	-2.27	0.07
10	13.27	-3.27	10.69
17	13.27	3.73	13.91
9	13.27	-4.27	18.23
13	13.27	-0.27	0.07

V2= sum of different squared /number of scores

V2=125.07/11=11.37

SD2=3.37

Table 3.27: The mean and the standard deviation of the pre-test and the post-test

The mean		The standard deviation	
The pre-test	The post-test	The pre-test	The post-test
12.18	13.27	3.20	3.37

Table 3.27 shows the difference between the mean and the standard deviation before and after the treatment. Before the treatment, the mean was 12.18 and the standard

deviation was 3.20; whereas, after the treatment, the mean scores 13.27 and the standard deviation scores 3.37. These results are shown in the following figure.

Figure 3.11: The mean and the standard deviation of the pre-test and the post-test
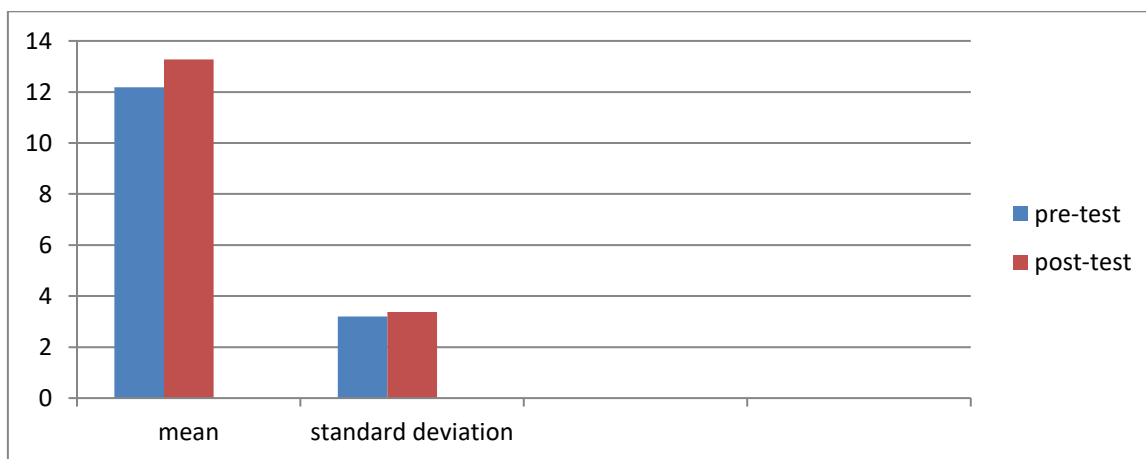
Figure 3.11 illustrates the mean and the standard deviation of both tests. From this figure we notice that the mean of the post-test (13.27) scores higher than the mean of the pre-test (12.18). Also, the standard deviation of the post-test (3.37) is slightly scored high than the standard deviation of the pre-test (3.20). This indicates that the treatment has a positive impact on the student's use of adjectives and our hypothesis "reading short stories will help students to master descriptive adjectives" is confirmed.

3.3.4 Interpretations of the results

The data obtained from the treatment showed that reading short stories have a positive effect on the student's performance when using adjectives. Through analyzing the results of each exercise before the treatment, we have discovered that first year students have problems in ordering adjectives and forming the participial adjectives. However, they seem to be good at using adjectives in context and forming the degrees of adjectives and this may refer to lack of mastering the grammar rules or lack of reading.

After receiving the treatment, we have observed a slight development in the students' use of adjectives in terms of filling the gabs, ordering adjectives and forming the participial adjectives. However, we have observed a significant development in students' use of degrees of adjectives and this due to reading the five short stories which contain many adjectives.

Also, the final results of the two tests showed that the scores of the students have improved which indicates that our hypothesis "reading short stories will help students to master descriptive adjectives" has been confirmed.

Conclusion

This chapter has presented the field work of our study. In this chapter, we opted for a triangulation method (the teachers' interview, the students' questionnaire and the treatment). We have analyzed the data using content-based analysis and descriptive statistics. It was a good idea to start analyzing the teachers' interview as a starting point in our research to support our arguments from their experience. Then, we analyzed the student's questionnaire to discover their attitudes towards reading short stories as a means for improving vocabulary and mastering descriptive adjectives. The last data collection tool which was analyzed is the treatment to confirm our hypothesis. The three data collection methods (the teachers' interview, the students' questionnaire and the treatment) have confirmed our research hypotheses.

3.5 Recommendations

Based on the results and findings of the present study, here are some recommendations that we suggest for teachers, students, researchers and for the administration.

For teachers

- We hope that our modest research will urge teachers to use reading short stories in their classroom to teach the different aspects of language such vocabulary knowledge, grammar rules, phonetics, culture, and the four language skills.

- As we hope that teachers give students some short stories titles to read and summarize and present them in oral expression sessions.

For students

- We urge students to use reading short stories as a strategy for autonomous learning and as a way to motivate themselves to learn any foreign language.

For researchers

- Since we have investigated the contribution of reading short stories to master descriptive adjectives, future researchers may investigate the role of reading short stories in enhancing the other parts of speech such as irregular verbs and adverbs as they may investigate the role of reading short stories in improving grammar rules or the four language skills (reading, writing, speaking and listening).

For the administration

- We suggest for the administration to add reading skill as a course like written expression, in which reading skills will be taught and specific titles of short stories will be given to read.

General Conclusion

The present study has been conducted as a result of our personal experience and from noticing first year students of English at Biskra University. We have observed that these students suffer from lack of vocabulary; that is, they cannot express themselves during oral expression session; they cannot understand the lecturers and they cannot use the parts of speech correctly such as verbs, adjectives and adverbs. In this study, we focused on descriptive adjectives because of their importance in both spoken and written language.

For this reason, we have suggested the reading to be the best solution to overcome this problem. More specifically, reading short stories is the most appropriate tool for these students since they are beginners and they cannot read long passages and feel bored easily. Therefore, "the contribution of reading short stories to master descriptive adjectives" was our title for the present research which aims to investigate the role of reading short stories to improve students' vocabulary and descriptive adjectives, to raise students' attention to the importance of vocabulary in language learning and to boost students' motivation to use descriptive adjectives.

The present research contains two theoretical chapters and a practical one. The first chapter comprises vocabulary in terms of its nature, vocabulary language learning, vocabulary language teaching and types of vocabulary. An important issue has been raised in this chapter, which is whether reading develops vocabulary or vocabulary develops reading. Also, since our topic concerns reading short stories and descriptive adjectives, we were obliged to mention a section for descriptive adjectives. Unfortunately, we did not find enough sources to do that, so we mentioned adjectives in terms of grammar as a subtitle under word classes.

The second chapter includes the reading skill in terms of its nature, reading comprehension and short stories. As for the last chapter, it concerns our field work in which we have used a mixed-methods approach; therefore, we opted for a triangulation method using the teachers' interview, the students' questionnaire and the treatment. The three data collection tools confirmed our hypotheses. Finally, we hope that our modest work will contribute to language development in general and open the door for future research.

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Appendices

Appendix 1: Teachers' Interview

Dear Teacher,

We are conducting a research on "the contribution of reading short stories to improve students' learning and mastering descriptive adjectives". The purpose of this study is to see whether reading short stories improves student's vocabulary or not. Therefore, we would like to ask you questions about your experience in teaching vocabulary to your students in grammar, written or oral expression session. Your answer will play a vital role in our research, so that we want to take notes and a sound recording. Your responses will remain confidential and your name anonymous.

Q1-How long have you been teaching (grammar, written, oral) expression?

………………………………………………………………………………………….

Q2-How do you teach vocabulary to your students?

…………………………………………………………………………………………..

Q3-Which skill do think more appropriate to improve students' vocabulary?

…………………………………………………………………………………………..

Q4-Do you use reading short stories in your classes?

…………………………………………………………………………………………..

Q5-Do you agree on the idea that reading short stories improves students' vocabulary?

…………………………………………………………………………………………..

Q6-How do you teach adjectives to your students?

………………………………………………………………………………………

Q7-Do you think that reading short stories helps students to master Descriptive Adjectives?

………………………………………………………………………………………

Q8-Do you have anything to add or comment on?

………………………………………………………………………………………….

Thank you very much for your time and your contribution

Dear students,

This questionnaire is part of our research that deals with "**the contribution of reading short stories to improve the mastery of descriptive adjectives (qualitative adjectives)**". This research aims to see whether reading short stories improves students' vocabulary or not. We would be very thankful if you accept to fill in the following questionnaire.

Section one: Personal information

Q.1 Age:

Q.2 Gender: male   female

Q.3 Your English choice: optional   obligatory

Q.4 Your purpose for choosing English

a-For work

b-For travel

c-For academic purpose

Section two: Vocabulary and descriptive adjectives

Q.5 What is your vocabulary level?

Very good

Good

Average

Q.6 which skill do you use to improve your vocabulary?

Reading

Writing

Speaking

Listening

Q.7 Do you master descriptive adjectives?

Yes ☐

No ☐

In both cases justify your choice

………

…………………………………………….. .

Q.8 Descriptive adjectives are more used and important in

Spoken language ☐

Written language ☐

both ☐

Q.9 Which skill do you use to master descriptive adjectives more?

Reading ☐

Writing ☐

Speaking ☐

Listening ☐

Section three: Reading short stories

Q.10 How important is reading skill for you?

Very important ☐

Important ☐

Not important ☐

Q.11 When you read something, you

a- Use the dictionary to explain word by word ☐

b- Guess meaning from the key words and the context ☐

c- Give up and you leave the reading passage ☐

Q.12 Do you prefer to read more

For pleasure ☐

For learning ☐

Q.13 Do you like reading short stories?

Yes ☐

No ☐

Q.14 Reading short stories improve learners' reading level. You

Strongly agree ☐

Agree ☐

Disagree ☐

Q.15 Are you motivated to learn vocabulary when you read a short story?

Yes ☐

No ☐

Q.16 Do you pay attention to descriptive adjectives when you read a short story

Yes ☐

No ☐

Q.17 Do you think that reading short stories improves learners' vocabulary

Yes ☐

No ☐

Q.18 Reading short stories helps students to master descriptive adjective

Strongly agree ☐

Agree ☐

Disagree ☐

Q.19 Please, add any further information about the role of reading short stories to enhance learners' descriptive adjectives

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

Thank you for your cooperation

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Exercise one: Fill in the gaps with these descriptive adjectives (disturbing, displeased , sparkling , rich, gold)

The ……man who lived next door, stayed awake every night counting his shiny ………

………coins. He tried to sleep during the day because he didn't sleep at night. He was very

…………….with the shoemakers' singing. He found the songs to be harsh and ………... .He

wanted to put an end to the singing next door.

Exercise two: put these adjectives in the right order.

1-I want _____ (silk / green / an / amazing) dress.

2-She drank _____ (Italian / black / hot) coffee.

3-I visited _____ (ancient / a / spooky / German) castle.

4-He has _____ (silver / old / beautiful / a) ring.

5-They went on holiday to _____ (small / wooden / a / beautiful) cabin.

Exercise three: use the comparative form of the adjectives below.

 1. Dogs are _____ (intelligent) than rabbits.

2. Lucy is _____ (old) than Ellie.

3. Russia is far _____ (large) than the UK.

4. My Latin class is _____ (boring) than my English class.

5. In the UK, the streets are generally _____ (narrow) than the streets in the USA.

Exercise four: Complete the sentences by using the correct form of adjective

1-Dogs often feel (frightened, frightening)…………… during fire work

2-the metro can be (confused, confusing)…………….the first time you use it .

3-Saturo was (shocking/shocked)…………………to hear about the earth quake .

4-I think that rainy days in winter are (depressing/depressed)…………. .

5-She is (boring/bored)……………of doing the same things every day.

Appendix4: Lesson one

Course: Written Expression   Date: 21/02/2019

Lesson 1: Definition of adjectives, its positions, its degrees and its identification.

The objective of the lesson

By the end of the session, students should know what an adjective is, its positions, its degrees and how it should be identified through certain clues.

NB: While writing the examples on the board students will read the short story (The Lion and the Hare) silently.

Examples

1-That song is slow
2-That song is slower than this one
3-That song is the slowest one on the CD.
4- This unreasonable killing.
5-He became furious.

Question

-So what is an adjective?
-What are the positions of the adjectives above?
-How many degrees of adjectives are there?
-How can we form the comparative and superlative form of one syllable adjective?
-How can we form the comparative and superlative form of two and more syllable adjective?
- How can we form the decreasing comparative and superlative degree ?
- How could you identify the adjectives in the examples above?

Definition of the adjective

The adjective is a word that modifies a noun or a pronoun and it adds a new information to the sentence.

Position of the adjectives

Adjectives can occur in three positions:
_ before a noun
_ after certain verbs

Degrees of adjectives

There are three degrees
a) Positive degree is used when one thing is described.
b) Comparative degree is used when two things are being compared.
c) Superlative degree is used when three or more things are being compared.
-One syllable adjective form the comparative by adding (-er) and the superlative by adding (est)

-Two or more syllable adjectives form the comparative by adding (more) and the superlative by adding (most)
-Reminder: All adjectives form the decreasing comparative degree by using less .
             All adjectives form the decreasing superlative degree by using least.

Identification of Adjectives

We can identify adjectives from four clues

1- **Semantic clue:** From the meaning

2-**Structural clues:** From the structure of the sentence

3-**Inflectional clues**: From the inflections (–er) and (-est)

4**-Morphological clue**: From the suffixes able/ious **….**

Exersices

Exercise one

Look at the sentences below.

1. Underline the adjectives you find in each sentence.

_ Discuss the clues you used to help identify the adjectives.

a) The new students had excellent scores on the tests.

(b) Some of the concerns we had were important.

(c) Some parents are unhappy with the current changes in the curriculum.

(d) Although their home is humble, they are content to live as they do.

(e) The cold, snowy weather over the long weekend kept many people at home
and resulted in slow sales for retailers.

(f) When the viewers saw the movie, they were ecstatic over the ambitious
plot and the stupendous special effects.

Exersice two

Extract five descriptive adjectives from the story and turn them to comparative and superlative form.

adjective	comparative	superlative

Exercise three

Find the synonyms of this group of adjectives from the story

1-entertainted /diverted/recreated.(the answer: amused)

2**-**inhuman/fierce/ferocious(the answer: cruel)

3-frantic/frenzied/wild/rabid(the answer: furious)

4-eval/bad/naughty(the answer: wicked).

Course: Written Expression   Date: 24/02/2019

Lesson2: Types of Adjectives

The objectives

By the end of the session, students will learn the main kinds of adjectives

NB: While writing the examples on the board students will read the short story (The Unfaithful Friend) silently.

Examples

1-It was a <u>hot</u> and <u>sunny</u> day (how was it that day: describe it) so it is a descriptive adjective.

2-He lived with <u>his</u> wife (his modifies what?) possessive adjectives

3-<u>Italian</u> restaurant(proper adjective)

4- What assignment is that? interrogative adjective

  -Which book is yours? interrogative adjective

  -Whose pencil do you have? interrogative adjective

5-this book (demonstrative adjective)

  - those pencils (demonstrative adjective)

6- I will go with you <u>another</u> time.(quantitative adjective)

  - the <u>ninth</u> inning. .(quantitative adjective)

Questions

How many types of adjectives are there?

1-how was it that day: describe it ?

2- his modifies what?

3-what is the nature of the word Italian?proper noun modifies restaurant

4-what is the nature of (whose,which,what)?.interrogative pronouns

5-(this ,those, that ,these) what is the nature of these words and what is their function in sentence above.? To point out which one .

6-what do the numbers modify? The quantity of the noun

Exercise one

Extract the different adjectives from the short story and classify them according to their types.

Exercise two

Identify the adjectives in the following sentences and state their kind.

	Adjective of quality	Adjective of quantity	Adjective of number
Tokyo is a big city.			
She ate some rice.			
The foolish crow opened his mouth to sing.			
He has little patience.			
He has lost all of his wealth.			
We did not receive sufficient rain this year.			
Each hand has five fingers			
There are several mistakes in your composition.			
January is the first month of the year.			

Course: Written Expression   Date: 25/02/2019

Lesson3: The Order of the Adjectives

The objectives

By the end of the session, students should know the order of the adjectives.

NB: While writing the examples on the board students will read the short story (The Rich Man and the Shoemaker) silently.

Examples

1-This is the first wonderful story she wrote. (Number, opinion)

2-A wonderful big tree (opinion, size)

3-A big old tree (size, age)

4-A big square medieval castle (size, shape, period)

5-A round red packet (shape, color)

6-A wonderful Romanesque stone church (opinion, period, material)

Question

From these examples, what is the overall/general rule of adjectives's order ?

The General Rule

The most common order of the adjectives is:

Number	opinion	size	age	shape	color	period	material
1	2	3	4	5	6	7	8

Exercises

Exercise One: Underline the adjectives in the short story (the rich man and the shoemaker) and combine two or three adjectives to write your own sentence.

Exercise Two: Put these adjectives on the right order.

1. We wanted _____ (grey / a / metal) table.

2. They bought _____ (red / a / new) car.

3. She went home and sat on _____ (comfortable / her / wooden / old) bed.

4-They have _____ (Dutch / black) bicycles.

5-_____ (young / a / pretty) girl walked into the room.

6-He has _____ (a lot of / old / interesting) books.

7-She bought _____ (plastic / red / a / new) plastic lunchbox.

8-She dropped _____ (old / beautiful / the) plate and it smashed.

9-They stayed in _____ (little / a / cute) cottage.

Exercise Three

Find the synonyms to this group of adjectives from the story

1-rough/rugged/scabrous.

2-cosy/snug/easy/restful.

3-wealthy/affluent/opulent.

Course: Written Expression   Date: 27/02/2019

Lesson4: (ed) and (ing) adjectives

The objective

By the end of the session, students should differentiate between (Ed) and(ing) adjectives.

NB: While writing the examples on the board, students will read the short story (The Donkey Who Would Sing) silently.

Examples

1-It was such a boring party ;I was bored

2-I did not think the film was very frightening ,but my younger brother was frightened by it.

Questions

1-the word boring what does it describe? (the party:thing)

2-the word bored what it does describe ? (a feeling of a person)

3-the word frightening does what it describe? (a film:thing)

4- the word frightened does what it describe ? (a feeling as an effect)

The Rule

- (Ing) ending is used to describe thing or situation or person.
- (Ed) ending is used to describe the effect this person thing situation has on us .

Exercises

Exercise One: Underline the descriptive adjectives that are in the short story and give the synonyms to these words.

1-finished/consummate/proficient/skillful/masterly.(the answer:accomplished)

2-mortified /embarrassed(the answer:ashamed)

3-agreeable/grateful.(the answer:pleasant)

Exercise Two

Choose the correct adjective

1-I am so (relaxed/relaxing) I do not want to move

2-I find horror films really (frightening/frightened) and not all fun to watch0

3-We were stopped by a man with a knife who took our money. I was (terrifying/ terrified).

4-Sometimes, I get really (frustrating/frustrated) when I cannot express myself in English.

5-The programme was really(interested/interesting).

Appendix 8: Lesson5

Course: Written Expression   Date: 03/03/2019

Lesson5: General revision

The objective

By the end of the session, students should be able to use all the rules they have seen in the previous sessions(general revision).

NB: While writing the examples on the board , students are required to read the short story (The Snake and the Foolish Frogs) silently.

Questions

1-What is an adjective?

2-How many degrees of adjectives are there?

3-How can we identify adjectives? (through what ?)

2-How many types have we seen?

3-How do we order adjectives?

4-How can we differentiate between (ed) adjectives and (ing) adjectives ?

Exercises

Exercise One : Complete the sentences with the correct adjective.

1-She was (overwhelming/overwhelmed) when every one cheered and we gave her presents.

2-If I feel stressed, I find taking a bath (often relaxing/relaxed)

3-I am really (tired/tiring), I think I will go to bed.

4-She is very (interesting/interested) in history.

5-She is never (satisfied/satisfying) with her work.

Exercise Two: Order the words to get a meaningful sentence

1-black/small/box/Turkish/a/old.

2-man/a/fat/friendly/young.

3-tall/our/headmaster/boring.

4-wooden/dark/a/table/long.

5-city/Spanish/beautiful/old.

Exercise Three :give synonyms to these words from the short story

1-feeble/frail/fragil.

2-stout/sturdy/tough.

3-astonished/surprised.

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Exercise One: fill in the gaps using these descriptive adjectives (furious, thrilled , good hearted ,accomplished ,unreasonable)

1-The animals beg the lion to stop this ………………killing.

2-The donkey said to the jackal I am an ……………..singer.

3-The monkey was a ………………animal

4-The lion became …………..when he saw the hare coming towards him.

5-The prince was……………..to ride a snake that moved so fast.

 Exercise two : Put these adjectives in the right order.

1-He bought _____ (woollen / a / British / fabulous) suit.

2-He wants _____ (some / French / delicious / really) cheese.
3-He is looking for _____ (leather / stylish / a /black) bag.
4-He saw _____ (French / writing / old / an) desk.
5-They went on holiday to _____ (small / wooden / a / beautiful) cabin.

Exercise three: complete these dialogues using the correct adjective

1-A: Was it very tiring?

   B: yes we were absolutely ………..(exhausted/exhausting)

2-A: I was very interested in her talk

   B: Yes it was absolutely ……………(fascinating/ fascinated)

3-A: Maria said it was a frightening film

   B: yes it was absolutely ………………(terrifying /terrified)

4-A: it was a surprising decision, wasn't it?

   B: yes I was absolutely ………………(astonished/astonishing)

5-A: was it very cold?

   B: oh yes, it was……………. (freezing / freezed)

Exercise Four : Complete the table below with the **comparatives** and **superlatives**:

adjective	Comparative	superlative
pretty		
beautiful		
ugly		
thin		
fashionable		

Appendix10: The short story one "The Lion and The Hare"

Once in a forest there lived a lion who was very proud of his strength. He would kill any animal which came in his way just for fun. All the animals in the forest were worried about their survival.

"If the lion keeps this up, none of us will be left in the forest," said the bear.

"He kills much more than he really needs to," squeaked the little hare.

"We have to come up with something to stop this massacre," said the monkey. So they all joined together and went to meet the lion.

"O king of the forest, we have come to make a small request," they all said to the lion. "Now what would that be?" asked the amused lion.

"You are the king of the forest, but soon there will be no animals to rule over. So we beg you to stop this unreasonable killing and we promise that one of us will come to you everyday for your food," pleaded all the animals with the lion.

So from that day, the animals drew lots to decide on who was to go to the lion as his prey. One day, the lots fell on the hare to visit the lion. All the animals consoled him and sent him on his way to meet his doom. But the hare was a clever animal. He did not want to die at the hands of the cruel lion. He saw an old well on the way. It was very deep and was a danger for all the animals. He thought of a plan.

The little hare went to sleep near the well all day. In the evening, he made his way to the lion's den. The lion was terribly hungry by then and when he saw a tiny hare coming towards him, he became furious. "You little thing, how dare you come so late? How dare they send such a small animal? I will kill them all," the angry lion roared.

"It is not my fault, O mighty lion. There were three other hares with me. But on the way here, another lion attacked us. I just managed to escape. The other three hares were eaten by that lion," said the hare.

"What? Another lion in my jungle? Take me to him immediately," said the lion in a fit of rage. The hare took the lion to the well and pointed it out to him from a distance. The other lion jumped out at us from inside the well when we tried to drink some water from the well. The lion rushed angrily to the well and peeped in.

There inside the well he could see another lion glaring at him. What the foolish lion did not realise in his anger was that he was looking at his reflection. He roared angrily at the other lion.

He heard an answering roar. It was only the echo of his own roar. But the lion thought that the other lion was challenging him. He jumped in and landed inside with a loud splash. And that was the end of the wicked lion.

Appendix 11: The short story two "The Unfaithful Friend"

There was a large berry tree on the bank of a river. On this tree lived a monkey called Rhesa. He was a clever and good hearted monkey. He offered berries to all the animals and birds who came to the river to quench their thirst. In the river, there lived a crocodile named Magar. He lived with his wife in a cave at the bottom of the river.

One day Magar the crocodile came to the river bank to catch his prey. It was a hot and sunny day and Magar had not caught any thing the whole day. Tired and hot, he dragged himself to the shade of the berry tree for some rest. He had hardly closed his eyes when he heard somebody calling out to him. "Hello friend. I am up here."

Magar looked up to find Rhesa the monkey smiling down at him. The monkey plucked a handful of juicy berries and threw them down to Magar.
"Eat these. They will quench your thirst."
"Thank you," said Magar and ate the delicious berries.

From then on, everyday, Magar would come to the river's bank and eat the berries dropped by Rhesa. Both of them became good friends.
One day Magar took some berries home to his wife. She found them delicious. "Mmm... If the berries are so tasty, how delicious would the monkey's heart be that ate these berries," she said. "I want to eat the heart of this monkey."
"How can I do that?" replied Magar.

"He is my friend. How can I kill him?" But his wife would not accept no for an answer. "If you don't bring me his heart, I will starve myself to death,''she cried.
So Magar went to meet Rhesa the monkey. "My wife liked the berries you sent her very much. She wants to meet you. She has invited you home for dinner,"said Magar to Rhesa.

"I would surely come," said Rhesa, "but I cannot swim and you live in the river."
"Do not worry," said Magar, "I will carry you on my back."
Rhesa readily jumped on to Magar's back. Magar began to swim away from the bank. On reaching the middle of the river, the crocodile began to dive under water.

"Hey! What are you doing?" panicked Rhesa. "I told you I cannot swim."
"Sorry my friend," replied Magar. "My wife wants to eat your heart. So I have to kill you," said Magar.
Rhesa realised that he was in grave danger. "Is it my heart you want?" he asked in an undisturbed voice. "Why did you not say so before? I would have gladly given it to you. We will have to go back because I usually leave my heart back at home when I go out."

The foolish crocodile immediately turned around and swam back towards the bank.

Rhesa immediately jumped down from Magar's back and bounced up the berry tree. "You are a fool

Magar. How could I be alive if I left my heart behind? You have been an unfaithful friend. Our friendship is over," said Rhesa.

Appendix12: the short story three "The Rich Man and the Shoemaker"

Once there lived a shoemaker next to a rich man. He was a carefree and happy person. Every day, the shoemaker sang lovely songs while he did his hard work. All the young children in that small town loved to hear the shoe maker sing his lovely songs. They sat on comfy chairs and listened to him sing melodious songs.

The rich man who lived next door, stayed awake every night counting his shiny sparkling gold coins. He tried to sleep during the day because he didn't sleep at night. He was very displeased with the shoemakers' singing. He found the songs to be harsh and disturbing. He wanted to put an end to the singing next door.

Every day while he was twisting and turning in his bed, the rich man used to think, "What can I do to make the shoe maker stop singing?" One day the rich man thought of a brilliant plan. He called for the shoemaker. The shoemaker came and asked him what the matter was. The rich man gave him a bag full of shiny gold coins as a gift. The shoemaker was surprised, but happily took the gold coins. The shoemaker then went home and stored the gold coins in his attic. He could not stop thinking and worrying about somebody stealing his precious gold coins. From that day onwards he stopped singing!

Appendix 13: The short story four "The Donkey Who Would Sing"

A wild donkey once lived in the woods. He had no friends and lived all alone.
One day a jackal passing by saw the donkey. He went up to the donkey and said, "What is the matter? Why do you look so sad my dear fellow?"

The donkey turned to the jackal and said, "I have no friends and am very lonely."
"Well, don't worry. I will be your friend from today," the jackal comforted him.
From that day, the donkey and jackal became very good friends. They were always seen together.

One moonlit evening, the jackal and the donkey were strolling through the woods. It was a cool and pleasant evening. As they walked on, they came to the outskirts of a village bordering the woods. There in front of them was a grove of fruit trees.

"Ah. Look! How wonderful and delicious the fruits look," said the donkey. "Let's eat some of them."
"Okay," said the jackal. "But let's do it very quietly."

They entered the grove and silently started to eat the fruits. After eating enough, they lay under a tree happy and content. "That was delicious, but there is something missing tonight," said the donkey.

"What is that?" asked the jackal. "Why, music of course," answered the donkey, looking a little surprised.
The jackal asked, "Where are we going to get music from?" The donkey said. "Don't you know that I am an accomplished singer?"

The jackal was alarmed. "Remember, we are in an orchard. If the farmer hears us, we will be in trouble. If you want to sing let us go away from here," he advised the donkey.
"You think I can't sing, don't you?" asked the donkey in a hurt voice.
"Wait till you hear me."

The jackal realised that the donkey was not willing to take his good advice. He moved away and hid himself behind a clump of trees. The donkey threw back his head and started his song. "He …haw, hee-haw," he brayed aloud.

The farmers hearing the loud braying came rushing with sticks and gave the foolish donkey a severe beating that left the donkey feeling sore all over.

After the farmers had left, the jackal went over to his friend. He said. "Is this the prize you

won for your singing?"

"They don't appreciate good music," replied a hurt and ashamed donkey.

The jackal replied. "This is what happens when you don't listen to the advice given by a good friend. I hope you have learnt a lesson."

Appendix 14: The short story five "The Snake and the Foolish Frogs"

Once a snake who had grown weak with old age came across a pond where many frogs lived with their king, queen and little prince. The snake had not eaten for many days. He tried to catch some of the frogs, but was too weak to catch any of them. "I will have to think of some solution or I will soon die," the snake thought.

Just then he saw the frog prince and his friends. They were busy in their game and did not notice the snake. When they came very close, one of them saw the snake and jumped up, "Oh, a snake," he shouted in fear. All of them ran for their lives. But when the snake did not move, the frog prince went up to it. The snake still did not move. "Let me see if he is dead?" said the frog prince and knocked on the snake's head and jumped away quickly.

The snake slowly opened its eyes and said, "Do not worry. I will not get angry no matter what you do." The frogs were very surprised. "I once bit a sage's son," explained the snake. "The sage got angry and cursed me that I would carry frogs on my back for the rest of my life." Hearing this, the frog prince jumped up with joy. "Then I will ride on your back," he said. So the frog prince jumped on top of the snake and commanded, "Take me to my parents."

The king and the queen were amazed at the sight. "Father, look, I am riding a snake," shouted the prince. "Let us also ride the snake," the queen urged the frog king. So they all sat on the snake.

"You are moving very slowly," complained the prince. "What can I do," answered the snake sadly. "I have not eaten for several days."

"Why have you not eaten? The royal mount should be fast and strong," said the king.
"I can eat only with your permission," answered the snake.
"Your subjects are my food."
"How can I permit you to eat us?" asked the king.

"Not the royal frogs," explained the snake. "I cannot permit you to eat my subjects," said the frog king.
The prince was upset and cried. "Father, please permit him. I don't want to loose him."
Even the queen spoke up. "Do permit the snake. How many frogs can he eat anyway? We have many subjects."

At last the king had to grant permission. The snake began to eat many frogs every day. Soon he was very strong and healthy. Now, he moved very quickly. The prince was thrilled to ride a snake that moved so fast.

One day the snake went to the frog king. "I am hungry O king. There are no more frogs left in the pond. So now I am going to cat you all."
And the wicked snake pounced on all the three royal frogs and ate them up.

Appendix 15: Pre-test scores

The participants' name	Filling the gabs score	Order of adjectives score	Degrees of adjectives score	Participial adjectives score	The final scores
F.N	5	3	3	3	14
A.G	5	3	2	5	15
A.F	3	4	3	4	14
G.N	1	2	1	2	6
G.A.E	5	4	4	5	18
F.A	5	5	2	2	14
W.K	2	4	5	0	11
G.A	1	2	3	5	11
F.L	3	1	2	5	11
Sh.G	1	3	3	1	8
G.M	1	3	4	4	11

Appendix 16: Post-test scores

The participants' name	Filling the gabs score	Order of adjectives score	Degrees of adjectives score	Participial adjectives score	The final scores
F.N	1	3	5	1	10
A.G	4	2	5	2	13
A.F	5	4	5	5	19
G.N	2	1	5	3	11
G.A.E	5	5	5	4	19
F.A	2	4	4	4	14
W.K	1	0	5	5	11
G.A	1	1	5	3	10
F.L	5	5	5	2	17
Sh.G	5	0	3	1	9
G.M	1	4	4	4	13

الملخص

نظرًا لأهميتها لتعلم اللغة الأجنبية، تعد القراءة واحدة من أهم المهارات التي يحتاج طلاب السنة الأولى في جامعة محمد خضر تحسينها. إن إحدى المشكلات الرئيسية التي يواجهها هؤلاء الطلاب هي قلة المفردات وكيفية استخدامها في سياقات مختلفة ، لا سيما أجزاء الكلام. و نظرا لمستوى هؤلاء الطلاب ، بحثت الدراسة الحالية عن دور قراءة القصص القصيرة لإتقان الصفات. تهدف هذه الدراسة إلى زيادة اهتمام الطلاب بالمفردات والصفات في كل من اللغة المنطوقة والمكتوبة ، وتحفيز هؤلاء الطلاب ومعلميهم على استخدام "قراءة القصص القصيرة" كإستراتيجية لتعلم و تعليم اللغة الإنجليزية كلغة أجنبية وتحسين معرفة المفردات. افترض الباحثون أن قراءة القصص القصيرة تساعد الطلاب على تحسين مفرداتهم وإتقان الصفات و تحفزهم على تعلم اللغة. وقد استخدم الباحثون ثلاث أدوات لجمع البيانات: مقابلة شفوية مع بعض الأساتذة، استبيان للطلبة، والمعالجة وذلك من أجل اختبار الفرضيات. أظهرت نتائج أول أداتين أن جميع الأساتذة والطلاب يوافقون على أن قراءة القصص القصيرة تعتبر وسيلة فعالة لتحسين مفردات الطلاب. أما بالنسبة لنتائج المعالجة، فقد أظهرت أن قراءة القصص القصيرة تساعد الطلاب على إتقان الصفات.

الكلمات المفتاحية : المفردات, القراءة, الصفات, القصص الصغيرة.