



Hebron University
College of Graduate Studies
Applied Linguistics MA Program

Vocabulary Building through Reading Short Stories

Master thesis

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Declaration

I certify that this thesis, submitted for the Master Degree in Applied Linguistics, is done by my own research, and it has not been submitted for higher degree to any other university.

Dedication

Every challenging work needs self-efforts as well as guidance and support of people around us, my humble effort, I dedicate to my loving and caring parents, husband, young son and sisters.

I also dedicate it to my professors and friends.

Acknowledgment

I would like to thank everyone who helped me to achieve my goal, my loving mother and father, my husband, sisters, brothers, and my friends.

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الملخص

تهدف هذه الدراسة إلى بحث إمكان تطوير مفردات اللغة الإنجليزية من خلال قراءة القصص القصيرة، وذلك بإيجاد الوعي الفعلي الموجود عند طلبة منحة الأكسس الممول من قبل القنصلية الأمريكية في الإمدست قبل القيام بالتجربة، إذ خضع الطلبة إلى امتحان قبلي يقيس وعيهم في مفردات اللغة الإنجليزية المختارة من عدة قصص قصيرة، وبعد ذلك تم إعطاء الطلبة خمس قصص أمريكية قصيرة لقراءتها. حيث إن البحث اشتمل على ستة وثلاثين مشاركاً من الذكور والإناث من طلبة الصفوف التاسع والعاشر الأساسي. وأخضعت الباحثة الطلبة إلى اختبار قبلي يهدف إلى معرفة وعي الطلبة بالمفردات الواردة في القصص، وخلال قراءتهم تم استخدام إستراتيجيات عدة في مساعدة الطلبة على اكتساب المفردات. بعد ذلك خضع الطلبة لامتحان بعدي يقيس تطوّرهم في تحصيل معانٍ جديدة، وقد أثبتت الدراسة فرضيات البحث، وذلك من خلال عمل تحليل لبيانات الامتحانات التي أكدت أن قراءة القصص القصيرة تُثري المعاني اللغوية عند الطلبة، كما أن هنالك العديد من الفوائد الأخرى لقراءة القصص: منها الإثراء الثقافي والتفكير النقدي. كما أن قراءة القصص تُعدُّ وسيلة تعليمية مُمتعة للطلبة، وتُعلّم المفردات بشكل تلقائي، خصوصاً تلك التي تتكرر في القصص. ومن هذا المنطلق تُوصي الباحثة الطلبة من الإكثار من قراءة القصص القصيرة للإثراء اللغوي، وكما تُوصي الباحثين أيضاً، بعمل دراسات أكثر وأشمل

Abstract

This paper examines students' awareness and knowledge of vocabulary. It also investigates if reading short stories can enhance their vocabulary. It aims at investigating students' vocabulary and tries to improve them by reading short stories and using different vocabulary strategies. This study examines 36 participants, boys and girls who are enrolled in Access micro-scholarship program which is sponsored by the American Consulate General and Amideast organization. The researcher gives a pre-test that examines their awareness and knowledge of vocabulary from different short stories. Then, they read five American short stories. They read Chopin's "The Story of An Hour", then Yeziarska's "America and I", Crane's "The Bride Comes to Yellow Sky", Faulkner's "A Rose for Emily", and Anderson's "Death in the Woods". Students learn the stories and the vocabulary while using different vocabulary strategies. After that, the researcher offers a post-test to find students' development in enhancing their vocabulary. Results confirm the hypotheses, as students show little awareness for vocabulary from the selected stories. After reading the stories and using different vocabulary strategies, their results improve and their vocabulary have been enhanced.

Table of Contents

Declaration	iii
Dedication	iv
Acknowledgment	v
المخلص	vi
Abstract	vii
Chapter One: Introduction	1
1.1 Short stories in vocabulary learning	1
1.1.1 The importance of vocabulary for EFL learners	2
1.1.2 Why using short stories?	2
1.1.3 The selection of the short stories:	4
1.2. Problem statement	5
1.3. The purpose of the study	6
1.4 Significance of the study	7
1.5. Research questions	7
1.6. Hypotheses of the study	8
1.7. Limitations of the study	8
1.8. Summary	9
Chapter Two: Literature Review	10
2.1 The importance of vocabulary for EFL learners:	10
2.2 What involves knowing a word	12
2.3 Reading to Enhance Vocabulary:	13
2.4 Incidental learning of vocabulary	17
2.5 Literature in EFL classes	19
2.6 The role of short stories on vocabulary learning	21
2.6.1 Authenticity:	22
2.6.2 Cultural enrichment:	25
2.7 Vocabulary learning strategies:	28
Chapter three: Methodology	32

3.1 Population	32
3.2 Data collection and instruments	33
3.2.1 Pre-test:	33
3.3 Short stories and vocabulary strategies	34
3.2.2 Post-test:.....	38
3.3. Materials.....	39
3.3.1 Pre-test and post-test materials.....	39
3.4 Data Analysis:	42
Chapter Four: Results	44
4.1 Sample Size:.....	44
4.2 Reliability and Validity of the Scale of the pre- and post-tests:.....	44
4.3 Research questions analysis	46
4.3.1 How can short stories help EFL learners develop their vocabulary?	46
4.3.2 What are the benefits of reading short stories?	50
4.3.3 How do learners learn vocabulary incidentally?	52
4.4 Total Achievement of learning by short stories:	54
Chapter Five: Discussion	57
5.1 introduction	57
5.2 Pre-test results	57
5.3 Post-test results.....	58
5.4 Summary	63
Chapter six: Conclusion & Recommendations	64
6.1 Conclusion	64
6.2 Recommendations	67
References.....	68
Appendix A	74
Appendix B	79
Appendix C	83
Appendix D	84

List of Tables

Table (1): Reliability Statistics.....	44
Table (2): Independent (T) test for the Pre-test scores, mean scores and Std. deviation.....	45
Table (3): Pre-test & Post-test mean scores and Std. deviation for learning through short contexts.....	47
Table (4): Results of ANCOVA on Covariate, test of differences between the two groups for learning through short contexts	47
Table (5): Adjusted Post-test Scores for Q.1.....	48
Table (6): Pre-test & Post-test of Q. 3.....	48
Table (7): Results of ANCOVA on Covariate for Q.3 in the tests.....	49
Table (8): Adjusted Post-test Scores for Q.3.....	49
Table (9): Pre-test & Post-test, means and Std. deviation for learning through short stories by using different types of vocabulary strategies.....	50
Table (10): Results of ANCOVA on Covariate for Q.2 in the tests.....	51
Table (11): Adjusted Post-test Scores for Q.2.....	51
Table (12): Pre-test & Post-test mean scores and Std. deviation of incidental learning.....	52
Table (13): Results of ANCOVA on Covariate for Q.4 in the tests.....	53
Table (14): Adjusted Post-test Scores for Q.4	54
Table (15): Pre-test & Post-test mean scores and Std. Deviation of Q.4.....	54
Table (16) : Results of ANCOVA on Covariate of the total scores in the post-test.....	55
Table (17): Adjusted Post-test Scores of the total achievement.....	55
Table (18): Success Percentages.....	56

Chapter One: Introduction

1.1 Short stories in vocabulary learning

Integrating literature in foreign language classrooms has many benefits in relation to learning and mastering English language skills, Sundelin (2013, p.70) believed and proved that integrating literature to language learning can facilitate learning English language. And he considered literature as a significant educational tool in learning. Reading literature may interest and motivate students highly. They will engage to know about the foreign literature especially, short stories. Reading short stories motivates learners to learn English language while enjoying and getting involved in a sequence of actions. It can also engage the learners in the language as it makes the learning and teaching process more vital; the learners will interact with real and authentic text. They will improve the four language skills (reading, speaking, listening, and writing). They will learn and build vocabulary as they will know more words to understand the story and memorize them as they will be repeatedly shown. They will also know the context they are used in and the suitable situations for them. In addition, reading short stories can help learners to be critical and creative thinkers as they read and analyze language actions and themes. In addition, they will be exposed to the target culture since short stories embody cultural aspects of the target language which also leads to more understanding of the language and identifying people's ways of living, manners and beliefs. Thus, this study aims to support integrating short stories in EFL classes to build the learners' vocabulary to have proficient and communicative learners. Students who can use English easily.

1.1.1 The importance of vocabulary for EFL learners

Read (2000) states in his book, *Assessing Vocabulary*, “Words are the basic building blocks of language, the units of meaning from which larger structures such sentences, paragraphs, and whole texts are formed” (p. 1). So, learning English language should begin with accumulating vocabulary in the learners’ minds to lead students form sentences, paragraphs and speeches. This way, they will be able to communicate in that target language. Vocabulary is the main part in learning a language as learners often hold their dictionaries to know the meaning of any word to communicate in that language. Form, meaning, and use are the main aspects in vocabulary, so teachers should consider them when teaching EFL. It’s essential to raise students’ awareness about the use of the words and the suitable context in which they are used.

There is an intertwined relationship between reading and vocabulary. Reading can serve as a good means for building vocabulary, and short stories can serve as a good tool for learning vocabulary. So, it will be beneficial to encourage learners to read stories to enhance their reading skills and to build up their vocabulary.

1.1.2 Why using short stories?

Short stories serve as a good means to learn a foreign language so that learners will be motivated to know about the target culture. Abuzahra and Farrah (2016, p:12) believe that “Using short stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development.” Employing short stories in

classes like the Access class that the researcher has is particularly beneficial. The students joined a program which is different from school classes in terms of the allowed time for one session, from one to four hours, and the level of the students are almost the same. The first reason for using short story is the authenticity; learners should be exposed to authentic materials to learn the target language because when they are exposed to authentic materials they learn English language as it's used by its native speakers and reading authentic stories can teach them as if they are taught by native teachers and as real situations in life. The other reason is that the length; short stories are short and can be covered during a short time, and students will not get bored reading a short narrative as the actions are limited and can be followed easily by the students. As a result, they will be engaged and suspended to finish the story till the end, and so they gain more vocabulary through their reading.

Furthermore, using short stories is enjoyable and motivating; teachers should give attention to what motivates their students. For instance, the sequence of actions in any story will engage students to finish reading the story. They will enjoy reading as the suspense element can make learners engaged and interested till the end of the story.

Erkaya (2005) states that the story has an introduction, body and end, "it motivates students at all levels of language proficiency to continue reading until the end to find out the conflict is resolves." (p. 5). He also believes that encouraging students to engage genuinely with the text by writing responses develop their writing skills, their critical thinking and their appreciation to the aesthetic sense of literature. Literature itself is interesting and motivating to students if it's been chosen to suit their language level and their interests. Literature in general and short stories in particular are motivating to students in all levels and at different ages.

Kharaghani (2013) said:

Literature and as a result short stories are motivating. Literature has a high position in many cultures and countries. Therefore, students can experience a real sense of accomplishment at understanding a piece of literature. Also, literature is often more interesting than the texts found in course books. (p. 868)

1.1.3 The selection of the short stories:

There are certain criteria when selecting short stories for EFL classes: the students' level and age, the length of the story and the appropriateness of the content, and the cultural and linguistic appropriateness. These factors are of great importance to gain the aim of teaching short stories which is vocabulary building.

Mckay (1982) found that:

To select texts from literature written for young adults. Such literature tends to have the following characteristics. Frequently, the theme of such literature deals with the problem of personal growth and development. Furthermore, most literature for young adults tends to be relatively short, and the characters usually limited to a small cast of characters (532).

This study will focus on five American short stories by well-known writers: "Death in the Woods" by Sherwood Anderson. "The Bride Comes to Yellow Sky" by Stephen Crane. "America and I" by Anzia Yeziarska "A Rose for Emily" by William Faulkner "The Story of an Hour" by Kate Chopin. The length of these stories is suitable, the themes are interesting, and the language is appropriate for learners. They reflect the American culture, people's behaviors, traditions, customs, clothing, and social relations.

1.2. Problem statement

Literature has a little attention in English classrooms. For instance, many teachers try to avoid teaching short stories in their classes as they think they have to teach grammar, and reading passages. They believe that stories need more time ignoring the fact that short stories can help the students to become competent in reading, writing and in building vocabulary. They enrich them with cultural understanding and provide them with the grammatical patterns that are used in the suitable context.

Vocabulary is not only simple words; rather, it has collocations, synonyms and antonyms. It also has verb variations, adjectives and adverbs, and the students need to know how to use these parts of speech correctly as the misuse of the words leads to inaccurate language and miscommunication. The grammar of English is also a challenge; it's complex because students should realize and know the use of rules and structures to build sentences in order to speak and communicate in the language correctly. If learners misuse grammatical rules they fail in communicating the meaning. Pronunciation is another obstacle in learning English; learners face a challenge pronouncing new words, and they need to use resources like dictionaries to know the correct pronunciation. English has variations in pronunciation, there are silent letters, and different letters and sounds, like /p/, /v/ which do not exist in the first language, Arabic. Learners should practice to pronounce these sounds well and speak correctly. So, grammar and pronunciation can be learnt through reading short stories. Grammar and pronunciation are interrelated to vocabulary learning as they are important to learn the words and use them correctly.

Therefore, integrating short stories in teaching English language may enhance learning and make it more enjoyable for learners. It presents a wide vocabulary, grammatical issues, and styles of writing. Students can learn many new words and the appropriate use of vocabulary while enjoying reading series of actions. Using short stories can also help students know more about the target culture. The themes, plots, settings, and characters motivate students to know what happens in the story. They will learn consciously and unconsciously new vocabulary through reading and discussing of the story.

1.3. The purpose of the study

Reading short stories can serve as a good means for learning English as a foreign language particularly to build learners' vocabulary; this study will be conducted to achieve the following:

- Building vocabulary: short stories can build learners' vocabulary widely.
- Engaging and motivating students: short stories have many benefits in terms of learning foreign language vocabulary. It can motivate them to read and understand the stories.
- Learning incidentally: through reading short stories learners can enhance their vocabulary by reading words repeatedly in the text.

For these purposes, this study is to be conducted. To build the students' vocabulary, engage them and motivate them.

1.4 Significance of the study

Reading is directly related to word knowledge, and the more words the students acquire the more they understand texts. Depending on the researcher's experience as a student and as a teacher, spending much time on reading short stories, learning many new words, and teaching short stories for the same purpose, she thinks that short stories can build the learners' vocabulary and help them to use the words in the suitable context. In the Access program, a micro scholarship supports the educational and personal development of young students. It aims to empower these students by increasing their English language skills through afterschool classes. It also aims to strengthen their commitment to community service through sponsored activities. This program also fosters a global perspective through Palestinian and American cultural events. Students who take a short story course during an intensive summer course which is given by trained teachers develop many new vocabulary through reading different stories. In addition, they read excerpt from novels, which is like short stories also enhance their vocabulary widely. This improvement can be noticed after they finish the course when they are asked to deliver speeches and write essays during the program.

This study is significant as it will examine if short stories can help learning vocabulary. Literature review in chapter II discussed the significance of such studies. EFL teachers might get benefit to include short stories in their classes.

1.5. Research questions

1. How can short stories help EFL learners develop their vocabulary?
2. What are the benefits of reading short stories that are related to writing skill?

3. How do learners learn vocabulary incidentally?

1.6. Hypotheses of the study

1. It's hypothesized that integrating short stories in EFL classrooms can develop learners' vocabulary widely.
2. It's hypothesized that teaching short stories in EFL classrooms has many advantages for EFL learners, and for the writing skill.
3. It's hypothesized that vocabulary could be learned incidentally and short stories serve as a good means of incidental vocabulary learning.

1.7. Limitations of the study

This study is limited for three reasons. The setting of the study, the students' level within the group, the size of the sample and the time. First, the study is conducted in Amideast, a nonprofit organization, which gives and supports English language programs and scholarships as a language institution in Palestine, and is supported by the American consulate. The type of classes and curricula are different from those in schools in which American curricula is adopted. The students' level is also different as they are almost in the same level, and got A grades in schools. They are in ninth and tenth grades, between thirteen and fifteen years old, their English language is good. They have the ability to become competent in the language. The size of the sample is also limited as for the one group should not exceed 18 students. In addition, the time of the class can extend from two to four hours a day. For these limitations, this study might be generalizable only to similar settings like private schools.

1.8. Summary

This opening chapter addresses the importance of vocabulary to English language learners, and the significant role short stories play in building up students' vocabulary. Four short stories will be read and discussed, to investigate the relation between reading short stories and building vocabulary and to answer the research questions mentioned previously. Finally, this study is attempting to prove that including short stories in EFL classes will make learning more motivating, interesting and engaging.

Chapter Two: Literature Review

This chapter will shed light on various theoretical and methodological researches that discussed the importance of vocabulary for EFL learners. It will also talk about the importance of reading to enhance vocabulary, incidental language learning of vocabulary, the role of literature to build vocabulary. Finally, it will discuss the use of short stories to enhance vocabulary and certain applicable strategies to build vocabulary.

2.1 The importance of vocabulary for EFL learners:

“Vocabulary is derived from the Latin word vox (voice in English). With our vocabularies, we call out and give voice to new ideas and concepts that beg to be named.” Bear (2010,) says “vocabulary knowledge is crucial to successful comprehension.” (P. 1). Nash and Snowling (2006) describe vocabulary as “the knowledge of words and their meanings”. (P. 336).

Read (2000) describes vocabulary as the building blocks for the language to emphasize the importance of learning the target language vocabulary in order to master that language. Students have to learn vocabulary to build their own lexicon in order to communicate in the target language. The more they enhance their vocabulary, the more they are able to understand, read, write, speak and listen to that target language.

ALqahtani (2015) states that “Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.” (P. 22). In other words, learning a language starts with learning its alphabets which leads to making words, so to understand that language, and to

communicate in that target language, one should learn and acquire the words to form sentences and speeches.

EFL learners consider vocabulary learning as challenge to learn English. Many researchers investigated the field of vocabulary and its importance to language learning. So they conducted many studies to explore approaches, strategies and techniques for building vocabulary. Ghazal (2007) mentions the importance of vocabulary learning to have accurate and fluent learners. He considers vocabulary as the building blocks of the language. He states that “ words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning.” (P.84). He focuses on using a variety of strategies to make vocabulary learning easier, like guessing techniques (guessing from context), semantic mapping, and using dictionaries.

Al-Dersi (2013) believes that vocabulary learning is the main part in mastering the target language for many reasons. The first one is successful communication, learning vocabulary makes learners more communicative in the target language. The communicative approach is mostly adopted in foreign language teaching, and to have communicative students who can speak and communicate in the target language, they should have enough vocabulary.

Another reason is that the learners can appreciate and explore the beauty of the language, that is by learning and exploring new words in the language, knowing more words will allow the students to discover more about the language and its beauty. In addition, learning vocabulary makes learners think critically, as they compare and contrast between their native language and the target one and lead them to understand both languages. He also refers to

the importance of vocabulary in pedagogy; in the communicative approach, he believes that lack of vocabulary causes breaks or failure in communication in the target language.

2.2 What involves knowing a word.

The knowledge of second language vocabulary has various aspects. It has connections to the syntactic, phonological, semantic or orthographic information. It also relates to pragmatics, psycholinguistics and sociolinguistics. (Nation, 2006).

Gu (2003) argues that the learning of vocabulary requires students to be aware of the distinction between “knowing a word and using a word”. In other words, it’s the students’ ability to use the words in different contexts and be able to recall the words if there is a necessity.

There are three aspects relate to vocabulary learning, according to Nation (1994); form, meaning and use are the main aspects to L2 vocabulary. The form of a word includes: spoken form, written form and word parts. To know the meaning of a word includes form and meaning, concept and referents, and associations. To be aware of the use of a word that requires grammatical functions, collocations and constraints on the use for cultural, geographical, stylistic or register reasons.

There are various strategies to learn foreign language vocabulary. Scafaru and Tofan (2006) examine how learners tackle the problem of learning new words by using a think aloud technique to identify a number of micro-strategies that learners deploy to learn vocabulary. They find that the learners use many macro and micro strategies, macro strategies like information and sources, while micro-strategies like asking classmates,

guessing, asking teacher, asking for L2 paraphrase, asking for L1 equivalent, asking for example of use, group work or using dictionary.

Another strategy they mention is note – taking which is a macro-strategy; taking notes at all notes in margin vocabulary book, ordering new words, sequentially, organizing words by meaning, spelling info, L1 equivalent, L2 synonym, word derivation, and grammatical info. The results of this study show three macro-strategies appear to be common to all learners; using sources to find out about difficult words; memorization, and note-taking. In addition, students used group work asking each other to know words meanings.

2.3 Reading to Enhance Vocabulary:

Pitts, Michael et al (1989) declare:

Be it consciously or unconsciously, reading helps the second language learner acquire not only more vocabulary and more meanings and uses of the words already known (lexical competence), but it also contributes to develop syntactic knowledge. It is through extensive reading, that learners acquire most of their vocabulary, and that instruction plays a rather insignificant role as the number of words learned is concerned. (P. 6)

Reading competence is crucial to learning a language. According to Koda (2005) competence refers to “linguistic knowledge, processing skills, and cognitive abilities” (p. 4). It’s the same as reading ability, both terms can be used interchangeably. It’s worth mentioning the cognitive abilities that a reader should deploy in reading any text. First, decoding that students need means to extract linguistic information from the text. The second one is in-text information building which is extracting ideas from the text to understand the text. Finally, situation model- instruction which is to relate prior knowledge to the text ideas.

These cognitive abilities can be applied when reading short stories to make reading easier and more understandable.

Most researchers found out that reading helps in developing vocabulary. There is a strong relationship between reading and gaining vocabulary. The more the learner reads the more vocabulary he builds and the more he is aware of the language. Reading develops his/ her mental awareness of the language and the culture of that language.

Shen (2003) focuses on the importance of reading in teaching vocabulary as students would be motivated to trace the stored vocabulary, build on what's contextualized and be able to reflect what they understood based on predicting and expecting meanings. Shen (2003) also comments on how crucial is the "indirect" and spontaneous strategy in gaining more vocabulary through reading.

Tannenbaum, Torgesen, and Wagner (2006) document in their research experimental evidence for the relationship between vocabulary and reading comprehension. One evidence is a study which has been conducted on two groups. It found that replacing difficult words with simpler synonyms helps learners to comprehend texts better. Another evidence is teaching word meanings to children, (word knowledge includes knowing the core concept of the word and how it is used). This can highly enhance their understanding of the words and the content of the text. The researchers focus on the multiple repetitions of the words as a strategy to acquire the words faster.

Many researchers investigated the fields of vocabulary, the importance of vocabulary to language learning. They conducted many studies to explore the relationship between reading and boosting vocabulary. For example, Nagy , Herman and Anderson (1985) find that reading

is essential for vocabulary building , and vocabulary acquisition mainly comes from written contexts.

McKeown & Curtis (2014) mentioned in *the Nature of Vocabulary Acquisition* that most of the words are learned from the context and that can involve three main elements; knowledge- acquisition, contextual cues, and moderating variables.

The first one which is the process of knowledge acquisition has three processes. Students can apply to learn new words. One is selective encoding in which the student should infer relevant and irrelevant information to guess or understand the new word. Another process is selective combination in which the learner should combine related and relevant cues to figure out the word. The last one is selective comparison in which the learner compares the new information about the word to the old, stored one.

The second element to learn words from context is contextual cues. Contextual clues has eight types.

1. Temporal cues which relate to the duration of frequency of the unknown words.
2. Spatial cues which relate to the location of the unknown words.
3. Value cues which consider the desirability of the unknown words.
4. Stative descriptive cues which relate to the descriptions of the words such size, shape, etc.
5. Functional descriptive cues, it considers the purpose of the words.
6. Enablement cues which relate to enabling condition of the unknown words.
7. Class membership cues in which the unknown words can belong to one or more classes.

8. Equivalence cues which relate to the synonyms and antonyms of the words.

The last element is the moderating component which include many variables that are either easier or harder to apply. The first one is the number of occurrences; it includes the number of the occurrences of the new word in the text the more the word appears in the text, the more cues will be surrounded, so the reader can infer and understand the word by the cues.

Another variable is the variability of context; the type of the context in which the new words are shown can affect the process of acquiring the words. For example, the kind of the subject matter, and the writing style can give information on how the word is used, which leads to more understanding of the words.

The importance of the unknown words can play a role in understanding the text. For instance, if the reader found the new word as necessary for the whole understanding he/ she should try to find out its meaning. Another variable is the surrounding of the new word. This one is helpful for understanding the words. The type of the cues which surround the unknown words can help to infer the meaning. In addition, the density of the unknown words could affect the comprehension. If the text has many new words the reader will be overwhelmed and the cues may not help in this case.

The last variable is the background knowledge of cues. If the reader knows how to use previous information to utilize cues, he will be able to understand the words perfectly. There are two strategies that can help learners understand the text and comprehend the new vocabulary in it. The first one is the bottom- up approach in which learners need to read for details and start with the smallest units of language: letters, words, chunks, clauses and

phrases, to understand the whole text. The other strategy is the top- down strategy in which learners need to employ their prior knowledge about the topic of the text to understand it and to create a general image of it. In this strategy, they can use clues and hints in the text to comprehend it. Both strategies can be a good tool in understanding not only the reading text but also the new vocabulary the text has, and if the learner employs them while reading, he will make reading more fruitful and interesting.

2.4 Incidental learning of vocabulary

Researches have discussed the relationship between reading and incidental vocabulary learning, they also discussed how many words could be acquired by reading. Incidental learning has been defined by many scholars and researchers. Kerka (2000) defines incidental learning saying that it's when students learn without having the intention to learn and plan to learn something and learn another at the same time.

Incidental vocabulary learning from context has been investigated by many researchers; Nagy, Herman, and Anderson (1985) investigate whether learners can develop their vocabulary incidentally through reading texts. Although the study resulted in a small gain, but still statistically reliable which leads to consider incidental vocabulary learning through teaching a foreign language. Day, Omura, and Hiramatsu (1992) also find incidental vocabulary learning could happen to students of high schools and universities by reading short stories and it is found to be an effective way of learning vocabulary from context. They believe that extensive reading in general helps in vocabulary building. Gu (2003) says that incidental learning could happen when students try to guess the meanings from context, and

if the teacher gives more tasks while reading for his/ her students, they will be able more to learn vocabulary incidentally.

In a replicated study, Daskalovsk (2014) find that extensive reading can help in incidental vocabulary building, as the results showed correspondence with the original study in developing the students' vocabulary by reading. The learners can learn the unknown words from reading which alludes to the importance of reading extra materials in the foreign language rather than school books.

Pigada and Schmitt (2006) investigate the effects of text frequency on vocabulary acquisition. They believe that knowing a word is not only understanding its meaning but also knowing the spelling and grammatical behavior of this word. They linked between extensive reading and vocabulary learning as vocabulary can be developed through extensive reading. Extensive reading can make readers active. They support reasons for that; the first one is that learners become "pedagogically efficient" (p. 2), as learners learn how to read and acquire vocabulary at the same time. The second reason is having autonomous readers who learn words in real context and know how to use them. They can learn and depend more by themselves. They concluded their study by the results of the efficacy of extensive reading on vocabulary acquisition as a good tool for building vocabulary and make learners more independent.

Waring and Nation (2004) indicate that reading is of great importance to vocabulary acquisition. In their study, they developed a methodology for measuring small gains by having several test formats. This study used three different kinds of measurements. The measurements were a simple yes or no sight-recognition test, a standard multiple-choice test,

and a translation test into the first language. Their results showed that incidental vocabulary learning from reading occurred at several levels and the gain scores depended on the test type, but resulted in a low gain of vocabulary as not much new vocabulary was learned. They believed that the students resulted in low grades as they didn't use the words and didn't practice as it should be.

2.5 Literature in EFL classes

Researchers investigated how literature can be used in EFL classrooms as a source of learning English. Sundline (2013) believes that vocabulary is indispensable from literature, since the text is formed of words and the reader cannot understand it if he/ she doesn't know the meaning of the words within it so he/ she will not get what is intended to be conveyed without knowing at least some words in that text.

He also finds in his study that vocabulary can be acquired and developed by utilizing literature as an educational tool. Learners applied different approaches to acquire vocabulary. Intensive reading, the most efficient one, is the first one in which learners have a purpose for reading, and vocabulary learning is intentional and conscious. Another approach is extensive reading; the learner can acquire new vocabulary incidentally. Furthermore, bottom-up approach in which learning is intentional, called intentional language- focused learning, the learner will analyze the words of the text for better understanding.

Integrating literature in EFL classrooms has many advantages. It's considered as authentic materials which open a new world to language learners. It's a stimulus for interactive discussion and communication, and for this benefit, the communicative approach adopted integrating literature in EFL classrooms. Furthermore, literature presents a genuine example

of grammatical issues. Llach (2007) believes that literature should be used in English classes since it provides authentic linguistic patterns so students will be exposed to different samples of the real language, text types, and registers (the various use of language, e.g. formality and informality). Learners will be communicative linguistically and socially, “this has to do with the notion of adequacy. It refers to the fact that a message needs to be linguistically correct and situationally appropriate.” (P. 9).

Moreover, literature can enhance interaction in the classroom. Any piece of literature has different interpretation and each student should give his/ her opinion and share his/ her ideas with other students. In addition, learners become autonomous in learning, as they depend on themselves in reading, analyzing, and giving their own reflections.

Cultural aspects appear clearly in literature; learners can identify the cultural patterns in the target language, and they will know more about the culture and the language. For example, when they read about holidays like Christmas or Thanksgiving in a story, they will recognize that the target culture has different holidays, so they may look them up for more information about these holidays and think about their own. They will start to realize the way they celebrate their holidays, the costumes they wear, and the food they prepare for the occasion.

Lastly, literature is considered as a motivational way for motivating and engaging students. It expresses the writers’ real feelings and personal experiences, so learners will get engaged and motivated in these real emotions.

Khatib, Hossien, and Rahimi (2012) state many advantages for the use of literature. First, it provides the learners with subtle vocabulary usage and complex syntax. Also, it can help

in the communication process. Learners will be exposed to social contexts and settings that help them to know how language is used. In addition, literature can have influence on students' reading proficiency as it reflects experience of the writers. It also motivates students and engages them in the target culture. They also stated many benefits which are adopted by other researchers. For example, literature is universal and has shared themes around the globe (love, hatred, death and nature). Another one is non triviality, which means that literature presents authentic, genuine and real work. The personal relevance that literature reflects is also one of the cons as it can be imagined or experienced by the learners, they reflect their relevance to the themes that literature negotiates. Literature also has various types of language use, themes, and subject matters, so learners can select what suite them to read and learn. Literature can serve different topics for different tastes and interests as they can read and select what they like to read. Finally, literature is ambiguous. It has various interpretations so utilizing it in EFL classes increases interaction since students have different points of view to give.

2.6 The role of short stories on vocabulary learning

Different studies explored using short stories in EFL classrooms and found that deploying short stories have a great influence on students' language, attitudes and engagement. Abuzahra and Farrah (2016) find that using short stories "exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development." (P. 12). Integrating short stories in the classroom has many advantages to improve the students' language and their capacity building.

The following points will demonstrate more about the advantages of short stories:

2.6.1 Authenticity:

Nunan (1989) defines authenticity as “any material which has not been specifically produced for the purpose of language teaching.” Short stories represent authentic materials to students; short stories can offer real and genuine language for learners should be exposed to authentic materials. Learners will find the accurate use of the language in the authentic text. They will interact with the text making sense of it, and so they deal with a language that is intended for the native speakers. By using the authentic text, they know about genuine life experiences and so they will be able to evaluate the language, the text and give their own reflections.

Abuzahra and Farrah (2016) believed that authentic materials can enhance motivation and make learners enthusiastic to read. Unlike the non- authentic text which is designed for teaching and can be considered as “artificial”. The sentences are well formed, and there are repetitions in grammatical patterns, texts like that can only help in teaching grammar, but have nothing to do with teaching reading or communicative skills as it presents “artificial nature of the language” Berardo, 2006, p.18).

Authentic texts can be magazines, T.V shows, Internet articles, songs and literature. He believes that there are certain criteria when selecting authentic texts to make effective teaching. The first one is suitability, when selecting authentic materials, reading texts for example, one should find texts relevant to the learners, suit their interests, their levels and their ages. It also should help them outside the classroom. Another one is exploitability of the text which refers to how the text should be used to develop the students’ competence in reading. The text should be exploited for the purpose of teaching, so the purposes are clear,

and the strategies should be applied to fit those purposes. The text should also be readable, has a good amount of new vocabulary and grammatical forms so the learners get what they need to learn. The last criterion is the variety and presentation of the text. The way the text appears may motivate or demotivate the reader. If the text is attractive in the sense of its presentation, like having pictures, diagrams or photographs, the readers will be motivated and interested to read, but a full page of typing may not interest them.

Authenticity is central to communicative language teaching, according to (Berardo,2006, p. 64) who cites for (Breen, 1985, p. 61), there are four types of authenticity within the classroom:

1. Authenticity of the texts which we may use as input data for our students.
2. Authenticity of the learners' own interpretations of such texts.
3. Authenticity of tasks conducive to language learning.
4. Authenticity of the actual social situation of the classroom language

1. Language development:

Short stories can enhance students' language. It can build their vocabulary, improve their grammar and their ways in writing. First, short stories have a wide range of vocabulary. New words can appear in any story, so the students will be exposed to new vocabulary. To understand the story, they need to guess or know the meanings of most of the words. In this way, they will learn consciously and unconsciously new words.

There are many communicative and collaborative skills that can be developed through reading short stories. According to Al Mahrooqi and Sultana (2008). These kinds of skills can be considered in English language classroom to teach language skills.

1. Summarizing: Reading short stories develop students' ability when they are asked to write summaries. They need to read them carefully, and bring up the main actions,

plots, key conflicts and characters in a form of a short essay. Thus, this will help them to understand and recall the story.

2. Group discussion: The teacher can adopt group work as a strategy to make the class more interactive. The students in groups can discuss questions about the stories posed by their teacher. They discuss their summaries and share their ideas about the topics that relate to the stories. Group discussions allow the students to work in a team, also to be creative by analyzing the stories, and critical thinkers as they read, understand and analyze.
3. Clarification for passages: If the students are confused with certain paragraphs in the story, the teacher can explain, clarify and discuss it with the students.
4. Finding quotes: The teacher can find or ask the students to find interesting quotes to be read in the class, or he\ she can write quotes on the board and ask who the speaker is.
5. Investigation: This task is to find background knowledge about the story to better understanding of certain aspects, like culture, history, setting, the author's life, philosophy and any topic relate to the story.
6. Mastering words: This by finding words are used in unfamiliar way and try to figure the general meaning and discuss them.
7. Illustrators: This by adding visual appeal like asking the students to draw a painting or to get a picture from the internet that represent a scene from the story. This provides opportunity for experiential learning by representing the text in a multi-dimensional way, including sensory imaging.

8. Critical lens group: The students can look up literary elements in the story, like simile, metaphor, foreshadowing, irony, and any other narrative techniques to discuss in the class.
9. Role play: The students can act out some actions happened in the story, or the whole story, Al Mahrooqi and Sultana (2008) states that “This is an aesthetic task, where students put themselves in the shoes of the characters, and so go beyond their usual comfort zone.” (P. 5). This will help them to understand the story, memorize words and bring up their talents in acting.
10. Sharing personal experience: The students can write their own reflection papers showing their own thoughts, ideas and experience about the story. Then they can share with others.
11. Continuing the story: The students can change the end and write a different ending for the story.

Pathan, (2013, p. 13) believes that:

Short-stories are filled with many linguistic advantages such as simplicity of sentence structures and vocabulary used in context and make learning of foreign language skills easy and simple. They help to improve EFL learners’ vocabulary and motivate them to learn the four language skills—listening, speaking, reading and writing more effectively. Elaborating on this linguistic aspect.

2.6.2 Cultural enrichment:

The majority of ELT theoreticians and ELT practitioners verified the importance role of culture in English language classrooms. Short stories can be considered as a material to teach culture, it presents the way people live, and behave, also their beliefs, customs,

traditions, their food and clothing, and even their social relations. “Stories are windows open to the world. They bring in views about different people, new countries and diverse cultural values.” (Ioannou and Verdugo, 2010, p. 140). Short stories can open students’ minds about other cultures and raise their awareness. “Using stories in the classroom can prepare learners for openness, awareness, tolerance and acceptance towards other ways of understanding life.” (P. 14). So, it makes them more sensitive to the target culture.

Hişmanoğlu (2005, p. 54) says:

Though the world of a novel, play, or short story is an imaginary one, it presents a full and colorful setting in which characters from many social / regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. This colorful created world can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics.

In addition, using short stories fosters the students to compare between their culture and the target one, so they become aware of both cultures, that will lead to better understanding of the target language. Misinterpretation can happen when the students ignore the cultural aspects in the stories.

2. Personal involvement:

Literature in general and short stories in particular offer universal themes that reflect the students’ life experiences, and highlight their perception of the social world. So students could relate between the short stories’ characters, actions, themes and settings to their real and social life experiences. This will motivate students to be critical and creative thinkers.

Floris (2005, p. 3) says

When EFL learners enjoy reading literature and have motivation to interact with a text, they will develop their reading proficiency. When they try to comprehend the meaning of the text, they make inferences, drawing both on content of the reading and their own experience.

So learners will interact with the text, analyze, interpret and relate it to their experiences. Active readers will be motivated to be critical readers, it's not only about reading short stories to learn language or know about the culture, it's also to develop one's critical thinking and creativity. The students can reflect what they learn in their social relationships with people and communities and will not take anything for granted without investigating it critically. Abu Zahra & Farrah (2016) found that "Short stories play a vital role in the development and the growth of the personal experience of learners and their reflection on life through literature and through reading, analyzing, and appreciating." (p. 14).

3. Motivation:

Khatib, Rezaei, and Derakhshan (2011) said that "Motivation is one of the elements which can drive the learners to go ahead. Motivation is especially achieved when students are exposed to what they really enjoy." (p. 202). Short stories can be used as a motivational tool in English language classrooms, as they have a beginning, middle and end. Learners will be motivated to read them till the end. Llach (2007) believes that motivating students is a big challenge for language teachers, and teaching literature in classrooms is highly motivating for students, because literature reflects the real and genuine feelings of the writer. The learners will be able to access his/ her personal experience and will relate this experience to their own. Learners will be engaged in literature not only for the sake of exams but also for

amusements, genuine liking for reading, so reading short story will make learning student-centered, reacting with text and with the authors' feelings and experiences.

Shen (2003) says that "vocabulary teaching should be dynamic and should take into account the various dimensions of the mental lexicon." (p.190). In other words, he encourages variable methods to increase the memorization capacity of students in order to enable them to grab the terms easier.

2.7 Vocabulary learning strategies:

Many scholars, and linguists are interested in strategies for language learning believing of the idea of the importance for deploying strategies for learning a language, and many studies have discussed various strategies to compare between them and to find their effects on the students.

Gu (2003) clarifies that learning strategies are determined by different factors represented in "person, task context and strategy". Gu adds that different persons perceive learning new vocabulary based on their devotion, previous knowledge, anticipation, charisma, age and being female or male. He adds that the person's interest and passion to learn and build new vocabulary are different among the students' ability to go through the next stage of learning strategy represented in "task".

Gu (2003) is quoted as saying that "A learning task is the end product in the learner's mind" (p. 17). It should be emphasized that "task" is defined by Peter as the register and type of texts being dealt with which would define the students' ability to understand, reflect on and perceive the type of texts given to them. He also adds that students develop different "learning strategies" based on the task given to them. In other words, recognizing a word

from a dictionary as a separate entity would differ if the very same word is dealt with in a text. Putting that word in a context would also require different learning strategies by the students.

He also talks about the “context” as “the learning environment”. He clarifies that the environment and special atmosphere would create different perception for students. He adds that culture, society, room atmosphere and preparations would make a difference in the learning process.

Gu (2003) ends the learning cycle with “strategy” being defined as “a series of actions a learner takes to facilitate the completion of a learning task” (p. 18). It’s the process of decoding the “task” and being able to reflect on, comment on and bring about an understanding and decision on the right method to the learning process. In other words, it’s the self-evaluation of the readers on choosing what best suits the text at hand. He finally summarizes the learning process as the ability of the reader to consider the four pillars represented in person, task, context and strategy. He adds that they are overlapping and complementary to the learning process.

He suggests other methods of learning vocabulary through the process of guessing, using dictionaries, taking notes or repeating vocabulary, each of which requires “a metacognitive judgment” on the side of the reader. According to Gu (2003), the ability to recognize a word in more than one context in the same text would help the learners absorb the words more. Hence, he adds that there are other factors determining the learning outcome of students, such as the clarity of the words in context as well as the motivation of the learner and his/her previous knowledge of the surrounding vocabulary.

Shen (2003) has quoted Seal (1991) in his classification of vocabulary teaching as “planned and unplanned.” He argues that students learn vocabulary through a random unplanned way in which the terms are given to them through providing similar meanings, examples and situations, or when students ask the teacher for a meaning of a specific word. Then, the teacher would contextualize the new term and put it into new context to make the meaning more understood on the part of the students.

Shen (2003) also adds that teachers deal with this “unplanned” strategy differently given the fact that they stick to time and curriculum. Some teachers may expand on the incidental strategy, others would allocate less time as they are bound by their previous preparations and lesson plans of the lessons. However, Shen (2003) argues that the “acquisition of vocabulary through uncontrolled interaction” may spoil and defect the systematic way of gaining vocabulary. (p.180). To put it in another way, there is no sure evidence that students’ expectations and guessing strategies through context would increase the repertoire of vocabulary for students, as they could have been lost, less remembered and considered in real-life situations.

To sum up, the previous discussion illustrates the various studies that reflect up the importance of building vocabulary through reading short stories. It also shows that reading short stories has many advantages not only for enhancing vocabulary, but also for building up the critical and creative thinking of the students. On the other hand, the previous studies pinpoint that vocabulary could be incidentally learned, for instance, Gu (2003) believes that vocabulary can be learned through guessing from context and by doing repetitive tasks.

The previous reviews of that researches help the researcher to understand, evaluate, and criticize the main topic of this research, using stories to enhance vocabulary. And, in the following chapter an experiment will be conducted on two groups of students using stories and strategies to build up vocabulary.

Chapter three: Methodology

This is a quantitative study. The population comprised 36 participants. They are students enrolled in two classes per week in Access program. The researcher has conducted an experiment to investigate the importance of reading short stories for boosting vocabulary. She has utilized a pre-test to examine the students' knowledge of certain vocabulary that are in the five American stories. After reading the stories, students used different strategies to learn new vocabulary, such as using dictionary, taking notes, guessing meaning from contexts and glossaries. They had a post-test to find out their development in learning vocabulary. The researcher has conducted an in-depth analysis for the obtained results.

This chapter addresses the design of the study, the participants, the instruments used in collecting the required data and the procedures of data collection and the analysis of the results.

3.1 Population

The target population of this thesis consists of 36 participants. They have been divided into two groups. The students in both groups are students in the Access Micro-scholarship program. They have been selected to study English language for two years, and most of them have A scores in their schools. They are fourteen and fifteen years old, boys and girls. They study English language through short stories, excerpts of novels, nonfictional articles and cultural issues. The two groups have included into 18 students in each section.

The students of the two groups are intermediate learners as they take placements test before joining the program, they also take the TOFEL Junior (Test of English as a Foreign Language for juniors) before and after the program to notice their progress after completion.

In the first group which includes 18 students, eight boys and ten girls, most of them are intermediate in speaking, writing, listening, and reading. As their placement test results show some of the students are lower intermediate. They passed the placement exam by guessing as all of the questions are multiple choice. Four of them can be considered as lower intermediate learners. Students in general are above average in the four skills of English.

The other group, the control group includes also 18 students, nine girls and ten boys, most of them are also intermediate in the four skills of English, and three of them are lower intermediate as their results show in the placement test they take before starting the course.

3.2 Data collection and instruments

For the purpose of evaluating the students' awareness, knowledge and development of English vocabulary, data is collected by using the following instruments:

3.2.1 Pre-test:

The researcher has designed a pre -test which examines the Access students' awareness of vocabulary in general and their awareness of using strategies to guess the meanings from different contexts. Merriam Webster's dictionary defines context as "the words that are used with a certain word or phrase and that help to explain its meaning". Therefore a sentence could be a context, so the researcher in the pre-test uses sentences as contexts for words. The pre-test has been distributed in August, 1st, 2016 before conducting the experiment of

teaching vocabulary through reading five American stories. The researcher has divided the exam into four parts. The first two questions deal with vocabulary in contexts. The first one is filling in gaps and the second is multiple choice. The third one is a matching word question. The last question examines the incidental vocabulary learning. The researcher has referred to different sources: Nation (1994), Fan (2003) and Webster's Dictionary. These sources help her to design the test, and the dictionary helps to find the more frequent word families to be focused on.

For more illustration, the test includes three questions. The first one is filling in blanks in ten sentences from a box that has ten words. The ten sentences are suitable for the students' level, so knowing the correct word shows their awareness of that word. The words they have to use have different speech parts, nouns and verbs. The second question is a multiple-choice question which has ten questions asking about meanings, synonyms, antonyms and speech parts.

The third part is a matching question in which the students are asked to match ten words from the first column to their meanings in the second column. Both questions to examine the students' vocabulary knowledge and awareness. The last question is a short question which has five words from the five stories the students will be reading, and the words are repeated repeatedly in each story. The students should give a synonym or a short definition for each word.

3.3 Short stories and vocabulary strategies

The researcher begins the experiment by using five American short stories. The aim of using the stories is to expose students to authentic materials that have different vocabulary in

different contexts. Each story presents many unfamiliar words, different setting, themes, and cultural aspects. The stories are short to encourage learners to read and to increase their input to notice if there is any difference after they read them. And as Gomez (2010) recommends, the researcher utilizes the stories starting with the easier ones, the less complicated to the more complicated. The researcher employs different strategies, while reading the stories to develop students' vocabulary.

When teaching vocabulary, teachers tend to focus on content words and more frequent words, Nation (1994), content words like (argue, time, slow, study) consisting more than 2,000 word families can be considered as a big proportion of the language, and learners have to deal with in written texts and informal spoken texts. Webster's dictionary includes more than 100,000 low frequent word families. Consequently, it's more important to teach the high frequent words, thus it is important for the researcher to be aware of the more frequent words when teaching vocabulary, and as she works with the students using different strategies to build their vocabulary, she should determine which words to focus on more in the five stories.

The researcher has used different strategies while the students read the five stories. For example, she used word lists, guessing meaning from the contexts, Bingo game, flash cards, summaries, story reviews, synonyms and antonyms, drawing on the board, and giving examples. Students begin with Chopin's "The Story of an Hour". They read it at home and prepare for class discussion. The researcher asks them to put words they did not know in a two-column table which has two columns. First, they had to list words under the item "words I can guess", and under the other one which is "words I can't guess". The following example illustrates the idea.

Words I can guess	Words I can't guess
1. Wept	1. Veiled
2. Cruel	2. Vacant
3. Occupied	3. Sympathy
4. Promise	4. Oppression
5. Freedom	5. Shrank
6. Americanized	6. Wages
7. Plenty	

After writing the lists, they provide examples with words they can guess. They use the words in sentences. The researcher corrects the mistakes, and they can use their own dictionaries to check the words and their meanings. The researcher provides sentences using the words they can't guess on the board, and students can use the dictionary if they don't understand the meanings of the words.

The students read the paragraphs that show the words in the story to understand the action in the story, so they know the word choice. They read the whole paragraph that have the words loudly and discuss it. The researcher asks questions about the story in general that she has prepared in advance, so students can understand the main idea of the story, know the plot,

the main characters, the main actions and some cultural aspects of the target culture of the story.

Students were asked to make their own flash cards for the words they did not know and could not memorize. So they took them home to practice their spelling to know their meanings.

In Yeziarska's "America and I" story. The researcher has prepared Bingo game (see appendix C) to practice words' spelling and pronunciation, and to identify the meanings of the words. The students read the story at home before the class. They chose the words from the text that they think that are frequent, new, interesting, difficult, or words that hinder their understanding while reading. The researcher wrote the words on the board and made sure that the students have known the meaning of all the words by asking them to give definitions to each word. Also, they needed to know the pronunciation and the spelling. Then, the researcher has distributed the Bingo papers that have twenty cells, the students filled each cell with a word from the list randomly, the students used small colored papers on the words that the researcher called. If one of them has five crossed- out words across, down or diagonally, he or she should say Bingo and wins. The students read the words from the story, discussed the story events and used the words while talking about them.

Moving to the third story, Crane's "The Bride Comes to Yellow Sky", the students read it at home. And in class, they worked in groups, the researcher divided them into four groups, the researcher gave each student a number like 1,2,3,4, so the similar numbers go together in one group. Then each group read a part of the story, summarized it, asked about the new words, they can use the dictionary while doing the task. After that, they wrote three questions

about their parts, comprehension questions and word meanings. They can also ask about synonyms and antonyms, and the other groups should look for the answers.

Moving to Faulkner's "A Rose for Emily", it's a bit difficult story and has unfamiliar words, so the researcher asked students to prepare it at home and underline the unknown words, and then make a list of them. The researcher in the class asked the students to read the story, then to read their lists of words. The researcher chose the words that have been repeated by many students and wrote them on the board. Then, wrote a short definition or a synonym, she also asked about the words' part of speech. Students should take notes and use the words in sentences from their own. They also should find other parts of speech of the words like adjectives and adverbs, and give other examples to see the difference in use.

In the final story of Anderson's "Death in the Woods", the researcher asked the students to read the story at home and write a story review for it, they should start with the story's name and the author, write one sentence about the writer, summarize the story in one page, and write their opinion about the story. In this case the students can use their own strategies in reading, understanding the story and finding the meanings for the unfamiliar words. In class, each should read his or her review to the others, other students should pose questions for discussion. The researcher asked more questions about the story and about some words from the text, that she thought are important to know.

3.2.2 Post-test:

The researcher has utilized a post-test on October 8th, 2016. It aimed to measure the students' learning during the course of experiment. Therefore, it helped the researcher to figure out what the students learned after reading the five short stories. The researcher has

designed this post -test to be a complementary means for the pre-test. Both tests have the same purpose that is to investigate Access Micro-scholarship students' awareness of vocabulary and to examine their awareness of using strategies to guess the meanings from different contexts. But the post-test explored the development of students' awareness of vocabulary after reading five American short stories by using different vocabulary strategies i.e. to examine their incidental learning of vocabulary.

To achieve this aim, the post-test has the same scores of the pre-test. The researcher has formed the exam in a way that examines the students' development in learning vocabulary after reading the short stories. The tests have the same form; both are divided into four parts.

3.3. Materials

The researcher has collected her own materials from different sources, for example, she has utilized books, dictionaries, and articles to create both tests, the pre-test questions and the post-test questions.

3.3.1 Pre-test and post-test materials

The first question investigates the students' awareness of using vocabulary in short contexts. The students should fill the gaps with missing words from a given box of words. The researcher has utilized the dictionary examples and a book for vocabulary learning strategies to form sentences for the pretest and post-test, the words are taken from five short stories.

Pre-test	Post-test
1. Her <u>passion</u> to learn music made her a professional musician.	1. From the beginning, it was <u>apparent</u> that she was not an ordinary child.
2. Many Syrian <u>immigrants</u> moved to Germany.	2. He <u>merely</u> asked if she was alright.
3. The police <u>accuse</u> a man standing beside the dead body.	3. The smoke had <u>veiled</u> the sun.
4. He was sent out on an urgent <u>errand</u> .	4. She didn't understand the <u>significance</u> of the pictures.
5. My deepest <u>sympathy</u> goes to the families of the victims.	5. The <u>struggle</u> between nations causes destructions.
6. People should be <u>aware</u> of first aid to help others.	6. I am just here to <u>observe</u> the workers.
7. He was <u>deserted</u> by his friend and family as he makes troubles.	7. They were <u>vanquished</u> in battel.

8. The criminal <u>admits</u> that he killed the police officer.	8. Is there any <u>vacant</u> place for me?
9. It's our <u>obligation</u> to defend our country from enemies.	9. The woman was <u>paralyzed</u> after hearing the bad news.
10. Palestine has been <u>occupied</u> since 1948.	10. I was greatly offended by her <u>cruel</u> and heartless feelings.

In question two, there is a difference between both tests. In the pre-test the contexts are short sentences from different sources like Webster's' dictionary, while in the post-test the contexts are adopted from the short stories as the students read the texts and become familiar with the stories. They have to choose the correct answer of multiple choice questions after reading quotations from the short stories. Each question has four choices, a, b, c, d, and they are to choose the correct one.

The third question is a matching question in both tests, the students should match the words in the first column to their synonyms or definitions from the second column. The words in the pre-test are different from the words in the post-test to guarantee that students will not know them after having the pre-test. The following example shows the post-test columns of words.

a. Sympathy	1. A person who comes to live in a foreign country
b. Immigrants	2. To live in or fill
c. Occupied	3. To know
d. Assertion	4. Charge with a crime
e. Errand	5. Short journey
f. Orphan	6. A feeling of pity and sorrow
g. Jail	7. A child without parents
h. Accuse	8. Prison
i. Aware	9. Strong declaration
j. Grab	10. Catch

The last question is similar in both tests; the students should give a synonym or a short definition for words they faced repeatedly in the stories.

3.4 Data Analysis:

The researcher has used the quantitative approach in analyzing this research. She has examined the students' awareness of vocabulary in five American short stories. So, a pre-test is given for two groups the experimental group and the control group. Then, she has offered the experimental group various vocabulary strategies while reading the five short stories, while the other group, the control group, only read the stories. After that she has given both groups a post-test to investigate their development in vocabulary. She followed the same data

analysis approach that she used with the pre-test. The data has been analyzed by using Cronbach's Alpha scale. The special type of this scale is Kuder-Richardson which is used to the dichotomous data tests.

The Statistical methods used in the analysis of the research are:

1. Percentages to describe the percentage of students who succeed in both groups.
2. Means(averages) and Standard Deviations of the pre- test and post- test scores to measure the ability of students for both groups.
3. Independent Samples T-test to check the statistical significant differences between both experimental and control groups in the pre-test.
4. The Analysis of Covariance(ANCOVA) to check the statistical significant differences between both experimental and control groups in the post-test.
5. Kuder-Richardson scales for Reliability.

Chapter Four: Results

In order to achieve the aim of the study, the researcher employs a pre-test and post-test as an instrument. Analysis and comparison have been performed to the pre-test for both groups, the control and experimental group. Then, she follows the same procedure with the post-test, by analyzing the test for both groups and comparing them.

4.1 Sample Size:

According to Kutner and others (2005), a minimum sample size should be taken into consideration is 17 for each group (Experimental and Control) to achieve 80% power and 95% confidence. In the present study, a total number of 36 students were assigned randomly to each group in order to satisfy validity and reliability rules. Thus, the present study met the sample size requirement for the application.

4.2 Reliability and Validity of the Scale of the pre- and post-tests:

The reliability of scale can be tested by a widely-used method—Cronbach's Alpha. The special type of this scale is Kuder–Richardson which is used to the dichotomous data and data comes from tests. This coefficient varies from 0 to 1 but satisfactory value of Alpha should be more than 0.6. In the present study, Cronbach's Alpha was computed to test the reliability of scale. The value stumbled on 0.864 as depicted in Table 1 ensuring the reliability of used scale.

Table (1): Reliability Statistics

Kuder–Richardson	N of Items
0.868	4

After ensuring the reliability of scale, it is obligatory to check the adequacy of collected data for the application using the T-test on the pre-test scores to be sure that there are no differences between the Experimental and the Control groups in the pre-test.

Table (2): Independent (T) test for the Pre-test scores, mean scores and Std. deviation

Question	Group	N	Mean	Std. Deviation	T	Sig.
Q.1-pre	Control	18	25.00	17.235	0.502	0.619
	Experimental	18	22.22	15.925		
Q.2-pre	Control	18	49.31	15.142	-0.275	0.785
	Experimental	18	50.69	15.142		
Q.3-pre	Control	18	32.78	12.744	0.817	0.420
	Experimental	18	28.89	15.676		
Q.4-pre	Control	18	32.22	15.551	0.640	0.526
	Experimental	18	28.89	15.676		

The results in Table (2) shows that there are no significant differences between the Experimental group and the Control group in the pre-test scores for each test question since all the P-values are more than 0.05 level.

In order to answer the research questions, the differences should be tested in the students' post-test scores between the experimental group and the control group. The most appropriate statistical method for this is the One-Way Analysis of Covariance test (ANCOVA). The analysis of covariance (ANCOVA) is typically used to adjust or control the differences between the groups based on another.

It tests whether certain factors (the group variable) have an effect on the outcome variable (post-test scores) after removing the variance for covariates account (pre-test scores). The inclusion of covariates can increase statistical power because it accounts for some of the variability.

4.3 Research questions analysis

4.3.1 How can short stories help EFL learners develop their vocabulary?

In order to answer this question, the researcher analyzes the results of both the first and the third questions of the test, see (Appendices A and B).

Q.1 Learning through short contexts

The mean scores of the pre-test and post-test from both groups (experimental & control) for the question that measures learning through short context are indicated in table (3). Students in the experimental group highly performed better in the post-test than they did in the pre-test as shown in the results. The pre-test mean score of the experimental group is 22.22, whereas that of the control group is 25.00. The total score of the exam is 32. The post-test mean score of the experimental group is 57.78, whereas that of the control group is 26.11. It seems that students of the experimental group made more progress in their post-test than their counterparts. To verify this, ANCOVA is used to compare the learning outcome of these two different modes of learning. The post-test (Q.1-post) serves as dependent variable while the pre-test (Q.1-pre) serves as Covariate.

Table (3): Pre-test & Post-test mean scores and Std. deviation for learning through short contexts

GROUP	Mean		Std. Deviation		N
	Pre-test	Post-test	Pre-test	Post-test	
Control group	25.00	26.11	17.235	12.433	18
Experimental group	22.22	57.78	15.925	23.403	18

Table (4): Results of ANCOVA on Covariate, test of differences between the two groups for learning through short contexts

Source	Type III Sum of Squares	df	Mean square	F	Sig.
Corrected model	14317.743	2	7158.87	35.546	0.000
Q.1-pre	5292.74	1	5292.74	26.28	0.000
group	10179.3	1	10179.3	50.543	0.000
Error	6646.15	33	201.398		
Corrected total	20963.9	35			
Dependent variable: Q.1-post					

The result in Table (4) above shows that there are significant differences between the experimental group and the control group in learning through short contexts ($F=50.543$, $P\text{-value}=0.000<0.05$). The post-test adjusted mean score of the experimental group is 58.822 which is greater than that of the control group 25.067, table (5). So the result is that learning through using short stories to guess words from context enhance students' vocabulary and it is better than traditional learning.

Table (5): Adjusted Post-test Scores for Q.1

GROUP	Mean	Std. Error
Control group	25.067	3.351
Experimental group	58.822	3.351

Q.3 Learning vocabulary through lists, Bingo games, synonyms and flash cards:

Table (6): Pre-test & Post-test of Q. 3

GROUP	Mean		Std. Deviation		N
	Pre-test	Post-test	Pre-test	Post-test	
Control group	32.12	33.39	12.744	12.274	18
Experimental group	28.89	70.00	15.676	24.010	18

Students in experimental group performed better in the post-test than they did in the pre-test as shown in the results. The mean scores of the pre-test and post-test from both groups (experimental & control) for the question that measures learning vocabulary through lists, Bingo games, synonyms and flash cards are indicated in Table (6). The pre-test mean score of the experimental group is 28.89 of the total score of the test 32, whereas that of the control group is 32.12. The post-test mean score of the experimental group is 70, whereas that of the control group is 33.39. It seemed that students of the experimental group made more progress in their post-test than their counterparts. To prove this, ANCOVA is used to compare the learning outcome of these two different modes of learning. The post-test (Q.3-post) serves as dependent variable while the pre-test (Q.3- pre) serves as Covariate.

Table (7): Results of ANCOVA on Covariate for Q.3 in the tests

Source	Type III Sum of Squares	df	Mean square	F	Sig.
Corrected model	16016.500	2	8008.250	29.983	.000
Q.1-pre	3547.055	1	3547.055	13.280	.001
Group	14124.853	1	14124.853	52.884	.000
Error	8814.056	33	267.093		
Corrected total	24830.556	35			
Dependent variable: Q.3-post					

The result shows that learning through lists, Bingo games and flash cards enhance students' vocabulary and it is better than traditional learning. As the result in Table (7) above shows that there are significant differences between the experimental group and the control group in learning vocabulary through lists, Bingo games, synonyms and flash cards ($F=52.884$, $P\text{-value}=0.000<0.05$). The post-test adjusted mean score of the experimental group is 71.39 which is greater than that of the control group 31.388, table (8) that follows.

Table (8): Adjusted Post-test Scores for Q.3

GROUP	Mean	Std. Error
Control group	31.388	3.871
Experimental group	71.390	3.871

The final conclusion: short stories help EFL learners develop their vocabulary.

4.3.2 What are the benefits of reading short stories?

In order to answer this question, the researcher will analyze the results of the second question of the test.

Q.2 Learning through short stories by using different types of vocabulary strategies like making summaries and reviews:

The mean scores of the pre-test and post-test from both groups (experimental & control) for the question that measures learning through short stories by using different types of vocabulary strategies are indicated in Table (9). Students in experimental group highly performed better in the post-test than they did in the pre-test as shown in the results. The pre-test mean score of the experimental group is 50.69, whereas that of the control group is 49.31. The post-test mean score of the experimental group is 77.08, whereas that of the control group is 47.92. It seems that students of the experimental group made more progress in their post-test than their counterparts. To verify this, ANCOVA is used to compare the learning outcome of these two different modes of learning. The post-test (Q.2-post) serves as dependent variable while the pre-test (Q.2-pre) serves as Covariate.

Table (9): Pre-test & Post-test, means and Std. deviation for learning through short stories by using different types of vocabulary strategies

GROUP	Mean		Std. Deviation		N
	Pre-test	Post-test	Pre-test	Post-test	
Control group	49.31	47.92	15.142	15.006	18
Experimental group	50.69	77.08	15.142	10.719	18

Table (10): Results of ANCOVA on Covariate for Q.2 in the tests

Source	Type III Sum of Squares	df	Mean square	F	Sig.
Corrected model	9126.531	2	4563.266	34.931	.000
Q.1-pre	1470.281	1	1470.281	11.255	.002
Group	7326.531	1	7326.531	56.084	.000
Error	4310.969	33	130.635		
Corrected total	13437.500	35			
Dependent variable: Q.2-post					

Learning through short stories by using different types of vocabulary strategies like summaries and reviews enhance students' vocabulary and it is better than traditional learning. The result in Table (10) above shows that there are significant differences between the experimental group and the control group in learning through short stories by using different types of vocabulary strategies like making summaries and reviews ($F=56.084$, $P\text{-value}=0.000<0.05$). The post-test adjusted mean score of the experimental group is 76.782 which is greater than of the control group 48.218, table (11).

Table (11): Adjusted Post-test Scores for Q.2

GROUP	Mean	Std. Error
Control Group	48.218	2.695
Experimental Group	76.782	2.695

4.3.3 How do learners learn vocabulary incidentally?

In order to answer this question, the researcher analyzes the results of the fourth question of the test.

Q. 4) learning vocabulary incidentally through reading short stories:

Students developed their incidental learning for vocabulary through reading short stories. The mean scores of the pre-test and post-test from both groups (experimental & control) for the question that measures learning vocabulary incidentally through reading short stories are indicated in Table (12), Students in experimental group highly performed better in the post-test than they did in the pre-test as shown in the results. The pre-test mean score of the experimental group is 28.89, whereas that of the control group is 32.22. The post-test mean score of the experimental group is 60, whereas that of the control group is 35.56. It seems that students of the experimental group make more progress in their post-test than their counterparts. To verify this, ANCOVA is used to compare the learning outcome of these two different modes of learning. The post-test (Q.4-post) serves as dependent variable while the pre-test (Q.4-pre) serves as Covariate.

Table (12): Pre-test & Post-test mean scores and Std. deviation of incidental learning

GROUP	Mean		Std. Deviation		N
	Pre-test	Post-test	Pre-test	Post-test	
Control group	32.22	35.56	15.551	14.642	18
Experimental group	28.89	60.00	15.676	11.882	18

Table (13): Results of ANCOVA on Covariate for Q.4 in the tests

Source	Type III Sum of Squares	df	Mean square	F	Sig.
Corrected model	6447.542	2	3223.771	21.385	.000
Q.1-pre	1069.765	1	1069.765	7.096	.012
Group	5847.042	1	5847.042	38.787	.000
Error	4974.680	33	150.748		
Corrected total	11422.222	35			
Dependent variable: Q.4-post					

The result in Table (13) shows that there are significant differences between the experimental group and the control group in learning vocabulary incidentally through reading short stories ($F=38.787$, $P\text{-value}=0.000<0.05$). The post-test adjusted mean score of the experimental group is 60.599 which is greater than of the control group 34.957, table (14). The results show that learning vocabulary incidentally through reading short stories enhances students' vocabulary, and it is better.

Table (14): Adjusted Post-test Scores for Q.4

GROUP	Mean	Std. Error
Control group	34.957	2.903
Experimental group	60.599	2.903

4.4 Total Achievement of learning by short stories:

Another analysis for the total achievement of the students has been conducted. The mean scores of the pre-test and post-test from both groups (experimental & control) for the total scores of learning are indicated in table (15), students in experimental group highly performed better in the post-test than they did in the pre-test as shown in the results. The pre-test mean score of the experimental group is 32.215, whereas that of the control group is 34.404. The post-test mean score of the experimental group is 66.532, whereas that of the control group is 34.909. It seems that students of the experimental group make more progress in their post-test than their counterparts. To verify this, ANCOVA is used to compare the total learning outcome of these two different modes of learning. The post-test (Total-post) serves as dependent variable while the pre-test (Total-pre) serves as Covariate.

Table (15): Pre-test & Post-test mean scores and Std. Deviation of Q.4

GROUP	Mean		Std. Deviation		N
	Pre-test	Post-test	Pre-test	Post-test	
Control group	34.404	34.909	11.967	10.472	18
Experimental group	32.215	66.532	11.999	13.967	18

Table (16): Results of ANCOVA on Covariate of the total scores in the post-test

Source	Type III Sum of Squares	df	Mean square	F	Sig.
Corrected model	11836.457	2	5918.228	83.315	.000
Q.1-pre	2836.389	1	2836.389	39.930	.000
Group	9887.319	1	9887.319	139.190	.000
Error	2344.140	33	71.035		
Corrected total	14180.597	35			
Dependent variable: Total-post					

Learning using short stories enhances students' vocabulary and it is better than traditional learning. Looking at the results in table (16) above which show that there are significant differences between the experimental group and the control group in total scores of learning ($F=139.190$, $P\text{-value}=0.000<0.05$). The post-test adjusted mean score of the experimental group is 67.366 which is greater than of the control group 34.075, table (17).

Table (17): Adjusted Post-test Scores of the total achievement

GROUP	Mean	Std. Error
Control Group	34.075	1.991
Experimental Group	67.366	1.991

Table (18): Success Percentages

Question	GROUP	Percentage	
		Pre-test	Post-test
Q.1	Control	16.7%	11.1%
	Experimental	11.1%	77.8%
Q.2	Control	61.1%	60.7%
	Experimental	66.7%	100.0%
Q.3	Control	22.2%	11.1%
	Experimental	22.2%	83.3%
Q.4	Control	5.6%	16.7%
	Experimental	0.0%	83.3%
Total	Control	12.3%	11.1%
	Experimental	11.1%	83.3%

The result in table (18) shows that the largest Success Percentages are in the post-test for the experimental group in all questions and in the total scores.

Chapter Five: Discussion

5.1 introduction

This chapter will discuss the research results that have been presented in the preceding chapter in light of the research questions that are proposed by the researcher in the introduction of this study.

Research questions

1. How can short stories help EFL learners develop their vocabulary?
2. What are the benefits of reading short stories?
3. What is incidental vocabulary learning and how do learners learn vocabulary incidentally?

5.2 Pre-test results

Since the current research seeks to investigate the students' awareness and knowledge of vocabulary in general and their developments of using strategies to guess the meanings from different context, the researcher utilizes a pre-test to achieve this goal. The results of this test show low performance in the experimental group's results as well as the control group, which show that few students are able to guess words from context, and identify vocabulary from different stories. The pre-test mean score of the experimental group is 32.2, whereas that of the control group is 34.4, both scores seem to be almost the same that show low achievement for all the students in the two groups.

5.3 Post-test results

The post-test investigates the students' awareness for vocabulary after reading five American short stories and using different vocabulary strategies. The post- test results indicate that there is a significant change in the experimental group's results, while the control group has no significant change. The post-test mean score of the experimental group is 66.5, whereas that of the control group is 34.9. This agrees with the researchers' hypothesis, since results confirm that integrating short stories in EFL classrooms can develop learners' vocabulary.

Another analysis for the general success percentage shows that the largest success percentages are in the post-test for the experimental group in all questions and in the total scores. The control group shows no difference in the total mean in both tests the result is 11.1 %, whereas the experimental group shows a great difference, the pre-test total mean score is 11.1% while the post-test total mean score is 83.3%. This agrees with the main hypothesis of this thesis that using short stories can improve the students' vocabulary.

As a result, the researcher tries to answer the research questions. She first starts to find out "how can short stories help EFL learners develop their vocabulary?". Furthermore, she investigates students' awareness of vocabulary of certain short stories in the attached pre-test. The four sections of the test investigate the students' general awareness of vocabulary of the five selected stories. Both groups, the experimental and the control group have low scores, the total mean score for both is 11.1%, that means that the students in both groups have a little knowledge of the stories vocabulary.

Moving to the research hypotheses and questions, the researcher starts to answer the first research question, the researcher attempts to specify the questions in the pre-and post-tests that clarifies the students' results. In the first and the third section of the test, the researcher tries to find if the students are able to identify the meaning of the words in short contexts, contexts from different sources like sentences from dictionaries and different sites for language learning, the results show that they show low performance in this section as the mean score of the experimental group is 22.22, whereas that of the control group is 25.00. The students show that they can't guess words from context neither from the sentences or the stories context, as they don't give the correct answers for most of the questions in both sections.

Ghazal (2007) stated that "learning new vocabulary is a challenge to foreign language students but they can overcome by having access to a variety of vocabulary learning strategies." (P.90). The researcher uses different vocabulary strategies in classroom to teach students how to guess words from contexts, like reading and looking at the surrounding of the words, finding synonyms and antonyms. The researcher also asks students to put the words in two lists, "words they can guess" and "words they can't guess", then they try to find their meanings out by finding their synonyms and antonyms from the stories, or using the dictionary if they don't guess them. Another strategy to guess words from contexts the researcher uses, is that by understanding the general meaning of the story. Students try to understand the main theme, action, and even the cultural aspects of each story, by understanding them, they can understand words and guess them as they read.

The students' awareness to guess words from contexts have improved as the results show in the post- test which show a difference between the mean score for the control group and the experimental group. The students of the experimental group make more progress in their post-test than their counterparts. The post-test adjusted mean score of the experimental group is 58.8 whereas the control group is 25. That leads to the conclusion that learning by using short stories to guess words from contexts enhance students' vocabulary.

The students also learn vocabulary through lists, Bingo game, synonyms and flash cards better through using new words from the short stories. That is obvious from the mean scores of the pre-test and post-test, for both groups (experimental & control) for the question that measures learning vocabulary through lists, Bingo games, synonyms and flash cards. The students in the experimental group highly performed better in the post-test than they did in the pre-test as shown in the results. The pre-test mean score of the experimental group is 28.89, whereas that of the control group is 32.78. That means that students' knowledge of some certain words, which are selected from the stories as they are important for the general understanding of the stories, is limited. So, they show low scores in this part of the test.

The students of the experimental group make more progress in their post-test than their counterparts. The students' awareness for the words they learn through Bingo game, and word list (by writing the words, their meanings, the synonyms and the antonyms) improves as the results of the post-test show. The mean score of the experimental group is 70, whereas the control group shows no difference, as they only read the stories without using any strategy they gain 32.78.

To answer the second research question “what are the benefits of reading short stories?”, the researcher attempts to include the second part of the tests, the pre-test and the post-test. The second part in the pre- test tries to investigate the students’ knowledge of vocabulary and keywords in the short stories that are necessary for the general understanding to make a summary or review. The students’ results in the pre-test in both experimental and control groups seem to be almost the same. The experimental group’s mean score is 50.69, while the control group’s mean score is 47.92. That means students in both groups lack the essential and needed keywords for understanding the stories to make summaries and reviews.

The researcher asks students to read the stories, then write two summaries for two stories. They should include the main characters, plots, actions, and themes. The summaries should not exceed more than two pages using the keywords in the stories. In addition, the students write one page review for another selected story. The students follow the main issues in writing a review as they studied before in their curriculum. The students also should use the keywords of the story that lead for general understanding. The students’ results show improvement in their vocabulary after using summarizing strategy and that is proved in the post-test results for the experimental group, while the control group didn’t change as students only read. The post-test adjusted mean score of the experimental group is 76.782 which is greater than of the control group who only get 48.218. So, one of the benefits of using short stories is building vocabulary through making summaries and reviews. Other benefits for using short stories, the researcher mentions in the literature review chapter under the title of the role of using short stories in learning vocabulary, it motivates students to learn, enhances cultural knowledge of the target culture, amuses learners and engages them.

The third research question “what is incidental vocabulary learning and how do learners learn vocabulary incidentally?” is to be answered by the results of the fourth part of the pre- and post- test.

The first part of the question has been answered earlier in this research in the theoretical background. Researchers and linguists define incidental learning as Kerka (2000) defines it saying that it’s when students learn without having the intention to learn and plan to learn something and learn another at the same time. In addition, Gu (2003) believes that incidental learning could happen when students try to guess the meanings from context, “incidental vocabulary learning, or acquisition, achieves better results than intentional vocabulary learning” (p.17). in addition, if the teacher gives more tasks while reading for his/ her students, they will be able more to learn vocabulary incidentally.

The previous vocabulary strategies that the researcher uses to enhance vocabulary intentionally help to enhance the students’ learning incidentally. Playing Bingo game, reading short contexts to guess words from contexts, listing words and their synonyms, and writing summaries and reviews all improve the students’ vocabulary incidentally. The results show that in the pre- test, the control group’s mean score is 32.22 while the experimental group’s mean score is 28.89.

The post-test show improvement in both groups, although there is a small gain in the control group which show the mean score (35.56), but indicates that reading the stories only without having vocabulary strategies can improve students’ vocabulary incidentally.

On the other hand, the experimental group shows good improvement in the students’ vocabulary. They learn vocabulary incidentally better through using different vocabulary

strategies. Also, the mean score in the post-test is 60.00 which indicates that students can learn incidentally by reading short stories, and when they use different tasks they can improve it better.

5.4 Summary

To sum up, results show that students' vocabulary has improved significantly when they read short stories, and use different vocabulary learning strategies. The control group has improved a little as they didn't use strategies and read the short stories only for entertainment. They may learn some aspects of the cultural patterns of the target culture as they say, but they do not improve their vocabulary as it should be as the post-test results show. Their incidental learning also has no significant improvement as they do not use vocabulary learning strategies. The experimental group has improved significantly and the results of the post-test show high improvement in the students' vocabulary, the researcher refers that to the students as they are good learners and are ready to learn. In addition, they use different vocabulary learning strategies. Students have improved their vocabulary, their cultural knowledge, and their incidental learning.

Chapter six: Conclusion & Recommendations

6.1 Conclusion

As English becomes the universal language of our time. Students from all over the world have to learn it to have a successful communication. The researcher has noticed that students lack vocabulary, and have hard time studying to improve their vocabulary as it's the basic ingredient to the language. Ghazal (2007) comments "language learners need a wide array of target language words to be able to tackle successfully both production and comprehension activities in the second or foreign language." (P.90). Therefore, the researcher has conducted this study to examine the students' awareness and knowledge of vocabulary, and their ability to develop their vocabulary after reading short stories and using different vocabulary strategies.

For the purpose of this study, which is to develop the students' vocabulary, the researcher has utilized five American short stories. The researcher has worked with two groups, thirty-six participants, eighteen in the control group and eighteen in the experimental group. They first had a pre-test to investigate their general knowledge of vocabulary from the five short stories. Then, they began reading Chopin's "The Story of An Hour", Yeziarska's "America and I", Crane's "The Bride Comes to Yellow Sky", Faulkner's "A Rose for Emily", and Anderson's "Death in the Woods". After reading each of the short stories, students utilized different activities and strategies to boost their vocabulary. After that, participants sat for a post-test to examine their development in vocabulary after reading the short stories. The post-test and the pre-test were of the same form.

Results present that the success percentage is high as the total mean score is 83.3% in the post-test in the experiment group which means that shows that the largest success percentages are in the post-test for the experimental group in all questions and in the total scores. The control group shows no difference in the total mean in both tests the result is 11.1 %. This agrees with the main hypothesis of this thesis that using short stories can improve the students' vocabulary significantly.

The researcher has analyzed the tests questions according to the research questions. In the first and the third section of the test (see Appendices A and B), the researcher has tried to find if students are able to identify the meaning of the words in short contexts, the results show that they show low performance. Students show that they can't guess words from context neither from the sentences nor from the stories' context, as they didn't give the correct answers for most of the questions in both sections. Students' awareness to guess words from contexts have improved depending on the results of the post-test results which show a difference between the mean score for the control group and the experimental group. Students of the experimental group made more progress in their post-test than their counterparts. In the third part, the students' results also improved as they used different vocabulary strategies, like bingo game, writing lists for synonyms and antonyms of the words, which mean that short stories can build students' vocabulary.

The second part of the pre-and post-tests answer the second research question which asks about the benefits of using short stories. The students' results show improvement in their vocabulary after using summarizing strategy and that is proved in the post-test results for the experimental group, while the control group has no noticeable change as students only read. That means that using short stories have benefits like improving the students' vocabulary,

enhancing their cultural knowledge and motivating them to learn. The last two benefits have been observed by the researcher.

The last research question is about incidental vocabulary learning. The last part in both tests show improvement in both groups. There is a small gain in the control group, but it indicates that reading the stories only without having vocabulary strategies can improve students' vocabulary incidentally. The experimental group showed good improvement in the students' vocabulary and they learnt vocabulary incidentally better through using different vocabulary strategies, which indicates that reading can improve vocabulary incidentally, but reading and using different vocabulary strategies can help in building up more vocabulary.

6.2 Recommendations

The researcher believes that vocabulary learning is the first step toward learning a foreign language. For this, she recommends English teachers to motivate learners by innovating new vocabulary strategies, not sticking to the traditional methods. They can integrate short stories in their English classes as a motivational tool to build their students' vocabulary. They can enhance reading strategies and motivate students while enjoying reading literature. She also recommends learners to learn and develop their own vocabulary by reading, listening, or even communicating with native speakers by using the social media. She also encourages learners to be active, and not depending on the classes only to learn the language and they should go beyond the idea of passing tests. In addition, she recommends using contextual learning to boost vocabulary. Finally, the researcher highly supports other researchers to investigate other motivating ways to enhance learners' vocabulary, and find creative strategies to make learning vocabulary more interesting and easier.

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Appendices

Appendix A

Building vocabulary through reading short stories

Pre-test

Name: Date:.....

The purpose of this instrument is to investigate Access Micro-scholarship students' awareness of vocabulary in general and their awareness of using strategies to guess the meanings from different contexts.

Question one:

Fill in the blanks the suitable word from the following box:

immigrants	sympathy	passion	occupied	errand	deserted	accuses	obligation	admits	aware
------------	----------	---------	----------	--------	----------	---------	------------	--------	-------

1. Her _____ to learn music made her a professional musician.
2. Many Syrian _____ moved to Germany.
3. The policeman _____ a man standing beside the dead the body.
4. He was sent out on an urgent _____.
5. My deepest _____ goes to the families of the victims.
6. People should be _____ of the first aid to help others in accidents.
7. He was _____ by his friend and family as he makes troubles.
8. The criminal _____ that he killed the police officer.

9. It's our _____ to defend our country from enemies.
10. Palestine has been _____ since 1948.

Question two:

Please think carefully about each question and choose the correct answer:

1. The word oppression in the sentence "Palestinians standing in lines on the Israeli's borders is an example of oppression" mean:
- a. Guilt
 - b. Punishment
 - c. Injustice
 - d. Sympathy
2. "I have to go back to the house and grab my car keys" grab is a:
- a. Noun
 - b. Verb
 - c. Adverb
 - d. Adjective
3. Cease in the sentence "the two sides agreed to cease fire" means:
- a. Stop
 - b. Kill
 - c. Shoot
 - d. Keep guns

4. The word evidently in the sentence “He stayed so long that Princess Mary and Natasha exchanged glances, evidently wondering when he would go” is:
- A verb
 - An adjective
 - An adverb
 - A noun
5. What is the meaning of evidently?
- Hidden
 - Clearly
 - Comfortably
 - Quickly
6. The word triumph means:
- Notice
 - Peer
 - A great victory
 - Change
7. Which of the following is a synonym for the word stare:
- Hide
 - Gaze
 - Sleep
 - Eat

8. Which of the following is the antonym of annoyed:

- A. Sad
- B. Upset
- C. Happy
- D. Frustrated

Question Three:

Match the following words in the first column to the suitable meaning in the second column.

Veiled	1. Clear
Wept	2. Hidden
Vacant	3. Notice
Cruel	4. Cried
Apparent:	5. Harsh
Observe	6. Fight
Merely	7. Only
Cracked	8. Defeat
Vanquish	9. Broken
Struggle	10. Empty

Question four:

Give the meaning of the following words:

1. Orphan:
2. Notice:
3. Vague:
4. Wages:
5. Butcher

Best Wishes

Appendix B

Building vocabulary through reading short stories

Post-test

Name: Date:.....

The purpose of this instrument is to investigate Access Micro-scholarship students' knowledge of vocabulary after reading five American short stories and using different vocabulary strategies and to examine their ability to understand the words within texts from the stories.

Question One:

Fill in the blanks the suitable word from the following box:

veiled	cruel	apparent	merely	vanquished	struggle	observe	vacant	paralyzed	significance
--------	-------	----------	--------	------------	----------	---------	--------	-----------	--------------

1. From the beginning, it was..... that she was not an ordinary child.
2. He..... asked if she was alright.
3. The smoke had the sun totally.
4. She didn't understand the..... of the pictures or writing and
frowned, wondering how such a simple place was considered sacred.
5. The..... between nations causes destructions.
6. I am just here to the workers.
7. They were..... in battle.
8. Is there any place for me?
9. The woman was..... after hearing the bad news.

10. I was greatly offended by her and heartless feelings.

Question Two:

Read the following short paragraphs from the stories you read, then answer the questions follow.

“That was two years after her father's death and a short time after her sweetheart--the one we believed would marry her --had deserted her. After her father's death she went out very little; after her sweetheart went away, people hardly saw her at all. A few of the ladies had the temerity to call, but were not received, and the only sign of life about the place was the Negro man--a young man then--going in and out with a market basket.”

Choose the correct answer:

1. The meaning of deserted is:
 - a. Taken
 - b. Abandoned or left
 - c. Married
 - d. Gave

2. The meaning of went away is:
 - a. Left or gone
 - b. Ate
 - c. Walked
 - d. Run

3. The word temerity is:
 - a. An adjective
 - b. A noun
 - c. An adverb
 - d. A verb
4. What is the Arabic translation for temerity?

“She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms.”

5. The word paralyzed is:
 - a. An adjective

- b. A verb
- c. A noun
- d. An adverb

6. Wept means:
- a. Screamed
 - b. Cried
 - c. Shouted
 - d. Called

“A deputation waited upon her, knocked at the door through which no visitor had passed since she ceased giving china-painting lessons eight or ten years earlier. They were admitted by the old Negro into a dim hall from which a stairway mounted into still more shadow. It smelled of dust and disuse--a close, dank smell.”

7. Deputation means:
- a. Group of representatives
 - b. Servants
 - c. Workers
 - d. Lessons

8. Admitted means:
- a. Confessed
 - b. Entered
 - c. Closed
 - d. Gone

Question three:

Match the following words in the first column to the suitable meaning in the second column.

- | | |
|---------------|--|
| k. Sympathy | 1. A person who comes to live in a foreign place |
| l. Immigrants | 2. To live in or fill |
| m. Occupied | 3. to know |
| n. Assertion | 4. Charge with a crime |

- | | |
|-----------|---------------------------------|
| o. Errand | 5. Short journey |
| p. Orphan | 6. A feeling of pity and sorrow |
| q. Jail | 7. A kid without parents |
| r. Accuse | 8. Prison |
| s. Aware | 9. Strong declaration |
| t. Grab | 10. Catch |

Question four:

Give the meaning of the following words:

6. Orphan:
7. Notice:
8. Vague:
9. Wages:
10. Butcher:

☺ Best Wishes ☺

BINGO

Appendix D

Words I can guess	Words I can't guess
1. Wept	1. Veiled
2. Cruel	2. Vacant
3. Occupied	3. Sympathy
4. Promise	4. Oppression
5. Freedom	5. Shrank
6. Americanized	6. Wages
7. Plenty	7. Deserted
8. Errand	8. Paralyzed
9. Death	9. Hatred
10. frozen	10. Jail