### CHAPTER ONE

### INTRODUCTION

### Presentation

### This chapter covers an introduction about the importance of English in the Northern Iraq, the integration of short stories into the English courses in Kurdish schools and colleges and the role of vocabulary knowledge in communication. Furthermore, it involves the problem statement, purpose of the study, significance of the study, the research questions and the limitations.

### Background of the Study

### English has been studied as a foreign language in Northern Iraq. English is taught from the first grade of primary school to the twelfth grade of secondary school, in Northern Iraq. The first grade students (freshmen) of all colleges at university level have to study English as a foreign language for one year while they also take courses in subjects of their own department (e.g. Mathematics and Computer science). Since all the programs of learning have been updated to be similar with the modern programs used in developed countries, English has become one of the important subjects in schools and colleges in Northern Iraq. The system of education requires all department teachers in universities to use English in their academic activities and in teaching their subjects. In additional to that, students have to attend an English course in their first year programs in all the departments of the University of Salahaddin. Almost all subjects that are studied in the University of Salahaddin are taught in English. As a result of this students have to improve their English to be able to prepare the projects and research they are involved in as part of their assignments. Subsequently, students of English departments in the University of Salahaddin work hard to improve their English so as to be able to cope with the new system of learning.

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### The University of Salahaddin is the only public university in Northern Iraq. It is also a member of the International Association of Universities. English has been studied as a Foreign Language in the University of Salahaddin since 1968. There are three departments in three different colleges of Salahaddin University that study English: Education College, Basic-Education College and College of Languages. Students of Education and Basic-Education College are supposed to study short stories as part of their second and third grade programs. The lecturers have different objectives while they teach short stories, such as: identifying the elements of the short fiction as a literary genre, analyzing a variety of short stories for thematic content and activating students’ schema and critical thinking.

### According to the rules of the Ministry of Higher Education in Northern Iraq, the graduate students of both Education and Basic-Education Colleges can teach English as a foreign language (EFL) in the primary and secondary schools. Similarly, short texts and short stories are implemented in English programs of schools. In primary schools, short texts are introduced into the English course books which are adapted to their levels of understanding. In level four to level six of secondary school short stories are introduced as part of English books. Short stories are set for different levels such as beginner, elementary and advanced levels. The amount of new vocabulary used in each short story is based on the students’ level of English. Short stories can be used as an effective way of vocabulary acquisition in the EFL classroom (Blachowicz & Fisher, 2001).

### Recently, various kinds of short stories have been integrated into English courses in Kurdish schools and colleges. The short stories are taking into consideration students’ levels and age so as to develop their use of English abilities. Short stories are taught for various purposes such as improving students’ reading comprehension and cultural information. Furthermore, some of the English teachers encourage students to read short stories to improve their English. Accordingly, students of English departments are used to reading short stories to improve their English. This can be seen when the lecturers teach short stories, they expect students to communicate in English. Nevertheless, English communication in class requires students to develop their vocabulary knowledge. From this perspective students have to improve their vocabulary besides areas of language like grammar, writing, speaking, listening and discourse, in order to become good communicators in English.

### Vocabulary knowledge affects students’ ability to communicate with their peers and affects students’ capacity to identify and interpret discourse (Milton, 2008). In Northern Iraq the components of vocabulary instruction are hardly focused on by teachers in the EFL classroom (Sabir, 2010). Therefore, students are used to learning new words directly from dictionaries. Furthermore, students are encouraged to communicate while paying attention to structures of grammar rather than on vocabulary chunks. When the students use English language for communication, they translate words from their native language to the target language. This can be identified in students’ cultural differences in vocabulary usage. When students communicate sometimes they use one word in different situations, while in the English language the words are different depends on the situation. For example in Kurdish language the word ‘hit’ uses in different situations such as: ‘hit the door’ means knock the door, ‘hit the injection’ means use the injection, ‘hit the ball’ means kick the ball, ‘hit telephone’ means telephone call, and ‘hit music’ means play music. Another example is that Kurdish people use the phrase ‘go ahead’ in different situations of speaking such as: receiving someone to come in, telling someone to start speaking, telling someone to start eating and showing respect, while in the English language different words have been used in the above mentioned situations. Moreover, sometimes in English one word has been used for one concept, while in Kurdish many words have been used to describe the same concept, for example the word ‘fired’ in English means ‘cut bread’ in the Kurdish language and ‘don’t fire me’ means ‘don’t cut my bread’ in Kurdish.

### Therefore, students’ vocabulary knowledge is limited around a list of words which has been memorized previously. This can be seen at the time of communication when students want to communicate and start a new context they face difficulties in using new vocabulary. Teachers of EFL classes think that vocabulary acquisition is a self-dependence rather than teachers’ objective. Milton (2008) argues that vocabulary acquisition can be taught and learned with effective materials among learners. Munro (2008) suggests learning new vocabulary in context is the most appropriate content in vocabulary acquisition. This is achieved through engaging students’ attention into an authentic language of use such as short story (Blasingame & Nilsen, 2005).

### Problem of the Study

### Recently, the Kurdistan region has embarked upon a serious program of educational development and progress in higher education and learning English has become a necessity in developing and fostering students’ learning. Sabir (2010) argues that Kurdish students of the English departments have difficulties in acquiring productive and receptive vocabulary in short stories. The difficulties of productive vocabulary can be seen when the students discuss and paraphrase the texts in the classroom, and the difficulties of receptive vocabulary can be seen in students’ miscomprehending the elements of short stories. Furthermore, Sabir (2010) explains that Kurdish students of English departments have problems in comprehending themes of short fictions and using words in the right context to paraphrase texts. Moreover, Sabir (2010) observes that students do not use the text books in their daily assignments. Instead they depend on the summary of the short stories on the internet.

### Subsequently, Sabir (2010) suggests that lack of English vocabulary knowledge on the part of Kurdish students within tertiary English departments might have a follow-on effect on the vocabulary knowledge of school students. The reason is that the graduate students of the English department in Basic Education Colleges are sent to teach English in primary Kurdish schools and the graduate students of Education College are sent to teach English in the secondary Kurdish schools in Northern Iraq. Moreover, Sabir observed that sometimes the newly employed English teachers use dictionaries in the classroom to translate the words of the English text books. The results can be seen when the final term English exams come. These exams are papered by English teachers in the General Directorate of Education and used for all schools. In these exams most of the students fail (Sabir, 2010).

### According to Nation (as cited in Schimitt, 2000) students have difficulties in mastering the meaning, the written form, the spoken form, register, collocations, associations and frequency of words. These difficulties can be seen among Kurdish English learners through studying short stories, when the lecturers want the students to participate in the class. Schimitt, (2000) highlighted that words are not instantaneously acquired when students see them in a text or hear them in a conversation; they acquire them by numerous exposures. This is true when various facts of knowing a word are considered because one may have good productive mastery of its spoken form but not of its written form.

### Pardede, (2011) identifies that vocabulary acquisition in short stories is more effective than the acquisition of individual words in dictionary. The EFL instructors tend to teach vocabulary in index rather than thorough conducting language skills to teach vocabulary. In addition, Paradede (2011) argues that receptive and productive vocabulary acquisition in short stories acquire conducting strategies so as to cope with the teaching objectives. This is because integrating the strategies of learning vocabulary into the short story courses can develop vocabulary acquisition.

### The recent teaching and learning studies agree on the fact that the traditional approaches of language teaching are no longer able to convey knowledge and develop students’ positive orientation towards the process of learning (Ellis, as cited in Jabbar, 2012). Jabbar (2012) argues that this controversial issue is the lack of interaction between students and teachers in the process of teaching in the EFL class. In the light of recent local and global studies, Jabbar (2012) identified that the lack of students’ interaction is the result of lack of vocabulary knowledge and the lack of vocabulary knowledge is the result of using inappropriate strategy in the EFL classroom. Furthermore, Jabar argues that the importance of developing strategies to enhance class interaction skills, which in turn improve vocabulary acquisition. Jabbar describes a situation where the ELT teachers are dealing with a passive class, such as “a group in which the learners are assumed to have entered the class with empty minds and where the students consciously avoid interaction with the teachers” (p. 3). Moreover, Jabbar explains that the problem of the passive language classes is not only a local problem, but also it is a global problem in EFL Asian language classes where teachers do not adopt a strategy to cope with the EFL students.

### Although, several problems of vocabulary acquisition have been identified through using short stories, the role of short stories needs to be taken into consideration in improving vocabulary in the EFL classroom (Mubarak, 2012). This is because learning and mastering vocabulary pose many difficulties for EFL learners. This is due to various reasons, including the lack of target language exposure, inappropriate methodology, boring teaching and learning materials used inside the classroom (Mubarak, 2012).

### Purpose of the Study

### Previously, several studies have attempted to observe the reasons behind lack of students’ interactions in the EFL classroom. Many researchers have tried to explore the role of short stories in increasing students’ communication in the EFL classes. According to the new trends in language teaching, the initial steps of teaching any language involve teaching vocabulary. Therefore, based on the arguments mentioned in the introduction and the problem statement of the study, the researcher aims to find out teachers’ and students’ perceptions towards using short stories in their English classes. This study also tries to find out what strategies are used by teachers to improve vocabulary through using short stories in the EFL classroom. More specifically, the researcher will try to find answers to the following questions:

### What is the role of the short story in improving vocabulary?

### What strategies do teachers use to improve vocabulary through short stories?

### What are the teachers’ attitudes towards improving students’ vocabulary through short stories?

### What are the students’ attitudes towards improving vocabulary through short stories?

**Significance of the Study**

### Research investigating teaching vocabulary through using short stories in the EFL classroom in Northern Iraq seems to be seldom. This study will be the first study in identifying teachers’ strategies to improve vocabulary through studying short stories in Salahaddin University. It is also expected that this study will help teachers to understand the role of short stories in developing productive and receptive vocabulary. The result will contribute to the researcher’s understanding the situation particular, and students, teachers and those who are concerned with this topic in general.

### Limitations

### This research is limited to the attitudes of teachers and students in the University of Salahaddin in Northern Iraq. The questionnaires were distributed among third grade students of the English departments of the Basic-Education College and the Education College during the academic year 2012-2013. This research is also limited to the number of lecturers who teach English Literature in the College of Basic-Education and the College of Education. Students of Salahaddin University are either Kurdish or Arabic language native speakers. This study involves only the Kurdish native speakers. This is because Kurdish native speakers have a different system of education as compared to the Arabic native speakers. Some Kurdish students were born in Arabic cities and they graduated from schools there. Furthermore, all the Kurdish Arabic native speakers are not able to speak Kurdish well. Therefore the Kurdish native speakers will be the main focus of this research.

### CHAPTER TWO

### LITERATURE OF REVIEW

### Presentation

### This chapter presents an analysis of vocabulary acquisition, the process of teaching vocabulary, the principles of vocabulary teaching and strategies of vocabulary teaching. It also illustrates the definition, elements and kinds of short stories. Furthermore, it explains the role of using short stories and the advantages of using short stories in the English as a foreign language (EFL) classroom.

**Vocabulary Acquisition**

Current researchers claim that in the past years only a few studies were conducted in the field of vocabulary acquisition in EFL classroom (Folse, 2004 & Nation, 2001). Although in the past ten years there were some new researches on the fields of strategies of teaching vocabulary, vocabulary issues and techniques of teaching vocabulary (Folse, 2004). According to Folse (2004) vocabulary acquisition is the most important and comprehensive aspect of English to EFL students to take control. Nation (2001) claims that learners need to focus the most on frequency words in their real life necessity, so as to master English vocabulary. Folse (2004) identifies five items which EFL learners should master thoroughly, such as single words, set phrases, variable phrases, phrasal verbs and idioms. Moreover Folse refers to some difficulties of vocabulary acquisition for EFL learners, such as polysemy, denotation and connotation, spelling and pronunciation, part of speech, frequency, usage, collocation, boundaries between conceptual meaning, homonymy, synonymy, style, register, dialect and the awareness of translating words between the native language and target language.

Nation (2001), presents the role of the teacher and vocabulary teaching strategies influence the amount of vocabulary learning in the classroom. According to Nation the current linguistic and psycholinguistic research tends to teach vocabulary in context. He emphasizes that exposure to a variety of contexts affects increasing vocabulary acquisition in EFL classes. Therefore, the acquisition of any language learning program begins with the process of vocabulary teaching.

**The Process of Teaching Vocabulary in EFL Classroom**

### Teaching vocabulary is the essential step of acquiring English as a foreign language. Introducing any new language depends on how the teachers teach and how the students learn vocabulary. According to Scrivener (2011), there is a direct relation between teachers and learners in teaching in terms of techniques, strategies, integration and encouragement. Richards (2000) argues that there is no ideal method of teaching vocabulary, the ultimate aim of teachers should merely be to make teaching reflective. Richards highlights that learners require 2000 initial words for speaking, thus, in a forty week period, a word adoption rate of fifty words per week would be required (p. 142). So, increasing words might be equal with the amount of input of grammar structure and language comprehension. As Richards (2000) explains a good structured vocabulary program should be explicit in teaching and incidental in activity to present a word in different contexts and expand vocabulary knowledge (p. 146). Richards further argues that the explicit approach can be self-study but noticeably fails to focus on any clear strategy to facilitate learners to expand their vocabulary collocation, register constrain and frequency of words.

### Wilkins (1997) emphasizes the importance of learning vocabulary as “without grammar very little can be conveyed but without vocabulary nothing can be conveyed” (as cited in Harmer, 2002, p. 13). From this perspective spending most of the time teaching vocabulary will develop learners’ language proficiency but spending too much time with grammar will not improve learners’ English language. This is true when teaching grammar is central in the EFL classroom rather than teaching vocabulary. The result is that learners cannot use words in the appropriate context and learners also appear lacking in communicative ability. Furthermore, teachers have not recognized the communicative benefits of improving vocabulary acquisition and they have not always been very responsive to vocabulary teaching because the volume of vocabulary has been limited. This is due to teachers adopting direct and audio-lingual methods rather than communicative procedures in the EFL classroom (Harmer, 2002). The value of the communicative method in teaching vocabulary is that vocabulary acquisition is highly concentrated in the language classroom. The objective idea about the importance of the communicative method is that this method adapts materials more interactively. Thus vocabulary acquisition becomes the largest task for the language learners, although most of the language course books are still organized around the grammar translation method (Harmer, 2002). In the grammar translation method, learners are required to learn grammatical rules, so as to translate sentences between the target language and their native language. The goals of this method are that learners become capable to read and translate literary texts in the target language and develop general mental discipline. Therefore, the main focus of this method is on reading and writing, the other skills of listening and speaking are overlooked. The ideas that arise from a new science called Corpus Linguistics. Corpus Linguistics is a method which proceeds linguistic analysis (Harmer, 2002). This method refers into two key developments to challenge the dominance of grammar. The first reason is to develop a lexical syllabus which focuses on using the most frequently used vocabulary. The second reason is to develop the lexical chunks in language acquisition (Harmer, 2002).

### Scrivener (2011) states that the teacher’ role represents “the predominant mode of education in the classroom” (p. 14). In many observed cases, teachers spend time attempting to transmit knowledge. This process involves a great deal of board work, followed by repetitive exercises which in principle demonstrate students’ understanding (Harmer, 2002). In terms of methodology, teachers probably do the majority of the talking in the class. Scrivener criticized this method as a traditional method and he described this process of teaching like “jug and mug” (2011, p 15). By this, Scrivener implies that it moves from one receptacle into another and this approach might be problematic.

### The way teachers relate to the learners and consequently how learners relate to each other in the process of teaching and learning are highlighted by Scrivener (2011). In addition, the author described the positive atmosphere required within an ELT environment. He argues teachers should be good-humored, patient and fair. As figure heads and experts, they should be fair, and well organized, and in turn inspire confidence and enthusiasm (p. 93).

### One of the fundamental assumptions of Richard’s (2000) theory about teaching approaches is that learners learn more through collective activities such as group work, role play or entertainment. Another assumption of his theory is that learning involves the whole person in the class mentally and physically so that teaching integrates with learners’ life experience. However Richards states that all teaching methods are not equal in learning production, teaching methods are a variable which may differ from teacher to teacher and between colleges.

### Coady (1997) discusses that there are two methods for accessing vocabulary. The first method is through fluency and the second through richness of activities which increase the syntagm and paradigm. Nation (2001) develops this idea by stating that vocabulary is a part of the language development program and focuses on three major strands in a well designed course. One of the strands is encouraging learners to listen and read activities to obtain new language items such as adjectives and adverbs through learning meaning-focused input. The meaning-focused input occurs when learners try to communicate messages to other people through reading and listening to lexical items in context. The second strand is language-focused meaning or form-focused instruction where the course should focus on the direct teaching of vocabulary. In this strand the learners need to be aware of meanings and use of the language features as choice of words and sentence structures. The third strand is meaning-focused output; here the main attention is focused on the developing knowledge of vocabulary in language through speaking and writing activities. The point of view here is that speaking and writing activities are not the only contributions to language development and vocabulary acquisition as well. The forth strand is the development of fluency through activities in which learners become more fluent by using items they already know rather than work with new language. However, he explains that if the strands are not equally represented and do not get the same amount of time, then the design of the course should be reviewed again.

**Receptive and Productive Vocabulary**

These two terms apply to a variety of vocabulary knowledge and cover all the aspects of word learning. Nation, (2001) identifies the aspects of word learning by dealing with its spelling, pronunciation, parts, related derived forms, meaning, collocations and grammar. Receptive refers to teaching vocabulary through listening and reading skills, but productive refers to teaching vocabulary through writing and speaking skills (Nation, 2001). Receptive vocabulary knowledge covers recognizing a word when somebody hears and knows the meaning in context. The productive vocabulary knowledge covers the ability of saying a word in a correct pronunciation and writing in a correct spelling.

Nation highlights that receptive learning is easier for learners than productive learning. The first reason, it is because of the amount of knowledge. Productive vocabulary needs more accuracy than receptive vocabulary. For example, a young learner who can display a good reception of a word as ‘spaghetti’ but can hardly form its spoken aspect by displaying unintelligible pronunciation such as “*stigli*” or “*parsghtti*” would need more practice in producing the word. The second reason is the ‘practice’ in language learning programs. Receptive vocabulary mainly gets more practice than productive vocabulary use. The third reason is ‘access’ translation (the receptive) which is the only simple link between the first language and the early stages of learning a foreign language. The fourth is ‘motivation’. Learners are not motivated to use words productively because of their various socio-cultural backgrounds, or the vast quantity of generally well known vocabulary which may not be used by learners, and which remains latent. For these reasons, learners may be more highly motivated by receptive learning processes (Nation, 2001).

Scrivener (2011) showed that the best way to encourage learners to practice productive skills and share the class in a safe situation is using plays such as Devil’s Advocate. In this game the students choose some events of a short story and the teacher divides the class into some groups. Each student should cut a picture of an event from a newspaper, for example, then the entire class stand up to answer questions about the pictures which they brought. In terms of students’ participation in the class, all learners may not be able to speak about all pictures. It could therefore be claimed that the learners’ receptive language could be more advanced than their productive, due to a feeling of shame, nervousness or fear of making errors (p. 20).

In contemporary times, most communication between learners is being done by electronic devices, such as email, chat, instant messages and mobile telephones, so it makes little sense for teachers to present skills in isolation from each other. Sometimes learners need to read a message then call someone or write and an email then read the replay. In this regard those who grew up in the computer age tend to use receptive and productive knowledge of vocabulary together. When people communicate they speak and listen at the same time or when learners listen to lecturers, they write notes. So, “logically EFL teachers should look at how input and output are connected in the classroom” (Harmer, 2007, p. 265).

Harmer (2007) refers to integrating skills in lesson planning as a major factor and major art for teachers, especially when learners are involved in group works. Harmer identified the basic methodological model for teaching receptive skills as being through engaging learners with the topic of reading and activating their schema. The term schema means pre-existent knowledge of the world. The teacher can give the learners various clues, such as pictures, headlines and book jacket description or teachers can give phrases and a few words from the text to predict their meaning in the context and to find out what the text might be about. This kind of methodological model can be presented as a game. Harmer (2007) developed the idea of basic methodologies for teaching productive skills as well, through using role play and dividing learners into pairs so as to conduct the learners practice with speaking and writing at the same time. Fundamentally, therefore, teaching vocabulary through receptive and productive skills is the main concern of this research.

### Principles of Teaching Vocabulary

### Vocabulary has been seen as an important part of communication. Therefore, recognizing the principles of teaching vocabulary might enhance course designers and teachers to distinguish the process of learning vocabulary in the EFL classroom. Nation (2001) states the influence of principles of teaching vocabulary on: content and sequencing; format and presentation; monitoring and assessment of vocabulary in the classroom. Nation explained the principles of teaching vocabulary as follow.

### The principle of content and sequencing decides on the ways of using frequency and range of occurrence in order to select the amount of vocabulary to learn and the order in which to learn it. It gives adequate training in essential vocabulary learning strategies and giving attention to each vocabulary item according to the learning burden (what needs to be taught) of that item. It provides opportunity to learn the various aspects of what is involved in knowing a word. It avoids interference with the first language (L1) by presenting vocabulary in normal use rather than in grouping of synonyms, opposites, free associates or lexical sets. Also it deals with high frequency vocabulary by focusing on the words themselves, and deal with low frequency vocabulary by focusing on the strategies.

### The principle of format and presentation occurs with a high frequency target vocabulary in all the four strands of meaning focused input, language focused learning, meaning focused output, and fluency development. It provides opportunity for spaced, repeated, generative retrieval of words to ensure cumulative growth. It uses depth of processing activities. The principle of monitoring and assessment examines the learners to see what vocabulary they need to focus on. It uses monitoring and assessment to keep learners motivated. It also encourages and helps learners to reflect on their learning.

### Nation (2001) confirmed a series of principles which contradict the previous research findings. For example, learning vocabulary should occur in context. The first language should not be used to translate the meaning of words. All vocabulary should occur in lexical sets. Monolingual dictionaries are preferable to bilingual dictionaries. The focus should be on the first presentation of the word. Vocabulary learning can be determined by the occurrence of words in texts, tasks and themes, not by benefit of being planned.

### Teachers should know the ability of the students, their needs and their stages in the process of teaching so as to expand their vocabulary knowledge and succeed in the process of teaching (Cameron, 2001). Cameron (2001) refers to some other principles of teaching vocabulary which depend on the age of learners: the stage of the learner should convey with the complexity of words. Expanding word knowledge should be considered with the number of words. The level of words should be appropriate with the age of the learners, so as to link the word with their meanings in communication.

### There are other research findings around the principles of teaching vocabulary to the EFL classroom. Coady (1997) discusses three principles. The first one is that the contextual and definitional words should be given to the learners at the same time. The second principle is that learners should be encouraged to process word knowledge deeply. The third principle, EFL learners need multiple exposures to words.

### Key Strategies of Teaching Vocabulary

### One of the fields of strong vocabulary programs is to build word consciousness, engage learners with new words and maintain students’ interest in words [(Antonacci](http://knowledge.sagepub.com/view/contrib/642569) &  [O'Callaghan](http://knowledge.sagepub.com/view/contrib/642570), 2012). Graves and Watts-Taffe (2008) prefer that teachers foster word consciousness through “writing, creating a word-rich environment, involving students in original investigation, recognizing and promoting adapted diction and promote word play to strengthen students’ vocabulary” (p. 187). These techniques are unique with applying the key strategies of teaching vocabulary into the language classroom such as Self-Collection Strategy, Word Mapping, Graphic Morpheme Analysis, Interactive Word Wall and Vocabulary Journals Strategy.

### The Self-Collection Strategy promotes word consciousness in the class, as activating students to identify important words in the literary texts [(Antonacci](http://knowledge.sagepub.com/view/contrib/642569) &  [O'Callaghan](http://knowledge.sagepub.com/view/contrib/642570), 2012). The benefit of this strategy is that students discover how to find the meaning of interesting vocabulary in context and they develop their vocabulary by their own learning. Research on teaching vocabulary carried out by Harmon and Hedrick (2005) claim that independent learning is important to develop students’ vocabulary acquisition by encouraging students to self-select terms (p. 277).

### The Word Mapping Strategy involves students in describing various relationships among words, thus leading students to understand deeper and explore word relationships (Antonacci & O’Callaghan, 2012). Word mapping includes different names such as, concept mapping, semantic mapping and word clusters (p. 94). Word mapping leads the learners to demonstrate and connect the prior knowledge with new concepts and categorize information (Reutzel & Cooter, 2008). This strategy can be used before and after the literary reading and discussing of a text, or during the reading when the students add new ideas to extend understanding of new words (p. 95).

### In the Graphic Morphemic Analysis Strategy readers analyze the meaningful parts within a word and this strategy employs the systematic approach to deconstructing a word into its meaningful parts (morphemes) (Reutzel & Cooter, 2008). Morpheme is the smallest meaningful unit of a word that cannot be further divided, such as root words, suffixes, prefixes and affixes. Teachers direct students to determine word meanings utilizing each word in context and morphemes. Thus, teachers focus on one or two vocabulary words in a text then they demonstrate the meanings and combine them with their morphemes (p. 102).

### The Interactive Word Wall Strategy is an organized collection of words prominently displayed in a classroom to provide easy access for learners as an interactive tool. This strategy promotes a vocabulary rich environment where walls are alive with words through presenting high frequency words, word families, names and alphabet [(Antonacci](http://knowledge.sagepub.com/view/contrib/642569) &  [O'Callaghan](http://knowledge.sagepub.com/view/contrib/642570), 2012). Researchers emphasized that this strategy led the learners post words for their own reading and writing and interact to have dialogues around the words (Beck, McKeown, & Kucan, 2008). This strategy also benefits students in learning high frequency words, developing academic vocabulary and expand students’ vocabulary in the classroom (Cunningham, 2005).

### The Vocabulary Journals Strategy helps students to explore the meaning of words that they encounter while reading any text through dealing with words, ideas and concepts by using their own language (Antonacci & O’Callaghan, 2012). Students use their own journals to demonstrate the meaning of words by making connection between the new words and their own experiences and ideas they already know (p. 110). The importance of this strategy is to learn meanings through explorations which can be used for all grade levels.

**Using Short Stories in the EFL Classroom**

### “Short Stories can be used as a good source in EFL classes in almost all levels depending on the difficulty status of the story” (Sarıçoban, 2011, p. 1). This is due to their length which is appropriate for the EFL classrooms. Short stories are an effective technique for teaching the linguistic system. Students can make good use of short stories in learning the target language (Sarıçoban, 2011). So as to conduct the process of learning and provide the aims of teaching vocabulary through short stories, students’ proficiency level, age, and interests should be taken into consideration. Another important thing is the course objectives and the appropriateness of the content of the story.

### The first use of literature in EFL classes started at the beginning of the century when Grammar Translation Method was the only method which was known to suit EFL classrooms. Using literature in EFL classes gave a long break with the use of new teaching methods such as Direct Method or Audio-lingual Method. The main reason for this was because these methods of teaching emphasized structures and vocabulary. Consequently, researches show that within the various literary genres, the short story is the one most preferred by learners in language classrooms. According to Arıkan‘s research findings (2005), students find the contents of the novel, poetry, and drama courses more difficult to follow because these genres require ways of reading that are different from those required for the short story. The results of his study also showed that the students identify short story reading as simpler and less complex than reading other literature texts in EFL classroom, due to controlled length they attract attention, and maintain interest of learners (Arıkan, 2005, p. 33).

According to Pardede (2011) the recent trend in EFL teaching indicates the necessity of integrating literature in the process of teaching to provide an authentic model of language use. Among literary genres, short stories seem to have the most potential to help students to enhance the four skills: reading, writing, listening and speaking (Pardede, 2011). Literary texts contain real examples of vocabulary items and cultural information which raise learners’ awareness of the range of the target language and develop learners’ language skills (Povey, 1967). Moreover, since literature enables students to understand and appreciate other cultures, societies and ideologies different from their own, it enhances personal growth and intellectual development (Carter & Long, 1991, p. 3). Littlewood (2000) explained that the main problem of EFL is the creation of an authentic situation in the language classroom. Short stories can overcome this problem by providing the real experience of people in the society into the target language. Some students raise objection against using literature in the classroom due to its length, overloaded syllabus and limited time. Considering these problems, short stories are defined by Pardede as the most suitable literary genre in language teaching due to their shortness as a plot with a few characters and variety of choices for different interests which cope with different language levels (2011, p. 20).

**Definition of Short Story**

According to Welukar, Chandra and Harichandan, (2012), short stories are brief works of [literature](http://en.wikipedia.org/wiki/Literature) which are shorter than novels with fewer characters, usually written in [narrative](http://en.wikipedia.org/wiki/Narrative) [prose](http://en.wikipedia.org/wiki/Prose) and emerged from earlier oral [storytelling](http://en.wikipedia.org/wiki/Storytelling) traditions in the seventeenth century. Short stories are usually concerned with a single effect conveyed in only one or a few significant episodes or scenes. Their forms require economy of [setting](http://www.britannica.com/EBchecked/topic/536301/setting), concise narrative, and the omission of a complex plot. The [character](http://www.britannica.com/EBchecked/topic/106232/character)s are mainly disclosed in action and dramatic encounters, but are seldom fully developed (p. 6). However, short stories have relatively limited scope, but are often judged by their ability to provide a satisfying treatment of their characters and subject.

Cox (2008) defined short story as a piece of art that tries to give us a specified concept of the world that we live in which aims to produce a single narrative effect with the greatest economy of means and extreme emphasis.According to Menrath (2003) short story is a short piece of fiction aiming at unity of characterization, theme and effect. Modern short story writers have tended to base their narratives on their own experience rather than make daily life more entertaining by inventing exotic plots (p. 16). Thus, their perceptive writings have tended to be more valuable in form, harmony of theme and structure, and precision of style to expose the subtleties of the human mind and of human behavior. Menrath (2003) pointed out to some elements that make up a good story:

Short stories should be a piece of prose fiction which can be read at a single sitting. They ought to combine matter-of-fact description with poetic atmosphere. They ought to present a unified impression of temper, tone, color, and effect. They mostly show a decisive moment of life. There is often little action, but a snapshot of life. Their plot is not very complex in contrast to the novel, but it creates a unified impression and leaves us with a vivid sensation rather than a number of remembered facts.

**The Role of Short Stories in Teaching EFL Classes**

The use of short stories to teach EFL classes can be traced back more than one hundred years ago (Rocha, 2005). However, Muyskens, (1983) stated that in the past two decades literary texts were utilized to develop the knowledge of literature world, discussing creative work and introducing literary concepts, genres, terminologies, and levels of meaning (p. 413). Moreover, the tellers of short stories were born even before the written word was invented. These stories were often recited in verse or rhyme, handed down from one generation to the other, such as the adventure of Gilgamesh by the Babylonians and a plethora of tales (Welukar, Chandra, & Harichandan, 2012). These collections came around sixth century B. C. The tales mainly have a moral lesson which is relevant even today. In the Middle Ages, folk tales, romantic, heroic or tragic ballads, Greek and Scandinavian myths, fairytales and farcical verse aimed at describing various lifestyles, customs, mannerisms and political affiliations became increasingly popular such as: Geoffrey Chaucer's Canterbury Tales and Thousand and One Arabian Nights (p. 18).

Furthermore, in the very beginning of the history of short stories, oral stories were told to youngsters by elders of the tribe in a rhyming poetic format so that others could remember the stories in the future (Murat, 2012). These story telling ceremonies aimed to give moral lessons about life to the younger members of the community. It is believed that the earliest form of storytelling traditions are the folk tales, proverbs and the legend fables. Fables were assumed as some kind of folk tales that explicitly expressed moral to the society (p. 3). There is a general belief that fables originated in India and then carried into Persia and from there spread into Greece. However, according to Greek historian Herodotus, fables were born with the Greek slave named Aesop in the 6th Century BC (Murat, 2012). These ancient fables are also known as Aesop’s Fables. Fables are the short stories featuring animals and plants which are given human qualities. Their main purpose is to teach a particular lesson to the learners through showing how foolish or wise people can be.

Another ancient form of short story is anecdotes. This short story form was famous during the years of the Roman Empire. These forms function as a sort of parable in which the narration is brief and realistic. In the early fourteenth century the oral story telling tradition was transferred into the written form in Europe. Geoffrey Chaucer’s “Canterbury Tales” and Giovanni Boccaccio’s “Decameron” can be considered as the first examples of written short story forms (Murat, 2012). In the seventeenth century the development of short stories was refined in France with a new name “nouvelle” (p. 11).

The rise of the modern short story in the late eighteenth century saw the development of a new kind of short story, which was concurrent with the emergence of literary modernism (Head, 2010). Accordingly, the new ways of representing the social world displayed in modernist fiction was more than circumstantial. In the nineteenth century with the growth of printed magazines and journals, modern short stories started to be widely seen in the market. In the twentieth century a number of high-profile magazines published short stories in various issues (Murat, 2012).

**Types of Short Stories**

Short stories were written for multiple factors and specific objectives. They encouraged readers to be familiar with the life events and described the historical experiences of different cultures. Since short stories can be read in a short period of time with much less details than other literary genres, it may become more attractive to the readers. Folktale, myth, legend, fable, parable, fairy tale, ghost story, tall tale,trickster tale, urban legend or myths are found across the spectrum of the entire genre of short story writing (Section, 2012, p. 2).

Folktales include wide range of traditional narratives, such as myths, legends, fables and fairy tales. They are anonymous stories passed on through generations by word of mouth. Folktales are often timeless and placeless, with formulaic openings such as: *Once upon a time, in a faraway kingdom, there lived an old woman in a small cottage in the forest*. Folktales were told as a form of entertainment (Section, 2012, p 2).

Myths explain the beliefs of people about the natural and human world. The main characters are usually gods or supernatural heroes.Legends are traditional stories and they are written about the past. The main characters are usually kings or heroes, such as the tales of Odysseus from ancient Greece and King Arthur from old England (p. 3).

Fablesare brief stories intended to teach and illustrate a moral lesson. The characters are usually animals, objects in nature (e.g. mountains, lakes, stones) or forces of nature (e.g. the sun, the wind, the rain), which are given human quality and symbolize human traits.Parables are brief stories that illustrate moral principles through the use of metaphors. Unlike fables, the main characters of parables are human beings, for example the stories of the religion books as parables of the Bible and Buddhist tradition.

Fairytales are traditional folktales that involve imaginary creatures. They are transmitted orally and the features are supernatural characters such as fairies, wizards, elves, trolls, gnomes and fire-breathing dragons. Ghost stories are stories about ghosts or other supernatural beings. In cultures all over the world, ghost stories have been told and passed down orally from generation to generation. These stories reflect the superstitions, fears and beliefs that people had in various cultures. Stories about witches, ghosts, goblins, vampires, werewolves and all sorts of land and sea monsters came out of the oral tradition of storytelling.

Tall tales arethe humorous, exaggerated stories often based on the life of a real person. The characters are usually heroes that are larger than life. Many tall tales are based on actual people.Trickster tales or stories are common in many cultures and involve characters who like to play tricks on other characters. Trickster stories may be told for amusement as well as on serious occasions. Cartoons like Bugs Bunny and the Road Runner are based on trickster tales.Urban legends or myths are thought to be true, but usually not. Urban legends may contain elements of truth, but they are usually exaggerated and sensationalized. Urban legends are also commonly spread by e-mail (Section, 2012, p. 4).

**Elements of Short Stories**

Teachers mainly concentrate to the elements of short stories in the EFL classroom. This leads the students to be familiar with the English genres and the problems of society in different eras. According to Menrath and Dinneen (2003), the basic elements of short story are character, plot, conflict, setting, theme, foreshadowing, symbolism, irony and suspense.

The character is a person, an imaginary creature or an animal that participates in the action of the story. There are two kinds of characters such as: protagonist who is mostly a good character and antagonist who is always fighting against the hero in the story. Plot is a series of events or actions in a story play which are planned to have beginning, middle and end to make up a story. There are five essential parts of plot such as: exposition, rising action, climax, falling action and resolution when the problem is solved. Conflict is a problem or a struggle between two opposing forces in a story which makes the plot move. There are four kinds of conflict: human versus human, human versus nature, human versus society and human versus self (Menrath,& Dinneen, 2003). Setting is the time and location in which a story takes place. For some stories the setting is very important, while for others it is not. There are several aspects of setting a story which are place, time, weather conditions, social conditions and atmosphere.

The theme in a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea that he is trying to convey. The theme may be the author's thoughts about a topic or view of human nature (Menrath,& Dinneen, 2003). The title of the short story usually points to what the writer is saying and he may use various figures of speech to emphasize his theme, such as: symbol, allusion, simile, metaphor, hyperbole, or irony. Foreshadowing mean suggesting, indicating or warning something in advance that will happen in the story. It is often used to portend how the plot will resolve itself. Symbolism is a literary technique that adds meaning to a short story by using an event or object as a symbol to represent something else. It is used by authors for a variety of reasons, such as a gravestone might symbolize death. Irony involves a difference or contrast between appearance and reality, the contrast between what is expected and what actually exists or happens. Suspense is the excitement or tension that readers feel as they get involved in the story and become eager to know the outcome (Menrath,& Dinneen, 2003).

**Advantages of Using Short Stories in the EFL Classroom**

Short stories can be used in EFL classes as an effective source for teaching the target language. According to Sarıçoban ( 2001) literature has been used in ELT in the last two decades when the grammar translation method was the only method in EFL classroom to translate the literary texts from the target language to their native language. Arıkan,(2005) found in his research that students tended to study short stories as less complex among the literary genres in the classroom.

### Sarıçoban, (2011) in the findings of his research referred to several advantages of using short stories in ELT classrooms. One of the most important of all is their controlled length. As they are shorter than a novel, short stories are effective sources of teaching in classroom situations. Another point that makes short stories efficient tools for EFL classes is that they maintain high interest and attention. A short story with its setting, characters and compelling plot, captures and holds the attention of the learners which is an important part of the learning process. The use of short stories to teach English has several other benefits including motivational, literary, cultural and higher –order thinking benefits (p. 161). Short stories allow the instructors to teach the four main language skills to all levels of language proficiency. Murdoch (2002) indicates that short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance EFL courses for learners at intermediate levels of proficiency (p. 9). The inclusion of short fiction in the EFL curriculum offers some educational benefits (Arıoğul 2001, p.11-18).

### It makes the students’ reading task easier due to being simple and short when compared with the other literary genres. It enlarges the advanced level readers’ worldviews about different cultures and different groups of people. It provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers. It motivates learners to read due to being an authentic material. It offers a world of wonders and a world of mystery. It gives students the chance to use their creativity. It promotes critical thinking skills. It facilitates teaching a foreign culture (attaining cultural knowledge of the selected community). It makes students feel comfortable and free. It helps students coming from various backgrounds to communicate with each other because of its universal language. It helps students to go beyond the surface meaning and dive into underlying meanings. It acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring this gained knowledge to their own world.

### According to Murdoch (2002) short stories add a new dimension to teaching EFL in learning the four skills of reading, listening, writing and speaking effectively. This is true when the students gain a world familiar to their life due to culture aspects of short stories, and taking a voyage from literary texts to their own minds and critical thinking. Thus, the students utilize texts to their utopia, which develops their vocabulary acquisition. Murdoch (2002) highlights that short stories can enhance the four skills, by helping students to be more creative in writing, discussing about critical works, and improving vocabulary. Lao and Krashen (2000) got to different results from their research involving two groups, one which studied literary texts and one which studied non-literary texts in Hong Kong University, the group who used literary texts improved their vocabulary acquisition more than the other group.

### According to Murdoch (2002) various advantages have been proposed for the use of short stories in the language classes such as raising cultural awareness and linguistic awareness. Nevertheless, cultural awareness adjusts with dialogic social interaction and this can be done through reading the literary texts in the target language in which attitudes and views between individuals are enhanced (Fenner, 1997). Consequently literary texts are authentic materials which carry out the cultures of specific language communities and give the reader valuable insight into the foreign culture and the language form (p. 16). Thus short stories give opportunity to explore the culture and multiplicity of language through engaging learners to discover the meaning in the process of reading. Furthermore Murdoch (2002) claimed that short stories can be used to improve the four language skills in EFL courses. The four language skill techniques can be used to improve receptive and productive vocabulary in the short stories (Nation, 2001). This is due to the authentic model of language in short stories which embed the material to be real, creative and rich in language selection (Arigol, 2001, as cited in Hismanoglu, 2005). Arigol (2001) also believes that short stories can have some pedagogical advantages:

### It makes the students’ reading task easier because they are simple and short. It gives learners a better view of other cultures. It requires more attention and analysis. It presents a fictional and interesting world. It helps students to be more creative and raising the critical thinking skills. It raises cultural awareness. It reduces students’ anxiety and helps them feel more relaxed. It also provides multicultural contexts because of their universal language.

**Improving Students’ Vocabulary through Teaching Short Stories**

According to Section (2012), using short stories to teach English develops students’ language skills, critical thinking, creativity and culture awareness. The essential part of developing students’ learning English language starts with teaching vocabulary (Nation, 2001). Accordingly, short stories can be used as a main and wide source to teach vocabulary through explaining the main features of the short story. Consequently, it encourages students to enrich their vocabulary, and use the ideas and symbolism of the short stories in language production. Net Section (2012), highlighted some reasons of using short story in learning English vocabulary. First, students may identify the key features of the short story appreciate them. Second, they need to use the four skills of learning English: reading, writing, listening and speaking. Third, students need to follow the events, theme, setting and characters.

In Northern Iraq new vocabulary used to be offered to learners in the form of lists for improving their comprehension, while the new methods of teaching tend to present vocabulary in texts. When the authentic texts conduct into the language of the classroom, learners are more likely to overlap into the lexical chains (Thornbury, 2001). Additional to that vocabulary teaching in context can be present through spoken or written form which increases the chance of learners’ exposure to the language. Teaching vocabulary through short stories tends to be independent in reading and listening and provides a good model for students’ production, in the form of writing and speaking (Emhemad, 2013).

According to Moll (2001) short stories enhance readers to use a variety of strategies to understand what they read such as: self-monitoring for understanding, making, confirming, or disproving predictions, formulating and answering questions, rereading, retelling, or mentally replaying a story, employing sensory imagery, noticing organizational patterns of text, making connections between story features and personal experience. These strategies are correlative with the key strategies of learning new vocabulary. Thus, short story opens fresh ground for the learners to look for new vocabulary, identify a variety of vocabulary in real contexts and self vocabulary proving rather than teachers’ vocabulary teaching in the classroom (Moll, 2001).

**Approaches of Teaching Literature**

Different models have been used to teach literature in EFL classroom. The way of using literary text by teachers depends on the model that they choose. According to Lazar (1993), and Caerer and Long (1991), methodological literature differentiated three approaches for teaching literature: the culture model, the language model and the personal growth model.

The cultural approach represents the most traditional approach, often used in university courses to teach literature. It requires learners to explore the social, political and historical background to a text (Caerer & Long, 1991). This means that it roles as a source of information about the target culture. Furthermore this model tends to be teacher-centered class rather than student –centered class.

The language approach is the most common model of teaching literature in the EFL classroom (Lazar, 1993). This model aims to be more students- centered in which the learners attempt to pay more attention to the way of language used through preceding a text. The teachers mainly focus on general grammar and vocabulary or stylistic analysis to enhance general awareness of English language (Caerer & Long, 1991). Stylistic analysis enables students to provide a meaningful interpretation of the text so as to involve the students with linguistic features of the text.

The personal growth approach encourages learners to express their opinion, feelings and their personal experiences to interact with the text (Lazar, 1993). Additionally this method develops knowledge of ideas and language content through different themes and topics which help the language while on the other hand it attempts to bridge the culture model with the language model by focusing on particular use of language in a text and specific cultural context (Caerer, & Longer, 1991).

**CHAPTER THREE**

**METHODOLOGY**

**Presentation**

This chapter presents information about research design, participants, materials used to collect data, procedures of collecting data and data analysis. Furthermore, it discusses the reliability and the validity of the study. It introduces the sample of the study and the setting of collecting data.

**Research Design**

### The researcher utilized descriptive statistics, which is a quantitative form of research. Mcdonoughs (2006) defines descriptive statistics as a method to describe and interpret many kinds of data and design, to specify assumptions without experimental manipulation. Survey method was used in this study. The survey method is a part of the descriptive research design, which tries to analyze and understand opinions through the answers of the participants. It is often used to obtain data through questionnaires and interviews (Jackson, 2009). The main goal of this method is to study a large group of individuals and frequencies.

The main tool of the descriptive research design is the questionnaire. The researcher distributed Likert-type scale items to the students in EFL classroom and both Likert-type scale and multiple choice items to the teachers to gather information. Statistically, Likert-type scale of items is easier to analyze than open ended questions (Jackson, 2009). Thus, teachers’ and students’ perceptions might be identified easily.

**Participants and Setting**

The sample of the study was chosen in the University of Salahaddin. Salahaddin University is the only public Kurdish university which located in Erbil, Northern Iraq. In Northern Iraq, English has been studied as a foreign language in this University since 1968. Among the colleges of the University of Salahaddin there are three English departments in three different colleges: the College of Language, the College of Education and the College of Basic Education. Students of both the College of Education and the College of Basic Education are supposed to study short stories in their second and third year programs.

There are 20 instructors for teaching literature (including short stories) in both Colleges. The instructors have Master’s Degrees and PhDs in English literature (ELL), that they got from different countries. The instructors have got many years of experience in teaching literature to all stages of the English departments. It is noticed that the instructors use cultural approach to teach literature. Culture approach requires the students to focus on the social, political and historical background of the texts and it is teacher-centered class rather than student-centered class (Caerer & Long, 1991).

The target students of this study are all third stage students of the English Departments of the College of Education and the Basic Education College in Salahaddin University who were studying during the academic year 2012-2013. The total number of participants is 100 male and female Kurdish students from both Colleges. The selected colleges were chosen for the following reasons: first, their second year program includes a Short Story Course; secondly, both Colleges provided facilities to conduct this research successfully; thirdly, no previous study has attempted to investigate the selected sample in the area of teaching vocabulary through studying short stories. As illustrated in table 1, data about the students’ gender in the College of Education and the Basic-Education College were collected through questionnaires. There were 36 males and 64 females who participated in this study. As it can be seen the table below, 52 students in the College of Education and 48 students in the Basic-Education College participated in this study.

Table 1

*Background Information of Students*

|  |  |  |
| --- | --- | --- |
| **Gender Distribution** | **Frequency** | **Percentage** |
| Male | 34 | 34% |
| Female | 66 | 66% |
| Total | 100 | 100% |
| **College Distribution** | **Frequency** | **Percentage** |
| Education | 52 | 52% |
| Basic Education | 48 | 48% |
| Total | 100 | 100% |

The information about the instructors’ gender and years of experience are presented in the table 2. The data was collected through teachers’ questionnaires among 20 instructors in both colleges. As can be seen in table 2 there were 10 male and 10 female instructors who participated in this survey. There were six participants who had between one and five years experience (30%), seven participants had between five and ten years experience (35%) and seven participants had over ten years experience (35%).

Table 2

*Background Information of Instructors*

|  |  |  |
| --- | --- | --- |
| **Gender Distribution** | **Frequency** | **Percentage** |
| Male | 10 | 50% |
| Female | 10 | 50% |
| Total | 100 | 100% |
| **Years of Experience** | **Frequency** | **Percentage** |
| 1-5 | 6 | 30% |
| 5-10 | 7 | 35% |
| 10+ | 7 | 35% |

### Data Collection

### The researcher conducted this study among third grade English students in Salahaddin University, so as to gain deeper understanding of the research problems. Therefore, the researcher used questionnaires for students and teachers. The researcher used scaled questions to elicit opinions and to collect data. “The advantage of scaled questions is that shades of opinion may be given numerical values” (Mcdonough, 2006, p.176).

To achieve the aim ofthis research, two questionnaires for students and teachers were used as a means for collecting data. The students’ questionnaires (see Appendix A) were given to two instructors in the Education College to distribute among two groups of third stage English language students. In addition, two instructors in the College of Basic Education distributed the questionnaires to two groups of their own third stage English language students.

The students’ questionnaires were written both in Kurdish and English. The first part of the questionnaire consisted of demographic questions including gender and the college they were studying. The second part consisted of 30 Likert-scale statements. The students’ questionnaires were distributed among 100 male and female students, 54 students in the College of Education and 46 students in the College of Basic-Education.

The teachers’ questionnaires (see Appendix B) were distributed by the researcher to ten literature teachers in the College of Education and ten literature teachers in the Basic Education College. The questionnaires were in English and consisted of two parts. The first part referred to the gender and the years of experience. The second part referred to three multiple-choice and thirty Likert-scale statements.

The statements in both questionnaires mostly intended to elicit the opinions of teachers and students, so as to determine the students’ and teachers’ attitudes toward teaching vocabulary through using short stories in the EFL classroom. The questions were designed by using Likert- scale and asked for the frequency of use of items asserted in the statements. Teachers and students were supposed to choose between: always, often, sometimes, rarely and never. Therefore, the participants were instructed to put one tick in each row under the appropriate column which they agreed in each statement.

**Reliability**

Fraenkel and Wallen (1990) defined reliability as the consistency of scores or answers obtained from one set of items to another. So as to confirm the reliability of the questionnaires, the researcher administered the questionnaires to a pilot sample of ten participants. Then the statistical formula of Kuder - Richardson Approach was calculated. The result was 90 which is a high internal consistency coefficient (Fraenkel, & Wallen, 1990).

**Validity**

Fraenkel and Wallen (1990) defined validity as the usefulness, appropriateness and meaningfulness of the research derivations to indicate the capability of an instrument to achieve the aim. The researcher considered content validity, and then presented the questionnaires to a jury of experts to evaluate the standard of the statements and the item comprehension. Jury of experts is a group of instructors in the departments of English in Salahaddin University who guide Master students and evaluate the items of the questionnaire. A reviewed version of the questionnaires was used as a result of the feedback provided by the experts.

**Piloting**

According to Iraossi (2006), piloting is conducted to test the effectiveness of the items of the questionnaires and addressing validity and reliability of the items. A sample of ten English third stage students and teachers had been chosen to administer the statements to as voluntary. Based on the results which were obtained from the pilot test, no serious ambiguity has been found. The test was relevant to decide upon the time necessary to fill in the questionnaire and it also indicated to the researcher students’ and teachers’ items comprehension.

**Procedures of the Study**

### The present study looks over a sample consisting of the third year students of the English language departments, in both the College of Education and the Basic-Education College in Salahaddin University. Questionnaires were distributed to 52 students and 10 literature instructors in the Education College and 48 students and 10 literature instructors in the Basic-Education College. Initially, the researcher obtained permission from the heads of English departments of both the Colleges of Education and Basic Education (see Appendix C). In the second stage, the students’ questionnaires were given to four teachers in both Colleges to distribute to students at the end of their lessons. In the third stage the teachers’ questionnaires were distributed by the researcher to the instructors during their office hours. When the participants had completed them, the questionnaires were collected by the researcher. Then, the data was entered to the SPSS which is a computer-based program for analyzing data.

**Data Analysis**

The data was analyzed quantitatively by SPSS version 20. First the data tables were prepared by variable view in SPSS program, and then the data were entered to data view for analyzing. Descriptive statistics were used to identify the frequencies of the groups so as to find out the means and standard deviations of the variables. After that, the reliability of the questionnaires was identified, in order to recognize the consistency of the items. Then, the compare means were used to compare the variables in part A of the questionnaires with the statements in part B.

**Students’ Questionnaires**

The students’ questionnaires were administered from 20th of May 2013 to 1st of June 2013. They were designed according to three research questions: the role of short stories to improve vocabulary, the strategies that the teachers use to improve vocabulary through short stories and the students’ attitudes toward improve vocabulary through short stories. So as to obtain students’ opinion ten statements were designed for each research question.

**Teachers’ Questionnaires**

The teachers’ questionnaires were administered between 25th of May 2013 and 1st of June 2013. They were designed according to three research questions: the role of short stories in improving vocabulary, the strategies that teachers’ use to improve vocabulary through short story and the teachers’ attitudes toward using short stories to improve vocabulary. To obtain teachers’ opinion, ten statements were designed for each research question, in addition to three statements from the beginning which were designed to identify the approaches of utilizing short stories in EFL classrooms. The English teachers were teaching literature courses which included short stories.

**CHAPTER FOUR**

**FINDINGS AND DISCUSSIONS**

**Presentation**

This chapter presents and discusses the results of the students’ and teachers’ questionnaires. The results were analyzed according to the collected data from the students’ and teachers’ opinions toward the role of teaching vocabulary through using short stories in the EFL classroom. Teachers’ and students’ views are analyzed separately. Students’ perspectives are compared according to their gender and college to see whether they have statistically different opinions. Teachers’ perspectives are compared according to their gender and years of experience. The statements are arranged from the highest mean score to the lowest mean. Two tables are designed for presenting each student’s and teacher’s perceptions based on each research question. Then, discussion and findings are provided for each statement.

**Students’ Perceptions about the Role of Short Stories to Improve Vocabulary**

As it can be seen on table 3, mostof the students (71%) with a mean score of 4.11 stated that learning vocabulary through short stories helps them to enrich their vocabulary knowledge. Additionally, the results of the statements 3, 4, 5, 6 and 7 can be analyzed as the main reasons of improving students’ vocabulary through studying short stories.

Table 3

*Students’ Opinions about the Role of Short Stories in Vocabulary Acquisition*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learning vocabulary through short stories helps me to:** | **St.**  **N** | **1. Never**  **2. Rarely**  **3. Sometimes**  **4. Often**  **5. Always** | **Frequency** | **Percent** | **Mean** | **Std.**  **D** |
| S1. Enrich vocabulary  knowledge. | 100 | N  R  ST  O  A | 1  0  28  29  42 | 1 %  0 %  28 %  29 %  42 % | 4.11 | .88 |
| S5. Follow the events  of the story. | 100 | N  R  ST  O  A | 2  4  33  24  37 | 2 %  4 %  33 %  24 %  37 % | 3.90 | 1.02 |
| S6. Connect the events  with the real situations  of life. | 100 | N  R  ST  O  A | 1  12  26  24  37 | 1 %  12 %  26 %  24 %  37 % | 3.84 | 1.08 |
| S3. Be familiar with  English culture. | 100 | N  R  ST  O  A | 1  13  31  26  29 | 1 %  13 %  31 %  26 %  29 % | 3.69 | 1.06 |
| S7. Acquire expressions  which are easy to use  in daily routines. | 100 | N  R  ST  O  A | 1  10  36  35  18 | 1 %  10 %  36 %  35 %  18 % | 3.59 | .93 |
| S4. Use literary words in  their right context. | 100 | N  R  ST  O  A | 0  14  37  38  11 | 0 %  14 %  37 %  38 %  11 % | 3.46 | .86 |

Regarding statement five, whether students follow the events of the story while they study short stories, the responses indicated that students considered using short stories obliges them to follow the events (M= 3.90, SD= 1.02). This may be because short stories are series of events which lead the students to go along and integrate the incidents to understand the result (Fenner, 1997).

Statement six like statement five is written to see whether the students connect the events of short stories with the real life situations. In relation to statement five, the respondents accepted this item with a mean score of 3.84 and standard deviation of 1.08. This shows that when students connect the events with the real life situations, students’ interest and attention to learn new vocabulary will increase (Nation, 2001).

In the analysis of statement three, students agreed that learning vocabulary through short stories helps them to become familiar with the English culture (M = 3.69, SD= 1.06). It is also shown that none of the students were opposite this opinion. Thus, the majority of students believed that short stories utilize English culture. This might be because short stories provide an authentic model of language use and give cultural information which raises learners’ awareness of the target language (Pardede, 2011).

Respondents to statement seven indicated that most of the students believed that short stories acquire expressions which are easy to use in their daily routines (M= 3.59, SD= .93). It seems that the language which is used in writing short stories is easy to understand and encourages students to learn vocabulary in context.

The respondents for statement four, learning vocabulary through short stories helps students to use literary words in their right contexts, students supported this item (M= 3.46, SD= .86), while 37% of the responses stated ‘sometimes’. This indicates that students accept statement four, but they may not fully benefit from using literary words in their right context. This might be because the teachers’ strategies do not cope with teaching vocabulary in the classroom and the students might have difficulty with comprehending literary words in short stories. Subsequently, teachers may not focus on teaching vocabulary in the right context. In keeping the results of the above mentioned statements with the responses to statement one, short stories can therefore be argued to enrich vocabulary knowledge. Moreover, short stories may have a good role in improving vocabulary in the EFL classroom.

As can be seen in statement ten (see table 4), Almost all of the respondents (95%) stated that short stories help them to learn new vocabulary which they have not seen before. This high percentage of the responses shows that students may acquire new words from various contexts. But, the result didn’t show that whether students acquire receptive vocabulary through reading and listening or acquire productive vocabulary through speaking and writing.

Statement nine asked whether short stories develop students’ productive vocabulary. The responses showed M= 3.84 and SD= 1.04. This means students believe short stories develop their productive vocabulary. Regarding statement two, whether short stories help them to use words in speaking and writing, 58% of the respondents stated that short stories ‘always’ or ‘often’ helped them to use words in speaking and writing, while 36% stated ‘sometimes’ and 6% stated ‘rarely’ or ‘never’. The result shows that students acquire vocabulary through writing and communication in the classroom. The reason may be because of the teachers’ objectives toward teaching the elements of short stories (Sabir, 2010).

Table 4

*Students’ Opinions about the Role of Short Stories in Improving Receptive and Productive Vocabulary*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learning vocabulary through short stories helps me to:** | **St.**  **N** | **1. Never**  **2. Rarely**  **3. Sometimes**  **4. Often**  **5. Always** | **Frequency** | **Percent** | **Mean** | **Std.**  **D** |
| S10. Learn words which I  have not seen before. | 100 | N  R  ST  O  A | 5  0  10  26  59 | 5 %  0 %  10 %  26 %  59 % | 4.34 | 1.01 |
| S9. Develop productive  vocabulary. | 100 | N  R  ST  O  A | 2  7  30  27  34 | 2 %  7 %  30 %  27 %  34 % | 3.84 | 1.04 |
| S2. Use words in speaking  and writing. | 100 | N  R  ST  O  A | 0  6  36  27  31 | 0 %  6 %  36%  27 %  31 % | 3.83 | .94 |
| S8. Enhance receptive  vocabulary. | 100 | N  R  ST  O  A | 2  9  30  34  25 | 2 %  9 %  30 %  34 %  25 % | 3.71 | 1.00 |

Concerning statement eight table 4, whether short stories enhance students’ receptive vocabulary, 59% of the respondents stated ‘always’ or ‘often’, 30% stated and 11% answered ‘never’ or ‘rarely’. This indicates that students believe short stories develop their productive vocabulary more than receptive vocabulary. This is opposite of the findings outlined in the literature of review, which argued that receptive learning is easier than productive learning because productive needs are more precise than receptive and receptive vocabulary gets more practice than productive use (Nation, 2001).

**Students’ Perceptions about** **Teachers’ Strategies in Teaching Vocabulary through Short Stories**

In table 5 and 6, the students identify the strategies that teachers use to improve vocabulary through short stories. Each statement is a strategy used by the teachers to teach vocabulary in the EFL classroom.

As can be seen in table 5, statement one, more than three quarters of students (82%) stated that their teachers use “Teaching short stories through daily assignment” as the main strategy to improve their vocabulary acquisition through the short stories. This indicates that teaching short stories through daily assignment is regarded by the students as a main strategy where the focus is on the literary contents. The findings in statement one mean that this strategy shows the students to prepare their tasks for marks to pass the course, thus students might not be able to go with the events and focus on the text book to comprehend the story. This matches Sabir’s (2010) opinion that daily assignments are preparation tasks and students depend on the summary of the short stories which most of the students get from the internet. The results of the following statements may also identify the students’ focus when studying short stories. The result of statement ten shows that the strategy of providing chance to say words in a natural situation were used in teaching vocabulary (word journal strategy) (M= 3.39 and SD= 1.02). This strategy helps students to transact with words, ideas and concepts by using their own language (Antonacci & O’Callaghan, 2012).

Table 5

*Students’ Perceptions about the Teachers’ Vocabulary Teaching Strategies*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **the strategy that teachers use to improve my vocabulary acquisition through the short stories are:** | **St. N** | **1. Never**  **2. Rarely**  **3. Sometimes**  **4. Often**  **5. Always** | **Frequency** | **Percent** | **Mean** | **Std.**  **D** |
| S1. Teaching short stories  through daily  assignment. | 100 | N  R  ST  O  A | 6  12  10  36  36 | 6%  12%  10%  36%  36% | 3.84 | 1.21 |
| S10. Providing chance to  Say words in a  natural situation. | 100 | N  R  ST  O  A | 4  12  41  27  16 | 4%  12%  41%  27%  16% | 3.39 | 1.02 |
| S3. Providing opportunity  to learn synonyms. | 100 | N  R  ST  O  A | 16  27  17  23  17 | 16%  27%  17%  23%  17% | 2.98 | 1.35 |
| S9. Setting up a review  schedule in which  words are elicited. | 100 | N  R  ST  O  A | 15  22  40  18  5 | 15%  22%  40%  18%  5% | 2.76 | 1.07 |
| S2. Focusing on each  vocabulary item in  context. | 100 | N  R  ST  O  A | 34  27  11  21  7 | 34%  27%  11%  21%  7% | 2.40 | 1.33 |

Statement three relates to providing opportunity to learn synonyms and the above table shows that 40% of the respondents stated ‘always’ or ‘often’, and 40% stated ‘rarely’ and ‘never’. The equality of the responses imply that providing opportunity to learn synonyms depended on the needs of the students, and might not be considered a main strategy. However, the elements of short stories cover some literary expressions, so they might be discussed to demonstrate the literary aims of the short stories.

Related to statement nine the strategy of setting up review schedule in with words are elicited ‘Interactive word wall strategy’ [(Antonacci](http://knowledge.sagepub.com/view/contrib/642569) &  [O'Callaghan](http://knowledge.sagepub.com/view/contrib/642570), 2012) the result were stated as 40% sometimes, 37% rarely or never, and 23% always or often. The result indicates this strategy might not be used regularly by teachers during teaching short stories.

Statement two referred to the strategy of focusing on each vocabulary item in context. The responses indicate that 28% of the respondents stated ‘always’ or ‘often’ and 61% stated ‘rarely’ or ‘never’. This means the vocabulary items in context were focused occasionally, it might not be considered as a main strategy in the classroom. Moreover, the mean score (2.40) and the standard deviation (1.33) of this statement showed that the content of the stories are the main concern by teachers not the vocabulary items. Therefore it is not possible that none of the key strategies of teaching vocabulary might be applied.

According to table 6, the respondents in statement seven reported that students were able to write every new word and expression in their note books as a result of studying short stories (M= 3.98, SD= 1.10). Also in statement eight more than half of the students (54%) stated that they were encouraged to discuss words in the right context during studying short stories.

Table 6

*Students’ Perceptions about Teachers’ Strategies they use to Improve Students’ Receptive and Productive Vocabulary*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **the strategy that teachers use to improve my vocabulary acquisition through the short stories are:** | **St. N** | **1. Never**  **2. Rarely**  **3. Sometimes**  **4. Often**  **5. Always** | **Frequency** | **Percent** | **Mean** | **Std.**  **D** |
| S7. Writing every new  words and expressions. | 100 | N  R  ST  O  A | 4  7  16  33  40 | 4 %  7 %  16 %  33 %  40 % | 3.98 | 1.10 |
| S8. Encouraging  discussion to use words  in the right context. | 100 | N  R  ST  O  A | 7  16  23  26  28 | 7 %  16 %  23 %  26 %  28 % | 3.52 | 1.25 |
| S6. Discussing literary  words in various  contexts. | 100 | N  R  ST  O  A | 7  16  41  22  14 | 7%  16%  41%  22%  14% | 3.20 | 1.09 |
| S4. Using reading  techniques to  understand the text. | 100 | N  R  ST  O  A | 11  22  34  21  12 | 11%  22%  34%  21%  12% | 3.01 | 1.16 |
| S5. Using listening  techniques to  understand the text. | 100 | N  R  ST  O  A | 41  38  10  7  4 | 41%  38%  10%  7%  4% | 1.95 | 1.07 |

As can be noticed in the results obtained in table 6, the strategies focused on the skills of writing and speaking, which are usually used to teach productive vocabulary in short stories. This is because speaking and writing might be considered as a main strategy to discuss the literary aims of short stories by teachers using productive vocabulary (Nation. 2001).

To statement six, the strategy of discussing literary words in various contexts, the highest percentage 41% is showed ‘sometimes’, the middle 36% is presented ‘always’ or ‘often’ and the lowest percentage 23% is showed ‘rarely’ or ‘never’. This indicates that discussing literary words might not be applied as a main strategy (SD= 1.09). Rather, it might be applied to discuss the elements of the short stories, because some of the elements are connected with understanding literary expressions such as: foreshadowing, symbolism and suspense (Pardede, 2011).

As far as it can be seen in statement four, 33% of the responses stated ‘always’ or ‘often’, 33% stated ‘rarely’ or’ never’ and 34% stated ‘sometimes’. The result shows that almost 1/3 of the students use the strategy of reading technique to understand the text, similarly 1/3 of the students might not use reading techniques. This may be because some of the teachers use the reading techniques as a strategy in the classroom and some others do not use. The result also indicates that instructors may not apply a unique strategy or the strategy might be different from one college to another college.

Regarding the statement of listening techniques to understand the text, the result presented the highest percentage of 79% ‘rarely’ or ‘never’ with a mean score= 1.95 and standard deviation of 1.07. This indicates listening techniques might not be applied in teachers’ strategies, while they study short stories. Accordingly, Whereby, lack of receptive skills (listening and reading) in the language classroom reduces the acquisition of receptive vocabulary (Nation, 2001).

**Students’ Attitudes towards Improve Vocabulary through Short Stories**

In this section students’ attitudes toward improve vocabulary through short stories are analyzed. As presented in table 7, students stated various responses regarding their attitudes toward developing vocabulary acquisition through short stories. Most of the students (77%) stated that they learn new words when they are interested in the title of the short story (M= 4.16) For example, for the statements about paraphrasing texts and comprehending English cultural differences the highest percentage of difficulty among students was reported. Unlike the two statements already mentioned the following two which is ‘acquiring synonyms’ and ‘mastering the meaning of words’, reported the lowest percentage of difficulties.

According to table 7, In term of students’ interest to the title of the short story increasing vocabulary acquisition, the highest percentage of the students supported this item (St 10, M= 4.16, SD= 1.00). This might be true when the title of the short story being studied is appropriate for the students’ age, level and needs (Cameron, 2001).

Regarding the exploration of using vocabulary knowledge to paraphrase texts, the results indicated the highest difficulty (St 8, M= 3.45, SD= 1.08). Related to the statement of culture differences in vocabulary use, the students stated that they have difficulty (St 9, M= 3.17, SD= 1.03). This is due to the fact that there is a wide range of differences between Kurdish culture and English culture in vocabulary usage (Sabir, 2010). Concerning the students’ difficulties in mastering the meaning of vocabulary through studying short stories, the respondents revealed that they have difficulty (St 6, M= 3.04, SD= .93). Therefore, it can be expected that the difficulty of mastering vocabulary meaning increased among students while they studied short stories.

Table 7

*Students’ Attitudes towards the Difficulties of Vocabulary Acquisition in Short Stories*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **My attitude toward developing vocabulary acquisition through short stories are:** | **St. N** | **1. Never**  **2. Rarely**  **3. Sometimes**  **4. Often**  **5. Always** | **Frequency** | **Percent** | **Mean** | **Std.**  **D** |
| S10. I learn new words  when I am interested  with title of the short  story. | 100 | N  R  ST  O  A | 2  5  16  29  48 | 2%  5%  16%  29%  48% | 4.16 | 1.00 |
| S8. I have problem with  using my vocabulary  knowledge to  paraphrase texts in  short story. | 100 | N  R  ST  O  A | 5  13  32  32  18 | 5%  13%  32%  32%  18% | 3.45 | 1.08 |
| S9. I have problems with  Comprehending  English culture  differences in  vocabulary usage. | 100 | N  R  ST  O  A | 7  15  42  26  10 | 7%  15%  42%  26%  10% | 3.17 | 1.03 |
| S6. I have difficulty with  mastering the meaning  of words. | 100 | N  R  ST  O  A | 6  18  47  24  5 | 6%  18%  47%  24%  5% | 3.04 | .93 |
| S7. I have difficulty to  acquire synonyms  through studying short  stories. | 100 | N  R  ST  O  A | 8  21  43  16  12 | 8%  21%  43%  16%  12% | 3.03 | 1.08 |

The exploration about the difficulty of acquiring synonyms through short stories indicated that students agree with the statement (St 7, M= 3.03, SD= 1.08). This means students face difficulty in acquiring synonyms through studying short stories. The reason may be based on the teachers’ strategies in teaching short stories because they may pay more attention to the literary elements rather than to the linguist form (Sabir, 2010).

The conclusion which can be drawn from these statements is that paraphrasing texts can be considered as generally being regarded by students as more difficult as compared to synonyms, multi word senses and mastering the meaning of words.

In table 8, students’ difficulties in vocabulary acquisition through studying short stories will be presented. Accordingly, the difficulties of acquiring in language skills based on students’ attitudes will be analyzed. Statement two (table 8) refers to acquiring vocabulary through listening to short stories. A majority of 50% of the respondents stated difficulties, whereas a minority 19% of the respondents denied such difficulties (M= 3.45, SD=1.08). The result means that students have more difficulty with acquiring vocabulary through listening to short stories. As expected this might be related with the results of using strategies in table 6 which indicated a low percentage of using teaching strategy to acquire receptive vocabulary.

Statement five (table 8) shows the difficulties with multi-word senses in short stories as 27% of the participants accepted and 29% of them rejected while the highest percentage of respondents (44%) answered ‘sometimes’. This may indicate that multi-word senses exist as a common difficulty in short stories, but at the same time it is variable between one student and another. Alternatively, it may depend on the strategy of teaching and individual student progress in the classroom environment.

Table 8

*Students’ Attitudes towards the Difficulties of Vocabulary Acquisition through Language Skills in Short Stories*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **My attitude toward developing vocabulary acquisition through short stories are:** | **St. N** | **1. Never**  **2. Rarely**  **3. Sometimes**  **4. Often**  **5. Always** | **Frequency** | **Percent** | **Mean** | **Std.**  **D** |
| S2. It is difficult to acquire  vocabulary through  listening to a short  story. | 100 | N  R  ST  O  A | 5  14  31  30  20 | 5%  14%  31%  30%  20% | 3.45 | 1.08 |
| S5. I have difficulty with  multi word senses in  short stories. | 100 | N  R  ST  O  A | 6  23  44  13  14 | 6%  23%  44%  13%  14% | 3.06 | 1.08 |
| S4. It is difficult to develop  vocabulary in a short  story through speaking. | 100 | N  R  ST  O  A | 13  25  38  19  5 | 13%  25%  38%  19%  5% | 2.78 | 1.05 |
| S3. It is difficult to develop  vocabulary through  writing in a short story. | 100 | N  R  ST  O  A | 12  30  36  14  8 | 12%  30%  36%  14%  8% | 2.76 | 1.09 |
| S1. It is difficult to acquire  vocabulary through  reading a short story. | 100 | N  R  ST  O  A | 17  25  38  16  4 | 17%  25%  38%  16%  4% | 2.65 | 1.06 |

With reference to the productive vocabulary, students declared ‘sometimes’ it is difficult to develop vocabulary through speaking in short stories (St 4, M= 2.78, SD= 1.05). Accordingly, to the difficulties of developing vocabulary through writing in short story, the students showed ‘sometimes’ it is difficult (St 3, M= 2.76, SD= 1.09).

Also, to the statement one about the difficulty of vocabulary acquisition through reading short stories, the students showed ‘sometimes’ it is difficult (St 1, M= 2.65, SD= 1.06). The result presented that students have less difficulty in acquiring vocabulary through using reading skill as compared to listening, writing and speaking skills. In conclusion, it can be seen that students have difficulties in developing receptive and productive vocabulary through studying short stories, predominantly difficulties in receptive vocabulary rather than productive vocabulary.

**Gender and Students’ Perceptions towards the Role of Short Stories in the EFL Classroom**

In order to examine whether differences between males and females exist for learning vocabulary through short stories, independent-sample T-test was conducted. T-test is a statistical test which is used to determine the difference between two variables so as to realize whether there is a significant difference between the mean or average scores of two groups **(**Wellek, 2003). The result of table 9 showed that the differences between males and females in mean score of three items are statistically significant.

Table 9

*Independent Sample T-test for Gender*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statements** | **G** | **N** | **M** | **SD** | **M.D** | **T** | **Sig.** |
| **S6** | Discussing literary words in various contexts. (Q2) | M  F | 34  66 | 3.08  3.25 | .86  1.19 | -.169- | -.733-  -.811- | .009 |
| **S1** | It is difficult to acquire vocabulary through reading a short story. (Q3) | M  F | 34  66 | 2.64  2.65 | .84  1.17 | -.004- | -.020-  -.022- | .015 |
| **S10** | Providing chance to say words in a natural situation.(Q2) | M  F | 34  66 | 3.02  3.57 | .90  1.03 | -.546- | -2.60-  -2.71- | .044 |

Regarding statement six which is about discussing literary words in various contexts, male students (M= 3.08, SD= .86) have different opinions compared to female students (M= 3.25, SD= 1.19). The means for female students are higher than male students. This might be because female students are aware of their assignments and eager to acquire new vocabulary so as to improve the target language which might lead them to gain jobs easier (Flynn, 2012). The result can be seen when the female students mainly get higher scores than male students in exams.

According to statement one referring to research question 3 the difficulty of acquiring vocabulary through reading short stories, the females and males’ means were very close to each other (male students M= 2.64, female students M= 2.65). However, the male (SD= .84) and female (SD= 1.17) score showed that female students face the difficulty of acquiring vocabulary through using short stories more than male students at the level .015, but the score was not meaningful because the means were close to each other. This might be because both groups have understood that using short story expands vocabulary acquisition. Moreover, they might think short stories give them the opportunity to enhance their receptive vocabulary.

Regarding statement ten in research question 2 ‘providing chance to say words in a natural situation’, females presented M= 3.57 and SD= .90, and males presented M= 3.02 and SD= 1.03. Thus, females presented a higher mean score than males with M.D= -.546- and significant differences at the value of .044. It seemed female students supported this strategy more than male students. This might be because females have more production in vocabulary acquisition through studying short story.

**Different Colleges of Study and Students’ Perceptions towards the Role of Short Stories in Vocabulary Acquisition**

The T-test scores in table 10 present the significant differences of the students’ perceptions in teaching vocabulary through using short stories according to their colleges. It can be seen in most of the significant statements according to college differences, the students of the Education College think differently compared to the students of the Basic-Educational College. In the results of the Independent Sample T-test are identified in most of the statements such as; using words in speaking and writing, using reading techniques to understand the text, the problem of paraphrasing texts and the difficulty to acquire synonyms through studying short stories, the means of Basic-Education College are higher than Education College.

However, to the statement of providing opportunity to learn synonyms, Education College demonstrates higher a mean than Basic-Education College. It can be expected that the students of the College of Education have less difficulties in vocabulary acquisition through short stories with compare to the students of the College of Basic-Education. The significant different of statement seven research question 3, statement two research question 1 and statement four research question 2 are meaningful, because their score means are not close to each other. On the other hand the statements presented different significant relationships at the value .005 levels.

Table 10

*Independent Sample T-test for Colleges*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statements** | **C** | **N** | **M** | **SD** | **M.D** | **T** | **Sig.** |
| **S3** | Providing opportunity to learn synonyms. (Q2) | Edu  B-Edu | 52  48 | 3.15  2.79 | 1.21  1.48 | .362- | 1.340  1.329 | .025 |
| **S2** | Use words in speaking and writing. (Q1) | Edu  B-Edu | 52  48 | 3.78  3.87 | 1.03  .84 | -.149- | -.839-  -.846- | .017 |
| **S4** | Using reading techniques to understand the text. (Q2) | Edu  B-Edu | 52  48 | 2.96  3.06 | 1.32  .97 | -.100- | -.430-  -.435- | .010 |
| **S8** | I have problem with using my vocabulary knowledge to paraphrase texts in short story. (Q3) | Edu  B-Edu | 52  48 | 2.96  3.16 | .96  1.22 | -.205- | -.932-  -.923- | .010 |
| **S7** | I have difficulty to acquire synonyms through studying short stories. (Q3) | Edu  B-Edu | 52  48 | 3.01  3.04 | .874  1.28 | -.022- | -.103-  -.101- | .003 |

In statement three research question 2, to the statement of providing opportunity to learn synonyms, the Education College obtained higher score (M=3.15, SD=1.21), than Basic-Education College (M=2.79, SD=1.48). These two groups have different opinions at the score M.D=.362- at the significant difference (P=.025). It seemed the students of Education College achieved chances to learn synonyms more than the students of Basic-Education. There are two possible explanations for this: Firstly, because the strategies of teaching short stories in the Basic-Education College might not focus on synonyms. Secondly, teaching vocabulary might not be regarded as an objective by the instructors of the Basic-Education College.

Instatement two research question 1, to the statement of using words in speaking and writing, the Education College presented score M= 3.78 and SD=1.03 with M.D= -.149- at the significant difference value (.017), while Basic Education College presented M=3.87 and SD=.84. The mean scores of both colleges are close to each other, thus students of both colleges might be aware of the importance of developing productive vocabulary through short stories.

In statement four research question 2, using reading techniques to understand the text, the scores showed that students of Education College presented M=2.96 and SD= 1.32, and students of Basic-College presented M= 3.06 and SD= .97 with M.D= -.100-. It can be seen that the students of Basic-College have used reading techniques to understand the text rather than students of Education College at the significant difference of (.010). Thus, the teachers of Basic-College seemed to be more aware of the importance of reading techniques to understand the text in short stories with compare to the teachers of Education College. This might be based on their aims to teach short story which affects the class production.

In statement eight research question 3, concerning the difficulty of paraphrasing texts in short story, the significant differences were .010 and M.D were -.205 between both colleges. The mean of Basic-Education College (M=3.16) is higher than Education College (M=2.96), thus the students of Basic College face more difficulty in paraphrasing texts with compare to Education College. It can be expected that the students of Basic College are less developed in vocabulary acquisition when compared to the students of Education College. The reason might be due to using different objectives in both Colleges. Alternatively, the different methods of teaching by instructors might affect vocabulary knowledge in both Colleges.

Regarding the statement seven research question 2, the difficulty of acquiring synonyms in studying short stories, both groups claimed significant differences at the value of (.003). The result shows Education College obtained a score of M=3.01 and SD= .87 with compare to Basic-Education College obtained M= 3.04 and SD= 1.28 with the M.D= -.022-. The significant is meaningful because their means are not close to each other. Therefore, the students of Basic-Education College more straggle the difficulty of acquiring synonyms through studying short stories. Strategies of teaching vocabulary and the objectives of studying short stories might affect synonym acquisition in both colleges (Pardede, 2011). The figure below illustrates the different means between the College of Education and The College of Basic-Education.

*Figure1.* The Means of Students’ Items according to Different Colleges

**Teachers’ Perceptions on Materials, Language Use and Skills in Teaching Vocabulary**

The following questions of the questionnaire were applied to explore the importance of teaching vocabulary through using short stories. The statements were designed to observe teachers’ perceptions about the material that they prefer to use in teaching vocabulary, the language they use most in the classroom and the best language skill in improving vocabulary. Teachers’ perceptions might expand the discussion field to further investigate the role of short stories in the EFL classrooms.

Table 11

*Teachers’ Perceptions about Materials, Language Use and Skills in Teaching Vocabulary*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Statements** | **St. N** | **Options** | **Frequency** | **Percent** | **Mean** | **Std.**  **D** |
| S2. When you teach  vocabulary, which  language do you use  most of the times? | 20 | Both  Depends  English  My native | 0  8  12  0 | 0%  40%  60%  0% | 3.20 | 1.00 |
| S3. Which of the skills best  reflect teaching  vocabulary through  short stories? | 20 | Speaking  Listening  Writing  Reading | 6  4  2  8 | 30%  20%  10%  40% | 2.60 | 1.31 |
| S1. What material do you  prefer to use for the  teaching of  vocabulary? | 20 | Short story Poetry  Novell  Drama | 9  1  7  3 | 45%  5%  35%  15% | 2.20 | 1.19 |

In table 11, statement two, with reference to the language used to teach vocabulary, the majority (60%) of the teachers confirmed using English. The remaining 40% of teachers said that the language they used depended on the students’ understanding. This result supports Nation’s (2010) arguing that the target language should be used to demonstrate the meaning of vocabulary in the classroom.

Statement three, related to the skills that best reflect vocabulary teaching, the majority (40%) of participants stated reading, 30% stated speaking, 20% stated listening and 10% stated writing skill. This might be because receptive learning is easier than productive learning (Nation, 2010). According to teachers’ opinion, the reading skill and the speaking skill obtained the highest percentage. This means that teachers preferred reading and speaking as the best skills in vocabulary acquisition through studying short stories.

In statement one, about the material that the teachers prefer to use in teaching vocabulary, 45% of the participants stated short story. Therefore, short stories can be considered as an important material used to teach vocabulary in the EFL classes in Northern Iraq. Teachers may find the contents of the novel, poetry, and drama courses more difficult to follow because these types require ways of reading that are different from those required for the short story (Arıkan, 2005).

The overall results of the study indicated that teachers preferred short stories as the optimum material, English as the language of presentation, and reading skills for reflecting vocabulary development. The results are highlighted in Figures 2, 3 and 4 below.

*Figure 2*: Teachers’ Perceptions towards best Materials to Teach Vocabulary

*Figure 3*: Teachers’ Perceptions towards best Skills to Teach Vocabulary

*Figure 4*: Teachers’ Perceptions towards the language of the classroom

**Teachers’ Opinions about the Role of Short Stories for Improving Vocabulary**

In this section the data was analyzed from teachers’ opinions about the role of short stories in improving vocabulary, as can be seen in table 12 below:

Table 12

*Teachers’ Opinions about the Role of Short Stories in Vocabulary Acquisition*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Studying short stories helps students to:** | **St. N** | **1. Never**  **2. Rarely**  **3. Sometimes**  **4. Often**  **5. Always** | **Frequency** | **Percent** | **Mean** | **Std.**  **D** |
| S1. Learn new English  vocabulary. | 100 | N  R  ST  O  A | 0  0  4  3  13 | 0%  0%  20%  15%  65% | 4.45 | .82 |
| S5. Enhance vocabulary  acquisition | 100 | N  R  ST  O  A | 0  0  3  7  10 | 0%  0%  15%  35%  50% | 4.35 | .74 |
| S3. Use literary words in  their right context. | 100 | N  R  ST  O  A | 0  1  5  7  7 | 0%  5%  25%  35%  35% | 4.00 | .91 |
| S2. Learn new words about  the target culture and  then compare with  their own culture. | 100 | N  R  ST  O  A | 0  0  4  14  2 | 0%  0%  20%  70%  10% | 3.90 | .55 |
| S4. Use the text book to  increase the  comprehension of the  story | 100 | N  R  ST  O  A | 0  1  8  5  6 | 0%  5%  40.0  25.0  30.0 | 3.80 | .95 |

As can be seen in Table 12, most of the teachers (80%) stated that studying short stories ‘always’ or ‘often’ helps students to learn new English vocabulary M= 4.45. These findings are supported by Sarıçoban’s (2001) opinion that short stories with their controlled length allow the instructors to teach the four language skills to all levels. In addition, teachers believed that short stories enhance students’ vocabulary acquisition (St 5, M= 4.35, SD= .74). According to Murdoch (2002) teachers may think that short stories utilize themes which may encourage students’ vocabulary acquisition.

As regards short stories and their helping students to use literary words in their right context teachers agreed with this item (St 3, M= 4.00, SD= .91). This lends credence to Nation’s argument that teachers may believe students require multiple exposures in order to successfully use words (Nation, 2001).

Teachers also believed that short stories help students to learn new words about the target culture (St 2, M= 3.90, SD= .55). This might be because literary texts contain real examples of cultural information which might raise learners’ awareness of the target language (Povey, 1967).

Around the statement about the use of text books enhancing students’ comprehension of the story, teachers supported this item (St 4, M= 3.80, SD= .95). In line with previous results teachers might believe that reading best reflects the teaching of vocabulary.

Table 13

*Teachers’ Opinions about the Role of Short Stories in Receptive and Productive Vocabulary*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Studying short stories helps students to:** | **St. N** | **1. Never**  **2. Rarely**  **3. Sometimes**  **4. Often**  **5. Always** | **Frequency** | **Percent** | **Mean** | **Std.**  **D** |
| S6. Improve receptive  vocabulary. | 100 | N  R  ST  O  A | 0  0  3  10  7 | 0%  0%  15%  50%  35% | 4.20 | .69 |
| S10. Learn phrasal  structures. | 100 | N  R  ST  O  A | 0  1  4  10  5 | 0%  5%  20%  50%  25% | 3.95 | .82 |
| S8. Learn the main literary  terms about short  stories. | 100 | N  R  ST  O  A | 0  0  7  8  5 | 0%  0%  35%  40%  25% | 3.90 | .78 |
| S7. Develop productive  vocabulary. | 100 | N  R  ST  O  A | 0  0  8  7  5 | 0%  0%  40%  35%  25% | 3.85 | .81 |
| S9. Acquire expressions  which are used in daily  routines. | 100 | N  R  ST  O  A | 0  1  4  12  3 | 0%  5%  20%  60%  15% | 3.85 | .74 |

As regard to statement six (table 13) about short story helping to improve students’ receptive vocabulary, the highest percentage of teachers accepted this item (M= 4.20, SD= .82).

Regarding statement ten, teachers stated that phrasal structures can be considered as the most difficult aspect for students in the EFL classroom (St 10, M= 3.95, SD= .82). This may be because of their literal and idiomatic meanings, the fact that meanings cannot be deduced from the constructive elements and also the complexity of the position of particles (Dilin, 2011). Furthermore, the result of the last query of research question one demonstrated that teachers agree with the proposal that short stories enhance phrasal structures (St 10, M= 3.95, SD= .82). Teachers also reported that short stories help students to learn the main literary terms which might enhance students’ vocabulary (St 8, M= 3.90, SD= .78).

Statement seven which looks at whether short stories help to develop students’ productive vocabulary, reported this item with a mean score of 3.85 and standard deviation of .81. This might be due to the fact that short stories seem to have the most potential to help students to enhance the four skills: reading, writing, listening and speaking (Pardede, 2011). On the other hand teachers stated that short stories help students to acquire expressions which are used in their daily routines (St 9, M= 3.85, SD= .74). Therefore, productive vocabulary can be produced. In conclusion the teachers’ opinion mainly supported the role of short stories in teaching vocabulary for their potential benefits in the process of improving vocabulary.

**The Strategies that Teachers Use to Improve Vocabulary through Studying Short Stories**

In this section, descriptive statistic results of the teachers’ responses about their strategies to improve vocabulary through studying short stories are presented in Table 14. Ten statements were designed to find out teachers’ perceptions about different strategies. The strategies were listed in descending order from the highest mean score to the lowest one. The means, standard deviation and frequencies of the responses were computed for each strategy.

As can be seen in table 14 statement one, the majority of the teachers (90%) agree that teachers used the strategy of using daily assignments to improve students’ vocabulary acquisition through short stories (M= 4.10). As it is noticed by the researcher, in the strategy of daily assignments generally students were asked to prepare their tasks for the next lesson, based on the teachers’ objectives towards teaching short stories. It has been noted that this strategy mostly emphasizes the literary elements rather than improving vocabulary (Sabir, 2010). Therefore, this strategy might be beneficial for short story comprehension, but might not enhance receptive and productive vocabulary in short stories.

Statement two, teachers accepted the strategy of describing the literary words in various contexts (M= 3.10, SD= .91). The mean score showed that this strategy can be used occasionally by the instructors depending on the needs of the classroom, but it might not be used as a main strategy to improve vocabulary. This is because the majority (65%) of the teachers claimed ‘sometimes’ to the strategy of describing literary words in various contexts. Furthermore, English language needs multiple exposures to acquire new words consequentially (Coady, 1997).

Table14

*The Strategies that Teachers Use to Improve Vocabulary in Studying Short Stories*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The strategies that I use to improve students’ vocabulary acquisition through short stories are:** | **St. N** | **1. Never**  **2. Rarely**  **3. Sometimes**  **4. Often**  **5. Always** | **Frequency** | **Percent** | **Mean** | **Std.**  **D** |
| S1. Teaching short stories  through the use of daily  assignment. | 100 | N  R  ST  O  A | 0  2  2  8  8 | 0%  10%  10%  40%  40% | 4.10 | .96 |
| S2. Describing the literary  words in various  contexts. | 100 | N  R  ST  O  A | 1  2  13  2  2 | 5%  10%  65%  10%  10% | 3.10 | .91 |
| S8. Using context clues in  the sentence to figure  out the word’s  meaning. | 100 | N  R  ST  O  A | 4  4  6  5  1 | 20%  20%  30%  25%  5% | 2.75 | 1.20 |
| S10. Setting up a review  schedule in which  new words are  elicited. | 100 | N  R  ST  O  A | 1  8  9  1  1 | 5%  40%  45%  5%  5% | 2.65 | .87 |
| S3. Explaining the  meaning of new words  and the way of using  them in written  contexts. | 100 | N  R  ST  O  A | 4  8  4  4  0 | 20%  40%  20%  20%  0% | 2.40 | 1.04 |

Regarding the strategy of using contextual clues in the sentence to figure out the words’ meaning, teachers sometimes used this strategy to teach short story in the EFL classroom (St 8, M= 2.75, SD= 1.20) . This strategy is considered as a key strategy for teaching vocabulary, it is also referred to as interactive word wall strategy [(Antonacci](http://knowledge.sagepub.com/view/contrib/642569) &  [O'Callaghan](http://knowledge.sagepub.com/view/contrib/642570), 2012).

Concerning the statement about the strategy of setting up a review schedule, the responses stated that teachers sometimes use this strategy (St 10, M= 2.65, SD= .87). As can be imagined, this strategy either is not widely used by teachers or it is used occasionally, depending on the class discussions. In responses to statement three, the strategy of explaining the meaning of new words and the method of using them in written contexts, teachers rejected to use this strategy (St 3, M= 2.40, SD= 1.04). Thus students might not be able to describe various relationships among words and as a result, the students will be unable to explore the word relationships for a deeper understanding ([Antonacci](http://knowledge.sagepub.com/view/contrib/642569) &  [O'Callaghan](http://knowledge.sagepub.com/view/contrib/642570), 2012).

As it can be seen in statement six, table 15, the responses claimed that teachers used the strategy of speaking techniques in vocabulary acquisition though studying short stories in the EFL classroom (M= 3.60, SD= 1.04). This might be because all the approaches and objectives of teaching short stories need class interaction, which encourage speaking techniques in the class. In statement seven, regarding the strategy of writing new words and expressions in a note book, teachers revealed the use of this strategy (M= 3.15, SD=.81). Writing techniques might be used alongside speaking techniques in teaching short stories based on teachers’ objectives. Therefore, this can affect developing productive vocabulary through teaching short stories. Harmer (2007) refers to the importance of integrating the skills into lesson plans as a main strategy, due to the fact that in communicative methods when learners communicate, they need to listen, write notes and read to understand.

Table15

*The Techniques that Teachers Use to Improve Vocabulary in Studying Short Stories*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **The strategies that I use to improve students’ vocabulary acquisition through short stories are:** | **St. N** | | **1. Never**  **2. Rarely**  **3. Sometimes**  **4. Often**  **5. Always** | **Frequency** | **Percent** | **Mean** | **Std.**  **D** |
| S6. Using speaking  techniques in  vocabulary acquisition. | 100 | N  R  ST  O  A | | 0  2  10  2  6 | 0%  10%  50%  10%  30% | 3.60 | 1.04 |
| S7. Writing new words and  expressions in a note  book. | 100 | N  R  ST  O  A | | 0  4  10  5  1 | 0%  20%  50%  25%  5% | 3.15 | .81 |
| S5. Using reading  techniques to  understand the text. | 100 | N  R  ST  O  A | | 4  5  2  4  5 | 20%  25%  10%  20%  25% | 3.05 | 1.53 |
| S9. Providing speaking  simulations which  enable the students to  use the new words in a  natural situation. | 100 | N  R  ST  O  A | | 1  5  9  4  1 | 5%  25%  45%  20%  5% | 2.95 | .94 |
| S4. Listening to word  phrases in authentic  sounding dialogues | 100 | N  R  ST  O  A | | 9  8  3  0  0 | 45%  40%  15%  0%  0% | 1.75 | .85 |

Relating to statement five, teachers indicated that they use the strategy of using reading techniques in teaching short stories (M= 3.05, SD= 1.53). With regards to the strategy of providing speaking simulations which enable students to use the new words in a natural situation, teachers reported that sometimes they use this strategy (M= 2.95, SD= .94). The result showed that this strategy might be changed according to the teachers’ lesson plans. This strategy has been identified as vocabulary journals, whereby students use to demonstrate their word experience and identify new words [(Antonacci](http://knowledge.sagepub.com/view/contrib/642569) &  [O'Callaghan](http://knowledge.sagepub.com/view/contrib/642570), 2012). In statement four, the strategy of listening to word phrases in authentic sounding dialogues, was rejected by instructors to use in teaching short stories (M= 1.75, SD= .85). It can be seen that both listening and reading techniques were not widely applied as main strategies to improve vocabulary by teachers in teaching short stories, thus receptive vocabulary acquisition might be reduced (Nation, 2001). Figure 9 below presents the percentages of listening, reading, speaking and writing techniques which stated by the teachers.

*Figure 5*.Strategies of Teaching Short Stories to Improve Vocabulary

**Teachers’ Attitudes towards Improving Students’ Vocabulary in Short** **Stories**

As table 16 demonstrates the teachers’ attitude toward students’ improving vocabulary reported a variety of opinions based on their experience. The statements were designed to figure out the students’ attitude in improving vocabulary, while they are studying short stories. Among the ten statements reported by twenty teachers, four difficulties were claimed most frequently: synonyms, multiword senses, paraphrasing texts and culture differences in vocabulary usage. Additionally, acquiring vocabulary through writing short stories, and listening to short stories were identified as the next most common difficulties. Students’ interests in the title of the short stories were considered conductive to acquiring vocabulary. The other three statements: teaching vocabulary in short stories, acquiring vocabulary through reading and speaking in short stories, although only mentioned by one or two respondents, also played an effective role in vocabulary acquisition.

Table 16 presents the results of the teachers’ attitudes to improve students’ vocabulary through short stories**.** According to statement three, the responses stated that teachers believed sometimes it is hard to teach vocabulary through listening to a short story (M= 2.70, SD= 1.12). This might be because teachers are not aware of the effect of the language skills including listening skill in teaching short stories. In addition to that, in terms of productive vocabulary, teachers claimed that sometimes it is the difficult to acquire vocabulary through writing (St 4, M= 2.60, SD= .82).

Table 16

*Teachers’ Attitudes towards Improving Students’ Receptive and Productive Vocabulary*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **My attitudes toward improving students’ vocabulary acquisition through short story are:** | **St. N** | **1. Never**  **2. Rarely**  **3. Sometimes**  **4. Often**  **5. Always** | **Frequency** | **Percent** | **Mean** | **Std.**  **D** |
| S3. It is difficult to acquire  vocabulary through  listening to short  stories. | 100 | N  R  ST  O  A | 3  6  6  4  1 | 15%  30%  30%  20%  5% | 2.70 | 1.12 |
| S4. It is difficult to acquire  vocabulary in short  stories through writing. | 100 | N  R  ST  O  A | 2  6  10  2  0 | 10%  30%  50%  10%  0% | 2.60 | .82 |
| S5. It is difficult to acquire  vocabulary in short  stories through  speaking. | 100 | N  R  ST  O  A | 7  4  5  3  1 | 35%20%  25%  15%  5% | 2.35 | 1.26 |
| S2. It is difficult to acquire  vocabulary through  reading short stories. | 100 | N  R  ST  O  A | 9  6  4  1  0 | 45%  30%  20%  5%  0% | 1.85 | .93 |
| S1. It is hard to teach  vocabulary in short  stories. | 100 | N  R  ST  O  A | 0  11  6  3  0 | 0%  55%  30%  15%  0% | 1.60 | .75 |

This indicates that some teachers regarded writing skills as a productive technique, while some others believed sometimes students’ face difficulty in acquiring vocabulary through writing. This might be because of the time limitation in the class or ambiguity of some literary expressions in short stories or lack of awareness in translating words from their native language to the target language (Folse, 2004).

Regarding to the statement of acquiring vocabulary in short stories through speaking, teachers claimed that sometimes it is difficult for students to acquire vocabulary through speaking skill (M= 2.35, SD= 1.26). The reason might be based on the lack of discussion by students in the classroom, or teachers’ objective with regard to vocabulary acquisition (Jabbar, 2012). Mainly, teachers presented various attitudes toward improving receptive and productive vocabulary, and these attitudes depended on their objectives of teaching and experience of teaching.

Concerning the difficulty of acquiring vocabulary through reading short stories, teachers rejected that students have difficulty (M= 1.85, SD= .93). Thus, teachers imagined that acquiring vocabulary through reading is easier than listening.

The majority of respondents opined that teachers rejected the hardness of teaching vocabulary through short stories. This might be because short stories can be taught by using the four skills beside the literary aims of teaching short stories (McKay, 2001). This indicates that teachers support teaching vocabulary in short stories, but they do not take into consideration their course plans as an objectives. Figure 10 shows the level of difficulties of the vocabulary acquisition in language skills. Figure 6 presents the percentage of teachers’ attitudes about the difficulty of the language skills in vocabulary acquisition.

*Figure 6*.Teacher’s Attitudes toward Students’ Difficulties in Vocabulary Acquisition

Table 17 presents students’ problems in vocabulary acquisition during studying short stories. As can be seen, the highest percentage of teachers believed that paraphrasing texts and synonyms are the most problematic tasks among EFL students. In addition teachers believed that students’ interest to the title of the short story increases vocabulary acquisition.

Regarding statement eight (table 17), the majority of teachers claimed that students face difficulty in paraphrasing texts in short stories (M= 3.95, SD= .94). Teachers believe that the difficulty of paraphrasing texts lead students to fail in their course exams (Sabir, 2010). Part of the reason might be dependent on the teachers’ writing techniques in teaching short stories and their objectives towards improving vocabulary. Another reason might be linked with the students’ lack of vocabulary knowledge (Nation, 2001).

Table 17

*Teachers’ Attitudes towards Improving Students’ Vocabulary in Short Stories*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **My attitudes toward improving students’ vocabulary acquisition through short story are**: | **St. N** | **1. Never**  **2. Rarely**  **3. Sometimes**  **4. Often**  **5. Always** | **Frequency** | **Percent** | **Mean** | **Std.**  **D** |
| S8. Students have  problems with  paraphrasing texts in  short stories. | 100 | N  R  ST  O  A | 0  1  6  6  7 | 0%  5%  30%  30%  35% | 3.95 | .94 |
| S9. Students’ interest in  the title of the short  stories affects  vocabulary acquisition. | 100 | N  R  ST  O  A | 0  2  4  9  5 | 0%  10%  20%  45%  25% | 3.85 | .93 |
| S6. Students have  difficulty with  synonyms. | 100 | N  R  ST  O  A | 0  0  8  8  4 | 0%  0%  40%  40%  20% | 3.80 | .76 |
| S7. Students have  difficulty with multi  word senses in short  stories. | 100 | N  R  ST  O  A | 0  1  6  10  3 | 0. %  5%  30%  50%  15% | 3.75 | .78 |
| S10. Students have  problems with culture  differences in  vocabulary usage. | 100 | N  R  ST  O  A | 0  1  9  8  2 | 0%  5%  45%  40%  10% | 3.55 | .75 |

In terms of how students’ interest in the title of the short story affects vocabulary acquisition, the teachers supported this item (St 9, M= 3.85, SD= .93). This indicates that teachers should focus on students’ age, level and needs, when they choose the title of short stories which might enhance vocabulary acquisition consequently (Cameron, 2001).

Responding to the statement six, teachers stated that students have difficulty with synonyms in short stories (M= 3.80, SD= .76). Teachers claimed that students have serious problems in identifying synonyms to describe words in short stories. Relative to the difficulty of multi word senses in short stories, teachers stated that students have difficulty in recognizing and using multi-word senses (St 7, M= 3.75, SD= .78). This finding is almost the same with the one about students’ learning synonyms. Therefore, it can be expected that synonyms and multi word senses of words have affected students’ vocabulary acquisition accordingly. On the other hand 30% of the responses stated ‘sometimes’ multi-word senses represent challenges to the students in short stories. This may be true particularly when students concentrate on the summary of events that they get from the internet rather than the original texts that they have to deal with for their daily assignments.

Related to the culture differences in vocabulary usage, the result scale showed teachers believed that students faced difficulties (St 10, M= 3.55, SD= .75). This is especially true in the EFL classroom: the way of thinking and viewing the world is determined by the language as in some languages a specific word is used for a single concept whereas in other languages several words are used to represent a specific concept. Therefore, the variation of social, cognitive and acquisition of school skills utilized cultural differences in everyday language usage (Anderson & Lightfoot, 2002).

**Teachers’ Perceptions on Using Short Stories according to Different Variables**

So as to identify whether the mean differences of the teachers’ statements are statistically significant, T-tests and one way ANOVA were conducted to compare the variables such as gender and years of experience. The data were analyzed based on significant relationships between the groups of participants at the value of (P<0.05) according to SPSS program version 20. Statistically, none of the significant relationships between teachers’ gender was found. Relatively according to their years of experience one significant relationship were found.

**Teaching Experience and Teachers’ Perceptions about Using Short Stories**

Table 18 presents statistically significant results of teachers, regarding their teaching experience. The data were analyzed by one-way ANOVA tests and followed by Post Hoc analysis (LSD).

Table18

*Significant ANOVA Results of Teachers’ Attitudes on Using Short Stories according to their Teaching Experience*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statement** | **Teaching**  **Experience** | **M** | **Comparing**  **Years of Teaching**  **Experience** | **M.D** | **F** | **Sig.** |
| S10 | Students have problems with culture differences in vocabulary usage. (d3) | 1-5  5-10  10+ | 1.66  1.28  1.85 | 1-5 & 10+ | -.95238-\* | 11.046 | .001 |
| 5-10& 10+ | -1.28571-\* |
| 5-10 & 1-5 | .95238\* |
| 10+ & 5-10 | 1.28571\* |

\*The mean difference is significant at the 0.05 level.

According to the results presented on Table 18, teachers attitudes toward improving students’ vocabulary acquisition through short story vary (P=.001) according to their teaching experience. The groups with teaching experience between one and five years, and the one with over ten years were more inclined to identify students’ problems with cultural differences in vocabulary usage with means of 1.66 and 1.85. The group of five to ten years teaching experience claimed that students are less aware of cultural differences of vocabulary usage with a mean score of 1.28. As can be seen the score of the means shows that the one to five year of teaching experience and the over 10 years of teaching experience believed students have more problem with cultural differences in vocabulary usage in the classroom. Whether, it is based on their class objectives or it depends on their methods of teaching which might focus on the content of elements rather than cultural differences of vocabulary use in short stories. Teachers with between five and ten years of teaching experience appear less stated that the students have problem with cultural differences in vocabulary usage. However, the mean differences of group 5-10 years of teaching experience as compared to the group of 1-5 was -1.28571-\* and to group of over 10 years of teaching experience was .95238\*.

**CHAPTER FIVE**

**CONCLUSIONS AND RECOMMENDATIONS**

**Presentation**

This chapter summarizes the study and the findings. Then it provides recommendation for teachers to improve vocabulary learning through short stories. Finally, a number of suggestions for further research are presented.

**Summary of the Results**

This study was designed to investigate the perceptions of teachers and students towards improving vocabulary through using short stories in the EFL classroom. As mentioned in chapter one since short stories offer an authentic model of language use, they are highly beneficial for use in EFL teaching programs. The discussion of this study shows that integrating language skills within short stories can be used to improve students’ vocabulary. However, teachers’ strategies were not encouraged all language skills appropriately during studying short stories. This represents a missed opportunity to make the learning process more productive in improving vocabulary. Since every teaching situation is unique in the University of Salahaddin, the strategies of studying short stories vary from classroom to classroom, from teacher to teacher and from college to college. Therefore the following questions were designed to achieve the aim of the study.

1. What is the role of the short stories in improving vocabulary?
2. What strategies do teachers use to improve vocabulary through short stories?
3. What are the teachers’ attitudes toward improving students’ vocabulary through short stories?
4. What are the students’ attitudes towards improving vocabulary through short stories?

**The Role of Short Stories to Improve Vocabulary**

The findings of this research shed light on three basic roles of short stories in learning vocabulary. First, students stated that short stories help them to enrich their vocabulary knowledge, become familiar with English culture, use literary words in their right context, follow the events of the story, connect the events with real life situations and acquire expressions which are easy to use in daily routines. Secondly, students implied that short stories help them to develop productive vocabulary (acquiring vocabulary through speaking and writing) rather than receptive vocabulary (acquiring vocabulary through reading and listening). This finding is based on the students’ experience in studying short stories and teachers’ strategies in teaching short stories. Thirdly, students claimed that short stories help them to learn words to which they were previously unaccustomed. Due to the fact that short stories cover various fields of life, students are given the opportunity to become familiar with different titles, and a variety of events.

Teachers commonly highlighted the role of short stories in improving vocabulary, as opposed to poetry, novels or dramas. This is because teachers think short stories have short events and the texts are easier for understanding (Arikan, 2005). Also they found that short stories enhance vocabulary acquisition in the right context of the target culture and assist students in acquiring commonplace expressions which are easy to use in daily routines. This is significant, since the students may become aware of some cultural differences between Kurdish and English vocabulary use. Furthermore, teachers identified short stories as ways of developing productive vocabulary and improving receptive vocabulary. However, most of the teachers think that students have different levels of frequency of use of language skills which affects the amount of vocabulary acquisition among students, in which one may have good receptive vocabulary but not well developed productive vocabulary (Sabir, 2010). This is noticed when students gain a high level of comprehension in reading, yet fail to acquire the same level of understanding in listening for example, or when certain students prove development in speaking whilst lacking it in writing fluency. For teachers, short stories can provide good exercises to demonstrate students’ reading, listening, writing and speaking abilities, which in turn enhances their vocabulary acquisition.

**The Strategies that Teachers Use to Improve Vocabulary through Short Stories**

The research was designed to explore the specific strategies that have been used in EFL classrooms in order to improve vocabulary acquisitions. The study was therefore based on identifying students’ and teachers’ perceptions. There were different perceptions between students’ and teachers’ responses about using the strategies. The teachers’ responses referred to some main strategies which were used in the classroom, while students claimed that these strategies were used occasionally.

The strategies that more than half of the students mainly reported were about teaching short stories through daily assignments and encouraging student discussion to develop the use of vocabulary in the right context. The strategies that the students reported as teachers ‘sometimes’ used in the class were: providing opportunities to learn synonyms, using reading techniques to understand the text, discussing literary words in various contexts and providing chances to say words in a natural situation. The strategies that the students rejected to be used by teachers in the class were focusing on each vocabulary item in context, using listening techniques to understand the text and setting up a review schedule in which words were elicited. The students’ responses widely referred to the fact that the teachers’ strategies concentrated on the literary elements such as symbolism, foreshadowing and characters rather than improving vocabulary acquisition.

The analysis of the teachers’ responses showed the only strategy that teachers mostly claimed they used in teaching short stories was the strategy of daily assignments and using speaking techniques. The other strategies are used less regularly depending on the class needs or teachers’ discussion. Thus teachers might not be concerned with improving vocabulary as an objective of their course plan. Rather, they focus on the literary aims of the short stories. This is unique with research findings which claimed that students face difficulty in vocabulary acquisition when the strategy does not cope with the procedures of acquiring vocabulary (Hossein, 2012). According to Hossein learners in EFL classes do not have a specific focus to apply a particular strategy more or less. This means that the teachers’ strategy of teaching vocabulary affects students’ vocabulary acquisition.

**Students’ Attitudes towards Improving Vocabulary through Short Stories**

The result obtained for the third research question demonstrated the students’ attitudes toward developing vocabulary through using short stories. Students mainly presented some difficulties in developing their vocabulary during studying short stories. The main difficulties that students stated were: the difficulty of acquiring vocabulary through listening to short stories, difficulty with multi-word senses in short stories, difficulty with mastering the meaning of words, difficulty in acquiring synonyms through studying short stories, difficulty with using their vocabulary knowledge to paraphrase texts and difficulty with comprehending English cultural differences in vocabulary usage. On the other hand the results claimed that students learn new words when they are interested in the title of the short story.

**Teachers’ Attitudes towards Improving Students’ Vocabulary through Short Stories**

The findings of the final research question showed the teachers’ attitude towards the improving students’ vocabulary through short stories. Similarly to the students’ attitudes, the teachers’ results identified that the difficulty of synonyms, multi word senses, paraphrasing texts and cultural differences of vocabulary usage. The findings also reported that the students’ interest in the title of the short stories affects vocabulary acquisition. Thus, there is a similarity between teachers’ and students attitudes toward the difficulties of vocabulary acquisition through using short stories.

**Students’ Perceptions according to their Gender and College**

The findings of the students’ perceptions showed that only three statements had significant differences based on gender differences. The statements were about discussing words in various contexts, providing chance to say words in a natural situation and the difficulty of acquiring vocabulary through reading a short story. The findings also showed that female students mainly presented higher mean scores compared to the male students. Therefore, the female students seemed to be more aware in discussing words, using words in a natural situation and having the difficulty of vocabulary acquisition through reading short stories.

According to the college differences, the findings indicated that students of the Basic-Education College had different perceptions compared to the students of the Education College. The result showed five significant differences of the statements based on colleges. The statements were providing opportunity to learn synonyms, using words in speaking and writing, using reading techniques to understand the text, the difficulty in paraphrasing texts and the difficulty of acquiring synonyms in short stories. The result showed that the College of Education provided more opportunity to learn synonyms through short stories and they have fewer problems in paraphrasing texts and difficulty of acquiring synonyms compared to the College of Basic-Education.

**Teachers’ Perceptions according to their Gender and Years of Experience**

The independent sample T-test was conducted to compare the variables of teachers’ gender and years of experience. The findings indicated that none of the statements had significant differences based on gender differences. One way ANOVA was conducted so as to compare the variables based on teachers’ years of experience. The findings indicated that only one statement had significant difference. The statement was about the problems of cultural differences in vocabulary usage. There were three choices to the variable of teachers’ years of experience: one to five, five to ten and over ten years of teaching experience. The result showed that the teachers with five to ten years experience had different perceptions with compare to the teachers with one to ten and over ten years experience. Regarding the statement of having problem with cultural differences in vocabulary usage, the findings indicated that teachers with five to ten years experience supported less this item. This means this group believes that their students have fewer problems with cultural differences in vocabulary usage. This result is unique with the finding of the best material to teach vocabulary, in which the result showed that teacher with five to ten years experience supported more using short stories in teaching vocabulary. Therefore, their students might have fewer problems with cultural differences in vocabulary usage.

**Recommendations**

The results indicated that short stories should be taken into consideration as the most beneficial material compared to dramas, novels and poetry to improve vocabulary in EFL classrooms. Moreover, short stories can be implemented in vocabulary acquisition for the other grades in the English departments of the College of Basic-Education and College of Education. The students’ levels, ages, interests and needs should also be taken into consideration. Based on the conclusion and findings of the present study the following recommendations are made:

1. The results indicated that teachers have positive attitudes toward teaching vocabulary through studying short stories. Therefore, vocabulary acquisition should be taken into consideration as the main objective in teachers’ course plans during studying short stories, so as to increase students’ vocabulary knowledge.
2. Students reported that daily assignments are used as the main strategy in the short story courses. Additionally, students showed that this strategy does not focus on improving vocabulary. Therefore, it is suggested that vocabulary acquisition should be concentrated in the teachers’ strategies during teaching short stories.
3. Students stated that they have difficulty in acquiring vocabulary through reading and listening and less difficulty with writing and speaking. Therefore, teachers need to develop ways to improve vocabulary through reading and listening during teaching short stories, so as to develop students’ receptive vocabulary as well.
4. Since teachers supported the use of the target language in teaching short stories, multi word senses and synonyms need being paid more attention to while teachers teach short stories. This can be done through discussing every new words and expressions and providing chance to say words in the natural situations.
5. Based on the students’ and teachers’ attitudes toward the difficulties of vocabulary acquisition in short stories, cultural differences in vocabulary usage and paraphrasing texts should be focused by teachers in improving students’ vocabulary through studying short stories.

**Suggestions for Further Researches**

In the light of the findings and conclusions the researcher suggests the following:

1. It is suggested that conducting an experimental study about the teaching vocabulary through using short stories for the first year students of colleges might indicate the importance of using short stories in vocabulary acquisition in the EFL classroom.
2. The findings showed that teachers and students are not aware of using language skills in studying short stories. Therefore, it is expected that a study about the role of short stories in improving language skills might give some conceptions to the teachers and students about the role of short stories in improving English proficiency.
3. Students and teachers mostly stated about the difficulties of cultural differences in vocabulary usage. It is suggested that a research about the role of short stories in increasing cultural awareness of vocabulary usage might enrich students’ vocabulary acquisition. This is true when the students recognize the English culture, due to the authentic language that has been used in short stories.
4. The findings presented that the students of Basic-Education College and Education College face difficulties while studying short stories, due to applying inappropriate strategies for improving vocabulary by the teachers. Conducting a study about the difficulty of vocabulary acquisition in secondary schools might contribute to understand the teachers’ strategies in teaching short stories in secondary schools.
5. The findings of the study mainly indicated that teachers’ strategies were not effective in improving students’ vocabulary. It is suggested that researching about the importance of adapting appropriate strategies to improve vocabulary in the EFL classroom might enhance teachers to encourage students’ vocabulary acquisition.

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**APPENDICES**

**Appendix A**

**Students’ Questionnaire**

"Dear participant you are kindly requested to complete this questionnaire. This study is voluntary; your answers will form part of a statistical study and will not identify you as an individual"

Title of Research

**Teachers' and Students' Perceptions towards Improving Vocabulary through Using Short Stories in the EFL Classroom**

Researcher:Saman A. Hasan

Email Address:[Samanelt@ymail.com](mailto:Samanelt@ymail.com)

**Part: A**

Please provide the following background information**.**

**Gender:** Male Female

**College:** Education Basic -Education

**Part: B**

**Tick (√) the option which best reflects your opinion.**

**A**= always **O**= often **ST=** sometimes **R**=rarely **N**= never

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Learning vocabulary through short stories helps me to: | | **A** | **O** | **ST** | **R** | **N** |
| **Statements** | |
| 1 | Enrich vocabulary knowledge. |  |  |  |  |  |
| 2 | Use words in speaking and writing. |  |  |  |  |  |
| 3 | Be familiar with English culture. |  |  |  |  |  |
| 4 | Use literary words in their right context. |  |  |  |  |  |
| 5 | Follow the events of the story. |  |  |  |  |  |
| 6 | Connect the events with the real situations of life. |  |  |  |  |  |
| 7 | Acquire expressions which are easy to use in daily routines. |  |  |  |  |  |
| 8 | Enhance receptive vocabulary. |  |  |  |  |  |
| 9 | Develop productive vocabulary. |  |  |  |  |  |
| 10 | Learn words which I haven’t seen before. |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. the strategy that teachers use to improve my vocabulary acquisition through the short stories are: | | **A** | **O** | **ST** | **R** | **N** |
| **Statements** | |
| **1-** | Teaching short stories through daily assignment. |  |  |  |  |  |
| **2-** | Focus to each vocabulary item in context. |  |  |  |  |  |
| **3-** | Providing opportunity to learn synonyms. |  |  |  |  |  |
| **4-** | Using reading techniques to understand the text. |  |  |  |  |  |
| **5-** | Using listening techniques to understand the text. |  |  |  |  |  |
| **6-** | Discussing literary words in various contexts. |  |  |  |  |  |
| **7-** | Writing every new words and expressions. |  |  |  |  |  |
| **8-** | Encouraging discussion to use words in the right context. |  |  |  |  |  |
| **9-** | Setting up a review schedule in which words are elicited. |  |  |  |  |  |
| **10** | Providing chance to say words in a natural situation. |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. My attitude toward developing vocabulary acquisition through short stories are: | | **A** | **O** | **ST** | **R** | **N** |
| **Statements** | |
| **1** | It is difficult to acquire vocabulary through reading a short story. |  |  |  |  |  |
| **2** | It is difficult to acquire vocabulary through listening to a short story. |  |  |  |  |  |
| **3** | It is difficult to develop vocabulary through writing in a short story. |  |  |  |  |  |
| **4** | It is difficult to develop vocabulary in a short story through speaking. |  |  |  |  |  |
| **5** | I have difficulty with multi word senses in short stories. |  |  |  |  |  |
| **6** | I have difficulty with mastering the meaning of words. |  |  |  |  |  |
| **7** | I have difficulty to acquire synonyms through studying short stories. |  |  |  |  |  |
| **8** | I have problem with using my vocabulary knowledge to paraphrase texts in short story. |  |  |  |  |  |
| **9** | I have problems with comprehending English culture differences in vocabulary usage. |  |  |  |  |  |
| **10** | I learn new words when I am interested with title of the short story. |  |  |  |  |  |

**Appendix B**

Teachers’ Questionnaire

Dear participant you are kindly requested to complete this questionnaire. This study is voluntary; your answers will form part of a statistical study and will not identify you as an individual

Title of Research

**Teachers' and Students' Perceptions towards Improving Vocabulary through Using Short Stories in the EFL Classroom**

Researcher:Saman A. Hasan

Email Address:[Samanelt@ymail.com](mailto:Samanelt@ymail.com)

Mobile: 0750 467 1544

**Part: A**

Please answer the following background information**.**

**Gender:** Male Female

**Years of Experience**: 1-5 5-10 10 +

**Part: B**

1. What material do you prefer to use for the teaching of vocabulary?

Drama

Novel

Poetry

Short story

1. When you teach vocabulary, which language do you use most of the times?

English Language

My native language

Depends

Both

1. Which of the skills best reflect teaching vocabulary through short stories?

Check all that apply

Reading

Writing

Listening

Speaking

1. Tick (√) the option which best reflects your opinion.

**A**= always **O**= often **ST=** sometimes **R**=rarely **N**= never

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Studying short stories helps students to: | | **A** | **O** | **ST** | **R** | **N** |
| **Statements** | |
| 1 | Learn new English vocabulary. |  |  |  |  |  |
| 2 | Learn new words about the target culture and then compare with their own culture. |  |  |  |  |  |
| 3 | Use literary words in their right context. |  |  |  |  |  |
| 4 | Use the text book to increase the comprehension of the story |  |  |  |  |  |
| 5 | Enhance vocabulary acquisition |  |  |  |  |  |
| 6 | Improve receptive vocabulary. |  |  |  |  |  |
| 7 | Develop productive vocabulary. |  |  |  |  |  |
| 8 | Learn the main literary terms about short stories. |  |  |  |  |  |
| 9 | Acquire expressions which are used in daily routines. |  |  |  |  |  |
| 10 | Learn phrasal words. |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. The strategies that I use to improve students’ vocabulary acquisition through short stories are: | | **A** | **O** | **ST** | **R** | **N** |
| **Statements** | |
| 1 | Teaching short stories through the use of daily assignment. |  |  |  |  |  |
| 2 | Describing the literary words in various contexts. |  |  |  |  |  |
| 3 | Explaining the meaning of new words and the way of using them in written contexts. |  |  |  |  |  |
| 4 | Listening to word phrases in authentic sounding dialogues |  |  |  |  |  |
| 5 | Using reading techniques to understand the text. |  |  |  |  |  |
| 6 | Using speaking techniques in vocabulary acquisition. |  |  |  |  |  |
| 7 | Writing new words and expressions in a note book. |  |  |  |  |  |
| 8 | Using context clues in the sentence to figure out the word’s meaning. |  |  |  |  |  |
| 9 | Providing speaking simulations which enable the students to use the new words in a natural situation. |  |  |  |  |  |
| 10 | Setting up a review schedule in which new words are elicited. |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. My attitudes toward improving students’ vocabulary acquisition through short story are: | | **A** | **O** | **ST** | **R** | **N** |
| **Statements** | |
| 1 | It is hard to teach vocabulary in short stories. |  |  |  |  |  |
| 2 | It is difficult to acquire vocabulary through reading short stories. |  |  |  |  |  |
| 3 | It is difficult to acquire vocabulary through listening to short stories. |  |  |  |  |  |
| 4 | It is difficult to acquire vocabulary in short stories through writing. |  |  |  |  |  |
| 5 | It is difficult to acquire vocabulary in short stories through speaking. |  |  |  |  |  |
| 6 | Students have difficulty with synonyms. |  |  |  |  |  |
| 7 | Students have difficulty with multi word senses in short stories. |  |  |  |  |  |
| 8 | Students have problems with paraphrasing texts in short stories. |  |  |  |  |  |
| 9 | Students’ interest in the title of the short stories affects vocabulary acquisition. |  |  |  |  |  |
| 10 | Students have problems with culture differences in vocabulary usage. |  |  |  |  |  |

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**Appendix D**

SAMPLE T-TEST OF STUDENTS’ ATTITUDES ACCORDING TO THEIR GENDER

**Students’ Perceptions towards the Role of Short Stories according to their Gender**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statements** | **G** | **N** | **M** | **SD** | **Sig.** |
| S1 | Enrich vocabulary knowledge. | M  F | 34  66 | 3.9412  4.1970 | .95159  .84525 | .776 |
| S2 | Use words in speaking and writing. | M  F | 34  66 | 3.6765  3.9091 | .91189  .95639 | .527 |
| S3 | Be familiar with English culture. | M  F | 34  66 | 3.5882  3.7424 | 1.04787  1.07146 | .866 |
| S4 | Use literary words in their right context. | M  F | 34  66 | 3.4706  3.4545 | .86112  .88024 | .848 |
| S5 | Go on with the events of the story. | M  F | 34  66 | 3.8529  3.9242 | 1.07682  .99708 | .738 |
| S6 | Connect the events with the real situations of life. | M  F | 34  66 | 3.7647  3.8788 | 1.07475  1.10266 | .739 |
| S7 | Acquire expressions which are easy to use in daily routines. | M  F | 34  66 | 3.6765  3.5455 | .97610  .91453 | .553 |
| S8 | Enhance receptive vocabulary. | M  F | 34  66 | 3.6471  3.7424 | .91725  1.05700 | .133 |
| S9 | Develop productive vocabulary. | M  F | 34  66 | 3.8529  3.8333 | .89213  1.11746 | .142 |
| S10 | Learn words which I haven’t seen before. | M  F | 34  66 | 4.1176  4.4545 | 1.17460  .91453 | .395 |

**Students’ Perceptions towards the Strategies of Using Short Stories according to their Gender**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statements** | **G** | **N** | **M** | **SD** | **Sig.** |
| S1 | Teaching short stories through daily assignment. | M  F | 34  66 | 3.6176  3.9545 | 1.18103  1.22074 | .648 |
| S2 | Focus to each vocabulary item in context. | M  F | 34  66 | 2.0294  2.5909 | 1.31392  1.31239 | .197 |
| S3 | Providing opportunity to learn synonyms. | M  F | 34  66 | 2.9118  3.0152 | 1.44322  1.31842 | .268 |
| S4 | Using reading techniques to understand the text. | M  F | 34  66 | 2.5882  3.2273 | 1.01854  1.18705 | .248 |
| S5 | Using listening techniques to understand the text. | M  F | 34  66 | 2.1471  1.8485 | 1.04830  1.08475 | .960 |
| S6 | Discussing literary words in various contexts. | M  F | 34  66 | 3.0882  3.2576 | .86577  1.19371 | .009 |
| S7 | Writing every new words and expressions in a note book. | M  F | 34  66 | 3.9706  3.9848 | 1.05845  1.12991 | .435 |
| S8 | Encouraging discussion to use words in the right context. | M  F | 34  66 | 3.5882  3.4848 | 1.28199  1.24335 | .731 |
| S9 | Setting up a review schedule in which words are elicited. | M  F | 34  66 | 2.7647  2.7576 | 1.07475  1.08217 | .871 |
| S10 | Providing chance to say words in a natural situation. | M  F | 34  66 | 3.0294  3.5758 | .90404  1.03865 | .044 |

**Students’ Attitudes towards Using of Short Stories according to their Gender**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statements** | **G** | **N** | **M** | **SD** | **Sig.** |
| S1 | It is difficult to acquire vocabulary through reading a short story. | M  F | 34  66 | 2.6471  2.6515 | .84861  1.17004 | .015 |
| S2 | It is difficult to acquire vocabulary through listening to a short story. | M  F | 34  66 | 3.0294  2.6970 | 1.08670  1.20217 | .231 |
| S3 | It is difficult to develop vocabulary through writing in a short story. | M  F | 34  66 | 2.6765  2.8030 | 1.12062  1.08443 | .277 |
| S4 | It is difficult to develop vocabulary in a short story through speaking. | M  F | 34  66 | 2.7647  2.7879 | 1.12973  1.03054 | .330 |
| S5 | I have difficulty with multi word senses in short stories. | M  F | 34  66 | 3.4412  2.8636 | 1.07847  1.03606 | .293 |
| S6 | I have difficulty with mastering the meaning of words. | M  F | 34  66 | 3.3235  2.8939 | .84282  .94672 | .982 |
| S7 | I have difficulty to acquire synonyms through studying short stories. | M  F | 34  66 | 2.9706  3.0606 | 1.14111  1.06524 | .497 |
| S8 | I have problem with using my vocabulary knowledge to paraphrase texts in short story. | M  F | 34  66 | 3.0294  3.0758 | .99955  1.15440 | .347 |
| S9 | I have problems with comprehending English culture differences in vocabulary usage. | M  F | 34  66 | 3.3529  3.0758 | .91725  1.08572 | .707 |
| S10 | I learn new words when I am interested with title of the short story. | M  F | 34  66 | 3.8824  4.1667 | 1.09447  1.15803 | .763 |

**Appendix E**

SAMPLE T-TEST OF STUDENTS’ ATTITUDES ACCORDING TO THEIR COLLEGE

**Students’ Perceptions towards the Role of Short Stories according to their College**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statements** | **C** | **N** | **M** | **SD** | **Sig.** |
| S1 | Enrich vocabulary knowledge. | Edu  Basic | 52  48 | 4.0385  4.1875 | .96936  .78973 | .776 |
| S2 | Use words in speaking and writing. | Edu  Basic | 52  48 | 3.7885  3.8750 | 1.03538  .84110 | .527 |
| S3 | Be familiar with English culture. | Edu  Basic | 52  48 | 3.5385  3.8542 | 1.11076  .98908 | .866 |
| S4 | Use literary words in their right context. | Edu  Basic | 52  48 | 3.2115  3.7292 | .87080  .79197 | .848 |
| S5 | Go on with the events of the story. | Edu  Basic | 52  48 | 3.6923  4.1250 | 1.05790  .93683 | .738 |
| S6 | Connect the events with the real situations of life. | Edu  Basic | 52  48 | 3.8269  3.8542 | 1.02366  1.16673 | .739 |
| S7 | Acquire expressions which are easy to use in daily routines. | Edu  Basic | 52  48 | 3.5577  3.6250 | .91638  .95928 | .553 |
| S8 | Enhance receptive vocabulary. | Edu  Basic | 52  48 | 3.6154  3.8125 | 1.06925  .93754 | .133 |
| S9 | Develop productive vocabulary. | Edu  Basic | 52  48 | 3.7692  3.9167 | 1.02164  1.02164 | .142 |
| S10 | Learn words which I haven’t seen before. | Edu  Basic | 52  48 | 4.2885  4.3958 | 1.07259  .96182 | .395 |

**Students’ Perceptions towards the Strategies of Using Short Stories according to their College**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statements** | **C** | **N** | **M** | **SD** | **Sig.** |
| S1 | Teaching short stories through daily assignment. | Edu  Basic | 52  48 | 3.6154  4.0833 | 1.27038  1.10768 | .069 |
| S2 | Focus to each vocabulary item in context. | Edu  Basic | 52  48 | 2.4615  2.3333 | 1.22813  1.44889 | .095 |
| S3 | Providing opportunity to learn synonyms. | Edu  Basic | 52  48 | 3.1538  2.7917 | 1.21081  1.48694 | .025 |
| S4 | Using reading techniques to understand the text. | Edu  Basic | 52  48 | 2.9615  3.0625 | 1.32785  .97645 | .010 |
| S5 | Using listening techniques to understand the text. | Edu  Basic | 52  48 | 2.0000  1.8958 | 1.10258  1.05668 | .148 |
| S6 | Discussing literary words in various contexts. | Edu  Basic | 52  48 | 3.1154  3.2917 | 1.06004  1.12908 | .405 |
| S7 | Writing every new words and expressions in a note book. | Edu  Basic | 52  48 | 4.0385  3.9167 | 1.08396  1.12672 | .701 |
| S8 | Encouraging discussion to use words in the right context. | Edu  Basic | 52  48 | 3.7115  3.3125 | 1.17718  1.30720 | .349 |
| S9 | Setting up a review schedule in which words are elicited. | Edu  Basic | 52  48 | 2.8846  2.6250 | 1.04138  1.10367 | .312 |
| S10 | Providing chance to say words in a natural situation. | Edu  Basic | 52  48 | 3.5385  3.2292 | .91740  1.11545 | .349 |

**Students’ Attitudes towards Using of Short Stories according to their College**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statements** | **C** | **N** | **M** | **SD** | **Sig.** |
| S1 | It is difficult to acquire vocabulary through reading a short story. | Edu  Basic | 52  48 | 2.6731  2.6250 | 1.00433  1.14157 | .302 |
| S2 | It is difficult to acquire vocabulary through listening to a short story. | Edu  Basic | 52  48 | 2.7500  2.8750 | 1.10036  1.24840 | .383 |
| S3 | It is difficult to develop vocabulary through writing in a short story. | Edu  Basic | 52  48 | 2.7308  2.7917 | 1.05003  1.14777 | .426 |
| S4 | It is difficult to develop vocabulary in a short story through speaking. | Edu  Basic | 52  48 | 2.7308  2.8333 | .95210  1.17298 | .261 |
| S5 | I have difficulty with multi word senses in short stories. | Edu  Basic | 52  48 | 2.9808  3.1458 | 1.09348  1.07168 | .643 |
| S6 | I have difficulty with mastering the meaning of words. | Edu  Basic | 52  48 | 3.0385  3.0417 | .86232  1.00970 | .117 |
| S7 | I have difficulty to acquire synonyms through studying short stories. | Edu  Basic | 52  48 | 3.0192  3.0417 | .87426  1.28756 | .003 |
| S8 | I have problem with using my vocabulary knowledge to paraphrase texts in short story. | Edu  Basic | 52  48 | 2.9615  3.1667 | .96936  1.22619 | .010 |
| S9 | I have problems with comprehending English culture differences in vocabulary usage. | Edu  Basic | 52  48 | 3.3077  3.0208 | 1.03920  1.02084 | .233 |
| S10 | I learn new words when I am interested with title of the short story. | Edu  Basic | 52  48 | 4.1923  3.9375 | 1.01050  1.26165 | .153 |

**Appendix F**

SAMPLE T-TEST OF TEACHERS’ ATTITUDES ACCORDING TO THEIR GENDER

**Teachers’ Perceptions towards the Role of Short Stories according to their Gender**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statements** | **G** | **N** | **M** | **SD** | **Sig.** |
| S1 | Learn new English vocabulary. | M  F | 10  10 | 4.40  4.50 | .30  .22 | .146 |
| S2 | Learn new words about the target culture and then compare with their own culture. | M  F | 10  10 | 3.80  4.00 | .42  .66 | .665 |
| S3 | Use literary words in their right context. | M  F | 10  10 | 3.70  4.30 | .94  .82 | .765 |
| S4 | Use the text book to increase the comprehension of the story | M  F | 10  10 | 3.50  4.10 | .97  .87 | .702 |
| S5 | Enhance vocabulary acquisition | M  F | 10  10 | 4.30  4.40 | .67  .84 | .318 |
| S6 | Improve receptive vocabulary. | M  F | 10  10 | 3.90  4.50 | .56  .70 | .167 |
| S7 | Develop productive vocabulary. | M  F | 10  10 | 3.70  4.00 | .94  .66 | .037 |
| S8 | Learn the main literary terms about short stories. | M  F | 10  10 | 3.70  4.10 | .82  .73 | .406 |
| S9 | Acquire expressions which are used in daily routines. | M  F | 10  10 | 3.60  4.10 | .84  .56 | .116 |
| S10 | Learn phrasal words. | M  F | 10  10 | 4.00  3.90 | .94  .73 | .824 |

**Teachers’ Perceptions towards the Strategies of Teaching Short Stories according to their Gender**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statements** | **G** | **N** | **M** | **SD** | **Sig.** |
| S1 | Teaching short stories through the use of daily assignment. | M  F | 10  10 | 4.00  4.20 | .94  1.03 | .500 |
| S2 | Describing the literary words in various contexts. | M  F | 10  10 | 2.90  3.30 | 1.10  .67 | .371 |
| S3 | Explaining the meaning of new words and the way of using them in written contexts. | M  F | 10  10 | 2.60  2.20 | .84  1.22 | .146 |
| S4 | Listening to word phrases in authentic sounding dialogues | M  F | 10  10 | 1.70  1.80 | .67  1.03 | .279 |
| S5 | Using reading techniques to understand the text. | M  F | 10  10 | 2.50  3.60 | 1.26  1.64 | .121 |
| S6 | Using speaking techniques in vocabulary acquisition. | M  F | 10  10 | 3.40  3.80 | .96  1,13 | .283 |
| S7 | Writing new words and expressions in a note book. | M  F | 10  10 | 3.20  3.10 | .91  .73 | .558 |
| S8 | Using context clues in the sentence to figure out the word’s meaning. | M  F | 10  10 | 2.50  3.20 | 1.26  1.15 | .328 |
| S9 | Providing speaking simulations which enable the students to use the new words in a natural situation. | M  F | 10  10 | 2.60  3.30 | .84  .94 | .712 |
| S10 | Setting up a review schedule in which new words are elicited. | M  F | 10  10 | 2.40  2.90 | .69  .99 | 1.000 |

**Teachers’ Attitudes towards Using Short Stories according to their Gender**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statements** | **G** | **N** | **M** | **SD** | **Sig.** |
| S1 | Learn new English vocabulary. | M  F | 10  10 | 1.60  1.60 | .84  .69 | .433 |
| S2 | Learn new words about the target culture and then compare with their own culture. | M  F | 10  10 | 1.80  1.90 | .78  1.10 | .250 |
| S3 | Use literary words in their right context. | M  F | 10  10 | 2.70  2.70 | .94  1.33 | .216 |
| S4 | Use the text book to increase the comprehension of the story | M  F | 10  10 | 2.60  2.60 | 1.07  .51 | .034 |
| S5 | Enhance vocabulary acquisition | M  F | 10  10 | 2.30  2.40 | 1.25  1.34 | .734 |
| S6 | Improve receptive vocabulary. | M  F | 10  10 | 3.70  3.90 | .67  .87 | .366 |
| S7 | Develop productive vocabulary. | M  F | 10  10 | 3.70  3.80 | .82  .78 | .923 |
| S8 | Learn the main literary terms about short stories. | M  F | 10  10 | 4.00  3.90 | .94  .99 | .228 |
| S9 | Acquire expressions which are used in daily routines. | M  F | 10  10 | 4.00  3.70 | .81  1.05 | .397 |
| S10 | Learn phrasal words. | M  F | 10  10 | 3.20  3.90 | .63  .73 | .757 |

**Appendix G**

LSD RESULTS OF TEACHERS’ ATTITUDES ACCORDING TO THEIR YEARS OF EXPERIENCE

**Teachers’ Perceptions towards the Role of Short Stories based on their Years of Experience**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statements** | **Years of Experience** | **N** | **M** | **SD** | **Sig.** |
| S1 | Learn new English vocabulary. | 1-5 | 6 | 4.8333 | .40825 | .051 |
| 5-10 | 7 | 4.7143 | .75593 |
| 10+ | 7 | 3.8571 | .89974 |
| S2 | Learn new words about the target culture and then compare with their own culture. | 1-5 | 6 | 4.0000 | .89443 | .881 |
| 5-10 | 7 | 3.8571 | .37796 |
| 10+ | 7 | 3.8571 | .37796 |
| S3 | Use literary words in their right context. | 1-5 | 6 | 4.3333 | .81650 | .594 |
| 5-10 | 7 | 3.8571 | .89974 |
| 10+ | 7 | 3.8571 | 1.06904 |
| S4 | Use the text book to increase the comprehension of the story | 1-5 | 6 | 4.3333 | 1.03280 | .273 |
| 5-10 | 7 | 3.5714 | 1.13389 |
| 10+ | 7 | 3.5714 | .53452 |
| S5 | Enhance vocabulary acquisition | 1-5 | 6 | 4.5000 | .83666 | .316 |
| 5-10 | 7 | 4.5714 | .53452 |
| 10+ | 7 | 4.0000 | .81650 |
| S6 | Improve receptive vocabulary. | 1-5 | 6 | 4.3333 | .51640 | .868 |
| 5-10 | 7 | 4.1429 | .89974 |
| 10+ | 7 | 4.1429 | .69007 |
| S7 | Develop productive vocabulary. | 1-5 | 6 | 4.0000 | .89443 | .835 |
| 5-10 | 7 | 3.7143 | .95119 |
| 10+ | 7 | 3.8571 | .69007 |
| S8 | Learn the main literary terms about short stories. | 1-5 | 6 | 4.3333 | .81650 | .288 |
| 5-10 | 7 | 3.7143 | .75593 |
| 10+ | 7 | 3.7143 | .75593 |
| S9 | Acquire expressions which are used in daily routines. | 1-5 | 6 | 3.6667 | .51640 | .456 |
| 5-10 | 7 | 4.1429 | .69007 |
| 10+ | 7 | 3.7143 | .95119 |
| S10 | Learn phrasal words. | 1-5 | 6 | 3.8333 | .75277 | .419 |
| 5-10 | 7 | 4.2857 | .75593 |
| 10+ | 7 | 3.7143 | .95119 |

**Teachers’ Perceptions towards Using Strategies in Teaching Short Stories based on their Years of Experience**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statements** | **Years of Experience** | **N** | **M** | **SD** | **Sig.** |
| S1 | Teaching short stories through the use of daily assignment. | 1-5 | 6 | 4.0000 | 1.09545 | .544 |
| 5-10 | 7 | 4.4286 | .53452 |
| 10+ | 7 | 3.8571 | 1.21499 |
| S2 | Describing the literary words in various contexts. | 1-5 | 6 | 3.0000 | 1.09545 | .955 |
| 5-10 | 7 | 3.1429 | 1.21499 |
| 10+ | 7 | 3.1429 | .37796 |
| S3 | Explaining the meaning of new words and the way of using them in written contexts. | 1-5 | 6 | 2.1667 | .75277 | .800 |
| 5-10 | 7 | 2.5714 | .78680 |
| 10+ | 7 | 2.4286 | 1.51186 |
| S4 | Listening to word phrases in authentic sounding dialogues | 1-5 | 6 | 1.1667 | .40825 | .051 |
| 5-10 | 7 | 1.7143 | .48795 |
| 10+ | 7 | 2.2857 | 1.11270 |
| S5 | Using reading techniques to understand the text. | 1-5 | 6 | 2.3333 | 1.36626 | .113 |
| 5-10 | 7 | 2.7143 | 1.70434 |
| 10+ | 7 | 4.0000 | 1.15470 |
| S6 | Using speaking techniques in vocabulary acquisition. | 1-5 | 6 | 3.5000 | 1.22474 | .938 |
| 5-10 | 7 | 3.7143 | 1.25357 |
| 10+ | 7 | 3.5714 | .78680 |
| S7 | Writing new words and expressions in a note book. | 1-5 | 6 | 2.6667 | .81650 | .215 |
| 5-10 | 7 | 3.4286 | .53452 |
| 10+ | 7 | 3.2857 | .95119 |
| S8 | Using context clues in the sentence to figure out the word’s meaning. | 1-5 | 6 | 2.3333 | 1.36626 | .507 |
| 5-10 | 7 | 2.7143 | .95119 |
| 10+ | 7 | 3.1429 | 1.34519 |
| S9 | Providing speaking simulations which enable the students to use the new words in a natural situation. | 1-5 | 6 | 2.6667 | .81650 | .677 |
| 5-10 | 7 | 3.0000 | 1.29099 |
| 10+ | 7 | 3.1429 | .69007 |
| S10 | Setting up a review schedule in which new words are elicited. | 1-5 | 6 | 2.8333 | 1.16905 | .710 |
| 5-10 | 7 | 2.4286 | .53452 |
| 10+ | 7 | 2.7143 | .95119 |

**Teachers’ Attitudes towards Teaching Short Stories based on their Years of Experience**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St.**  **N** | **Statements** | **Years of Experience** | **N** | **M** | **SD** | **Sig.** |
| S1 | It is hard to teach vocabulary in short stories. | 1-5 | 6 | 1.6667 | .81650 | .374 |
| 5-10 | 7 | 1.2857 | .48795 |
| 10+ | 7 | 1.8571 | .89974 |
| S2 | It is difficult to acquire vocabulary through reading short stories | 1-5 | 6 | 1.8333 | .75277 | .064 |
| 5-10 | 7 | 1.2857 | .75593 |
| 10+ | 7 | 2.4286 | .97590 |
| S3 | It is difficult to acquire vocabulary through listening to short stories | 1-5 | 6 | 2.6667 | 1.03280 | .051 |
| 5-10 | 7 | 2.0000 | .81650 |
| 10+ | 7 | 3.4286 | 1.13389 |
| S4 | It is difficult to acquire vocabulary in short stories through writing. | 1-5 | 6 | 2.3333 | 1.03280 | .286 |
| 5-10 | 7 | 2.4286 | .78680 |
| 10+ | 7 | 3.0000 | .57735 |
| S5 | It is difficult to acquire vocabulary in short stories through speaking. | 1-5 | 6 | 2.1667 | 1.16905 | .229 |
| 5-10 | 7 | 1.8571 | 1.21499 |
| 10+ | 7 | 3.0000 | 1.29099 |
| S6 | Students have difficulty with synonyms. | 1-5 | 6 | 3.5000 | .54772 | .514 |
| 5-10 | 7 | 3.8571 | .89974 |
| 10+ | 7 | 4.0000 | .81650 |
| S7 | Students have difficulty with multi word senses in short stories. | 1-5 | 6 | 3.5000 | 1.04881 | .673 |
| 5-10 | 7 | 3.8571 | .69007 |
| 10+ | 7 | 3.8571 | .69007 |
| S8 | Students have problems with paraphrasing texts in short stories. | 1-5 | 6 | 3.8333 | .75277 | .815 |
| 5-10 | 7 | 3.8571 | 1.21499 |
| 10+ | 7 | 4.1429 | .89974 |
| S9 | Students’ interest in the title of the short stories affects vocabulary acquisition. | 1-5 | 6 | 4.0000 | .89443 | .872 |
| 5-10 | 7 | 3.8571 | 1.06904 |
| 10+ | 7 | 3.7143 | .95119 |
| S10 | Students have problems with culture differences in vocabulary usage. | 1-5 | 6 | 3.3333 | .51640 | .001 |
| 5-10 | 7 | 3.0000 | .57735 |
| 10+ | 7 | 4.2857 | .48795 |



