# The Role of Short Stories in Improving Vocabulary of Kurdish EFL Learners

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# ABSTRACT

The current study aimed to investigate the effects of short stories on vocabulary development of pre-intermediate Kurdish EFL leaners. To this end, 40 students enrolled in Raparin Non- Governmental Institute for Computer Science in Kurdistan region of Iraq, participated in this study. To determine the level of the participants, Oxford Placement Test was administered and the participants were randomly placed in two equal groups (control & experimental). A vocabulary proficiency test (pre-test) was also administered to the participants to see whether they were homogenous in terms of their vocabulary knowledge. During the study, the experimental group used the course book (Hughes, 2006) and short stories (*Lost and Found, Anniversary Day, Act like the Others, A Secret Talent, and Online Dating and True Adventure Stories*) as taching materials while the control group used only the course book. To see the difference between the control and experimental groups at the end of the course, the same vocabulary proficiency test was given to the participants in both groups as a posttest. The participants also completed the vocabulary learning strategy survey. Data collected through the aforementioned instruments were analyzed using independent samples a t-test to compare the mean scores of the control and experimental groups. Results indicated that the experimental group who were exposed to short stories out performed the control group in the posttest. Survey feedback analysis showed that students in both group used determination strategy more than the other four strategies.

**Keywords:** Vocabulary learning strategies, Short Story, Pre-intermediate, Kurdish EFL students

# ÖZ

Bu çalışmanın amacı alt orda seviye Kürt öğrencilerin İngilizce kelime bilgisi geliştirmeleri için kısa hikâyelerin etkilerini araştırmaktır. Bu amaçla Irak Kürdistan bölgesinden Raparin Bilgisayar Bilimleri kurumundan 40 öğrenci seçilmiştir. Kişilerin İngilizce seviyelerinin belirlenmesi için Oxford Placement Test uygulanmış ve kişiler gelişigüzel olarak 2 farklı guruba ayrılmıştır (kontrol ve deney grupları). Kişilerin kelime bilgisi anlamında türdeş olup olmadıklarını da bir ön sınavla kontrol edilmiştir. Çalışmada deney gurubu materyal olarak ders kitabı (Hughes, 2006) ve kısa hikayeler kullanırken(Lost and Found, Anniversary Day, Act like the Others, A secret Talent, and Online Dating and True Adventure Stories), kontrol grubu sadece ders kitabını kullandı. Farklılık oluşup oluşmayacağının gözlenmesi amaçlı 2 gruba kurs sonunda aynı kelime bilgisi sınavı uygulandı. Katılımcılar ayrıca kelime öğrenme stratejileri anketi de tamamladılar. İki gurubun sınav sonuçları ortalaması analiz edildi. Sonuçlar kısa hikâyelere maruz kalan deney gurubundaki kişilerin kontrol gurubuna göre daha başarılı olduklarını göstermektedir. Anket sonuçlarına göre ise 2 grup da kararlılık stratejisini diğer 4 stratejiden daha fazla kullandı.

**Anahtar kelimeler:** Kelime öğrenme stratejileri, kısa hikaye, alt orta seviye, Kürt yabancı dil öğrencileri

# DEDICATION

To my family

I cordially dedicate this study to my parents and lovely husband who has always

been the biggest source of inspiration for me and always has been supporting me.

# ACKNOWLEDGEMENT

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# LIST OF ABBREVIATIONS

| EFL | English Foreign Language |
|---|---|
| ELT | English Language Teaching |
| ESL | English as a Second Language |
| VLS | Vocabulary Learning Strategy |
| R | Receptive Knowledge |
| P | Productive Knowledge |
| SILL | Strategic Involvement of Language Learning |
| ISVL | Involvement of Strategic Vocabulary Learning |
| MVLT | Mastery of Vocabulary Learning Tactics |
| VLSQ | Vocabulary Learning Strategies Questionnaire |
| VLT | Vocabulary Level Test |
| OPT | Oxford Placement Test |
| SPSS | Statistical Package for the Social Science |
| CG | Control Group |
| EG | Experimental Group |
| CGPT | Comprehension Test Control Group Pre-Test and/or Post-Test |
| EGPT | Experimental Group Pre-Test and/or Post-Test |
| VCT | Vocabulary Comprehension Test |

# Chapter 1

# INTRODUCTION

This chapter presents a background to the study, states the problems under investigation, explains the objective of the study and research questions, and significance of the study. Thereafter, key terms used in this study are described, and a brief summary of the study is presented in the last section of this chapter.

## 1.1 Background to the study

For many years (1940s-1960s) the area of learning vocabulary had been ignored by the researchers and practitioners in the field of second/foreign language teaching and learning due to the dominance of structuralism and transformational generative grammar approaches (Chomsky, 1957; Fries, 1945) which put great emphasis on phonological, grammar and grammatical structures. the teaching methods which were founded on these approaches gave priority to grammar teaching than to teaching lexical items. They believe that, once grammar rules and structural frames areacquired, lexical items can simply be put in these frames to make an infinite number of novel sentences.

However, learning vocabulary independent from other aspects of language has been criticized by scholars like Harmer (1993) who likens the language structures to askeleton to which vocabulary is like a vital organ or flesh. From the mid 1970s onwards, however, leaning vocabulary through different language learning strategies was started to receive attention by language researchers (Brown, 2000; Chamot &

O'Malley, 1994; Gu & Johnson, 1996; Oxford, 1990). Indeed, vocabulary is such an important aspect of language learning that researchers such as Edward (1997) and Laufer (1997) refer it to as the most significant aspect of language learning and language use. Therefore, as students practice the sound system and structures of a second/foreign language, they should simultaneaously learning vocabulary. There are also scholars like Ki (2007) who claim that learning vocabulary should come before acquiring the grammar rules by the foreign and second language leaners.

In order to assist learners to easily learn new vocabulay and productively use them, a variety of techniques can be used. Some of these techniques are using flash cards, pictures, bilingual or monolingual dictionaries, speaking with the native speakers, and extensive reading in the target language, to name a few (Hamzah et al., 2009; Raimes, 1983). Some of these techniques like using pictures may be more advantageous than others. for example pictures are easily accessible on the internet or in magazines and are helpful in visualizing the real object for students, however, they mostly contribute to learning abstract rather than concrete words. As mentioned above there are a variety of techniques that can contribute to vocabulary development as one of the most significant aspects of language learning. therefore, the current study was designed to address the effect of one of these techniques, that is, reading short stories, on vocabulary development of a group of students.

In their study, Baleghizadeh and Ashoori (2011) found that EFL teachers introduced a variety of techniques in an attempt to assist their students extend their vocabulary range, and building more vocabulary knowledge, accordingly, facilitated conveying the student' intended message across different situations.

## 1.2 Problem statement

Vocabulary acquisition is of such high importance that some scholars refer it to as the most centeral phenomenon that language learner encounter during the process of language learning (Swan & Walter, 1984). It is an inevitable fact that vocabulary plays a vital role in foreign language teaching and learning. vocabulary knowledge or level is one of the factors determining one's proficiency in a second/foreign language. Moreover, vocabulary knowledge is involved and contributes to acquiring all language skills including speaking, listening, reading and writing. This suggests that learning and teaching vocabulary require considerable attention from teachers and learners.

Although studies exploring different vocabulary leaning strategies are abundant (Gu, 2003; Nation, 2001; Schmitt & Schmitt, 1993), during the last few years, only a few number of researches have stressed productive vocabulary learning. Moreover, in most of these studies, surveys have been the most frequent way of identifying vocabulary learning strategies employed by language learners (Kafipour & Naveh, 2011).

Results of previous studies have shown that EFL learners face serious problems in vocabulary acquisition. One of the main problems is the unfamiliarity of these learners with different vocabulary learning strategeis. One of these strategies is building vocabulary through reading short stories. Although some studies have addressed vocabulary learning through this strategy (e.g., Adibi, 2016; Almanza, Avila, & Rodolfo, 2015), this has not been focus of study among the Kurdish

community. To be more specific, no studies, to date, have explored vocabulary learning of Kurdish EFL learners by reading short stories.

## 1.3 The objective of the study

On the basis of the gap as identified above, the present study was designed to explore the potential influence of reading short stories, as avocabulary learning strategy, on vocabulary development of a group of Kurdish EFL learners who were enrolled in a vocabulary course non-governmental institute for computer science. The present study sought answer to the following questions:

## 1.4 Research questions

1. What is the role of using short stories in improving vocabulary of Kurdish EFL learners?

2. What vocabulary learning strategies do the Kurdish EFL learners at Raparin Non- Governmental Institute for Computer Science report to use?

## 1.5 Significance of the study

This study is of both practical and theoretical significance. First, it adds to our limited knowledge of how Kurdish EFL language learners develop their vocabulary knowledge. Second, it adds to our current understanding about the effectiveness of reading short stories as a vocabulary learning strategy. Third, findings of this study can be used by various stakeholders, i.e., curriculum developers, material developers and language teachers in assisting students develop their vocabulary knowledge.

## 1.6 Definitions of Key Terms

**English as Foreign Language (EFL):** EFL is one of the most frequent terms in the world of language learning. According to Brown (2004), EFL refers to learning a foreign language in a non-authentic context, as opposed to ESL where language is acquired in a native context.

**Short Stories:** short stories are typically brief fictional work, usually written in prose. Simplified and graded short stories are usually used as educational materials in order to improve students' language skills such as reading, and they can also assume to contribute to the learners' vocabulary development.

**Vocabulary learning strategy (VLS):** Vocabulary learning strategies are "specific strategies utilized in the isolated task of learning vocabulary in the target language" (Saeng Pakdeejit, 2014, p. 52).

**Explicit/Implicit vocabulary Learning:** Ellis (1994) defined implicit learning as the acquisition of knowledge by a process which takes place naturally, simply and without conscious operation, while explicit learning is said to be characterized by more conscious operation where the individual makes and tests hypotheses in a search for structure.

**Incidental and Intentional Vocabulary Learning:** Nezhad, Marzieh and Soori (2015) defined Incidental vocabulary learning as associated with more natural language learning, that is, outside formal classroom instruction, whereas intentional vocabulary learning is assumed to be typical of practices and behaviors within it.

## 1.7 Summary

Information about the background of the study, problem statement, the objective of the study, research questions, significance of the study and the definition of key terms have been presented in this chapter. Related literature is reviewed in the next chapter.

# Chapter 2

# LITERATURE REVIEW

The aim of this chapter is to review the related literature. Firstly, theories of vocabulary learning are discussed. Secondly, vocabulary learning strategies are explained. Thirdly, taxonomies of vocabulary learning strategies are reviewed. Lastly, previous studies on vocabulary learning strategies, strategies for enhancing EFL learners vocabulary, role of short stories in vocabulary development, and the effect of using short stories on languge learning will be reviewed.

According to Schmitt (2000) to facilitating vocabulary learning one approach has attracted a growing interest in vocabulary learning strategies becoming familiar of various types of strategies used by good learners.

## 2.1 Theories of Vocabulary Learning

While knowing all the words in the classroom is not feasible for the students, vocabulary learning theories are one of the most frequently cited theories of language learning. Most of these theories maintain that the key vocabulary in texts should be highlighted by teachers. In other words, students' attention should be attracted to the new vocabulary.

According to Schmitt (2007), using various vocabulary learning strategies can facilitate vocabulary learning. The most convenient way is using strategies of vocabulary learning that promotes and encourages learners for independent

vocabulary learning. Using bilingual dictionary has traditionally been one of the most prominent ways of knowing the meaning of new words. However, as Bromley (2007) argues, the way students use dictionaries all the time or try to learn a big number of vocabularies does not normally lead to a good understanding of vocabulary and their appropriate use by the learners. So, the process of vocabulary learning requires providing opportunities to make a connection between the previously-learned vocabularies and the new ones by analyzing the vocabularies in different structures and by attending to different meanings that can be derived from them in different contexts and situations, as well as their usage in the real world. Hence, familiarity with more effective vocabulary learning strategies that satisfy the aforementioned goals is of high importance (Mirkemali et al, 2013).

It is also important that students learn strategies that can be employed outside of the classrooms and in the absence of their teachers, any time and any where so that they can continue the process of language learning on their own, and compensate the limited time of language classes available to them for language learning (Schmitt, 2007). In the following section, theories of vocabulary learning will be described.

## 2.2 Different aspects of vocabulary

Language is an interrelated network which connects all the linguistic aspects. Similarly, in our daily life, words which we use with different purpose are not isolated and are a part of this network. Therefore, a word cannot be understood unless it is viewed within this network (Kaymakamoğlu & Hassan, 2015). According to Schmitt (2000), there are two types of word knowledge: (1) organization and meaning types of knowledge: having information about the definition of dictionary words, its record limitations and knowledge of lexicon and association words: there

is a connection between words which are stored in the mind in an organized way, not at random. (2) Non-meaning word knowledge: having information about the word form (spoken and written) and awareness about the grammatical word aspects (formation, word class and derivation).

Also, for Nation (2001), word knowledge involves knowledge about form, meaning form and meaning, and use of the word (Table 1). EFL learners should acquire all of these types of knowledge to understand a word fully.

Table 1: True Mastery of a Word, Nation (2001, p.27)

| Form | Spoken | R | What does the word sound like? |
|---|---|---|---|
| | | P | How is the word pronounced? |
| | Written | R | What does the word look like? |
| | | P | How is the word written and spelled? |
| | Word Parts | R | What parts are recognizable in this word? |
| | | P | What word parts are needed to express the meaning? |
| Meaning | Form and Meaning | R | What meaning does this word from signal? |
| | | P | What word form can be used to express this meaning? |
| | Concept and Referents | R | What is included in the concept? |
| | | P | What items can the concept refer to? |
| | Associations | R | What other words does this make us think of? |
| | | P | What other words could we use instead of this one? |
| Use | Grammatical Functions | R | In what patterns does the word occur? |
| | | P | In what patterns, must we use this word? |
| | Collocations | R | What words or types of words occur with this one? |
| | | P | What words or types of words must we use with this one? |
| | Constraints on use (register, frequency) | R | Where, when, and how often would we expect to meet this word? |
| | | P | Where, when, and how often can we use this word? |

The above table clearly shows that true word knowledge covers different linguistic aspects. Thus, second or foreign language learners probably will be able to use the word in different contexts correctly if they try to learn as many aspects of word knowledge as they can (Schmitt, 2007).

**2.2.1 Explicit/Implicit vocabulary Learning**

According to Ellis (1994) implicit learning is defined as the acquisition of knowledge by a process which takes place naturally, simply and without conscious operation, while explicit learning is said to be characterized by more conscious operation where the individual makes and tests hypotheses in a search for structure.

Implicit vocabulary learning through reading depends a great deal on the learner's ability to guess the meaning of words from the context, which means knowing the words in the context. According to Nezhad et al (2015), there are various techniques that help language learners acquiring new vocabulary implicitely such as finding synonym, memorization, mnemonicm and guessing word meaning. Finding synonyms which have a related meanings to an unfamiliar word is one of the most effective ways of vocabulay learning.

Memorization is rehearsing the word in the second language until memorized. Oxford (1990) emphasizes the importance of memory strategy for vocabulary learning. The storage of words leads to the accumulation of a big numbers of vocabulary through the time. This typically requires a large amount of repetition. Spaced repetition with flashcards is an established method for memorization.

One popular mnemonic technique is the finding the keyword by referring to an image. Relating the word to image shows the connotation of every.

Guessing word meanings from context also could be another technique of guessing the meaning. According to Laufer (1997), inferring meanings from context is more difficult than it appears at first sight and depends upon a relatively large sight.

### 2.2.2 Incidental and Intentional Vocabulary Learning

Incidental learning is learning something without the intention of learning it. It is also learning one thing while learning another thing (Richards & Schmidt, 2002). Moreover, the notion of incidental learning is distinct from the notion of implicit learning, which takes place outside of awareness. While implicit learning can be incidental only, explicit learning can be both intentional and incidental. For Nezhad et al (2015), incidental vocabulary learning is associated with more natural language learning, that is, outside formal classroom instruction, whereas intentional vocabulary learning is assumed to be typical of practices and behaviors within it.

Incidental vocabulary promotes deeper mental processing and better retention. The learners get themselves fully involved in the process of guessing the meaning through the the context. The learners become fully involved in the process of deciphering the meaning through the clues available in the text. They think and rethink about the new words involving cognitive process which helps the learners retain the words for a longer period of time.

Sokmen (1991) considers that teachers in this approach encourage students to recognize the unfamiliar words they face using only monolingual dictionary. The words meaning are guessed from the context.

### 2.2.3 Vocabulary Acquisition and its Incremental Nature

Since full control and mastery of different aspects of word knowledge does not occur simultaneously, vocabulary learning is believed to have an incremental nature, a feature which should be considered by course designers, teachers and investigators (Schmitt, 2007).

Schmitt (1995) states that there are different stages for the overall knowledge of a specific word to develop. For the first time after encountering a word, learners may know the suitable meaning of a word and have a general idea about its form including the number of its syllables, its letters and its pronunciation. However, deeper understanding of a word occurs after the learners encounter it several more times Finally, the leaners acquires more aspects of the word such as the collocations of the word and extends his aspect like other aspects knowledge of the word.

**2.2.4 Receptive and Productive vocabulary**

Lewis and Hill (1992) introduced two modes of vocabulary: receptive and productive. Most EFL students are able to understand and recognize the words they hear. The majority of the vocabulary that students learn fall in this category (Webb, 2005) and are called receptive. On the other hand, there are other groups of vocabulary that language learners can produce and use them in speaking and writing; this group of vocabulary are called productive. Most studies in this area have focused on receptive and productive vocabulary size (Laufer & Paribakht, 1998). Generally, it has been found that learner's receptive vocabulary size is larger than their productive vocabulary size and this may be due to the fact that most vocabulary tasks practice and assess receptive rather than productive vocabulary, for example, they ask students to look up words in a dictionary and match words with the same meaning (Webb, 2005).

**2.2.5 Vocabulary Size of the Language Learner**

Vocabulary size refers to the number of individual words in one's lexicon, or put it simple, the number of words a person knows. The important question to ask here is that how much vocabulary needs to be learned by foreign and second language learners? To answer to this question Nation (2001) proposed three important points

to put into consideration: 1) the number of words that every language has, 2) the words commonly used by native speakers, and 3) words required in order to use the language. All vocabularies of the language are not known by the native speakers because there are some vocabularies which are known by specific groups of people such as: the vocabulary of nuclear physics or computational linguistics. Schmitt (2007) states that, to learn a large number of words, English language learners should try to learn large number multiword parts (compound words, idioms, playpen, proverbs, and fixed phrases like here and there). To reach higher proficiency level, it is also important for learners to comprehend and produce words and expressions according to their degree of formality other meanings of 'to die', such as 'kick the bucket' (informal), 'pass away' (polite), and 'put down to sleep' (euphemism).

Nation (1990) analysed two texts of secondary level native speakers and young native speakers, and found that 2,000 words made up of approximately 87% of text words as the most frequent English words. Eighty percent of the remaining words belonged to 'word list of university' and 3% and 2% were technical and low-frequency words, respectively.

## 2.2.6 Top-down vs. Bottom-up approach to Second Language Vocabulary Learning

Research in the field of vocabulary learning has been in quest of identifying more effective ways and strategies of implicit vocabulary learning rather than direct and explicit ways.

As Lewis (1993) argues, vocabulary learning can occur either at random or based on learning the words related to a certain topic. An example of random vocabulary learning is when a student encounters an unknown word and ask the teacher for the

meaning and explanation. This is, in fact, a top-down approach to vocabulary learning. On the contrary, direct presentation of new words is mostly influenced by the bottom-up approach to vocabulary learning. Without focusing too much on each individual words, the top-down gives learners a general view and understanding of the text they are reading. On the other hand, in the bottom-up approach, the language learner's focus is on every single word and phrase, and then, by connecting the meaning of the single words and elements in order to understand the meaning of the whole sentence (Harmer, 2007).

## 2.3 Taxonomies of Vocabulary Learning Strategies

In the early 1970, language learning strategies in the field of second language learning and language learners actively engaged with identifying their own language learning strategies (Larsen-Freeman, 2000; Oxford, 1990; Oxford & Crookall, 1989). Identifying the best language learning strategies was performed by identifying the strategies that successful and good language learners utilized (Rubin, 1975). The purpose was to facilitate learners' second language learning using these strategies. This led to the development of several classifications and taxonomies (O'Malley & Chamot, 1990; Oxford, 1989, 1990).

Some research studies have investigated the vocabulary learning strategies employed by language learners. In their study, Naveh, Kafipour and Soltani, (2011) found that the vocabulary learning strategies used by the students were memorizing, listening to representations, paying attention, using the dictionary, co-operating, and guessing.

Findings of the studies indicated that vocabulary learning strategy is a part of strategies of language leaning. In this regard, Nation (2001) classified vocabulary

learning strategies into three general groups including: planning, sources and process. Oxford (1990) proposed six major different kinds of vocabulary learning strategies: cognitive, metacognitive, mnemonic, compensatory, social, and affective strategies. Four strategy groups were adapted by Schmitt (1997): memory, cognitive, metacognitive and social. He noticed there was lack of a system that gives a detailed explanation of the use of strategies when trying to guess the meaning of a new word without resorting to the other's help. Accordingly, Schmitt proposed determination strategy which is used when learners face a new word for the first time. Strategies of language learning and vocabulary leaning strategy categorized have also been categorized into indirect (metacognitive, affective, and social strategies) and direct strategy (memory, cognitive, and compensation strategies). Processing data is the main focus of the direct strategy whereas the indirect strategy deals with students' response (Oxford, 1990). The vocabulary learning strategies proposed by Gu and Johnson (1996) are proper use of dictionaries, guessing and note taking under cognitive strategies, memory strategies including encoding (e.g., auditory, imagery, visual, word-association, and word-structure) and rehearsal (e.g., word-lists, and repetition) strategies, and activation strategies which consist of those strategies which enable learners to use new words vigorously and in different contexts. Various classifications of vocabulary leaning were considered in Schmitt's (2000) study to form his strategies. His classification includes determination, social, memory, cognitive, and metacognitive strategies. *Determination strategies,* which are under the discovery category, are used by learners to identify the meaning of unfamiliar words without referring to other individual's expertise. Learners can use different strategies for discovering meaning of unknown words such as analysing gestures,

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pictures, and parts of speech, guessing meaning from either their first language or from textual context, and using monolingual or bilingual dictionaries.

*Social strategies* can help leaners to identify the definitions of words, for example, by asking the teacher for the word's equivalent in their first language or by asking for a synonym. According to Carter and Nunan (2001, p. 168), social strategies "facilitate learning with others and help learners understand the culture of the language they are learning".

*Memory strategies* which are known as mnemonics are the most extensively-used strategies to recall the vocabulary. In fact, Schmitt (2000) argues that Memory strategies are useful mental strategies by which students understand the meaning of the new words by linking them to their background knowledge.

*Cognitive strategies* unlike memory strategy deals with mental processes and the mechanical aspect of vocabulary learning (Schmitt, 2000). Examples of cognitive strategies include highlighting new words, repetition (verbal and written), recording new words by flashcards and notebooks, listening to audio word lists, and putting a sticker containing the English name of physical objects on them.

*Metacognitive strategies* Oxford (2001) states that, learners use metacognitive strategy to assess and manage their process of general learning and tasks, and for specific learning, to decide about selecting the most effective methods of study. Metacognitive strategies give learners the opportunity to assess their progress. Some instances of meta-cognitive strategies are frequent use of English language media,

studying new words, listening carefully when someone is speaking English, and passing or skipping new words.

Kudo's (1999) proposed the vocabulary learning strategies classification fundamentally based on Schmitt's (1997) taxonomies of vocabulary learning strategies (Figure 2.1). Under strategies of psycholinguistic subdivision, he combined memory and cognitive strategies. He also put metacognitive, social and metacognitive strategies under the same category, and deleted the determination strategy.

These taxonomies have been modified and developed through years. For example, Oxford's (1990) taxonomy was criticized by Tseng and Schmitt (2008). One of Oxford's assumptions was that learners using these strategies are considered to be better learners, while these standard measurements enable all learners to use vocabulary learning strategies. Instead, Tseng and Schmitt divided the vocabulary learning strategies into two categories. The first category is Involvement of Strategic Vocabulary Learning (ISVL) which improves or discovers the effectiveness of specific strategies including stressful or overt actions that indicate the quantitative dimension of vocabulary strategy. The second category, Mastery of Vocabulary Learning Tactics (MVLT), on the other hand, is concerned with mastering particular methods and refers to qualitative dimension of vocabulary knowledge acquisition.

## 2.4 Previous studies on Vocabulary Learning Strategies

Strategies refer to a whole process whereby learners make a decision to improve their use of language by acquiring knowledge about language through remembering and storing the acquired data (Cohen, 1998). In general, these strategies became

significant tools for language learning since they made learners more autonomous in the process of language learning.

Schmitt (2000) believes that, vocabulary acquisition is facilitated if more strategies are used. In addition, focus should be on more discrete activities and also the amount of vocabulary to be learnt. Students can get benefit from language teachers to learn more vocabulary independently. Teachers facilitate students' learning by introducing different vocabulary learning strategies, and asking students to practice them (Schmitt, 2007). For example, the most common strategies that the learners use for learning new words are repetition and memorizing. However, teachers can suggest deeper processing strategies' like making associations, or key word methods, for intermediate or advanced learners (Zhang, 2010).

Given the importance of vocabulary learning and its effect on language learning in general, several studies to data have tried to identify the strategies used by language learners. In the study by Wen and Johnson (1997), data collected by interview and diary showed that metacognitive and psycholinguistic strategies were the vocabulary learning strategies frequently used by the students.

Şener (2003) carried out a study to investigate the relationship between vocabulary learning strategy and vocabulary size of Turkish EFL students. The author found that based on Turkish leaners' perception, their efficient use of metacognitive strategies was higher than that of psycholinguistic strategies. Overall, a positive correlation was found between vocabulary learning strategy and students' vocabulary size.

Shen (2003) investigated the weakness of teaching vocabulary in class. This study suggested a significant aspect of teaching vocabulary which was exploring different dynamics and dimensions of individual approaches to vocabulary learning and the need to inform students about a wide range of vocabulary learning strategies. Similarly, Hamzah et al. (2009) explored the relationship between vocabulary size and vocabulary learning strategies used by the Iranian undergraduate EFL students. The authors found that the Iranian EFL learners were at the medium level in the first semester of their studies. However, familiarity with the authors concluded that vocabulary size can improve as the students become more familiar with vocabulary learning strategies.

In their study, Kafipour and Naveh (2011) found that metacognitive strategy was the most frequently strategy used by the Iranian EFL students, but social strategies were the least frequently used strategy by them.

A large scale study covering 35 colleges in China was carried out by Zhang (2011). Data collected through vocabulary tests and questionnaire indicated that there were significant differences between the vocabulary learning strategies used by effective and less effective students. However, the six features shared by both groups of learners were their interest in English language, practicing reading and listening skills, trying to learn words in context, use of bilingual dictionaries, attention to spelling, and reading English books in spare time. Overall, the participants believed that vocabulary learning was central to second language acquisition and lack of adequate vocabulary size was a major pitfall for English learning by the Chinese students (Zhang, 2011).

Xu (2014) conducted a case study to identify the vocabulary learning strategies which were useful for the Chinese college students. The author used a vocabulary learning strategy questionnaire and vocabulary test to identify the frequency and efficiency of 56 strategies. According to the findings of this study, students who were proficient in English vocabulary employed different types of strategies compared to the less proficient ones. The proficient students used more sources, dictionary, guessing, and known words strategies.

In a recent study, Zou and Zhou (2017) explored the vocabulary learning strategies used by ethnic minority students who spoke Chinese as their L2, and Han nationality students in China. According to the results, there was a consensus among the participants on contextualized acquisition of vocabulary. However, Han students use of the vocabulary strategies was more than that of the minority group, and the two groups mainly differed in the guessing, dictionary use, selective attention, mother tongue dependence, association and visual repetition strategies.

## 2.5 Strategies for Enhancing EFL Learners Vocabulary

Many English language teachers believe that vocabulary requires practice in real context yet when facing with unknown words, learners have a high tendency to look up the equivalent of the word in their mother tongue (Hunt & Beglar, 2005). This vocabulary learning method also encourages memorization of every individual word without understanding them (Decarrico, 2001). Memorizing individual words, accordingly, prevents the learners to acquire the real-life meanings of words. And how to use them in different situations. Some researchers such as Smith (1985) and Nation (2000) argues that acquiring new vocabulary is a cumulative process whereby the meaning of a word is gradually strengthened as the learners continue to see and

use them in different contexts. There are a variety of approaches to enhance EFL leaners' vocabulary knowledge that are used by EFL teachers in English classes. One approach is incidental vocabulary acquisition and immersion of new words in language tasks. An opposing approach would be Acquiring vocabulary through direct and structured instructions. There are also more techniques to be used such as giving a vocabulary notebook to the learners in which they save a record of the new words they learn and use. To develop their vocabulary, learners can also benefit from playing word games (Parvareshbar & Ghoorchae, 2016). Assigning a book to read and discuss about it in class also a good strategy for learning vocabulary used by some teachers. Incorporating these strategies in the classroom makes a rich learning environment in which vocabulary acquisition can be promoted.

## 2.6 Role of Short Stories in Vocabulary Development

Vocabulary is one of the most important components in learning English and short stories are recognized as a means of developing learners' vocabulary knowledge (Blachowicz & Fisher, 2000). In English language teaching using short stories can make language learning more interesting and at the same time contribute to vocabulary learning. One common way to incorporate stories into classroom is using literature because (Collie & Slater, 1990) it represents authentic language, contains cultural elements, contributes to language learning, engages individual students, and motivate and stimulates them to learn a foreign language (Collie & Slater, 1990; King, 2001; Wright et al., 1984; Zahra & Farrah, 2016).

Likewise, Kharaghani (2013) has specified some reasons for using short stories in the classroom: a) the authenticity of short stories helps students to use language naturally outside classroom, and b) short story encourage communication because texts can be

used for discussions and communicating feelings, and c) literature and short stories all together enlarges language wakefulness. Moreover, inquiring learners to test complicated or uncommon examples of language makes them more attentive to the norms of language use. Mckay (1982) also believes that using literature when teaching language to young learners is beneficial if the following conditions are met:

a) The choice of topics is related to the individual improvement

b) The length is small, and the characters are limited with a central character

c) In term of complexity the story style is simple

## 2.7 The Effect of using Short Stories on language learning

Short stories have been proved to have a positive influence on different aspects of language. Several studies have addressed this topic which is reviewed in the following.

Hopkins and Davis (1982) examined the effects of short stories on the Hispanic English foreign language learner. Based on the findings of this study, short stories were proved to have a major role in development of the general English proficiency.

Bell (2001) investigated the effect of short stories on reading skill including comprehension and speed. Data obtained from 26 elementary level learners in two control & experimental groups showed a significant difference between the two groups with the experimental group which used short stories outperforming in speed reading than the control group. Similarly, in Kharaghani's (2013) study conducted in a university in Iran, the experimental group which received short stories performed considerably better than the control group.

Ajideh et al (2013) examined whether summarizing short stories on can improve Iranian EFL learners' vocabulary size. According to the results, the experimental group outperformed the control group in terms of vocabulary learning.

Parvareshbar and Ghoorchaei (2016) carried out an experimental study to explore the influence of short stories on vocabulary development of Iranian intermediate English foreign language learners which were placed in the experimental and control groups. Results showed no significant differences between the two groups.

## 2.8 Summary

This chapter presented the literature review on different aspects of vocabulary, different vocabulary learning theories and approaches (e.g., incidental and explicit) vocabulary learning taxonomies and strategies, and specifically the impact of using short stories for vocabulary development). The review of previous studies exploring vocabulary learning strategies overall showed that short stories can contribute to different aspects of second language learning (e.g., Bell, 2001; Zou & Zhou, 2017). More specifically, short stories were found to contribute to vocabulary development though these studies were limited, and sometimes had contradictory findings (Ajideh et al., 2013; Parvareshbar & Ghoorchaei, 2016). However, it was found that studies addressing these topics were more frequent in some contexts such as the Iranian and Chinese contexts than the others. Above all, no study addressing the influence of short stories on vocabulary development of the Kurdish EFL learners was identified.

# Chapter 3

# METHODOLOGY

This chapter has four sections which provide a comprehensive description of the methodology used in this study. The first and the second sections explain the design and context of the study. The third section presents the research questions under investigation. The fourth section provides a description of the participants. The fifth and sixth sections describe the materials and the instruments used to collect data in this research. The seventh and eighth sections describe the data collection and data analysis procedures.

## 3.1 Research design

This study has an experimental design. In experimental analysis three components are always available: at least one control and one experimental group and an intervention (e.g., short stories) given to the experimental group. In this, participants are assigned to the control or experimental groups randomly. After the experiment, the researchers try to demonstrate that effect of the intervention on the performance of the experimental group usually through a pretest and posttest.

## 3.2 Context

This study was conducted in the institute for Computer Science at Raparin Non-Governmental Institute for Computer Science in Kurdistan region of Iraq. This institute is normally used as a computer center granting diploma certificate in computer science; however, it also offers an English course for their students during summer holiday. This institute was opened in the year 2013, and has had no graduate

students so far. Both teachers and students attending this institute are Kurdish native speakers.

## 3.3 Research questions

This study was designed to answer the two following research questions:

1. What is the role of using short stories in improving vocabulary of Kurdish EFL learners?

2. What vocabulary learning strategies do the Kurdish EFL learners at Raparin Non- Governmental Institute for Computer Science report to use?

## 3.4 Participants

The participants of the study were 60 students attending the Raparin Computer Science institute in 2017, and thus, selected by availability sampling. Of the total number of the participants which all took the Oxford Placement Test (OPT) (2012), 40 learners were selected randomly after the placement test. The number of male and female leaners was equal. All the participants were between 18 and 25 years of age and were native speakers of the Kurdish language, Sorani dialect who lived in Ranya City under the control of Sulaymaniah government.

## 3.5 Materials

A series of materials were used in this study. The control group received the English language course book entitled *Telephone English* written by John Hughes (2006). On the other hand, the experimental group used not only the student book but also five short stories: Lost and Found, Anniversary Day, Act like the Others, A Secret Talent, and Online Dating taken from (Really Learn English) and True Adventure Stories taken from Foreman (2008).

## 3.6 Instruments

In this study, multiple instruments were employed to collect data:

**The Placement Test (OPT):** This test is designed to determine the participants' proficiency level. Indeed, OPT is a standardized test, and reliability and validity have been validated and confirmed by scholars across the world; that is why; it is extensively used all around the world. OPT consists of 50 multiple choice questions from the elementary to intermediate levels which examines students' grammar and vocabulary knowledge. The test also had ten graded reading text comprehension questions that evaluate students' ability to produce the language and also an optional task of writing but speaking and listening parts are missing in the test.

**Vocabulary Comprehension Test (VCT) - Pre-test and posttest:** VCT which is designed by Ki (2007) is a list of fifty English vocabularies to which the students should provide the meaning or equivalent in their own first language. The purpose of the test is to assess students' vocabulary knowledge.

**Vocabulary Learning Strategy Questionnaire (VLSQ):** this questionnaire was originally proposed by Schmitt (1997) and later adopted by researchers such as Kafipour and Naveh (2011). The version used in this study contains 29 items adopted by Bennett (2006). The scale has 41 items which are scored on a 5-point Likert type scale. The VLSQ has five sections: A) Determination strategies, B) Social strategies, C) Memory strategies, D) Cognitive strategies, and E) Metacognitive strategies. The reliability of the questionnaire has also been confirmed in a variety of studies. For example, the reliability coefficient of the scale in Kafipour and Naveh (2011), and Kasmani's (2013) studies were 0.73 and 0.78, respectively. The reliability coefficient (Cronbach Alpha) of the questionnaire in this study was 0.72 which was an acceptable rate and validated the suitability of this questionnaire for use in the Kurdish context of this study.

It is noteworthy that to ensure the comprehensibility of the questionnaire for the participants who were in pre-intermediate level of English language proficiency, the VLSQ was translated in their first language, Kurdish. To ensure the accuracy of the translation, the Kurdish translation was back translated to English by one of the instructors in the institute who was the proficient user of both English and Kurdish languages.

## 3.7 Piloting

Pilot study is important because any quetionaire designed and used in a different context sould be tested and validated before being administered to a new group of students in a new context. Dornyei (2007) states "piloting is an essential part of quantitative research and any attempt to shortcut the piloting stage will seriosly jeopardize the psychometric quality of the study" (p.75). Ten students enrolled in the institue for computer science were invited to participate in the piloting stage and completed the questionnaire. The feedback recevied, indicated that the instrument was comprehensible enough and students were clear about all the intems involved in the questionnaire.

## 3.8 Data Collection Procedure

After obtaining the consent of the ethical committee of the EMU's Scientific Research and Publication Ethics Committee (Appendix C) and the permission of the head of Department of Foreign Language Education (Appendix D) to conduct the present study, data collection was started on 22 of January of the academic year 2016-2017 in Raparin Non- Governmental Institute for Computer Science in Kurdistan region of Iraq.

Prior to the beginning of the course, the 60 leaners at Raparin Non- Governmental Institute for Computer Science took the Oxford Placement Test was administered so students with the same proficiency level and a harmonious sample can be selected for the study. Based on the result of OPT, forty students which fell in the pre-intermediate proficiency level were selected, and randomly divided into two groups; experimental and control. The administration of the test took 65 minutes. The rest of the students (20) were placed in another class and were not included in the study.

After that, in order to assure that the participants were homogeneous specifically in terms of vocabulary knowledge, they were pretested using the Vocabulary Comprehension Test. After ascertaining about the homogeneity of both groups, the instruction was started in both groups. Whereas the control underwent the normal education using the regular English book offered by the institute, the experimental group was supplied with further materials, that is, short stories. The experimental group received the intervetion ten sessions, twice a week. Every session takes 50 minutes students are exposed to  short stories. Each session, the following activities were perormed in the class:

- Warm up activity (5 mintues): the teacher asks the students about the vocabulary they learned last session.
- Listening (7 minutes): the teacher reads loudly the story and the students listen carefully.
- Reading (15 minutes): the student read silently, underline the unfamiliare vocabulary, and try to guess the meaning of unknown words through their peer's help.

- Writing (6 mintues): one student writes the new vocabulary on the board and others take notes (the teacher tries to help the students understand the meaning of unknown words by using signs and pictures or by giving examples).

- Writing/Speaking (7): the teacher asks the sudents to select a word from the list of vocabulary written on the board and use it in a sentence and say itloudly.

- Revision (10 minutes): the new vocabulary of each session is reviewed.

Using these strategies are based on the kurdish students' preference to listening to short stories before reading them.

After three sessions, the students themselves started to read aloud the short stories instead of the teacher. After reading each short story, students were also required to take a quiz which assessed their comprehension of the short story. This process continued over a month (for ten sessions) while the students attended the classes twice a week.

After one month, students in both the experimental and control groups were post tested on the Word List again so their vocabulary development and performance was evaluated.

It is noteworthy that the questionnaire was first piloted to ten students to assure the clarity of each item and the overall appropriacy of the questionnaire to be used in the context of this study.

## 3.9 Data Analysis procedures

Data analysis used in this study is quantitative. Statistical Software for Social Sciences (SPSS) (Version 22) was used and both descriptive and inferential statistics were performed to analyze the data. To answer the first research question, that is, to investigate the effect of reading short stories on vocabulary development of the Kurdish language learners, first, descriptive statistics was performed and the frequency, mean, and SD of the data collected through the Vocabulary Comprehension Test (VCT) in both the pretest and posttest and also in control and experimental groups were computed. Later, an inter-group analysis was performed by running two Independent Samples T-test in order to the mean differences between the control and experimental groups: one comparing the control and experimental group's performance in the pretest and one comparing their performance in the posttest. Moreover, an intra-group analysis was also performed by running two Paired Samples T-test to identify any improvements made to the experimental group which received the intervention (short stories), and the control group which received no intervention before and after the experiment.

In order to answer the second research question, that is, to identify the vocabulary learning strategies employed by the Kurdish students, the data obtained from the vocabulary Learning Strategies Questionnaire (VLSQ) was subjected to descriptive statistics where the Mean, SD and rank of different strategies included in the questionnaire and the overall Mean and SD of the questionnaire was computed for both the control and experimental groups.

## 3.10 Summary

Overall, this chapter explained the methodology of the present study. More specifically, detailed information about the participants, materials and instruments was provided followed by explanation of the implementation of the study and data collection procedure. Finally, the statistical procedures performed to analyze data were explained.

# Chapter 4

# RESULTS

This study aimed to determine the effect of using short stories for enhancing vocabulary knowledge of 40 Kurdish EFL learners as well as identifying the vocabulary learning strategies used by these learners who were placed in two control and experimental groups. This chapter first presents the results of the Oxford Placement Test which was part of the administration of the study in section one, and then presents the results of the two research questions raised in this study in sections two and three. More specifically section two presents the results of Vocabulary Learning Strategies Questionnaire administered to determine the vocabulary strategies used by the Kurdish students, and chapter three presents the results of the Vocabulary Comprehension Test administered to see the effect of reading short stories on the vocabulary development of the Kurdish students. Finally, a summary of the chapter is provided.

## 4.1 The results of the Oxford Placement Test

To determine the proficiency level of the students prior to the administration of the study, the Oxford placement test was administered and 48 students fell in the lower-intermediate level according to the Band score (Appendix A). Of this number of students, 40 were randomly selected and placed in the control and experimental groups. The results of the OPT concerning different sections of it in both groups is presented in Table 2.

Table 2: Results of the OPT in the Experimental and Control Groups

| Experimental group | | | | Control group | | | |
|---|---|---|---|---|---|---|---|
| No. of St. | vocabulary & Grammar | Reading | Writing | No. of St. | vocabulary & Grammar | Reading | Writing |
| 1 | 26 | 7 | 7 | 1 | 25 | 6 | 6 |
| 2 | 26 | 6 | 6 | 2 | 26 | 7 | 7 |
| 3 | 29 | 6 | 7 | 3 | 26 | 7 | 6 |
| 4 | 30 | 7 | 7 | 4 | 25 | 6 | 6 |
| 5 | 29 | 7 | 7 | 5 | 21 | 5 | 5 |
| 6 | 28 | 6 | 7 | 6 | 27 | 8 | 7 |
| 7 | 32 | 6 | 6 | 7 | 28 | 8 | 6 |
| 8 | 28 | 7 | 6 | 8 | 29 | 6 | 8 |
| 9 | 27 | 7 | 6 | 9 | 30 | 6 | 7 |
| 10 | 25 | 6 | 7 | 10 | 25 | 5 | 6 |
| 11 | 26 | 5 | 6 | 11 | 32 | 6 | 7 |
| 12 | 23 | 7 | 7.5 | 12 | 31 | 7 | 7 |
| 13 | 28 | 8 | 7 | 13 | 28 | 8 | 6 |
| 14 | 29 | 7 | 6 | 14 | 26 | 6 | 6 |
| 15 | 25 | 7 | 7 | 15 | 24 | 7 | 6 |
| 16 | 28 | 6 | 8 | 16 | 26 | 6 | 7 |
| 17 | 27 | 6 | 6 | 17 | 27 | 7 | 7 |
| 18 | 26 | 7 | 7 | 18 | 28 | 6 | 8 |
| 19 | 25 | 6 | 5 | 19 | 26 | 6 | 7 |
| 20 | 26 | 6 | 6 | 20 | 32 | 6 | 7 |
| Mean | 27.3 | 6.50 | 6.67 | Mean | 27.10 | 6.45 | 6.60 |

As can be seen in Table 2, both experimental and control group had almost the same mean scores in the vocabulary and grammar section of the OPT (M= 27.3 and 27.10, respectively) the mean sore of the experimental group in the reading section was 6.50 and the corresponding figure in the control group was 6.45. With regard to the writing section, for the mean score of the experimental and control groups was 6.67 and 6.60, respectively. These results suggest that both groups were homogeneous in terms of language proficiency level.

## 4.2 The effect of short stories on vocabulary improvement

This section provides answer to the second research question. Because this study had an experimental pre-test-posttest design containing control and experimental group, to provide answer to this question, the VCT was administered to both groups both before and after the intervention. Therefore, the results are presented in two subsections. Subsection 4.2.1 provides the results of the pretest and subsection 4.2.2 presents the results of the posttest in both groups. The results are presented in appropriate Tables.

### 4.2.1 Results of the VCT in the pre-test

Table 3 shows the frequency of the known items (words), and Table 4 shows results of descriptive statistics performed to analyze the data obtained from the Vocabulary Comprehension Test (VCT, Word List) pretest in the control group.

Table 3: Frequency of Items in the VCT of the Control Group in the Pretest

| Items | Frequency | Items | Frequency |
|-------|-----------|-------|-----------|
| 13.0 | 1 | 20.0 | 2 |
| 14.0 | 1 | 21.0 | 3 |
| 15.0 | 1 | 22.0 | 1 |
| 16.0 | 1 | 23.0 | 1 |
| 17.0 | 1 | 24.0 | 1 |
| 18.0 | 3 | 25.0 | 1 |
| 19.0 | 2 | 26.0 | 1 |
| | | Total | 20 |

As it can be seen in Table 3, frequency of items in the Vocabulary Comprehension Test of the control group in the pre-test shows no missing data, and all the items have been answered by the 20 studnets at least once. And also, shows the most frequent items are 18, 21 with 3 frequencies and 19, 20 with 2 frequencies.

Table 4 shows the results of descriptive statistics (Mean & SD) of the VCT of the control group in the pretest.

Table 4: Descriptive Statistics for the VCT of the Control Group in the Pretest

|  | N | Mean | Std. Error of Mean | Std. Deviation |
|---|---|---|---|---|
| Pre-Test Control Group | 20 | 19.50 | .789 | 3.53 |

According to the above table, the mean score for the Vocabulary Comprehension Test of the control group in the pretest is 19.50 with the standard deviation which is shows the mean difference between mean and the number of each student is 3.53 which shows that the distribution of scores was far from the average.

Table 5 shows the frequency of the known items (words), and Table 6 shows results of descriptive statistics performed to analyze the data obtained from the Vocabulary Comprehension Test (VCT) pretest in the experimental group.

Table 5: Frequency of VCT items in the Experimental group in the pretest

| Items | Frequency | Items | Frequency |
|---|---|---|---|
| 14.0 | 1 | 20.0 | 1 |
| 15.0 | 2 | 21.0 | 1 |
| 16.0 | 2 | 22.0 | 2 |
| 17.0 | 2 | 23.0 | 1 |
| 18.0 | 3 | 24.0 | 1 |
| 19.0 | 3 | 26.0 | 1 |
|  |  | Total | 20 |

As can be seen in Table 5 which shows the frequency of VCT items in the experimental group, the most known items by the leaners in the experimental group are items 15, 16, 17 and 22 with 2 frequencies, and18 and 19 with 3 frequencies.

Table 6 shows the results of descriptive statistics (Mean & SD) of the VCT in the experimental group.

Table 6: Descriptive Statistics for the VCT of the Experimental group in the pretest

|  | N | Mean | Std. Error of Mean | Std. Deviation |
|---|---|---|---|---|
| Pre-Test Experimental Group | 20 | 18.95 | .723 | 3.23 |

According to the Table 6, , mean of the experimental group in the pretest is 18.95 with the SD of 3.23 indicating that the distribution of scores was far from the average.

Thereafter, in order to understand if the mean difference between the control group and experimental group in the VCT in the pretest was significant, an independent samples t-test was administered and the results are presented in Table 7.

Table 7: Results of Independent Samples T-test for comparing the VCT Mean Scores between the Control and Experimental Groups

| Pre-Test for both Control and Experimental Groups | T | Df | Mean Difference | Std. Error Difference | Sig. |
|---|---|---|---|---|---|
|  | 0.513 | 38 | 0.55 | 1.071 | 0.61 |

$P < 0.05$

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According to Table 7, the mean difference between the control and experimental group (0.55) in the VCT pretest is not significant (sig. = 0.61 > 0.05). This result indicates that both the control and experimental group were at the same level of vocabulary knowledge at the beginning of the study.

**4.2.2 Results of the VCT in the Posttest**

This section presents the results of the Vocabulary Comprehension Test of both control and experimental groups in the posttest. Table 8 shows the frequency of the known items (words), and Table 9 indicates the results of descriptive statistics run to analyze the data obtained from the Vocabulary Comprehension Test (VCT, Word List) of the control group in the posttest.

Table 8: Frequency of VCT items in the control group in the posttest

| Items | Frequency | Items | Frequency |
|-------|-----------|-------|-----------|
| 16.0 | 1 | 23.0 | 3 |
| 17.0 | 1 | 24.0 | 1 |
| 19.0 | 1 | 25.0 | 2 |
| 20.0 | 1 | 26.0 | 1 |
| 21.0 | 1 | 27.0 | 2 |
| 22.0 | 3 | 28.0 | 1 |
| 23.0 | 2 | Total | 20 |

As indicated in Table 8, the most known items by the leaners in the experimental group are items 22 and 23 with 3 frequencies, and items19, 21, 25, and 27 with 2 frequencies.

Table 9 represents the results of descriptive statistics (Mean & SD) of the VCT of the control group in the posttest.

Table 9: Descriptive Statistics for the VCT of the control group in the posttest

|  | N | Mean | Std. Error of Mean | Std. Deviation |
|---|---|---|---|---|
| Posttest Control Group | 20 | 22.50 | .738 | 3.30 |

According to Table 9, the mean score of the control group in the posttest is 22.50 with the SD of 3. 30 indicating that the distribution of scores was far from the average.

Next, the results of the experimental group in the posttest are presented. The frequency of VCT items answered by the experimental group in the posttest is represented in Table 10.

Table 10: Frequency of VCT Items in the Experimental Group in the Posttest

| Items | Frequency | Items | Frequency |
|---|---|---|---|
| 25.0 | 1 | 39.0 | 2 |
| 27.0 | 1 | 40.0 | 2 |
| 29.0 | 1 | 41.0 | 1 |
| 33.0 | 1 | 42.0 | 1 |
| 35.0 | 1 | 43.0 | 2 |
| 36.0 | 1 | 44.0 | 1 |
| 37.0 | 2 | 45.0 | 1 |
| 38.0 | 1 | 46.0 | 1 |
|  |  | Total | 20 |

in Table 10 which was represented the frequency of VCT items in the experimental group in the post test, the most known items by the leaners in the experimental group are items 37, 39, 40 and 43 with 2 frequencies.

Table 11: represents the results of descriptive statistics (Mean & SD) of the VCT of the experimental group in the posttest.

Table 11: Descriptive Statistics for the VCT of the experimental group in the posttest

|  | N | Mean | Std. Error of Mean | Std. Deviation |
|---|---|---|---|---|
| Post-Test Experimental Group | 20 | 37.95 | 1.303 | 5.82 |

As the Table 11 shows, the mean score of the experimental group in the posttest is 37.95 with the SD of 5.82 indicating that the distribution of scores were far from the average.

Thereafter, in order to understand if the mean difference between the control group and experimental group in the VCT in the posttest was significant, an independent samples t-test was administered and the results of which are presented in Table 12.

Table 12: Results of Independent Samples T-test for comparing the VCT Mean Scores between the Control and Experimental Groups in the Posttest

| Post-Test for both Control and Experimental Groups | T | Df | Mean Difference | Std. Error Difference | Sig. |
|---|---|---|---|---|---|
|  | 10.31 | 38 | -15.45 | 1.49 | 0.000 |

$P < 0.05$

As can be seen in Table 12, the mean difference between the control and experimental group (-15.45) in the VCT pretest is statistically significant (sig. = 0.000 < 0.05). This result indicates that both the control and experimental group were not at the same level of vocabulary knowledge at the end of the study with the experimental group performing much better than the control group in the VCT in the posttest (M = 37.95 vs. 22.50).

In addition, to the inter-group analysis which investigated the differences between the mean scores of the VCT in the control and experimental group in an attempt to understand which group had more improvement at the end of the study, an intra-group analysis was done in order to understand if the mean difference between the pretest and posttest of each group in the VCT was significant by performing an independent samples t-test. The results of paired samples t-test in the control group is presented in Table 13.

Table 13: Results of the Paired Samples t-test for comparing the control group performance in the pretest and posttest.

| Mean Pretest | Mean Posttest | T | Df | Mean Difference | Std. Error Difference | Sig. |
|---|---|---|---|---|---|---|
| 19.50 | 22.50 | 7.31 | 19 | -3.000 | 0.410 | 0.000 |

As can be seen in Table 13, there was a statistically significant difference between the pretest and posttest means scores of the control group ($p > 0.000$), with the mean of the posttest being higher than that of the pretest (M = 22.50 vs. 19.50).

Table 14 presents the results of the paired samples t-test run to determine any changes occurred in the vocabulary knowledge of the students in the experimental group in the pretest and posttest.

Table 14: Results of Paired Samples t-test for comparing the experimental group performance in the Pre-Test and Post Test

| Mean Pretest | Mean Posttest | T | Df | Mean Difference | Std. Error Difference | Sig. |
|---|---|---|---|---|---|---|
| 18.95 | 37.95 | -20.64 | 19 | 10.00 | 0.920 | 0.000 |

As can be seen in Table 14, there was a statistically significant difference between the pretest and posttest means score of the experimental group (p < 0.000), with the mean being much higher in the posttest compared to the pretest (M = 37.95 vs. 18.95).

The results presented in this section generally showed that the experimental group which received short stories performed better than the control group who received only the normal instruction through the English course book.

## 4.3 Results of the Vocabulary Learning Strategies used by the Kurdish Students

The first research question aimed to identify the vocabulary learning strategies used by the students in the experimental and control groups using the Vocabulary Learning Strategies Questionnaire. Table 15 shows the mean standard deviation (SD) and rank of the strategies used by the students in the control group.

Table 15: Mean and SD of Vocabulary Learning Strategies in Control group

| Strategies | Mean | SD | Rank |
|---|---|---|---|
| Determination | 3.14 | 1.08 | 1 |
| Metacognitive | 3.11 | 1.21 | 2 |
| Cognitive | 3.01 | 1.14 | 3 |
| Memory | 3.01 | 1.15 | 4 |
| Social | 2.75 | 1.14 | 5 |
| Overall Strategies | 3.01 | 1.14 | --- |

As Table 15 shows, Determination strategies (M = 3.14; SD = 1.081) was the most frequent vocabulary learning strategies (Rank = 1) used by the participants. Metacognitive strategies (M = 3.11; SD is 1.214) was the second most frequently used strategy reported by these students. Cognitive strategies (mean is 3.01; SD is

1.141), and memory strategies with the same mean score of 3.01 and SD of 1.14 and 1.15, and ranked as 3 and four were the next frequent strategies. Social strategies with the lowest mean score (2.75; SD = 1.14), was identified as the least frequently employed strategy and ranked as 5 among all the strategies. The overall Mean and SD of all the strategies were 3.01 and 1.14, respectively. Table 16 shows the results of the VLSQ in the experimental group.

Table 16: Mean, SD, and Rank Order of Vocabulary Learning Strategies in the Experimental group

| Strategies | Mean | SD | Rank |
|---|---|---|---|
| Determination | 3.25 | 1.27 | 1 |
| Cognitive | 3.23 | 1.30 | 2 |
| Memory | 3.15 | 1.24 | 3 |
| Metacognitive | 3.03 | 1.22 | 4 |
| Social | 2.68 | 0.99 | 5 |
| Overall Strategies | 3.11 | 1.23 | --- |

As Table 16 indicates, Determination was the most frequent strategy type reported by the students in this group (M = 3.25; SD = 1.27) was the most frequently-used vocabulary learning strategies (rank=1) used by the participants. Cognitive strategies (M = 3.23; SD = 1.305) and memory strategies (M = 3.15; SD = 1.242) were respectively the second and the third highly employed strategies. Metacognitive strategies ranked as the fourth most common strategy had a mean of 3.03 and SD of 1.226. Social strategies with the lowest mean score (2.68; SD = 0.99) was ranked the fifth and identified as the least frequently employed strategies. The mean score for overall strategies was 3.11 and the SD was 1.23.

Taken together, the mean score and standard deviation for overall use of strategies by the students in both the control and experimental group was also computed as represented in Table 17.

Table 17: Overall Strategies for both Control & Experimental Groups

| Strategies | Mean | SD |
|---|---|---|
| Overall Strategies for both Control & Experimental Groups | 3.06 | 1.19 |

As shown in Table 17, the mean score of strategies for all the participants of the study was 3.06, and the SD was 1.19. This result suggests that the level of using this strategy by the Kurdish EFL learners in this study is medium (Oxford, 1990) because the mean scores falling between 2.68 and 3.25 represent a medium level of vocabulary learning strategy used by the learners. This holds true for all the strategies involved in the questionnaire except social strategies in both the control and experimental groups. The social strategies category had a mean score of 2.68 showing that the learners rarely used the social strategies for vocabulary learning. Mean scores falling below 1-2.4 are considered as almost never used by the participants which were not recognized in this study.

## 4.4 Summary

This chapter presented the results of the Oxford Placement Test (OPT), Vocabulary Learning Strategies Questionnaire which was administered to provide answer to the first research question, and the VCT which were administered to provide answer to the second research question.

# Chapter 5

# DISCUSSION OF RESULTS AND CONCLUSION

This chapter discusses the results of the study, draws conclusions, outlines the limitations and pedagogical implications of the study, and lastly offers some suggestions for further research in future.

## 5.1 Discussions

In this section, the results of the study are discussed in line with the two research questions:

### 5.1.1 Effect of using short stories on vocabulary development of Kurdish EFL learners?

A preliminary test (Oxford Placement Test) was administered to the participants of the study to assure their homogeneity and then, 40 participants who were identified as having pre-intermediate proficiency level were randomly placed in the control and experimental groups. Whereas the controlled group received the normal instruction, the experimental group was also supplied with short stories over a one month period. The students in both groups were pretested and post-tested using the Vocabulary Comprehension Test. The results overall indicated that although both groups had the same level of vocabulary knowledge at the beginning of the study, the students in the experimental group who were supplemented with short stories had significant gains in the posttest compared with their counterparts in the control group whose performance in the posttest was not statistically significant. These findings are in the line with those of the previous researches (Ajideh, Zohrabi, & Nouazad, 2013;

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Parvareshbar & Ghoorchaei, 2016; Kharaghani, 2013) which showed the positive effect of using short stories on vocabulary development. Students in the control group were exposed to more vocabularies which were represented in the short stories, and could enhance their vocabulary knowledge. In fact, incorporating short stories into classroom is effective because it can contribute to language learning, and motivate students to learn a foreign language (Collie & Slater, 1990; King, 2001; Zahra & Farrah, 2016).

**5.1.2 Vocabulary learning strategies used by the Kurdish EFL learners at Raparin Non- Governmental Institute for Computer Science report to use**

The results of the Vocabulary Learning Strategies Questionnaire showed determination strategies as the most widely used strategy type reported by participants in the control and experimental groups. determination strategies are very useful and include analyzing the roots and affixes (e.g. possible, possibility, possibly, impossible,), analyzing parts of speech (e.g. verb, adjective, noun), analyzing available gestures and pictures, figuring out whether the word is also a word in the learners' native language (e.g., carton), guessing the meaning of the word from its context, and using monolingual and bilingual dictionaries. As can be seen, some of these strategies are associated with grammar or structure of a language. The prominence of a grammar-oriented approach to teaching and learning in the education system of Kurdistan in general, and foreign language education in particular, can be the reason why employment of determination strategies by learners was much more frequent than the other strategies. This finding is consistent with the results found in Shabazian's (2004) study.

Whereas metacognitive strategies were the second most frequently used strategy reported by the students in the control group, it had a fourth rank in the experimental

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group. The second rank of metacognitive strategy in the control group was in contradiction with the results found by Bennett (2006). The fourth rank of this strategy in the experimental group was also different from the results of O'Malley and Chamot's (1990) who found that the participants used metacognitive more than the other strategies. High variation in the use of metacognitive strategies indicates that the utilization of this strategy type is highly affected by factors such as accessibility to the online sources, etc.

Cognitive and memory strategies respectively were the next frequent strategies by the students in both groups. In fact, these two strategies are common and powerful means of vocabulary development because the former connects the new vocabulary items to the students' background knowledge and contributes to their long-term retention and the latter direct their attention to the mental processes and mechanical aspects underlying vocabulary learning (Schmitt, 2000). Cognitive strategies, having almost a middle stance among all categories of strategies are usually used less frequently than metacognitive and determination strategies, and are good predictors of knowing the general proficiency level of EFL learners are cognitive (Gu and Johnson, 1996). Keeping a vocabulary notebook and using flashcards to record new words are some examples of cognitive strategies.

Social strategies appeared to be the least employed strategies by the students in both groups. This finding is consistent with the results found in some other studies (e.g., Kafipour & Naveh, 2011). However, it is argued that vocabulary learning can be highly facilitated by the help of others (Carter & Nunan, 2001). The reason why the students do not use the social strategies may be due to their over reliance on memorization and use of bilingual strategies. Moreover, vocabulary learning is

perceived as an individual process by most students; thus, they believe that learning new words does not require social interaction.

Therefore, it is important that teachers introduce new and more effective strategies to students to enhance their vocabulary development and increase their social interaction with the learners. According to Schmitt (2000), language learners can be familiarize with technology use in English language learning, evaluate their vocabulary knowledge and listen to people speaking in English in an attempt to learn new English words.

## 5.2 Conclusions

The present study aimed at investigating the impact of using short stories on the vocabulary development by the EFL Kurdish students. The results overall suggested that exposure to short stories has a positive effect on vocabulary development. The current study discovered that the Kurdish EFL learners' exposure to short stories has a positive effect on their vocabulary development. the Kurdish EFL students in this study were found to have a medium level of vocabulary learning strategies suggesting that they need to be trained to learn more vocabulary learning strategies such as the social strategies which help them to develop their vocabulary.

The findings of this study suggest that integrating the use of short stories into the syllabus can increase language learners' motivation and facilitates their language learning.

To build their vocabulary knowledge, students should be exposed to variety of meaning focused input and reading short stories (Nation, 2001) in an L2 is an effective way of learning new vocabulary knowledge. Short stories have a central

role to play in the foreign language learning process, and also foster a kind of learning which is authentic, reflective, and above all, meaningful.

## 5.3 Pedagogical implications

The results of this research have some useful implications for English teachers and practitioners in this area of research. The results of this research have some useful implications for English teachers and practitioners in this area of research.

Given that students have a limited knowledge of different vocabulary learning strategies, or know them but do not know how to use them efficiently, teacher should try to introduce different vocabulary learning strategies including short stories which are considered as motivating strategies helping students develop their vocabulary knowledge.

Moreover, the methodology and procedures adopted in this study is a useful guide for teachers who want to incorporate short stories in their classes.

## 5.4 Limitations

Undoubtedly, this study has some limitations which are explained in what follows. Firstly, it was a short-term study which investigated the effect of short stories on vocabulary development of EFL Kurdish students over a period of one month. Moreover, the training (intervention) period should be long enough so the students both cognitively and psychologically adopt to the processes and procedures in which they are participating. Students usually remember the newly learned vocabulary items, the significant gain observed in the experimental group may simply be due to this fact; yet new vocabularies need to be encountered several times and over a longer period of time to be fully learned and retained. Second, limited number of

students (N= 40) who were selected based on availability sampling participated in this study, and since it was a quantitative study, inclusion of more studies may increase the reliability of findings. The number participants and the fact that they are not representative of the population limit the generalizability of the findings. Another limitation of this study is its focus only on the students who are majoring in Computer Science and also trying to learn English as a foreign language, and they are at the pre-intermediate level.

## 5.5 Suggestions for further research

This study has some suggestions for further research in this area of study. First, since, to the best of the author's knowledge, it was the first study investigating the vocabulary development of Kurdish students through short stories, future studies can replicate the same study to add more knowledge on our existing knowledge of how Kurdish students improve their vocabulary knowledge by reading short stories. Second, investigate the efficiency and different genres of short stories and literature and their contribution to vocabulary learning of participants at different proficiency levels can also be a useful and interesting area of inquiry

Given that short stories have a positive effect of different aspects of language learning, in addition to vocabulary development, their impact on different aspects of language learning such as writing or speaking, or even the affective factors such as students' motivation can be explored.

Since this study had a quantitative nature, researchers and teachers who are interested in exploring this topic are recommended to incorporate qualitative procedures such

as interview by the teachers and students, and observation in order to validate the results obtained through the quantitative means.

Researchers are also recommended to identify different vocabulary learning strategies employed by the language learners in different contexts, and also address the influence of vocabulary training by teachers on students' vocabulary development.

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# APPENDICES

## Appendix A: Oxford Placement Test

Grammar and Vocabulary

Complete the sentences with the correct answers.

1      My sister _____ very tired today.

     **A**-  be                    **B**- am                    **C**- is                    **D**- are

2      His _____ is a famous actress.

     **A**-  aunt                    **B**- uncle                    **C**- grandfather                    **D**- son

3      I'd like to be a _____ and work in a hospital.

     **A** - lawyer                    **B-** nurse                    **C**- writer                    **D**- pilot

4      We _____ like rap music.

     **A**- doesn't                    **B**- isn't                    **C** -aren't                    **D**- don't

5      There _____ a lot of water on the floor. What happened?

     **A**-  are                    **B**-  is                    **C**- be                    **D**- am

6      He _____ TV at the moment.

     **A**- watches                    **B**- is watching                    **C**- watched                    **D**-  has
watching

7      Helen is very _____. She doesn't go out a lot.

     **A**- bored                    **B**- confident                    **C**- angry                    **D**- shy

8      Did you _____ to the beach yesterday?

     **A**- went                    **B**-were                    **C**- go                    **D**- goed

9      Have you got _____ orange juice? I'm thirsty.

     **A**- some                    **B**- a                    **C**- any                    **D**- the

10      Let's go into _____ garden. It's sunny outside.

     **A**- a                    **B**- any                    **C-**  –                    **D**- the

11    He's _____ for the next train.

    **A**- looking        **B**- waiting        **C**- listening        **D**- paying

12    Mark _____ his car last week.

    **A**- cleaned        **B**- did clean        **C**-has cleaned        **D**-  is cleaning

13    I bought some lovely red _____ today.

    **A**- cabbages        **B**-cucumbers        **C**- bananas        **D** - apples

14    Which bus _____ for when I saw you this morning?

    **A**- did you wait     **B**- had you waited     **C**- were you waiting     **D**- have you waited

15    Where _____ you like to go tonight?

    **A**- do        **B**- would        **C**-are        **D**- can

16    That's the _____ film I've ever seen!

    **A**- worse        **B**-worst        **C**- baddest        **D**- most bad

17    My dad _____ his car yet.

    **A**- hasn't sold        **B**- didn't sell        **C**- doesn't sell        **D**- wasn't sold

18    I've been a doctor _____ fifteen years.

    **A**- since        **B**-for        **C**- until        **D**-by

19    Look at the sky. It _____ rain.

    **A**-will        **B**-can        **C**- is going to        **D**- does

20    If I _____ this homework, the teacher will be angry!

    **A**- am not finishing     **B**- won't finish     **C**- don't finish     **D**-didn't finished

21    This book is even _____ than the last one!

    **A**- most boring        **B**- boringer        **C** - more boring        **D**- far boring

22    I'll meet you _____ I finish work.

| **A**- if | **B**-when | **C**-as | **D**-so |

23    We're getting married _____ March.

| **A**- in | **B**- on | **C**-at | **D**-by |

24    If you _____ steak for a long time, it goes hard.

| **A**-cook | **B**- are cooking | **C**- have cooked | **D**-cooked |

25    I _____ you outside the cinema, OK?

| **A**-'ll see | **B**- am going to see | **C**- am seeing | **D**-see |

26    I _____ not be home this evening. Phone me on my mobile.

| **A**- can | **B**-could | **C**- may | **D**- should |

27    The criminal _____ outside the hotel last night.

| **A**-was caught | **B**- has been caught | **C**-is caught | **D**- caught |

28    He asked me if I _____ a lift home.

| **A**- wanted | **B**-want | **C**- was wanting | **D**-had |

wanted

29    If I _____ older, I'd be able to vote in elections.

| **A**- had | **B**- am | **C**- were | **D**- have |

30    You _____ go to the supermarket this afternoon. I've already been.

| **A**- mustn't | **B**- can't | **C**- needn't | **D**-won't |

31    Kathy drives _____ than her sister.

| **A**- more carefully | **B**- more careful | **C**- carefully | **D**- most |

carefully

32    The _____ near our village is beautiful.

| **A**- country | **B**- woods | **C**-view | **D**- |

countryside

33    I'm _____ I can't help you with that.

A- apologies          B- afraid          C- regret          D- sad

34      It was really _____ this morning. I couldn't see anything on the roads.

A-cloudy          B- sunny          C- icy          D-foggy

35      Can you look _____ my dog while I'm away?

A- for          B- at          C-to          D- after

36      If I'd started the work earlier I _____ it by now.

A- would finish     B- had finished     C- will finish     D- would have

finished

37      This time next year I _____ in Madrid.

A- am working     B-will work     C-will be working          D-work

38      I wish he _____ in front of our gate. It's very annoying.

A- won't park     B- wouldn't park     C-doesn't park     D - can't park

39      He said he'd seen her the _____ night.

A- last          B-before          C- previous          D- earlier

40      I _____ agreed to go out. I haven't got any money!

A- mustn't have     B- shouldn't have     C- couldn't have     D- wouldn't have

41      It was good _____ about her recovery, wasn't it?

A- information     B-words          C- news          D- reports

42      I _____ the report by 5.00 p.m. You can have it then.

A- have finished     B- will have finished     C- finish     D-am finishing

43      Because of the snow the teachers _____ all the students to go home early.

A- said          B- made          C-told     D-demanded

44      Thanks for the meal! It was _____.

A- delighted          B- delicious          C-disgusting          D- distasteful

45      Look! Our head teacher _____ on TV right now!

A - is being interviewed    B- is been interviewed    C- is interviewing    D- is interviewed

46    It's _____ to drive a car over 115 km/h in the UK.

    A- unlegal            B- illegal            C-dislegal            D-legaless

47    There's a lot of rubbish in the garden I need to get _____ off.

    A- lost            B- rid            C- cleared            D-taken

48    I'm afraid it's time we _____.

    A- leave            B- must leave            C- are leaving            D-left

49    He wondered what _____.

    A- is the time?        B- the time was        C- was the time        D - the time is?

50    They _____ our salaries by 5%.

    A-rose            B-made up            C-raised            D-lifted

| Mark |  | /50 |

Reading: Read the text and answer the questions.

Saucy dragons

Levi Roots, a reggae singer from Jamaica, has a big smile on his face these days. In case you missed it, Levi recently appeared on the famous reality show for people with business ideas, Dragon's Den. The participants have to persuade the team of business experts that their ideas are excellent and hope that two or more of the team will decide to invest money in their business idea.

Levi did just that!

The singer, who has been a successful music artist for several years, also sells something he calls 'Reggae, reggae sauce'. It is made using special secret ingredients from his grandmother and is a hot Jamaican sauce that is eaten with meat. Until now

it has only been possible to buy the sauce from Levi's website or once a year at the famous Notting Hill carnival. But now, thanks to the TV programmers, that is all going to change! Levi presented his business idea to the team and started with a catchy reggae song about the sauce to make them sit up and listen. He certainly got their attention! He then described his plans for the sauce. This part of his presentation didn't go so well. He made mistakes with his figures, saying that he already had an order for the sauce of 2 and a half million when in fact he meant 2 and a half thousand! But, the team were still interested and amazingly, two of the team offered to give £50,000 to the plan in exchange for 40% of the company. Mr Roots was ecstatic! Levi is even happier today. It seems that two of the biggest supermarket chains in the UK are interested in having the sauce on their shelves. In addition to this, Levi is recording the 'Reggae, reggae sauce' song and we will soon be able to buy or download this. 'It's all about putting music into food,' says Levi with a big, big smile on his face! And music and food will probably make him a very rich man indeed!

1- Are the sentences true or false?

1- At the moment Levi isn't very happy. ____

2- Levi sells something we can eat. ____

3 - His song is a big success. ____

4 - He sang his song on TV. ____

5 - Some supermarkets want to sell his product. ____

2- Choose the best answers.

**1**- *Dragon's Den* is a show about

    A- cooking.

    B- new business ideas.

C- famous people.

**2**- To make the sauce

A-you have to go to Notting Hill.

B-you have to ask a member of Levi's family.

C-you need a good recipe book.

**3**- When Levi presented his idea

A- he finished with a song.

B- two and a half million people were watching.

C- he talked about the wrong figures.

 **4**- Some people on the team

A- own supermarkets.

B- didn't like the taste.

C- bought part of Levi's company.

**5**- Today Levi

A- is a millionaire.

B- has two things he can profit from.

C- prefers music to food.

| Mark | | /10 |
| --- | --- | --- |

Writing

Imagine you have just returned from a two-week holiday. Write an e-mail to your friend telling him/her about the holiday. Include information about the journey, where you stayed, what you did and the people you met.

| Mark | | /10 |
| --- | --- | --- |

| Total | | /70 |
| --- | --- | --- |

| Answer Key | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grammar and Vocabulary | | | | | | | | | |
| 1 | C | 11 | B | 21 | C | 31 | A | 41 | C |
| 2 | A | 12 | A | 22 | B | 32 | D | 42 | B |
| 3 | B | 13 | D | 23 | A | 33 | B | 43 | C |
| 4 | D | 14 | C | 24 | A | 34 | D | 44 | B |
| 5 | B | 15 | B | 25 | A | 35 | D | 45 | A |
| 6 | B | 16 | B | 26 | C | 36 | D | 46 | B |
| 7 | D | 17 | A | 27 | A | 37 | C | 47 | B |
| 8 | C | 18 | B | 28 | A | 38 | B | 48 | D |
| 9 | C | 19 | C | 29 | C | 39 | C | 49 | B |
| 10 | D | 20 | C | 30 | C | 40 | B | 50 | C |

| Reading | | | |
|---|---|---|---|
| 1 | | 2 | |
| 1 | F | 1 | B |
| 2 | T | 2 | B |
| 3 | F | 3 | C |
| 4 | T | 4 | C |

| Writing | |
|---|---|
| Content (maximum 4 points)<br>• 1 point for each point included.<br>•$^{1}$/2 point if part of a point is included but not developed. | Form (maximum 2 points)<br>• 2 points for correct format.<br>• 1 point if only part of format is used.<br>• 0 points if format is not used at all. |
| Range (maximum 2 points)<br>• 2 points for using a good range of vocabulary and structures.<br>• 1 point for using a reasonable range of vocabulary and structures.<br>• 0 points for using a poor range of vocabulary and structures. | Accuracy (maximum 2 points)<br>• 2 points for accuracy over 80%.<br>• 1 point for accuracy between 70 and 80 %. |

| Interpreting scores | | | | |
|---|---|---|---|---|
| | Total | Elementary | Pre-Intermediate | Intermediate |
| Grammar & Vocabulary | 50 | 0–20 | 21–30 | 31+ |
| Reading | 10 | 0–4 | 5–7 | 8+ |
| Writing | 10 | 0–4 | 5–7 | 8+ |

# Appendix B: Word List for Pre-and post-test

Write down the English or Kurdish meaning of each word in space provided.

| NO. | Vocabulary | Meaning | NO. | Vocabulary | Meaning |
|---|---|---|---|---|---|
| 1 | future (n.) | | 26 | relaxed (adj.) | |
| 2 | firefighter (n.) | | 27 | bored (adj.) | |
| 3 | muscular (adj.) | | 28 | worried (adj.) | |
| 4 | danger (n.) | | 29 | strict (adj.) | |
| 5 | surprised (adj.) | | 30 | lonely (adj.) | |
| 6 | thief (n.) | | 31 | homework (n.) | |
| 7 | robber (n.) | | 32 | desperate (adj.) | |
| 8 | illness(n.) | | 33 | weekend (n.) | |
| 9 | blood (n.) | | 34 | permission (n.) | |
| 10 | life (n.) | | 35 | weight (adj.) | |
| 11 | daughter (n.) | | 36 | problem (n.) | |
| 12 | result (n.) | | 37 | friendless (adj.) | |
| 13 | responsibility (n.) | | 38 | teenager (n.) | |
| 14 | speaker (n.) | | 39 | emotional (adj.) | |
| 15 | mind (n.) | | 40 | family (n.) | |
| 16 | space (n.) | | 41 | behaviors (n.) | |
| 17 | tired (adj.) | | 42 | parents (n.) | |
| 18 | height (n.) | | 43 | advice (n.) | |
| 19 | outstanding (adj.) | | 44 | activity (n.) | |
| 20 | critics (n.) | | 45 | feeling (n.) | |
| 21 | sponsor (n.) | | 46 | performance (n.) | |
| 22 | improvement (n.) | | 47 | down-to-earth (adj.) | |
| 23 | numerous (adj.) | | 48 | ancient (adj.) | |
| 24 | fame (n.) | | 49 | skill (n.) | |
| 25 | boyfriend (n.) | | 50 | capable (adj.) | |

Designed by (Ki, 2007)

# Appendix C: Ethical Committee Consent Form

**Eastern Mediterranean University**
Doğu Akdeniz Üniversitesi
"Uluslararası Kariyer İçin"
"For Your International Career"

P.K.: 99628 Gazimağusa, KUZEY KIBRIS /
Famagusta, North Cyprus,
via Mersin-10 TURKEY
Tel: (+90) 392 630 1995
Faks/Fax: (+90) 392 630 2919
bayek@emu.edu.tr

Etik Kurulu / Ethics Committee

Reference No: ETK00-2017-0017

19.01.2017

RE: Darya Abdalrahman Ismael (15500385)
Department of English Language Teaching

To Whom It May Concern,

As part of the 2016-2017 Fall Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Ms. Darya Abdalrahman Ismael (15500385), from the Department of English Language Teaching Master Program, to pursue with her survey entitled *The Effects of Using Short Stories for Developing Vocabulary of Kurdisli EFL Learners: A Case Study.* This decision has been taken by the majority of votes. (Meeting number 2017/38-19)

Regards,

Assoc. Prof. Dr. Şükrü Tüzmen
Director of Ethics Commitee

ŞT/sky.

www.emu.edu.tr

# Appendix D: Permission Letter

To: Assoc. Prof. Dr. Javanshir Shibliyev

Chair of the Department of Foreign Language Education

From: Darya Abdalrahman Ismael

Date: 25/11/2016

Permission Request

I am a master's student and I am doing a research study entitled "The effect of using short stories for developing vocabulary of Kurdish EFL learners: A case study"

I would like to conduct my research in my country (Iraqi Kurdistan) in Rania/ Sulaymaniyah Governorate; I will collect my data through learners' questionnaires after given placement, pre- post- test. The participants of my study will be students who are first and second stage of the institute Raparin Non- Governmental Institute for Computer Science.

Therefore, I need your approval on my request so I can do my research study in Rania/ Sulaymaniyah Governorate in Iraqi Kurdistan.

Sincerely yours,

Darya Abdalrahman Ismael

MA Student

qaladzemahdy@gmail.com

Attachments:

- Oxford placement test
- Pre- post- test of vocabulary
- Vocabulary Learning strategy Questionnaire ( VLSQ)
- **BAYEK** application form

# Appendix E: Students Consent Form

Dear students,

I am a master student and I am currently doing my thesis on *The Effect of Using Short Stories for Developing Vocabulary of Kurdish EFL Learners: A case study*. The questionnaires aims grasp of learners vocabulary learning strategy usage manage the course design and language teachers to design the best suitable course book and materials to support students to expand their vocabulary competence. It is very important that you express your opinion realistically. Your identity and individual responses will be kept confidential and will be used only for research purposes.

Thanks for your cooperation.

Darya Ismael

MA student

Department of Foreign Language Education

Faculty of Education, Eastern Mediterranean University, Cyprus

E-mail: qaladzemahdy@gmail.com

………………………………………………………………………………………

CONSENT FORM

Your signature below indicates that you have decided to volunteer as a research participant for this study, and that you have read and understood the information provided above.

Name- surname: _____

Signature: _____

Date: _____

# Appendix F: Vocabulary Learning Strategies Questionnaire (VLSQ)

| When I find a new English word that I don't know, I... | | Never | Seldom | Sometimes | Often | Always |
|---|---|---|---|---|---|---|
| A1 | Check new words grammatical form (e.g. find its verb, noun, adj., etc) | | | | | |
| A2 | Look for any word parts that I know; taking away the prefixes and suffixes (impossible, possible, possibility, possibly, etc) | | | | | |
| A3 | Check if the word is also a Kurdish word. (e.g. carton) | | | | | |
| A4 | Check if the word is also a Kurdish word. (e.g. carton) | | | | | |
| A5 | Guess its meaning from its context (what comes before and after the new piece of vocabulary) | | | | | |
| A6 | Use a Kurdish-English dictionary | | | | | |
| A7 | Use an English-English dictionary | | | | | |
| B1 | Ask the teacher to give me the definition or an explanation in the form of an example sentence | | | | | |
| B2 | Ask my classmates for the meaning/ definition | | | | | |
| B3 | Discover new meaning through group work activity | | | | | |
| B4 | Ask the teacher to check my definition | | | | | |
| B5 | Talk with native speakers for a definition | | | | | |
| C1 | Draw a picture of the word to help remember it | | | | | |
| C2 | Make a mental image (imaginary image) of the words' meaning | | | | | |
| C3 | Connect the word to a personal experience | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| C4 | Remember the words that follow or precede the new word | | | | | |
| C5 | Connect the word to other words with similar or opposite meanings | | | | | |
| C6 | Use 'scales' for gradable adjectives. (e.g. good, better, best) | | | | | |
| C7 | Group words together to study them | | | | | |
| C8 | Use the new words in sentences | | | | | |
| C9 | Write paragraphs using several new words | | | | | |
| C10 | Study the spelling of a word (e.g., cat= c, a, t) | | | | | |
| C11 | Study the sound of a word (e.g., cat /k/, /æ/, /t/) | | | | | |
| C12 | Say the new words aloud | | | | | |
| C13 | Make a mental image of the word's form (e.g. if the word is noun, I make a mental image different from its verb form. | | | | | |
| C14 | Remember the word using its affixes and roots parts (happy=root OR happy + ness affixes= happiness). | | | | | |
| C15 | Remember the word using its word form (verb, noun, adjective) | | | | | |
| C16 | Make my own definition for the word | | | | | |
| C17 | Use physical action when learning a word | | | | | |

| When I want to remember new words and build my vocabulary, I… | | Never | Seldom | Sometimes | Often | Always |
|---|---|---|---|---|---|---|
| D1 | Repeat the words aloud many times. | | | | | |
| D2 | Write the words many times. | | | | | |
| D3 | Make lists of new words. | | | | | |
| D4 | Use flashcards to record new words. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| D5 | Take notes or highlight new words in class. | | | | | |
| D6 | Put English labels on physical objects. | | | | | |
| D7 | Keep a vocabulary notebook. | | | | | |
| E1 | Use English-language media (songs, movies, the internet). | | | | | |
| E2 | Test myself with word tests. | | | | | |
| E3 | Study new words many times. | | | | | |
| E4 | When I do not understand a word I pass or skip that word. | | | | | |
| E5 | Pay attention to English words when someone is speaking English. | | | | | |

Gender:      Male    Female           Age: ……….

Sulaimanyah Governorate

Thank you very much for your participation!

## Appendix G: Detailed Results of the Control Group Student Questionnaire

| | When I find a new English word that I don't know, I... | Never | Seldom | Sometimes | Often | Always |
|---|---|---|---|---|---|---|
| A1 | Check new words grammatical form (e.g. find its verb, noun, adj., etc) | 6 | 4 | 5 | 3 | 2 |
| A2 | Look for any word parts that I know; taking away the prefixes and suffixes (impossible, possible, possibility, possibly, etc) | 2 | 7 | 8 | 3 | 0 |
| A3 | Check if the word is also a Kurdish word.(e.g. carton) | 0 | 2 | 9 | 7 | 2 |
| A4 | Check if the word is also a Kurdish word.(e.g. carton) | 1 | 6 | 7 | 4 | 2 |
| A5 | Guess its meaning from its context (what comes before and after the new piece of vocabulary) | 0 | 5 | 10 | 4 | 1 |
| A6 | Use a Kurdish-English dictionary | 0 | 2 | 5 | 8 | 5 |
| A7 | Use an English-English dictionary | 1 | 1 | 9 | 5 | 4 |
| B1 | Ask the teacher to give me the definition or an explanation in the form of an example sentence | 1 | 7 | 7 | 4 | 1 |
| B2 | Ask my classmates for the meaning/ definition | 1 | 8 | 8 | 1 | 2 |
| B3 | Discover new meaning through group work activity | 2 | 6 | 9 | 0 | 3 |
| B4 | Ask the teacher to check my definition | 3 | 5 | 5 | 3 | 4 |
| B5 | Talk with native speakers for a definition | 6 | 4 | 8 | 1 | 1 |
| C1 | Draw a picture of the word to help remember it | 1 | 3 | 7 | 6 | 3 |
| C2 | Make a mental image (imaginary image) of the words' meaning | 2 | 5 | 6 | 5 | 2 |

| | | Never | Seldom | Sometimes | Often | Always |
|---|---|---|---|---|---|---|
| C3 | Connect the word to a personal experience | 1 | 0 | 8 | 5 | 6 |
| C4 | Remember the words that follow or precede the new word | 2 | 3 | 11 | 4 | 0 |
| C5 | Connect the word to other words with similar or opposite meanings | 1 | 5 | 8 | 5 | 1 |
| C6 | Use 'scales' for gradable adjectives. (e.g. good, better, best) | 3 | 2 | 11 | 4 | 0 |
| C7 | Group words together to study them | 2 | 5 | 9 | 2 | 2 |
| C8 | Use the new words in sentences | 0 | 3 | 9 | 6 | 2 |
| C9 | Write paragraphs using several new words | 2 | 4 | 6 | 3 | 5 |
| C10 | Study the spelling of a word (e.g., cat= c, a, t) | 3 | 4 | 7 | 1 | 5 |
| C11 | Study the sound of a word (e.g., cat /k/, /æ/, /t/) | 8 | 2 | 5 | 4 | 1 |
| C12 | Say the new words aloud | 1 | 4 | 6 | 3 | 6 |
| C13 | Make a mental image of the word's form (e.g. if the word is noun, I make a mental image different from its verb form. | 2 | 5 | 7 | 4 | 2 |
| C14 | Remember the word using its affixes and roots parts (happy=root OR happy + ness affixes= happiness). | 2 | 5 | 7 | 4 | 2 |
| C15 | Remember the word using its word form (verb, noun, adjective) | 5 | 5 | 4 | 3 | 3 |
| C16 | Make my own definition for the word | 3 | 7 | 7 | 3 | 0 |
| C17 | Use physical action when learning a word | 1 | 5 | 10 | 3 | 1 |

| When I want to remember new words and build my vocabulary, I… | | Never | Seldom | Sometimes | Often | Always |
|---|---|---|---|---|---|---|
| D1 | Repeat the words aloud many times. | 1 | 2 | 7 | 6 | 4 |
| D2 | Write the words many times. | 3 | 2 | 8 | 7 | 0 |
| D3 | Make lists of new words. | 5 | 2 | 7 | 5 | 1 |

| D4 | Use flashcards to record new words. | 4 | 8 | 5 | 0 | 3 |
|----|-----|----|----|----|----|----|
| D5 | Take notes or highlight new words in class. | 0 | 3 | 13 | 2 | 2 |
| D6 | Put English labels on physical objects. | 3 | 5 | 6 | 4 | 2 |
| D7 | Keep a vocabulary notebook. | 0 | 4 | 9 | 3 | 4 |
| E1 | Use English-language media (songs, movies, the internet). | 2 | 0 | 6 | 3 | 9 |
| E2 | Test myself with word tests. | 1 | 6 | 8 | 5 | 0 |
| E3 | Study new words many times. | 3 | 4 | 7 | 6 | 0 |
| E4 | When I do not understand a word I pass or skip that word. | 5 | 2 | 7 | 4 | 2 |
| E5 | Pay attention to English words when someone is speaking English. | 3 | 2 | 6 | 6 | 3 |

# Appendix H: Detailed Results of the Experimental Group Student Questionnaire

| When I find a new English word that I don't know, I... | | Never | Seldom | Sometimes | Often | Always |
|---|---|---|---|---|---|---|
| A1 | Check new words grammatical form (e.g. find its verb, noun, adj. ,etc) | 7 | 1 | 7 | 3 | 2 |
| A2 | Look for any word parts that I know; taking away the prefixes and suffixes (impossible, possible, possibility, possibly, etc) | 2 | 6 | 6 | 5 | 1 |
| A3 | Check if the word is also a Kurdish word.(e.g. carton) | 2 | 4 | 2 | 5 | 7 |
| A4 | Check if the word is also a Kurdish word.(e.g. carton) | 4 | 2 | 11 | 2 | 1 |
| A5 | Guess its meaning from its context (what comes before and after the new piece of vocabulary) | 1 | 2 | 6 | 5 | 6 |
| A6 | Use a Kurdish-English dictionary | 1 | 1 | 4 | 8 | 6 |
| A7 | Use an English-English dictionary | 1 | 2 | 7 | 5 | 5 |
| B1 | Ask the teacher to give me the definition or an explanation in the form of an example sentence | 1 | 11 | 6 | 2 | 0 |
| B2 | Ask my classmates for the meaning/ definition | 5 | 5 | 9 | 1 | 0 |
| B3 | Discover new meaning through group work activity | 3 | 3 | 11 | 2 | 1 |
| B4 | Ask the teacher to check my definition | 2 | 7 | 8 | 3 | 0 |
| B5 | Talk with native speakers for a definition | 1 | 4 | 6 | 6 | 3 |
| C1 | Draw a picture of the word to help remember it | 1 | 1 | 6 | 7 | 5 |
| C2 | Make a mental image (imaginary image) of the | 4 | 4 | 4 | 4 | 4 |

| | | Never | Seldom | Sometimes | Often | Always |
|---|---|---|---|---|---|---|
| | words' meaning | | | | | |
| C3 | Connect the word to a personal experience | 1 | 3 | 7 | 9 | 0 |
| C4 | Remember the words that follow or precede the new word | 3 | 6 | 7 | 4 | 0 |
| C5 | Connect the word to other words with similar or opposite meanings | 5 | 2 | 5 | 3 | 5 |
| C6 | Use 'scales' for gradable adjectives. (e.g. good, better, best) | 2 | 4 | 6 | 4 | 4 |
| C7 | Group words together to study them | 1 | 4 | 10 | 5 | 0 |
| C8 | Use the new words in sentences | 3 | 4 | 7 | 4 | 2 |
| C9 | Write paragraphs using several new words | 2 | 3 | 7 | 7 | 1 |
| C10 | Study the spelling of a word (e.g., cat= c, a, t) | 5 | 3 | 8 | 1 | 3 |
| C11 | Study the sound of a word (e.g., cat /k/, /æ/, /t/) | 6 | 2 | 1 | 7 | 4 |
| C12 | Say the new words aloud | 3 | 3 | 4 | 5 | 5 |
| C13 | Make a mental image of the word's form (e.g. if the word is noun, I make a mental image different from its verb form. | 2 | 4 | 4 | 9 | 1 |
| C14 | Remember the word using its affixes and roots parts (happy=root OR happy + ness affixes= happiness). | 1 | 3 | 7 | 5 | 4 |
| C15 | Remember the word using its word form (verb, noun, adjective) | 2 | 3 | 7 | 5 | 3 |
| C16 | Make my own definition for the word | 2 | 1 | 6 | 5 | 6 |
| C17 | Use physical action when learning a word | 2 | 2 | 8 | 2 | 6 |

| When I want to remember new words and build my vocabulary, I… | | Never | Seldom | Sometimes | Often | Always |
|---|---|---|---|---|---|---|
| D1 | Repeat the words aloud many times. | 2 | 1 | 4 | 5 | 8 |

| D2 | Write the words many times. | 5 | 2 | 3 | 8 | 2 |
|---|---|---|---|---|---|---|
| D3 | Make lists of new words. | 1 | 2 | 7 | 4 | 6 |
| D4 | Use flashcards to record new words. | 1 | 4 | 11 | 4 | 0 |
| D5 | Take notes or highlight new words in class. | 1 | 5 | 5 | 4 | 5 |
| D6 | Put English labels on physical objects. | 4 | 7 | 2 | 6 | 1 |
| D7 | Keep a vocabulary notebook. | 5 | 0 | 5 | 4 | 6 |
| E1 | Use English-language media (songs, movies, the internet). | 2 | 3 | 7 | 4 | 4 |
| E2 | Test myself with word tests. | 1 | 7 | 5 | 6 | 1 |
| E3 | Study new words many times. | 1 | 1 | 14 | 3 | 1 |
| E4 | When I do not understand a word I pass or skip that word. | 6 | 3 | 6 | 2 | 3 |
| E5 | Pay attention to English words when someone is speaking English. | 3 | 5 | 3 | 3 | 6 |