

ISTANBUL SABAHATTIN ZAIM UNIVERSITY
GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**TEACHING VOCABULARY USING SHORT STORIES:
TRADITIONAL VERSUS DIGITAL MEDIUMS OF
LEARNING**

MA THESIS

Sıla Selver AKAR

İstanbul

September -2020

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Thesis Supervisor
Asst. Prof. Özlem Zabitgil Gülseren

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THESIS APPROVAL

This study has been approved in partial fulfillment of the requirements for MA
Degree in English Language and Literature.

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DEDICATION

This thesis is devoted to Mustafa Kemal Atatürk, the main reason we are here today and receive this education.

DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis titled “TEACHING VOCABULARY USING SHORT STORIES: TRADITIONAL versus DIGITAL MEDIUMS of LEARNING ” is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.

Signature

SILA SELVERAKAR

Istanbul, June 2020

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Sıla Selver Akar

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ABSTRACT

TEACHING VOCABULARY USING SHORT STORIES: TRADITIONAL VERSUS DIGITAL MEDIUMS OF LEARNING

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Vocabulary knowledge constitutes an important part of language learning. With this in mind, it is important to study the vocabulary development of language learners to better serve language learners. This thesis examines the impact of digital stories on word acquisition of English preparatory school language learners. The study is significant because it investigates the impact of digital short story application on the vocabulary growth, which constitutes a great potential for the overall language development of L2 learners. A pre-test was applied before the treatment to assess learners' current vocabulary level and a post-test was to find out how digital stories affected or altered the vocabulary acquisition of English Language learners. Digital short story application included reading from the screen as a whole class, pre-reading discussion, reading comprehension questions and post-reading discussion activities. This application was implemented during the treatment process. Students were able to reach digital short stories outside of the classroom if they choose to read and practice more. The data analysis was tabulated using the Spss method and two tests were applied to invalidate the null hypothesis; pair sample t-test and independent sample t-test. Comparison of the vocabulary performance of the traditional reading group and the experimental group, indicated that the experimental group had much higher post-test score. The average of the experimental group for the post-test is higher than the average for the pre-test with a difference of 14 percentages. On the other hand, the pre-test mean and the post-test mean difference of control group was 7.30 percentage. There could be observed significant improvement in scores for most students and in their vocabulary knowledge in experimental group. This research revealed that digital short story application was effective in improving students' L2 vocabulary. Hence, digital short story application can be argued to be an effective strategy to improve vocabulary development of L2 learners when compared to traditional textbook language teaching/learning. This study will contribute to the

literature of vocabulary learning in L2 which is an important component of language learning. Results of the study imply embracing various technology based practices such as digital short story application could offer positive results for vocabulary development and reading performance of L2 learners. Results of this study indicate that future studies could invest in digital short story practice specifically and technologically supported language applications in general to inform different language teaching contexts and different age groups for L2 vocabulary development specifically and language development generally.

Keywords: Vocabulary Learning, Digital short story, Second Language Learning, Literature, Language Skills, Language



ÖZET

KELİME ÖĞRETİMİNDE KISA ÖYKÜLERİN KULLANILMASI: GELENEKSEL VE DİJİTAL YÖNTEMLER

SILA SELVER AKAR

Yüksek Lisans, İngiliz Dili Eğitimi

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Kelime bilgisi, dil öğreniminin önemli bir bölümünü oluşturur. Bunu akılda tutarak, dil öğrenenlerin kelime dağarcığının gelişimini incelemek onlara daha iyi hizmet verebilmek için önemlidir. Bu tez, dijital kısa hikayelerin İngilizce hazırlık okulu öğrencilerinin kelime edinimi üzerindeki etkisini incelemektedir. Bu çalışma, dijital kısa öykü uygulamasının, yabancı dil öğrenenlerinin genel dil gelişimi için büyük bir potansiyel oluşturan kelime dağarcığı gelişimi üzerindeki etkisini araştırdığı için büyük önem taşımaktadır. Öğrencilerin mevcut kelime dağarcığını değerlendirmek için tedaviden önce bir ön test uygulandı. Tedaviden sonra, dijital kısa öykülerin İngilizce öğrenenlerin kelime edinimini nasıl etkilediğini veya değiştirdiğini bulmak için son test uygulandı. Dijital kısa öykü uygulaması, sınıfla beraber ekrandan okuma, okuma öncesi tartışma, okuduğunu anlama soruları ve okuma sonrası tartışma etkinliklerini içermektedir. Bu uygulama tedavi sürecinde uygulandı. Öğrenciler daha fazla okumayı ve pratik yapmayı isterlerse, sınıf dışında dijital kısa öykülere ulaşabildiler. Veri analizi, Spss yöntemi kullanılarak tablo haline getirildi ve sıfır hipotezini geçersiz kılmak için iki test uygulandı; çift örneklem t testi ve bağımsız örneklem t testi. Geleneksel grup ile deney grubunun kelime dağarcığı karşılaştırıldığında, deney grubunun son test puanlarının çok daha yüksek olduğunu gözlemlenmiştir. Deney grubunun son test ortalaması ön test ortalamasından yüzde 14 yüksektir. Öte yandan, kontrol grubunun ön test ortalaması ve son test ortalama farkı yüzde 7,30'dur. Deney grubundaki öğrencilerin çoğunun puanlarında ve kelime bilgilerinde önemli bir iyileşme gözlemlenmiştir. Bu araştırma, dijital kısa öykü uygulamasının öğrencilerin ikinci dil öğrenirken kelime dağarcığını geliştirmede etkili olduğunu ortaya koymuştur. Bu nedenle, dijital kısa öykü uygulamasının, geleneksel ders kitabı eğitimiyle karşılaştırıldığında, kelime dağarcığı gelişimini iyileştirmek için etkili bir strateji olduğu söylenebilir. Bu çalışma, dil öğrenmenin önemli bir bileşeni olan yabancı dilde kelime öğrenme literatürüne katkı sağlayacaktır. Çalışmanın sonuçları, dijital kısa öykü uygulaması gibi çeşitli teknoloji

tabanlı uygulamaları desteklemenin, yabancı dil öğrenenlerinin kelime dağarcığı gelişimi ve okuma performansı için olumlu sonuçlar sağlayabileceğini ima etmektedir. Bu çalışmanın sonuçları, gelecekteki çalışmaların, özellikle yabancı dil kelime dağarcığı gelişimi ve genel olarak dil gelişimi için farklı dil öğretim bağlamlarını ve farklı yaş gruplarını bilgilendirmek için özel ve genel olarak teknolojik yönden desteklenen dil uygulamalarına yatırım yapılabileceğini göstermektedir.

Anahtar Kelimeler: Kelime Öğrenme, Dijital kısa öykü, İkinci Dil Öğrenimi, Edebiyat, Dil Becerileri, Dil



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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

SD: Standard Deviation

FL: Foreign Language



CHAPTER I

INTRODUCTION

Currents progress in science and technology has also triggered developments in the field of education and language teaching. Language teaching is more important than any other time in history. Education and language teaching need to be adapted according to changing technology and emerging needs of teaching. This study aims to investigate the effects of digital short story on students' vocabulary attainment of English Preparatory School learners at a Foundation University. This inquiry will inform about the outcomes of alternative teaching practices such as digital short story application in language classes as opposed to traditional textbook learning. This section introduces the background of the study, statement of the problem, purpose of the study, significance of the study, research question, and definition of terms.

Technology is an important part of our lives today. Technology makes it possible to adapt audio and visual materials for the classroom environment through different methodologies. Teachers can increase the number of methods and techniques they use in the classroom. They can utilize digital short stories to increase classroom management and attract students' attention. The use of literature in language education is the way to bring novel language teaching practices. Literary works can be analysed in many ways and contribute to enhance learners' language skills. Literary works with cultural details and social aspects imbedded in them can support language education in many ways. Literature is a language model for students-to read and listen in the learning of new words, syntax discourse functions and correct sentence patterns prevalent in literary texts (Stan,2014:454-459). Literary texts could improve students' language skills in many ways; for example, learners are able to comprehend what they are reading easier because stories triggers learners' attention. They can also write more effectively because of learner engagement due to interesting plots in stories.

1.1. Statement of the problem

English is one of the most feared classes for many students due to psychological perception of English as a difficult reference. English learners do not perceive English as a tool which can make life easier (Sekmez, 2017) or even those who realize the important role of English are overshadowed with an anxiety of English performance. When students use English in their daily life, they always hesitate due to atychiphobia and inadequate grammar, vocabulary and pronunciation knowledge with fear of making a mistake. If learners can be aware of importance and ease of language learning in the technological age, they can change their perception to their advantage.

Another challenge is that students learn language by memorizing grammar rules, as if it is a mathematical formula, rather than using it creatively. Using storytelling is a creative method, but classical methods adhere to textbooks most of the time, and standardized tests are used in students' evaluation in schools. Hence, teachers have difficulty in evaluating their students' learning process in alternative mediums which can be more creative due to mandated procedures. Inadequate resources and mandated curricula force teachers to teach grammar rules and use specific evaluation practices.

Literature can be an alternative source for creative teaching and learning practices. However, there are contradictory opinions about the use of literature for teaching English. According to Lazar (1994:115-124), the use of literature is unnecessary in language teaching and a grammar based teaching should be maintained for many teachers. Teachers do not always prefer to include literature in their lesson, because it is time consuming and risky in comparison to previously tried practices in the classroom. Teachers need to explain the digital short stories and multimedia texts to learners in order to increase student awareness in alternative language learning resources. The usage of multimedia texts in classroom promotes learners in becoming familiar with vocabulary and language structures (Ahmadi, 2018:115-125). Teachers ought to spend more time, and effort to teach a topic from digital platforms and increase student familiarity with digital language learning opportunities.

1.2. Purpose of the study

The aim of this study is to investigate if students can improve their vocabulary learning through digital short story practices in language classes. Literature can be used with technology for language teaching purposes in order to determine the vocabulary improvement of language learners. Technology integration provides an effective learning process (Dexter, Anderson & Becker, 2014:221-239) especially if short stories are combined with language pedagogy. Studies indicate that digital short stories contribute to language learning, and motivate students in language learning. Digital short story practices benefit students' learning in and out of the classroom and in this study digital short story practices will be studied in terms of its impact on the vocabulary attainment of language learners.

Provided that authentic literature is used appropriately, learners extract not only the language knowledge but also the cultural knowledge from language input. Authentic materials can cater learners' effective, aesthetic and wider educational needs in addition to their functional -communicative language learning needs (Bland, 2013:5). Short stories, which are appropriately selected according to learners' levels, can offer a range of opportunities to develop foreign language proficiency in enjoyable contexts (Scoter, Ellis & Railsback, 2001:1-55). According to Cunningsworth (1984), adults and teenagers are able to relate positively to what they have learned from stories to their real life. Authentic materials such as short stories attract students' interest and thus develop learners' reading ability. Hişmanoğlu (2005:1-14) supports the idea that the use of short stories provides a very entertaining atmosphere in the classroom. Therefore, the benefits of using it in language teaching can be clearly observed.

Research indicates that in order to achieve meaningful technological integration, learning must be designed from a constructivist approach. This approach encourages students to learn in a social context and helps them to improve abilities such as, creating new knowledge, solving their problems and utilize creative and critical thinking (Griest, 1996:59-63). Constructivism is an approach to learning that holds

that people actively construct or make their own knowledge and their reality is determined by the experiences of learners (Elliott, Kratochwill, Littlefield Cook, Travers, 2000). Learners build knowledge consciously instead of knowledge being passively received. Systematically adjusted technological tools provide a learning environment where students are able to analyse and synthesize information. Learners gain the ability to cope with their own problems and this method develops their critical thinking and creativity (Hoffman 1997:51-55; Mergendollar 1997:12-15; Richards: 1998:46-56). In other words, learners gain knowledge they have learned consciously by knowing how to learn (Spivey, 1997).

1.3. Significance of the study

People told their stories thousands of years ago when they lived in caves because of our need to tell and share. Nowadays, there are different sources for expression including digital sources (Banaszewski, 2005). Young learners have several digital options such as phones, iPads or computers. The learners can access all types of texts from beginning to advanced levels through these materials; e-books, some reading applications offering a reading-aloud interface, relevant vocabulary-building activities, games related to reading skills and vocabulary acquisition (Fu, 2013:112-125). Instructors can get students' attention by using online materials more frequently in classes (Bibby, 2011:43-54). Stories can be used to improve language comprehension skills because of being a time-tested medium for human experience and learning. Learners can easily digitally listen to short stories while they are reading. Digital short stories can improve listening skills, and provide opportunities for teachers to develop creative writing skills.

1.4. Research Questions

- What are the effects of digital short story usage in language classes on the word acquisition of language learners?

- What are the impacts of digital short story usage on student vocabulary learning when compared to the traditional methods?

1.5. Definition of Terms

Vocabulary Learning: The knowledge of a word not only states a definition, but also expresses how that word fits into the world. Learners proceed to advance vocabulary throughout our lives. Words are powerful and enable new possibilities, for learners (Stahl 2005).

Digital short story: Digital short storytelling refers to short videos or scripts with audio support and a digital short story can be made from a range of audio and visual elements. Digital short stories could be defined as combinations of words or phrases and pictures to make a film or a short and simple presentation. (Anggeraini, 2017)

Second Language Learning: Second language learning is a conscious process where the learning of another language other than the First Language (L1) takes place. It ought to be distinguished from bilingualism and multilingualism, the process has to take place after the first language(s) has already been acquired (Stefánsson, 2013:2)

Literature: Literature consists of collection of written or oral work, and it refers to writings specifically considered to be an art form, especially prose fiction, drama, and poetry, in contrast to academic writing and newspapers. Literature could be categorized in variety of ways, including language, national origin, historical period, genre, and subject matter. Literary reading implies change in a reciprocal experience at a particular time and place, and from this perspective, literature can have different expressions or different forms to be transformative. (Fialho, 2019)

Language Skills: Language skills can be examined under two titles; receptive and productive. Speaking and writing are productive skills because learners are active and produce sounds in speaking and symbols (letters, etc.) in writing. However, listening and reading are receptive skills because learners are generally passive and receive information either through listening or reading (Husain, 2015).

Language: People can be differentiated from animals thanks to language which is human being's finest asset. Every word has a different identity and meaning, and words are put together in a very systematic order and in special ways. When words come together, they form sentences and sentences combine to form a language (Husain, 2015).

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

Nowadays, a wide range of media can be accessed to find new stories in language classes. Digital short stories are among the commonly utilized virtual sources. Digital short stories which have properties of successful stories, novelists, screenwriters, playwrights, and poets, develop individuals' perspectives of the world through different language experiences. Digital information literacy provides several opportunities recognising the need for novelty; being able to access and evaluate electronic information and the digitally literate learners can confidently use, manage, create, quote, and share sources of digital information effectively (Jeffrey, Hegarty, Kelly, Penman, Coburn, McDonald, 2011). These sources involve the cultural, ethical, economic, legal, and social information for students.

Also, digital short stories provide students with narrative practice by allowing them to construct characters and settings in their minds. Digital storytelling adjusts students in a wide variety of skills: oral storytelling, writing composition, visual literacy, media literacy, as well as an understanding of film conventions. Stories involve interesting and entertaining content which can be used to facilitate learning outcomes (Rossiter, 2002). Students can synthesize the information from short stories to develop their language skills. With this in mind, short stories can contribute to learning in terms of facilitating speech, sharing culture and raising awareness (Georgiou and Verdugo, 2011:137-155).

Stories also appeal to students who have different kinds of intelligence, such as visual, auditory and kinaesthetic intelligence. Students can experience effective learning environments through individual and participatory interaction with stories and activities (Aix, 1988). Collie and Slater (1987) argued that the use of short stories can also contribute to students' autonomous work since it provides creative platforms for them to use language. If learning curiosity occurs, learning becomes more enjoyable, attractive and meaningful for students. Thus, this study attempts to use the creative power of digital short stories to teach vocabulary in language classes. The study hypothesizes that digital short stories can increase vocabulary learning in language learning.

2.2. The Use of Short Stories to Teach Vocabulary in English Language Classes

Literature is a valuable data source for vocabulary learning and language development. Yet, it is particularly important to choose the right kind of short stories for the intended pedagogical results. Stories should be in line with students' proficiency level or slightly above their language abilities for them to benefit most from the chosen story. Simple elements can be taught at beginner and intermediate levels, such as character, setting and plot. More complex elements, such as conflict, climax, resolution, etc., can be introduced at more advanced levels (Erkaya, Rocha 2005:38-49). According to Gajdusek (1988:227-257), pre-reading activities, factual in-class work, analysis and extending activities are very effective ways to introduce a literature text in the classroom. In the pre-reading activities, there is the opportunity to learn about the background of the story and target vocabulary. Furthermore, content should be appropriate to the level of students. Hill (1994:349-358) point out that the materials should be picked up according to abilities of students, the linguistic and stylistic level of the text, and an amount of background information for initiating true appreciation for learners. Learners will abstain from language learning when they are bored. For this reason, the right materials should be selected that do not bother students and allow correct evaluation of their understanding. According to Heathon (1988) grammar, spelling, and vocabulary are critical elements of language learning, and it is possible to combine these elements through the use of literature. We can use short stories for young learners and adults similarly. Digital short stories can be utilized for all language levels. Stories should also be thematically in harmony with student interests. Story length is another vital consideration because if stories are concise, students are able to finish in a short time and can feel a sense of accomplishment upon finishing the reading task. Another important consideration is choosing a proper story for language teaching purposes, in relation to the existence of particular words, phrases and structural recognition. Provided that selected texts include the target words and concepts, it will support the pedagogical development of students.

Researchers have highlighted the positive influences of usage of literature

in language classes. Many different methods were used in language teaching. One of the oldest teaching methodologies include learning with translations from first language to target language focusing on grammatical structures whereas more recent methods focus on communication-based approaches. Literary works have a wide selection of resources and a source can be selected according to the level of the learners. Learners' background, level and gender are very important elements and they must be considered by instructors. The use of story in language teaching has many advantages. The stories can connect to everyday life and emotions through learners' background knowledge. As Savvidou (2004) points out, literature provides many benefits for language learning, and teachers should use these authentic and engaging materials to attract students' attention and accomplish more. Short stories are meaningfully rich texts appealing to learners of all levels. Therefore, the use of short stories supports language acquisition and language development of learners. Also, short stories can have different lengths, so they can be read quickly. There are a variety of short stories available for different language proficiency levels and ages. Short stories also provide visual, audio and interpretive opportunities for learners. According to Oster (1989:85-103), students can interpret the story and use language more creatively when they read stories. According to Lazar (1994:115-124), students can interpret the words in the text and answer their own questions. This contributes to their vocabulary development. Thus, students' vocabulary, analysis, self-thinking ability and language ability show significant improvements through the literature involvement.

2.3. Why Short Stories?

Short stories allow students to learn new words and relate these words to their first language. Short stories build cultural bridges essential for the language learning experience. Stories include various universal topics involving human relations and experiences. When students interpret stories inwardly by themselves, the end of the story becomes more apparent and meaningful for them. Learners can identify with characters in the story. The experience of reading assists learners to remember new vocabulary more easily and creates empathy with characters. One event in the story can affect learners deeply and this effect ensures that learners remember the word in the long term. In addition, as Lazar (1994:115-124) emphasizes, short stories

are time efficient and important resources to draw the attention of learners. Students feel satisfaction when they complete reading short stories. Short story reading and digital viewing makes the language class more enjoyable. When language learning is more enjoyable, learning becomes more permanent (Phillips, 1993).

2.4. Short-Story and Vocabulary Development

Vocabulary is the cornerstone while teaching language. When vocabulary knowledge is on a firm footing, the language learning process can proceed quickly. Lao and Krashen (2000:16-32) showed how useful literary texts are while teaching vocabulary and reading during their research in a university in Hong-Kong. With this in mind, word knowledge can be classified in two categories as active and passive vocabulary knowledge. With passive vocabulary students can recognize particular words but cannot use these words in their language communication. In active vocabulary knowledge, students know and use the words communicatively in their language practices. Similarly, Hatch and Brown (1995) made a distinction between receptive vocabulary and productive vocabulary. Receptive vocabulary knowledge means that learners understand a word when they see or read it in a context; however, productive knowledge means that they can use the word in a context, while speaking or writing. Generally, learners gain word knowledge receptively. Then, they can transfer their knowledge productively either incidentally or intentionally.

Vocabulary teaching is more complicated than teaching other language skills, because learners memorize words in the form of a list. Vocabulary acquisition is a challenge for learners, because they need to make a connection between their new acquired words through their own language system. Also, memorization of vocabulary causes students to lose their motivation. Learners are prejudiced against learning new words because they try to learn by memorizing them and then they tend to forget easily. According to Nation (1990:326-328), words are learned in a process when learners use them regularly. Lubliner and Smetana (2005:163-200) stated that learners gain permanent vocabulary knowledge when they meet these words in texts more than once. Learners should know how to use words in a sentence and make inferences about the meaning of words from the sentence. With this in mind, Hişmanoğlu (2005:1-14) showed the use of short stories was an alternative solution to tedious vocabulary learning. Carter and Long (1991) emphasized the importance

of using stories because short stories provide learners with valuable knowledge about other cultures, ideologies, and societies making words memorable in the minds of learners. Thus, vocabulary learning becomes more enjoyable and more permanent this way.

In addition, pre-reading activities can be implemented before starting vocabulary teaching in short story reading. A discussion activity or a kind of word-finding activity before reading can contribute to vocabulary learning. Students come across many interesting phrases and idioms in such activities. Brain storming before reading and games or character interpretation after reading can improve learners' skills in using these words naturally in their daily language. One of the most challenging areas for students is to make fluent sentences spontaneously. The interactive activities exemplifying the above will encourage students to use language more creatively. After sufficient word accumulation is provided, students can be required to write as a post-story activity. Oster (1989:85-103) confirms that these activities help students to write more creatively. Students are able to develop their writing skills through writing activities. These students can also write dialogues or more complex writing activities.

Short stories provide several opportunities for language learning especially vocabulary attainment. Many literary styles, especially short stories, are the most appropriate for use in a language classroom. Students can advance themselves in all skills required to learn the language. Short stories can be examined for their benefits for all skills. Drama is one of these skills and it helps learners in many ways. Drama dissolves monotony in the classroom and motivates children to learn. This task improves communicative and speaking skills in children. Students are encouraged to use language more imaginatively. Students encounter many characters in the story and share ideas about these characters and events. Oster (1989:85-103) affirms this argument indicating that "focusing on point of view in literature enlarges students' vision and fosters critical thinking by dramatizing the various ways a situation can be seen". Thus, instructors can create several opportunities to develop their learners' language skills.

2.5. The Benefits of Using Short Stories

- Short stories can present integrated language. Learners are exposed to pre-

determined syllabus and curriculum which can be boring for students. Short stories can provide a new perspective for learners, making reading in English less intimidating.

- Short stories can be implemented to bridge vocabulary and grammar teaching.
- Short stories foster discussion and writing opportunities for students. Advanced learners can discover detailed grammatical structures in stories by examination and use new arguments, so they can enhance their language development.
- Learners may already have some background knowledge about the short stories, which are more entertaining than textbook readings.

The length of short stories makes it easy to use them in the language classroom in one or two class hours. Pedagogically they provide an intensive teaching experience. There are also benefits for structural awareness. According to Povey (1972:40-46), learners can examine authentic usage of grammatical structures and word patterns. While reading, learners pay more attention to understand what they read while reading a short story and they try to infer the meaning of words. Thus, learners can learn the alternative meanings of words in addition to the dictionary meaning. Short stories are also an opportunity to improve writing skills. Oster (1989:85-103) claims that writing and literature are related and can contribute to the creativity of students.

According to Helgesen (2003:23-47), listening ability is an active and purposeful process different from hearing and with digital short stories students engage in purposeful listening. Digital short stories enable students to listen to the story from a native voice. This is particularly valuable for improving the pronunciation of the learner in the second language. An effective listening activity brings about a more concentrated reading activity. Students can listen to these stories on digital platforms which ensures ongoing learning opportunities. Students have different levels of proficiency and vocabulary knowledge, and one time reading or listening might not be sufficient for some learners to totally understand the text. Thus, an activity like this can give slow learners a second chance to practice and catch up. Before listening, some questions can be asked by the instructor to facilitate students' understanding, and to provide background knowledge necessary before reading the literary text. It is clear that using digital short stories go beyond vocabulary teaching.

It also assists in advancing all language skills in the second language. Yet, for the purposes of this study, only vocabulary acquisition will be inquired. Further studies, in light of this study, can inquire other aspects of language development through the use of digital short stories.



CHAPTER III

METHODOLOGY

3.1. Introduction

The previous section covered recent work on vocabulary learning in foreign language and digital short stories. Aspects of vocabulary learning and teaching, as well as learning strategies to improve students' vocabulary are highlighted. In addition, the researcher presented short stories as original teaching materials that EFL students can utilize to enrich their vocabulary development. This section describes the methodology utilized in this study, the participants in this study, the setting, instruments and the methodological treatments such as pre-test, treatment and post-test are described in detail.

3.2. Settings and Participants

This study was conducted at a Foundation University in İstanbul with preparatory school students. It took place in the first semester of the 2019-2020 academic year. The participants of the study will study at different departments upon completing the English Preparatory School. The students included in the experimental and control groups were at the beginner proficiency level of English according to CEFR level. Their vocabulary level needs to be developed to better express their thoughts and ideas and to bring them to a higher level proficiency so that they can follow their departmental studies when they complete the Preparatory School Education. Students' ages varied from 18 to 23 years. All students attended classes from 8.30 am to 15.30 pm, and each class had 45 minutes of duration. Students have 30 hours of English lessons weekly classes included a main course, listening-speaking, reading-writing and English lessons in the form of team teaching shared by four English instructors per week. Students have to take four achievement tests and succeed in several quizzes in skills classes and main course lessons. The purpose of the English Preparatory School education is to raise students' English level and provide a solid foundation for their technical English so that they can succeed in their future departments of study. The participants in this study were divided into two groups as the control group and the experimental group. Each group consisted of a mixed group of girls and boys each comprising twenty (20) students. While the

experimental group watched digital short stories, this method was not applied to the control group. All participants in both the groups have an English language background because of receiving some English education in secondary school and high school.

3.3. Instruments

Both qualitative and quantitative data collection instruments were used to collect data in order to obtain rich data sets for the study. Qualitative research methods such as observation of participants, semi-structured interviews with students and colleagues, observation of students in classes, and recording of class sessions are different tools used to collect and evaluate data. During the treatment process, short stories selected from the British Council in accordance with the level of the students were used.

3.3.1. Teacher's Notes

Teacher's notes are written down in-class as they observe the learning progress of students first-hand. This also served as a self-reflection by the teacher as to how short story plays out in the language classroom both as the researcher and the classroom teacher. Having this dual position as a researcher and teacher made evaluation of results easier and clearer. At the beginning and end of the lessons, students were asked some comprehension questions about short stories and their answers were recorded by the teacher in order to better understand student views and emerging performances. In addition to these questions, students' verbal feedback about digital short stories and activities were also noted.

In order to ensure reliability and validity, qualitative evaluations are also about pre-test and post-test and digital short story choices asking the opinions of all preparatory-school teachers who taught both groups (control and experimental groups) and thus, teachers' opinions were recorded.

3.3.2. Semi-Structured Interview

Carrying out interviews with students was another data collection tool used to confirm the quantitative findings reached from pre-test and post-test. Interviews were held at the end of the study. Students who were chosen from the classes and were

asked five questions to learn their thoughts about digital short stories. Each interview lasted about 10 minutes. In order to maintain validity and reliability, the questions used in the interview were presented to other teachers of the classrooms to ask their opinions and suggestions. (See Appendix 1-2).

3.3.3. Pre- and Post-Tests

First, a test was applied to the control and experimental groups and the students' vocabulary levels are considered in the preparation of the vocabulary tests for control and experimental groups. Based on this observation and other teachers' opinions about student proficiency levels, a pre-test was designed for both groups. The pre-test helped the research to understand the current vocabulary level of learners in both groups. By implementing the pre-test, we found that both groups had nearly the same level of vocabulary. To ensure the validity of the test, students of both groups were not allowed to use dictionaries, and cell phones during the test. Students were observed closely during the test by their teacher in order to prevent cheating incidents.

3.4. Digital Short Stories

The digital short stories about the characters of English literature and history were selected from the British Council website for the experimental group students who are at A2 beginner level. The students could watch and read these short stories during the treatment process. Since these short stories are 2-3 minutes long, students could easily understand the texts which they listened. Each digital short story offers vocabulary activities related to its topic and after watching short stories, students completed these activities (Appendix 3 illustrates these details).

3.5. Activity Details for Digital Short Stories

Reading short stories consisted of three different stages which were pre-reading, while-reading and post-reading. While reading and post-reading each of these stages target different learning points about the reading passage and the target vocabulary to be learned.

Pre-reading

Pre-reading activity starts with asking probing questions about the story topic to be read. Different images and pictures from the British Council are shown to see their familiarity about the vocabulary the reading passage. These pre-reading tasks prepare students.

While-reading

This part of the reading aims to make students, engaged in reading fully. So, activities such as listening to the story and asking learners to put the given sentences in order engages students with fully concentration. Also, reading for specific information expected of learners by giving statements which they need to circle as false or true.

Post-reading

This part aims to go over learned vocabulary through different discussion points. Also, cultural and historical elements e.g. the reading are highlighted by comparing it to learners' national culture and history. For instance, for the short story reading 'Boudica' learners are asked to think e.g. a hero or heroin from their country/national history. Learners were asked to unite about their hero/heroin and draw a picture about them.

3.6. The Treatment Phase

In the first session, the participants in both groups completed the pre-test during one lesson hour. Students' course book was examined and vocabulary list was created. According to the vocabulary list pre-test and post-test were prepared. The selection of the short stories was based on many criteria. The digital short stories were selected from British Council website which is compatible with the words on this list and the level of students. The topics of digital short stories'-are-history, literature and culture driven texts which would be informative and interesting for learners. After the pre-test results were obtained from both groups, the extensive reading program was implemented for the experimental group, in 8 sessions that lasted about 6 weeks. Students finished two digital short stories each week. In order to make sure that they understood the short story, some comprehension activities (activities were adopted

from the British Council) were distributed with each short story. (Appendix 3 illustrates these details). The activities included four parts: matching words, putting the parts of the story in order, true-false activities, and writing and drawing which all measure student comprehension. After students watched the first short story, they completed the activities about the short story. The researcher collected these documents and analysed them after the class hour. The same procedures were carried out for the other short stories, too. Thanks to the language skills they gained through the digital storytelling method, students demonstrated these skills in each of their reading & writing, listening and speaking lessons.

3.7. Data Collection Procedure

The study explores the impact of digital short story reading practices for the vocabulary attainment of English Preparatory School students. The students were given information about the study at the beginning of the class so that they know what is expected of them as participants. This study lasted 6 weeks. During this period, the digital short story method was implemented and related vocabulary and writing activities were offered to the students. The researcher kept an observation form after each activity in order to note down instantaneous developments. Students' comments and responses in the interviews were analysed in retrospect. The pre-test shed light to the vocabulary level of students whereas the post-test aimed to reveal if there was any change in the English level of students after the application.

3.8. Data Analysis Procedure

The pre-test and post-test were used to collect data about students' vocabulary knowledge. These tests helped to reveal if there was any change in the development of participants in their vocabulary knowledge. The pre-test assessed learners' vocabulary knowledge and gave an indication of the grammar knowledge. Later, participants in the experimental group had the opportunity to read and respond to digital short stories that were part of the treatment in addition to their regular reading materials in their course books. After each story, the participants noted the unknown words and then tried to guess the meanings of these words from the context of the story. At the end of each story, the students were given a test to evaluate their understanding of the story and the vocabulary knowledge. Finally, at the end of the six-week period, participants were given a post-test to examine their progress and to

see how much they have changed in comparison to their pre-test outcome. The participants in the control group had their regular classes with traditional methods. They also learned new words from the text by looking at the dictionary. At the end of the process, the same post-test was also given to them to determine if there are any improvements. The researcher took notes throughout the process and wrote her observations in order to closely observe the student development.



CHAPTER IV

FINDINGS

This section includes the evaluation of the pre-test and post-test described in the previous section as well as the analysis of the pre-test and post-test results using the SPSS method which are illustrated in tables and graphs.

4.1. The Choice of the Method

There is no best way to classify any research method in the field of education. Therefore, the choice of method is determined by the nature of the subject under investigation. The subject of the research, the purpose of the sample examined, and the data collected are some considerations in the choice of methods and analysis. Research methods have various procedures that include the theoretical procedures used in research, experimental studies, numerical schemes, statistical approaches. The nature and purpose of this study is to validate or reject the previously-stated hypothesis; hence, a semi-experimental study was chosen as it is a powerful method for evaluating cause-effect relationships.

4.2 Research Variables

Our current study “the effect of digital short stories on improving students’ vocabulary acquisition” consists of two main variables namely: (1) an independent variable and (2) a dependent variable.

4.2.1 Independent Variable

The independent variable in this study is digital short stories used by preparatory students in Foundation University.

4.2.2. Dependent Variable

The dependent variable in this study is the improvement of students’ vocabulary acquisition.

4.3 The Description of Population and Sample

In this study, the participants were selected from two different preparatory classes as the control group and the experimental group. Each group consists of A2 level preparatory students, each of which consists of twenty (20) students.

44 Tools of the Research

The used design for conducting this study is a quasi-experimental with three stages namely which are a pre-test, treatment period, and finally a post test.

441 The Pre-test Phase

The researcher divided the students from different classrooms into experimental and control groups. The researcher carried out the treatment with the experimental group in the four week period. The control group had a different teacher in the English Preparatory School, and this instructor shared essential information about the students consisting of their vocabulary knowledge and language skills with the researcher who has been also the class instructor for the experimental group. The pre-test and post-tests were designed taking into consideration the specific word knowledge of the students. The pre-test consisted of five categories; each category had four words in a diagram and two different meanings or definitions to match. Students had to match one of the two definitions that fit with the given word. In the third exercise, students had to write ten sentences with the words given. The pre-test assisted the researcher to obtain information about students' vocabulary knowledge in both groups, control and experimental groups. While implementing the exam, students were not allowed to use their mobile phones and dictionaries to ensure the validity of the test. Also, the classroom environment was well organized and observed by the teacher to prevent any cheating incidents. Both groups had approximately the same level of vocabulary knowledge at the beginning stage according to the results of the pre-test. (Appendix 4 illustrates these details).

442 The Treatment Phase

After pre-tests were carried out for both groups (control and experimental groups), a comprehensive reading program was implemented for the duration of 4 weeks. The pre-test was applied to the participants of both groups in the first hour of the week. Then, in the second hour first short story application was introduced, which have started the treatment phase of the study.

Table 4.1: Reading Schedule of the Experimental Group Sessions

Sessions	Steps of the treatment period
1	Pre-test and studying the first short story “Boudica”.
2	Providing students with the second short story “ Elizabeth I ”.
3	Providing students with the third short story “ Emmeline Pankhurst”
4	Providing students with the fourth short story “ Florence Nightingale ”
5	Providing students with the fifth short story “Isaac Newton”
6	Providing students with the sixth short story “Nessie - the Loch Ness Monster”
7	Providing students with the seventh short story “ Robin Hood ”
8	Providing students with the eighth short story “ William Shakespeare ”
9	Post-test

The participants of the experimental group received the new vocabulary item through implementing a different technique which is watching digital short stories. However, the control group participants had not received treatment they continued through the same method that it was used before depending on the teacher’s explanation, and the text book content.

4.4.3 The Post-test Phase

After the treatment period which lasted 6 weeks, the two groups were tested again in order to check whether there was a significant difference in their vocabulary knowledge after the treatment period or not. The post-test was the same as the pre-test, i.e. included the same questions and exercises (See appendix 4).

4.5. Scoring

The test included five sections and all sections were scored equally (each section is 20 points). The first section consisted of five questions, and each question had four words which need to be matched with meanings given below. In the second section, the same questions style was adapted for finding the opposite meanings provided below. The students had to compose sentences with the words given in the third section to show their understanding of words. The next section consisted of multiple-choice questions. Students matched the words on the right side of the table with their synonyms on the left side in the final part. Each section of the test equals 20 points, and each question is worth 2 points. Whether the students learned more words or not after the treatment is inquired looking at the test results. All words in these tests were selected from the syllabus that is the same for control and experimental groups. The aim was to measure the contribution of digital short stories to students' word development based on the same word group. The evaluation was completed with the results of the post-test. Post-test is seen as an indicator of student change in vocabulary knowledge.

4.6 Statistical Analysis

Two tests were organized to confirm the hypothesis based on the research question along with the suggested hypothesis, the null hypothesis, the aim, as well as the research methodology. The paired-sample-t test was implemented to compare the results before and after the treatment period for a particular group and to determine the mean difference. The independent-samples t-test was the second test applied to analyse the effect of the independent variable on the dependent variable.

4.7 Mean

All values of a variable are summed, and this number is divided by the number of values summed to calculate the mean. The formula for calculating the mean is as follows;

$$d^{\bar{}} = \frac{\Sigma d}{N}$$

Where:

\bar{x} : The sample mean,

Σ : The sum of all the items,

N: the total number of students.

4.8 Standard Deviation

Norris, Qureshi, Lowitt and Cramer (2012, p. 68) clearly defined standard deviation as the square root of the variance, i.e. the square root of something that involves squaring the deviation of each score from the mean”.

$$SD = \sqrt{\frac{\sum |x - \bar{x}|^2}{n}}$$

Where:

SD: Standard Deviation

S²: The variance

Σ : The sum of the gain result

4.9 Data Analysis and Discussion

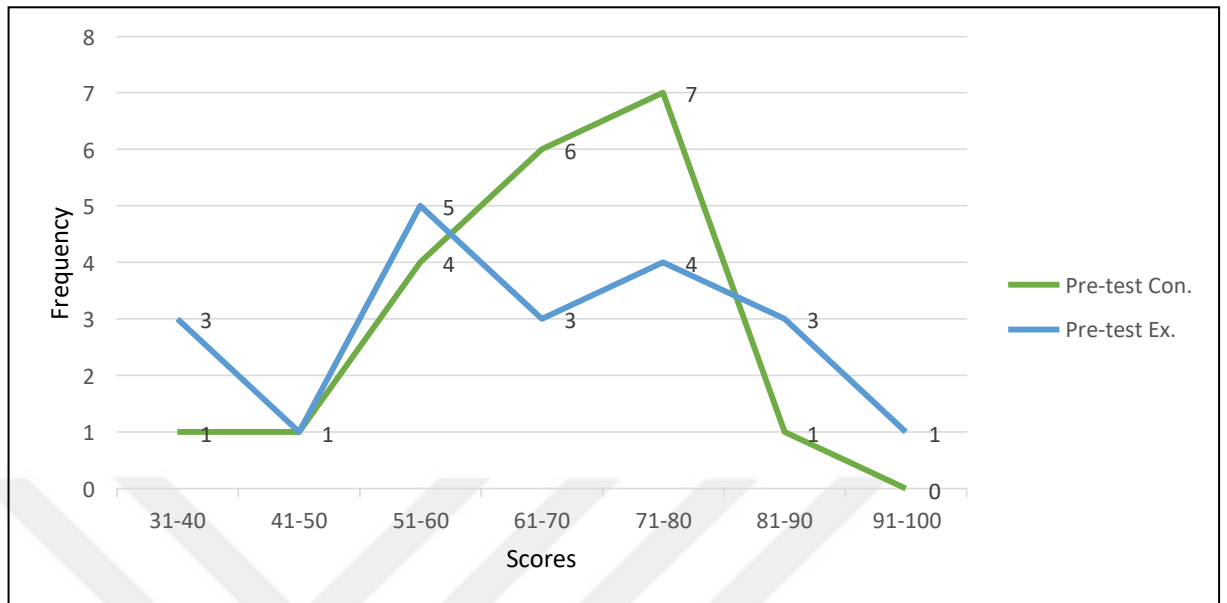
The data results will be shown through diagrams and it will be explained what these numbers mean.

4.9.1 Results of the Pre-test and Post-test

Table 4.2: The Experimental and Control Groups' Pre and Post-Test Scores

	Control Group		Experimental Group	
Score	Pre-Test	Post-Test	Pre-Test	Post-Test
31-40	1	1	3	0
41-50	1	0	1	0
51-60	4	1	5	2
61-70	6	5	3	4
71-80	7	7	4	5
81-90	1	4	3	4
91-100	0	2	1	5

Graph 4.1: Control and Experimental Group Scores on the Pre-test.



4.9.2 Control Group Vs. Experimental Group Scores on the Pre-test

Table 4.2 exhibits the results for both groups, i.e. experimental and control group from the pre-test. According to results of the pre-test, the control group outscored the experimental group. The mean of the control group was $X_c = 66.60$ and the mean of the experimental group was $X_e = 64.60$.

Control Group:

$18 \geq 50 \rightarrow 90,00\% \geq 50$

$2 \leq 50 \rightarrow 10,00\% \leq 50$

Experimental Group:

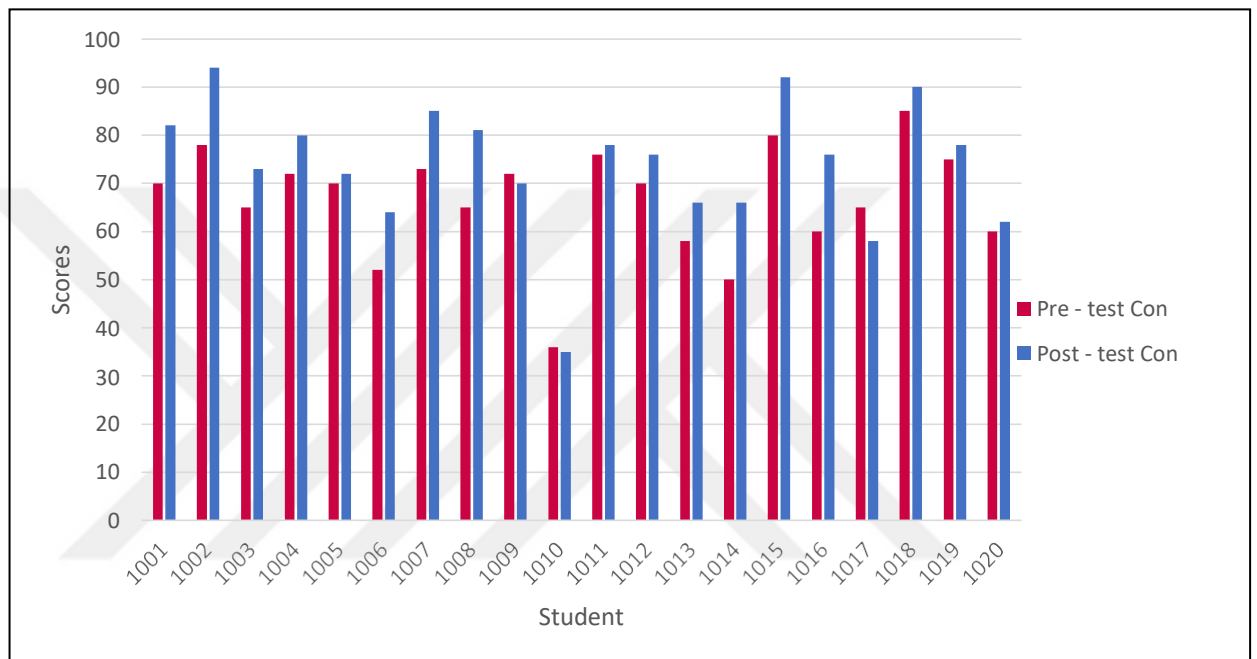
$16 \geq 50 \rightarrow 80,00\% \geq 50$

$4 \leq 50 \rightarrow 20,00\% \leq 50$

From graph4.1, the frequency polygon for the control group begins at 31-40 (which is the lowest score), and ends at 81-90 (which is the highest score) with peaks at 61-70 and 71-80(which are the most frequent scores). However, the frequency polygon for the experimental group begins at 31-40 (which is the lowest score), and ends at 91-100 (which is the highest score) with a peak at 51-60.

4.9.3 Control Group Post-test Vs. Control Group Pre-test Performance

Graph 4.2: Control group scores of the pre and post-test Score Differences



Graph 4.2 demonstrates that control group's pre-test scores have a peak at 85, while their post-test results have a peak at 94. Also, below average scores are less frequent in the pre-test than scores above average (50/100)

It can be deduced that:

Pre-test:

$$18 \geq 50 \longrightarrow 90,00\% \geq 50$$

$$2 \leq 50 \longrightarrow 10,00\% \leq 50$$

Post-test:

$$19 \geq 50 \longrightarrow 95,00\% \geq 50$$

$$1 \leq 50 \longrightarrow 5,00\% \leq 50$$

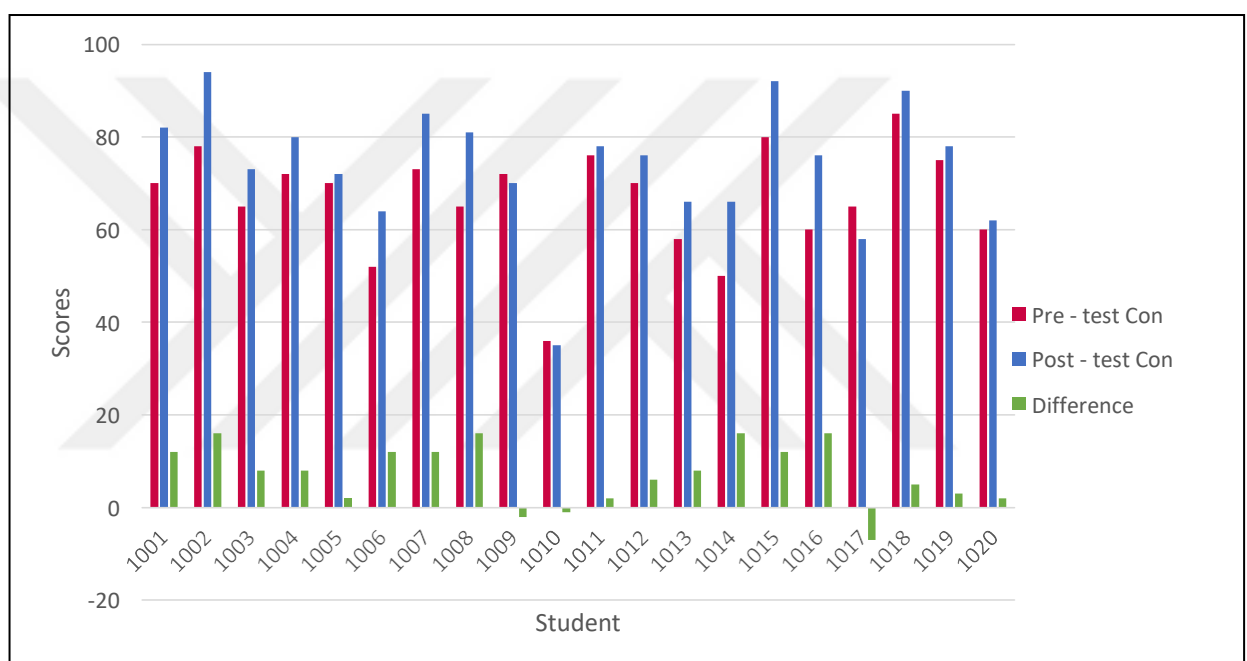
Based on the above data, the pre-test average for the scores in the control group is $X_{pr} = 66.60$, and the post-test average is lower at $X_{po} = 73.90$. To reveal the score difference and progress between the pre-test and post-test, the difference between the means is calculated ($d = 7.30$, table 2). After the treatment process, an improvement in test results was observed in both groups (control and experimental). The experimental group, whose pre-test mean was lower than the control group. However, experimental group way ahead of the control group in the post-test results due to the effect of the digital story reading application. These results prove that the digital short story method is more effective than the classical textbook reading method implemented by the teacher while teaching vocabulary.

Table 4.3: Control Group's Pre-test and Post-test Score Difference Individually

Student	Pre - test Con	Post - test Con	Difference
1001	70	82	12
1002	78	94	16
1003	65	73	8
1004	72	80	8
1005	70	72	2
1006	52	64	12
1007	73	85	12
1008	65	81	16
1009	72	70	-2
1010	36	35	-1
1011	76	78	2
1012	70	76	6
1013	58	66	8
1014	50	66	16
1015	80	92	12
1016	60	76	16

1017	65	58	-7
1018	85	90	5
1019	75	78	3
1020	60	62	2
	Xpr= 66.60	Xpo = 73.90	d_ = 7,30

Graph 4.3: Control Group’s Pre-test and Post-test Score Differences



4.9.4 Experimental Group Post-test Vs. Experimental Group Pre-test

Table4.4 and Graph4.4 show that the scores in the experimental group increased significantly between the pre-test and post-test. Additionally, some students’ scores which were below average on the pre-test were increased on the post-test.

For the total 21 scores, we have:

Pre-test:

$16 \geq 50 \rightarrow 80,00\% \geq 50$

$4 \leq 50 \rightarrow 20,00\% \leq 50$

Post-test:

$20 \geq 50 \rightarrow 100,00\% \geq 50$

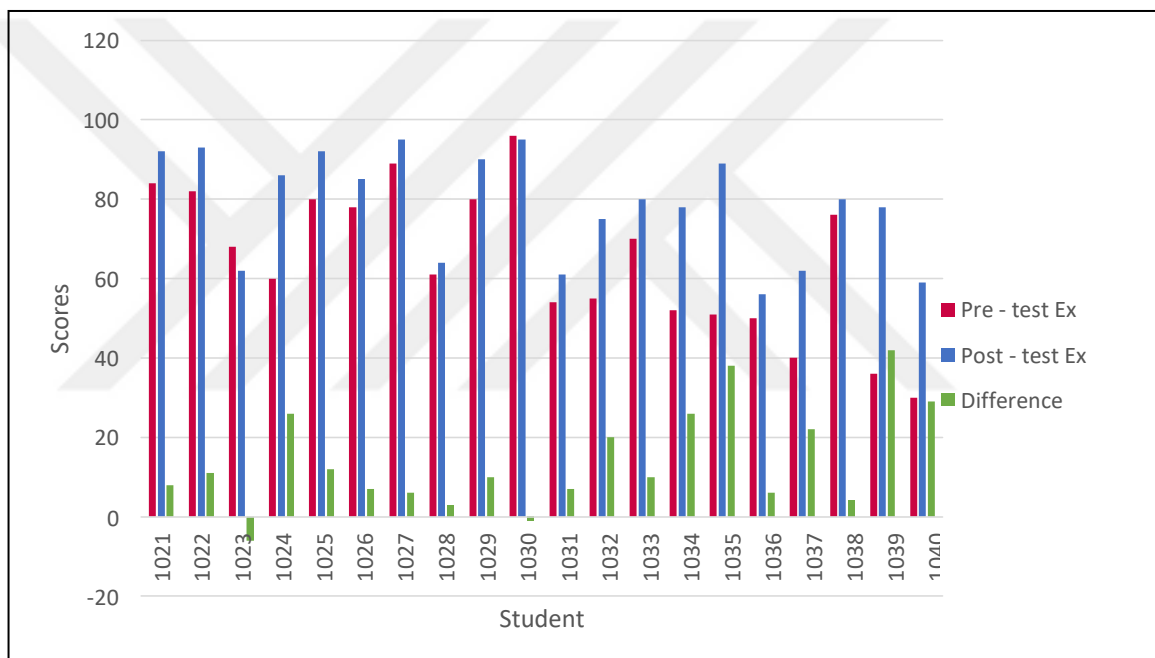
$0 \leq 50 \rightarrow 0\% \leq 50$

Table 4.4: The Experimental Group's Pre-test and Post-test Difference

Student	Pre - test Ex	Post - test Ex	Difference
1021	84	92	8
1022	82	93	11
1023	68	62	-6
1024	60	86	26
1025	80	92	12
1026	78	85	7
1027	89	95	6
1028	61	64	3
1029	80	90	10
1030	96	95	-1
1031	54	61	7
1032	55	75	20
1033	70	80	10
1034	52	78	26
1035	51	89	38

1036	50	56	6
1037	40	62	22
1038	76	80	4
1039	36	78	42
1040	30	59	29
	Xpr= 64.60	Xpo = 78.60	d_ = 14

Graph 4.4: Experimental Group Pre-test and Post-test Score Difference



Also, the average of the experimental group for the post-test ($X_{po} = 78.60$) is higher than the average for the pre-test ($X_{pr} = 64.60$) with a difference of $d_ = 14$. There was a significant improvement in scores for most students and in their vocabulary knowledge. In other words, students' vocabulary learning (our dependent variable) was clearly influenced during the treatment period by digital short stories (our independent variable).

4.9.4.1 The Paired-Samples t- test and Procedures

The paired-sample t-test is used when the researcher wants to compare results before and after a treatment period. The participants do not belong to the same group. The paired sample t-test is used to compare two quantitative data sets. It compares the means of the two groups and determines whether the results are significantly different or relatively similar. It checks whether the variable being manipulated (independent variable) has an effect on the dependent variable or not. It measures whether watching digital short stories helps students acquire new vocabulary items better than just relying on teachers and text book content. The researcher can compare the paired-samples t-test results with those stated in the t-tables and decide whether the differences obtained are due to digital short stories or just a matter of chance.

The paired samples t-test measurement was applied to prove that the difference between the scores in the experimental group on the pre-test and the scores they received after the treatment process was due to the applied process, not by chance. This test also proves the null hypothesis.

- ▶ By subtracting the pre-test from the post-test score, the difference between the scores is calculated for each participant. This can be positive or negative.
- ▶ The difference score d and the square difference d^2 are calculated between the two tests.
- ▶ Mean difference is calculated ' $d_{\bar{}}$ '.
- ▶ S^2 (standard deviation) deviation is calculated.
- ▶ The standard deviation of the differences is calculated, S_d , then the standard error of the average difference is calculated, $SE(\bar{d}) = S_d / \sqrt{N}$.
- ▶ The t statistics are given by the formula: $t = d_{\bar{}} / SE(d_{\bar{}})$. Under the null hypothesis, this statistic follows a t-distribution with $N-1$ degree of freedom.
- ▶ T distribution tables are used to compare the T value obtained with the $N-1$ distribution. Select the required severity level (normally $p = 0.01$) and read the critical value.

- ▶ The observed t is compared to critical t.
- ▶ It can be concluded that the differences between the pre-test and post-test scores are significant at the probability level, provided that the t-value is higher than the critical t-value.

As a result, the null hypothesis is refused and the alternative hypothesis is affirmed. According to the above-mentioned procedure, a double samples t-test was completed to compare the pre-test and post-test scores in the experimental group.

a) The Mean difference

$d_{\bar{}} = \Sigma d / N$; where $d_{\bar{}}$ = Mean, d = difference scores, N = number of subjects, and Σ = sum

$$d_{\text{ex}} = 280/20$$

$$d_{\text{ex}} = 14$$

b) The Standard Deviation of the Differences

$$Sd = \sqrt{sd^2} = \sqrt{\Sigma d^2 / N - d_{\bar{}}^2}$$

Where S = variance, and Σd^2 = sum of the square difference scores

$$Sd = \sqrt{7046 / 20 - (14 \times 14)} = \sqrt{352.3 - 196} = \sqrt{156.3}$$

$$Sd = 12.82$$

Table 4.5: The Experimental Group's Square Difference

Student	Difference scores d	Square difference d2
1021	8	64
1022	11	121
1023	-6	36
1024	26	676
1025	12	144
1026	7	49
1027	6	36
1028	3	9
1029	10	100
1030	-1	1
1031	7	49
1032	20	400
1033	10	100
1034	26	676
1035	38	1444
1036	6	36
1037	22	484
1038	4	16
1039	42	1764
1040	29	841
	$\Sigma d = 280$	$\Sigma d^2 = 7046$

c) The standard error of the mean difference

$$SE(d) = Sd / \sqrt{N}$$

$$SE(d) = 12.50 / \sqrt{20} = 12.50 / 4.58$$

$$SE(d) = 2.86$$

d) The t-statistic

The researcher needs to find out whether the calculated rate ($t_{19} = 4.89$, the formula of the t-test) is large enough to claim whether the improvement in the experimental group scores, is due to the treatment. Values are compared on the t distribution table and whether the calculated t value is higher than the statistically significant one. The experimental group size is 20, which equals a degree of freedom of 19 ($df = N - 1$). This means that the probability level corresponding to this group size is $p = 0.01$ and the critical value of t is 2.97.

Therefore, any t value below the critical value would only occur by chance. It was observed that the t-value obtained exceeds the critical t value. Also, the results show that the difference between the pre-test and post-test scores in the experimental group is significant. This means that the alternative hypothesis is accepted and therefore the null hypothesis is rejected. In other words, treatment (watching short stories) had a significant impact on the vocabulary development of the experimental group students.

$$t_{N-1} = d / SE(d)$$

$$t_{20-1} = 14 / 2.86$$

$$t_{19} = 4.89$$

$$t_{obs} > t_{crit} (4.89 > 2.86)$$

4.9.5 Experimental Group Vs. Control Group on the Post-test

Table 1 and Graph 1 clearly show that the control group received significantly higher scores than the experimental group. Even though the control group outscored the experimental group during the pre-test, the experimental group had post-test scores that are much higher than the control group with a mean $XE = 78.60$.

While the control group's post-test frequency polygon starts at 31-40 and ends at 91-100 with a peak at 71-80, the experimental group's frequency polygon starts at 51-60 and ends at 91-100 with a peak at 71-80 and 91-100 which is much higher than the control group peak. In order to calculate the difference between the mean scores for the experimental and control groups' post-tests, we applied the independent-samples t-test.

4.9.5.1 The Independent-Samples t-test

The independent samples t-test is applied to determine whether there is a significant difference between the experimental group and the control group. The independent samples t-test is used to examine the effects of the independent variable on the dependent variable. The formula presented for this test is as follows:

$$t_{N1+N2-2} = \frac{X1 - X2}{\sqrt{(N1 + N2 - 2) \frac{N1N2}{N1 + N2} \left(\frac{1}{N1} S1^2 + \frac{1}{N2} S2^2 \right)}}$$

To confirm the alternative hypothesis and reject the null hypothesis it is necessary to confirm the effect of our independent variable (which is reading short stories) on the dependent variable (improving students' vocabulary acquisition). The calculated t should exceed the tabulated value for t at a certain probability level (the level in this study was $p = 0.01$). This t-test is presented with the formula:

$$t_{N1+N2-2} = \frac{X1 - X2}{\sqrt{(N1 + N2 - 2) \frac{N1N2}{N1 + N2} \left(\frac{1}{N1} S1^2 + \frac{1}{N2} S2^2 \right)}}$$

Xx = student score
Xn = group mean
$X2x$ = square score
Nx = number of subjects
ΣXx = sum of the individual scores
ΣXx^2 = sum of square scores

Pre-test

Experimental group

$$\Sigma X1 = 1292$$

$$\Sigma X1^2 = 89964$$

$$X1 = \Sigma X1 / N1$$

$$X1 = 1336 / 20$$

$$X1 = 64.60$$

Control group

$$\Sigma X2 = 1332$$

$$\Sigma X2^2 = 91246$$

$$X2 = \Sigma X2 / N2$$

$$X2 = 1332 / 20$$

$$X2 = 66.60$$

Post-test

Experimental group

$$\Sigma X_1 = 1572$$

$$\Sigma X_1^2 = 126984$$

$$X_1 = \Sigma X_1 / N_1$$

$$X_1 = 1572 / 20$$

$$X_1 = 78.60$$

Control group

$$\Sigma X_2 = 1478$$

$$\Sigma X_2^2 = 112684$$

$$X_2 = \Sigma X_2 / N_2$$

$$X_2 = 1478 / 20$$

$$X_2 = 73.90$$

a) The sample variance

Experimental group

$$S_1^2 = \Sigma X_1^2 / N_1 - X_1^2$$

$$S_1^2 = 126.984 / 20 - 78.60 \times 78.60$$

$$S_1^2 = 6.349 - 6.178$$

$$S_1^2 = 171$$

Control group

$$S_2^2 = \Sigma X_2^2 / N_2 - X_2^2$$

$$S_2^2 = 112.684 / 20 - 73.90 \times 73.90$$

$$S_2^2 = 5.634 - 5.461$$

$$S_2^2 = 173$$

Table 4.6: Experimental and Control Groups' Square Pre-test Scores

Student	Experimental groups' scores X1	Square scores X1²	Control groups' scores X2	Square scores X2²
1	84	7056	70	4900
2	82	6724	78	6084
3	68	4624	65	4225
4	60	3600	72	5184
5	80	6400	70	4900
6	78	6084	52	2704
7	89	7921	73	5329
8	61	3721	65	4225
9	80	6400	72	5184
10	96	9216	36	1296
11	54	2916	76	5776
12	55	3025	70	4900
13	70	4900	58	3364
14	52	2704	50	2500
15	51	2601	80	6400
16	50	2500	60	3600
17	40	1600	65	4225
18	76	5776	85	7225
19	36	1296	75	5625
20	30	900	60	3600
Σ	$\Sigma X1 = 1292$	$\Sigma X1^2 = 89964$	$\Sigma X2 = 1332$	$\Sigma X2^2 = 91246$

Table 4.7: Experimental and Control Group's Square Post-test Scores

Student	Experimental groups' scores X1	Square scores X1²	Control groups' scores X2	Square scores X2²
1	92	8464	82	6724
2	93	8649	94	8836
3	62	3844	73	5329
4	86	7396	80	6400
5	92	8464	72	5184
6	85	7225	64	4096
7	95	9025	85	7225
8	64	4096	81	6561
9	90	8100	70	4900
10	95	9025	35	1225
11	61	3721	78	6084
12	75	5625	76	5776
13	80	6400	66	4356
14	78	6084	66	4356
15	89	7921	92	8464
16	56	3136	76	5776
17	62	3844	58	3364
18	80	6400	90	8100
19	78	6084	78	6084
20	59	3481	62	3844
Σ	ΣX1 = 1572	ΣX1² = 126984	ΣX2 = 1478	ΣX2² = 112684

b) The t-value

$$t_{N_1+N_2-2} = \frac{X_1 - X_2}{\sqrt{\frac{(N_1+N_2-2)N_1N_2}{N_1S_1^2 + N_2S_2^2} (N_1+N_2)}}$$

$$t_{20+20-2} = \frac{78.60 - 73.90}{\sqrt{\frac{(20+20-2) \times (20 \times 20)}{(20 \times 171 + 20 \times 173)(20 + 20)}}$$

$$t_{38} = \frac{4.7}{\sqrt{38 \times 400}} / \sqrt{(3420 + 3460) \times 40}$$

$$t_{38} = \frac{4.7}{\sqrt{15.200}} / \sqrt{6880 \times 40}$$

$$t_{38} = 1,10$$

Since the total number of participants in both groups, that is the experimental and control groups, is 40, the degree of freedom (df = N-2) is 38. Therefore, when we look at the t-table with 38 degrees of freedom, the t-value tabulated at the 0.01 significance level is 2.71. The observed t is substantially higher than the critical t.

$$t_{crit} > t_{obs} (2.71 > 1.10)$$

As a result, the difference between the averages of the experimental and control groups at the post-test stage is significantly higher. This leads us to accept the alternative H1 hypothesis and thus reject the null hypothesis; therefore, the average difference observed is not likely to occur by chance. So there is 100% probability that this difference in the vocabulary level of students results from manipulation of the argument (use of short stories). Finally, we can conclude that EFL students reading short stories has a significant impact on students' word acquisition.

4.10. General Discussion

This study was carried out to investigate the effectiveness of short stories for developing and expanding the vocabulary of students. It revealed that students who watched and read short stories showed significant improvement in their vocabulary knowledge compared to students who followed only teacher instructions from the book in their regular. Experimental group students gained critical improvement in their vocabulary knowledge based on their pre-test and post-test results. These tests highlight the importance of fieldwork and the practice based research activities. Based on the results of the tests and the researcher's observations, the collected data revealed that the word memorization technique was much less successful in developing students' vocabulary skills. On the other hand, according to the results

between the pre-test and post-test, control group students could not progress considerably in their vocabulary attainment.

4.10.1 Less significant Improvement in the Control Group

As mentioned earlier, the control group scores in the pre-test and the post-test indicate that learning vocabulary using the traditional method was not effective. Students could not develop themselves much to categorize, match, define and contextualize the determined words. This is understood when we compare the means of both pre- and post-test of the control group. The pre-test mean was $\bar{pre} = 66.60$, and the post-test mean was $\bar{pos} = 73.90$ with a difference of 7.30. In other words, they did not show significant progress towards mastery of new vocabulary. To sum up, using traditional methods to teach new words to students is not an effective method.

4.10.2 Significant Improvement of the Experimental Group

The results of this study show that using short stories as a real teaching material plays an important role in improving students' word levels. Curiosity about the importance of comprehensive reading in language teaching and learning is increased because this technique introduced them to new vocabularies in different contexts. The results obtained from the pre-test and post-test in the experimental group can be shown as evidence. The pre-test average of the experimental group participants is $\bar{pre} = 64.60$; and after the treatment period, the mean post-test increased significantly to $\bar{pos} = 78.60$ with a difference of 14.

Digital short stories have a functional role in acquiring new vocabulary according to the results of this study. Digital short stories improved students' language skills, motivated them, and taught them another culture. Also, students could analyse the materials critically through these stories teaching them higher-order thinking. In the short stories they watched, the students met the historical character they did not know before. And after each short story, they interpret the story and rewrite the end according to their opinion. Thus, the digital short story approach called for a lot more creativity than the regular classroom practice with a textbook.

4.11 Implications of the study

This research revealed that digital short stories are a very effective way to improve students' vocabulary acquisition. To compare with the traditional methods depending on just textbook, the digital short stories are more effective for EFL learners to adjust and enrich their vocabulary knowledge and language skills. Students ought to continue learning in their daily lives due to insufficient duration and input of regular lessons. While they study autonomously, they should find effective techniques, especially for vocabulary learning. Digital platforms offering extensive opportunities for learners are captivating, and students can access many beneficial activities through them. Digital short stories are one of the means provided by these platforms. Students can enhance their listening skills and vocabulary knowledge thanks to short stories.

4.12. Researcher Observation

The researcher kept notes, including comments about the students' behaviours and participation in the class as it unfolds. Student's personal responses to the treatment and language improvement was observed during the process. These observations indicate that education combined with technology can improve students' vocabulary skills, and they can communicate easier to express themselves. Secondly, digital short stories improved students' critical thinking and self-confidence. Students could interpret better when they simultaneously read and watched something on the digital screen. This exposition skill provides students with acquired knowledge rather than memorized knowledge. Provided that students internalize the stories, the words they learn can be persistent. Based on observations, they enjoyed the learning process while watching the digital short stories. Learning with pleasure also increases permanence in learning. Vocabulary knowledge can be acquired more easily when there is no stress and exam anxiety. Another advantage of short stories is that students could predict the meaning of new words in a dialogue with the aid of the visuals. In the comprehension exercises after the story, the words supported by the visuals ensured that learning is more explicit.

4.13. Interview Questions and Responses: Teacher Views versus Students Views

In this section, the opinions of the experienced English Preparatory School teachers about the pre-test and post-test are presented. Teachers' views are significant for the study because they are the first hand observers of their learners in the learning act.

The interview questions and answers of teachers:

1. Do you think that the pre-test and post-test are explicit, intelligible and appropriate according for the level of students?

The first teacher states that; vocabularies were chosen from course books that adhere to the common curriculum, and these words provide reliability and validity. Students encounter some parts of the curriculum for the first time, but these parts are designed very clearly and comprehensibly to prevent confusion. Additionally, using all question types enables measurement of all skills. The students have not learned meaning of the words directly from a dictionary; instead they predicted the meaning of words in a sentence. This skill assisted them while composing a sentence in the exam. However, word limitation (researcher guessed that the teacher meant to say limited amount of vocabulary) could be more effective for evaluating the sentence writing section, and students may forget the words they learned between the pre-test and post-tests.

The second teacher indicated that the; the test had validity in terms of the words chosen from the textbooks of both groups of students. The use of different question types was crucial to ensure reliability of the test and increase the likelihood of getting the same result in different groups. There were sufficient and explicit question types to measure learners' vocabulary and sentence knowledge.

The third teacher; the multiple-choice questions proved knowing the meaning of the word is not enough by itself since students ought to also know how to use this word in a sentence. In section three, using the words in a sentence is one of the best methods to understand whether students can write a sentence appropriately. Moreover, the time between two tests (pre-test and post-test) may not affect students' results negatively, on the contrary, it confirmed that permanent learning happened through this process. In addition, their curiosity about words that they are not familiar has increased through this approach.

The interview questions and answers of students:

1. Do you think the pre-test and post-test are suitable for your level or is it difficult?

Students stated that the writing sentences from given words was the most difficult section since they expressed that they are not sure about the meaning of given words. Multiple choice questions, on the other hand, were easier for them, because they are familiar with this type of question. However, except for a couple of students who thought the pre-test was difficult throughout the classroom, majority of the class stated that the test was explicit and feasible to their level.

For the experimental group students, vocabulary knowledge in the pre-test was lower compared to the post-test. Students in general stated that they had difficulty in using words meaningfully in sentences. Additionally, they declared that they were able to understand easily the first and second parts of the tests which take part in pre-post-tests.

2. Do you think that short stories are effective for learning a language?

Most students say 'We hesitated to speak due to deficiency in relation to grammar and pronunciation knowledge'. The education system in our country in which the students are a part compels them toward memorizing. The methods implemented in school render English difficult and challenging for them. Students expressed 'English is different from other lessons and can be pleasant at the end of the learning process'. They indicated that the digital short stories contributed greatly to their vocabulary and grammar knowledge. Finally, they stated that although they did not know some of the words in the dialogue, they could infer the meaning from the whole sentence.

3. Do you think literature is useful for learning English?

Most students responded to this question by saying that they improved their language skills and levels in this process. They expressed ' brainstorming activity before watching the stories enabled them to grasp the story more effectively and attempting to understand the characters and events played an important role while expressing their thoughts and feelings'. They also found the topics of the stories were interesting for them. Taking part in the lesson actively and being on digital platforms assisted in learning the language distinctly. Speaking, listening and watching stories made literature pleasant. According to students, literature is an entertaining example of learning because they can express their thoughts willingly.

CHAPTER V

CONCLUSION

5.1. Conclusion

The main aim of this study is to prove the benefits of using the short story with explanations, and to show differences between classical methods and digital methods in relation to improving students' vocabulary skills in the language area. This research includes two different classes with the same language proficiency level. Choice of right materials is a critical part of language learning. Digital short stories were preferred by the researcher due to their authentic and enjoyable characteristics. The researcher asked students' opinions, at the beginning and the end of the activity because learners' views are significant for this study. It helps to hear what they have to say. We need to hear our learners. We need to go beyond numbers they receive from a test. Pre-test and post-test were implemented to determine quantitative results of this treatment. The pre-test was applied to students at the beginning of the study and the post-test was applied at the end of the study to realize if an improvement took place after the treatment. The results of the study are explained in the findings section.

Vocabulary knowledge is the cornerstone of learning a language. While teaching vocabulary, both teachers and students should work collaboratively. To improve students' vocabulary knowledge, all the techniques such as reading including short stories and technology supported digital activities should be blended. The purpose of the study was to inquire effectiveness of watching digital short stories on the vocabulary repertoire of prep-school students. Analysis and results of the current research show that watching digital short stories has a major effect on improving and developing their vocabulary knowledge of EFL learners. Furthermore, students ought to be informed about technological opportunities in education such as digital short stories and their importance while learning a foreign language. Therefore, students should gain new vocabulary knowledge as much as possible for many reasons. Watching short stories provides advantages in assisting students' other language skills such as speaking, writing, and listening. Besides, literature reflects real-life events and enables students to discover other cultures. Finally, short stories support

students' creativity because they have to read critically, analyse, and make conclusions.

After the treatment process, the experimental group students made presentations in the reading and writing lesson. In these presentations, it was observed that the students had more self-confidence and self-control-by means of the vocabulary they gained from the short stories. The students also started to use words in an analytical and proper way in sentences while they are writing articles in writing class. Besides, they answered the questions more fluently and confidently in the speaking lesson. However, while practising the first digital short story, it was observed that the students were reluctant. After they gained vocabulary competency, vocabulary activities became more effective and enjoyable. As it was stated at the beginning of the study, one of the biggest problems in language classes in Turkey is that students have lack of self-confidence and unwillingness to participate in English lesson. When literature and digital platforms are properly used, they can make great contributions pedagogically and improve their psychological state as well as academic success. This is very optimistic for Turkish educational context because students are passive and enjoy teacher-directed learning. Thus, this type of digital short story applications allows students some level autonomy and creativity and as a consequence increase learner independence in language classes. This constructivist student position enables allows more improvement and student agency for language learning.

521. Research Question 1: What are the effects of digital short story usage on word acquisition of language learners?

According to the findings, an improvement was seen in vocabulary between the pre-test and post-test. The pre-test was designed to measure vocabulary knowledge of both groups before the experiment. The comparison of the pre-test and post-test showed that there was a significant difference between the performance of the experimental groups. It can be concluded that the use of the digital short stories has positive effect on learners' English vocabulary learning. Krashen (1982) and Nation (1991) mentioned short stories as an important element of L2 vocabulary in their acquisition theories. Using short stories encourage learners to read a lot and acquire vocabulary by developing reading comprehension and vocabulary knowledge. It was observed that the students who found the lesson difficult and did not participate actively were more eager to explain their thoughts after short story activities. Also,

students initiated explicit and intelligible writing performances while completing story activities.

522. Research Question 2: What are the impacts of digital short story usage on student vocabulary learning when compared to the traditional methods?

The purpose of this study was to inquire about the effectiveness of watching and reading digital short stories on preparatory-school students' vocabulary repertoire. Analysis and results of this research revealed that watching digital short stories improved their vocabulary knowledge. Vocabulary knowledge is an essential part of language learning. Teachers should collaborate with their students while teaching vocabulary. Predetermined curriculum and fixed course book plan makes this collaboration difficult at times. Language teaching methods that are integrated with technology are essential for teaching students new words. Hence, students ought to be informed about technological opportunities in language education. Digital tools including short stories and vocabulary activities is a good example of technology assistance in vocabulary attainment.

This research indicated that digital short stories provided many benefits in language teaching. Digital short stories provide advantages to advance other language skills of students as well such as speaking, listening, writing and critical thinking. Thanks to the critical thinking strategies utilized with digital short stories, they were able to put themselves in the characters' place in the story. Psychologists David Comer Kidd and Emanuele Castano, at the New School for Social Research in New York, stated that reading literary works improved the ability to perceive and understand other people's feelings and improve social relationships (Temizkan,2018). The students noticed that they had enhanced empathy and started to be more thoughtful. Oatley's (1999) comment on this subject is that fictional stories improves people's empathy and helps with understanding of others. When the students watch new fiction, they can imagine themselves in the characters' positions, and it widens their views and world of thought, which provides them different perspectives or angles. They learn to analyse events from different perspectives when they watch the life of historical characters that they did not know before. Cadorath and Harris (1998) supported this view indicating that the text itself has no meaning, but only gives direction for the reader to make sense from their own reading experience. The short stories supported students' creativity as they have to read, connect the dots, think critically, analyse,

and come to conclusions.

The short stories allow them to explore other cultures and understand the similarities and differences between cultures. They offer different portraits of lifestyles, personality, moral and human values from different cultures, and this viewpoint positively affected students' personalities. Therefore, short story selection should be made according to students' needs and backgrounds. Each teaching strategy is valuable and unique. Each student has a different character, knowledge, and language background, and each teaching strategy applies to some of them. Teachers should find the most suitable teaching methods and activities to select an appropriate story. Literature is a great medium for teaching vocabulary in English. Ghosn (2002) states that literature is a linguistic way to contribute to people's feelings. Literature reflects real-life events, and it enables students to discover other cultures. Literature is one of the most beneficial authentic materials that widens students' worlds. Authentic literature materials provide a motivating, entertaining, and exciting lesson for students. According to Custodio and Sutton (1998), literature can offer different perspectives, allowing students to question, interpret, connect and explore. Learners have opportunity to analyse how people from different parts of the world where the target language is spoken have beliefs, desires, and perspectives that might be different from their own, through discussing a literary text in the FL classroom (Bloemert, Jansen & van de Grift, 2016:169-188). The students can open new doors to different worlds through stories.

Moreover, short stories generate opportunities for personal expression and strengthen students' knowledge of lexical and grammatical structures. Although short stories seem easy, they compound many language skills altogether. Experimental group students developed their vocabulary knowledge with the help of the short stories, which were not complicated and difficult to understand. When the researcher received students' thoughts about learning new vocabulary the majority answered that they obtained positive gains from digital stories. The students stated that digital short stories they watched and read assisted in developing their vocabulary knowledge and other language skills. According to the results of the tests, short stories are significant resources to create opportunities and improve vocabulary and grammar knowledge of students. Taking the results of this study into consideration highlights that, using the short story technique combining it with digital presentation

proved to be a successful language learning method.

5.3. Limitations of the study

This study was implemented to assess the relationship between digital methods and traditional methods and their effects on acquiring vocabulary. This study encountered certain limitations that should be explained and understood. Time constraints were experienced while conducting the experiment. Much more time was required in the research to gather more data and clarify results. Also, more learner groups with different language proficiencies could have been included in future studies. Every learning context is unique, so different language teaching contexts could have been included in the study to represent different teaching scenarios. These limitations can be addressed in future studies to have more reliable representation.

5.4. Implications and Suggestions for Further Research

Regarding all positive aspects and the limitations of this study mentioned above, some suggestions can be made for future studies. Digital short stories are an effective technique to improve students' word acquisition; hence, more research can be completed about the use of digital platforms to improve students' language skills. The current study is concerned with comprehensively reading digital short stories. It could be suggested that further studies should inquire different teaching models to integrate short stories into the classroom. It is a complicated task for the researcher and the teacher to determine specific short stories for each student with different styles and abilities. It is suggested that students could have the opportunity to choose their own stories so that this can encourage autonomous work. When we involve our students more in the learning /teaching process, the more motivated they can be and thus, they will participate and engage more in and out of the classroom. Thus, teacher and learner collaboration appears as an integral part of successful learning. Teachers should find ways to increase student voice in their language practices. This study proved that including alternative mediums such as digital short stories benefit vocabulary development specifically and language skills generally. The study provides encouragement for novel and creative approaches which are out-of-the ordinary or the expected way of procedures in the language classroom to improve our language teaching practices.

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Appendix 1: Interview Questions

1. Do you think that the pre-test and post-test are explicit, intelligible and appropriate according to the level of students?
2. Do you think the pre-test and post-test are suitable for your level or is it difficult?
3. Kısa öykülerin bir dil öğrenmede etkili olduğunu düşünüyor musunuz?
4. Edebiyatın İngilizce öğrenmek için yararlı olduğunu düşünüyor musunuz?



Appendix 2: Röportaj Soruları

1. Ön testin ve son testin öğrencilerin seviyesine göre açık, anlaşılır ve uygun olduğunu düşünüyor musunuz?
2. Ön test ve son testin sizin seviyenize uygun olduğunu düşünüyor musunuz?
3. Ön testin seviyenize uygun olduğunu düşünüyor musunuz yoksa zor mudur?
4. Son testin seviyenize uygun olduğunu düşünüyor musunuz yoksa zor mudur?



Appendix 3: Pre- Test and Post-Test

Section 1 (20 points)

In the following task, you must choose the right word to go with each meaning given below.

Write the number of the word in the boxes.

1-Community	2-Painting	3- Embarrassed	4- Strict
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-feeling shame and being worried about what other people will think of you.

-someone has definite rules that they expect people to obey completely.

1-Sculpture	2-Sentimental	3-Female	4-Drawing
-------------	---------------	----------	-----------

-a solid object that someone makes as a work of art by shaping a substance such as stone, metal, or wood.

- relating to emotions or feelings rather than reason or thought.

1-Take off	2-Owner	3-Talent	4-Comment
------------	---------	----------	-----------

-written or spoken remark giving an opinion.

-to remove something, especially a piece of clothing or leaving the ground in the case of an airplane.

1-Public	2-Unforgettable	3-Deal with	4-Responsible
----------	-----------------	-------------	---------------

-to take action to do something, especially to solve a problem.

-deserving to be kept accountable or blamed for something that has happened.

1-Advice	2-Guests	3-Condition	4-Employee
----------	----------	-------------	------------

-someone who works for a person, company or an organization for pay.

-an opinion that someone gives you about the best thing to do in a particular situation.

Section 02: (20 points)

In the following task, you must choose the right word to go with its opposite meaning/definition (antonyms).

Write the number of the word next to its opposite meaning (antonyms).

1-Unforgettable	2-Sentimental	3-Take off	4- Strict
-----------------	---------------	------------	-----------

- landing off an airplane after flying to return to the ground.

- you cannot remember what has happened or experienced because it is erased from memory.

1-Impudent	2-Deal with	3-Hire	4-Accident
------------	-------------	--------	------------

- decent, polite, kind

- remove a worker from their job, fire a worker

1-Avoid	2-Graduate	3-Comment	4-Mature
---------	------------	-----------	----------

- emotionally undeveloped; juvenile; childish

- not to hesitate, not to fear of something

1-Win	2-Set a record	3-Social	4-Clever
-------	----------------	----------	----------

- to lose

- unwise; unintelligent

1-Strict	2-Owner	3-Antique	4-Local
----------	---------	-----------	---------

- easy-going; soft; compliant

- exotic; unfamiliar; foreign

Session 03: (20 points)

Use the following words in sentences that are grammatical and meaningful:

Misbehave :

Expect :

Public :

Update :

Phobia :

Friendship :

Adventure :

Media :

Avoid :

Community :

Session 04:(20 points)

Find the correct answer from the given options:

- 1- When the vase was broken, my mom told me that ‘You are _____ for this’.
A) responsible B) wrong C) accident D) desperate
- 2- She _____ last year from Brown College, and she found a job about her discipline.
A) finished B) get accepted C) graduated D) left
- 3- My brother has become an engineer, but I do not think that he can _____ well in his job.
A) earn B) take C) lose D) hired
- 4- Marry completed her fieldwork for her master’s research; however, she _____ many difficulties during this process.
A) restrained B) compared with C) had fun with D) dealt with
- 5- When she felt more _____, she decided to marry with her boyfriend.
A) clever B) young C) mature D) intelligence
- 6- I have seen many advertisement on TV and the internet, but I do not believe everything I see in the _____.
A) media B) social life C) gym D) computer
- 7- The speakers shared their views and _____ about the topic, when the newsbreak reached them.
A) laugh B) comments C) show D) talents
- 8- The grocery shop had to be closed because the _____ could not pay his debt.
A) product B) staff C) guest D) owner

9- An Irish man ate 35 sandwiches all at once and _____ for the highest number of sandwiches to be consumed in Ireland.

- A) set a record B) won C) lost D) drew

10- When she came back to İstanbul from Paris, she told me about her _____ memories about Disneyland and the Eiffel Tower.

- A) strict B) middle C) unforgettable D) hero

Session 05: (20 points)

Match the words in the first column with their synonyms in the second column by writing the numbers. The first one is done as an example for you:

Ex: 'Sincere' and 'Genuine' has the same meaning, that is why both words have the same number in front of them.

0-Sincere	<u>0</u> Genuine
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FIRST COLUMN

SECOND COLUMN

1- Likely	___ Cost / Expense
2-Product	___ Competition
3-Price	___ Depart / Leave
4-Worth	___ Vigorous
5-Strict	___ Probably
6-Contest	___ Secure / Protected
7-Take off	___ Output
8-Energetic	___ Rigorous / Rigid
9-Safe	___ Terror
10-Fear	___ Value

Appendix 4: Ethics Committee Permit Document



T.C.
Istanbul
YENİ YÜZYIL
ÜNİVERSİTESİ

FEN,SOSYAL VE GİRİŞİMSEL OLMAYAN SAĞLIK BİLİMLERİ ARAŞTIRMALARI ETİK KURULU

02.12.2019

Sayı : 2019 /12
İlgi : Etik Kurul Onayı,

Sayın
Sıla Selver AKAR

İstanbul Yeni Yüzyıl Üniversitesi Etik Kurulunun 02.12.2019 tarih ve 2019/ 12 sayılı toplantı sonucunda "Teaching vocabulary using short stories: Traditional versus digital mediums of learning" başlıklı çalışmanız Fen, Sosyal ve Girişimsel Olmayan Sağlık Bilimleri Araştırmaları Etik Kurul Kurulumuzca oy birliği ile **UYGUN** bulunmuştur.

Araştırmanız süresince çalışmanızda özellikle konu başlığı, gereç ve yöntemler konusu ile ilgili olarak değişiklikler söz konusu olursa tekrar değerlendirilmesi gereklidir.

Not: İşbu belge İstanbul Yeni Yüzyıl Üniversitesi Fen, Sosyal ve Girişimsel Olmayan Sağlık Bilimleri Araştırmaları Etik Kurul Yönergesi temelinde kaleme alınmıştır.

İş bu belge kurum onayı dahilinde geçerlidir.

Prof.Dr.Cuma BAYAT

İstanbul Yeni Yüzyıl Üniversitesi
Fen,Sosyal ve Girişimsel Olmayan
Sağlık Bilimleri Araştırmaları
Etik Kurulu Başkanı

Appendix 5: Resume

Education

2008 – 2012

Kartal Anadolu Öğretmen Lisesi

01/06/2015 – 30/09/2015

Mentor Language Schools

TOEFL Sertifikası

2012 – 2016

Uludağ Üniversitesi, Eğitim Fakültesi

İngilizce Öğretmenliği

2018 – 2020

Sabahattin Zaim Üniversitesi, Sosyal Bilimler

Enstitüsü İngiliz Dili Eğitimi (Tezli Yüksek
Lisans Programı)

