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‘The Use of Short Stories in the Acquisition of Vocabulary’

The case study of E.A Poe's Story “ The Fall of the House of Usher “ and H.G Wells Story “ The Country of the Blind “ addressed to EFL Students at Ibn Khaldoun University of Tiaret

Dissertation Submitted in Partial Fulfilment of the Requirements for Master's Degree in Linguistics.

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Dedication

Bouziane Hind

With all love, gratitude and faith. I want to thank myself and want to thank me for believing in me, and for the countless hours of hard work.

To my dear Family that was present when I needed them, your presence during my hardest moments has been a glimpse in my life. Your compassion, understanding, and support have carried me through the storms, providing strength when I needed it the most. Your belief in my abilities and your encouragement have played an instrumental role in my academic journey, Thank you so much.

Belkacem Ladraa

I dedicate this work to my dear parents for their unlimited love, faith and support and to my beloved family for encouraging and pushing me forward in every obstacle.

To all my friends and colleagues who stood beside me in good and hard times.

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Abstract

The present Study aims to prove the Use of Short Stories in the Acquisition of Vocabulary through two selected Short Stories from the Target and Native cultures and seeks to investigate the impact of reading two different Short Stories from different cultures and making a comparative Literature and Cultural analysis of both selected short stories it basically focuses on the importance of reading short stories and understanding the literary and cultural Contexts through learning narrative techniques and cultural themes and nuances and symbolism ,and to enhance students' Vocabulary acquisition, the main purpose of this research Study is to show the relationship between reading comprehension and enhancing vocabulary and how that can be achieved by teaching short stories in the English courses , in view of this work divided into three parts . A theoretical part namely the First and the Second chapters include the main ideas of short stories and reading comprehension . We have also collected the benefits and the role of teaching short stories in the Classroom also we discussed the reading comprehension activity and its importance in leaening English as Foreign Language . The Third chapter deals with the Methodology adopted to conduct the research study with the analysis of findings in which the Data were gathered through a Questionnaire administered to Tiaret English Departement's teachers, the finding of this research reveal to that majority of teachers teach short stories in their courses and they show positive perspectives about enhancing vocabulary acquisition through reading comprehension besides raising the cultural awareness of EFL students. Consequently, teachers need to include reading short stories activity in their courses which is preferable to vary in the types and cultures of the giving short stories in order to enhance vocabulary acquisition and expand cultural awareness. This research ends up with recommendations and suggestion for further research .

Key words: Cross-Cultural, Allen Poe , H.G Wells , Questionnaire , Short Stories, Tiaret English Departement , Teachers , EFL , Vocabulary Acquisition .

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List of Acronym:

EFL: English and Foreign Language

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1. Aim of the Study:

In this research, we aim to investigate the recurrent challenges in literature and the impact of reading short stories from different cultures in enhancing students' vocabulary acquisition and understanding literary and cultural contexts.

thus, we focus on the use of short stories as one of the effective strategies of vocabulary acquisition and reading comprehension skills, because without knowing and learning it the students' knowledge will not be sufficient and they cannot communicate or understand others, express their own feelings and nothing can be conveyed due to a such lack of reading activities in English courses.

Mainly, we attempt to clarify that could be easy for students if teachers choose attractive and lovely stories for students. Besides, we aim to analyse two different short stories from different culture and comparing between the both.

Notably, the cultural comparison between the Native culture and the Target culture of the two selected short stories, "The Fall of the House of Usher" by Edgar Allan Poe, and "The Country of the Blind" by Herbert George Wells challenges literature works in comparative cultural studies

Therefore, between native and target cultures by exploring their cultural contexts, diversity, and adopting an interdisciplinary approach that offers new perspectives that presents challenges

in academic achievement by focusing on comparative literature between the native and target stories, examining how each society communicates and functions.

This approach leads to challenge the cultural findings by conducting this study we could easily discover narrative techniques to improve these kind of faced challenges that is arising from identifying it main concerning the literary and cultural analysis included in the comparison between the two selected stories,

However, the story of Edgar Allan Poe, of the House of Usher, includes the significance of the tapestry which this final is described as "Gothic" design, which could symbolize the dark and gloomy atmosphere of the story.

Either the psychological development of the characters and the impact of their environment on their minds, such as the elements that include the ghost of Madeline as a supernatural case.

Whilst, the story of H.G. Wells unexplained attitudes and behaviors of the blind society, as well as mentioned specific details about how the blind community functions and adapts to its environment. These literary and cultural challenges in this kind of supernatural stories contribute to the themes of isolation, fear, madness, adventures and the unknown are mostly causes of perception's consequences that stimulate the readers' imagination, suspense and passion, igniting their curiosity about stories' events and increasing students desire to know more and more.

Overall, all these challenges are really happened in the classroom interaction between teachers and students in which the strategy that teachers mostly practice in their language classes is teaching suitable short stories to enhance their students' vocabulary knowledge or help them to be able to communicate by reading

Fuether , reading comprehension is always the advice teachers' and researchers suggest and support. However,Short story is a stimulating and a motivational technique to the majority of students, while the language used in these stories is commonly understandable for students and facilitates their engagement in reading.

2.Statement of the Problem:

In this cross-cultural analysis, we seek to explore the impact of cultural context on narrative elements and reader interpretation in a comparative analysis of "The Fall of the House of Usher" by Edgar Allan Poe and "The Country of the Blind" Herbert George Wells,which are from different cultural backgrounds.

Particularly, we also aim, through this research, to discuss how cultural elements and narrative techniques reflect cultural influences in these two short stories and contribute to the storytelling.

Additionally, we will explore how readers from diverse cultural backgrounds interpret, perceive the cultural aspects and recognize the themes and symbolism that are presented in these short stories.

3. Research Questions:

Q1) How do researchers and critics discuss the cultural narrative techniques and symbolism presented in the selected short stories ?

Q2) What are the teachers' objectives behind teaching short stories and perspectives about students' reading comprehension ?

Q3) How can short stories enhance student's vocabulary acquisition ?

4. Hypotheses:

1) Critical discussion regarding to " the fall of the house of Usher" and " the country of the Blind " from different cultures will reveal distinct comparison and analyses of narrative techniques and cultural elements, setting, themes and symbolism.

2) Different researchers and critics will present varying perspectives on the literary and cultural representations in storytelling methods within the selected short stories, leading to diverse interpretations and analyses.

3) The analysis of researchers' work will explain challenges of the lack of reading by EFL students in classroom, even if they do but it will be without effective understanding of literary and cultural contexts and narrative techniques in these cross-cultural short stories comparison and analysis.

5. Assumption:

This study helps in analyzing and comparing short stories and its cultures more inclusively by examining these works in our study that contains of Two Short Stories from Native and Target Cultures.

Notably, these discussed stories are” the fall of thr house of Usher” by E.A. Poe and “ the country of the Blind” by H.G. Wells come out from different cultural backgrounds, which the American Poe represents the native culture and the English Wells represents the target culture, each one offered unique cultural aspects and nuances .

Moreover, this analysis aids in bette comprehension and understanding the themes of the stories, paving the way for further studies that incorporate diverse cultures when exploring and analyzing short stories.

Therefore, we acknowledge the literary competence and rich vocabulary evident in the works of these two literary pioneers, Poe and Wells. We also recognize the importance of teachers' expertise and students' abilities of master skills in stimulate interests in significant, attractive and distinctive literary works.

In brief, the interdisciplinary approach in this work can lead to developpe reading comprehension skills and enhance vocabulary with more exploration of nuanced understanding

of cultural aspects and literary pieces, fostering a more inclusive and diverse approach to cultural analysis.

6. Research Methodology:

This study is conducted in Tiaret English Department at Ibn Khaldoun University. In this research, we use questions addressed to English teachers at Tiaret University . Through their answers, we will be able to identify significant findings that hinder the understanding of literary and cultural context, certainly the narrative techniques and cultural elements included in the mentioned stories.

Additionally, we aim to understand how narrative techniques and symbols are presented in the stories we are analyzing.

In summary, we want to improve that reading short stories from different culture for EFL students can help to understand the literary and cultural context and enhance vocabulary.

Chapter one: The Literary Background of the Short Stories

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Introduction:

This research is essentially based on Cross-Cultural study of two selected short stories which these stories are written by famous writers of literature, certainly in short stories, the First is the pioneer Edgar Allen Poe with his famous piece " The Fall of the House of Usher ", and the second is the celebrated Herbert George Wells with his famous icon " The Country of the Blind ".

This study can definitely cross both literary and cultural study whereby it is a very important process of self-exploration, development and outward expression for writers which they used the time and space where they lived to complete the construction of their ideas and expression of output , so that means their own life emotions and life experiences and especially their life conditions in their nations that correspond to the natural and human environment in particular region thus complete the creation of characteristic's literary style that is based on their original culture and cultural backgrounds.

The human cultural environment provides the discovered initial materials that were gained through experience and external perception of the creator and further contributions to the establishment of the aesthetic consciousness of this creative style that is generally associated with the cultural heritage. While the ecological environment and human culture have contributed to the creation of literature like the creation of the modern story that was realized by the American Edgar Allen Poe and by the English Herbert George Wells .

This works have constantly given new symbols to the regional environment to enrich its image, and the both have influenced and promoted each other. Moreover, reading literature's

works like American and English short stories requires a special competence since this activity involves many different techniques, materials and strategies. Discussing strategies for exercising the implementation of an effective reading comprehension that expand the use of learning materials, and aid teachers in classroom management ,and also enhance the mastery of vocabulary learning and help students in English Foreign Language development.

In literature-based language teaching, competence in reading is central to the students' ability to engage in classroom interaction. In reading a work of literature in an EFL classroom students must understand that the short story's cultural context in which that piece of work was written by using specific narrative techniques which is the first stepping stone to understanding a text's overarching themes.

Overall , understanding the cultural context is the first stepping stone to understand text , and the theory that undergirds reading comprehension and arising cultural awareness , particularly the narrative elements with interaction that render a particular interpretation of a text literary and culturally that is vital to set up an effective interrelation between literature and culture that makes a cross-cultural exchanges through literature from target and native culture.

1) Introduction , Summary and Analysis of the two selected short stories:

1.1) Introduction, Summary and Analysis of Edgar Allen Poe's story “ the Fall of the House of Usher “ :

a) Introduction:

“The Fall of the House of Usher” is an 1839 short story by Edgar Allan Poe (1809-49), a pioneer of the short story and a writer who arguably unleashed the full psychological potential of the Gothic horror genre. The obvious Gothic style attracts studies on the exploration of the factors about Usher horror, such as David Punter states that “terror is the claustrophobic fiction of Poe, where the individual is alone with the insupportable” (1998, p. 235), ensuring Poe’s great achievement on horror tale.

The story concerns the narrator’s visit to a strange mansion owned by his childhood friend, who is behaving increasingly oddly, while his twin sister dwells within the melancholy atmosphere of the house.

Timmerman comments that “it belongs to those few stories that seem to elicit nearly as many critical interpretations as it has readers” (2003, p. 227). “The Fall of the House of Usher” has inspired a range of interpretations that it has been analyzed as proto-Freudian and proto-Kafkaesque, among many other things. The best way to approach the story is perhaps to consider its plot alongside the accumulation of detail that Poe provides.

b) Summary:

The narrator, who remains anonymous, approaches Usher's home on a "dull, dark, and soundless day." The dark and enigmatic house belongs to his friend Roderick Usher. The

narrator cites that the surrounding murky ponds and decaying trees appear to have given the house an air of evil and disease. The building's façade has a tiny fissure that runs from the roof to the ground. He has come to the house since he received a sincere letter from his friend Roderick asking for his company. The letter expresses that Roderick has “an earnest desire to see me, as his best, and indeed his only personal friend, with a view of attempting, by the cheerfulness of my society, some alleviation of his malady” (Poe, 2004, p. 243).

However, according to the first impression described by the narrator, Roderick Usher is not like the one in the childhood but “the cadaverous complexion, a pair of large and luminous eyes, a thin and very pallid lips” (Poe, 2004, p. 371). In which, Roderick indicated that he was experiencing both physical and mental illness, His manner presents incoherent and inconsistent shouting hysterically “I shall perish, I must perish in this deplorable folly. Thus, thus, and not otherwise, shall I be lost. I dread the events of future, not in themselves, but in their results” (Poe, 2004, p. 246). So, that is why the narrator is racing to help him. Despite being an old lineage, the Usher family has never prospered, the narrator notes.

The Usher family has only had one survivor from generation to generation, creating a direct line of ancestry without any branches outside of it. The peasantry mistakes the occupants of the estate with their house since the Usher family has grown to be so closely associated with it.

The house's inside is equally as eerie as its outside, according to the narrator. He navigates the many hallways to the chamber where Roderick is waiting. He observes that Roderick has lost some of his energy and is now pallid. Roderick admits to the narrator that he experiences anxiety and that his senses are acutely acute.

Additionally, the narrator mentions that Roderick appears terrified of his own home. Madeline, Roderick's sister, has fallen ill with an unexplained illness that the medical professionals are unable to cure possibly catalepsy, or the lack of sensation in one's limbs. For several days, the narrator tries to lift Roderick's spirits. He reads books to Roderick and listens to him play the guitar and make up lyrics for his songs. However, he is unable to cheer Roderick up, and soon after, Roderick asserts his theory which is consistent with what the narrator believes at the start of the story that the house is unhealthy.

After Madeline passes away quickly, Roderick chooses to temporarily bury her in the graves beneath the home. Because her sickness was so unusual to the doctors, he believes they may remove her body for scientific study and wishes to keep her in the house. As he assists Roderick in placing the body in the tomb, the narrator observes that Madeline's cheeks are red, as some people do when they pass away.

The fact that Roderick and Madeline were twins likewise strikes the narrator out of the blue. Roderick grows more nervous throughout the course of the following few days. The narrator too has trouble sleeping one night. Roderick appears to be agitated when he bangs on his door. He takes the narrator to the window, where they can see that the home is surrounded by a bright-looking gas.

The storyteller informs Roderick that the gas is a typical and common natural occurrence. To spend the night, the narrator chooses to read to Roderick. He reads the medieval tale "Mad Trist" by Sir Launcelot Canning. He hears sounds while reading that fit the story's descriptions. He initially dismisses these noises as the whims of his mind. But soon enough, they start to stand out more, and he is unable to ignore them.

Following the memory of narrator, a series of desolate scenes on the outside gradually unfold like the scroll such as “the black walls”, “the vacant eyelike windows”, “a few white trunks of decayed trees” (Poe, 2004, p. 242) and the surroundings, setting the tone of the story as lifeless depression.

From far to near, “its principal feature seemed to be that of an excessive antiquity” with “fungi overspreading the whole exterior, webwork hanging from the eaves”, indicating that the house should be collapsed during time. However, although the house of Usher echoes the voice of death, it still stands as a monument avoiding from the crowd. Seen from the inside, the room of Roderick is “very large and lofty” with “feeble gleams of encrimsoned light” where “the windows are long, narrow, and pointed, and at so vast a distance from the black oaken floor as to be inaccessible from within” (Poe, 2004, p. 245).

Unfortunately, The protagonist observes that Roderick is hunching over in his chair and murmuring to himself. He goes up to Roderick and pays attention to his words. According to Roderick, he has been hearing these noises for days and thinks Madeline is attempting to get out since they have buried her alive. He yells that she is standing behind the door. But as what Charles Taylor says “we are all aware of how identity can be formed or malformed through the course of our contact with significant others” (p. 36),

As the wind opens the door, Roderick's worries are realized: Madeline still struggles to escape from the destiny . “The rending of her coffin, and the grating of the iron hinges of her prison” (Poe, 2004, p. 259) claim her indictment to the family and the society. She covered in

bruises from her battle, stands in her white robes. As her life evaporates, she strikes Roderick, and he passes away from fright.

Her awakening brings the fall of the whole family, which is her ultimate oppression and worst betrayal of her brother. Madeline is the significant others to bring the stern comfort in the eyes of Roderick, but he never considers that there will be the fissure in this seemingly harmonious symbiosis. When the significant others are not those in the ideal manner that is simple, warm and submissive, the change, betrayal and death of significant others result in the destruction of the whole nostalgia mechanism in the dream of Roderick.

Madeline breaking of the coffin brings the collapse of the feudal aristocracy, revealing the most violent resistance of the oppressed. The storyteller leaves the home, and the entire home crumbles to the ground as he flees, cracking along the frame's fracture.

c) Analysis:

“The Fall of the House of Usher” possesses the quintessential -features of the Gothic tale: a haunted house, dreary landscape, mysterious sickness, and doubled personality. For all its easily identifiable Gothic elements, however, part of the terror of this story is its vagueness. We cannot say for sure where in the world or exactly when the story takes place.

Instead of standard narrative markers of place and time, Poe uses traditional Gothic elements such as inclement weather and a barren landscape. We are alone with the narrator in this haunted space, and neither we nor the -narrator know why.

Although he is Roderick's most intimate boyhood friend, the narrator apparently does not know much about him like the basic fact that Roderick has a twin sister.

Poe asks us to question the reasons both for Roderick's decision to contact the narrator in this time of need and the bizarre tenacity of the narrator's response. While Poe provides the recognizable building blocks of the Gothic tale, he contrasts this standard form with a plot that is inexplicable, sudden, and full of unexpected disruptions.

The story begins without complete explanation of the narrator's motives for arriving at the house of Usher, and this ambiguity sets the tone for a plot that continually blurs the real and the fantastic.

Poe creates a sensation of claustrophobia in this story whereby the narrator is mysteriously trapped by the lure of Roderick's attraction, and he cannot escape until the house of Usher collapses completely.

Characters cannot move and act freely in the house because of its structure, so it assumes a monstrous character of its own the Gothic mastermind that controls the fate of its inhabitants. Poe, creates confusion between the living things and inanimate objects by doubling the physical house of Usher with the genetic family line of the Usher family, which he refers to as the house of Usher.

The employment of the word "house" metaphorically, but he also describes a real house. Not only does the narrator get trapped inside the mansion, but we learn also that this confinement describes the biological fate of the Usher family. The family has no enduring

branches, so all genetic transmission has occurred incestuously within the domain of the house.

The peasantry confuses the mansion with the family because the physical structure has effectively dictated the genetic patterns of the family.

In addition, the claustrophobia of the mansion affects the relations among characters. For example, the narrator realizes late in the game that Roderick and Madeline are twins, and this realization occurs as the two men prepare to entomb Madeline. The cramped and confined setting of the burial tomb metaphorically spreads to the features of the characters. Because the twins are so similar, they cannot develop as free individuals. Madeline is buried before she has actually died because her similarity to Roderick is like a coffin that holds her identity. Madeline also suffers from problems typical for women in nineteenth century literature. She invests all of her identity in her body, whereas Roderick possesses the powers of intellect.

In spite of this disadvantage, Madeline possesses the power in the story, almost superhuman at times, as when she breaks out of her tomb. She thus counteracts Roderick's weak, nervous, and immobile disposition. Some researchers have argued that Madeline does not even exist, reducing her to a shared figment Roderick's and the narrator's imaginations.

But, Madeline proves central to the symmetrical and claustrophobic logic of the tale while she stifles Roderick by preventing him from seeing himself as essentially different from her. She completes this attack when she kills him at the end of the story.

The tale highlights the Gothic feature of the doppelganger, or character double, and portrays doubling in inanimate structures and literary forms.

Instantly, the narrator was the first witness to the mansion as a reflection in the tarn, or shallow pool, that abuts the front of the house. The mirror image in the tarn doubles the house, but upside down—an inversely symmetrical relationship that also characterizes the relationship between Roderick and Madeline.

The story features numerous allusions to other works of literature, including the poems “The Haunted Palace” and “Mad Trist” by Sir Launcelot Canning. Poe composed them himself and then fictitiously attributed them to other sources. Both poems parallel and thus predict the plot line of “The Fall of the House of Usher.” “Mad Trist,” which is about the forceful entrance of Ethelred into the dwelling of a hermit, mirrors the simultaneous escape of Madeline from her tomb. “Mad Trist” spookily crosses literary borders, as though Roderick’s obsession with these poems ushers their narratives into his own domain and brings them to life.

The crossing of borders pertains vitally to the Gothic horror of the tale as we know from Poe’s experience in the magazine industry that he was obsessed with codes and word games, and this story amplifies his obsessive interest in naming.

“Usher” refers not only to the mansion and the family, but also to the act of crossing a threshold that brings the narrator into the perverse world of Roderick and Madeline.

Roderick’s letter ushers the narrator into a world he does not know, and the presence of this outsider might be the factor that destroys the house. The narrator is the lone exception to the Ushers’ fear of outsiders, a fear that accentuates the claustrophobic nature of the tale. By undermining this fear of the outside, the narrator unwittingly brings down the whole structure.

1.2) Summary and Analysis of H.G. Wells's “ The Country of the Blind “ :

a) Introduction

One of the best short tales written by H. G. Wells, "The Country of the Blind," first appeared in The Strand magazine in 1904 and was later collected in The Country of the Blind and Other tales, a compilation of Wells' short stories, in 1911. It is from his early period, which spanned the roughly ten years that followed the release of his debut novel, The Time Machine, in 1895. During this time, he created the majority of his most influential works.

As arguably any narrative centered around blindness and sight is bound to be, "The Country of the Blind" is full of symbolism, especially coming from one of the pioneers of science fiction and what we would now refer to as "speculative fiction."

b) Summary:

The narrative focuses on a community that developed in a secretive South American valley, cut off from the rest of civilization. People in the village were blind due to a sickness, and each subsequent generation was born totally blind.

Whereby, Blindness for (Borges, 1977) is "the world of the blind is not the night that people imagine, it is a world of swirling, even invasive color".

A person from Ecuador, named Nunez, while acting as a mountain-guide for some Englishmen, falls and ends up amongst this “country of the blind”. He has heard the legends about them, and regards the whole thing as an adventure that make him recalls the old proverb

in the Country of the Blind the One-Eyed Man is King , and things he will teach them about the world beyond their village when he is taken to see their elders.

However, he discovers that over the course of the fourteen generations that their people had lived in this valley, they had developed their own world cut off from the rest of civilisation: their valley was the whole world to them, and birds in the sky were angels with their gift of flight and their beautiful song.

In contrast of day/night, they divide the day up into warm/cold, because they cannot see the light/dark, (Emerson, 1844) writes "Sleep lingers all our lifetime about our eyes, as night hovers all day in the boughs of the fir-tree" , but they have ability to sense the temperature of the land by day and night. Because they don't need to work by daylight, they sleep during the warm and work during the cold.

Communication between Nunez and the blind is not perfect, and when they are trying to ascertain who he is, they misinterpret his responses and believe his name is Bogota. The people of the Country of the Blind view Nunez as someone who has been created so that he might learn from them.

In addition, Nunez has other ideas and wishes to teach the blind. His speech is not as beautiful or as elegant as "their skill with language appears to have developed, presumably because speech was more important to them as they could not rely on visual cues or observing body language in conversation".

Although Nunez believes he is a King among these people, he is 'a clumsy and useless stranger' whose sense of hearing and smell is nowhere near as good as it is among those he considers his royal subjects. They do not recognise such concepts as sight and blind : these words do not figure in their vocabulary.

Nunez believes that "because he can see, the valley's blind residents will follow his leadership. In-stead, they assume he is delu-sional and is as blind as theyare" (Gale, 2016). He seeks to amaze them with his knowledge of what the world looks like.

However, they disbelieve him, arguing that the world ends at the edges of their own valley and that there is a roof of stone over the world. Becoming increasingly frustrated that his plan to become their King has not proved as easy to implement as he'd hoped, Nunez gets angry one day and picks up a spade, meaning to strike one of them down. He keeps repeating to himself, *In the Country of the Blind the One-Eyed Man is King*.

Moreover, he finds that he cannot morally bring himself to hit a blind person in cold blood, and when he the blind all gather against him, armed with their own spades, he runs away because he cannot survive for long on his own, without food, and so he ends up going back to them and submitting to them, apologising for his former behaviour and telling them what he knows they want to hear: that he was mistaken when he said he could see and that there is a stone roof over the world, as they argue there is.

In other hand, Nunez becomes a citizen of the Country of the Blind, and is attracted to a young woman, Medina-saroté, who is unmarried because her face does not conform to the ideals of feminine beauty among the blind .

Unfortunately,the two of them fall in love, and Nunez ventures to tell her about the beauty of sight. She listens and appears to understand. Further, Yacob, her father, forbids them to marry because he view Nunez as an idiot who ‘has delusions’.

Yacob can see how much his daughter loves Nunez,so he speaks to one of the other elders, a doctor, who examines Nunez and says that the problem with Nunez’s brain seems to stem from his eyes, which are unlike those of the blind. He proposes a surgical operation to remove Nunez’s eyes so he will be cured and can then marry Medina-saroté.

Then, Nunez resists the proposal at first, but Medina-saroté tells him he should go through with it for her, so they will be allowed to be together.

Although she seems to understand Nunez’s gift of sight, she knows that her father will not allow them to marry unless her would-be husband is cured of his ability to see.

After that,he agrees to this reluctantly, but when the day arrives for the operation to be carried out, he finds he cannot go through with it, so much does his sight mean to him. So he leaves the village and begins the long climb up the mountains so that he might escape the Country of the Blind and get back to Bogota and civilisation. The story’s end shows Nunez “ peacefully contented ” under the stars when night comes.

c) Analysis:

Like all of Wells's best fiction, "The Country of the Blind" is packed full with symbolic meaning, but it's not easy to see what meaning or interpretation we are supposed to take from it.

The story might be viewed as a warning about the dangers of colonialism, with Nunez thinking himself superior to the blind because he comes from mainstream civilisation and they do not have the same knowledge and view of the world as he does.

Of course, if we analysed the story as a sort of allegory for imperialism, we would have no choice but to conclude that the story represents an example of tall poppy syndrome where an arrogant person is cut down to size.

Nunez ends the story by running away from the people he sought to colonise, so if this is what we view the story as representing, his imperial venture is a resounding failure.

However, such a reading only goes so far, and it might be more productive to view "The Country of the Blind" as a story about the clash of the individual versus the collective. While the shared perspective of the blind in the story is what allows their community to function they are united by the fact that none of them is able to see, so that the very concept of sight has fallen out of their lexicon.

Additionally, when a man with the gift of sight shows up and wishes to 'teach' them about their ignorance, they respond with hostility and disbelief. In their view, Nunez must adapt to their way of life or remain an outsider.

In this respect, it perhaps makes more sense to read “The Country of the Blind” as a forerunner to the later twentieth-century dystopias of Orwell, Huxley, Bradbury, and others, in which the individual finds themselves at the mercy of the system.

This what adds credence to such an analysis is the fact that we as readers know the Nunez’s view of the world is correct: there really is a world beyond their small valley, and there is a sky full of stars above them, not a stone roof that marks the limit of the world. But ignorance is hard to overcome when the knowledgeable number just one man and the ignorant are many and not matched, knowing that Nunez is right because he finds out that “not only is the valley inhabited, but he is inhabited for blind citizens” (Wells,1997).

From the outset, he views his arrival in their village as an adventure , and has delusions of becoming their King . In this respect, Yacob’s use of that much words and delusions to describe Nunez’s beliefs is correct, not because Nunez is wrong about the world but because he has underestimated the power of the many against the view.

Moreover, many wrongs are regardless of how right the few may be like Winston Smith at the end of Orwell’s Nineteen Eighty-Four, Nunez must undergo his corrective treatment: in his case, the removal of his eyes. But his experience among the blind also affects his mind. He was ill for some days, and they nursed him kindly. That refined his submission. But they insisted on his lying in the dark, and that was a great misery.

The blind philosophers came and talked to him of the wicked levity of his mind, and reproved him so impressively for his doubts about the lid of rock that covered their cosmic

casserole that he almost doubted whether indeed he was not the victim of hallucination in not seeing it overhead.

This is akin to what we might now call gaslighting or psychological conditioning: the blind are so used to their own lack of sight, and so convinced that their visitor must be deluded in thinking the world different from the way they envision it, that they feel that Nunez must be talked out of his wrongthink, until he even starts to doubt the proof of his own eyes.

3_ Comparative Analysis of Cultural Context and Narrative Elements:

Comparative analysis of cultural context and narrative elements

Aspects	“The Fall of the House of Usher”	“The Country of the Blind”
Setting and atmosphere	Decaying mansion, Gothic elements	Remote valley, blind society
Narrative style	First-person, unreliable narrator	Third-person omniscient
Themes	Madness, decay, ancestral curses	Knowledge, perception
Symbolism	Crumbling house, Usher family	Blind valley
Narrative techniques	Unreliable narrator, allusions	Straightforward storytelling
cultural contexts	Gothic tradition, decaying aristocracy	Cultural relativism, perception
Plot	Visit to Usher madeline's death, supernatural events	Nunez enters valley, learns about blindness, villagers reject sight
Characters	Narrator, Roderick Usher, Madeline	Nunez, blind villagers, Yacob
Cultural Significance	Critique of aristocracy,	Satire on imperialist attitude

	isolation	
Tone	Dark, mysterious, insetting	Surreal, thought-provoking, allegorical

3)Authorial influence:

The selected short stories featuring the author-character become part of the author-functions as Poe and Wells.

a)Edgar Allan Poe was an influential American writer he was also a poet, critic, and editor.Poe's first biography by Rufus Griswold (1849), while highly subjective and holding false and degrading accounts of Poe, established the foundation on which Poe's pop-culture image is built (Neimeyer 1849).

His cultural background had a significant impact on his literary style, themes, and legacy. The older adaptations to the newer adaptations to analyse the author's role in popular culture. These adaptations are Edgar Allen Poe (1909), The Raven (1915), The Loves of Edgar Allan Poe (1942), The Spectre of Edgar Allan Poe (1974),The Death of Poe (2006), The Raven (2012), and the YouTube-series Edgar Allan Poe's Murder Mystery Dinner Party (2016),and the fall of the house of Usher serie on Netflix (2024). These depictions all pose Poe as the motivation for the plot and the main focus of the narrative.

Moreover, some of the aspects of Poe cultural background influencing his work because, Poe early life was marked by tragedy and instability, he was orphaned at a young age, and was adopted by a wealthy but strict merchant, John Allan, who gave him his middle name.

Further, Poe had a tumultuous relationship with Allan, who refused to support his literary ambitions. and also he suffered from the loss of several loved ones, including his mother, his foster mother, and his young wife, Virginia Clemm.

These experiences shaped his melancholic and morbid outlook on life, and inspired some of his most famous poems and stories, such as “Annabel Lee”, “The Raven”, and “Ligeia”, "the fall of the house of Usher". This make him exposed to a variety of literary influences, both in America and abroad. When he attended school in England and Scotland, where he learned classical languages and literature. This also make him read widely from contemporary British and American authors, such as Lord Byron, Samuel Taylor Coleridge, Washington Irving, and Nathaniel Hawthorne.

Additionally, Poe admired and emulated their use of imagination, symbolism, and romanticism. Besides his developement in his interest in French literature, especially the works of Charles Baudelaire, Victor Hugo, and Alexandre Dumas.

Notably, the translation of some of their works into English, and incorporated elements of their style and themes into his own writing because Poe was a pioneer of several literary genres and forms, such as the detective story, the science fiction story, the horror story, and the lyric poem.

Mainly, that created original and innovative techniques and structures, such as the unreliable narrator, the ratiocinative method, the single effect, and the musicality of language with topics' exploration and even themes that were considered taboo or controversial at the time, such as madness, death, crime, revenge, and the supernatural. By influencing many

writers and artists, both in America and around the world, who admired his creativity, originality, and mastery of language.

b) Herbert George Wells was a renowned British author of science fiction and social commentary, which influenced his story with his own imagination and his critique of the limitations of human perception and culture.

However, some of the aspects of Wells' influence showing that he used the premise of a lost valley of blind people as a way to explore the concept of normality and disability, and how they are relative to the environment and the society one lives in.

In challenging the idea that sight is superior to other senses, and that the blind are inferior or helpless. Whilst this showed how the blind people in the valley had adapted to their condition and developed their own culture, values, and skills, while the sighted outsider, Nuñez, was unable to cope with their way of life and was regarded as a madman.

Also the way of using the story as a satire of the arrogance and ignorance of colonialism and imperialism, which he opposed. This depicted Nuñez as a typical European adventurer who believed that he could dominate and civilize the blind people, and teach them about the wonders of sight and the outside world. Additionally, the mocked Nuñez's repeated use of the proverb "In the Country of the Blind, the One-Eyed Man is King" that turned out to be false and ironic.

Wells showed how Nuñez's attempts to impose his views and values on the blind people were met with resistance and rejection, and how he eventually had to choose between losing his eyes or losing his love.

This story is also addressed as a reflection of his own personal and artistic struggles, Wells's use of the anti-utopian mode to depict a disabled utopia, his representation of the blind characters as evolutionarily and socially inferior, and his belief in "social as well as biological evolution" and "the perfectibility of mankind" through eugenics that Ursula Le Guin critiqued H. G. Wells' "The Country of the Blind" in her essay "The Critics, the Monsters, and the Fantasists" (Le Guin, 1973).

In this case, the discussion about the limitations of Wells' narrative and explores the implications of his portrayal of blindness and sight in the story in which that create tension between social and cultural models as he felt alienated and misunderstood by the mainstream society and the literary establishment of his time.

In addition he identified with Nuñez's dilemma of being different and having a vision that others could not see or appreciate and this expressed his frustration and despair at the lack of recognition and acceptance of his work, and his desire to escape from the constraints and conventions of his culture.

Further, he hinted at his own romantic troubles, as he had a turbulent marriage and several affairs, and was often torn between love and freedom.

4) Authorial experiences:

storytelling that reflect their respective American and British origins, as well as their personal experiences and influences shows their essential nuances as:

a) Language and Style: Poe and Wells used different language and style in their stories, which reflected their literary preferences and influences. Poe's language was more poetic, ornate, and elaborate, while Wells's language was more plain, direct, and descriptive. Poe's style was more Gothic, dark, and mysterious, while Wells's style was more scientific, realistic, and adventurous. For example, in "The Fall of the House of Usher", Poe used words like "phantasmagoric", "lurid", and "ghastly" to create a gloomy and eerie atmosphere. In contrast, in "The Country of the Blind", Wells used words like "practical", "rational", and "logical" to create a contrast between the blind people and the sighted man.

b) Themes and Values: Poe and Wells explored different themes and values in their stories, which reflected their cultural and personal views and concerns. Poe's themes were more psychological, emotional, and moral, while Wells's themes were more social, political, and philosophical. Poe's values were more individualistic, romantic, and idealistic, while Wells's values were more collectivistic, pragmatic, and realistic. For example, in "The Tell-Tale Heart", Poe explored the theme of guilt and the value of conscience, as the narrator confessed his crime after being tormented by the sound of his victim's heartbeat. In contrast, in "The War of the Worlds", Wells explored the theme of imperialism and the value of adaptation, as the Martians invaded Earth and were defeated by the bacteria.

c) Perspectives and Audiences: Poe and Wells had different perspectives and audiences in their stories, which reflected their cultural and personal identities and goals. Poe's perspective was more subjective, personal, and introspective, while Wells's perspective was more

objective, impersonal, and extrospective. Poe's audience was more niche, elite, and sophisticated, while Wells's audience was more mass, popular, and diverse. For example, in "The Raven", Poe used the first-person perspective of a grieving lover who was haunted by a raven that repeated the word "Nevermore". He addressed an audience that was familiar with classical and literary references, such as Greek mythology and Shakespeare.

In contrast, in "The Time Machine" Wells used the third-person perspective of scientist who traveled to the future and encountered two races of humans, the Eloi and the Morlocks. He addressed an audience that was interested in scientific and social issues, such as evolution and class struggle.

5) Gothic and Science Fiction Elements:

Both stories use elements of the gothic and science fiction genres to create suspense, mystery, and horror.

In "The Fall of the House of Usher", Poe uses the gothic device of dramatizing death, decay, and madness to show the corruption of nature and humanity. He also uses the supernatural motif of the sentient house and the resurrection of Madeline to create a sense of terror and dread.

In "The Country of the Blind", Wells uses the science fiction device of imagining a hypothetical scenario of a society without sight to explore the concept of normality and disability. He also uses the motif of the lost world and the clash of cultures to create a sense of wonder and curiosity in order to be more clear we analyze the cultural influences of these stories on the interpretations and which are manifold and complex.

Both "The Fall of the House of Usher" by Edgar Allan Poe and "The Country of the Blind" by H.G. Wells reflect the historical, social, and personal contexts of their authors, as well as the literary traditions and genres they belong to. Some of the possible ways to analyze the cultural influences are:

a) Historical Context: Both stories were written in the nineteenth century, a period marked by rapid changes in science, technology, industry, politics, and culture. These changes had an impact on the way people perceived and experienced reality, as well as the way they expressed their fears, hopes, and fantasies. Poe and Wells were both aware of the scientific and technological developments of their time, and used them as sources of inspiration and criticism. For example, Poe was fascinated by the theories of mesmerism and the possibility of life after death, which he explored in his story. Wells was influenced by the ideas of Darwinism and evolution, which he applied to his imaginary society of blind people. Both authors also commented on the social and political issues of their time, such as the American Civil War, the British Empire, and the rise of nationalism and imperialism.

b) Literary Context: Both stories are examples of the gothic and science fiction genres, which emerged and flourished in the nineteenth century. These genres share some common features, such as the use of the fantastic, the supernatural, the grotesque, and the sublime, to create a sense of horror, awe, and wonder. They also challenge the boundaries of reality, reason, and morality, and question the nature and limits of human knowledge and power. Poe and Wells were both innovators and masters of these genres, and influenced many other writers and artists. They also experimented with different forms and techniques of storytelling, such as the unreliable narrator, the ratiocinative method, the single effect, and the hypothetical scenario.

c)Personal Context: Both stories are also expressions of the authors' personal experiences, emotions, and struggles. Poe and Wells both had difficult and turbulent lives, marked by poverty, illness, loss, and conflict. They also had complex and conflicted relationships with themselves, their families, their lovers, and their societies. They used their stories as outlets for their creativity, imagination, and intelligence, as well as their frustration, despair, and loneliness. They also used their stories as vehicles for their self-understanding, self-expression, and self-transformation. They both explored themes and motifs that were relevant and meaningful to them, such as madness, death, isolation, alienation, love, identity, and recognition.

Conclusion:

The reader reception of "the fall of the house of Usher" is characterized by a sense of suspense, madness, fear and a dark creepy atmosphere. the story is known for creating a feeling of dread and stress in the reader mind imagination and eliciting powerful emotional responses. the elaborate descriptions of the characters and the house set the tone for the story and contribute to the sense of suspense and fear. the narrative deliberately subverts convention and rejects typical storytelling, aiming to evoke feelings of dread and fear in the reader mind. the story's vagueness and use of Gothic elements, such as a haunted house a dreary landscape and mysterious sickness that contribute to the overall sense of terror, the reader's experience is shaped by the story's carefully crafted setting, diction and imagery, which create an atmosphere of gloom, death and decay.

Overall, the reader's reception of "The Fall of the House of Usher" is one of unease,

suspense, and a haunting sense of fear ,while the reader's reception of "The Country of the Blind" by H.G. Wells has been positive with the book receiving praise for its blend of memoir, history, and cultural investigation such as reviewers have highlighted the relatable and engaging storytelling as well as the author's exploration of the connection between blindness and literacy.

The Book has been described as emotionalbut not sentimental, and it has been noted for its thought-provoking exploration of disability, certainly "The Country of the Blind" has been well-received by readers for its thought-provoking exploration of a society where blindness is the norm. The story's imaginative premise and its commentary on perception and power have captured the interest of readers, making it a notable work in Wells's literary legacy.

Chapter Two: Concept of Short Story and Reading Comprehension

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section one : the concept of short story

Introduction:

Short story encompass a diverse range of narratives that captivate readers with their brevity and depth. This succinct tales serve as portals to various worlds that offering glimpses into the human experience through concise storytelling whether it evoke laughter or tears.

Ideally, short story has the power to leave a lasting impact on their readers and also in the realm of literature short story stand as concise yet profound reflections of the human condition.

As well, it often serve as vehicles for exploring complex themes and emotions within a limited space that showcasing the skill and craftsmanship of talented writers. Through the artful interplay of plot, characters and settings, these narratives gems draw readers into their compact yet richly imagined universes.

Briefly, short story is the perfect introduction to the world of storytelling that allowing readers to engage with a variety of genres, styles and voices in a single sitting. It provide a snapshot of the writer's creativity and vision is leaving a lasting impression that lingers in the mind long after the final sentence that was already readen with their ability to convey universal truths in a condensed format of short stories to be fully continued passionately to enchant readers of all ages and backgrounds.

1_Overview:

The short story can be claimed as an American invention and relatively new literary style that we might consider as folk and fairy tales as a kind of precursor which the short story's real debut is often thought to be the publication of Nathaniel Hawthorne's collection *Twice-told Tales*, which first appeared in 1837. The first novel was by contrast that is often thought to be Miguel de Cervantes's *Don Quixote* which first appeared in 1604.

Additionally, it should have a more unified effect than a novel, an effect enhanced by the fact that the short story could be read in a single session. As the saying goes: "The soul of the reader is at the writer's control".

This, in essence absolutely is the beauty of a short story. That is brief enough so that the reader may be lured into the world of the story and not be released into the daylight of reality until the writer has told his tale.

The reading experience becomes akin to the total immersion of watching a play or movie in a darkened theatre and yet the experience allows the magical interplay of language and imagination that only prose offers no other art form provides quite this mixture of bewitchment.

All kinds of other short story fads and fashions have come and gone since each leaving memorable stories in their wake-pulp, sentimentalism, realism, post-realism, modernism, post-modernism, the New Yorker style, minimalism, meta-fiction, experimentalism, etc thus in the broadest sense most stories can trace their origin.

Moreover, that embrace page-turning plots generally are most notable that the fall into one of the genre camps-mystery, suspense, science fiction, horror and let's include magic realism can be thought of as descendents of Hawthorne.

Stories more inclined to caress characters drifting through everyday reality which includes the bulk of literary fiction. Here for instance some works of literary fiction that may fall into genres such as fantasy, science fiction, adventure, historical, romance and mystery.

2_The definition of the short story:

A short story can be defined as a piece of prose fiction, which is usually about one thing, according to Keegan (2003) it contains maximum of 10,000 words, which can be read at one sitting. "A short story is intended to create an impression via characters, conflict, themes, setting, symbols and point of view" (cited in Bouti, p. 22).

Overall, it is a brief work of fiction that typically features a compact storyline and a limited number of characters that its aim to convey a unified effect or impression in a relatively short space, as well" is to communicate human experience "(Gordimer 1994, p. 263).

Usually, they focus on a single event or situation that is significant to the characters involved, often exploring themes and emotions with depth and complexity. While for those looking for a quick yet impactful narrative experience that despite their concise nature.

On the other hand," short stories expose to more words and ideas within a context that provides meaning and proper usage" (Kurdi & Nizam, 2022), in which this can be rich with meaning, symbolism, and subtext which are among the narrative techniques as it's defined "Narrative technique means the methods and devices writers use to tell their stories, whether in works of literature, film, theater or even oral stories or other media.

Many techniques work upon specific uses of phrases, punctuation or exaggerations of description, but nearly every storyteller, regardless of genre or style employs a few foundational techniques, such as point of view, setting, symbolism and others." (Cascio,2007).

Moreover, the tale can expand a wide range of genres, including science fiction, mystery, romance, horror, and more.

Consequently, it offer a snapshot of a moment in time or a slice of life, allowing readers to delve into the characters' inner worlds and experiences through vivid descriptions, dialogue, and narrative techniques, short stories can evoke powerful emotions and provoke thought in a condensed format.

3_The role of the short story:

Short story in literature role is important to both readers and writers, in the role of culture and iconic status they are recognizable and frequently arrange, short story invites readers to feel the emotions power of short story and take a break from daily life.

Additionally, short story is suitable for extensive reading courses, providing engaging and appropriate content for language instruction (Oktaviana et al., 2022). Actually, it is not just enjoyable to read but, it is a powerful educational tool that enhance language skill as listening, speaking, reading and writing from their relatetable themes.

So far, it helps students understand and interpret cultures very well, Further, short story gave valuable teaching tools and cultural awareness. and most all the role of short story in English literature is as an escape and emotional support , that arrived to a quick escape from daily life just from reading and threw all negative thoughts and stress.

Effectively, making us readers to more connect with what we were reading which is perfect for readers that have limited time. It's a great craftsmanship as for writers' short stories, is an excellent tool for their work from home type within a limited space, they were called as an author that practice characters making and plot ideas.

Unlike novel this short story focus on a single effect more through significant episodes or scenes. That making an attraction too for language learners because they can enhance vocabulary, makes it an effective way to language accomplishment.

Besides, short stories provide a compact and engaging way to explore themes, characters, and storytelling techniques in a limited space. From O. Henry's twist endings to Edgar Allan Poe's macabre tales, "the short story form has a rich literary history and continues to captivate readers with its creativity and conciseness".

In essence, a short story is a concentrated form of storytelling that shows the aim role, which is to deliver a complete narrative experiences in a limited space, often focusing on a single theme or moment in time. An author said that “ a short-story deals with a single character, a single event, a single emotion, or the series of emotions called forth by a single situation” (Matthews 1994, p.73).

4_The Criteria for Selecting Short Stories:

According to Pathan and Mar'ei (2013) there are six criteria that should be more paid attention by EFL teachers for selecting short stories before using them for developing their students' reading comprehension of narrative text :

_The short stories selected should be simple one for the beginners, and not so complex, that will suit their level and will not discourage them while attempting to read.

_The short stories should be rich in language, providing maximum examples of various grammatical structure and useful vocabulary.

_The short stories should be in line with the norms of Indonesian traditions, culture and faith.

_The stories selected, preferably should be the one that are made into films to provide the students visual representation of them as well as to give the students much requires foreign language exposure that will help them in overcoming pronunciation related problems.

_ The stories selected should be linguistically ideal that will guarantee opportunities or integrating the four language skills in effective way not only for developing reading comprehension skill but all other related skill as listening, speaking and writing.

_The stories selected should be such that would motive the students to read and arouse love and like reading in them thus inculcating the habit of reading in English.

5_The benefits of the short story:

According to Oktaviana and al (2022), "the benefits of classic short stories, it is also crucial to note that classic short stories may not have the same plots that today's students find appealing" .

Similarly, according to Ellis and Brewster (1991), "short stories make students have a positive attitude towards learning a foreign language and motivate them to learn with pleasure" (cited in Abu Zahra and Abu Farah, 2016).

In addition, short story have a great impact on language skills enhancement. Many researchers such as Gebre (2016) "conducted a quisi experimental study about the effect of using short stories on students reading comprehension and enhancing vocabulary".

Notably, short story can be used as a beneficial and effective tool for developing readers vocabulary and learning it , Also they can use it for providing authentic materials that exposes them to natural and varied language, then it enriches the cultural background that helps to learn new words and expressions related to different contexts and backgrounds.

Moreover, it can enhance language advancement by introducing the reader to several styles and techniques of writing such as irony ,symbolism and narration and due to imagination ,creativity and critical thinking skills they foster personal growth.

6_The History Of Teaching Short Stories:

The emergence of the oral tradition paved the way for the development of the short stories. Throughout history, humans have engaged in storytelling, using language as a means of communication and entertainment.

Stories were passed down from one generation to another, serving as a tool for learning history, resolving conflicts, and gaining insights into the world. Then came the era of listening, where individuals would attentively listen to narratives and immerse themselves in the spoken word. This period of listening marked a golden age, as people eagerly absorbed stories through oral traditions, fostering a deep connection to the art of storytelling.

Furthermore, storytelling persisted as a casual practice, taking place during bedtime, dinner conversations, and around campfires. The significance of incorporating storytelling as an educational tool was largely disregarded during this period.

However, thanks to the dedication and involvement of numerous individuals who recognized the value of oral narratives, storytelling managed to endure over time. Notably, schoolchildren demonstrated their remarkable ability to memorize and retain historical events when presented in the form of stories by their teachers which this exemplified the effectiveness of oral storytelling in facilitating the learning process and ensuring the retention of important facts.

Learners had realized that through these stories they made pictures in their minds, and they kept making pictures even they read a story silently from the one realized by teachers .

Short stories had a positive impact on the learning process of student learners and were adapted in teaching. However, in the past, they gradually vanished from the curriculum due to the emphasis on a scientific approach to learning.

The process of learning generally depended on the scientific approach, where students were expected to either memorize facts or imitate the scientific methodology, which contradicted the use of storytelling.

In 1980 the storytelling aspect of history teaching regained focus, and today the art of storytelling continues to thrive in our classrooms, primarily due to its motivational and identity-related qualities.

According to Wright (1995), students become listeners to stories before they learn to read, making storytelling a means of personal communication in the foreign language classroom.

7_Teaching Short Story:

Teaching students reading short stories according to Pedersen (1995), "Short story is described to be the original form of teaching, and there are still societies in which it is the only form of teaching" to make learning effective teacher should pick the stories carefully and decide the appropriate stories .

Pardede (2011), stated that" story selection is the important way to build students interest in learning". The interesting short story can make students interested in learning languages . By doing this, the learning process will be student-centered, they will active in the classroom.

However, the teacher plays a great role as well, teacher must choose a suitable text to use in class, and should help students understand the story with various activities.

Nazara (2019) argued that "the majority of students have positive perception about short story selection to build they interest in learning vocabulary".

As well, the teachers should be concerned that teaching vocabulary is something new and different for students, in which teaching vocabulary is considered as one of the most confusing parts of teaching English as a foreign language.

Furthermore, teaching english by using short stories can be used as means for learning vocabulary, which according to the American Heritage Dictionary (as cited in Plkulski and Templeton, 2004), “vocabulary is the sum of word used by, understood by, or at the command of a particular person or a group”.

Moreover, Merriam Webster (2003) defined vocabulary as “a list or collection of words and phrases usually alphabetically arranged and explained or define” cited in Fajri (2018). In addition, Neuman and Dwyer (2009) has defined vocabulary as "words we must know to communicate effectively".

Actually, in teaching by using short stories, their selections are indeed one of the most important roles of the teacher since the lengths of short stories quite vary, choose a stories short enough to handle within course hours.

The shortness of the text is important for the students because they will see that they can read, and it will give the students a feeling of achievement and self-confidence, so for that teacher must captivate students’ attention, demonstrate the important themes and concepts of the selected short story, which that will absolutely stimulate students’ creativity and imagination.

8_Capturing Students' Attention:

A great teacher can utilize storytelling to captivate the attention of their students, even if they are initially bored in the subject matter. The teacher can help to relieve the monotony of a typical lesson plan and generate an atmosphere of enthusiasm

and curiosity by starting the class with a riveting narrative.

9_Demonstrating Important Themes And Concepts:

A teacher might highlight significant themes and ideas related to the subject matter using short stories. This can be accomplished using the story's characters, incidents, and symbolism. Students are more likely to remember and use crucial ideas when they are illustrated in a pleasant and engaging way.

10_Stimulating Creativity and Imagination:

Teachers can inspire their students to use their imagination and creativity by telling stories. Students can develop their own storytelling ability and begin to think critically and imaginatively about the world around them by exposing them to a range of stories and characters.

Overall, storytelling can be an effective teaching tool for teachers looking to engage their students in a creative way.

11_Short Story Theory:

Short story theory refers to the critical examination and analysis of the short story as a literary form besides, it encompasses various aspects of the short story including its structure, plot, character development and themes.

The modern short story developed in the early 19th century and has existed in various forms including legends, mythic tales, folk tales, fairy tales, tall tales, fables, and anecdotes.

Overall, short story theory has been the subject of much critical analysis and debate with researchers exploring the various ways in which the form has evolved over time and the different techniques that writers have used to create effective short stories.

12_The Characteristics of the Short Story:

The short story is a crafted form in its own right and it has a unique set of characteristics that distinguish it from other literary forms.

Besides, it refers to a work of fiction that is usually within prose in a narrative format. It tends to be less complex than novels. Usually, “a short story focuses on only one incident, has a single plot, a single setting, a small number of characters, and covers a short period” (Nazara, 2019 p. 158).

There are two ways that usually used in story and showing or telling and showing means describing the character by action in story however, the telling means that the author would tell or explain something.

Relatedly, the beginning can be "designed either with an introduction or with exposition or the reader will be thrown directly into the action of the story" (Lepaludier, 2011).

13_ The Elements of Short Story:

As the same as other fiction works, short story also has its own elements there some experts have different opinions about how many the short stories' elements are. Gordon and Kuehner said that the story has six elements.

Meanwhile, Diyanni said that there seven elements of the short story. The differences include, irony and symbol. According to Diyanni the irony and symbol are elements that will help the reader to compress a great deal of meaning into a brief space and understand the works.

Moreover, both of these books still have same explanation when they elaborate the other elements such as plot, setting, character, point of view and tone, theme, and style. In this study, the writer explains the elements that are only in the Gordon and Kuehner's book.

The elements are as follows :

1) Plot:

Plot is the author's arrangements of the events in a narrative to get a desired effect. It is a series of actions that are usually organized in chronologically order. There are two aspects that construct a plot: causality and conflict. Causality is needed to substitute of two or more events whereby a conflict is an internal or external fight between the main character and the opposite character.

Further, when a story includes internal conflict, it means that the main character is in conflict with himself for herself. It contrasts, an external conflict happen between the main character and another character, society, or natural forces.

Furthermore, the plot structure is divide into six events: exposition, initiating, incident, rising action, climax, failing action, and resolution , the exposition is giving description of the situations that the reader need to comprehend the story.

The initiating incident is the event that changes the situation that is developed in exposition and the rising action means some events happened that develop complication in the story.

Notably, the climax is the point of the greatest conflict, the emotional high point, the turning point in the plot, or the point where the opposite character gains the advantage. It is the event where the main character must choose some action that will make his/her situation may be worse

or better these events that follow the climax are known as falling action and falling action leads into resolution of the story.

2) **Setting:**

Setting is to describe time and place in the story. It can be general, specific, or very detailed. It may serve some purposes, such as influencing action, defining character, or contributing to mood.

3) **Character:**

Character is a person created for work of fiction. It may be autobiographical versions of the author, the people that the author knows, the people that the author has observed or overheard but the character is divided into two categories, major and minor characters while the major characters are protagonist and antagonist characters.

Meanwhile, the minor characters are confidant and confidante, foil, a stereotyped character, and piece of furniture character. These are the characters that support to develop plot of the story. Another way to classify the character is in terms of active and static characters. The active characters are one who changes because of what happens in the story. Then, the static characters are the characters who have the same at the beginning until the end of the story.

4) Point of View and Tone:

Point of view is where the author places her/him in the story which there are two main points of view: first person (I) and third person (he, she, they) the first person of view is the author creates a person or mask through which she/he tells the story that it may be a character in the story, the observer of events the third person of view is divided into two parts: omniscient, and limited omniscient that means the author knows the thoughts of all characters in the story. Meanwhile, the limited omniscient means the author just knows and focuses on a character in the story.

5) Theme:

Theme is an author's insight or general observation about human nature or the human condition that is delivered by characters, plot, and imagery. There is no rule to put theme in the story. But, it can be identified in the factual details of plot, characters, and setting.

6) Style:

Style is an author's characteristic way to say things in the story. It is divided into three components: diction, imagery, and symbols, and syntax, the first component is diction. It is the author's choice on using words that it can be chosen as general or specific, formal or informal, abstract or concrete, common, jargon, and etc...

In addition, the second component is imagery and symbol which the imagery is a term

of sense and it involves sight, tastes, smell, touch, and hearing it also associates with figure of speech like simile, metaphor, personification, hyperbole, and others then a symbol is concrete anything like an object, a place, a character, and an action and the last component is syntax or sentence structure that it is the individual's pattern or arrangement of words and phrases

In brief, based on the description above, it can be concluded that short story has six basic elements which are plot, setting, character, point of view, theme, and style. It relates each other to make complete story

Section2 : Reading comprehension skills .

Introduction :

Reading is when someone sees a written text and starts to gather information from the written language message, it is one of the most important activities that successful students undertake in any study course .

In addition, reading is a broad term concepts , there are many definitions of reading although it may not necessary to wonder what reading truly is , since people are reading for different purposes that is a universal definition has been created to suit each view.

In other words , reading does not just imply knowing how to pronounce and produce words , but it includes a kind of awareness of those words that are linked to each other decoding sentences , forming a text , understanding the meaning from the writer's texts.

On other hand, according to Leipzig (2001), "reading is a multifaceted process involving word recognition, comprehension , fluency, and motivation". While, in other assumption stated by Anthony and Richard (1975) stated that" reading is a process comprising a complex set of interrelated skill".

Notably, Emerald (1932) and Ramlan (2002) said that" reading is more than a symbol recognition of graphic symbols of words. Its progressive comprehension of the meaning and ideas are represented by a sequence of words that it includes seeing the word, recognizing the word to its context".

From the description we could say the reading is not simply thing, calling out the name of the words, but complex intellectual process, knowing the meaning of the words and message of the text.

But, Grabe and Stoller (2001) said "reading is the ability to extract information from the text and connect it with information and expectations previously available to the reader because the goal or end of a reading activity is to understand what a person is reading, reading and comprehension are inextricably linked".

So far, readers build their own connections between the language's sign and the symbol's meaning as they read especially from various experts' opinions, it can understand that reading comprehension is not only how well we read including precise pronunciation and aloud voice.

However, reading comprehension means the effort to build an understanding by connecting the meaning of words into sentences so that the reader can find the main ideas and interpret them in their mother language.

As a result, reading comprehension is a strategy carried out and used to understand what the author wants to convey and “understanding what one reads, can reasonably be seen as the goal of reading” (Rasinski, 2017, p. 519).

Students often find a tremendous amount of difficulties while they are reading short stories to the language they are learning which in English learning practice students are saddened by some difficulties to comprehend what they are reading such as they can not decoding the words or understanding their meaning,

Further, students are not practicing reading regularly and discussing the material can greatly enhance their comprehension abilities that is established in reading comprehension in English language learning through a combination of several key components such as vocabulary knowledge, background knowledge, grammar and syntax ,reading strategies and practice .

Furthermore, these components work together to build a strong foundation for reading comprehension which is a vital part of language acquisition and literacy development in English language .

Some research focuses on higher-order comprehension skills of reading like inference, knowledge application, vocabulary and comprehension monitoring these skills are crucial for understanding texts and are targets for instructional interventions highlighting the complexity of reading comprehension and the various components that contribute to it.

This lead to the underscore the importance of a multifaceted approach to teaching and improving reading comprehension skills in what follows we will give the reasons for reading and then consider definition of reading comprehension .

1_The Reasons for Reading:

Most of students turn to reading because they want to understand English and communicate with Students want to improve their ability to understand written texts which is essential for academic success and information gathering ,to start to practice reading regularly to be fluency and gain more vocabulary that encounter new words which help them to use it appropriately , to learn grammar rules implicitly , to gain insights to the culture associated with the language which is important for meaningful communication in English.

2_The Definition of Reading Comprehension :

We define each word meaning of the two words "reading comprehension" alone separated from the other to well clarify the whole definition .

2.1_Reading: is the ability to process text which is to pronounce well the words and understand its meaning and integrate it with the reader students knowledge and vocabulary baggage in which Reading involves two interconnected abilities that are:

_word reading which is the ability to decode the symbols on a page .

_language comprehension which is understanding the meaning of words and sentences.

2.2_ Comprehension: is a multifaceted process that depends on four language skills that are :

phonology, syntax, semantics and pragmatics. It requires the reader to know the meaning of words, understand the context, follow the organization of a passage, identify antecedents and references, draw inferences, identify the main thought, ask and answer questions about the text, visualize the content, recall prior knowledge, recognize confusion or attention problems, recognize literary devices or structures, determine the tone, and understand the writer's purpose and point of view.

Effective reading comprehension is necessary and essential for learning and gaining knowledge from text, making it a fundamental skill to learn more and have a heavy baggage in vocabulary .

3_The Importance of Reading Comprehension:

Reading comprehension is a crucial skill because it forms the foundation for learning and gain knowledg that help in communication .

Some aims of why reading comprehension is important:

a) Knowledge Acquisition:

Reading is a primary means of gaining information. Comprehension ensures that readers can understand and retain the knowledge they acquire from texts.

b) Critical Thinking:

Comprehension involves analyzing text, making inferences and drawing conclusions. This promotes critical thinking and problem-solving skills.

c) Academic Success:

In educational settings comprehension is essential for students to understand and engage with the curriculum, perform well on tests, and succeed academically.

d) Effective Communication:

Understanding written words enhances overall communication skills, as it helps in better articulating thoughts and ideas.

e) Lifelong Learning:

Reading comprehension fosters a habit of lifelong learning and curiosity. It allows individuals to continue learning and growing beyond formal education.

f) Enjoyment:

Comprehension makes reading enjoyable. When readers understand what they read, they are more likely to find pleasure in the activity, which can foster a love for reading.

j) Professional Success:

In the workplace, reading comprehension is vital for understanding reports, emails, and other written communication, which is crucial for professional success.

In summary, reading comprehension is not just about understanding words on a page but also it's about making sense of and deriving meaning from text which is essential for personal growth, academic achievement and professional development .

4_The Students's Reading Comprehension :

Is a critical skill for EFL (English as a Foreign Language) students specially in Algeria maybe because students find some difficulties in its grammar and vocabulary, also it is a matter of focus in the Algerian educational system.

However, researchs clarified that teaching and learning foreign languages such as English have evolved due to wide and global changes and there's an emphasis on improving reading comprehension among students in Tiaret English Department of Ibn Khaldoun University .

For instance, our study conducted at Tiaret English department (TED) that explored the difficulties faced by EFL teachers in Tiaret English Department highlighting the importance of teaching reading comprehension effectively.

The study discusses various reading models and teaching techniques that can enhance students' reading comprehension skills and mastery of vocabulary from the point of view of teachers that are specialized in literature ,didactics , linguistics.

In another way this study suggested that the use of literature in English language teaching can be beneficial for Tiaret English department's students, as it exposes them to meaningful contexts and helps develop reading techniques and strategies .

This sort of highlights and reflects a broader trend in Algerian education to develop students' critical thinking and independent learning abilities and capacity of vocabulary's mastery with reading comprehension being a key component of this process which this process make appearing and demonstrating the role of reading short stories in vocabulary development.

In sammury, it is clear that there's a concerted efforts to address the challenges and improve the reading comprehension skills of TED students and their mastery of vocabulary across different levels from licence to master degree and even doctorate .

5_The Role of Reading Short Stories in Vocabulary Development:

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

Al-Dersi (2013) investigated the role of short stories in enhancing EFL learners' vocabulary and stated that “stories promote an elementary grasp of English to internalize vocabulary and grammar patterns and they foster reading proficiency which is very important for enriching EFL vocabulary”(p.81).

In addition, Krishna and Sandhya (2015) wrote an article about the impact of using short stories in EFL instructions. They stated that "using short stories helps students to engage in meaning making and guessing through comprehension. This leads them to acquire vocabulary and its usage in a greater way"(p.61).

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

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

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

6_Teaching Reading Short Stories Benefits on Reading Skills :

Reading through short stories is an:

_Engaging and effective approach and employing certain strategies can greatly enhance this process.

_Setting a clear purpose for reading such as exploring themes, analyzing character development or examining literary devices which focuses the students's attention.

_Closing reading exercises that allow for a deeper understanding of the text revealing hidden meanings and connections. It's essential to familiarize students with academic vocabulary before analysis and standing the analysis helps students grasp basic elements which that's before tackling complex themes and literary devices.

_Encouraging repeated readings deepens comprehension and enjoyment and fostering class discussions.

_Drawing real-world connections makes the content more relatable and meaningful.

_Interactive activities provide a hands on experience in literature analysis and visual aids including maps of settings or character movements aid in story visualization while model paragraphs help students articulate their interpretations and critiques using textual evidence.

Finally, group discussions and presentations encourage a collaborative learning environment and integrating these strategies offers a dynamic and comprehensive approach to teaching short stories, thereby enhancing students's reading and analytical skills.

7_Learning of Reading Short Stories:

Developing proficiency in reading short stories is a multifaceted process that enhances both enjoyment and critical analysis. It begins with pre-reading activities that activate prior knowledge related to the story's subject, often involving discussions about historical context, the author's biography, or plot predictions based on the title.

Vocabulary building is another crucial step, where learners identify and comprehend essential terms through lists, concluding meanings from the text's context and learning reading short stories strategies such as questioning, summarizing, clarifying, and predicting are taught to support understanding, with students encouraged to annotate and note-take during reading.

Besides, the focus on literary elements characters, setting, plot, conflict, and themes is vital, examining how they contribute to the story's overarching message or impact while the critical thinking is fostered by prompting students to interrogate the text, and conclude, deepening their engagement with the narrative opportunities for discussion and reflection are created, allowing students to share their interpretations and thoughts through group dialogues or written reflections and creative responses are also encouraged, letting students convey their grasp of the story via art and crafting alternative endings.

Comparative analysis, comparing the short story with other works aids in understanding diverse viewpoints and storytelling methods. Delving into the author's intent and perspective sheds light on the reasons behind the story's creation and its influence on the reader.

Lastly, grasping the cultural and historical context of the story underscores its importance and contemporary relevance by putting together these strategies into the learning combination, readers can cultivate a deeper comprehension and appreciation of short stories, thus enriching both their literary insight and enjoyment.

8_Factors that Influence Reading Comprehension :

Reading comprehension is a complex process influenced by a multitude of factors. Which these factors can significantly impact the student's ability to understand and interpret the texts when they read it . we mention some factors as

a) Motivation :

which means the kind of the story if it is " Romantic, Horror, Fiction, Action ... "

In general students interest in the content and their purpose for reading influence their level of comprehension .

b) Content :

_the *Romantic story " it's important to include elements that evoke emotion and connection between characters which it should capture the heart and imagination of the reader allowing them to experience the characters's journey of love and discovery of the rest of the love story if it will be happy or sad end .

_The "Horror story" it's involves weaving together several key elements to create a narrative that is truly terrifying which its goal is to evoke a visceral reaction from readers, tapping into their deepest fears and leaving a lasting impression.

_The “Fiction story” offer a vast playground for creativity, so feel free to experiment and push the boundaries of imagination.

_The “Action story” it's a kind that focuses on exciting and fast-paced sequences of events typically featuring physical activities, battles, chases, rescues or any form of vigorous and intense action .

c) Text Structure :

Understanding the organization of the text such as sequence ,cause and effect or problem and solution that aid in the comprehension .

d) Socio-Cultural Factor :

The social and cultural context in which students's lives can influence their interpretations and understanding of texts.

Conclusion:

Short stories are especially useful in EFL environments, as they are not only relatively brief, but more accessible given their typical singular plots (Gomez, 2012), the short stories as good written works by pioneers thus enable teachers to effectively match texts with their students cultural and literary levels (Isikli & Tarakcioglu, 2017) thus due to their concise nature as well as their accessibility to students of varying English proficiencies such as reading comprehension and mastery of vocabulary.

However, short stories aid in providing “comprehensible input:” that which students must already understand linguistically, in order to facilitate conceptual development through the varying contexts and cultures of the stories (Yang, 2009).

In Conclusion, this section we have tried to provide an overview of the definition of reading comprehension and all what's concern it ,this effort was done on purpose to highlight the complexity of this important process . In addition many reaserchs and studies have been worked over years to arrive at these main points of reading comprehension skills that helps students to well learning English language and practicing it through reading ,certainly reading short stories that are presented by the teachers to improve students's skills of understanding and comprehension the whole story and the new words use in it's context which is the vocabulary even to learn the grammar rules and once having an account of these that may have a critical look and formulat suggestive view as to how reading comprehension skills ought to be taught effectively and successfully.

Chapter Three :

Research Method

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Introduction:

The present study seeks to examine the effectiveness of teaching short stories to improve the students mastery of vocabulary and reading comprehension and understanding the concept and the context, even the messages behind the story, which have to deal with teachers expectations .

For this reason, we opted for an analytical observation method approach as the most suitable one to achieve our aims in this literary research. Therefore, we devote this chapter to analyze the results of the used instruments (the teachers' questionnaire).

The questionnaire is structured in a way that makes us able to get the essential information, it is geared for teachers of the English department at Ibn Khaldoun University of Tiaret. Which consists of all questions we need to have its answer which the questionnaire conducted with almost all teachers of Tiaret English department from different specialities like "Literature, Linguistics, Didactics, Language and Culture, Translation, ESP, and American Culture" we tried to gain different points of view through teachers' experience in teaching short stories "English and American" and by knowing what do teachers take in consideration when they choose the short stories, such as (type, purpose, kind, style...etc).

The participants' answers are generally very effective and important to our research's findings that are included in this chapter .

2_Research Design:

The research design is a plan that researchers use to collect and analyze data, MacMillan and Schumacher (2001) defined that is "a plan for selecting subjects, research sites, and data collection procedures to answer the research questions. They further indicate that the goal of a sound research design is to provide results that are judged to be credible" (p.166),

According to Leedy (1997) the "research design as a plan for a study, providing the overall framework for collecting data" (p.195). while Durrheim (2004) defined that the "research design is a strategic framework for action that serves as a bridge between research questions and the execution, or implementation of the research strategy" (p.29).

The present research of crosscultural study of reading short stories from different types and cultures.

Specifically, In the field of crosscultural studies the work of Taylor (1871) encouraged researchers to explore cultural diversity and recognize the value of crosscultural importance. While the work of Morgan (1877) focus on kinship, property relations, and social contributions to cross-cultural understanding. Ideally, to achieve this study we need to use the comparative analysis, that has arrive to mean the explanation and description of the principal differences and similarities about nations, societies and culture.

In addition, it has a very essential objectives that concerns literary and cultural comparative analysis that involve the analysis of literary writing style and cultural contexts, backgrounds of each type American or English. Knowing that each one is unique and distinct

with its own specific culture, that's originally could be Target or Native, which include (cultural elements, narrative techniques and nuances), We will get overly to this later.

In this study we used a mixed research design which included both quantitative and qualitative methods, that Ford (1987) suggested that it is possible for researchers to use both quantitative and qualitative approaches according to the research problem, under combination between the both to answer the research questions. It integrates the strengths of both methods, providing a more comprehensive understanding.

a) The Quantitative Research :

Quantitative research, according to Merwe (1996) it is a " research approach aimed at testing theories, determining facts, demonstrating relationships between variables, and predicting outcomes". With other words "quantitative research uses methods from the natural sciences that are designed to ensure objectivity, generalizability and reliability " (Weinreich, 2009).

It's adopted to measure variables and the correlation of divergences in the deep of this research is viewed as phenomenon behind it, and to collect a great variables of data, and to explore teachers' personal informations ,cultural awareness, objectives, methods, justifications, and opinions.

This data collection helps to make general statements about sample participants as it is in our questionnaire, that precisely concerned all teachers from all fields of English language " literature, Linguistics , Didactics, Language and culture ,

American culture and other diverse specialties. Quantitative data usually need a particular kind of questions "open-ended and close-ended" to gather plenty of reliable numerical data and to find patterns and test causal relationships.

However, for this kind of research that employed cultural narrative techniques and nuances necessary to achieve the research aims. Furthermore, Yin emphasizes the importance of context, cultural nuances, and understanding participants' cultural perspectives (Yin,1984). Generally, there are no strict rules regarding this kind of questionnaire because it variety and differences from one research to another.

b) The Qualitative Research :

Qualitative research implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (Denzin and Lincoln,2005).

It was used as a means for a more detailed analysis which this analysis was used in this study to analyze teacher's subjective experiences and opinions in teaching, so that, the main variables of teachers' gender,degree,and experience years. In light of the story's historical, social, and cultural context the "data is critically analyzed, allowing the researcher to examine current responses and coherent issues" (Foucault, 1982;1987).

Additionally, to present also a clear picture of contextual factors as the role of teaching and reading short stories in enhancing vocabulary's mastery of students as Afshar and Mojavezi (2017) confirmed that "reading short stories help students to expand their vocabulary".

As well , the tools used to collect data about the present research is a questionnaire designed for teachers of Tiaret English department at Ibn Khaldoun University.

The design was appropriate for this study "Crosscultural study" since the data were obtained from participants' questionnaire that helped us to answer the research questions and in finding a interesting results to the research.

Overally, here in the qualitative data of the questionnaire response us to the main subject " crosscultural study " which is the relationship between the selected type of short stories if it's American/English,and its "cultural contexts, backgrounds, narrative techniques and nuances" that show the original culture of each type if it's Target/Native.

Moreover, the study's purpose under this questionnaire expose that the American literature has been known as a high skip and renaissance with creative writing style of the pioneer of American short stories the legend Edgar Allen Poe with one of his famous and credible piece of his work "the fall of the house of Usher".

The American Poe has an inspiring writing style that influenced many writers of other generations from target cultures which improve that Poe's cultural background was originally came out form his Native culture.

Further ,one from the up coming generation that Poe inspired is the celebrated renowned English writer Herbert George Wells that his cultural background was came out form the Target culture that was derived from the native culture. Wells made an outstanding in the English literature with his gorgeous short story" the country of the blind "

3_Aim of the Questionnaire:

The teachers' questionnaire aimed to know if teachers do teach short stories and if yes, what do they take in consideration, what type do they teach, and what are the objectives behind, which methods they prefer to use with giving us the reason. Also to have an idea if students do grasp overall themes and messages easily of the given short stories.

Adding to that what do teachers prefer to teach, and what do students prefer to read "English or American" short stories with telling us the reason.

Through this questionnaire we intended to know the students' ability of vocabulary's mastery and if reading and teaching short stories enhancing and enriching students' vocabulary.

4_Description of the Teachers' Questionnaire:

The whole questionnaire administered to the teachers in order to verify the hypothesis and to answer the research questions. The teachers' questionnaire is composed of fifteen questions, the initial questions focused at gathering personal information about the participants (their gender, degree, speciality and years of expertise).

However, the rest questions require objectives, methods, justifications from teachers and their points of view through their experience. This questionnaire seeks to collect data about the teaching experience, reading and understanding short stories as a reading teaching material, reading comprehension skills, and the acquisition of vocabulary.

5_Data Analysis:

It is the main element we use to analyse differences and similarities and the relationship that we have identified between the subjects of the study, which that enables to provide our interpretation and explanation that addresses the research questions and answers it.

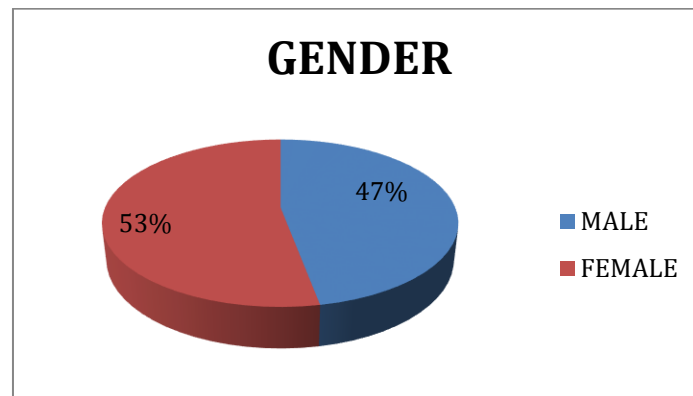
The data identified for this study is the questionnaire, in which (Teddlie and Onwuegbuzie,2003) stated that when analyzing qualitative and quantitative data within a mixed methods framework, that combines quantitative and qualitative data analysis techniques within the same study, allowing researchers to gain deeper insight.

-Analysing participants' responses:

Item1:Gender

Table1) Participants' Gender

GENDER	PARTICIPANTS	
	NUMBER	PERCENATGE
MALE	8	47,06
FEMALE	9	52,94
TOTAL	17	100,00

Figure1) Participants' Gender

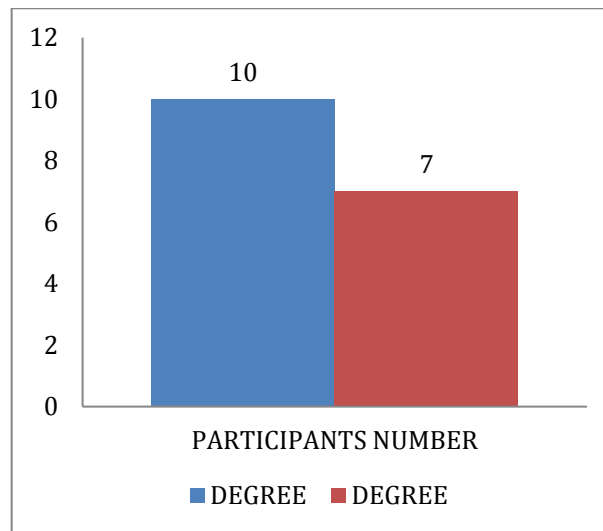
These results shows that the number of females teachers (9) is higher than the number of males teachers whis is (8).

This means that 52.94% of the sample is females teachers and only 47.06% of the sample is males teachers.

Item 2:Degree

Tableau2)Participants' Degree

DEGREE	PARTICIPANTS	
	NUMBER	PERCENATGE
MASTER	10	58,82
DOCTORATE	7	41,18
TOTAL	17	100,00

Figure 2) participants' Degree

These results above reveals that there is a slight difference between the percentages of the teachers' degree. all Tiaret english department of Ibn khaldoun University consist teachers have master degree, which forms (58.83%) of the sample of (10) teachers, however,(41.17%) of the sample (7) have doctorate degree.

This indicates that the majority of teachers are qualified enough to teach the language. Consequently, teachers' degree is also positively associated with teaching vocabulary.

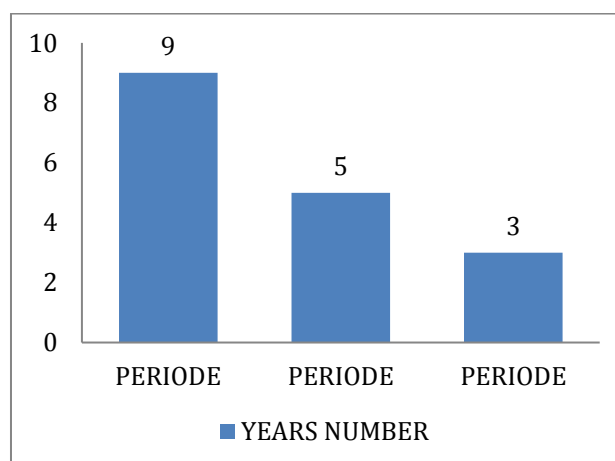
Item 3: Years of Expertise**Table 3) Teaching Experience at University**

PERIODE	YEARS NUMBER	PERCENATGE
From 1 Year to 5	9	52,94
From 5 Yaer to 10	5	29,41
More than 10 Years	3	17,65
TOTAL	17	100,00

Figure 3)

teaching

experience at university



These follow results show the teachers' experience in the field of teaching English language at Tiaret english department of Ibn khaldoun University. According to the data, (52.94%) of (9) teachers have an experience from 1 to 5 years, whilst the percentage (29.41%) of teachers that have an experience from 5 to 10 years .

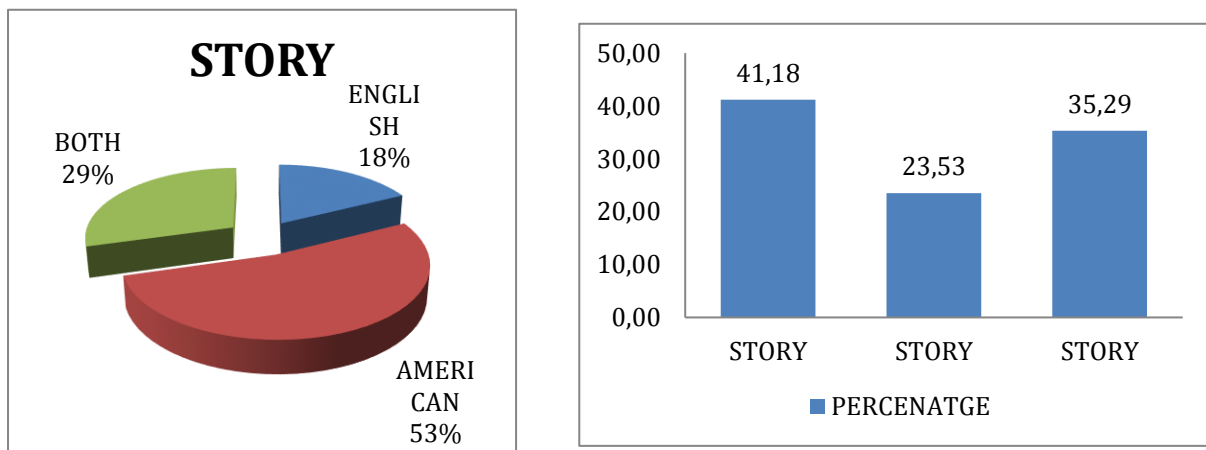
In addition teachers had been teaching English language at University for a long time (more than 10 years). This implies that teachers of Ibn khaldoun University of Tiaret, in the field of English language, are longstanding in the domain of teaching, which allowed them to have a sufficient experience in it.

Item 4: What Do Teachers Prefer to Teach English or American Short Stories.

Table 4) What Do Teachers Prefer to Teach American/English Short Stories

STORY	PARTICIPANTS	
	NUMBER	PERCENTAGE
ENGLISH	7	41,18
AMERICAN	4	23,53
BOTH	6	35,29
TOTAL	17	100

Figure 4) what do teachers prefer to teach American/English short stories



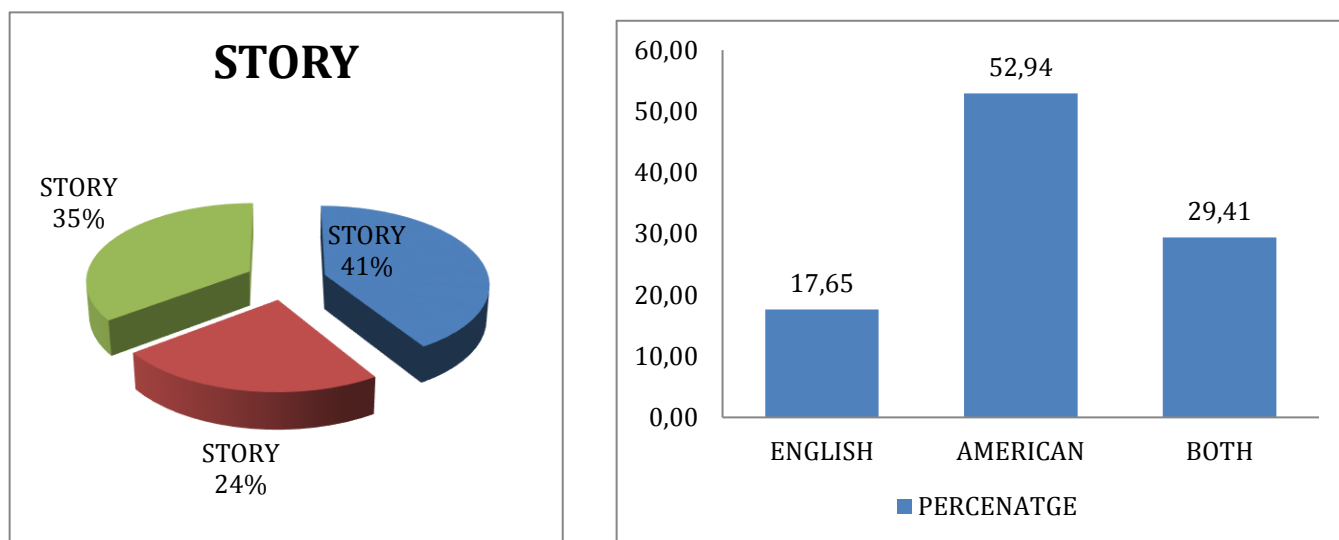
According to these results, most of teachers'(7) with (41.17%) preferred to teach English short stories,(4) of them with(23.53%) preferred teaching American short stories, while the rest of teachers (6) with (35.30%) preferred to teach the both short stories.

Item 5: what do students prefer to read English or American short stories.

Table 5) what do students prefer to read English or American short stories.

STORY	STUDENTS	
	NUMBER	PERCENATGE
ENGLISH	3	17,65
AMERICAN	9	52,94
BOTH	5	29,41
TOTAL	17	100

Figure 5) what do students prefer to read English or American short stories.



These results show the preferences of students in reading short stories which from teachers' opinions that show there are (3) students preferred reading english short stories with percentage of (17.64%), while (9) students preferred reading american short stories with percentage of (52.94%), and those who preferred reading the both short stories are about (5)

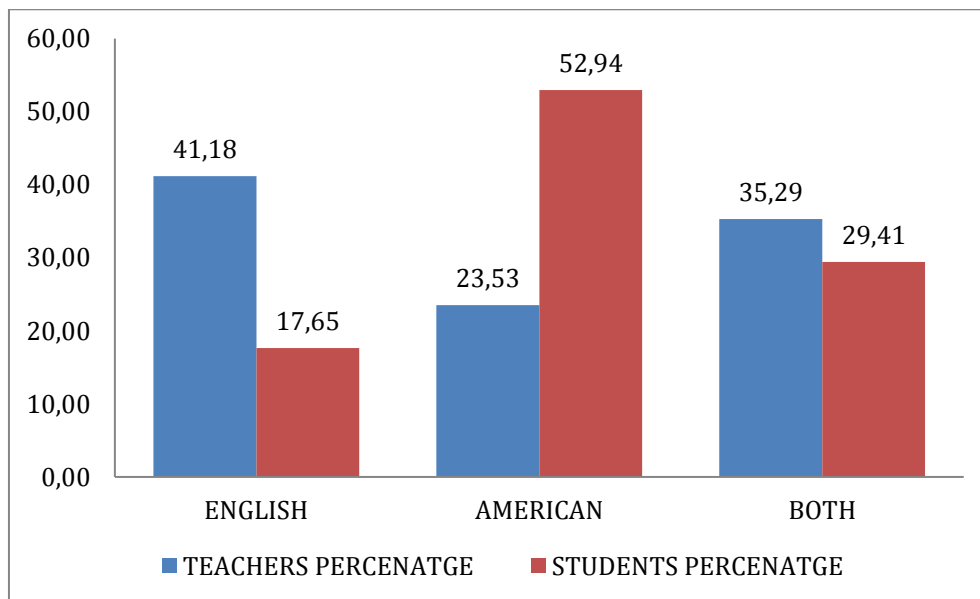
with percentage of (29.42%). As a result the most of students preferred reading American short stories.

Item 6: final results of Teachers/Students preferences of short stories type.

Table 6) final results of Teachers/Students preferences of short stories type.

STORY	TEACHERS PERCENTAGE	STUDENTS PERCENTAGE
ENGLISH	41,18	17,65
AMERICAN	23,53	52,94
BOTH	35,29	29,41

Figure 6) final results of Teachers/Students preferences of short stories type.



This figure 6 shows the final results of American/English or the both short stories which there is a significant difference between the teachers' preferences and the students' preferences in reading short stories if it's American/English or the both.

6_Findings of Questionnaire:

The results obtained from teachers' questionnaire are of great importance to reach the goals of the present study in which we discovered the origins of its Target /Native that precise each type of story American/English according to its cultural elements and authors backgrounds . After analyzing teachers' responses, we draw the following conclusions:

_Although Teachers are aware of the importance of reading short stories and its benefits on the mastery of vocabulary and certainly on arising cultural awareness too that enriching the cultures knowledges of students, while the situation level of reading short stories at the Department of Foreign Languages at Tiaret University is not really enough.

_Teachers assume that reading short stories is an effective tool for enlarging students' vocabulary and cultural knowledges , since it helps them to master English language skills, motivates them toward reading and gaining more information about culture , as well as it raises their cultural baggage.

_ Although teachers expect from their students to read in general , specially reading short stories in particular, but the lack of reading materials are one of the obstacles faced by teachers in the teaching of reading comprehension.

Teachers see that there is a relationship between enhancing vocabulary, raising cultural awareness through reading short stories , the most enjoyable strategy to help students learn new vocabulary and culture is reading a suitable short stories.

7_ Interpretations of the Results:

The data obtained from the treatment showed that reading short stories have a positive effect on the student's performance and vocabulary's mastery . Through reading short stories, we have discovered that students of Tiaret English Department have problems in understanding what they are really reading and mastering vocabulary.

However, they prefer reading American short stories because they find it easier than English in context's understanding and this may be effective to vocabulary's mastering and reading comprehension.

After gaining the questionnaire's answers we have observed a lack of reading comprehension because of lack of reading materials in the classroom, although teachers' make huge efforts to teach students the techniques of reading and understanding the contexts of the short stories, even that students' lack of mastering vocabulary. then, teachers teach both type of short stories, while students prefer reading American short stories, but its still not enough.

Furthermore, the final results of the questionnaire showed that the answers of the participants have improved which indicates that our research questions "reading short stories will help students to understand contexts, learn narrative techniques and reading comprehension skills and certainly to enhance vocabulary " has been confirmed.

Conclusion:

Throughout the analysis and the interpretation of the data obtained from the addressed questionnaire of all TED teachers (Participants) . The main aim of this study was to investigate the effectiveness of reading short stories in enhancing students' vocabulary acquisition to achieve the goal of the study .

In addition , the descriptive approach was used along with all teachers' questionnaire as tool for data collection. First, integrating reading American/English short stories within English language teaching curriculum is of great importance for students in order to improve their vocabulary knowledge.

However, English language teachers and students are aware of the importance of reading short stories nevertheless students are not motivated enough and this is mainly due to problems of time scheduling and the lack of reading materials in the classroom .

Thus, raising students' awareness toward reading in short stories in particular and its great role in enriching and enhancing students' vocabularies. Short stories' role in learning a foreign language cannot be denied.

This chapter has presented the field work of our study. In this chapter, we opted for a mixture methods. We have analyzed the data using content-based analysis and descriptive statistics. It was a good idea to start analyzing the teachers' questionnaire as a starting point in our research to support our arguments from their experience. Also, this analysis of the questionnaire helped us to discover student's preferences towards reading short stories as a means for understanding its contexts and improving vocabulary.

This data collection tool which was analyzed is the questionnaire's results finding to confirm our research questions. The data collection method (the teachers' questionnaire) have confirmed our research questions.

Appendix:

Topic: Crosscultural analysis of two selected short stories from target culture and native culture.

Introduction:

This topic is about a cross-cultural analysis in literature and linguistics refers to the study of how native and target cultures are represented and interpreted through literary works particularly short stories and for that we did choose two suitable short stories such as « The fall of the house of usher by Edgar Allen Poe and the country of the blind by H.George Wells » thus, the native culture is the American that is including in Poe's story and the target is the English that is including in Wells's story .

It aims to understand the diverse ways in which stories are told and received across cultural boundaries.

This analysis can reveal how narrative structures, themes, and characterizations are influenced by cultural contexts and how readers from various cultural and literary backgrounds may interpret them differently.

The presente questionnaire helps answering questions around the use of short stories in cross cultural study of native and target culture .

_Gender:

- Male
- Female

_Education level:

- Master
- Doctorat

_Specialty of the teacher:

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.....
.....

_Field of expertise and for how long ?

.....
.....
.....

_Experience years:

.....
.....
.....

_Do you teach short stories in your literature courses ?, If yes, what type is it ?

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.....
.....

_What are your objectives in teaching short stories ?

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.....

_What are the teaching methods you prefer to use in teaching short stories ? Why ?

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.....
.....

_What are your students difficulties in understanding short stories ?

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.....
.....

_What are students concerns in analysing short stories ?

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.....

_Can they grasp the overall theme and message in the short stories easily ?

.....
.....
.....

_Do they seem able to understand the
cultural context of the short stories ?

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.....
.....

_How do you assess your student's
understanding of the short stories ?

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.....
.....

_what do you take in consideration when you give your students short stories to read ?

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.....
.....

_Do you give them English short stories or American short stories ?

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.....
.....

_What do you think about enhancing vocabulary through reading and teaching short stories?

.....
.....
.....

_Do students prefer American or English short stories?

.....
.....
.....

Recommendations:

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

1) For teachers:

We hope that our modest research will urge teachers to use reading short stories in their classroom to teach the different aspects of language such vocabulary mastery, understanding contexts, learning narrative techniques and nuances, different culture, and even other language skills.

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

2) For students:

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

For researchers, Since we have researched the contribution of reading short stories to understand the context, learn reading comprehension and enhance vocabulary, future researchers may investigate the role of reading short stories in enriching the cultural awareness of other cultures through reading from different areas, nations, regions, etc, enhancing the parts of speech such as irregular verbs and adverbs as they may investigate the role of reading short stories in improving grammar rules or the other language skills (writing, speaking and listening) and using Short Stories as learning activities as Mona, Hanna and Kenny stated that they used short stories as the basis for creating learning activities.

There are eight steps and learning activities, such as reading the short stories, comprehension checking, identifying unfamiliar vocabulary and idioms, identifying the main idea, characterization, and figurative language, summarizing, filling in the blank, re-telling short stories, and role-play. The following table shows the learning activities and language skills used in the extensive reading courses.

Table 7. Learning activities and language skills used in the extensive reading courses.

Learning activities	Language skills
Reading short stories	Reading skills
Comprehension checking	Critical thinking skills
Identify the unfamiliar vocabulary and idioms.	Reading skills and enrich vocabulary
Summarizing short stories.	Writing skills
Identifying the main idea, characterizations and figurative language.	Reading skills and critical thinking skills
Filling in the blank texts	Writing skills and critical thinking skills

Listening to the other

students who retell short stories.

Listening skills

Role-play

Speaking skills

Table 8. Learning process of extensive reading courses

Learning Process of the Extensive Reading Courses

Learning

Process /

Steps	Activities	Explanation
Step 1	Reading short story	Students were asked to read the short story at home before coming to the classrooms.
Step 2	Comprehension checking	The lecturers asked the students about the stories after they finished reading the short stories to see how well they understood them. As an example student A is asked about the plot line of

the story, student B is asked about the characters in the story, and student C is asked about the setting.

Step 3. Identifying the unfamiliar vocabulary and idioms.

As students read the short stories, they are asked to identify unfamiliar words and idioms, then write down their meanings in Indonesian in their notebooks

Step 4. Identifying the main idea, characterizations and figurative language

Students are asked to discuss to identify the short stories' main idea, character traits, and figurative language

Step 5 Summarizing

Students are asked to summarize the short stories they had read.

Step 6 Filling in the blank.

Lecturers shared short stories with

incomplete sentences, which the students are tasked with filling in with their own ideas.

Step 7 Retelling short stories

Using their own sentences, students are asked to share short stories that they have previously shared.

Step 7 Role Play

1. Students are asked to choose which short stories to perform in front of the class.
2. Students formed groups related to the short stories that will be performed.
3. Each group begins by prepared a simple script, setting characters, and determining which properties are needed based on the short stories they will perform.

4. Students are given a week to prepare what will be performed.
 5. Each group performs it in front of the class in turn with the other groups.
-

Table 7 and 8 above showed eight steps and activities in extensive reading courses. Kenny also added that "...integrating short stories in the classrooms also can be done by discussing the learning activities with other English teacher educators with different English language skills".

For example, students in extensive reading courses read short stories to practice their reading skills. Likewise, in the writing skills course, students not only learn academic writing but also non-academic writing, such as writing short stories, which are also included in the teaching materials.

Following that, the speaking course includes a storytelling activity. Furthermore, the activities in listening course is listening to short stories.

It can be concluded that to integrate short stories into language learning, they used short stories both as teaching materials and teaching activities that could improve the four English language skills " listening, reading, speaking, and writing".

In addition, the integration process is also carried out by discussing the material and learning activities with English teacher educators with different English language skills. In this way, they are interrelated with each other, and the integration process can be successfully integrated.

3)For the researchers:

_We suppose that you impose the questions that we didn't in your questionnaire like:

-Do you like Poe's or Wells' works ?, Justify why ?

-Did you read before the short story "the fall of the house of usher" ? If yes, how did you find it ? If no, are you interesting to read it soon ? Justify your answer please.

-Did you read before the short story "the country of the blind" ? yes, how did you find it ? If no, are you interesting to read it soon ? Justify your answer please.

-What do you suggest as short stories instead the present both in this study ?

General Conclusion:

The Aim of this Study has shown the the Literary Background and Cultural contexts of the two selected Short Stories “ The Fall of the House of Usher" by E.A Poe and “The Country of the Blind" by H.G Wells which Poe is the pioneer of American literature and Wells is influenced by Poe's works.

Mainly, from this Study we infer that the short story of Poe is inspired from the Gothic style which is mysterious, gloomy, and highly imaginative which the story concerns the narrator’s visit to a strange mansion owned by his childhood friend Roderick who is behaving increasingly oddly, while his twin sister Madeline dwell within the melancholy atmosphere of the house as a Ghost. However, the Gothic style attracts studies on the exploration of the factors about Usher horror that ensuring Poe’s great achievement on horror tale, While the short story of Wells is adventurous, virtuel and fictional that narrator imagined that he could be the king of a blind community Valley but in fact he realized the opposit of his thoughts and insight people are definitely different instead of sight people which led him to abandon this society this steps of analyzing the authors’ backgrounds, lifestyle, and the narrative techniques and cultural elements and nuances used by them in their works which that did give a specific and unique structure of each author’s style of writing particularly as we have seen in the First chapter.

In addition ,we defined literally the full meaning of short story and its effective role which is simple and easy for students to get , So we did explore the concept of the short story in details, and reading comprehension skills to show how theses two activities lead students to better understand the context and concept which that make them capable to gain more words, and enhance the Vocabulary's Acquisition. The impact of these activities is very effective, and good

for students to communicate well, and to have great conversations with each other, instead of that also teachers use these to give good courses in their English classes, that is included in this kind of study as it is mentioned in the Second chapter.

Furthermore, in the Third chapter we opted for an analytical observation method approach as the most suitable one to achieve our aims in this literary research. We devote this chapter to analyze the results of the used questionnaire, in essence way we did prove our study through the investigation with the Tiaret English Department's teachers by giving them a Questionnaire to answer, which it contained aim questions that ask about the use, objective, results of using short stories in their English courses. The participants's answers are generally very effective and important to our research's findings that are included in this chapter .

In conclusion, our study explained, explored and proved that reading Short Stories is very effective technique and good activity that regularly allow students to comprehend the context and concept of what they are reading which that can make EFL students understand well the Short Story and enhance their Vocabulary Acquisition.

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