

BUILDING A NEW VOCABULARY THROUGH READING THE SHORT STORIES IN THE SECONDARY SCHOOLS

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ABSTRACT

This study investigates the impact of studying short stories to improve linguistic reserve and validates its significant approach, low cost of entertainment, and significant influence on pupils. In order to gather data, the researcher employed an experimental quantitative approach. According to the study's findings, reading short stories in class greatly aids students in expanding their vocabulary; test questions also have a significant influence in vocabulary development; and understanding is more challenging when reading short stories. The researcher suggested that pupils be inspired to make proposals for new vocabulary.

Keywords: Vocabulary Building, Reading, Short Stories, Secondary School Students, English Language Learning.

بناء مفردات لغوية جديدة من خلال قراءة القصص القصيرة في المدارس الثانوية
نصير عبدالحسين جوده علي الزياره

الملخص

تستكشف هذه الدراسة أثر دراسة القصص القصيرة في تحسين المفردات اللغوية، وتؤكد على أهمية هذا النهج، وانخفاض تكلفته الترفيهية، وتأثيره الكبير على الطلاب. ولجمع البيانات، استخدم الباحث منهجاً تجريبياً كمياً. ووفقاً لنتائج الدراسة، فإن قراءة القصص القصيرة في الصف تُسهم بشكل كبير في إثراء حصيلة الطلاب اللغوية؛ كما أن أسئلة الاختبار لها تأثير ملحوظ في تنمية المفردات؛ ويصبح الفهم أكثر تحدياً عند قراءة القصص القصيرة. واقترح الباحث تشجيع الطلاب على اقتراح مفردات جديدة.
الكلمات المفتاحية: بناء المفردات، القراءة، القصص القصيرة، طلبة المدارس الثانوية، تعلم اللغة الإنجليزية

CHAPTER ONE

BACKGROUND

1. BACKGROUND:

Sundelin (2013, p. 70) considered literature to be an important educational instrument in learning and shown that incorporating literature into language instruction can help students learn English.

There are numerous advantages to integrating literature in foreign language classrooms with regard to learning and mastering English language skills. Students may find reading literature to be quite interesting and motivating. They will be drawn to learn discusses SLE literature, especially short tales.

1.1 SHORT STORIES IN VOCABULARY LEARNING:

According to Sundelin (2013, p. 70), there are numerous advantages to including literature into foreign language instruction when it comes to acquiring and mastering English language abilities. Additionally, he saw literature as an

important teaching instrument. Students may find reading literature to be quite interesting and motivating.

Additionally, because it increases the importance of the teaching and learning process and allows the students to interact with genuine, authentic content, it helps engage the learners in the language. The four language skills will all get better. As kids acquire new words to comprehend the story, they will expand their vocabulary and commit them to memory through repeated exposure.

Additionally, they will be aware of the context in which they are employed and the circumstances in which they are appropriate. Additionally, when students read and examine linguistic acts and themes, reading short stories helps foster critical and creative thinking.

Additionally, because short stories represent cultural elements of the target language, kids will be exposed to the target culture. This will help them better understand the language and recognize people's lifestyles, customs, and beliefs. In order to develop proficient and communicative learners, this project intends to encourage the integration of short tales in EFL lessons. students who are proficient in English.

1.2 STATEMENT OF THE PROBLEM:

In English schools, literature receives some emphasis. For example, many professors try to avoid assigning short stories to their students because they believe that grammar and reading passages are more important.

1.3 OBJECTIVES OF THE STUDY:

The purpose of this study is to:

1. Expanding secondary school pupils' vocabulary.
2. Encouraging pupils to read short stories has numerous advantages for vocabulary acquisition in other languages.

1.4 QUESTIONS OF THE STUDY:

Here are the questions:

1. How may short stories aid in vocabulary development for EFL students?
2. What are the gaining of reading writing-related a little stories?

1.5 HYPOTHESES OF THE STUDY:

1. Using short stories in EFL classes can significantly expand students' vocabularies.
2. There are numerous benefits for EFL students and their writing abilities when short stories are taught in EFL classes.

1.6 SIGNIFICANCE OF THE STUDY:

Word knowledge and reading are closely related, and pupils' comprehension of texts increases with the number of words they learn. Spending a lot of time reading short tales, picking up a lot of new vocabulary, and teaching short stories for the

same reason all depend on the researcher's experiences as both a teacher and a student.

1.7 METHODS OF THE STUDY:

The experimental analytical method was employed by the researcher. To gather information in the Barbar area, a test was created. The axis of the research questions and hypotheses will be included.

1.8 THE SELECTION OF THE SHORT STORIES:

When choosing short tales for EFL classes, there are a few factors to consider: the students' age and level, the story's length and subject suitability, and the story's cultural. These elements are crucial to fulfill the goal of teaching stories. According to McKay (1982), to choose works.

The following traits are typical of such literature. Such literature often addresses the issue of personal development. Additionally, the majority of young adult literature is typically brief and has a small cast of characters (532).

1.9 WHY USING SHORT STORIES?

When learning a foreign language, short stories are an excellent way to inspire students to learn about the goal culture. According to Abuzahra and Farrah (2016, p. 12), "using short stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural, and linguistic development." It is especially helpful to use short stories in three classes, such as the researcher's Access class.

The students enrolled in a program that differs from traditional classroom instruction in that each session lasts between one and four hours, yet the students' skill levels are nearly identical.

Authenticity is the first reason to use short stories. Students learn English as it is spoken by native speakers when they are exposed to authentic materials. Because the exercises are straightforward and basic, students won't become distracted when reading a little story.

For example, any story's action sequence will motivate children to read it through to the end. Because the suspenseful factor can keep students interested and involved until the finish of the novel, they will appreciate reading.

CHAPTER TWO

LITERATURE REVIEW

2. INTRODUCTION:

Because improper word usage results in erroneous language and poor communication, students must learn how to use all parts of speech correctly. English grammar is particularly difficult since students must understand how to construct sentences using rules and structures in order to properly speak and interact with the language.

2.1 LEARNING OF VOCABULARY:

Researchers have looked at the quantity of words that can be learned through reading as well as the relationship between reading and unintentional vocabulary acquisition.

Incidental learning has been described by many scholars and researchers. "When students learn without having the intention to learn and plan to learn something and learn another at the same time" is the definition of incidental learning (Kerka, 2000, P. 10).

Numerous scholars have looked into the possibility of learners developing their vocabulary incidentally through reading texts (Nagy, Herman, and Anderson, 1985, P. 22).

The Latin term vox, which means "voice" in English, is the source of vocabulary. New thoughts and notions that beg to be identified are called out and given voice by our vocabulary. "Vocabulary knowledge is crucial to successful comprehension," according to Bear (2010, p. 1).

(Pitts, Michael et al., 1989, P.6) states: Whether intentionally or inadvertently, reading aids in the development of syntactic knowledge as well as vocabulary, meanings, and applications of previously learned words (lexical competence). Competence is defined as "linguistic knowledge, processing skills, and cognitive abilities" (Koda, 2005, P. 4).

In-text information building is the second, which involves taking concepts out of the text in order to comprehend it. Finally, situation model-instruction makes connections between the text's ideas and prior knowledge. The first is the three-step learning process. Students can utilize it to pick up new vocabulary. One is selective encoding, in which the learner must deduce pertinent and unrelated details in order to guess or understand the new term. The second part of word learning from context is contextual clues.

Contextual clues fall into six categories:

1. Temporal hints about how long the unfamiliar terms are used.
2. Spatial signals that indicate where the unfamiliar words are located.
3. Functional descriptive cues, which take the words' intended meaning into account.
4. Enabling cues pertaining to the unknown words' enabling conditions.
5. Equivalency markers for the words' synonyms and antonyms.

2.2 LITERATURE IN EFL CLASSES:

Researchers looked into the use of literature as an English language learning resource in EFL classrooms. (Sundline, 2013, P.11) feels that "vocabulary is indispensable from literature, since the text is formed of words and the reader cannot understand it if he/ she doesn't know the meaning of the words within it so



he/ she will not get what is intended to be conveyed without knowing at least some words in that text" .

The first is appropriateness; one should look for texts while choosing real materials, such as reading novels. that are suitable for the ages, interests, and skill levels of the learners. Another is the exploitability of the text, which explains how the content should be used to improve pupils' reading skills.

The final criterion is the text's presentation and diversity.

There are four kinds of authenticity in the classroom, sees (Berardo, 2006, p. 64), who quotes (Breen, 1985, p. 61).

1. Authenticity of the texts that we could use to provide our pupils with input data.
2. The veracity of the students' own analyses of these materials.
3. The authenticity of language-learning activities.
4. The classroom language's authenticity in relation to the real social context.

2.3 AUTHENTICITY KINDS:

A. LANGUAGE DEVELOPMENT:

Students' linguistic skills can be improved via short stories. It can enhance their writing style, grammar, and vocabulary. First, the terminology used in short stories is diverse. The children will be exposed to new vocabulary because new words can occur in every story.

B. SUMMARIZING:

Reading short stories improves students' ability to write summaries. They must thoroughly examine them and write a succinct essay summarizing the main plot points, characters, conflicts, and events.

C. CLARIFICATION FOR PASSAGES:

If the students don't understand any of the story's paragraphs, the teacher can clarify, explain, and have a discussion with them.

D. FINDING QUOTES:

The teacher can either ask students to select interesting quotes to read aloud in class or put quotes on the board and ask questions about the speaker.

E. MASTERING WORDS:

This is accomplished by identifying words that are used in unusual ways, attempting to determine their general meaning, and having a conversation about them.

F. ROLE PALY:

As stated by Al Mahrooqi (2008, P5), "This is an aesthetic task, where students put themselves in the shoes of the characters, and so go beyond their usual comfort zone," students can take suitable parts or the full novel.

G. CONTINUING THE STORY:

Students are able to rewrite the story's conclusion.



According to (Pathan, 2013, p. 13), "short stories are full of many linguistic advantages, such as simplicity of sentence structures and vocabulary used in context and make learning foreign language skills easy and simple."

2.4 VOCABULARY LEARNING STRATEGIES:

Many academics and language learning is of importance to linguists. Methods because they believe that using strategies to learn a language is crucial. Numerous research have examined different techniques in order to compare them and determine how they affect pupils.

Shen (2003, P.19) used Seal (1991, P.18) for classifying vocabulary training as "planned and unplanned." To help the students better understand the meaning The new term would then be contextualized and placed in a new context by the teacher.

2.5 PREVIOUS STUDIES:

There were insufficient studies in the subject, thus in this phase of the study, the prior research will be presented within the framework of the lesson plan. The first paper, "Investigating the Effectiveness of Teaching Vocabulary Through Semantic Mapping Strategy on Third Year Preparatory EFL Students," was written by Abdelazim Abdelhamid Khalaaf, an MA candidate at the University of Nile Valley. This is a case study of Egypt's Bani Hussein Area, or "Assiut," in 2015.

The purpose of the study was to find out how well Egyptian intermediate students learned vocabulary using semantic mapping as an instrumental method.

Egbal Mohamed Salih of the University of Nile Valley's postgraduate college prepared the second study. The Role of Literary Text in Developing Linguistic Skills is the title. This case study examines secondary schools in Khartoum North in 2013. MA in ELT (applied linguistics).

The third study is named "Short Stories in Scaffolding Teaching in Developing EFL Students' Communicative Competence." This thesis was turned in to the University of Nile Valley's College of Postgraduates in order to fulfill the criteria for a master's degree in ELT. Ahamed Mohamed Fadual Elmolla prepared this in 2001.

The fourth study, titled "The Potential Use of Facebook in Developing English Reading Comprehension for Secondary Level Students," is a case study of Khartoum State from 2013 to 2014 and highlights the significance of Facebook as a new teaching and educational tool in general.

Facebook plays a significant part in improving reading comprehension abilities.

Facebook assists students in addressing their reading challenges and issues.

2.6 THE PARTICIPANTS:

As they complete the pre-test, the students in both groups are intermediate learners. There are eighty students in this study, forty of them are boys and forty of whom are girls. They all concurred that the test is legitimate (see appendix 2).



Table (3.1) Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.772	0.770	30

Eighty secondary school pupils from the Barbar area took the test. The test's reliability was determined using Cronbach's Alpha technique. The square root of Cronbach's Alpha coefficient is used to determine the test's reliability coefficient.

$$\sqrt{0.772} = 0.933$$

The test's great reliability was demonstrated by the analysis. A test with 32 items was created by the researcher.

CHAPTER THREE

DATA ANALYSIS

3. OVERVIEW:

The researcher presents, organizes, and groups the test data in this chapter. The data is then displayed in tables and examined.

3.1 DATA COLLECTION TOOLS AND TECHNIQUES:

The devices or instruments used to collect data are referred to as data collection tools. Participant observation is one example of such a tool. I conducted my research using semi-structured interviews and participant observation as the method or methodology of data collecting. In addition to following the teacher's unstructured observation in the classroom, I created a questionnaire for the participant's observation.

I have created both closed-ended interview questions and open-ended observation questions that are pertinent to my study goals. In a similar vein, I observe when teaching vocabulary through short stories in an unstructured classroom.

Additionally, I conducted interviews using closed-ended questions to find out how teachers teach vocabulary in accordance with my research goals. Methods for Gathering Data the following methodical steps to gather information for my study. In order to achieve my study goals. I mainly developed two sets of tools: an interview and an observation checklist.

I had used my accessible media to communicate with educational institutions or English language instructors. ii. I had a specific reason for reaching out to them. iii. I had obtained permission from the relevant authorities. iv.

I had informed them that their comments, whether favorable or unfavorable, would remain confidential. I conducted a face-to-face interview and saw the responders lecture in the classroom. vi. In order to fulfill the study's goal, I visited several schools and secondary education classrooms. vii. I used interview guidelines to

conduct the interview, and I documented the respondents' responses to my questions.

3.2 DATA ANALYSIS

Table (4.1) shows the percentages and frequencies of subjects' answers to question (1) that fill in the blanks:

Items	Correct responses		Wrong responses	
	Frequency	Percent	Frequency	Percent
1	50	19.2	30	21.4
2	45	17.3	35	25.0
3	40	15.4	40	28.6
4	60	23.1	20	14.3
5	65	25.0	15	10.7
Total	260	65	140	35

Figure (4.1) shows the frequencies and percentages of subjects' replies to question (1) filling gaps. Of the students, 65% provide accurate answers, while 35% provide incorrect answers.

3.3 EXAMINING THEORY :

With reference to tables (4.1) through (4.6), it can be concluded that the percentages supported the study's hypotheses, which state that teaching short stories has numerous benefits, vocabulary can be taught intensively, and incorporating them into EFL classes can boost students' vocabulary.

3.4 REGRESSION ANALYSIS:

Regression analysis was used to determine how one or more independent factors affect a dependent variable. This technique assisted in investigating the relationship between answers to particular questions (independent variables) and answers to another important question (dependent variable).

We used other questions as independent variables and selected a crucial question as the dependent variable in order to achieve this.

We chose the important indicators based on the following criteria, which were derived from earlier analyses and questions from the Motivated Strategies for Learning Questionnaire (MSLQ):

Q2: Self-efficacy in learning and comprehending course information is reflected in this question, which is critical for academic achievement. Finding support requirements might be aided by examining the factors that affect students' confidence in their comprehension.

Q3: shows the students' general expectations for their success in class, which is an important indicator because it frequently connects to their academic results,

motivation, and self-assurance. Teachers can gain important insights to enhance their teaching methods and student support by knowing what drives this expectation.

3.5 FINDING, CONCLUSION AND IMPLICATION:

All of the study's findings, conclusions, and recommendations based on the data analysis and interpretation from chapter four are included in this chapter. All of the study's results, conclusions, and some suggestions derived from the analysis and interpretation of the results are included in this chapter. Based on the data analysis, the study's conclusions, suggestions, and findings are as follows. In order to make the findings, conclusion, and recommendations understandable to the interested readers, I have put them under different titles. Results Based on data analysis and interpretation, the study's main conclusions are as follows:

- a) The majority of teachers (60%) used reading activities when teaching vocabulary through the brief story.
- b) The majority of teachers (80%) employ the common method of reading passages and comprehending their meaning.
- c) Eighty percent of teachers implement reading activities in the classroom, according to my research.
- d) Using short stories to teach vocabulary while helping students fully understand the teacher's plot in the classroom.
- e) Writing a review of the short story using new language (i.e., 40%) is poor since most students cannot create a brief narrative after reading one in class.

3.6 PRE RESULT:

The researcher uses a pre-test since the purpose of the current study is to evaluate students' general vocabulary knowledge and comprehension as well as their development of applying strategies to estimate the meanings from various settings. Both the experimental group and the control group performed poorly on this test, indicating that few students are able to recognize vocabulary from various stories and guess terms from context. Both values appear to be nearly identical, indicating low achievement for every student in both groups.

3.7 POST-TEST RESULT:

After the students have read five American short tales and applied a range of vocabulary methods, the post-test assesses their vocabulary understanding.

The results demonstrate that employing short stories in EFL lessons can aid students in expanding their vocabulary, which validates the researchers' premise.

Another analysis of the overall success shows that the experimental group's post-test has the highest success percentages across all questions and total scores.

The experimental group shows a significant difference with a total mean score of



11.1% in the pre-test and 83.3% in the post-test, while the control group's total mean score is 11.1% in both tests.

This supports the thesis's central claim, which is that students can use short stories to expand their vocabulary. Consequently, the investigator tries to address the research questions.

She also assesses students' language proficiency from particular short stories in the accompanying pre-test. Students' general vocabulary knowledge of the five selected stories is assessed in each of the test's four sections. With a combined mean score of 11.1%, the experimental and control groups both scored poorly.

3.8 RESULTS:

The researcher uses a pre-test and a post-test to accomplish the study's goal. The pre-test findings for the experimental and control groups have been examined and contrasted. Using the same methods, she then examines and contrasts the post-test outcomes for both groups.

According to Kutner et al. (2005), each group (Control and Experimental) should have a minimum sample size of 17 in order to achieve 80% power and 95% confidence.

Cronbach's Alpha is a commonly used method for evaluating scale dependability. Kuder-Richardson is a special type of scale used for test-derived and dichotomous data.

Although this coefficient ranges from 0 to 1, a desirable Alpha value should be more than 0.6. Cronbach's Alpha was calculated in this study to assess the scale's dependability. As shown in Table 1, the value stumbled on 0.864, confirming the accuracy of the employed scale.

CHAPTER FOUR METHODOLOGY

4. METHODOLOGY :

Methodology of Language learners can enhance their language proficiency by reading short stories. Stories are authentic resources for expanding vocabulary, and language teachers should use them to encourage students to explore both the structure and meaning of the language they are using.

The classroom setting will be less abstract if short stories are incorporated into language classes, particularly language skills.

Words can be better assimilated when they are learned in their context. Teachers will be able to teach vocabulary more effectively and simultaneously combine the four language skills by using short stories.

This study examines how teaching short stories can improve students' linguistic reserve and validates its value as a low-cost, enjoyable strategy that has a significant impact on pupils.

4.1 FINDINGS:

The results of this study showed that teaching kids short stories in the classroom greatly increases their vocabulary.

4.2 RECOMMENDATIONS:

The study suggests that English teachers inspire their students by using novel language strategies rather than adhering to conventional approaches. For scholars:

1. Studies pertaining to language development must pique their attention more. For syllabus designers: They need to come up with innovative ways to make studying vocabulary more engaging and simple, as well as motivating approaches to improve students' vocabulary.

2. As a self-study handbook for language learners, the researcher suggests 4000 Essential English Words, six volumes. Teachers of languages can demonstrate to their pupils where to begin and what to do.

As a self-study effort to increase vocabulary, they can help elementary and intermediate students understand one or two units before letting them go on. When it comes to teaching vocabulary, two helpful resources for language teachers are Techniques in Teaching Vocabulary and How to Teach Vocabulary.

It is preferable to use texts from modern literature for the short stories, and children's literature may be a good option. These series can help language learners accomplish the aforementioned objectives.

Short stories with six levels can be found in Cambridge English Readers, Macmillan Readers, The Oxford Bookworms Library, and Dominoes. The Oxford Bookworms offers an online test to help students determine their reading levels and select a work before beginning to read. The remaining information regarding the test is available on the website.

4.3 SUGGESTIONS FOR FURTHER STUDIES:

the researcher suggests that:

1. The effect of short stories on English language development.
2. Reading literature to expand vocabulary.

4.4 SUMMARY:

In summary, the findings indicate that when students read short stories and employ various vocabulary acquisition techniques, their vocabulary has greatly increased. The control group has made some progress because they read the short stories only for amusement and did not employ any methods.

According to the post-test results, kids may pick up certain characteristics of the target culture's cultural norms, but their vocabulary does not grow as much as it should.

Since they don't employ vocabulary acquisition techniques, their incidental learning

has also not significantly improved. The experimental group has made great progress, and the post-test results indicate that the students' vocabulary has improved greatly. The researcher attributes this to the students' aptitude for learning and readiness to study. They also employ various methods for learning language. Students' vocabulary, cultural awareness, and accidental learning have all improved.

4.5 WHY STORIES ARE SO IMOPOTTANT FOR TEACHING ENGLISH?

According to research, using short stories in English classes enhances students' vocabulary, grammar, and reading comprehension in particular.¹ Short stories make studying more interesting and pleasurable by putting language in context.² In order to better interact with the story, kids are inspired to improve their reading comprehension and discussion skills.

In addition to teaching moral principles and fostering cultural awareness, short stories also assist students broaden their perspectives and engage in more in-depth text analysis.³ Stories can also be readily connected to other creative endeavors and activities for broader learning.

Are you ready to teach ESL using this cutting-edge approach? Let's look at how your classes can be transformed and language learning made more interesting with Abridge Academy's new story-themed modules. Activities for guided reading lessons will also be covered.

4.6 PRE READING ACTIVITIES:

Before starting a short story, teachers might utilize a range of warm-up tasks to help students activate their prior knowledge and review vocabulary and grammar. These activities help students feel better about themselves and get ready for a productive reading experience.

Here are some suggestions:

- Make inquiries to find out what you already know or understand.
- To study terms visually, use pictures and flashcards.
- Ask pupils to come up with synonyms and antonyms for new words in small groups.

Pre-reading assignments should often be brief in order to introduce important ideas and evaluate students' current abilities, which will be further developed in later lesson phases.

4.7 ACTIVITIES TO DO WHILE READING:

It's time to start reading the story after the warm-up! However, don't simply read aloud to pupils while they listen passively. Here are some suggestions for maintaining your students' interest in honing their English during guided reading exercises:

- Throughout, pose excellent questions like comprehension checks, inferential,



predictive, linguistic, and personal connection inquiries.

- To help pupils become fully immersed in the narrative and improve their comprehension abilities, encourage them to act out facial emotions and actions.
- To reinforce language chunks and grammar, use choral reading techniques, when the entire class repeats important phrases that are frequently repeated throughout the story (such as "knock, knock, can I come in?" in The Three Little Pigs).

4.8 POST READING ACTIVITIES:

Use this as a chance to urge important English language learning objectives after finishing the story. Activities that could be done include:

- Inquire about the plot, characters, and morals in general.
- To practice new vocabulary and grammar, finish gap-fill exercises, sentence-sorting tasks, or multiple-choice tests.
- Request that students look for instances of certain grammar usage in the text, spot trends, and come up with original questions for the class.
- Use comic strip drawing assignments or scene sorting exercises to help students summarize the narrative in their own words.
- Having trouble coming up with activities that directly connect language learning to stories? Take a look at the pre-made story-based lessons from Abridge. Academy, which are created especially for ESL students and include interactive exercises.

4.9 EXTENSION ACTIVITIES:

The lessons don't have to stop there! Encourage children to expand their language proficiency in more flexible or imaginative settings by assigning them tasks like:

- Role-plays in which the characters are portrayed as being interviewed for a TV show or policy investigation.
- Create writing assignments in which students either reimagine the narrative with a different conclusion or an unexpected twist, or they compose original stories that are inspired by the book.
- Non-fiction writing assignments, including summarizing the story's events in a book review or newspaper article.
- Creative endeavors, such as origami projects, character drawings, or book promotion posters.
- Presentations when students have to advocate for a significant change or highlight a crucial lesson from the narrative.

4.10 TOP TIPS FOR MIXTURE STORIES INTO YOUR ESL LESSONS:

Let's examine some additional broad suggestions for using stories in your English classes after reviewing the procedures of a standard guided reading lesson:

1. Select stories with subjects, lengths, and levels of difficulty that are suitable for your pupils.



2. Make direct connections between stories and language learning goals to strengthen and broaden their development.
3. To keep children interested and help them practice using English in many circumstances, incorporate stories with a range of activities.
4. Be dependable by including stories into your lesson plan on a regular basis.
5. Avoid starting from scratch! Take the burden off of lesson planning by using Abridge Academy's pre-made lessons with a story theme.

4.11 CONCLUSION:

when English emerges as the modern era's universal language. To communicate effectively, students must learn it. Given that vocabulary is a fundamental component of language, the researcher has seen that students struggle to increase their vocabulary.

According to Ghazal (2007), "language learners need a wide array of target language words to be able to tackle both production and comprehension activities in the second or foreign language." (Page 90).

Five American short stories were used by the researcher for this study, which aims to expand the pupils' vocabulary.

Thirty-six volunteers total—eighteen in the control group and eighteen in the experimental group—were involved in the research. In order to assess their general vocabulary knowledge from the five short stories, they first took a pre-test.

They then started reading "The Story of An Hour" by Chopin, "America and I" by Yeziarska, "The Bride Comes to Yellow Sky" by Crane, "A Rose for Emily" by Faulkner, and "Death in the Woods" by Anderson.

Students used various exercises and techniques to increase their vocabulary after reading each of the short stories. Following the reading of the short stories, participants took a post-test to gauge their vocabulary growth. Both the pre-test and the post-test had the same format.

According to this research, teaching vocabulary through short tales necessitates the use of efficient methods that improve students' learning capacities.

Motivating pupils, giving them lots of chances to perform, and assisting them in improving their writing abilities. Based on the results of this study, teaching vocabulary using short stories yields the best results.

First and foremost, the curriculum developer ought to have included the definition of each word in the textbook. The short story should not be a difficult work that covers every genus.

Second, teachers need to be familiar with many synonyms for those words so they may teach vocabulary by playing games or providing examples of comparable word meanings without translating them into the students' native tongue.

The study concluded that the teachers' tactics and activities during the reading stage



were effective. Instead of doing everything themselves at this point, teachers required their pupils to actively participate in all activities and strategies, such as making predictions about the novel based on the introductory paragraph. The strategies and exercises employed during the pre-reading phase were judged sufficient.

Teachers urged their students to engage in a range of activities and strategies, including making guesses about the storyline and formulating questions about language and the narrative, among other things.

The study concluded that the teachers' tactics and activities during the reading stage were effective. 43. At this stage, instead of having their pupils do everything on their own, teachers demanded that they actively participate in all activities and strategies, such as making predictions about the story based on the opening paragraph. The post-reading strategies and exercises used by the teachers were also judged to be extremely effective.

Right now. By asking students to paraphrase the story or develop a parallel narrative, teachers promoted student participation in all activities and instructional strategies. rather of carrying out each task on your own.

The study found that reading exercises were the most successful of the three methods mentioned above for teaching vocabulary through short stories in the classroom.

The researcher found that the activities and strategies teachers employed during the reading phase were successful. At this stage, teachers required their students to actively participate in all of the exercises and tactics, such as formulating predictions about the story by reading the introductory paragraph, rather than finishing everything themselves.

It was found that the teachers' post-reading exercises and techniques were equally successful. Throughout this period, teachers urged their students to actively participate in all activities and tactics, such as summarizing the story and coming up with a similar one. rather to doing all of the work yourself. Among the three activities/techniques mentioned above, the researcher found that reading activities were the most commonly utilized.

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