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The Effects of Taking Short Stories on Developing (EFL) Students Vocabulary Learning

Research Project

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Abstract

Short stories are considered as good resources that can be used in language classrooms, suggests that in foreign language classes where there are children who are not motivated and who are low achievers and other that troubles makes students not growing education and enough knowledge about English language, also narrative approach is believed to help students understand the story easily the present study was conducted in a small class of high school students and other teachers where working hard about enough experience about their education to become more interested and more condiment in English with the use of short stories.

The findings of the study show that using short stories and questions about teachers staff at university and students at high university and high school probably will not automatically make students become more interested in English language unless the stories are interesting and the language used meets the level of the students about their education and level of English, Regarding storytelling, The investigated class of students, teacher staff questions about their education In generally favoured this approach as it helped them understand the stories easily and through the education about English language and though their confidence in using English language could not be boosted within a short period of time.

List of Abbreviations

EFL: English as a Foreign Language

ESL = English as a Second Language

Section One

1.1 Introduction /

For young language learners, vocabulary development is the most crucial aspect of language instruction. thus, teaching english vocabulary is crucial for helping students of english as a foreign language (EFL) learn the language. the english as a second language (ESL) is one of the key components of language competency since it serves as the foundation for how well learners talk, write, listen, and read, according to richard and rodgers (2001). The usage of of short stories is also appropriate for students of various ages, levels, and classes, from beginners to advanced. drama can be employed in the classroom, although it will be challenging to perform a play in a crowded classroom during a short term. the grammer translation method dominated (ESL/EFL) instruction in the nineteenth century. one of the primary learning tasks during that time period involved translating literary works from the second /foreign language to the pupils' native language. Literature serves as a model for language learners to become familiar with various forms and conventions because literary texts contain language meant for native speakers (collie 1991,). Second, incorporating literature into language instruction offers the benefit of introducing the target language's culture. According to collie and slater (1991), literary works help foreign language learners gain a deeper understanding of the nation and its citizens, enhancing their capacity to interpret discourse in a variety of social and cultural target language contexts (savvidou, 2004).

1.2 The Problem /

Kinds of difficulties faced by the students were what does teaching difference between teachers staff , students at the classroom. learning how to write and spell. what's the most trouble , causes of students and teachers to become an advance level of education and English language. the pupils had trouble selecting the words' acceptable meanings. what's the main causes about students does not growing their education.

1.3 The aim of the research

short stories are important because they help you grow as a writer. short stories call for a lot of writing expertise in a small amount of time, including character development, syntax, and plot development. But more importantly, short stories help you hone your communication skills, which are more vital than anything else.

Section two

2.1 Characteristic's The characteristic of young learners /

I. The young are developing conceptually they develop their way of thinking from the concrete to the profession thing.

II. Young have no real linguistics, different from the beginner learners that already have certain purpose in learning language, for instances, to have a better job, the students rarely have such needs in learning a foreign language. They learn subject what school or university provide for.

III. The students are still developing; they are developing common skill such as turn talking and the use of body language.

IV. Young students very egocentric, they tend to resolve around themselves.

V. the students get bored easily. Children have no choice to attend school. The lack of the choice means that class activities need to be fun interesting and exciting as possible by setting up the interesting activities.

by (Clark 1990 P6-8)

2.2 the characteristic's of (EFL) English foreign language of learners :

here are some specific characteristics of the English language /

2.2.1 Fairly easy to learn .

English is one of the easiest and simplest natural languages in the world. of course, it's all relative. It depends on the learner's ability and previous language learning experiences, nevertheless, it's fair to say that English is a relatively easy language to learn, understand and speak when compared to very complex languages such as arabic, cantonese, mandarin, korean and japanese.

2.2.2. Latin Alphabet.

The english language uses the Latin alphabet. It is the most universal, short and straightforward alphabet (only the Greek alphabet is shorter and simpler). Also, in English,

the Latin alphabet presents its cleanest form as a true alphabet with only 26 basic letters

2.2.3 It's simple inflection.

Inflection is the name for the extra letters added to nouns, verbs and adjectives in their different grammatical forms, e.g., cat, cats; eat, eats; big, bigger, English is considered to be a weakly inflected language when compared to, say, French or Russian. Its nouns have only traces of inflection (plurals, the pronouns), and its regular verbs have only four forms, e.g., look, looks, looked, looking, Even for irregular verbs, there is almost no variation in person (except the 3rd person singular in the present tense, e.g., I eat, you eat, she eats). The English language can indicate the relationship of words in a sentence with only the minimum of change in their structure

2.2.4 Receptiveness.

A significant feature of the English language its receptiveness to accepting and adopting words from other languages

2.2.5.Pronunciation.

The pronunciation of English words such as this, thin, clothes, thirteenth, months inevitably causes problems for learners who do not need to use the tip of the tongue to produce words in their language

2.2.6. Articles.

The article system is another feature of english grammar that causes some students enormous difficulties; mainly, of course, those whose native language does not use articles

2.2.7. Phrasal verbs.

A phrasal verb is an idiomatic phrase consisting of a verb and another item, typically either an adverb, as in break down, or a preposition, for example, see to, or a combination of both, such as look down on. (An item is the word for small self-contained pieces of language which you can teach or practice in a lesson.)

2.2.8. Sound and Spelling.

A final feature of English that causes problems for non-native learners (and some native-English speakers) is the lack of a connection between word sound and word spelling. It is difficult for non-native learners of English to predict the pronunciation of English words they first come across in writing or the spelling of many English words they first hear, like words with silent letters not pronounced : know , could , hour
by (magicears 12018)

2.3 definition of Vocabulary

A Definition of (EFL) English as a foreign language...does things: it constructs social categories, it gives orders, it persuades us, it justifies, explains, gives reasons, excuses. It constructs reality. It moves people against other people .

This quote is meant to illustrate the inherent power in words and, by extension, how the use of words create the world. Critical literacy is a concept and practice that seeks to reveal this power to language users and have them become agents who can transform their social circumstances, enabling social justice Where the curriculum for the upper secondary school in Sweden calls for education to embody values, such as equality between sexes and solidarity with people of all cultures and circumstances critical literacy can be seen as a tool to make these values a part of language education. This is because critical literacy exists to reveal unequal power relationships in the world and help create positive change thanks to a literacy education . The aim of this paper is therefore to provide educators with a working definition of critical literacy, as well as examples of ideas that may inspire educators to include critical literacy in their education, so that students can engage critically with the power they hold as language users.

(By Janks, 2010, p. 42).

2.4.1 Types of Vocabulary

Worldwide, the English language education was introduced into classes at schools centuries ago. For the past twenty years, the language influences all kinds of communication and entertainment. It is shown in many websites that approximately a thousand million of people speak and write English, both in their daily lives and in their professional fields. Today, the language is the most widely learned second language in the world.

y. Since the implementation of this policy, an inflow of people from other countries has increased the demand for English language learning in Lao PDR. studied the Determinants and Issues in Students Achievement in English at the Lao Secondary Education Level. It was found that 81.2% of Lao secondary school students strongly agree that English is important. The results also suggest that English language education in Lao secondary schools should focus more on the learning of basic vocabulary as well as basic content. However, in their study of the improvement in the quality of English language education, it has not kept up with the rapidly increasing demands for English in schools due to a lack of textbooks, a well-organized curriculum and qualified English teachers, revealed an improvement of teaching in schools there. Some school practices were established that led to positive impact for children and their families as well as the school communities. It was in-service teaching support that gained more attentions and provided greater knowledge and skills. Considering the shortage of qualified teachers mentioned in the previous study and the fact that school practices which included teaching could have impacts on students , learning the teachers use of proper methods and approaches is one of the factors which reflects their teaching qualities and affects the learning, This study focuses on classroom English language teaching emphasizing on major language teaching and learning approaches and methods used in Lao schools. Methods and approaches used in this study were based on two major surces , approaches and methods in language teaching .

(by jack Richards and Theodore and methods and approaches in language teaching in brief approach and situational language teaching,(by Bouangeune , 2008)

2.4.2 A Definition of soft skills development in higher education /

With the altering educational tendencies, flexibility in educational courses, attainability of masses of qualified personnel, the competition for job acquisition and job, confirm that their durable and stable success in work 75% is caused by soft skills and only 25% - hard. Correspondingly, a survey on “Technological Innovation, Ageing Labor Forces and Effective use of Human Resource” conducted in Japan emphasizes that a worker will be required not only to perform a complex job compounding several tasks - programming, maintenance, monitoring and operation, he or she is required, in addition, to possess logical mental power, problem solving ability and adaptability to go through the changes. Such an “all round worker” would be equipped with widely varied skills and professional knowledge in such a way that he understands every action in the performance of skills in relation to the relevant technical knowledge. Another survey conducted in 16 European countries, concludes that 93% employers find soft skills equally important to the quality of the employee, like his professional skills. In 2016, Bonnie Urciuoli hypothesized “skills” with occupational demands of neo-liberal economies, workers are required to “own their skills” and successfully market them to employers.

(by Manpower group , 2014)

2.4.3 soft skills from our students who want to EFL learners can be various defining like /

- I. soft skills are important aspects of both obtaining employment and succeeding in the workplace
- II. soft skills are important not only for the labor market but for a complete human being, in order to achieve happiness in life.
- III. soft skills are primarily cognitive in nature and are influenced by a person’s intelligence quotient source
- IV. soft skills classification and assessment are complex processes that don’t belong to traditional approach

V. the application of these skills is not limited to one's profession.

Differently from hard skills, which represent a person's group of skills and abilities that allow to complete a certain type of task or activity, soft skills include mainly interpersonal skills that can be applied to different fields that make them transversal. What we actually think about when we talk about soft skills is also disputable issue. Paying attention to the diversity of what is understood when talking about soft skills in different nations and cultures and considering that there seems to be a common perception of what soft skills are in many cultural areas, it becomes more comprehensible, why a clear ascertainment of the meaning of this term appears to be challenging. A survey conducted in New Zealand on the perception of employers about the most important skills and knowledge among employees concluded with the emphasis on communication skills, supervision skills, diagnostic skills and design ability that cannot be developed through hard skills.

(By Stevenson, 1992)

2.4.4 the role of short stories in vocabulary Development.

Although there are many methods and strategies of teaching and enhancing vocabulary of EFL learners, the importance of extensive reading in the development of EFL learners' vocabulary is of great importance And in this regard, implementing short stories can be the most efficient method to bring this goal to reality. This method has many merits for EFL teachers and learners. (Al-dersi , 2013 suggest a list of such benefits for making reading comprehension skill easy, interesting and enjoyable. Short stories also play crucial role in enhancing EFL learners' vocabularies. It is believed that the more students read, the wider their scope of their vocabulary knowledge becomes (Blachowicz 2004). In order to decrease the gap in vocabulary and comprehension, it seems to be imperative for the learners to discover and deepen comprehension of words during independent reading. Through short stories to enhance vocabulary of EFL learners, teachers have the advantage of teaching vocabulary in contextualized materials. This simply makes the learners to look for clues in the sentences that may tell them something about the meaning of the word in question.

Researchers have pointed out the impact of visual and verbal clues on comprehending words in context. In this respect, Walters (2006) stated that enhanced reading comprehension became possible when students enrolled in an English language program where they were shown strategies of how to derive meanings of new vocabularies from contextual clues.

Researchers have also discovered that longer retention of vocabulary happens when they encountered them in numerous assignments. To make sure learners really learn the words, the learners must be able to use them in several different contexts, that is, they must use it in different occasions such as reading, speaking, writing, and listening (Rupley&, 2005). The use of short stories provides the learners with the opportunities for integrating vocabulary instruction with other language skills. Many studies have also proven that contextualized vocabulary learning using short stories can lead to an increase in word usage compared with word-list instruction (Dixon-, 2002). Another advantage of using short stories is the cultural load in storytelling. Cultural load refers to the way language and culture are intertwined and the amount of cultural knowledge needed to understanding meaning to participate in an activity (Meyer, 2000). EFL learners have to learn words in context to comprehend the meaning. This can be possible with the use of selected short stories by the EFL teachers. (Nagy, 1984).

2.5 ways , methods , strategies for enhancing vocabulary of (EFL) learners /

Many ELT teachers believe that learning vocabulary is equivalent to learning a list of words with meanings in their native language without any real context practice. Therefore, in most of EFL learning contexts, learners are often obliged to deal with unfamiliar vocabulary during their language acquisition experience. Each time the learners encounter a new word they have to look up the meaning of the word in a bilingual dictionary. Most of the time, the students write down a list of new words without knowing about their use in real contexts. This way of vocabulary learning is completely unsatisfactory because most EFL learners fail to understand and communicate the message in an appropriate way (Hunt, 2005). There

are some other techniques and approaches for enhancing vocabularies of EFL learners by EFL teachers. One of these techniques is incidental vocabulary acquisition in which the items are learned through immersion in language tasks. Vocabularies can also be acquired through direct instruction in which the learners acquire words through a structured approach (Renandya, 2001). Using dictionaries is another strategy to promote vocabularies. Teachers can also give their learners a vocabulary notebook in which they can be asked to keep a record of unfamiliar or newly discovered words until they need to use them in real contexts. Playing word games can also help learners to develop their vocabulary. Graves (2006) suggests a framework for successful vocabulary programs that facilitates effective teaching and learners' promotion of word knowledge. This program consists of four parts to develop robust vocabularies: first, providing rich and varied language experiences. Second, teaching individual vocabulary. Third, teaching word-learning strategies, fourth, fostering word consciousness. More importantly, teachers can enhance and promote and extend learners' independent reading experiences and assist them to enrich and promote their vocabulary (Hulstijn,1996). EFL teachers can persuade their fellow peers to talk about books, to ask questions and give suggestions. This strategy can effectively promote the learners' vocabulary by creating a language rich environment which boosts vocabulary acquisition. This can be attainable through providing learners with high quality texts that can sustain EFL learners' interest and motivation. In this concern, literary texts such as short stories can play a very significant role in enhancing and enriching the EFL learners' vocabulary. (Wright, 1990)

2.6. The main reasons why students does not grow up?

I. Fear. If a student has learned to grow and mature, he or she will be more prepared to meet challenges. A great deal of immaturity involves fear. Facing what is perceived as a threat is often an opportunity for growth. When a student is more interested in learning than staying in their comfort zone, these common problems will not affect the student.

II. Homesick. Homesick: New experiences and a new environment can be a shock. If a student has not pushed themselves out of their comfort zone (which they wouldn't do if they lack maturity), they will have a difficult time developing a coping mechanism for the change

III. Lack of Guidance / Support . In most public schools, there is little guidance. In most colleges, such guidance does not exist. It's a sink or swim environment; if a student doesn't have direction or even know what their strengths are, they are likely to float around and switch majors many times. This is a large part of the reason that most students don't finish a IV. year degree within 4 years. This brings discouragement which causes students to drop out.

V. Insufficient Finance. A lack of preparation can cause a student to drop out. It's often noted that a student who leaves school due to a lack of finances is often embarrassed about other reasons and cite a lack of funds instead.

VI Academic Unpreparedness. There is a great deal of variation in academic demands between secondary schools. Some high schools offer a challenging curriculum which prepares students for the challenges of college. Grade inflation, coupled with many student's demands for easy "A" courses has shifted standard courses to a less challenging yet more rewarding environment.

VII. Illness of family member or family issues. This issue, like lack of finances, is often cited when the student actually wants to quit school for one of the previous reasons. Although this issue is impossible to prevent, it doesn't have to cause the student to stop college altogether. If a student is truly motivated to finish their program, they will find a

way to complete it. Online courses are a great solution for someone who is caring for an ill relative.

VIII Pregnancy: The student may become a parent before their degree is complete. Dropping out of school due to financial issues and the need to care for an unplanned pregnancy/child is unfortunately rather common.

2.7 The significance of the research

All language competency levels can be taught the four abilities through short stories. Short stories can, if chosen and used properly, provide high-quality text material that will significantly improve (ESL)English as a second language courses for students with intermediate levels of ability, according to By incorporating short tales into learning activities like discussion, writing, and role-playing, he claimed that they may be particularly useful resources for (ELT) reinforcement.

Murdoch (2002: P9).

2.8.1 Methodology

the descriptive analysis is done to each of the two difference situation along with tishk international university and lebanese french university as Teachers staff include of assistant lecturer , master degree , and also Azady high school to obtaining answers as graders high level of education. the research actual sample from the third grade students in the department of English language at salahaddin university of the academic year 2022 – 2023 has been proven.

The key to getting accurate responses and a reasonable rate for teacher survey questions largely depends on good research design.

2.8.2 Students as medium education at schools/

- A. Which types of experience english language makes you to easy understand?
- B. What the well times favor to take advantage about growing your language skills?
- C. Do you think which subject can help boost your foreign language?
- D. Do you accept the short stories at English language very precious?
- E. The school staff has good knowledge in their areas of teaching?
- F. Literature review at English language shall growing your (speaking , writing , learning) , which one the best?

2.8.3 Teachers as high education at universities/

- A. The university staff collectively acknowledgment on resolutions to provide effective learning.
- B. between staff and students are committed to university values?
- C. Did professional learning development activities have a positive impact on your career
- D. Do you accept the short stories at english language very precious?
- E. Are you ever worked with any institute to exchange our language skills?
- F. Literature review at English language shall growing your (speaking , writing , learning) , which one the best?

Note / The answers of each questions depends by students/teachers best responds so not necessarily to write answers

Section Three

3.1 Sample Selection /

Sample selection is one of the most important steps in conducting any type of research; therefore Each of the answer is accompanied by brief comments our students and teachers. The sample include 7 students but 2 students does not respond three students male and two students female , include of 5 teacher as 4 teacher male . 1 teacher female from Education staff at two university mentioned before.

satisfying of each questionnaires is complete to each of the two difference ways to inquiring both university and as Teachers staff include lecturer , master degree , phd degree and also one high school to obtaining answers as grades high level of learning , The research actual sample from the third grade students in the department of English language at salahaddin university of the academic year 2022 – 2023 has been proven.

3.2 Application of the research instruments/

the researcher analyzes and Discussion to the obtained data about difference between students and teachers using real asks and questions ,A questionnaire as both side students , teachers also is a research tool featuring a five of questions which based on two differing's used to collect about the relationship The Effects of Taking Short Stories and the education of students between when visited universities or schools. More importantly Discus as face to face conversation about the levels of high education and English .

3.3.2 Presentation of the Results /

As the results are shown in the Question first Student with a medium education at school, answered the first question in spoken language with 3 people, Reading language 1 person, Creating the text language 1 person. so this is the reason and shown to us the level of experience English language much important at option spoken which include 3 persons voted, for the second question 3 students voted to Usually mid-day 1,2 clock and 2 students

voted to .Afternoon 8,9 clock, for the third question 2 students voted to Carry and precious the methods of an advance dictionary always, two students voted to stop hanging out with their countrymen, one student voted to try to use new words to learn and enhancing learn new foreign Language, an answer of fourth question three students voted to option Some subjects yes, two students voted to option not complete 2, last answer of fifth question include of 3 students voted to Writing Language, once students Gramering, last one students Learning.

As the results have shown the table second Teachers as high education at universities, for talking about the first question see two teachers voted to not complete , three teachers voted to yes complete, for the second question answer see three teachers answered staff, two teachers answered students, for the third answer questions four teachers answered yes sure, once teacher answered no, for the fourth answered question five teachers voted yes, for the fifth answer question see a whole five teachers answered yes, for the final sixth answer question see four teachers answered option speaking, once teacher answered writing.

So, in the end, see the results, dimension of results show many students are very anxious and very impressed to learn and educate their English language and to perform and make new sensations about their language at the whole students when presented to they are very happy and much thankful about asking this short questions and quotes, they wish to this research thesis promote our education of the Kurdistan.

over all the next generation our teachers from university's Erbil like Lebanese French university or tishk international university were very proud and made new tasks and obligations and observed language especially English language after that Turkish and Persian language but maintain and very impact language English language to learning such very advance and so that to be core impressive our education area when teachers meet us someone's happy and not too much happy although very un excited but they were very under pressure when asked about English language and their education generally they're

very felt wonderful to asked them and answered yes we proud to using the English language to cooperative their education and make more sense about boosting education, especially tishk international university.

Section Four

4.1 Introduction

In this section, would like to obtaining the research analyzes and Discussion of the results the before obtained data about difference between students and teachers using real asks and questions , each of the answer is accompanied by brief comments our students and teachers.

4.2 Discussion of the Results /

After conducting the research, the writer got the data from the students and teachers of the university responses when giving the writer and . The response is positive and other suggestions and recommendations also that the writer gave were about small data and big observing when makes face to face conversations. Each student was given a short answer when making a big deal with the research and spoke to our teachers very clearly and advantage about the research because they were very grateful about the questions.

the teachers staff while discussed about your educations and knowledge of English language they were precious about the question and gaved useful information about the program of English language and the level of education very high and year by year new concepts , said students can also learn new words and expressions this program and new concepts (by Murajui , 2008)

Section Five

5.1 Conclusion /

short stories are considered as good resources that can be used for language teaching in both situation teachers when teaching all students at the classroom or students trying to teaching English language them selves and initially teaching Education Foreign Language as popular languages as English or Turkish and the story , headlines of each sections telling approach is believed to help students understand the story and teaching English language easily, if it's well chosen can change the attitudes of students or staff teachers at university's who are not motivated or low achievers in the English language or foreign language, The Results and Findings of the present study show that using short stories and the exactly questions which linked to the statement of short story's as students and teachers such difference questions will not automatically make students and teachers become more interested in English unless the stories and conversations , questions , face to face making reports used to meets the level of the students at high school or university's or teachers at which level they are using education as English language or teaching students about foreign language.

The story can include some new vocabulary and real data but that should not be too much to make the students make ready to themselves about English language or boost their education at advance level , and Regarding storytelling and other subjects at the research which investigated group of students and staff of teachers at university Lebanese French University and Tishk International University and at barxudan and azady school , In general, favoured this approach as it helped them understand the stories easily and make more important their knowledge about English language and other statements made them to boost their education , through their evidences and certificates and other symptom of external information of the research could our students and teachers make more impressive and impact their knowledge.

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