

DEVELOPING VOCABULARY OF EFL LEARNERS THROUGH SHORT-STORIES

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Abstract: It is irrefutable that vocabulary plays an important role in the academic life of EFL learners. This is because foreign language learners' lack of vocabulary significantly impairs other language skills. So David Wilkins [26, 111] said, "It is almost impossible to convey without grammar. You can't convey anything without vocabulary." Therefore, teaching and learning vocabulary in a foreign language classroom is a very important place. In doing so, a variety of methods and strategies are used to develop the vocabulary of EFL learners. However, the success of the methodology, strategy, or material used will depend on the nature of the material and the EFL learner's perception of that methodology, strategy, and material. In that regard, this thesis seeks to investigate the role of short stories in the vocabulary development of EFL learners.

Key words: Vocabulary development, EFL learners, use of short stories, vocabulary teaching strategies, foreign language skills, teaching methods, language classroom, learner age groups, teaching young learners, teaching vocabulary

INTRODUCTION

Vocabulary education is a very important aspect of teaching and learning foreign languages. This is because knowledge of vocabulary determines and determines the level of foreign language learners. Vocabulary knowledge plays a very important role in basic language skills such as listening, speaking, reading and writing. By mastering the required level of vocabulary, you can turn foreign language learners into effective speakers, great listeners, readers and writers. The lack of vocabulary, on the other hand, greatly affects the abilities of these four languages. Therefore, teaching and learning vocabulary requires special attention from teachers and students. Therefore, a careful and systematic approach is required to enrich the vocabulary of EFL students. This implies appropriate

methodology, materials and strategies by EFL instructors. However, the success of the methodology, materials and strategy will depend on the goals you set and the outcomes achieved in achieving them. The overall goal of teaching and learning a foreign language is to develop the ability for foreign language learners to communicate successfully and to provide opportunities for independent and autonomous learners, so we have looked at the role of short stories in this article. Develop your EFL students' vocabulary to improve their skills and make them self-study.

It is also important to develop the vocabulary of EFL students as all other language skills are affected by vocabulary or vocabulary deficiencies. Lack of vocabulary is also one of the main reasons EFL students do not communicate successfully, whether written or oral. It is always observed that students with reading problems have a lack of vocabulary. Good knowledge of important vocabulary supports the speaking and writing of EFL students, and a lack of vocabulary often leads to a lack of meaningful communication. Therefore, every effort should be made to improve the vocabulary of EFL students. This is why many scholars and ELT illuminators such as Linda Taylor (1990) emphasize that EFL students consciously strive for vocabulary development. Learning and acquiring the vocabulary of the target language plays a very important role in teaching and learning foreign languages [13, 17]. Knowledge of vocabulary enables EFL students to build and achieve successful communication, the primary goal of teaching and learning foreign languages. Knowledge of vocabulary also helps EFL students learn the beauty of this language through a variety of new words. Vocabulary knowledge also helps EFL students compare and contrast foreign and native languages. It also helps you understand the similarities and differences between the two languages, and helps you learn a language in the true meaning of the term by understanding the language system of the two languages. In this sense, words are the building blocks of language that help foreign language learners communicate and express effectively. Vocabulary skills make readers

effective speakers, while lack of vocabulary makes communication and success fail. A lack of vocabulary can turn EFL students into a sad circle because EFL students who cannot read advanced text miss the opportunity to expand their vocabulary and learn words that do not use strategies very successfully.

Many scholars have slowed down vocabulary learning by memorizing new words. Decarrico (2001) argues that words cannot be learned without comprehension or memorization. This is because dictionaries studied this way often ignore aspects of the vocabulary. In other words, students know exactly how to use vocabulary, but do not know how to use vocabulary with shades of different meanings in life relationships. According to Nation (2000), "Learning new words is a cumulative process that enriches these words and is established when they meet". In most contexts of EFL learning, students often have to deal with unfamiliar vocabulary while learning their language [20, 59]. When faced with these new words, EFL students look up the meaning of the word in a bilingual dictionary. Often they write new lines of words without thinking about their actual use in context. This method is often unsatisfactory because EFL students do not use this technique to correctly understand and communicate their message. Sometimes, as Ghosn (1998) has pointed out, they blame failures in communication and bad memories of success [9, 300]. Traditionally, vocabulary is taught in speaking, listening, reading and writing classes, not in special subjects for students. Throughout the class, students use their vocabulary and become familiar with new words introduced by teachers and classmates used in the classroom. For many ELT students, vocabulary learning means learning a new list of words that have meaning in their native language without real context practice.

MATERIALS AND METHODS

There are many strategies and approaches that EFL teachers use to develop the vocabulary of EFL learners. First, knowledge of vocabulary can be acquired by chance, and vocabulary is developed by immersion in language activities. You can also learn words through direct guidance, where students learn words through a

structured approach. EFL teachers may also recommend using dictionaries, thesaurus, and spell checkers to expand the range of words used. EFL teachers can also provide students with a vocabulary notebook where they can ask students to record unfamiliar or newly discovered words and save them until used. Playing word games can also be encouraged. Interactive work walls can be created and displayed to help students capture new, interesting and unusual vocabulary. Michael Graves (2006) provides a framework for effective teaching and successful vocabulary programs that support learners' vocabulary knowledge development. The basis of his educational program includes four approaches to developing a strong vocabulary: (1) providing a rich and diverse language experience, (2) teaching individual words, (3) teaching vocabulary learning strategies, and (4) improving word recognition [11, 56].

But more importantly, EFL teachers develop and expand an independent reading experience and help students develop and enrich their vocabulary. EFL teachers can encourage reading partners/friends to talk, ask questions, and recommend books they have read. This strategy can be implemented effectively for years or for a specific group. EFL teachers can also develop students' vocabulary by creating a rich language environment that supports vocabulary. This is possible by providing EFL students with texts of varying levels of interest. In this context, fiction texts and stories, in particular, can play a very important role in developing and enriching the vocabulary of EFL students. The idea of using short stories to develop the vocabulary of EFL students was supported by many ELT professionals. Wright, Betteridge, and Bakby (1984) believe that using fairy tales is a great way to study vocabulary in an EFL context [1, 48]. This is because teachers can create diverse contexts using fairy tales that require students to use language for communication.

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Share information and express opinions. A similar view was expressed by Huang (1996). According to Huang (1996), “learning through fairy tales stimulates the ability of psychological and intellectual factors to promote communication, increase self-esteem, reinforce learning, and build trust with motivation and spontaneity” [22, 85]. These views emphasize the importance of stories when teaching, learning, and mastering vocabulary. Therefore, EFL students need to learn and study whether they can effectively learn vocabulary through stories. Therefore, the next section focuses on using short stories to teach, learn, and master the vocabulary of EFL students.

Vocabulary and reading comprehension are closely linked skills. Each skill is essential for reading achievement, but one depends heavily on the other. This relationship is described in the next section. Extensive research related to vocabulary teaching and word knowledge has shown a strong correlation between knowing words and understanding text. In this regard, Harmon (2002) noted, “Many students continue to struggle with comprehension because of limited vocabulary knowledge and inefficient strategies [10, 606].

Learning words from context is an important way to increase vocabulary and deserves attention and practice in the classroom [18, 7]. EFL teachers can use contextual phrases by teaching students to use sentence instructions. Nash & Snowling (2006) described this process as follows: “Strategies for teaching children how to take meaning out of context to use pieces of information to determine the meaning of target words in context” [19, 337]. The National Reading Panel (NRP, National Institute for Child Health and Human Development, 2000) analyzed research showing that students’ vocabulary is closely related to text comprehension. According to research by Jitendra, Edwards, Sachs, and Jacobson (2004), “knowledge of vocabulary and vocabulary helps to improve comprehension and provides a solid foundation for increasing attention to

vocabulary” [12, 299]. I achieved this. Bromley (2007) also states that “vocabulary contributes greatly to comprehension, fluency, and achievement” [3, 528]. According to Martin-Chang, Levi, and O’Neill (2007), “Successful reading training is not just about learning new words, but also remembering after class and being literate when faced with new texts about rapprochement ” [16, 37]. Manzo, Manzo, and Thomas (2006) also concluded that “learning words improves learning skills” [15, 615]. Rich vocabulary improves comprehension, enhances all relevant language skills. Lubliner and Smetana (2005) “Children with more vocabulary read easier, read more widely, and read better in school” means the connection between winter and vocabulary, or the importance of knowing words’ role in comprehension of text [14, 163]. Reading is a very important language ability in the context of EFL as it provides many target language effects that EFL students need, so EFL teachers and students overcome all barriers in reading comprehension 'teeth can. The role and importance of extensive reading in the development of vocabulary and the study of English as a foreign language, including the absence or absence of vocabulary, has always been recognized and the EFL students communicate with a rare vocabulary in conversation through extensive independent reading with language and ease of understanding due to context [24, 52].

Although there are many methods and strategies for teaching EFL students and developing vocabulary, the importance of extensive reading to increase the vocabulary of EFL students is enormous [18, 8]. In this context, using stories may be the best way to achieve this goal. The use of stories has many advantages as a foreign language for English teachers and students. Patan and El Ders provide this list of benefits that make reading comprehension skills easy, fun, and interesting. Stories also play an important role in developing the vocabulary of EFL students [4, 15]. Many students claim the breadth of vocabulary (Blachowicz & Fisher, 2004). As Brabham and Will (2002) point out, “a serious commitment to narrowing vocabulary and comprehension gaps requires all students to learn and use strategies

that allow them to understand and deepen words as they read. Using short stories to develop EFL teachers' vocabulary, EFL teachers use vocabulary teaching through context has advantages [2, 61].

Another advantage of using stories is the cultural loading of the stories. Cultural burden refers to the amount of cultural knowledge required to understand the interrelationship between language and culture and the meaning of participation in an event [17, 47]. Researchers have also found that word meanings are longer when included in multiple class assignments. To truly know a word, students need to be able to use the word in multiple contexts. It should be used for writing, speaking, and listening [23, 336]. Using stories in EFL lessons allows you to combine vocabulary with other language skills. There are many studies showing that learning a contextual dictionary using short stories may improve word usage rather than learning a list of words [7, 310]. English learners need to learn English words as well as culturally sensitive and contextual words in order to understand their meaning. This can be done using stories selected as a foreign language by English teachers. The use of stories to develop vocabulary makes EFL students more autonomous. As students try to read and understand meaning in context, this strategy helps them learn English independently as a foreign language. So, using these stories has many pedagogical advantages and requires learning.

RESULTS AND DISCUSSION

The use of short stories encourages language acquisition and students' understanding of the language. Stories encourage language acquisition by providing contexts for new language processing and interpretation. They also fill in the limited information of the EFL class. The stories also help in a simple understanding of English to master vocabulary and grammar patterns. Stories improve reading skills, which is very important for enriching EFL vocabulary. Reading stories contributes to the cognitive development of EFL students, as extensive reading increases vocabulary, provides opportunities to acquire and practice reading skills, and models language patterns. Stories also enhance all

language skills by providing an expanded linguistic knowledge, evidence of vocabulary richness, and complex and clear syntax. As Rubin (1987) described, vocabulary learning strategy is the process of acquiring, storing, retrieving, and using information. Therefore, individual strategies for learning words should be encouraged, and short stories can be a tool to develop the vocabulary of EFL students. The benefit of using short stories in EFL classes to develop vocabulary richness is that stories can be used to put new words into practice in a variety of ways. This helps EFL students understand not only the meaning of a new word learned, but also its use in context. The role of literature, especially short stories and short stories, in the ELT class has always been promoted because of the various advantages it can offer to EFL teachers and students. Literature in the form of short stories makes learning English an enjoyable and engaging process for EFL students. Stories also help to increase students' interest in the target culture and language. Combining short stories in EFL classes also opens the way to engage EFL students with rich and realistic use of a foreign language. Different ways of using stories in foreign language lessons help to develop vocabulary [5, 124].

Stories cause EFL students to unknowingly repeat words in different forms. As a result, they have no problems remembering the words they just encountered. Another principle of vocabulary learning is that if learning is fun, it can be memorized [21, 8]. This principle of memorizing words is easily realized through stories. Short stories attract EFL students and therefore can make vocabulary memorable to learn and develop. One of the principles of vocabulary learning is that you have to look it over several times to get familiar with a new word. It is argued that the nature of human memory determines that vocabulary is probably forgotten; especially since the word is simply being fulfilled. The loss of vocabulary is due to the fact that words are difficult to catch. This means that words and phrases need to be reworked frequently in order to strengthen memory. Typing a word does not mean reworking or revising it, but rather the ability to forget it [25, 176]. Reading stories not only provides an opportunity to repeat

learned words, but also to understand and use them in a vital connection that ensures they last longer.

As EFL learners continue to read short stories, they continue to guess the meaning of new words in contexts that are very important in foreign language learning [8, 56]. Therefore, you should prefer to use short stories while choosing your vocabulary teaching and learning strategy. EFL learners' use of short stories for vocabulary development is also advocated because story-based activities for vocabulary development provide EFL teachers with the opportunity to incorporate productive skills such as speaking and writing. Storytelling also provides a platform for EFL learners to tell their moral stories and to express and enhance their responsibilities through the writing process [6, 184]. The use of short stories is also seen as an interesting way for EFL learners to remember each word and learn more about the culture, moral values and elements, and most importantly, reading related to storytelling. Understand. Therefore, you should prefer to use short stories while teaching, developing, and enriching the vocabulary of EFL learners.

CONCLUSION

Students who have daily problems in EFL classrooms are usually ill-fed. Therefore, vocabulary knowledge affects EFL learners' different language profanity and literacy. The number of words the month is when EFL learners speak, write, prosper and sleep communicates with the Salams, eat and understand. On the other hand, the tribe can put them in the cycle. Therefore, if linguistic knowledge is insufficient, the moon affects verbal abuse, leading to a lack of meaningful communication. Thus, well-designed word training is essential to overcome the most common problems faced by EFL learners.

While designing the program, first of all, it is necessary to reconcile the linguistic abundance of Zalyo and learners' perceptions. Eunman's use of a short story has a teaching advantage, and is proven to be a desperate vice even among EFL learners. Permanent proves that the story diary has the potential to

significantly increase the EFL learner's repertoire. Using chewy stories in EFL classrooms to develop EFL learners' vocabulary, Gus is a natural, sad, fun, insane, and may effect crime prevention. Now I have to make recommendations to EFL teachers and learners. By the way, this doesn't mean that it's a certain point, and this month should replace the ethnographic method. Oh, to further promote development, it should be used with early crime prevention. EFL teachers must recognize the gradual nature of linguistic learning and understand that an effective linguistic academic program glam should be desired. And the short story makes the course more enjoyable and makes the course more enjoyable. As long as the first effort to develop the language of EFL learners, it is recognized as a powerful educational tool.

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