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## **SHORT STORIES ON VOCABULARY LEARNING**

### **Abstract**

The purpose of this study was to find out how short tales may help intermediate EFL learners acquire vocabulary. The goal of the project is to develop innovative strategies for expanding students' vocabulary, which will help instructors and learners alike deal more effectively with the demands of language learning and instruction. This is shown by how employing short tales helps students perform better when it comes to vocabulary. First steps in learning a second language are mastering its vocabulary. Learners can improve their communication and ultimately acquire both productive and receptive language abilities when they are proficient in using the fundamental or everyday vocabulary of the target language. Given this understanding, English teachers began utilizing literary works to help students meet

learning objectives and increase their vocabulary. In this sense, using short tales to teach and acquire vocabulary is a useful tactic that aids in the accomplishment of objectives for both instructors and students. This descriptive research explores how short tales might be used to teach and acquire vocabulary. The vocabulary and usage of the terms that language learners know define their proficiency level. Furthermore, simply understanding a word's dictionary definition is insufficient. Words can have two different meanings: emotional meaning and literal meaning. The denotative or surface meaning that students pick up from dictionaries is known as literal meaning. Conversely, the inferences or connotations that the words imply are known as emotional meaning. Another name for them is contextual and textual meaning. The research recommends teaching both levels as they are both utilized in oral and written conversation.

**Keywords:** Short Story, vocabulary learning, learning and teaching activity

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## **QISA HEKAYƏLƏRDƏN İSTİFADƏNİN LÜĞƏTİN ÖYRƏNİLMƏSİNƏ TƏSİRİ**

### **Xülasə**

Bu tədqiqatın məqsədi qısa nağılların orta səviyyəli EFL öyrənənlərə söz ehtiyatı əldə etməyə necə kömək edə biləcəyini öyrənmək idi. Layihənin məqsədi tələbələrin lüğət ehtiyatını genişləndirmək üçün innovativ strategiyalar hazırlamaqdır

ki, bu da həm müəllimlərə, həm də öyrənənlərə dil öyrənmə və təlim tələbləri ilə daha səmərəli məşğul olmağa kömək edəcək. Bu, qısa nağıllardan istifadənin tələbələrin söz ehtiyatına gəldikdə daha yaxşı çıxış etməsinə necə kömək etməsi ilə göstərilir. İkinci dili öyrənməkdə ilk addımlar onun lüğətini mənimsəməkdir. Tələbələr hədəf dilin fundamental və ya gündəlik lüğətindən istifadə etməyi bacardıqda, ünsiyyətlərini təkmilləşdirir və nəticədə həm məhsuldar, həm də qəbuledici dil bacarıqlarını əldə edə bilirlər.

Bu anlayışı nəzərə alaraq, ingilis dili müəllimləri şagirdlərə təlim məqsədlərinə çatmaqda və onların lüğət ehtiyatını artırmaqda kömək etmək üçün ədəbi əsərlərdən istifadə etməyə başladılar. Bu mənada, lüğəti öyrətmək və əldə etmək üçün qısa nağıllardan istifadə etmək həm müəllimlər, həm də tələbələr üçün məqsədlərin həyata keçirilməsinə kömək edən faydalı bir taktikadır. Bu təsviri tədqiqat qısa nağılların lüğəti öyrətmək və mənimsəmək üçün necə istifadə oluna biləcəyini araşdırır. Dil öyrənənlərin bildiyi terminlərin lüğəti və istifadəsi onların bilik səviyyəsini müəyyənləşdirir. Bundan əlavə, sadəcə olaraq bir sözün lüğət tərifini başa düşmək kifayət deyil. Sözlərin iki fərqli mənası ola bilər: emosional məna və hərfi məna. Tələbələrin lüğətlərdən götürdükləri denotativ və ya səthi məna hərfi məna kimi tanınır. Əksinə, sözlərin ifadə etdiyi nəticələr və ya konnotasiyalar emosional məna kimi tanınır. Onlar üçün başqa bir ad kontekst və mətn mənasıdır. Tədqiqat həm şifahi, həm də yazılı söhbətdə istifadə edildiyi üçün hər iki səviyyənin öyrədilməsini tövsiyə edir.

**Açar sözlər:** Qısa hekayə, lüğət öyrənmə, öyrənmə və öyrətmə fəaliyyəti

**ГЮЛЬХАЯТ АБДУЛЛАЕВА МАТЛАБ**

**ВЛИЯНИЕ ИСПОЛЬЗОВАНИЯ КОРОТКИХ РАССКАЗОВ НА  
ИЗУЧЕНИЕ СЛОВАРНОГО ЗАПАСА  
РЕЗЮМЕ**

Целью данного исследования было выяснить, как короткие сказки могут помочь учащимся EFL среднего уровня освоить словарный запас. Целью проекта является разработка инновационных стратегий расширения словарного запаса учащихся, которые помогут преподавателям и учащимся более эффективно справляться с требованиями изучения и преподавания языка. Об этом свидетельствует то, как использование коротких сказок помогает учащимся лучше работать, когда дело касается словарного запаса. Первым шагом в изучении второго языка является освоение его словарного запаса. Учащиеся могут улучшить свое общение и в конечном итоге приобрести как продуктивные, так и восприимчивые языковые способности, если они научатся использовать фундаментальный или повседневный словарный запас изучаемого языка.

Учитывая это понимание, преподаватели английского языка начали использовать литературные произведения, чтобы помочь учащимся достичь

целей обучения и увеличить словарный запас. В этом смысле использование коротких сказок для обучения и приобретения словарного запаса является полезной тактикой, которая помогает в достижении целей как преподавателям, так и учащимся. В этом описательном исследовании рассматривается, как короткие сказки можно использовать для обучения и расширения словарного запаса. Словарный запас и использование терминов, которые знают изучающие язык, определяют уровень их владения языком. Более того, простого понимания словарного определения слова недостаточно. Слова могут иметь два разных значения: эмоциональное и буквальное. Денотативное или поверхностное значение, которое студенты извлекают из словарей, известно как буквальное значение. И наоборот, выводы или коннотации, которые подразумевают слова, известны как эмоциональное значение. Другое их название – контекстуальное и текстовое значение. Исследование рекомендует преподавать оба уровня, поскольку они оба используются в устной и письменной беседе.

**Ключевые слова:** рассказ, изучение словарного запаса, учебная и педагогическая деятельность.

### **Relevance**

Unquestionably, vocabulary is crucial to the teaching and learning of languages since it is the foundation for all verbal expression and communication of ideas and feelings. Without vocabulary, learners would not be able to successfully acquire other abilities. According to Harmer (1991), vocabulary offers the essential organs and flesh of language, if language structures provide its skeleton (p. 153). He overstates the value of learning vocabulary, saying that nothing can be communicated without vocabulary and that very little can be articulated without grammar. Therefore, it appears that supporting students in gaining a broad vocabulary seems to be essential for any language education program.

Consequently, developing a methodical and efficient strategy to increase students' vocabulary must be given top importance. The majority of English as a foreign language (EFL) learners struggle with a lack of vocabulary and become irritated when they cannot understand important vocabulary words in a passage. As a result, they find reading comprehension and other skills to be difficult and time-consuming tasks, and they quickly lose up on them. We should find ways to enrich our students' vocabulary knowledge in order to help them enjoy language learning tasks and prevent easily becoming frustrated. One such method is the use of authentic materials, like short stories, which enable students to expand their vocabulary, gain competency, and become more independent learners.

### **Annotation**

In recent years, literary works have gained more attention as a tool for teaching and expanding vocabulary. Short tales are educational resources that teachers use to assist their students expand their vocabulary in light of the context of reading certain

texts. Studies have drawn attention to this short narrative because of the growing interest in student-centered approaches. Students need to participate more actively in the learning process in this instance. Students may investigate a variety of new terms, the story's plot, and sentence construction with this project. The activity's main goal is to define and comprehend the terms in a certain context using the text's content as a guide. A brief account from the examined study discusses the caliber of student vocabulary outcomes in the EFL/ESL environment since vocabulary comprehension is crucial to learning English. This study serves as a critical evaluation of these research, highlighting the challenges encountered in teaching vocabulary improvement and the usefulness of short tales as a teaching tool. The purpose of this study is to help teachers in the future while they are teaching ESL and EFL students.

In order to address the issue, it appears that language instructors and material designers must make sure that students have access to engaging, redundant resources that both challenge them and introduce them to a greater variety of terminology. In order to do this, researchers should be the first to develop novel approaches and strategies that will enable our students to speak in the foreign language with the same proficiency as other EFL students. This study will be very beneficial to instructors, students, and the designers of our language teaching materials as more genuine sources may be incorporated into language teaching curricula, as vocabulary learning has been given more weight in current techniques and approaches than in the past.

### **Methods**

The study's primary goal is to determine whether telling short stories to EFL students may help them acquire vocabulary more quickly. As a result, to encourage those who create educational curricula and formulate policies to give the use of short tales in the classroom more careful thought. The use of short tales found on the internet can significantly enhance intermediate EFL learners' vocabulary acquisition.

### **Introduction**

While there are several approaches and techniques for teaching and improving EFL learners' vocabulary, reading extensively is crucial for the vocabulary development of these learners (Nagy & Anderson, 1984). And in this sense, using short tales may be the most effective way to achieve this objective. Both EFL teachers and students can benefit greatly from this approach. A number of these advantages are listed by Panthan and Aldersi (2013) and Pigada and Schmitt (2006) as ways to make reading comprehension skills simple, engaging, and pleasurable. Additionally, short stories are very important for expanding the vocabulary of EFL students. It is thought that pupils' vocabulary knowledge expands with increased reading (Blachowicz & Fisher, 2004). During independent reading, it appears that the learners must uncover and enhance their grasp of words in order to reduce the gap in vocabulary and comprehension. Teachers have the benefit of teaching vocabulary in contextualized materials by using short tales to improve the vocabulary of EFL learners.

According to Walters (2006), students who engaged in an English language program and learned how to deduce the meanings of new vocabulary words from contextual cues were able to improve their reading comprehension. Additionally, researchers have shown that language recall lasts longer when it is used often in tasks. In order to ensure that students truly understand the terms, they must be able to apply them in a variety of situations, including speaking, writing, listening, and reading (Rupley & Nicholas, 2005). Students get the chance to combine vocabulary learning with other language skills through the use of short tales. In comparison to word-list education, several studies have demonstrated that contextualized vocabulary acquisition through the use of short tales can enhance word usage (Dixon-Krauss, 2002). The storytelling's cultural burden is another benefit of employing short stories. Cultural load is defined as the degree to which language and culture are entwined and the level of cultural knowledge required to comprehend meaning and engage in an activity (Meyer, 2000). For EFL learners to understand a term, they must grasp its context. The EFL teachers may be able to do this by using certain short tales.

#### **Ways, Methods and Strategies for Enhancing Vocabulary of EFL Learners**

Many English as a second language (ELT) teachers think that acquiring vocabulary is just the same as memorizing a list of terms and their definitions in their home tongue without any actual context practice. Consequently, during their language learning process, learners are frequently required to cope with novel terminology in the majority of EFL learning scenarios. Every time a new term is encountered by the students, they are required to seek up its definition in a bilingual dictionary. The majority of EFL learners are unable to comprehend and convey the information in an acceptable manner, making this method of vocabulary development wholly inadequate (Hunt & Beglar, 2005).

Numerous researchers have stopped students from learning new vocabulary words by heart. Decarrico (2001) asserts that learning words by rote or in isolation without comprehension is not a good idea. This is due to the fact that learning words in this way causes lexical aspects to be overlooked. It implies that students only learn one particular way to use the words; they are not exposed to the phrases' many applications with nuanced meanings in everyday settings. According to Nation (2000) and Smith (1985), picking up new vocabulary is a process that builds over time as learners come across the terms more and more, extending and enriching their meanings. Other methods and strategies exist for EFL teachers to improve their students' vocabulary. Incidental vocabulary acquisition is a process whereby vocabulary items are acquired via immersion in linguistic tasks. Another method for building vocabulary is direct instruction, in which students pick up terms via a methodical process (Lituanas, Jacobs, & Renandya, 2001). In addition, teachers might assign vocabulary notebooks to their students, where they are expected to record new or unfamiliar terms until they are needed in real-world situations. Learning vocabulary can also be aided by playing word games. A framework for

effective vocabulary programs is proposed by Graves (2006), which enables learners to promote their word knowledge and supports effective instruction. There are four components to this curriculum that help build strong vocabulary:

providing rich and varied language experiences; teaching individual vocabulary; teaching word-learning strategies; fostering word consciousness.

More significantly, instructors may help students expand and improve their independent reading experiences as well as help them expand and improve their vocabulary (Hulstijn, Hollander, & Greidanus, 1996). Teaching EFL students might encourage their friends to discuss literature, pose questions, and offer recommendations. By fostering an atmosphere rich in language, this tactic can successfully increase the vocabulary of the learners and facilitate vocabulary development. Providing students with excellent texts that maintain EFL students' attention and motivation might help achieve this.

According to Wright, Betteridge, and Bucky (1989), reading short tales is a useful strategy for vocabulary acquisition in an EFL setting. They contend that teachers may provide various circumstances in which pupils should use language to interact, share knowledge, and express themselves by using short tales. In a similar vein, Huang (1996) claims that reading short tales can stimulate the functioning of specific mental and psychological components that can improve motivation, communication, self-esteem, spontaneity, and language acquisition.

#### **Studies on the Effect of Short Stories on Language Learning**

A research on the impact of short tales on improving vocabulary acquisition and motivation in English as a foreign language (EFL) learners was done by Satitporn (1995). He separated the study's participants into two groups—the experimental and control groups—for his experimental investigation. While the control group received instruction from regular text books, the experimental group learned through short tales. The post-test findings indicated that the experimental group fared better than the control group. In order to determine if short tales may improve EFL learners' reading comprehension, Tutwisoot (2003) performed a research. The study's findings demonstrated that the experimental group's mean reading comprehension test score was significantly higher than the control group's following enrollment in a short story reading course. A research on the impact of short tales on reading comprehension and speed was conducted by Bell (2001). It was discovered that learners who employed short tales in the experimental group improved their reading speed more than those in the control group. A research by Hopkins and Davis (1982) examined the impact of short tales on the general English proficiency development of Hispanic EFL learners. The students' overall English skill significantly improved as a result of reading short stories, according to the findings.

#### **CONCLUSION**

The use of short tales often benefits students' acquisition of vocabulary in English. According to Woodinsky and Nation (1988) and Krashen (1989), who

conducted research on L2 vocabulary acquisition, reading short tales can lead to accidental vocabulary acquisition. For instance, Nagy, Herman, and Anderson (1985) contended that teachers need to encourage students to read short stories as they had the power to increase vocabulary more than explicit teaching ever could. The usage of short tales was an effective educational strategy in this study, in accordance with Schmidt's (1990) and Ellis' (1994) views that incidental L2 vocabulary acquisition should encompass the appropriate combination of implicit and explicit learning processes. For individuals who truly struggled to understand the language, explicit training was also provided. Drawing from Krashen's (1982) comprehensive input theory and Nation's (1991) theories of second language vocabulary acquisition, the use of short stories was planned into the structure of easily understood reading materials with the goal of motivating students to read widely in order to increase their vocabulary and improve their reading comprehension and vocabulary knowledge. Nation (2001) asserts that diversity in meaning-focused input promotes vocabulary development. Reading short tales in a second language (L2) is one of the primary ways that language learners pick up new vocabulary, according to Krashen (1989). The findings of this study demonstrated that teaching and learning English vocabulary may be effectively accomplished via the appropriate use of short tales.

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