

## THE UTILIZATION OF SHORT STORIES IN TEACHING AND LEARNING

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### Abstract:

Learning and utilizing words is the first step in learning a second language. 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 stories as a teaching and learning tool for vocabulary is a successful tactic that serves the needs of both teachers and students. This study is descriptive delving into the utilization of short stories in teaching and learning vocabulary. The vocabulary and usage of the terms that language learners know define their proficiency level.

**Keywords:** learning, communication, productive, receptive, proficient, fundamental, tactic.

### INTRODUCTION

Acquiring vocabulary is a crucial component of any language learning process, and as such, it must be developed appropriately to support effective language development. According to Oxford (2008), a person's vocabulary consists of all the terms in a language that they are familiar with or have used. "Vocabulary is a list of words and something phrases usually arranged in alphabetical order and defined as a dictionary, glossary, or lexicon," states Webster's New Universal Unabridged Dictionary (2019). In short, vocabulary is several word or phrases which has a meaning that is used for communication. Vocabulary is one of the important components of English that is essential for children to learn. Stahl (2005) said that vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also how that word fits into the situation. Vocabulary instruction involves far more than looking up words in a dictionary and using the words in a sentence. According to Al-Dersi (2013), vocabulary mastery can aid EFL students in reading, listening, and speaking with others as well as in interpreting words. However, they are unable to understand the language's intended meaning. Razali (2013) claims that when learning a new language, people typically employ several words they are already familiar with. Having a solid understanding of vocabulary in a foreign language is essential since, even without knowledge of grammar, readers may still comprehend written texts and use them to convey simple concepts. According to Razali (2013), even if pupils understand grammar to a

sufficient degree, communication may still be hampered if they do not master vocabulary. Vocabulary knowledge aids in the development and maintenance of successful communication, which is the primary goal of teaching and studying a foreign language, according to Aldersi (2013). While acquiring vocabulary is an essential component of learning a foreign language, learners typically approach this by memorizing the words. Numerous researches have proven it. Words shouldn't be taught separately or by memorization without comprehension, according to Al-Dersi (2013), since doing so also results in a lack of lexical dimension. Put differently, learners understand the mechanics of using the language, but they lack the experience of applying the language to real-world situations where it has multiple meanings.

### **Types of Vocabulary**

Stuart (2008) distinguished between two categories of vocabulary: productive and receptive vocabulary. Learners with receptive vocabulary can identify words in context and comprehend their meaning. They are still unable to produce it. Conversely, learners with a productive vocabulary are those who can articulate words clearly, talk and write with ease, and comprehend them. Numerous scholars frequently divided words into four categories. There are four types of vocabulary: spoken, listening, reading, and written, according to Montgomery (2007). The terms that people typically use when speaking at work or home are known as their speaking vocabulary. (2) Listening Vocabulary: words in this category are ones that make sense to us when we hear them. (3) The greatest vocabulary is in reading. It is made up of every word that we can identify when we see it. (4) terms used in reading and writing, as well as terms used in reports, notes, letters, and other types of writing, are referred to as writing vocabulary. In addition, I'd like to discuss the many kinds of vocabulary mastery that Shepherd mentioned, as referenced in Rahman. There are two sorts of vocabulary mastery, according to him: (1) Active mastery, which is the mastery of words in speaking. The pupils can exchange words with one another and actively produce words or phrases. Writing and speaking are part of it. (2) Passive mastering refers to vocabulary acquisition where pupils learn words or sentences exclusively by hearing or seeing them used. It involves being proficient in both reading and listening. To put it briefly, vocabulary can be classified into two categories: passive and active. The terminology that people understand but rarely utilize when speaking is known as passive vocabulary. Vocabulary that individuals comprehend and typically employ when speaking is known as active vocabulary.

### **Definition of Short Stories**

Pupils' vocabulary is enhanced via short stories, and teachers are forced to come up with creative teaching methods that would encourage pupils to learn English more. Using a short tale as a teaching tool might increase students' motivation to learn English as a foreign language. In that regard, using short stories may be the most effective way to accomplish this (Aldersi). many different sorts of short stories, but the reader-entertaining anecdotes will be used in this research. According to Nazara (2019), short tales are usually shorter than

novels and written in prose and narrative style. One of the earliest forms of literature, short stories contain a wide variety of narratives, such as myths, fairy tales, ballads, and parables, (Fatma, 2012). Based on a brief history of short stories, the contemporary short narrative inevitably imparts a moral lesson connected to fables. The goal of short stories in the 19th century was to critique global societal issues and the government. Short stories are used for entertainment these days. Conversely, the teacher can teach English and increase vocabulary with the use of the short tale (Fatma, 2012). The brief narrative has all the necessary components. Oral storytelling customs, fables, and parables in the form of succinct moralistic tales and literary vignettes were the oldest forms of short stories. A condensed form of narrative prose fiction is the short story (Fatma, 2012). A short narrative is one of the various types of teaching-learning material available. According to (Lepaludier, 2011), the majority of students enjoy listening to short stories, and using anecdotes to expand students' vocabulary can help them retain it better. As a result, educators need to be able to select the appropriate short tale to teach about the subject. A pupil will be motivated to learn if the literature is engaging. They are helped to remember the word or expression by the indirect repetition that occurs when they read or discuss the story. Naturally, it is advantageous for young students to pick up terminology unconsciously. According to Al-Dersi (2013), reading short stories to pupils can be both enjoyable and beneficial for their learning. In addition to providing the pupils with entertainment, a short story will also impart knowledge. Nonetheless, the instructor made an effort to use short stories to teach the class about language, culture, and daily living. By use of anecdotes, students' vocabulary will be developed. as long as the pupils focus on the instructor. Therefore, it will increase students' interest in studying English by employing short stories. Teachers should choose their short stories carefully if they want to use them to enhance learning. According to Pardede (2011), choosing stories that pique students' interests is crucial to increasing their learning. Students' interest in studying English may be piqued by the captivating short story. By doing this, students will participate actively in the classroom and the learning process will be student-centered. But the teacher also has a big part to play. They have to pick a book that is appropriate for the class and use different exercises to help the kids comprehend the story. Choosing stories to teach from is one of the teacher's most crucial responsibilities when using short stories in the classroom. Select a short story that can be finished in the allotted course time, as short stories can vary greatly in length. The text's brevity is crucial for the pupils since it will demonstrate to them that they are capable readers, which will boost their self-esteem and sense of accomplishment. According to Pardede (2011), understanding that the vocabulary and sentence structure of the short tale that students are supposed to learn must be appropriate for their level would help one understand the significance of taking these factors into account. Choosing stories to teach from is one of the teacher's most crucial responsibilities when using short stories in the classroom. Select a short story that can be finished in the allotted course time, as short stories can vary greatly in length. The text's brevity is crucial for the pupils since it will demonstrate to them that they are capable readers, which will boost their self-esteem and sense of accomplishment.

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According to Pardede (2011), understanding that the vocabulary and sentence structure of the short tale that students are supposed to learn must be appropriate for their level would help one understand the significance of taking these factors into account. Learning English is made more interesting and pleasurable for students by short stories. (a) A short story piques students' interest in the language and culture of the topic. (c) Short stories promote language awareness and acquisition in students. (d) A short story offers a wide range of vocabulary. (f) Reading short stories helps people develop their critical thinking skills by having them predict what will happen next. To sum up, using short stories provides a lot of benefits, like expanding vocabulary and being entertaining.

### **Teaching Vocabulary by Using Short Story**

Numerous researches on the use of short stories in vocabulary instruction have been done. Due to their limited vocabulary, Ebrahimi and Azhiede (2015) discovered that all EFL students find it difficult to converse in the English language. According to Al-Dersi (2013), a deficiency in vocabulary might hinder meaningful communication and have an impact on other language skills. Planning vocabulary lessons is therefore crucial to resolving this issue that EFL learners frequently encounter. According to Halimah's (2016) research, teaching vocabulary to seventh-grade children through short stories can enhance their vocabulary acquisition of English words. Additionally, students become more engaged in the learning process since the lessons they are taught apply to their everyday lives. Additionally, Winti Ananthia (2008) researched the use of narrative in vocabulary instruction. Her study's findings suggested that storytelling helped pupils acquire a foreign language more effectively. According to Dewi's (2010) research on vocabulary acquisition through stories, SMP Tamirul Islam Surakarta pupils had trouble pronouncing some words. The researcher used short stories to teach vocabulary to increase student vocabulary, and the outcome was that students could pronounce the terms more readily and with more proficiency. Narrative instruction is seen to be an excellent way to teach and enhance vocabulary. Along with expanding their vocabulary, students grasp the story's underlying meaning. Pupils are familiar with both synonyms and antonyms. By using the read-between-the-lines technique, students are also able to infer the meaning. As long as the tale is appropriate, it can be used with students of all ages. No matter what kind of instrument the researcher uses for instruction, students benefit, especially when it comes to short stories. In addition, the strategies and approaches play a crucial role in facilitating comprehension of the subject matter. Syafrizal & Haeruding's (2018) research revealed that teaching English is challenging. The issues prevent the teacher from successfully instructing the students. The instructor's difficulty inspiring and providing less original content. The researcher discovered that the English teacher employed techniques like translation and memorizing based on her observation and interview with the teacher. Among the various methods at their disposal, teachers can employ a variety of tactics and resources when teaching a foreign language. As per Hamruni (2009), the constituents of an instructional approach comprise: Since the instructor is the agent of instruction in this case, the teacher is the key player.

According to Hammer, as referenced in Asli Özlem and Hatice (2014), teenagers are naturally curious, enjoy making new things, and can use their imagination. As such, they may engage in puzzles, games, storytelling, and other creative activities to draw in younger students and make learning fun. As a result, short stories are among the most often used, and they are also a good way for children in remote areas to become more motivated to learn. According to Pardede (2011), most English teachers instructing pupils thought short stories were a fun way to pass the time when studying language skills or as a means of self-entertainment. One of the most effective ways to improve a learner's ability to learn and grow personally is through reading short stories. In addition, giving students a range of engaging texts can improve their learning experience and serve as enough motivation for them to share their answers. It can also help students become more proficient in using English and respond to or express imaginative and real-world experiences in their daily lives (Nazara, 2019). On the other hand, one of the most challenging aspects of teaching English to speakers of other languages is vocabulary instruction. During the process of teaching and learning, teachers would encounter difficulties. They struggle with how to instruct students to achieve desired outcomes. The fact that pupils are learning vocabulary in English, not their mother tongue, should worry teachers as it is something new and unusual for them to learn. They must also consider the fact that teaching English to children differs from teaching it to adults. To address the lack of motivation and interest in studying English among students in rural locations, teachers need to plan and research the best teaching strategies (Syahrizal & Haeruding, 2018). Teachers should be prepared with a variety of modern teaching methods to spark students' curiosity and keep them from getting bored. Teachers need to be imaginative to help students understand the content and develop an interest in it. Additionally, from the perspective of vocabulary learning, teachers must take the students' language proficiency into account, as per Brewsterthe, referenced in Winti (2008). The teacher ought to choose a story that is less complex linguistically for the students in her setting. For learners to improve their appreciation and enjoyment of literature as a source of motivation for learning English as a foreign language, the values of the stories and illustrations must also be taken into account. The qualities of learners must be known by the teachers. To achieve a decent outcome, they must also prepare appropriate material and good processes. There are several clear benefits to utilizing stories in the classroom.

## **Conclusion**

Language learners can enhance their language proficiency with the aid of short stories. Stories are real resources for expanding vocabulary, and language teachers should provide their students with them. This will encourage students to study the structure and meaning of the language they are using. Short stories can help make language courses more relatable by including them in language skills instruction. Words are more easily retained when taught in their context. Teachers can teach vocabulary more effectively and combine all four language skills at the same time by employing short stories.

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