

## The effect of teaching Short Stories in solving Sudanese University Student Vocabulary learning difficulties

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### Abstract:

*Regarding second language vocabulary learning, researchers have tried to determine whether explicit attention to vocabulary is absolutely necessary in vocabulary learning or not. A number of studies have investigated the effects of memory strategy instruction on vocabulary learning. Many studies in Sudan have investigated vocabulary learning strategies from different perspectives, but few have surveyed the effects of teaching short stories strategy on vocabulary learning. The main concern of the present study is to probe the effects of teaching short stories on solving Sudanese university student vocabulary learning difficulties. It is hoped that the results of this study provide significant empirical evidence together with theoretical insights for vital areas of vocabulary research.*

*This study aims at examine the effect of teaching short stories on solving the difficulties of vocabulary learning. The researcher used the descriptive and analytic method for data analysis by designing questionnaire which addressed to ELT teachers in Khartoum locality is tried to answer this question; to what extend teaching short stories help in solving difficulties of vocabulary learning?*

*The study has come out with the following results:*

- *Short stories play an effective role in solving the difficulties of vocabulary learning.*
- *Teaching short stories help in enrich university's student English language vocabulary.*

- *Understanding short stories help university student to guess the meaning of the word from the context.*
- *Teaching short stories reduce student's anxiety toward vocabulary learning.*

**Key words:** Short Stories, Learning Strategies, Questionnaire Designing, effects of teaching.

## **INTRODUCTION**

English is an international language used as second or, foreign language vastly throughout the world. In addition to its official function, it plays a significant role in the field of education, according to Truog, (200:2) “For many universities teachers of English as foreign language (EFL), the study of short story is indispensable, because it exposes students to meaningful contexts that are replete with descriptive language, and interesting characters. Structuring lessons around the teaching short story introduces a profound range of vocabulary”.

There is no doubt that short stories can provide a context of language enrichment, especially in the foreign language situation which exists in Sudan – where learners of English are not exposed to as much language practice as possible in order to improve their standards of English. Thus, much of the vocabulary needed for smooth communication will be acquired from the literary works. Short story started to be viewed as an appropriate vehicle for language learning, and development since the focus is now on authentic language and authentic situation.

Teaching short stories contributes generously to develop vocabulary learning and solving the difficulties of learning vocabulary, it could be a promising field for researchers to carry out. Therefore, one the research objective is exploring the strategies for developing teaching short story in Sudanese EFL classrooms.

In addition to developing university student's vocabulary, teaching short stories also appeals to their imagination, develops cultural awareness and encourages critical thinking about plot, theme, and characters.

The researcher sees that learners gain knowledge from surroundings and this process goes on in learning through teaching short stories. From short stories students can learn; facts, moralities, behaviors; even in religion they learn their beliefs through stories of 'prophets' messengers and holy books. Within this natural way of learning through stories, the researcher thinks of technique in teaching English to make use of the quality of story, in developing the skills of English language and sub skills especially vocabulary.

The researcher thinks of using short story for students of Sudanese universities because the process of acquiring knowledge including the first language is through stories. Short Stories develop and become richer day by day as the learner develops and grows and if it is applied and used with the second language, develop with the learner simultaneously, which will probably give the results. . The research aims at:

- 1- Examining the possibility of teaching short stories in solving the meaning of new words learning difficulties.
- 2- Exploring the strategies for developing teaching short story in Sudanese EFL classrooms.

## **HYPOTHESES OF THE STUDY**

The present study hypothesizes that:

- 1- Teaching short stories can solve vocabulary difficulties.

## **SIGNIFICANCE OF THE STUDY**

As I am English language teacher and learner as the same time I think no one can learn language without vocabulary. So teachers who adopt short stories want to help their students to

become willing and able to use their limited amount of foreign language to express about their ideas and telling their stories. Thus fluency and accuracy are attained.

Realizing the importance of short stories and their role in enhancing vocabulary building for students to express themselves in spoken or written English and understand what they hear or read. This study attempts to emphasize the roles of short stories in solving vocabulary difficulties.

The research is important to instructors, teachers, experts in applied linguistics and curriculum planners.

Developing and practicing new vocabulary strategies in the classroom will lead to continue improvement in comprehending and speaking out- side the class.

The second reason is that it would be easier for the researcher to get the result of experiment.

## **METHODOLOGY OF THE STUDY**

In this study, descriptive and analytical method will be adopted. The questionnaire will be administrated to English language teachers.

The researcher will be also confirm the validity and the reliability of the research tools before their app Teaching short stories help in solving the difficulties of vocabulary learning.

**Statement No (1): short stories play effective role in learning vocabulary.**

Valid	Frequency	Percent
Strongly agree	17	56.7
Agree	8	26.7
Not sure	2	6.7
Strongly disagree	2	6.7
Disagree	1	3.3
Total	30	100

Statement (1) figure (1) shows that (17) teachers (56.7%) strongly agree on short stories play effective role in learning

vocabulary, there are also (8) teachers (26.7%) agree on that. This analysis shows the majority of teachers (strongly agree) this indicates that teachers agree with this statements.

This result indicates that most of the teachers come together with the researcher's point of view that teaching short stories help university students in solving difficulties of vocabulary learning.

**Statement (2): teaching short stories help in vocabulary enrichment.**

Valid	Frequency	Percent
Strongly agree	20	66.7
Agree	7	23.7
Not sure	1	3.3
Strongly disagree	1	3.3
Disagree	1	3.3
Total	30	100

Statement (2) figure 2) shows that (20) teachers (66.7%) strongly agree on teaching short stories help in vocabulary enrichment, there are also (7) teachers (23.7%) agree on that. This analysis shows the majority of teachers (strongly agree) this indicates that teachers agree with this statements.

This result indicates that most of the teachers come together with the researcher's point of view that teaching short stories help in vocabulary enrichment. Enrich vocabulary through short stories can be by involving antonyms and synonyms exercises to learn more words.

**Statement (3): understanding short stories help students to guess the meaning of the words from the context.**

Valid	Frequency	Percent
Strongly agree	13	43.3
Agree	14	46.7
Not sure	1	3.3
Strongly disagree	1	3.3
Disagree	1	3.3
Total	30	100

Statement (3) figure (3) shows that (14) teachers (46.7%) agree on understanding short stories help students to guess the meaning of the words from the context, there are also (13) teachers (43.3%) strongly agree on that. This analysis shows the majority of teachers (strongly agree) this indicates that teachers agree with this statements.

This result indicates that most of the teachers come tighter with researcher's point of view that understanding short stories help students to guess the meaning of the words from the context. As the characteristics of short stories simple and easy to understand it should use to help students to guessing the meaning of the new words from the context rather that referring to dictionary.

**Statement (4): Teaching unfamiliar words through short stories save time.**

Valid	Frequency	Percent
Strongly agree	10	33.3
Agree	8	26.7
Not sure	3	10
Strongly disagree	4	13.3
Disagree	5	16.7
Total	30	100

Statement (4) figure (4) shows that (10) teachers (33.3%) strongly agree on teaching unfamiliar words through short stories save time, there are also (8) teachers (26.7%) agree on that. This analysis shows the majority of teachers (strongly agree) this indicates that teachers agree with this statements. This result gives us clear evidence that most of teachers see that teaching unfamiliar words through short stories save time. Instead of spending time explaining the meaning words by easier words it is better to explain it through short story. Learning meaning of words through short stories is improves not only eliciting the meaning but also improves learning the skills of English language.

**Statement (5): Short stories reduce students' anxiety toward vocabulary learning.**

Valid	Frequency	Percent
Strongly agree	8	26.7%
Agree	14	46.7%
Not sure	2	6.7%
Strongly disagree	1	3.3%
Disagree	5	16.7%
Total	30	100%

Statement (5) figure (5) shows that (14) teachers (46.7%) agree on): Short stories reduce students' anxiety toward vocabulary learning, there are also (8) teachers (26.7%) strongly agree on that. This analysis shows the majority of teachers (strongly agree) this indicates that teachers agree with this statements.

This result indicates that most of the teachers come together with the researcher's point of view that short stories reduce student's anxiety toward vocabulary learning;

The calculated value of the media from the respondents answers about the all statements that related to the third hypothesis. This value, in general, means that most of the respondents have strongly agreed with all that mentioned about the third hypothesis. "Teaching short stories help in solving the difficulties of vocabulary learning. Study category teaching short stories help in solving the difficulties of vocabulary learning.

## CONCLUSIONS

This study concentrates mainly on the effect of teaching short stories in solving the difficulties English language vocabulary .moreover, in this study, short stories were incorporated into the EFL curriculum for adult Sudanese learners in order to reinforce students' knowledge of vocabulary, to promote English language skills, and to bring enjoyment into the classroom atmosphere.

Abcarian, R. (2001) puts forth the idea that “pleasure and learning go hand in hand, but pleasure leads the way”. The present study has combined the entertainment and educational value; the two essential elements of the use literature in an EFL classroom. The present research confirms the findings of Long, N.L. (1998: 33) who acknowledges that using various forms of literature has contributed far more to the acquisition of language and the development of language skills than “a total concentration on the presentation and the practice of language items (1986: p. 42), and that of Carter , (1990) (who notes the positive impact of literature upon improving language skills of Arab students majoring in English, and also supports the findings of Richardson, R. (1998:32) who remarks that literature helped his students become more “creative, critical, and analytical learners” among many other related studies.

Though the particular setting for this experience is a Sudanese university, the procedure involved has universal application. Provided the objectives for the inclusion of and the selection criteria are well established, the use of stories can be included into the framework of an EFL curriculum in institutions of higher education on a larger scale in Sudan and in similar other EFL/ESL contexts. Short stories are highly beneficial to use in EFL/ESL teaching programs; however, the selection of short stories should be done with reference to the course objective, the learners’ profile, and the story content in order to make the best of it owing to the unique nature of every teaching situation.

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