Significance of Short Story in Improving Sudanese Secondary School Students' Vocabulary , A Perspective of Teachers

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Abstract

The aims of this study is to find out the role of short stories in improving English vocabulary at secondary school students. The researcher uses descriptive method to conduct the research. For data collection the researcher uses questionnaire. The researcher applies the statistical packages for social sciences (SPSS) to analyze and test the hypotheses. The findings of the study revealed that: Teaching short stories are an effective way for improving and learning vocabulary and also short story is promoting students' English vocabulary. The researcher recommends that teachers should use short stories to promoting students' vocabulary and teachers should also be aware that short teaching stories is one of the sources of learning vocabulary.

Key words: Vocabulary, short story, lexical, meaning

المستخلص:

هدفت هذه الدراسة الي التعرف علي دور القصص القصيرة في تحسين الذخيرة المفردأتية لدى طلاب المرحلة الثانوية. استخدم الباحث المنهج الوصفي في اجراء الدراسة. صمم الباحث استبيان لجمع المعلومات من اساتذة اللغة الانجليزية. قام الباحث بتطبيق الحزم الاحصائية للعلوم الاجتماعية لتحليل واختبار الفرضيات أكدت نتائج الدراسة ان القصص القصيرة هي طريقة فعالة في تدريس وتعلم مفردات اللغة الانجليزية وهي تساعد الطلاب في تحسين ذخيرتهم اللغوية. لذلك يوصي الباحث الاساتذة الي اهمية تدريس القصص القصيرة لمساعدة الطلاب في تحسين ذخيرتهم اللغوية, وان يدرك الاساتذة ان القصص القصيرة احدى مصادر تعلم المفردات.

الكلمات المفتاحية: المفردات, القصة القصيرة, الذخيرة اللغوية, المعاني.

Introduction

Vocabulary plays an important role in language teaching and learning, without vocabulary learners will not be able to develop other skills successfully. Harmer (1991) argues that "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" .He overemphasizes the importance of acquiring vocabulary and states that very little can be expressed without grammar, while without vocabulary nothing can be conveyed. Hence, assisting learners to acquire a wide range of vocabulary knowledge seems to be necessary for any language teaching program. Knowledge of vocabulary has to be considered as the first priority. Most of EFL learners suffer from lack of sufficient knowledge of vocabulary and do not knowing the meaning of key vocabulary items in a passage. In order to assist our learners we should find ways to enrich their knowledge of vocabulary, one of which is using authentic materials such as short stories that make it possible for the learners to widen their vocabulary and develop their competence and become more independent learner ,so the researchers have been motivated to probe into the issue and find out if implementing short stories can help learners enhance their vocabulary learning., this research will be great help for teachers and learners and language teaching materials designers to incorporate more authentic sources into language teaching curriculum.

239

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1.1 Statement of the Problem

The researcher notes that lack of vocabulary is one of the most common problems that face secondary school students in reading passage, so using short story may help to improve students' vocabulary in reading . The researchers believe in the importance of using short story to develop students' vocabulary, where the use of short story and various reading could help students employ speaking skills into daily tasks such as emails to a friend, posting or sharing ideas through chat or short video call which may assist students become more effective communicators through using vocabulary.

1.2 Objectives of the Study

The objectives of this study are:

1.To find out if short stories are an appropriate method for developing secondary school students' vocabulary.

2.To explore how short stories develop secondary school students' vocabulary.

3.To investigate how short stories is a source of learning vocabulary.

1.3 Questions of the Study

This study is attempts to provide answers to the following questions:

1.To what extent do short stories are an appropriate method for developing secondary school students' vocabulary?

2.How can teachers exploit short stories in developing secondary school students' vocabulary?

3. To what extent secondary school students' consider short stories as a source of learning vocabulary?

1.5 Hypotheses of the Study

This study sets out to test the following hypotheses:

1.Short stories is an appropriate method for developing secondary school students' vocabulary.

2.Teachers exploit short stories in developing secondary school students' vocabulary.

3.Students at secondary school consider short stories as a source of learning vocabulary.

1.6 Significance of the Study

This study tries to emphasize the significance of teaching short stories in improving English vocabulary to Sudanese secondary schools' students. Also it is intended to encourage teachers to teach short stories at Sudanese secondary school.

2.1 Definition of Vocabulary

According to Ur (1996) vocabulary is defined as "the words we teach in foreign language ". He accepted a new item of vocabulary may be more than a single word, a compound of two or more than single word .In the dictionary vocabulary is a set of forms, techniques or other means of expression. Most of the previous studies definitions agree with that the term vocabulary usually involves words. Graves (2000) and Taylor (1990) define vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. According Adam (2016) Vocabulary is a total number of words that make up the language.

2.2The Importance of Vocabulary

Vocabulary is one of the most aspects of the language. Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. The knowledge of vocabulary can support them in speaking when they are communicating to other people. According to Zimmerman (1997), lack of vocabulary knowledge will result in lack of meaningful communication.

Sudan University of Science and Technology
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2.3 Teaching Vocabulary

There are many types of approaches and techniques that can be used to teach vocabulary, not all students learn vocabulary in the same way so vocabulary should be presented by a variety of techniques. Christian and Murphy (1991) confirms new information must be integrated with what the learner already knows. According to Ahmed (2012), When we teach vocabulary we simply need to cover pronunciation and spelling, the common prefixes and suffixes and the idea of affixation, the root and the base are of great value to be taken into consideration when teach vocabulary.

2.4 Different Ways of Presenting New Vocabulary

Support reading strategy was developed by Morris and Neslon (1992), the teacher reads the story to the small group of students with fluent expressive voice, throughout reading the teacher asks students to clarify text information. Adam (2016), state that we can use definition of dictionary to clarify the meaning, also there are many ways to present new items, it can be illustrated by using picture, drawing , object, demonstration, by acting ,imitation and miming and also by contextualizing teacher who can give students chance to guess the meaning and also can ask students to identify some words that related to the text.

2.5 The Purpose of Teaching Vocabulary

The purpose of teaching vocabulary is to help the students to learn the language and to promote their reading and speaking skills. Therefore, if the vocabulary is complicated with too many new items students will swamped, they will lose confidence in their ability to read the text without support of the teacher or a dictionary. Laufer (1992), argues that there is a lexical threshold for reading comprehension consisting of about 3.000 words families. She claims that even highly skilled readers cannot read the task rightly unless they have such academic ability. The vocabulary is contextualized giving richer meaning to each word , one of the purpose of teaching vocabulary is to facilitate comprehension of the text so if the students do not know the meaning of words cannot understand the text.

2.6 Definition of Short Stories

According to Janate (2001), Short story is a brief work of fiction that generally focuses on one or two main characters that face a single problem or conflict . Most of the dictionaries define the story as a narrative account or imagined events Stories have been shared in every culture as a means of entertainment, education, cultural preservation and in order to instill moral values.

2.7 The Importance of Short Stories

Sage (1987), states that short story is supreme resource for observing not only language but also life itself in short story characters act out all the real and symbolic act people carry out in daily life and do so in a variety of registers and tones. The world of short stories is both mirrors and illuminates human lives.

2.8 The Role of Short Stories at EFL Class in Vocabulary Acquisition

According to Nagy and Anderson, (1984), there are many methods and strategies of teaching and enhancing vocabulary of EFL learners, the importance of extensive reading in developing EFL learners' vocabulary is a great significance, implementing short stories can be the most efficient method to bring the goal to the reality, this method has many merits for EFL teachers and learners.

241

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The use of short stories provides the learners with the opportunities for integrating vocabulary instruction with other language skills. Walters (2006) states 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.

3.1 Research Methodology

The researcher use the descriptive method to conduct the research. With regard to data collection, the researcher use the questionnaire to collect from the participant teachers.

3.2 Population and Sample

The population of this study was drawn from some of English teachers at Khartum state. Questionnaires have been

distributed to a sample of English teachers, about thirty teachers were selected randomly to elicit information which is relevant to the research topic.

3.3 Validity of the Questionnaire

To guarantee the validity and reliability of the questionnaire, it was viewed to two judges who were a university lectures with a long experience in the field of research, (Dr.Montasir Hassan, Dr. Hilary Morte) they were approved that the questionnaire was appropriate for the purpose of study.

3.5 Reliability of the Questionnaire

Reliability refers to whether the instrument can produce the same or very similar results if it is conducted again under the same condition. The questionnaire was calculated by a computer program (SPSS) Statistic Package for Social sciences Scale.

Table (1) Reliability Statistics

Cronbach's Alpha	N of Items
.929	12

The value is positive, that means the statement is highly reliable.

4.1 Data Analysis and Results Discussion

To test the hypotheses the analytical statistic was run, and the result was shown as in following table:

Table (2) represent the gender, qualify and experience years of participants.

	Chi square	d.f	Sig
Gender	.900	1	.343
Qualify	.100	1	.752
Years	35.150	2	.000

Table (2) was square value Kai gender (.900) and value (df) (1) and value (sig) (.343), the largest of Split (0.05). Also the above table was square value Kai qualification (.100) and value (df) (1) and value (sig) (0.752), the largest of Split (0.05) and the value of the square Chi years (.35.150) and value (df) (2) and value (sig) (.000), the largest of Split (0.05).

First hypothesis: Short stories are an appropriate method for developing secondary school students' vocabulary.

Table (3) presented statements analysis to test the first hypothesis.

242

SUST Journal of Linguistic and Literary Studies (2021)   **Vol.22.No. 3 June (2021)**
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statements	Chi square	d.f	Sig
Using short stories represent a suitable method for teaching English vocabulary at secondary school	17.450	2	.000
Through short stories, students can develop their own vocabulary	3.600	1	.058
Short stories are useful to widen student imagination	24.200	3	.000
Short stories are useful to widen student imagination	37.500	4	.000

From the above table it was square value Chi first statement (.17.450) and value (df) (2) and value (sig) (.000) which is greater than the value (0.05) Garret. From the above table it was square value Kai second statement (.3.600) and value (df) (1) and value (sig) (0.058), the largest of Split (0.05) Garret. From the above table it was square value Chi third statement (.24.200) and value (df) (3) and value (sig) (.000),

the largest of Split (0.05) Garret. From the above table the value of Chi-square for the fourth statement was (37.500) and the value of d.f (4) and value (sig) (000.) which is greater than the value (0.05) Garret. So, the first question is answered and the first hypothesis is accepted.

Second hypothesis: Teachers exploit short stories in developing secondary school students' vocabulary.

Table (4) presented statements analysis to test the second hypothesis.

statements	Chi square	d.f	Sig
Short stories motivate student to learn English vocabulary at secondary	18.950	2	.000
Short stories facilitate the process of teaching and learning vocabulary for secondary school students	16.550	2	.000
Short stories is the most useful way to teach English vocabulary through context	12.950	2	.002
Through using short stories teachers can easily attract the learner's attention	18.600	3	.000

From table (4) it was square value Chi first statement (.18.950) and value (df) (2) and value (sig) (.000) which is greater than the value (0.05) Garret. Also from the above table it was square value Kai second statement (.16.550) and value (df) (1) and value (sig) (.000), the largest of Split (0.05) Garret. From the above table it was square value Chi third statement (.12.950) and value (df) (2) and value (sig) (.00.2), the largest of

Split (0.05) Garret. From the above table it was square value Chi third statement (.12.950) and value (df) (2) and value (sig) (.00.2), the largest of Split (0.05) Garret. So, the second question is answered and the second hypothesis is accepted.

Third hypothesis: Students at secondary school consider short stories as a source of learning vocabulary.

243

SUST Journal of Linguistic and Literary Studies (2021)   Vol.22.No. 3 June (2021)
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Table (5) presented statements analysis to test the third hypothesis.

Statements	Chi square	d.f	Sig
Secondary school student prefer to learn vocabulary through short stories	23.000	3	.000
Secondary school student enjoy learning vocabulary through short stories	25.400	3	.000
Short stories have become a source of learning English vocabulary at secondary schools	14.600	3	.000
Short stories develop students' knowledge of vocabulary	12.350	2	.002

From the above table it was square value Chi first statement (.23.000) and value (df) (3) and value (sig) (.000) which is greater than the value (0.05) Garret. From the above table it was square value Chi second statement (.25.400) and value (df) (3) and value (sig) (.000), the largest of Split (0.05) Garret. From the above table it was square value Chi third statement (.14.600) and value (df) (3) and value (sig) (.000), the largest of Split (0.05) Garret. From the above table the value of Chi-square for the fourth statement was (12.350) and the value of d.f (2) and value (sig) (002.) which is greater than the value (0.05) Garret accept the statement. So, the third question was answered and the third hypothesis accepted.

5.0 Findings

Based on the data analysis, results and discussions the following are the findings obtained:

• Short stories is an effective way in learning and teaching vocabulary at secondary school.

• Short stories have become a source of learning vocabulary.

• Secondary school students enjoy learning vocabulary through short stories.

• Short story help students to understand the meaning through context.

• Short stories motivate students at secondary school to learn vocabulary.

5.1 Conclusion

Language teachers need to develop in learners' awareness of alternative vocabulary learning strategies that involve active processing of the target vocabulary. Also teachers need to make learners conscious of the need to develop students' vocabulary through teaching short story, which has been shown to be most associated with vocabulary learning success. learners, gradually increasing toward more context-based vocabulary learning as their language ability develops.

5.2 Recommendations

According to the obtained results and findings researcher recommends that:

• Teachers should teach short stories to help students to promote their English vocabulary .

• The syllabus should be provided with short stories.

• Teachers should be aware of that short stories are one of sources of learning vocabulary .

• Short stories should be simple in order to understand the meaning easily.

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244

SUST Journal of Linguistic and Literary Studies (2021)   Vol.22.No. 3 June (2021)
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