

Enhancing the Vocabulary Development through Short Stories

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Annotation: Through short stories to enhance the vocabulary of EFL learners, teachers have the advantage of teaching vocabulary in contextualized materials. This simply makes the students in the question. Researchers have pointed out the impact of visual and verbal clues on comprehending words in context. In this respect, Walters (2006) stated that the enrichment in the English language program, where they were shown.

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Researchers have also discovered that more retention of vocabulary occurs when they occur in numerous assignments. To make sure learners really learn the words, the learners must be able to use them in several different contexts, that is, they must use it in different occasions such as reading, speaking, writing, and listening (Rupley & Nicholas, 2005). The use of short stories provides the learners with the opportunities for integrating vocabulary instruction with other language skills. Many studies have also proven that contextualized vocabulary learning using short stories can be compared to word-list instruction (Dixon-Krauss, 2002). Another advantage of using short stories is the cultural load in storytelling. Cultural significance refers to the way to participate in an activity (Meyer, 2000). Many ELT teachers believe that learning vocabulary is equivalent to learning a list of words with meanings in their native language without any real context practice. Therefore, in most of the EFL learning contexts, learners are often obliged to deal with unfamiliar vocabulary for their language acquisition experience. Each time the learners encounter a new word they have to look up the meaning of the word in a bilingual dictionary. Most of the time, the students write down a list of new words without knowing about their use in real contexts. This way of vocabulary learning is completely unsatisfactory because most EFL learners fail to understand and communicate the message in an appropriate way Hunt & Beglar (2005).

Many researchers have prevented the learners from memorizing new vocabulary items. According to Decarrico, words should not be learned through memorization or completely without comprehending. This is because of the words learned in this manner. It means that the learners only learn how to use the various forms of life in the real life situations. As Nation and Smith express, learning new words is a matter of cumulative process through which the word meanings are enriched and extended as the learners encounter them several times. There are some other techniques and approaches for enhancing vocabularies of EFL learners by EFL teachers. One of these techniques is incidental vocabulary acquisition in which the items are learned through immersion in language tasks. Vocabularies can also be acquired through direct instruction in which the learners acquire skills through a structured approach Lituanas, Jacobs, & Renandya. Using dictionaries is another strategy to promote vocabularies. Teachers can also give their learners a vocabulary in which they can be asked to keep a record of unfamiliar or newly discovered words. Playing word games can also help learners to develop their vocabulary. Graves suggests a framework. Fluency skills mean the ability to read larger sequences of a text without being “interrupted” (Hudson). These “interruptions” often occur because a reader has to spell difficult

words or because he does not understand certain words or parts of text and reads it over again. These interruptions lead to slow and fragmented reading. A fluent reader's subskills are the abilities to recognize words and letter clusters fast. The fluent reader will also read fast and has a large vocabulary.

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