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SHORT STORIES AND THE TEACHING OF VOCABULARY: A CASE STUDY OF ISLAMABAD MODEL SCHOOL, PAKISTAN

Prof. SHAUKAT KHAN¹, HAMID KHAN², Prof. SHAHID AZIM KHATTAK³,
MUHAMMAD IRFAN⁴

¹UMMAL QURA UNIVERSITY, Macca, KSA

²EFL teacher, IMS, Islamabad

³UQU, Macca, KSA

⁴Lecturer, NUML, Islamabad.



ABSTRACT

There are diversified notions prevailing regarding language teaching/learning process; ranging from fun to boredom and fatigue. Some language practitioners hold the belief that language learning is more fun and enjoyable activity for foreign learners. Contrary, others consider it more tiring and laborious academic activity. For them language learning in general and vocabulary learning in particular is cracking hard nuts. Why building on word power seems more challenging for most of the learners is due to some faulty academic practices. Word feeding is like daily food which must be given according to the need, age and mental requirements of the learners. Appropriate dosage of vocabulary must be given to nourish the learners mind. Vocabulary learning can become fun if this dosage is given properly and timely. The present study is aimed to experiment the exploitation of authentic material for building up learners word power at SSC level in Pakistan. Short stories are thought of as most nutritious mental food at this level.

Keywords: Vocabulary, learning, Authentic material, short stories, Secondary School Certificate (SSC).

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INTRODUCTION

Words are the basic units in language learning. They are like building blocks without which the structure of language is inconceivable. Strong with words means a strong command of language which leads to effective communication. That is why in traditional teaching methods, the teachers of language used to lay more emphasis on vocabulary learning. But this would, very often, lead to cramming and rotting words. The result has been that although the learners would learn and cram words in great number but they fail to utilize this

store of rot vocabulary in practical everyday situation. They couldn't reap the benefits of their labor to the full extent and would often come up with failing or poorer grades in English. To cope up with this state of affairs multiple techniques and approaches have been employed in English language class room. One such approach involves the use of authentic material in the class room. Yet there are significant differences in opinions regarding presence of authentic materials in the EFL classroom. Views range from strong caution to encouragement because it involves a very careful

selection and use of authentic material as well as expertise on the part of the teacher. Authentic material refers to any material other than that meant 'to be used for teaching as prescribed course content'. In simple terms, we can say that any material that is not used for teaching as a regular teaching course syllabus item. It depends upon the teaching context and the sweet will of the teacher to select any item in his environment that may suit his teaching purpose, and help him materialize his objectives of effective teaching/ learning language. He may select any item and utilize it in his classroom. This not only removes the stereotype environment and boredom from the class but also creates interest and attraction on the part of the learners towards language learning. They take more interest in classroom activities which ensures participatory role of the learners. The class becomes less dictatorial and the goal of effective learning is achieved successfully.

This research study intends to explore ways of effective use of authentic material in teaching English vocabulary to learners at metric level and to provide a deeper understanding of the attitudes of foreign language teachers as well as learners toward using authentic materials, and their role in enhancing the English language vocabulary of the learners.

Approach towards language teaching has been changing and shifting with the passage of time because language teaching is a dynamic phenomenon. The relentless push since the mid of 1970s towards communicative approaches to language teaching has brought along with it a need to develop students' skills for the real world. Teachers, therefore, need to stimulate this world in the classroom. For this end he has so many options at his disposal. One way of doing so is to incorporate the use of authentic materials in teaching English in the class. Scholars argue that the use of authentic materials helps to bridge the gap between classroom knowledge and students' capacity to participate in real-world events. In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language. This present study is designed to investigate the development of vocabulary by

using authentic material especially short stories in the EFL classroom.

There are various methods and techniques that can be effectively used for the development of vocabulary of the learners but most of the teachers rely on the available resources like textbooks and pre-designed material. Some teachers may use wall charts, pictures, play cards or models, which are the materials for beginner or elementary level. However, at SSC level, where the learners have learnt/crammed much vocabulary of the target language, the same cannot accomplish the intended purpose effectively. While choosing study material, teachers have to keep in mind the level of the learners, because at SSC level the learners show a lack of motivation to those materials which they have already seen and experienced. On the other hand, they can be effectively motivated by something that is more authentic, innovative, and purposeful as well as more challenging. Therefore, at SSC level, teaching material should be selected according to the taste, interest, level and its practical usage outside the classroom. It had to be able to cater to the needs of his everyday life. In other words, practical communicative competence in everyday usage should be born in mind while selecting authentic material at this level.

The usage of authentic material for developing vocabulary depends on the learners' level and need. It must be appropriate at SSC level for those who are pursuing further studies abroad or ESP learners where language skills and enough vocabulary are needed to cope with the necessities and various situations of life by using the target language.

Statement of the Problem

Vocabulary is of the core significance to the learners in general. Everyone craves to have a bunch of useful words so that he or she can communicate impressively and effectively. The vocabulary of the students at SSC level is usually very poor in particular. In fact students at this level rely only on course textbook which does not provide enough exposure to enhance their vocabulary. Their written or spoken language is no more than bookish language which seems to be monotonous and hyper formal. In addition to the proposed textbook, short

stories could be considered as the best authentic material. They not only enhance the students' existing vocabulary but also enable them to use those words in real life situations. Therefore, different methods and techniques would be used to enhance the vocabulary of the students, studying at matriculation. Students at SSC level are in great need of good vocabulary for their academic and social purposes. The study tries to figure out the possibilities of using authentic material i.e. short stories, in the classroom for enriching learners' word power.

Hypotheses

The use of short stories as authentic material, leads to the enhancement of learners' vocabulary at SSC level.

Objectives

The current research aims:

- To explore the possibilities of using authentic material in the classroom.
- To introduce the learners with the use of new vocabulary items through authentic materials.
- To foster motivation in the students for learning and using new vocabulary.
- To introduce simple and short stories for learning vocabulary.
- To enable the students to use newly learnt vocabulary in their academic context (written and spoken) from the stories.
- To make the language learning process more fun and enjoyable.

Significance of the Study

Vocabulary development means enhancing the numbers of words to the existing vocabulary storage being ultimately readily available for use. In other words, it implies the comprehension of meaning of the words and the ability of using the learnt words in a given situations. The use of such words would not be difficult for the students if they are provided with some short stories published in the news paper for extensive reading, and to get acquainted with the various shades of meaning of different words. It would enable them to identify the meaning of seemingly similar words.

Extended vocabulary reduces the ratio of errors both in spellings of the newly acquired words

as well as the use of words in the real context. It also adds to their already existing stored vocabulary. Besides, It helps to avoid parallelism in writing, and gives diversity to the spoken language. Thus it makes the communication more effective, flowery and clear. Furthermore, the development of vocabulary through short stories published in the news papers is very helpful along with the prescribed textbook. In this way, the students learn a variety of words to be used in the real situations. The enhanced vocabulary, in this way, would enable the students to express and use them in a confident way in any desired situation. As a result, comprehension level of students would be enhanced. It would also familiarize them with the target language. Apart from this, extensive vocabulary also enhances learners' cognitive ability in their academic career.

Delimitations

Vocabulary is a vast term which encompasses some classes of parts of speech i.e. Nouns, adjectives, verbs and adverbs. Exploring the whole area would be a tiresome and time consuming task. It would require more resources and more time. For the purpose of research, the current study is delimited to "Nouns" and "Verbs" through the use of short stories. They are more open and extended. If the learners are made to learn them effectively, the problem of lack of vocabulary can be remedied. Moreover the learners will be in a better position to understand, learn, and employ the vocabulary learned through the use of authentic material. This will also usher in a new approach in the teaching of vocabulary through the use of authentic material in teaching context. So efforts will be carried out to limit the current study to the teaching of nouns and verbs through the use of authentic material. It is further delimited to the use of only ten short stories.

Literature review

Nunan and Miller (1995) define authentic materials as, "those which were *not created or edited expressly for language learners*". This means that most everyday objects in the target language qualify as authentic materials. It explicitly dictates that the recommended textbooks should not be the part of present research.

Another definition of authentic materials is from Peacock (1997), "materials that have been produced to fulfill some social purpose in the language community".

According to the above statement, one need to have sufficient vocabulary which one could utilize in social context, the words must be related to daily usage. As for the purpose of the language is concerned, its primary aim is to communicate. Language is learnt to communicate, and vocabulary is the essential means which are employed by the speakers. Jeremy Harmer has defined authentic materials in his book titled 'The Practice of English Language Teaching' (1991) "Authentic materials (either written or spoken) are those which are designed for native speakers; they are real text designed not for language students, but for the speakers of the language in question". Arthur Hughes (1988) discussed some of the techniques which are very important for teaching vocabulary. The researcher discovered both deductive and inductive methods for teaching English vocabulary. The researcher focused more on exercise, given to the students after learning the vocabulary. The researcher is in the favor of view that 'Practice makes a man perfect'. Authentic materials are English literature, newspaper, magazines greeting cards, weather update reports, latest news, menus, computer software, travel brochures, obituary columns and short stories. The language of the above mentioned materials is not artificially designed for language teaching purposes. When students are exposed to a conversation between two native speakers, BBC news, a telephone talk between two friends, a real text and ads of magazine, they become more motivated for learning a foreign language. Through these materials students can be easily taught by exposing them to real language used in foreign speech community. Rogers (1988) defines them in such manner, "they are appropriate in terms of goal, objectives, learner needs and interest in terms of real life and meaningful communication".

Language teaching can be more effective if the students realize the importance of their objectives, according to the views of communicative language practitioners, teaching material influence

the quality of classroom and language use. The vocabulary items must draw the attention of learners. It should activate their intentions and compel them for action as the vocabulary must have something which the learners think useful in terms of its use, and it should motivate them to learn because of its significance. Consequently, the learners must gather the intentions to learn and use it in his or her communication either spoken or written. Lastly, the learners must be driven to the extent that he or she actually starts exercising using those newly inducted words in his or her schema. According to them, teaching materials have primary role for promoting communicative language use.

Exforsy (2007) argued that Retention is the best and one of the important aspects in improving the vocabulary of the students. The researcher furthermore, discussed that vocabulary can be learnt only by having fluke upon them. The students should memorize the words through repetition and writing. Tests, workbooks, and reviews are common teaching methods that make the students able to learn words. Although some of the researchers clarified that these methods are used to make the students learn the vocabulary for a short period of time. But "Practice makes a man perfect". When students practice, they will learn easily. Furthermore, the researcher observed that teaching vocabulary depends upon the age of the students. While teaching vocabulary to children, teacher should take start from phonics. Because it will make the children understand the phonic, and this will give them the skills they need to start working on spelling. Make students improve reading, and that is a key to improve vocabulary.

Sayyid Saadat Ali Shah (2009) in *"Exploring The world Of English"* comments that 'Words are instruments by which we fashion and embody our ideas.'

Demircioglu Serifes (2010) discussed in his research stating that in the recent years students take too much interest in learning English vocabulary.

Arikan Arda and Hayriye ulees Taraf, (2010) in *Social and Behavioral Sciences* both argued in their research, that teaching English vocabulary to the young students through storytelling is a fruitful

and a helpful source to increase their vocabulary. The researchers, further, comment that they attentively listen to stories and want to understand the difficult words and expressions.

Moreover other three researchers: Christ-Tanya, wany christen x and chiu Ming M. (2003) came to the conclusion that story dictation to young children develop their vocabulary is the useful methodology to learn different words. The researchers advised that creating opportunities for children to apply new and good words in meaningful contexts is an important aspect of supporting vocabulary development. Most of the young students are helped to learn new words interestingly. About thirteen students in classroom were videotaped dictating a total of 38 stories. Scribed stories and story dilation's videos sessions were analyzed both qualitatively and quantitatively to examine the outcomes and process. Results showed that during story dictation students were learning the target vocabulary easily and impressively.

The Indian Researcher Mehta Naveen Kumar (2002) explained that vocabulary is the first and foremost step in language acquisition. The researcher further argued that students should be taught through proper developing vocabulary exercise. Moreover, different methodologies such as word picture or cards, different vocabulary charts, using the blackboard to write different words and meanings for the students should be practiced in teaching. The direct method should be applied to improve their vocabulary more.

The present study will also find out the ways of developing vocabulary through short stories. It is, therefore, necessary to define vocabulary as well in terms of dictionary.

Cambridge Dictionaries Online defines vocabulary as, "All the words known and used by a particular person or all the words which exist in a particular language or subject".

Al-Jarf Rimma (2007) is of the view that vocabulary power is an important element in learning a new language. By learning new words, students can improve their speaking, listening, reading and writing. The researcher concludes that vocabulary also strengthens a student's

comprehension power. Through different colorful vocabulary, a student can express their thoughts precisely. Moreover, the researcher studied the different proper and valuable methodologies for teaching English vocabulary effectively. The researcher found that the best methodology to teach the students English vocabulary is "Elicitation" It means that a teacher should elicit old words when they teach the student the new ones. For example, when a teacher teaches the students a new word, for instance "Face up" the teacher should explain it through gestures of the body and then ask them to judge its synonyms or proper meanings. Some of the students would come up with the meaning but if the students fail to do so, then the teacher should explain the meaning.

Ellis Edwins (2002) *Instruction* conducted a research and came to the conclusion that vocabulary is the main tool for the students through which they can communicate others with colorful language. The researcher suggested some of the effective methodologies to teach English Vocabulary to the students impressively. The researcher says that "Perhaps the least effective way to study vocabulary is the "Look and remember". The researcher discusses that to have a fluke upon the words is not the proper way to learn vocabulary. The researcher is in the favor of using the new and difficult words in the daily life's activities.

Research Methodology

Research Design

The researcher has collected data from three different sources; one source of data is questionnaire which consists of thirteen simple questions, another source is

Experimental research design comes under the quantitative research:

- a) Questionnaire
- b) Test
- c) Observation.

A questionnaire is devised for students to get their feedback where in the questions designed are goal oriented in the sense aiming directly at the objectives set by the researcher. Lukert's scale is taken as a standard measuring instrument for the feedback. The students are asked simple close questions followed by Yes/No options. The

questionnaire offers thirteen different statements in response to which the students are supposed to choose one of them.

Interviews are arranged with the sample teachers which are formal, and the questions are put to the teachers regarding teaching vocabulary in the classroom.

The researcher has been in five classes as a participant watching the response and teaching methodology of the teachers. Students' performance, participation and interest in the classroom are observed.

Population

The population for this research consists of all Federal Schools of Islamabad known as Islamabad Model Schools.

Sample

Random sampling is chosen for the study as per the nature of the research. The sample for this research will be approximately thirty students and five teachers of Islamabad Model School for Boys F-8/3, Islamabad. The selected sample is taken irrespective of race, ethnic group, social and regional peculiarities.

DATA COLLECTION AND ANALYSIS

Pre Test

For the present research project data collection, the researcher designed a Pre test of just twenty marks. The rationale behind the test was to check the learners' present level of words understanding. The test was based on four questions regarding vocabulary. These were synonyms and antonyms questions where learners were supposed to answer the questions by making appropriate choices in front of the questions. The first question was based on statements where the key word was missing and the students were asked to think and write the appropriate word in the blank which best complete the sense. Another question in the pre test was given where in one column key words were written and in front of them in column B their definitions were written in a random way. Learners were supposed to match the words with the correct columns. The pre test was prepared keeping in view all the possible areas of vocabulary which could best evaluate the learners' competency. The test was conducted in a relaxed manner and

environment where learners were feeling comfortable without any stress and anxiety. The learners were counseled about the aims and objectives of the test and were briefed about the process of teaching vocabulary through authentic material i.e. selected short stories which are not the part of their syllabus. The results of the pre test are given here in the following table:

Table 1: The results of the pre test are below average. None of the students could get to the double figures in the pre test. The mean of their score is just 4.5 which are below average and very poor performance.

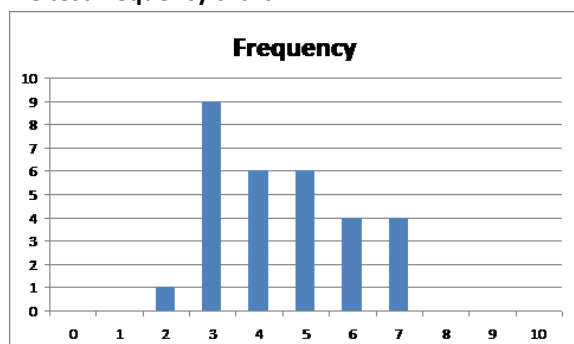
S.No.	Name of the Student	Total marks	Marks obtained	Mean
1	NADEEM RIAZ	20	4	4.5
2	HAMZA MANAN	20	5	4.5
3	AHSAN ALI	20	5	4.5
4	AJMAL JAMIL	20	3	4.5
5	MHASNAIN MEHMOOD	20	7	4.5
6	KAMRAN KARIM	20	5	4.5
7	SULTAN ABBASI	20	4	4.5
8	HASSAN BILAL	20	3	4.5
9	SALMAN HASSAN	20	3	4.5
10	BABER SHIRAZ	20	6	4.5
11	UMAIR YOUNIS	20	6	4.5
12	EBAD KHAN	20	6	4.5
13	MTAYYAB	20	4	4.5
14	SHAHB ASLAM	20	5	4.5
15	WAJAHAT FAIZ	20	3	4.5
16	MDANIAYAL SHAKOOR	20	3	4.5
17	ANSARULLAH	20	3	4.5
18	ALI HAMZA	20	4	4.5
19	SHOUKAT ALI	20	3	4.5
20	MUZAMI SHAHZAD	20	5	4.5
21	OSAMA KHAN	20	3	4.5
22	HARIS ALI AKHTAR	20	6	4.5
23	ARSALAN TARIQ	20	5	4.5
24	AHMAD HASSAN	20	7	4.5

25	ABID KHAN	20	2	4.5
26	WALEED FURQAN	20	4	4.5
27	MUBASHIR IQBAL	20	3	4.5
28	MUSAMA KHAN	20	7	4.5
29	MUHAMMAD UMAIR	20	4	4.5
30	MFARHAN MEHDI	20	7	4.5

Pre-Test Result

Total marks	Participants	Mean	Standard deviation
20	30	4.5	1.48

Pre test frequency chart:



The above frequency chart is representing the pre test results in terms of frequency. The horizontal line is representing the marks obtained in the test which are shown by the figures from 1 to 10. The vertical line representing the frequency that how many learners got the same marks or how many times the same figure is repeated. Here in the chart the result shows that one student got just two marks which is the lowest marks in the list. 9 students got 3 marks each which is the greatly occurred figure in the whole result list, thus constituting 4.5 as Mean score.

Short stories for teaching vocabulary

Ten short stories were selected keeping in view the interest of the learners at secondary level. The reason behind the selection of short stories is that learners in general and students at secondary level in particular take great interest in reading short stories because their plots are based on day to day problems and subject matters. A course of ten selected short stories was prepared for the learners as authentic material for teaching English vocabulary. The researcher prepared thirty lessons,

two hours each and six days a week, focusing on the enhancing word reservoir in the learners. The researcher not only taught them the important themes and plots of the stories but centered his method on building up the words understanding through different activities of words association i.e. synonyms; words with similar meanings and antonyms; words having opposite meanings. The researcher also practiced word games like memory games and matching words with key definitions etc. Learners were practiced for using words in sentences. At the end of each story a list of difficult and key words was given. Learners were given enough realia and drills. The list of these short stories along with their writers is given below:

- 1: A Vacation from Virtual Reality by Ann Francis
- 2: Death OF Nelson (abridge from Robert Southey's "LIFE OF NILSON")
- 3: The good old days by Horst Schneider
- 4: In the Blink of an Eye (WRITER IS NOT KNOWN)
- 5: My Window by Horst Schneider
- 6: Saving Bullet by Ann Francis
- 7: Where Have All the Cowboys Gone
- 8: Forgive Me, Irene by Jamesville-Dewitt
- 9: When Rumors Fly by Ann Francis
- 10: Where Have All the Cowboys Gone by Endless Enigma

Post Test

After the successful completion of the teaching activities, the researcher designed a post test of the same length and weight age of the pre test. The same pattern of pre test was repeated in the post test keeping in view the similarity of the tests which were highly important for the achievement of desired objectives. The post test was of 20 marks, having four questions, five marks each. The first question was about the completion of incomplete sentence by the correct expression in the given blanks. These sentences were basically statements explaining a key word. The second question was based on matching the two columns with each other. Column A was stating a basic word and Column B was giving the explanation of those key words. The third question was writing the meanings of the underlined words in the given sentences. Here the basic motive of the researcher and rational of the activity was on the contextual meaning of the

words. The last question of the test was an antonym question in which the learners were supposed to select words with opposite meaning from the given four options.

The post test was conducted in the same pattern and manner as of pre test. The learners were given clear instructions; relax environment, disciplined sitting and due strategy during the test. Their written scripts were collected at the end and were marked accordingly. The final results of post test are given here:

Table 2: The results of the post test are extremely good. None of the students could get fail in the test and some of the students' results are outstanding. The Mean of the post test results is 17.23 which is an outstanding performance on their behalf.

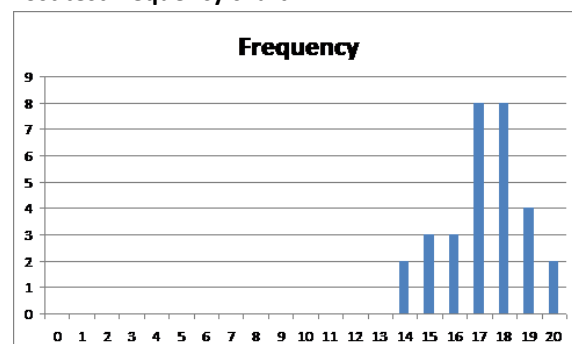
S.No.	Name of the Student	Total marks	Marks obtained	Mean
1	NADEEM RIAZ	20	15	17.3
2	HAMZA MANAN	20	15	17.3
3	AHSAN ALI	20	17	17.3
4	AJMAL JAMIL	20	17	17.3
5	MHASNAIN MEHMOOD	20	20	17.3
6	KAMRAN KARIM	20	18	17.3
7	SULTAN ABBASI	20	19	17.3
8	HASSAN BILAL	20	18	17.3
9	SALMAN HASSAN	20	14	17.3
10	BABER SHIRAZ	20	16	17.3
11	UMAIR YOUNIS	20	15	17.3
12	EBAD KHAN	20	16	17.3
13	MTAYYAB	20	17	17.3
14	SHAHB ASLAM	20	19	17.3
15	WAJAHAT FAIZ	20	19	17.3
16	MDANIAYAL SHAKOOR	20	20	17.3
17	ANSARULLAH	20	17	17.3
18	ALI HAMZA	20	18	17.3
19	SHOUKAT ALI	20	19	17.3
20	MUZAMI SHAHZAD	20	18	17.3

21	OSAMA KHAN	20	16	17.3
22	HARIS ALI AKHTAR	20	14	17.3
23	ARSALAN TARIQ	20	18	17.3
24	AHMAD HASSAN	20	17	17.3
25	ABID KHAN	20	18	17.3
26	WALEED FURQAN	20	17	17.3
27	MUBASHIR IQBAL	20	18	17.3
28	MUSAMA KHAN	20	17	17.3
29	MUHAMMAD UMAIR	20	18	17.3
30	MFARHAN MEHDI	20	17	17.3

Post-Test Result

Total marks	Participants	Mean	Standard deviation
20	30	17.23	1.59

Post test frequency chart:



Here the frequency chart is having two lines which are representing the post test results in terms of frequency. The horizontal line is stating the marks obtained in the test which is ranging from 14 as lowest and 20 the highest score in the test, Thus constituting 17.5 as the Mean score in the post test which is outstanding.

Test results and Statistical Data

The data of both the tests were collected and their respective columns are made. The table is bearing the names of the participants along with their parents' names. One column is made for stating the pre test results. Another column is

showing the post test results. The final data is stated in the following table:

S.No	Name of the Student	Total marks	Pre t results	post t results
1	NADEEM RIAZ	20	4	15
2	HAMZA MANAN	20	5	15
3	AHSAN ALI	20	5	17
4	AJMAL JAMIL	20	3	17
5	MHASNAIN MEHMOOD	20	7	20
6	KAMRAN KARIM	20	5	18
7	SULTAN ABBASI	20	4	19
8	HASSAN BILAL	20	3	18
9	SALMAN HASSAN	20	3	14
10	BABER SHIRAZ	20	6	16
11	UMAIR YOUNIS	20	6	15
12	EBAD KHAN	20	6	16
13	MTAYYAB	20	4	17
14	SHAHB ASLAM	20	5	19
15	WAJAHAT FAIZ	20	3	19
16	MDANIAYAL SHAKOOR	20	3	20
17	ANSARULLAH	20	3	17
18	ALI HAMZA	20	4	18
19	SHOUKAT ALI	20	3	19
20	MUZAMI SHAHZAD	20	5	18
21	OSAMA KHAN	20	3	16
22	HARIS ALI AKHTAR	20	6	14
23	ARSALAN TARIQ	20	5	18
24	AHMAD HASSAN	20	7	17
25	ABID KHAN	20	2	18

26	WALEED FURQAN	20	4	17
27	MUBASHIR IQBAL	20	3	18
28	MUSAMA KHAN	20	7	17
29	MUHAMMAD UMAIR	20	4	18
30	MFARHAN MEHDI	20	7	17

Table 3: The given data set is in the form of individual series, so the researcher used the following formula for computing Mean and Standard deviation:

$$\text{Mean} = \frac{\text{Sum of all observations}}{\text{No of observations}}$$

Pre-Test Result Post test result

Mean:4.5

Mean: 17.23

S.D: 1.48

S.D: 1.59

Student #	Total Marks	Pre-test	Post-test
1	20	4	15
2	20	5	15
3	20	5	17
4	20	3	17
5	20	7	20
6	20	5	18
7	20	4	19
8	20	3	18
9	20	3	14
10	20	6	16
11	20	6	15
12	20	6	16
13	20	4	17
14	20	5	19
15	20	3	19
16	20	3	20
17	20	3	17
18	20	4	18
19	20	3	19
20	20	5	18
21	20	3	16
22	20	6	14
23	20	5	18
24	20	7	17
25	20	2	18

26	20	4	17
27	20	3	18
28	20	7	17
29	20	4	18
30	20	7	17
Mean		4.5	17.2333
Standard Deviation		1.48	1.59

Descriptive Statistics			
Pre-test		Post-test	
Mean	4.5	Mean	17.23333
Standard Error	0.2701638	Standard Error	0.290395
Median	4	Median	17
Mode	3	Mode	17
Standard Deviation	1.48	Standard Deviation	1.59
Sample Variance	2.1896552	Sample Variance	2.529885
Kurtosis	-1.0204099	Kurtosis	-0.29453
Skewness	0.3420762	Skewness	-0.35567
Range	5	Range	6
Minimum	2	Minimum	14
Maximum	7	Maximum	20
Sum	135	Sum	517
Count	30	Count	30

The above statistical figures show that there is a great difference in the results of both the tests. In the pre test the mean was just 4.5 and standard deviation 1.48 which is below average. But in the post test mean result is raised to the 17.23 and standard deviation as 1.59, which is an outstanding performance. It is crystal clear teaching vocabulary through authentic material is quite effective and useful.

Findings and Recommendations

Findings

- [1]. Reading in general and short stories in particular is an effective tool for enhancing learners' vocabulary. Learners at SSC level are taking great interest in short stories because of two reasons. First they love reading which is other than their academic

books and secondly short stories plots are enthralling for the young learners.

- [2]. A reading for pleasure is easy to learn and memorize. It is also a fact that vocabulary building is an interesting aspect of learners' academic career but little heed is paid to it.
- [3]. Our method of teaching vocabulary is conventional which is leading to boredom and fatigue. Learners are usually forced for cramming the words beyond their capacity which is felt as an extra burden on the learners. The present research has proved that if the teaching of vocabulary is through authentic material and some interesting methodology will bear good results.

Recommendations

- a. Vocabulary is basically divided into two categories i.e. active vocabulary and passive vocabulary. Active vocabulary means those words which are already in use of the learners either in speaking or in writing. Passive vocabulary means those words which a learner listens or read for the first time as a new word. Learners need to be made practiced for converting their passive vocabulary into active vocabulary. They can easily do that by making regular use of all the new words in their day to day communication.
- b. One of the basic reasons for the poor vocabulary among the learners is that they usually do not take interest in new words. Majority of them replied to the question that they often ignore when they come across new and unusual words in their reading. They are afraid of difficult words and are over looked. Learners need to focus on the words and expression which are new for them. Furthermore, they need to make list of new words and expressions at the end of every lesson as practiced by the researcher in this project.
- c. When learners were asked that do they have English dictionary with them? Some of them even don't have dictionaries with them. Those who have dictionaries with them, they are not often using them. Learners need to make the best use of dictionary for building up

their word power. Dictionaries will not only give them the meanings of difficult words but will also the various usages and possible forms and shapes of the same word, which is going to be an important up ward step in their learning process.

- d. Learning through games is a natural and widely practiced idea. Learners love fun. Any activity which is done in funny manners, that is making greater appeal to their minds. EFL teachers need to teach vocabulary with the help of games. They need to arrange vocabulary games and competitions among the learners catering in mind their level and interest.
- e. ESL teachers need to introduce the learners with the roots of different words and their extension through the usage of prefixes and suffixes. Learners will not only learn new words but they will get on the track of linking and associating the new expressions with their root words.

The expansion of the words can be done through the following 6 different ways:

1. Expansion through reading
 Reading is an important source of expanding vocabulary with the help of context and situation. Learners develop a habit of looking at the context and placement of the word in a sentence and deduce the possible meaning out of it.
 2. Expansion through families of words
 Words are having their own families and groups. If the learners are familiar with these families of words, it will help them placing new words in old groups of words on the basis of their links and associations.
 3. Expansion through patterns of forms
 Vocabulary is increased by practicing derivation patterns in which the learners are asked to derive words by analogy like noun to adjective.
- | Noun | Adjective |
|-------------|------------------|
| Faith | faithful |
| Doubt | doubtful |
4. Expansion through word lists
 Words are inter connected or associated in certain situations. Learners need to know

these list by close connectivity and links which put them in due lists. It will really help them in building up their word storage.

5. Expansion through word games
 Words can further expanded through word games. These are memory games and completion games which can easily practiced in ESL/EFL class rooms. Games can be very effective in increasing learners' vocabulary.

Conclusion

It is a fact that reading and writing enhance the vocabulary of each individual. In the same way the teaching of short stories in EFL classes are very helpful to increase the storage of words of English language. It also increases the interest of students to learn new concepts and ideas.

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