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TEACHING POLYSEMANTIC VOCABULARY OF THE ENGLISH LANGUAGE USING SHORT STORIES

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Annotatsiya: maqolada polisemantik lug'atlar haqida umumiy ma'lumot va ularni o'qitish usullari keltirilgan. Shu bilan birga polisemantik lug'atlarni o'rgatish jarayonida qisqa hikoyalarning tutgan roli ahamiyatli ekanligi haqida ham fikrlar keltirilgan. Bundan tashqari bu usullarning qanchalik foydali ekanligi, foydali va zararli tomonlari tahlil qilingan.

Kalit so'zlar: polisemantik lug'at, o'qitish usullari, lug'atni o'rgatish jarayoni, qisqa hikoyalar, adabiy janrlar.

Аннотация: в статье предоставлены общие сведения о многозначной лексике и методах их обучения. Однако также высказывалась мысль о роли рассказов обучении многозначной лексике. Также анализируется, насколько полезны эти методы, их преимущества и недостатки.

Ключевые слова: многозначная лексика, методы обучения, процесс обучения лексике, рассказы, литературные жанры.

Abstract: the article provides general information about complex vocabulary and methods of teaching it. However, the role of short stories in teaching of complex vocabulary has also been suggested. It also analyzes how useful these methods are, their advantages and disadvantages.

Key words: complex vocabulary, teaching methods, vocabulary teaching process, short stories, literary genres.

Introduction. Various studies show that the use of short stories in language teaching is very beneficial as it provides real material, cultural richness, language development and personal growth. Among the various literary genres, the short textbook is one of the most suitable for use in language lessons. This study was conducted to examine the perceptions of primary school students about vocabulary development. Research design, quantitative and qualitative data were collected using mixed methods from 30th-sixth graders at Global Sevilla Primary School in Jakarta. Quantitative data were collected using a questionnaire, and qualitative data were collected through an interview. The data obtained were analyzed descriptively using SPSS and Excel. The results showed that students' attitudes towards using a short story were positive. For them, short stories were interesting materials that could be used to develop vocabulary. Based on the information obtained, it is recommended to use short stories to develop students' vocabulary.

Literature review. Vocabulary is the most important component of language teaching for young learners. Teaching English vocabulary plays a very important role in ensuring that English language learners (EFL) learn English. According to Richard and Rogers, vocabulary is one of the most important elements of language

proficiency because it is the bases of how well students speak, write, listen, and read. Without a good command of vocabulary, students may become discouraged from using the language they are learning in their daily lessons. Thornbury noted that vocabulary plays a crucial role in English [2].

All words in a given language are defined by Hornby [1] as either “a list or set of words and phrases that are usually structured and interpreted or described in alphabetical order”. As Hammer points out, “without grammar, very little, without vocabulary, nothing can be delivered”. This means that vocabulary is a key element of communication [3].

Analysis. If students do not have the knowledge on vocabulary, it will be difficult to communicate with them. Similarly, Wallace [4] believes that vocabulary is an important key in learning English. Thus, mastering vocabulary is one of the key components in developing successful communication and literacy skills. Students can use phrases to listen, speak, read, and write. Students learn phrases directly and indirectly. If they know the vocabulary well, they can express their thoughts and understand the opinions of others. According to Thornbury, vocabulary teaching means the transfer of new information to an existing system of mental lexicon. Recognizing the importance of vocabulary in communication and language learning, helping students master a wide range of vocabulary is an integral part of any language teaching program. In addition, learning vocabulary is a difficult task for foreign language learners.

Thus, Thornbury recommended that vocabulary teaching become part of language teaching. Most EFL students suffer from a lack of adequate vocabulary and are frustrated by a lack of words to express their thoughts or not knowing the meaning of key phrases in a passage. Accordingly, they find the task of speaking, writing, or reading so tedious, arduous, that they soon give up the task. It is important to find ways to enrich their vocabulary to help them not become depressed quickly and to help them perform language learning tasks. Nunan proposed four principles of vocabulary teaching: First, the teacher must first focus on the most useful vocabulary. Some words can be used in a variety of contexts. The rest is much more limited [5].

Teaching useful words before less useful words gives students the best results for their reading efforts. The most useful words are the words that every English learner needs to listen, speak, read or write, or whether they use them in formal and informal situations. Second, the teacher needs to focus on vocabulary in the most appropriate way. This principle has to do with how students are taught and learned. Teachers need to differentiate high-frequency speech from low-frequency speech therapy methods. Third, the teacher should pay attention to high-frequency words in the four areas of the lesson. For most of the course, high-frequency phrases should be used. This should be deliberately addressed through teaching and reading, and should be used in communication with messages in listening, speaking, reading, and writing [6]. The high-frequency dictionary should also be easily accessible in the order of reception and production. Fourth, the teacher should encourage students to think about reading and take responsibility. This principle is very important and should be the basis for selection and study. Students need to understand that they are responsible for their own learning. Short stories are usually written in the form of

prose and narrative and are a work of art that is shorter than a novel. According to Wright, “stories”, in a very broad sense, include “any description of a true or fictional dramatic event, from complete stories in a book to a character”: traditional stories, local legends, contemporary fiction, news, personal anecdotes, and stories written by students ... storytelling, personal storytelling, television, theater, cinema, newspapers, and public events” [7].

Because it is relatively short, a short story is usually focused on a single central theme, a single plot, and a single protagonist (with a few additional small characters), whereas a novel can cover a variety of plots and themes. Short stories are an exciting and constantly evolving form of storytelling. They speak of the author’s attitude to life experience in relation to the human imagination. As a literary work, short stories are interesting for people to read and tell. They entertain, gain experience, and develop students’ vocabulary [8]. They are also effective in helping English language learners practice four language skills: reading, writing, listening, and speaking. Using short stories is an effective way to learn vocabulary in the EFL [9]. The vocabulary of many readers is wide. Stories allow students to use their imagination to create a new option, and hopefully try to think ahead. They help students explore the opinions of others as a dressing exercise for the future.

Discussion. These short stories encourage readers to use vocabulary to understand the whole story. Vocabularies learning through short stories helps teachers create a variety of contexts where students can communicate, share information, and express their ideas. Pardede’s research showed that many English teachers found interesting stories to use both as materials for enjoyment and as part of language skills lessons. In short, short stories teach media that help students learn more about vocabulary. Al-Dersi listed several strengths of using short stories in language learning. First, the short story makes learning English a fun and engaging process for students. Second, the short story arouses students’ interest in the target culture and language [10]. Third, the short story encourages students to master the language and learn the language. Fourth, the short story suggests new words that are used in a variety of ways in practice so that students can understand the meaning and use of new words.

Conclusion. Based on the above data and interpretations, it can be concluded that the majority of respondents are positive about the use of short stories to develop vocabulary. Most of them found the short stories useful and interesting, so about 80% of them accepted them with interest to read the stories. Short stories help them develop vocabulary more easily because the content of the story provides effective tips for understanding the meaning of unfamiliar words. Because students have a positive perception of the use of short stories to develop vocabulary, and because they find short stories useful and interesting, English teachers use this tool optimally to help students learn vocabulary. In doing so, teachers need to keep in mind the need to carefully select short stories that suit the interests, needs, and abilities of the students. Only one school student participated in the study. Data were collected only through simultaneous surveys and interviews. Thus, the results may only apply to one school student. For more complete results, future research is recommended to involve more participants from different schools. In addition, the use of short stories in the



study of EFL can be explored using a variety of research designs, such as experimental or motion studies.

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