



## **Short stories as an innovative EFL teaching technique to improve Pakistani elementary students' English vocabulary**

**Muhammad Safdar Bhatti<sup>1\*</sup>, Asif Iqbal<sup>2</sup>, Zahida Rafique<sup>3</sup>, Shaista Noreen<sup>4</sup>, Faiqa Tabassum<sup>5</sup>**

<sup>1</sup>Department of Law, Faculty of Law, The Islamia University of Bahawalpur, Bahawalpur, Pakistan

<sup>2</sup>Department of Education, Faculty of Social Sciences, University of Education Lahore, Faisalabad, Pakistan

<sup>3</sup>Govt. Girls High School, Yazman, Bahawalpur, Pakistan

<sup>4</sup>Department of Education, Faculty of Education, The Islamia University of Bahawalpur, Bahawalpur, Pakistan

<sup>5</sup>Department of English, Faculty of Arts, The Islamia University of Bahawalpur, Bahawalpur, Pakistan

\*Email: [safdarbhatti2001@gmail.com](mailto:safdarbhatti2001@gmail.com) (corresponding author)

---

**Article history:** Received 14 May 2022; Revised 9 August 2022; Accepted 14 August 2022; Available online 20 August 2022; Published regularly September 2022

---

### **Abstract**

Short stories are becoming very popular around the globe. Learning vocabulary, a crucial component of learning a foreign language, is at the heart of teaching a language and is important for language learners. The researchers believe that vocabulary plays a crucial part in learning any language. Therefore, it is crucial to look at the best strategies for enhancing vocabulary learning. With the aim of effectively utilizing short stories to improve vocabulary at the primary level, the current study was created to raise awareness among elementary-level teachers about how they might develop the English vocabulary of their students. The study was experimental with a pretest-posttest design. Sixty students were randomly selected from an elementary school in Bahawalpur, Pakistan. Twenty-five close-ended questions (MCQs) type questions for pre-test and post-test and the English reading assessment survey (ERAS) questionnaire were used to collect data, and the data were analyzed by using SPSS. The results show that most students spoke about three things: the value of short stories in vocabulary learning, their interest in reading short stories, and their approval of using short stories. The study implies that

primary school English teachers should use short stories to increase their students' vocabulary.

**Keywords:** Pakistani elementary students; short stories; teaching technique; vocabulary learning

**To cite this article:** Bhatti, M. S., Iqbal, A., Rafique, Z., Noreen, S., & Tabassum, F. (2022). Short stories as an innovative EFL teaching technique to improve Pakistani elementary students' English vocabulary. *Journal on English as a Foreign Language*, 12(2), 405-420. <https://doi.org/10.23971/jefl.v12i2.4060>

**To link to this article:** <https://doi.org/10.23971/jefl.v12i2.4060>



Copyright © 2022 THE AUTHOR(S). This article is distributed under a *Creative Commons Attribution-ShareAlike 4.0 International* license.

## Introduction

Language is the basic interaction among human beings, and vocabulary has a vital role in the English language learning process (Wallace, 2007). Students perceived indicated the usage of short stories improved pupils' enthusiasm for expanding their vocabulary (Nazara, 2019). This clarified Fajri's (2018) findings that students had a favorable opinion of using short stories as vocabulary building. Short stories are useful and interesting in getting enthusiastic students to accept learning (Slatterly & Willis, 2001). The short story helps students easily develop vocabulary due to its effective hints for understanding the meaning of unacquainted words. Moreover, the short stories are interesting because they make the learners active, motivated, and excited about learning English vocabulary through these stories (Nazara, 2019). Empirical studies (e.g., King, 2001; Lazar, 1993; Violetta-Irene, 2015) showed that students liked short stories in the EFL classroom.

English students need to practice their basic Language abilities: speaking, writing, reading, and listening (Pardede, 2011). Considering these acts, people study language formally as well as informally. Using language, the members of a social group are enabled to cooperate for their benefit. Learning vocabulary is a pertinent component in teaching language to beginners. For English language learners to succeed, English vocabulary is most important. Vocabulary is the most important element of language proficiency and improvement in how well students read, speak, listen, and write (Richard & Rodgers, 2001). Vocabulary has a vital position in learning English (Thornbury, 2005). It is a word in a

specific manner, as perceived by Hornby (2000). Additionally, Harmer (2001) revealed that grammar is not conveyed without using vocabulary. So, it is claimed that learning vocabulary is a prime aspect of communication.

Vocabulary is the backbone of learning the English language. Wallace (2007) believed that vocabulary is the key to learning a language in English. Successful communication is not possible without using vocabulary. The pupils learn vocabulary in direct and indirect ways. They may convey their ideas to others by understanding others' ideas with the mastery of good vocabulary. The study by Thornbury (2004) showed that teaching vocabulary conveys new material in the already current system of the perceptual lexicon. Communication and language learning help pupils acquire ample vocabulary from multiple teaching and language programs. Learning vocabulary is a hard task in learning any other language (McCarthy & O'Dell, 2002). According to Thornbury's (2004) research, vocabulary teaching must be included in language teaching classes. Many EFL pupils lack adequate vocabulary and get upset about the deficiency of words when expressing their ideas. In addition, Nunan (2003) suggested four rules for English vocabulary teaching. The first one is about focusing on important vocabulary first. Many words may be widely used in different situations. Second, it may be the teacher's focus on vocabulary properly. Third, the teacher should use the main words during the course. Finally, the teacher must inspire students to show their ambition to learn.

The summary of short stories that meaningfully improve scholars' vocabulary was studied by Ajideh et al. (2013). It showed that pupils in the treatment group using short stories had higher performance than those in the control group for reading promptness. Pupils positively perceive using short stories in developing English vocabulary as an interesting and useful method. English teachers must create these resources to aid students in learning vocabulary. Vocabulary development is a crucial part of linguistic proficiency that leads to the basis of better learning. Prior to learning paradigms, vocabulary learning and teaching were mostly given less priority in language learning programs (Thiyagarajan, 2014). Hence, without better mastery of learning a vocabulary, learners are discouraged from using language learning strategies like watching an English program, listening to audio speeches, or reading an English book.

Students might acknowledge foreign and local resources in understanding EFL material (Rodliyah et al., 2014). Few researchers accept that local English speakers may be positive as they support the learning interaction. In Alptekin's (2002) viewpoint, unexpected and recent changes in materials for teaching short stories should be used. It is a fact that the worldview of the new dialect being

adopted these days is not for the sake of another culture but a contributory explanation. Therefore, without consolidating the local needs of the learners' social foundation for the occasions of correspondence, it will presumably happen more in non-English nations as opposed to in the local speakers (Merrison et al., 2014).

Different researchers who hesitated about the culture perceived that Pakistanis' English learners are found to have a negative disposition when presented with the local English culture (Jabeen & Shah, 2011). Additionally, Jambor (2007) accepts a few issues with how English is taught in a foreign setting. Moreover, Hu (2002) proposed that English teaching in China is considered not powerful because of the way that there is a potential social contrast between the Chinese language teaching skills and the applied in English language teaching.

The use of short stories in EFL setting the choice of the content presented to suit the requirements and the assumptions of learners with applicable partners (Alamsyah, 2016). The teacher may utilize short stories, conversation, or intuitive learning techniques to get learners more engaged with a discussion prompting basic reasoning improvement (Alwasilah, 2006; Larson, 2014). Using short stories in specific classifications, for example, learners' capability, inclination, the length of the short stories, and so forth. In certain spaces where local esteems are profoundly valued, an option in giving English content is more recognizable to adapt. In this manner, it forestalls social clash because of the constant distance between the learners' social foundation and the L2 social worldview.

Considering the significance of constant advancement and development in language teaching strategies, the language classes use short stories more. The learners perceived the short stories used to increase vocabulary development (Nazara, 2019). Teaching vocabulary is the best tool for conveying new ideas through short stories (Thornbury, 2004). The entirety of the class exercises ought to be done in a tranquil, friendly atmosphere. Jargon is taught about the short story. The students do not perceive reading as a difficult task. Therefore, in selecting text used in language learning classrooms, the teachers must keep in mind the needs of learners, motivation, cultural background, and interests of FSc level learners (Hismanoglu, 2005).

Teaching short stories in English classrooms is better to motivate learners' language to explore multiple benefits of teaching. The stories often have language that is commonly comprehensible for learners and improves their motivation in reading (Pardede, 2010; Pardede, 2011). According to Pourkalhor and Kohan (2013), the advantages of reading short stories while teaching

English are that it makes the pupils read their assignments more easily and helps them learn. It was concluded that short stories are exciting material for individual pleasure and aid in the mastery of language learning abilities. The teachers may implement events that motivate students to improve their language acquisition (Khatib et al., 2012). When learners are dipped in stories, their language process understands the functions of sentences and words. In short, literature helps students understand the various uses of phrases, verbs, multiple meanings, and idioms (Sakthivel & Kavidha, 2010).

Literature shows that learners have multiple experiences, places, and adventures in reading. Custodio and Sutton (1998) outlined how literature developed readers' perspectives on how to learn a language. Stories can encourage positive attitudes because they are inspiring, challenging, and enjoyable (Khatib & Rahimi, 2012). Vocabulary is one of the crucial components of language proficiency that serves as the foundation for how well learners talk, write, listen, and read (Richard & Rodgers, 2001). Because of this, students can interact with genuine language through short stories, which have value for them in terms of information, culture, and language. The idea of using textbooks as a foundation for English language instruction is advised by Cruz (2010). If students' learning level matches the perceived understanding of the story teaching method by the teacher, their performance may be enhanced significantly. In the same way, too many long sentences are difficult for learners to comprehend (Nazara, 2019). Storytelling in language may contribute to developing storytelling abilities among students (Labrador, 2022). In EFL classes, vocabulary instruction is vital to any target language learning and teaching process. From the viewpoint of Ajideh et al. (2013), short stories expressively improve students' vocabulary. However, in customary Pakistani classrooms, vocabulary has been ignored for most of the 20<sup>th</sup> century. Therefore, the current study aimed to investigate the effectiveness of short stories in improving English vocabulary at the elementary level in Pakistani EFL classes.

## **Method**

### ***Design***

The current study applied experimental with a pretest-posttest design which required two groups of students, an experimental group and a control one (Ary et al., 2010). This is due to the nature of the research, which aims to find the effectiveness of the short story technique for developing vocabulary. To achieve the aims of this study, experimental and control groups were chosen. The

experimental group was taught vocabulary by using the short story technique through the activities prepared by the researchers in the form of a lesson plan while the ordinary method was used with the control group. By the end of the experimental, post-test was applied for the two groups, and the results were calculated, which shows us whether the treatment has showed any effect on the results or not. This method reveals all the events which might impact the experiment in any way.

### **Participants**

The study population was all the elementary level (8<sup>th</sup>-grade) students from the district Bahawalpur, Pakistan. There was equal participation of both male and female students. The list of students was collected from the admission office. Their previous class results were collected, and the top 60 students were selected. Among 200 students, 60 were randomly selected and divided into control and experimental groups. The reason for choosing these students was to categorize them into control and experimental groups equally based on their achievement scores in the class test. They were assigned to control groups and experimental groups randomly. Each group consisted of 30 students. Groups were made based on their previous academic record with a random sample. The perceptions of the learners were identified through mean and standard deviation. The difference between the control and experimental groups was calculated using the t-test. The demographics information of the participants is shown in Table 1.

Table 1. Demographics of the participants

Groups	Participants	Gender	Elementary levels
Experimental group	15 students	Male	8 <sup>th</sup> -grade
	15 students	Female	8 <sup>th</sup> -grade
<i>Total</i>	<i>30 students</i>		
Control group	15 students	Male	8 <sup>th</sup> -grade
	15 students	Female	8 <sup>th</sup> -grade
<i>Total</i>	<i>30 students</i>		
<i>Total participants</i>	<i>60 students</i>		

### **Data collection**

The data were collected with the help of a questionnaire. The questionnaire items were adopted from Zahra and Farrah (2016). The coefficient value of the questionnaire was 0.791, which was considered appropriate reliability. Experts

in the field validated it. The questionnaire had two parts. The first part was about demographic variables. The second part concerned the students' perceptions of short stories' usefulness, development, and interest. The data were collected from students to indicate their agreement on a 5-point Likert scale. Pre-test and post-test were conducted to check the progress of experimental and control groups. Students of both groups were assessed through the process of the pre-test. They were given a pre-test to assess their previous learning experience. After the pre-test, the researchers learned that students needed improvement in certain vocabulary fields.

Following points were jotted down by the researchers keeping in view the result of the pre-test: first, the researchers found that students were poor in the description of words, even in verbs; second, they were also poor in English spellings; and third, their English vocabulary was also very poor. This research gave the researchers a guideline on managing and planning the teaching phase to overcome certain weak areas of vocabulary learning. As soon as the treatment was completed, a post-test was conducted for students and examined the difference between both experimental and control group progress. Both the pre-test and post-test were the same in pattern. Both were prepared according to the test construction techniques. Twenty-five close-ended (MCQs) for each pre-test and post-test were prepared. There were questions about stories which were taught, verbs, arrangement of letters and sentences, etc.

### **Data analysis**

As the researchers already have discussed, this study, experimental in nature, was conducted to investigate the difference occurred in teaching vocabulary through a traditional way i.e., course books and the story books. After data collection, the researchers analyzed the data by applying the software of SPSS. Students' results of pre and post-tests were analyzed by SPSS, while teachers' questionnaires simply observed teachers' feedback.

In the pre-test, there were 60 students in total. After the pre-test, they were divided into two groups: the controlled group and the experimental group. Each group had 30 students. Groups were made on the basis of their previous academic record and pre-test results. A pre-test consisted of 25 close-ended questions (MCQs) type questions. Each question had 2 marks. Total marks were 50. The researchers themselves conducted a pre-test and checked. The pre-test results gave a fair idea of the existing situation of vocabulary teaching in public schools.

**Findings**

The data analysis showed that the short stories applied in EFL classes effectively teach vocabulary. The detailed data can be seen in Table 2.

Table 2. Difference between control and experimental groups (n=60)

Indicators	Group	N	Mean	SD	T
Usefulness	Control	30	3.06	.30	-2.449*
	Exp.	30	3.48	.89	
Development	Control	30	3.26	.43	3.631*
	Exp.	30	3.74	.57	
Interest	Control	30	3.21	.42	4.455**
	Exp.	30	3.76	.52	

P<0.05\* and 0.01\*\*

As shown in Table 2, the results of the t-test revealed a significant difference between the control and experimental groups. The respondents in the experimental groups performed better than the control group with respect to usefulness, development and motivation, and interest. The pictorial data revealed a clear distinction in achievement scores in both groups. It can be seen in Figures 1 and 2.

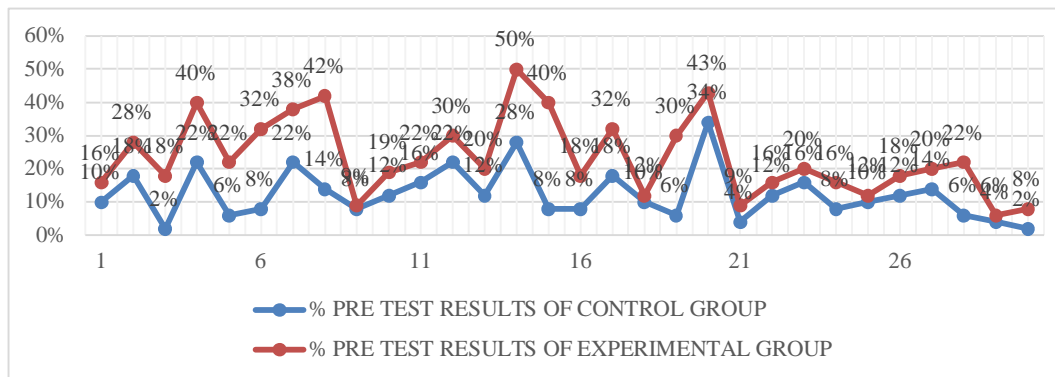


Figure 1. Pre-test results of control and experimental groups



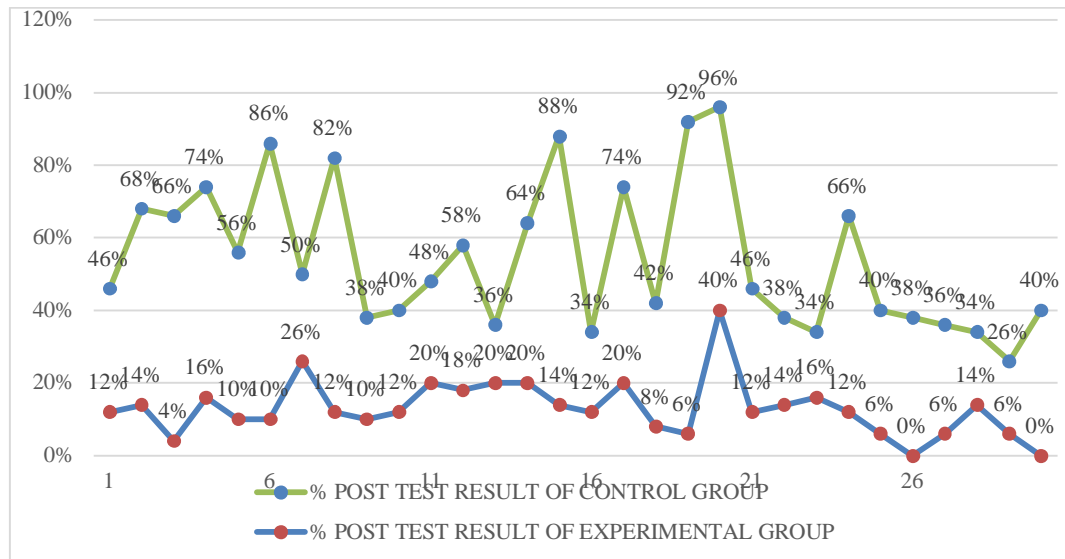


Figure 2. Post-test results of control and experimental groups

The researchers gave the questionnaires to 10 teachers, asking them to tick the option they considered right. Each questionnaire had 16 questions, and these questionnaires were given to the teachers at selected schools. The teachers of the elementary level were chosen, and the schools were Govt. Elementary school (Boys) Bahawalpur and Govt. Girls Elementary school, Bahawalpur. Despite all other factors, almost all the teachers strongly agreed to use short stories as an authentic device to boost the elementary-level students' vocabulary. In fact, elementary-level students take much interest in listening to stories and then try to deduce the meanings of different words, which is a good sign for teaching them vocabulary.

This study found that most respondents indicated that stories enrich their motivation to learn more vocabulary (M = 3.25). They positively responded to the usefulness of short stories in learning vocabulary, as shown in Table 3.

Table 3. The usefulness of short stories in learning vocabularies (n=60)

Statements	Mean	SD
Short stories enrich my motivation to learn vocabulary.	3.25	1.812
Short stories enable me to learn English vocabulary.	4.08	1.811
I improve my vocabulary using short stories.	4.63	.641
Short stories help develop my vocabulary.	4.17	1.351
When I read short stories, I improve my pronunciation.	3.72	1.601
Reading a short story helps me in learning new vocabulary.	3.91	1.929
I always improve my English vocabulary through short stories.	4.35	1.431

As indicated in Table 3, most respondents said that short stories enable me to learn English vocabulary (M = 4.08). Most learners claimed that they improved their vocabulary using short stories (M = 4.63). The majority of respondents said that short stories help develop their vocabulary (4.17). Most students showed that reading short stories improved their pronunciation (M = 3.72), and reading short stories helped them learn new vocabulary (M = 3.91). Most of the scholars claim that they always improve their English vocabulary through short stories.

In another case, they were interested in reading short stories in English class. The detailed data can be seen in Table 4.

Table 4. Students' interest on reading short stories (n=60)

Statements	Mean	SD
I like to read short stories in the English language.	4.25	1.132
I read a short story daily.	4.31	1.901
I like to learn English vocabulary with the help of short stories.	4.21	1.241
In my free time, I often used to read English short stories.	4.11	1.321
I feel joyful when I read a new storybook.	3.67	1.612
Learning English with the help of short stories is fun.	4.91	1.269
I used to read short stories while at home.	3.30	1.401

Table 4 indicated that most of the participants like to read short stories in the English language (M = 4.25). They showed that they read short stories daily (M = 4.31). Most of the respondents said that they like to learn English vocabulary with the help of short stories (M = 4.21). Most of the learners claimed that when they had free time, they often used to read English short stories (M = 4.11). Most respondents said they feel joyful when they read a new story book (3.67). Most of the students showed that learning English with the help of short stories is fun (M = 4.91). Most of the scholars claimed that they used to read short stories while at home (M = 3.30). About the students' acceptance of using short stories, it can be seen in Table 5.

Table 5. Students' acceptance of using short stories (n=60)

Statements	Mean	SD
Short stories help in developing my vocabulary.	4.51	1.341
I will better understand if I select what I prefer to read.	3.41	.872
I consult the dictionary when I find it difficult to understand any word.	2.91	.469
During reading, I investigate pictures in the text to understand the meanings of the words.	4.30	1.302

Table 5 indicated the students' acceptance of using short stories to develop their vocabulary in reading activities. Most learners claimed that short stories help in developing their vocabulary (M = 4.51). The respondents strongly agreed that they prefer to read short stories (M = 3.41) and consult the dictionary when they find it difficult to understand any word (M = 2.91). Most respondents said that during reading, they investigate pictures in the text to understand the meanings of the words (4.30)

## Discussion

From the interpretation and the analysis of the information and data, the researchers had found that most of the respondents had positive perceptions when they used short stories to improve vocabulary. Students take pleasure in learning through stories because it proves fruitful and fun for them for vocabulary learning. The results are the same to a great extent as the former researcher in this area, and the experts approved each outcome. Vocabulary becomes the main key to teaching English language learners to read (Wallace, 2007), and short stories become meaningful for improving learners' vocabulary (Ajideh et al., 2013).

The participants also said that short stories were useful and interesting, promoting excitement in accepting reading short stories during learning. Short stories helped develop vocabulary easily as the story's context provided better clues to identify the meanings of unfamiliar words. Short stories were interesting to them. They became motivated, active, and enthusiastic about learning vocabulary. This supported Fajri's (2018) findings that learners positively supposed the use of short stories in vocabulary development. English teachers need to use short stories in helping students to learn vocabulary optimally. It is needed that teachers should carefully select short stories to meet the learners' interests, motivation, and abilities (Nazara, 2019). Self-regulation is of greater importance since it allows the learners to inquire about their cognitive activities and devise strategies to improve their performance (Khatib et al., 2012).

The findings also indicated that short stories are effective in reinforcing the acquisition of language skills which are letter recognition, vocabulary acquisition, and picture reading. So, it is evident that short stories played an important role in enabling the students to grasp vocabulary. Short stories created interest in the students, and they were eager to learn new words (Khatib et al., 2012; Sakthivel & Kavidha, 2010). Short stories and pictures

helped maintain students' interest and active participation in the classroom. Short stories also improved students' fluency, accuracy, and vocabulary (Nazara, 2019). The students remained motivated during the activities inside the classroom. The majority of elementary-level teachers do not use short stories during their lessons. Using learning resources in teaching vocabulary is a vital component in enhancing capability and understanding in a lesson (Thornbury, 2004). As revealed by the data, in the lessons in which short stories were provided, the learners showed interest and increased performance in learning vocabulary.

To encapsulate, the researchers asserted that in the present world, English has become the most important language to communicate and compete in the global world market, for the nation to advance in education, science, and technology, to build better infrastructure, and to strive to bring the nation status. So, without having proper communicative competence, it becomes very difficult to achieve success in any field.

## **Conclusion**

The purpose of this research was to develop the vocabulary of elementary students studying English through short stories as the topic concerned. Keeping the importance of vocabulary in mind, it was appropriate to conduct a study to find a method to develop English vocabulary that will further help develop the English language. Story reading, activities, and exercises were arranged to accomplish the purpose of this experiment. Data and results were gathered. The pre-test and post-test results and activities were examined and determined by administering SPSS, while teachers' questionnaires simply noticed Teachers' responses. The experiment conducted for the present study proved very favorable and testified to a clear difference in students' vocabulary levels. The methodology of applying stories to enhance vocabulary is not new and different. Still, it has not been made as effective and activity based for developing vocabulary in students of the elementary level before it.

The study effectively proved to enhance vocabulary in students at the elementary level. Teachers' and parents' cooperation in regard to sharing students' academic performance is also a way to increase the vocabulary level of students. It is needed to motivate students to read stories to improve their vocabulary. The school should have an equipped library so that students can get story books. Good readers should be encouraged with gifts and rewards. The basis of this method is to see how the students memorize the association

between images and vocabulary. So when students see vocabulary in the future, they may remember and pronounce it.

### **Acknowledgements**

The authors would like to acknowledge Maria Noor for proofreading this research work and Rafia Mukhtar for helping to accomplish the final version of this work.

### **Disclosure statement**

No potential conflict of interest was reported by the authors.

### **ORCID**

Muhammad Safdar Bhatti <https://orcid.org/0000-0002-4535-2910>

Asif Iqbal <https://orcid.org/0000-0003-1488-8197>

Zahida Rafique <https://orcid.org/0000-0002-1473-7869>

Shaista Noreen <https://orcid.org/0000-0001-5592-8082>

Faiqa Tabassum <https://orcid.org/0000-0003-2225-4119>

### **References**

- Ajideh, P., Zohrabi, M., & Nouazad, T. (2013). The effect of summarizing short stories on Iranian EFL learners' vocabulary learning. *International Journal on Studies in English Language and Literature (IJSELL)*, 9(2), 100-113. <http://45.113.122.54/pdfs/ijSELL/v2-i9/13.pdf>
- Alamsyah, A. (2016). The use of local short stories in English language learning (a literary review on the use of local sources as an alternative teaching media in EFL). In *14th Annual Linguistics Conference (6-8 April 2016)*, Atma Jaya Catholic University, Indonesia. <https://files.eric.ed.gov/fulltext/ED577317.pdf>
- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, 56(1), 57-64. <https://doi.org/10.1093/elt/56.1.57>

- Alwasilah, A. C. (2006). From local to global: reinventing local literature through English writing classes. *TEFLIN Journal*, 17(1), 11-27. <http://dx.doi.org/10.15639/teflinjournal.v17i1/11-27>
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to Research in Education*, 8<sup>th</sup> ed. New York: Wadsworth/Thomson Learning.
- Cruz, J. H. R. (2010). The role of literature in English language teaching. *RE Applied Linguistic*, 7, 1-16.
- Custodio, B., & Sutton, M. J. (1998). Literature-based ESL for secondary school students. *TESOL*, 7, 19-23.
- Fajri, R. (2018). *Enriching students' vocabulary through reading short story* (Unpublished thesis). Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia. <https://core.ac.uk/download/pdf/293466188.pdf>
- Harmer, J. (2001). *The practice of English language teaching*. New York: Pearson Education.
- Hismanoglu, M. (2005). Teaching English through literature. *Journal of Languages and Linguistic Studies*, 1(1), 53-66. <http://jlls.org/index.php/jlls/article/view/6>
- Hornby, A. S. (2000). *Oxford advanced learner's dictionary* (6th ed.). New York: Oxford University Press.
- Hu, G. (2002). Potential cultural resistance to pedagogical imports: the case of communicative language teaching in China. *Language, Culture and Curriculum*, 15(2), 93-105. <https://doi.org/10.1080/07908310208666636>
- Jabeen, F., & Shah, S. K. (2011). The role of culture in ELT: learners' attitude towards the teaching of target language culture. *European Journal of Social Sciences*, 23(4), 604-613.
- Jambor, Z. P. (2007). *Learner attitudes toward learner centered education and English as a foreign language in the Korean university classroom* (Unpublished Master Dissertation). University of Birmingham, United Kingdom. <https://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/matefltesldissertations/JamborDissertation.pdf>
- Khatib, M., & Rahimi, A. R. (2012). Literature and language teaching. *Journal of Academic and Applied Studies*, 2(6), 32-38. <https://izyanthodology.weebly.com/uploads/2/7/4/4/27444337/june4.pdf>
- Khatib, M., Shokoufeh, R., & Fathi, J. (2012). The role of literature in EFL Classroom from an EIL perspective. *Journal of Academic and Applied Studies*, 2(2), 12- 21.
- King, I. (2001). Beyond Cinderella: using stories with secondary and adult learners. *BETA-IATEFL. Language and Linguistic Studies*, 4(2), 94-106.

- <https://www.beta-iatefl.org/813/blog-publications/beyond-cinderella-using-stories-secondary-adult-learners/>
- Labrador, B. (2022). Word sketches of descriptive modifiers in children's short stories for teacher training in teaching English as a foreign language. *Linguistics and Education*, 69, 1-13. <https://doi.org/10.1016/j.linged.2022.101036>
- Larson, K. R. (2014). Critical pedagogy (ies) for ELT in Indonesia. *TEFLIN Journal*, 25(1), 122-138. <http://dx.doi.org/10.15639/teflinjournal.v25i1/122-138>
- Mccarthy, M., & O'Dell, F. (2002). *English vocabulary in use advanced*. New York. Cambridge University Press.
- Merrison, J. A., Bloomer, A., Griffiths, P., & Hall, J. C. (2014). *Introducing language in use: a course book* (2<sup>nd</sup> ed.). New Jersey: Routledge.
- Nazara, P. (2019). Learning vocabularies using short stories at primary school: students' perception. *Journal of English Teaching*, 5(3), 157-165. <http://dx.doi.org/10.33541/jet.v5i3.1308>
- Nunan, D. (2003). *Practical teaching English language teaching*. USA: McGraw-Hill Company.
- Pardede, P. (2010). Short stories use in language skills classes: students' interest and perception. In *The Proceeding of the 4th International Seminar 2010: Bringing Linguistics and Literature into EFL Classrooms* (pp. 1-17).
- Pardede, P. (2011). Using short stories to teach language skills. *Journal of English Teaching*, 1(1), 14-27. <http://dx.doi.org/10.33541/jet.v1i1.49>
- Pourkalhor, O., & Kohan, N. (2013). Teaching reading comprehension through short stories in advanced classes. *Asian Journal of Social and Humanities*, 2(2), 52-60. <https://id.ndl.go.jp/bib/024731464>
- Richard, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Rodliyah, S. R., Imperiani, E. D. A., & Amalia, L. L. (2014). Indonesian tertiary students' attitudes towards the use of local culture vs. target culture reading materials. *Bahasa & Sastra*, 14, (1), 109-120. [https://doi.org/10.17509/bs\\_jpbs.v14i1.714](https://doi.org/10.17509/bs_jpbs.v14i1.714)
- Sakthivel, V., & Kavidha, N. (2010). Is literature a viable medium for ESL acquisition? *Language in India*, 10(1), 228-233. <http://www.languageinindia.com/jan2010/kavidhaliterature.pdf>
- Slatterly, M., & Willis, J. (2001). *English for Primary Teachers*. Oxford: Oxford University Press.
- Thiyagarajan, K. (2014). *Integrating short stories in the ESL classroom for developing learners' communicative competence*. *Language in India*, 14(12), 671-678.

- <http://www.languageinindia.com/dec2014/thiyagushortstoriescompetence1.pdf>
- Thornbury, S. (2004). *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press.
- Thornbury, S. (2005). *How to teach speaking*. England: Pearson Education Limited Longman.
- Violetta-Irene, K. (2015). Use of literature in the language classroom: methods and aims. *International Journal of Information and Education Technology*, 5(1), 74-79. <http://dx.doi.org/10.7763/IJJET.2015.V5.479>
- Wallace, C. (2007). *Vocabulary: the key to teaching English language learners to read*. Jacksonville State University.
- Zahra, N. A., & Farrah, M. A. (2016). Using short stories in the EFL classroom. *IUG Journal of Humanities Research*, 24(1), 11-24. <https://journals.iugaza.edu.ps/index.php/IUGJHR/article/view/1550>