

Investigating strategies for vocabulary improvement by reading short stories: an investigation at QUEST, Pakistan

Emaan Mansoor Channa

emaanchanna@gmail.com

MS Scholar, Department of English, Quaid-e-Awam University of Engineering, Science and Technology,
Nawabshah

Dr. Abdullah Laghari

Abdullah.laghari@quest.edu.pk

Associate Professor, Department of English, Quaid-e-Awam University of Engineering, Science and Technology,
Nawabshah

Nimra Lakho

Nimralakho12@gmail.com

MS Scholar, Department of English, Quaid-e-Awam University of Engineering, Science and Technology,
Nawabshah

Sania Mughal

saniamughal242@gmail.com

MS Scholar, Department of English, Quaid-e-Awam University of Engineering, Science and Technology,
Nawabshah

Corresponding Author: Emaan Mansoor Channa emaanchanna@gmail.com

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ABSTRACT

This research investigates different vocabulary-improving strategies through the reading of short stories by BS English students at QUEST, Nawabshah. The main objective of this research is to know the vocabulary improving Strategies for language development. Data was collected and analysed using SPSS software. The results revealed that students can improve their reading skills through short stories to expand their vocabulary through regular English reading, correct pronunciation, and perfect accent, practice consistent spelling, master prepositions, conjunctions, and punctuation rules, and focus on tense consistency and conditional sentence construction. This study generated the most important recommendations to develop English vocabulary through short stories.

Keywords: Vocabulary improvement, strategies through short stories, and correct pronunciation.

INTRODUCTION

Language classes can now find fresh narratives from a variety of sources (Pardede, 2021). One kind of often-used source is a short story. Writers of plays, novels, screenplays, poetry, and short stories that possess the qualities of effective stories help people form their own worldviews through a variety of linguistic experiences. According to Jeffrey, Hegarty, Kelly, Penman, Coburn, and McDonald (2011), the information conveyed through stories offers a number of opportunities that acknowledge the need for novelty. Learners who possess this skill can confidently use, manage, create, quote, and share sources of information. One such opportunity is the ability to access and evaluate electronic information (Pardede, 2021). Students can find information from these sources about culture, ethics, the economy, the law, and society. Additionally, by letting students create imaginary characters and locations, short tales provide them with practice telling stories (Senturk & Kahraman, 2020). Students who are exposed to storytelling

improve in many areas, including oral storytelling, literary composition, literacy, and comprehension. Narratives contain captivating and enjoyable material that can be utilized to support educational objectives (Senturk & Kahraman, 2020). Students can improve their language skills by synthesising the content from short stories. In light of this, short stories have the potential to enhance education by encouraging dialogue, disseminating cultural knowledge, and increasing consciousness (Bhatti, Arshad & Mukhtar, 2020).

RESEARCH BACKGROUND

Students with kinesthetic, auditory, and visual intelligences are among the intelligence types that find stories appealing. Via independent and collaborative engagement with stories and activities, students can encounter productive learning environments (Senturk & Kahraman, 2020). Short stories give students creative platforms to use language, which Pardede (2021) claimed might help support students' autonomous work. Learning becomes more appealing, meaningful, and fun for kids when learning curiosity is fostered. This research endeavors to leverage the imaginative potential of digital short stories for the purpose of teaching vocabulary in language instruction. Digital short stories may help language learners acquire more vocabulary, according to the study's hypothesis (Pardede, 2021). This research investigates different vocabulary-improving strategies through the reading of short stories by BS English students at QUEST, Nawabshah. According to Pardede (2021) and Senturk and Kahraman (2020), the students and teachers find difficulties in terms of new vocabulary, in knowing and using it correctly. The teachers struggle with managing, motivating students, and improving their ability to teach English; whereas, learners struggle with learning new vocabulary, accurately pronouncing words, recognizing different parts of speech and comprehending the meaning of words in texts. These issues from learners show that the learner's language mastery is still lacking. According to Bhatti, Arshad and Mukhtar (2020), learners' vocabulary is taught through the use of short tales, and they may become more motivated to study vocabulary in English as a result.

LITERATURE REVIEW

According to many researchers, including Pardede (2021), Senturk and Kahraman (2020) and Bhatti, Arshad and Mukhtar (2020), the learners find short stories to be very engaging reading material. It is believed that learners would take pleasure in their education and consistently broaden their vocabulary. Many learners find English a dread class because they see it as a rough subject. According to Sekmez (2017), English learners may not find English as a helpful tool that can make their lives. It's significant for learners to adapt the practical learning of English. Even those English learners who realize the significance of English are often anxious about how well they do in English. When learners incorporate English into their daily lives, they frequently feel hesitant because they fear making mistakes. This hesitation originates from a lack of confidence in their grammar, vocabulary, and pronunciation skills (Ahmed 2017). When learners get to know about the convenience of language learning in today's age, they get the power to shift their perception to their benefit. One of the challenges is that the learners memorize the grammatical rules, treating them as a mathematical formula, instead of using them creatively. Most of the schools still prefer to play it safe by using books and checking learning with tests (Tatipang et al., 2022). Therefore, learning creatively, with short stories, can be difficult because schools have rules that make learning tough and traditional. As in the learning process, there are limited resources and imposed curricula in the schools that emphasize traditional methods like teaching grammar rules and tests (Tatipang et al., 2022).

Cron (2012) stated that the readers can see the sights of their minds through stories and can develop vocabulary for their future learnings. Al-Dersi (2013) offered a number of strong points in terms of short stories for language learning. These aspects are:

1. A short story makes learning English a pleasant and eye-catching procedure for students.
2. A short story motivates students' inquisitiveness about the main objective in line with the culture and language.
3. A short story supports language acquirement and the students' foreign language knowledge.
4. A short story proposes innovative words with authentic use in many ways to comprehend the meaning within the context of a text.
5. A short story enables readers to presume what would occur next by connecting them keenly in the process to identify with the meaning of new words they meet during the story.
6. A short story recommends chances for language teachers to combine them with speaking and writing skills.
7. A short story builds the learners use their prior knowledge more quickly to read and understand the proper meaning.
8. It persuades the learners to be creative.

According to Wallace (2007), vocabulary is one of the key components that tie the four main skills of the language. Learners need to understand a large array of vocabulary for communication purposes. A key element of language is vocabulary; students find it difficult to communicate successfully without words. Since vocabulary is a major part of the language and is always taught in language classes, looking as if it is the first take in learning English, is why, learners must study vocabulary from the start. This would help them to advance in their command of the English language. According to Wallace (2007), learning a foreign language essentially comes down to mastering its vocabulary. However, using short stories as a technique for learning English vocabulary is another way; learners from schools and universities can learn great vocabulary from short stories. Short stories have the power to attract learners' interest and make the learning process enjoyable. Even if short stories are written in English, the learners still find them enjoyable for various reasons.

1. Learners read short stories for entertainment at home, so they are familiar with them.
2. The vocabulary of short stories is not complex, so the learners find it easy to read and don't spend time searching for hard words in dictionaries.
3. Simple sentence structures are used in short stories. So learners easily comprehend the meaning of the sentence.

Since our ancestors lived in caves, humans have always had a strong desire to tell stories. Particularly for younger students, digital channels nowadays provide fascinating new opportunities for expression (Banaszewski, 2005). Learners can use computers, iPads, and smartphones to access a wide range of texts at different reading levels, including vocabulary games, interactive applications with read-aloud capabilities, and e-books (Fu, 2013). Using these internet resources can be a very effective way for teachers to engage learners and increase learning (Bibby, 2011). Tales, ageless carriers of the human condition, work especially well. Short stories can be read and heard digitally, which helps students improve their comprehension and listening abilities and opens up new writing opportunities. Embracing the digital storytelling revolution will allow us to observe kids' engagement, learning, and development.

Why Short Stories?

Learners can connect new vocabulary to their primary language by reading short stories. Language learning requires the construction of cultural bridges, which short stories do. Narratives encompass an array of ubiquitous subjects related to interpersonal relationships and encounters. A story's conclusion becomes clearer and more significant to students when they analyse it internally. The story's characters are relatable to students. Reading promotes empathy for characters and helps learners recall new terminology more quickly (Tatipang, Manuas, Wuntu, Rorintulus, & Lengkoan, 2022). Learning can be profoundly impacted by a single event, which guarantees long-term memory retention. Short stories are also a valuable and time-efficient way to grab students' attention, as Solikhah and Sari (2022) highlight. After finishing a short story, students get a sense of accomplishment. The language classroom is more enjoyable when short stories are read, and digital content is viewed. Learning a language becomes more permanent when it is more fun (Solikhah and Sari 2022).

THE DEVELOPMENT OF VOCABULARY AND SHORT-STORY

The foundational element of language learning is vocabulary. Learning a language can happen fast when one has a solid foundation in vocabulary. Marianca, Liando and Mamentu (2022) conducted research at a Hong Kong university and demonstrated the value of literary texts for vocabulary instruction and reading instruction. In light of this, active and passive vocabulary awareness are the two main types. Students who have a passive vocabulary are able to identify words but are unable to utilize them in spoken language. Students with active vocabulary knowledge are conversant in the words and utilise them in their language activities. Mozes and Liando (2020) distinguished between productive and receptive vocabulary in a similar manner. When students possess receptive vocabulary, it indicates that they can comprehend words when they see or read them in context; on the other hand, productive vocabulary refers to the ability to employ words when speaking or writing (Marianca, Liando & Mamentu, 2022).

Learners typically acquire word knowledge through receptivity. They might then consciously or accidentally impart their information in a useful way. Since students acquire words via memorisation in the form of lists, teaching vocabulary is more complex than teaching other language abilities (Mozes & Liando, 2020). For learners, expanding their vocabulary might be difficult since they have to relate newly learned terms to existing words in their own language system. Furthermore, pupils become unmotivated when they memorise words. Because they attempt to learn by memorisation and subsequently have a tendency to forget readily, learners have a bias against picking up new vocabulary. Solikhah and Sari (2022) assert that when students use words frequently, they learn them through the process.

According to Bhatti, Arshad and Mukhtar (2020), when students encounter words in texts multiple times, they acquire persistent vocabulary knowledge. Students should be able to utilize words in sentences and deduce the meaning of terms from the sentence. In light of this, Ahmed (2017) demonstrated how using short stories as a substitute for tiresome vocabulary study could be effective. Tatipang, Manuas, Wuntu, Rorintulus and Lengkoan (2022) highlighted the significance of employing stories because they help students remember words by giving them important information about other people's cultures, philosophies, and societies. Learning language in this way also makes it more permanent and pleasurable.

Additionally, vocabulary instruction in short story reading might begin with the implementation of pre-reading exercises. Vocabulary can be learned through discussion exercises or word-finding exercises prior to reading (Arjmandi & Aladini, 2020). During such activities, students encounter a variety of fascinating expressions and idioms. Before reading, brainstorming can help learners use these terms more readily in their daily language. After reading, they can play games or interpret characters. Making coherent sentences on the spur of the moment is one of the hardest things for pupils to do. Learners will be inspired

to utilize language more creatively by the interactive exercises that illustrate the aforementioned ideas. Once learners have amassed a sufficient number of words, they may be asked to write as a post-story assignment. Sariana, Dollah and Talib (2022) attest to the fact that these exercises foster learners' creative writing abilities. Through writing exercises, students can improve their writing abilities. These learners are also capable of writing dialogue or more difficult assignments. Short stories offer lots of chances for language learning, especially for expanding one's vocabulary (Solikhah & Sari, 2022).

Sariana, Dollah and Talib (2022) stated that short stories in particular are among the literary genres best suited for use in language classes. Every aspect required for language acquisition can be improved by learners. One can explore the benefits of short stories for all skill levels. One of these abilities is drama, which benefits learners in a variety of ways. Drama in the classroom breaks up the monotony and inspires learners to learn. Children's speech and communication skills are enhanced by this practice. It is encouraged for learners to utilise language in more creative ways. Learners interact with a variety of characters in the narrative and exchange opinions about them and the events that they see. The claim that "focusing on point of view in literature enlarges students' vision and fosters critical thinking by dramatising the various ways a situation can be seen" is supported by Solikhah and Sari (2022). As a result, instructors can provide learners multiple chances to improve their language proficiency.

DATA COLLECTION AND DATA ANALYSIS

This study used a questionnaire for collecting data. A simple random sampling technique was used to choose the required sample size; almost 105 participants (both male and female) participated in this research. The collected data were analysed through SPSS software, which generated the most promising results, which are explained via percentage, mean (M), and standard deviation (SD).

RESEARCH FINDINGS

Findings from the demographic part

Tables 1 and 2 indicate demographic results. The findings are based on gender and age.

Table 1: results showing about gender

Gender	Gender	Gender	Gender	Gender	Gender
		<i>Frequency</i>	<i>Percent</i>	<i>M</i>	<i>SD</i>
Valid	Female	54	51.4	1.5143	.50219
Valid	Male	51	48.6		
Valid	Total	105	100.0		

Table 1 shows the gender distribution of the participants in this research study. There were 54 female students and 51 male students participating, resulting in a total of 105 participants. Among them, 51.4% were female, and 48.6% were male. The total mean score is 1.5.

Table 2: results showing the age

Age	Age	Age	Age	Age	Age
		Frequency	Percent	<i>M</i>	<i>SD</i>
Valid	below 20	105	100.0	1.0000	.00000

Table 2 likely describes the age breakdown of the male and female students who participated in the research study. Since it mentions both first and second-year students, it likely doesn't provide specific ages but rather age groups, all being less than 20 years old. The total mean score is 1.0.

findings from vocabulary improving (RO 1)

This is the first part of the Research questionnaire indicating vocabulary improvement through short stories. This part includes 20 subsets of questions or variables. Each of these is answered according to 5 Likert scales and is interpreted based on frequency, percent, Mean and Standard deviation.

Table 3: checking new words' grammatical forms

When I find a new English word that I do not know, I check new words grammatical forms	When I find a new English word that I do not know, I check new words grammatical forms	When I find a new English word that I do not know, I check new words grammatical forms	When I find a new English word that I do not know, I check new words grammatical forms	When I find a new English word that I do not know, I check new words grammatical forms	When I find a new English word that I do not know, I check new words grammatical forms
		Frequency	Percent	<i>M</i>	<i>SD</i>
Valid	Always	18	17.1		
Valid	Often	14	13.3	3.2571	1.05638
Valid	sometimes	57	54.3		
Valid	Seldom	9	8.6		
Valid	Never	7	6.7		
Valid	Total	105	100.0		

Data from Table 3 showed that first- and second-year students took different approaches when it came to checking the grammar of newly introduced words. A mid-frequency checking approach was used by the largest group of students (54.3%). While other students (13.3%) verified grammar with moderate regularity, a smaller but significant portion (17.1%) did so routinely. On the other hand, a startlingly small fraction of students (8.6%) checked grammar only infrequently, and a much lower number (6.7%) never validated it. These results emphasise the need for additional research on language learners' grammatical checking practices, and the total mean score is 3.2.

Table 4: Looking at parts of the words

When I find a new English word that I do not know, I look for any word parts that I know; taking away the prefixes and suffixes	When I find a new English word that I do not know, I look for any word parts that I know; taking away the prefixes and suffixes	When I find a new English word that I do not know, I look for any word parts that I know; taking away the prefixes and suffixes	When I find a new English word that I do not know, I look for any word parts that I know; taking away the prefixes and suffixes	When I find a new English word that I do not know, I look for any word parts that I know; taking away the prefixes and suffixes	When I find a new English word that I do not know, I look for any word parts that I know; taking away the prefixes and suffixes
		Frequency	Percent	<i>M</i>	<i>SD</i>
Valid	Always	12	11.4		

Valid	Often	26	24.8	3.0000	
Valid	sometimes	35	33.3		1.24035
Valid	Seldom	14	13.3		
Valid	Never	18	17.1		
Valid	Total	105	100.0		

The findings in Table 4 reveal mixed student habits regarding analysing word parts among first and second-year learners. While a positive aspect is that 11% of students always looked for word parts, a significant portion, 33%, only did so sometimes. This suggests a need to emphasise the importance of morphological analysis. Furthermore, 24% of students reported often looking for word parts, indicating they likely do it on a somewhat regular basis. However, the combined percentages of those who seldom (13%) or never (17%) looked for word parts (30%) highlight a potential gap in understanding or strategy use. The overall mean score of 3.0 suggests there's room for improvement in students' engagement with morphological analysis.

Table 5: drawing a picture of the word

When I find a new English word that I do not know, I draw a picture of the word to help remember it.	When I find a new English word that I do not know, I draw a picture of the word to help remember it.	When I find a new English word that I do not know, I draw a picture of the word to help remember it.	When I find a new English word that I do not know, I draw a picture of the word to help remember it.	When I find a new English word that I do not know, I draw a picture of the word to help remember it.	When I find a new English word that I do not know, I draw a picture of the word to help remember it.
		Frequency	Percent	<i>M</i>	<i>SD</i>
Valid	Always	10	9.5		
Valid	Often	13	12.4	2.4095	1.35657
Valid	Sometimes	27	25.7		
Valid	Seldom	15	14.3		
Valid	Never	40	38.1		
Valid	Total	105	100.0		

Table 5 highlights a missed opportunity for memory improvement among first and second-year learners. The largest portion (38%) reported never drawing pictures to aid memorisation. This suggests a need to emphasize this technique, as it can be beneficial for many students. On a positive note, nearly a quarter (25%) of students said they sometimes draw pictures to remember new words. Additionally, 12% often use this strategy, indicating it works well for a significant portion of the class. An even smaller group (almost 9%) reported always drawing pictures, demonstrating its effectiveness for some learners. However, the data also reveals a concerning trend with 14% of students seldom using this technique. The overall low mean score of 2.4 further emphasises the need to encourage the use of this memory strategy.

Table 6: remembering the words that follow or precede the new word

When I find a new English word that I do not know, I remember the	When I find a new English word that I do not know, I remember the	When I find a new English word that I do not know, I remember the	When I find a new English word that I do not know, I remember the	When I find a new English word that I do not know, I remember the	When I find a new English word that I do not know, I remember the

words that follow or precede the new word.	words that follow or precede the new word.	words that follow or precede the new word.	words that follow or precede the new word.	words that follow or precede the new word.	words that follow or precede the new word.
		Frequency	Percent	<i>M</i>	<i>SD</i>
Valid	Always	15	14.3		
Valid	Often	25	23.8	3.3048	1.02960
Valid	Sometimes	48	45.7		
Valid	Seldom	11	10.5		
Valid	Never	6	5.7		
Valid	Total	105	100.0		

Table 6 reveals that first and second-year learners employ various strategies to recall words that follow or precede a new word. The largest portion (45%) reported sometimes remembering these contextual words, suggesting this technique might need more emphasis for improved memorisation. On a positive note, 23% of students said they often use this strategy, indicating its effectiveness for a significant portion of the class. An even smaller group (14%) reported always remembering contextual words, demonstrating its success for some learners. However, the data also identifies a trend where 5% of students never and 10% seldom utilize this technique. This highlights an area for improvement, as remembering surrounding words can be a valuable memory aid. The overall mean score of 3.3 further emphasizes the potential to promote this strategy for enhanced memorisation.

Table 7: connecting the word to other words with similar or opposite meanings

When I find a new English word that I do not know, I connect the word to other words with similar or opposite meanings.	When I find a new English word that I do not know, I connect the word to other words with similar or opposite meanings.	When I find a new English word that I do not know, I connect the word to other words with similar or opposite meanings.	When I find a new English word that I do not know, I connect the word to other words with similar or opposite meanings.	When I find a new English word that I do not know, I connect the word to other words with similar or opposite meanings.	When I find a new English word that I do not know, I connect the word to other words with similar or opposite meanings.
		Frequency	Percent	<i>M</i>	<i>SD</i>
Valid	Always	33	31.4		
Valid	Often	25	23.8	3.6095	1.22863
Valid	Sometimes	26	24.8		
Valid	Seldom	15	14.3		
Valid	Never	6	5.7		
Valid	Total	105	100.0		

Table 7 reveals a positive trend in how first and second-year learners connect new words to words with similar or opposite meanings to aid memorization. The largest portion (31%) reported always connecting words, indicating this strategy is effective for many learners. This is further supported by 23% of students who often use this technique. While some students leverage this strategy less frequently, 24% reported sometimes connecting words. However, there is a minority (almost 5% never and almost 14% seldom) who don't utilize this method as frequently. This highlights an area for potential improvement, as

considering synonyms and antonyms can be a valuable memory aid. The overall mean score of 3.6 reinforces the positive use of this strategy for memorisation.

Table 8: Grouping words together

When I find a new English word that I do not know, I group words together to study them.	When I find a new English word that I do not know, I group words together to study them.	When I find a new English word that I do not know, I group words together to study them.	When I find a new English word that I do not know, I group words together to study them.	When I find a new English word that I do not know, I group words together to study them.	When I find a new English word that I do not know, I group words together to study them.
		Frequency	Percent	<i>M</i>	<i>SD</i>
Valid	Always	23	21.9		
Valid	Often	29	27.6	3.4190	1.21514
Valid	Sometimes	32	30.5		
Valid	Seldom	11	10.5		
Valid	Never	10	9.5		
Valid	Total	105	100.0		

Table 8 reveals a mixed picture in how first and second-year learner's words together for studying. The largest portion (30%) reported sometimes grouping words, indicating this strategy is used by a significant portion of the class (30%). This is further supported by 21% of students who always group words together. While some students leverage this strategy less frequently, 30% reported sometimes grouping words. However, a concerning portion (almost 9% never and almost 10% seldom) do not group words for studying. This highlights an area for potential improvement, as grouping words can be a valuable study technique. The overall mean score of 3.6 suggests there's room to encourage this strategy for improved learning.

Table 9: Using the new words in sentences

When I find a new English word that I do not know, I use the new words in sentences.	When I find a new English word that I do not know, I use the new words in sentences.	When I find a new English word that I do not know, I use the new words in sentences.	When I find a new English word that I do not know, I use the new words in sentences.	When I find a new English word that I do not know, I use the new words in sentences.	When I find a new English word that I do not know, I use the new words in sentences.
		Frequency	Percent	<i>M</i>	<i>SD</i>
Valid	Always	46	43.8		
Valid	Often	23	21.9	3.9048	1.20515
Valid	Sometimes	21	20.0		
Valid	Seldom	10	9.5		
Valid	Never	5	4.8		
Valid	Total	105	100.0		

Table 9 reveals a positive trend in how first and second-year learners use new words in sentences. The largest portion (43%) reported always using new words in sentences, indicating this is a common practice for many learners. This is further supported by 21% of students who often use new words in sentences. While some students use this strategy less frequently, 20% reported sometimes using new words in

sentences. A small minority (almost 4% never and almost 9% seldom) do not use this strategy. Encouraging these students to practice using new words in sentences can significantly improve their learning outcomes. The overall mean score of 3.9 further reinforces the positive impact of this strategy.

Table 10: Keeping a Vocabulary Notebook

When I want to remember new words and build my vocabulary, I keep a vocabulary notebook.	When I want to remember new words and build my vocabulary, I keep a vocabulary notebook.	When I want to remember new words and build my vocabulary, I keep a vocabulary notebook.	When I want to remember new words and build my vocabulary, I keep a vocabulary notebook.	When I want to remember new words and build my vocabulary, I keep a vocabulary notebook.	When I want to remember new words and build my vocabulary, I keep a vocabulary notebook.
		Frequency	Percent	<i>M</i>	<i>SD</i>
Valid	Always	33	31.4		
Valid	Often	12	11.4	3.1905	1.51337
Valid	Sometimes	22	21.0		
Valid	Seldom	18	17.1		
Valid	Never	20	19.0		
Valid	Total	105	100.0		

Table 10 reveals a mixed picture in how first and second-year learners utilize vocabulary notebooks. While a positive aspect is that 31% of students reported always keeping a vocabulary notebook, there's also a substantial group (21%) who only do so sometimes. This suggests there might be room to emphasise the importance of consistent practice for vocabulary retention. Another point to consider is that nearly a third of the students (almost 19% never and almost 17% seldom) rarely keep a vocabulary notebook. This highlights a need to explore potential reasons and encourage all students to leverage this valuable tool for organizing and reviewing new words. While 11% reported often keeping a notebook, this might not be enough for consistent improvement. The overall mean score of 3.1 reinforces the need to explore and implement strategies to encourage keeping vocabulary notebooks for improved vocabulary learning among first and second-year learners.

DISCUSSION AND CONCLUSION

This study investigated the most popular strategies as reported by participants. The following are some very helpful determination strategies: examining the word's roots and affixes (e.g., possible, possibility, possibly, impossible), examining its parts of speech (e.g., verb, adjective, noun), examining any gestures or images that are available, determining whether the word is also a word in the learners' native language (e.g., carton), estimating the word's meaning based on its context, and using bilingual and monolingual dictionaries. It is evident that certain tactics are linked to a language's grammar or structure. The general adoption of a grammar-focused approach to instruction in Pakistan's educational system, particularly in the field of foreign language education, may account for learners' significantly higher use of determination strategies than of other tactics. While metacognitive Strategies were the second most often stated strategy by the students, this finding is in line with Pardede's (2021) study's findings. Bhatti, Arshad and Mukhtar (2020) discovered that this metacognitive Strategy was at odds with the findings. The second most often used Strategies by the students in this study were cognitive and memory strategies, respectively. Both of these strategies are effective and widely used for vocabulary development because they focus on the mental processes and mechanical aspects of vocabulary learning, while the former helps

students retain new vocabulary longer by making connections between it and their prior knowledge (Tatipang, Manuas, Wuntu, Rorintulus, & Lengkoan, 2022). Generally speaking, language learners who use cognitive strategies are more likely to be metacognitive and determination methods users than language learners who use cognitive strategies, which occupy a medium position among all strategy groups. Using flashcards to learn new words and maintaining a notebook for vocabulary are two examples of cognitive methods (Ahmed, 2017).

To sum up, this research highlights the potential of literature for language development, particularly vocabulary acquisition. However, effectiveness hinges on selecting appropriate stories. For optimal benefit, stories should be aligned with or slightly above students' proficiency level. Beginner and intermediate learners can focus on simpler elements like characters, setting, and plot. As proficiency increases, more complex aspects like conflict and resolution can be introduced. The study emphasizes the importance of reading activities to build background knowledge and introduce target vocabulary. Additionally, selecting materials that match students' abilities, the text's linguistic complexity, and provide relevant background information is crucial for fostering genuine appreciation. To prevent learner disengagement, the study stresses the importance of selecting engaging materials that allow for accurate assessment of understanding. Finally, the research underscores the value of literature in integrating grammar, spelling, and vocabulary development, demonstrating its versatility for language learners of all ages.

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