

## THE EFFICACY OF SHORT STORIES IN SPEAKING SKILL DEVELOPMENT OF B2 LEVEL LEARNERS

**Nilufar Duysenbaeva,**

*1<sup>st</sup> year master's student, Nukus State Pedagogical Institute,  
Uzbekistan, Nukus*

**Abstract:** Language learning is an essential skill that enables individuals to communicate effectively with others. One of the most challenging aspects of language learning is developing speaking skills. Engaging learners in speaking activities is crucial to building their confidence and fluency in using the language. Short stories have been identified as useful tools in enhancing speaking skills in B2 level learners. This thesis presents the benefits of using short stories.

**Key words:** short story, speaking skill, EFL (English as a Foreign Language), ESL (English as a Second Language), B2 level learners, vocabulary, pronunciation.

As the dominant language in today's world, English has "opted" for this position, or the language that is consistently used as the primary method of communication amongst those who do not speak the same language. Even though it does not have the most native speakers, it is a language that occupies a prominent position and exerts a significant global influence. In addition, the use of short stories in language learning has gained momentum. Short stories are an excellent tool for developing various language skills, including speaking. Furthermore at a B2 level, learners are expected to communicate their thoughts and ideas articulately, with fluency, and complexity. The use of authentic resources can aid students in overcoming their constraints, and short stories can deliver this authenticity.

The idea that the primary goal of EFL/ESL instruction is to enable students to communicate effectively in the target language has led many teachers to reconsider the idea that an EFL/ESL course should just be concerned with studying linguistic components. Nonetheless, due to its wealth of opportunity to offer a genuine model of language usage, new trends in EFL/ESL education point to the importance of incorporating literature. Due to its ability to support students in more successfully enhancing the four skills of listening, speaking, reading, and writing owing to the motivating value ingrained in the stories, short stories appear to be the most appropriate literary genre for this. This thesis's objective is to acquaint EFL/ESL teachers with the value of utilizing short stories in EFL/ESL education for B2 level learners.

There is a special chance to advance knowledge, intelligence, culture, and language to students in the EFL/ESL classroom when short stories are used. The short story is one of the literary forms that may be utilized in the EFL/ESL

classroom to improve language proficiency, inspire students, and heighten their sensitivity to and acceptance of other cultures. "The use of short stories in the language classroom increases students' language awareness, motivation, personal reflection and cultural understanding." [2: 12]. Moreover, according to Ellis and Brewster [1: 2] "Good teachers have always known the power of stories in the classroom. Stories often hold a strange and magical quality that can interest and engage learners in a way that few other materials and methods have. While the telling of stories in class is often associated with primary-age children, the attraction of the story remains throughout life."

Short stories provide a wide range of benefits for learners developing speaking skill at the B2 level. Through short stories, learners are able to:

1. Develop Vocabulary:

A great way for students to experience new vocabulary and grammatical constructions in context is through short stories. This exposure helps them to acquire new words and use them effectively in communication. "Through short stories to enhance vocabulary of EFL learners, teachers have the advantage of teaching vocabulary in contextualized materials. This simply makes the learners to look for clues in the sentences that may tell them something about the meaning of the word in question." [3: 1477]

2. Enhance Pronunciation:

Short stories provide learners with a model for accurate pronunciation. They can listen to the teacher or a native speaker reading the story aloud and practice repeating it, imitating the intonation, stress, and rhythm.

3. Stimulate Imagination:

Short stories evoke imaginations, engage emotions, and spark curiosity in learners. As learners listen to the story, they can visualize the characters, settings, and events, making it easier for them to express their opinions and ideas. "Learners also are profited from short stories for speaking skill. They may have opportunities to come up with their own ideas and views and speak up in front of the class which in one sense build their confidence as well as improve fluency what leads them to critical thinking. They become more creative and can speak confidently." [4: 127]

4. Improve Comprehension:

Short stories offer a useful tool for developing comprehension skills in B2 level learners. They expose learners to realistic, everyday conversations that improve their ability to understand and respond to different types of spoken messages.

In conclusion, this thesis reinforces the notion that using short stories as a resource for developing speaking skills on the B2 level is an effective approach. Language teachers are encouraged to integrate short stories into their lesson plans as they offer opportunities for learners' proficiency and engagement. Short stories offer a promising method for enhancing B2 level learners' speaking skills. By using short stories and incorporating them into speaking lessons, learners can boost their vocabulary, pronunciation, imagination, and comprehension skills. Teachers must prepare the learners before reading, read the story aloud or silently, and engage in post-reading activities. With these strategies, learners can improve their speaking skills and gain increased confidence in using the language effectively.

#### **Bibliography:**

1. Ellis G. and Brewster S. (2014) "Tell it Again! The storytelling handbook for primary English language teachers", p.2.
2. Nimer A. Abu Zahra and Mohammed A. Farah (2016) "Using short stories in the EFL classroom", p.12.
3. Parvareshbar F. and Ghoorchaei B. (2016) "The effect of short stories on vocabulary learning of Iranian EFL learners" Theory and Practice in Language Studies, Vol. 6, No. 7, p.1477
4. Rahman S. and Arju S. (2013) "Exploiting short stories in the EFL classroom" Stanford Journal of English, p.127.