

An Investigation into the Enhancement of Vocabulary Knowledge Using the YouTube Stories of Undergraduate English Language Learners

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Learning vocabulary is an essential element of learning a language. To better assist language learners, it is crucial to enhance the vocabulary of language learners. This paper investigates how YouTube stories affect English language learners' vocabulary. The study is crucial because it investigates how the use of YouTube short stories affects vocabulary development at the tertiary level (n=40). A pre-test was used to assess the vocabulary level of students in the control and experimental groups before intervention. A post-test was then used to determine how YouTube storytelling influenced students' ability to learn new words. Storytelling on YouTube was used as the experimental group, and the traditional approach of learning vocabulary through storytelling served as the control group. Pre-reading activities, reading comprehension exercises, and post-reading discussion activities were all included in the YouTube story application. The paired sample t-test and the independent sample t-test were used to disprove the null hypothesis. The experimental group had a significantly higher word performance post-test score than the control group.

Keywords: language learners, YouTube stories, vocabulary development, tertiary level, language skills

INTRODUCTION

When learning a second language (L2), vocabulary is vital. According to McCarthy (1990, p. 140), “without words to express a wider range of meanings, communication in a L2 just cannot happen in any meaningful way”.

A key component of learning the English language is teaching vocabulary. Teachers assist their students in expanding their vocabulary by utilizing all possible teaching methods in the classroom. The teacher must select from various techniques to aid in the learning process. The four abilities of listening, speaking, reading, and writing are not the only significant ones; vocabulary learning is also important. As a result, teaching English as a second language becomes a fundamental aim of teachers. Therefore, storytelling, a proven teaching strategy, is one of the best ways to help students expand their vocabulary. Hence, the key issue we will focus on in this research is the challenges English as a Second Language learners face when mastering the target language's vocabulary. Therefore, the specific problem we will attempt to answer is how and to what extent online storytelling could enhance students' vocabulary development compared to traditional methods.

Education and language instruction must be adapted in response to evolving technological needs. In this study, L2 students who are multilingual, belong to different cultures, and are at a tertiary education level, will have their vocabulary levels evaluated regarding their use of YouTube short stories. The effects of innovative teaching methods, such as using digital short stories in language lessons instead of standard textbook, will be determined by this study. This section introduces the study's overview, problem statements, purpose, significance, research questions, and description of key terms.

OVERVIEW OF THE STUDY

Vocabulary Knowledge

Vocabulary is the foundation upon which language is built and plays a major role in communication. Meaningful communication cannot occur until learners can convey a wide range of meanings, regardless of how well they understand the grammar or master the English sounds. It deals with Thornburry's (2002: 13) assertion that "without grammar, very little can be conveyed" and "without vocabulary, nothing can be conveyed," written by Wilkins (1972, 111-112). Vocabulary is part of a language that allows people to express their thoughts, ideas, and feelings. They can effectively interact if they have a sufficient vocabulary. Aiding young learners in creating a big "word bank" is critical to developing the four core English skills of listening, speaking, reading, and writing. However, English language learners can only understand written texts or communicate with others if they have a large vocabulary. According to Harmer, vocabulary is the core of communication and if the language structures are the skeleton of language, vocabulary is the vital organs and flesh.

Furthermore, vocabulary is one of the language components provided in the classroom during language learning. Teaching vocabulary requires not only allowing students to learn and recall a set of terms but also equipping them with the skills to grasp and use those words in real-life situations. When learning vocabulary, students should grasp several elements, such as the word's pronunciation, spelling, meaning, and use. New words are unknowingly acquired as they read or listen to the material. Recent research on vocabulary and its role in EFL teaching and learning has focused on the many techniques students use to learn vocabulary. Other studies have examined the use of technology, such as Computer-Assisted Language Learning (CALL) software, to assist college students in learning specific terminology. In recent years, social media has been regarded as a valuable tool for supplementing traditional teaching approaches. "Stories are thought to be a very powerful educational tool in promoting language proficiency in both first and second languages" when conveyed as a well-told story, according to Haven (2000:75). He claims that teachers working with elementary school students should constantly consider such a technique, particularly when teaching a language which may be applied to a variety of things, including musical instruments, photographs, real objects, computers, internet, and school textbooks, with a strong motivational effect.

Storytelling

Storytelling is important because it allows connecting with the learners on a deeper level while presenting useful information in an easily digestible style. Storytelling can bring learners from various backgrounds together to share the same emotion or approach through the story. It is a powerful tool to motivate and connect with learners.

Elements of Storytelling

Stories should be interactive. Even though a story is one-sided, in the sense that the learner is not immediately in front of the teacher, the emotions form a dialogue between the storyteller and the listener. Storytelling employs the power of words to communicate a message, whether it is aural, verbal, or visual. Visual components may be included in stories, but the basis of storytelling is using words. Compelling stories elicit emotion from the audience and create an energy that motivates the listener to act. The story's main character should connect with the audience so that the listener may see themselves as the character or as a significant character engaging with the main character. The stronger the character's connection with the audience, the more probable the listener will carry out a specific action.

Conflict is included in many of the best stories. It could be a difficult decision that the main character had to make regarding a life-or-death crisis, but there must be some struggle. Conflict is an excellent technique to elicit emotions from the audience since it creates intrigue and keeps them engaged. The resolution of a short story is necessary so that the listener knows the conflict's outcome. However, depending on the emotion aiming to convey, not all resolves need to be good. For instance, if the call-to-action is to convince a consumer to buy a product, the story's resolution could be what happened to a character if they did not utilize it.

Ways to Tell the Story

There are various ways to tell a short story, depending on the target audience, budget, aim, and other factors. One may wish to employ one or all of them. The following are the various mediums that can be used:

- **Audio:** An audio story can be told through a podcast, radio broadcast, voice memo, or any other recording the audience can listen to.
- **Written:** A blog post, an 'about page' on the website, or individual articles can all be used to tell a tale. Links to complementing pieces can be inserted, or readers can be given a call to action depending on where the written tale appears.
- **Oral:** An oral story differs from an audio story in that audio stories are recorded, whereas an oral story is performed in real-time. Oral storytelling includes things like presentations, panel discussions, and investor pitches.
- **Digital:** Regarding telling good stories, digital media is a popular choice. Consumers use digital platforms, such as social media, which is a good place to engage with them.

YouTube Stories

These days, technology plays a significant role in our lives. Technology enables audio and visual content adaption through various techniques for the classroom setting. As a result, the variety of tactics and techniques that teachers employ in the classroom can be increased. For example, they can use digital short stories to improve classroom management and engage learners. The best way to introduce new language teaching techniques is to incorporate literary texts in the classroom. Reading and listening to the literature provides students with a lexicon for learning new words, sentence structures, and discourse functions (Stan, 2015: 454-459). Literary texts have the potential to enhance students' language abilities in a variety of ways. For instance, stories capture readers' attention; readers can better comprehend what they are reading. Additionally, they can write more successfully since engaging stories keep readers' attention.

YouTube is a cultural instrument that instructors in all levels of education, from primary to higher education and corporate training, should begin experimenting with in their classrooms. Since YouTube is a relatively new phenomenon, educators and researchers interested in second language acquisition are becoming increasingly concerned about its usefulness in EFL/ESL courses. YouTube provides unlimited chances for students to enhance their learning and can anchor education in such rich learning situations.

STATEMENT OF THE PROBLEM

Given that many students' psychological perceptions of English as a challenging reference make it one of their most feared classes, English speakers still learning the language do not see it as a helpful tool (Sekmez, 2017). Another issue is that children memorize grammar rules like mathematical formulae rather than using the language creatively as they learn it. Story telling is creative, while traditional methods frequently follow textbooks, and standardized examinations are used to evaluate students in schools. As a result, due to prescribed methods, teachers need help to assess their students' learning progress in alternative, more creative mediums. Teachers must teach grammar principles and employ evaluation techniques due to lacking resources and a prescribed curriculum. A different source for innovative teaching and learning strategies is literature. To raise students' knowledge of alternative resources for language

learning, teachers must explain how to use digital short stories and multimedia texts to their students. Using multimedia texts in the classroom encourages students to familiarize themselves with vocabulary and grammatical structures (Ahmadi, 2018: 115-125). Teachers should put more time and effort into teaching a subject using digital platforms and increasing student exposure to opportunities for learning a language online.

The teacher must be a resource or instructional tool that ensures the learners understand while also providing engaging, fascinating, and current teaching material to assist students in mastering English proficiency. The term “teaching media” refers to media used to convey learning-related messages or information. Furthermore, there was a description of teaching media with both a restricted and broad connotation. Pictures, images, graphics, and electronic instruments used to illustrate and transmit spoken and visual information are referred to as media in the narrow sense. However, media broadly refers to individuals, things, or events that can influence students knowledge, abilities, or attitudes. The media, in this perspective, also includes books, professors, and the environment.

To investigate the use of technology in teaching English, English teachers can incorporate interactive learning tools, including smart boards, laptops, tablets, and other gadgets. The educational process has significantly benefited from using technology, improving learning effectiveness and efficiency. Hismanolu (2005:1–14) asserts that integrating technology into classroom instruction will benefit students and teachers by creating favorable conditions to enhance teaching-learning activities. In this instance, switching from the conventional way to a more engaging and inventive method through technology will transform the teacher’s behavior and attitude. YouTube is a prime example of excellent interactive technology that educators may employ.

Through these resources, students can access a variety of texts from beginner to advanced levels, including e-books, reading programs with a reading-aloud interface, appropriate vocabulary-building activities, and games that help students improve their reading comprehension and vocabulary (Fu, 2013: 112- 125). To capture students’ interest, teachers should use online resources more regularly in the classroom (Bibby, 2011: 43-54). Stories are a tried-and-true vehicle for individual experience and learning, meaning they can enhance language comprehension abilities. Digital short stories can be readily listened to by learners while they read.

RESEARCH QUESTIONS

1. How do using YouTube short stories in language classes affect language learners’ word learning?
2. Compared with traditional approaches, what effect can YouTube short stories have on students’ vocabulary learning?

REVIEW OF LITERATURE

Stories provide fascinating and enjoyable material that can be used to support educational objectives (Rossiter, 2002). To improve their linguistic abilities, students might synthesize short stories’ content. In light of this, short stories can aid learning by promoting communication, fostering cultural exchange, and making people aware (Georgiou and Verdugo, 2011:137-155). Students with multiple aspects of knowledge, such as visual, auditory, and kinesthetic intelligence, are also drawn to stories. There are many benefits to using stories while teaching a language. The stories can connect with real-life experiences and feelings through the learners’ prior knowledge. According to Savvidou (2004), literature has several advantages for language learning. Therefore, teachers need to use these real and interesting resources to catch students’ attention and get more done. Short stories are texts that are rich in significance and engage students of all levels. As a result, using short stories promotes learners’ linguistic growth and language acquisition. Additionally, short stories come in various lengths that allow for quick reading. Numerous short stories are accessible to people of various ages and linguistic abilities. Moreover, short stories offer learners visual, aural, and interpretive learning possibilities. According to Lubliner and Smetana (2005: 163-200), when students encounter words in a text more than once, they acquire permanent vocabulary

knowledge. Students should be able to utilize words in sentences and infer the meaning of terms from context. In light of this, Hişmanolu (2005:1–14) demonstrated that using short stories as a substitute for laborious vocabulary study was a viable option. After finishing a short story, students feel satisfied. Language instruction is made more enjoyable through digital and story reading. Learning a language becomes more enduring when pleasurable (Phillips, 1993). The foundation of teaching language is vocabulary. Learning a language can move swiftly when vocabulary learning is well established. In their research at a university in Hong Kong, Lao and Krashen (2000: 16-32) demonstrated the value of using literary texts to teach vocabulary and reading. In light of this, there are two types of word knowledge: active and passive. Students with passive vocabulary can identify certain words but cannot employ those words in linguistic communication.

The teacher should ensure students know that viewing a YouTube video differs from doing so in class. As L2 students are counseled and directed to strengthen their capacity to communicate in English, watching classroom videos is significant. These assertions concur with Davies and Pearse's assertion. They claimed that to participate in the class, the participants must first be aware of the expectations. They will be prepared for the activity chosen for them to complete and will be more productive, both cognitively and linguistically. Additionally, an organized strategy with all goals necessary to successfully use specific technology resources, like YouTube videos, must be set out in ESL classrooms. By doing this, educators may develop their digital literacy and be more equipped to handle any issues that may arise while using videos online as teaching resources. Students' responses to activities, including YouTube in EFL classrooms, were generally very positive; this was established by numerous earlier scholars. Videos posted online pique students' interest in paying attention to the image and nonverbal cues and intonations that give the video meaning. Using YouTube videos as teaching resources, Lidya Benmouhoub has explored how oral fluency among EFL students might be improved. The third-year students split into a control and an experimental group, were subjected to a questionnaire, a students' evaluation checklist, and an interview. Experimental students outperformed the control group in terms of production.

Purpose of the Study

The study aims to determine if incorporating YouTube into reading sessions improves vocabulary comprehension and retention in English as a second language. The study also assessed how students and teachers felt about using YouTube to help L2 students increase their vocabulary. A total of 40 undergraduate-level students aged 17 to 20 years participated in the study. Participants were split into two groups: an experimental group that viewed YouTube stories during the reading activities and a control group that was not exposed to YouTube videos but was taught in the classroom. In addition to questionnaires, pre-test and post-tests were used to collect data. According to the study's findings, in the post-test, the group that saw YouTube stories outperformed the group that was not exposed to YouTube videos. The findings demonstrate that YouTube had a statistically significant impact on learners' vocabulary learning. According to the study's findings, the usage of YouTube in online classrooms during the Covid-19 pandemic was evaluated positively by the participants. The study also revealed that the student's vocabulary achievement had improved significantly. The findings are examined regarding their consequences for second language acquisition and instruction.

METHODOLOGY

It is widely known that teaching a second language is a difficult task, especially when working with young students. Creating a lively and enjoyable environment is critical for children to enhance their general language skills. At the undergraduate level, communicative teaching activities such as games, role-play, songs, and theme work are encouraged, as they foster active and creative language learning. However, English teachers and researchers know that the methods used in English language education in India are traditional, textbook-centered, and teacher-directed. International research on such methods has found them unsatisfactory, and many students find them de-motivating, particularly when studying separate pieces that evaluate vocabulary and grammar out of context. (Laufer, 1999; Biemiller, 2005; Nation, 2008).

Nevertheless, many studies show that some applications of computer-based technology in the second language classroom, such as Digital Stories, Computer Games, Moving Pictures, and Digital Songs, can play a significant role in enhancing young learners' learning abilities, especially vocabulary learning if appropriately selected and organized (Nation, 2008; Nation, 2010; Laufer et al., 2004). (Cameron, 2005:77).

Students can hear a native voice tell the story through digital short stories. This is very helpful for enhancing the learner's second-language pronunciation. A more focused reading activity results in an effective listening activity. These stories can be heard by students on online channels, ensuring endless educational possibilities. Since each student has varied vocabulary knowledge and ability, some students may need more time to fully comprehend the text after just one reading or hearing. Therefore, this task can provide a second chance for slow learners to practice and catch up. The instructor may ask specific questions before listening to aid student comprehension and provide the background information needed before reading the literary text.

RESEARCH PROCEDURE AND PARTICIPANTS

This section details the technique used in this research, the participants, the environment, and the instruments, such as the pre-test, treatment, and post-test. Participants in this study were college students at an undergraduate institution in India during 2020–2021. After graduating from the institution, students will attend various departments for their academic pursuits. Students in the experimental and control groups had a beginner's level of English ability. Their vocabulary needed improvement to convey their concepts and opinions more effectively and reach a higher level of proficiency to ensure their continued departmental studies after completing college. All students attended class which lasted 40 minutes, and took 30 hours of English lessons per week through team teaching from four English instructors, including listening, reading, and writing assignments. In addition, the participants must pass four accomplishment assessments and several quizzes in the skills courses and main course sessions.

The participants were split into an experimental and control group in this study. Twenty (n=20) female students made up each group. The control group was not exposed to the same digital short stories as the experimental group. Due to their secondary and high school English education, all participants have some grounding in the English language instruments to create robust data sets for this study. Data collection and data analysis instruments were used. Qualitative research techniques were employed to gather and analyze data, such as participant observation, interviews, classroom observation, and class recording. In addition, short stories from YouTube chosen for the treatment procedure were employed according to students' academic levels.

The vocabulary assessments for the control and experimental groups were prepared by considering students' vocabulary levels, and tests for both groups were administered. Based on this observation and other teachers' opinions regarding students' competency levels, a pre-test was created for both groups. The pre-test aided the study's understanding of the vocabulary proficiency of students in both groups. Using the pre-test, we discovered that the vocabulary levels of the two groups were similar. The short stories, chosen based on various factors, were selected from YouTube because they fit students' grade levels and vocabulary. The short stories are educational and entertaining texts driven by history, literature, and culture. The reading system was designed for experimental group students in 20 sessions for five weeks after the pre-test results from both groups were collected. Each week, students completed five YouTube short stories. Students could readily understand the texts they listened too because the stories were approximately 10-12 minutes long. The control group was given stories from their prescribed textbook.

YouTube Stories Used in the Research

The Blind Painter, Wedding Necklace, The Magic Swan, The Green Door What We Plant We Eat.

After viewing the short stories, students performed vocabulary exercises on each story connected to its subject. Pre-reading, while-reading, and post-reading were the three stages of reading short stories. Each phase focuses on a different aspect of reading text and vocabulary that needs to be learned. Asking in-depth

inquiries regarding the subject of the upcoming story is the first step in the pre-reading exercise. The while-reading component strives to comprehensively involve children in the reading process.

Comprehension exercises accompanied each story to make sure the students understood it. The exercises had four sections: true-false questions, multiple-choice activities, word matches, and identifying pictures exercises that assessed the students' comprehension. The class watched the first short YouTube story, and completed the related exercises. The researcher gathered these documents and examined them. All stories underwent the same process, seeking specific information expected of students by presenting propositions they must mark as true or false. The post-reading section tried to review vocabulary learned through various conversation points. Furthermore, by contrasting it with the students' own national culture and history, cultural and historical components, such as the reading, are highlighted. Participants took a post-test after the five-week period to assess their progress and gauge how much they had changed from their pre-test results. Control group students attended regular lessons using conventional teaching techniques. By examining the dictionary, they also picked up a new vocabulary. The post-test was given to determine if there had been any improvements.

Data Availability Statement

Data is available on request.

FINDINGS AND DISCUSSION

The pre-test helped the researcher learn more about the vocabulary proficiency of students in the control and experiment groups. To maintain the integrity of the assessment, students were restricted from using their phones and dictionaries while taking it. Additionally, the teacher kept watch over the classroom to monitor for any instances of cheating. According to the pre-test results, the basic vocabulary level for both groups was similar. Using a different technique, the experimental group's participants learned new vocabulary words by reading digital short stories. The participants in the control group continued using the same approach as before, relying on the teacher's explanation and the information in the textbook.

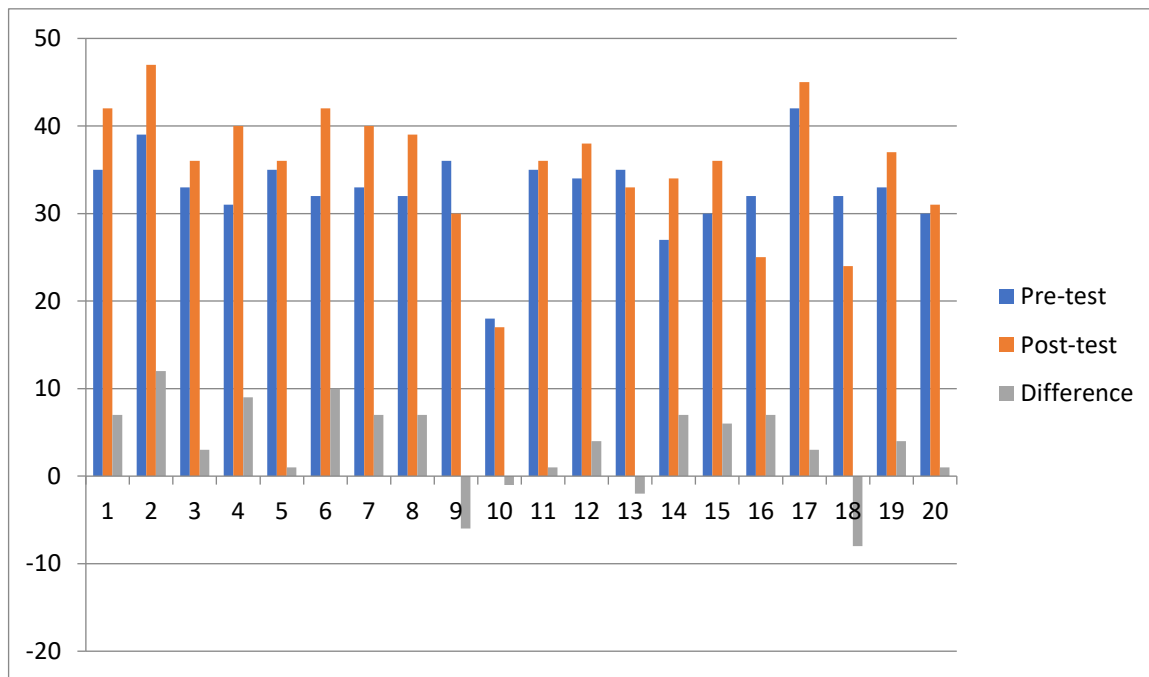
The test results are used to determine whether or not students in the experimental group learned more words due to the treatment. All the terms used in these examinations for both groups were chosen from the same curriculum. The goal was to assess the contribution the traditional approach made to students' word growth when using the same word category. The post-test was used to evaluate whether the students' vocabulary knowledge had changed.

TABLE 1
CONTROL GROUP PRE-TEST AND POST-TEST SCORE DIFFERENCE FOR FIVE
YOUTUBE SHORT STORIES

Student	Pre-test score	Post-test score	Difference between post and pre-test score
1	35	42	7
2	39	47	12
3	33	36	3
4	31	40	9
5	35	36	1
6	32	42	10
7	33	40	7
8	32	39	7
9	36	30	-6
10	18	17	-1
11	35	36	1
12	34	38	4

13	35	33	-2
14	27	34	7
15	30	36	6
16	32	25	7
17	42	45	3
18	32	24	-8
19	33	37	4
20	30	31	1
Mean	32.70	35.40	d=2.70

**FIGURE 1
CONTROL GROUP SCORE DIFFERENCE**



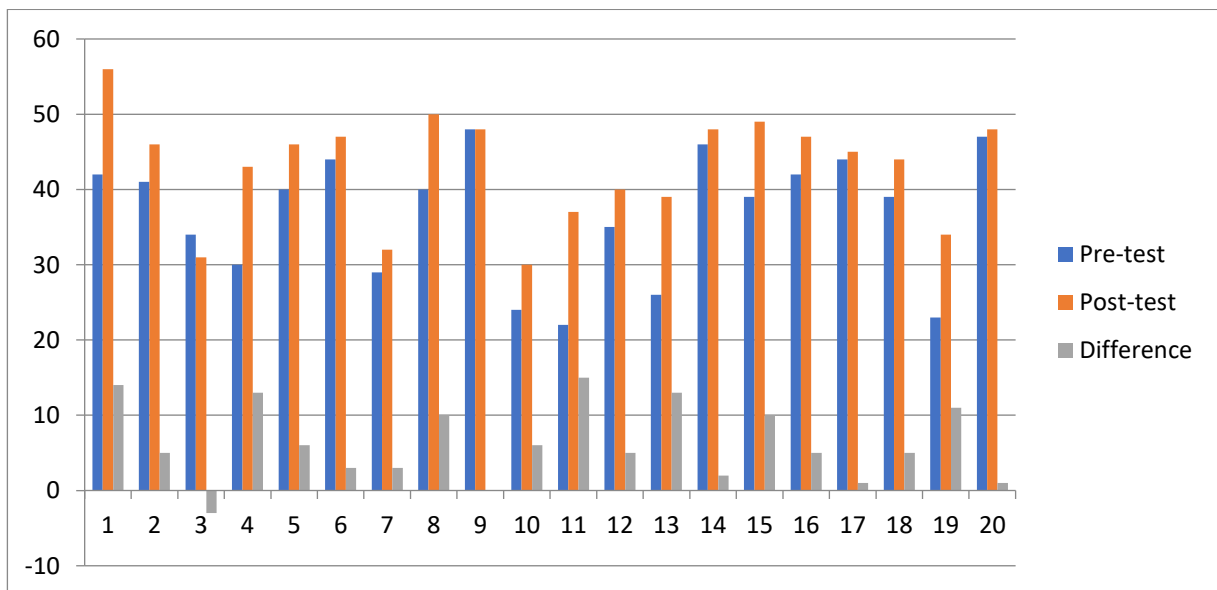
According to the above information, the control group’s pre-test and post-test mean score was 32.70 and 35.40, respectively. This highlights an increase in the test score pre and post treatment. The difference between the means is computed to show the score difference and improvement between the pre-test and post-test ($d = 2.70$) (Table 1, Figure 1).

Furthermore, with a difference of $d=6.25$, the post-test mean (43) for the experimental group is greater than the pre-test score mean (36.75) (Table 2). For the majority of students, scores and vocabulary knowledge significantly improved. In other words, it is apparent that during the intervention period, the use of digital short stories impacted students’ vocabulary learning. Test results were improved in both groups after the treatment (control and experimental). The experimental group’s pre-test mean was lower than the control group.

TABLE 2
EXPERIMENTAL GROUP PRE-TEST AND POST-TEST SCORE DIFFERENCE FOR FIVE
YOUTUBE SHORT STORIES

Student	Pre-test score	Post-test score	Difference	Square Difference
1	42	56	14	196
2	41	46	05	25
3	34	31	-3	9
4	30	43	13	169
5	40	46	06	36
6	44	47	03	9
7	29	32	03	9
8	40	50	10	100
9	48	48	0	0
10	24	30	06	36
11	22	37	15	225
12	35	40	05	25
13	26	39	13	169
14	46	48	02	04
15	39	49	10	100
16	42	47	05	25
17	44	45	01	1
18	39	44	05	25
19	23	34	11	121
20	47	48	1	01
Sum	735	860	125	1285
Mean	36.75	43	d=6.25	

FIGURE 2
EXPERIMENTAL GROUP SCORE DIFFERENCE



The post-test findings indicated that the impact of the story reading application resulted in a better performance from students in the experimental group compared to the control group. For most students, scores and vocabulary knowledge significantly improved, highlighting that the use of YouTube short stories positively impacted students' vocabulary acquisition. The paired-sample t-test measurement was used to demonstrate the treatment caused the experimental group's pre-test and post-treatment score differences. The test also demonstrates the null hypothesis. The score difference for each participant is derived by deducting the pre-test result from the post-test result. The square difference (d^2) and the score difference (d) were determined between the two tests. The mean difference and the Sd (standard deviation) deviation are calculated. The difference's standard deviation (Sd) is computed first, followed by the average difference's standard error calculated as,

The Mean difference

$$d = \Sigma d / N$$

where d = difference in score, N = number of students,
 Σ = sum $d = 125/20$

Therefore, $d = 6.25$

The Standard Deviation of the Score Difference

$$Sd = \sqrt{sd} = \sqrt{\Sigma d / N - d}$$

where S = variance, and Σd = sum of the square difference score

Therefore, $Sd = \sqrt{1285 / 20 - (6.25 \times 6.25)} = 5.01$
 Standard deviation = 5.01

The standard error of mean is:

$$SE(d) = Sd / \sqrt{N}$$

$$SE(d) = 5.01 / \sqrt{20} = 1.12.$$

$$t_{N-1} = d / SE(d).$$

$$\text{Here, } t_{20-1} = 6.25 / 1.12.$$

Therefore, $t_{19} = 5.58$

Twenty participants constitute the experimental group, having a degree of freedom of 19 ($df = N - 1$). This indicates that the critical value of t is 1.12 and the probability level relating to group size is $p = 0.01$. Therefore, a t -value below the critical value may only occur by chance ($5.58 > 1.12$). The t -value obtained was greater than the crucial t -value. Additionally, the outcome significantly improved the experimental group's pre-test and post-test scores.

CONCLUSION

This research was conducted to determine how well short stories helped ESL students build and broaden their vocabulary. Compared to students who strictly followed teacher directions from the book in a classroom, it was shown that students who viewed and read stories via YouTube significantly improved their vocabulary knowledge. Based on the findings of pre-and post-tests, the experimental group students' vocabulary knowledge significantly improved. These tests emphasize the value of fieldwork and application-based research projects. The words they learned from YouTube include acclimatization, courteous, mean, hear-broken, heartfelt, a barren land, encircling, famine, ecstatic, mahout, procession, aroma, sprout, marvelous, staring, staring, panic, furious, limping, deserted, growling, stroll, appalling, vanish, glee, gusto.

Since this method exposed students to new words in various contexts, curiosity about the significance of thorough reading in language education increased. Evidence is shown using the pre-and post-test results from the experimental group. The experimental group's pre-test mean was 64.60, considerably increasing to 78.60 after treatment (the mean post-test score). The findings of this study suggest that YouTube short stories are useful in expanding one's vocabulary. Students' motivation increased due to reading digital short stories and learning about another culture. Additionally, these stories could help students develop higher-order thinking skills by allowing them to critically evaluate the content.

These findings suggest that education and technology can enhance students' language abilities and help them communicate more effectively. In addition, critical thinking and confidence were increased as a result of using these YouTube short stories. When students read and viewed anything using the screen at the same time, they were able to interpret better. Instead of learned knowledge, this presentation skill gives students acquired knowledge. The words that students learn can stick with them if they internalize the narrative. Based on observations, the students enjoyed learning while watching stories. Enjoyable learning promotes learning retention. Learning new words is easier when no tension or concern exists about exams. The benefit of watching short stories is helping students develop their language abilities. Literature also helps children learn about various cultures and reflects real-life occurrences. Additionally, because they must read, analyze, and draw conclusions, short stories foster the students' creativity through a traditional method and online resources. The experimental group's students gave presentations in the reading session that followed the treatment. By using the vocabulary, they had learned from the short stories, it was apparent that they had more self-control and confidence, which is essential for their future careers. In addition, they began to employ words in sentences analytically and correctly when writing articles during writing class. Furthermore, students responded to the questions in speaking class with better confidence and fluency. The short stories allow the students to learn about other cultures and their similarities and differences. They present various portrayals of characters, moral principles, and ethical nature from many civilizations, and this point of view positively impacted the participant's personalities. As a result, the selection of short stories should consider the demands and history of students. Each method of instruction has value and distinction. Every student has a unique temperament, knowledge base, and linguistic background, and certain students will benefit from each teaching technique. Teachers should locate the best teaching strategies and exercises to choose an appropriate story. The best way to teach English vocabulary is through online stories. This study demonstrated the benefits of using alternative media, such as online stories or YouTube, for language learning and vocabulary enhancement. The study supports innovative and creative methods that deviate from standard operating procedures or other expected methods in the ESL classroom to enhance language teaching methods and approaches.

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