Advantages Of Using Short Stories In Enriching Lexical And Grammatical Collocations Of ESL Learners

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Abstract
The main objective of ESL teaching is to help students communicate fluently in the second language. A recent trend in ESL teaching indicates the necessity of integrating literature because of its rich potential to provide an authentic model of language use. Among literary genres, short stories seem to be the most suitable choice for their potential to help students enhancing their vocabulary and also developing the four skills--listening, speaking, reading, and writing -- more effectively because of the motivational benefits embedded in the stories. The purpose of this article is advantages of using short stories in enriching the lexical and grammatical collocations of ESL learners.

Keywords: collocation, vocabulary, lexical, grammatical, and short stories

Introduction
In the nineteenth century, the Grammar Translation Method predominated ESL teaching. In that era, translating literary texts from the second language to the students' native language was one of the main learning activities. The Structural Approach was concerned with correctness of grammatical form and not with content, interpretation of the written word or style. Then, when The Direct Method, The Audio lingual Method , The Community Language Learning, The Suggestopedia, The Silent Way, The Total Physical Response, and The Natural Approach successively dominated ESL teaching. Later, the appearance of The Communicative Approach in the late 70's and very early 80's, literature was also ignored.

The tendency in the ESL classrooms was to teach "usable, practicable" contents. Thus, literary works had no place in the curriculum. During this period most ESL courses were mainly aimed to enable the students to communicate orally. Dialogues dominated the curriculum. In short, literary works undoubtedly enable students to understand the language better by providing the students with real world experiences, relationships between society and people where the target language is spoken, even if they are fictions. In line with these ideas, Littlewood emphasizes "the importance of the use of literature in ESL classes by showing the fact that a major problem of language teaching in the classroom is the creation of an authentic situation for language" (179).

Collocation
In recent years, collocation has emerged as an important category of lexical patterning, and it is fast becoming an established unit of description in language teaching courses and materials. The arbitrary nature of collocation is ideally suited to independent language learning and that teachers need to equip students with skills to enable them to develop their knowledge of collocations independently of the teacher.

The importance of students recording the vocabulary they encounter, and outlined a simple extension of the traditional vocabulary notebook to accommodate collocations and other co-textual patterns. Language teaching courses and materials tend to classify the dominant patterns under the traditional labels; grammar, function, and the non-literal meaning categories of idiom and phrasal verb.

For teaching purposes, one needs a definition that confines itself to a level of patterning that gas previously received no explicit focus in classrooms. A number of overlapping definitions of collocation exist, many of which have at their core some sense of the "co-occurrence" of words. Collocation is a combination of words in a language that happens very often and more frequently than would happen by chance. A collocation is a group of two or more words that are almost always put together to create a specific meaning. Collocation is a predictable combination of words. For example one can say heavy rain but strong wind because it does not sound right likewise one can say "do exercise" but not "make exercise".

A focus on collocation must become a major priority in Business English and English for Academic Purpose courses. For many students, learning more vocabulary simply means learning new words. By focusing students' attention on mis-collocations, teachers make students aware that learning more vocabulary is not just learning new words; it is often learning familiar words in new combinations. Teachers have a prominent role to play in helping the learner identify collocations in texts.

Collocations can be made up of any kinds of words such as verbs, nouns, adverbs and adjectives. There are five main types of collocation:

1. Noun Entries
- noun+noun – luggage rack, hair colour, summer vacation, etc.
- noun+verb – skin peels, value increase, memory lose, etc.
- noun+prep – reply to, chat between, apology for , etc.

2. Verb Entries
- verb+noun – paint ceiling, find job, wet a towel, etc.
- adverb+verb – often travel, reasonably priced, high ranking, etc.
- verb+preposition – enter by, lowered down, growing on, etc.

3. Adjective Entries
- adjective+noun – boiling water, soft voice, farthest corner, etc.
- adverb+adjective – scrupulously honest, extremely hard, environmentally safe, etc.
- verb+adjective – go dark, become permanent, rich crimson, etc.
- adjective+preposition – painful to somebody, good at something, shy with somebody, etc.

4. Everyday Verbs
- have – have an accident, have a drink, have a swim, etc.
- give – give an advice, give a lecture, give a speech, etc.
- do – do a test, do your duty, do damage, etc.
- pay – pay attention, pay last respect, pay support, etc.
- take – take a chance, take control, take a nap, etc.
- make – make an appointment, make an effort, make a promise, etc.

5. Fixed Forms
- idioms – break a leg, once in a blue moon, spill the beans, etc.
- phrases – a drop of rain, the back of the chair, crawling down the stairs, etc.
- register – personality traits, bear market, apologise humbly, etc.
- binomial – bread and butter, cup and saucer, short and sweet, etc.
- phrasal verb – pay off, loot at, take out, etc.

Short Stories
Short stories help students to learn the four skills -- listening, speaking, reading, and writing -- more effectively because of the motivational benefits embedded in the stories. In addition, Short stories can teach literary, cultural, and higher-order thinking aspects. They are entertaining, and they provide reading practice that is targeted to language skill levels. Short stories are specifically designed to help students learn new vocabulary, improve their reading skills, and engage their whole brain. They will also find that they will remember words better when they are associated with a story. It can be a good entry point for readers who find longer novels too intimidating. Stories teach students about life, about ourselves, and about others. Storytelling is a unique way for students to develop an understanding, respect, and appreciation for other cultures and can promote a positive attitude towards people from different lands, races, and religious.

Reasons for choosing short stories:
1. The deviant and figurative language of poetry necessitates very long time to grasp.
2. The length of the novel will make it difficult for such classes to finish.
3. Drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours.

Considering these objections, it is obvious that among literary forms, the short story which is defined by Poe "as a narrative that can be read in one sitting of from one-half hour to two hours, and that is limited to 'a certain unique or single effect,' to which every detail is subordinate" (Abrams 158) seems to be the most suitable one to use in public schools. Since it is sort, and aims at giving a "single effect," there is usually one plot and a few characters; there is no detailed description of the setting. So, it is easy for the students to follow the story line of the work.
This reason, that short stories are the most suitable literary genre to use in English teaching due to their shortness, is supported by Collie and Slater when they list four advantages of using short stories for language teachers:
First, short stories are practical as their length is long enough be covered entirely in one or two class sessions. Second, short stories are not complicated for students towork with on their own. Third, short stories have a variety of choices for

different interests and tastes. Finally, short stories can be used with all levels (beginner to advanced), all ages (young learners to adults) and all classes. (196)

The use of short stories in English teaching should be aimed to encouraging the students to use what they have previously learnt. By doing this, the learning process will be student-centred. However, the teacher plays a great role. The teacher must choose a suitable text to use in class and should help students understand the story with various activities.

In using short stories to teach English, story selection is indeed one of the most important roles of the teacher. Since the lengths of short stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand, and finish something in English, and it will give the students a feeling of achievement and self-confidence. Besides, according to Hill, the length of the text, points out three other basic criteria for choosing the text:

1. The needs and abilities of the students
2. The linguistic and stylistic level of the text
3. The amount of background information required for a true appreciation of the material. (15)

The importance of considering these points that the vocabulary and sentence structure of the short story to be studied must be suitable to the level of the students. The short stories with archaic, slang, foreign words, and allusions, having sentences imitating the speech of a particular locality or ignorant people or foreigners should be avoided if the text is intended for students below intermediate level. Similarly, very long sentences are difficult for students to understand. As students will not understand these sentences and words, they will get bores and not read the work. Therefore, before giving the short story, the teacher should decide the readability of the text.

Language Skills Development

Short stories allow teachers to teach the four skills to all levels of language proficiency. Short stories could be very beneficial materials in ELT reinforcement by using them in learning activities such as, discussion, writing and acting out dialogues. They are very useful in the trials to improve students' vocabulary and reading.

High-intermediate and advanced students also gain from literary texts. It helps them speak the language in a more imaginative way. They become more creative since they are faced with their own point of view, that/those of the main character(s) of the story and those of their peers.

Short story can be a powerful and motivating source for writing ESL as a model and as subject matter. Teachers can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogue or more complex writing activities if students have reached a high level of language proficiency:

1. To write a dialogue
2. To paraphrase a paragraph
3. To write a summary of the story
4. To write a sentence on the theme of the story
5. To write a paragraph to explain a character
6. To write an essay of the story
7. To write a book review on the story

Short story can be a strong and inspiring source for teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, re-enactment, and discussion are some effective learning activities which centre on a short story classes can use for enhancing these two skills. Asking students to read story aloud can develop their speaking as well as listening skills. Moreover, it also leads to improving pronunciation. The followings are some activities teachers can assign to develop students speaking skills by using short stories.

1. The students read the story aloud as a chain activity. The first student reads the first sentence/paragraph. The second student takes the second sentence/paragraph, third sentence, and so forth. Such activity will enhance students' pronunciation and fluency in an interesting way.
2. Students retell the story as a chain activity in small groups. Each student will have a lot of opportunities to practice the relevant connectors or other discourse markers in a meaningful context.
3. In an advanced class, the students are grouped into two groups. First group is assigned to prepare arguments of praise a character from the story. Second group prepare arguments of disagree with a character.
4. An extending activity useful to develop students' speaking skill and to make students more involved in the story is role-play. This can be carried out by asking students to play the role of several characters.

To develop listening skill using a short story, teachers can do the followings:

1. Read the story out loud so students have the opportunity to listen to a native speaker of English (if possible).
2. Play the story if a recording is available.

The activity can be carried out for fun or for students to find answers to questions given and explained to them before the listening activity starts. For students to understand the story when they listen to it for the first time, the questions can be based on literary structures.

Good Short Stories
They need to be coherent, grammatically correct, and have proper spelling. And no matter the length, they need to tell a story. That means they both need to have these elements:
1. Inciting Incident
2. Rising Action (Progressive Complications)
3. Climax
4. Falling Action

Short stories allow students to expand their vocabulary; they teach them to think critically, they improve their motivation.

Conclusion
Since the objective of ESL teaching is to help students to communicate fluently in the target language, teachers should provide an authentic model of language use. To do it, teacher should focus not only on linguistic but also on literary and cultural elements. Since short stories offer these elements, they are highly beneficial to use in ESL teaching programs. However, the selection of short stories should be done in reference to the course objective, the learners' profile, and the story content in order to make the best of it. Since every teaching situation is unique, the use of one single piece of literature varies from classroom and from teacher to teacher. Hence, short stories can be used to provide enhancing lexical and grammatical collocations of ESL learners because short stories create a meaningful context to teach language skills and to improve the students' broad interpretation.

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