Chapter 8

Using Digital Short Stories in Teaching English Vocabulary

Özlem ZABİTGİL GÜLSEREN[1] and Sıla Selver AKAR[2]

[1] *Assist. Prof.; Istanbul Sabahattin Zaim University, Faculty of Education, English Language Teaching, Istanbul-Turkey*

[2] *Lecturer; Istanbul Yeni Yüzyil University, Department of Foreign Languages, Istanbul-Turkey*

INTRODUCTION

Long-running studies have revealed that modern and authentic methods are substantial means while teaching language. When these methods are combined with technology, they enable acceleration of second language acquisition for language learners. Vocabulary knowledge serves as the cornerstone of all the four language skills: reading, writing, listening and speaking. This research analyses the benefits of digital short story use with a combination of technology and short story approach in language teaching classroom as it shapes the vocabulary knowledge outcomes. "Building up a useful vocabulary is central to the learning of a foreign language" (Cameron, 2001, 72). Vocabulary growth is directly correlated with the four language skills. The more the language learner encounters new vocabulary in meaningful contexts, the stronger their vocabulary development would be. The more vocabulary foreign language learners have, the stronger their communicative powers. With this in mind, promoting vocabulary growth is an important concern for language learners. The digital environment offers rich and authentic visual and auditory input for learners. Literary works comprised of cultural and social details is a noteworthy language model for learners in many ways. Learners are able to examine literary works including syntax discourse functions and correct sentence patterns prevalent in literary texts (Stan, 2014, 454-459) and thus improving their general language capacity in the target language.

Background of the Problem

The language education system in public schools may bring about problems for students' thoughts about language learning. Content of mandatory English syllabus equipped by authorities scares learners. These programs generally assess students' knowledge by a grammar-based test system. Teachers can alter learner's bias against language learning by selecting accurate methods, which are suitable for learners' interests, backgrounds and levels. Most students consider language learning as memorization of grammar rules and accumulation of vocabularies. Instructors have a troublesome duty to change students' perceptions about language learning. Teachers ought to provide various activities which make learners acquire vocabulary intrinsically so that they are not overwhelmed about vocabulary learning. Use of literature and technology can achieve the motivation and interest of language

learners.

Technologically supported language pedagogy provides an effective learning potential for language learners (Dexter, Anderson & Becker, 2014, 221-239). Digital short stories and follow-up language activities provide a rich content education which can draws students' attention. Appropriate story material in digestible digital sizes could draw learners into the language learning literary world. According to Cameron (2001) short stories provide many instances of rich vocabulary reservoir, rhymes, repetitions and structures to learners. Vocabulary learning moves beyond learning words and becomes a step to build grammatical development (Cameron, 2001). These tools when adapted technologically supported stories can assist learners in analyzing and synthesizing the information autonomously. Digital short stories provide learners opportunities to engage fully with the literary text in a spoken and written style and acquire the language in a contextualized design (Garvie, 1990). Hence, learners gain new receptive vocabulary to add to their growing active vocabulary pool. This way learners can advance their language learning approach and become more equipped in coping with challenges they encounter in their language journey.

LITERATURE REVIEW

Short Stories in the Language Classroom

Short stories prove to be effective sources of language learning. Language teachers should be mindful of the target group and their needs to make the best choices. Digital sources provide many advantages and opportunities compared to the traditional literary sources. The visually rich digital short stories can be easily adapted to various language proficiency levels. To achieve maximum efficiency from these stories, digital short stories ought to be selected according to learner's interest, background, and language level. Materials should be in accordance with students' proficiency levels and should provide an amount of background information for initiating true appreciation (Hill, 1994, 349-358). The key concern for the teacher is to make the literary material relatable to students. Short stories are practical for different learning styles in so far as the instructor manages to create the necessary link for learners. For instance, language teacher can easily utilize short stories with learners who have visual and auditory learning strengths. Kinesthetic and verbal learning styles can be easily addressed with literary materials. Thus, digital short stories can be molded by the language instructor to address different learning styles and diverse intelligences. Digital short stories can be adjusted for different language levels and skills. For instance, more complex elements of narratives such as conflict, climax, and solution can be introduced to more advanced groups (Erkaya, Rocha 2005, 38-49) whereas straight vocabulary practice can be targeted for lower proficiency levels. The length and detail of short stories should be organized according to students' proficiency levels.

Different strategies should be used to create a good match between the digital narrative and the learning group. According to Gajdusek (1988, 227-257), pre-reading activities are an effective method to introduce and stimulate curiosity. Thus, implementing pre-reading activities are motivating strategies which encourage

verbal participation of language learners. Also, it is possible to address and integrate all language skills in short story applications. When learners are drawn into the story, they are ready to engage with the text fully sharing their ideas in English communicatively (Garvie, 1990). Being drawn into the story initiates creative ways of expression both in speaking and writing encourage productive vocabulary building blocks. Bland (2013, 5) supports this view indicating that authentic materials can cater to learners' effective, aesthetic and wider educational needs in addition to their functional-communicative consequences in L2. Literary works offer rich language exposure for spelling, vocabulary and grammatical structure (Heaton, 1988). Utilizing well-chosen digital short stories can achieve long-term learning results in vocabulary and other language skills. Furthermore, short stories contain words and phrases from daily life and diverse cultures. Another advantage of the use of carefully selected stories is enabling creativity and abundant speaking practice through newly gained vocabulary. Learners can interpret stories and respond creatively in oral and written discourse through individual or group activities (Oster, 1989, 85-103). Students learn to interpret and criticize the narrative work of art through the target language and improve their language skills. Learners build cultural bridges and become world citizens.

Digital Short Stories in the Language Classroom

Use of digital short stories provides several advantages for language learners. Students can access new information confidently and feel more self-sufficient in creating and sharing new ideas through narrative discourse. Digital narrative resources present an entertaining and informative platform for language students. They do not think of stories as regular classroom teaching, so learning becomes more interesting for them. Utilization of multimedia texts in the classroom encourages learners to familiarize with new vocabularies and language structures (Ahmadi, 2018, 115-125). Students can analyze and synthesize digital stories with rich syntax, vocabulary and grammar input. Students also find opportunities to produce verbal and written language output interacting at a personal level. Digital short story discourse provides culturally relevant and globally congruent details. Abstract concepts such as love, humanity, values and human relations etc. are experienced easily by learners. Oatley (1999) claims that fictional stories improve people's empathy skills and help to understand others. Details of the plot can affect students and makes them remember the words in the long term. Deep engagement with the reading text initiates word recognition to move into long-term memory.

One key concern of the digitalized learning is mitigating the age, background and interest of learners so that more effective learning outcomes can occur. According to Rossiter (2002), stories involving interesting and entertaining content can be used to facilitate learning outcomes. So, it is key to know the interests and realities of learners by the language teachers in order to make the right story choices. Short stories are flexible learning materials adaptable for variables such as age, background, and interests of learners to create curiosity and motivation. Learning opportunity becomes more viable for learners provided that their anxiety level is reduced, and their curiosity is increased. In such a learning context, words to learn

become more vivid in learners' memory and become long-term easily. This study was conducted to explore if the well-chosen digital short stories can be influential materials in helping students build strong vocabulary and language skills.

Short Stories, Vocabulary Skill, and Other Language Skills

This study stems from the assumption that well-chosen digital short stories contribute immensely to the development of vocabulary knowledge of language learners. Lao and Krashen (2000, 261-270) claimed that carefully chosen literary texts have considerable implication for teaching vocabulary as gathered from their research at a Hong-Kong university. Knowing a word is more complex than one thinks. One can know a word but may only know one of the many meanings that word holds. Sometimes one cannot spell a word, but still could grasp what it refers to when s/he sees or hears it. It becomes clear that learning a word is not a one-time act of learning but an ongoing process that adds layers on previous learning. "Vocabulary development is about learning words, but it is about much more than that. Vocabulary development is also about learning more about those words, and about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words" (Cameron, 2001, 73). With this in mind, word knowledge can be categorized as active or passive as well as receptive or productive vocabularies (Lehr, Osborn & Hiebert, 2004). Passive vocabulary knowledge means that learners can recognize particular words when they encounter, however they cannot use these words actively in speech or writing. Hatch and Brown (1995) presented a similar conceptualization when defining vocabulary knowledge: Receptive vocabulary knowledge can be defined as the word group that students identify when they see in a text or hear in oral discourse. Productive word knowledge, on the other hand, refers to the word groups that learners are able to use in speaking or writing. Students often acquire words as passive or receptive knowledge, and as the learners increase their familiarity with these words, they move to active or productive knowledge storages. Thus, knowing a word includes different degrees of knowing. When one knows more about a word, s/he starts to learn additional nuances about that word and connecting associations with that word. Well-chosen short stories as well as their skillful practice in language classes enable growth of vocabulary knowledge. "…vocabulary development is a continuous process, not just adding new words but of building up knowledge about words we already know partially" (Cameron, 2002, 74). We can only see the body of the flower above the surface with the roots underneath the surface holding the flower strongly. It is for this reason that learning more about a word is like growing branches in the same body of a tree as our partial understandings of a word enlarges to develop fuller meanings. Cameron uses the metaphor of a flower image whose roots are growing underneath the soil for keeping the flower alive as it grows. This also refers to multiple layers and aspects of vocabulary development which presents a flexible learning model for vocabulary growth.

Learning new vocabulary is an exciting but at the same time it is a difficult undertaking. The process of vocabulary learning can be demoralizing for some learners because learners cannot relate words easily to their first language. Also, not

all words in the second language have an equivalent in the first language. Nation (1990, 326-328) states that students should be exposed to target words regularly knowing that the best way to learn is to dwell abundantly in the second language. This way learners will be encouraged to think in L2. According to Lubliner and Smetana (2005, 163-200), words encountered regularly become permanent for students, and students may start to think in the second language without realizing. In this regard, Hişmanoğlu (2005, 1-14) expresses that unlike classical methods, short stories provide entertaining and long-term vocabulary learning. Short stories build a cultural bridge between the target language(s) and the first language. In this regard, learning vocabulary becomes a pleasant task of providing linkages between the two languages and the world cultures.

Instructors can rank particular activities in the classroom for vocabulary study. Before reading or listening/watching digital short stories a series of warm-up activities can be practiced. For instance, discussion, brainstorming or guessing word meaning can be some examples for warm-up activities. After reading texts and listening/watching digital short stories, instructors can apply several comprehension activities to check student comprehension. Short stories procure many opportunities for different learning styles or preferences. Drama activity, for instance, can be an extraordinary activity for learners with kinesthetic intelligence. Also, whole class guessing-game or character analysis in the story can attract learners with interpersonal intelligence. Oster (1989, 85-103) points out that focusing different point of views in literature widens students' vision and fosters critical thinking as various situations are dramatized. Short story discussion and activities encourage students to communicate spontaneously and creatively with others to stretch their language capacities. Interactive activities with digital story practices encourage spontaneous and fluent foreign language communication. When students gain sufficient vocabulary knowledge and increase their social participation, they can use language more effectively and strategically. Thus, learners can carry out speaking and writing activities or interact with other students in a variety of ways.

Digital short stories appeal to learners with different language proficiency levels. According to Povey (1972, 40-46), short stories provide authentic language use with rich grammatical structures and language discourses. Beginner level students may also consolidate their grammatical and vocabulary knowledge through repetitive patterns in short stories. Students have the opportunity to examine use of authentic samples, thus they acquire permanence in learning. Beginner students may have difficulty in understanding audio texts on the first try. Before listening to the audio reading, pre-reading questions can be asked by the instructor to aid students' understanding and promote the topic. Students can practice native pronunciation input through audio discourse, and develop their listening comprehension skills. Visual aids and lively dialogues in short stories facilitate predicting the meanings of new words. Oster (1989, 85-103) stated that interesting short stories do not only improve oral skills, but also writing skills. For instance, post-reading activities can encourage learners to exhibit their views in writing or speaking by practicing newly learned vocabulary. Advanced learners as well as beginners can boost their language

skills through versatile opportunities digital short stories provide. Digital story approach provides different teaching options for different language levels and supports integrated language skills learning. This study aims to examine the effect of the digital short story application on vocabulary acquisition of learners.

METHODOLOGY

Settings and Participants

This study was carried out with preparatory students at a Foundation University to explore how digital short story practice influences their vocabulary development in English. It covered the fall semester of 2019-2020. Students' English level was beginner according to CEFR, and they would go on to study in their departments upon completion of the Preparatory program. Learners' basic language competencies had to be improved to be able to continue with their departmental studies. Learners' vocabulary knowledge ought to be sufficient to enable them succeed in their departments of study. Experimental and control groups were formed for the study. Ages of students were between 18 to 23. There were twenty students in each classroom. Students' weekly schedule contained a main course, listening-speaking, reading-writing and a team-teaching class. Instructors in the English Preparatory School administer quizzes for all of the skills lessons. Additionally, in the Preparatory school semester consists of four achievement tests to assess students' proficiency level and determine a pass or fail at the end of the semester.

Instruments

In this study, qualitative and quantitative measurement tools were used to gather reliable and valid data. Teachers took notes observing students in the treatment class to catch the moment-to-moment details of the lesson. Semi-structured interviews formed another qualitative data source. Pre-test and post-test applications were implemented as quantitative measurements. Qualitative and quantitative aspects of the study make this research multi-faceted in understanding the phenomenon under study.

Teacher's Notes and Semi-Structured Interviews

The teacher/researcher took first-hand notes in the digital short story treatment class. The instructor took regular notes to record daily details of the classroom practice and used these as self-reflection for short story practice. Some comprehension questions in the form of an informal interview were directed at the students about short stories and their answers were recorded by the teacher. These answers helped the instructor to understand students' emerging performances in the foreign language as well as understanding their views about short stories. Interviews were carried out with random students from control and experimental groups. These interviews were carried out at the end of the study in order to get their reflections. Following questions were directed at the students to learn more about their thoughts on digital short stories, use of literature, and vocabulary learning.

- Do you think the pre-test and post-test are suitable for your level or is it too difficult?

- Do you think that short stories are effective for learning a language?
- Do you think literature/short stories is/are useful for learning English?

In addition to student interviews, teacher interviews were also done. Three preparatory-school teachers who taught control and experimental groups were asked and their opinions and suggestions were recorded. The following question is directed at the language instructors in order to get a closer understanding of their views.

- Do you think that the pre-test and post-test are explicit, intelligible and appropriate according to the level of students?

Pre-Test and Post-Test

Students were divided into two groups as experimental and control groups. Treatment was applied to the experimental group during a six-week period of digital short story application. The pre-test was prepared taking into consideration the word knowledge of students. This test was applied to both experimental and control groups. It consisted of five categories which aimed to measure students' comprehension as well as their ability to use vocabulary in meaningful sentences. The first section of the test included two definitions given where students were asked to match one of the two definitions that fit the given word most appropriately. Students also were asked to correctly write ten sentences with the ten given words. Also, they answered multiple-choice questions from among a variety of options. In the last part, students matched the words in the first column with their synonyms in the second column. The pre-test provided the researcher with information about students' current word knowledge. Pre-test revealed that the current vocabulary level of students was nearly the same between two groups. After a 6-weeks treatment period of the experimental group, a post-test was given to both groups in order to understand whether the digital short story application had a significant effect on students' vocabulary development or not.

The Treatment Phase and the Digital Short Stories

First, pre-test was applied to both groups in a lesson hour, and after taking the results, a vocabulary list was created according to students' level as well as taking into consideration of the course book. Selection of digital short stories depended on many criteria including, the vocabulary list created, students' proficiency levels, student background and interests. Digital short stories were selected from the British Council website to draw students' attention through fascinating topics such as history, literature and culture. An extensive digital short story program was carried out for the experimental group students. These students watched/listened two digital short stories in each lesson. During the class period, students participated in various activities including vocabulary, speaking and writing. The instructor implemented the same procedure for each story and at the end of six weeks gave the post-test. It can be deduced from the results that students made progress in all language skills, thanks to the digital storytelling application.

The digital short stories were selected considering substantial characters from the prominent names of English literature and history in alignment with the A2 language proficiency level. Digital short stories included approximately 2-3 minutes

of audio and provided students with an opportunity to understand what they were listening and reading. Each digital short story supplied vocabulary activities which students completed both before and after listening to the short stories. Pre-reading exercises included probing questions about the story's theme and allowing for some guessing for the meanings of words in the text. The while-reading activities concentrated on the main text, and students engaged in various language practices such as putting the sentences in the correct order, true-false exercises and giving short answers to questions related to the text. The post-reading activities aimed to make students converse through the newly learned words. These activities served to understand whether students grasp the topic of the text and comprehend the meanings of new vocabularies.

Data Collection Procedure

This study analyses the effect of digital story application on the vocabulary acquisition of English Preparatory School students. Students were informed about the study at the beginning of the class so that they attended exercises voluntarily throughout the process. Firstly, a pre-test was applied to all students to learn about students' vocabulary knowledge. A series of activities were practiced by students with each short story. The researcher created an observation form to note as much detail as possible in each classroom, so that students' progress could be noted down. Interviews were added in order to be informed about the opinions and comments of teachers about the pre-test and post-tests as well as their view of the digital story application. Another set of interviews were carried out with selected students from both groups in order to get a closer understanding of the student views. The post-test applied at the end of the study in order to understand whether digital storytelling application was useful or not and so to determine if this digital application is worthy of use for English Preparatory language learning context.

FINDINGS AND DATA ANALYSIS

The following data shows the results of pre-test and post-test for both groups.

Table 1: Results of the Pre-test and Post-test

Score	Control Group		Experimental Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
31-40	1	1	3	0
41-50	1	0	1	0
51-60	4	1	5	2
61-70	6	5	3	4
71-80	7	7	4	5
81-90	1	4	3	4
91-100	0	2	1	5

According to the result of the pre-test, the control group which has an average of 66.60 surpassed the experimental group with an average of 64.60. However, this difference is a small-scale difference which might not give the control group a big start.

The following diagram shows the results of the Pre-test and Post-test of the Control group.

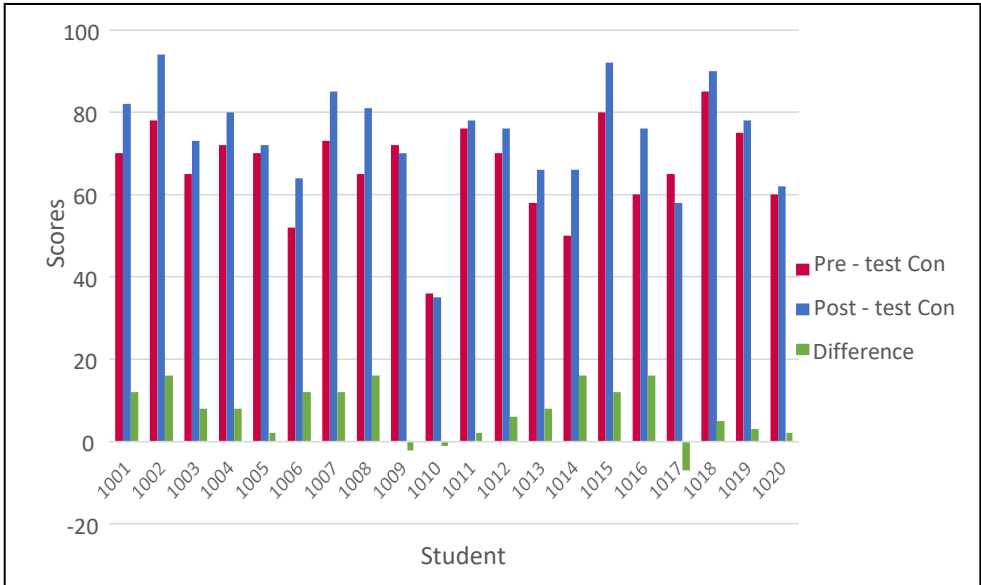*Diagram 2: Control Group's Pre-test and Post-test Score Differences*

Diagram 2 indicates that comparison of the means of pre-test and post-test results showed that vocabulary learning outcomes was not substantial. The control group students could make no headway to categorize, match, define and contextualize the determined words indicating that solely using course books for vocabulary teaching might not be an effective strategy.

The following diagram shows the results of the Pre-test and Post-test of the Experimental group.

Diagram 3: Experimental Group Pre-test and Post-test Score Difference
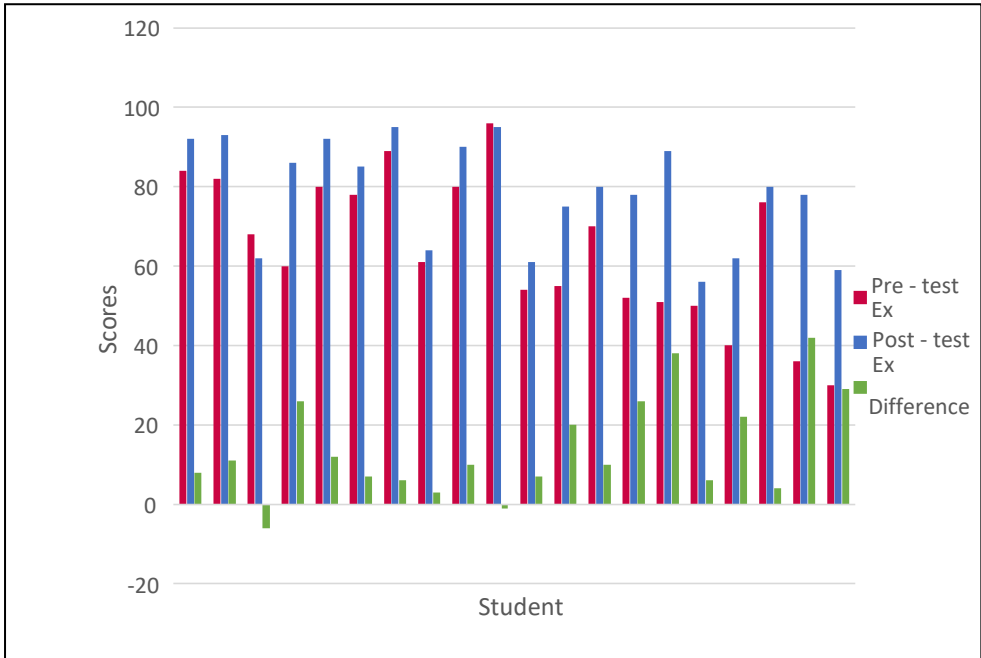
The experimental group post-test scores dramatically outscored the control groups' scores after the treatment period, which supports the study. It means that digital story application can be a strategy language teacher utilize to achieve more positive vocabulary learning outcomes.

According to results in the post-test, preponderant score of experimental group demonstrated that digital storytelling is a useful language teaching application. The experimental group's score, having 14 points difference between the general average of the pre-test and the post-test, proved that students also made progress numerically. Students frequently encountered same words in different contexts thanks to digital short stories; thus, they could recall words more easily. Students could also advance their critical thinking and higher-order thinking abilities through analyzing short stories. Through the characters and historical events providing cultural transmission, students gained new perspectives and motivation for learning, and they became eager to read more. Thus, digital short stories offer more functional learning opportunities when compared to classical methods.

Researcher Observation, and Interview Questions and Responses

The instructor wrote down notes instantaneously in each lesson by observing students' behavior. It can be deduced from these observations that students improved their overall language competencies. At the end of the digital short story process, students began to communicate efficiently and faster compared to the beginning of

the study. Students seemed to acquire knowledge instinctively rather than engaging in memorization. New learning methods assisted students in developing their skills of critical thinking and self-confidence. Learners were keen on interpreting short stories autonomously and interact with other students to share their thoughts. Also, students were not concerned about exam scores because these readings would not be part of the preparatory school assessment. Students adjusted and adapted to these lessons readily as well as enjoying and internalizing short stories.

Three experienced lecturers who were teaching the digital short story application shared their opinions. The question of whether they thought the pre-test and post-test are explicit, intelligible and appropriate according to the level of students, were answered by the first instructor to be confusion free for most of the sections of the exam. Yet, the instructor added that it would have been better if the number of words in the writing section were fewer. The second teacher expressed that the test validity was achieved because of the meticulous choice of words and exercises from the course book. The third lecturer remarked that multiple-choice questions were about knowing the lexical meanings which were not sufficient on its own since students should also learn how to use these words in a sentence. The instructors compromised that the use of different question types was substantial to procure reliability and increase the presumption of getting the same results in two groups.

The interview was carried out with students from both groups. One question was directed at students from both groups, and two other questions were asked only to experimental group students. The common question asked to students in both the groups was: "Do you think the pre-test and post-test are suitable for your level or is it too difficult?" According to most of the students, writing sentences from the given words was the most challenging part since they could not ensure writing correct sentences due to lack of vocabulary and grammar knowledge. Students stated that they were familiar with multiple-choice questions compared to other parts. Students' general statement about the pre-test was that although it was explicit and feasible, they had trouble answering them. The second question for experimental group students was: "Do you think that short stories are effective for learning a language?". Students indicated that short stories promoted their language competencies and contributed to their vocabulary and grammar knowledge. Students also confirmed that they could deduce words' meaning from dialogues thanks to visual aids and other features of short stories. Finally, the third question was asked to the experimental group students: "Do you think literature is useful for learning English?". Most students responded to this question by saying that they found the topics of the stories to be attractive, and digitalization of literature drew their attention, too. Entertaining activities and listening/watching tools rendered literature a more pleasant experience for students.

CONCLUSION

The study inquired about the effectiveness of digital short stories for English preparatory school students' vocabulary knowledge development. Analyzing the results of this study showed that listening to and reading to digital short stories

enhanced their vocabulary repertoire. The digital story application encouraged students to read a lot and make them more curious about different language points. Different kinds of stories allowed students to recognize other cultures and learn more about them. Students could observe different perspectives such as human values, morality and lifestyle varieties that influence their personality positively, thanks to various topics in short stories. After the treatment phase of the experimental group, students made presentations in skills lessons. Students portrayed more self-confidence and self-control while using language thanks to vocabulary gained from short stories. Vocabulary activities became more entertaining as students gained particular vocabulary knowledge, and they responded to questions more fluently and willingly in the classroom. They could also utilize words properly in their articles in the reading-writing lesson. Besides, this study overcomes an essential problem in the experimental group language classes. Students exposed to the teacher-directed method with a strict course book focus. Most of them lacked self-confidence and were participating reluctantly in their English classes. The instructor collaborated with students to back up their pedagogical and psychological wellbeing as well as nurturing their academic success. The digital story method increased students' autonomy, creativity and consciousness in learning, and thus, they attended actively in pair work activities and individual assignments. This study encourages trying new approaches and styles in language teaching contexts so that we can go outside of the box of teaching routines. Trying novel alternatives will open the way for new discoveries for language instructors but more importantly it will result in positive learning for language learners.

REFERENCES

Ahmadi, M. R. (2018). The Use of Technology in English Language Learning: A literature Review. *International Journal of Research in English Education, 3*(2): 115-118. http://ijreeonline.com/article-1-120-en.html (18 April 2020).

Bland, J. (2013). *Children's Literature and Learner Empowerment: Children and Teenagers in English Language Education,* (1st ed.). New York: Bloomsbury Academy.

Cameron, L. (2001). *Teaching Languages to Young Learners.* United Kingdom: Cambridge.

Dexter, S.L., Anderson R. E. & Becker H.J. (2014). Teachers' Views of Computers as Catalysts for Changes in Their Teaching Practice. *Journal of Research on Computing in Education*, *3*(3): 221-239.

Erkaya, R. O. (2005). Benefits of Using Short Stories in the EFL Context. *Asian EFL Journal. 8:* 38 – 49.

Gajdusek, L. (1988). Toward Wider Use of Literature in ESL: Why and How. *TESOL Quarterly*, *22*(2): 227-257.

Garvie, E. (1990). *Story as a Vehicle: Teaching English to Young Children*. Clevedon: Multicultural Matters, Ltd.

Hatch, E. & Brown, C. (1995). *Vocabulary, semantics, and language education*, (6th ed.). Cambridge: Cambridge University Press.

Heaton, J. B. (1988). *Writing English Language Tests: Longman Handbook for Language Teachers* (New Edition). London: Longman Group UK Ltd.

Hill A. P. W. & R. M. S. (1994). Learning styles - a literature guide. *Accounting Education*, *3*(4): 349-358.

*Hişmanoğlu, M. (*2005). Teaching English Through Literature. *Journal of Language and Linguistic Studies*, *1*(1):1-14.

Lao, C. Y., Krashen, S. (2000). The impact of popular literature study on literacy development in EFL: more evidence for the power of reading. *System*, *28*(2): 261-270.

Lehr, F., Osborn J., Hiebert E. H. (2004). Based Practices in Early Reading Series: A Focus on Vocabulary. *Pacific Resources for Learning* (PREL), 1-44.

Lubliner, S. & Smetana, L. (2005). The effects of comprehensive vocabulary instruction on Title I students' metacognitive word-learning skills and reading comprehension. *Journal of Literacy Research*, *37*(2):163–200.

Nation, I. S. P. (1990). Teaching and learning vocabulary. *Applied Linguistics*, *13*(3): 326–328.

Oatley, K. (1999). Why fiction may be twice as true as fact: Fiction as cognitive and emotional simulation. *Review of General Psychology, 3*(2), 101–117. https://doi.org/10.1037/1089-2680.3.2.101