The Effect of Short Story Based Language Teaching (SSBLT) on the Improvement of Iranian Upper-intermediate EFL Learners' Vocabulary Learning

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Abstract The present study attempts to investigate the effect of applying SSBLT method on the Iranian upper-intermediate EFL learners' vocabulary learning. Lack of English vocabulary knowledge of Iranian learners as EFL learners encounters them with a lot of English using difficulties which influence their language abilities (reading, writing, listening and speaking). To this end, 40 upper-intermediate female learners out of 60 of Iran Language Institute, Kiashar Branch, Guilan were ed based on QPT. The participants were 18-25 years old and were randomly assigned to experimental (N = 20) and control (N = 20) groups. A vocabulary test as pretest was administered to all participants, then the experimental group received an 8-week vocabulary training program via SSBLT method 2 sessions a week about 3 hours, and the other 20 learners as control group received placebo (traditional method of teaching). The data were analyzed using SPSS software, and the results obtained through Descriptive Statistics, Paired samples t-test, Independent sample t-test, Eta squared and Levene's test represented a significant difference between two groups' performances which highlighted the significant effect of SSBLT method of vocabulary training on experimental group's vocabulary learning compared to a no-treatment control group. In addition, this study found that it is helpful to utilize SSBLT as a tool to enhance not only learners' vocabulary skill but also their language development that engages learners' cognitive process to internalize learning materials.