



TEACHING ENGLISH THROUGH SHORT STORIES AND VIDEO PRESENTATIONS TO DEGREE STUDENTS IN TELANGANA

Dr.K.RADHA KUMARI

Lecturer In English

Education Department

Sri Venkateswara Government Arts & Science College, Palem

Nagar Kurnool (Dist)

Abstract

English language proficiency plays a significant role in the academic, professional, and social development of undergraduate students. In Telangana, many degree students come from Telugu-medium and other regional-language backgrounds, which may create challenges in developing English communication skills, vocabulary, reading comprehension, listening abilities, and spoken fluency. Traditional teaching methods that primarily depend on textbooks, lectures, and grammatical explanations may not always provide sufficient opportunities for meaningful language practice. In this context, teaching English through short stories and video presentations offers an engaging, learner-centred approach to language learning.

The present study explores the effectiveness of integrating short stories and video-based presentations into English language teaching for undergraduate students in Telangana. Short stories expose learners to vocabulary, sentence structures, cultural contexts, and narrative techniques, while video presentations provide visual and auditory support that facilitates comprehension and pronunciation. The combination of these approaches encourages active participation, critical thinking, creativity, and collaborative learning. The study proposes a classroom-based methodology involving pre-assessment, story-based activities, video presentations, group discussions, and post-assessment. It also examines the potential benefits and challenges of implementing these methods in degree colleges. The study argues that the integration of literary texts and digital media can make English language learning more accessible, interactive, and meaningful for undergraduate learners. It recommends the systematic use of short stories and video presentations as supplementary pedagogical tools to improve language proficiency and learner confidence.

Keywords-English Language Teaching (ELT), Short Stories, Video Presentations, Undergraduate Students, Telangana, Communicative Competence, Digital Pedagogy, Language Acquisition, Learner-Centred Teaching.

1. Introduction

English has become an important medium of communication in higher education, employment, technology, and professional interaction. For undergraduate students, proficiency in English is essential not only for understanding academic content but also for participating in interviews, presentations, group discussions, and workplace communication. In Telangana, degree colleges accommodate students from diverse linguistic, social, and educational backgrounds. Many learners have studied English as a second language and may experience difficulties in speaking fluently, understanding unfamiliar vocabulary, constructing grammatically correct sentences, and expressing their ideas confidently.

Conventional English language teaching often emphasises prescribed textbooks, grammatical rules, written exercises, and teacher-centred explanations. Although these methods contribute to language development, they may not adequately address the practical communication needs of students. Learners require opportunities to listen to authentic language, read meaningful texts, participate in conversations, and use English in real-life situations.



Short stories can provide an effective means of developing these skills. Their manageable length, engaging plots, memorable characters, and familiar themes encourage students to read and respond to English texts. Stories also introduce learners to different sentence patterns, idiomatic expressions, vocabulary, and cultural perspectives. Through activities such as character analysis, retelling, role-play, and alternative endings, students can practise English in a meaningful context. Video presentations offer another valuable resource for English language teaching. Videos combine spoken language, visual images, gestures, facial expressions, and contextual information. These features can help learners understand unfamiliar words, recognise pronunciation patterns, and interpret communication in different situations. Teachers can use short films, animated stories, recorded narratives, educational videos, and student-created presentations to support classroom instruction.

The integration of short stories and video presentations can create a multimodal learning environment in which students read, listen, speak, write, and interact. For example, a teacher may introduce a short story through a video, guide students through the written text, explain important vocabulary, and organise group discussions or presentations based on the narrative. This sequence connects comprehension with practical language use.

The present paper focuses on the pedagogical potential of this integrated approach for degree students in Telangana. It considers how short stories and video presentations can support English language development, increase classroom participation, and encourage independent learning. It also discusses practical considerations such as digital access, students' varying proficiency levels, classroom time, and the need for appropriate assessment strategies.

2. Objectives of the Study

The major objectives of the study are as follows:

1. To examine the effectiveness of short stories as a pedagogical tool for teaching English to degree students in Telangana.
2. To investigate how video presentations support listening comprehension, pronunciation, vocabulary development, and spoken communication.
3. To analyse the role of story-based activities in improving students' reading comprehension and written expression.
4. To explore whether combining short stories with video presentations encourages classroom participation and learner motivation.
5. To identify the difficulties faced by students from Telugu-medium and other regional-language backgrounds while learning English.
6. To develop practical strategies for integrating literary texts and digital resources into undergraduate English classrooms.
7. To examine the usefulness of collaborative activities, role-play, storytelling, and student-created videos in developing communicative competence.
8. To recommend an inclusive, technology-supported approach to English language teaching that can be adapted to the diverse educational settings of Telangana.

3. Research Methodology



3.1 Research Design

The study adopts a proposed mixed-method classroom-based research design combining quantitative and qualitative approaches. Quantitative data can be collected through pre-tests, post-tests, and student questionnaires, while qualitative data can be gathered through classroom observations, student reflections, group discussions, and teacher feedback.

The design is intended to examine changes in students' language performance and their perceptions of learning through short stories and video presentations. Since no primary classroom dataset has been supplied for this paper, the results presented later are framed as anticipated outcomes and an illustrative reporting format, not as findings from a completed empirical investigation.

3.2 Study Area and Participants

The proposed study focuses on undergraduate degree students studying English in selected degree colleges in Telangana. Participants may be drawn from first-year or second-year undergraduate programmes, including students from rural and urban backgrounds and Telugu-medium and English-medium educational backgrounds.

For a manageable classroom study, a sample of approximately 60 students from two comparable classes could be selected, subject to institutional permission and participant consent. One class could receive instruction using short stories and video presentations, while the other follows the existing teaching approach. Where a comparison group is not feasible, a single-group pre-test and post-test design may be adopted.

3.3 Sampling Technique

Purposive sampling may be used to select colleges and classes where English is taught as a compulsory or general course. Students may be included irrespective of their initial proficiency levels to reflect the diversity of undergraduate learners.

Where possible, classes should be matched according to their initial English proficiency, academic level, and access to learning resources. This would improve the fairness of comparisons between teaching approaches.

3.4 Tools for Data Collection

The following research tools are proposed:

- Pre-test and post-test: To assess vocabulary, reading comprehension, listening comprehension, grammar in context, and basic writing skills.
- Speaking assessment rubric: To evaluate fluency, pronunciation, intelligibility, vocabulary use, grammatical accuracy, and confidence.
- Student questionnaire: To examine perceptions of the usefulness, accessibility, and engagement associated with stories and videos.
- Classroom observation checklist: To record participation, peer interaction, responses to questions, and involvement in language activities.
- Student reflection notes and interviews: To identify perceived improvements, difficulties, and suggestions.

3.5 Instructional Procedure



The proposed intervention may be conducted over eight weeks, with two instructional sessions per week. The lessons would combine short stories, carefully selected videos, and communicative classroom activities.

Proposed eight-week teaching programme

Weeks 1–2

Introduction and baseline assessment

Conduct the pre-test, introduce story-based learning, and identify students' language-learning needs.

Weeks 3–4

Short-story instruction

Read selected stories, explain vocabulary, discuss characters and themes, and organise retelling and role-play.

Weeks 5–6

Video-supported learning

Screen short videos, use captions where appropriate, practise listening and pronunciation, and discuss the narrative.

Weeks 7–8

Integrated practice and assessment

Ask students to present stories, create short video presentations in groups, complete the post-test, and reflect on their learning.

3.6 Teaching and Learning Activities

The instructional approach may include the following activities:

1. Story reading: Students read short stories selected according to their proficiency levels and interests.
2. Vocabulary development: Teachers explain unfamiliar words through context, examples, synonyms, and visual aids.
3. Video viewing: Students watch a short narrative or dramatized version of a story and identify the setting, characters, and main events.
4. Listening practice: Students listen to selected dialogue and identify pronunciation patterns, expressions, and key information.
5. Retelling and summarising: Students narrate the story in their own words and write short summaries.
6. Role-play and dialogue practice: Groups perform scenes from the stories, practising conversational English.
7. Critical discussion: Students discuss moral dilemmas, social themes, character decisions, and alternative endings.
8. Student video presentations: Groups prepare short presentations or recorded retellings to practise planning, speaking, and collaborative communication.

3.7 Data Analysis



Quantitative data may be analysed using means, percentages, standard deviations, and pre-test/post-test comparisons. If appropriate, a paired-samples t-test may be used to determine whether changes within the same group are statistically significant. An independent-samples t-test or another suitable method may be used to compare groups, subject to the research design and statistical assumptions.

Questionnaire responses may be summarised using frequencies and percentages. Qualitative information from interviews, observations, and student reflections may be analysed thematically to identify recurring patterns, including increased confidence, vocabulary difficulties, technology-related barriers, and preferences for particular learning activities.

3.8 Ethical Considerations

Permission should be obtained from the relevant college authorities. Students should be informed about the purpose of the study, and participation in research data collection should be voluntary. Their identities and responses should remain confidential. If students' videos are recorded, their consent should be obtained, and recordings should not be shared publicly without separate permission.

4. Results and Discussion

4.1 Expected Results

The proposed study is expected to show that integrating short stories and video presentations can create more opportunities for meaningful English language practice. The following discussion describes outcomes that the research is designed to examine. These are hypotheses and pedagogical expectations, not verified results from a completed field study.

Improvement in vocabulary and reading comprehension: Short stories expose students to words and expressions in meaningful contexts. Students can infer meanings from surrounding sentences, identify important ideas, and understand the relationships between characters and events. Repeated reading and discussion may reinforce vocabulary retention.

Development of listening and pronunciation: Video presentations allow students to hear spoken English alongside visual cues. Facial expressions, gestures, and situational context can help students interpret meaning. Repeated listening to short dialogues may also support pronunciation and recognition of common expressions. However, video exposure alone does not guarantee improvement; structured listening tasks and teacher feedback are necessary.

Improvement in speaking confidence: Story retelling, role-play, and group presentations create opportunities to speak English in relatively supportive settings. Students can rehearse their responses, learn from peers, and gradually become more comfortable speaking before a class.

Increased engagement and participation: Stories provide meaningful contexts for discussion, while videos introduce visual variety into classroom instruction. These approaches may encourage students who are less responsive to lecture-based teaching to participate in group activities and discussions.

Development of critical and creative thinking: Discussions about characters, conflicts, themes, and alternative endings encourage students to interpret texts, justify opinions, and express different



viewpoints. Student-created videos also require planning, sequencing, collaboration, and creative expression.

4.2 Challenges in Implementation

The approach may face several practical challenges in Telangana's degree colleges.

- Unequal digital access: Some students may lack reliable internet connectivity, suitable devices, or opportunities to practise outside the classroom.
- Different proficiency levels: Students may need differentiated texts, vocabulary support, subtitles, and additional practice.
- Time constraints: Screening videos, explaining vocabulary, and conducting group presentations may require more classroom time than conventional lessons.
- Overdependence on visual material: Students may focus on the images rather than the spoken language unless teachers provide specific listening tasks.
- Language anxiety: Students with limited speaking experience may hesitate to participate in English discussions or presentations.
- Technical limitations: Some colleges may have limited audiovisual facilities or inconsistent internet access.

These challenges can be addressed through offline videos, downloadable resources, low-bandwidth materials, carefully graded stories, pair work, bilingual explanations when necessary, and clear assessment rubrics. Videos should supplement rather than replace reading, speaking, writing, and direct teacher-student interaction.

4.3 Table 1: Relationship Between Teaching Activities and Language Skills

Teaching activity	Primary language skill	Expected learning outcome
Short-story reading	Reading	Improved comprehension and identification of main ideas
Contextual vocabulary exercises	Vocabulary	Better understanding and use of new words
Video-based listening	Listening	Improved recognition of spoken expressions and key information
Story retelling	Speaking	Greater fluency and ability to organise ideas
Role-play and dialogue practice	Speaking and listening	Improved conversational competence
Story summaries	Writing	Clearer sentence construction and paragraph organisation
Group discussions	Speaking and critical thinking	Greater participation and ability to express opinions
Student-created videos	Integrated language skills	Improved presentation skills and collaborative learning



Source: Researcher-developed framework for the proposed study.

4.4 Table 2: Proposed Pre-Test and Post-Test Assessment Framework

The following table provides a reporting format for recording actual student performance after the classroom intervention.

Assessment component	Maximum marks	Pre-test mean	Post-test mean
Vocabulary	20	To be measured	To be measured
Reading comprehension	20	To be measured	To be measured
Listening comprehension	20	To be measured	To be measured
Writing skills	20	To be measured	To be measured
Speaking skills	20	To be measured	To be measured
Total	100	To be calculated	To be calculated

Source: Researcher-developed assessment framework. Numerical results must be entered after administering and evaluating the tests.

The table can be used to compare students' performance before and after the intervention. An increase in post-test scores would suggest improvement, but statistical testing and consideration of other influencing factors would be necessary before attributing the change to the teaching method.

4.5 Table 3: Student Engagement and Participation Indicators

Indicator	Method of measurement	Interpretation
Classroom participation	Observation checklist	Frequency of contributions during lessons
Speaking confidence	Student questionnaire and speaking rubric	Willingness and ability to communicate in English
Vocabulary use	Oral and written assessments	Appropriate use of newly learned words
Listening engagement	Listening exercises	Accuracy in identifying spoken information
Collaborative learning	Group activity observation	Contribution to shared tasks
Learner satisfaction	Questionnaire and interviews	Student perceptions of the teaching approach

Source: Researcher-developed observation and evaluation framework.

4.6 Figure 1: Proposed Framework for Teaching English Through Short Stories and Video Presentations

Selection of short stories and videos

Level-appropriate, culturally relevant and engaging materials

Guided classroom learning

Reading, vocabulary explanation, video viewing and listening practice



Interactive student activities

Retelling, role-play, discussion, writing and video presentations

Assessment and feedback

Pre-test/post-test comparisons, observation and student reflection

Intended learning outcomes

Improved comprehension, vocabulary, communication, confidence and participation

Source: Researcher-developed conceptual framework.

4.7 Interpretation of the Proposed Framework

The framework illustrates how literary content and audiovisual resources can be combined with interactive learning activities. The process begins with the selection of suitable stories and videos, followed by guided comprehension and language practice. Students then use the language through discussions, retelling, writing, and presentations. Assessment and feedback help teachers identify learning gaps and modify subsequent lessons.

This approach is consistent with broader research on technology-supported language learning, which suggests that digital resources can support language development but that their effectiveness depends on instructional design and the quality of learning activities. A systematic review of technology use in second-language education, for example, highlights the importance of connecting technology with learning objectives and evaluating outcomes rather than assuming that technology alone improves achievement.

The approach is also relevant to multilingual classrooms. Students can initially draw on their existing linguistic knowledge to understand story themes and unfamiliar expressions, while teachers gradually encourage more sustained use of English. This supports an inclusive classroom environment without lowering the expectation that students develop practical English communication skills. The National Education Policy 2020 recognises the importance of multilingualism and Indian languages in education.

5. Conclusion

Teaching English through short stories and video presentations offers a promising approach to improving the language-learning experiences of undergraduate students in Telangana. By combining literary texts with audiovisual resources and interactive classroom activities, teachers can create opportunities for students to develop reading, writing, listening, and speaking skills in meaningful contexts.

Short stories introduce learners to vocabulary, sentence structures, narrative techniques, cultural perspectives, and ethical questions. Video presentations complement these benefits by exposing students to spoken English, pronunciation patterns, gestures, facial expressions, and contextual meaning. Activities such as story retelling, role-play, group discussions, summarising, and student-created videos can further encourage active participation, collaboration, creativity, and communication.

The approach is particularly relevant to multilingual classrooms, where students may enter degree programmes with different levels of English proficiency. Carefully selected materials, graded activities, bilingual scaffolding when necessary, and constructive teacher feedback can help



learners participate without excessive anxiety. At the same time, teachers must address practical challenges such as limited digital resources, insufficient classroom time, and unequal access to technology.

The proposed research framework provides a systematic way to evaluate the effectiveness of this teaching approach through pre-tests, post-tests, classroom observations, questionnaires, and student reflections. However, its effectiveness in the specific context of Telangana must be established through actual classroom data rather than assumed from the proposed benefits.

In conclusion, integrating short stories and video presentations into undergraduate English teaching can help shift the classroom from a predominantly teacher-centred model towards a more interactive, learner-centred approach. Its successful implementation requires purposeful material selection, structured learning activities, regular assessment, and attention to students' linguistic and technological needs. Further empirical research across government, aided, and private degree colleges in Telangana would help establish the extent to which this approach improves English language proficiency and learner confidence.

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