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One-sided argumentative essay

Learning English Through Short Stories is Not Necessary

The rapid development of technology in recent years has transformed the way students spend their free time. Fewer and fewer students are interested in reading English books. Whether learning English by reading short stories is effective is a topic of much discussion. I believe this approach is not effective.

First, the pervasive use of mobile phones and social media has undoubtedly changed the way students study, leading to a decline in time dedicated to reading books. Nowadays, platforms like Instagram Reels, featuring short video formats, have made students increasingly addicted, making it challenging for them to resume traditional reading habits. For instance, the number of books borrowed from schools and public libraries has decreased by 40% and 20% respectively. Research from Hong Kong University reveals that two-thirds of 12- to 16-year-old teenagers spend more than 4 hours per day using mobile phones, demonstrating a profound shift in students' lifestyles. It is difficult for them to pick up a book from their bookshelf again. The widespread influence of mobile services has irreversibly changed the learning landscape.

Additionally, students cannot learn some new frequently used and meaningful vocabulary through reading short stories. Specifically, the objective of reading short stories is to acquire English proficiency in terms of enhanced reading comprehension and a more diverse and practical lexical knowledge. However, the vocabulary used in short stories is often more literary and less common in everyday speech. A study by a British university found that the unique words used in short stories are generally higher than in everyday conversations. It is challenging for students to build their vocabulary bank and apply it effectively in real-world communication. Clearly, students cannot learn English effectively by reading short stories alone.

Furthermore, reading short stories lacks the interactive elements of feedback and exchange, which hinders effectiveness. It lacks the immediate feedback and error

correction that interactive language learning provides. Students may make grammatical and pronunciation mistakes without the opportunity for others to provide feedback. Students can only make improvements when they know where they are making mistakes and can make adjustments in a short time. The lack of interactive feedback in reading short stories can be a significant drawback.

While some argue that reading short stories can help train reading comprehension and analytical skills, this view overlooks their limited scope. Due to their nature, short stories have a limited length. The reading skills learned may not transfer perfectly to more complex texts like academic articles. Therefore, it is not an effective way to enhance overall reading ability.

Taking all aspects into serious consideration, it is my firm belief that learning English solely through reading short stories is not effective. Approaches incorporating interactivity and varied materials are likely more conducive to developing proficiency.