

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF ENGLISH  
N°:.....



DOMAIN: FOREIGN LANGUAGES  
STREAM: ENGLISH LANGUAGE  
OPTION: LINGUISTICS

# The Use of Storytelling to Improve EFL Learners' Vocabulary

Case study: Second year learners of Baali Mohammed Middle School ,M'sif-  
M'sila

Dissertation Submitted to the Department of English in Partial fulfillment of the  
Requirements for the Master's Degree

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**2024**

## **Dedication**

To my dear brother, whose memory continues to guide and inspire me through every step of this journey. Your presence in my life has been a beacon of strength and love.

To my parents, whose unwavering support and encouragement have been my greatest source of strength.

To my beloved friends, Maiss, Kholoud, Assia, Wafaa, Omaira, Amel, and my precious sister, Amel who have stood by me with patience, laughter, and endless support.

To my teachers and mentors, who instilled in me a love for learning and inspired this journey.

To all my dear learners who, through their curiosity and resilience, remind me daily of the power of stories in shaping our understanding of the world.

To the members of the jury and my supervisor, who gave me a portion of strength and revived my passion to complete seeking knowledge journey.

**Souaad**

## **Acknowledgments**

In the name of Allah, the most merciful and compassionate, I express my heartfelt gratitude and thanks to Him for granting us the strength, guidance, and blessings to complete this master's dissertation. Without His grace and mercy, this achievement would have never been possible.

I would like to extend my thanks to my supervisor, Dr.Nassira Harizi , for her guidance, support, and constructive feedback throughout this research.

Special thanks and appreciation go to the enthusiastic pupils who I tested. Their patience, cooperation, and candid responses were essential in achieving the research objectives.

I am thankful to all who contributed to realizing this humble work.

## **Abstract**

**This study investigates the effectiveness of using *the Storytelling* (ST) technique in enhancing learners' vocabulary acquisition. To achieve this objective, a quasi-experimental design was employed, where learners were exposed to storytelling as a teaching strategy. The research utilized two vocabulary tests: a pre-test, administered to evaluate students' initial vocabulary level, and a post-test, aimed at measuring vocabulary improvement following the intervention. The study sample comprised of 32 second-year middle school learners . In addition to the pre- and post-tests, an observation checklist was utilized to assess learners' motivation and engagement during the storytelling sessions. This checklist was designed to monitor learners' active participation, concentration, and interest throughout the intervention. The collected data from the observation checklist provided valuable insights into students' levels of motivation, engagement, participation, vocabulary use, and short-term retention, which were crucial for evaluating the overall effectiveness of the storytelling technique. The findings strongly indicate that storytelling is a powerful pedagogical strategy for enhancing vocabulary learning among EFL learners in middle school. These results affirm that the use of storytelling as an instructional tool has a significant positive impact on vocabulary acquisition and retention.**

**Keywords: Storytelling, Vocabulary, EFL, Middle School Pupils.**

## List of Abbreviations

**EFL:** English as a Foreign Language.

**FL:** Foreign Language.

**L1:** first language

**L2:** Second Language.

**L/T :** Learner /Teacher

**MS:** Middle School.

**PS:** Primary School.

**PDP :**Pre-During-Post framework

**SLA:** Second Language Acquisition.

**SL:** Second Language.

**ST:** Storytelling ..

## **List of Tables**

<b>Table (01) Classroom Observation Results according to the Checklist Criteria.....</b>	<b>33</b>
<b>Table (02) Descriptive Statistics table of the Classroom Observation.....</b>	<b>34</b>
<b>Table (03) Classification of Pupils according to their gender and Range of Age .....</b>	<b>38</b>
<b>Table (04) Learners' English level based on their Previous Academic School Scores.....</b>	<b>39</b>
<b>Table (05) Scores and Percentage of the Pre and Post Tests .....</b>	<b>40</b>
<b>Table (06) Level of students Based on Pre-test scores (adopted from Council of Euroupe ,2001)..</b>	<b>41</b>
<b>Table (07) Level of students' vocabulary performance Based on Pre-test scores.....</b>	<b>42</b>
<b>Table (08) Paired Samples Statistics of the Pre-Test and Post Test ; Experimental Group.....</b>	<b>44</b>
<b>Table (09) Paired Samples Statistics of the Pre-Test and Post Test difference .....</b>	<b>44</b>
<b>Table (10) Paired Samples Statistics of the Pre-Test and Post Test ; Experimental Group .....</b>	<b>45</b>

## List of Figures

<b>Figure (1) :story-based methodology Source: Ellis &amp; Brewster 2014: 24. ....</b>	<b>17</b>
<b>Graph(2)a Bar Chart Descriptive Statistics(Mean ; Std. Deviation) of the Classroom Observation .....</b>	<b>35</b>
<b>Graph(3)a Pie Chart range of pupil's age.....</b>	<b>38</b>
<b>Graph(4)a Pie Chart range of pupil's age.....</b>	<b>38</b>
<b>Graph(5)a Bar Chart Percentage and Level of students' Vocabulary Based on Pre-Test Scores.....</b>	<b>39</b>
<b>Graph(6)a Bar Chart :Percentage and Level of students Based on Post-Test Scores.....</b>	<b>41</b>
<b>Graph(7) a Bar Chart illustrating the mean scores and standard deviations for the pre-test and post- test.....</b>	<b>43</b>

## Table of Content

Dedication.....	II
Acknowledgments.....	III
Abstract.....	IV
List of Abbreviations.....	V
List of Tables .....	VI
List of Figures.....	VII
General Introduction.....	X
1Background of the Study .....	1
2.Significance of the Study.....	3
3.Statement of the Problem .....	3
4.Research Objectives .....	4
5.Research Questions .....	4
6.Research hypotheses.....	5
7.Research Design.....	5
8.Structure of the Dissertation .....	6
Chapter One.....	7
Theoretical Background .....	7
Introduction .....	8
1. 1.Definition of Storytelling.....	8
1. 1.Story’s Components.....	11
1. 3.Storytelling Stages.....	12
1.3.1.The Pre-storytelling Stage: .....	12
1.3.2.While-storytelling stage: .....	12
1.3.3.After-Storytelling stage (games and activities): .....	13
1. 4.Definition of Vocabulary : .....	15
1. 5.Types of Vocabulary : .....	16
1.5.1Receptive Vocabulary.....	16
1.5.2Productive Vocabulary.....	17
1. 6.Vocabulary Selection.....	17
1. 7.Vocabulary Knowledge.....	18
1. 8.Storytelling and Vocabulary Teaching.....	19
Conclusion.....	21
Chapter Two .....	23
Introduction.....	24
2. 1Research Methodology and Design : .....	24

<b>2. 2The Population:</b> .....	25
<b>2. 3The setting</b> .....	26
<b>2. 4Data Collection Methods and Instruments:</b> .....	26
<b>2.4.1 The Classroom Observation</b> .....	27
<b>2.4.2 Pre and Post Tests :</b> .....	31
<b>2. 5Statistical Tools of Data Analysis</b> .....	32
<b>2. 6Data Analysis and Interpretation</b> .....	32
<b>2.6.1.Data Analysis and Interpretation of the Descriptive Statistics</b> .....	33
<b>2.6.2.Data Analysis and Interpretation of the T-Test</b> .....	37
<b>2.6.3.T Test Analysis and Interpretation</b> .....	42
<b>2. 7Discussion of the Findings</b> .....	45
<b>2. 8Limitations of the Study</b> .....	48
<b>2. 9Recommendations</b> .....	50
<b>2. 10Pedagogical Implications</b> .....	51
<b>Conclusion</b> .....	53
<b>General Conclusion</b> .....	55
<b>References</b> .....	59
<b>Appendices</b> .....	63
<b>Appendix I: The Test</b> .....	64
<b>Appendix II: Storytelling Lesson Plan</b> .....	67
<b>Appendix III: Classroom Observation Check List .</b> ....	70
<b>Appendix IV: The Stories</b> .....	71
<b>Appendix V: Worksheets</b> .....	73
<b>الملخص</b> .....	74

# **General Introduction**

## **1. Background of the Study**

Storytelling has long been acknowledged as an effective pedagogical tool in foreign language teaching, as it facilitates language acquisition in a more natural and engaging manner. Researchers have explored the use of storytelling as an instructional method to improve various language skills, particularly vocabulary, which is a crucial component of language learning because it directly impacts learners' ability to comprehend and produce language in meaningful contexts (Ellis, 2005). Educators around the world have adopted storytelling to enhance vocabulary learning due to its interactive and immersive nature, helping learners to associate new words with real-life situations and emotions (Isbell, 2002).

Traditional language instruction has often relied on rote memorization and repetition, leading to limited success in promoting meaningful vocabulary use and long-term retention (Nation, 2001). In contrast, storytelling introduces new vocabulary within rich, meaningful contexts, thereby improving learners' understanding and ability to use words effectively (Phillips, 1999). Phillips (1999) noted that young learners could deduce word meanings from story contexts, which facilitated vocabulary expansion more efficiently than traditional methods. Similarly, Cameron (2001) found that storytelling aids vocabulary development by presenting words in structured, yet engaging ways, allowing learners exposed to repeated vocabulary within stories to retain new words better over time.

Moreover, Isbell (2002) emphasized the interactive nature of storytelling, highlighting that when students engage actively with stories through activities such as retelling or role-playing, they are more likely to retain new vocabulary. This interaction fosters both receptive and productive vocabulary skills, promoting deeper language learning. However, Isbell (2002) also noted that choosing stories that match

learners' proficiency levels can be challenging, as overly difficult texts may hinder the learning process.

Ellis and Brewster (2014) provided a broader perspective on the role of storytelling in language learning, particularly for vocabulary development. They noted that storytelling introduces learners to natural language patterns and offers numerous opportunities for repetition, which is crucial for memorization. However, they cautioned that without appropriate story selection and complementary explicit vocabulary instruction, the effectiveness of storytelling might be limited. On the other hand, Wright (2008) explored the effects of storytelling on adult learners and found that storytelling can be beneficial if stories are relevant to learners' interests and life experiences. However, the study also highlighted that adult learners may need more explicit instruction in vocabulary compared to younger learners.

For more advanced learners, Vasiljevic (2010) investigated how storytelling could aid vocabulary acquisition and found that it helps learners not only learn new words but also use them effectively in meaningful conversations. However, Vasiljevic pointed out that for more proficient learners, the chosen stories should be sufficiently complex to challenge their vocabulary skills and promote further growth.

In the Algerian context, traditional language instruction has emphasized rote memorization and repetition, leading to limited success in fostering long-term vocabulary retention and meaningful language use (Bouchentouf, 2015). Recently, educational reforms have shifted towards integrating more interactive and student-centered teaching strategies, such as storytelling, to enhance language learning outcomes. Collins (2010) and Haven (2007) demonstrated that storytelling was more effective than traditional methods in promoting vocabulary learning and retention.

They attributed this success to the contextualized learning experience provided by storytelling, which makes new words more memorable and easier to retrieve .

## **2. Significance of the Study**

This study aims to evaluate the effectiveness of storytelling as a pedagogical tool in enhancing vocabulary knowledge among 2nd-year middle school EFL learners . The findings reflect the positive effectiveness of storytelling to develop EFL learners' vocabulary.

This research also focuses on the long term vocabulary retention after consistent storytelling exposure which offer valuable data on the durability of learning outcomes .This could reshape approaches to teaching vocabulary , moving beyond short-term gains to sustainable language proficiency .

By providing concrete recommendations for the integration of the storytelling in the EFL classrooms , the study will offer teachers and policymakers a guidance to make decisions that will improve English language learning and instruction in Algeria to become more effective and engaging .

## **3. Statement of the Problem**

In many classrooms, teachers have observed that EFL students show a significant gap when it comes to learning and retaining new vocabulary, despite improvements in reading ,writing ,and grammar proficiency . Various studies point out that traditional methods failed to effectively engage students in vocabulary learning. The focus often remains on grammar rules and comprehension, with less attention paid to helping students remember and use vocabulary in real-world situations.

Storytelling, as a dynamic teaching tool, is known to encourage deeper learning by situating vocabulary in meaningful, relatable contexts. However, in many

educational systems, including Algerian EFL classrooms, this technique is underused, contributing to students' struggles with vocabulary retention. Despite the growing interest in alternative teaching methodologies, limited research exists on how storytelling specifically enhances vocabulary acquisition among EFL learners. This study aims to address this gap by investigating the effectiveness of storytelling in fostering vocabulary learning in Algerian middle school classrooms .By doing so ,it seeks to contribute to the development of more engaging, efficient vocabulary teaching strategies.

#### **4. Research Objectives**

- Evaluate the effectiveness of storytelling as a pedagogical tool in enhancing Vocabulary Knowledge among 2nd year middle school learners .
- Investigate the level of student engagement and motivation during storytelling sessions and its correlation with improved Vocabulary Knowledge .
- Explore the sustainability and durability of improvements in Vocabulary knowledge over an extended period following consistent exposure to storytelling using different games and techniques in an Algerian classroom setting.
- Provide practical guidelines and recommendations for educators to effectively integrate storytelling into EFL classrooms to improve Vocabulary.

#### **5. Research Questions**

The current study is an attempt to answer the following questions:

- **To What extent does storytelling as a pedagogical tool play a role in enhancing Vocabulary Knowledge among 2nd year middle school learners ?**
- **How do EFL learners respond to storytelling as a method of vocabulary instruction in terms of engagement and motivation?**
- **How does the use of storytelling as an instructional tool impact vocabulary acquisition among EFL learners in an Algerian classroom?**

## **6. Research hypotheses**

We may suggest the following hypotheses in order to answer the previously asked questions.

- Using as storytelling as a pedagogical technique will improve and enrich their vocabulary knowledge
- Students will be motivated and engaged during the process of learning.

## **7. Research Design**

This study adopts a quasi-experimental one-group pretest-posttest design to investigate the effectiveness of storytelling as a pedagogical tool for enhancing vocabulary acquisition among 2nd-year middle school EFL learners. The study involves a single experimental group, 32 learners of Baali Mohamed Middle School, where learners are exposed to storytelling as the instructional method. Vocabulary knowledge is measured both before (pretest) and after (posttest) the storytelling

intervention through a vocabulary test. The difference in scores is analyzed using a t-test to determine the statistical significance of the impact of storytelling on vocabulary acquisition.

Additionally, a classroom observation checklist is employed to systematically assess learner engagement, participation, and motivation during the storytelling sessions. This qualitative data complements the quantitative results by providing insights into how students interact with the storytelling method and its influence on their learning behavior. Through these combined tools, the study aims to comprehensively evaluate the role of storytelling in enhancing vocabulary knowledge and engagement in an Algerian EFL classroom.

## **8. Structure of the Dissertation**

This dissertation is mainly composed of a general introduction, two chapters, and a general conclusion. The general introduction gives information and a summary of this study and its components. Furthermore, the first chapter deals with the literature review of the two variables of this study, which are: the Storytelling and learning Vocabulary. Additionally, the second chapter is also composed of two sections; one that presents the collected data and the other delivers on analysis of the results and presents the limitations of the study. Finally, the general conclusion wraps up the study.

**Chapter One**  
**Theoretical Background**

## **Introduction**

This chapter presents the theoretical part focusing on the main variables relevant to the current study. It aims to provide a comprehensive understanding of terms related to the Use of Storytelling to improve teaching/learning vocabulary. This chapter also provides a theoretical foundation for the study, focusing on the role of storytelling in enhancing vocabulary acquisition in EFL learners. It explores key concepts related to storytelling, including its definition, components, and stages, while also examining its application in language teaching. The chapter outlines storytelling techniques, highlighting its effectiveness in engaging learners and facilitating language learning. Additionally, the chapter discusses vocabulary types, knowledge, and selection, emphasizing their importance in language comprehension and communication. Through these insights, the chapter aims to connect storytelling with improved vocabulary outcomes in an EFL context.

### **1. 1. Definition of Storytelling**

Storytelling, a time-honored tradition with roots extending back through the annals of history, stands as a compelling method not solely for imparting information but also for captivating and entertaining audiences. Echoing this sentiment, literary scholar Jonathan Gottschall asserts, "Storytelling is the most potent means to disseminate ideas in contemporary society" (Gottschall, 2012). Within the sphere of English as a Foreign Language (EFL) and English as a Second Language (ESL) pedagogy, the utilization of storytelling emerges as a dynamic strategy for enriching language learning endeavors and nurturing comprehension skills.

Moreover, it is regarded as an old verbal art which was described in different ways. For McDrury and Alterio (2003), storytelling is that "We are convinced that storytelling has enabled

us to learn from experience throughout our lives and we have discovered that it can also be used in meaningful, enjoyable, and creative ways to facilitate learning in higher education settings” (p.12). This simply means that stories were created to help learners learning a language in an enjoyable context.

This term has also been particularly defined by a number of other scholars from various angles. For instance, Lucarevschi (2016) defines Storytelling as, “One of the oldest forms of human communication, being used for entertainment, and for the promotion of education and cultural value” (p.24). Simply put, for this author, stories are a traditional way of transmitting knowledge through centuries. In the same vein, McDrury and Alterio (2003; Dickinson et al., 2012), described storytelling as an old practice of telling stories, that has been the primary sources of entertainment and literary instruction . (p.31)

Furthermore, in an article, entitled “Using Storytelling in Education” by North Dakota Center group, storytelling is defined as “An art form, through which we have preserved our heritage, passed on traditions, learned skills, and most importantly, developed our limitless imagination” (As cited in Sanchez, 2013-2014, p.13). Therefore, storytelling is considered as a creative human experience that enables us to refer to different peoples, cultures, and the real or imaginary world through a language. In addition, storytelling also focuses on the role of the teller, especially when s/he uses vocalisation, narrative structure, and dramatic or mental imagery to interact with an audience, who also makes use of behavioural stimulation to provide verbal and nonverbal input to the teller (Lucarevschi, 2016).

Among the techniques available in teaching a language, storytelling is among the widely used, particularly with beginners and false beginners. In both English-speaking countries

and many others, storytelling is an integral part of the curriculum, and stories are seen as a first-rate tool in language teaching (Zar & Sagrario, 1995).

In the realm of EFL/ESL education, storytelling encompasses the deployment of narratives, anecdotes, or fables to convey linguistic concepts, cultural insights, and real-life scenarios to learners. This pedagogical approach harmonizes with the tenets of communicative language teaching, which accentuates the amalgamation of authentic language usage within meaningful contexts (Richards & Rodgers, 2001). Through immersion in captivating narratives, educators furnish learners with opportunities for authentic language application and comprehension exercises.

Schank & Abelson(1995), claim that all knowledge comes in the form of stories. Since human being existed, storytelling has served as a popular educational tool. It was used to instruct the population generation after generation. Sharda, (2007), comments that traditional storytelling has always been used to share traditions and entertainment among adults and children. Yet, storytelling can change the difficult instructions into easy ones and make the abstract ideas touchable. He added, in the last few decades, researcher's project aimed to explore the impact of storytelling on student's engagement and learning outcomes. In the other hand, storytelling, in general, is a powerful pedagogical approach that can be used to enhance learning outcomes

Then, many educationists felt the need to establish an approach encompassing learner's learning. According to Liu, Tong Zhou, and Sum(2014), storytelling is a teaching method which is based on a carefully chosen story and explain the things that teachers want students to know. Furthermore, learners become active when interacting and sharing the story.

Hence, Sharda (2007) proposes storytelling as a powerful pedagogical approach that can be used to enhance learning outcomes, scientific and technical education. Therefore, Banaszewski (2005) considers storytelling as a tool for teachers to work on different areas of language in order to generate student's learning outcomes. Today people still tell stories; hence, it has followed different paths to date. For example, Benmayor (2008), contends that a story becomes a combination between voice, image and music. Furthermore, Kajder, Bull&Albaugh (2005) propose that storytelling can be presented on screen of television, computer or projected.

### **1. 1. Story's Components**

Story encompasses several essential components that contribute to its effectiveness in conveying ideas and engaging an audience. The first key element is the plot, which serves as the narrative's backbone, outlining the sequence of events and ensuring logical flow. The plot typically consists of an introduction, rising action, climax, falling action, and resolution. Characters are another critical component, providing a human or relatable aspect to the story that allows the audience to establish connections and empathy. The development of characters often drives the plot forward and is essential for creating a sense of authenticity and realism.

The setting , comprising time and place, establishes the context in which the story unfolds, providing background and grounding the narrative in a specific framework. In addition, the theme addresses the underlying message or main idea that the storyteller seeks to communicate, reflecting the story's deeper meaning or moral. The conflict , whether internal or external , creates tension and propels the narrative forward, maintaining audience engagement. Lastly, the point of view determines the perspective from which the story is told, influencing how information is presented and perceived by the audience. Together, these components form the

foundation of effective storytelling, enabling it to captivate listeners, foster comprehension, and facilitate learning in educational contexts.

### **1.3. Storytelling Stages**

One can propose a methodology for integrating story-based activities into various classroom settings with minimal interruption by implementing a three-stage framework (refer to Figure1). This model mirrors the conventional pre-, during, and post-stages commonly associated with skill-oriented instruction, and integrates moments for contemplation, exploration, and subsequent reflection, allowing children to strategize, enact, and evaluate their actions. This entails considering their planned actions and rationale, as well as reflecting on their existing knowledge pertinent to the narrative and its thematic elements.

Guettal (2008, pp.73-74) delineates three sequential phases in the process of narrative construction. These phases encompass:

#### **1.3.1. The Pre-storytelling Stage:**

Before starting the tale, teachers ought to select the appropriate story with a specific number of characters, clear, academic language, the moral lessons, different cultures, a clear aim that emerges in the whole story, and the needed vocabulary for learners to use it in their everyday speeches. She also mentioned that there should be a presentation and an introduction to the new vocabulary. In addition, the teacher should inform his/her learners about the aim of the lesson, and describe the setting and the events of the story in order to transmit the required information needed by the learner to understand the content of the story.

#### **1.3.2. While-storytelling stage:**

In this stage, the focus will be on listeners (i.e. learners), in which they require a good mood, high concentration on comprehension, and enjoyment in order to feel comfortable in the whole process of listening to the story. Hence, the role of the teacher, in this phase, is to make learners participate, imagine, and predict the coming events through scheduled listening breaks.

### **1.3.3. After-Storytelling stage (games and activities):**

Finally, the post storytelling stage is an important stage where a teacher checks the students' comprehension. Thus, there are a number of post-hearing activities that aim to improve the level of teamwork and collaboration between learners in meaningful communication to build their sense of stories.

Guettal (2008) also listed a number of tasks that a teacher needs after the storytelling stage. The main important ones are as follows :

#### **1.3.3.1 Comprehension Question:**

This follows the story that was told to encourage communication, as it defines their understanding of the story. For example: - When/where does the story happen?

#### **1.3.3.2 True False Questions:**

This activity depends on the learners' concentration about a number of extracts from a story to decide if it is valid or not. For example: - The princes have visited the white house. (Write true or false depending on the events of the story).

#### **1.3.3.3 The Story Mapping:**

Known also by creating an oral discussion. It is about recounting the story, its most important events, problems, and its famous characters and so on.

#### **1.3.3.4 Dramatisation:**

The dramatisation of a story means making a play based on the story. This activity will be performed by a small group in the classroom, in which each person will choose a precise character from a story and play its role with the cooperation of another one of his classmates (pp. 75-76).

#### **1.3.3.5 Story Cubes:**

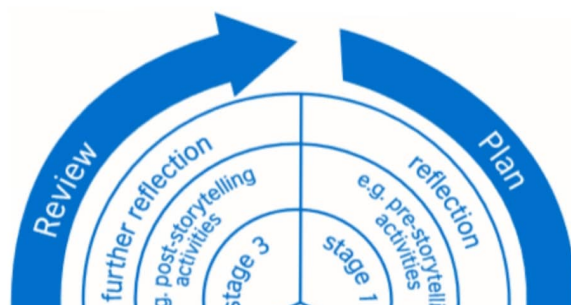
Students roll a set of story cubes, each displaying different images or symbols. Using the images that appear, students create a short story or a continuation of the original story. This activity promotes creativity, spontaneous thinking, and helps students practice narrative skills while incorporating vocabulary from the original story.

#### **1.3.3.6 Picture Prompt Description:**

Students are shown a picture related to the story and asked to describe it or tell a part of the story based on the image. This activity enhances descriptive language skills and encourages detailed observation.

#### **1.3.3.7 Word Search or Crossword Puzzle:**

A word search or crossword puzzle can be created using vocabulary words or key phrases from the story. This activity helps reinforce spelling and meaning in a relaxed, enjoyable format



**Figure 1:A story-based methodology Source: Ellis & Brewster 2014: 24.**

#### **1. 4. Definition of Vocabulary :**

Vocabulary plays a crucial role in language learning, as acquiring a new language was inherently linked to understanding its vocabulary. Learners must grasp the vocabulary of a language to communicate effectively. Several scholars have provided varying definitions of vocabulary. For instance, Richards and Rodgers (1986, p. 255) highlight that "vocabulary is a fundamental element of language proficiency, forming the foundation for speaking, listening, reading, and writing." Without a substantial vocabulary and effective methods for acquiring new words, learners may struggle to reach their full potential and may feel discouraged from engaging in language learning opportunities, such as interacting with native speakers, reading, or watching media in the target language.

Moreover, Nation and Newton (1997, p. 241) suggest that knowing a word involves understanding its frequency of use, the contexts in which it typically appears, its

appropriateness in different scenarios, its grammatical patterns, its root forms and derivatives, and its associations with other words, as well as its semantic properties.

Vocabulary was particularly important in second language (L2) acquisition. McCarthy (1990, p. 140) emphasizes that "communication in an L2 cannot occur meaningfully without a sufficient range of vocabulary." Schmitt (2000, p. 5) also outlines the types of knowledge required to truly understand a word: its meaning, written form, spoken form, grammatical usage, collocations, register, associations, and frequency.

Based on these views, it can be inferred that vocabulary is a core component of language proficiency, consisting of a list of words that possess specific features such as meaning, usage, pronunciation, and spelling.

### **1. 5. Types of Vocabulary :**

Researchers categorize vocabulary into two main types: active and passive. According to Harmer (1991, as referenced in Gruneberg & Sykes, 1991, pp. 60-62), active vocabulary consists of words that learners have been taught and can use confidently. In contrast, passive vocabulary includes words that students can recognize when they see them but might not be able to use or pronounce correctly. Similarly, Haycraft (1998, as cited in Hatch & Brown, 1995) describes vocabulary in terms of receptive and productive types.

#### **1.5.1 Receptive Vocabulary**

Receptive vocabulary are words that learners recognize and understand when they are used in context, but which they cannot produce or develop . They are vocabularies that learners

recognize when they perceive or encounter in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

### **1.5.2 Productive Vocabulary**

Productive vocabulary refers to the set of words that individuals are able to use actively in their spoken and written communication. Unlike receptive vocabulary, which includes words recognized and understood passively, productive vocabulary encompasses those terms that a person can recall and employ appropriately in various contexts. This distinction highlights the difference between understanding a word's meaning and being able to utilize it effectively in generating language (Nation, 2001).

To assess productive vocabulary, educators may use various methods, including written exercises, speaking tasks, and language production assessments. These tools help measure how well learners can apply their vocabulary knowledge in practical situations, thereby providing insight into their overall language competence (Schmitt, 2008).

## **1. 6. Vocabulary Selection**

Effective vocabulary selection is a critical component in the teaching of English as a Foreign Language (EFL), particularly when using storytelling as a pedagogical tool. Choosing appropriate vocabulary involves identifying words that are both relevant and accessible to learners, facilitating their acquisition and retention within meaningful contexts. According to Schmitt (2008), vocabulary selection should focus on words that are not only useful in daily communication but also support the thematic elements of the stories being used. This approach

ensures that learners are exposed to vocabulary in contexts that enhance understanding and usability.

The selection process involves considering several factors, including the learners' proficiency levels, interests, and the cultural context of the vocabulary. Nation (2001) emphasizes that vocabulary should be chosen based on its frequency of use, relevance to the learners' lives, and its potential to aid in understanding the narrative of the stories. This targeted approach helps in presenting vocabulary in a manner that is both engaging and pedagogically sound.

### **1. 7. Vocabulary Knowledge**

Vocabulary knowledge plays a crucial role in language learning. Numerous researchers have highlighted the essential connection between vocabulary and learners' reading comprehension (Anderson & Freebody, 1983). As Stahl (1983, p.33) notes, "One of the most well-established relationships in reading research" is that between reading comprehension and vocabulary knowledge. This strong connection has led many researchers to consider a reader's vocabulary knowledge as a key indicator of their ability to comprehend text (Anderson & Freebody, 1981). Understanding the meanings of words and their various collocations directly impacts reading comprehension, making vocabulary a critical factor in improving reading performance (Beck, Perfetti, and McKeown, 1982). Nation (1990) points out that interest in the link between reading comprehension and vocabulary has a long history in ESL/EFL reading research. Many scholars argue that vocabulary acquisition is the most crucial aspect of second-language learning (Knight, 1994; Schmitt, 2008). According to Richek (2005), vocabulary knowledge is the best predictor of reading success. Bromley (2004) suggests that vocabulary knowledge supports reading fluency, enhances academic achievement, and boosts reading

comprehension. "It is evident that a large and diverse vocabulary is a hallmark of an educated individual. A substantial vocabulary repertoire not only facilitates academic success but is also closely tied to reading proficiency and overall school achievement" (Beck, McKeown, and Kucan, 2002, p.1).

## **1. 8.      Storytelling and Vocabulary Teaching**

Storytelling is recognized as a valuable pedagogical strategy for promoting lexical knowledge and retention in English as a Foreign Language (EFL) classrooms, particularly when compared to traditional methods such as rote memorization of isolated vocabulary items. While memorizing individual words may support short-term recall, it does not adequately promote long-term retention or practical application of new terms. Thus, several studies have highlighted storytelling as an effective tool for embedding vocabulary in meaningful contexts, thereby enhancing comprehension and recall of lexical items (Kutuk, 2007).

One of the primary advantages of storytelling in vocabulary instruction is its ability to shift learners' focus from the language forms to the meaning conveyed. According to Bloor (as cited in Gomez, 2010), vocabulary acquisition is more effective when learners engage with abstract concepts in narratives rather than through word-for-word translations. This is further reinforced by the incorporation of non-verbal cues, such as voice intonation and body language, which support learners in grasping the meanings of new terms more efficiently.

Previous research has provided empirical support for the efficacy of storytelling in promoting vocabulary growth among EFL learners. For instance, Vecino (2006) explored how storytelling influenced vocabulary development in adult learners through listening activities, and

the findings indicated that storytelling not only enhanced vocabulary acquisition but also improved comprehension skills. Moreover, repetition, which is an intrinsic element of storytelling, plays a crucial role in reinforcing word patterns, enabling young learners to incorporate these patterns into their everyday communication (Elley, 1989, as cited in Thuy, 2018).

The repetitive and cyclical nature of storytelling further strengthens the learning of new vocabulary. Nation (1990, as cited in Kutuk, 2007) emphasized that a new word must be encountered at least five to six times for it to be fully understood and retained. This continuous exposure through storytelling activities—such as narrating, recalling, and discussing the story—solidifies learners' understanding and usage of the vocabulary items. To facilitate comprehension, Nation (1990, as cited in Kutuk, 2007) also suggested various strategies, including the use of objects, gestures, drawings, and photographs. These visual and kinesthetic aids provide concrete representations of abstract terms, making storytelling even more effective.

In addition to visual aids, repetition and contextualization are essential strategies embedded in storytelling that promote vocabulary retention among young learners. Vocabulary items introduced through humorous illustrations and simple narratives are more likely to be retained, as they create a memorable learning experience. As noted by Thuy (2018), storytelling fosters the retention and flexible use of new vocabulary through repetition and context-rich scenarios, enabling learners to consolidate these items in their memory and retrieve them more effectively in authentic conversations.

Although storytelling has been widely acknowledged for its pedagogical benefits, there remains a need for further research into its specific mechanisms for enhancing vocabulary

acquisition. Future studies should explore how the integration of storytelling with supplementary strategies, such as visual aids and repetition, can maximize its effectiveness in EFL contexts

## **Conclusion**

In conclusion, storytelling has been demonstrated to fulfill multiple roles in the educational process, including engaging students, facilitating smoother learning experiences, enhancing retention of material, and fostering better interaction between students and teachers. This chapter has provided an extensive review of the theoretical background of storytelling, covering its definition, key components, and the stages involved in using storytelling as a teaching tool. It also explored various post-storytelling tasks, such as comprehension questions, story mapping, and dramatization, which are designed to reinforce vocabulary learning.

Furthermore, this chapter delved into the concept of vocabulary, its different types, receptive and productive, and the strategies for vocabulary selection and knowledge acquisition. The insights drawn from previous studies highlight storytelling's effectiveness in improving vocabulary acquisition in EFL contexts, thus supporting the aim of this research. The findings from the literature suggest that storytelling can be a powerful tool for enhancing vocabulary learning, which aligns with the objective of this study: to propose storytelling as an effective method for improving vocabulary teaching in EFL classrooms.



**Chapter Two**

**RESEARCH METHODOLOGY, FINDINGS AND**

**DISCUSSION**

## **Chapter Two :**

### **Research Methodology, Data Analysis, and Interpretations**

#### **Introduction**

This chapter aims at presenting the research methodology used to investigate the effectiveness of using ST technique in improving Learner's vocabulary. It provides a full description of the research methodology and design used wherein the research methods, setting, population, and tools followed by the data collection and analysis tools. In addition to data analyses and interpretations, a discussion of the results, limitations of the study, pedagogical implications, and recommendations for further research .Finally , a conclusion which contains a summary of what has been tackled in this chapter.

#### **2. 1 Research Methodology and Design :**

This study attempts to explore the effectiveness of using ST technique on vocabulary learning. To fulfill this purpose, and to test the hypothesis mentioned previously. The learners were assigned to a quasi experimental design. It is characterized by the use of at least one qualitative and one quantitative data collection and analysis tool (Schoonenboom & Johnson, 2017). This experimental study is conducted in which learners are provided with two tests ;a pretest, which aims at investigating students' current level in vocabulary and post-test, which aims at measuring students' improvement in learning and using vocabulary after the ST intervention . The pre-test includes two main activities. The first is a vocabulary matching activity which is a valid test format and an excellent way for assessing content vocabulary

knowledge because it is contextualized, integrates visual and linguistic information, increases engagement and motivation, assesses multiple aspects of vocabulary, and is flexible and adaptable. The second is gap-fill activity which assesses learners' understanding of a range of nouns, adjectives and verbs related to the used stories. It involves selecting the correct word from three options to complete the given sentence., with the aim of testing global understanding of the text rather than knowledge of English grammar.

In addition to the pre- and post-tests an observation checklist was used to assess the motivation and engagement of the learners during the storytelling intervention. This checklist was crafted to monitor learners' involvement, focus, and interest during the storytelling sessions.

The observation checklist provided insightful information about learners' motivation and levels of engagement, which was essential for evaluating the effectiveness of the use of storytelling technique in vocabulary learning.

## **2.2 The Population:**

In conducting research, it is crucial to clearly define the population of interest and select a representative sample from that population. According to Parahoo (1997), the population refers to "the total number of units from which data can be collected, such as persons, artifacts, events, or organizations" (p. 218). For this study, the population of interest consists of individuals studying English as a foreign language. The target population was narrowed down to second-year middle school learners, who were deemed suitable participants due to their prior exposure to the English language for two years. This experience enables them to engage more effectively with advanced instructional strategies.

The sample was selected through simple random sampling, where one class was chosen from five classes without considering any specific demographic factors or characteristics. This approach aimed to increase the internal and external validity of the study, ensuring that the findings are generalizable to the larger population of EFL learners, comprising 175 pupils aged between 12 and 16 years old. The availability and willingness of the learners to participate were also crucial factors considered during the sample selection process.

The selection of the sample was based on the assumption that EFL learners with prior exposure to the English language would be better equipped to engage with more advanced instructional strategies. This approach allowed the researcher to investigate the effectiveness of storytelling techniques in enhancing vocabulary learning among EFL learners.

### **2. 3The setting**

The current study was conducted at Baali Mohamed Middle School in Mcif City in Bousaada , established in 2007 , is recognized as the Second middle school in the whole city . Applying storytelling intervention from 23rd April in the last semester of the school year 2023/2024.

### **2. 4Data Collection Methods and Instruments:**

To facilitate the investigation aimed at evaluating the effectiveness of storytelling as a pedagogical tool in enhancing Vocabulary Knowledge among 2nd year middle school learners, a triangulation of research instruments was utilized. These instruments consisted of pre- and post experimental tests were utilized to measure changes in the participants' performance before and after the intervention of ST administered to a total of 32 pupils, which represents the

experimental group , and a checklist that is based on the following criteria learner's participation ,engagement and focus, motivation , vocabulary retention and vocabulary application and use during the storytelling intervention. In addition to the classroom observation as a collection data tool .

### **2.4.1 The Classroom Observation**

For the aim of knowing to what extent ST technique can promote learners' ability to acquire new vocabularies, remembering and using them, an observation was made in ten sessions during two weeks .because ST is a technique that requires certain periods of time based on PDP framework in which the main final objective of the lesson is to make learners able to gather information ,identify words and sentences related to the stories topic and summarize a short story. The ten sessions were divided into two parts .The first part ,including the first five sessions, was devoted to present the Ant and the Grasshopper story and use different activities and educational games including :Spelling Bee , Wear the Mask and Act out the Personality and Storytelling Cube as it is presented in appendix II. The second part , including the last five sessions , was devoted to present " The wolf and the seven young kids, a fairy tale by the Brothers Grimm".

#### **2.4.1.1 Lesson Plan and Sessions Description**

Classroom observations are critical in educational research, providing valuable insights into teaching strategies and student engagement. appendix II refers to a lesson plan designed for second-year middle school students, focusing on the role of storytelling in enhancing vocabulary acquisition. Each segment of the lesson plan will be described over five sessions, showcasing its effectiveness.

Teacher started by warmly greeting her students, creating a welcoming atmosphere. Then , she engages the students using a "Spelling Bee" game in which learners are supposed to spell the given words for example name of animals and insects. Teacher then displayed pictures of various insects, including an ant and a grasshopper, and asked some leading questions. This activity not only grabs the students' attention but also introduces them to the main topic of "The Ant and the Grasshopper" story .

#### a-Pre-Listening

Building on the theme, the teacher presented the story. She encourages the students to brainstorm and share their prior knowledge about the story, facilitated by leading questions and visual aids like flashcards and pictures. Questions such as, "Do these images remind you of a story?" and "What do you know about this story?" prompt students to participate actively, helping to activate their prior knowledge and prepare them for the listening activity.

#### b-Listening Activity

The teacher narrates "The Ant and the Grasshopper" using various expressive techniques, including voice modulation, gestures, facial expressions, masks, and pictures. These dynamic storytelling methods keep the students engaged. They are asked to listen attentively and note down key details, such as characters, the timeline, and descriptive adjectives. The teacher's animated delivery and the interactive nature of the task maintain high levels of student engagement and focus.

#### c-Discussion and Task Completion

Following the storytelling session, the teacher invites students to share their thoughts and answers. Worksheets , as presented in appendix II ,are distributed for students to complete tasks related to the story, such as gap-fill exercises with the appropriate vocabulary. The teacher also

writes new vocabulary words on the board in a word cloud format, instructing students to copy them into their "My Dictionary Worksheet" and use them in full sentences then play Wear the Mask and Act out the Personality game . This practice reinforces vocabulary learning and ensures that students can apply new words in context .

#### d-Story Cube Activity

In the next session, the teacher introduces the "Story Cube" game. Students are divided into groups, each receiving a cube with different pictures from the story. After the teacher retell the story again ,learners roll the cube and write sentences or main ideas based on the picture they land on, then arrange these sentences to form a summary of the story. This activity promotes collaboration and helps students organize their thoughts and improve their writing skills using the newly learned vocabulary.

#### f-Reflective Session

The final session was dedicated to a free discussion, where students reflect on their learning experiences. The teacher facilitates the discussion, encouraging students to share what they found interesting, challenging, or enjoyable about the storytelling and vocabulary activities. This reflective practice consolidates their learning and provides valuable feedback for the teacher to refine future lessons.

The same procedures were applied in presenting the second story entitled " The wolf and the seven young kids, a fairy tale by the Brothers Grimm".

To ensure that observations are consistent and comprehensive , covering all critical elements of the storytelling session , teacher was taking notes in every single session about the learners performance based on the criteria presented in Appendix III: Classroom Observation Checklist.

### **2.4.1.2 The Observation Checklist**

The use of observation classroom checklists has been recognized as a valuable tool in educational research. Creswell (2012) claims that "Classroom observation is generally regarded as an important tool for improving the professional development of teachers. It needs a good checklist for teachers and observers to communicate those performed and missed points to improve teaching practice .The checklist used in this study was developed to comprehensively assess the effectiveness of storytelling (ST) in enhancing vocabulary acquisition and retention among middle school learners. This checklist is developed as comprehensively as possible so that the researcher can take into account most of the required criteria in the tests for measuring the effectiveness of ST technique with three scales (Not at all=1; Sometimes=2; Often=3). Sample models for developing this checklist are extracted from previous studies on similar topics which provide a starting point for creating a new checklist tailored to the previous research questions: "To What extent does storytelling as a pedagogical tool play a role in enhancing Vocabulary Knowledge among 2nd year middle school learners?" and "What is the level of student engagement during storytelling sessions, and how does it correlate with improved Vocabulary Knowledge?"

To reduce biases, the observer was thoroughly trained to understand the criteria and apply them consistently across different observations. This training aimed to minimize individual biases and enhance inter-rater reliability. Finally, the checklist was piloted in a small-scale study before full implementation, allowing for the refinement of items and procedures. This ensured that the checklist effectively captured the intended data and contributed to the overall validity of the research. The most significant criteria considered in the checklist include learner's

participation, engagement and focus, motivation, vocabulary retention, and vocabulary application and use during the storytelling intervention.

#### **2.4.2 Pre and Post Tests :**

Pre and post test, which was validated by a teacher from M'sila University, and two other middle school teachers , serves as the primary assessment tool to evaluate learners' improvement in learning and using vocabulary after the St intervention . It consists of two different tasks:

Firstly, the pre-test includes two main activities. The first activity was a vocabulary matching task, which was carefully selected as a valid and reliable test format for assessing content vocabulary knowledge. The inclusion of a vocabulary matching activity in the pre-test was based on the premise that it provides a valid and reliable measure of content vocabulary knowledge. By presenting words in context and integrating visual and linguistic information, the activity promotes learner engagement and motivation, while assessing multiple facets of vocabulary knowledge. The flexibility and adaptability of this test format ensure its suitability for diverse learning contexts and proficiency levels. This task involves pairing images related to both the stories used, namely "The Ant and the Grasshopper" and "The Wolf and the Seven Young Kids," with the appropriate terms.

Secondly, the gap-fill exercise designed to evaluate learners' comprehension of various nouns, adjectives, and verbs pertinent to the stories being studied. This activity requires students to choose the correct word from three provided options to complete each sentence. The primary objective is to assess the learners' overall understanding of the text's content, rather than merely testing their knowledge of English grammar. By focusing on contextual vocabulary use and semantic accuracy, this task provides insight into how well students grasp the narrative and

thematic elements of the stories, "The Ant and the Grasshopper" and "The Wolf and the Seven Young Kids." This approach ensures a comprehensive evaluation of the learners' ability to integrate and apply vocabulary in meaningful contexts.

Both pre and post tests are administered individually to each learner , allowing for personalized assessment, and their vocabulary improvement will be measured using the pair t test analysis based on their score differences in both pre and post tests .

Overall, pre and post tests serve as essential tools for assessing learners' vocabulary improvement and overall understanding post-intervention.

## **2. 5 Statistical Tools of Data Analysis**

To analyze the data collected in this study, two primary statistical tools were utilized: **SPSS (Version 22)** , a powerful statistical software, was used to organize and structure the tables of frequencies. It enabled the measurement and organization of descriptive statistics, including means, standard deviations, and frequency distributions. This facilitated accurate and detailed data interpretation through its statistical analysis capabilities.

### **Microsoft Excel**

Microsoft Excel was used to transform the tables produced in SPSS into graphical representations. Its flexibility in creating charts and graphs allowed for a clear and concise visual presentation of the data which helped in better understanding and interpreting the findings. By integrating these tools, a comprehensive and accurate analysis of the data was achieved, providing a solid foundation for the findings and conclusions of this study.

## **2. 6 Data Analysis and Interpretation**

This study employed the use Microsoft Excel and SPSS 22 statistical software to conduct a comprehensive analysis of the data collected from the experimental study. The primary goal of

this analysis was to investigate the development of the experimental group's vocabulary knowledge .To achieve this objective, the paired samples t-test was utilized to compare the experimental group pre-and post test scores in addition to descriptive statistics to summarize and describe the main features of the checklist collected data .

### 2.6.1. Data Analysis and Interpretation of the Descriptive Statistics

The data gathered from the checklist during the ten session are represented in table as follow:

**Table 1:**Classroom Observation Results according to the Checklist Criteria

	<b>Participation</b>	<b>Motivation</b>	<b>Engagement</b>	<b>vocabulary retention and recall</b>	<b>Vocabulary Application</b>
Session 1	2	3	3	2	1
Session 2	3	3	3	2	2
Session 3	2	3	2	3	3
Session 4	2	3	2	3	3
Session 5	3	3	3	3	3
Session 6	3	2	3	3	1
Session 7	3	2	3	2	2
Session 8	1	1	1	2	2
Session 9	3	3	3	3	3
Session 10	2	2	3	3	3

The table above entitled "Classroom Observation Results according to the Checklist " presented the results from a classroom observation over ten session .The checklist used three scale rating system (Not at All =1;Sometimes=2;Often =3) and each session was analyzed depending on the given criteria (participation; motivation; engagement; vocabulary retention and recall; vocabulary application) to evaluate the impact of storytelling on learners' vocabulary. The

first five sessions were devoted to present the first story while the rest sessions to present the second story.

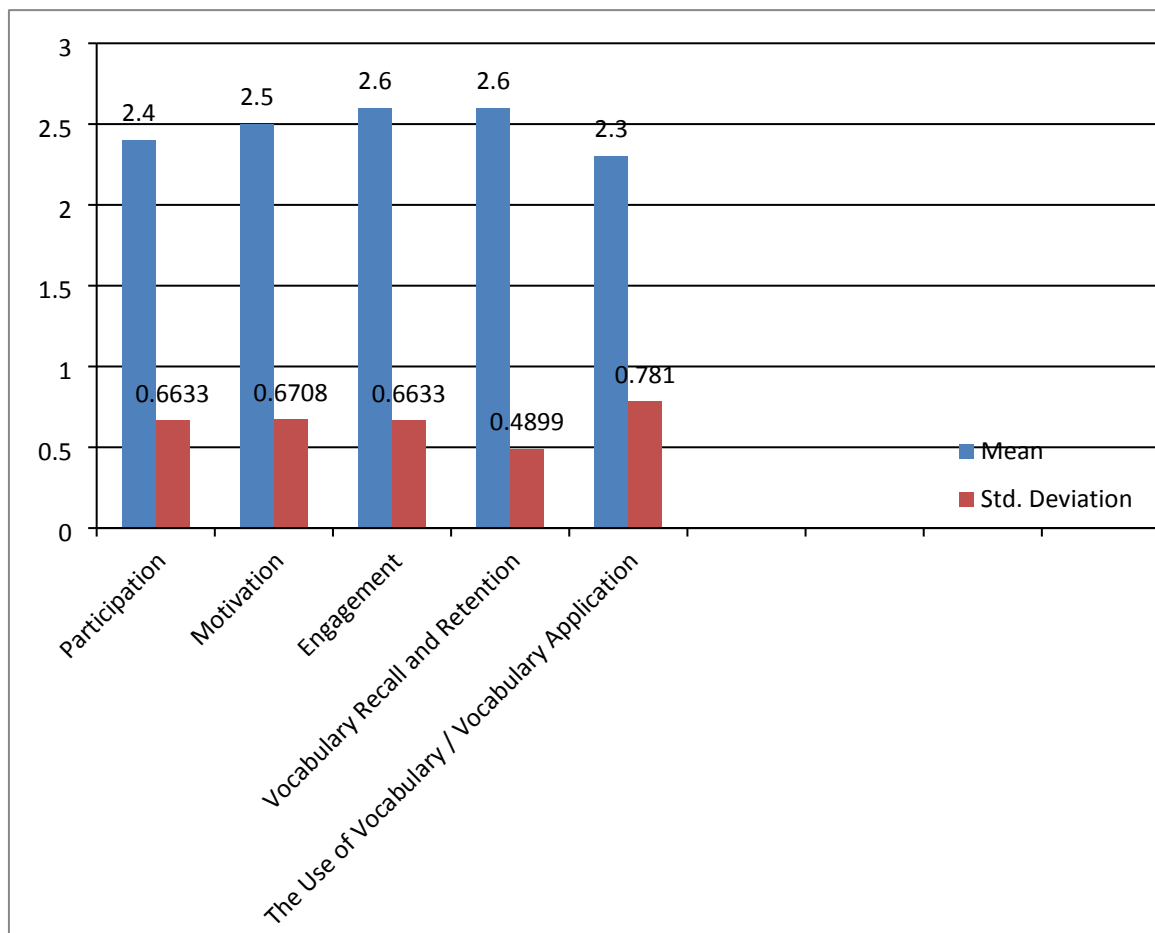
Additionally ,there was a notable decline in students performance in all the given criteria in the session 8 . This decline was due to some environmental and psychological factors .This latter include having unexpected Math test the next session in addition to the pressure of being a part of the Arabic teacher CAPEM Exam and waiting for the results .

**Table 2** :Descriptive Statistics table of the Classroom Observation

<b>Criterion</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
<b>Participation</b>	2,4	0,6633	10
<b>Motivation</b>	2,5	0,6708	
<b>Engagement</b>	2,6	0,6633	
<b>Vocabulary Recall and Retention</b>	2,6	0,4899	
<b>The Use of Vocabulary / Vocabulary Application</b>	2,3	0,7810	

The table 2 above shows descriptive statistics ,Mean and Std. Deviation , of the observation checklist data .Based on the scale average/range ;Not at all =[1 - 1.67] ; Sometimes =[1.67 - 2.33 ] ; Often =[2.34 - 3 ] ;and the means of the previous criteria ,mainly students were observed whether sometimes or often except for engagement and vocabulary recall and retention which scored the highest mean value among all the criteria ,close to often which means that most

of the students were engaged and gained the ability to recall the vocabulary due to the use of ST technique and some extra visuals ,photos and activities to strength their memory .



**Figure 2**Descriptive Statistics(Mean ; Std. Deviation) of the Classroom Observation

According to Histogram above , presents the mean scores and standard deviations for five criteria assed during ten sessions .Each criteria is analyzed according to its mean and std:deviation as the following :

**a-Participation** (Mean: 2.4, Std. Deviation: 0.6633):

The average participation score of 2.4 indicates that students typically participated quite frequently. Yet, the notable standard deviation of 0.6633 points to considerable diversity in

participation levels throughout the ten sessions. This variance suggests that while certain sessions witnessed high engagement, others may have encountered lower levels of involvement.

**b-Motivation** (Mean: 2.5, Std. Deviation: 0.6708):

Motivation attained one of the top mean score of 2.5 aligned with engagement, signifying that students were generally highly driven throughout the sessions. Although the standard deviation, slightly surpassing that of Participation, indicates some variance, it still implies that most sessions observed students maintaining consistently high motivation levels.

**c-Engagement** (Mean: 2.6, Std. Deviation: 0.4899):

With an average score of 2.5, engagement indicates that students were 'sometimes' to 'often' engaged throughout the sessions. The standard deviation of 0.4899 suggests relatively consistent engagement levels across the ten sessions, with most students demonstrating similar levels of attentiveness and involvement. This uniformity suggests that storytelling effectively maintained students' engagement over time.

**d-Vocabulary Recalling** (Mean: 2.6, Std. Deviation: 0.6633):

The standard deviation of 0.6708 indicates variability in students' recall abilities, highlighting differences in their effectiveness in recalling vocabulary. Despite this, the vocabulary recall and retention scores demonstrate that students frequently remembered vocabulary.

**e-Vocabulary Use and Application** (Mean: 2.3, Std. Deviation: 0.781):

the mean score of vocabulary use indicates that students occasionally used vocabulary during the sessions "sometimes". Nonetheless, the diversity in students' vocabulary use, as showed by the standard deviation of 0.781, highlights differences among students in their effectiveness in using vocabulary which is a common problem that most of EFL learners suffer

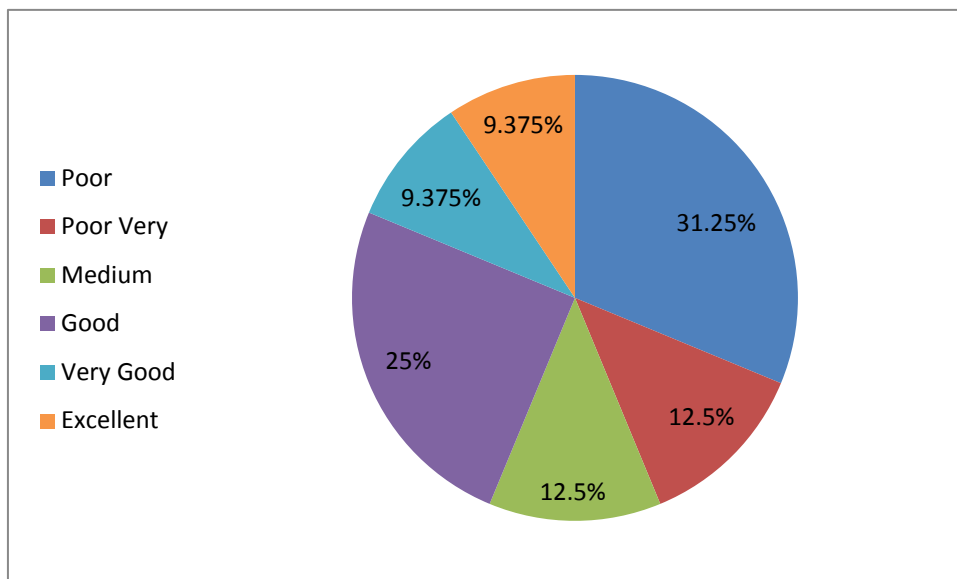
from taking into consideration that the use of vocabulary involves paying attention to Grammar rules which most of them lack since they are just novice EFL learners .Moreover, the teacher did not provide learners with an adequate practical activities and exercises that integrate the learned ST vocabulary with real life contexts .

### 2.6.2. Data Analysis and Interpretation of the T-Test

The sample consisted of 32 participants. The first things to start with was the sample distribution of the level of learners b. The data gathered are represented in table as follow:

**Table 4: Learners' English level based on their Previous Academic School Scores**

Options	The number of learners	Percentage
Excellent [17-20 ]	03	9,375%
Very good[15.5-17[	03	9,375 %
Good[13.5-15.5[	08	25%
Medium[10-13.5 [	04	12,5%
Poor [7-10[	04	12,5%
Very poor[0-7]	10	31,25%



**Figure 5: Pie chart Learners' English level**

The above table and graph present the Learners' English level based on their the Previous Academic achievements . Therefore, as it is seen, quarter of the students of our sample 8 (25%) have a good English level. Moreover, four participants 's (12.5%) English level is medium. Six other learners, three (9.375%) of them have an excellent level and the other three (9.375%) have a very good English level. However, we have ten(31.25%) participants whose English level is very poor one .For the rest ,three learners , they have a very poor level .These results are related to their academic achievements in the late two years . In short, the majority of the learners have a very poor and a poor English level since they are novice learners of EFL .

### **2.6.1.1 Pre and Post Tests Analysis and Interpretation**

**Table 5: Scores and Percentage of the Pre and Post Tests**

<b>Participants</b>	<b>Pre Test Scores</b>	<b>Percentage of Pre Test Scores</b>	<b>Post Test Scores</b>	<b>Percentage of Pre Test Scores</b>
P1	11,5	57,5 %	18	90%
P2	5	25%	7,5	37,5%
P3	11	55%	16	80%
P4	8	40%	12	60%
P5	7,5	37,5%	5	25%
P6	8	40%	11	55%
P7	4	20%	13	65%
P8	8,5	42,5%	10	50%
P9	17	85%	17	85%
P10	8	40%	11	55%
P11	11,5	57,5%	12	60%
P12	3	15%	11,5	57,5%
P13	6	30%	14	70%
P14	8	40%	8	40%
P15	6	30%	5	25%
P16	13	65%	19	95%
P17	7	35%	15	75%

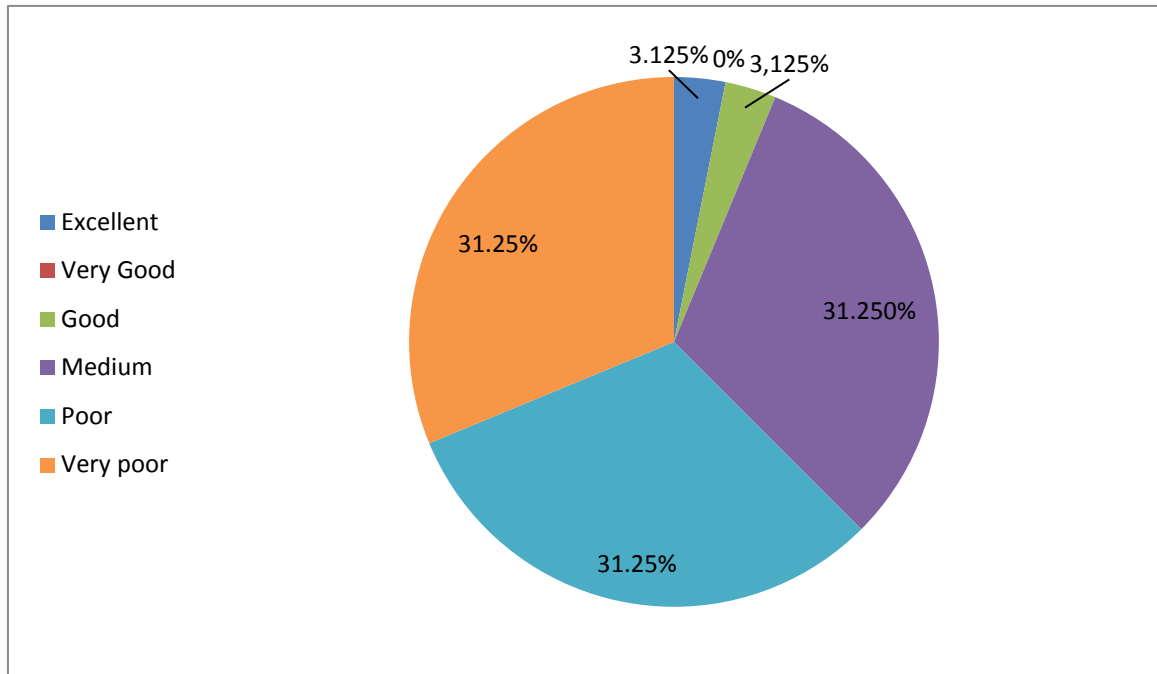
P18	11	55%	17	85%
P19	10	50%	17	85%
P20	10	50%	7	35%
P21	2	10%	10	50%
P22	2	10%	7	35%
P23	7	35%	14,5	72,5%
P24	6	30%	13	65%
P25	8,5	42,5%	15	75%
P26	10,5	52,5%	19	95%
P27	14	70%	19	95%
P28	5	25%	10	50%
P29	7	35%	10	50%
P30	9	45%	15	75%
P31	11	55%	18	90%
P32	12	60%	18	90%

The above table represents scores and percentage of the pre and post-tests .According to the pre-test results ,pupils can be classified into three main categories as following : the first category contains 20 pupils who have scored under 50% of the total score(20) which represents the largest category . The second category contains 12 pupils who have scored between (50%-70%) of the total score The rest two pupils represent the third category .It involves those who have scored between (70%-100%) of the total score .The mean of the pre-test is 8.375 .

**Table 6** :Level of students Based on Pre-test scores (adopted from Council of Euroupe ,2001)

Options	The number of learners	Percentage
Excellent [17-20 ]	01	03.125%
Very good[15.5-17[	0	0%
Good[13.5-15.5[	01	03.25%
Medium[10-13.5 [	10	31,25%
Poor [7-10[	10	31,25%
Very poor[0-7]	10	31,25%

The table above represents scores and percentage of the pre-test of the whole class. According to the results, 31,25% pupils were classified as very poor learners, 31,25% were poor, 31,25% were categorized as medium, and 3.125% were good and 3.125% were excellent. The classification is presented clearly in the figure bellow.



**Figure 5 :Percentage and Level of students' Vocabulary Based on Pre-Test Scores**

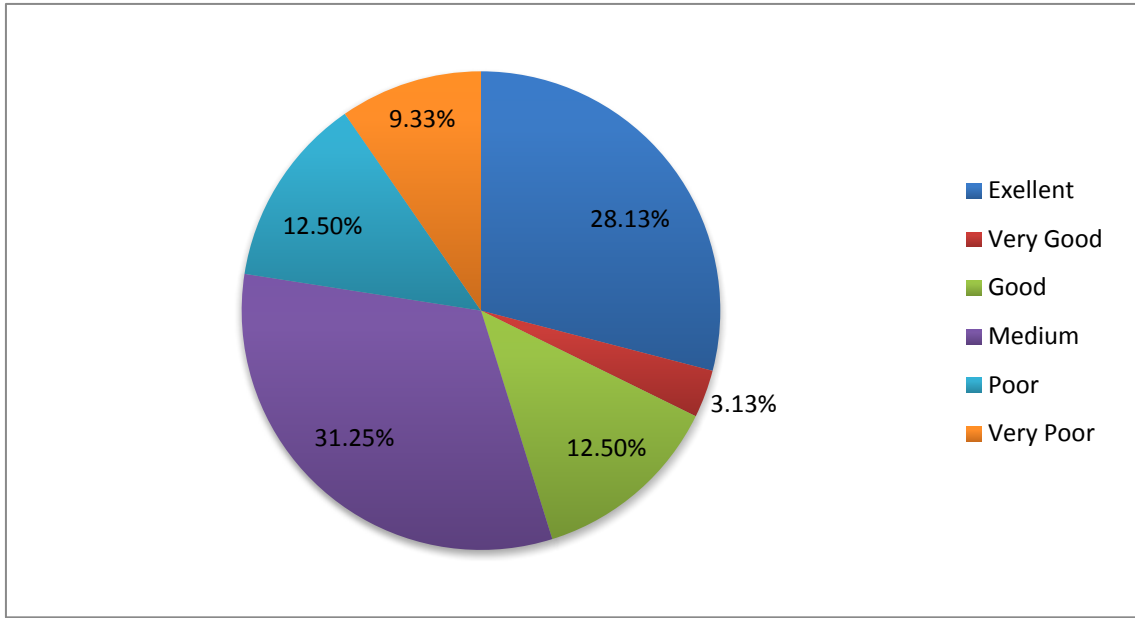
According to Table 6, and Figure 5 , 20 pupils who represent 62.5 % of the whole class have scored under (50%) which indicates that the learners did not have the acquired vocabulary knowledge to do the tasks; the words were unfamiliar to them, especially the second task of gap-fill exercise which requires students to choose the correct word from three provided options to complete each sentence. Furthermore, the lack of vocabulary background about the topic prevents them from finding the exact meaning of the given words even though they are used in context .The second category contains 12 pupils who have scored between (50%-70%) of the total

score which indicates that they have medium English level with the remark that most of them get more scores in the first task in compare to the second which indicates that learners are familiar to some of the first task vocabulary .The third category includes two pupils who have scored more than (70%). This reveals that they have acceptable level of vocabulary especially the second task which requires a high level of vocabulary knowledge. Despite of their acceptable level in vocabulary background, yet they need working for excellence in addition to the first category which needs good strategy to improve their vocabulary richness. In the light of what has been mentioned previously, students were exposed to a lesson using ST technique followed by a post test to check to what extent their level has improved.

Table 7: Level of students' vocabulary performance Based on Pre-test scores

Options	The number of learners	Percentage
Excellent [17-20 ]	09	28,125%
Very good[15.5-17[	01	03.125%
Good[13.5-15.5[	04	12.5%
Medium[10-13.5 [	11	31,25%
Poor [7-10[	04	12.5%
Very poor[0-7]	03	9,3275%

The table above represents scores and percentage of the post-test of the whole class. According to the results, 9,3275% pupils were classified as very poor learners, 12,5% were poor, 31,25% were categorized as medium,12.5% were good and 28.125 % were excellent. The classification is presented clearly in the figure bellow.



**Figure 6:Percentage and Level of students Based on Post-Test Scores**

According to table 7 and Figure 6 , 7 pupils who represent 21,83 % of the whole class have scored under (50%) which indicates a radical improvement in the learners performance compare to the pre-test scores .which marks that the learners have an adequate acquired vocabulary knowledge to do the tasks . Additionally, pupils can be classified into three main categories according to post-test results. The first category contains 6 pupils who have scored under 50% of the total score(20) . The second category contains 11 pupils who have scored between (50%-70%) of the total score The rest 15 pupils represent the third category .It involves those who have scored between (70%-100%) of the total score .The mean of the post-test is 12,9531, reflecting the overall improvement in learner performance.

**2.6.3. T Test Analysis and Interpretation**

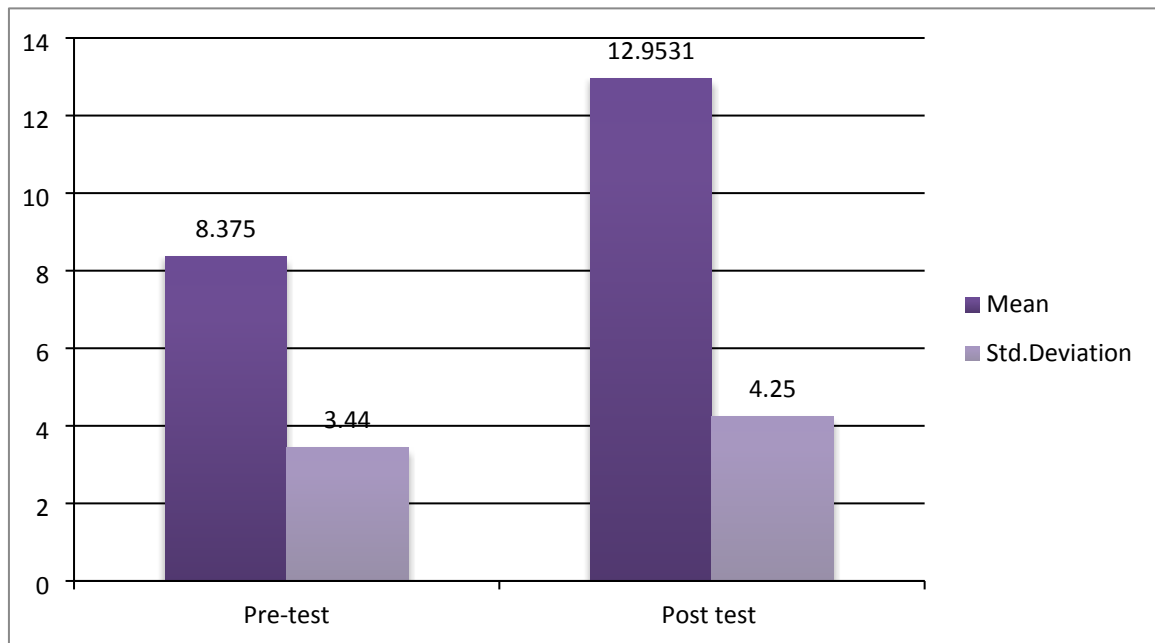
paired t-test is used to measure and examine the relationship between the pre and post tests previous results :

**Table 8 :Paired Samples Statistics of the Pre-Test and Post Test ; Experimental Group**

Paired Sample Statistics			
Mean	N	Std.Deviation	Std Error Mean

Pair 1	Pre-test	8,375	32	3,44	<b>0,61</b>
	Post test	12,9531	32	4,25	<b>0,75</b>

According to the Paired Samples Statistics, the mean score of the posttest (M =12,9531; SD =4,25) was lower than the mean score of the pretest (M =8,375;SD =3,44). This indicates that there are an increase in performance from the pretest to the posttest.



**Figure 7: Bar Chart illustrating the mean scores and standard deviations for the pre-test and post-test**

Depending on the Bar chart statistics, there are a notable rise in the mean score from pre-test to post test indicates the positive impact of ST on students' vocabulary knowledge acquisition while the higher standard deviation in the post test results shows that there is a greater variation in student's scores after the ST intervention.

**Table 9 :Paired Samples Statistics of the Pre-Test and Post Test difference**

Paired Sample Statistics				
	Paired Differences	t	df	sig(1tailed)

	Mean	Std,Deviation	Std Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1(post test -pretest)	4,5781	0,746	4,219	3,267	5,733	-7,75	31	.000

**Table 10 : Paired Samples Statistics of the Pre-Test and Post Test ; Experimental Group**

**Paired Sample Statistics**

						Significance
		Mean	t	df	p-value	
Pair 1	post test -pretest	4,5781	-7,75	31	<0,001	

According to both Table9 and 10 , this paired samples t-test compared the mean difference between pretest and posttest scores in the experimental group. The results shows a statistically significant difference between the two measures, with the mean difference being 4,5781,  $t(31) = -7,75$ ,  $p=9.73 \times 10^{-9} < .001$  (one-tailed).The group progress is highly significant with (p-value =0.000), indicating that the observed improvement over time in the post test is statistically significant and since the calculated p-value is less than .001 suggests that there is a very low probability of obtaining these results by chance, which is well below the commonly used threshold of 5% for statistical significance .Additionally, the confident interval for the difference in means[3.267-5.733] provides additional evidence that the ST intervention led to a meaningful improvement in vocabulary knowledge .This interval gives a range of values within which the true mean difference is expected o lie , with a high degree of confidence .

In another word ,the t-statistic of -7,75 coupled with the p-value of  $9.73 \times 10^{-9}$  , supports the hypothesis that storytelling has a significant positive effect on vocabulary learning among middle school students .The very low p-value indicates that there is a very low probability of

obtaining these results by chance, which is well below the commonly used threshold of 5% for statistical significance

## **2. 7 Discussion of the Findings**

This part deals with the discussion of the findings and the relationship that can be found between the literature review and the research questions. The current study aims to evaluate the effectiveness of storytelling as a pedagogical tool in improving vocabulary knowledge among EFL middle school learners. This suggested technique attempted to solve the difficulties that EFL learners face in memorizing the lexical items It also intended to boost learners' participation , motivation , engagement , vocabulary recall and retention and the use of vocabulary that have a vital role in learning a language. More precisely, it also develops learners' vocabulary knowledge for more proficiency.

Therefore, in an attempt to develop a reliable inquiry, , a triangulation of research instruments was utilized ; observation checklist , pre and post experimental tests .The observation checklist was used to collect and gather data .It is based on the following criteria learner's participation , engagement and focus, motivation , vocabulary retention and vocabulary application and use during the storytelling intervention . However , pre and post tests were utilized to measure changes in the participants' performance before and after the intervention of ST. Consequently, positive results were received from both observation and t-test.

Firstly, the observation checklist provided insights into learners' participation , motivation , engagement , vocabulary recall and retention and the use of vocabulary during the ST ten sessions .This observational checklist , which used a three-scale rating system (1=Not at all ; 2=

Sometimes ; 3=Often) , reflected high consistent levels of engagement , motivation and vocabulary recall and retention throughout the ten sessions .

Classroom observation revealed a high level of engagement, motivation, and participation among students. The interactive nature of the storytelling activities created a positive and stress-free learning environment, which is consistent with Bruner's (1990) theory that narratives help organize experiences and make learning more meaningful. The enthusiasm and active participation observed suggest that storytelling can positively improve students' interest in learning English. As Brawn (2001) notes, cultivating interest and motivation through an appropriate classroom environment is crucial for successful second language learning. In this study, students expressed a desire to participate in more storytelling activities .A from the classroom observation checklist further supports these findings:

- Participation (Mean: 2.4, Std. Deviation: 0.6633): The moderate standard deviation indicates some variability in student participation, suggesting that while most students were actively involved, the extent of participation varied.

- Motivation (Mean: 2.5, Std. Deviation: 0.6708): Similar to participation, motivation levels varied moderately among students. The mean score indicates that students were frequently motivated by the storytelling activities.

- Engagement (Mean: 2.6, Std. Deviation: 0.6633): Engagement levels showed moderate variability, with most students often engaged during the sessions. This highlights the effectiveness of storytelling in capturing students' attention and fostering a dynamic learning environment.

Moreover, the data indicate that storytelling effectively supports vocabulary recall and application. Students frequently remembered and applied new vocabulary in appropriate contexts during the sessions. This finding is consistent with Tsou et al. (2006), who demonstrated that multimedia storytelling enhances foreign language learning by making vocabulary learning more engaging and contextually meaningful. The variability in recall and application abilities among students reflects individual differences, but overall, storytelling proved to be a beneficial tool for vocabulary development.

The data from the classroom observation checklist further supports these findings:

- Vocabulary Recall and Retention (Mean: 2.6, Std. Deviation: 0.4899): The relatively low standard deviation suggests consistent performance among students in recalling and retaining vocabulary, indicating the effectiveness of storytelling in reinforcing vocabulary learning.

- Vocabulary Application (Mean: 2.3, Std. Deviation: 0.7810): The highest standard deviation indicates significant variability in how well students applied new vocabulary. This suggests that while storytelling is effective, some students may need additional support in applying new vocabulary.

However, a radical decline in learners' performance was observed across all assessment criteria in Session 8. This decline was attributed to a number of environmental and psychological factors. Specifically, the unexpected announcement of a math test in the next session, coupled with the extra pressure of being a part of the Arabic teacher's CAPEM Exam and awaiting for the final results, likely contributed to the students' decreased performance. This aligns with the

notion of "learned helplessness" (Seligman, 1975) which suggests that learners may experience a decline in performance when they are overwhelmed by external factors.

It also should be considered that the mean of posttest is higher than the mean of the pretest , the results try to answer the first research question which is : To What extent does storytelling as a pedagogical tool play a role in enhancing Vocabulary Knowledge among 2nd year middle school learners ? Results reveal that the use of storytelling to develop vocabulary among the experimental group participants is effective and were perceived positively by the learners . To some extent, these results reflect the effectiveness of storytelling to develop EFL pupils' vocabulary. Moreover, comparing the pretest and the post-test scores, it is obvious that most students score higher in the post-test .The mean of( post-test -pretest ) score was 4,5781 indicating that there is a significant rise in the mean of the post-test .The paired t-test yielded a p-value of  $<0.05$  , confirming that the observed improvement in vocabulary knowledge were statistically significant and unlikely to have occurred by chance . This finding supports Nation's (2001) assertion that vocabulary is a critical component of second language learning . Additionally , The higher std deviation in post-test (4.25 compared to 3.44 in the pretest ) suggested that diversity and variability in learner improvement , indicating that while some students substantial gains while others showed more modest improvement . This variability is attributed to individual differences "learning styles and prior knowledge .

## **2. 8Limitations of the Study**

The present study was an attempt to investigate the use of storytelling to enhance learning vocabulary knowledge. Thus, we have been surrounded by a number of constraints in conducting this research that should be acknowledged.

Firstly, the storytelling sessions required significant energy and long period of time which put the teacher in the pressure of both completing the experiment and finishing the syllabus .Secondly, without a control group , it was hard to rule out the other factors that could have contributed the observed changes which make it hard to attribute the results solely to the intervention of storytelling . Moreover , middle school students often did not comprehend instructions the first time. As a result, the teacher had to repeat instructions multiple times and sometimes resorted to using the mother tongue for clarification. Also ,the study lacks questionnaires or interviews for teachers, which would have provided more information about the use of storytelling and its importance to improve learning vocabulary .Additionally , while our study focused on the use of storytelling to improve vocabulary learning at Baali Mohamed Middle School, it is important to recognize that the results and conclusions of this study may have limited generalizability to more diverse student populations. Our participants primarily consisted of students from a single demographic background, and the school setting may not adequately represent the varied educational contexts found in different regions or among more diverse student groups. Additionally, the study relies on teacher's observation data, which may be subject to biases . Furthermore, due to time constraints, the study was limited to only ten sessions, which may not have been sufficient to fully assess the effectiveness of storytelling use with paying attention that the sessions were presenting in a very short time, a period of 13 days . Finally , the study did not account for other external factors impacted vocabulary learning , such as students' prior knowledge ,home conditions ,external circumstances that could affect the experiment like what happened in the eighth session and how these circumstances affect learner's performance .

Despite these limitations, the present study provides valuable insights into the topic under investigation and lays the groundwork for future research to build on.

## **2.9 Recommendations**

Based on the previous findings and limitations, future researchers could explore several areas to further knowledge of The Use of Storytelling to improve Learning/ Teaching Vocabulary for Middle School learners , including:

- While the study provides valuable insights , the absence of control group limits the ability to attribute changes exclusively to the storytelling .Future research should consider including a control group to investigate its effectiveness in compare to the traditional methods .
- Replicating the study across different contexts and cultural scopes and diverse the pupils population will enhance the generlizability of the results .
- Future research can Studying the phenomena of language interference (in Arabic, French, and English) and , external and psychological factors that influence language learning and how they affects pupils ' academic performance must be given top priority.
- Future research should use culturally relevant stories and investigate its impact on vocabulary development with taking consideration to story selection criteria such as story length , complexity and relevance to the curriculum .
- Incorporating teachers' questionnaire to gather insights on the effectiveness and challenges of ST in classrooms since it would provide precious feedbacks and a comprehensive understanding of the teachers' perspectives on the use of this pedagogical tools .

- Since stories are not parts of the middle school curricula in any level , further research should investigate the ST effectiveness in relation to other criteria such as age then suggest and call the ministry to include them as an essential part of the educational circular .
- Future research should refine the observation checklist and integrate more criteria to capture more detailed data .
- Future research should focus on incorporating stories that directly relate to students' current realities .These narratives should aim to raise awareness and be meaningful , such as those addressing significant issues .

## **2. 10 Pedagogical Implications**

The findings of this study have several important pedagogical implications .These insight can enrich teaching practices and contribute for more effective vocabulary learning instructions .

Firstly, incorporating storytelling as a pedagogical strategy would enhance learning vocab. The positive findings of this study indicates that the use of ST provides a contextual and engaging way to enrich learner's vocab knowledge. Teachers , text-book designers and curriculum makers should consider integrating storytelling in their lesson plans and text-books, curricula and syllabi using stories that are relevant and interesting to the students ' lives and experiences .As Harmer(2007) asserts engaging students with meaningful content is crucial for effective language learning.

The integration of storytelling aligns with other teaching methods can also be fruitful and beneficial .Combing storytelling with the diverse use of visual aids and technologies such as pictures , flashcards ,Data-show , storytelling cubes and story characters' masks can develop

comprehension and retention of new vocab . Furthermore , the integration of fill-up activities , for example : discussion , role play ,Story Cube ,PowerPoint karaoke and writing assignments and activities related to the stories presented as represented in this study, can reinforce vocab learning and engage learners with different learning styles .As recommended by Cameron (2001),"A multimodal approach can cater to different learning styles and reinforce language acquisition .

Respecting learners' cultural boundaries in the process of selection stories is a very important step teachers should take into account. Choosing relevant culturally stories can not only enrich EFL learners' vocabulary knowledge but booster pupils' cultural awareness and sensitivity .

Furthermore, ongoing professional development and training in ST technique will equip teachers with the necessary information for successful implementation . According to Richard and and Rodgers, ongoing professional development is crucial for teachers to stay informed about effective instructional practices .Workshops and training sessions will provided teachers with the necessary tools and strategies for selecting ,presenting and integrating stories in their teaching process .

Lastly, the of formative assessment tools like the observation checklist used in this study ,can help teachers monitor and evaluate the effectiveness of storytelling in vocabulary instruction. Regular assessments allows teachers analyze and identify areas where ST strategy works and where it hinders .

To sum up , incorporating ST into teaching practices ,integration of various teaching methods ,the selection of cultural relevant stories , the involvement in professional development

and training and the use formative assessment tools are the main pedagogical implications ,this study and its outcomes offered .

## **Conclusion**

This chapter covered the practical side of the thesis, such as data collecting, and data analysis of the test ,observation and using the observation checklist. The findings provide a strong evidence that storytelling is an effective pedagogical tool for improving learning vocabulary among EFL MS pupils which answered the three main research questions . Generally speaking , the significant increase in the post test scores , high levels of engagement and motivation observed during the experiment sessions , and the statistical validation of the t-test all support the efficiency of ST in developing learner's vocabulary . This chapter also provides a series of recommendations and suggestions for educators and policymakers, emphasizing that the use of ST as a pedagogical tool has positive effects on learning vocabulary .

# **General Conclusion**

## General Conclusion

This dissertation focuses on the use of storytelling to improve EFL learners' vocabulary . The study aims to Evaluate the effectiveness of storytelling as a pedagogical tool in enhancing Vocabulary Knowledge among 2nd year middle school learners .Also , to Investigate the level of student engagement and motivation during storytelling sessions and its correlation with improved Vocabulary Knowledge and to explore the sustainability and durability of improvements in Vocabulary knowledge over an extended period following consistent exposure to storytelling using different games and techniques in an Algerian classroom setting. The last objective was not 100 % reached due to the short limited time in hand during ST intervention .Further research could address these objectives by conducting more comprehensive analysis and incooperating a wide range of data source in a long extended period of time .

The study consists of two main chapters .The first chapter provides a comprehensive review of relevant literature , concentrating on the theoretical aspects tied to the core variables of the current research. It aims to offer a clear understanding of the terms associated with using storytelling to enhance vocabulary learning and teaching. This chapter lays the theoretical groundwork for the study by focusing on how storytelling can contribute to vocabulary development in EFL learners. Key concepts such as the definition, components, and stages of storytelling are explored, alongside its role in language instruction. The chapter also introduces various storytelling techniques, emphasizing their role in engaging learners and promoting language acquisition. In addition, the chapter examines different vocabulary types, the depth of vocabulary knowledge, and methods of vocabulary selection, all of which are vital for language

comprehension and communication. These discussions aim to establish a link between storytelling and improved vocabulary outcomes in the EFL setting. The second chapter provides a full description of the research methodology and design used wherein the research methods, setting, population, and tools followed by the data collection and analysis tools, vocabulary pre and post test and a classroom observation checklist .

After the analysis of data collected from the pre and post tests and classroom observation checklist ,it becomes an evident of the effectiveness of storytelling to develop EFL pupils' vocabulary .The overall findings of this study indicates that the use of storytelling to develop vocabulary among the EFL middle school learners is effective and were perceived positively across various aspects which are retention and recall ,application ,motivation and learners engagement .

The observation checklist showed that students were highly engaged and motivated throughout the storytelling sessions. This aligns with Bruner's (1990) theory that narratives help make learning experiences more meaningful. The interactive and engaging nature of storytelling created a positive classroom environment, encouraging active participation and sustained motivation. Most students demonstrated consistent engagement, actively participating in the activities and expressing a desire for more storytelling sessions.

In terms of vocabulary recall and retention, students were able to remember and apply new vocabulary effectively during the storytelling activities. This is consistent with previous studies, such as Tsou et al. (2006), which suggest that storytelling, especially when enriched with multimedia, makes vocabulary learning more engaging and contextually relevant. However, some students required additional support in applying new vocabulary in different contexts, highlighting individual differences in learning styles and prior knowledge.

Additionally, comparing pre-test and post-test results revealed a clear improvement in vocabulary knowledge among learners. Storytelling was positively received by the students, who

showed a noticeable increase in their ability to recall and use new words after the storytelling intervention. These findings align with Nation's (2001) assertion that vocabulary is a critical element of second language acquisition, emphasizing that storytelling can effectively contribute to the development of learners' language proficiency.

Similar to other studies , the current research faced several limitations due to certain parameters .Firstly ,the storytelling sessions required considerable time and energy, putting pressure on the teacher to balance both the experiment and the regular syllabus. The absence of a control group also made it difficult to isolate the effects of storytelling, as other factors could have influenced the results. Additionally, middle school students often struggled to understand instructions, requiring the teacher to repeat or clarify them using the mother tongue Arabic . The study also lacked supplementary data from teacher interviews or questionnaires, which would have provided more insights into the use of storytelling for vocabulary improvement.

Moreover, the generalizability of the findings is limited, as the study was conducted with a homogenous group of students from a single school, which may not reflect the diversity of other educational settings. The reliance on teacher observation data introduces potential biases, and the study was constrained to ten sessions within a short timeframe of 13 days, potentially limiting the ability to fully assess the effectiveness of storytelling.

Finally, the study did not account for external factors like prior knowledge, home environment, or other circumstances, such as the disruption in the eighth session "Arabic Teacher CAPEM ",that could have affected the students' performance.

Despite of the previous obstacles , the researcher is made significant efforts to improve the stat of the study .The investigation's findings are expected to open up new research directions in the field of the language learning and pedagogy ,particularly concerning the effectiveness of storytelling to improve EFL learners vocabulary learning . Future researches could investigate the effectiveness of different storytelling methods, the role of multimedia in enhancing vocabulary

retention, and the potential long-term benefits of integrating storytelling into regular language instruction. Additionally, this study opens the door for further exploration into how storytelling might impact other aspects of language development across diverse learner groups and contexts.

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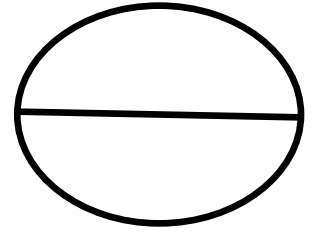
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# **Appendices**

Full Name : .....

# Appendix I: The Test



**Activity One :** Look at the picture and circle the right answer .

<p><b>A grasshopper</b></p>		<p><b>Snow</b></p>	
<p><b>An ant</b></p>		<p><b>Playing Music</b></p>	
<p><b>Summer</b></p>		<p><b>Relaxing</b></p>	
<p><b>Wheat</b></p>		<p><b>Sunny</b></p>	
<p><b>Winter</b></p>		<p><b>Tummy</b></p>	

<p><b>A goat</b></p>		<p><b>Chalk</b></p>	
<p><b>A wolf</b></p>		<p><b>Flour</b></p>	
<p><b>A forest</b></p>		<p><b>Big stones</b></p>	
<p><b>Coal_black goat</b></p>		<p><b>River</b></p>	
<p><b>Wondering</b></p>		<p><b>Sewed up</b></p>	

**Activity Two: Circle the word that is closest in meaning to the underlined word:**

- 1/All day long the ant would work hard,collecting grains of wheat from the farmer's field far away.

a/ Smashing                      b/ Gathering                      c/ Losing

- 2/"Come, come and dance with me! Forget about work! Enjoy the summer! Live a little!

a/Have pleasure                      b/work hard                      c/ be sad

- 3/Why waste the sunshine in labour and toil?"

a/Rest                      b/Sleep                      c/Work

- 4/ Summer faded into autumn

a/Appeared                      b/ Disappeared                      c/ Seem

- 5/He had nowhere to shelter from the snow, and nothing to eat.

a/Protect                      b/Stay in                      c/Leave

- 6/"Hello ant! 'he cried cheerfully. '

a/Happily                      b/ Bitterly                      c/Sadly

- 7/All summer long I worked hard while you made fun of me, and sang and danced. You should have thought of winter then!

a/Laughed at me                      b/Encourage me                      c/Help me

- 8/ You should have thought of winter then!

a/Considered                      b/Forgotten                      c/Remembered

- 9/ And the ant shut the door in the grasshopper's face

a/Open the door                      b/Close the door                      c/ Leave the door ajar

- 10/ It is wise to worry about tomorrow today


a/ To think about                      b/ To talk about                      c/To forget about

**Appendix II: Storytelling Lesson Plan**

Teacher: Souaad Leboukh

School : Baali Mohammed Middle School

Level: 2MS	Topic : The Ant and The Grasshopper.	Lesson: "I Listen and Do "
Domain: both oral and written	Framework: PDP	Time: 3-4 hours.
<p><b>Learning Objectives :</b> By the end of the session, my pupils will be able to gather information , identify words and/or phrases related to the topic and summarize a short story .</p>		
<p><b>Target competency:</b> Interact/ interpret/ produce  <b>Target structures :</b> Vocabulary related to the story .  <b>Materials :</b> W.B _ Flashcards _ Worksheets _ Short story _ Masks</p>		
<p><b>Cross -curricular Competences</b></p> <p>* <b>Intel:</b> L can understand, interpret verbal and non-verbal texts.            * <b>Meth:</b> L can work in pairs or in groups.            * <b>Com:</b> L can use a role play to communicate appropriately            * <b>Per and Soc:</b> L can socialize through oral and written messages.</p>		

Stage	Procedures	Focu s	Aims
Warm up (10 min)	<ul style="list-style-type: none"> <li>T greets her learners and welcomes them .</li> <li>T plays " Spelling Bee " with her learners .( the target words are some animals and insects ) .</li> <li>T selects the pictures below and asks them the following questions :</li> </ul>	T/L	<ul style="list-style-type: none"> <li>To warm up</li> <li>To attract lrs' attention</li> <li>To lead in the learners to the main topic</li> </ul>
Pre- listening (15 min)	 <ol style="list-style-type: none"> <li>How do we call these insects ?</li> <li>Do these pictures remind you of something? Yes ,the story of the ant and the grasshopper .</li> <li>What do you know about this story ?</li> </ol>	T/L	<ul style="list-style-type: none"> <li>To present some clues// vocab about the story</li> </ul>
During listening (1 hour)	<ul style="list-style-type: none"> <li>T helps her learners in brainstorming their ideas and to find the right expressions using some leading questions ,flashcards and pictures .</li> <li>T presents the situation .</li> </ul> <p><b>The Situation :</b></p> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <p>Today , we are going to tackle" the Ant and the Grasshopper " ' story , listen to me and try to write on your notebooks : the story characters, place and time of the story and the adjectives mentioned in the story .</p> </div>	T/L	<ul style="list-style-type: none"> <li>To brainstorm their ideas and reinvest a prior knowledge and information about the target story</li> <li>To present the situation + to test their listening skills</li> </ul>
		L/T	<ul style="list-style-type: none"> <li>To present the tasks</li> <li>To reinvest prior knowledge .</li> </ul>

<p>Post-listening (1 hour)</p>	<ul style="list-style-type: none"> <li>• T reads aloud the story using her voice changes ,hand gestures ,facial expressions ,masks and pictures .</li> <li>• T asks her learners to share their answers .</li> <li>• T provides her learners with the following worksheets and explains them .</li> <li>• T asks her learners to listen to the story again and do the first task . <u>Task 1 and Task 2 .</u></li> <li>• T writes on the board the new vocab as a WORD CLOUD and asks her learners to copy them down on their notebooks .</li> <li>• T presents the story cube to her learners and asks and explain the game for her learners .</li> </ul>	<p>L/T</p>	<ul style="list-style-type: none"> <li>• to present the written form of the necessary vocab .</li> <li>• To use the new vocab in full right sentences .</li> <li>• To summarize the story .</li> </ul>
<p>(1 hour)</p>	<p><u>Story Cube :</u></p> <p>The main idea of the story cube is that the teacher is going to divide her learners into groups , then the teacher will throw the cube and presents the picture to her learners .They have to write the main idea or express to which event it refers to .Finally , they are going to order the sentences and add extra details to form a summary of "the Ant and the Grasshopper " story in their own style using the given words cloud .</p> <p style="text-align: center;"><b>Note</b></p> <p>We are going to manage a free_disscusion session about the whole experience.</p>		

We are going to manage a free\_disscusion session about the whole experience.

### Appendix III: Classroom Observation Check List .

<b><u>Teacher :</u></b>		<b><u>Observer :</u></b>		
<b><u>Level :</u></b>		<b><u>Number of students :</u></b>		
<b><u>Instution :</u></b>		<b><u>Session Number :</u></b>		
Criteria	Comments	Not at all	Sometimes	Often
1) Does the student actively participate in the storytelling session?				
2) Do the students show enthusiasm and motivation during the session?				
3) Do the students engage in discussions related to the storytelling?				
4) Do the students recall vocabulary words used during the session?				
5) Do the students use the new vocabulary in sentences or other contexts?				

## Appendix IV: The Stories

### THE ANT AND THE GRASSHOPPER

Once there lived an ant and a grasshopper in a grassy meadow .All day long the ant would work hard, collecting grains of wheat from the farmer's field far away. She would hurry to the field every morning, as soon as it was light enough to see by, and toil back with a heavy grain of wheat balanced on her head. She would put the grain of wheat carefully away in her larder, and then hurry back to the field for another one. All day long she would work, without stop or rest, scurrying back and forth from the field, collecting the grains of wheat and storing them carefully in her larder. The grasshopper would look at her and laugh. 'Why do you work so hard, dear ant?' he would say. 'Come, rest awhile, listen to my song. Summer is here, the days are long and bright. Why waste the sunshine in labour and toil?'The ant would ignore him, and head bent, would just hurry to the field a little faster. This would make the grasshopper laugh even louder. 'What a silly little ant you are!' he would call after her. 'Come, come and dance with me! Forget about work! Enjoy the summer! Live a little!' And the grasshopper would hop away across the meadow, singing and dancing merrily.

\Summer faded into autumn, and autumn turned into winter. The sun was hardly seen, and the days were short and grey, the nights long and dark. It became freezing cold, and snow began to fall. The grasshopper didn't feel like singing any more .He was cold and hungry. He had nowhere to shelter from the snow, and nothing to eat. The meadow and the farmer's field were covered in snow, and there was no food to be had. 'Oh what shall I do? Where shall I go?' wailed the grasshopper. Suddenly he remembered the ant. 'Ah - I shall go to the ant and ask her for food and shelter!' declared the grasshopper, perking up. So off he went to the ant's house and knocked at her door. 'Hello ant !'he cried cheerfully. 'Here I am, to sing for you, as I warm myself by your fire, while you get me some food from that larder of yours!' The ant looked at the grasshopper and said, 'All summer long I worked hard while you made fun of me, and sang and danced. You should have thought of winter then! Find somewhere else to sing, grasshopper! There is no warmth or food for you here!' And the ant shut the door in the grasshopper's face .It is wise to worry about tomorrow today The ant looked at the grasshopper and said, 'All summer long I worked hard while you made fun of me, and sang and danced. You should have thought of winter then! Find somewhere else to sing, grasshopper! There is no warmth or food for you here!' And the ant shut the door in the grasshopper's face .

It is wise to worry about tomorrow today.

Adopted from : <https://www.scribd.com /The-Ant-and-the-Grasshopper>

## The wolf and the seven young kids

### A fairy tale by the Brothers Grimm

There was once an old goat who had seven little ones, and was as fond of them as ever mother was of her children. One day she had to go into the wood to fetch food for them, so she called them all round her. "Dear children," said she, "I am going out into the wood; and while I am gone, be on your guard against the wolf, for if he were once to get inside he would eat you up, skin, bones, and all. The wretch often disguises himself, but he may always be known by his hoarse voice and black paws." - "Dear mother," answered the kids, "you need not be afraid, we will take good care of ourselves." And the mother bleated good-bye, and went on her way with an easy mind.

It was not long before some one came knocking at the house-door, and crying out: "Open the door, my dear children, your mother is come back, and has brought each of you something." But the little kids knew it was the wolf by the hoarse voice. "We will not open the door," cried they; "you are not our mother, she has a delicate and sweet voice, and your voice is hoarse; you must be the wolf." Then off went the wolf to a shop and bought a big lump of chalk, and ate it up to make his voice soft. And then he came back, knocked at the house-door, and cried: "Open the door, my dear children, your mother is here, and has brought each of you something." But the wolf had put up his black paws against the window, and the kids seeing this, cried out, "We will not open the door; our mother has no black paws like you; you must be the wolf." The wolf then ran to a baker. "Baker," said he, "I am hurt in the foot; pray spread some dough over the place." And when the baker had plastered his feet, he ran to the miller. "Miller," said he, "strew me some white meal over my paws." But the miller refused, thinking the wolf must be meaning harm to some one. "If you don't do it," cried the wolf, "I'll eat you up!" And the miller was afraid and did as he was told. And that just shows what men are.

And now came the rogue the third time to the door and knocked. "Open, children!" cried he. "Your dear mother has come home, and brought you each something from the wood." - "First show us your paws," said the kids, "so that we may know if you are really our mother or not." And he put up his paws against the window, and when they saw that they were white, all seemed right, and they opened the door. And when he was inside they saw it was the wolf, and they were terrified and tried to hide themselves. One ran under the table, the second got into the bed, the third into the oven, the fourth in the kitchen, the fifth in the cupboard, the sixth under the sink, the seventh in the clock-case. But the wolf found them all, and gave them short shrift; one after the other he swallowed down, all but the youngest, who was hid in the clock-case. And so the wolf, having got what he wanted, strolled forth into the green meadows, and laying himself down under a tree, he fell asleep.

Not long after, the mother goat came back from the wood; and, oh! what a sight met her eyes! the door was standing wide open, table, chairs, and stools, all thrown about, dishes broken, quilt and pillows torn off the bed. She sought her children, they were nowhere to be found. She called to each of them by name, but nobody answered, until she came to the name of the youngest. "Here I am, mother," a little voice cried, "here, in the clock case." And so she helped him out, and heard how the wolf had come, and eaten all the rest. And you may think how she cried for the loss of her dear children.

At last in her grief she wandered out of doors, and the youngest kid with her; and when they came into the meadow, there they saw the wolf lying under a tree, and snoring so that the branches shook. The mother goat looked at him carefully on all sides and she noticed how something inside his body was moving and struggling. Dear me! thought she, can it be that my poor children that he devoured for his evening meal are still alive? And she sent the little kid back to the house for a pair of shears, and needle, and thread. Then she cut the wolf's body open, and no sooner had she made one snip than out came the head of one of the kids, and then another snip, and then one after the other the six little kids all jumped out alive and well, for in his greediness the rogue had swallowed them down whole. How delightful this was! so they comforted their dear mother and hopped about like tailors at a wedding. "Now fetch some good hard stones," said the mother, "and we will fill his body with them, as he lies asleep." And so they fetched some in all haste, and put them inside him, and the mother sewed him up so quickly again that he was none the wiser.

When the wolf at last awoke, and got up, the stones inside him made him feel very thirsty, and as he was going to the brook to drink, they struck and rattled one against another. And so he cried out:

"What is this I feel inside me

Knocking hard against my bones?

How should such a thing betide me!

They were kids, and now they're stones."

So he came to the brook, and stooped to drink, but the heavy stones weighed him down, so he fell over into the water and was drowned. And when the seven little kids saw it they came up running. "The wolf is dead, the wolf is dead!" they cried, and taking hands, they danced with their mother all about the place.

Adopted from : <https://www.grimmstories.com>

## Appendix V: Worksheets

Full Name : .....	Note :
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**1. Who are the characters in the story? Tick two.**

a) a grasshopper

b) a cricket

c) an ant

d) a ladybird

**2. What was the grasshopper doing in the field? Tick two.**

a) sunbathing

b) eating grass

c) playing football

d) playing music

**3. Why did the grasshopper think that the ant was silly? Tick one.**

a) because he was pulling a funny face

b) because he was collecting food for the winter on a sunny day

c) because he was telling jokes

**4. What happened to the grasshopper when it was winter? Tick one.**

a) he lit a fire to keep warm

b) he had to wear a warm coat

c) he had no food

**5. What is the message in the story? Tick one.**

a) Ants are silly

b) Work hard today to get ready for tomorrow.

c) Winter is cold.

**1. What season is it at the beginning of the story? Tick one.**

a) autumn

b) winter

c) summer

**2. What did the grasshopper want the ant to do? Tick one.**

a) have a picnic with him

b) sing with him

c) play football with him

**3. Complete the sentences. The first one is done for you.**

The ant and his family	To play some music
When his tummy is full	The grasshopper had no food.
When winter came	Had plenty to eat .

**4. In the story, the ant is described as hardworking. What other adjectives Could you use to describe him? Write two.**

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**5. What is the moral of the story?**

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Adopted from :<https://www.astrealowermeadow.org>

## المخلص

تهدف هذه الدراسة إلى البحث في فعالية استخدام تقنية السرد القصصي في تحسين مفردات المتعلمين. لتحقيق هذا الهدف، تم إخضاع المتعلمين لتصميم شبه تجريبي. تعتمد هذه الدراسة التجريبية على تحليل اختبارات المفردات. إذ تشمل اختبارين: اختبار قبلي يهدف إلى قياس المستوى الحالي للمتعلمين في المفردات، واختبار بعدي يقيس مدى تحسن المتعلمين في تعلم واستخدام المفردات بعد استخدام تقنية السرد القصصي. و قد شملت الدراسة تحليل نتائج اختبارات العينة، المكونة من 32 تلميذاً من السنة الثانية متوسط بمؤسسة بعلي محمد، مسيف المسيلة. إلى جانب اختبار مستوى المفردات قبل و بعد السرد القصصي، تم استخدام قائمة ملاحظات لتقييم دافعية المتعلمين ومشاركتهم خلال تطبيق تقنية السرد القصصي. تم إعداد هذه القائمة لمراقبة مدى انخراط المتعلمين وتركيزهم واهتمامهم أثناء حصص السرد القصصي حيث قدمت قائمة الملاحظة معلومات قيمة حول دافعية المتعلمين ومستويات مشاركتهم، فضلاً عن قدرتهم على تذكر المفردات واستخدامها، مما كان ضرورياً لتقييم فعالية استخدام هذه التقنية في تعلم المفردات. و قد أظهرت النتائج أدلة قوية على أنها تعد أداة تربوية فعالة لتحسين تعلم المفردات لدى تلاميذ اللغة الإنجليزية كلغة أجنبية في مرحلة التعليم المتوسط، مما يجيب عن الأسئلة البحثية الرئيسية، ويؤكد أن استخدامها كأداة تعليمية له تأثير إيجابي على تعلم المفردات.

الكلمات المفتاحية: السرد القصصي، المفردات، الإنجليزية كلغة أجنبية، تلاميذ التعليم المتوسط.