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The Implementation of African Storytelling as a New Proposal to a Vocabulary learning Strategy in EFL Middle School Classrooms in Algeria

The Case Study of Mohamed Zin Ben Medeni Middle School in Al Alia Biskra

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DEDICATION

To my parents for their love and affection.

To my husband, Youcef MOUAKI, for being by my side whenever needed.

To my children Tesnim and Med Rachid for the encouraging

environment they made for me.

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LIST OF ABREVIATIONS AND SYMBOLS

-ST: StoryTelling

-CEM : Collège d'Enseignement Moyen

-EFL: English as a First Foreign Language

-ESL: English as a Second Language

-FL: Foreign Language

-L1: First language

-L2: Second language

Abstract:

Over the past decades, a significant amount of research examined how to develop and integrate efficient, accessible, and attractive vocabulary strategies in EFL teaching and learning classrooms. Complete attentions and engagements are given to storytelling as synonymous of more attractive and efficient vocabulary learning strategy in several countries. They explore the use of storytelling in learning a foreign language and developing vocabulary outcomes. The present study investigates the effectiveness of storytelling on EFL pupils' engagement and outcomes. It focuses specially on exploring the potential of African storytelling as a proposal in Algerian middle school classrooms to enhance EFL learners' vocabulary. The research is one group pretest and posttest experimental design in addition to interview and classroom observation. The sample involves 31 pupils in middle school in Biskra, Algeria. The pupils experienced the use of African storytelling as a classroom vocabulary learning of English language. The results of the study demonstrate the contribution of African storytelling in the development of the pupils' vocabulary. The experiment is perceived positively by both teachers and pupils; as determined by the interview, the findings propose the implementation of children's African storytelling in Algerian EFL classroom settings. This research demonstrates that the African storytelling can increase pupils' collaboration with stories content for one purpose which is engaging EFL vocabulary learning. Since none of the previous models provide a pedagogical framework for engaging Algerian EFL learners into African storytelling, this research presents a new EFL learning method though African storytelling in Algerian middle schools. The implementation of African storytelling in the EFL text books reduces the cultural distance between the L1 and L2. We think that they really feel at ease when they understand the story which has been told to them in an informal context.

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Chapter one: Introduction

1-1-Introduction:

Children long before they can read and write they were sharing information by telling stories. By using storytelling we can have entertainment and learn English at the same time (Adichie, 2012). "African story is the story of African children's literature world. It provides for them appealing additions linguistically, psychologically, cognitively, socially, and culturally" (Celce-Murcia,2001). According to Lui, Tong Zhou, Lu and Sun(2014,p75), storytelling is a teaching strategy which is based on a carefully chosen story to show and explain the things that teachers want students to know . Furthermore, this learning strategy helps students to think, analyze characters, feel emotions, and share experience while seeing the story.

In Algeria, a research done by Fadel(2005) shows that the role of storytelling has not been well exploited although it would be of great benefit to create a good environment for vocabulary learning in middle school EFL classrooms. This research study is an attempt to examine the effectiveness of ST in teaching English to middle school pupils to enhance their vocabulary outcomes.

1-2-Statement of the Problem:

EFL learns no longer need to learn linguistic rules alone. They do have to associate them with the development of their listening and concentration skills and their ability to receive and understand information expressed in words and images.

With stories in language classrooms, children develop their learning strategies in a way that they can listen for a general meaning, predicting, guessing plots and lessons at the same time with enjoying animations and colors. They need to be

involved in a direct and life effective communications. ''All stories teach, whether the storyteller intends them to or not. They teach the world we create. They teach the morality we live by. They teach it much more effectively than moral precepts and instructions" (Philip Pullan,2009). However, according to Fadeel(2005) teaching English through storytelling in Algerian classrooms has been neglected so far. The language classroom is just the place for children to share stories to widen their range of style and vocabulary.

For this purpose this dissertation is about implementing a pedagogical proposal for teaching English to EFL learns by using African storytelling. The case study is focusing on middle school EFL learners. African stories are the models of culture. Culture is an essential pillar of development. Culture is the soul of the society and an expression of human spirit.

1-3-Hypothesis:

The following research study is exploring the relationship between the use of African storytelling and vocabulary learning for EFL Algerian middle school pupils. Such literature approach may contribute to the development of pupil's foreign language vocabulary through the exposure to authentic and amazing material such as African storytelling.

1-4-Significance of the Study:

The study is an attempt to help the EFL young learners by providing to them the new perspective on the integration of African storytelling into their syllabus that may enrich their vocabulary. It provides a lesson plan of how to teach storytelling step by step. The findings of the study can be of use of syllabus designers and EFL

instructors. It also concerns teachers of English as a effective way to improve their pupils' vocabulary.

1-5-Limitations and Delimitations:

The research constraints only included participants from one middle school and limitations related to the participant sample used, since numbers of students from 3rd year middle school took part in this research have different ages. In future research this limitation could be overcome by using multiple sites instead of one school, and the same participant ages sample, if possible. Another issue is related to the limited access to the sample in the school; the students got barely free time in their time table.

The findings of this research study cannot be generalized as it is only conducted in one middle school in the same Wilaya of Biskra. However, it does help to understand the challenges faced while using storytelling as a learning strategy in middle school.

1-6-Means of Research:

To achieve the aim of this study, a triangulation is used. First, a test is held through to administration of a pre-test and a posttest to the pupils to examine the degree of effectiveness of African storytelling on their vocabulary outcomes. The first takes place before the African tales and the second after.

Second, semi-structured interview: one for teachers and the other for pupils to examine how the treatment is perceived by both of them.

Finally, a classroom observation during the discussion session is video recorded to find out the influence of African storytelling over vocabulary learning.

1-7-Structure of the Study:

This study consists of five chapters:

Chapter one presents the introduction, statement of the problem, research hypothesis, significance, of the study, definition of terms, limitation of the study, and means of research.

Chapter two contains the review of literature and the empirical studies related to the problem being under investigation. Research goes in line with some researchers such as : Isbell(2004), who states that storytelling is an effective tool in improving the oral competencies of students. Besides, Mokhtar(2011) said "the art of listening is a two way street".

The methodology and procedures used in gathering data for this research study are presented in chapter three. It includes also the results of the analysis.

Chapter four consists of the findings of the research study. The findings of the triangulation; experiment, semi-structured interview and the classroom observation are given step by step.

Chapter five is related to the summary of the study and findings, conclusions drawn from the findings, as well as discussion and recommendations for further studies.

1-8-Conclusion:

Since the main aim of this research is to investigate the importance of African storytelling on EFL student vocabulary improvement, the outcomes of this research will enable both teachers and students to see the power of African storytelling for more engaged teaching and learning. The research focuses on how to learn English

through African storytelling in the classroom by describing the story lesson plan, and explaining teacher's roles and student tasks; therefore, this research gives a clear picture of how to integrate African storytelling in schools. Consequently, the new knowledge generated by this research can reform actual Algerian educational policy.

Chapter Two: Literature Review

2-1-Introduction:

Modern world is characterized by the rapid flow of information. It is an area worthy of consideration in language learning studies. Storytelling is one of the versatile functions of getting information. In fact, using storytelling is not only a way to inform children as Schank and Abelson (1995) stated. However, Norman (2011) claims that stories are natural mode of thinking before formal education begin. He adds that people are already learning from fables, fairy tales or family history. Stories are a powerful structure for organizing and transmitting information. Stories have been told as a way of passing on traditions, heritage and history to future generations. In addition, Vangils (2005) explains that storytelling has the advantage of engaging three different senses: hands, eyes and ears. It also increases student's technical literacy. Considering all the above parameters, the main focus of this chapter is to enlighten the effects of storytelling on education mentioned by different scholars. It consists of two sections. In section one; the intent is to capture the benefits of a specific story which is the African storytelling which is the first variable. In section two, the focus will be on variable two: How the EFL learners' vocabulary is enhanced in the classroom according to different scholar's attempts and learning theories point of view?

2-2-Section One:

2-2-1-Definition of Storytelling:

Storytelling is the oldest form of education. It has been used as a tool for sharing knowledge and values, because it is natural and yet powerful technique to communicate and exchange experiences. According to Normann(2011), people have always told stories. It has been part of their tradition and heritage since the time they gathered around the fire to share stories. He added that storytelling is a tradition transmitted by people as heritage since the early time.

Besides, 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 Liw, 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.

For example , Chen(2004), notes that the dominating oral English teaching materials in China focus on situational or/and communicative function aiming to enable students to cope, in the target language, with typical situations in school and work environments as well as in ordinary life

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&Albaught (2005) propose that storytelling can be presented on screen of television, computer or projected

Consequently, Abrahamson (1998) defines storytelling as the fundamental human way of making sense of man's everyday life and the lessons he can take from them.

2-2-2-**African Storytelling**:

Storytelling in Africa is a variation. It is synonymous with song, chant, music and epic poetry. Stories may be chanted or sung, along with musical accompaniment on a certain instrument. Thus, African storytelling is rooted in oral cultures and traditions, African storytelling is essentially a communal participatory experience (Achebe,1958).

In one hand, Ngugi (1986) argued that the oral arts of Africa are rich and varied, developing with beginnings of African cultures and they remain living

traditions that continue to evolve and flourish today. In another hand, Achibe (1958), added that among this variation and richness there is the specificity of personification. For example, human characteristics can be discerned in tortoise and birds. Animal stories have many variations and a bound in the oral traditions of Africa. Achebe(1958), also illustrated that in animal stories of West Africa origins, smaller, physically weak, and seemingly vulnerable creatures- like tortoise and spiders are often endowed with special intelligence and human characteristics.

Furthermore, oral African storytelling is a message that is transmitted from a generation to another. It makes possible for a society to pass knowledge across generations without writing. These messages help children make sense of the world and are used to teach them about important aspects of their culture in a funny way. Everyone in most traditional African societies participate in formal and informal storytelling as interactive oral performance.

According to Bey (2015), stories are for the Algerian women writers the unique space of liberty. Stories make them escape the constraints they live in real life. She added that storytelling is a step forward about what we are, what happens around us as well as what we are facing in everyday life.

Chinua Achebe himself explains that"… a story does many things. It entertains, it informs, it instructs." He added that if you look at these stories carefully, you will find they support and reinforce the basic tenets of the culture. "The storytellers worked out what is right and what is wrong, what is courageous and what is cowardly, and they translate this into stories" (Baker and Draper , 1992, p22). We can learn much about a culture by learning its stories.

African storytelling can convey wisdom, truth, a discovery of ideas, as well as life lessons. For example, the story of Ananci; the little spider; everyone loved Anansi. Anansi could wear the most beautiful webs. He had a good wife, strong sons, and many friends. He got into many a mess, and used his wits and the power of humor to escape. Chinua Achebe(1958), explains that the trickster Tortoise is a favorite in Igbo children's stories, for he "is a character that children can relate to. He is a rogue, but he is a nice kind of rogue. I think that children don't trust him, but they like to hear that he is around, because they know that he is going to do something unexpected and generally he will be punished too. This is the moral side of it. He's not allowed to get away with murder. He does something and he is punished, but he still lives to appear again....Tortoise is wicked, but he is not irredeemably so. Tortoise is not evil. He's just naughty" (Baker and Draper, 1992,p: 22). According to Jacinta and Regina (1980) , the qualities of a good story should have good morals where good behaviour is rewarded and evil deeds is punished and should be short precise to the point and not complicated to the children's cognitive conscience.

2-2-3-The Art of African Storytelling:

There is a rich tradition throughout Africa of oral storytelling. "...the modern African writer is to his indigenous oral tradition as a snail is to its shell. Even in a foreign habitat, a snail never leaves its shell behind" Iyasere (1975).

In addition, Agatucci(2010), states that storytelling arts are professionalized in many African cultures. The most accomplished storytellers are initiates (griots, or bards,hakawati), who have mastered many complex verbal, musical, and memory skills after years of specialized training. This training often includes a strong spiritual and ethical dimension required to control the Special Forces believed to be released

by the spoken/sung word in oral performances. According to Agatucci(2010), The Griot is crucial to keeping records of the past. Griots are entrusted with the memorization, recitation, and passing on of cultural traditions from one generation to the next. As the Kenyan novelist and critic Ngugi (1986), states tha the Oral Arts of Africa are rich and varied, developing with the beginnings of African cultures, and they remain living traditions that continue to evolve and flourish today.

Furthermore, Agatucci(2010), states that the story teller must speak fluently; using a clear voice tone and the expressions must be changed spontaneously to suits the moods of the story. A good story teller should have qualities that are abilities to use gestures, facial expressions, make use of the language that suits the cognitive level of the learners and to use appropriate aids, like pictures and audio-visual to motivate pupils.

According to Ngugi, traditionally, Africans have revered good stories and storytellers, as have most past and present peoples around the world who are rooted in oral cultures and traditions. The story explains a cause, origin, or reason for something--gives an "etiological explanation...at the end" (Obiechina, 1993). Ancient writing traditions do exist on the African continent, but most Africans today, as in the past, are primarily oral peoples, and their art forms are oral rather than literary.

2-2-4-Storytelling's Components:

Morgan and Dennehy(1997), assert that an effective story embrace five sequential components:

1) The setting: A description of the time, place, characters and context so that the teller and the audience give complete attention and engagement.

2) Built up: A sequence of events that warns the listener that something is about to happen.

3) Crisis: The climax or high point of a story. A place of a turning point.

4) Learning: The place where lies the lesson of the story.

5) How change ensued in the character behavior, awareness and abilities.

2-2-5-Storytelling and Instructing:

A story tends to have more depth than a simple example. A story tells about some event - some particular individuals, and something that happens to them. Stories engage pupils' thinking, emotions, and can even lead to the creation of mental imagery (Green & Brock, 2000). The outcomes of an Iranian study also support the assertions of Haven (2000) that storytelling motivates EFL students

to be active learners, for they are engaged in a meaningful activity in the class.

However, the study does not claim that storytelling and story writing are the only teaching strategies that enhance the potential of learning new words, nor does it claim to have found the single solution to changing the current dearth of an effective vocabulary approach in English classes. Individuals listening to stories react to them almost automatically, participating, in a sense, in the action of the narrative (e.g., Polichak & Gerrig, 2002).

Dakish (2014), speculates that from ancient times to the present, storytelling has served as a popular education tool, utilized to pass knowledge from one generation to another. Over the past few years drastic changes have been experienced in the processes used for creating stories, the variety of media used to convey the message, and the target audience. However, Sharda (2007) states that storytelling, in general, is a powerful pedagogical approach that can be used to enhance learning

outcomes. Stories have been told as a way of passing on traditions, heritage and history to future generations. Meanwhile, Neal (2001), insists on the power of storytelling as a pedagogical tool and how this power has been recognized since the beginning of humanity, and in more recent times, for e-Learning.

Than Agatucci(2010), shows how storytelling has more benefits as an effective method of instruction ,because it involves many mediums of communication for example use of gestures, song and dance. It also moulds characters and provides enjoyment. A story broadens the knowledge of the children and the cultural beliefs and activities. It also establishes good relationships among pupils and their teacher. "We start to expect from children some sort of thinking not just to absorb material and then give it back to the teacher" (Adechie, 2010). All this point the powerful structure of stories for organizing and transmitting information, and for creating meaning in children lives and environments.

Also,Miller (2009),explains that over the last two decades, much has changed in how stories can be planned and created to fit learner's development and modern needs. With the increase of multi-media power and its significant role in making stories more widely used pedagogical tool A digital story can hence be seen as a merger between old storytelling tradition and the use of new technology (Norman, 2011). As pointed by Sadik(2008), the use of technology for instance is effective only if teachers have the ability to combine it with the story chosen and use it in the classroom . Verenikina (2008), states that the learner's active position with a story is strongly emphasized as it is indispensable for the development of lifelong learners skills.

Besides, Zabel (1991), describes many ways to use stories in the oral English classroom. He also advised to encourage students to find more interesting stories and create different ways to use them. Forexample, Van Gils'2005), claims that in the course of EFLclassrooms looking for, listening and making gestures three different senses: hands, eyes and ears can be further engaged; teamwork and friendship will become stronger by working in groups. "Storytelling …… costs nothing, is enjoyable, and can be used anywhere and at any time" (Zabel, 1991).

In addition, Cooter (1991) and Bla (1998), finds the primary reason to recommend storytelling in the EFL speaking classroom is that stories are motivating and immensely interesting, can best attract listeners and promote communication. "The excitement and drama of storytelling provide a context that holds students' attention." (Cooter, 1991; Bla, 1998).

Colon-vila (1997) also commented that storytelling helps EFL learners become more self-confident to express themselves spontaneously and creatively. However, as Alvey (1977), claims teachers have not been zealous to use it in the classroom. The language classroom is just the place for children to share stories and show their language abilities. Alvey(1977), added that teaching through storytelling helps EFL learners build their confidence and the classroom language environment becomes more active and fun by increasing learning difficulties. In addition, Faircloth (2009) claimed that teaching through storytelling should be focused on children and on the development of their communicative skills that will enable them to communicate meanings and messages in real social contexts.

2-2-6-The Authenticity of African Storytelling:

As EFL students listen to stories, they experience the authentic use of English because they have to use the kind of language appropriate to their real life environment according to the theme of stories. In an agreement with Richard (2006), it is clear that the storytelling approach fosters natural communication in the English language classroom by allowing EFL students to experience and experiment with the authentic use of English language, a basic concept that communicative language teaching emphasizes. With storytelling students are surrounded by the English language in the classroom and that makes it easy to learn new words.

It is clear that Haven (2000) supports the idea that storytelling motivates EFL students to be active learners, for they are engaged in a meaningful activity in the class. Storytelling also promoted learning taking place in a more natural, meaningful, and interactive context, motivating students to connect with their learning and creating the opportunity for them to use English in the classroom to express themselves appropriately according to the situation.

Above all, González (2010), reveals that storytelling boosts EFL students' confidence to face challenges and bring their inner imaginative and creativity to the forefront. According to Krashen (2011), storytelling is an excellent means of introducing children to the wonderful world of books and building positive attitudes for reading. The exposure to oral language patterns helps developing children's listening sub skills. For example, in Morroco,

The variety of the region's indigenous musical traditions (such as ahouach, amarg, ganga) come together during the festival of the Argan Tree [in

Essaouira]. The Regraga to the north commemorate their discovery of Islam when, according to legend, they sent the famous seven men (sab'atu rijal) on a journey to Mecca to find out about the Prophet and his new religion through a major moussem (festival) that includes more than 40 days of storytelling and troubadour music (halqas, shikhates, and the aita) Majid (2013).

Moreover, Krashen (2011), argues that storytelling allows the child to create images in his or her imagination, evoking their imagination as well as empowering EFL students to consider new ideas as a result of which self-confidence and personal motivation is built

To more fully understand and appreciate African storytelling traditions, one needs to study them in the context of the cultures which produce the stories. Lyasere (1975), agree with the idea that cultures are different for their narrative structures and plots, for their rhythms and styles, for their images and metaphors, for their artistic and ethical principles.

2-3-Section two:

2-3-1- Learning Strategies:

Rafik(2005), emphasizes that language teachers must arouse interest in lexical items and teach their learners how to learn vocabulary. They must train and prepare them to deal with whatever words they may encounter after the class time and to tackle any situation in their lives This can be achieved through guidance in the form of strategies, which can provide the language learner with the advantages of the possibility to improve vocabulary development once he has an access to a diverse number. In the early studies of SLA, research emphasized on the acquisition of the

syntax and morphology of the SL. Nowadays, more emphasis is directed towards the study of the strategies that learners use to facilitate their understanding and learning. Educational theorists and researchers offer a number of theories that further explain why these strategies have such position impact on learning.

Upshaw (1995) suggests four basic categories of strategies: translation, repetition and reinforcement, association and internalization. For translation, she favours the dictionary work, rather than asking the teacher or a friend (considered as human dictionaries) because such work would develop self-reliance on the part of learners. In repetition and reinforcement strategies, teachers must make learners drill themselves, everyone at his pace in order to reinforce the meaning of a given word. According to Janelle(nd), studies are now showing that students need multiple exposures to a word before they can fully understand it. They also need to learn new words in context. Teachers can emphasize active processing by having students connect new meanings to words they already have knowledge of. The more exposures students have to a word, the better chance that they will remember it. In terms of associations, learners are shown how to make links between new words and old ones or with words from their mother tongue or L1, even if they do not have the same meaning because the first aim is to retain them. Providing opportunities in class for discussion and learning of cognates can help students recognize words that they already know in their native language and rapidly transfer this knowledge to the second language.

The following lists of cognates can offer a good start to newcomer Spanish speaking students. It is not the only ones, it exist in multiple fields.

Table1:General list of cognates

ENGLISH	SPANISH
climate	clima
colleague	colega
elect, **choose**	elegir
embrace, **hug**	Abrazar,
entire, whole	entero
extraterrestrial, **alien**	extraterrestre
inter, bury	enterrar
juvenile	juvenil
occupied	ocupado
pacific	pacífico
petroleum, oil	petróleo
signify, to **mean**	significar
tariff, fee	tarifa
tranquil, **calm**	tranquilo

ENGLISH	SPANISH
accustom, **get used**	acostumbrado
adjacent, bordering	adjacente
amicable, **friendly**	amigable
castigate, **punish**	castigar
commence, **start, begin**	comienzo
courteous, **polite**	cortés
equilibrium, **balance**	equilibrio, balance
extroverted, **outgoing**	extrovertido
inevitable, **unavoidable**	inevitable
insect, bug	insecto
lesion, **injury**	lesión
mandible, **jaw**	mandíbula
olfaction, **smell**	olfato
vapor, steam	vapor

Source: adopted from Miley(2010,p.17)

Internalization would be the result of these strategies, which the learner has to be conscious of and should take into consideration.

Rivers (1968) states that vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities but ultimately, it is only the individual who learns it. She urges teachers to make learners learn how to learn vocabulary and enable them to find their own ways of expanding and organizing their word store .

In addition,O'Malley and Chomot(1990), sensed that deliberate cognitive processing is ignored under prevailing views in SL instruction. The rationale seems to be that true "acquisition" of a second language is said to occur without awareness, that conscious mediation is thought to slow process that otherwise might occur automatically, and that acquisition in classrooms occurs most effectively when teachers concentrate on making input comprehensible. "The focus is on an instructional approach for students with limited English proficiency" (O'Malley and Chomot, 1990). They added that the study of learning strategies is of potential value to language teachers. If those strategies that are crucial for learning can be identified,

it may prove possible to train students to use them. However, research on training SL learners to use learning strategies has been limited almost exclusively to application with vocabulary tasks.

2-3-2-Listening and Vocabulary Learning:

Vocabulary appears to be the heart of language especially by children. Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Al Qahtani,2015). Furthermore, Sasson(2007), has listed four main stages of new vocabulary acquisition. The first stage is the learner noticing the new words with the help of more capable adults such as parents and teachers. The second stage is the learner recognizing the words with the help of the more capable adults. The next stage is the learner identifying the words on his/her own and the last stage is the learner both recognizing vocabulary and producing it. The author further emphasizes that the learning process throughout the stages must be made interesting so that students are motivated to learn vocabulary. Students progress through the stages effectively if they use materials which provide them with the input needed at each stage, while at the same time maintaining their interest in learning new vocabulary. This notion implies that stories could be considered as material to enrich learning in more appealing ways. This is because teachers can choose interesting stories which suit the linguistic needs of students at each stage of their development in order to provide a motivating environment in which learning can take place.

Thus, ccording to Nation(2000), second language learners have less time for learning. They usually begin their study of the second language around the age of twelve and at the age of eighteen. Direct vocabulary study is the way of speeding up

the learning process. Native speakers have enormous opportunities to learn from input and to produce output .Nation (2000), added that foreign language learners and some second language learners do not have the same rich opportunities. Language courses try to increase these opportunities but they will still be only a fraction of what native speakers have access to. In addition, while native speakers receive input adjusted to their level of proficiency, it is difficult for foreign language learners to find this outside the classroom. Direct vocabulary learning is a way of trying to bridge the gap between second language learners= present proficiency level and the proficiency level needed to learn from unsimplified input.

As a result, a greater but still consciously applied role for direct vocabulary instruction for second language learners of vocabulary is needed. However, the greatest tools we can give EFL students for succeeding is a large, rich vocabulary and the skills for using those words. In addition to that vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of listening achievement. THE REPORT OF THE NATIONA READING PANEL (2000), for example, concluded, "The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in words knowledge" (pp.4-15).

Latsanyphone and Bovangeune (2009), argue the lack of vocabulary hindered learners' understanding and progress in learning English. As a result, Ab Rachid and Zainal (2011), added that learners found this lack of vocabulary more stressful in the classroom to "digest" the material given and this lowered their level of motivation to learn English.

However, there is a growing number of studies looking at what teachers do about vocabulary in classrooms. According to Bogaards and Lanfer (2004), what happens in the classroom does not take account of the full range of options suggested by theory and research. This sems true of both first language (Blachowicz, 1987;Watts, 1995) and second language (Sanaoui, 1996) classrooms. Baddeley(1990), emphasized on repetition as essential for vocabulary learning because there is so much to know about each word. This repetition should be relevant to learning vocabulary in another language. He made findings in research in general (Bloom and Shuell, 1981; Dempster, 1987) in second language in particular is that spaced repetition results in more secure learning than massed repetition. Massed repetition involves spreading a continuous period of time. Spaced repetition involves spreading the repetition across a long period of time. This spaced repetition results in learning that will be remembered for a long period of time.

Whereas, Baddeley (1990), speculates that because long term learning depends on physical changes in the brain, spacing repetition allows time for the regeneration of neuro- chemical substances that make the changes. Massed learning does not allow enough time for these substances. Kachroo (1962) found that words repeated sever times or more in his coursebook were known by most learners. Then,Tinkhan (1993), like many other researchers found that learners differed greatly in the time and number of repetitions required for learning.

Using actions, objects, pictures and diagrams is an advantage for learners to remember a word. Paivio and Desrochers(1981), emphasized on the "dual encoding", meaning the combination between the previous way of communicating meaning and verbal definition. That is, the meaning is stored both linguistically and visually. Piculsky and Templeton(2004), concluded that it does seem hard to ocerstate the

importance of vocabulary not only for reading achievement but also for general social and economic success.

2-3-3-Storytelling and Vocabulary Learning:

According to Kalantari and Hashemian(2016), two main sources from which EFL learners receive input are listening and reading. As a result, storytelling becomes a powerful strategy in the early stages of language development, because it provides EFL learners with a lot of interesting and enriching input. Essig (2005) and Katsuhiko (2002) have reported that the sharing of personal stories can have a positive impact on language learning.

Meanwhile, Yang (2011),came up with a few points related to storytelling which are as follow: (a) having superiority over the traditional method in teaching listening comprehension, (b) providing EFL learners with a better learning environment which was reflected on their scores, (c) being very effective in motivating the learners towards participation and interaction, (d) providing EFL learners with the enjoyment and pleasure that affects their achievement positively, (e) being an excellent teaching technique because it evokes students' interest, help students create vivid mental images and stories activating the thinking process, and (f) making connections in events and concepts that help EFL students better understand and later recall information.

Storytelling is an effective strategy that incorporates the aesthetic ways of knowing into instruction. In addition to improving the academic performance of EFL students in all areas, storytelling also has the ability to enhance the arts in education and motivate children to connect with their learning. Gass and Selinker(2008), argue that children do not just soak in what goes on around them but actively try to make

sense of the language they are exposed to. In addition, Congelosi and Whitt(2006), stated that storytelling in an online learning environment is an effective and efficient educational approach, which helps students learn through sharing reflection and interpretation of stories.

In a study by Isbell, Sobol, Lindauer, and Lowrance (2004), the researchers studied the impact of storytelling and reading stories on the development of language and comprehension of children. They concluded that storytellers tend to use more repetition, sounds, and gestures than a person merely reading a story.

Kalantari and Hashmian(2016), investigated in a study storytelling as an approach that is worth pursuing in teaching English as foreign language in Iranian context. The researchers added that EFL learners' ability to get the gist, to recognize characters, and to summarize what they listen to through the storytelling technique is important. By applying the storytelling technique, class environment changes from a dry, boring one to a warm environment full of student concentration, participation and production.

The educational value of using stories and the technique of storytelling have always been undisputed throughout the world. In a study conducted in Iran by Soleimani and Akbari(2013) and Rafik(2005) investigated the effects of storytelling on children's Learning English vocabulary. The results demonstrated that the use of children's stories to develop vocabulary among students was effective and perceived positively by them. Abdrachid(2012), reported that children's storytelling had positive effect on the vocabulary learning of less proficient young adults in Malaysia. Also, Joys(2011), studied the effects of song picture books which most of times narrate a story increase the vocabulary acquisition of students.

When Manson(2005), conducted research among first year Japanese students at a junior college in Osaka on vocabulary acquisition through storytelling and he discovered that storytelling is as effective as direct instruction in developing vocabulary. The same findings were reported by Stockard(2008), he asserts that students needs and their stage of development are among the two major factors that need to be considered in choosing stories for students. The stories, according to Stockard must suit the linguistic and cognitive needs of the students and must not be difficult to comprehend. "This notion is in line with Krashen's Comprehensible Input Hypothesis(1981) which states that in order for learning to take place, students must first understand the input given"(Soleiman & Akbari,2013, pp4).

Lovelock (2003), argues children's stories are not childish for low level adult learners. He also claimed that the student's affective filter could be lowered by the use of children's stories. In addition, Polichak and Gerrig(2002) included even adults listening to stories also react to them almost automatically, participating, in a sense, in the action of the narrative.

Learners need to be interested in what they are listening to. Teachers can help arouse their interest by choosing stories learners are likely to be interested in. According to Elley(1989), Brett, Rothlein and Hurley(1996), there is a growing body of evidence that learners can pick up new vocabulary as they are being read to. However, Nation(1992), looked at the density of unknown words in a story and found that learners needed to know 98% of the running words in order for most of them to gain adequate comprehension. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills(i.e. listening, speaking, reading, and writing (Nation,2011). It is likely that learners need to meet target vocabulary several times. Listening to a story two or

three times a week is likely to be more beneficial for learners than once a week. Nation (2003), argue if the teacher writes up target vocabulary on the board as it occurs in the story, it is best to write it just after it is heard than before.

Elley, et al.(1989), found that vocabulary learning is considerably increasing if the teacher defines a word when it occurs in the story. The most effective definitions are likely to be clear marked as definitions, and are short and clear, possibly involving a first language translation (pp195). The researchers also show that learning vocabulary from spoken input is an effective means of vocabulary expansion. These studies examined log-term retention(3 months, and 6 weeks) and found that words were still retained. Lovelock (2002) explains three main characteristics of children's stories which make them interesting and effective in helping young learners to learn vocabulary and to foster language acquisition. First, children's stories provide easily comprehensible contexts through the use of well-known stories. Second, children's stories come with strong visual support to assist further understanding. The pictures help the young readers to grasp and remember the words which appear during the reading. Third, children's stories are written in easily understandable sentences where complex grammar is avoided and sentences are kept short. Jitendra (2004) further argues that children's stories are important sources of rich and diverse vocabulary.

In addition, Muller(2005), discovered that her students become more motivated and are willing to read loud. More importantly, she has observed that they seem to remember the vocabulary better than when reading stories.

Moreover, Yelen(1986), argue that young adults, particularly at age twelve and thirteen, are interested in practical jokes and enjoy the trickster stories that are fun in every folklore tradition. Ray and Seely (2004), consider the quantity and quality of the input children receive during their first learning stage are really important because

they help them lay the foundation for their future learning. This is the reason why EFL teachers should give the learners a number of qualitative inputs, which means that children should be surrounded by lots of listening and reading materials that will allow them to get familiar with the new language. This input according to Krashen and Terrell (1983), should be comprehensible, natural, and meaningful and should be introduced little by little

In a study by Isbell, Sobol, Lindauer, and Lowrance (2004), the researchers studied the impact of storytelling and reading stories on the development of language and comprehension of children, aged 3-5. They concluded that storytellers tend to use more repetition, sounds, and gestures than a person merely reading a story.

Kalantari and Hashmian(2016), investigated in a study storytelling as an approach that is worth pursuing in teaching English as foreign language in Iranian context. The researchers added that EFL learners' ability to get the gist, to recognize characters, and to summarize what they listen to through the storytelling technique is important. By applying the storytelling technique, class environment changes from a dry, boring one to a warm environment full of student concentration, participation and production.

In contrast, Safdarian and Ghyasi(2013), point that stories that are not adapted to the level and age of the student could not bring any change in motivation and proficiency of the students and using such stories in classroom is futil and ineffective (pp:87). As soon as these factors are not carefully considered when designing syllabus material, inefficiency is expected in the use of stories in classrooms. As a result, a very serious restriction, added the scholars, is posed upon the teacher. Only being aware of the fact that stories are valuable sources available for the language teacher is

not enough, the teacher should consider all in force factors when choosing the story, and also apply the most appropriate way to use them in the classroom.

Ech(2006) concluded in his research that educational researchers offer a number of perspectives on why and how storytelling is a successful learning and teaching tool. In particular, Caine et al. (2005) promote storytelling in today's classrooms because it links well with brain-based and neuroscience on how the brain learns best. McDrury and Alterio(2003), espouse storytelling as a theory of learning in and of itself.

2-3-4-Specificity of African Storytelling in Algerian Classrooms:

Harmer(2008), poits that students can improve their linguistic skills and gain valuable language input through listening material and procedures. This listening provides the perfect opportunity to hear voices other than the teacher's, enable students to acquire good speaking habits as a result of the spoken English they absorb, and help to improve their own pronunciation .

> "Authentic material is language where no concessions are made to foreign speakers. It is normal, natural language used by native -or competent- speakers of a language" (Harmer, 2008:220).

He added that the material is likely to be simplified, spoken slowly, or to be full of simplistic content. African stories have a tendency to be. They can be spoken slowly and can be simplified carefully for students from Algeria as a part of Africa.

Authentic material which has been carelessly chosen can be extremely de-motivated for students since they will not understand it. Instead of encouraging such failure, therefore, we should let students listen to authentic material carefully chosen they understand. For beginners in Algeria this means language from non-native but competent source where English is an official language.

For instance, Mimouni (1989), declared that having studied in Franch made him a competent writer even though Arabic is his language at home and in streets. However, Fadel(2005) has noticed that the introduction of the type of texts

called sometimes "children literature" in Algerian textbooks is not well considered by teachers; and if dealt with in the classroom, they are rather to relax the learners.

Thus, Agatucci (2010), reveals that African literature cannot be understood outside its cultures and orators that writers such Achebe, Ngugi and others involve in their novels. Just as Lyasere (1975) points"

African writers draw… for their themes and values, for their narrative structures and plots, for their rhythms and style, for their images and metaphors, for their artistic and ethical principals" (pp107).

2-3-5-L1 interference in L2vocabulary learning:

According to Dujmavic(2011), just as children are acquiring their first language begin developing it orally. Young children learning a second language need to develop their oral language to some extent before they can be expected to function in writing. Furthermore, Harriott and Martin(2004), claims that oral practice through storytelling as literature increases speech and oral communication skill related enunciation and articulation. This literature defended by Bossnet and Grundly(1993) "Literature is a high point of language usage, arguably it makes the greatest skill a language user can demonstrate". Dujmavic(2011), added that with beginner pupils the use of mother tongue is feasible from time to time. If the class shares a common mother language, is quite beneficial. In fact, he claims that it would be denying the pupils a very useful learning strategy when insisting on always using English. But, it is quite necessary to carefully consider when and why the mother tongue is used.

2-4-Conclusion:

Kalantari and Hashmian(2016), concluded that stories can serve multiple functions in the classroom, including sparking student interest, aiding the flow of lectures, making material memorable, overcoming student resistance or anxiety, and building rapport between the instructor and the students, or among students themselves. That is exactly the aim of this chapter and the literature review embodied. This literature review showed multiple information about the definition of storytelling, oral African storytelling, the art of storytelling and how it is used in instructing. The particular emphasis was on the authenticity of African storytelling , learning strategies and especially past studies on storytelling as a learning theory in EFL classrooms in many countries because the aims of this research study is closely related to this information. Most of these studies show the effectiveness of storytelling on enhancing learners' vocabulary, which follows the trend of this research study for proposing storytelling as a learning theory in Algerian EFL middle school classrooms. The specificity of this research study is the use of African storytelling in Algerian EFL classrooms which is illustrates by: Specificity of African storytelling in Algerian classrooms.

Chapter three: Methodology

3-1-Introduction:

This section attempts to test the hypotheses which concerned with how the teacher can use the storytelling technique in helping the students to enhance their vocabulary knowledge and retrieve when needed. For this reason, the researcher uses different stories which are tales from Africa. They are sequences of events about African animal's legends in order to achieve the aim of a acquiring new vocabulary by the learners. However, this section deals with the practical procedure of the current study which includes: the sample selection procedure,the scoring scheme, test validity, test reliability, and statistical methods.

3-2-**Research Design**:

Elley(1989), demonstrated that vocabulary acquisition is possible from the listening to stories. Even though others such as Nation (1990), argue that this source of vocabulary is insufficient and inefficient. This experimental study is an attempt to assert that storytelling is effective in enhancing EFL learner's vocabulary. These learners are students in Med Zine BenMedeni middle school in Al Alia-Biskra.

The type of story used in this experiment is short African stories presented in data show, Since the second generation curriculum in Algerian textbooks emphasizes on the use of authentic material for second language learning and in context, Fodil(2005). The choice of African stories narrated by competent storytellers was the focus of this study. This choice was done because of the love of children towards animals in addition to its necessity for their growth. For example, Esenwein and Stockard(2008), assert that students' needs and their stage of development are among

the two major factors that need to be considered in choosing stories for students to read. According to Jitenda(2004), children's stories are important sources of rich and diverse vocabulary. Furthermore, according to Lovelock(2002), children's stories are not too childish for beginners. He also claims that the students' affective filter could be lowered by the use of the children's stories.

The study is designed according to the experimental approach. Only one group is taken as the participants of the study. Pretest, treatment and posttest are used in the experiment.

3-3-**The Population**:

The community of the study consists of all the third year grade middle school pupils. They are studying at Med Zin Benmedeni, Al Alia-Biskra during the schoo year(2016-2017). The population consists of 130 pupils aged between 13 and 16 years old.

3-4-**The Sample of the Study**:

Thirty one of third year students in middle school participated in this study with 48%of the class being boys and the other 52% girls. They are chosen randomly among 130 students from the same level to experiment the role of storytelling in their vocabulary development. Their ages are between the ages of 13to 16, so, each of the participants had completed at least two full years of English language program. The participants form a paired group. The group is randomly chosen from the population. Their mother tongue is Arabic, second is French and foreign language is English. The participants are equivalent at the economic, cultural and social level. They are equivalent in their general achievement. Their achievement in English language

through two years in the middle school and they are in their third year with an amount of three hours of English language per week.

3-5-Background of Algerian Schools:

In Algeria, middle schools are public schools in majority and they are the continuation of public primary schools. Students enter middle schools when they are 11 years of age and after the fulfillment of five years of primary school. They study in four levels(first year, second, third and fourth year). Each level will take a year. At the end of the fourth year, a national exam or what is called BEM(Brevet d'ensegnement moyen) is taken by students to move to high school. If they succeed in the BEM exam, they will be channeled into either the Science area or the letters area.

3-6- The instrumentation:

3-6-1- Quantitative Data:

To achieve the aim of the study, the teacher uses an experiment design. Pretest and Posttest are instruments to collect quantitative data in relevance. First, in the pre-storytelling stage a pretest is carried out by the participants. They were given a vocabulary test prior to the use of storytelling. In this test they were required to much the appropriate definition to its picture in duration of forty minutes. There were thirty definition and thirty pictures. The purpose is to examine the students' level before moving to the treatment. It is important to mention that vocabulary development of the participants is under investigation. For this, it is used as a test applied before the treatment and as a posttest applied after the treatment.

Second, in the pre-storytelling stage, the students received interesting and comprehensible input through the researcher talk as an introduction to the first story to help them become familiar with the new vocabulary as Krashen (1981), stated that for learning to take place students must first understand the input given. The students than learned new vocabulary via pictures and first story sequences one after the other in addition to gestures, narrator voice , and music. This pre-storytelling stage lasted four sessions. In the first session which lasted one hour the exposure entailed watching the first story which was entitled : Why Elephant has a long trunk? It is a 10mn story a part of series of African tales called TINGA TINGA A LAND OF WHYS. The researcher explained the plot and unfamiliar vocabulary. The participants were instructed to reflect on pictures first during the first watching than on the new vocabulary, characters, theme, conflict and plot of the story as well as other things they feel important to be mentioned in the second and third listening. According to Harmer(2008), in listening two or more times students will feel secure and understand more than they did previously. The falling actions were left to the students to find out in order to encourage them to continue following the story till the end. During the second session games were done about recognizing animal names and their roles in the story, synonyms of unfamiliar words they picked out from the video, in addition to talks about the falling actions and the ending and anything they noticed. The students were given the opportunity to move from time to time to share the new vocabulary picked with their mates.

The same process was followed for the second tale during the two next sessions. The tale was entitled WHY TORTOISE HAS BROKEN SHALE?

Finally, during the post-storytelling stage a vocabulary test was given to the participants as a posttest. The test had the same format as the pretest, where the students had to match the vocabulary with its appropriate item. The items were taken randomly from the two children's stories already given and their background.

3-6-2-Qualitative Data:

The most important data collection technique the researcher used for the study is the interview. Normally, there are three types of research interviews: Structured, semi-structured and unstructured. The researcher followed the semi-structured method which is the most common one. Open- ended questions are mostly use for interviewing teachers so that they can share in detail about their view and experiences. All questions are relative to the research hypothesis.

Similarly to understand whether storytelling attracts learners or not, the researcher used interactive and deep interview. The interaction helped the researcher to understand pupils' perception of the African storytelling. The interaction is required by the researcher, since she has been teaching for almost twenty three years.

Another method used for collecting qualitative data is participants' observation which was video recorded to be analyzed.

3-7-The Pilot Study:

To maintain the validity and reliability of the pre and post-test, a pilot study is conducted; two tests are applied on a random sample of 10 participants, from Med Zin Ben Medeni middle school in Al –Alia- Biskra. The items of test are then modified in the light of the statistical results. The same piloting study is done for the validity and

reliability of the semi-structured interview of teachers and pupils According to Al Agha(1996), the valid test is the test that measures what is designed to be measured.

3-8-Design:

This study is an experimental design which is used in educational research. This kind of research according to Cohen, Manion and Morison(2007), concerns the observation of the effect of a particular treatment on a particular population through the use of a representative sample. In this design, the researcher tests whether differences are related to the treatment by using statistics to ensure that the results obtained from the sample are statically significant in order to generalize the findings to a larger population.

According to Dorney(2007), an experimental research is a quantitative research which is an attempt to determine a relationship between variables. In experimental research studies, researchers manipulate one or more variables (independent variables) to determine the effect on other variable (dependent variable). This manipulation is described as a treatment and the researchers' goal is to determine whether there is a causal relationship. Many experimental researches involve a comparison of pre-treatment and post-treatment performance.

Also, the study employed a pre-test and a post- test experimental design to one group of students which is called PAIRED-SAMPLE T TEST which analyses and compares means. It is used to test if the means of two paired measurements, such as pretest/posttest scores, are significantly different. The Paired Sample t test is parametric test. This test is also known as: Dependent t test, Paired t test or Repeated Measures t test. According to Seliger and Shohamy(1990), this type of design is efficient as it not only controls the loss of subjects, but also controls a number of

extraneous variables which can affect the homogeneity of subjects when more than one group is involved. However, they note that the main disadvantage is that there is no certainty whether the changes and differences experienced by the participants are a direct result of the treatment provided. That's why this study is reinforced by the use of structured interview addressed to the participants as well as to teachers from university.

According to Dorneiy(2007), the structured interview is one in which the content and the procedures are organized in advance. This means that the sequence and wording of questions are determined by means of a schedule and the interviewer is given little freedom to make modifications. It is characterized by being closed. The interview in a method for qualitative data collection.

A qualitative research according to Walliman(2001), is a process of inquiry with the goal of understanding a social or human problem from multiple perspectives; conducted in a natural setting with the goal of building a complex picture of the phenomenon of interest. It is exploratory or diagnostic in nature usually involving a small number of people. Furthermore, Denzen and Lincoln(2005), define qualitative research as an interpretative and naturalistic approach to the world. This means that qualitative research study things in their natural setting in an attempt to make sense of or interpret phenomena in terms of the meaning people bring to them.

3-9-African storytelling lesson plan:

To analyze and describe the importance of storytelling on enhancing EFL learner's vocabulary, a lesson plan was developed. The model used was listening to stories exposed on a data show.

Jianing(2007), points out that stories are often connected with children. In fact, he added, they are not only loyal listeners; they also like to tell stories. In china, for example, there are various kinds of storytelling competitions. Children would be very pleased to learn storytelling in English. Besides, many stories can be adopted into short plays and children enjoy performing.

Warming up:5mn

Before engaging in a storytelling, Jianing (2007), states that the confident in the listening skill is needed. The classroom language environment becomes free and active. Furthermore, Field (1998b), argues that teachers starts the story gradually, pre-teaching vocabulary may be unhelpful in development of listening skills.

In a study conducted by Rafik(2005), a questionnaire question:

Do you explain all the unknown words in a text? -Yes –No. was given to the teachers. The results were gathered and analyzed by the researcher as follow:

Table2:table of teachers who explain all the unknown words in a text

	N	%
Yes	14	32.56
No	29	67.44
Total	43	100

Source: adopted from Fadel(2005, p.85)

Figure 1:Range of teachers who explain all of the unknown words in a text
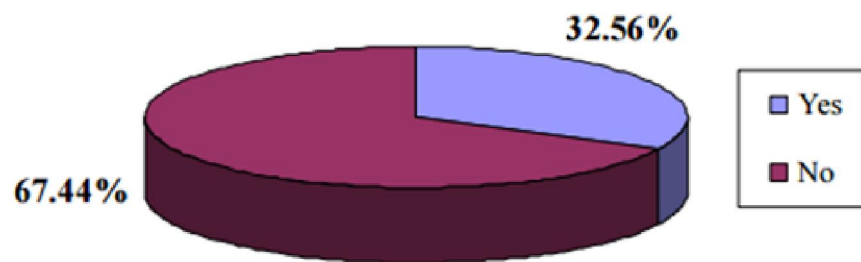
Source: adopted from Fadel(2005, p.85)

The majority of the teachers (67.44 %) said they do not explain all the unknown words. This means that they explain the words they think are important for the understanding of the text. These words are generally content words that teachers consider as key words. Rafik(2005,pp88)

Marks and grades then are given when necessary. "We need to tell students exactly what their listening purpose is (Harmer, 2008:231). He added, "If students know why they are reading or listening they can choose how to approach the text" (pp208). Moreover, Heo(2004), claims that the first phase of using storytelling is providing introduction where the learning objectives are described and the context explained.

Activity one: 10mn "General understanding" (Harmer, 2008:216).

The game is given in the group session with its rule. The teacher gives the African story of 5mn downloaded from the internet, presented on the video projector for first listening to just get a general understanding of what the story is about. "Storytelling provides excellent listening material" (Harmer, 2000:231).

Activity two: 5mn "Students are trying to discover detail information" (Harmer, 2008:231).

Students are asked to write a list of animal's names, adjectives and verbs while listening to the story the second time. According to Harmer (2008), in listening two or more times, student will feel more secure and understand more than they did previously. Mean while, the teacher should be prepared to response to the students needs in the way he stops and replays the video.

Activity three: 20 mn

Students are divided into four or five groups of six students. In this context, Ibanez, Aylett, and Ruiz-Rodarte (2003), Mello (2001), and Sadik (2008) have said that storytelling can be used to enhance a student's higher-order thinking skills and literacy, thereby increasing collaborative learning. After each sequence from the video, the teacher asks what animal has been tell about. According to Harmer(2008) the word is repeated by some students to improve their pronunciation, stress and intonation.

At the end of the video, the owner of maximum correct words wins ten points for each member of his group and the second best wins eight points and so on. Since the score of each student is connected to the score of everyone in his group, students will be greatly involved in the whole process and listen to the story attentively which, will in return promote the performance of each student repeating the words. As Harmer(2008), emphasizes how important is to be supportive when organizing feedback after listening. Their confidence grows as they realize that they can remember more and more. Dujmavic(2011), contends that it also presents them with the challenge of remembering new language. Participating in the storytelling becomes a kind of game activity.

Bringing all of these systems to bear on the material in your course helps student learning. Students are awake, following along, wanting to find out what

happens next and how the story ends. Bruner (1986) has contrasted the paradigmatic (logical, scientific) and narrative modes of thinking, but these modes need not be mutually exclusive in the classroom. Characters are important element of a story, and indeed, a story can also make material concrete and memorable. If EFL learners remember the concrete element of the story, they may then be able to reconstruct the abstract lessons illustrated by the story.

The reason to recommend storytelling in the EFL classroom is that stories are motivating and immensely interesting, can best attract listeners and promote communication. "The excitement and drama of storytelling provide a context that holds students' attention." (Cooter, 1991; Bla, 1998).

Storytelling is not limited to entertainment but can also be used as an effective teaching tool in a language classroom. The findings of Ab Rachid (2011), shows that storytelling has beneficial effects on reading skills by students being able to associate meanings and emotions with words. Also, Heo(2004), describes the fourth approach of using storytelling in learning environment . This approach requires learners to retell the story or create their own responses story. Students then are able to develop their vocabulary and learn when and where to use certain words and phrases.

3-10-Conclusion:

Since the aim of this study is to investigate whether the implementation of storytelling in EFL classrooms enhances pupil's vocabulary learning, the outcomes will enable both teachers and learners to focus on the power of storytelling for the reason to engaged teaching and learning. This study contributes to new understanding of how to create authentic material that can be used in context with the opportunity not to lose the objectives of an educational system. This research study is an attempt

to integrate storytelling into EFL middle schools classrooms in Algeria. A case study design is used. Case study research is quantitative approach. The source of information gathered in this study is interviews for both teachers and participants which is qualitative method. The research methodology is to utilize both quantitative and qualitative methods. As this study purpose is explaining the pedagogical benefits of storytelling on EFL pupils vocabulary learning the focus will be on pupil's readiness and vocabulary outcomes using storytelling. In order to achieve this goal, both quantitative and qualitative data were collected.

CHAPTER FOUR: Findings

4-1-Introduction:

In chapter four of this research, the purpose is to investigate how storytelling as a learning method can enhance vocabulary learning of EFL pupils. The case study of this research is a sample of 31 participants over a population of 130 who are pupils of third year in ZIN BEN MEDENI middle school in BISKRA, ALGERIA. Just one experimental group was chosen randomly and a vocabulary test is designed for both pretest and posttest. According to Seliger and Shohamy(1989), this types controls a number of design is efficient as it not only controls the loss of subjects, but also controls a number of extraneous variables which can affect the homogeneity of subjects when more than one group is involved. However, they note that the main disadvantage of this approach is that there is no certainty whether the changes and differences experienced by the participants are a direct result of the treatment provided. In this study, the shortcoming was addressed through triangulation by the use of other research instruments such as semi- structured interview, and analysis of participant's answers during storytelling sessions.

Concerning the pretest and the posttest's marks they are given according the grading system of the Algerian schools. The grade is based on the mark. For this study 30 questions are given in both tests, between 15 and 30 is the average and bellow 15 is under average. The results of this study are reviewed in this chapter. Data and information found in this study are analyzed in accordance with this research's hypothesis which is:

- Storytelling do enhance Algerian EFL middle school pupil's vocabulary.

4-2-Data gathering and data analysis of the pretest and posttest:

The researcher used different statistical methods in order to achieve the purposes of the test : 1. The mean score is used . Heaton (1975: 169) defines the mean score "is the arithmetical average: i.e. the sum of the separate scores divided by the total number of testees …. The mean is the most efficient measure of central tendency".

$$X= \frac{\sum x}{N}$$

X is the sum of sample's scores, N is the number of scores

2. Standard Deviation (SD) is used. Heaton (1975: 170) indicates that standard deviation "is another way of showing the spread of scores. It measures the degree to which the group of scores deviates from the mean". One method is used to calculate SD is shown in the formula below:

$$SD= \sqrt{\frac{\sum d^2}{N}}$$

N is the number of scores and **d** the deviation of each score from the mean .

3. Variance: It is one of the statistical methods which is widely used to measure the variability of scores. It can be expressed statistically as follows:

$$Variance = \frac{\sum d^2}{N} \quad (Butler, 1985:37)$$

4. T. test is a method used to measure and count the important difference between the results of the experimental group of students (Glass and Stanly , 1970: 295).

So, T. test method for dependent samples is used in this study. It can be estimated by the following formula

$$t(N-1) = \frac{\frac{\sum d}{N}}{\sqrt{\frac{\sum d^2 - \frac{\sum d^2}{N}}{N(N-1)}}}$$

The sample consisted of 31 participants. The first things to start with was the sample distribution between gender and age. The data gathered are represented in table3 as follow:

Table3: Participant's profile

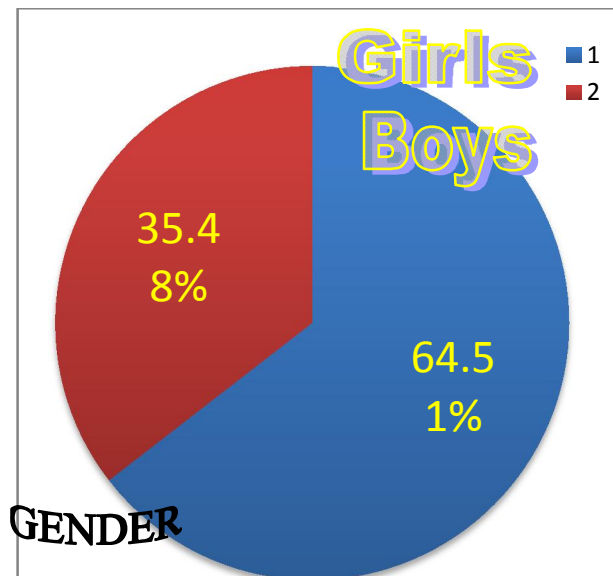| N: 31	N
GENDER Girls Boys	 20 11
AGE 13-14 15-16	 25 06

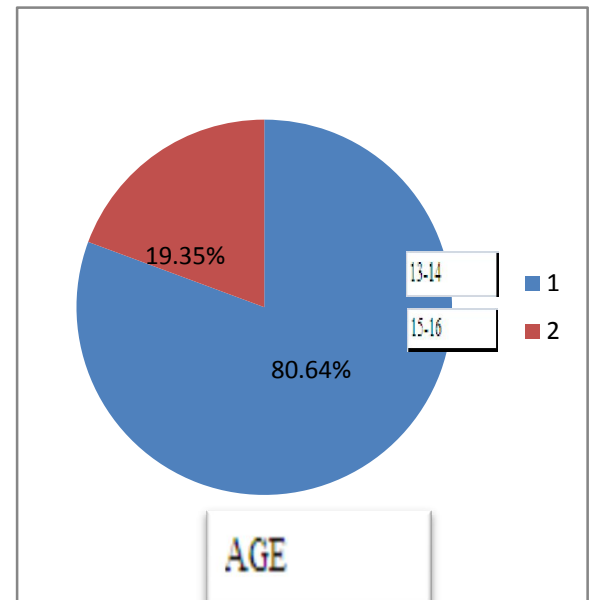Figure3 :range of pupil's age
gender

Figure 2: range of pupil's gender

According to table3 and figure3 the majority of participants are girls with 20 making up 64,51% of the total meanwhile, boys with the number of 11 represented 35,48% of the total. Ages of the participants are nearly split with 25 or 80,64% being 13-14 years of age and 6 or 19,35% being 15-16 years of age.

The findings represented the typical Algerian society in which the majority of its population is women.

Pre and post- test :

Second thing to be discussed is the participant's scores in both pretest and posttest. Descriptive statistics are used to analyze and compute means and standard deviations for the pre and post tests. In addition, t-tests are used to measure and examine the relationship between the pre and post tests results.

Table4: Illustrates the frequency statistics of Pretest

	Mean	16,31
EXPERIMENTAL	Mean	16,5
GROUP	Median	16
N°31	Mode	15
	Std Deviation	5,787
	Variance	33,493
	Range	25

Table5: Descriptive statistics of the Posttest of the experimental group

	Mean	21,903
	Median	20
Experimental	Mode	30
Group	Std Deviation	6,535
N:31	Variance	42,718
	Range	22

Table6: paired sample test results

		Mean	Std.Deviation	t-test	Df
Paired	Pretest	16,31	5,787	-4,56	2,9422
sample					
test	Posttest	20,906	6,535	-4,424	2,9422

Figure 6:mean score of the pretest and posttest of the the paired t-test
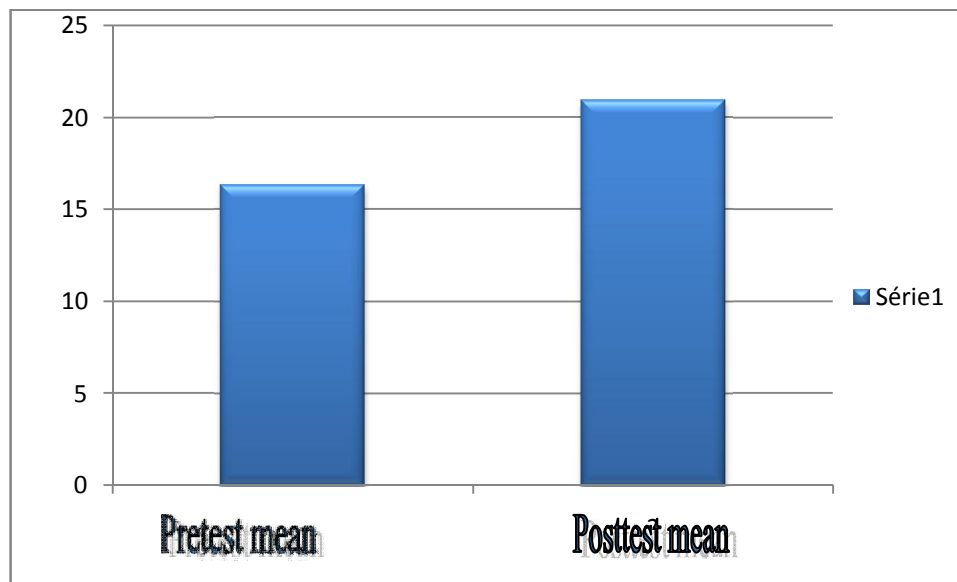

Figure4 presents the Graphic of the visual difference between the mean of the Pretest and the mean of the Posttest obtained from the participant's statistic results. Among parametric statistics, paired t-test is chosen, since there is no control group and the focus is within experimental group only. In fact, each student is paired with him self in Pre and Post-test.

We can see that this difference between the two means is due to the mark's results as follows: 70% of the participants scored better marks in the posttest compared to the pretest. Among all participants, 30%(n°10) showed very important improvement in the posttest(scored full mark). Only 10%(n°3) remained with under average marks; between 5 and 15; even though they scored slightly higher in the marks of the posttest compared to the pretest. All the remained participants scored better marks in the posttest compared to the pretest; between 15 and 30.

According to table4 and table5 it should be considered that the mean of posttest is higher than the mean of the pretest which indicates a meaningful improvement on the part of the experimental group subjects. That means that stories may have a positive influence. To some extent, this result reflects the effectiveness of storytelling to enhance third year middle school pupil's vocabulary which is claimed to be the most important element in second language learning. Among parametric statistics, paired t-test is chosen, since there is no control group and the focus is within experimental group only. In fact, each student is paired with him on the pretest and posttest.

The results of the table6, indicates the paired t- test statistic which is -4,564.It shows the (1tailed) results. The t-test -4,564 is inferior to the df (-2,9422). These results reject the null hypothesis which is : there is no relationship between storytelling and the improvement of the EFL Algerian pupil's vocabulary outcomes and confirm the positive effects of storytelling on pupil's vocabulary learning.

The finding is consistent with an earlier discovery by Med Rafik(2005) who investigated the effects of storytelling on elementary Iranian students, and as a result the researcher reported that storytelling enhance the vocabulary learning of EFL elementary students. Also, Ab Rachid(2011), reported that children storytelling had positive effect on the vocabulary learning of less proficient Malaysian young adults; and moreover in a recent study by Soleimany and Akbari(2013), the results showed that the use of storytelling was effective on preschool children's learning English vocabulary. Researches did not stop there, for example, Kalantari and Hashemian(2016), reported that storytelling is an approach that is worth pursuing in teaching English as an EFL in classes in the Iranian context.

4-3- Data Gathering and Data Analysis of Classroom Observation:

The results recorded during storytelling sessions divided the pupils into three categories. Among all participants 56% (n°17) showed a better participation in vocabulary usage about stories' events throughout the six sessions of storytelling are the majority represents first category. Three pupils (10%); who did not even rich the average but with grade's improvement in the posttest compared to the pretest represent the minority represent category two. The last category 34% (N°10), are those with full marks in the posttest

Bellow are the examples quoted from the pupil's interventions from session one to session six recorded in video sequences:

Monkey, elephant, dirty. (St1, St2,St3/S1)

The elephant bad smell.(St1/S2)

The tortoise is slow.(St2/S4)

 The data above recorded from category two. It shows that these pupils increased their vocabulary learning from session one to session two   until session three. At first, they hesitated. Next they mentioned separate words to end with slightly better in the discussion sessions with full simple sentences. This result is in accordance with another study in Lybia. Mokhtar, Abdl Halim and Kamaruzaman(2011), who come out with a result that storytelling has benefits and students develop their vocabulary and learn when and where to use certain words and phrases.

The elephant kind, the crocodile mean, the tortoise showing off

The race is slow, tortoise got wings,

These sentences are recorded from pupils of category one. It shows that these pupils improved their use of adjectives and tenses to describe characters of the stories. They used kind, mean and show off.

Pupils with full marks in posttest said (category three):

I know many new words from these stories: race, heaven, smooth

I know synonyms and antonyms: slow= fast,

I learned that friends help each other as the animals did with elephant and giraff

Tortoise must not fly

They managed to give the lessons learned from the stories. They discussed the lesson brought from the stories. It is to emphasize on the positive qualities of the character they like and the negative qualities of the character they dislike. They are also able to use appropriate vocabulary to convey their meaning and able to use the correct synonyms and opposites in their interventions.

Table7: The use of synonyms and opposites in learning new vocabulary

	Always	Sometimes	Rarely	If Necessary	Never	Total
Translation	/	10	03	24	06	43
Definition	09	23	05	05	01	43
Word in Context	26	12	01	03	01	43
Synonym/opposite	29	10	01	02	01	43

Source: Adapted from Rafik(2005,p85)

The results are in line with Harriot and Martin(2004), when they found in their research that oral practice through storytelling increases speech and oral communication skills related to enunciation and articulation.

4-4-The Data Gathering and Data Analysis of the Interview:

4-4-1-The Data Gathering Data Analysis of the Pupils' Interview:

The pupils are interviewed by the researcher in order to obtain their feedback. All the learners are interviewed separately in a semi- structured interview session. The interview questions for pupils are categorized and coded into a few categories, such as the students' view of the choice of animal stories to learn vocabulary(Q1), time seemed to go by quickly during the storytelling sessions(Q2), I believe I will remember parts of these stories for long time(Q3), I would like to participate in future storytelling activities(Q4), stories contributes to my vocabulary learning(Q5) to and I would recommend my friends to learn vocabulary through children's stories(Q6).

Question1: What is your view on the choice of animal's stories to learn vocabulary? Do you know them?

The student's view of the choice of animal's stories to learn new vocabulary was positive. They all agreed that it was the appropriate choice for them because of their love for animals. According to DOLAKOVA(2008), children like animals especially as the characters that can talk and behave like human being. In fact, they identify themselves with them and then imitate their behaviors and actions. In addition, they already know the stories in L1 which was of great help to follow them in English.

Question2: Did the storytelling session seemed too long for you?

When asked whether the storytelling session seemed too long for them (Q2), all the participants gave positive feedback.

Question3: Will you remember parts of these stories? Did the animation help?

In answering whether they will remember parts of these stories (Q3), 97% N(27) of the pupils stated that they will remember parts of these stories . The reception of words, music and gestures helped them, they added.

Question4: Did you like or not the storytelling experiment?

When asked whether they liked or not the storytelling experiment (Q4), 99%of the participants (N:29) answered that they would like to participate again in future storytelling experiment .

Question5: Did the stories contribute to the vocabulary learning? To what extent?

 In answering question five , whether the stories contributed to the vocabulary learning (Q5), 97% (N27) of the pupils answered that the storytelling sessions enriched their vocabulary . They reported that through these sessions the number of the new vocabulary learned increased.

Question6: Would you recommend your friends to learn vocabulary through storytelling?

When answering question six which askes whether they would recommend their friends to learn vocabulary through storytelling (Q6), all of them affirmed their agreements. One of the most benefits they added is the improvement of their English they felt though storytelling, as well as less stress and the amount of understood

words these stories put in their hands. All of the 30 pupils reported having enjoyed the conditions and the storytelling they experienced.

According to the results, the experiment demonstrated the need of the learners for storytelling which was beneficial for the EFL learner's vocabulary learning.

4-4-2-The Data Gathering and Data Analyses of Teachers' Interview:

The interview concerned three teachers; Two from Med Zin Ben Medeni middle school while the third is from Gamri Hocine middle school.

The interview questions for teachers are also categorized and coded into a number of categories, such as teachers' view of the use of children's storytelling to teach vocabulary(Q1), the use of familiar (already known in L1) stories(Q2), the teachers' future preference of using storytelling to teach vocabulary(Q3), identifying the benefits related to the use of storytelling as a pedagogical approach(Q4) and the teacher's opinion about the implementation of storytelling as a learning method I their curricula(Q5). This interview involves three teachers: A,B,C. Teachers A and B are from Med Zin Ben Medeni middle school with twenty and five years of experience but teacher C is from another school with twenty five years experience. Graduaated from the teacher's school of Setif . The third , 10 years experience . Graduated from the university of M^{ed} khider , English Department . The interviews were audio-taped , coded, transcribed and interpreted.

Question1: Is the use of African storytelling to enhance EFL vocabulary learning effective?

The English teachers involved in this study had positive feedback concerning the use of pupils' children storytelling to enhance EFL vocabulary learning (Q1),

among the reasons given the attractive process of storytelling and comprehending the idea of the story is what keeps young EFL learns focused since they are still beginners. For instance, they asserted that as EFL pupils listen to stories, they emphasized that whether the stories were too childish for them was not a big deal as these stories were perceived positively by the participants. They added, since we are Africans why not African stories.

Question2: What do you think about the use of familiar (already known in L1) stories?

When answering question two, which is about the use of familiar stories , all teachers perceived well this choice and stated that the fact that the stories were familiar to pupils helped them understand them with their background knowledge of the stories.

Question3: Do you prefer to future use of storytelling to teach vocabulary? Is the visual aid effective?

When asked whether they prefer to future use of storytelling to teach vocabulary(Q3), all teachers point out that they were looking for ways to bring communicative teaching onto their English language classrooms and they will take advantage of storytelling as a learning method to enhance their pupils' vocabulary.

The participants are motivated to continue the stories till the end. (tA)

Storytelling in EFL classrooms would be a dream comes true. (tC)

I will definitely use children storytelling to teach my pupils vocabulary. (tB)

In addition, they asserted that the use of moving actions, colors and music created more natural, meaningful and interactive context which give the opportunity for pupils to use English in the classroom. Even the pre-intermediate ones expressed themselves.

Table 8: Techniques used in EFL classrooms for learning new words

Other	Visual aids	-Pictures	10
		-Drawings	04
		-Concrete objects	07
	Gestures/mimes		08
	Dictionary		02

Source: Adapted from Fadel(2005,p85)

Question4: What are the benefits related to the use of storytelling as a pedagogical approach?

Concerning the fourth question, which is about the benefits related to the use of storytelling as a pedagogical approach, all teachers welcomed the ideas. They supported Ross(2000), who claims that EFL teachers should take advantage of a storytelling approach, to develop their students' competence to think clearly and creatively and express their understanding in divers ways. In addition, Richards(2006), points that storytelling approach fosters natural communication in the English language classrooms by allowing EFL pupils to experience with the authentic use of English language, a basic concept that communicative language teaching emphasizes.

Question5: What do you think about the implementation of storytelling as a teaching strategy in their curricula?

Concerning teachers' opinion about the main point of this study which is the implementation of storytelling as a learning strategy in their curricula (Q5), the answers are:

I definitely agree on storytelling implementation in my classrooms.(tC)

It would be a dream comes true.(tB)

I never see my students become so engaged in their learning as when they are exposed to storytelling. (tA)

The above reactions show that teacher A is expressed by the experience done with his pupils along with the six sessions of storytelling experiment.

4-5-Hypothesis Testing:

From this study analysis it is concluded that storytelling is a strategy that is in accordance with the effective increasing of English vocabulary among EFL middle school pupils of third year in Med Zin Ben Medeni which is the study's hupothesis. The results of the outcomes show that these pupils' vocabulary mastery increases accordingly. This research study shows that the use of storytelling in classrooms encourages the EFL learners to sease the opportunity to enhance their vocabulary in an amazing way. It allows to see the potential and the effectiveness of storytelling in enhancing EFL learners vocabulary. More importantly, it reveals that storytelling improves vocabulary learning in context. Even though, perhaps there are still not

enough studies in Algerian EFL classrooms that relate positively storytelling to vocabulary growth. However, further research in Algerian classrooms is needed.

4-6-Conclusion:

As ways of improving EFL learners vocabulary outcomes are advanced all over the world, this chapter of the study offers as possible meaningful attempt to support the use of African storytelling in Algerian classrooms for educational purposes. Several studies have been done on the impact of storytelling in classrooms; however, none of them considered African storytelling ; in Algeria as a African country ; as an instruction in enhancing middle school EFL pupils' vocabulary . The results of this study could for instance, provide new guidance for teachers dealing with English as a foreign language in context. Besides, helps to develop the educational policy in form of material development and curriculum design. In the same line, the findings of this study indicate the effectiveness of African storytelling in enhancing vocabulary learning. Activities such as learning how to listen to a story once, twice a-even third times teach the pupils the importance of authentic exposure. This is confirmed by Brice (2004) who said that storytelling retelling of stories is a successful strategy to increase pragmatic oral skills, and the ability to use language in specific purposes. Talking and discussing is another way to grasp important amount of vocabulary since teachers and pupils show a positive perception of the experiment. The results support the choice to African storytelling to be recommended to teachers

to provide a list of the stories. Stories that are nearby our traditions and culture that pupils handle well and feet close in terms of first language knowledge. Students watch video samples of African storytelling in action; a monkey telling a story and experimented different authentic voices of different animals to feel emotions and facial expressions and body language that help in reaching the aim of enhancing effectively their vocabulary learning. According to Mallan(1992) , As student engage in storytelling they learn to listen, to participate in and understand narrative discourse and create a path to more sophisticated use of language .

Chapter five: **Summary, conclusions, Discussion, and Recommendations**

5-1-Introduction:

Chapter five of this study contains a brief review of the purpose, objectives and research design utilized to gain a more comprehensive understanding of the nature of storytelling and its role in enhancing EFL middle school learners' vocabulary. Hence, it is rapidly and continuously changing in an information age, storytelling is considered synonymous of teaching and learning strategy in education. Central of discussion in his chapter are the conclusions as they are related to the research objectives and derived from the discussion of main findings related to students' engagements and vocabulary learning outcomes as well the teachers' perceptions about African storytelling as a pedagogical tool. Last, further recommendations are outlined for continued study of the effectiveness of storytelling effects on vocabulary learning.

5-2-Summary:

As ways of improving pupil's vocabulary outcomes are advanced all over the world, beginners in Algerian middle schools are in need of an appropriate method to learn and utilize English in a relaxed atmosphere and lovely environment created listening to stories. However, what they learn must not be of a moment effect but rather used across the curricula and throughout life. This idea is reinforced by Mokhtar, Abdl Hamid and Kamarulzaman(2010)"The art of listening becomes a two way street".

Through the findings, this study first contributes to a new understanding of how to create authentic EFL learning in context that can be beneficial in EFL

classrooms. It focuses on the role of African storytelling in vocabulary learning with the detailed description of a lesson plan in addition to activities utilized with teachers' collaboration. Second, the research tries to bring a clear picture to come up with a possible and effective implementation of African storytelling into the Algerian curricula.

In the experiment design, thirty one third year middle school pupils are included in the experiment. By exposing them to the choice of African storytelling as an authentic English language material they went through a triangulation. First, a pretest is administered prior to the course lessons and ,a posttest is administered three weeks later on the same items to measure the learners' information retention. Second, a research observation recorded to obtain reinforcement for the study objectives and vocabulary retention. Last, the use of a semi- structured interview for both pupils and teachers to discuss whether the experiment is well perceived by them or not and obtain more valid results. Data are collected in addition to age and gender.

Once the experiment started, increasing interest and attention from the participants is noticed when using storytelling and the choice of well chosen African tales to facilitate their reception of information. Consequently, research on African storytelling as an effective vocabulary learning tool of English language indicates that this learning method may help pupils attain their learning goals within their classroom curricula.

The purpose of the study is to investigate and analyze the effectiveness of African storytelling in Algerian EFL middle school classrooms as a learning method, particularly, its impact on their English vocabulary learning.

As storytelling predates written human history it was the only way to preserve and share culture among societies. Nowadays, the brain based learning and neuroscience findings engage in the human brain role to receive, store and remember information when it is in a form of a story.

5-3-Conclusions:

The conclusions of this study are represented in association with research stated objectives. These objectives are measured through a triangulation; Pre and post-test, the researcher observation, and a semi-structured questionnaire for both teachers and pupils.

Research objective one: Investigating the improvement of Algerian EFL middle school pupils' vocabulary by using African storytelling

A number of researches assert the effectiveness of using storytelling in EFL classrooms. For example, Mokhtar, Abdl Halim and Kamarulzaman(2011), came out with a result that asserts the effective benefits of storytelling on reading skills by learners being able to associate meanings and emotions with words. The choice of African storytelling is new among all worldwide researches, the Algerian EFL learners are for instance Africans and they perceived well and engaged highly this choice in their interview. As Erickson and Rossi(1976), contend that as a result of the highly engaging qualities of storytelling, learners are open to new ideas and information.

Furthermore, African tales are full of songs, gestures facial expressions and emotions which create relaxed atmosphere and lively environment that encourage pupils to talk and discuss with each other and that what is observed during the

classroom observation. This goes in line with Morgan and Dennely(1979), who report that during a storytelling activity, not only do learners hear the information but they experience the content on a deeper and richer level through emotional and personal connections and visual imagery.

This study measured information retention by using pretest, treatment and posttest. The comparison between the pretest mean16,5 over 30 and the posttest mean of 21,903 which proves the ability to retrieve the information taught show the improvement of EFL pupils' vocabulary after three weeks of treatment. This treatment makes the new vocabulary familiar and the improvement greater. The pre and post-test results indicate a positive level of significance of the treatment with a paired sample t-test. This is in line with Rossiter(2002) and Heo(2003) who claim that storytelling has a transformative nature. It links, they added, the familiar to the unfamiliar and provides an opening for personal growth and change. Besides, the responses of the learners during the observation show this transformation in information.

Research objective two: The implementation of storytelling in Algerian middle school classrooms as a proposal

Medrury and Alterio(2003), promote storytelling as a teaching and learning method to employ with EFL learners. Furthermore, he added that it offers ways of making sense of complex and diverse situations. It is seen in this research interview when teachers and pupils perceived positively the use of storytelling as learning and teaching method. The teachers comment that the implementation of storytelling in their language curricula would be a dream comes true. The results of the triangulation portray; to some extent, the effectiveness of African storytelling as a teaching and

learning method. They make possible the integration of African storytelling in Algerian classrooms as a vocabulary learning approach and to create a more engaging and exciting learning environment.

Algerian educational institutions including middle schools luck the focal role of storytelling in EFL classrooms. The existing curricula need to be critically reviewed. Meanwhile, teachers can help EFL pupils to improve their vocabulary learning fluency through storytelling in extra sessions because EFL learners' ability to get the plot, recognize characters, and discuss what they are watching is important.

Yang(2011), for instance, came up with few points related to storytelling which are as follow(a) having superiority over the traditional method in teaching listening comprehension, (b) providing EFL learners with a better learning environment,(c)being very effective in motivating the learners towards participation and interaction,(d)providing EFL learners with enjoyment and pleasure that effect their achievement positively,(e) being an excellent teaching technique because it evokes students' interest, help students create vivid mental images,(f)making connections in events and concepts that help EFL learners better understand and better recall information.

As such, the present study put an effort to whether the comprehension of a story is positively pertinent to the ability of learning new words in relation with EFL learners' level. The results are in concord with Brown(2007), who points out that as we look for ways to bring communicative teaching onto our English language classrooms, we must remember the goals of education is not simply learning specific knowledge, but rather occurs when EFL pupils' learning ability is developed.

However, the study does not claim that storytelling is the only teaching and learning method that enhances EFL pupils' vocabulary learning.

5-4-Discussion:

The analysis of data from the vocabulary tests, students and teachers interviews shows the use of children storytelling to enhance vocabulary among Algerian middle school EFL classrooms is effective and is perceived positively by both pupils and teachers. The finding is also consistent with earlier discoveries by Ab Rashid (2011), in Malaysian young adults, Soleimani and Akbari (2013), in Iranian preschool students. The findings reflect the potential of children's' storytelling in helping less proficient pupils to develop their vocabulary which is considered as the most important element in second language learning (Nation 2001). Just one experimental group was randomly chosen among third year middle school pupils .comparing the results of the pretest and posttest, most of the pupils involved in this study scored higher marks in the posttest .

It also should be considered that the mean of posttest is higher than the mean of the posttest , and from the analysis of teachers and pupils interview the results try to answer the first research question which is :Does the storytelling help enhancing young Algerian pupil's vocabulary? Results reveal that the use of children's storytelling to develop vocabulary among the experimental group participants is effective and were perceived positively by the pupils and the middle school teachers. To some extent, these results reflect the effectiveness of storytelling to develop EFL pupils' vocabulary. Moreover, Mohamad (2005), who investigated the effects of storytelling on elementary EFL students, reported that storytelling enhanced the vocabulary learning of the elementary students.

The interview findings, that all the pupils felt less stressed , enjoyed watching children's storytelling and increased their vocabulary though the different sessions shows that children's storytelling may be effective teaching material in developing enthusiasm and motivating pupils to learn and improve their English. There was a slight improvement in language among weak pupils with each storytelling presentation. They made quite an effort in paraphrasing the sentences and the sentences change in every story. This proves that they did not memorize when watching the storytelling. Of course, there are still errors made but they become less each time. The findings accord with Joys (2011) ,who had studied the effects of song picture books on the vocabulary acquisition of kindergarten children and , as a result , mentioned that using song picture books , which most of times narrate a story , helps the vocabulary acquisition of kindergarten students .

Furthermore, according to Brawn (2001), cultivating interest and motivation by the appropriate classroom environment, for the pupils to learn a second language is one of the key factors in determining the success of second language learning. This is evident in this research in which pupils revealed that they would participate in more children storytelling experience in the future and would also recommend the use of children's stories to their friends.

In addition, to answer the second research question which is: Can storytelling make EFL pupils more interested in learning EFL? The teachers' reaction towards the experiment is clear when saying that the pupils are so engaged and motivated I their learning via storytelling. This is in accordance with Martinez(2007), claims about the opening of a lesson with a story which may put EFL learners at ease, interested and allow them to understand something concrete before going to the

related abstract concept. Furthermore, Kalantari and Hashemian(2016), point " With storytelling, students are surrounded by English language in the classroom and that make it easy to learn new words"

Moreover, another justification for the superiority of the storytelling in EFL classrooms may be attributed to the fact that EFL learners are given the opportunity, according to the analysis of the interview, to listen to stories orally via visual support which gives them the advantage of developing a deeper understanding of the words.

At this age, young EFL learners are assumed according to Krashen(2011), to have the capability of picking up new words unconsciously as by product of doing something else; in this case; listening to story.

5-5-Recommendations:

This study just measured the development of EFL pupils' vocabulary outcomes through childrens' African storytelling. In this regard, the implementation of African children's storytelling in EFL Classrooms can be taken into consideration in Algerian curricula. Every level in educational institution should pay more attention to storytelling as an effective authentic material and its importance as exposure to English language in EFL classroom.T he current SECOND GENERATION curricula in Algeria should focus on taking into consideration the learner-centered educational approach so that the interests and needs of the learner at every level of his education are properly guided. Since, teachers such Fadel(2005), noticed in his research that the introduction of the type of texts called sometimes "children literature" in Algerian textbooks is not well considered by teachers; and if dealt with in the classroom, they are rather to relax the learners.

Concerning suggestions for further research, more specific issues can be put forward as follow:

1-The present study just measured and compared the vocabulary development of 31 third year middle school pupils. The number of the study sample in future could be larger and various studies and includes other levels and subjects.

2-Only one experimental group is chosen for pre and post-test treatment sessions. The same study can be conducted on two independent groups to see the potential effect of African storytelling on their vocabulary learning.

3-Storytelling as a learning method to enhance receptive and productive skills is not regarded as an essential component in the SECOND GENERATION curricula of Algerian Ministry of Education; According to the teachers' answer of Q3 in the interview. However, Gakhar and Thomson(2007), Lee(2005), Shim and Park(2008), assert that when storytelling is integrated with context area and curricula, it can be a way of expressing students' ideas and thoughts.

4-The present study aims at underlying the effectiveness of African storytelling over Algerian middle school EFL learners vocabulary outcomes. Interesting researches could further deal with this point and bring different results.

5-The mission of this research is to propose a way to come up with creative method of effective foreign language learning- especially English- environment for Algerian EFL earners based on African storytelling approach.

6-This research outcomes aim to help language teachers to tap into the power of African storytelling to engage in more effective and positive teaching and learning.

This is what Dupain and Maguire(2005) come out with when they insist on educators needs for continuous methods to engage students' interest with teaching materials.

5-6-Conclusion:

This chapter five concerned with the summary, conclusions, discussion, and recommendations that the study deals with. Storytelling, mainly African storytelling is the focus of the study. It was an attempt to explain; through this chapter, the effectiveness of storytelling in enhancing Algerian EFL pupil's vocabulary. The learners, subject of the study, proved to like this type of narratives and have learnt many vocabulary items through watching stories . The results obtained in the pre-test and the post-test confirmed the impact of the material presented to them. Thus, they also confirmed the research hypothesis that African stirytelling contributes to the development of foreign learners' vocabulary at the middle school level. Course designers, textbook writers, and teachers are invited to reconsider the use of storytelling in the teaching / learning of English as a foreign language at the middle school level with young learners. They should think about their introduction to the learners either as texts in the learners' text book or by recording them as video sequences in the school library to be used by both teachers and learnes. This task which seems difficult and expensive to realize but in fact feasible and very beneficial to our learners, as the study proved it.

Abstract:

Over the past decades, a significant amount of research examined how to develop and integrate efficient, accessible, and attractive methods into EFL teaching and learning. Complete attentions and engagements in a learning experience are synonymous of more attractive and efficient learning in several countries. These attentions explore the use of storytelling in learning a foreign language and develop vocabulary outcomes. This present study investigates the impact of African storytelling on pupils' engagement and outcomes. It focuses on exploring the potential of storytelling as a proposal in Algerian middle schools to enhance EFL learners' vocabulary. The research is one group pretest and posttest experimental design in addition to interview and classroom observation. The sample involves 31 pupils in middle school in Biskra, Algeria. The pupils experienced the use of African storytelling as a classroom vocabulary learning of English language. The results of the study demonstrate the contribution of African storytelling in the development of the pupils' vocabulary. The experiment is perceived positively by both teachers and pupils; as determined by the interview, the findings propose the implementation of children's African storytelling in Algerian EFL classroom settings. This research demonstrates that the African storytelling can increase pupils' collaboration with stories content for one purpose which is engaging EFL vocabulary learning. Since none of the previous models provide a pedagogical framework for engaging Algerian EFL learners into African storytelling, this research presents a new EFL learning method though storytelling in Algerian middle schools.

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DEDICATION

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APPENDIXES

Appendix I: The Test

Appendix II: The Learners' Interview

Appendix III: The Teachers' Interview

Appendix IV: Classroom Observation Checklist

Appendix I: The Test

Look carefully to the photos . Then put in a circle the corresponding photo with the title?

1.elephant	2. jacket	3. jumping
		sing
4.zebra	5.strawberry	6. cow

7.ears	8.hat	9.laughing
10.watermelon	11.nurse	12.cooking

13.notebook	14. scissors	15.policeman
16. ma ma bear	17.papa bear	18.baby bear
19.middle sized chair	20.great bi g chair	21. bowl
22.forest	23. porridge	24.pot
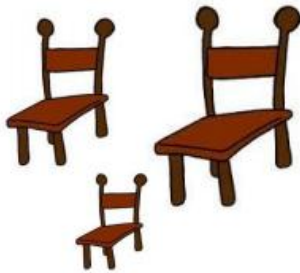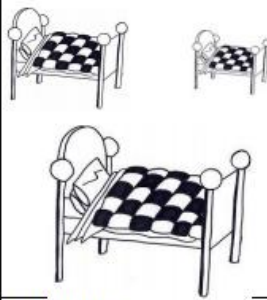
25. laying down

26. washing the dishes

27. ice cream

28. farmer

29. bread

30. eating

Source: Adapted from Soleimani and Akbari(2013,p110)

Appendix II: The Learners' Interview

Question1: What is your view on the choice of animal's stories to learn vocabulary? Do you know them?

Question2: Did the storytelling session seem too long for you?

Question3: Will you remember parts of the stories in English and the lessons derived from them? Did the animation help?

Question4: Did you like or not the storytelling experiment?

Question5: Did the stories contribute to your vocabulary learning? To what extend?

Question6: Would you recommend your friends to learn vocabulary through storytelling?

Appendix III: The Teachers' Interview

Question1: Is the use of African storytelling to enhance EFL vocabulary learning effective? Why?

Question2: What do you think about the use of L1already known stories in L2 storytelling sessions?

Question3: Do you prefer to future use of storytelling to teach vocabulary? Is the visual aid effective?

Question4: What are the benefits related to the use of storytelling as a pedagogical approach?

Question5: What do you think about the implementation of storytelling as a learning method in their curricula?

Appendix IV: Classroom Observation Checklist

Observer	Teacher
Class	Lecture
Time	Date

Observations	Pupil's categories from the sample	Always	Sometimes	Never
-Participation -Improvements in motivation -Improvement in vocabulary -Loosing focus -Producing synonyms and opposites -Extracting new words from the stories -Learning by heart -Creativity in discussions				

ملخص

خلال العشريات الاخيرة قامت العديد من الابحاث باختبارات قيمة في كيفية تطوير و ضم استراتيجيات ناجحة و متوفرة لتعليم التلاميذ مفردات اللغة الاجنبية ، اهتمامات كاملة اعطيت للحكاية باعتبارها مرادف لعملية تطوير تعلم المفردات في العديد من الدول ،هذه الدول كانت سباقة للاستفادة من الحكاية كوسيلة لتدريس اللغة الاجنبية . تقوم هذه الدراسة التي بين ايدينا بالتحقيق في مدى فعالية الحكاية في تطوير التزام و نطوير مفردات تلاميذ اللغات الاجنبية و بالتحديد البحث في دور الحكاية الافريقية و اقتراحها كوسيلة لتحسين مكتسبات التلاميذ الجزائريين من المفردات الانجليزية . لهذا الغرض تم اعتماد المنهج التجريبي لعينة واحدة مع دعمها باستجواب للتلاميذ و الاساتذة بالإضافة الى الملاحظة الميدانية . العينة مكونة من 31 تلميذا متمدرسين في السنة الثالثة بمتوسطة محمد زين بن مداني _بسكرة ' الجزائر . اختبر التلاميذ في حجرتهم الدراسية اهمية الرواية الافريقية كوسيلة لتطوير مفرداتهم في اللغة الانجليزية . النتائج اظهرت مساهمة الرواية الافريقية فعليا في مجال تطوير المفردات . التجربة لاقت استحسانا كبيرا من طرف التلاميذ و الاساتذة كما تظهره نتائج الاستجواب . بالتالي ، فالدراسة تقترح ادراج الحكاية الافريقية في البرنامج الدراسي للتلاميذ في الجزائر . فلم يتم ذالك من قبل رغم دورها في تطوير مفرداتهم في اللغة الانجليزية . نظن هذا الادراج سيفتح المجال لاختصار الفجوة بين اللغة الام و اللغة الانجليزية باعتبار ان التلاميذ يشعرون بالارتياح حين يستمعون الى قصة بالانجليزية قد قصت لهم من قبل من طرف الاباء و الاجداد،