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The Role of Storytelling Technique in Developing Vocabulary. The Case of First Year

Students at the Division of English at Biskra University

**Dissertation Submitted in Partial Fulfilment of the Requirements for Master Degree
in Sciences of Language**

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Dedication

Words can never express my deep love and gratitude to two dear persons: my mother and my father.

To my sisters and my brothers.

To my angel "MOHAMED".

To my friends "Amel, Maryam, Fouziya, Kamilya, Sara, and Mouna"

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Abstract

Vocabulary plays an important role in language teaching and learning without which learners will not be able to develop the other skills successfully. Knowledge of vocabulary is the raw material for all thoughts and feelings to be expressed and conveyed through the medium of language. The aim of this study is to advance an understanding of the effectiveness of using storytelling as a method in the classrooms to develop first year students' vocabulary learning in the department of English. Also as a pivotal aim of this study is to make both teachers and students aware about the importance of developing vocabulary by using storytelling. Teaching vocabulary is a crucial aspect of English Language Learning. Teachers attempt to help their students to enhance their vocabulary by taking into account all multiple strategies that might be found in single classroom. The teacher has to choose from several methods to facilitate student learning of vocabulary. Therefore, we believe that one of the most suitable methods that may develop learners' vocabulary is storytelling which is existing method used by teachers. Thus, the main problem we will be investigating throughout the present research is the difficulties that face EFL learners when acquiring the target language vocabulary. Throughout this dissertation we hypothesis that if teachers use storytelling method in the classroom. Learners will enrich their knowledge of vocabulary, and their language competencies will develop. The method used in this study is descriptive .We administered a questionnaire of sixteen (16) items to participants at English division of Biskra University with reference to 1st year students and a questionnaire of fifteen (15) items to English teachers during the academic year 2018-2019. The major findings were that if the teacher incorporates storytelling as a technique when introducing reading materials, vocabulary will improve and the students will be involved.

Key words: teaching, vocabulary, storytelling

List of Abbreviations

EFL: English as a foreign language

SL : Second Language

FL: Foreign Language

SFA: Semantic Feature Analysis

WIC: Words in Context

TEFL: Teaching English as a Foreing Language

LMD: License Master Doctorate

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General introduction

Vocabulary plays an important role in language teaching and learning without which learners will not be able to develop other skills successfully. Knowledge of vocabulary is the raw material for all thoughts and feelings to be expressed and conveyed through the medium of language. Designing a structured and effective approach to enrich learners' knowledge of vocabulary has to be considered as the first priority. Most of EFL learners suffer from lack of sufficient knowledge of vocabulary and get frustrated by not knowing the meaning of key vocabulary items in a passage. Consequently, they find the task of reading comprehension and other skills as a tiresome and a tedious job and soon give up the task. In order to help our learners not to get frustrated and assist them enjoy language learning tasks we should find appropriate ways to enrich their stock among the techniques of vocabulary. One that can be used is the storytelling method that make it possible for the learners to widen their vocabulary, develop their competence and become more autonomous learners.

1.Statement of the Problem

The essential objective of the teacher is to assess students' skills, needs, abilities. The teacher in this case will face the challenge of finding an ideal path to reach those goals successfully. In this regard, any teacher has to find a suitable method for his/her learners to make a comprehensible lesson.

Teaching vocabulary is a crucial aspect of English Language Learning. Teachers attempt to help their students to enhance their vocabulary by taking into account all multiple strategies that might be found in single classroom. The teacher has to choose from several methods to facilitate student learning. In addition to the four skills of listening, speaking, reading and writing, learning vocabulary can be considered as important as these skills. This makes it as a basic goal in teaching English as a foreign language. Therefore, we believe that one of the most suitable methods that may develop learners' vocabulary is storytelling which is existing method used by teachers. Thus, the main problem we will be investigating throughout the present research is the difficulties that face EFL learners when acquiring the target language vocabulary. So, the precise question that we will try to answer would be about the way and the extent to which storytelling method could enrich the students' vocabulary learning.

2.Research Questions

The present research attempts to give answers to the following questions:

1- Does using storytelling method has any significant effect on developing vocabulary learning of EFL learners?
2- Are teachers aware of the role of using storytelling method inside classrooms?
3- How can storytelling develop EFL learners vocabulary?

3.Research Hypothesis

Throughout this dissertation we hypothesis that if teachers use storytelling method in the classroom. Learners will enrich their knowledge of vocabulary, and their language competencies will develop.

4.Significance of the Study

This study would be a contribution to the research in foreign language teaching and learning. Particularly, it can help EFL practitioners understand better the role of storytelling to improve their learners' vocabulary. The study also calls for encouraging teachers, students, and administration to come around one table and discuss their curriculums and future lessons plans according to the needs of all parties. As a result, learners would be able to participate in class, increase their opportunities for talking time to achieve high level performance and better outcomes in the subject under study.

5.Aims of the Study

The aim of this study is to advance an understanding of the effectiveness of using storytelling as a method in the classrooms to develop first year LMD students' vocabulary learning in the department of English. Also as a pivotal aim of this study is to make both teachers and students aware about the importance of developing vocabulary by using storytelling strategy. Therefore, special concern will be placed on enhancing learners' self-confidence and reducing their classroom anxiety to make them speak easily without the fear of committing errors in front of others.

6.Research Methodology

The method of this research is descriptive. We will opt for this method to determine some facts of current situations inside EFL classes. And this is due to the nature of our work, which is based on investigating and describing the existing relationship between our two variables. Storytelling method as the dependent variable, and its role in developing the students vocabulary as the independent variable. In order to test our hypothesis and to obtain the information required from our subjects, we have decided to use two questionnaires for both teachers and students of the first year LMD of the Division of English at University of Biskra as a research tool that will be useful in collecting and analyzing the gathered data. The questions allow them to choose the appropriate answer according to their points of view and can add their own comments; they contain items in form of multiple-choice questions and open questions. The questionnaires results are very essential for the research. The analysis of both the teachers and the students questionnaires will show us to what extent could the use of storytelling method in the classroom affect the learners' vocabulary.

7.Structure of the Study

This dissertation contains two parts, the theoretical and the practical part. The first contains two chapters. The first chapter outlines some theoretical issues that related to the nature of vocabulary and the strategies to support vocabulary development. The second chapter is devoted to give an overview on storytelling method, where it gives a definition of storytelling from many writers and authors, and then it moves to the reasons for the use of storytelling in EFL classes. This chapter highlights the effects and the stages of this method. In the second part, we are going to analyze and interpret the data gathered from both learners' and teachers' questionnaires.

8.Population

We have decided to select first year LMD students at the Department of Foreign Language Division of English at Mohamed Kheider University.

9. Sampling

Teachers' sample: the investigation concerns with teachers who can provide ainsight into language teaching ;more specifically, they are able to provide good description about storytelling and teaching vocabulary, further more; they are the best source of investigation because they are engaged in the field of teaching.

Students' sample: the study deals with first year LMD English at university of Biskra in the academic year 2018/2019.

Chapter One

Teaching Vocabulary

Chapter One

Teaching Vocabulary

Introduction

Learning vocabulary is one of the most interesting factors of success in learning foreign language. Subsequently, it is mostly accepted that vocabulary should be at the core of language teaching and taught in a well-structured and regular foundation. Recently vocabulary has been the concern of numerous researchers and teachers in order to investigate how it can be best taught. So, in this chapter, we will cast the light on vocabulary definitions and its importance. After that, we must distinguish between the two kinds of vocabulary. We will also look at certain effective techniques for teaching vocabulary which are useful for developing the foreign language learners' vocabulary bank. As to see learning vocabulary in addition to vocabulary selection. Finally, we will shed light on the relation between reading comprehension and vocabulary.

1.Definition of Vocabulary

Acquiring a new language cannot be parted from vocabulary. In learning a new language individuals have to know its vocabulary. Vocabulary can be defined in several ways. Researchers have suggested some definition about vocabulary. According to Richards and Rodgers(1986, p. 255) "vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write". Without an sizeable vocabulary and strategies for acquiring new vocabulary, learners often do not accomplish their potential and may be discouraged from making use of language learning opportunities around them for exemple listening to the native speaker, using language in several context, reading or watching television.

Furthermore, Nation and Newton(1997, p.241) claim that "knowing a word meaning knowing how often it occurs, the company it keeps, its appropriateness in different situations, its syntactic behavior, its underlying form and derivations, its word associations, and its semantic features"

Vocabulary is important in second language (L2)acquisition. As McCarthy (1990, p.140) states that "without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way". In addition to, Schmitt (2000, p. 5) proposes

> a list of the different kinds of knowledge that a person must maste in order to know a words: the meaning of word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word.

According to those statements, it can be assumed that vocabulary is a list of words as a basic constituent of language proficiency which has a form and comprises of features, they are meaning, use of word, form (pronunciation and spelling).

2. The Importance of Vocabulary

Since words are the basic building block of language, so it is impossible to learn a language without its vocabulary. Pickett(1978, as cited in Hedge, 2002, pp. 110-111)has cost the light on the importance of learning vocabulary in any language:"this brings me to the subject of vocabulary learning, which to me always seems the key to any language. I am quite happy to pronounce badly and make grammatical mistakes but there is no escape from learning words".(As cited in Hedge, 2002, pp. 110-111)

It is obvious that vocabulary is relatively crucial element for the English foreign language (EFL) learners, since they are always in need to assimilate, enlarge, andusetheir vocabulary knowledge in order to carrya meaning. This is supported by Willkins (1972, as cited in Thornbury, 2002, p. 13)Who states that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

In addition to, Read (2000, p. 1-2) has argued that vocabulary have tobe at the central of language teaching, demanding tests to check the learners's improvementin vocabulary Learning.

3. Kinds of Vocabulary

Some researchers divide vocabulary into two types: active and passive vocabulary.

Harmer(1991,as cited in Gruneberg & Sykes ,1991,p. 60-62)differentiates between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are predictable to be able to use. Provisionally, the second one refers to the words which the students will recognize when they meet them, but which they will possibly not be able to pronounce. Haycraft (1998,in Hatch & Brown 1995),specify two kinds of vocabulary, entitled receptive and productive vocabulary.

3.1. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they perceiveor encounter in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

3.2. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can articulate correctly and use beneficially in speaking and writing. It includes what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005)

4. Techniques for Teaching Vocabulary

Vocabulary teaching is often planned in the sense that the teacher chooses specific vocabulary items to be taught. Frequently, they select high frequency words, use little slang and introduce few idioms. In the explanation of lexical terms, they make use of synonymy, antonymy or definitions. The latter are either explicit (for example, "This means x", "It's a kind of x"– using hyponymy), or implicit –through the use of intonation to convey the meaning (for example "A triangle?"–with a rising tone –"It's a geometric figure; it's got three sides." with vocabulary adjustment, which Chaudron (1982) shows that they are major components of teacher talk. Vocabulary teaching can also be unplanned; it takes place when the need arises in the classroom for the words that have not been anticipated. During an SL / FL lesson, it often happens that learners ask for the meaning of a word or the word that

expresses a given meaning. Such questions, as "What does x mean?" or "What is the word for x?" are very familiar in the SL / FL classroom. In these situations, the teacher generally supplies the needed word or meaning and goes on with the main topic of the lesson. On other occasions, when s / he feels that the vocabulary item that has just come up is unknown to her / his learners and needs to be clarified, s / he takes the opportunity to supply the word and explore it. In most cases, s / he analyzes its form and studies its meaning(s) in different ways mainly through examples or pictures in order to make the learners record it systematically.

Bunker (1988) found that the following teaching techniques help the learners develop vocabulary:

1- Use of common and familiar words so that other new words would be easily grasped and the message understood.

2- Consistency in the use of terms: the teacher must make sure to use the same words in the same contexts in order to emphasize the meaning of these words.

3- More than five repetitions of word: it has been noticed that the number of times a word appears counts in learning it. Some researchers agree that five repetitions are enough, while others are for a repetition of a word between seven and ten times in order to develop learning.

4- Definitions of words in contexts: words cannot have a full sense unless they are put in context; explanations of words in isolation cannot help the learners'understanding and acquisition.

Bunker also argues that, some adjustments dealt with by teachers do no contribute to understanding. These are:

1- Use of short words: it is considered as arbitrary and not important whether the words used to communicate a message to the learners are short or long. Length does not affect meaning, and thus understanding.

2- Use of fewer synonyms: there is no proof that the fewer synonyms we use, the better learners understand and retain meaning.

3- Repetitions of words fewer than five times have proved not enough for retention.

Using different techniques of presentation brings variety and helps the retention of new vocabulary items. Techniques of vocabulary presentation in the classroom are divided into two groups: visual techniques and verbal techniques (Gairns and Redman, op.cit.). Visual techniques include the use of realia (real objects), pictures, mime and gestures in order to promote the understanding and the meaningful retention of new vocabulary items. Verbal techniques are represented by the use of definitions and illustrative sentences (oral or writing), synonyms and antonyms, explanations and translation which has to be used only when other means have failed to represent meaning adequately or would be time consuming if used.

5. Learning Vocabulary

When we learn our first language or mother tongue, we develop concepts and general notions. At the same time, we learn all the ways our language community expresses these concepts and general notions. Therefore, when we approach another language, we are already in possession of many concepts; we only look for the ways to express them in the new language. In other words, we seek the right vocabulary to label them.

5.1. Learning Strategies

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 s / he has an access to a diverse number. 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, every one at her / his pace in order to reinforce the meaning of a given word. In terms of associations, learners are

shown how to make links between new words and old ones, or with words from their mother tongue, even if they do not have the same meaning because the first aim is to retain them. 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 (Rivers 1983).

5.2. Intentional Versus Incidental Learning

Vocabulary can be learnt intentionally or rather incidentally. Intentional learning results from a planned activity, intended by the teacher or the student. Incidental learning is the product of doing or learning something else; it happens without any preparation or intention on the part of the learner.

In intentional learning, the intention of the learners to learn vocabulary can be planned through different activities where the primary concern is vocabulary. These activities require the learners to:

- Make up charts and memorize them.

- Learn words in contexts.

- Learn words that are associated.

- Use new words in phrases.

- Use a dictionary when necessary.

- Carry a notebook to write down new items.

Naiman et al (1978) and Pickett (1978) cited in Ellis (1985), report how the learners develop their SL vocabulary. According to them, some learners prepare and memorize vocabulary lists by keeping a notebook where the English word, its pronunciation and its equivalent in the mother tongue are written. The arrangement of these lists is held in an

idiosyncratic way. Some learners referred to the use of alphabetical lists, or associations of words by themes or topics or simply writing the words at random. Others did not attempt to keep lists; they relied on picking out key vocabulary items from the contexts in which they were used. Others reported that they drilled themselves deliberately putting words into different sentences or reading or playing word games. The techniques –used for learning vocabulary – are similar to those used for learning other aspects of language learning such as grammar and pronunciation, but vocabulary seems to be the area that learners are most conscious of. Naiman et al. (op.cit.) concluded that the techniques associated with vocabulary learning were the most frequently used.

In incidental learning, the assumption is that new vocabulary will be picked up "incidentally", through exposure to dialogues, reading passages and other materials without deliberate memorization being involved (Singleton 2001). According to Schmidt (2000; cited in Singleton, 2001), incidental vocabulary learning is learning through exposure when one's attention is focused on the use of language, rather than on learning itself. Context, then, plays a very important role in assisting such learning. The general argument in favour of the notion that we acquire SL vocabulary without "special teaching" or any planned work is the same as that proposed by Nelson (1981; cited in Singleton, 2001) which is in relation with first language vocabulary acquisition. He posited that the amount of vocabulary we assimilate "by chance" doing something else than really learning is much greater than the one we are taught. Hatch and Brown (op.cit.) suggest assuring success of incidental learning. According to them, it is essential to encounter new words; that is having a source for words. This source can be any kind of material learners are used to, but what is important about it is that it has to be of interest and related to the actual need of the learners. It is also proposed that there must be variety in material: learners need various encounters with the same word in multiple sources in order to ensure its learning. However, Hulstijn (1992) supports the view that a very small number of words seemed to be acquired incidentally from any given context on any given occasion. The term incidental has been given a more general educational meaning since it is considered as no longer specific to vocabulary only. It refers now to general learning of one thing when the learner's focus is on doing something else, for example to communicate (Schmidt 1994). It is in this meaning, that incidental learning has become known in the field of SL / FL pedagogy. The most frequently quoted example is learning as the by-product of

reading (Krashen 1989). In many classrooms, learners have very few opportunities to acquire vocabulary through constant listening, and teachers are aware of this. Learners consider that the phase of rapid vocabulary expansion is when they move into reading. They think that the more they read, the more their knowledge of vocabulary increases. What often happens is that learners see a reading text as a very rich source of new vocabulary and generally react to any text accordingly. Clearly, this can be very beneficial since learners are exposed to new vocabulary items, especially if they encounter them in interesting reading material in which a context of familiar words helps to understand the meaning of the new vocabulary. Learning vocabulary is in a direct relationship with success in reading and vice versa. Constructing text meaning and understanding a text depends in part on the success in understanding the individual words since they are the building blocks of that text. In order to comprehend reading texts, some necessary words are to be included. These are "high frequency sight" words: those that occur so frequently in printed matter, "selection critical" words: those items necessary to the understanding of a particular selection, and old / familiar words presented with new meanings (Johnson and Pearson, 1984; cited in khairi, 1995). Krashen's (1989) studies show that the mere reading of a text in the   SL / FL causes vocabulary acquisition. This view was supported and confirmed by surprise vocabulary tests on which the readers in question performed better than those who had not seen the texts.

6. Vocabulary Selection

Many specialists have proposed diverse criteria to help textbooks authors and teachers make valid decisions on the right vocabulary items to teach at every educational level. For example, Gairns and Redman (ibid.) have proposed frequency, need and level, cultural factors and expediency as being the criteria that would assure a good understanding and thus an adequate learning of vocabulary items, and that a teacher has to take into consideration in her / his teaching. High frequency words are those items that are used in different occasions either in speech or in writing. Gairns and Redman (ibid.) state that the most frequently used words should be taught first, and add that they should appear in a wide variety of texts. As concerns need and level, the vocabulary taught should correspond to the students' level and respond to their needs. For example, at an elementary level, learners will show limitations in their use of lexis, something which correlates with their needs, which is not the case of advanced learners

who have wider perspectives and need to develop a larger selection. When teaching vocabulary, we also have to take into consideration that in certain countries there are topics and thus words that are very important in the SL / FL environment but have no importance in the learners' society and vice versa. Therefore, the learners' socio-cultural dimension of the language needs great consideration by teachers. Expediency is important because, in the classroom, the learners are always in need for specific types of vocabulary in order to understand the teacher or fellow students and to deal with the activities proposed to them. Hence, certain vocabulary such as grammatical terminology and activity instructions are required in a classroom.

When looking at a language teaching or learning situation, we generally stress the importance made by the teacher or the material writer about which items are to be learned, and more stress is put on whether they are learned for productive use or only for purposes of recognition. Haycraft (1978) defines active or productive vocabulary as the type of language items students understand, can produce correctly and use constructively in speaking and writing, and passive vocabulary as vocabulary items that the learners recognize and understand in the context of reading or listening. However, since comprehension is not a passive activity, the term receptive is preferred to that of passive. Built on these two definitions, we perceive that there is no dichotomy between productive and receptive vocabulary but rather a continuum of knowledge. Often, an item may transit from the learners' receptive vocabulary to their productive one. This transition is described as being a gradual process depending on the times the item is encountered through learning or reading over a period of time.

Harmer (1991) states that concrete words should be taught at lower levels, and abstract words at higher levels taking as argument for this choice the cognitive development of the learner. Besides, he considers that a word that covers many aspects; in other words, a word with multi-meanings is more useful than if it has only one very specific meaning. For that, it has to be taught first because of its wide use in different contexts and its generation of more language. level. For example, Gairns and Redman (ibid.) have proposed frequency, need and level, cultural factors and expediency as being the criteria that would assure a good understanding and thus an adequate learning of vocabulary items, and that a teacher has to

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7. Vocabulary Knowledge

Reading can be regarded as one of the most central skills in any language because it is a source of information and pleasure as well as a means of strengthening knowledge of the language (Rashidi and Khosravi, 2010).

Vocabulary knowledge plays a very important function in the process of language learning. Many researchers have confirmed the very vital role of vocabulary on learners' reading comprehension (Anderson & Freebody, 1983).

As Stahl (1983, p.33) claims, "One of the best documented relationships in reading research" is the relationship between reading comprehension and vocabulary knowledge. This relationship has been the main incentive for numerous researchers to consider the reader's vocabulary knowledge as the top predictor of his/her understanding of text (Anderson & Freebody, 1981).

Knowing the meanings of words and their different collocations is in direct connection with reading comprehension and thus vocabulary signifies a significant element to increasing reading achievement (Beck, Perfetti, and McKeown, 1982).

Nation(1990) declares that interest in the association between and reading comprehension and vocabulary has a very lengthy history in the research of ESL/EFL reading. Numerous researchers suppose that vocabulary learning is the very most chief feature of second-language learning (Knight, 1994; Schmitt, 2008). Richek (2005) asserts that reading attainment can be best predicted by vocabulary knowledge.

Bromley(2004) states that vocabulary knowledge sponsors reading fluency, enhances academic achievement and improves reading comprehension. "It is clear that a large and rich vocabulary is the hallmark of an individual. Indeed, a large vocabulary repertoire facilitates becoming an educated person to the extent that vocabulary knowledge is strongly related to reading proficiency in particular and school achievement in general" (Beck, McKeown, and Kucan, 2002, p.1).

8. Assessment of Vocabulary

Vocabulary may be measured in different ways and varied approaches to assessment measure different aspect of vocabulary. According to Lee (2005), there are two ways of assessing vocabulary knowledge. One is informal and the other is formal. It should be understand that children know more words than they use in their day –to- day conversation. Therefore, more sampling of speech will not provide a reliable measure of child vocabulary knowledge.

8.1. The Formal Type

Formal assessment of vocabulary relies on standardized tests. The most frequently used test is the Peabody picture vocabulary test. The child has given one word and has asked to point to the one picture at matches the target word.

8.2. The Informal Type

This informal way of assessing vocabulary is to construct a vocabulary inventory by

selecting words from the "text book" the child uses in the classroom.

9. Approaches to Vocabulary Instruction

Vocabulary instruction is a necessary part of comprehension instruction because understanding text is significantly by vocabulary level. Different approaches to vocabulary instruction which should be used in teaching vocabulary in the classrooms by teachers to improve reading skill of their students. According to Huckman (2008), there are five approaches to vocabulary instruction, which are:

Explicit instruction: it is particularly of difficult words and words that are not part of pupil's every day experience.

Indirect instruction: it exposures to a wide range of reading materials that are used in the classrooms.

Multimedia methods: they are going beyond the text to include other media such as visual stimulus, the use of the computer or sign language.

Capacity methods: they are focusing on making reading as an automatic activity.

 Association methods: they are encouraging learners to draw connection between what they know and unfamiliar words.

10. Principles for Teaching Vocabulary

Vocabulary teaching is an incremental process, and teachers must concentrate not only on introducing new words, but also on enhancing learner's knowledge of previously words. Using different principles by teachers is very important to understand level of students. Schmitt (2000) suggests some principles for teaching vocabulary, which are:

*Build a large sight vocabulary.

*Integrate new words with old.

* Provide a number of encounters with a word.

*Promote a deep level of processing.

* Facilitate imaging new words "real" by connecting them

*Uses a variety of techniques

 *Encourage independent learning strategies.

Most of these principles should be familiar and are indeed based on our Understanding of how words are acquired and remembered. Another principle is teaching the underlying meaning concept of a word. Many words are polysemous in English, and often some of their different meaning senses have a common underlying trait.

11. Strategies to Support Vocabulary Development

Vocabulary is one of five components of reading instruction that is essential to teach students how to read. It is very important to facilitate reading comprehension. Kimberly (2009) suggests some strategies to improve vocabulary's level of students before reading, during reading, and after reading

11.1. Word Trees

Word Trees can help students recognize how words can grow from base words and root words. To create this activity, write on individual cards the base word or root word, the meaning of the base word or root word, then six or more words that contain that part. Repeat this process for two other base words or root words.

11.2. Semantic Feature Analysis

The Semantic Feature Analysis activity uses a chart or grid to compare words or ideas, which also takes advantage of how the brain organizes information. The focus of SFA is to help students identify whether a relationship exists between words and other features that have been identified. Words are listed in the left column while the criteria or features are listed across the top. Students have to decide whether each word is associated with the criteria by showing a plus or minus sign.

Students use SFA to make decisions concerning what each type of word part means: prefix, base word, affix, suffix, and word root. To be able to do this activity, students should

be familiar with the terminology of each word:

1. Prefix: an affix placed at the beginning of a word or word root in order to form a new word. Example: prepay.

2. Base Word: words that stand on their own after all prefixes and suffixes have been removed. Example: govern in government, or agree in agreement.

3. Affix: a morphemic element added to the beginning or ending of a word or root in order to add to the meaning of the word or to change its function. Example: prepayment.

4. Suffix: the end of a word or a root in order to form a new word. Example: helpless.

5. Word Root: the part of the word that remains after the prefixes and suffixes have been removed, but is not a word that can stand by itself. Example: Vis in visible, spec in spectator.

11.3. Context Clues

We can show children how to use context clues to identify word meanings by helping them learn to recognize specific categories of clues they might encounter in texts. One important point to remember is that using context clues is best when combined with definitional information instead of using contextual analysis in isolation. Examples of context clues can include these categories: Background- experience- DefinitionsExamples- Comparison/Contrast- Function.

11.4. Cloze Strategy

An effective way to model using context clues is to use the cloze strategy. The technical definition of the cloze activity is to delete every word in a passage. Another way is to delete major vocabulary words in the passage. You have to be cautious about removing too many words, or there will not be enough text for students to construct meaning. Students read the passage, and then they try to determine the missing word.

11.5. Words in Context

Words in Context can be used to give students the opportunity to show what they know about the word before reading using a combination of word parts and context. They do this by taking the word apart by examining prefixes, root words, and suffixes. They also identify other words that have the same parts (ex. un). They then write their own definition based on the analysis of the word. After they have read the text, then the WIC chart can be revised to see if they would make any changes.

11.6. Vocabulary Journal

The Vocabulary Journal is where students record words, their meanings, and how they are used. It can be a two-stage process where children record interesting words on a chart as they are reading a text. They then go back later and research selected words in their Vocabulary Journal. The difference between this activity and the Vocabulary Knowledge Rating Scale is that the words are given to students by the teacher in the KRS activity whereas students select the words they are interested in for the Vocabulary Journal.

11.7. Word Sorts

Word Sorts can be used as a way for students to categorize words using structural elements such as prefixes, suffixes, or root word. Word sorts can also be used by students to classify words into categories based on meanings, word origins, or even parts of speech. They do this by using their prior knowledge about words to determine the relationships that exist. There are two types of word sorts that can be used in the classroom:

• **Closed sorts** are teacher directed where the teacher defines the categories and models the process of sorting words.

• **Open sorts** are when students create their own categories as they search for commonalities between the words.

11.8. Frayer Model

Vocabulary knowledge is one of the five essential components of effective reading. The

content areas are packed with concepts and technical vocabulary that students must understand if they are to be successful readers and learners. A strategy designed to help students learn content-specific terminology is the use of vocabulary cards, also called the Frayer Model. This strategy has been shown to increase depth and breadth of word knowledge, resulting in greater comprehension.

12. The Relation between Vocabulary and Reading Comprehension

Educators and researchers have long known that there is strong relationship between vocabulary knowledge and reading comprehension. Students who know more words understand text better. Vocabulary knowledge is normally the major vehicle for successful reading. At list, it is nice to be able to report that reading improves vocabulary know ledge and vocabulary knowledge supports reading development .The connection between vocabulary knowledge and success in reading comprehension tests has been shown in many studies, such as Grabe and Stoller (1997). When the vocabulary of the text is more familiar, students are more likely to continue with the reading task. klingner (2007) in his words, vocabulary is very important to facilitate reading comprehension. We teach (math, science, history, biology and government) one of your major responsibilities to teach key vocabulary and concepts so that students can comprehend what they read and understand the academic language of the discipline. They gave us example in mathematics, the words minus, divided and areas have specific meanings that allow students to comprehend, math problems.

Vocabulary instruction is a necessary part of comprehension instruction because understanding text is significantly by vocabulary level. Moreover, Schmitt (2000) in his words, reading is the most elementary part of vocabulary programs. For intermediate and advanced learners with vocabularies above 3,000 or so words, reading offers a portal of exposure to all remaining words, even beginning students with a limited vocabulary can benefit from reading.

To sum up, vocabulary and reading are seen as two main language components that develop each other interchangeable, learners can enrich their vocabulary through exposure to reading, as well as, they can strengthen their skills through vocabulary acquisition. They have a strong relationship that ends with satisfied achievements in foreign language acquisition.

Conclusion

In the process of acquiring a FL / SL, learners need to learn to understand a large amount of words. This seems self evident, but it was not many years ago that the vocabulary content of language lessons was deliberately restricted until students had developed a certain mastery of basic structures, or it was taught in an inadequate way; the learners were not required to understand. Vocabulary teaching / learning has greatly developed: many strategies and techniques for teaching / learning vocabulary have been introduced. Vocabulary is now given more importance as a detached aspect from teaching grammar. Learner centred approaches in teaching have taken over teacher centred ones in language teaching. Nowadays, we concentrate more on the learners and how we can make them develop strategies in learning by themselves. The most important one has proved to be that of incidental learning where reading texts is one of the most appropriate means to achieve effective vocabulary learning.

Chapter Two

Storytelling Technique

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Introduction

In the context of classroom language teaching, there are many reasons why we want to present stories. We tell stories to come to terms with the world: they provide a perspective to understand what has happened in the past and what is happening in the present. They can also help us come to terms with language. SL / FL learners caught up in the characters, aroused by the plot, can be energized through stories and make connections with the language. They are provided with opportunities to have contact with the language in context rather than in bits and pieces. They are also introduced with new vocabulary and language forms within rich networks of associations: words are often remembered within the context of the particular story or situation in which they were first encountered (Bowen and Marks, 1994). The memorization of fairytales bears witness to this. The presentation of vocabulary items through stories is, then, of great benefit to learners.

This chapter sheds light onto the nature of such type of teaching material and its impact on the FL / SL learners on both the emotional and educational levels. It also highlights the field of reading for pleasure and its effect on FL / SL vocabulary acquisition in particular and language acquisition in general.

1. Definition of Storytelling

A story is defined as a narrative account of a real or imagined event(s) , it is a structure of narrative with a specific style and a set of characters .Additionally , in this technique 'storytelling' learners may share experience and learn from others' wisdom, beliefs , and values .Besides that , stories build blocks of knowledge and it is the foundation of memory and learning , lastly , stories connect people to the past , present and the future (Barzaq, 2009, p.6-7).

Maynard(2005,p.1) defined stories as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the

way they make sense of the world and their own position within it. Maynard (2005 :2-3) stated that stories are important to people, politics, and education. Stories are how people make sense of themselves and their worlds.

2.The Effects of Storytelling

Storytelling is both life experience and linguistic experience. It has the power to reach deep within the learners, into those areas that regular teaching may not visit. The story mirrors the surrounding world and constructs a reality of its own, meeting the emotional and the cognitive, psychological (educational) needs of the child (Malkina, 1995).

2.1. Emotional Effects

Most of the learners have grown up in a learning context full of narrative stories, whether real or fictitious. These narratives have as a basic aim entertainment. Then, comes what Deacon and Murphy (2001) call the deep impact of storytelling. They explain that stories can have effects on a person's construction of knowledge and self. They help learners make sense of the world surrounding them and the life they lead. Storytelling is a material for teaching that can reach into the emotional and affective realms of learners. The child can have a mental participation or active perception that enables her/ him to enter the story, identify with its characters and actively participate in all its events. Learners may be moved by a story and thus change beliefs, attitudes, and behaviours after hearing or reading a story. Bettelheim (1976) applied psychoanalytic analysis to tales meant for children and concluded that through such gripping tales like "The Three Little Pigs" (the tale he based his analysis on), the child can come to very important conclusions about its proper development. He explained that when identifying with one of the protagonists, the child learns that when using his intelligence, s/he can succeed in eliminating her / his opponents. According to him, every pig represents a stage in the development of the child's personality, dominated first by the id, then, the manifestation of the superego and last controlled by the ego. The power of the ego helps to protect oneself and to come over dangers like the wolf. The deep impact that tales have makes language learning an enriching experience.

Thus, learners usually prefer storytelling to other types of material, teachers can exploit

this situation to come to terms with some difficulties in language learning or to improve their learners' level at some aspects of language, particularly vocabulary.

2.2. Educational Effects

Listening to and reading stories can no longer be considered a recreational activity and an escape from reality to a world full of fantasy and wonders. It is fully recognised now that stories must have a very important role to play in teaching especially languages. Teachers can use that type of material either in SL / FL teaching or in first language teaching and for different purposes. Stories are generally used as a comprehensible input in teaching a language. Garvie (1990) presents the view that storytelling can be a major component in an acquisition-based teaching approach. The best way to realize this is to introduce storytelling as a reading input, especially the type of pleasure reading which is not well exploited, if not inexistent in the Algerian EFL teaching.

2.2.1. Storytelling and Pleasure Reading

We cannot disassociate storytelling from pleasure reading. Reading a story is essential to create a relaxed and secure atmosphere in order to involve the pupils in the reading activity by keeping their interest in the topic. In the Kita et al.'s study (1995), it was found that the use of "a series of readers", often familiar to the pupils in their first language kept them interested in the reading. The study also proved that storytelling sessions in English lessons improved the children's motivation for extensive reading later on. More books were read by pupils between nine and ten years old who had been exposed to storytelling in their first year of learning English, and they scored better on reading comprehension tests. Pleasure reading is in a sense an extensive reading. It is completely voluntary; the teacher does not guide the learners from level to level, as their ability in reading develops. In doing pleasure reading, readers have the possibility of skipping whole sections they find either too difficult or less interesting. They even have the option of abandoning reading the book or story and selecting another after going through a few pages. They can neglect words they do not understand, if they think they grasp the main point, and they have the alternative of searching the meaning of any word if they want to. In extensive reading, learners work entirely on their own. They read many pages of connected discourse graded to their personal level of achievement: special books have been

published with adapted texts which conform to specific levels of word-frequency and idioms counts; they introduce new vocabulary at a precisely fixed rate. As the learners' reading ability develops, they acquire a large range of passive vocabulary, or recognition vocabulary, which varies according to the material read.

The success of pleasure reading depends on a variety of aspects, mainly comprehensibility –materials adapted to the learners' cognitive and linguistic level –interest and relevance, and quantity. The problems that face learners are often the availability of materials (stories and tales in English), their cost and the learners'time.

2.2.2. Stories as a Reading Input

Rivers (1968) presents reading as the most important activity in any language class. She does not consider it only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language. A story can be considered as a complete and very efficient teaching material. It contains different grammatical structures, a wide variety of vocabulary and different types of discourse. Thus, it can be used as a vehicle for teaching grammar, reading comprehension, listening comprehension and vocabulary development.

3. The development of Storytelling

Historians, anthropologists, psychologists, and sociologists believe that Storytelling has existed as long as humanity has had language. From the deepest Prehistory of mankind, through the days of cave paintings some 35,000 years ago, Storytelling lies in the heart of our civilization. Storytelling Existed well before it was transferred to the written word. The Greeks and Romans have proven that unwritten stories can last for centuries after the writing process evolved from economic necessity as a means of recording information people started to record literature, then stories started to be written.(Nacer, M ,2010).Today stories are mostly recounted in books, films, and online. Fortunately, storytelling is currently experiencing a considerable revival of interest.

This has led many educators to think about ways in which storytelling can be used in schools. Stories have increasingly been used in more academic contexts of learning and

teaching with particular learning objectives.(Zuzana,Srakova,2010).

To sum up, storytelling has always been helpful for teaching, religion, changing minds and relaying current events as well as a means of entertainment.

4.Where to find stories?

Stories are everywhere, whether they are the classics of literature, traditional Fairy stories, or bedtime tales we were told as children, films and plays we watch in Cinemas, theatres, or on television, newspaper reports, narrative jokes, personal Anecdotes, rumors and gossips, stories from our childhood, or from our parents and Relatives, plenty of conversations in which we take part many times a day, social Chatting with peers, colleagues and others. (Zuzana Strakova, 2010)

5.Storytelling in EFL classrooms

As the saying says "you can lead a horse to water but you cannot make it drink" In English classrooms, teachers can make available all the necessary conditions and input, but learning can only take place when learners are interested to do so. Learners may not always take active part in the learning process when forced or knowledge is dumped on them. To do so, they need to understand that success in learning depends on them as much as on the teacher. That is both students and teacher share responsibly for the outcome (Scharl&Szabo,2000) .In the last studies, much has been written about the effectiveness of using stories in EFL classrooms. Storytelling may improve listening and reading comprehension, it also elevates critical and creative thinking, as well as active learning.

The practice of storytelling in EFL classrooms could help learners to develop a wide range of skills, it promote their own confidence, and communication. As it is mentioned in storytelling ability and reading comprehension (2001) the classroom is the most important context in which pupils use their communication skills. Many researchers collaborated with teachers for one main goal which is facilitating classroom success, and tried to provide interventions relative to academic achievement, especially, reading achievement, so, narratives or stories are found and recognized as a fundamental and universal means for looking at relationships between cognition and language use. Storytelling offers teachable moments,

reflecting ideas, values and human feeling. Stories connect and engage others emotionally and intellectually and help people heal from stressful events (Michelle.M.2003).

6. Reasons for using stories in EFL classrooms

Harlynne (1999) stated that children today are losing the ability to imagine, to create their own images, television and picture books take this role; Storytelling comes to truly enrich the children's imagination and creation. In analysis of storytelling by Jil Eck (2006), his study findings results indicate strong support for the use of storytelling as a teaching and learning method. The opinion survey the pre and post test results and the research observation indicate that when learners are exposed to storytelling in a classroom setting, they are highly engaged in the learning process. If children hear exciting stories beyond their reading level, they will want to learn to read better so that they can read such fantastic volumes.

Many studies have been conducted to ensure the effectiveness of using storytelling as a teaching tool. There are many reasons for using storytelling in EFL classrooms here they are some of them:

6.1. Storytelling as a source of motivation

Storytelling helps improving listening and reading comprehension and leads to improving involvement, interaction and participation(Green,1999).Ellis and Brewster, (1991) noted that stories are highly motivating and can help developing positive attitudes towards the foreign language and language learning. They can create a Desire to continue learning, raise the imagination, link fantasy and imagination with the child's real world.

6.2. Storytelling improves Students Comprehension

Lehr and Oshorn showed that storytelling is far easier for students to comprehend than the same information presented in other form.

The Texas Education Association and National Reading Panel reinforced the findings of many researchers who found that students comprehension scores were 50 per cent higher in information presented in story form than for similar information presented in other expository

forms.

6.3. Storytelling stimulus for speaking and writing

Various and numerous studies stated that grade school students were able to construct all forms of narratives after exposure to storytelling and improved writing skills for all types of writing. Students who regularly hear and share stories become more intimate with their language developing, expanding and increasing language skills while interacting and communicating Cooper(1993).

6.4. Storytelling stimulates learning

Teachers who look for ways to capture the student's attention can realize that lessons can be more enjoyable and students can be involved much more. Stories get learners to improvise speech in foreign language, students will be attentive and could have the opportunity to define their world through the lives of characters (U,R,2007).

6.5.Storytelling enhance student's interaction

Language students desire for being able to communicate in foreign language fluently ,however, other students do not respond actively in oral exercises ,many of them considertheir communicative output as embarrassing and as evidence of their imperfection and they fear from making mistakes and confronted with apparently insuperable barriers, these barriers can be lowered by supportive atmosphere of stories .

Students can interact with the characters, plot and situation, they lower anxiety levels and increase their self-esteem and confidence. (Ielmini, 2004).

6.6. Stories provide meaning

Meaning is one of the main factors to look for by EFL learners. In EFL classes, unlike the other aspects of language ; with stories students find it easy to extract the meaning in order to understand the whole story, where they encounter both familiar and new language patterns .So , consequently we find them motivated to develop their abilities to understand even more in the other fields .On the other side , it brings meaning when tellers who become very

familiar with even one tale by retelling it often, students learn that literature carries new meaning with each new encounter and push learners to negotiate the meaning of a tale each time .Stories present language in a context that is easy to understand.(Imen ,G,2008).

When teachers are telling stories and students are listening, they focus on meaning first. Many children may remember words if they encounter them in a story better than words repeated (Olga, D, 2014).

6.7. Stories enhance communication

Stories can enhance children's interaction and communication not only with their teachers but also with peers, reading or listing to a story related   to a specific content can make children react to it verbally or nonverbally . Stories provide learners with a reason to participate in the classroom to express themselves.

Stories can encourage them to interact with each other and communicate their feelings, ideas and knowledge; stories can give learners opportunities to retell the story and to talk about alternative endings. Stories become bridges to use and understand new language and prepare learners to communicate about various themes and topics discovered through stories (Sophie, I &Maria,D, 2009).

6.8. Stories can improve memory

Stories provide a structure of remembering course material, it is not easy to the learners to remember the concept in isolation, but if this concept and the difficult definitions existed in the flow of a story, it will be easier for the learners to remember them as it mentioned by (Hanna, A,2013) .

Many various studies agree that delivering key information in story form improves student's ability to remember and recall information.

6.9. Storytelling enhances prediction

The learners may reconstruct the general meaning and ideas with their own feeling and existing knowledge, they may expand their imagination and creative powers, additionally,they

will be evoked to retell, remember, predict and memorize, as result, they will develop their predictive skills (Garcon,2001).

6.10. Storytelling sparks student's language skills

Storytelling builds vocabulary and improves oral communication skills, students may gain verbal skills that can improve the ability to resolve interpersonal discussion and may improve other skills , it provokes the imagination that may help the learners think about new ideas and build self-confidence ,It may help learners to learn wisdom from other experiences in be handing in such situation.

7. Selection of stories

If teachers want to use stories, they have to keep in mind, the age and interests of their learners. Young children live a simple plot, action repetition and connection with the personal experience, older children will respond to more interesting plots, realism and fantasy and stories that stretch their imagination and their life experiences. Adults like the stories which represent the conceptions of the after life, love, death, wars, family conflicts, generation gap.(Zuzana,S,2010).

Wright (2009) states that it is better to think of yourself as a person with people rather than as a teacher with students, a story should be a clear illustration of principal you are trying to demonstrate. Because learners have they own interpretation, it is the responsibility of the instructor to make the message of the story clear, and make a link between the story and the Abstract principal he/she wants to introduce.

7.1. Criteria for selecting stories

As it is mentioned by (Zuzana, 2010).many researchers suggest various criteria in selecting stories for classroom. (Mckayand Tom (2006) suggest that the language used in class should be real and reflects what people actually say and hear , read and write , the pictures , stories and situation should be relevant and interesting to your students.

Wright (2009), affirms that stories should engage the students, the students should experience language in use and care about the stories content, all the students have to take

part, and the way of organization and preparation of the teacher should contain an idea of telling a story and should include stories for learners in order to evoke positive expectation, pleasure and fun. Spack (2001) suggests using stories that offer a wide range of choices in term of length, style, period, gender, culture, point of view and theme. The story should be suitable telling, it should have a single theme, appropriate clear length to the time given, language, characters and plot in short, whatever the criteria of choosing stories, they should provide a comprehensible input for the learners.

The stories should be enjoyable, creative, responsive, active, and inclusive flexible and represent human emotional and events. (Classroom tales, M.F 2006)

8. Benefits of Storytelling

When you tell your first story, there is a magical moment, the children sit enthralled mouths open, eyes wide. When you tell a story you should:

．Inspires purpose full talking, and not just abort the story, there are many games you can play.

．Raises the enthusiasm for reading texts to find stories , and reread them . . .

．Initiates writing because children will quickly want to write stories and tell them.

．Enhances the community in the classroom.

．Improves listening skills.

．Really engages the boys who love the acting.

．It enjoyed by children from kindergarten to the end of elementary school.

．Gives a mentality reason for English language learners to speak and write English (Edutupia, George, L, 2014).

Haven (2000) has stated that factual and conceptual information is learned faster and better, and will be remembered longer, recalled more readily, applied more accurately

when that information is delivered as a well-told story

9.Application of Stories in teaching and learning

Andre et, all (2016) suggest some elements which should be involved in any story these are some of the most important ones:

-Metaphor-explain something indirectly

-Illustration-provide an outright example.

-Deconstruction-take something apart in order to understand it (as in case based learning).

-Touchstone-provide a reference.

-Provocation-motivate discussion or debate.

There are other applications suggested by Mensa Education &Research Foundation, lesson plans which help teachers when applying storytelling in their classrooms:

*Move your body in the storytelling when you shift where you're facing when different characters speak. This helps the audience know who is talking.

*Aim your body one direction when you are one character and then aim it another direction when you are a different character, remember which way you faced for each character.

*Use hand movements and face expressions to help tell the story.

*Use different voices for different characters.

*Speak faster and lower and higher and lower.

*Make sure you speak loudly enough so that everyone can hear you.

 *Say the words clearly so that everyone can understand you.

 *When the story is over, make sure you end it, do not keep going or just trail off.Make

it clear with your voice or movement or expression that you are done.

*Make the ending kind of fast that leaves the audience feeling that the story was existing.

10. Classic elements of a story

A story should include some basic elements as it ismentioned by Ander,et al (2016).

1-**Beginning**: Introduces the hero (protagonist) and a problem/challenge/need

*Hook: a technique designed to grab attention.

*Antagonist: enemy/other side.

2-**Middle**: the hero works to solve the problem, meet the challenge, and satisfy the need.*Conflict: or confrontation-obstacle to overcome.

*Climax: turning point, moment of discovery.

3-**End**: the hero resolves the central issue (or does not).

*Call to action-what the listener can (or should) do now.

11. Stages of storytelling

There are three main stages of storytelling that should be followed as it is mentioned by Guettal, Imene(2008), in Introducing Storytelling Activities as a Basic Technique to Develop Students' Oral Performance.

11.1. Pre -storytelling stage

The pre storytelling stage helps the prepare learners that they can better comprehend the story. it involves raising their interest and motivation to hear the story and focus their attention. it also involves setting the scene and creating the contest for the story so that the learners could use their schemata and to better understand. Finally if the story involves new Vocabulary, in this stage teacher can introduce key words.

11.2. While-storytelling stage

This stage involves activities which aim to engage the learners maintain their attention and assist them interesting the story. These activities aim to position the learners as active participants rather than passive audience.

11.3. After-storytelling stage

Finally, the after storytelling sage is a chance to check students understanding and to engage further with issues presented in the story either by relating them to the learners own lives or by expanding them further. This promoting and expanding the subject content goals. In this stage teachers can give various range of activities and games.

11.3.1. Some activities and games of After-storytelling stage

1-Comprehnsion questions

It is the most knowing and useful activity that comes after the story which has been told, and it is used to examine the students understanding and stimulate their speaking performance.

*Example:

-Who was the hero of this story?

-Where does the story take place?

-When does this story happen?

2-True/ false questions

In this activity, learners are given a list of extracts from the story, and they are asked to say if the statements is true or false, depending on their understanding.

*Examples: -Was the beast a kind person?

-True

-False

-Was Nestazia the real daughter of the queen?

-True

-False

3-Multiple choice questions

This kind of activities tests the learners understanding and concentration. The teacher presents statements extracted from the story, and asks the learners to tick the right answer after giving them list of answers.

*Examples:

-The hero was:

-The king

-The knight

-The prince

-The story takes place in:

-England

-Wales

-London

4-The story mapping

The teacher and the learner should make a discussion about the story elements (main character, the climax, the problem, the hero, the solution...)

5-Extacting the moral hidden

The teacher tries to know the learners interpretation of the story, and the lesson that has

been learned from it, here the teacher could assesses the schemata of his learners, and their experience which influence their interpretation.

6-Retteling the story

Learners in this activity are asked to retell the story but with their own words,personal style and own expression. This activity is very effective for developing learners speaking skill ,gives them opportunity to lower their anxiety and provides them oral fluency and communication ability.

7-Dramatization

The teacher asks his/her learners to make a role play depends on the story has been told, every student take the role of a character and acts out his role. This activity may enhance the speaking ability and fix the self-confidence of learners from this activity the learners could create new stories rely on their own imagination and creativity.

12.Other stages of storytelling in classroom

There are many other stages of telling a story in classroom suggested by Michelle,M and Cyntia,S,(2003):

1- Start with dramatic opening.

2-Verify the facts; devote the time to present a well-researched story.

3- Keep the story succinct.

4- Illustrate one theme or idea.

5- Unfold the story in accordance with the events.

6- Keep plot details simple and easy to remember.

7- Project the image like a film so listeners can visualize the story in their mind.

8-Conclude with a point, theme or idea that participants can use to guide future care delivery.

13. The effects of storytelling on kids and adults

Shelly (2010: 1-2) claimed that reading stories to one's kids is a crucially important part of his or her job as a parent. As a baby and toddler, the little one is picking up language skills at a phenomenal rate. She added that reading stories to young people helps them increase their vocabulary, understand the parts of language, and learn the rules of English. There is nothing else one can do that has more of an impact on the child's future ability to read and learn than a daily story time. Finally she recommended at least thirty minutes a day of reading stories together even with children. One may conclude that stories affected the listeners either adult or kids by teaching them the language; the structure, new vocabulary, the grammar, and to help the children to think about different new ideas. (Salah, M, 2013).

14. Additional fields of storytelling

As it is pointed out by, lesson plan and activities journal (2000), there are many additional fields that storytelling is involved in, and present a crucial factor

14.1. Storytelling and science

Since the beginning of human culture people have explained the mysteries in folktales and myth, the students investigate many the creation myths from around the world. The star lore:

Attributes of animals portrayed in fables and compare how these animals have in nature vs. folklore?

-Knowing the folklore of flowers

-World habitats described in legends (jungles, dessert, mountain . . .)

-Folktales abort any animal (bears stories, snake stories, fish stories etc. . .)

-Tales can express the ecology of all things and know how the relationship of cause and effect is expressed.

When students read and present bibliographies of important scientists,investigate the

ancient to modern timeline history of invention,and the history of scientific invention that has changed the world research ,they will know the who, what,where and when of science.

14.2. Storytelling and math

Since math and storytelling both involve abstract thought, there are many overlapping patterns of thinking Students have investigate:

☐The math concepts in folktale plots such as recounting a tale thesequences of events

☐Problem solving: prediction in a story

☐Equations : notice cause and effect relationship in plots

☐Diagraming mapping: document the sequence of events as a map, create a diagram that explain what has been discovered.

☐Find students investigation of mathematicians lives

☐The history or the development of advanced math concepts

☐The development of architecture and engineering

14.3. Storytelling and Social Sciences

Studying a folktales offers a window into the culture from which it comes as well as a mirror of humanity, since universal concerns are reflection in the world tales. Students may have insight on the location of the country or culture from which the story comes, they may research the geography and topography of the sitting, and they may place the tale in time frame of history. Stories can provide students with the knowledge of the dominant religious and philosophical influences.

15.Types of Stories

There are several types of stories teachers can tell in their classrooms, knowing each type permit the teacher to know which story is needed, as it is pointed out by Jordan Catapano (2013).

-A true story from your own life.

-A true story from the life of someone you know. Friends, family ,neighbors

-A true story from the news or a current events.

-A story that took place sometime in history.

-A fictional story, with made up characters or events.

-An 'imagine if 'story that sets up hypothetical situation.

Of course, there are various genres and styles of storytelling, but the above list represents the essential Varity that the teacher might incorporate into the classroom. (Teach Hub.com2017)

Conclusion

Humans have always told stories, these stories distinguish us from other creatures. it is a fundamental tool of sharing experiences and ideas. This art is a powerful way for simulating imagination and it used as a teaching tool for enhancing the learning and teaching process in order to facilitate this process. Educators mentioned that this art could be used in academic setting so it will promote leaners creativity, increase their knowledge and giving new experiences. Storytelling as a learning tool can explore the learners expressive, communicate hidden abilities and encourage the learners to be better speakers, listeners, readers or writer in the future. The storytelling benefits can help teachers to know their leaners needs so that they facilitate all the difficulties which confront them.

Chapter Three

Field Work

Chapter Three

Field work

Analysis of The Questionnaires

Introduction

This chapter will be mainly concerned with the investigation of the use of storytelling in teaching vocabulary. Students and teachers viewpoints are gathered and collected in form of two questionnaires(each one is designed to each category) in order to determine the difficulties in aquiring and developing vocabulary and how these difficulties are overcome ;their attitudes towards stories and the use of storytelling as suggested technique in developing vocabulary. This chapter also deals with the description of population sampling tools and procedures data analysis of the findings. So this chapter aims to describe the two questionnaires (teachers/students) and analyze them.

1. Students' Questionnaire

1.1 Description and design of the questionnaire

The questionnaire is administered to the first year english students at Mohamed Khider University in Biskra. It is designed to students who are EFL learners and aims to see to what extent storytelling technique is important that may develop their vocabulary. This questionnaire was oriented to 40 students who are asked to respond to it, in order to give an insight on the difficulties in aquiring and developing vocabulary. it consists of three sections of 16 questions .The questions were closed-ended ones in the form of multiple choice in which the respondents have to pick up the appropriate answer or yes/no questions in addition to the last free gap of suggestion. The first section with one question about general information, the second section with 6 question which deal with teaching vocabulary. The third section with 9 questions about storytelling strategy, its use, its importance and the student's attitude towards this technique, and it deals with reading comprehension difficulties and strategies used by the students. At the end the free gap to record any suggestion.

1.2 Analysis of the results

Section One: General Information

Question1:Your choice of studying English is:

      a. Free

      b. Imposed

Responses	Numbers	Percentage
Free	34	85%
Imposed	6	15%

Table 01: Students 'attitudes towards studying English language

This table shows that the majority of the participants (85%) of students decided to study english as free choice, and only (15%) of the students claim that they were imposed.

Section two: Teaching Vocabulary

Question2: In your opinion, do you think that you have good vocabulary knowledge in the English language?

      a. Yes

      b. No

Responses	Numbers	Percentage
Yes	37	92.5%
No	3	7,5%

Table 02: Students 'opinions about their vocabulary knowledge

According to students answers in the table above (92.5%) of students have good vocabulary knowledge in the English language and (7.5%) of the participants said that they have not good vocabulary, may be because they are just first year students so they have

enough time to develop their vocabulary in the future, but students must be supported to learn more.

Question3: Do you use dictionary to understand difficult words during courses?

      a.Yes

      b.No

Responses	Numbers	Percentage
Yes	36	90%
No	04	10%

Table 03: Students with dictionary

According to this table, the majority of students (90%) said that they use dictionary to understand difficult words. Because, it is very important to give the meaning of difficult words, but others (10%) said that they do not use dictionary to explain difficult words. They do not give much importance to this technique that used.

Question4:Which type of dictionary do you use?

      a. Bilingual(English/Arabic)

      b. Monolingual(English/English

Responses	Numbers	Percentage
a	25	62.5%
b	15	37.5%

Table 04: Types of dictionary students use

The results of the table show that (62.5%) of the students prefer using bilingual dictionary, and (37.5%) of them prefer using monolingual one. Since they are first year students, they do not have the ability to understand the precise meaning of each word so they need using their mother tongue in that case.

Question 5: What do you prefer as an answer to explain a word?

a. A translation

b. A definition

c. A word in context

d. A synonym/ opposite

Responses	Numbers	Percentage
a	04	10%
b	27	67.5%
c	03	7.5%
d	06	15%

Table 05: Answers preferred to explain a word

We notice that the students use different techniques to explain new words. (67.5%) of them prefer to define the difficult words by using dictionaries to check their meanings. Others (15%) prefer synonyms and opposites techniques. (7.5%) of them preferred word in context as an effective technique and (10%) of them translate to the mother tongue.

Question6: When you come to across a new vocabulary item, do you use a notebook?

a.Yes

b.No

Response	Numbers	Percentage
Yes	30	75%
No	10	25%

Table 06: Students who use a notebook

According to this table, we noticed the majority of students (75%) have affirmed that they have recourse to the use of a notebook. A few number of students (25%) said that they do

not use a notebook to across new words.

Question7: If "Yes" is it:

a.Always

b.Sometimes

c.Rarely

Response	Numbers	Percentage
a	08	26.66%
b	22	73.33%
c	00	00%

Table 07: Times students use a notebook

The table shows that the use of the notebook is not an occasional one: (73.33%) of the students use it sometimes and (26.66%) use it always. They use a notebook to write the meaning in their mother tongue and write the meaning in English by using synonyms and opposites, and put it in new sentences.

Section Three: Storytelling and Reading Comprehension

Question8: how would you like the teacher to introduce the new information before reading a text?

a.A story related to the text

b.A song related to the text

c.A dialogue

d.Pictures

Responses	Numbers	Percentage
a	26	65%
b	12	30%
c	00	00%
d	01	2.5%

Table08 :Techniques of introducing new information

The table shows that more than half of the students (65%) prefer that the teacher uses stories to introduce new information before reading a text, and (30%) of the participants prefer using a song related to the text to introduce the reading material this makes their understand easier, only (2.5%) prefer the use of pictures and no one of the participants prefer the use of the dialogues because the dialogue itself is difficult to understand.

Question09: When your teacher tells a story before reading a text, how do you evaluate your understanding of that text?

a.25%

b.50%

c.75%

d. More

Responses	Numbers	Percentage
a	11	27,5%
b	13	32.5%
c	15	37.5%
d	01	2.5%

Table 09: Evaluating the understanding

when the teacher uses storytelling

The results emphasize the effectiveness of using storytelling as a technique to introduce reading material, (37.5%) of the participants said that their comprehension when the teacher uses story telling before reading a text is (75%) so of majority of students said that their comprehension is better when using storytelling as a pre-reading stage, (32.5%) of the participants said that they have (50%) of comprehension when using stories and (27.5%) evaluate their comprehension by (25%). And only (2.5%) of the students indicate that they have more than (75%) of comprehension when the teacher uses stories to introduce reading material.

Question 10: Do you think that storytelling has a role in developing your vocabulary?

     a.Yes

     b.No

Response	Numbers	Percentage
Yes	35	87.5%
No	05	12.5%

Table 10: The importance of storytelling in developing vocabulary

This table shows that the answers of the participants confirm that the storytelling is important in developing vocabulary, (87.5%) of the students indicate that storytelling has a role in developing their vocabulary knowledge when (12.5%) of the participants said that their vocabulary knowledge cannot be better when using storytelling.

Question 11: If yes, what kind of stories do you prefer?

     a.Fables

     b.Fiction stories

     c.Real stories

Response	Numbers	Percentage
a	08	20%
b	16	40%
c	16	40%

Table 11: Kinds of stories students prefer

The results show that the number of students who like to read fiction stories is equal to the number of students who prefer to read real stories. (40%) of pupils like to read real and fiction stories however (20%) of students prefer to read fables. The participants should be encouraged to read all types of stories.

Question12: If stories are used, can you remember the information presented in the story better than information presented using another method?

a. Yes

b. No

Response	Numbers	Percentage
Yes	27	67,5%
No	13	32,5%

Table 12: The effectiveness of using stories in

remembering Information

The table shows that (67.5%) of students confirm that they can remember information presented on the story better than information presented by other methods and (32.5%) said that they prefer other methods by which information are presented.

Question 13: When an English text, how can you evaluate you're reading comprehension?

a.Do you understand every word

b.Do you understand only a part of the text

c.You do not understand anything

Response	Numbers	Percentage
a	03	7,5%
b	28	70%
c	9	22,5%

Table 13: Students reading comprehension evaluation

As it is mentioned above, the highest proportion of students (70%) show that they understand only a part of the text, (22.5%) said that they do not understand anything however (7.5%) of students mention that they understand every word in the text. Learners may face difficulties at the level of comprehension in reading English texts because they do not know how to practice reading comprehension strategies.

Question 14: what difficulties do you face in reading English texts?

a.Vocabulary and new words

b.Pronunciation of new words

c.both of them

Response	Numbers	Percentage
a	23	57,5%
b	05	12,5%
c	12	30%

Table 14: Reading comprehension difficulties

As we see in the table above the first reason that make students (57.5%) do not understand is due to difficult vocabularies and new words, when (12,5%) of students face

problems in the pronunciations of new words and (30%) have the both difficulties, so that learners have to develop their vocabulary knowledge because it is without doubt necessary in reading comprehension.

Question 15: Before reading an English text what do you prefer to do?

a. Reading the first sentence of the first paragraph and the last one of the last paragraph

b. Reading the introduction and the conclusion

c. Guessing the general idea

Response	Numbers	Percentage
a	06	15%
b	08	20%
c	26	65%

Table 15: Strategies used by students

These answers reveal that when students read they rely on the third strategy which is guessing the general idea trough generating every principal idea of each paragraph.(65%) of students try to understand English text by dividing it in paragraphs and collecting every idea of these paragraphs to conclude the general idea of the text, (20%) of them tend to read the introduction and the conclusion of the text in order to interfere the general idea of the text,(15%) of the them prefer reading the topic sentence and the concluding one in order to extract the idea of the text.

Question 16: Can you comprehend the text related to the story told better than other texts presented by other techniques (pictures, interviews, dialogues...)?

a.Yes

b.No

Response	Numbers	Percentage
Yes	23	57,5%
No	17	42,5%

Table 16: Comprehension using other techniques

The results confirm that (57.5%) of students comprehend the text related to the story told better than other text presented by other techniques as pictures dialogues.....

Students' Suggestions

Some students have written some suggestions they are as follows:

-it would be better to use songs and on line social games to enhance learners vocabulary knowledge

-I prefer to use always storytelling in introducing reading materials

-time is not enough

-we don't know new strategies

Conclusion

The questionnaire addressed to first year English students at Mohamed Khider University in biskra reveals that the new information could be remembered when introduced by stories better than when using other techniques, the questionnaire evidenced that the most common difficulties students face in reading English text are vocabulary and new words. The findings of the questionnaire also show that the participants agree that storytelling technique is very important in order to develop students' vocabulary knowledge.

2.Teachers'Questionnaire

2.1 Description and design of the questionnaire

This questionnaire is designed to ten teachers in the department of English who taught different modules at Biskra University. It aims to investigate the role of storytelling in developing vocabulary also to provide us with insights about reading comprehension difficulties and strategies used to reduce these difficulties. The types of the questionnaire are open-ended questions in which teachers are asked to give full statement and others are close-ended questions in which require „yes/no" frequent options. The main objective is to survey the teachers' techniques and strategies that they follow in teaching vocabulary as well as their contribution in improving students' reading comprehension. Moreover, it seeks to recognize teachers' attitudes toward learners' difficulties in both reading and vocabulary.

2.2 Analysis of the results

<u>Section One: Personal information</u>

Question 01: What degree do you have?

      a.License

      b.Magister

      c.Doctorate

Response	Numbers	Percentage
a	00	00%
b	06	60%
c	04	40%

Table 01: Teachers' qualification

As we noticed in the table our teachers qualification differ to include six teachers (60%) hold a magister degree and four teachers (40%) have a doctorate diploma. These results indicated the diversity of the educational level among our teachers.

Question 02: In which specialty?

    a. Applied linguistics and TEFL

    b.Literature and civilization

    c.Linguistics and literature

Response	Numbers	Percentage
A	08	80%
B	01	10%
C	01	10%

Table 02: Teacher' specialty

The table shows that there are three specialists; the applied linguistics and TEFL, literature and civilization, linguistics and literature.

-The majority of the teachers (8) have specialist in applied linguistics and TEFL.

-Only one teacher has a specialist in literature and civilization.

-Only one teacher has a specialist in linguistics and literature.

Section Two: The Importance of Teaching Vocabulary

Question 03: Do you present new words in every lesson?

    a.Yes

    b.No

Response	Numbers	Percentage
Yes	09	90%
No	01	10%

Table 03: Teachers who present new words in every lesson

90% of teachers present new words in every lesson. This result shows the importance that teachers give to the teaching vocabulary considering it as an important component of their teaching of a foreign language.

Question 04: Do you follow prescribed program on teaching vocabulary or you develop your own strategy?

a. Yes

b. No

Response	Numbers	Percentage
Yes	06	60%
No	04	40%

Table 04: The use of own strategies

In this table we check the teachers teaching vocabulary ,(60%) of the teachers confirm that they use their own strategies which are appropriate to their students abilities and needs and (40%) of the teachers follow the prescribed program.

Question 05: Do students have difficulties with vocabulary mastery?

a. Yes

b. No

Response	Numbers	Percentage
Yes	10	100%
No	00	00%

Table 05: Students' difficulties with vocabulary mastery

This table indicates that all teachers of English language said that their students have difficulties with vocabulary mastery. They cannot understand the meaning of the text. They must use different techniques to explain them.

Question 06: If "Yes", how do you help them?

The majority of teachers can help their students by:

-Ask them to use dictionaries then teachers use those items in context.

-Make them use new vocabulary in examples of their own (in context).

-Put them under brainstorming exercises, practice, games and memory games.

-Introduce every time the words' specific meanings.

- Put the words into many contexts, so show the richness of the vocabulary.

-encourage extensive and intensive reading that could help students overcome a great deal of difficulties with vocabulary mastery.

Question 07: While teaching your students, do you explain all the difficult words in a text?

a. Yes

b. No

Response	Numbers	Percentage
Yes	08	80%
No	02	20%

Table 07: Teachers who explain the difficult words in a text

This table indicates that the majority of teachers (80%) explain the difficult words in a text by using different techniques such as translation the words into the mother longue, definition of words by using dictionaries, synonyms and opposites. These techniques that are used by teachers can help students to understand the meaning of words in the text. Two teachers said that they do not explain the difficult words in a text. This is not their roles. It is the role of the students to understand the meaning of words.

Question 08: If "Yes", do you do it

      a. Before reading

      b.During reading

      c.After reading

Response	Numbers	Percentage
a	01	12.5%
b	04	50%
c	01	12.5%
b+c	01	12.5%
a+b+c	01	12.5%

Table 08: Teachers who explain words before, during and after reading a text

This table indicates that the common answer given by teachers is during reading followed by after reading.

Section Three: Storytelling and Reading Comprehension

Question 09: Have you introduced the storytelling technique in your classroom?

      a.Yes

      b.No

Response	Numbers	Percentage
Yes	07	70%
No	03	30%

Table 09: Introducing storytelling in classes

Seven teachers who represent (70%) of the participants reported that they do use storytelling techniques in their classrooms and only (30%) said that they do not use this new technique**.**

Question 10: If yes, do you think that students involvement when using storytelling is:

    a. Excellent

    b. Good

    c. Acceptable

    d. Bad

Response	Numbers	Percentage
a	01	14.28%
b	02	28.56%
c	03	42.85%
d	01	14.28%

Table10: student's involvement when using storytelling

The results shown that participant's responded positively towards the students involvement and performance when using storytelling; excellent for one teacher (14.28%), good for two teachers (28.56%),acceptable for three teachers(42.85%), and one teacher(14.28%) who said that students' involvement is bad so the respondents agreed on the effectiveness of storytelling use in learning process.

Question 11: what kind of stories do you use in order to enhance students reading comprehension?

In this question participants were asked to provide us with the different kinds of stories they use in their classes and explain the reasons behind their choice here are the results.

-Short stories (for the reason they do not take time and they are presented in easy language)

-Fairy tales (they already know them in their native language)

-Fables (animals are attractive for them)

-Fiction (motivate their imagination)

Question 12: How often do you encourage your students to read in the class?

a.Usually

b.Sometimes

c.Never

Response	Numbers	Percentage
a	07	70%
b	03	30%
c	00	00%

Table 12: Teachers' encouragement to the read

The table shows that (70%) of teachers encourage their students usually to read inside or outside the class and (30%) of teachers encourage their students sometimes to read.

Question 13: what strategy you follow if the comprehension of reading texts fails? Many suggestions are given to deal with reading difficulties on the whole, teacher's suggestions confirm that every teacher has his/her strategy to improve the reading comprehension of their students these strategies are:

-Describing the situation well

-Giving key words before doing any reading courses

-Using dictionaries

-Planning lessons for each skill depending on the students level

-simplifying

Question 14: In your view, what are the characteristics of good language readers?

Good readers have many characteristics. According to the views of teachers:

-Good readers are active, interested and motivated.

- Good readers are patients.

-Good readers are the ones who vary their reading strategies. In other cases, they have to skim.

-Good readers know how to read between lines and catch implicit meanings.

-They know how to gain time and choose relevant writing on their level.

Question 15: Do you think that storytelling develop vocabulary?

> a.Strongly disagree
>
> b.Disagree
>
> c.Neither agree nor disagree
>
> d.Agree
>
> e.Strongly agree

Response	Numbers	Percentage
a	00	00%
b	00	00%
c	00	00%
d	10	100%
e	00	00%

Table 15: Teacher's attitudes towards using storytelling
in order to develop students' vocabulary

The results of this table shows that all the participants are agree that storytelling develop vocabulary this reveals that storytelling techniques is a motivating tool for developing students aquisition especially vocabulary and create comfortable learning environment.

Teachers' suggestions

- Allowing time in class for reading activities.

- Using exercises to review vocabulary items, such as the following tasks: fill in the gaps, cross words, true false. These would help learners to guess meaning from context.

- Motivating learners to read more in order to activate their comprehension.

- Encouraging learners to read more inside and outside class because reading skill and comprehension in particular help learners to be open-minded and get enough knowledge.

- Enabling learners to communicate in the second language in order to improve their proficiency in English vocabulary.

- Using from time to time different songs for listening and explaining the difficult words, also, ask questions related to the content.

-Teaching storytelling for pupils should start from the first year of middle school.

-Providing teachers with the technological tools and techniques for the better use and understanding.

Conclusion

According to the analyses of the teachers questionnaire which reveals an insight about the strategies and techniques used by English teachers at Mohamed Khider University in Biskra ,specifically the storytelling strategy and its role in developing vocabulary in EFL classrooms.These teachers responded on the three sections of the questions they claim that students face lot of reading comprehension difficulties and they suggested some effective strategies, some teachers have reported that they use the new technique which storytelling in introducing reading material and they confirmed the great value of stories and an effective role in promoting the students reading comprehension and vocabulary. The findings of this questionnaire will help us to compensate the lack committed by teachers who do not apply the storytelling technique in their classrooms.

3.The discussion of the results

3.1 Discussion of Students' Questionnaire

The analysis of the students' questionnaire allowed us to highlight the following conclusions; Most of our students have good vocabulary and prefer to give them a definition to explain difficult words. We also, noticed that a high proportion of the students prefer using notebook to across a new vocabulary item. Most of them prefer that the reading material introduced by stories more than songs, pictures or dialogues because they confirm that they remember the information presented in the story related to the text better than other techniques due to the power of stories on the students imagination, creativity and motivation.

First year students confirm that their vocabulary will develop more when using storytelling technique better than using other techniques. This means that stories can be a comprehensible input for developing vocabulary of the students because they are familiarized with stories in their native language and they are capable to relate the story characteristic's (characters, setting..), with the text characteristics easily .To sum up,the major findings of the students 'questionnaire confirm the availability of the research hypothesis which is storytelling technique develop vocabulary.

3.2 Discussion of Teachers' Questionnaire

The major findings of the teacher's questionnaire guide us to conclude many points. Firstly, our participants have Magister and Doctorate degree, through which they are aware to perform new techniques in order to improve their students skills, some of the teachers develop their own strategies which appropriate their students' abilities and needs. Secondly, the participants confirm that their students face difficulties with vocabulary mastery because they do not understand the meaning of the text. Additionally, some of the teachers have introduced storytelling technique in their classrooms and they have noticed that students' involvement was good and acceptable towards that technique so the participants agreed on the effectiveness of storytelling use in learning process. Moreover, the teachers affirm that their students face common difficulties in reading comprehension . These difficulties are serious and widespread, this means that reading comprehension is a serious problem that requires strategies to be used

in order to improve the students 'reading comprehension. The strategies that are suggested by teachers are different from one teacher to another (example describing the situation well ,giving keywords before reading courses , using dictionaries, simplifying...). From the major findings we conclude that the teachers encourage and support the use of storytelling as a strategy in introducing reading materials, to improve vocabulary due to the success, usefulness and effectiveness of this technique, and due to its important role as a motivating tool for developing student's skills, especially reading skill and vocabulary, and creates comfortable environment. At the end the teachers suggested that storytelling must be introduced at the beginning of the first year of the middle school, and the teachers should be provided with all the new technological techniques. This allowed us to sum up that our teacher are updated and attempt to know every new technique and strategy to improve the learning and teaching process.

Recommendations

This study examines the role of storytelling in developing vocabulary. The findings have confirmed that the storytelling method can develop the students vocabulary acquisition and activating their reading comprehension to gain much vocabulary words.

Suggestions for Teachers

➢ Allowing time in class for reading stories.

➢ Using exercises to review vocabulary items, such as the following tasks: fill in the gaps, cross words, true false. These would help learners to guess meaning from context. Motivating learners to read more in order to activate their comprehension.

➢ Encouraging learners to read stories inside and outside class because reading skill and comprehension in particular help learners to be open-minded and get enough knowledge.

➢ Enabling learners to communicate in the second language in order to improve their proficiency in English vocabulary. -

➢ Using from time to time different songs for listening and explaining the difficult words, also, ask questions related to the content.

Suggestions for Learners

➢ Learners ought to interact with texts in order to gain the correct meaning and comprehension

➢ Learners should read stories extensively in order to activate reading comprehension and good vocabulary.

➢ Using the words that they have learned and mastered in context in order to ameliorate their level.

➢ Reading short stories, journals and explaining the difficult words by using dictionaries.

➢ Learners should be motivated to read any piece of writing.

Finally, these suggestions and recommendations may be helpful for both teachers and learners of English as a foreign language. Therefore, it can be the best method for developing their vocabulary and activating reading comprehension.

General conclusion

The main objective of our study is to confirm the research hypothesis which tended to show how stories in general can be used successfully in EFL classrooms, and how storytelling in particular can develop vocabulary. In this study we attempted to investigate the role of storytelling and its important use in teaching vocabulary.

To test our hypothesis, we adapted basic research tools which are two questionnaires administered for the two samples of the concerned population (students and teachers). These questionnaires aimed to gather data concerning students and teachers' viewpoints and perspectives towards the subjects under investigation. (Storytelling, vocabulary aquisition, reading comprehension difficulties and strategies).

The analysis of the two questionnaires findings and the interpretation of both students and teachers revealed that introducing storytelling as a technique in teaching vocabulary is an effective way to a better achievement, and that storytelling can develop students' vocabulary.

To sum up, we can draw the following suggested conclusions based on factual data gathered from students and teachers attitudes, perceptions, and preferences. Vocabulary aquisition is a hard and complicated process and an interaction between the learner and the target language that

include many serious difficulties. Through introducing storytelling as technique in teaching vocabulary, studentss show a high level of motivation and interest. We noticed that our new suggested technique (storytelling) provides the involvement of the learners and promote their learning process. Our study revealed that the storytelling as a technique to teach vocabulary has an important and effective role in developing vocabulary for our learners.

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Appendices

Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the importance and the role of storytelling method in developing learners' vocabulary. Therefore, we found it necessary to involve our first year English students at Mohamed Khider University in this study in order to include their opinions concerning the subject under investigation.

We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (√) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration

Section One: General Information

Question1: Your choice of studying English is:

a. Free   ☐

b. Imposed   ☐

Section two: Teaching Vocabulary

Question2: In your opinion, do you think that you have good vocabulary knowledge in the English language?

a. Yes   ☐

b. No   ☐

Question3: Do you use dictionary to understand difficult words during courses?

a. Yes ☐

b. No ☐

In both cases, explain

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Question4: Which type of dictionary do you use?

a. Bilingual (English-Arabic) ☐

b. Monolingual (English-English) ☐

Qustion5: What do you prefer as an answer to explain a word?

a. A translation ☐

b. A definition ☐

c. A word in context ☐

d. A synonym/ opposite ☐

Question6: When you come to across a new vocabulary item, do you use a notebook?

a. Yes ☐

b. No ☐

Question7: If "Yes" is it:

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

explain, please

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Section Three: Storytelling and Reading Comprehension

Question8: How would you like the teacher to introduce the new information before reading a text?

a. A story related to the text ☐

b. A song related to the text ☐

c. A dialogue ☐

d. Pictures ☐

Question9: When your teacher tells a story before reading a text, how do you evaluate your understanding of that text?

a. 25% ☐

b. 50% ☐

c. 75% ☐

d. More ☐

Question10: Do you think that storytelling has a role in developing your vocabulary?

a.Yes ☐

b.No ☐

Question11: If yes, what kind of stories do you prefer?

a. Fables ☐

b. Fiction stories ☐

c. Real stories ☐

Qestion12: If stories are used, can you remember the information presented in the story better than information presented using another method?

a.Yes ☐

b.No ☐

Qestion13: When an English text, how can you evaluate you're reading comprehension?

a. Do you understand every word ☐

b. Do you understand only a part of the text ☐

c. You do not understand anything ☐

Question14: what difficulties do you face in reading English texts?

    a.Vocabulary and new words ☐

    b. Pronunciation of new words ☐

    c. both of them ☐

Question15: Before reading an English text what do you prefer to do?

    a. Reading the first sentence of the first paragraph and the last one of the last paragraph ☐

    b. Reading the introduction and the conclusion ☐

    c. Guessing the general idea ☐

Question16: Can you comprehend the text related to the story told better than other texts presented by other techniques (pictures, interviews, dialogues...)?

    a. Yes ☐

    b. No ☐

Other suggestions:

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THANK YOU

Appendix II

Teacher's Questionnaire

Dear Teacher,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the importance and the role of storytelling method in developing learners' vocabulary. Therefore, we found it necessary to involve our first year English students at Mohamed Khider University in this study in order to include their opinions concerning the subject under investigation.

We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (√) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration

Section One: Personal Information

Question1: What degree do you have?

    a. License ☐

    b.Magister ☐

    c.Doctorate ☐

Question2: In which specialty?

    a. Applied linguistics and TEFL ☐

    b.Literature and civilization ☐

c.Linguistics and literature ☐

Section Two: The Importance of Teaching Vocabulary

Question3: Do you present new words in every lesson?

    a.Yes ☐

    b.No ☐

Question4: Do you follow prescribed program on teaching vocabulary or you develop your own strategy?

    a.Yes ☐

    b.No ☐

In both cases Please, explain:

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Question5: Do students have difficulties with vocabulary mastery?

    a.Yes ☐

    b.No ☐

Explain why?

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Question6: If "Yes", how do you help them?

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Question7: While teaching your students, do you explain all the difficult words in a text?

    a. Yes   ☐

    b. No   ☐

How?

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Question8: If "Yes", do you do it

    a. Before reading ☐

    b. During reading ☐

    c. After reading ☐

Section Three: Storytelling and Reading Comprehension

Question9: Have you introduced the storytelling technique in your classroom?

    a.Yes ☐

    b.No ☐

Question10: If yes, do you think that students involvement when using storytelling is:

- **a**. Excellent ☐

   b. Good ☐

   c. Acceptable ☐

   d. Bad ☐

Question11: What kind of stories do you use in order to enhance students reading comprehension?

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Question12: How often do you encourage your students to read in the class?

   a.Usually ☐

   b.Sometimes ☐

   c.Never ☐

Question13: what strategy you follow if the comprehension of reading texts fails?

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Question14: In your view, what are the characteristics of good language readers?

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Question15: Do you think that storytelling develop vocabulary?

     a. Strongly disagree ☐

     b. Disagree ☐

     c. Neither agree nor disagree ☐

     d. Agree ☐

     e. Strongly agree ☐

Suggestion

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THANK YOU

الملخص

بما أن اكتساب مفردات اللغة يمثل تفاعلا كبيرا بين القارئ و النص فان تدريس المفردات لطلاب اللغة الاجنبية الإنجليزية ليس بالعملية السهلة.

تهدف هده الدراسة لتطوير مفردات اللغة لدى الطالب عبر استخدام تقنية السرد القصصي و جزئت هذه الدراسة إلى قسمين :

- القسم الأول نظري يضم الفصل الاول الذي يجمع المفاهيم المتعلقة بمفردات اللغة و الإستراتيجيات لدعم تطور المفردات لدى الطالب . وفصل ثاني يدرس المفاهيم المتعلقة بالسرد القصصي و تطوره، أهداف تطبيقه في اقسام اللغة الإنجليزية، مراحل تدريسه و تأثيره على الطالب بالإضافة إلى أهم عناصره.

- أما القسم الثاني التطبيقي لهذه الدراسة يشمل تحليل و مناقشة الاستبيان الذي قدم لأساتذة و طلبة السنة أولى في جامعة محمد خيضر ببسكرة ,ومن خلاله نكون نظرة حول مواقف الأساتذة و الطلبة حول تطبيق تقنية السرد القصصي في الأقسام و دوره في تطوير مفردات اللغة الإنجليزية بالنسبة للطالب.