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An Investigation into Learners and Teachers 'Attitudes towards the Use of Storytelling as a
Teaching/Learning Strategy to Improve Vocabulary Knowledge:
The Case of Second Year Students of English at Biskra University

Dissertation submitted to the Department of Foreign Languages as a partial fulfillment of the
requirements for a Master Degree in Sciences of Language

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Declaration

I, Khaoula **GOUACEM**, do hereby declare solemnly that the work I will present in this dissertation is my own and only fruit of my personal efforts, and it has been examined and accepted by my supervisor Dr. Ahmed Chaouki **HOADJLI**. This work has not been previously submitted to any other institution or university for a degree.

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Dedication

I dedicate this work to:

To my beloved parents, Dear **Mom** and **Dad** the word “Thank you” is not really enough to express my gratitude for your unwavering support, encouragement, your everlasting love and care, for all the sacrifices you have made for me to reach to where I'm now. Without you two, I couldn't be able to undertake and succeed in this journey. Thank you so much for being my parents. *“May Allah bless you both with lots of health, strength, and happiness”*

To my brother **Ahmed** & my sister **Oumaima**, the greatest blessings is having you both in my life. Thank you for being the shoulders that I can always rely on. *“Wishing you a successful life”*.

To all my friends without exceptions, thank you for your friendship, for the precious memories that we have shared together, for your support and help. I am so glad of knowing you.

To all of my family and the ones I love.

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Abstract

The present work attempted to investigate the use of storytelling as a teaching/learning technique to improve language learners' vocabulary knowledge. Furthermore, learning a language through listening to stories could encourage students to live the narrative events with their mental imagination. It could also lead these learners to increase their motivation and lower their anxiety. Based on this, the hypothesis of this study suggested that to ensure that if storytelling is used in an appropriate pedagogy, vocabulary knowledge and proficiency will be improved. In relevance to the nature of the present investigation and for the research methodology for this study, the researcher adopted a Qualitative Approach with a Case Study Research Design. Accordingly, two questionnaires were the main data collection methods used in this work; one questionnaire was administered to second-year students of English at Biskra University, and the second was directed to the teachers of Oral Expression course from the same University. Concerning the sampling technique, a non-probability sampling technique was selected. More precisely, we opted for a convenience sampling technique. In terms of the findings, the majority of the students were interested in listening to stories (storytelling) as an enjoyable, interactive, and cultural learning technique to boost their vocabulary. Moreover, the Oral Expression teachers reported that they tried the storytelling technique in their classes and it provided them with useful results and positive effects on engagements, attitudes, and efficiency. Ultimately, after the interpretation and the analyses of the findings, we concluded that our hypotheses achieved successful and positive results.

Keywords: EFL, language performance, lexical resources, Oral Expression, storytelling, vocabulary knowledge

List of Abbreviations and Acronyms

Dr: doctor

EFL: English as a foreign language

EL: English language

N: Number

(n.d): No date

P: page

S/he: She/ he

Q: Question

RH: Research hypothesis

RQ: Research questions

VS: versus

&: and

%: Percentage

List of Appendices

Appendix 1: The Piloting Stage of the Students' Questionnaire.

Appendix 2: Student's Questionnaire.

Appendix 3: The Piloting Stage of Teachers Questionnaire.

Appendix 4: Teachers' Questionnaire.

Appendix 5: Consent letter for the head of the section.

List of tables

Table 3. 1 A breakdown of the key features of each of this categorisation of research method and data (MacDonald & Headlam, 2011, p. 9).	71
Table 4. 1 The Students' Gender	92
Table 4. 2 The Choice of Studying English at University	93
Table 4. 3 Students' English Level	94
Table 4. 4 The Importance of Learning Vocabulary to Develop Language Proficiency	96
Table 4. 5 The Effective Strategy to Learn Vocabulary	97
Table 4. 6 The Materials that the Students Like to Use to Gain New Vocabulary	98
Table 4. 7 Students' Preferable Language Skills	100
Table 4. 8 Listening to an English Text.....	101
Table 4. 9 Asking for Help When Encountering Difficult and Unknown Words.....	103
Table 4. 10 Whom Do they Ask for Help when Encountering Unknown Words?.....	104
Table 4. 11 Students' Opinions towards Stories.....	105
Table 4. 12 The Language Skills They Prefer to Use with the Story.....	106
Table 4. 13 The Kind of Stories that Students Prefer.....	111
Table 4. 14 The Students' Perceptions about Who Would They Like to Tell Them the Story	112
Table 4. 15 The Students' Perceptions about Storytelling as a Part of the Oral Expression Course.....	114

Table 4. 16 The Usefulness of Storytelling of EFL Learners	115
Table 4. 17 The Helpful Activity during Storytelling Activities	116
Table 4. 18 Teachers' Gender	118
Table 4. 19 Teachers' Qualification	119
Table 4. 20 Teachers' Teaching Methods.....	121
Table 4. 21 Teachers' Evaluation of Their Students' English Vocabulary	122
Table 4. 22 Teachers' Attitudes towards Students' Mastering the Language through a Large Vocabulary Number	124
Table 4. 23 Storytelling Experience in Teachers' Teaching Strategy.....	128
Table 4. 24 The Results of the Storytelling Technique from the Teachers' Experiences	128
Table 4. 25 Teachers' Perceptions about the Effects of Storytelling Technique in Involving and Engaging Students during Oral Expression Classes	130
Table 4. 26 Teachers' Opinions about if the Storytelling Can Enhance Students' Vocabulary Knowledge	131
Table 4. 27 Teachers' Perceptions of the Implementation of the Storytelling Technique for more Effectiveness	132
Table 4. 28 Teachers' Attitudes towards if they will use this Technique in their Upcoming Teaching Sessions for the Purpose of Teaching Vocabulary to their Learners	135

List of figures

Figure 1. 1 A diagramme illustrate hyponyms relation (Thornbury, 2002, p.10).....37

Figure 1. 2 The following figure offers an overview of these main types of vocabulary knowledge (Al-Dersi, 2013, p.74).....38

Figure 2. 1 A framework for a story-based methodology – Plan-Do-Review model (Ellis & Jean, 2014,p. 22).....50

List of graphs**Pie chart**

Pie chart 4. 1 the Students' Gender	93
Pie chart 4. 2 The Choice of Studying English at University	94
Pie chart 4. 3 Students' English level.....	95
Pie chart 4. 4 The Importance of Learning Vocabulary to Develop Language Proficiency	96
Pie chart 4. 5 Listening to an English Text.....	102
Pie chart 4. 6 Asking for Help When Encountering Difficult and Unknown Words.....	103
Pie chart 4. 7 Students' Opinions towards Stories	106
Pie chart 4. 8 The Students' Perceptions about Storytelling as a Part of the Oral Expression Course	114
Pie chart 4. 9 Teachers' Gender	119
Pie chart 4. 10 Teachers' Qualification	120
Pie chart 4. 11 Teachers' Teaching Methods.....	121
Pie chart 4. 12 Teachers' Evaluation of Their Students' English Vocabulary	123
Pie chart 4. 13 Teachers' Attitudes towards Students' Mastering the Language through a Large Vocabulary Number	124
Pie chart 4. 14 Storytelling Experience in Teachers' Teaching Strategy.....	128
Pie chart 4. 15 The Results of the Storytelling Technique from the Teachers' Experiences ..	129
Pie chart 4. 16 Teachers' Perceptions about the Effects of Storytelling Technique in Involving and Engaging Students during Oral Expression Classes	130

Pie chart 4. 17 Teachers' Opinions about if the Storytelling Can Enhance Students' Vocabulary Knowledge	132
Pie chart 4. 18 Teachers' Attitudes towards if they will use this Technique in their Upcoming Teaching Sessions for the Purpose of Teaching Vocabulary to their Learners	136
Bar graphs	
Bar graph 4. 1 The Effective Strategy to Learn Vocabulary	98
Bar graph 4. 2 The Materials that the Students Like to Use to Gain New Vocabulary	99
Bar graph 4. 3 Students' Preferable Language Skills	101
Bar graph 4. 4 Whom Do they Ask for Help when Encountering Unknown Words?	104
Bar graph 4. 5 The Language Skills They Prefer to Use with the Story	107
Bar graph 4. 6 The Kind of Stories that Students Prefer	112
Bar graph 4. 7 The Students' Perceptions about Who Would They Like to Tell Them the Story	113
Bar graph 4. 8 The Usefulness of Storytelling of EFL Learners	116
Bar graph 4. 9 The Helpful Activity during Storytelling Activities.....	117
Bar graph 4. 10 Teachers' Perceptions of the Implementation of the Storytelling Technique for more Effectiveness	133

List of content

Declaration.....2

Dedication 3

Acknowledgements..... 4

Abstract..... 5

List of Acronyms and Abbreviations..... 6

List of Appendices.....7

List of Tables..... 8

List of Figures10

List of graphs.....11

Contents.....13

General Introduction

Introduction..... 21

1. Statement of the Problem..... 22

2. The variables in this Study..... 22

3. The Research Questions.....22

4. The Research Hypothesis.....23

5. Research Aims.....23

6. Rational and study description..... 24

7. The research methodology for this study.....24

8. Significance of the Study.....25

9. The Referencing Style for this Dissertation.....25

10. Structure of the Dissertation.....25

Chapter One: Vocabulary Knowledge: An Overview

Introduction30

1.1 Vocabulary: Definitions30

1.2 Vocabulary Description.....31

1.2.1 Lexicography.31

1.2.2 Lexicology31

1.2.3 Word classification.32

1.2.3.1 Noun.32

1.2.3.2 A pronoun.32

1.2.3.3 Verbs.32

1.2.3.4 Adjectives.32

1.2.3.5 Adverb.32

1.2.3.6 Prepositions.....32

1.2.3.7 Conjunction.....33

1.2.3.8 Determiner.33

1.2.4 Word formation.....33

1.2.4.1 Affixation.....33

1.2.4.1.1 Prefixes33

THE USE OF STORYTELLING TO IMPROVE VOCABULARY KNOWLEDGE	15
1.2.4.1.2 Suffixes.	34
1.2.4.2 Compounding.....	34
1.2.4.2.1 Noun compounds	34
1.2.4.2.2 Compound verbs	34
1.2.4.2.3 Compound adverbs.	35
1.2.4.2.4 Compound adjectives..	35
1.2.4.3 Conversion	35
1.2.5 Word meaning.....	35
1.2.5.1 Synonymy	36
1.2.5.2 Antonym	36
1.2.5.3 Hyponymy	36
1.2.5.4 Polysemy	37
1.2.5.5 Metonyms	37
1.3 Types of Vocabulary Knowledge	37
1.4 Teaching Vocabulary	38
1.5 Techniques Used to Introduce New Vocabulary	40
1.6 Importance of Vocabulary.....	42
Conclusion.....	43

Chapter two: The Role of Storytelling in Teaching Vocabulary

Introduction	456
2.1 Storytelling: Definitions.....	46

THE USE OF STORYTELLING TO IMPROVE VOCABULARY KNOWLEDGE

	16
2.2 Stages of Storytelling	47
2.2.1 The pre-storytelling stage	48
2.2.2 While-storytelling stage	48
2.2.3 After-storytelling stage (games and activities)	48
2.3 Techniques for Using Storytelling in Classrooms	50
2.4 Importance of Using Storytelling	52
2.4.1 Stored and recalled information.....	52
2.4.2 Improving the five proficiency skills	52
2.4.3 A rich teaching resource.....	53
2.4.4 Enrich listeners' imagination.....	53
2.4.5 Improves interaction, cooperation, and coordination.....	53
2.4.6 Enhanced classroom atmosphere and environment	54
2.4.7 Improves meaning.....	54
2.4.8 Improves culture awareness.....	54
2.5 Storytelling and Teaching Vocabulary.....	54
2.6 Selection of Stories	57
Conclusion.....	59

Chapter three: Field work and research methodology

Introduction	65
3.1 Research Methodology: Theoretical Background	65
3.1.1 Research paradigms in educational research	65

3.1.1.1 Post-positivism paradigm.	66
3.1.1.2 Constructivism paradigm.....	67
3.1.1.3 Transformative/critical paradigm.....	67
3.1.1.4 Pragmatic paradigm.....	68
3.1.2 Research approaches	68
3.1.2.1 The qualitative approach	68
3.1.2.2 The quantitative approach.....	69
3.1.2.3 The mixed methods approach	69
3.1.2.4 The qualitative Vs the quantitative approach	70
3.1.3 Research design(s) / strategy (ies)	71
3.1.3.1 The quantitative research design.....	72
3.1.3.1.1 The experimental research strategy	72
3.1.3.1.2 The non - experimental research strategy.....	73
3.1.3.2 The qualitative research design.....	73
3.1.3.2.1 Phenomenology.....	73
3.1.3.2.2 Ethnography	73
3.1.3.2.3 Grounded theory.....	74
3.1.3.2.4 Case study	74
3.1.3.3 The mixed method design.....	74
3.1.4 Data collection methods	74
3.1.4.1 Qualitative data collection methods.....	75

3.1.4.1.1 Questionnaires.....	75
3.1.4.1.2 Observation.....	75
3.1.4.1.3 Interviews.....	75
3.1.4.1.4 Focus group.....	75
3.1.4.2 The quantitative data collection methods.....	76
3.1.4.2.1 Tests.....	76
3.1.4.2.2 Structured questionnaires.....	76
3.1.4.3 The mixed method collection methods.....	76
3.1.5 Research sampling.....	77
3.1.5.1 Random sampling.....	77
3.1.5.1.1 Simple random (probability sample).....	77
3.1.5.1.2 Stratified random.....	77
3.1.5.1.3 Cluster sampling.....	78
3.1.5.1.4 Systematic sampling.....	78
3.1.5.1.5 Multi-stage sampling.....	78
3.1.5.2 Non- random sampling.....	78
3.1.5.2.1 Quota.....	79
3.1.5.2.2 Purposive (judgmental).....	79
3.1.5.2.3 Snowball.....	79
3.1.5.2.4 Convenience (haphazard).....	79
3.1.6 Data analysis procedures.....	79

3.1.6.1 The qualitative data analyses procedures.	80
3.1.6.2 The quantitative data analyses procedures.	80
3.1.6.3 The mixed method analyses procedures.....	80
3.2 Research Methodology for this Study: Choices and Rationale	81
3.2.1 Research paradigms.....	81
3.2.2 Research approach	81
3.2.3 Research strategies.....	82
3.2.4 Data collection methods.	82
3.2.4.1 Teachers' questionnaire.....	82
3.2.4.1.1 Structure and aim.	82
3.2.4.1.2 Piloting and validation.....	83
3.2.4.2 Students' questionnaire.	84
3.2.4.2.1 Structure and Aim.	84
3.2.4.2.2 Piloting and validation.....	86
3.2.5 Data collection procedures.	87
3.2.6 Data analysis procedures	87
3.2.7 Population / sampling technique.....	87
3.3 Study Description and Rationale	88
3.3.1 The educational phenomenon description	88
3.3.2 The procedures.	89
Conclusion.....	89

Chapter four: Results, Analyses, and interpretation

Introduction	92
4.1 Results of the Study	92
4.1.1 Results of the student's questionnaire.....	92
4.1.2 Results of teachers' questionnaire.....	118
4.2 Discussion and Summary of the Findings	137
4.3 Synthesis of the Findings	139
Conclusion.....	140
General Conclusion and Pedagogical Implications	141
Pedagogical Implications	142
Limitation of the Study	143
References	145

Introduction

English language plays a crucial and powerful role among several countries all over the world. However, it is difficult for English as foreign language learners in Algeria to speak a language that they consider to be a challenge in itself that must be tackled during their academic years. As a matter of fact, the less exposure to vocabulary knowledge or learning English vocabulary without context provides learners with insufficient background knowledge, which often leads them to, a lack of language skills. Thus, learning vocabulary has to be taught in a meaningful context rather than in isolation.

Vocabulary knowledge is a basic element to communicate, read, and write a foreign language. It enhances the basic skills for EFL learners; it also increases their language proficiency, especially when it is taught with suitable methods. Hence, vocabulary can be introduced by several strategies. One of them is storytelling.

Stories are considered a traditional way of transferring knowledge through generations. Furthermore, storytelling is a technique that combines both learning and entertainment to help a student not get bored or lose their concentration during a lecture. Stories can also offer learners a meaningful and rich input to make them retain what they get while tales for a long duration.

Many scholars have suggested using storytelling to be a teaching/ learning strategy to develop vocabulary knowledge and language proficiency for EFL learners. Moreover, learning vocabulary through tales is considered a useful method in teaching a language rather than the traditional way of teaching by textbooks.

1. Statement of the Problem

Most of the Algerian learners find it difficult to communicate a target language, even if they study and learn English for many years. The educational system of Algeria pays much attention to teaching grammar and word structures, forgetting the necessity of vocabulary learning. Therefore, it is believed that teaching English lexis has not received an important role in the Algerian curriculum. Thus, EFL learners have difficulties to use the lexical items with their appropriate context or culture, because they need to be exposed to real and meaningful use of language with its suitable social interactions.

Vocabulary knowledge is one of the biggest EFL learners' struggles. Wagner, Muse, and Tannenbaum(2007) argued that "so much of the brain is devoted to processing language that it appears to be socially inclined and develops most effectively from interactions with other people"(p.32). Hence, the language is a matter of an interactive process, which is supposed to be tackled through different strategies.

Therefore, the focus of this research is to apply storytelling as a learning strategy to prove its benefits in developing learners' vocabulary comprehension. Consequently, it is believed that the exposure to various social contexts through tales will promote language usage and the learning growth of the students.

2. The Variables in this Study

The main variables that will be under study are:

- Vocabulary knowledge.
- Storytelling.

3. The Research Questions

This research seeks to answer the following research questions:

RQ1: Does storytelling improve EFL learners' skills and vocabulary?

RQ2: How can EFL teachers use storytelling as a teaching technique for developing learners' vocabulary comprehension?

RQ3: How can learners' attitudes change during classroom activities through storytelling technique?

4. The Research Hypotheses

Based on the abovementioned research questions, we propose the following research hypotheses:

RH1: If the story telling is used in an appropriate pedagogy, vocabulary knowledge and proficiency will be improved.

RH2: If teachers use an efficient storytelling teaching technique, learners' word comprehension will be enriched.

RH3: If storytelling classroom activities are used to fulfill learners' needs vocabulary, the improvement of learners' attitudes towards the use of stories as a learning strategy will be increased.

5. The Research Aims

The general aim of this study is to find out the effects of using storytelling as a teaching/ learning strategy to improve learners' vocabulary.

More specifically, this research work aims to:

- motivate students to focus, interact, perform, and engage during classroom activities for a positive classroom environment.

- enhance students' imagination, creativity, and innovation which they have a vital role in learning a language .
- gain an acceptable number of vocabulary knowledge in its appropriate context.

6. Rationale and Study Description

The present inquiry will employ a qualitative research methodology. Therefore, the researchers have used two questionnaires for teachers and learners as tools to gather the required data. Thus, teachers' questionnaire aims to get information about how teaching vocabulary under the storytelling strategy is processed. Also, it aims to know the teachers' opinions concerning how storytelling teaching technique can help students to develop their lexical knowledge. In the same vein, the learners' questionnaire will aim to find out their attitudes towards the implementation of this technique on teaching vocabulary. Furthermore, to achieve the study objective(s), the researcher is going to follow the following procedures: As an initial step, the researcher will direct the first questionnaire to EFL teachers and the second one will be administered to the second year students in the content under study. As a second step, we will collect teachers' and learners' responses. Then, we will opt for a descriptive analysis to review their attitudes towards the role of storytelling strategy in learners' vocabulary growth.

7. The Research Methodology for this Study

The adopted approach in this inquiry will be qualitative with a case study design, since it is an exploratory analysis that can match with this type of study. This approach has been chosen to describe learners' and teachers attitudes towards the use of storytelling as a teaching/learning technique to enhance their vocabulary knowledge. In this qualitative study, we are going to use two different questionnaires as data collection methods that will be

directed to both teachers and learners. Then, we intend to analyse the results obtained from their answers through a descriptive method.

Population and Sampling Technique: The targeted population in this work will be EFL second year learners at the section of English in Biskra University. Our sample is going to be a non- random Sampling (non- probability-sampling). More precisely, we opt for a convenience sampling technique. They were chosen because of the purpose of students' convenience.

8. Significance of the Study

The expectation of this study is to help EFL learners to boost their vocabulary knowledge and language performance through listening to tales. Furthermore, it will help teachers to promote their way of teaching, and transmit the needed meanings through tales without any mother tongue translation.

9. The Referencing Style for this Dissertation

We chose the APA (sixth edition) because this is what is recommended by research methodology regarding the nature of our study. Furthermore, concerning some conventions as the 'Justify Function', we followed the supervisor's instructions' and therefore we used the 'Justify Function'.

10. Structure of the Dissertation

This research will be divided into four main chapters. The first two chapters will be about the theoretical part. Thus, the **first chapter** will deal with the overview of vocabulary knowledge, its definitions, description, types, teaching vocabulary, techniques used to introduce new vocabulary, and its importance. However, **the second chapter** will be about the role of storytelling in teaching vocabulary, its definition, stages of storytelling, techniques

for using storytelling in classrooms, importance of using storytelling, storytelling and teaching vocabulary, selection of stories. **The third chapter** will discuss the fieldwork and the research methodology used in this inquiry. **The fourth** and the last chapter will represent the practical part of this research, in which the researchers will analyse and interpret the findings and discuss their results, which will be undertaken to confirm or disconfirm our hypothesis.



Chapter one: Vocabulary Knowledge: An Overview

Chapter One: Vocabulary Knowledge: An Overview

Introduction.....	30
1.1 Vocabulary: Definitions.....	30
1.2 Vocabulary Description.....	31
1.2.1 Lexicography.....	31
1.2.2 Lexicology.....	31
1.2.3 Word classification.....	32
1.2.3.1 Noun.....	32
1.2.3.2 A pronoun.....	32
1.2.3.3 Verbs.....	32
1.2.3.4 Adjectives.....	32
1.2.3.5 Adverb.....	32
1.2.3.6 Prepositions.....	32
1.2.3.7 Conjunction.....	33
1.2.3.8 Determiner.....	33
1.2.4 Word formation.....	33
1.2.4.1 Affixation.....	33
1.2.4.1.1 Prefixes.....	33
1.2.4.1.2 Suffixes.....	34
1.2.4.2 Compounding.....	34

THE USE OF STORYTELLING TO IMPROVE VOCABULARY KNOWLEDGE	29
1.2.4.2.1 Noun compounds.....	34
1.2.4.2.2 Compound verbs.....	34
1.2.4.2.3 Compound adverbs.....	35
1.2.4.2.4 Compound adjectives.....	35
1.2.4.3 Conversion.....	35
1.2.5 Word meaning.....	35
1.2.5.1 Synonymy.....	36
1.2.5.2 Antonym.....	36
1.2.5.3 Hyponymy.....	36
1.2.5.4 Polysemy.....	37
1.2.5.5 Metonyms.....	37
1.3 Types of Vocabulary Knowledge.....	37
1.4 Teaching Vocabulary.....	38
1.5 Techniques Used to Introduce New Vocabulary.....	40
1.6 Importance of Vocabulary.....	42
Conclusion.....	43

Introduction

The present chapter attempts to discuss the concept of vocabulary in somehow detailed way. As well as, it tries to shed light on descriptions that focus on the variety of this term's linguistic branches. Additionally, it will identify the way of vocabulary teachings in EFL classrooms, and reviews its most important types that learners may rely on to learn the target language. This chapter also will address the main techniques used to introduce new lexis, and it highlights the major importance of vocabulary to make the linguistic repertoire rich and varied.

1.1 Vocabulary: Definitions

Vocabulary has been defined in a number of ways. Merriam-Webster dictionary defines vocabulary as a collection of words used in the field of knowledge by an organisation, language or group (As cited in Abdulah, 2012). The Oxford Dictionary (1989) also defines vocabulary as the total number of words that constitute a language. In the same vein, according to Alizadeh (2016), vocabulary is defined as a list of words arranged in alphabetical order with their definitions. This author also claimed that a word is described as a set of properties or features in linguistic analyses and that each word is a combination of its meanings, affiliation, collocation, register, grammatical actions, written form, spoken form, and frequency. She added that all these properties are called knowledge of the world.

In the same vein, Hatch and Cheryl (1995) argued, "The term vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use" (p.1). In other words, according to these definitions, vocabulary refers to a list of words and expressions used by the language speaker in his/her speaking and writing.

1.2 Vocabulary Description

The field of linguistics is composed of many branches concerned with the study of vocabulary. However, two major branches focused on various vocabulary uses, forms, and meanings. These are called lexicology and lexicography. In the following, a presentation of these two branches is needed to make it clear enough what these branches imply.

1.2.1 Lexicography. Lexicography is the study of dictionaries, which considered a valuable source of information. It is usually seen to serve as a tool for learning. According to Bussmann (1996), “(Lexicography) is a theory and practice of compiling dictionaries” (p.682). In dictionaries, lexical items are arranged in alphabetical order with explanations, definitions, pronunciation, meaning, usage, and other details.

Hence, Dictionaries vary according to the different functions designed for in terms of size and form, and their intended audience or user group such as native speaker dictionaries or monolingual English dictionaries that are aimed at second or foreign language learners. In addition, in the available literature, a wide variety of dictionaries are come to exist. Examples of these are economical dictionaries, medical and data engineering dictionaries, lexicographical dictionary, and other different specialised dictionaries that focus on subject-matter or the vocabulary of the topic (Jackson, 2002).

1.2.2 Lexicology. Lexicology is a sub-discipline of linguistics or, more precisely, semantics that examines and defines the structure of a language vocabulary. That is, Lexicology frequently explores linguistic terms for their internal semantic structure, as well as the relationships between individual words or units (Bussmann, 1996). It is mainly concerned with the classification of words (or as also known word classification), how they are formed by affixing or compounding (word formation), and how it recognises the different meanings of words (word meaning).

1.2.3 Word classification. English words are categorised differently according to their function in sentences. Their structure also indicates various uses, and therefore different classifications. This classification divides the English words into one of eight different classes (Thornbury, 2002). In what is coming, an elucidation of the categories is to be presented:

1.2.3.1 Noun. It is a group of words or a word that refers to an area, person, animal or things. For example:

- -A person: “Jack”, “Teacher” or “Julia”.
- An animal: “Horse”.
- A place: “Germany”, “Park”, “School”.
- Things: “Table”, “Window”...

1.2.3.2 A pronoun. It is a word that can replace a noun like I, She, He, They...etc.

- **She** (Julia) plays tennis in the garden.

1.2.3.3 Verbs. It is used to express an event or an action in the present, past or future. For instance: like, to look, doing...etc.

1.2.3.4 Adjectives. It is a word used to describe something or someone such as happy, new, old...etc.

1.2.3.5 Adverb. According to Oxford learner’s pocket dictionary (2008), an adverb is “a word that adds information to a verb, adjective, phrase or another adverb” (p. 7).

- For example, she runs quickly, she speaks loudly.

1.2.3.6 Prepositions. A preposition is a word that governs, and usually precedes a noun or pronoun and expresses a connection to another word or item in the clause, as in “He arrived after lunch”, “The bag is under the desk”.

1.2.3.7 Conjunction. It is a word used to link clauses or phrases or to coordinate words in the same clause. There are two different kinds of conjunctions; subordinate conjunctions and coordinating.

- Subordinating conjunctions like “because”, “when”, “although”...etc.
- Coordinating conjunctions as “and”, “but”, “if”...etc.

1.2.3.8 Determiner. Determiner is a modifying word that is used to qualify nouns. A determiner may be:

- An article: it could be definite like “The”, or indefinite as “A”, and “An”.
- A possessive terms: like "my, his, her, your" and so on.
- A demonstrative Adjective: “that and those”, “This and these”.
- A determiner of quality: as an example “some”, “each” (Richard, 2014, as cited in Gouami, 2015, pp. 5-6-7).

1.2.4 Word formation. Word formation, also known as “word-building”. More precisely, it deals with the formation of words, and it changes the form of words in order to construct another meaning. According to Thornbury (2002), affixations are new terms deriving from the original words. It has generally three main types: affixation (prefixes and suffixes), conversion, and compounds. In below, the latter will be displayed.

1.2.4.1 Affixation. According to Hamdallah (1992), an affix is a restricted morpheme that occurs before or after a base, commonly referred to as prefixes, suffixes, and infixes. In word-formation, there are no infixes.

1.2.4.1.1 Prefixes. Prefixes are a number of letters added to the root of words to create a similar or another sense. Such letters are applied to the root of the words at the beginning. For instance: (Prefixation→ in+ ability→inability).

1.2.4.1.2 Suffixes. Unlike prefixes, suffixes change the word-class. The letters are applied to the root of the words at the end. Such as: (Suffixation→ ill+ness→ illness). Hamdallah (1992) claimed that “four main sorts of suffixes are usually distinguished”.

a- Suffixes forming nouns:

-From nouns: **kingdom**

-From verbs: **categorization, flirtation, --** etc.

-From adjectives: **militancy, excellency.**

b- Suffixes forming verbs: there are two primary suffixes derives from nouns, “ify” and “ize” as in **purify...etc.** Another suffix that forms verbs is “en” as in **shorten, widen.**

c- Suffixes forming adjectives :

- From nouns: **educational, environmental, transformational.**

-From verbs: **believable, tireless.**

- From adjectives: **greenish** (p.58).

1.2.4.2 Compounding. A compound can be more fully defined as a lexeme containing two or more possible stems that have not subsequently been subjected to derivative processes (Bauer, 1983, p.202). In other words, compounding deals with joining two or more separate terms with different meanings to form a new word. Hamdallah (1992) stated that there are four main compounds that are generally distinguished in English.

1.2.4.2.1 Noun compounds. Noun compound is gained by stringing two nouns together. For example: (house + wife →housewife).

1.2.4.2.2 Compound verbs. Many compound verbs are formed in English by conversion or by the process known as back-formation. This is by subtracting an affix that is

assumed to be part of the word. Yet, verb compounds are rather. The different types are as following:

- Verb + verb (freeze-dry).
- Particle + verb (over-look).
- Adjective + verb (soft-land).
- Noun + verb (sky-dive).

1.2.4.2.3 Compound adverbs. Compound adverbs are formed according to the suffixation of “ly” to a compound adjective.

1.2.4.2.4 Compound adjectives. The most coming way of forming these is by a large number of different patterns. For instance: adjective + adjective (bitter-sweet) (pp.59-60).

1.2.4.3 Conversion. Conversion is the derivative process through which an item changes its word-class without adding an affix (Quirk, et al., 1985, as cited in Hamdallah, 1992, p.60).

Conversion is the idea that an item can be used in various word classes without modifying its form. For instance, the word “a swim” is a noun, and “to swim” is a verb. However, in certain cases of conversion, words have the same form, but a different pronunciation which makes them belong to several groups of words. For example, the word (present /preznt/) may be a noun or an adjective, and (present /pri'zent/) is a verb. In other cases of conversion, words contain pronunciation and spelling changes for instance "practice" /praktis/ (noun) and "practice"/praktəs/ (verb), also "advice" / əd'vais/ (noun) and "advise"/ əd'vaɪz / (verb) (Thonbury, 2002, as cited in Boualleg, 2016, p. 15).

1.2.5 Word meaning. It is the study of words, their meanings, and the relationship between them. According to Fromkin, Rodman, and Hyams (2011, 2007, and 2003), in their

book - An Introduction to the Language-, they stated, “Words are semantically related to one another in a variety of ways” (p.156). Therefore, their relation is transmitted through the use of synonymy, antonymy, hyponymy, polysemy, and metonyms.

1.2.5.1 Synonymy. They are the same words or expressions that share exactly or nearly the same meanings. According to Oxford Learner's Pocket Dictionary (2008), a synonym is defined as “a word with the same meaning as another” (p.450). For example: large= big, present= gift, quick=fast.

1.2.5.2 Antonym. According to Hatch and Brown (1995), an antonym is about, “Words which mean the opposite, present interested problems for anyone seriously interested in semantic feature analyses” (p.20). For instance, the word ‘hot’ is the opposite of ‘cold’ and it refers to a temperature dimension; ‘north’ and ‘south’ refer to the direction in relation to a magnetic point. Therefore, the antonym is a contrast between meanings and the opposite of words.

1.2.5.3 Hyponymy. A hyponymy is useful when speaking about how the meanings of words are related. It deals precisely with the kind of relationship, as in ‘a hammer’, it is a kind and ‘a hyponym’ of ‘a tool’ or a ‘kiwi’ is a hyponym and a kind of ‘bird’ and ‘fruit’. In addition, co-hyponyms share the same hierarchical ranking and one subordinate term (Thornbury, 2002).

Hyponym is a part that derives from a whole. For instance, “tiger”, “horse”, “cat”, “dog” are all hyponyms of the subordinate “animals”; they all share a common meaning. The following diagramme represents another example of a hyponym:

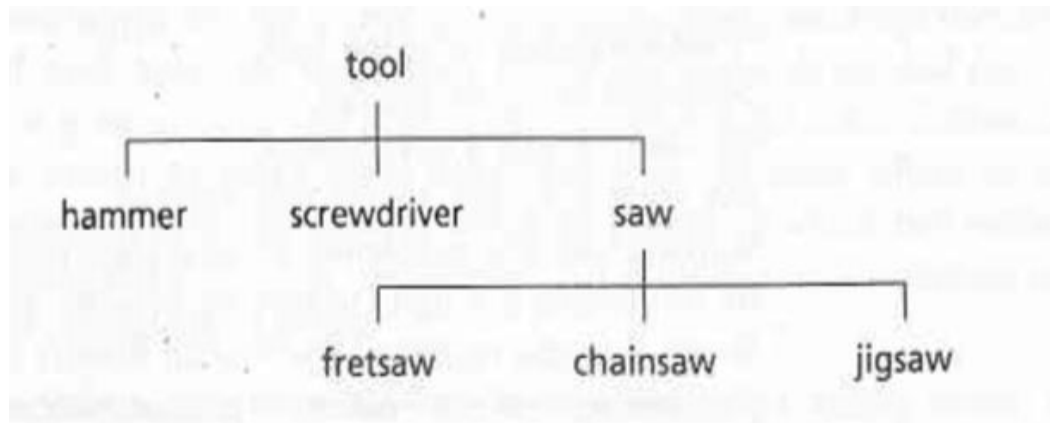


Figure 1. 1 A diagram illustrate hyponyms relation (Thornbury, 2002, p.10)

1.2.5.4 Polysemy. Polysemy is defined by Bussmann (1996) as, “When an expression has two or more definitions with some common features that are usually derived from a single basic meaning” (p.918). It is a word that has multiple meanings that are related to the extension. For example: “run” a person runs, the water run.

1.2.5.5 Metonyms. Metonymy operates on the names of things. It involves replacing the name of one thing with that of another, and that it assumes that the two things are somehow linked together (Radden & Zoltan, 2007). For instance, “the White House “or “the Oval Office” are used in place of the ‘President’. However, the word “Washington” is used to refer to the US Government.

1.3 Types of Vocabulary Knowledge

There are two types of vocabulary knowledge that are called receptive and productive vocabulary. They are also sometimes called passive and active vocabulary knowledge. Hence, according to Al-Dersi (2013, pp. 73-74), receptive vocabulary contains words we understand when we hear or see them. On the other side, productive vocabulary comprises the words we use when speaking or writing. The author stated that receptive vocabulary is also known to be greater than the active vocabulary.

Moreover, active vocabulary or what is known by productive vocabulary is hard to be practiced. In other words, a learner has to pronounce it in a comprehensible way and to write it in an academic way with the use of grammar rules and the correct words meaning. However, passive vocabulary, or what is called receptive vocabulary, is difficult to be produced. Therefore, when learners read or hear words with their specific context, they will recognise them, but they will not be able to produce them (Aeborsold & Field, 1990 as cited in Abdulah, 2012, p. 28).



Figure 1. 2 The following figure offers an overview of these main types of vocabulary knowledge (Al-Dersi, 2013, p.74).

1.4 Teaching Vocabulary

Vocabulary usually takes into account an important part of the teaching of a language. That is, the development of teaching often stems from the teachers' independent efforts in their classrooms. The implementation of this independence does not impose the promotion of trendy formulas and fixed ideas. It can only occur if the educators discuss the concepts and experiments with techniques individually or collectively (McCarthy, 1990).

According to Wallace (as cited in Bhakti & Marwanto, 2018, pp.84-85), the following factors should be considered in vocabulary teaching:

a. Need

When teaching vocabulary, the teacher ought to choose the suitable and the appropriate words that fulfill the learners' vocabulary needs, which might facilitate them during their academic years.

b. Aims

The aim of vocabulary teaching is to facilitate for teachers the formulation of the materials that learners will be taught.

c. Quantity

The teacher has to limit the amount of vocabulary items to be learnt. In other words, if the teacher gives his/her students many new words, s/he will get confused or discouraged. Therefore, educators ought to choose new terms that the learners can simply perceive.

d. Frequent Exposure and Repetition

The teacher ought to offer his/her students a variety of repetition practices in order to enable learners to master the target vocabulary. Also, it is a good plan to provide students with an opportunity to use those words in speaking or writing tasks.

e. Meaningful Presentation

In vocabulary teaching, the teacher should introduce the target terms in such a way that the meaning of the target words is completely clear and unambiguous.

f. Situation and Presentation

The use of words depends on the person they are referring to and the situation they are used in. Therefore, the use of words should be done appropriately.

Moreover, according to Sökmen (as cited in Schmitt, 2000), a few key principles of teaching vocabulary are identified:

- a.** Building a large sight of vocabulary.
- b.** Integration of new words with recent ones.
- c.** Providing a variety of encounters with a word.
- d.** Promoting a deep level of processing.
- e.** Facilitating imaging.
- f.** Making new words "real" by connecting them to the student's word in some way.
- g.** Using various techniques
- h.** Encouraging independent learning strategies (pp. 146-147).

Subsequently, the teacher has to combine almost all these principles along with his/her learners so as to get and obtain efficient outcomes.

1.5 Techniques Used to Introduce New Vocabulary

Vocabulary can be presented in a vivid and understandable context in order to convey meanings. Therefore, according to Ellis and Jean (2014), in their book the Storytelling Handbook for Primary English Language Teachers, they presented a few methods to introduce new vocabulary. Examples of these methods are presented in below:

- **Using objects:** introducing a new term by displaying a real object helps students memorise the word through this representation.
- **Drawing:** objects can be drawn either on the blackboard or on flashcards.

- **Referring to illustrations in books:** point to images and chat.
- **Using opposites:** It is generally employed with students of low level; teachers can use opposites to make learners differentiate between words and gets an amount number of vocabulary. This method works well with adjectives such as cold/hot, small/big...etc.
- **Guessing from the context:** Help pupils take risks and interpret the meanings of terms they do not know. It will also help them to build self-confidence to figure out the meanings of words and can aid to retain and remember.
- **Eliciting:** Once the context has been established, students can ask questions (in their mother tongue, if necessary) that they would expect someone to say or do in a particular situation to produce a vocabulary.
- **Translating:** If none of the above strategies function. Then, there must be a translation in order to save time. This technique is also very worthwhile; if a learner cannot recall the target item (pp.31-32).

Furthermore, there are a number of techniques observed by authors in teaching vocabulary. According to Kayyis (2015, p. 33), the most common technique is presented by Gairns and Redman (1986). The latter stated that there are two categories of strategies in teaching vocabulary. They are visual and verbal techniques.

a. Visual techniques

A visual technique includes pictures, photographs, facial expressions, a real object, and a flashcard. It also includes the use of mimes and gestures in order to convey meanings easily.

b. Verbal techniques

A verbal technique is another way of teaching vocabulary to convey multiple meanings to the students. It includes definitions and illustrative sentences, dimensions, synonyms and antonyms, descriptions, translations.

1.6 Importance of Vocabulary

Learning and understanding a target language vocabulary plays an important role in any teaching /learning of a FL. Thus, vocabulary knowledge often allows an EFL learner to create and achieve successful communication in any other language. Moreover, it usually aids these learners to compare and contrast between the foreign and the native languages. Also, it helps to differentiate the similarities and differences of the language system between both languages. Thus, vocabularies are certainly viewed as the building blocks of language, which help a foreign language learner to communicate and convey effectively (Al-Dersi, 2013).

Moreover, the significance of vocabulary in language pedagogy has also been recognised for all the time. Wilkins (as cited in Thornbury, 2002) has summarised the importance of vocabulary in few words. He expressed these in, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 13). Based on this view, it is crystal clear that vocabulary is the essential step in learning any language because it is conveyed through words. Additionally, when a learner spends more time learning grammar, s/he will not learn a language. Nevertheless, s/he will see the improvement of his/her language through the learning of vocabulary and expressions. S/he also can say little with grammar but with words, s/he can say almost anything (Dellar & Hotcking, as cited in Thornbury, 2002, p.13).

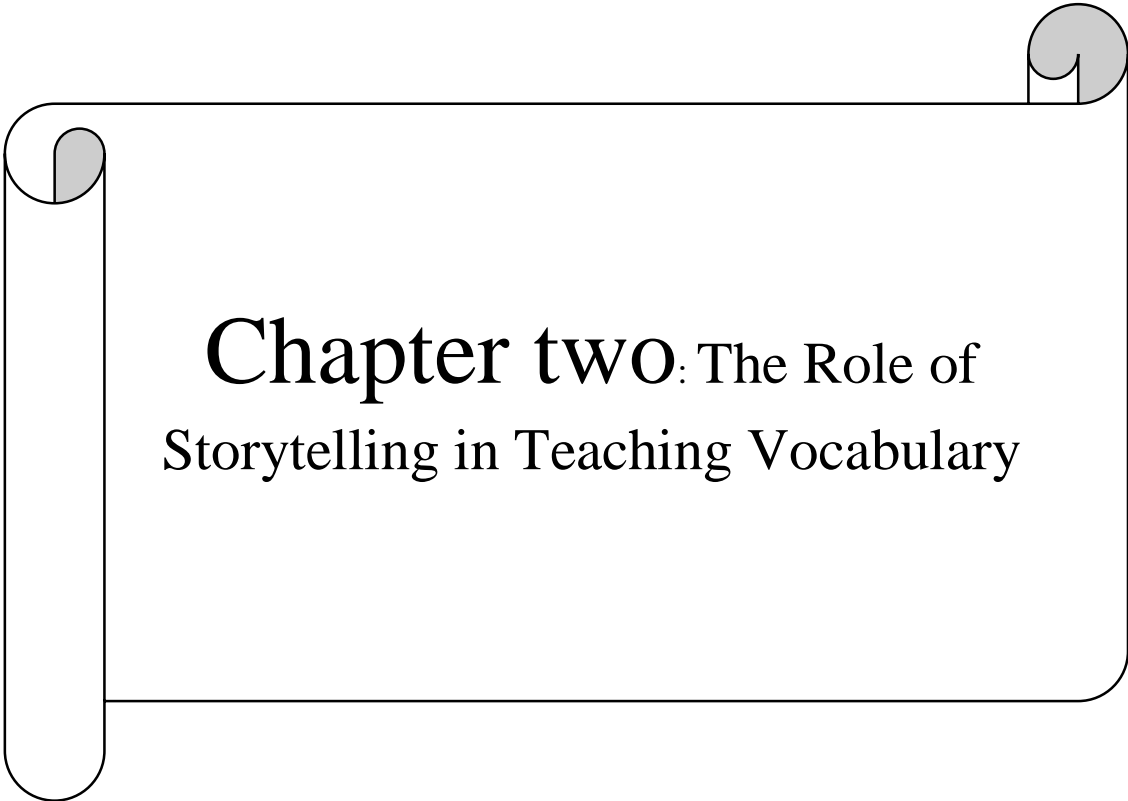
Overall, it can be concluded that vocabulary plays a major role in language because without sufficient vocabulary someone will have difficulties in expressing his/her ideas.

Whereas, having a high vocabulary level is a fundamental requirement for being a good user of a FL i.e. good speaker, writer, reader, and listener.

Conclusion

In sum, we can say that teaching vocabulary is an important element in learning any language and especially a FLL, where the learning of new words allows the learner to know more than one meaning for each word and permits him/her to use these words in more than one context. Additionally, it helps learners to communicate effectively the needed language. That is why, a teacher has to focus more on teaching vocabulary by using specific techniques to fulfill and increase the level of English language learners. More precisely, teachers have to provide learners with new words and help them to develop their understanding and to boost their vocabulary knowledge. Hence, these techniques or strategies to teach vocabulary help students to learn and memorise an amount number of words with their meanings. They also aid them to use such vocabularies in multiple contexts.

In the next chapter, focus will be on the way of how to use storytelling as a teaching/ learning strategy, including its main methods and techniques in order to improve vocabulary knowledge.



Chapter two: The Role of
Storytelling in Teaching Vocabulary

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Introduction	46
2.1 Storytelling: Definitions.....	46
2.2 Stages of Storytelling.....	47
2.2.1 The pre-storytelling stage.....	47
2.2.2 While-storytelling stage.....	48
2.2.3 After-storytelling stage (games and activities).....	48
2.3 Techniques for Using Storytelling in Classrooms.....	50
2.4 Importance of Using Storytelling	52
2.4.1 Stored and recalled information.....	52
2.4.2 Improving the five proficiency skills.....	52
2.4.3 A rich teaching resource.....	53
2.4.4 Enrich listeners' imagination.....	53
2.4.5 Improves interaction, cooperation, and coordination.....	53
2.4.6 Enhanced classroom atmosphere and environment.....	54
2.4.7 Improves meaning.....	54
2.4.8 Improves culture awareness.....	54
2.5 Storytelling and Teaching Vocabulary.....	54
2.6 Selection of Stories.....	57
Conclusion.....	59

Introduction

The present chapter will discuss some definitions of storytelling. As well as, it will shed light on its stages and techniques for applying it in EFL classrooms. Additionally, it will highlight the major importance of telling a story that can give more concern to use it as a tool of teaching and learning by EFL teachers and learners. This chapter will also review the relationships between storytelling and vocabulary learning/teaching. Ultimately, it will identify the ways of selecting the stories to fulfill the learners' needs.

2.1 Storytelling: Definitions

Storytelling is regarded as an old verbal art which was described in different ways. For McDrury and Alterio (2003), storytelling is that “We are convinced that storytelling has enabled us to learn from experience throughout our lives and we have discovered that it can also be used in meaningful, enjoyable, and creative ways to facilitate learning in higher education settings” (p.12). This simply means that stories were created to help learners learning a language in an enjoyable context.

This term has also been particularly defined by a number of other scholars from various angles. For instance, Lucarevschi (2016) defines Storytelling as, “One of the oldest forms of human communication, being used for entertainment, and for the promotion of education and cultural value” (p.24). Simply put, for this author, stories are a traditional way of transmitting knowledge through centuries. In the same vein, McDrury and Alterio (2003, as cited in Lucarevschi, 2016), described storytelling in terms of its content or substance as. Clearly, they expressed it in these words:

Uniquely a human experience that allows us to convey, through the language of words, aspects of ourselves and others, and the worlds, real or imagined,

that we inhabit. A story allows us to get to know these worlds and our place in them given that we are all, to some extent, made up of stories. (p.31)

Furthermore, in an article, entitled “Using Storytelling in Education” by North Dakota Center group, storytelling is defined as “An art form, through which we have preserved our heritage, passed on traditions, learned skills, and most importantly, developed our limitless imagination” (As cited in Sanchez, 2013-2014, p.13).

Therefore, storytelling is considered as a creative human experience that enables us to refer to different peoples, cultures, and the real or imaginary world through a language. In addition, storytelling also focuses on the role of the teller, especially when s/he uses vocalisation, narrative structure, and dramatic or mental imagery to interact with an audience, who also makes use of behavioural stimulation to provide verbal and nonverbal input to the teller (Lucarevski, 2016).

Among the techniques available in teaching a language, storytelling is among the widely used, particularly with beginners and false beginners. In both English-speaking countries and many others, storytelling is an integral part of the curriculum, and stories are seen as a first-rate tool in language teaching (Zar & Sagrario, 1995).

2.2 Stages of Storytelling

When a teacher wants to present his/her lesson in the form of telling a story, s/he will consider how to get it across to his/her pupils. Therefore, storytelling usually goes through three stages: Pre-storytelling stage, while the storytelling stage, and the post storytelling stage.

According to Guettal (2008, pp.73-74), there are three stages of storytelling. These are:

2.2.1 The pre-storytelling stage. Before starting the tale, teachers ought to select the appropriate story with a specific number of characters, clear, academic language, the moral lessons, different cultures, a clear aim that emerges in the whole story, and the needed vocabulary for learners to use it in their everyday speeches.

She also mentioned that there should be a presentation and an introduction to the new vocabulary. In addition, the teacher should inform his/her learners about the aim of the lesson, and describe the setting and the events of the story in order to transmit the required information needed by the learner to understand the content of the story.

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

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

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

- a. Comprehension Question.** This follows the story that was told to encourage communication, as it defines their understanding of the story. For example:
 - When/where does the story happen?
- b. True False Questions.** This activity depends on the learners' concentration about a number of extracts from a story to decide if it is valid or not. For example:

- The princes have visited the white house. (Write true or false depending on the events of the story).

c. Multiple Choice Questions. In a type of indirect questions, a teacher gives a number of extracts from a story and adds several prepositions for each sentence. For example:

- Jorge is:
 - The father of the princes Emily.
 - The brother of the princes Emily.
 - The king of the castle.

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

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

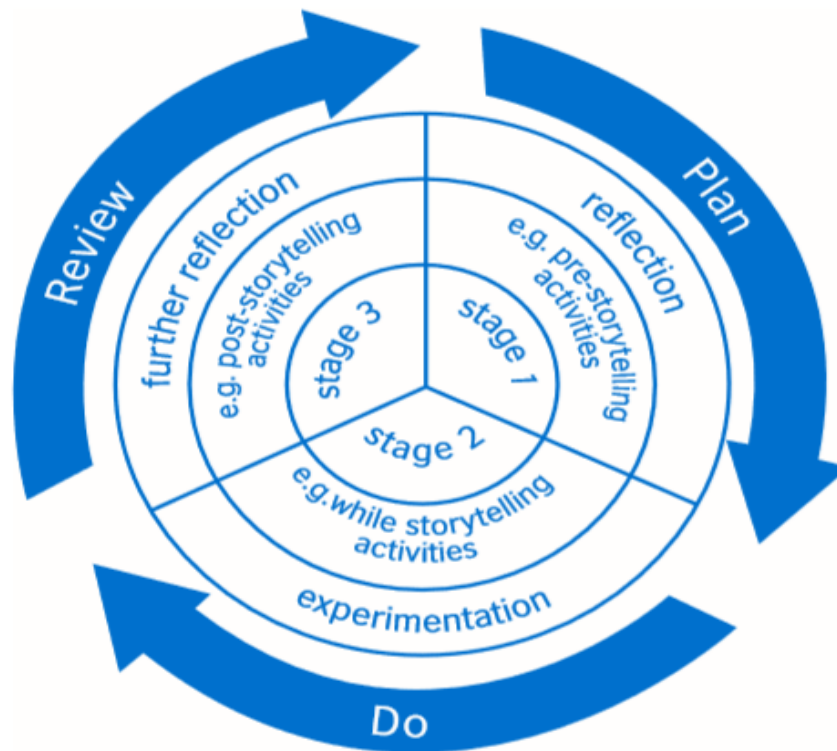


Figure 2. 1A framework for a story-based methodology – Plan-Do-Review model (Ellis & Jean, 2014,p. 22).

2.3 Techniques for Using Storytelling in Classrooms

According to Ellis and Jean (2014), different techniques a teacher has to consider and use in order to provide further help for the comprehension of his/her learners. Furthermore, it also helps these learners to revive the story and make his/her learners feel the experience in an enjoyable and productive way. Thus, these techniques have been presented as follows:

- If the students are unfamiliar with storytelling, start with short sessions which neither require too much of them nor extend their concentration span.
- When the teacher telling a story for the first time, he ought to create a relaxed atmosphere. He does this by having all of his learners sit around him on the floor. Thus, this method will transform the storytelling session into a special event, where

the learners interact with the storyteller and their classmates by sharing humor, emotions, and suspense, etc.

- Read out loud, slowly, and with clear words. Also, give the opportunity and time to your learners to ask questions, think, comment, and so on.
- Attract your student by making comments about the illustration and you point them to focus their attention.
- The teacher has to encourage his learners to engage in the storytelling by giving them the opportunity to repeat key phrases and vocabulary items.
- During storytelling, it is preferable to use facial expressions, memes, gestures to convey feelings and actions' meanings.
- Vary your voice rate, tone, volume, and make sound effects wherever possible to signal to the student that something will happen. For example, whispering in order to create suspense.
- From time to time when telling a story, the teacher has to stop or pause for a while for the reason of giving his learners a period of time to link between what they have heard to what they have seen to assimilate information. Or, when the teacher wants to add a dramatic effect.
- Disguise your voice as you can to show when different characters speak, for helping to convey meaning. This technique will help to keep the attention of your learners and they will love to imitate the various voices.
- Eye contact is one of the important techniques when telling a story, and ought not to keep the teachers' eyes down or only on the book. Therefore, he has to look at all of his learners and watch their attitudes and reactions.
- Comment on the story you have told and relate it to the learners' real life, where appropriate.

- The teacher has to ask his learners questions to involve them thinking about what is coming after in the story.
- Do not fear the repetition of the story over and over. This repetition will help the learner to increase his language learning opportunities and gives him the chance of understanding the meaning and getting it verified (Ellis & Jean, 2014, p.26).

2.4 Importance of Using Storytelling

Many scholars advocate using storytelling to teach EFL with all of its aspects. The benefits addressed in this study include stored and recalled information, improving the five proficiency skills, a rich teaching resource, enriching learners' imagination, improving interactions and coordination, enhanced classroom atmosphere and environment, a successful technique of EFL adult learners, and improving meanings and so on (Thuy, 2018, p.8).

2.4.1 Stored and recalled information. Storytelling affects the students at a point that many forms of teaching do not. Thus, the learner does not only hear the information that s/he gets from a storyteller, but through emotional, personal connections, and visual imagery s/he will get immersed in the content at a deeper and richer level. The idea that storytelling provokes emotions adds to their learning efficacy because when we associate emotions with learning experiences, the knowledge acquired will become more easily stored and remembered (Eck, 2006).

2.4.2 Improving the five proficiency skills. Studies show that storytelling has made a significant contribution to the growth of the listening skills and speeches, and in building learners' confidence so that they can create a new story and the language experience.

Therefore, using storytelling for EFL as a second language (ESL) plays an important role in improving the five linguistic skills for the learner. Such skills include listening, reading,

speaking, writing and engaging with others or what is known by the interaction (Juraid & Mahdi M., 2016).

2.4.3 A rich teaching resource. Storytelling is both a verbal experience and life experience. It has the potential to reach something deep within the students that traditional approaches of teaching may not do. The tale represents an image of the world around it and composes an individual visionary of its own which addresses the social, emotional, cognitive, and educational needs of students. Storytelling is considered a rich teaching medium that can get into the cognitive and affective fields of learners because they prefer storytelling to other resource forms. Therefore, teachers can take advantage of this to solve some language learning difficulties or improve the level of students in certain aspects of language, especially vocabulary (Juraid & Mahdi M., 2016).

2.4.4 Enrich listeners' imagination. Storytelling encourages the usage of students' imagination and creative growth. Moreover, it promotes a feeling of well-being and relaxation for the students and increases his willingness to communicate thoughts and feelings in the classroom. Also, telling a story allow a listener to visualise what is being told or described, because visualisation is an essential part of increasing imagination (Pebriana, 2015).

2.4.5 Improves interaction, cooperation, and coordination. Storytelling can also inspire students to participate actively and improve their verbal skills. It also involves two trends of interaction between who tells the story and one or more listeners. Thus, the listeners' reactions affect the storyteller in the way of the tale by using different techniques to transmit and facilitate the required knowledge for his learners. Therefore, the storytelling is the product of cooperation, interaction, collaboration, and the coordinated efforts of the teller and the audience (Pebriana, 2015).

2.4.6 Enhanced classroom atmosphere and environment. Storytelling improves the climate and the learners and teachers' mood of learning in the classroom. A good story will relax students and reduce their anxiety and stress, because it will provide them with humor, entertainment, enjoyment all at the same time. A well-told story will create sense of belonging in a community and in learning societies better than most conventional methods of teaching (Eck, 2006, as cited in Bhakti & Marwanto, 2018).

2.4.7 Improves meaning. Learning meanings in a FL is one of the primary factors that learners need to look for. Thus, storytelling in EFL classes is the main concern to improve word meanings. Unlike the other dimensions of language, Stories make it easy for students to derive meanings and understand the whole story. When students come across familiar as well as new language patterns, it will make them inspired to develop their own ability to comprehend even more in the other areas. Therefore, tellers often transmit the meanings of vocabulary through retelling it many times in order to provide the learners with the needed vocabulary knowledge to recall it in with each new encounter. Stories present language in an easily understandable context (Guettal, 2008).

2.4.8 Improves culture awareness. Stories can be one of the tools for students to build and make sense of a new picture of the world by gaining a cultural experience in context. Where every culture's distinctive identity is closely linked to its language. In all cultures, technical and domestic skills, sports, legends, moral and religious values are orally passed from one generation to another (Cadaval, 1996, as cited in Boukhalfa, 2017).

2.5 Storytelling and Teaching Vocabulary

The main concern of our case study is the introduction of storytelling exercises to promote lexical knowledge and retention, in classroom environments. Memorising individual words by heart in English as foreign languages are not enough tools to make student

remember their meanings. For that reason, a number of studies show that storytelling is an effective method of teaching vocabulary knowledge in a context to foster their understanding and recall of a number of lexical items (Kutuk, 2007).

Storytelling is a powerful and effective way to increase the level of vocabulary knowledge in an EFL context. According to Bloor (as cited in Gomez, 2010), learning a FL is better in a situation in which the learners' attention is focused on meaning rather than on language itself. This happens with tales because the vocabulary is abstract but not concrete. Furthermore, it is useful because learners can understand the new vocabulary without any mother tongue translations. Also, he affirmed that teachers should use voice intonation or body language to facilitate the process of meaning understanding.

A study presented an investigation of the effect of storytelling technique on the teaching of vocabulary knowledge, and how the teacher helps his adult learners to enhance their vocabulary growth through listening to stories. Therefore, the outcome of the scholars' previous studies revealed that storytelling was effective for improving the comprehension skills among the learners (Vecino, 2006).

Learners develop their vocabulary knowledge thanks to the repetition process in tales that shows the patterns of words they need to learn. This occurs when young learners listen to the storytelling, so they memorise and adapt these keywords easily in their daily conversations. As a consequence, this method of telling a story allows children to use their English vocabulary flexibly (Elley, 1989, as cited in Thuy, 2018, p. 12).

New words must be heard at least five or six times in order to be understood. At this stage, the repetition and recycling characteristics of storytelling exercises and their important role in teaching and learning vocabulary need to be remembered each time. As it is required,

storytelling activities have a daily style of repetition while delivering the tale, recalling the story, and all sorts of storytelling activities (Nation,1990,as cited in Kutuk, 2007, p.37).

According to Nation (1990, as cited in Kutuk, 2007), the basic strategies by which teachers can clarify the meanings of new words that can be used in learners' classrooms need to be clearly identified. They are presented as follows:

- using an object
- using a cut of figure
- using gesture
- performing an action
- photographs
- drawing or diagrams on the board
- pictures from books (p.37).

The list set out above seems to tell the storyteller the actions needs to conduct during the presentation. The parallelism in the way teachers use objects, images, movements, drawings, photographs, gestures when doing storytelling can be clearly seen and understood by learners. Therefore, all of the above items enable the student to do a number of mental work building meanings for the vocabulary items (Kutuk, 2007, p. 37).

Vocabulary in stories is portrayed in simple ways and is accompanied by humorous illustrations that facilitate the retention of students. Moreover, repetition and contextualised circumstances are the two main strategies that help young learners maintain new vocabulary in English (Thuy, 2018, p. 13).

2.6 Selection of Stories

Stories have to be chosen according to the learners' age and linguistic level. In addition, when choosing a story, there must be a specific purpose for it to carry the ideas that the instructor wants to focus on. Another significant issue to consider is whether the children should use simple or realistic storybooks. There is a various number of English-speaking children authentic storybooks which can be also useful for those who learn the English language. In addition, authentic stories are full of real language examples, while simplified storybooks can be simpler for primary school students (Ellis & Brewstwer, 1991, as cited in Gomez, 2010, p. 38).

Teachers can choose from a rich source of existing literature for the students, such as stories that learners already know in their mother tongues, such as traditional stories and fairy tales; picture stories without text (where the students make up the story together); combined stories with predetermined endings; everyday stories; fantasy stories; modern fairytale with humorous twist; stories from their own culture, and so on (Ellis & Jean, 2014, p. 14).

Nobody can deny how essential a story selection is for effective storytelling in EFL classes. In the first rank, the teacher as an instructor is the only responsible for making a useful and successful choice of stories. Since it has been shown that although different story types (legends, folktales, fairytales ...) are appealing and seem appropriate, they may be insufficient to teach foreign languages due to their complex, difficult, and sometimes archaic language. In order to make stories straightforward and promote comprehension, it must include natural language, simple story grammar or rhetorical structure, since they must include chain structures, rhyming repetition of sentences, practice word, spoken phrases (Guettal, 2008).

Moreover, Ellis and Jean (2014) stated that a critique frequently directed at using real books with foreign language learners is that the language could be too complex for the target age group and the content may be too simplified. Nevertheless, in a foreign language, children are often very willing to accept stories they may dismiss in their native language. In addition, carefully chosen storybooks can be translated at many different levels depending on the age of the learner, its stage of mental and emotional development and its overall experience and can be manipulated in many different ways (p.14).

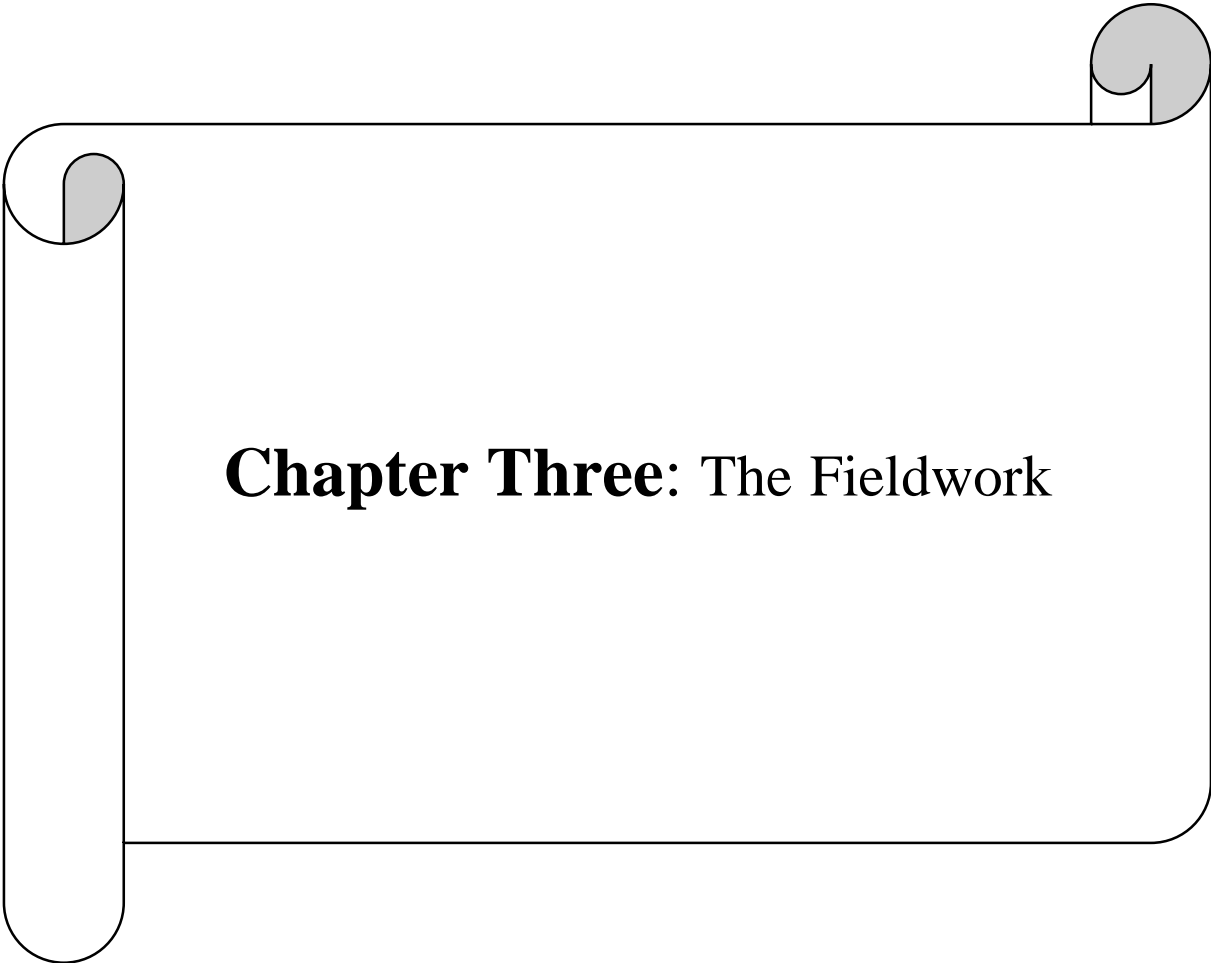
The teacher has to review the clarity of the story text and its vocabulary. Consequently, more foreign words or phrases may need to be substituted for familiar ones. Usually, that is the case with the idioms. They are hard for learners to understand so the teacher has to change them for easier vocabulary. Checking the word order is also interesting, as it can be difficult to understand. The instructor may sometimes perform steps to make the interpretation more clear. Too many tenses or confusing constructs are best avoided. The professor must check the sentence (its length, grammar, and complexity) because a short sentence is easier to understand.

In addition, the teacher often needs to check how ideas are presented so that students understand them. If the number of ideas is confused, the instructor may also take some of them out in order to lower story length without spoiling the overall effect. Besides this, the selected storybook needs a good storyline, in which students will participate actively as they can predict what may happen next. The story should not only be easy to understand but should also serve learners' needs (Ellis & Brewstwer, 1991, as cited in Gomez, 2010, pp.38-39).

Conclusion

Stories are considered a traditional way of transferring knowledge through generations. Thus, it is certainly argued that storytelling is an effective and helpful technique of teaching and learning vocabulary knowledge, especially EFL learners. However, the teacher has to include his/her own instructions and techniques that could be used during the tale to provide these learners with a number of vocabulary related to its meanings to make them use it and recall it in their everyday speeches. Consequently, it is believed that exposure to various social contexts through tales will promote language usage and the learning growth of the students. That is why, the storytelling technique is considered as one of the important ways of teaching FL, not only with its vocabulary knowledge but with all of their language aspect.

The next chapter will be about the Fieldwork and the research methodology adopted in the current study. Hence, focus will be on a literature review, the theoretical background, and the methodology employed in this research. Additionally, it will outline the rationale, the procedures, and the choices used in the present research investigation.



Chapter Three: The Fieldwork

Chapter three: Field work and research methodology

Introduction.....	65
3.1 Research Methodology: Theoretical Background.....	65
3.1.1 Research paradigms in educational research.....	65
3.1.1.1 Post-positivism paradigm.....	66
3.1.1.2 Constructivism paradigm.....	67
3.1.1.3 Transformative/critical paradigm.....	67
3.1.1.4 Pragmatic paradigm.....	68
3.1.2 Research approaches.....	68
3.1.2.1 The qualitative approach.....	68
3.1.2.2 The quantitative approach.....	69
3.1.2.3 The mixed methods approach.....	69
3.1.2.4 The qualitative Vs the quantitative approach.....	70
3.1.3 Research design(s) / strategy (ies).....	71
3.1.3.1 The quantitative research design.....	72
3.1.3.1.1 The experimental research strategy.....	72
3.1.3.1.2 The non - experimental research strategy.....	73
3.1.3.2 The qualitative research design.....	73
3.1.3.2.1 Phenomenology.....	73
3.1.3.2.2 Ethnography.....	73

3.1.3.2.3 Grounded theory.....	74
3.1.3.2.4 Case study.....	74
3.1.3.3 The mixed method design.....	74
3.1.4 Data collection methods.....	74
3.1.4.1 Qualitative data collection methods.....	75
3.1.4.1.1 Questionnaires.....	75
3.1.4.1.2 Observation	75
3.1.4.1.3 Interviews.....	75
3.1.4.1.4 Focus group.....	75
3.1.4.2 The quantitative data collection methods.....	76
3.1.4.2.1 Tests.....	76
3.1.4.2.2 Structured questionnaires.....	76
3.1.4.3 The mixed method collection methods.....	76
3.1.5 Research sampling.....	77
3.1.5.1 Random sampling.....	77
3.1.5.1.1 Simple random (probability sample).....	77
3.1.5.1.2 Stratified random.....	77
3.1.5.1.3 Cluster sampling.....	78
3.1.5.1.4 Systematic sampling.....	78
3.1.5.1.5 Multi-stage sampling.....	78

THE USE OF STORYTELLING TO IMPROVE VOCABULARY KNOWLEDGE	63
3.1.5.2 Non- random sampling.....	78
3.1.5.2.1 Quota.....	79
3.1.5.2.2 Purposive (judgmental).....	79
3.1.5.2.3 Snowball.....	79
3.1.5.2.4 Convenience (haphazard).....	79
3.1.6 Data analysis procedures.....	79
3.1.6.1 The qualitative data analyses procedures.....	80
3.1.6.2 The quantitative data analyses procedures.....	80
3.1.6.3 The mixed method analyses procedures.....	80
3.2 Research Methodology for this Study: Choices and Rationale.....	81
3.2.1 Research paradigms.....	81
3.2.2 Research approach.....	81
3.2.3 Research strategies.....	82
3.2.4 Data collection methods.....	82
3.2.4.1 Teachers' questionnaire.....	82
3.2.4.1.1 Structure and aim.....	82
3.2.4.1.2 Piloting and validation.....	83
3.2.4.2 Students' questionnaire.....	84
3.2.4.2.1 Structure and Aim.....	84
3.2.4.2.2 Piloting and validation.....	86

THE USE OF STORYTELLING TO IMPROVE VOCABULARY KNOWLEDGE

64

3.2.5 Data collection procedures.....87

3.2.6 Data analysis procedures.....87

3.2.7 Population / sampling technique.....87

3.3 Study Description and Rationale88

3.3.1 The educational phenomenon description.....88

3.3.2 The procedures.....89

Conclusion.....89

Introduction

The current chapter deals with the research methodology of this research study. Therefore, it attempts to review the literature and the theoretical background of the current research. Moreover, it sets out to reveal the methodology that has been used in this research, including the research paradigms, approaches, and strategies. In addition, it describes the data collection methods, rationales, procedures, and choices.

3.1 Research Methodology: Theoretical Background

Research methodology is a way for collecting answers to a particular question. According to Rajasekar, Philominathan, and Chinnathambi (2006, pp.1-5), research is a rational and systematic search for a useful and new knowledge about a particular subject. This is a study of finding solutions to social and scientific problems by objective and systematic analysis. The methods by which researchers describe, justify, and expect phenomena are called research methodology. In other words, research is a way of finding out the hidden truth and solving problems. Goddard and Melville (2007) affirm that:

Research is not just a process of gathering information, as is sometimes suggested. Rather, it is about answering unanswered questions or creating that which does not currently exist. In many ways, research can be seen as a process of expanding the boundaries of our ignorance. The person who believes he/she knows everything reveals not only arrogance, but also a profound ignorance. (p.1)

3.1.1 Research paradigms in educational research. According to Ling and Ling (2017), "The use of paradigm to refer to conventional wisdom within a discipline does not work for research education as education research can and does draw on elements of multiple disciplines"(p.4). In its widest sense, research paradigms are used to address educational

research in an organised way. For Willis (2007), "A paradigm is thus a comprehensive belief system, world view, or framework that guides research and practice in a field" (as cited in Taylor & Medina, 2013, p. 2). In another sense, a paradigm is therefore a concept in its broadest sense, which guides scientific work to a specific field of study and helps the scientists to conduct good research.

Besides, Orman (2016) stated, "It is debated that the term could globally be understood as a disciplinary matrix in a sociological context whereas the term particularly refers to the concrete puzzle solutions which could be seen as exemplars of good science" (p.47). This means that the term "paradigm" can be perceived globally as a theoretical, methodological, and evaluative framework within which researchers carry out their study; whereas, in particular, this concept means also to find answers to hidden knowledge and having a clear scientific explanation.

In the same vein, Taylor and Medina (2013) assume, "For educational researchers, there are several major paradigms that govern their inquiries into the policies and practices of education. Each paradigm carries related theories of teaching and learning (or pedagogy), curriculum and assessment, professional development." (p.2). Out of this definition, the most frequent paradigms that are current in education are Post-positivism /Positivist, Constructivism/Interpretive, Transformative/Critical, and pragmatic paradigms/pragmatism.

3.1.1.1 Post-positivism paradigm. According to Mertens (2005),:

The dominant paradigm that guided early educational and psychological research were positivism and its successor post-positivism. Positivism is based on the rationalistic, empiricist philosophy that organized with Aristotle, Francis bacon, John Locke, Auguste comte, and Immanuel kant. The underlying assumptions of positivism include the belief that the social world

can be studied in the same way as the natural world. That there is a method for studying the social world that is value-free, and that explanations of a causal nature can be provided. (p.10)

In the same line, Crotty (1998, as cited in Chilisa and Kawulich, 2012) argues on this type of research paradigm, “No matter how faithfully the scientist adheres to scientific method research, research outcomes are neither totally objective nor unquestionably certain” (p.7). Thus, this view is known as post-positivism and which is more related to the quantitative research approach.

3.1.1.2 Constructivism paradigm. Honebein (1996, as cited in Adom, Yeboah, and Ankrah, 2016) describes the constructivist philosophical paradigm as, “An approach that asserts that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences” (p.2). This simply implies that constructivism is an educational approach that identifies the understanding and knowledge of the learner depending on their own experiences and it is more associated with the qualitative research approach.

3.1.1.3 Transformative/critical paradigm. According to Kivunja and Kuyini (2017), this critical paradigm is a framework that addresses social justice issues and aims to tackle the political, social, and economic problems that lead to processes of social inequality, conflict, struggle, and control at whatever levels it may be. Since it aims to reform the policies in order to counter social injustice and promote social justice in the situation, it is often referred to as the transformative paradigm (p.35). In the same vein, the transformative paradigm is more associated with mixed-method researches. More explicitly, a qualitative dimension is required to collect community viewpoints at each point of the research process; whereas, a

quantitative dimension offers the opportunity for community members and scholars to demonstrate credibility results (Mertens D. M., 2007).

3.1.1.4 Pragmatic paradigm. According to Creswell and Clark (2011),” Pragmatism as a research paradigm refuses to get involved in the contentious metaphysical concepts such as truth and reality. Instead, it accepts that there can be single or multiple realities that are open to empirical inquiry” (as cited in Kaushik & Walsh, 2019,p.3). Hence, a pragmatic paradigm is more related to mixed methods research. That is, an advanced philosophy offers the epistemology and the logic to combine quantitative and qualitative strategies and methods (Johnson et al., 2007, as cited in Maarouf, 2019, p.5).

3.1.2 Research approaches. Research approaches are study plans and procedures that cover the steps from general assumptions to comprehensive data collection, analysis, and interpretation methods. This strategy entails unique decisions. The ultimate decision involves what research approach should be used in a particular subject (Hoadjli, 2016, p. 30). Therefore, there are three common research approaches to conduct research, namely a qualitative, quantitative, and Mixed-methods approach.

3.1.2.1 The qualitative approach. Precise concepts of the qualitative study are hardly included in the literature. The term qualitative research is a general term that refers to a number of research practices and techniques that share a similar commonality. There is a focus on the process, perceptions, values, and thoughts, or how things happen. In another meaning, there is an emphasis on how people interpret their world when making sense of their experiences. Hence, a qualitative approach emphasises on the inductive reasoning through which the researcher attempts to promote hypotheses because of observations (Koh & Owen, 2000, p. 219). In this respect, the qualitative research approach focuses on the researchers’ goal to observe and describe the studied phenomenon as it occurs.

Additionally, Crossman (2019) argues that “Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places”(cited in Redjeb, 2019, pp.59-60).

3.1.2.2 The quantitative approach. The quantitative research approach typically includes the systematic and analytical study of phenomena by means of statistics and mathematics and the processing of numerical data. It is worthy to note that the method of estimating numbers in quantitative research creates a fundamental connection between empirical observation and mathematical representation of quantitative relationships. Quantitative analysis data is usually collected and analyzed in numerical form (Singh, 2006; Goertz & Mahoney, 2012, as cited in Basias & Pollalis, 2018).

The quantitative research approach often aims to test pre-determined hypotheses and to generate generalisable results. Using statistical techniques, the findings of the quantitative analysis can affirm or contradict the hypotheses about the effects of the disaster (the phenomenon) and the subsequent needs of the affected population. They may also assess the impacts because of humanitarian indicators. The results of the quantitative data analysis show how many are affected, where the greatest area of effect is, and what the main sector needs are (Acaps: better Assessment Better Aid, 2012).

3.1.2.3 The mixed methods approach. Research methodology has moved to combine both methods (Qualitative and Quantitative) and being called as mixed methods research. The mixed methods research enhances our understanding of reading the phenomena by providing rich information and comprehensive picture than either method can alone (Wisdom and others, 2012, as cited in Al-Sabbah, 2015, p. 716). In this sense, it employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also involves gathering both numeric information

(e.g., on instruments), as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information (Bhawna & Gobind, 2015, p. 50).

The mixed-methods approach usually seeks to enrich the scope of the inquiry and enhance the capacity of the researchers to draw out conclusions on the topic under investigation. Likewise, it coordinates results through triangulation, in which the use of various data sources that produce multiple perspectives on a phenomenon. Besides, it seeks on reaching numerous audiences to make the outcomes more palatable (Hoadjli, 2016).

3.1.2.4 The qualitative Vs the quantitative approach. The qualitative and quantitative approaches are differing from each other. For Redjeb (2019), “The qualitative approach aims to understand the phenomenon within its framework, and do not focus on generalizing the results, unlike the quantitative research that measures the phenomenon and analyses its data to extract and generalize the results” (p.60). In other words, qualitative and quantitative methods have a specific distinction that can be observed in certain respects. Hence, the major differences will be displayed in the table below.

Table 3. 1 A breakdown of the key features of each of this categorisation of research method and data (MacDonald & Headlam, 2011, p. 9).

	Quantitative	Qualitative
Aim	The aim is to count things in an attempt to explain what is observed.	The aim is a complete, detailed description of what is observed.
Purpose	Generalisability, prediction, causal explanations	Contextualisation, interpretation, understanding perspectives
Tools	Researcher uses tools, such as surveys, to collect numerical data.	Researcher is the data gathering instrument.
Data collection	Structured	Unstructured
Output	Data is in the form of numbers and statistics.	Data is in the form of words, pictures or objects.
Sample	Usually a large number of cases representing the population of interest. Randomly selected respondents	Usually a small number of non-representative cases. Respondents selected on their experience.
Objective/ Subjective	Objective – seeks precise measurement & analysis	Subjective - individuals' interpretation of events is important
Researcher role	Researcher tends to remain objectively separated from the subject matter.	Researcher tends to become subjectively immersed in the subject matter.
Analysis	Statistical	Interpretive

3.1.3 Research design(s) / strategy (ies). A research strategy or what is called a research design is an action plan that has had military origins intended to accomplish a particular goal. It was about how they had a comprehensive overview of the operations, how they formulated particular combat strategies as part of a wider scheme for overall victory, and how they relied on careful preparation to achieve their objectives (Hoadjli, 2016). The research design is an investigative program, structure, and strategy designed to provide answers to research questions or issues. The strategy is the full scheme or system of the research. It provides an overview of what the investigator should do by writing the hypotheses and their operational consequences for the final analysis of the results (Kerlinger 1986, p. 279, as cited in Kumar, 2011).

A research design has two essential functions: (1) to define the procedures for conducting a study; and (2) to ensure that, in the case of causality, the independent variable has the greatest probability of having an effect on the dependent variable while reducing the influence of the external variables and the possible variables. Thus, a research design has to explain the practical details of the procedure of the research process. For each dimension, the researcher needs to include his rationale and arguments, and as far as possible, to support them in the literature reviewed (Kumar, 2011).

In brief, research designs are types of inquiry within qualitative, quantitative, and mixed-method approaches that provide specific direction for procedures in a research study (Creswell & Creswell, 2018, p. 31).

3.1.3.1 The quantitative research design. Trochim and Land (1982) defined quantitative research design as the glue that holds a research study together. The design is used to organise research, to demonstrate how all the main sections of research project are structured. — Samples or classes, tests, intervention/, or systems and assignment methods — Work together to try to resolve the main research issues (cited in Serlin & Conrad, 2011, pp. 149-145). In this sense, a quantitative research strategy can be divided into two essential components namely, experimental and non-experimental research strategy.

3.1.3.1.1 The experimental research strategy. ‘It is to isolate individual factors and observe their effects in detail. The purpose is to find out new relationships and properties associated with the subject being integrated, or to test the existing theories’ (Denscombe, 2010, as cited in Hoadjli, 2016,p.38). Likewise, Creswell and Creswell (2018) stated that,

The experimental research seeks to determine if a specific treatment influences an outcome. The research assesses this by providing specific treatment to one group and withholding it from another and then determining

how both groups scored on an outcome. Experiments include true experiments, with the random assignment of subjects to treatment conditions, and quasi-experiments that use non-randomized assignment. (p.32)

3.1.3.1.2 The non - experimental research strategy. The non-experimental research design is among the various types of research designs, in which the researcher examines phenomena as naturally occurring, and no external variables are added. This is a research design in which variables are not deliberately manipulated, and the setting is not controlled. Moreover, it aims to explore and describe a phenomenon in real-world situations, used to build theories, define problems, and make decisions / determine what others do in similar circumstances (Radhakrishnan, 2013).

3.1.3.2 The qualitative research design. A qualitative research design is probably the most flexible of the various experimental techniques, encompassing a variety of accepted methods and structures. Therefore, four main types of qualitative research strategy are the most commonly used, namely: phenomenology, ethnography, grounded theory, case study (Astalin, 2013).

3.1.3.2.1 Phenomenology. Phenomenology is a way of describing something that exists as an integral part of the world in which we are living. We are surrounded by many phenomena. Certainly, concerning this qualitative research strategy, we are aware of it but not fully understand (Astalin, 2013, p. 119).

3.1.3.2.2 Ethnography. Ethnography has a background in Anthropology. The term means “portrait of a people” and it is a methodology for descriptive studies of cultures and peoples. The cultural parameter (religious, social...etc.) is that the people under investigation have something in common (Hancock, Ockleford , & Windridge, 2009, p. 10).

3.1.3.2.3 Grounded theory. Grounded Theory is a sociology study method in which a researcher develops a general, abstract theory of process, behaviour, or interaction based on the view of the participants. This strategy involves the use of various phases of data collection and the development and interrelationship of types of information (Charmaz, 2006; Corbin & Strauss 2007, 2015, as cited in Creswell & Creswell, 2018, p. 33).

3.1.3.2.4 Case study. A case study provides a unique example of actual people in actual situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles' (Cohen et al., 2005, as cited in Hoadjli, 2016, p. 38).

3.1.3.3 The mixed method design. In mixed method designs, a single approach and one or more methods derived from a second method are used in the same project. These can be both qualitative, qualitative and quantitative. The mixed research designs are widely used because one approach alone does not provide a detailed response to the research problem (Richards, 2006, p. 93).

3.1.4 Data collection methods. A data collection method is about collecting and evaluating input on variables of concern in a systematic manner that helps one to answer established research questions, test hypotheses, and analyse outcomes. The data collection aspect of research is conducted in all fields of study, including physical and social sciences, humanities, industry, etc. Although the methods differ according to discipline, the focus on ensuring correct and honest selection remains the same. The goal of all data collection methods is to capture the reliability of the information that is then converted into rich data for analysis and to provide a compelling and accurate response to the problems that have been posted. Regardless of the field of study or choice for data interpretation (quantitative, qualitative), accurate data collection is necessary in order to preserve the validity of the

analysis. Thus, both the selection of suitable data collection methods and clearly specified guidelines for their proper use decrease the probability of errors occurring (Kabir, 2016).

3.1.4.1 Qualitative data collection methods. Qualitative data collection methods play a crucial role in providing valuable outcomes by the observed findings. On this type of data gathering tools, there are various methods. Examples of these include questionnaires, observation, interviews, and focus groups.

3.1.4.1.1 Questionnaires. Brown (2001) stated that questionnaires are written tools that present a number of questions or statements to the participant, either by writing their answers or by choosing from among the current answers (as cited in Hoadjli, 2016, p.44). In other words, a questionnaire is a written form that contains a set of questions distributed to a number of students in order to collect their answers and formulate the needed data for the inquiry.

3.1.4.1.2 Observation. Not all of the qualitative data collection methods involve direct contact with people. Observation is a method that is used when data cannot really be gathered by other methods, or when data obtained by other means are of low interest or are impossible to verify. An observation can also generate data for verification or nullification of information received in face-to-face encounters (Hancock, et al., 2009).

3.1.4.1.3 Interviews. Abawi (2017) noted that ‘Interviews consist of collecting data by asking questions. Data can be collected by listening to individuals, recording, filming their responses, or a combination of methods’ (n.p). In other words, interviewing is a perfect way to obtain specific knowledge from a single person or from a limited number of individuals.

3.1.4.1.4 Focus group. Focus groups are a type of qualitative research. They are concerned with the inquiry of attitudes, beliefs, or conceptions of issues, products, services, or

programmes. These are examined through a free and open debate between the group members and the researcher. What is more, focus groups are facilitated group meetings in which an investigator presents a problem and asks questions that enhance discussion among the group's members (Kumar, 2011). Ultimately, the focus group discussions usually allow researchers to explore how a group feels about a topic, identify the diversity of views and ideas, and show the similarities and differences that exist in a given community.

3.1.4.2 *The quantitative data collection methods.* Quantitative data collection methods, on the other hand, play a crucial role in providing valuable outcomes by statistics and measuring the findings. Thus, it is worthy to note that there exist two common methods in this approach namely, tests and structured questionnaires.

3.1.4.2.1 *Tests.* Testing is an efficient means of generating a number of reliable answers, or various clarifications, for collecting numerical data. It allows individuals to improve problem-solving skills, creative thinking, and cross-thinking in the study sample (Cohen, Manion, & Morrison, 2007).

3.1.4.2.2 *Structured questionnaires.* Structured questionnaires often allow patterns to be discovered and comparisons to be produced. However, it is crucial to realise that they need to be piloted and optimised so that the final version would include a variety of potential responses as can reasonably be predicted. Such a type of questionnaires, it is time-consuming at early stages of research. However, once this questionnaire is developed, the method of analysis can be fairly be simple to use (Cohen, et al., 2007).

3.1.4.3 *The mixed method collection methods.* Mixed methods approach is the creation of a mixture of quantitative and qualitative approaches. Thus, the data collection methods used in both strategies are used in mixed methods. Currently, these concern

examples, such as questionnaires, observation, interviews, focus groups, and tests (Redjeb, 2019).

3.1.5 Research sampling. According to Henry (1990, as cited in Ragab and Arisha, 2018), “Sampling refers to the study of a small group of “cases” that represent the larger population” (p.6). Ragab and Arisha (2018) also added that it is widely used in research because resource constraints often make it unfeasible for the researcher to collect data from the entire population i.e. conduct a census. In other words, research sampling is a study of the way to pick up a group of people or participants to decide the community to which we can generalise the research outcomes. However, sampling techniques are varied and different. They can be classified into two major types. These are probability or random sampling, and non- probability, or non- random sampling.

3.1.5.1 Random sampling. Probability or random sampling means that each element in the community has an equal probability of being included in the survey. Probability or random sampling is most free from bias but can be the most costly test in terms of effort, time, and energy for a given amount of sampling error (Taherdoost, 2016). Regarding this sampling kinds, there are various types. The main important ones are namely: simple random, stratified random, cluster sampling, systematic sampling, and multi-stage sampling.

3.1.5.1.1 Simple random (probability sample). It is considered the most reliable method of sample collection. Any survey aimed at generalising the findings obtained from a sample to the entire population of interest should be focused on probability sampling. In using a probability sample, every item in the population has a known and non-zero chance of being chosen into the sample (Elder, 2009).

3.1.5.1.2 Stratified random. This type of sampling is a more representative sample. It may be selected using a stratification method. The basic concept here is to divide the target

population into strata (groups) based on the criteria that you find to be essential. Stratification results in a decreased sampling error since it helps ensure that all applicable parts of the community are included in the survey (Elder, 2009).

3.1.5.1.3 Cluster sampling. According to Ragab and Arisha (2018),” Dividing the population into a number of groups (clusters) based on naturally occurring attributes, then applying random sampling to select clusters. Data is collected from every individual within a selected cluster” (p.7).

3.1.5.1.4 Systematic sampling. In systematic sampling, just the first unit is chosen randomly and the remaining units of the sample are chosen for a defined period. It is not like a random sample in a true sense; a systematic sampling technique has some areas of improvement over a simple random sample. The systematic sample is more fairly finalised for the entire population (Bala & Etikan, 2017).

3.1.5.1.5 Multi-stage sampling. According to Ackoff (1953),” Multi-stage sampling is a process of moving from a broad to a narrow sample, using a step-by-step process “(as cited in, Taherdoost, 2016, p.21). Usually, the multi-stage sampling method applies to broad surveys of the geographical area for the entire world. Multi-stage sampling has to be carried out in the most reliable and efficient manner with the combination of the different probability sampling methods (Bala & Etikan, 2017).

3.1.5.2 Non- random sampling. According to Yin (2003),” Non probability sampling is often associated with case study research design and qualitative research. With regards to the latter, case studies tend to focus on small samples and are intended to examine a real life phenomenon, not to make statistical inferences in relation to the wider population”(as cited in Taherdoost, 2016,p.22). Concerning this second type of sampling techniques, non- random sampling or what is called the non-probability samplings presents many types. These are

convenience sampling, purposive sampling, quota sampling, and snowball sampling. On this point, Saunders et al., (2009, as cited in Ragab and Arisha, 2018), provided a number of descriptions about these types. The latter are displayed in below:

3.1.5.2.1 Quota. It is using stratified sampling and selecting individuals from each group using predefined quotas for each group. This sampling technique attempts to generate a sample that has the same variation as that naturally found in the population.

3.1.5.2.2 Purposive (judgmental). It is using judgment to select particularly informative individuals will enable the researcher to meet research objectives. This sampling technique is very common in case studies and qualitative research.

3.1.5.2.3 Snowball. It is making contact with a few individuals and asking them to nominate other individuals until the desired sample size is reached.

3.1.5.2.4 Convenience (haphazard). It is selecting individuals that are easiest to access at random until the desired sample size is reached.

3.1.6 Data analysis procedures. Data analysis is the method of answering research questions through the interpretation and examination of the data. The common points in the analytical process consist of defining problems, assessing the availability of appropriate data, deciding the methods that are suitable for answering questions of interest, implementing techniques and reviewing, summarising, and communicating results. Analytical findings underly the importance of data sources by throwing light on related issues. It also plays a crucial role in the evaluation of data quality by pointing out data quality problems in the survey. The analysis may also affect the potential development of the survey process (Sharma, 2018).

3.1.6.1 The qualitative data analyses procedures. Qualitative data analysis is the collection of processes and procedures by which we move from the qualitative data that has been gathered to some sort of clarification, understanding, or perception of the individuals and circumstances we are investigating. Typically, it is based on an interpretative philosophy. The goal is to analyse the substantive and symbolic quality of qualitative data. Moreover, qualitative data analyses have various types that are Content analysis, Narrative analysis, Discourse analysis, Framework analysis, and Grounded theory (Sunday, n.d).

3.1.6.2 The quantitative data analyses procedures. The majority of quantitative data analyses are carried out on computers in which data are processed electronically instead of in the form of cards, paper tapes, and the like. The computer can go beyond basic sorting and counting to perform complex computations and provide a sophisticated analysis of the results (Babbie, 2001, as cited in Auriacombe & J. Lutabingwa, 2007). Currently, accessible data analysis software systems are capable of analysing several variables simultaneously and can calculate a range of statistics. The two major popular data analysis software programmes are SAS (Statistical Analysis System) and SPSS (Statistical Package for the Social Science) (Auriacombe & J. Lutabingwa, 2007).

3.1.6.3 The mixed method analyses procedures. In mixed analyses, either qualitative or quantitative lines of analysis can be assigned priority or approximately equal priority as a consequence of a priori decisions or decisions made during the course of the research (i.e., a posteriori or iterative decisions). At its most optimised way, the mixed analysis may require some sort of cross-over analysis where one or more types of analysis associated with a single tradition (e.g. qualitative analysis) are used to analyse data associated with a different tradition (e.g. quantitative data) (Onwuegbuzie & Combs, 2011).

3.2 Research Methodology for this Study: Choices and Rationale

This section presents an overview of the research methodology used in this investigation. It seeks to offer more information on the selected research approach, the research paradigm, and strategies, as well as the methods that were chosen for data collection and analysis.

3.2.1 Research paradigms. The present research is intended to use the constructivist paradigm. This is because the researcher sought to know the participants' knowledge and perceptions about the functionality of storytelling as a teaching/learning strategy to improve their vocabulary knowledge through the basis of their own experiences.

Thus, the constructivist paradigm is more related to the qualitative research approach. This is because this philosophical assumption attempts to explain the phenomenon under study from the perspectives or viewpoints of the participants using specific data-gathering tools. In addition, by the end of the investigation, the researcher can construct meanings from the phenomena under study through her own experience and that of the study participants (Ankrah, Yeboah, & Adom, 2016).

3.2.2 Research approach. The adopted approach in this study is the qualitative research method. Such a choice was based on the main objective of the inquiry. The latter aimed to investigate learners and teachers' attitudes towards the use of storytelling to improve vocabulary knowledge. We assume that a qualitative approach is suitable for the purpose of the study as it focuses on the issue, obtains knowledge about it, and attempts to solve it.

According to Viswambharan and Priya (2016), "The purpose of qualitative research is to describe and interpret issues or phenomena systematically from the point of view of the individual or population being studied and to generate new concepts and theories' (as cited in Mohajan, 2018,p.2). Hence, the qualitative research approach seeks to clarify and describe

people's' attitudes, behaviours, beliefs, and perceptions regarding certain phenomena in order to develop new ideas and hypotheses for the investigation.

3.2.3 Research strategies. In this study, the researcher adopted the case study as a research strategy in order to achieve the main objectives of the research. Thus, a case study is defined as “an inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (Yin, 1984:23, as cited in Zainal, 2007, p. 2). For our study, a case study is the type of qualitative method that allows the researcher to examine the data in a particular context.

3.2.4 Data collection methods. In the present study, the researcher chose two types of questionnaires: One is administered to second-year students of the Section of English at Biskra University, and the second one is for the teachers of Oral Expression in the same research context. The purpose of these two questionnaires is to present their perspectives on the topic under investigation.

3.2.4.1 Teachers' questionnaire.

3.2.4.1.1 Structure and aim.

- The Aim

The teachers' questionnaire aimed to get information about the various approaches and methods used by teachers to teach vocabulary knowledge to their students. Furthermore, it attempted to examine how teaching vocabulary under the storytelling teaching technique can help the students to develop their lexical vocabulary. Through this questionnaire, the researcher tried to focus on the questions that provide her with the attitudes and viewpoints of

the oral expression teachers towards the implementation of this technique in teaching vocabulary knowledge to their students.

- The Structure

This teachers' questionnaire consisted of multiple-choice questions or what is called semi-structured questions (Open-ended and Close-ended questions) in order not to make it boring for the voluntary respondents. The semi-structured questions were used to ensure the proper selection of the relevant data in order to investigate the research questions. Therefore, this questionnaire contained 15 questions, 11 were close-ended questions, and four were open-ended questions. Thus, the first three questions included 'General Background Information'. The next four questions included the oral teachers' description of the schemes that they tended to adopt to teach vocabulary and the techniques that they prefer to use when presenting the course. Furthermore, the remained eight questions examined the teachers' opinions and attitudes towards the implementation of storytelling techniques to teach vocabulary. However, at the end of the questionnaire, we included a part concerning the piloting stage, in which the teachers were asked to give their opinions about the quality and the structure of the questionnaire. Yet, many copies were distributed to oral expression teachers electronically via emails due to some circumstances that witnessed the world in the recent period. That is, we are confronted with the problem of coronavirus and the unlimited vacation. Thus, unfortunately, we only received four teachers' responses that we relied on them as a sample from the whole population of the oral expression teachers.

3.2.4.1.2 Piloting and validation. The piloting stage aimed to assess the correctness, comprehension, layout, and to find out any ambiguous and irrelevant questions that need to be reformulated. Thus, before the final draft of our questionnaire, we submitted it via email to six experts whom we chose randomly from our population but not from our sample. They

were asked to revise the questionnaire and give their feedback. In doing so, they read the questionnaire and answered the questions included in the section of the opinionnaire. Ultimately, they provided us with a number of remarks, and comments.

For instance, from the piloting stage, three experts commented on the plenty usage of the open-ended questions and they advised us to replace some of them by the close-ended or multiple-choice questions to make it less boring for respondents as it takes less time to fill the questionnaire . Besides, we were asked to eliminate some questions to avoid making the questionnaire lengthy. In fact, a lengthy questionnaire makes it boring for the respondents to answer the questions, in addition taking time to fill in the questionnaire. Additionally, two experts gave us remarks about an item that should be clarified ‘the traditional way of teaching’ which we have put its description between parentheses that meant “memorisation and recitation techniques”. Besides, we got other comments about some questions and words to be reformulated. These remarks helped us to re-organise, modify, and delete what was noted as not necessary. However, other experts claimed that the questions were clear, suitable, and appropriate to assess what they should be measuring.

3.2.4.2 Students’ questionnaire.

3.2.4.2.1 Structure and Aim.

- The Aim

The students ‘questionnaire aimed to provide second-year students of English at Biskra University the opportunity to give their opinions and express their viewpoints about the learning of vocabulary knowledge. In addition, they sought to show the methods and materials they prefer to use in learning this target language. Likewise, it attempted to find out students’ attitudes towards the use of storytelling as a teaching/learning technique in the Oral

Expression course and its major role in improving their lexical vocabulary. Overall, this questionnaire was designed for gathering data on the topic under investigation.

- **The Structure**

The students' questionnaire included 19 questions; 17 were close-ended questions, and two were open-ended questions. According to the close-ended questions, we provided the students with multiple-choice answers in order to facilitate answering these questions. Besides, this type of questions were intended to make the respondents not feel bored when filling in the questionnaire. However, as for the open-ended questions, the respondents were free in writing their opinions. Yet, 20 copies were posted online on a Facebook group of the targeted sample. The questionnaire was divided into four sections. Each section offered a different but associated purpose; the first section was about the 'General Background Information'. The second section was about 'Vocabulary Knowledge'. The last section was about 'Storytelling'.

- **Section One:** Background Information

It contained three questions that attempted to give a general overview on the personal information of the respondents. It was designed to classify the student gender, their English level, and their choice of studying English.

- **Section Two:** Vocabulary Knowledge

This section comprised seven questions that tried to examine the students' viewpoints towards vocabulary knowledge, in addition to the strategy they think is effective in learning this target language. Furthermore, this section sought to find out the main materials and language skills the respondents prefer to use for learning lexical vocabulary. In addition, they

were asked through this section to unveil the difficulties they encounter when listening to an English text and if they opt any strategy to overcome these difficulties.

- **Section Three: Storytelling**

The third section included nine questions that aimed to examine the students' attitudes towards stories and evaluate the choice of the language skills they prefer to use through the story. Additionally, it attempted to know the students' perceptions about if the stories are helpful in enriching vocabulary and if storytelling is an effective technique to gain and recall a number of words associated with their meanings. In the same vein, the questionnaire tried to find out the kind of the stories that students prefer, and whom would they like to tell the stories for them. Moreover, the main questions asked at the end of the questionnaire aimed to identify the respondents' answers about if this technique is implemented in their Oral Expression course and which activities they prefer to use in assessing their comprehension of storytelling.

3.2.4.2.2 Piloting and validation. Before the final distribution of the questionnaire, we piloted and validated for its credibility. We distributed the questionnaire via emails to seven experts who gave us their opinions about the structure and the questions that need to be reformulated, modified, or eliminated to improve this data gathering instrument. Hence, they read the questionnaire and replied with a range of insights, feedback, and advice to be considered.

Three of the experts suggested that we have to add multiple choices to respond to the questions. Another three experts stated that there are questions that should be reformulated. One expert gave us a number of suggestions about the questions that need to be revised and corrected in terms of grammar. However, according to two other experts considered the questions clear, and helpful to generate the required information. In short, we took into

account all the experts' comments and remarks to make the final draft of the questionnaire sound and valid.

3.2.5 Data collection procedures. For the students' questionnaire, we posted it online on a Facebook group of the second-year students of English at Biskra University. We selected a sample of 20 students from the entire population. More precisely, the sample consisted of 6 males and 14 females. However, their responses took a long time. That is, in five days we received just two responses. This urged us to access to their personal accounts on Facebook individually and send them the link of the questionnaire to help us to answer it in order to carry out the current study.

Regarding the teachers' questionnaire, we were working on an interview before we decided to convert it into a questionnaire due to the current illness (The coronavirus) that prompted the university to take an unexpected long vacation. Therefore, we designed the questionnaire according to our research needs. Thus, after we piloted and revised the final version of the questionnaire, we administered it to eight teachers of the Oral Expression course in the context under study via emails with the help of our supervisor. Unfortunately, only four teachers were collaborative and answered the questionnaire.

3.2.6 Data analysis procedures. The data analysis procedures of both questionnaires (Both the teachers and students' questionnaires) were based on a descriptive method. It focuses on observing and describing a phenomenon according to the respondents' beliefs, attitudes, perceptions, and ideas. In analysing the data, we focused on the answers that we received electronically via Google forms that provided us with easy and organised data.

3.2.7 Population / sampling technique. The targeted population of this study was the second year students of English at Biskra University. Since it was hard to work with the entire population electronically, we chose to work with a sample of 20 students from the

whole population whom we administered to them the survey online via Facebook to fill it. Thus, the researcher selected this population, because in this stage the students would be more interested in the strategies that could enhance their vocabulary and speaking skills in order to master the target language.

The sampling technique of this inquiry was a non- random Sampling (non- probability-sampling). More precisely, we opted for a convenience sampling technique. They were chosen because of the purpose of students' convenience.

3.3 Study Description and Rationale

This study is based on the idea that storytelling is a teaching/learning strategy that has an effect on the students' vocabulary acquisition. Furthermore, it attempts to know the teachers and learners' attitudes towards the implementation of this technique in the oral expression course. In spite of the fact that vocabulary is the key aspect of communication, therefore, a number of research studies have been carried various strategies and methods to acquire vocabulary. Thus, storytelling is one of them.

3.3.1 The educational phenomenon description. The studied phenomenon in this inquiry is acquiring vocabulary items with storytelling technique to help EFL learners to use the lexical items within their appropriate context or community since they need to be exposed to practical and substantive use of language with its correct social interactions. Besides, vocabulary knowledge is considered one of the main issues that EFL learners encounter at the beginning of their learning career, since it is an essential item for speaking, reading, and writing a foreign language. It also promotes these learners' fundamental skills and improves their language proficiency. This is, particularly, when it is taught with correct methods as stories. In fact, telling a story is a learning/teaching strategy that incorporates both learning and entertainment to enable a learner not to get distracted or divert attention during a learning

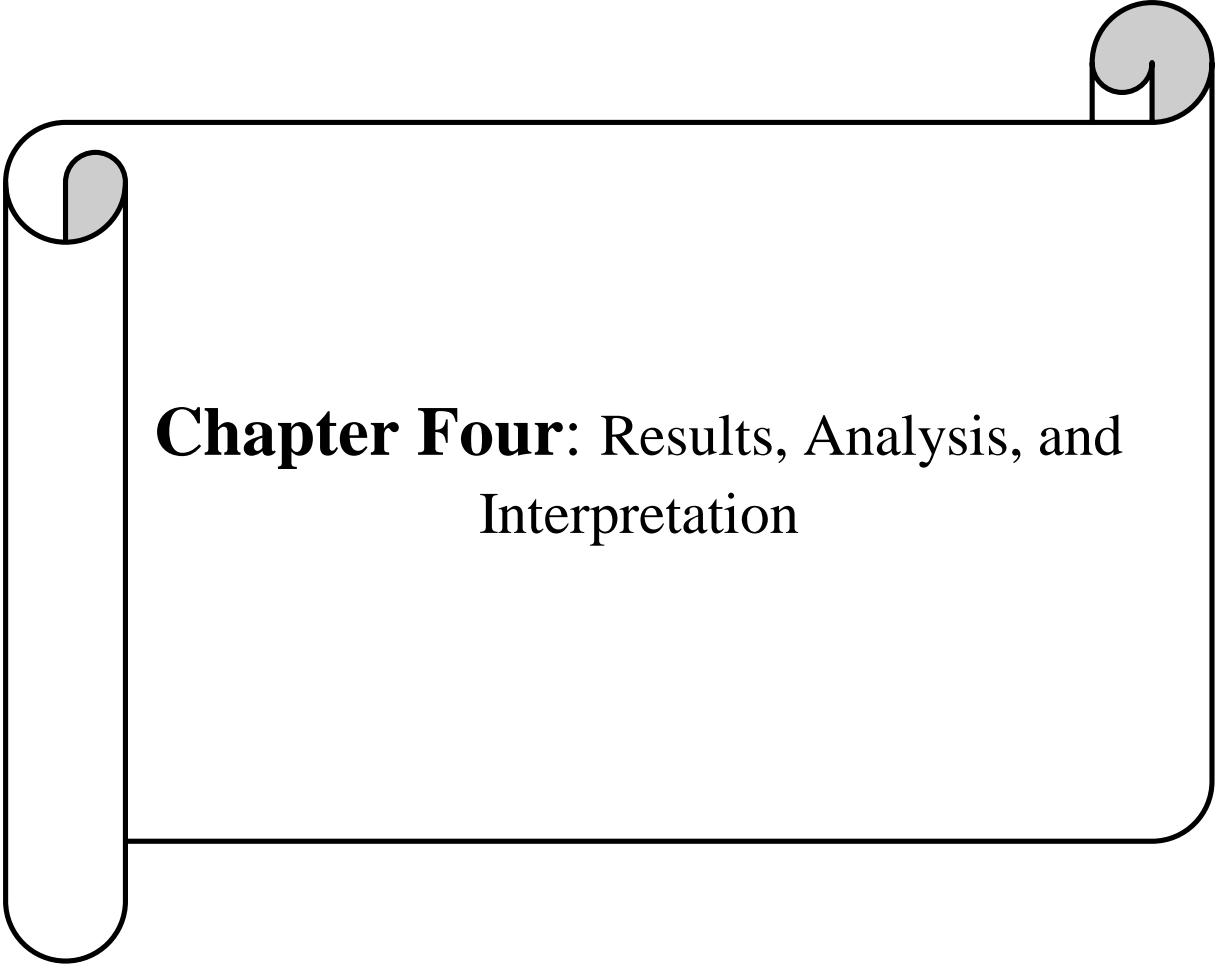
session. Likewise, when storytelling is delivered in an educated and organised phase, learners would have valuable, useful, and rich inputs in order to make them retain what they are getting for a long time.

3.3.2 The procedures. The procedures used by the researcher in this inquiry rely on the measures undertaken in the qualitative and research process. Therefore, we used two data collection methods in order to achieve the study objective(s). As an initial step, we conducted two questionnaires for both learners and teachers to be piloted. Then, after the piloting and the validation of the questionnaires, we posted the students' one on the Facebook group of second-year students of English at Biskra University with a sample of 20 students. However, teachers' survey was administered to a number of oral expression teachers who teach at the same university via email. Thus, we received only four teachers' responses that we relied on in our study. As a second step, after collecting the responses from the respondents, we opted for a descriptive analysis to see their attitudes towards the implementation of storytelling techniques to improve vocabulary knowledge in order to get the needed results.

Conclusion

To conclude, the current chapter discussed the research methodology or what is called the theoretical background for this study. First, it begins by reviewing the literature of the present research. Second, it outlines the methodology that the researchers adopted during their work. Additionally, it describes the rationale, the procedures, and the choices of the adopted research study.

In the upcoming chapter, we will shift the attention to the data analyses that were obtained using different data collection methods. Hence, attention to the description, the interpretation, and the discussion of these data in this investigation will be the main concern in this chapter in order to cum up with the needed results.



**Chapter Four: Results, Analysis, and
Interpretation**

Chapter four: Results, Analysis, and Interpretation

Introduction.....	92
4.1 Results of the Study.....	92
4.1.1 Results of the student’s questionnaire.....	92
4.1.2 Results of teachers’ questionnaire.....	116
4.2 Discussion and Summary of the Findings.....	136
4.3 Synthesis of the Findings.....	138
Conclusion.....	140
General Conclusion and Pedagogical Implications.....	141
Pedagogical Implications.....	142
Limitation of the Study.....	143
References.....	145

Introduction

The present chapter aims to offers a detailed analysis of the obtained results of the collected data from the research instruments that we have conducted for the purpose of investigating the use of storytelling as a teaching/learning technique to improve learners' vocabulary knowledge. Finally, the obtained findings from the study we have carried out will be discussed and accompanied by a number of pedagogical implications at the end of the chapter.

4.1 Results of the Study

4.1.1 Results of the student's questionnaire.

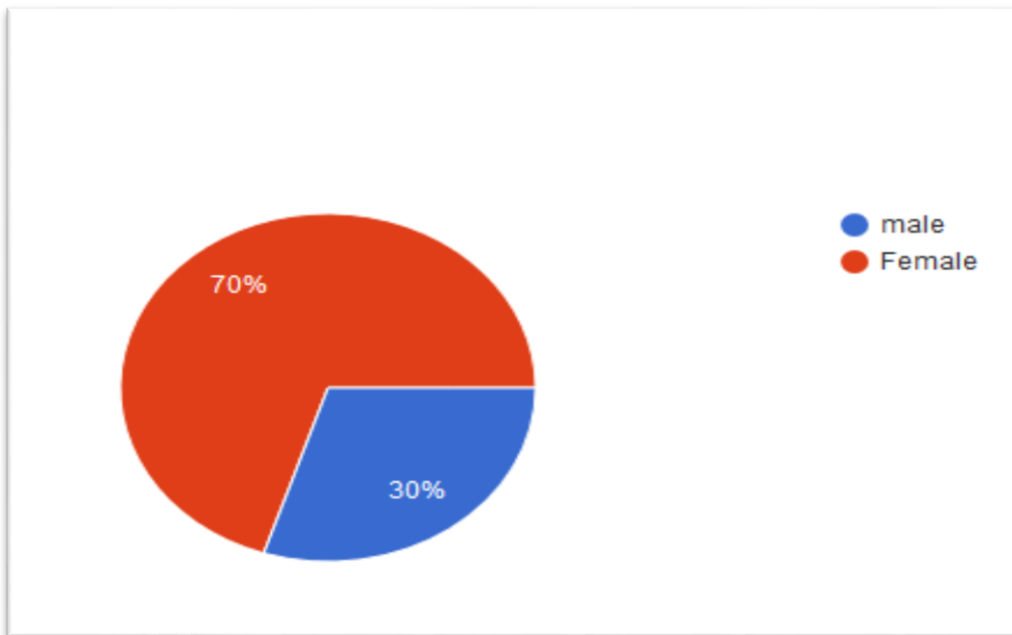
- Section One: Background Information

Q1/ Gender:

Table 4. 1

The Students' Gender

Gender	Numbers of the students	Percentage
Female	14	70%
Male	6	30%
Total	20	100%



Pie chart 4. 1 the Students' Gender

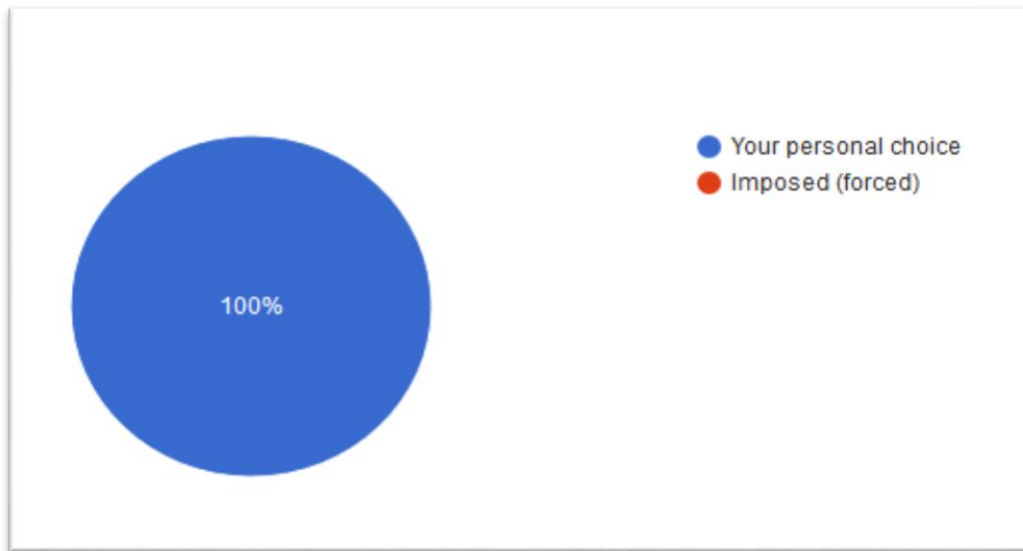
This question shows the results that indicate the gender of the students. It presents the number of students and their percentage who responded the questionnaire. Thus, as is seen in table 4.1 or graph 4.1, the number of females is 14 (70%) and the number of males is six (30%). These findings can be explained that females are always motivated and engaged to learn foreign languages rather than males, especially English language that it becomes purely a question of fashion and the dominant language that can the one use it to communicate with many countries in the world.

Q2/ Studying English at university is it:

Table 4. 2

The Choice of Studying English at University

Option	Number of the students	Percentages
Your personal choice	20	100%
Imposed (forced)	00	00%
Total	20	100%



Pie chart 4. 2 The Choice of Studying English at University

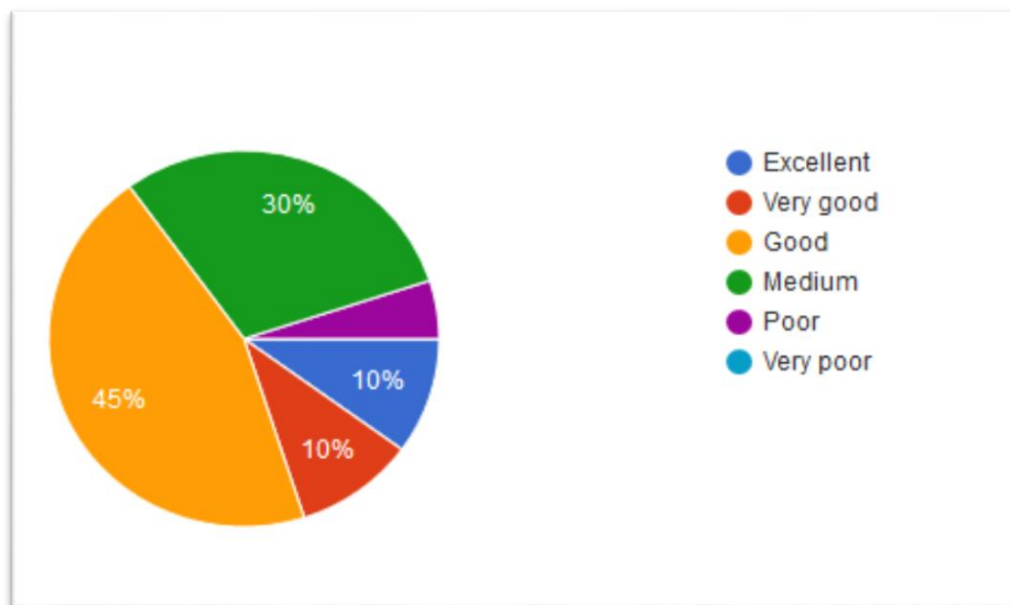
The findings of the question of studying English at the university level have shown that all the students of the sample that we chose from the population of second-year students of English at Biskra University study English language by their personal choice and is not imposed. Therefore, the results were more appropriate to our study in order to collect a reliable and valuable data, because those who are “forced” normally are excluded from further stating opinions about the experience of learning English.

Q3/ Your English level is:

Table 4. 3

Students' English Level

Options	Students' numbers	Percentages
Excellent	2	10%
Very good	2	10%
Good	9	45%
Medium	6	30%
Poor	1	5%
Very poor	00	00%
Total	20	100%



Pie chart 4. 3 Students' English level

The above table and graph present the students' English level. Therefore, as it is seen, nearly half of the students of our sample 9 (45%) have a good English level. Moreover, six respondents (30%) declared that their English level is medium. Four other students, two (10%) of them have an excellent level and the other two (10%) ones have a very good English

level. However, we have only one (5%) respondent who claimed that his English level is poor. In short, the majority of the students have a good and a medium English level since they are novice learners of EFL.

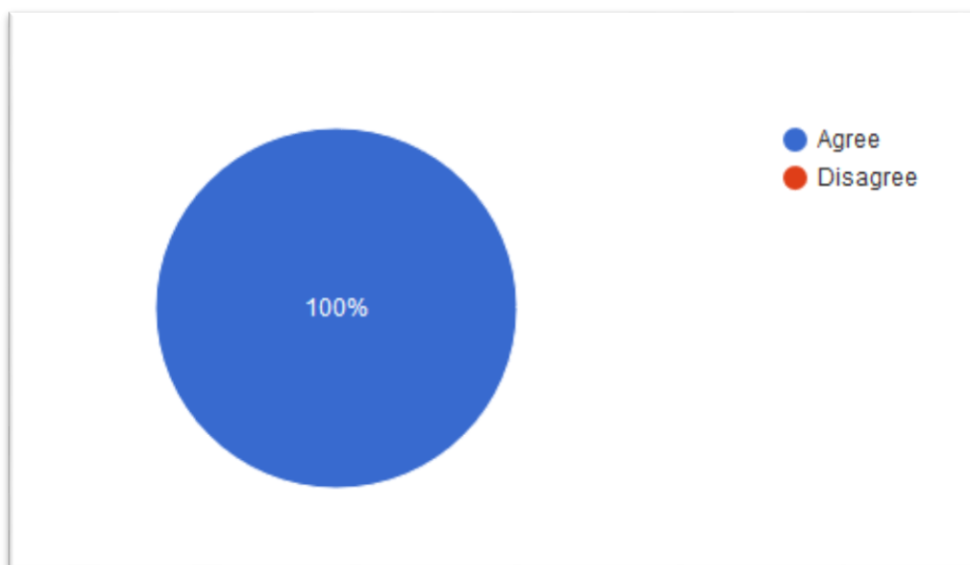
-Section two: Vocabulary Knowledge

Q1/ Learning vocabulary is very important to develop language proficiency.

Table 4. 4

The Importance of Learning Vocabulary to Develop Language Proficiency

options	Students' numbers	Percentages
Agree	20	100%
Disagree	0	0%
Total	20	100%



Pie chart 4. 4 The Importance of Learning Vocabulary to Develop Language Proficiency

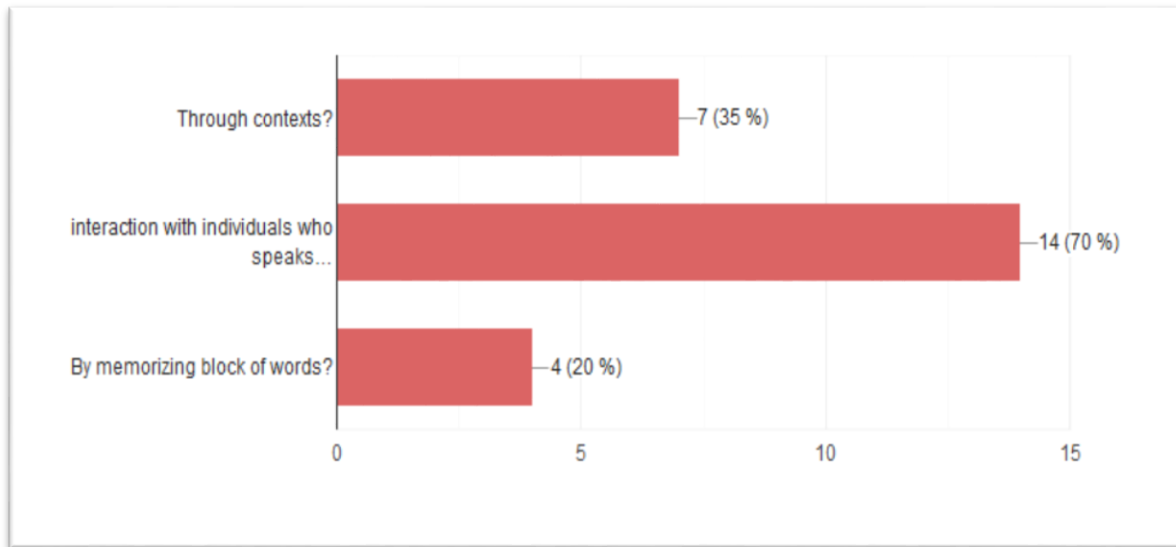
The results of this question show that all the students 20 (100%) of our sample agreed that learning vocabulary is very important to improve and to develop their language proficiency, especially that vocabulary is the key core of learning any language exists in the world.

Q2/ which strategy do you think is effective in learning vocabularies?

Table 4. 5

The Effective Strategy to Learn Vocabulary

Options	Respondents' numbers	Percentages
Through contexts?	7	35%
Interaction with individuals who speaks the language?	14	70%
By memorizing block of words?	4	20%
Others	0	0%
Total	25	125%



Bar graph 4. 1 The Effective Strategy to Learn Vocabulary

In this question, the students were asked to select the strategy or strategies they think are effective to learn vocabulary. The respondents were able to mark more than one skill.

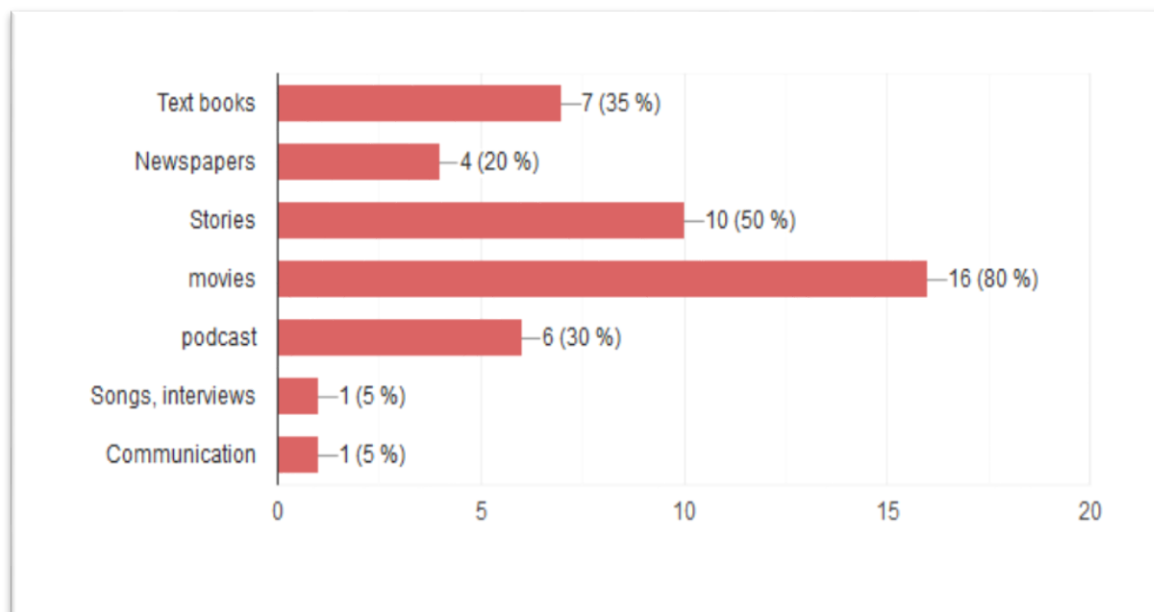
Therefore, based on the findings, we noticed that the majority of the students 14 (70%) are preferred to interact with individuals who speak the language as a strategy to learn more vocabulary. Additionally, we have seven (35%) from the students who like to learn the lexical items through contexts (through books, stories, and so on). However, we have only four (20%) which is the minor number of students who prefer to memorise a block of words in order to learn vocabulary. Otherwise, no one provided us with another alternative strategy he/she prefer to use in learning the lexis.

Q3/ what are the materials that you like to use in order to gain new vocabulary knowledge?

Table 4. 6

The Materials that the Students Like to Use to Gain New Vocabulary

Options	Respondents' numbers	Percentages
Text books	7	35%
Newspapers	4	20%
Stories	10	50%
movies	16	80%
podcast	6	30%
others	2	10%
Total	45	225%



Bar graph 4. 2 The Materials that the Students Like to Use to Gain New Vocabulary

The question above was asked to the students in order to know the preferable materials that they like to use in order to gain new vocabulary. The respondents were able to pick more than one option. Therefore, 16 (80%) of the students would like to use movies to enhance and develop their vocabulary. Half of the sample that we chose 10 (50%) selected the movies as a

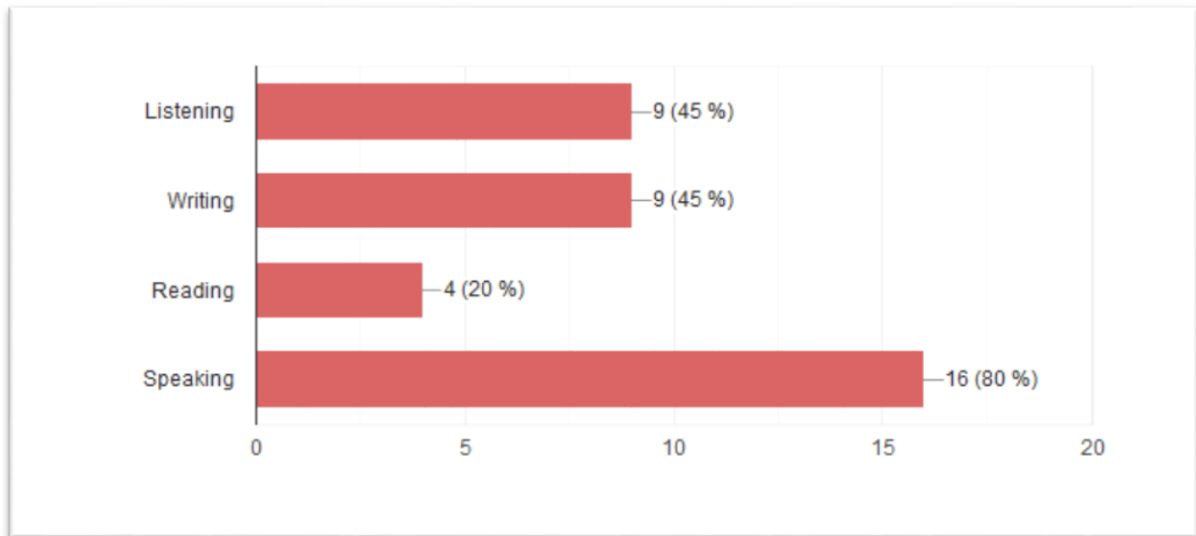
material to learn new words. Furthermore, seven (35%) of the respondents selected textbooks as a tool to gain new vocabulary. Another six (30%) of the students would like to depend on podcasts in order to improve their vocabulary acquisition. However, four (20%) of the students selected the newspaper to acquire new words. Moreover, two students added two other materials they think are effective in learning new vocabulary. The first one (5%) preferred to use songs and interviews to improve his vocabulary. Also, the second one (5%) saw that communication is an effective material to gain new lexis.

Q4/ Which of the language skills do you prefer?

Table 4. 7

Students' Preferable Language Skills

Options	Respondents' numbers	Percentages
Listening	9	45%
Writing	9	45%
Reading	4	20%
Speaking	16	80%
Total	38	190%



Bar graph 4. 3 Students' Preferable Language Skills

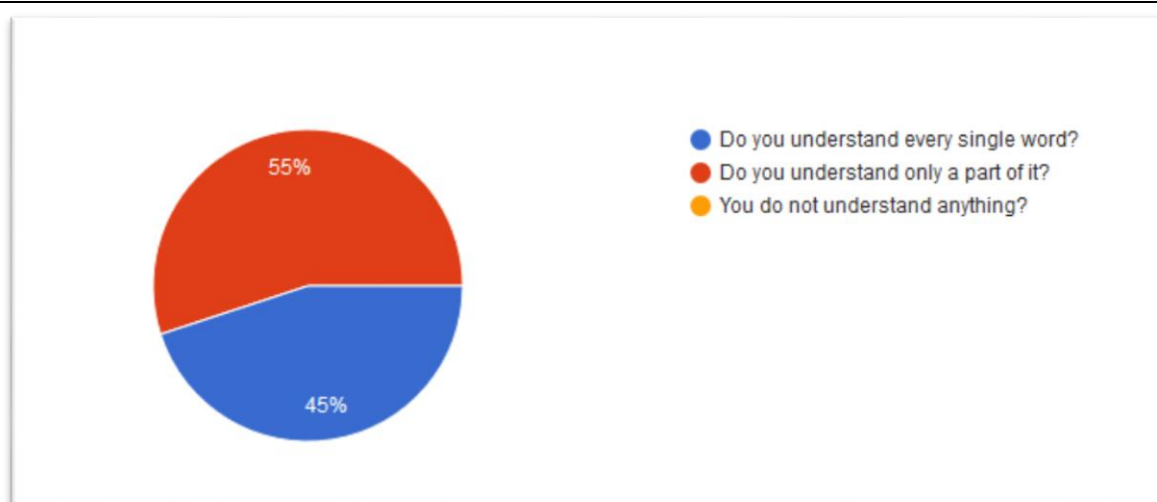
This question aimed to know what language skills the students prefer to use. The respondents were able to choose more than one choice. Therefore, as is seen in the above table, the majority of the students 16 (80%) preferred speaking language skills. However, listening and writing skills have the same percentages and numbers of the students nine (45%) preferred to use these two language skills. Almost half of the sample that we chose each of the two skills (listening and writing). However, only four (20%) of the students preferred the reading language skill. As it is noticed in the findings of this question, almost all of the students preferred to speak and nearly half of them preferred listening and writing skills. However, a few respondents preferred reading language skills.

Q5/ when you listen to an English text.

Table 4. 8

Listening to an English Text

Options	Students' numbers	Percentages
Do you understand every single word?	9	45%
Do you understand only a part of it?	11	55%
You do not understand anything?	0	0%
Total	20	100%



Pie chart 4. 5 Listening to an English Text

The table and pie chart above aimed to find out the students' understanding degree when they read English texts. Therefore, 11(55%) of the students claimed that they understand only a part of it. Additionally, nine (45%) of the students declared that they do understand every single word of the text. However, none of the respondents chose that they do not understand anything. In short, as it is noticed that almost half of the respondents

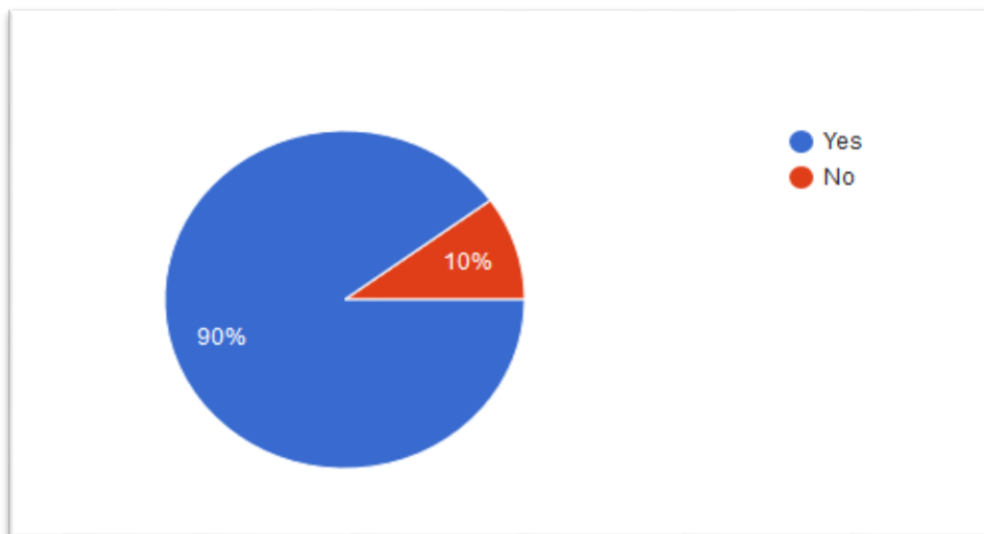
understand only a part of the English text. In addition, the other almost half of the students understand the completely English text with every single word.

Q6/ If you encounter difficult and unknown words, Do you ask for help?

Table 4. 9

Asking for Help When Encountering Difficult and Unknown Words

Options	Students' numbers	Percentages
Yes	18	90%
No	2	10%
Total	20	100%



Pie chart 4. 6 Asking for Help When Encountering Difficult and Unknown Words

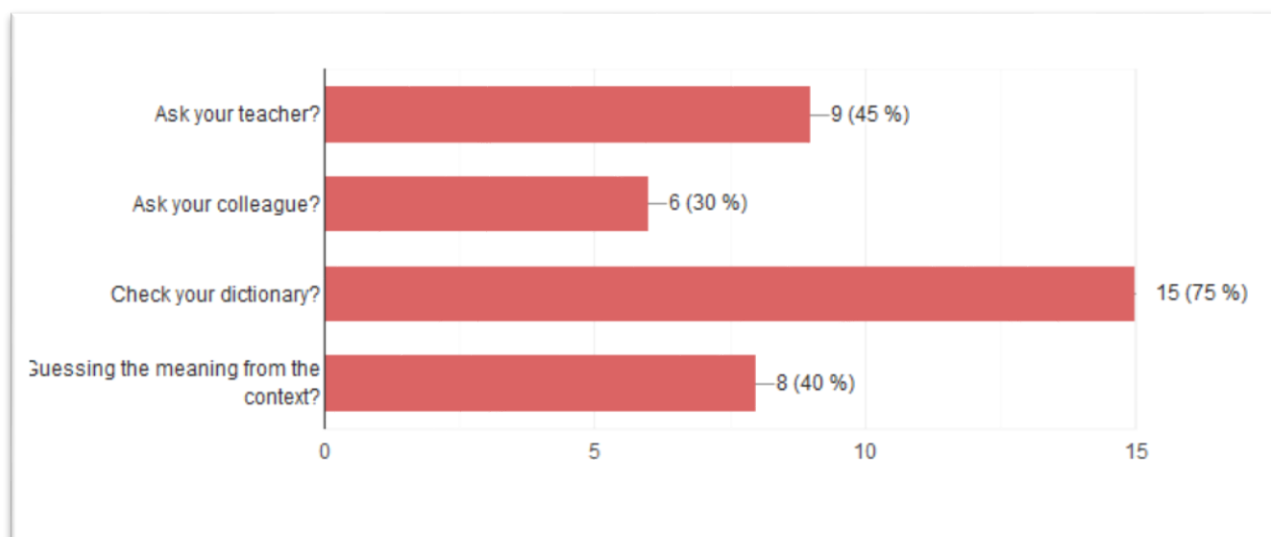
This question identifies the students' attitudes when they encounter difficult, new, and unknown words if they ask for help or not. Therefore, the majority and almost all of the students 18(90%) claimed that they ask others for help. However, only two students (10%) do not prefer to ask for help.

Q7/ If 'yes', do you ask.

Table 4. 10

Whom Do they Ask for Help when Encountering Unknown Words?

Options	Respondents' numbers	Percentages
Ask your teacher?	9	45%
Ask your colleague?	6	30%
Check your dictionary?	15	75%
Guessing the meaning from the context?	8	40%
Others	0	0%
Total	38	190%



Bar graph 4. 4 Whom Do they Ask for Help when Encountering Unknown Words?

This question is linked to the previous question that identified the multiple choices that the students may use or ask when encountering unknown words. The students may choose

more than one box. Hence, 15(75%) of the students would like to check out their dictionaries as a way of translating or looking for the meaning of the word. Moreover, nine (45%) declared that they prefer to ask their teachers about the meaning of the unknown word. In addition, eight (40%) of the respondents claimed that they just guess the meaning from the context. However, only six (30%) preferred to ask their classmates for the new and unknown words. Generally, we noticed that almost all of the students preferred to check out their dictionaries, and almost half of the respondents preferred to ask their teachers or guessing the meaning from the context without asking anyone.

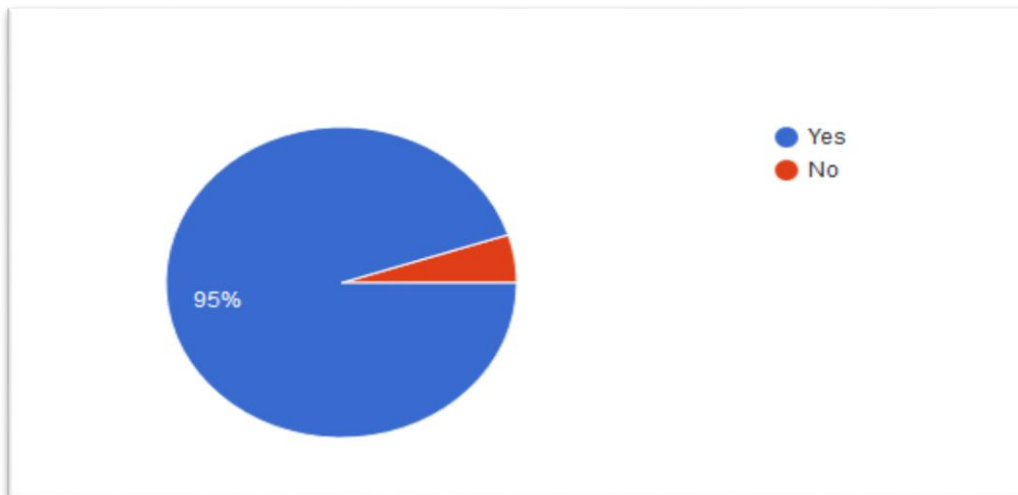
-Section three: Storytelling

Q1/ Do you like stories?

Table 4. 11

Students' Opinions towards Stories

Options	Students' numbers	Percentages
Yes	19	95%
No	1	5%
Total	20	100%



Pie chart 4. 7Students' Opinions towards Stories

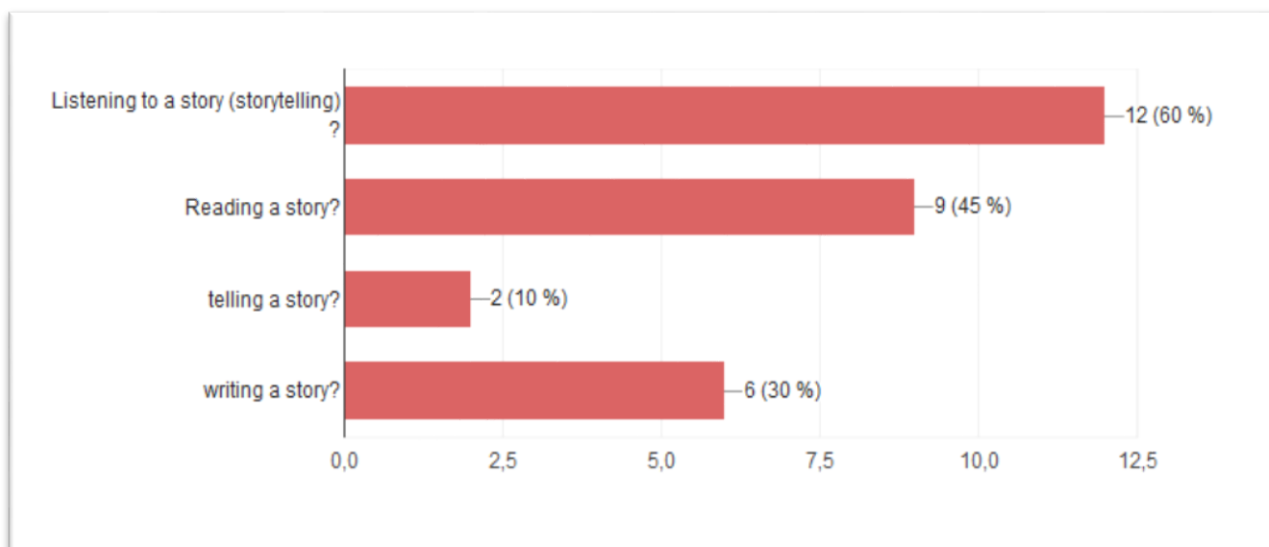
This question aimed to show the students' opinions towards stories. Therefore, almost all of the students 19 (95%) like stories. However, only one respondent (5%) do not like the stories. Thus, the majority of students of the sample do like stories.

Q2/Do you prefer:

Table 4. 12

The Language Skills They Prefer to Use with the Story

Options	Respondents' numbers	Percentages
Listening to a story (storytelling)?	12	60%
Reading a story?	9	45%
Telling a story?	2	10%
Writing a story?	6	30%
Total	29	145%



Bar graph 4. 5 The Language Skills They Prefer to Use with the Story

The above question attempted to show the students' opinions about the skills they prefer to use with the story. The students were free to select multiple choices. However, the results showed that the largest percentage of students 12(60%) would like to listen to the story (storytelling). Additionally, almost half of the respondents nine (45%) claimed that they preferred to read stories. Further, six (30%) is a limited number of students who declared that they prefer to write stories. Thus, only two students (10 %) who preferred to tell stories. Consequently, we noticed from the above results that almost all of the members of our sample prefer to listen to a story (storytelling).

Q3/Do you agree that stories can help you enrich your vocabulary? Justify your answer, please.

This question aimed to know the students' perceptions about if stories can enrich their vocabulary, and the researcher asked them to provide a clear justification for their answers. Therefore, their responses are stated in the following points:

- Yes, because if I don't understand word i will look for its meaning.

- *Because it have many new words.*
- *Yes, because each story has a different words and meanings so that we can memorize them.*
- *Stories help us to understand many different words...*
- *Yes, I do .because you can learn new vocabularies.*
- *Yes, i agree with that because it's inspired us to write stories and gave us a lot of vocabulary.*
- *When you read a story of course you will find new words so you enrich your vocabulary.*
- *Yes because it's full of different phrases.*
- *It depends on the type of stories you're reading because for me I prefer to read about the domains that am interested in for example I read about marketing to gain the necessary words that I should know and deal with.*
- *Yes. Stories are a great way to enrich one's vocabulary makes you grasp vocabulary through events that happen during it.*
- *Definitely, if the story is attractive it will draw one's attention to it which will result a subconscious learning, in other words s/he will have no idea that their brains are in learning process.*
- *Yes I agree because you will learn more words rather than any other method*
- *Yes indeed it can improve our level by introducing new words.*
- *Yes because stories will stay in our minds better than memorizing a lot of words that you will forget most of them if you don't use them.*

-Yes because it helps in learning new words.

-Yes, by reading stories you will encounter yourself to a psychological interaction which will leave an impact on you thus you gain and memorize vocabulary.

- Yes, we find some words that we don't know. Than we check it and write it.

Thus, as we see in the above students' answers they all agreed on that stories could enrich their vocabulary knowledge. However, only one respondent claimed that it depends on the type of stories ones reads. Thus, as it can be seen, some responses were written in a quick form, just in order to answer and to pass to the next steps, and their justification centered on that stories provided to learners with new and different words. Three other students limited their responses only to the word "yes" that we did not mention in the above responses not to waste large empty spaces. The responses that we found crucial to our goal they were stated by a great deal of respondents. One respondent stated that stories could help learners to grasp well vocabulary through the events that they may happen during a story. Furthermore, another respondent claimed that a story could attracts one's attention that often results in subconscious learning. That is, a learner will have no awareness that s/he is in a learning process. Moreover, one of the students, who answered with helpful responses, declared that stories could stay in the students' minds better than the memorising of words that can be forgotten if they do no use them for a long period. Additionally, one of the respondents stated that stories might provide learners with the interaction and the psychological effects that will leave an impact on them by gaining and memorising new vocabulary.

Q4/Do you find that using a storytelling technique can help you gain and recall a number of words with their meanings better than any other methods? And why?

This question was asked in order to know the students' viewpoints of using the storytelling technique as a strategy to gain and recall words with their meanings. Thus, their responses will be presented in the list below:

- Yes, it helps the learner to guess the meaning from the story teller without checking any translation source.

-Maybe but it is not the only way to gain and recall number of words.

-Yes, i do. Storytelling technique is more effective and attractive than the normal reading even if u did not know the word u will guess it from the context

-Of course, this strategy is very useful to get a lot of vocabulary.

-No, because I don't think that storytelling is helpful for me.

-Yes, I think it's the easiest way for the learner to record new words whenever the process repeated.

-I really don't know because i have never been through this.

-It's not the perfect way to gain vocabulary but it helps.

-No I do not, because it depends on one's level at English language.

-Yes I think this .the story is a complex of different feelings and emotions that has an effect inside us this how it work .we recall the new vocabulary by recalling those emotions.

-Yes because the event of the story will stay in your mind with the words that used from the reader or storyteller.

-Yes, of course because you earn amusingly and surely, if something is funny, you will be sure to remember it better.

-I don't know.

-Yeah the first step when u want to learn any language is listening and when u listen to your friends tell u some stories u will listen new words and it kept in your mind.

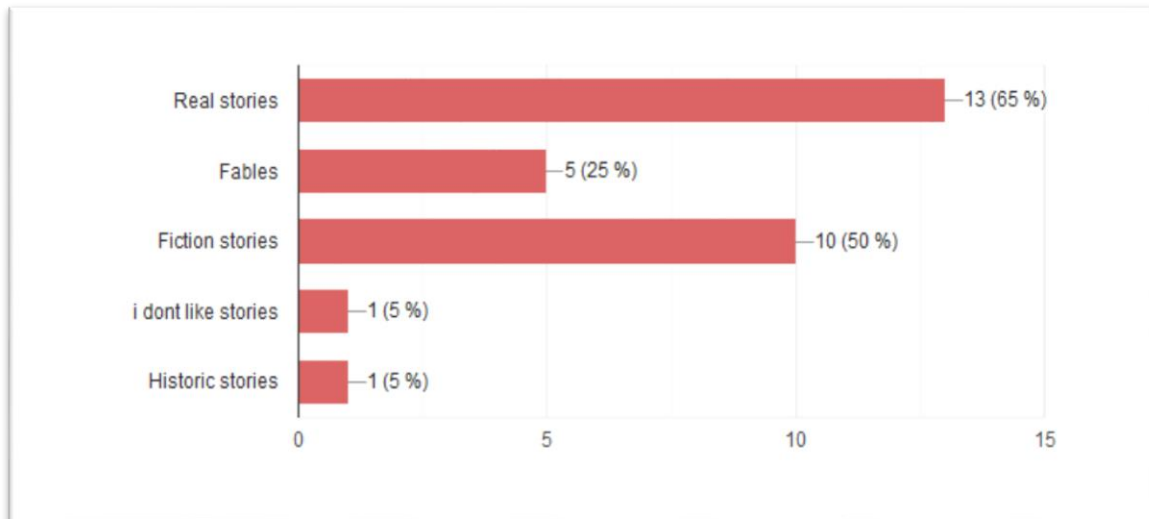
We noticed from the above responses eight students agreed on that storytelling is an effective technique for recalling and gaining new words better than any other method. They provided various justification. Six other students also agreed on with them but they limited their responses only to the word 'yes'. That is why, we have not stated them so far. However, the remaining six other students were against this technique. Some of them had no ideas on how to apply or learn from the storytelling techniques because they had never been through it, and others thought that this technique is not helpful to improve their level and capacities in English language. However, other students did not think that storytelling is better than another method but it is effective help in learning vocabulary.

Q5/ If yes, what kind of stories do you prefer?

Table 4. 13

The Kind of Stories that Students Prefer

Options	Respondents' numbers	Percentages
Real stories	13	65%
Fables	5	25%
Fiction stories	10	50%
Others	2	10%
Total	30	150%



Bar graph 4. 6 The Kind of Stories that Students Prefer

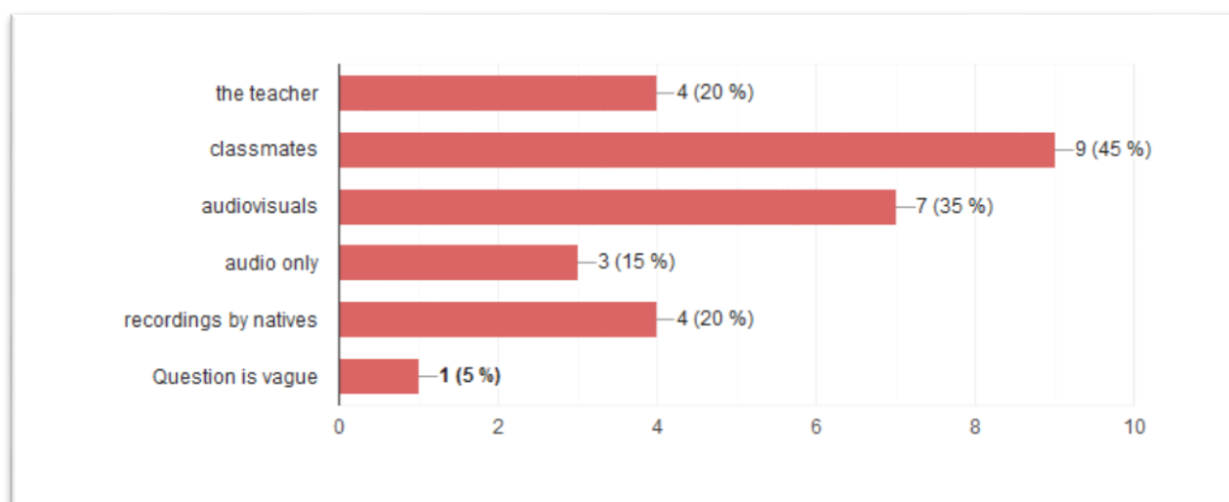
Table 3.13 presents the students' choices of their preferable stories. The respondents were able to choose multiple choices. Out of the respondents' answers, 13 (65%) of the students who claimed that they prefer real stories. Moreover, nearly half of our sample, 10 (50%) chose the fiction stories. Also, five (25%) of the respondents preferred to use fable stories. Two other students added other responses. The first one asserted that he does not like stories, in general, and the second one stated that he likes historical stories. Overall, the most preferable stories by these students were the real and the fiction ones.

Q6/who would you like to tell you the stories?

Table 4. 14

The Students' Perceptions about Who Would They Like to Tell Them the Story

Options	Respondents' numbers	Percentages
the teacher	4	20%
classmates	9	45%
audiovisuals	7	35%
audio only	3	15%
recordings by natives	4	20%
Others	1	5%
Total	28	140%



Bar graph 4. 7 The Students' Perceptions about Who Would They Like to Tell Them the Story

This question aimed to find out the students' perceptions about whom would they prefer to tell them the story. As the previous Bar graphs, the students were able to choose more than one choice. Therefore, we noticed from table 3.14 that nine (45%) of the students preferred their classmates to tell the stories. Further, seven (35%) of the students claimed that they prefer audiovisuals stories. However, a little number of students (four) liked the

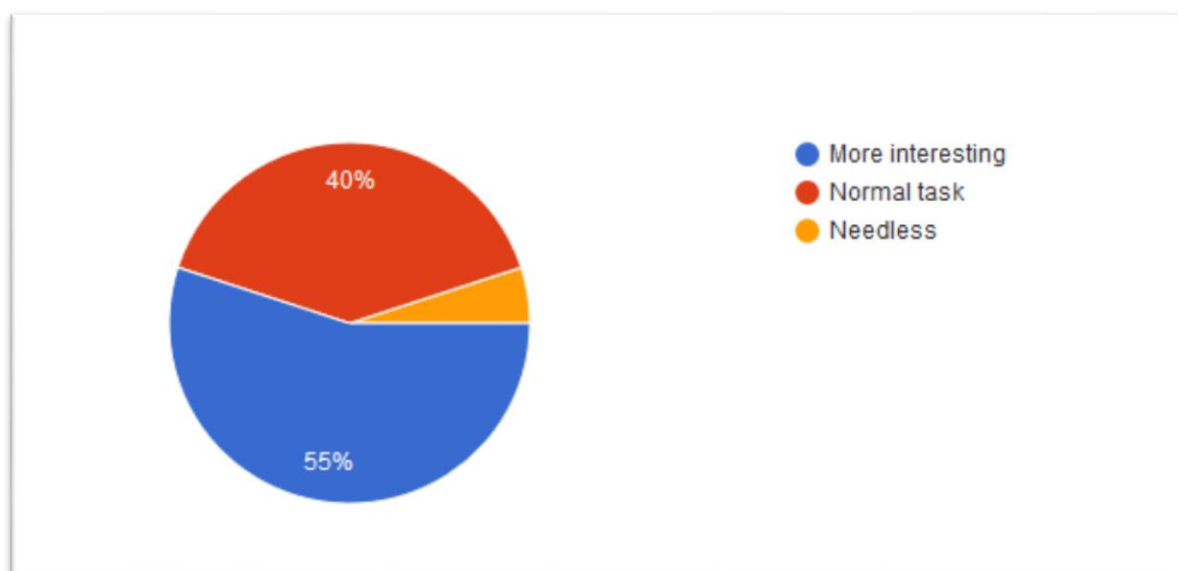
recordings by natives. Additionally, only three (15%) of the students preferred audio stories only. Ultimately, one of the respondents thought that the question is vague and could not answer it. In short, telling stories by their classmates and audiovisual stories was what the majority of the respondents preferred.

Q7/What if storytelling became a part of your oral expression course. It would be:

Table 4. 15

The Students' Perceptions about Storytelling as a Part of the Oral Expression Course

Options	Students' numbers	Percentages
More interesting	11	55%
Normal task	8	40%
Needless	1	5%
Total	20	100%



Pie chart 4. 8 The Students' Perceptions about Storytelling as a Part of the Oral Expression Course

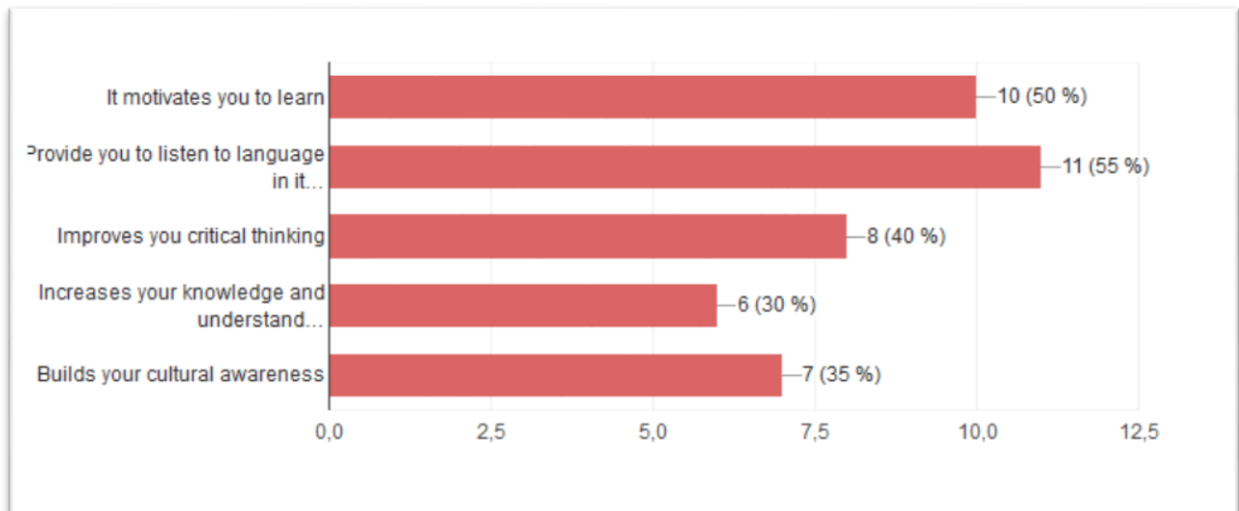
The above question aimed to know the students' perceptions about the implementation of storytelling as part of their oral expression course. Therefore, we noticed that 11 (55%) of the respondents thought that it would be an interesting subject. Moreover, eight (40%) the students stated that it is a normal task. However, only one student s that it would be needless.

Q8/ As an EFL learner, how can storytelling be useful to you?

Table 4. 16

The Usefulness of Storytelling of EFL Learners

Options	Respondents' numbers	Percentages
It motivates you to learn	10	50%
Provide you to listen to language in its context	11	55%
Improves you critical thinking	8	40%
Increases your knowledge and understanding of literature	6	30%
Builds your cultural awareness	7	35%
Others	0	0%
Total	42	210%



Bar graph 4. 8 The Usefulness of Storytelling of EFL Learners

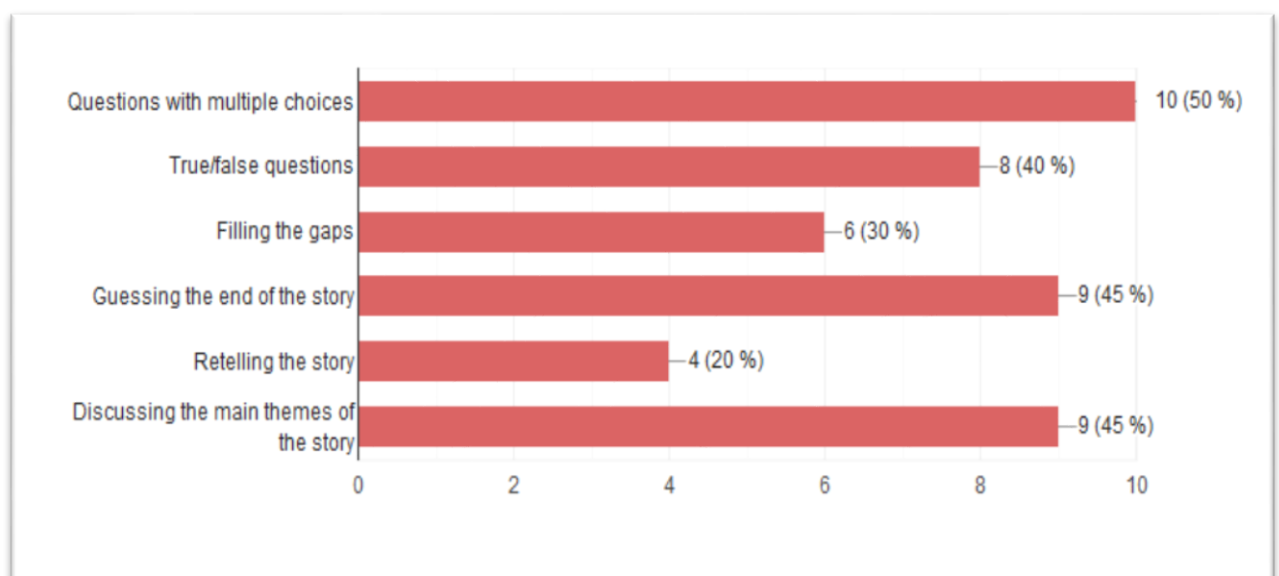
The above results show that 11(55%) of the respondents claimed that storytelling can provide the students to listen to language in its context. Therefore, 10 (50%) of the students thought that storytelling is useful because it motivates them to learn. Likewise, eight (40%) other respondents saw that storytelling is effective because it improves their critical thinking. Seven (35%) of the students believed that storytelling can build their cultural awareness. However, six (30%) of the students thought that telling a story is a useful technique that can increase their knowledge and vocabulary.

Q9/ during storytelling activities, which activity do you find more helpful for you to test your comprehension?

Table 4. 17

The Helpful Activity during Storytelling Activities

Options	Respondents' numbers	Percentages
Questions with multiple choices	10	50%
True/false questions	8	40%
Filling the gaps	6	30%
Guessing the end of the story	9	45%
Retelling the story	4	20%
Discussing the main themes of the story	9	45%
Others	0	0%
Total	46	230%



Bar graph 4. 9 The Helpful Activity during Storytelling Activities

The above question aimed to know the students' viewpoints about the storytelling activities that they prefer to use to enhance their comprehension. Thus, the highest percentage of 10(50%) of the students chose the questions with multiple choices as a first choice. Followed by nine (45%) of the students who preferred to guess the end of the story. The same number of students nine (45%) of the respondents selected to discuss the main themes of the story. Additionally, eight (40%) of other students preferred true/false questions. Moreover, just six (30%) of the students would like to choose the storytelling activities by filling in the gaps. However, only four (20%) of the students prefer to retell stories. Generally, the major common storytelling activity that has been chosen by the highest percentages as it can be seen above that the preferable activities that the students want to do during storytelling activities were: questions with multiple choices, guessing the end of the story, discussing the main themes of the story, and the true/false questions.

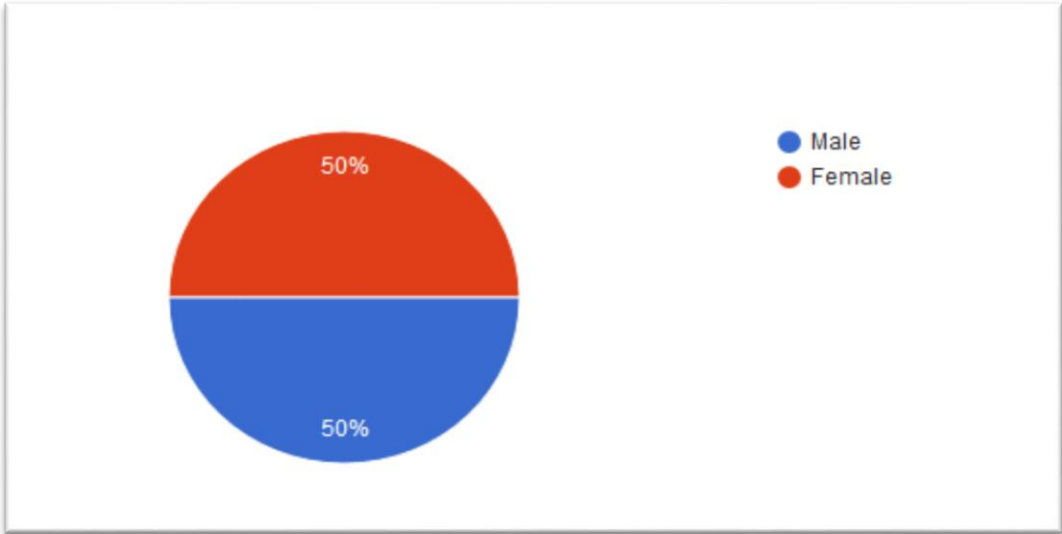
4.1.2 Results of teachers' questionnaire.

Q1/You are:

Table 4. 18

Teachers' Gender

Options	Teachers' numbers	Percentages
Female	2	50%
Male	2	50%
Total	4	100%



Pie chart 4. 9 Teachers’ Gender

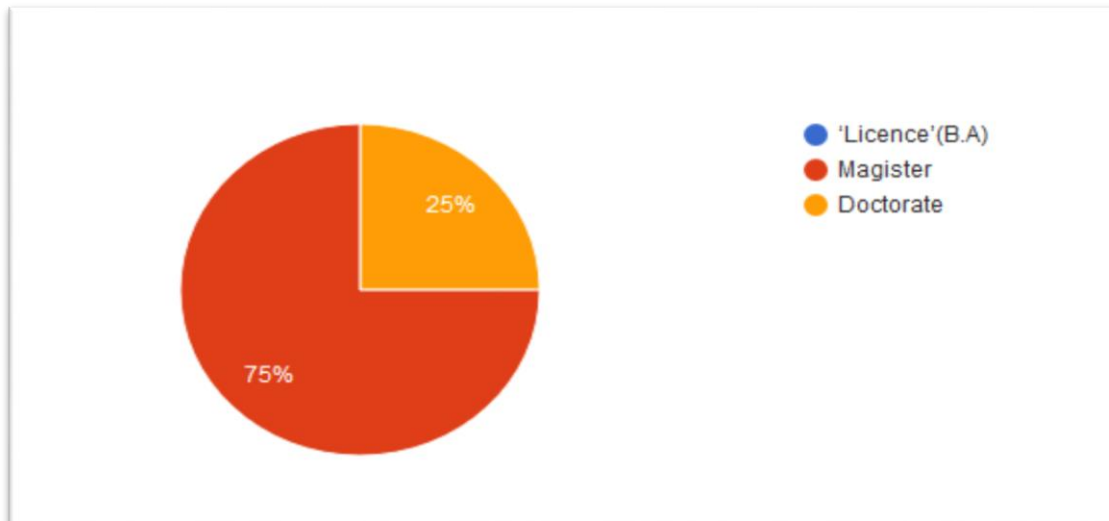
Table 3.18 show there are equal percentages of the respondents' genders. In this respect, two (50%) of the teachers were females, and the second half two (50%) of the other teachers were males. These findings would be very helpful because the researcher will receive equal viewpoints from both teachers' genders.

Q2/Your qualification:

Table 4. 19

Teachers’ Qualification

Options	Teachers’ numbers	Percentages
‘Licence’(B.A)	00	00%
Magister	3	75%
Doctorate	1	25%
Total	4	100%



Pie chart 4. 10 Teachers' Qualification

This question identifies the qualification of teachers. As table 3.19 demonstrates, three respondents (75%) has a Magister. However, only one teacher (25%) holds a Ph.D. Therefore, our teachers' sample was perfectly suitable to provide us with significant responses.

Q3/ for how long have you been teaching EFL oral expression at university?

The above question was asked to teachers to know the number of the years that they have experienced through it teaching the Oral Expression course. Thus, their responses will be listed in the following points:

- *Three years.*

- *For nearly three (03) years.*

- *One year.*

- *One year.*

As it can be noticed from the teachers' responses, two teachers (50%) taught this course for one year. Additionally, two other teachers (50%) taught the Oral Expression

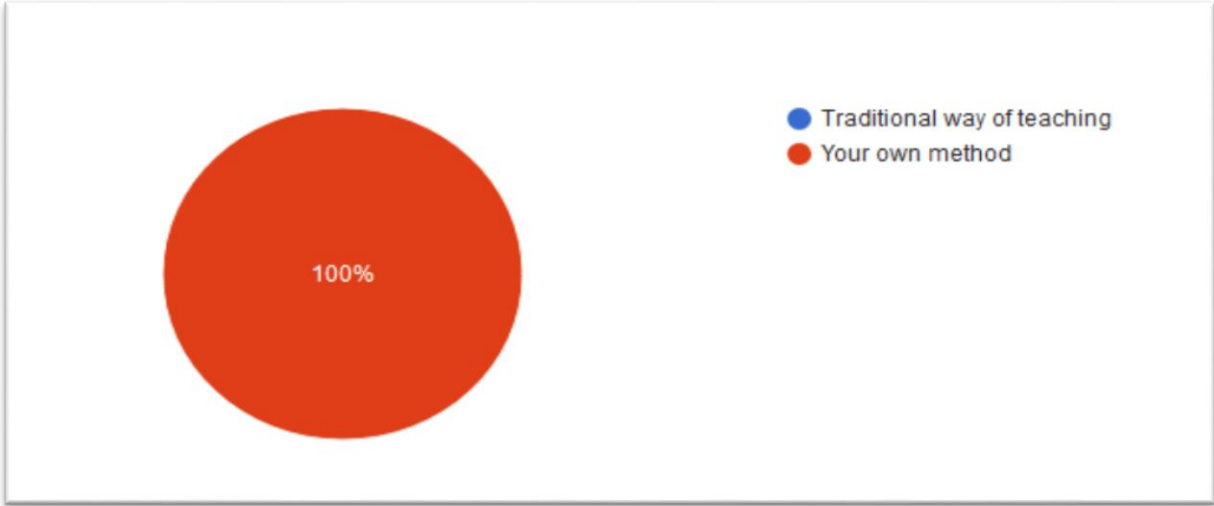
course for three years. Therefore, half of the teachers experienced this course for a long duration, and the other half of the respondents experienced it for just one year. Hence, we can gain the needed data from the respondents who experienced it for a long duration of time, as well as from the ones who only experienced it from a specific period.

Q4/As a teacher of Oral Expression, do you follow the traditional way of teaching (memorisation and recitation techniques) or you have your own method?

Table 4. 20

Teachers’ Teaching Methods

Options	Teachers’ numbers	Percentages
Traditional way of teaching	00	00%
Your own method	4	100%
Total	4	100%



Pie chart 4. 11 Teachers’ Teaching Methods

The above question was asked to the teachers of Oral Expression in order to know if they are using a traditional way of teaching based on memorisation and the recitation

techniques or if they have their own methods. Therefore, we noticed that the four (100%) teachers have their own and personal teaching method and no one of them follow the traditional way of teaching. Thus, these results may be considered as a good indicator that our teachers we chose are motivated to teach the Oral Expression and are open to different teaching methods.

- If you have your own, please describe it briefly.

This question is related to the previous one. Therefore, since we noticed that all the teachers have their own methods, the following points will present the teaching methods that are applied by each one of these teachers in their classes.

- Task based.

- The method I have employed in my oral class is 100/100 student-centered approach. It is oriented to improve three main learning skills such as speaking, listening, and reading. In addition, it centered to nurture positive thinking among students.

- My method is largely based on interaction with students and chooses for them thought provoking topics.

- Games (idioms, songs,..) group work, individual work.

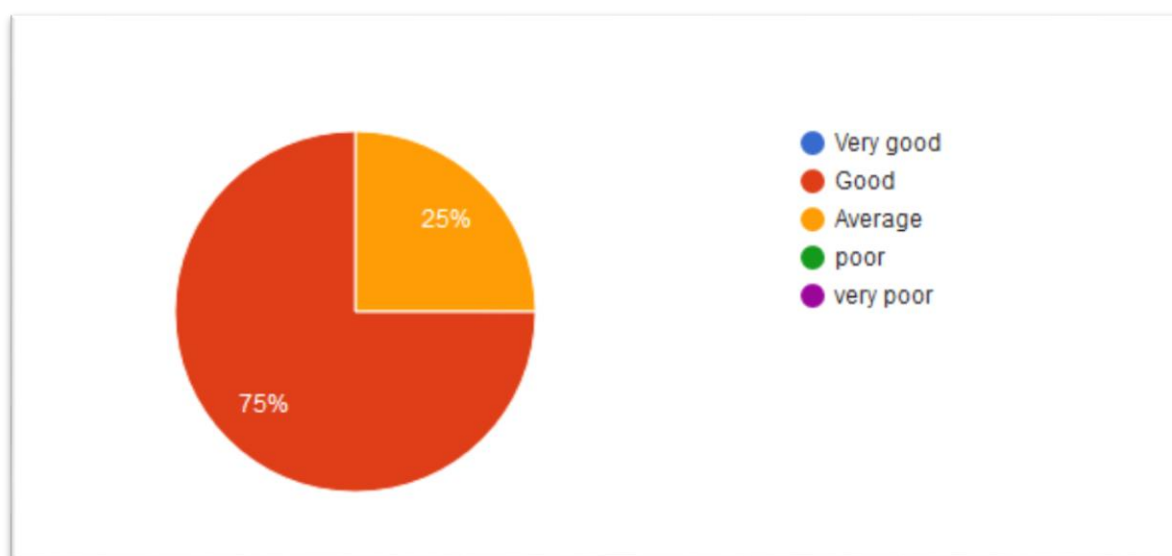
We noticed from the above responses that the four teachers used multiple teaching techniques in their Oral Expression course sessions. However, no one of them stated that s/he is using the storytelling technique as a teaching method.

Q5/How do you, generally talking, evaluate your students' English vocabulary?

Table 4. 21

Teachers' Evaluation of Their Students' English Vocabulary

Options	Teachers' numbers	Percentages
Very good	00	00%
Good	3	75%
Average	1	25%
poor	00	00%
very poor	00	00%
Total	4	100%



Pie chart 4. 12 Teachers' Evaluation of Their Students' English Vocabulary

From table 3.21, we clearly see that the majority of respondents three (75%) responded with the same choice, as they assess their students' English vocabulary at a good level. However, the remaining one teacher (25%) claimed s/he has an average level. Thus, this question aimed to find out, generally talking, the students' vocabulary levels whom the teachers working with in order to know if our suggested technique can be appropriate or not. Therefore, as it can be seen, the majority of the respondents claimed that their students' levels

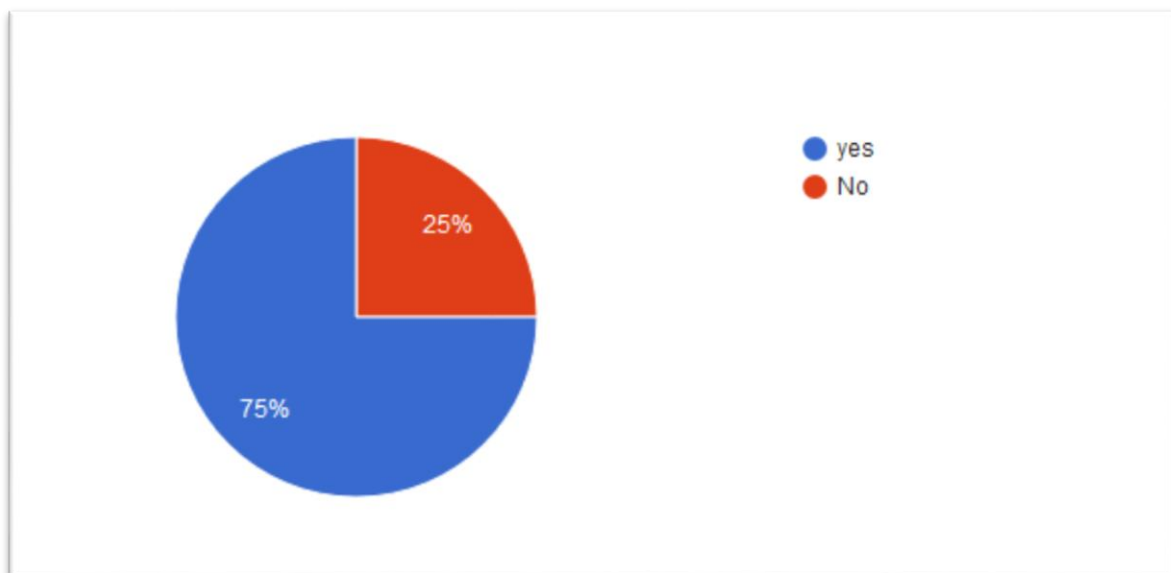
are good. Subsequently, our proposed techniques can match with the students who have good vocabulary levels to a certain extent.

Q6/As a teacher of Oral Expression course, do you think that having a large vocabulary will help the learner to master the language?

Table 4. 22

Teachers' Attitudes towards Students' Mastering the Language through a Large Vocabulary Number

Options	Teachers' numbers	Percentages
Yes	3	75%
No	1	25%
Total	4	100%



Pie chart 4. 13 Teachers' Attitudes towards Students' Mastering the Language through a Large Vocabulary Number

This question aimed to know the teachers' attitudes towards students' mastering the language through a large vocabulary number. Therefore, three (75%) of the respondents agreed on that having a large vocabulary will help any learner to master the language. However, only one (25%) teacher who thought the opposite.

- Please, justify your answer.

This is a second part of the previous question that aimed to justify the teachers' responses about how a large number of vocabulary can help the students to master the language. In this respect, all the four teachers answered this question as follows:

- It ensures communicative competence when paired with correct grammar.

- For learning / mastering a foreign language as English; for instance, one necessitates communicating his/her ideas fluently, I.e speaking the language. The latter is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994). This means it is centered upon both fluency and accuracy. Thus, having a large amount of vocabulary alone is never enough. Students, however, need to know exactly when and how to employ this vocabulary in their communications in order to deliver effective and meaningful messages.

- Students need new words to express their opinions, ideas and emotions.

-Student needs to know how to put words in context.

Therefore, as it is noticed in the above responses, the three teachers who thought that a large number of vocabularies could help the students to master the language presented positive justifications. The first one claimed that students need new words in order to express their opinions, ideas, and emotions. The second one stated that vocabulary ensures communicative competence when paired with correct grammar. In addition, the third one

agreed on with them. He thought that having a large amount of vocabulary is useful, but is not enough, and the students need to know how and when they have to employ those words in their daily life. However, the remaining respondent who was against what has been said above asserted that any student who wants to learn how to bring words into meaning (context), and has a large number of vocabularies is not enough to master the language. Therefore, we noticed from these responses that the teachers agreed on that vocabulary is helpful for students but is not enough to master the language. That is why, we thought to suggest the storytelling technique as a learning strategy that could be effective in helping EFL learners be good users of the target language.

Q7/Do oral expression teachers teach vocabulary explicitly? Or do they just focus on speaking and vocabulary is learned implicitly?

This question was asked to the teachers in order to know if they teach vocabulary implicitly or explicitly. Therefore, they provided us with the following answers that will be presented in the list below:

-Mostly implicitly.

- Personally, I have a particular course devoted for studying vocabulary through teaching North American Idioms). In this course, students learn how to extract new words, expressions and proverbs used in America from the sentences exposed in the worksheet. Then, they are asked to employ the same proverbs and idiomatic expressions in a conversation as a final task.

- Every teacher has his/her own way.

- Focus on speaking.

What is worth noting from the above teachers' responses is that two of them (50%) just focused on speaking, and vocabulary to be learnt implicitly. Further, another teacher (25%) claimed that he teaches vocabulary explicitly through teaching North American idioms. However, the remaining teacher (25%) provided a neutral answer, in which he did not mention if he teaches vocabulary in an explicit or implicit way. He limited his response to "every teacher has his/her own way of teaching vocabulary".

Q8/ What is your opinion towards the implementation of storytelling as a teaching and a learning tool?

This question sought to detect the teachers' attitudes toward the implementation of storytelling as a teaching and a learning tool. Thus, their responses will be presented in the following points:

- *Positive.*
- *I think teaching oral expression through story would be an exciting experience for teachers and students as well.*
- *I do really find it helpful.*
- *Strongly agree, I used this tool too to teach not only vocabulary but to help them memorize the names of a big number of writers and poets and their works of art as they can. It also implemented to improve the reading skills by engaging all the students of the class in a Reading task.*

The four teachers had positive attitudes towards the storytelling technique. In addition, three of these teachers claimed that this technique is very positive, helpful, and gives an exciting experience for teachers and students as well. The fourth teacher experienced this technique with his students and found it useful not only for vocabulary, but to improve the

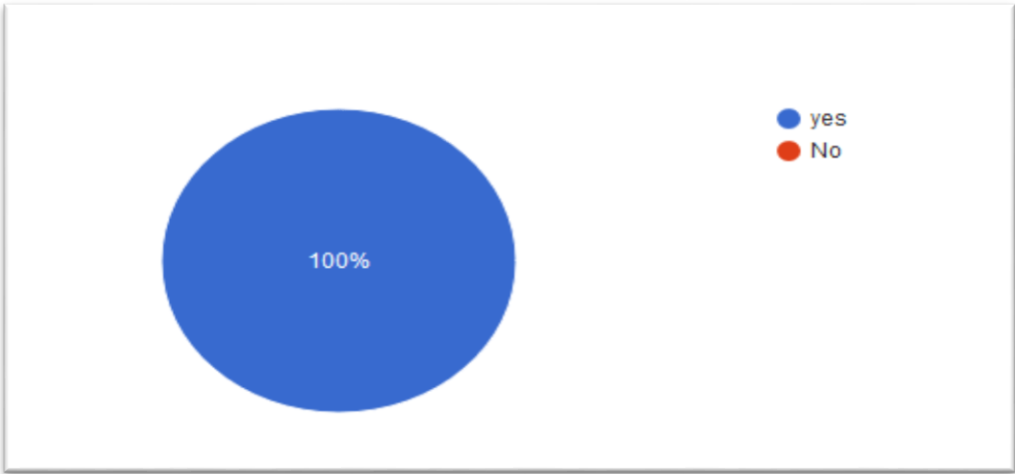
reading skills. In short, all the respondents agreed on that storytelling strategy has positive effects as a teaching and learning strategy.

Q9/Have you ever tried to use storytelling in your teaching?

Table 4. 23

Storytelling Experience in Teachers' Teaching Strategy

Options	Teachers' numbers	Percentages
Yes	4	100%
No	00	00%
Total	4	100%



Pie chart 4. 14 Storytelling Experience in Teachers' Teaching Strategy

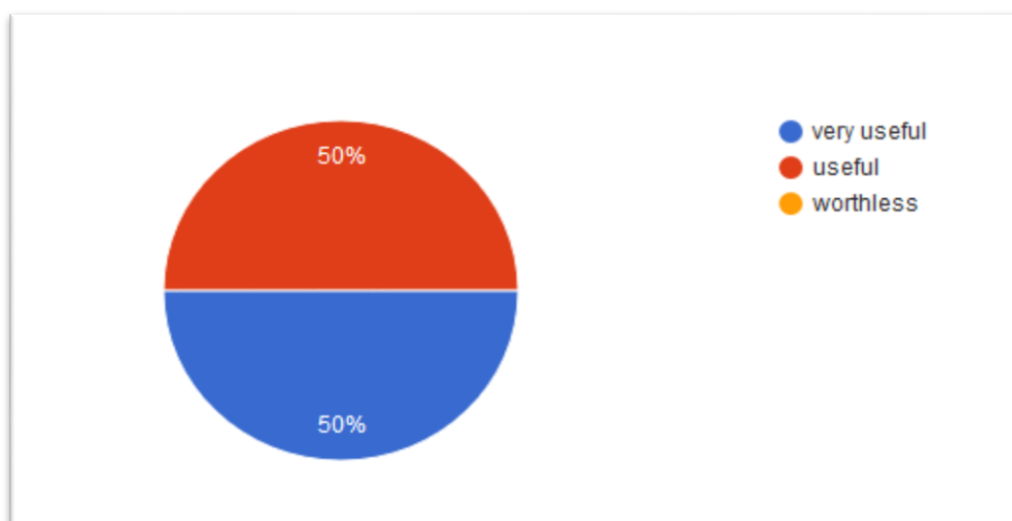
Table 3.23 presents the teachers’ answers about if they tried to use the storytelling technique in their teaching. Thus, we noticed that four respondents (100%) answered that they tried this technique in their teaching.

Q10/If yes, how do you find its results?

Table 4. 24

The Results of the Storytelling Technique from the Teachers' Experiences

Options	Teachers' numbers	Percentages
very useful	2	50%
useful	2	50%
worthless	00	00%
Total	4	100%



Pie chart 4. 15 The Results of the Storytelling Technique from the Teachers' Experiences

This question is linked to the previous one. Thus, its aim was to figure out the results of the implementation of storytelling as a teaching technique from the teachers' perspectives whom they have experienced this strategy in their teaching. Therefore, we received positive answers from the respondents. Two (50%) of the teachers claimed that the results of storytelling were very useful. The second half of the teachers 2(50%) stated that its results are useful. Hence, no one has claimed that s/he experienced worthless results from the

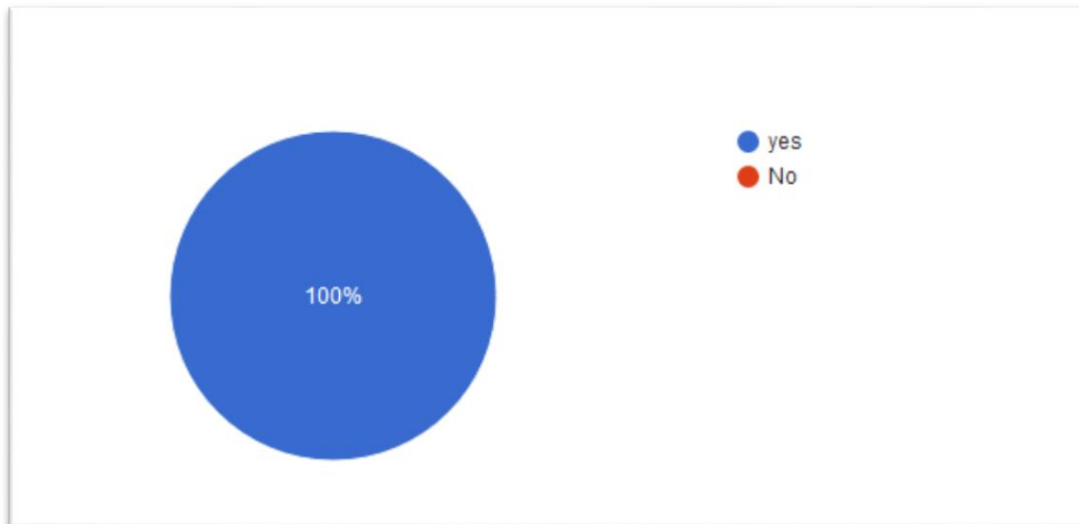
implementation of storytelling. In general, the findings that we received from this question showed that this technique when it is implemented in the Oral Expression course would be useful in both cases.

Q11/Do you think that this strategy makes learners more involved and engaged during oral expression classes?

Table 4. 25

Teachers' Perceptions about the Effects of Storytelling Technique in Involving and Engaging Students during Oral Expression Classes

Options	Teachers' numbers	Percentages
Yes	4	100%
No	00	00%
Total	4	100%



Pie chart 4. 16 Teachers' Perceptions about the Effects of Storytelling Technique in Involving and Engaging Students during Oral Expression Classes

Table 3.25 shows the results of the teachers' opinions on the impact of storytelling methods in the students' involvement and engagement during the Oral Expression classes. Thus, we received from the four (100%) respondents the same positive answer. All of the teachers agreed on that this technique could involve and engage the students during their Oral Expression course.

- Please, Justify?

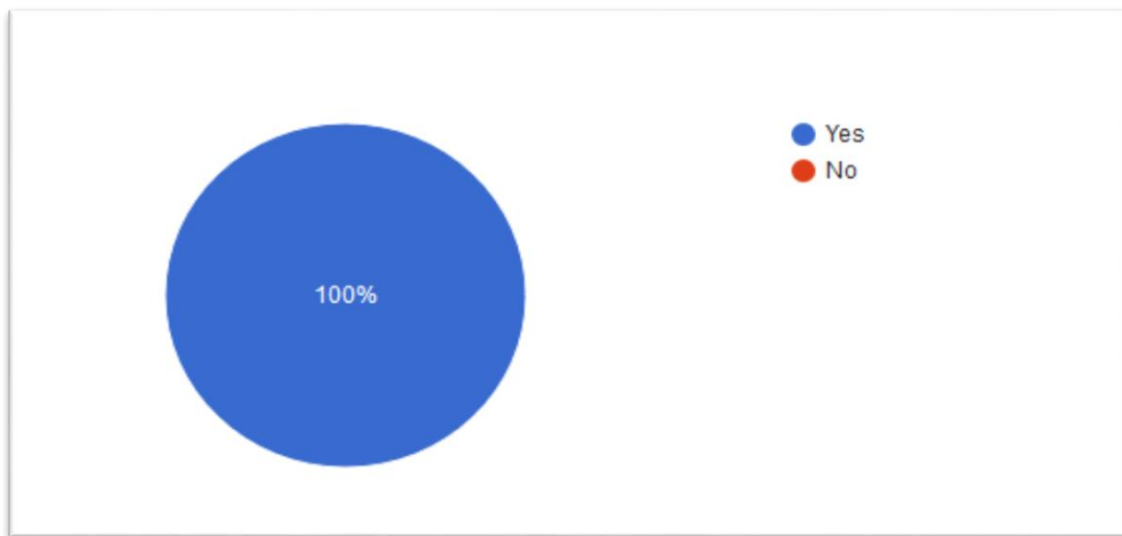
This question is connected to the above question. Therefore, the first teacher claimed that it depends on the students' learning needs. Nevertheless, mostly, it has a positive effect on engagement and attitude. The second teacher stated that storytelling helps much more the category of introvert students. However, for the extrovert ones, there are no issues. The former category suffers from numerous psychological problems including anxiety, low self-esteem, shyness...etc. By Involving all students in the task of reading or telling a story will help to catch their attention, eliminate negative feelings and prejudices among students, and put all social differences apart. This will help them to learn new vocabulary, enjoy the task, and mainly feel intimacy, especially if the story is funny and builds bridges of confidence. Furthermore, the third teacher stated that stories make sessions enjoyable that what makes students involved and engaged in the class. The remaining fourth teacher has claimed that students like to use the stories they love and that what makes them ultimately participating and using their own techniques. In short, we have noticed from the above answers that teachers' responses were centered on that the storytelling should fulfill the learners' learning needs and preferences.

Q12/Do you think that storytelling is an effective teaching/learning strategy to enhance and boost learners' vocabulary knowledge?

Table 4. 26

Teachers' Opinions about if the Storytelling Can Enhance Students' Vocabulary Knowledge

Options	Teachers' numbers	Percentages
Yes	4	100%
No	00	00%
Total	4	100%



Pie chart 4. 17 Teachers' Opinions about if the Storytelling Can Enhance Students' Vocabulary Knowledge

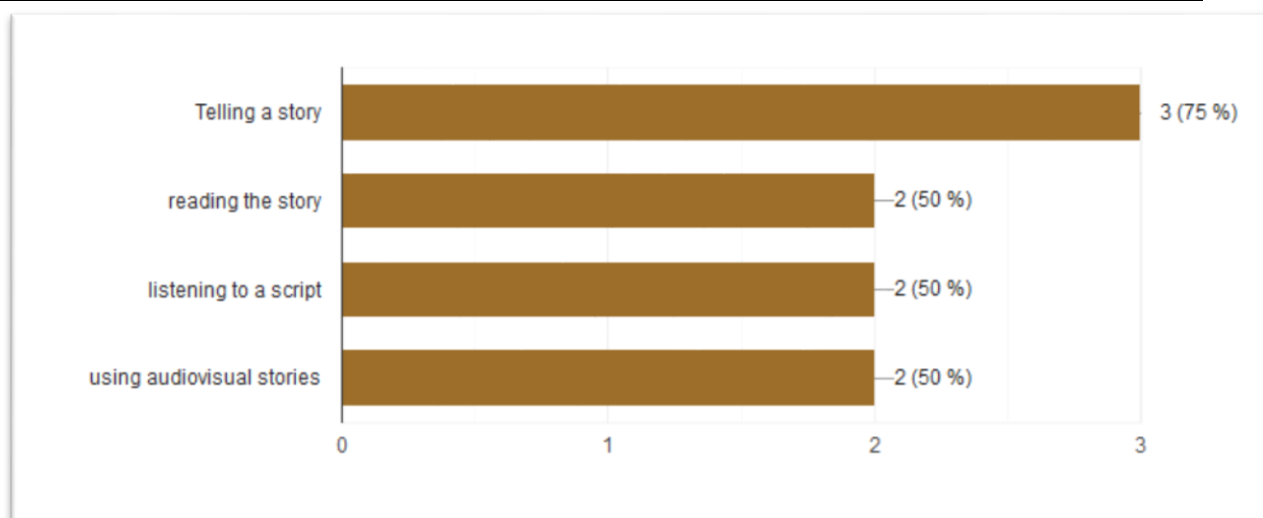
The question aimed to know teachers' opinions towards storytelling as an effective learning/teaching strategy to improve learners' vocabulary knowledge. Therefore, as we noticed, four (100%) of the respondents agreed on in that this techniques can help students to boost their vocabulary knowledge. Thus, these results indicate that this technique is very useful and helpful as a teaching and a learning tool to enhance students' vocabulary knowledge.

Q13/from your perspective, how can storytelling be implemented for more effectiveness?

Table 4. 27

Teachers' Perceptions of the Implementation of the Storytelling Technique for more Effectiveness

Options	Teachers' numbers	Percentages
Telling a story	3	75%
reading the story	2	50%
listening to a script	2	50%
using audiovisual stories	2	50%
Others	0	00%
Total	9	100%



Bar graph 4. 10 Teachers' Perceptions of the Implementation of the Storytelling Technique for more Effectiveness

This question was asked to know the teachers' attitudes towards the implementation of this technique for more effectiveness. Moreover, the respondents were allowed to choose more than one choice. Thus, from the above results, we noticed that three (75%) of the teachers claimed that telling a story is considered an effective way of presenting the

storytelling. However, two (50%) teachers preferred to read the story. Two (50%) other teachers stated that they preferred listening to a script. The last two (50%) respondents preferred to use audiovisual stories. Therefore, the findings of this question showed that almost all of the teachers preferred to use telling a story as an effective way of presenting it, and only half of the teachers' chose the other remaining choices.

Q14/In your opinion, what are the advantages and disadvantages of using storytelling as a technique to teach vocabulary?

This question sought to investigate the advantages and the disadvantages of the use of storytelling to teach vocabulary in EFL classrooms from teachers' perspectives. Therefore, the respondents' answers will set out in the following points:

➤ **The advantages of storytelling according to teachers' points of view:**

The first teacher stated that the advantages of storytelling could be summed up in cooperative learning as an example. However, teachers must realise how to use such techniques, what topics to use, and for how long. The second teacher stated that the advantages of storytelling are countless. Storytelling nurtures motivation, creates a balance between learners (all students get involved in the task), creates new topics for discussion, helps learners to learn from each other, helps them to correct their pronunciation mistakes, provides them with new ideas....etc. Moreover, she added that storytelling could be also implemented in oral class as a psychotherapeutic strategy to nurture students' confidence and boost them to communicate the language by telling or reading a story. Furthermore, the third teachers declared that storytelling helps students to better engage in the language mechanism. The last remaining teacher has claimed that the main advantage of this technique is to improve learners' vocabulary.

➤ **The disadvantages of storytelling according to teachers' points of view:**

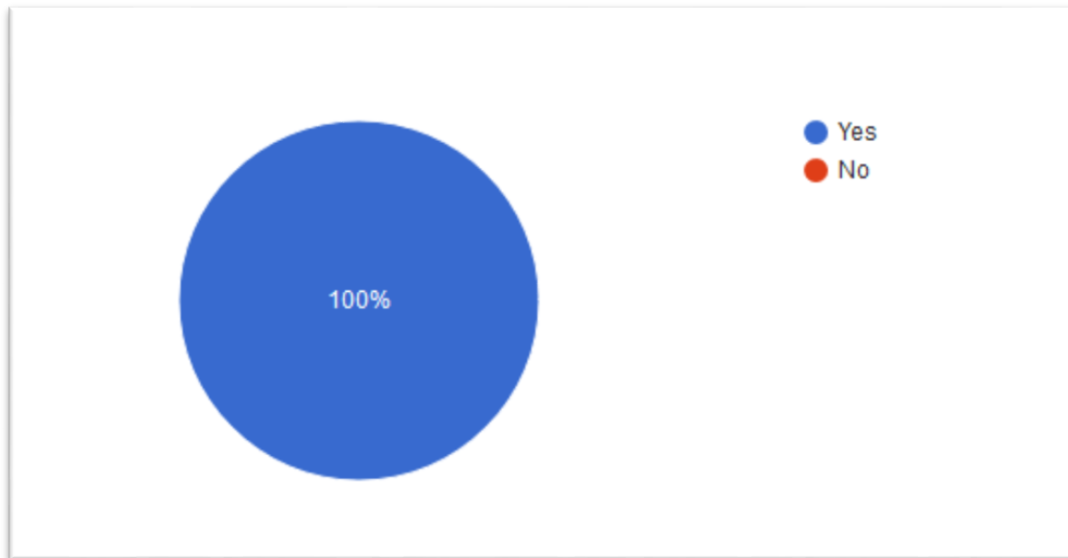
The first teacher stated that the disadvantages of telling a story may be summarised in the lack of reaching a high achievers level of proficiency. The second respondent has declared that the only disadvantage that a teacher might face is when the chosen story is ambiguous, long, or boring (out of students' interest, and here the teacher should be clever enough to study the taste of his students). However, the last two teachers agreed on the same disadvantage of storytelling that it is time consuming.

Q15/In your upcoming teaching sessions, will you implement this technique for the purpose of teaching vocabulary knowledge to your learners?

Table 4. 28

Teachers' Attitudes towards if they will use this Technique in their Upcoming Teaching Sessions for the Purpose of Teaching Vocabulary to their Learners

Options	Respondents' numbers	Percentages
Yes	4	100%
No	00	00%
Total	4	100%



Pie chart 4. 18 Teachers' Attitudes towards if they will use this Technique in their Upcoming Teaching Sessions for the Purpose of Teaching Vocabulary to their Learners

The above question is asked for the teachers to know if they will implement this technique for the goal of teaching vocabulary to their students or not. Therefore, we noticed that all of the four teachers (100%) agreed on that they will apply this technique in their upcoming teaching sessions for the purpose of teaching vocabulary knowledge to their students.

- Please, justify your answer?

This question is linked to the above one. In this question, the teachers justified why they will implement this technique for the purpose of teaching vocabulary to their students. Therefore, the first teacher declared that because storytelling is helpful and teachers need to try to diversify teaching techniques. The second teacher stated that she had already tried this technique with her students by assigning a story for reading tasks. The students were asked to read the story silently, and then they would read aloud to allow them to rectify some pronunciation mistakes. After that, they were asked to extract difficult vocabulary and familiarise themselves with the new words. At the end of the task, they should respond to the

posed questions about what they liked/disliked in the story, what hindered their understanding, what helped their understanding, and what is the current feeling. Further, the third teacher stated that he would use this technique as long as it helps students. The last fourth teacher claimed that she would probably use this technique because the majority of students seem to enjoy it.

4.2 Discussion and Summary of the Findings

The current study aimed to investigate teachers and students' attitudes towards the implementation of storytelling technique as a teaching/learning strategy to improve students' vocabulary knowledge. Our suggested technique attempted to solve the difficulties that EFL learners face in memorising the lexical items without knowing their context or culture. Thus, this technique aimed to provide the EFL learner with the exposure to real and meaningful use of language with its suitable social interaction. It also intended to boost these learners' interaction, engagement, and to enhance their creativity and innovation that have a vital role in learning a language. More precisely, it also develops learners' vocabulary knowledge for more proficiency.

Therefore, in an attempt to develop a reliable inquiry, we used two research methods to gather the required data; two questionnaires were administered to both teachers of oral expression and second year students. Thus, the students' questionnaire aimed to find out their viewpoints towards the implementation of this technique on learning vocabulary. However, the teachers' questionnaire aimed to get information about how teaching vocabulary under the storytelling teaching technique can help the students to develop their lexis. Consequently, we received positive results from both questionnaires largely.

Furthermore, the results obtained from the analyses of the students' questionnaire provided the researcher with a set of information about their attitudes towards the methods,

strategies, and materials that they prefer to use in learning vocabulary. Therefore, all of the students agreed on that learning vocabulary is a really important task to develop their language proficiency and the English language. In addition, they reported that they prefer to learn vocabulary through context or interaction with individuals who speak the language rather than memorising block of words by heart which they will forget them if they do not use them regularly. In addition, they prefer to use movies or stories as learning materials to help them gain new lexical items rather than any other technique.

Moreover, in the third section of the students' questionnaire, we presented our suggested method (storytelling) to enhance vocabulary knowledge. Thus, the findings that have been drawn have shown that the majority of the students were interested in listening to stories (storytelling) as an enjoyable, interactive, and cultural learning technique to boost their vocabularies. They also stated that the storytelling technique would provide them to listen to language in its context, motivates, and improves their critical thinking. However, almost all of the students claimed that they prefer the questions with multiple choices, guessing the end of the story, discussing the main themes of the story, and true/ false questions during storytelling activities to feel that they have fulfilled their self-needs vocabulary through the storytelling technique. Consequently, the results obtained from the students' questionnaire confirmed our research aims that we set out at the beginning of this research.

Regarding the teachers' questionnaire, it sought for their attitudes, perceptions, and viewpoints towards the methods that they tend to use in their oral expression classes to teach vocabulary. Therefore, the majority of the teachers were aware of the importance of learning vocabulary through a context in order to master the English language. Moreover, all of them claimed that they follow their own methods in teaching Oral Expression such as task-based, centered approach, games, and so on. Hence, this can be attributed to their awareness of the

needs of their students by diverse the ways of teaching the oral expression in order to attract their attention to the course.

Concerning the results obtained from the teachers' questionnaire about our proposed teaching/learning techniques (storytelling) to improve the students' vocabulary knowledge, they were almost positive in many aspects. Thus, all of the teachers that we included in our sample reported that they tried the storytelling technique in their classes and it provided them with useful results and positive effects on engagements and attitudes. In addition, the majority of them claimed that tales (telling a story) preferably implement this technique for more effectiveness. However, the own disadvantage that almost all the teachers agreed on is that the time allocated for telling a story with its techniques to teach vocabulary cannot be enough to fulfill the learners' needs. Therefore, we can conclude that all of the oral expression teachers supported this technique and its importance of teaching/learning vocabulary.

4.3 Synthesis of the Findings

This section is meant for summarising and visiting the main results obtained from both teachers and learners' questionnaires. Its objectives are based on answering the research questions and to support or deny the hypotheses suggested to this inquiry. Accordingly, as we mentioned before that the two research methods that we adopted in this study were helpful in gathering the needed information of the teachers and learners' attitudes towards, and perceptions of our suggested storytelling as a teaching/learning technique to improve second-year students' vocabulary knowledge.

We received positive findings from both teachers and learners' questionnaire. The results showed that both respondents were aware of the importance of learning vocabulary, as well as they agreed on the efficacy of storytelling as a teaching/learning technique.

Moreover, they stated that it is an interesting teaching method that they approved for implementing it in their Oral Expression sessions to enhance the lexical items. Additionally, both of them confirmed that they prefer to implement this technique by tales or telling stories for more effectiveness. They also reported that regardless of its importance in boosting vocabulary, it would provide the learner to be exposed to language in its context, interact with their classmates and teachers, create an enjoyable environment, and improve their cultures. As well as it is considered as a psychotherapeutic strategy to nurture students' confidence and boost them to communicate the language. Thus, we can notice that from the teachers and learners' perceptions that storytelling has countless advantages that can help both of them according to fulfill the required needs.

Therefore, the researcher concluded that the results obtained from the previous analyses of the two questionnaires confirmed the research hypotheses that have been cited previously to answer the research questions of the present research. The first hypothesis has confirmed that vocabulary knowledge and proficiency will be improved using storytelling as an appropriate pedagogy. Furthermore, the second hypothesis has asserted that learners' comprehension will be enriched by using an efficient storytelling teaching technique. Moreover, the third hypothesis has confirmed that the improvement of learners' attitudes towards the use of stories as a learning strategy will be increased if the storytelling classroom activities are used for the purpose to fulfill learners' needs of vocabulary.

Conclusion

The present chapter discussed the practical part or what is called the fieldwork of the present inquiry. We analysed the data obtained from the research instruments that we performed to explore the implementation and the effectiveness of storytelling as a

teaching/learning tool to enhance learners' vocabulary knowledge. Accordingly, the findings of the analysis that we carried out achieved positive results largely.

General Conclusion and Pedagogical Implications

The overarching goal of this undertaken study is to confirm the hypothesis that aimed to show the teachers' and learners' attitudes towards the implementation of storytelling in EFL classes, which is a beneficial teaching and learning tool to improve students' vocabulary knowledge. In short, the researcher carried out the present study to investigate the relationship of using storytelling as a teaching and a learning strategy in the oral expression session among second-year EFL students of Biskra University to enhance their vocabulary knowledge.

In order to test this latter, we used the qualitative research method. Thus, we opted for two questionnaires for both teachers and students that aimed to find out their viewpoints and perceptions about how teaching vocabulary under the storytelling teaching/learning technology could help these students to develop their lexical vocabulary. Therefore, after the analyses and the interpretation of the obtained results, the researcher has come into conclusion that the present study achieved positive outcomes that support the use of storytelling as an alternative instrument of teaching the Oral Expression course and which provide the students to expose to real and meaningful use of language with its suitable social interaction.

To conclude, this strategy is helpful for second-year students to enhance their lexical vocabularies and build an interactive environment among their classmates and their teachers. Furthermore, our proposed technique has proven to be valid in enriching lexis and language performance to create a motivational learning setting for more effectiveness in teaching the oral expression course. Additionally, our suggested strategy can allow teachers to foster their

way of teaching by responding to their students' needs, and to express the necessary meaning through the stories without any mother tongue translation.

Pedagogical Implications

Based on the obtained findings about the implementation of storytelling as a teaching/learning technique to enhance learners' vocabulary knowledge, and according to the teachers' and the learners' attitudes towards the present study, we are going to conclude this study by a number of recommendations and suggestions to take into consideration for more efficacy.

For Teachers

- Teachers should select the appropriate story with an easy language that fulfills the learners' learning needs, including learning vocabulary, learning the language skills, and so on.
- The selection of the stories has to be motivating, interesting, and enjoyable for all learners' levels and for the teachers as well in order to not get bored during the lecture and to create a positive atmosphere.
- Teachers have to follow the steps and stages of telling the story for their learners for the purpose of learning and not just entertaining.
- During telling a story, teachers have to encourage each of their students to predict the next parts of the story or to retell it again.
- Time to time, the teacher has to vary the way of presenting or telling the story by using audiovisual storytelling or selecting one of his learners to tell a story that he has prepared for his classmates. Because those are the major requested and preferred ways of telling stories according to our selected students' sample.

- Teachers have to vary the ways of activities to test their students' comprehension and apprehension of new words.

For students

- Students have to do their best to build the story events in their imaginations and to predict the next steps that their teacher does not reach yet.
- They do not have to hesitate to ask their teacher when encountering or hearing new and unknown words during the storytelling.
- Students also have to inform their oral expression teacher of the type of stories they want in order to be involved and engaged with their classmates and teacher.

For administration

- The administration should increase the assigned teaching time of the oral expression course and the days allocated to fulfill the language skills' needed.
- They have to provide the oral teachers with specified rooms with the necessary technological materials to create an enjoyable and helpful atmosphere of teaching/learning the foreign language (FR).

Limitation of the Study

The present study was an attempt to investigate teachers' and learners' attitudes towards the use of storytelling strategy to enhance vocabulary knowledge. Thus, we have been surrounded by a number of constraints in conducting the theoretical part. Before the (The COVID-19) virus that struck the whole world, we talked to some teachers to conduct with them an interview. However, we were surprised by the unexpected holiday decision because of that illness that made us replace the interview with the questionnaire. The last day of the holiday and before the piloting stage, we have experienced the distribution of our

questionnaire to one class of second-year students and we have noticed that almost all of the students do not like the idea of writing their personal information (full names, Emails, and so on), what made us delete that part in the approved students' questionnaire. Moreover, when we posted the students' questionnaire on second-year students' Facebook group, we did not receive an acceptable number of students who collaborated with us what made us follow another plan. We used a phone number of one student that we had met when distributing the questionnaire to help us sending it to all of her second-year classmates to cooperate with us and answer our questionnaire. We also sent our questionnaire to other students that we found their posts on the second-year Facebook group and all of them were really collaborative.

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Appendices

Appendix 1

Students' Questionnaire: Piloting Stage

Dear Students,

As part of a Master's Degree, you are kindly invited to fill in the following questionnaire which attempts to show the learners' and teachers' attitudes towards the use of storytelling as a teaching/learning strategy to improve vocabulary knowledge. We would be so grateful if you could answer the following questions that will help the researcher for collecting data for this study. Your contribution is very helpful and useful in assessing the efficacy of the newly introduced technique in our research.

-Please put a tick (✓) in the appropriate box, or full answers if it is necessary.

Thank you in advance.

Section one: Background Information

Q1/ Age:

Q2/ Gender:

a. Male.

b. Female.

Q3/ Studying English at university is it:

a. Your personal choice

b. Imposed (forced)

Q4/ If is it your personal choice. Why?

- a. You prefer the English language than other foreign languages.
- b. Because it is an international and major world language (the language of evolution, media, technology and so on...).
- c. Your capacities in learning English are higher than learning other branches.

Q5/ Your English level is:

- a. Excellent.
- b. Very good.
- c. Good.
- d. Medium.
- e. Poor.
- f. Very poor.

Section two: Vocabulary Knowledge

Q1/ Learning vocabulary is very important to develop language proficiency?

- a. Agree.
- b. Disagree.

Q2/ Do you think that memorizing a block of vocabulary is sufficient in recalling them with their meanings and use them in your next conversations? Justify your answer, please.

.....
.....
.....

Q3/ what are the materials that you like to use in order to gain new vocabulary knowledge?

- a. Text books.
- b. Newspapers.
- c. Stories.

Q4/ Which of the language skills do you prefer?

- a. Listening.
- b. Writing.
- c. Reading.
- d. Speaking.

Q5/ when you listen to an English text?

- a. Do you understand every single word?
- b. Do you understand only a part of it?
- c. You do not understand anything?

Q6/ If you encounter difficult and unknown words. Do you ask for help?

- a. Yes.
- b. No.

Q7/ If 'yes', do you ask

- a. Ask your teacher?
- b. Ask your colleague?
- c. Check your dictionary?
- d. Guessing the meaning from the context?

Chapter three: storytelling

Q1/ Do you like stories?

- a. Yes.
- b. No.

Q2/Do you prefer:

- a. Listening to a story (storytelling)?
- b. Reading a story?

Q3/Do you agree that stories can help you enrich your vocabulary? Justify your answer, please.

.....

.....

.....

Q4/Do you find that using a storytelling technique can help you gain and recall a number of words with their meanings better than any other methods? and why ?

.....
.....
.....

Q5/What if storytelling became a part of your oral expression course. It will be:

- a. More interesting.
- b. Normal task.
- c. Needless.

Q6/ As an EFL learner, how can storytelling be useful to you?

- a. It motivates you to learn.
- b. Provide you to listen to language in its context
- c. Improves you critical thinking
- d. Increases your knowledge and understanding of literature
- e. Builds your cultural awareness

Q7/ In your opinion, does storytelling has an efficient role to improve your vocabulary knowledge?

- a. Yes.
- b. No.

Q8/ If yes, what kind of stories do you prefer?

- a. Real stories.

b. Fables.

c. Fiction stories.

Q9/during storytelling activities. Which activity do you find that it is more helpful for you to test your comprehension?

a. Questions with multiple choices.

b. True/false questions.

c. Filling the gaps.

d. Guessing the end of the story.

e. Retelling the story.

Section four: The Opinionnaire

Q1/ Are all the questions appropriate?

.....
.....

Q2/Are the questions helpful in gathering the information we want?

.....
.....

Q3/ Did you find repeated questions?

.....
.....

Q4/ Did you find any question that needs to be reformulated or clarified?

.....
.....

Q5/ Does each question assess what it should be measuring?

.....
.....

Q6/ Did you have any other question that you think is closely related to the purpose of the questionnaire but have not been included?

.....
.....

Thank You.

Appendix 2**Student's Questionnaire**

Dear Students,

As part of a Master's Degree, you are kindly invited to fill in the following questionnaire which attempts to show the learners' attitudes towards the use of storytelling as a teaching/learning strategy to improve vocabulary knowledge. We would be so grateful if you could answer the following questions that will help the researcher in collecting data for this study. Your contribution is very helpful and useful in assessing the efficacy of the technique of storytelling in our research.

-Please put a tick (✓) in the appropriate box, or supply full answers if it is necessary.

Thank you in advance.

Section one: Background Information

Q1/ Gender:

a. Male.

b. Female.

Q2/ Studying English at university is it:

a. Your personal choice.

b. Imposed (forced).

Q3/ Your English level is:

a. Excellent.

b. Very good.

c. Good.

d. Medium.

e. Poor.

f. Very poor.

Section two: Vocabulary Knowledge

Q1/ Learning vocabulary is very important to develop language proficiency?

a. Agree.

b. Disagree.

2/ which strategy do you think is effective in learning vocabulary?

a. Through contexts?

b. Interaction with individuals who speaks the language?

c. By memorizing block of words?

d. Others:

.....
.....

Q3/ what are the materials that you like to use in order to gain new vocabulary knowledge?

a. Text books.

- b. Newspapers.
- c. Stories.
- d. Movies.
- e. Podcast.
- f. Others:

.....

.....

Q4/ Which of the language skills do you prefer?

- a. Listening.
- b. Writing.
- c. Reading.
- d. Speaking.

Q5/ when you listen to an English text.

- a. Do you understand every single word?
- b. Do you understand only a part of it?
- c. You do not understand anything?

Q6/ If you encounter difficult and unknown words. Do you ask for help?

- a. Yes.
- b. No

Q7/ If 'yes', do you ask

- a. ask your teacher?
- b. Ask your colleague?
- c. Check your dictionary?
- d. Guessing the meaning from the context?
- e. Others:

.....

.....

Section three: Storytelling

Q1/ Do you like stories?

- a. Yes.
- b. No.

Q2/Do you prefer:

- a. Listening to a story (storytelling)?
- b. Reading a story?
- c. Telling a story?
- d. Writing a story?

Q3/Do you agree that stories can help you enrich your vocabulary? Justify your answer, please.

.....

.....

.....

Q4/Do you find that using a storytelling technique can help you gain and recall a number of words with their meanings better than any other methods? and why ?

.....

.....

.....

Q5/ If yes, what kind of stories do you prefer?

- A. Real stories.
- B. Fables.
- C. Fiction stories.
- D. Others:

.....

.....

6/Who would you like to tell the stories?

- a. The teacher.
- b. Classmates.
- c. Audiovisuals.
- d. Audio only.
- e. Recordings by natives.

f. Others

.....

Q7/What if storytelling became a part of your oral expression course. It would be:

a. More interesting.

b. Normal task.

c. Needless.

Q8/ As an EFL learner, how can storytelling be useful to you?

a. It motivates you to learn.

b. Provide you to listen to language in its context.

c. Improves you critical thinking.

d. Increases your knowledge and understanding of literature.

e. Builds your cultural awareness.

f. Others:

Q9/During storytelling activities. Which activity do you find more helpful for you to test your comprehension?

a. Questions with multiple choices.

b. True/false questions.

c. Filling the gaps.

d. Guessing the end of the story.

e. Retelling the story.

f. Discussing the main themes of the story.

g. Others:

.....
.....

***Please add any other recommendations or suggestions concerning the role of storytelling technique to enhance the learners' vocabulary knowledge. Thank you for your collaboration.**

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Appendix 3**Teachers Questionnaire: Piloting Stage**

Dear teacher,

This questionnaire is a part of our proposed study to enhance learners' vocabulary knowledge through storytelling as a teaching/learning technique. Thus, it aims to identify the importance of storytelling on vocabulary knowledge. We would appreciate your cooperation if you answer the following questions. Your contribution is very helpful and useful in assessing the efficacy of the newly introduced technique in our research.

Thank you in advance.

Q1/You are:

a. Male.

b. Female.

Q2/Your qualification:

a. License.

b. Magister.

c. Magister.

d. Doctorate.

Q3/How long have you been teaching EFL oral expression at university?

.....

Q4/ Is it your choice to teach the Oral Expression course? If is it personal, why?

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.....

Q5/As a teacher of Oral Expression, do you follow the traditional way of teaching or you have your own method? if you have your own, please describe it briefly.

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.....
.....

Q6/How do you evaluate your students' English vocabulary?

- a. Very good
- b. Good
- c. Average
- d. Poor
- e. very poor

Q7 /From your perspective, what are the difficulties that your learners face in understanding an English text?

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.....
.....

Q8/As an EFL oral teacher, do you think that having a large number of vocabularies will help the learner to master the language? Please, justify your answer.

.....
.....

Q9/What is your opinion towards the implementation of storytelling as a teaching and learning tool?

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.....

Q10/Have you ever tried to use storytelling in your teaching? If yes, how do you find its results?

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.....

Q11/Do you think that this strategy will motivates your learners to be more involved, interacted, and engaged during the oral expression session?if yes, why? if no, why not?

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.....

Q12/Do you think that storytelling is an effective teaching/learning strategy to enhance and boost learners' vocabulary knowledge? Please, justify your answer.

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.....

Q13/In your opinion, what are the advantages and disadvantages of using storytelling as a pedagogical approach to teach vocabulary?

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.....

Q14/In your upcoming teaching sessions, will you implement this technique for the purpose of teaching vocabulary knowledge to your learners? justify?

.....
.....

The Opinionnaire

1. Are all the questions appropriate?

.....
.....

2. Are the questions helpful in gathering the information we want?

.....
.....

3. Did you find repeated questions?

.....
.....

4. Did you find any question that needs to be reformulated or clarified?

.....
.....

5. Does each question assess what it should be measuring?

.....
.....

6. Did you have any other question that you think is closely related to the purpose of the questionnaire but have not been included?

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Thank you.

Appendix 4**Teachers' questionnaire**

Dear teacher,

This questionnaire revolves around a study to enhance learners' vocabulary knowledge through storytelling as a teaching/learning technique. We would be so grateful if you could answer the following questions that will enable the researcher to gather the data for this study. Your feedback is very beneficial and useful in determining the effectiveness of using storytelling as a technique in our study.

Thank you in advance.

Q1/You are:

a. Male.

b. Female.

Q2/Your qualification:

a. 'Licence'(B.A).

b. Magister.

c. Doctorate.

Q3/For how long have you been teaching EFL oral expression at university?

.....

Q4/As a teacher of Oral Expression, do you follow the traditional way of teaching

(memorization and recitation techniques) or you have your own method?

- a. Traditional way of teaching.
- b. Your own method.

-If you have your own, please describe it briefly.

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Q5/How do you, generally talking, evaluate your students' English vocabulary?

- a. Very good.
- b. Good.
- c. Average.
- d. Poor.
- e. Very poor.

Q6/As an EFL oral teacher, do you think that having large vocabulary will help the learner to master the language?

- a. Yes.
- b. No.

-Please, justify your answer

Q7/Do oral expression teachers teach vocabulary explicitly? Or do they just focus on speaking and vocabulary is learned implicitly?

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.....

Q8/What is your opinion towards the implementation of storytelling as a teaching and learning tool?

.....
.....
.....

Q9/Have you ever tried to use storytelling in your teaching?

- a. Yes.
- b. No.

Q10/If yes, how do you find its results?

- a. Very useful.
- b. Useful.
- c. Worthless

Q11/Do you think that this strategy makes learners more involved and engaged during oral expression classes?

- a. Yes.
- b. No.

-Please, Justify?

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.....

Q12/Do you think that storytelling is an effective teaching/learning strategy to enhance and boost learners' vocabulary knowledge?

- a. Yes.
- b. No.

Q13/From your perspective, how can storytelling be implemented for more effectiveness?

- a. Telling a story.
- b. Reading the story.
- c. Listening to a script.
- d. Using audiovisual stories.
- e. Others

.....
.....

Q14/In your opinion, what are the advantages and disadvantages of using storytelling as a technique to teach vocabulary?

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.....

Q15/In your upcoming teaching sessions, will you implement this technique for the purpose of teaching vocabulary knowledge to your learners?

a. Yes.

b. No.

-Please, justify your answer?

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.....

***Thank you for your collaboration. Further comments, suggestions and recommendations are highly appreciated.**

Appendix 5: Consent Letter for the Head of the Section of English**Informed Consent**

Dear Head of the English Section,

I am conducting a research on the use of storytelling as a teaching/learning strategy to improve learners' vocabulary knowledge. In this research phase, I will make an investigation on second year EFL students to examine the effectiveness of using the aforementioned approach of teaching to reduce their struggles about the knowledge of vocabulary.

Hence, I am seeking your consent to distribute learners' questionnaires and to conduct teachers' interviews as soon as possible. Questionnaires will be administered in an attempt to examine learners' attitudes and opinions about the implementation of this technique to enhance your vocabulary knowledge. Moreover, interviews will be conducted for a number of oral expression teachers for a purpose of collecting information about how teaching vocabulary under the storytelling teaching/learning technique can help the learner to develop his/her lexical vocabularies.

The confidentiality, privacy, and anonymity of your personal information and data obtained during the conduct of this research will be guaranteed. Your participation in this research project is voluntary, and you may withdraw your consent at any time.

Thus, please sign the corresponding consent form if you agree to participate in this report. We would highly appreciate your cooperation.

You are welcome to contact the researcher for further questions concerning this research project.

Yours sincerely,

Researcher Contact Details:

khaoula GOUACEM

Email: Laloukim06@gmail.com

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Section of English

I have read the researcher's question and understood it clearly. I consent to volunteering as a member in the research project being undertaken by khaoula GOUACEM.

Name:

E-mail:

University:

Faculty:

Department:

Section:

Date:

Signature:

المخلص

قد ثبت أن الموارد المعجمية تلعب دورًا حاسمًا في أداء اللغة بالنسبة للطلاب. ومع ذلك، يواجه تلاميذ اللغة الإنجليزية كلغة أجنبية صعوبات في إتقان اللغة بسبب طريقة التعلم عن ظهر قلب. وبالتالي، أصبحت طرق تدريس المفردات ضرورية بشكل متزايد للمعلمين. لذلك، يحاول العمل الحالي التحقيق في تنفيذ رواية القصص كتقنية تدريس / تعلم لتحسين معرفة المفردات. علاوة على ذلك، فإن تعلم اللغة من خلال الاستماع إلى القصص يشجع الطلاب على عيش الأحداث السردية بخيالهم العقلي. كما أنه يقودهم إلى زيادة دوافعهم وخفض قلقهم. وبناءً على ذلك، تهدف فرضية هذه الدراسة إلى التأكد من أنه إذا تم استخدام سرد القصص بطريقة مناسبة، فسيتم تحسين معرفة المفردات وإتقانها. وبالتالي، لغرض تزويد هذه الدراسة ببيانات قيمة، اعتمدنا نهج البحث النوعي. وبناءً على ذلك، فإن الاستبيانات هي الأدوات الرئيسية المستخدمة في هذا التحقيق، وقد تم إجراء استبيان واحد لطلاب السنة الثانية في اللغة الإنجليزية في جامعة بسكرة، وتم توجيه الاستبيان الثاني إلى معلمي التعبير الشفوي من نفس الجامعة. العينة المختارة في هذا البحث هي عينات عشوائية. بتعبير أدق، اخترنا تقنية أخذ العينات الملائمة. وهكذا، أظهرت النتائج التي تم استخلاصها أن غالبية الطلاب كانوا مهتمين بالاستماع إلى القصص كأسلوب لتعزيز مفرداتهم. علاوة على ذلك، أفاد معلمو التعبير الشفوي أنهم جربوا تقنية سرد القصص في فصولهم وقدمت لهم نتائج مفيدة وتأثيرات إيجابية. في النهاية، بعد تفسير وتحليل النتائج، استنتجنا أن فرضياتنا حققت نتائج ناجحة وإيجابية.

Résumé

Il a été démontré que les ressources lexicales jouent un rôle essentiel dans les performances linguistiques des élèves. Cependant, les étudiants en anglais langue étrangère ont des difficultés à maîtriser la langue en raison de la méthode d'apprentissage par cœur. Ainsi, les méthodes d'enseignement du vocabulaire sont devenues de plus en plus nécessaires pour les enseignants. Par conséquent, les travaux actuels tentent d'étudier la mise en œuvre de la narration en tant que technique d'enseignement / d'apprentissage pour améliorer la connaissance du vocabulaire. De plus, apprendre la langue en écoutant des histoires encourage les élèves à vivre des événements narratifs avec leur imagination mentale. Cela les amène également à augmenter leur motivation et à réduire leur anxiété. En conséquence, l'hypothèse de cette étude vise à garantir que si la narration est utilisée de manière appropriée, la connaissance et la maîtrise du vocabulaire seront améliorées. Par conséquent, dans le but de fournir à cette étude des données précieuses, nous avons adopté une approche de recherche qualitative. En conséquence, les questionnaires sont les principaux outils utilisés dans cette enquête, et un questionnaire a été réalisé pour les étudiants de deuxième année en langue anglaise à l'Université de Biskra, et le deuxième questionnaire a été adressé aux enseignants d'expression orale de la même université. En conséquence, après avoir interprété et analysé les résultats, nous avons conclu que nos hypothèses avaient obtenu des résultats positifs.