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The Impact of Digital StoryTelling Pedagogy on Memorizing Vocabulary :

The case of third year pupils at Abbas Abdelkarim Middle School

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Dedications

With all love that covers my heart I dedicate this dissertation to :

my wonderful woman in this world , my mother , who encouraged

and gave confidents to accomplish this work. Thank you my Mother

My father who suffered for us .

My dear loving brothers : Amdjed , Heitham , and Mouhsin

My lovely sisters : Mouna , Hadjer , and Ilhem

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Abstract

The current study looked at how employing instructional digital storytelling affected vocabulary memorization and recall at Abbas Abdelkarim Middle School with third year pupils. Our study sample consists of one group of learners at this level. It seeks to examine how instructional digital storytelling of Harry Potter resources assist learners in effortlessly learning, memorizing, and recalling words. Classroom observation , pre test , and post test sessions were held with one group of third-year students in order to collect data. Additionally, interview was addressed to three instructors. For data analysis, we used a mixed-methods approach that included quantitative and qualitative methodologies. Classroom observation data show that instructional digital storytelling has a substantial effect on vocabulary learning in academic circumstances. Pre test and post test show that there are a huge differences in pupils'scores . Furthermore, it has been discovered that these technologies promote vocabulary acquisition and assist students in better memorizing new lexical elements. Using technology in teaching helps students learn new words and academic subjects better which make learning fun and interesting. By using this technique , teachers can make lessons more engaging and help students understand and remember vocabulary more easily. The data corroborates our assumptions that instructional digital storytelling has a significant impact on students' success levels . The findings imply that the use of digital storytelling pedagogy in EFL can effectively aid on vocabulary retention .

Key words **:** digital storytelling pedagogy , technologiy , vocabulary retention

LIST OF Abreviations

DSTP : Digital storytelling pedagogy

EFL : English as a Foreign Language

LTM : Long Term Memory

FLT : Foreign Language Teaching

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General Introduction

General Introduction :

In the contemporary era, technological advancements have profoundly altered global communication dynamics. The widespread adoption of devices such as mobile phones, computers, and the internet have facilitated seamless connectivity and information exchange across borders. This digital landscape has also sparked innovative approaches to language acquisition, leveraging digital platforms, applications, and online resources for language learning purposes. These tools offer diverse opportunities for individuals to engage in language practice and skill development, thus enhancing the accessibility and efficacy of language learning endeavors.

Today, English has become the primary language for global communication, especially on the internet and social media, reflecting its status as the language of globalization. Recognizing this, the Algerian government, like many others worldwide, has prioritized English instruction in schools as a foreign language. Consequently, educators and institutions are striving to teach English effectively, focusing on improving students' communication skills, motivation, and independence. Using technology for learning English as a foreign language (EFL) is crucial for all learners . It means using technological techniques like applicaions, websites, and videos to help EFL learners learn English better. These tools make learning more fun and easy. The learners can practice English anytime and anywhere, and even talk to people who speak English fluently. So, using technological tools make learning English more enjoyable and effective .

1- Statement of the problem

Learning new words are important part when the learner is learning a foreign language. Having a considerable vocabulary helps you write, speak, and understand the foreign language better. It is like building a strong foundation for your language skills . Teachers should pay attention to these two things when teaching a foreign language: making sure students know a lot of words and encouraging them to be independent learners. Many students encounter challenges when learning English as a second language, particularly with vocabulary retention. This includes struggles with articulating thoughts effectively, slow reading, and limited comprehension. However, the most prevalent and frustrating issue is often the difficulty in remembering and recalling newly learned English vocabulary. For this reason, teachers should opt for meaningful materials to assist students in overcoming vocabulary learning challenges. Traditional teaching methods have proven ineffective in enhancing learners' lexical knowledge over the years. Today, the utilization of pedagogical digital storytelling fosters an engaging environment and aids in vocabulary memorization. Our research aims to demonstrate the impact of pedagogical digital storytelling on learners' ability to remember and recall vocabulary effectively. This study aims to examine the impact of pedagogical digital storytelling aids on the memorization and recall of new English vocabulary among third year middle school level at "Abbas Abdelkarim" . Additionally, our objective is to analyze the disparities in students' performance before and after utilizing these materials. Furthermore, we aim to investigate the awareness of both students and teachers regarding the effectiveness of the modern method, namely pedagogical storytelling , in vocabulary retention and comprehension. The present research adopted the experimental method that fits the case of the research problem , and it poses a question :What is the impact of digital storytelling pedagogy on the memorization and recall of vocabulary?

2- Research questions

The present research poses a few questions :

Q1-How does digital storytelling effect in FLT ?

Q2 -What does it mean vocabulary retention in EFL classroom ?

Q3 - How does digital storytelling technique influence vocabulary memorization？

3- Research hypothesis

In the present study , we suggest the following hypothesis to answer our research question:

H0: Digital storytelling aids can negatively affect vocabulary memorization among middle school pupils.

H1 : Digital storytelling aids can positively affect vocabulary memorization among middle school pupils.

H2 : Middle school teachers have a positive attitude towards a digital storytelling technique.

4- Research methodology

In this research, we adopted a mixed-methods approach, combining quantitative and qualitative methodologies to thoroughly explore the impact of pedagogical digital storytelling on vocabulary memorization and comprehension . Our primary objective was to assess the effectiveness of utilizing digital storytelling aids in vocabulary learning. To gather comprehensive data, we employed various research tools. Firstly,

we conducted classroom observation session with third-year middle school students. This allowed us to directly observe student engagement and learning behaviors with storytelling of Harry Potter . Additionally, we obtained an interview with three English teachers at Abbas Abdelkarim middle school to understand their utilization of digital storytelling for teaching lexical items and to gauge their perceptions of its efficacy. Furthermore, we designed two sessions consisting of pre-tests and post-tests for students to measure the difference in vocabulary memorization before and after exposure to show them story of Harry Potter . For data analysis, we employed both qualitative and quantitative content analysis techniques. Quantitatively, we analyzed the pre-test and post-test scores to quantify the impact of pedagogical storytelling on vocabulary retention. Qualitatively, we examined the responses from teachers's interview to gain deeper insights into their perspectives and experiences with digital storytelling . By integrating these approaches, we aimed to provide a comprehensive understanding of the implications of digital storytelling in enhancing vocabulary learning outcomes among middle school students. For this sake , we opted to use the same group and testing it through the traditional approach and the DST approach for the following reasons :

1- The difference of level between classes which created a large gap of aptitude between the classes.

2- The impossibility of organizing session for half of the group because of time and teacher schedule.

3- Testing the change in comprehension and retention with the different groups would be extra factors that can influence the research results .

4-1- Description of the data gathering tools

1- the Pretest : It was designed for 3rd year pupils middle school , it is composed of three exercises . Before this , the researcher has seen the exercises of textbook and the last test , they are designed for a medium level . In order to make the Pretest situable and clear , we prepared a text of « Harry Potter » and we have chosen some words from the text.

2- Experiment description : The experimental technique is used in research to determine the effectiveness of digital storytelling in improving language learners' vocabulary retention. The study employs a methodical approach with thorough methodology and analyses. In the current study, the researcher wanted to investigate the association between the usage of digital storytelling and boosting learners' comprehension and recall of the taught vocabulary. The experiment has four phases:

 Phase 1 : the classical lesson delivery in which the researcher followed the instructions of the teacher and present the lesson in its traditional approach through: The text of Harry Potter presented on 30 minutes. Before step one , the pupils read the text silently. There are 6 students read the text in loudly way . The researcher explained to them a difficult words . They answered a comprehension questions (five questions)

Phase 2 : The retention was administered after the session one (1) as mentioned before .

 Phase 3 : the implementation of the digital storytelling tool teaching in a second session was prepared to the pupils. Some students were paying attention and participating in comprehension questions , while others seemed distracted even though they were looking at the researcher.

The video: it was chosen of the following considerations:

1-the video was helpful for pupils which summarised a popular and lovely story of Harry potter that the researcher found most of students knew the story .

2- the type of vocabulary targeted within the pupils.

3- The content of the video consisted of the first events of Harry Potter.

4- The length of of the video was adjusted (15 minutes)

3-   The post test : The researcher divided EFL learners into two groups and showed a digital storytelling video of Harry Potter's story to third-year pupils in order to see if this technique would be effective in helping them to remember and recall some vocabulary or not. In addition, after watching the video, we presented a test that contained three simple exercises at the student level related to the words in the story.

4- Teacher's interview : This teacher interview deals with the effectiveness of using educational digital storytelling in teaching English vocabulary to EFL learners and investigates the teachers' views and attitudes about this technological tool .

4-2- Sampling

   At Abbas Abdelkarim middle school , the one of four 3rd year EFL classes . The sample selected represents 25% of the whole population, and the class is composed of 36 pupils . Moreover, a number of three (03) teachers from the English Language Division were chosed in order to give their feedback and opinions on the subject of: the impact of digital storytelling pedagogy on vocabulary retention and comprehension.

4-3-   Significance of the study :

   This research seeks to identify whether the application of digital storytelling in learning lexical items is an effective technique that helps learners to memorize and

recall English vocabulary which is one of the biggest problems students face because failure to remember new words of a language means failure of the student's learning process of that language. The findings can help teachers improve vocabulary instruction, and researchers can use them as a reference for future studies on digital storytelling for language learning. Overall, the research underscores the importance of digital storytelling as a pedagogical tool in EFL classrooms, with the potential to improve English vocabulary acquisition and enhance the learning experience for students at the middle school level.

Chapter One :

The Effect of Language Teaching Approaches and Digital Storytelling

on Memorizing Vocabulary and Comprehension .

Introduction

We live in a world surrounded by media and visual stimuli (Jukes, McCain, & Crocket, 2010). In contemporary society, technology's omnipresence profoundly influences various facets of human existence, including education and language acquisition. Crystal (2002) asserts that within the realm of English as a foreign language instruction, the utilization of modern technological tools, notably video materials, holds significant pedagogical implications. Through the incorporation of video resources, educators can cultivate a learning environment that fosters meaningful engagement and enhanced comprehension, thereby optimizing the efficacy of the instructional process. In this regard, teachers who previously used traditional methods need to update their teaching tools to improve foreign language teaching, as Muneer (2010) said: "Teachers need to 'show' and 'tell' at the same time (p. 1515). In this sense, videos Teaching tools are considered to be external motivational tools used by teachers to improve students' ability to practice foreign language skills and stimulate students' enthusiasm and interest. This part discusses modern approaches to teaching English as a foreign language in the classroom, focusing on the integration of technological tools, particularly pedagogy digital storytelling . Teachers are using this tool to enhance students' overall language skills, with a specific emphasis on improving memorization and vocabulary recall. The researcher aims for this chapter to offer valuable insights into the effective use of pedagogy digital storytelling in language teaching and learning.

1- Language teaching materials

Language materials are essential for teaching and learning a language. Teachers create these materials to meet the needs of their students, making the learning process easier. According to Tomlinson (1998), language learning materials include teachers and students use to learn a language. There are many forms of these materials such as video, DVD, emails, youtube, dictionaries, grammarbooks,

readers, workbooksorphoyocopied exercises. These materials also refer to newspapers, food packages, photographs. Language materials are valuable tools for learners. According to Richards and Rodgers (2014), these materials offer opportunities for independent study, self-assessment, and learning progress. As a result, language teaching materials are categorized into two types: traditional ones like textbooks and pictures, and newer ones such as PowerPoint presentations and videos.

1-1- Traditional Teaching

Improving students' proficiency in a foreign language is a primary goal of any approach to foreign language teaching. Yet, traditional methods tend to compartmentalize skills and knowledge areas. Traditional materials refer to the conventional tools or instructions relied upon by teachers, who are typically viewed as the primary providers of knowledge in the classroom. "Traditional view of education is where teachers serve as the source of knowledge while learners serve as passive receivers" (Kuzut, 2007, p.36). In traditional teaching, the teacher is viewed as solely responsible for the language learning and teaching process. Textbooks are seen as a classic resource in language instruction, while the chalkboard is another traditional tool used by teachers to deliver their lessons.

1- **1-1- Board:** The board is considered as one of the famous old material used in many schools and universities. Teachers utilize the board to write lesson plans, highlight difficult words, and even create drawings to aid students in acquiring and memorizing knowledge. Over time, the traditional chalkboard has evolved into different forms such as green boards and whiteboards, but its purpose remains unchanged. According to Sharma and Sharma (2012), a chalkboard, also known as a blackboard, is a flat, smooth surface where one can write or draw using chalk. Initially made from smooth sheets of slate or stone, chalkboards have transitioned to green surfaces due to their improved

compatibility with viewers' vision. Therefore, a board is an old material still used nowadays because of its importance and effectiveness in the teaching and learning process. Harmer (2001) has stated some different purposes of the board which are:

1. **Notepad**: The board serves as a platform where teachers can introduce various objects such as words, phrases, and topics.

2. **Explanation aid:** Teachers utilize the board as a tool for explanation, providing numerous examples to clarify concepts.

3. **Picture frame:** Teachers can draw figures on the board to aid learners in understanding concepts visually.

4. **Game Board:** The board can be employed by teachers to introduce various educational games for students to engage in, such as word guessing games, spelling games, and more.

5. **Notes Board**: The board can also function as a surface for posting sticky notes or reminders.

   1-1-2- Textbook: Textbooks are widely regarded as essential traditional resources in --language teaching and learning, holding a significant role in the language classroom. As Grainger (2001) emphasizes, textbooks are considered the next most crucial element after the teacher in second/foreign language education. This highlights the importance of textbooks as valuable tools for teachers, who rely on them for successful teaching and must possess the skills to effectively utilize them in the classroom. Robert O'Neill (1982, p.105) identified the reasons of using textbooks as follows:

1- The textbooks provided materials which were well-presented, which could be replaced by me or by someone else only at great cost in terms both of money and of my own time.

2- The textbooks allowed me to adapt and improvise while I was teaching. Each reason, however banal, needs some additional clarification. Let me go through

them again and enlarge upon them. Thus, textbooks have many advantages that make teachers unable to work without this useful material.

1-2-   New Language Teaching Materials

Teaching foreign languages involves complex principles and methods, making it a challenging endeavor. To effectively address students' needs and improve their language learning skills, both learners and teachers continuously seek innovative and effective materials and techniques. This pursuit of new approaches aims to enhance the success and motivation of the teaching process. Richards (2001) highlights the significant role of authentic materials in education, aiding both teachers and learners in enhancing the language learning and teaching process. Examples of authentic technological materials include videos and auditory aids. Further, House (2008) states: Authentic materials in the classroom are advocated as a way for teachers to bridge the formal classroom setting with the real-world context where students will apply the language they are learning (p. 56-57). The emergence of new technological materials has transformed the teacher's role from being the sole provider of information to facilitating what was previously unattainable. Various modern teaching aids, such as PowerPoint slides and digital storytelling , have become commonplace in classroom settings.

1-2-1- Online Learning

Academic institutions have traditionally utilized a variety of asynchronous online learning platforms such as WebCT, Blackboard, Moodle, and InterAct to deliver course content to their students. These systems are often supplemented by online discussion forums, synchronous one-on-one text-based chats, and virtual breakout spaces, such as online cafés, to facilitate interaction and engagement among participants. In alignment with the findings of Hay et al. (2004), Picciano (2002)

determined that student interactions during online discussions fostered collaborative relationships, which beneficially impacted their performance on assignment tasks. However, he emphasized that the issue is multifaceted and necessitates the use of multiple evaluation methods to draw meaningful conclusions.

1-2-2-PowerPoint

Nowadays, PowerPoint is an educational tool for teaching and delivering materials in classes, It helps improve language teaching and supports different learning styles by making presentations more organized and allowing learners to prepare their projects effectively. According to Castelli and Fiorentino (2008), Microsoft PowerPoint assists teachers in creating visually appealing presentations, handouts, interactive animations, standalone modules, task cards, and web pages, facilitating the efficient delivery of information to students. This underscores PowerPoint's effectiveness in meeting the needs of English as a Foreign Language (EFL) learners and enhancing the teaching and learning experience for both educators and students. Moreover, PowerPoint presentations offer versatile applications in the classroom, including initial instruction, practice activities, games, reviews, and assessments.

1-2-3- Digital Storytelling Pedagogy

Digital storytelling is a crucial tool extensively utilized, particularly in teaching English as a foreign language. It's viewed as an effective technique for all learners, whether inside or outside the classroom, enhancing both learning and teaching experiences, making them more engaging and relevant. Employing video materials is considered a more efficient and practical approach, as they present real-life situations, offering original and authentic input originally intended for native speakers, despite being recorded long ago. Burmark (2004) proposed digital storytelling as an effective

method for combining visual images with written text to enhance student comprehension and foster curiosity in exploring novel concepts. This integration is believed to broaden and expedite understanding by sparking students' interest in discovery. Besides, it facilitates and promotes teacher's activity, and allows them to present their lesson in a comfortable way. Furthermore, it is suitable for all learning styles.

1-2-3-1. Definition of Digital Storytelling Pedagogy

Digital storytelling is essentially the use of computer-based tools to convey narratives. It encompasses various terms such as computer-based narratives, electronic memoirs, and digital documentaries. At its core, digital storytelling combines storytelling with multimedia elements, including visuals, video, audio, and web publishing technologies. According to Dujmovic (2006), storytelling involves recounting a tale from memory, distinct from reading it. Unlike story reading, storytelling offers various opportunities to engage the audience, turning them into active participants rather than passive listeners (Daniel, 2007). In terms of content or substance, storytelling is defined by McDrury and Alterio (2003) as: Stories represent a uniquely human phenomenon, facilitating the conveyance of personal and collective experiences, as well as the exploration of diverse realities, both tangible and conceptual, through linguistic expression. They serve as a means for individuals to comprehend the complexities of their surroundings and their own identities within them, as narratives play a foundational role in shaping human understanding and perception (p.31).

1-2-3-2. The Importance of Degital Storytelling

Growing up with lots of technology has changed how kids talk, connect, learn, and understand things. Thus , Lei's (2009) investigation of digital native preserve

teachers indicates that while these upcoming educators may have positive views about technology and be adept in using different software applications, they might struggle to effectively integrate this knowledge into their teaching methods. Digital storytelling involves blending storytelling with digital elements like images, audio, and video to craft a concise narrative (Robin, 2008). In simple words, Digital storytelling transcends basic photo slideshows with music by skillfully intertwining diverse media forms to enrich the storytelling process. Through the deliberate incorporation of images, sound, and video, digital stories elevate narratives, fostering deeper emotional connections and captivating audiences with a more immersive and engaging experience. Hartsell (2017) highlights the importance of digital storytelling in education, emphasizing its role in expressing ideas, beliefs, and topics through technology and multimedia. Digital storytelling also helps storytellers develop integrated skills, such as using their voice and interpretation to create stories for sharing with the community. Furthermore, it fosters self-expression and creativity through the creation of digital narratives.

Lambert (2006) identifies seven elements that are critical components of effective digital stories (see Figure 1).

The Seven Elements of Digital Storytelling
1. **Point of View** – what is the perspective of the author?
2. **A Dramatic Question** – a question that will be answered by the end of the story.
3. **Emotional Content** – serious issues that speak to us in a personal and powerful way.
4. **The Gift of your Voice** – a way to personalize the story to help the audience understand the context.
5. **The Power of the Soundtrack** – music or other sounds that support the storyline.
6. **Economy** – simply put, using just enough content to tell the story without overloading the viewer with too much information.
7. **Pacing** – related to Economy, but specifically deals with how slowly or quickly the story progresses.

Table 1: The Seven Elements of Digital Storytelling

The emerging technologies help EFL pupils learn language and literacy skills in different ways, like talking to others, working together, and getting support. The findings of the study on Digital Storytelling prove that is a highly recommended tool for English Language students. Sepp & Bandi-Rao (2015) found that Digital Storytelling emerged as a viable instructional tool for English Language students. Technically accessible and favored by students, it facilitated engagement and enhanced confidence in communicative abilities among participants. The utilization of technology within Digital Story projects not only enhances student engagement but also facilitates a significant shift in their writing capabilities, transitioning them from struggling writers to proficient ones, as highlighted by Sylvester & Greenidge (2011, p. 291). Furthermore, the success of Digital stories extends beyond improving writing skills to enhancing linguistic proficiency in everyday language tasks such as greetings and leave-taking. Reyes Torres, Pich Ponce, & García Pastor (2012) observed this improvement through workshops conducted within an English as a Foreign Language context. This underscores the versatile and impactful nature of Digital Story projects in language learning, as they not only foster writing competence but also contribute to overall language development.

1-2-3-4- Uses of Digital Storytelling in EFL Settings

Digital storytelling (DST) presents both advantages and disadvantages in the EFL classroom. For instance , some educators see DST as merely combining visuals and music, missing its potential for language development (Mullen and Wedwick, 2008). This misunderstanding can lead to ineffective implementation. Furthermore, group DST projects may suffer from distractions caused by peer behavior and a lack of collaboration (Hwang et al., 2014). These distractions resulted in missed chances for numerous students to practice and enhance their speaking and writing abilities during the DST process . Consequently, when students lack the necessary skills and strategies

to effectively interact with their peers, DST may not effectively foster collaborative writing tasks or improve language and literacy skills. Furthermore, while some students were able to improve their writing skills by transforming traditional tasks into digital stories, their pronunciation and speaking skills did not necessarily see significant improvement, indicating that DST implementation alone does not guarantee enhanced L2 skills, particularly in speaking. It's important to note that sometimes the drawbacks of digital storytelling do not solely revolve around linguistic benefits.

 Lee (2014) discovered that students encountered difficulties and frustration during DST when they couldn't relate to the topics due to their limited knowledge. This hindered their ability to apply language structures to enhance their L2 skills. Thus, it's imperative for teachers to select culturally and educationally relevant topics to effectively engage students in DST tasks. Consistent and systematic involvement in DST activities is crucial for students to enhance their L2 skills, particularly speaking. Lee's study also indicated that when DST exercises weren't incorporated weekly, many students felt overwhelmed due to the time-consuming nature of the process, especially those with lower L2 proficiency. Time constraints present a significant challenge for teachers implementing DST tasks for students with lower language abilities in the EFL classroom. According to Pardo (2014), students exhibited high motivation to enhance their language abilities, creativity, and technical skills through digital storytelling, which enriches the traditional writing process with authentic audiences and audiovisual elements. The study revealed that upon reviewing audio files of their digital stories, students promptly identified errors in speech and content, thereby increasing their metalinguistic awareness. This led to revisions in their narrations, resulting in improved language skills and heightened confidence in their L2 proficiency. Pardo's findings suggest that integrating traditional and digital storytelling enables students to develop the critical skills necessary for navigating and contributing to the digital landscape effectively.

2- Vocabulary Retention and Recall

2-1-   Definition of Vocabulary

 Vocabulary is one of the most important parts of foreign language teaching and learning. Vocabulary is an essential component for the development of English abilities. Richards and Renadya (2002) argue that "vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (p. 255). To convey ideas and communicate effectively, students must focus on one of the most crucial aspects of language: vocabulary. Vocabulary is one of the main aspects that plays a significant role in foreign language teaching and learning. According to Richards &Renadya (2002), "vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (p. 255). In order to express ideas and communicate efficiently, learners have to focus on one of the most important parts of language, which is vocabulary.

According to Todd (1987), there is no specific definition, and the four components of a word are orthographic, morphological, lexical, and semantic. The orthographic word has space on both sides of it. A morphological term focuses solely on form. A lexical term refers to all of the forms that the word can take while still conveying the same meaning. Semantic words separate objects with similar morphology but different meanings.

2-2-   Types of Vocabulary:

Vocabulary plays an important function in the language learning and teaching process. It consists of two types of vocabulary: active (productive) and passive (receptive). They are described as follows:

2-2-1- Active Vocabulary: According to Harmer (1998), productive vocabulary refers to terms that speakers comprehend and employ appropriately in their speech and writing. It is used in both spoken and written form. In other words, active vocabulary refers to terms that learners are familiar with. For example, if a teacher asks students to provide a sentence using the word "cat" and they can do so, the term becomes part of their active vocabulary. Spotowicz & Kurpaska (2012, p. 99) also state that "active knowledge of a word implies the ability to recall the sound that represents this word in the language and pronounce it correctly." This indicates that productive vocabulary is employed in many ways, such as writing or speaking, and it concerns the learner's capacity to retain and pronounce the sound that symbolizes the word. Furthermore, Webb (2005) adds that an active vocabulary is defined as pupils' ability to actively utilize words and recover them from memory in order to connect with others.

2-2-2- Passive Vocabulary: Vocabulary is organized into four categories, each of which has two units: speaking and writing vocabulary, as well as hearing and reading vocabulary. According to Pikulski and Templeton (2004), there are two types of vocabulary: meaning and literacy, or function. Meaning, or oral vocabulary, refers to the collection of hearing and speaking vocabulary, whereas literate vocabulary is the mixture of reading and written vocabulary. According to Richards (2001), vocabulary is a key component of language competency since it enables students to talk, listen, read, and write. Learners may struggle to practice the language because they lack lexical knowledge of lexical items in varied ways. Furthermore, Dugan (2010, p. 4) said that "vocabulary knowledge is frequently described as receptive or expressive." Receptive vocabulary refers to words that we identify after hearing or seeing them. Words used in speech or writing are examples of expressive vocabulary. In other words, there are two types of vocabulary: receptive vocabulary and expressive vocabulary. Furthermore, he states that "vocabulary knowledge means having an awareness of words and word meanings." . This indicates that throughout the

vocabulary-learning process, learners have to learn words and their meanings in order to utilize them in different contexts. For example, learners know that the meaning of the word" lexis" is" vocabulary" and that it is used in specific contexts .

2-3-   Strategies for Teaching Vocabulary:

Hatch and Brown (as stated in Pavicié, 2008) define teaching techniques as everything teachers do or should do to assist their students in learning. Because vocabulary is considered the core of the language, both instructors and students should seek out solid vocabulary teaching tactics as well as appropriate and effective strategies that will assist students in identifying, remembering, and utilizing new terms. As a result, there are two approaches to vocabulary instruction: planned and spontaneous.

2-3-1- **Unplanned Vocabulary Teaching:** Most learners discover difficulty in the learning vocabulary process, especially when they encounter unknown objects. In this scenario, learners want further explanation in order to fully comprehend the new word. Jellyfish (2019) defines unplanned teaching tactics as instructors' spontaneous reactions to help students comprehend the content. This method of teaching is not consistent; it varies from lesson to lesson and instructor to teacher. According to Seal (1991), there are three procedures within unplanned tactics. The first is transmitting meaning: the instructor should present numerous synonyms and opposites to help students understand the meaning of the term, as well as tales and mime. The second phase is to check the meaning. In this step, the teacher should ask appropriate questions to see whether or not the students grasp the meaning. During their responses, the instructor will recognize and assess the students' comprehension. The third process involves the instructor consolidating the meaning in the learner's memory. This phase will be completed by linking the meaning to the context or personal experience.

 2-3-2- Planned vocabulary teaching: According to Seal (1991, p. 298), planned vocabulary teaching occurs "when the teacher goes into the classroom with an item or set of vocabulary items that he or she has decided before hand will be taught during the lesson." In other words, planned vocabulary teaching demands the instructor be prepared before presenting his course and endeavor to make the process of teaching vocabulary simple, accomplish meaningful outcomes, and keep students interested. The instructor should be aware that certain pupils may struggle to comprehend the meaning of certain terms introduced in the session. Meanwhile, structured vocabulary instruction involves two phases. The first stage is for teachers to forecast which language will be difficult for pupils to grasp, followed by developing a teaching strategy.

2-4-   The Importance of Vocabulary in Learning English as a Foreign Language

Vocabulary learning is regarded as the most important aspect of foreign language learning. It is extremely beneficial for students to be proficient in the four language abilities of speaking, reading, writing, and listening. Schmitt (2000, p. 55) underlines the significance of vocabulary, stating that "lexical knowledge is central to communicative competence and the acquisition of a second language." Hunt and Beglar (2005, p. 2) argue that the lexicon is central to language understanding

and usage. This indicates that Hunt and Beuglar believe vocabulary is the most essential part of every language. According to Nation (2001), vocabulary knowledge facilitates language usage, whereas language use enhances vocabulary knowledge. Thus, he describes the link between vocabulary knowledge and language use as follows: many researchers, including Laufer and Nation (1999), Maximo (2000), Read (2000), and GU (2003), have recognized the importance of vocabulary in effective second language usage, both in spoken and written texts. According to Rivers (1983, p. 2), "the acquisition of an adequate vocabulary is essential for successful second

language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication." In other words, even if students understand and apply grammatical rules correctly, they will be unable to articulate their thoughts and communicate meaningfully unless they have adequate words. Scrivener (1994, p. 75) identified five responsibilities for vocabulary in the classroom, including: 1. Vocabulary is extremely essential and must be addressed methodically on its own; it is not merely an add-on to grammar or skill courses.

2. We must distinguish between productive and receptive vocabulary.

3. If the student is unfamiliar with any new words, it will be tough for them to complete the task.

4. We must deal with lexical elements that are longer and contain many words, as well as single words.

5. Training in the use of English-English dictionaries gives students a valuable tool for self-study.

Vocabulary is essential in English language instruction because, without it, students would be unable to understand or interact with others. As a result, teaching vocabulary has become increasingly important for language development. Pikulski and Templeton (2004) explain some of the purposes of teaching vocabulary, the first of which is to help students understand the text better. Because learners cannot comprehend the complete book unless they understand the meaning of each word, another purpose is to increase the number of new words that kids need to improve their language abilities in speaking, reading, writing, and listening.

Another goal of teaching vocabulary is to become competent in communication, as Nearman and Dwyer (2009, p. 385) describe vocabulary as "words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)." Furthermore, in order for students to acquire a foreign language, teachers should teach them vocabulary, since Walter (2004) notes that both teachers and students feel vocabulary is an important aspect of language instruction. Thus, learning a language is impossible without vocabulary.

2-5-   Difficulties in Teaching and Learning Vocabulary

EFL Learners sometimes encounter challenges and obstacles when learning vocabulary, such as remembering and recalling new objects as well as understanding the intended meaning of various terminology. These issues may have a detrimental impact on the learners. Thus, teachers should always pay attention to this topic and strive to assist students in finding solutions to these challenges. According to Nuttall (1982, pp. 76–79), some variables contribute to the difficulty of teaching and acquiring language.

2-5-1- Idioms: These words are a bit difficult to grasp; they are made up of a certain number of words, the meaning of which is extrapolated from the full set. As a result, pupils should learn to employ these types of terms.

2-5-2- Transfer of Meaning: These include metaphors, metonymy, synthesis, and other related types of ascribed meaning. These words always have a hidden meaning that must be deciphered, which might make it difficult to interpret them.

2-5-3- Words with several Meanings: The English language has terms with various and numerous meanings. Thus, the learner must understand all of the connected

meanings of each term, which is another issue that students confront when acquiring vocabulary.

2-5-4-Synonyms and Antonyms: Words in the English language do not have a specific or precise synonym or antonym, which can present difficulties for learners when learning vocabulary. For example, synonyms for the word house include home, apartment, house, and housing.

2-5-5-**Irony:** Nuttall (1982) claims that "irony is probably the most difficult of all uses of language for the student to interpret" (p. 78). In other words, the most challenging aspect of acquiring vocabulary is word usage, because the problem lies not in the words themselves but in how they are used; one might say something yet mean the opposite. It suggests that there is a hidden meaning that the student must grasp.

2-6-   Approaches to Vocabulary Teaching and Learning

According to Oxford (1990), vocabulary is the most significant and unchangeable factor in learning any language, whether it is a foreign or mother tongue, due to the vast quantity of meaning it contains. According to Hunt and Beglar (2005, p. 24), vocabulary includes two ways.

The first way uses explicit education and learning tactics, whereas the second uses implicit instruction and learning strategies. The explicit method refers to the learner's direct attention, which is an enhanced awareness of specific elements and the rise of specific lexical items to be recorded by the learner. According to Rashidia and Ganbari (2010), explicit learning vocabulary includes being conscious of what has been learned. It involves either direct or planned learning.

According to Hunt and Beglar (2005), the second method is implied. It includes studying "decontextualized lexis" with dictionaries and deducing from context. This method entails engaging pupils in meaning-focused reading in order to increase fluency. The implicit method is being non-conscious of what has been learned, which entails indirect or inadvertent learning. As a result, both implicit and explicit approaches are effective instruments for vocabulary growth.

2-7- Definition of Memorization and Recall

According to several researchers, memorization is a mental activity that plays a significant part in the process of learning and teaching words. According to the Oxford Advanced Learner's Dictionary (2005), memorizing is a method of methodically storing information in one's mind and using it in appropriate contexts. Furthermore, Sternberg (1999) characterizes memory as a tool that allows us to use our previous experiences to apply information in the present. Furthermore, the progressive teacher (2020) says that "memorization is a primary tool of learning and acts as a catalyst for not only producing good exam results but also in various other aspects of learning." It pushes your brain to recall more.

Richard, Platt, and Platt (as reported in Duong and Nguyen 2006) define memorizing as "the process of establishing information in memory." The term'memorizing' often relates to conscious processes." In other words, memory is a deliberate mental process used by learners to remember and recall words, phrases, and events. Furthermore, Matlin (2005) claimed that memory is a method of retaining information over time.

2-8- How Words are remembered

Learning vocabulary is a crucial part of learning any language. However, we can not ignore the second vital phase, which is remembering. Thus, learning is a question of

remembering, and in addition to acquiring new language or knowledge, learners must remember what they have learned. As Thornboy (2002, p. 23) states, "the learner needs not only to learn a lot of words, but to remember them." In reality, learning entails remembering.

Michele (2020) answers the question, "How does memory work?" And he adds that there are three processes in memory work: encoding, storage, and recall. He discusses how the memory process begins with encoding: in order to remember something, learners must first absorb the information, assess it, and modify it before it can be stored in the brain. After then, this new information is encoded using one of four approaches, such as acoustically, which is concerned with how something sounds. The second method is visual; it concerns how something appears. The third step is semantic; it concerns what something signifies. The new knowledge is encoded and then stored so that the learner may recall or use it when needed. The last phase is retrieval, which is where information is stored in the memory. There are two forms of retrieval: recall and recognition. According to Mishell (2020), when you encounter information, it is stored in your short-term memory before being lost or, if necessary and appropriately retained, transferred to your long-term memory. He defines short-term memory as being very brief, and it is at work when you read a list of words and then instantly repeat them; this helps you retain the information you need fast, but you are quite likely to lose it later.

Furthermore, Thornbury (2002) claims that long-term memory is a type of feeling system with a large capacity and content over time. Thornbury (2002, p. 24) also states that "long-term memory is not always as long as we would desire. Rather, it exists on a spectrum from quickly forgotten to never forgotten." In other words, language stored in the long-term memory (LTM) becomes durable over time when learners encounter it frequently in diverse settings, or it is remembered and fixed.

2-9- Digital Storytelling in Vocabulary Learning

According to the Digital Storytelling Association (2011), is the modern rendition of traditional storytelling, utilizing digital media to weave narratives. It integrates images, text, sounds, and videos to creatively convey stories in a digital format. This evolution has been driven by technological advancements, significantly enhancing storytelling capabilities. In education, particularly language learning, digital storytelling has proven invaluable. Research by Hibbing & Rankin-Erikson (2003), Boster et al. (2002), and Gregori-Signs (2008) underscores its effectiveness in improving language skills and engaging learners through interactive storytelling experiences. Digital storytelling facilitates the engaging and attractive teaching of vocabulary, aligning with Guthrie and Wigfield's (2000) assertion that the appeal of learning materials is crucial for engaging learners in vocabulary acquisition. By employing digital storytelling applications, implicit vocabulary learning can be conducted in an enjoyable and stress-free manner. This approach is believed to foster interactivity and adaptability among learners, enabling better retention and recall of learning input through immediate feedback. Additionally, learners benefit from increased exposure to learning opportunities beyond the confines of traditional classroom settings.

Lambert (2003) emphasized the efficacy of digital storytelling as a valuable learning tool. Employing digital storytelling in the classroom is particularly effective in engaging "Digital Natives," as coined by Prensky (2001), in language learning. The utilization of digital storytelling capitalizes on modern ICT technologies and multimedia features, appealing to younger generations and motivating them to learn (Tecnam, 2013). Given that learners are frequently immersed in technological devices like smartphones, tablets, and laptops, integrating technology into learning seamlessly aligns with their daily experiences, presenting minimal challenges or barriers to their engagement.

According to Haven (2000, p. 75), digital storytelling is highly beneficial for teaching and learning vocabulary, as factual and conceptual information is absorbed quicker, retained longer, recalled more readily, and applied more accurately when delivered in the form of a well-told story. This is because digital storytelling can present language forms in a natural and engaging manner (Cameron, 2001). By integrating multimedia elements, learning becomes more convenient and accessible for learners, aligning with Sadik's (2008) assertion that digital storytelling fosters a creative and interactive learning environment. Similarly, Barrett (2005) also supports this notion, suggesting that digital storytelling encourages student-centered learning, including increased engagement, involvement in comprehensive learning, participation in project-based activities, and the integration of technology into learning processes. The dynamic nature of multimedia elements, coupled with the high interactivity of digital storytelling and the appeal of visual and auditory components embedded in the application, enhances the effectiveness of vocabulary acquisition.

Conclusion

All in all, we conclude that digital storytelling is one of the significant and effective techniques in the teaching and learning process. In effect, digital storytelling pedagogy plays a great role in the language classroom regarding developing learner's skills, creating an enjoyable atmosphere and improving EFL learner's vocabulary. Digital storytelling acts as unique technique which makes language teaching and learning process easy and interesting. The chapter highlights the importance of digital storytelling pedagogy in classroom and the benefits of its use for them. Also , we have focused on vocabulary learning and memorization, we have mentioned that vocabulary is an essential element and it considered as the core of language use which has to be of fundamental importance in the field of language teaching. In addition, we have described its importance, purpose, strategies, and approaches of teaching vocabulary.This chapter also contains a section about the role of digital storytelling in the memorization and recall of vocabulary that include three important subtitles which are the way of words remembering, the definition of memorization and recall and the number of words that students need to be fluent in the four skills reading, writing, speaking, and listening.

Chapter two :
field of work

Introduction

Because vocabulary is the most crucial aspect of teaching English as a second language, teachers have sought novel strategies to improve the effectiveness and success of this teaching process. Therefore, the researcher in this study wants to explore the impact of employing digital storytelling on the memorization and recall of vocabulary. To supplement the work with correct data, we relied on three data gathering tools: classroom observation , pre test ,post test ,and teacher surveys distributed to middle school English instructors. In addition, this chapter describes the goals of the data collection tools, analyzes the data instruments, and interprets the data collection tools' outcomes. We used a mixed-methods approach that included both qualitative and quantitative methodologies to examine the data collected from the questionnaire and classroom observation sessions, and the researcher ended the chapter with a summary of findings and a conclusion.

3-1- Methodology

The present study involves a mixed-methods approach encompassing both quantitative and qualitative data collection and analysis. Beginning with a thorough review of relevant literature, the study adopts a quasi-experimental design, selecting participants from a targeted population and obtaining consent where necessary. Pre- and post-test assessments are developed to gauge word memorization levels. Concurrently, semi-structured interviews are conducted with participating teachers to glean qualitative insights into their perceptions and experiences with digital storytelling. Ethical considerations, including participant confidentiality and adherence to institutional guidelines, are paramount throughout the study. Following data collection, quantitative analyses employ statistical methods to assess changes in word memorization, while qualitative analyses of interview transcripts uncover nuanced teacher perspectives. The results and subsequent discussion aim to contextualize findings within existing literature, elucidate implications for educational practice, and outline avenues for

future research, ultimately underscoring the potential of digital storytelling as a pedagogical tool.

3-1-1- Sampling

For this study investigating the impact of digital storytelling on word memorization among Abbas Abdelkarim Middle School third-year pupils involves a deliberate selection process. It represented 25٪ .We aim to choose a diverse group of students representing various backgrounds and abilities in language learning. By including students from different socioeconomic backgrounds, academic performance levels, and language proficiency levels, we ensure that our findings are applicable across a broader spectrum of the EFL learners population. Additionally, selecting 03 teachers who specialize in language instruction or related subjects provides valuable insights into how digital storytelling is implemented and perceived in the classroom setting .

3-2- Data Gathering Tools Description

In present study , the researcher used observation grid , pre and post tests , and interview for the teachers .

3-2-1-Classroom Observation

   The classroom observation is conducted to investigate the effectiveness of employing digital storytelling aids in teaching active vocabulary in English to EFL pupils learners. The purpose of employing pedagogy digital storytelling in the classroom is to assess learners' and teachers' attitudes and behaviors when teaching a new vocabulary .

3-2-1-1-Description of the Classroom Observation Checklists

   Classroom observation is regarded as a primary strategy for determining what actually occurred during the lecture. This data tool provides reliable and valid data since the researcher attends the lecture and discusses the process of teaching

vocabulary using digital storytelling . The classroom observation assignment was used to assess attendance in fourth-grade courses. We have picked one third -year class to conduct classroom observations. This class has 36 pupils and was picked at random. During the time we intended to begin our fieldwork, there were tests, and twoo weeks of holidays. Thus, the time remaining for third-year courses was restricted since students needed to complete the program on schedule because they have BEM tests next year . We have chosen not to disrupt them by attending only three sessions. We grouped these four classroom attendances into three stages: before, during, and after the utilization of instructive digital storytelling . We began monitoring classroom teaching sessions from March 17th, 2024 until the end of April 28th, 2024. We watched how language is taught and learned, and how learners respond to the use of instructional digital storytelling resources. The observation was blocked by several conditions. To make classroom observations easier and more successful, we created procedures for taking notes, which will be reviewed and examined afterward.

3-2-1-2-Classroom Observation During using digital storytelling in classroom

This stage focuses on the installation of instructional microvideos and student reactions; it describes what occurs throughout the usage of this material.

3-2-1-3-Classroom Observation After Using Digital Storytelling

This stage focuses on the installation of digital storytelling pedagogy and pupils reactions; it describes what occurs throughout the usage of this material.

3-2-2- Test Description (Pre/Post)

tests are considered a crucial tool to observe and evaluate subjects'progress. They provide valuable data for assessing the impact of DSTP on memorizing and recall vocabulary.

3-2-2-1- Pre test Description

In preparation for the study, participants were administered a pretest consisting of a carefully selected excerpt from the 'Harry Potter' part one along with a series of questions for comprehension. Then , the researcher gave them three activities . It was chosen to encompass a range of vocabulary words deemed relevant to the research objectives. Pupils were then tasked with answering comprehension questions related to the text and engaging in various activities aimed at assessing their understanding and retention of the vocabulary words within the passage. These activities included defining words, providing synonyms or antonyms, and utilizing the words in sentences. By conducting this pretest, researcher aimed to establish a baseline measure of participants' familiarity with the vocabulary before implementing any interventions (using digital storytelling pedagogy).

3-2-2-2- Post test Description

The post-test designed to evaluate pupils' retention of vocabulary following digital storytelling activities encompasses multiple components aimed at assessing comprehension and application. The test comprises various question types, including definition matching, fill-in-the-blanks, multiple choice, and usage in context, tailored to the students' age and grade level. Three activities are designed to evaluate both explicit knowledge of taught words and the ability to infer meaning from context. Clear evaluation criteria are established to assess correctness and depth of understanding, with feedback provided to EFL pupils to guide their learning. Long-term retention is considered by including vocabulary from previous sessions. The results of the post-test are analyzed to measure the effectiveness of digital storytelling in aiding vocabulary memorization, informing iterative improvements to future instructional strategies

3-2-3- Teacher's Interview

This teacher interview looks into the opinions and attitudes of instructors toward this technological tool as well as the efficacy of utilizing instructional digital storytelling to teach vocabulary in English to EFL pupils.

3-2-3-1- Description of the teacher's interview

The interview tool crafted for middle school teachers concerning their utilization of digital storytelling in the classroom endeavors to unravel nuanced insights into their pedagogical approaches, technological adeptness, and educational aspirations. Commencing with an introductory preamble aimed at fostering a comfortable atmosphere conducive to candid discourse and ensuring the confidentiality of responses, the interview transitions into a discussion on the teacher's familiarity with digital tools and their prior experiences with digital storytelling methodologies. Here, the interviewer delves into the specifics of the digital platforms, applications, or software utilized, probing the teacher's proficiency and comfort level with these tools.

Subsequently, the dialogue navigates towards an exploration of the perceived benefits and encountered challenges associated with digital storytelling implementation. Through open-ended inquiries, the interview seeks to uncover how digital storytelling enhances student engagement, fosters creativity, and facilitates language acquisition, with a particular emphasis on word memorization. Simultaneously, the conversation invites reflections on the hurdles faced in integrating digital storytelling into the curriculum, such as technological constraints, time limitations, or pedagogical incongruences.

3-3- Presentation of Finding Results

3-3-1- Interview Results

The researcher found that three teachers have the same answers for this questions .

Q1- whats is the importance of vocabulary teaching in middle school ?

Teaching vocabulary in middle school is pivotal for enhancing students' speaking and writing skills as it equips them with the linguistic tools necessary for effective communication. By expanding their vocabulary repertoire, students gain the ability to express themselves with clarity and precision in both spoken and written contexts, fostering confidence and fluency in communication. Moreover, a strong vocabulary facilitates critical thinking and analysis, enabling students to comprehend complex texts, discern subtle nuances of language, and make informed interpretations. Proficiency in subject-specific vocabulary also contributes to academic achievement across various disciplines, while nurturing a disposition towards life-long learning and literacy. Overall, vocabulary instruction in middle school serves as a cornerstone for empowering students with the essential language skills needed for academic success and personal growth.

Q2- Does vocabulary teaching took a considerable space in the program ?

 Yes, vocabulary teaching typically occupies a significant portion of educational programs in middle schools, and this allocation of time and resources is justified by several key factors. Firstly, vocabulary forms the building blocks of language proficiency, serving as the foundation upon which pupils develop their communication skills. Therefore, dedicating ample classroom time to vocabulary instruction ensures that students acquire a broad and diverse vocabulary repertoire essential for effective speaking and writing. Furthermore, vocabulary teaching is integral to fostering literacy and comprehension across all subject areas. In middle school, students encounter increasingly complex texts and concepts, necessitating a comprehensive understanding of subject-specific terminology. By prioritizing vocabulary instruction within the curriculum, educators enable students to engage more deeply with academic content, leading to improved performance and academic achievement. Additionally, vocabulary development plays a crucial role

in promoting critical thinking, analytical skills, and cognitive development. Through exposure to varied vocabulary and opportunities for vocabulary acquisition, students learn to decipher meanings, make connections between words and ideas, and express themselves more precisely, thereby enhancing their overall cognitive abilities. Therefore, the considerable emphasis placed on vocabulary teaching within middle school programs reflects its fundamental importance in supporting students' language development, academic success, and intellectual growth .

Q3- What are the strategies you use ?

Using games as a strategy for teaching vocabulary in middle school is a popular and effective approach for several reasons. Firstly, games are inherently engaging and enjoyable for students, making the learning process more fun and motivating. By incorporating elements of competition, teamwork, or challenge, games capture students' interest and encourage active participation, leading to greater retention of vocabulary words. Additionally, games provide opportunities for students to practice and reinforce vocabulary in a dynamic and interactive manner, allowing them to apply their knowledge in different contexts. For example, games like "Save the Flower" or "Hangman" require students to recall and spell words accurately, while games like "Run to the Board" promote quick thinking and word association skills. Moreover, games foster a positive and supportive classroom environment where students feel comfortable taking risks and making mistakes, leading to increased confidence and self-esteem. Overall, incorporating games into vocabulary instruction offers a creative and engaging way to enhance students' vocabulary acquisition, retention, and usage in middle school settings.

Q4- What is your attitude toward using digital story telling as teaching material into EFL classrooms ?

My attitude towards using digital storytelling as teaching material in EFL (English as a Foreign Language) classrooms is overwhelmingly positive, and for several compelling reasons. Firstly, digital storytelling harnesses the power of multimedia to create immersive and engaging learning experiences for students. By integrating elements such as visuals, audio, and interactive features, digital stories captivate students' attention and stimulate their senses, thereby enhancing their overall engagement and motivation to learn. Moreover, digital storytelling offers a dynamic and versatile platform for presenting language content in context, allowing students to encounter new vocabulary, grammar structures, and language functions in meaningful and authentic ways. The contextualized delivery of language through storytelling not only promotes comprehension but also facilitates retention and application of language skills in real-life situations. Additionally, digital storytelling fosters creativity and self-expression among students, as they are encouraged to create and share their own digital stories, thereby enhancing their language proficiency and communicative competence. Furthermore, digital storytelling accommodates diverse learning styles and preferences, providing opportunities for differentiated instruction and personalized learning experiences. Overall, I view digital storytelling as a highly effective and innovative pedagogical tool that enriches EFL classrooms, enhances language learning outcomes, and cultivates a lifelong love for language and literature among students .

Q5- Do you use digital storytelling materials in class ?

Yes, the use of digital storytelling materials in my teaching practice is an integral component of creating engaging and effective learning experiences for my students. I have chosen to incorporate digital storytelling into my lessons due to its ability to captivate students' interest and enhance their comprehension and retention of language content. By leveraging multimedia elements such as videos, images, audio clips, and interactive features, digital storytelling brings language concepts to life in

a visually appealing and interactive manner. This not only facilitates a deeper understanding of the material but also fosters a sense of excitement and enthusiasm among students, motivating them to actively participate in the learning process. Furthermore, digital storytelling allows for the presentation of language in authentic contexts, helping students make meaningful connections between the language they are learning and real-life situations. Additionally, the use of digital storytelling materials promotes digital literacy skills and provides opportunities for students to develop their creativity and communication skills through the creation of their own digital stories. Overall, integrating digital storytelling into my classroom practice has proven to be a highly effective strategy for promoting language learning and engagement among my students.

Q6- How do you consider teaching with digital storytelling ?

Teaching with digital storytelling pedagogy is incredibly motivating for both students and teachers alike, primarily due to its ability to transform the learning experience into an engaging and interactive journey. Firstly, digital storytelling captivates students' attention by immersing them in multimedia-rich narratives that appeal to their senses and imagination. This captivating environment fosters a sense of excitement and curiosity, motivating students to actively participate in the learning process. Moreover, digital storytelling allows for personalized and differentiated instruction, catering to diverse learning styles and preferences. Students have the opportunity to engage with content in ways that resonate with them, whether through visual, auditory, or interactive elements, empowering them to take ownership of their learning. Additionally, the creative aspect of digital storytelling encourages students to explore their interests, express their ideas, and showcase their talents, fostering a sense of pride and accomplishment. Furthermore, the collaborative nature of digital storytelling promotes teamwork and communication skills as students work together to create, share, and critique digital

stories. Overall, teaching with digital storytelling pedagogy not only motivates students to actively participate in the learning process but also cultivates a positive and supportive classroom culture where creativity, collaboration, and innovation thrive.

Q7- Do you think that use of digital storytelling pedagogy improve student's vocabulary memorization ?

Yes, using digital storytelling can definitely help students remember new words better. These digital videos show words in real-life situations, making it easier for students to understand and remember them. Plus, digital videos are more interesting and fun to watch, which keeps students engaged and helps them pay attention. Since the videos are short, students can watch them multiple times to reinforce their learning. Also, they can watch them anytime, anywhere, using their phones or computers, which makes learning more convenient. Overall, using digital storytelling pedagogy is a great way to improve vocabulary memorization because they are engaging, easy to understand, and accessible.

Q8- How often do you translate unclear vocabulary into Arabic ?

Sometimes, the teacher translates unclear vocabulary into Arabic to ensure that all students can understand the material effectively. While English immersion is crucial for language acquisition, providing translations can serve as a helpful scaffold for students who may struggle with comprehension. By offering translations selectively and strategically, the teacher aims to bridge the gap between students' current language proficiency levels and the learning objectives. However, the teacher uses translations sparingly to encourage students to rely on English as much as possible and gradually build their vocabulary retention and comprehension skills. This approach ensures that translations serve as a temporary support rather than a crutch, empowering students to gradually become more

independent language learners while still providing necessary assistance when needed.

Overall , the interview endeavors to elicit insights into the strategic alignment of digital storytelling with educational standards and learning objectives, thereby contextualizing its pedagogical relevance within the broader curriculum framework. Teachers are encouraged to delineate their strategies for seamlessly integrating digital storytelling into existing lesson plans, tailoring content to meet the diverse needs and learning styles of their students.Moreover, the interview probes the teacher's receptivity towards professional development opportunities aimed at enhancing their digital literacy skills and instructional efficacy in utilizing digital storytelling. By identifying areas for growth and support, the interview seeks to empower teachers with the requisite knowledge and resources to leverage digital storytelling effectively as an educational tool.

Concluding the discourse, the interview invites teachers to envision the future trajectory of digital storytelling in their teaching practice, encouraging them to articulate their aspirations, goals, and potential challenges. By fostering reflective dialogue and collaborative inquiry, the interview aims to cultivate a deeper understanding of the multifaceted role of digital storytelling in middle school education and its transformative potential in fostering student-centered learning environments.

3-3-2-Pre test Results

Table 2
Pupils 'Results of Pretest

| Valide	Effectifs	Pourcentage
0-5	7	19.4
6-9	5	13.9
10-14	14	38.9
15-19	9	25.0
19-20	1	2.8
Total	36	100.0
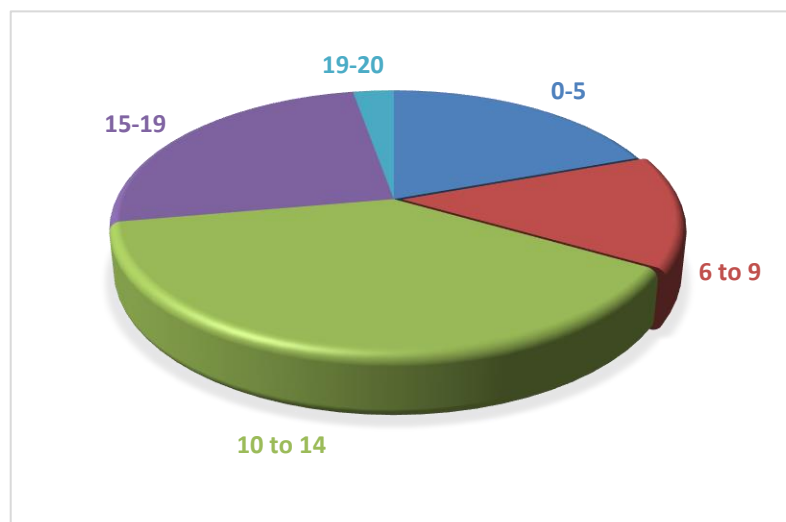
Figure 1 . Pupils 'Results of Pretest

 The range of vocabulary proficiency levels observed in the pre-test results unveils a multifaceted landscape of student readiness. Those scoring between 0-5 may face challenges stemming from limited exposure to vocabulary or difficulties in grasping abstract concepts, indicating a need for foundational support and clear contextualization. Students falling within the 5-9 range exhibit a slightly higher level of comprehension, suggesting some familiarity with basic terms but still requiring reinforcement and varied examples for deeper understanding. The cohort scoring between 10-14 demonstrates a moderate proficiency level, indicative of increased exposure to vocabulary but potential struggles with more nuanced or less frequently encountered words, necessitating targeted interventions to bridge gaps in understanding. Conversely, students scoring between 14-19 showcase a higher proficiency level, reflecting a solid grasp of common words yet highlighting potential hurdles with specialized terminology or advanced language constructs. The outstanding performance of one student achieving a perfect score of 20 underscores

not only an advanced understanding but also the efficacy of individualized memorization techniques or a natural aptitude for language acquisition. By recognizing these nuanced proficiency levels, educators can tailor digital storytelling approaches to encompass a spectrum of needs, leveraging interactive and engaging content, diverse examples, and personalized pacing to foster comprehensive vocabulary development among students of varying abilities.

3-3-3- Post test Results

Table 3
Pupils 'Results of Post test

		Effecti fs	Pourcenta ge
	0-5	4	11.1
	6-9	6	16.7
	10-14	5	13.9
Valide	15-19	11	30.6
	19-20	10	27.8
	Total	36	100.0
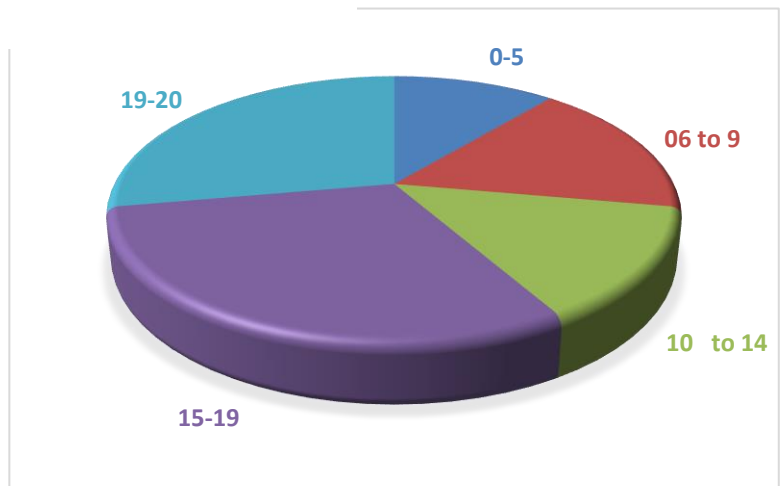
Figure 2 . Pupils 'Results of Post test

The post-test analysis reveals a nuanced progression in vocabulary proficiency following the implementation of digital storytelling. Among the initial cohort of four pupils scoring between 0-5, the post-test results indicate a discernible advancement, suggesting that the interactive and engaging nature of digital storytelling effectively addressed foundational gaps in vocabulary comprehension. For the six pupils originally scoring between 6 and 9, the post-

test outcomes demonstrate a notable improvement, indicating that the reinforcement and contextualization provided through digital storytelling contributed to a deeper understanding of vocabulary concepts and facilitated greater retention. The five pupils falling within the 10–14 range in the pre-test exhibited continued growth in the post-test, suggesting that digital storytelling further solidified their grasp of previously encountered vocabulary while also aiding in the assimilation of more complex terms. The substantial increase in the number of pupils scoring between 15 and 19, from 11 to 19, underscores the significant impact of digital storytelling in elevating proficiency levels, indicating a marked enhancement in both breadth and depth of vocabulary understanding. Moreover, the achievement of ten pupils scoring between 19 and 20 following digital storytelling showcases exceptional progress, signifying not only mastery of previously challenging terms but also the ability of digital storytelling to facilitate advanced vocabulary acquisition. This comprehensive analysis underscores the versatility and effectiveness of digital storytelling as a pedagogical tool capable of catering to diverse learning needs and fostering meaningful progress in vocabulary acquisition and retention across all proficiency levels.

3-3-4-Pretest –post-test Descriptives Comparison

The comparison between pre-test and post-test analyses demonstrates the profound impact of digital storytelling on enhancing students' vocabulary proficiency. Before implementing this approach, students exhibited varying levels of readiness, with distinct challenges and strengths evident across different score ranges. Those scoring lower struggled with limited exposure and abstract comprehension, while those in higher ranges faced occasional hurdles with specialized terminology. However, after engaging with digital storytelling, significant progress was observed across all proficiency levels. Students previously scoring lower showcased remarkable improvement, indicating that

digital storytelling effectively addressed foundational gaps. Meanwhile, those in higher ranges demonstrated continued growth and mastery of complex concepts. This comprehensive analysis underscores the transformative potential of digital storytelling in meeting diverse learning needs and fostering holistic vocabulary development among students.

3-3-5-Testing Paired Differences(Paired samples T-test).

In statistics and broadly speaking, the paired-samples t-test checks the difference in the tests performed for a one group before and after treatment to determine its effectiveness. However, in statistics and narrowly speaking, Ross and Wilson (2017) defined "A paired-samples t-test ... compares the mean of a single group, examined at two different points in time" (p. 15), and the statistical significance would determine the effectiveness of experiment. In order to perform the paired-samples t-test, compliance with the same assumptions as parametric tests decisions is a must. Since those assumptions are already satisfied, the Paired-sample t-test was initiated, which outcomes are provided in a three phase illustration (table 4 , 5 , and 6) as provided by the SPSS.

Table 4   **Paired – samples t-test descriptive statistics**

		Mean	n	Standard deviation	Standard error mean
Pair 1	pre test	2.78	36	1.124	.187
	post test	3.47	36	1.362	.227

Note .n = Sample size

The two paired variables descriptive statistics are given in the table 4 , which is the first illustrative phase.

Table 5   **Paired Samples Correlations**

		n	Correlation	Sig.
Paire 1	pre test & post test	36	.947	.000

Note. n=sample size. Sig = significance level.

The two paired variables correlations are shown in the table 5, which is the second illustrative phase. The given p-value is 0.00, which indicates the null hypothesis is rejected and our test is statistically significant .

Table 6   **Paired samples test T-test**

		Paired differences					t	ddl	Sig. (bilateral)
		Mean	Standard deviation	Average standard error	95% confidence interval of the difference				
					Lower	Upper			
Paire 1	pre test - post test	-.694	.467	.078	-.853	-.536	-8.919	35	.000

Note .t=t-value(t-test).ddl=sample size.sig=significance level

The two paired variables differences testing is shown in the table 6, which is the third illustrative phase. The mean difference (-0.694) is significant enough to indicate the possibility that the treatment positively impacted the pupils. On the other hand, the value also indicates statistical significance of the paired-samples t-test. Digital storytelling had a significant and likely positive impact on the measured outcome compared to the condition before its introduction, reinforcing the efficacy of this technique on memorizing words and comprehension by third year pupils.

3-4- Analysis of Findings
3-4-1- Classroom Observation Before Using Digital Storytelling

At this level, we want to focus on how vocabulary is often taught and outline the standard learning techniques utilized by the teacher and researcher in the classroom.

a- Do EFL learners pupils pay attention and well participation in the reading comprehension and activities ?

We saw that some of the pupils were attentive and focused on the researcher while also participating in class activities. However, several of them were not paying attention to the researcher while she explained the text of Harry Potter ; they appeared to be thinking about something else while their gaze was fixed on the researcher . That came when the instructor asked one of pupils to repeat what she had just said. Although she urged him not to answer a question, the kids were unable to react, so he just remained mute, which is related to his low involvement in the activities.

b- Do learners show excitement and motivation when researcher produces new items?

It has been noted that not all of the students are driven and excited when the instructor introduces a new language. Some of them express their joy and motivation clearly through their interaction with the researcher , while others just remain silent, stare at the teacher, and write in their copybooks. So, at the end of the session, we questioned the teacher, "Why?" She stated that the motivated EFL learners are a brilliant pupils who have prepared their lectures and are always willing to accept new stuff.

Do learners spend much time to understand the meaning of new word?

It has been observed that the majority of students have difficulty understanding all of the words' meanings generated by the researcher , as well as spending a significant amount of time to obtain a clear meaning of some terms. For example, during the first

session , the instructor handed to the pupils a text of Harry Potter and asked students to answer some questions and explain the meaning of several phrases, giving them time to think , then the researcher began her explanation by providing synonyms, antonyms, and idioms and using body language until the pupils got the exact meaning.

c- Do learner's anxiety and shyness affect practicing and remembering new words?

It has been observed that when some students are shy, they are unable to practice the newly learned items; they forget them and struggle to remember them. Like the teacher said when she gave an activity on the board about classifying adjectives in the correct column, one student did not participate until the teacher asked her to stand up and answer the question, despite the fact that she had written it correctly in her copybook.

d- How many words do learners learn?

During our attendance, the researcher introduced many new terms from the text to the pupils, such as five-teen new vocabulary words in the session. When we asked the instructor how much vocabulary she created for the students each time, she said it was not a defined figure. The quantity of words varies from one session to another. The teacher says that, for example, when she introduces eight words, she may recognize four of them. Thus, in this scenario, the students only learn four terms.

3-4-2-Classroom Observation During Using Digital Storytelling :

This stage focuses on the installation of instructional microvideos and student reactions; it outlines what occurs throughout the usage of this material.

a- Do learners pay attention and well participate in the activities?

It has been noticed that when the researcher uses digital storytelling to produce new vocabulary, the majority of the pupils focus on it and engage in all classroom activities in a pleasant manner. They looked to be highly busy and interested .

b- Do learners show excitement and motivation when a researcher produces new items ?

During our attendance, we saw that instructive digital storytelling materials encourage and pique students' enthusiasm for learning. This is evident in their active emotions and appropriate responses to activities. Additionally, at the start of the session, pupils helped the researcher play the story, and we saw that all of the children picked up the video and were extremely thrilled.

c- Is the content of educational digital storytelling pedagogy explicit for learners?

 It has been observed that educational digital storytelling content is clear and understandable for students because, while the researcher presented the post test, we observed that the students did not ask any questions because they understood the meaning easily, even though the researcher stopped the video from time to time and asked them some questions such as, "Do you get the meaning of this word?" They gave her the proper response, but they struggled to express the meaning of several phrases in English.

d- Do learners ability to memorize new words increase when using digital storytelling ?

When a researcher uses educational digital storytelling to show a story of Harry Potter , students are able to memorize and recall the new vocabulary. During the next halft hour left , the post test conducts a three activities, and most students remember almost all of the taught items.

e - Do learners feel anxious when watching educational digital storytelling ?

 It has been observed that the majority of students acknowledge that the usage of educational digital storytelling never bother them; rather, they appear engaged and happy as a result of the adoption of these materials as well as the creation of an exciting educational environment for them.

e- How is the learner's psychological state affected by digital storytelling input?
When the pupils used the instructive storytelling , their psychological condition improved. They become upbeat, energetic, and enthusiastic. This will have a good impact on the learning process, particularly in the memory and retrieval of newly learned words.

3-4-3-Classroom Observation After Using Digital Storytelling Pedagogy :

This level focuses on the impact of instructional digital storytelling , both positive and bad.

a- Does the implementation of educational digital storytelling helps learners to recall vocabulary?

We noticed that when the researcher showed a story of Harry Potter through digital storytelling, most of the students remembered the majority of the vocabulary taught. Thus, we may conclude that instructional digital storytelling is beneficial in assisting learners in recalling language.

b- Are the learners satisfied with the experience of learning through digital storytelling ?

It is observed that the learners are satisfied with the integration of educational digital storytelling in classroom to learn vocabulary. This appears when the teacher ask questions at the end of the session such as do you have any questions? or, do you understand all what we have seen?. Then the students answer: no questions madam or

everything is clear. The implementation of the educational digital storytelling has positive effect on learners.

c- Is an educational digital storytelling engaging?

Because it grabs students' attention, we found that digital storytelling is engaging. This is what happened after the researcher played the video and all of the pupils watched it silently without any guidance or conversation from the teacher or researcher.

d- Does learner's desire to learn words increase?

The increased enthusiasm for learning new vocabulary is evident, as students express enjoyment in utilizing digital storytelling pedagogy . This is particularly noticeable when they have a post test after watching The story.

e- Does the percentage of new learned words increase after using digital storytelling pedagogy?

It is noticed that the percentage of new taught words develop and increase due to the use of the digital storytelling pedagogy. We investigate this reality after we observed the students in their answers . Therefore we asked the teacher what was the reason. The teacher responded that she always preferred to introduce her lesson through the videos, and stories . This helps them remember and recall the taught vocabulary in effective way as well as enhance and increase the amount of the new learned vocabulary.

f- Does the use of digital storytelling pedagogy have a positive impact on learner's motivation?

It is observed that digital storytelling help increase student engagement and motivation; they encourage students to interact with the teacher in an interesting and enjoyable way. This appears when the teacher asked the question who can give the

answer of this question? We observed that all the students raised their hands to answer.

3-4-4- The experiment Results Analysis

The study provided an in-depth examination of experimental findings concerning the effects of using digital storytelling on memorizing vocabulary with third year pupils at middle school (EFL) .

Based on the obtained results, the analysis of the paired samples test data indicates a significant effectiveness of the experiment. Initially, the pre-test group recorded a mean score of 2.78, with a substantial sample size of 36 and a notable standard deviation of 1.124. Conversely, post-test results showed a higher mean score of 3.47 with a similar sample size and a slightly lower standard deviation of 1.362. The strong positive correlation coefficient of 0.947 between pre and post measures underscores a significant relationship between the two datasets. The subsequent paired samples t-test produced a remarkable t-value of -8.919, with a corresponding p-value of 0.000, demonstrating statistical significance at the conventional alpha level of 0.05. This statistical significance suggests that the observed differences between pre-test and post-test scores are unlikely due to random chance alone. Furthermore, the negative mean difference of -0.649, along with the 95% Confidence Interval for the Difference (-0.853 to -0.536), which excludes zero, provides further evidence that using digital storytelling pedagogy resulted in a tangible improvement in the measured outcome. Overall, these findings strongly support the conclusion that the experiment was successful, and the intervention effectively enhanced the targeted outcome measure.

From the interview' questions , we found that the teachers observe pupils are more motivated to participate in language activities when they involve technology and

storytelling, leading to increased enthusiasm and active engagement in word memorization tasks .

From the pretest , we observed that students exhibited improved word memorization following the implementation of digital storytelling techniques. This finding underscores the efficacy of utilizing digital storytelling as a pedagogical tool to enhance vocabulary acquisition among pupils. The pretest results suggest that digital storytelling effectively engages students and aids in the retention of vocabulary words. By integrating multimedia elements and interactive narratives, digital storytelling provides a dynamic and immersive learning experience that fosters effective word memorization. These preliminary findings highlight the potential of digital storytelling to positively impact language learning outcomes and underscore its value as an innovative approach to teaching vocabulary.

Conclusion

As discussed in this chapter, according to the results and the analysis of the teachers' interview, pretest ,and post test revealed that podcasts have a significant role on EFL learning and teaching. They also confirmed the value of digital storytelling pedagogy as a technique for language learning and for memorizing vocabulary and comprehension .

Recommandations

 Based on the study's findings, it is recommended to integrate digital storytelling into the curriculum to enhance vocabulary memorization. Digital storytelling projects should encourage active participation, where students create their own stories using new vocabulary, incorporating multimedia elements like images, audio, and video to create a multisensory learning experience. Collaborative projects can further enhance learning through peer interaction. Consistent use of digital storytelling throughout the semester, along with periodic assessments and constructive feedback, can reinforce word retention and help students identify effective memorization strategies.

General conclusion

Vocabulary is regarded as one of the most essential linguistic components. This viewpoint is linked to the significance of communication competence among EFL learners. Along with this research study, we looked into the utility and efficacy of digital storytelling pedagogy in education. Furthermore, we stressed the value of digital storytelling pedagogy in expanding EFL pupils ' vocabulary. This research has been separated into two sections. The theoretical section comes first, and it consists of one chapter. Throughout the theoretical part, we introduced digital storytelling pedagogy as an independent variable. We started with an introduction and then discussed the differences between old and modern teaching materials. After that, we provided. Following that, we discussed about digital storytellig pedagogy as a technology resource and their usefulness in the foreign language teaching and learning process. In addition, we attempt to clarify theimportance of digital storytelling. The second part discusses vocabulary memorization as a dependent variable. We begin this part with several definitions from professionals in the subject. We discuss the significance of vocabulary in the process of foreign language teaching and learning and show its many varieties, which are categorized into active and passive. In addition, we discuss the most common vocabulary-teaching strategies. On the other side, we describe the importance of vocabulary in learning english as a foreign language.In addition , we mention the major challenges and difficulties in acquiring and teaching vocabulary. We also clarify the quantity of terms that a pupil should know. Finally, we conclude the chapter with the impact of digital storytelling pedagogy resources on word memorization and recall. The final chapter presents an analysis of the data to illustrate the effectiveness of digital storytelling pedagogy on memorizing and recall through pupils . To validate our hypothesis, we employed three data gathering tools: classroom observations ,

interview'teachers , and pre/post test. The findings from the data gathering tools corroborate our initial hypothesis. In this regard, the findings show that teachers and EFL pupils are aware of the value of digital storytelling pedagogy assets. Finally, we concluded that using this technological technique promotes vocabulary acquisition, student retention, and recall of taught topics.

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<u>Appendices :</u>

Appaendix one

<u>Harry Potter :</u>

   Ten-year-old Harry Potter is an orphan who lives in the fictional London suburb of Little Whinging, Surrey, with the Dursleys: his uncaring Aunt Petunia, loathsome Uncle Vernon, and spoiled cousin Dudley. The Dursleys barely tolerate Harry, and Dudley bullies him. One day Harry is astonished to receive a letter addressed to him in the cupboard under the stairs (where he sleeps). Before he can open the letter, however, Uncle Vernon takes it. Letters for Harry subsequently arrive each day, in increasing numbers, but Uncle Vernon tears them all up, and finally, in an attempt to escape the missives, the Dursleys go to a miserable shack on a small island. On Harry's 11th birthday, a giant named Hagrid arrives and reveals that Harry is a wizard and that he has been accepted at the Hogwarts School of Witchcraft and Wizardry. He also sheds light on Harry's past, informing the boy that his parents, a wizard and a witch, were killed by the evil wizard Voldemort and that Harry acquired the lightning-bolt scar on his forehead during the fatal confrontation.

   Upon arrival at the school, the students are sorted into one of four houses— Gryffindor, Hufflepuff, Ravenclaw, or Slytherin. Harry ends up in Gryffindor, and during his eventful first year at Hogwarts he becomes close friends with two other members of the house, Ron Weasley, who comes from an old wizarding family, and Hermione Granger, whose parents are Muggles (those who are not magical). Harry also finds that he has an enemy in Draco Malfoy (Slytherin). In addition, Harry's prowess in flying on a broomstick makes him a star of Gryffindor's Quidditch team. Hoping to get Harry and his friends into trouble, Draco tricks them into leaving their rooms one night, a violation of school rules. While trying to avoid being caught, they discover a three-headed dog guarding a trapdoor. Harry gradually comes to the conclusion that Professor Snape, who teaches Potions, dislikes him intensely and is trying to get hold of whatever is behind the trapdoor. Harry receives his father's cloak of invisibility as a Christmas gift, and, while exploring under the cloak's cover, he finds the Mirror of Erised, in which he can see his parents. Later, headmaster Albus Dumbledore explains that the mirror shows the viewer's deepest desire. Harry, Ron, and Hermione deduce that the treasure under the trapdoor is the Philosopher's Stone, which can transform metal into gold and can also confer immortality. They later discover that Voldemort has been killing unicorns in the Forbidden Forest and drinking their blood, another way to achieve immortality. The trio comes to believe that Snape is in league with the evil wizard. After learning that Hagrid revealed the secret way

to lull the three-headed dog to sleep to a suspicious stranger, whom they believe to be either Snape or Voldemort, they are certain that the Philosopher's Stone is in danger. The three classmates use the cloak of invisibility on a secret mission to get the Stone themselves to keep it from Voldemort. After getting past the dog and defeating various protective spells, Harry reaches the room in which the Stone is hidden and is surprised to find the perpetually nervous Professor Quirrell there. Quirrell fails to figure out how to retrieve the Stone from the Mirror of Erised (the final protective measure) and forces Harry to try. When standing in front of the mirror, wishing only to protect the Stone and not use it for himself, Harry feels the Stone's weight in his pocket but refuses to tell Quirrell that he has it. Quirrell unwraps his turban, revealing Voldemort's face on the back of his head. Voldemort explains that he has been sharing Quirrell's body until he can get to the Stone and become fully alive again, and Voldemort/Quirrell and Harry fight for possession of the Stone, until Harry blacks out. He awakens in the infirmary and learns that Dumbledore saved him, the Stone is to be destroyed, and Voldemort escaped.

Appendix two

<u>**Difficult words :**</u>

1. **Miserable :** extremly unhappy or uncomfortable.
2. **Missives :** written messages or letters.
3. **Confrontation :** a direct clash or conflict between opposing forces .
4. **Focal :** central or main point of focus .
5. **Turbulent :** characterized by disorder or unrest.
6. **Potions :** mixtures , especially in magical contexts , prepared for a specific purpose.
7. **Proficiency :** skillfulness or expertise in a particular area.
8. **Inference :** drawing a conclusion based on evidence or reasoning.
9. **Apprehension :** Anxiety or fear about the future.
10. **Quidditch :** A fictional sport played on broomsticks in the Harry Potter series.
11. **Invisibility :** State of being unseen or hidden.
12. **Perpetually :** Continuously or constantly.
13. **Confer :** To grant or bestow, often a title or honor.
14. **Malevolent :** Showing a wish to do evil to others.
15. **Nefarious :** Wicked, villainous, or criminal.
16. **Innuendo :** An indirect or subtle suggestion, usually with a negative connotation.
17. **Turban :** A type of headwear often wrapped around the head.
18. **Esoteric :** Intended for or understood by only a small number of people with special knowledge.
19. **Conundrum :** A confusing and difficult problem or question.

Appendix 3

Reading comprehension :

- Who is Harry's mean family?

Harry's mean family is the Dursleys – Aunt Petunia, Uncle Vernon, and cousin Dudley.

- What happens on Harry's 11th birthday?

On his 11th birthday, Harry finds out he's a wizard and gets accepted to a magical school called Hogwarts.

- How does Harry end up in Gryffindor, and who are his friends there?

Harry ends up in Gryffindor through a magical sorting hat. His friends in Gryffindor are Ron and Hermione.

- What is the special mirror, and what does Harry see in it?

 The special mirror is called the Mirror of Erised. When Harry looks in, he sees his parents, who are no longer alive.

- Why do Harry and his friends think Snape is up to no good?

 They think Snape wants to do something bad with a powerful object, the Philosopher's Stone, and might be working with the bad wizard, Voldemort.

- What's so important about the Philosopher's Stone?

The Philosopher's Stone can turn metal into gold and make someone live forever. Voldemort wants it for bad reasons.

- How does the story end with the Stone and Voldemort?

Harry, with Dumbledore's help, stops Voldemort from getting the Stone. The Stone is destroyed, but Voldemort escapes, setting up more adventures for Harry.

GOOD LUCK MY DEARS ☺

Appendix 4

Pretest to 3rd year pupils

Full name………..   **Middle school : Abbas Abdelkarim**

Activity 01 : put the words under each picture **: potions , miserable , invisibility**

Activity 02 : I match

Confrontation	written messages or letters, typically formal or official.
Invisibility	a direct and often challenging encounter or conflict between individuals.
Missives	not being seen or noticed, making something or someone hidden from view.
Focal	type of headwear often wrapped around the head.
Quidditch	describes actions or activities that are wicked.
Malevolent	A confusing and difficult problem or question.
Nefarious	Showing a wish to do evil to others.
Conundrum	central or main point of focus .
Turban	fictional sport played on broomsticks in the Harry Potter series.
Turbulent	characterized by disorder or unrest.

Activity 03 : filling the gaps with this words : **nervous , Quidditch , turban, nefarious**

At Hogwarts, Harry Potter felt really …………… about the upcoming …………… match. He was excited but also a bit scared. As he flew on his broomstick during the game, the crowd cheered loudly. Little did he know, Draco Malfoy, wearing a mysterious………, was up to something bad. Draco had a plan ………….. to ruin the match. A strange problem occurred during the game, and it turned out Draco had enchanted Harry's broom. It became a big conundrum for Harry to figure out, making the Quidditch match much more challenging and surprising.

Appendix five

Post test for 3rd year pupils☺

1- Match each word with its correct synonyme :

Invisibility   letter

Potions   sad

Miserable   drug

Missives   Masked

Turban   Bonnets

2- put each word with its definition : quidditch , proficiency , potions , confrontation , miserable , missives .

……………………… : extremly unhappy or uncomfortable.

…………………….. : written messages or letters.

…………………………. : a direct clash or conflict between opposing forces .

……………………… : mixtures , especially in magical contexts , prepared for a specific purpose.

…………………….: skillfulness or expertise in a particular area.

… ………………….: A fictional sport played on broomsticks in the Harry Potter series.

3- Please , fill the gaps with : a wizard , a turban , confrontations , focal

> In the world of Harry Potter, there's a …………….. who wears a …………… , that seems to be the ………… point of his appearance. This wizard often finds himself in ………………....

Good luck dears❀

Appendix 6

Interview'questions:

Q1- whats is the importance of vocabulary teaching in middle school ?

Q2- Does vocabulary teaching took a considerable space in the program ?

Q3- What are the strategies you use ?

Q4- What is your attitude toward using digital story telling as teaching material into EFL classrooms ?

Q5- Do you use digital story telling materials in class ?

Q6- How do you consider teaching with digital storytelling ?

Q7- Do you think that use of digital storytelling pedagogy improve student's vocabulary memorization ?

Q8- How often do you translate unclear vocabulary into Arabic ?

Appendix seven : classroom observation checklists

1.Classroom observation checklist before using digital storytelling pedagogy :

Elements to be observed	NO	partially	yes	Comments
1. Do learners pay attention and well Participate in the activities?				
2. Do learners show excitement and Motivation when researcher produces new items?				
3. Do learners spend much time to understand the meaning of a new word?				
4. Do learner's shyness and anxiety affect practicing and remembering new words?				
5. Do learners practice sufficient vocabulary activities when they learn?				
6. is vocabulary well taught?				
7. How many words do learners learn?				

2.Classroom observation checklist while using digital storytelling pedagogy

Elements to be observed	NO	partially	yes	Comments
1. Do learners pay attention and well participate in the activities?				
2. Do learners show excitement and motivation when a teacher produces new items?				
3. Do learners find difficulties to understand the meaning of a new word?				
4. Do learners feel anxious when watching pedagogy storytelling?				
6. Is the content digital storytelling explicit for learners?				
7. does learners ability to memorize new words increase when using digital storytelling?				
9. how is learner's psychological state affected when experiencing digital storytelling input?				
10. Does the use of educational digital story telling affect classroom management?				

3. Classroom observation checklist after using digital storytelling:

Elements to be observed	NO	partially	yes	Comments
1. Does educational micro video impact learner's Participation in classroom activities?				
2. Does the use of digital storytelling pedagogy have a positive impact on learners' motivation?				
3. Does learner's desire to learn words increase?				
4. Is a digital storytelling pedagogy engaging?				
5. Does the implementation of digital storytelling help learners to recall vocabulary?				
6. Does the percentage of new learned words increase after using digital storytelling ?				
7. Are learners satisfied with the experience of learning through digital storytelling?				

الملخص:

تهدف الدراسة المعروضة في تأثير استخدام مقاطع رواية القصص التعليمية الرقمية على حفظ المفردات واسترجاعها في إكمالية عباس عبد الكريم العالية . عينة الدراسة لدينا هي مجموعة واحدة من المتعلمين التلاميذ.

من هذا المستوى ويهدف إلى التحقيق في كيفية مساعدة المتعلمين على مقاطع رواية القصص التعليمية الرقمية تعلم المفردات وحفظها واسترجاعها بسهولة. لجمع البيانات، تم إجراء جلسات المراقبة الصفية مع قسم واحد من السنة الثالثة متوسط، بالإضافة إلى ذلك تم إجراء مقابلة مع ثلاثة أساتذة. لتحليل البيانات، اعتمدنا أسلوب بحث مختلط يجمع بين الأساليب الكمية والنوعية والنتائج التي تم الحصول عليها من جلسات المراقبة الصفية تكشف عن الدور الهام في استخدام مقاطع رواية القصص التعليمية الرقمية في عملية تعلم المفردات في المواقف الأكاديمية. وعلاوة على ذلك لقد لوحظ أن هذه الأدوات تحسن تعلم المفردات وتساعد المتعلمين على حفظ العناصر المعجمية الجديدة بشكل أفضل وتشير نتائج الاستبيان إلى أن معظم المعلمين يستخدمون هذه المواد التكنولوجية لأنهم يعتقدون أن هذه التقنيات تحسن تعلم المفردات وعملية التدريس. تدعم النتائج أيضا فرضياتنا وتسمح لنا بالتأكيد على أهمية مقاطع رواية القصص التعليمية الرقمية في التأثير بشكل كبير على مستوى إنجازات الطلاب لا سيما في الفصل الدراسي.