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Submitted and Defended by:
Boukhentef Malek

The Use of Digital Storytelling to Improve Pupil's Vocabulary.

The Case Study of Third-Year Middle School at Abu Bakker Messaoudi Middles School Biskra

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Board of Examiners:

Dr.	Ilham **TIGANE**	UMKB	President
Dr.	Hanane **SAIHI**	UMKB	Supervisor
Ms.	Meriam **GHANAI**	UMKB	Examiner

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Dedication

I dedicate this work to:

My parents who did everything for me.

My beloved sister Rima.

My dear brother Abdenour.

Doctor Makhloufi.

My middle school teacher Ariech Nahed.

My friends: Zineb Khalifa, Zineb, Aya, Ali, Romaissa, and Nessrine for their support.

Thank you!

Abstract

This work examines the effect of using digital storytelling to improve vocabulary among third-year middle school pupils at Abu Bakker Messaoudi Middle School of Biskra. We adopted the experimental method to achieve our objective. It aimed to investigate whether the use of digital storytelling as a teaching technique helped middle school pupils to promote their vocabulary. We hypothesized that the use of digital storytelling as a teaching technique would enhance pupils' learn more vocabulary. Our population consists of 30 pupils who were selected randomly. Two research methods were used to achieve this aim: pre, post-test, and questionnaire. The results revealed a slight progress in the improvement of pupils' vocabulary. In addition, pupils have a positive attitude towards the use of digital storytelling.

Keywords: Digital storytelling, vocabulary

List of Acronyms and Abbreviations

DST: Digital Storytelling.

ICT: Information and Communication Technology.

EFL: English as a Foreign Language.

L1: First Language.

L2: Second Language.

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General Introduction

Introduction

Acquiring a foreign language depends on developing some skills and competencies. One of these skills that EFL learners need to develop in order to master the English language is vocabulary. It is crucial to remember that learners cannot communicate or deliver messages successfully if they lack enough vocabulary. Learning more vocabulary will enhance language acquisition and increase communication in the target language.

Moreover, it has been noted that teaching and learning vocabulary in an EFL context can be difficult for both teachers and students. Nevertheless, there have been certain challenges with the learning process, including the mispronunciation of some words, grammatical and spelling errors, and a limited vocabulary. Educators and researchers point out the necessity for developing more efficient techniques for teaching vocabulary in EFL classrooms and developing learners' productive and receptive abilities because mastering vocabulary is essential for successful language learning.

The current state of technology has opened up new possibilities for helping the teaching and learning of a new language. It provides a stimulating and pleasurable environment for acquiring the desired vocabulary. Thus, digital storytelling is thought to be an effective pedagogical method for learning a foreign language. The use of this technology in the classroom may increase student engagement and motivation, enhance their language proficiency, and expand their vocabulary. This study seeks to understand how learners feel about using DST as a teaching and learning tool for vocabulary.

1-Statement of the problem

Although middle school pupils study English as a subject starting from their first year, and even though they learn many vocabulary in their first and second years, third-year pupils still have difficulties learning the words they learn in the classroom. Therefore, this study will introduce Digital Storytelling as a teaching technique to help third-year middle school pupils learn English vocabulary.

2- Aim of the study

The general aim of this study is to investigate whether the use of Digital Storytelling as a teaching technique helps middle school pupils to promote their vocabulary.

More specifically, this study aims to:

a) Help third-year middle school pupils learn vocabulary.

b) To determine the effectiveness of digital storytelling.

3. Research Question

The research question in this study is as follows:

To what extent does the use of digital storytelling beneficial for third-year pupils at Abu Bakker Messaoudi Middles School Biskra?

4. Hypothesis

In the present study, we hypothesize that if teachers use digital storytelling, as teaching technique pupils would learn more vocabulary.

5. Methodology

Since the present study investigates the effects of using digital storytelling as a teaching technique to improve pupils' vocabulary. Thus, the method which is appropriate is the experimental method to attain this objective.

5.1. Research Approach

This study opted for the mixed-method approach because it is more suitable for its objectives. By providing significant and reliable responses, the mixed-method technique helps in the investigation of the pupils' attitudes toward the use of digital storytelling to increase their vocabulary.

5.2. Population and Sample

Since the study aims to use the DST as a teaching technique to improve pupils' vocabulary, we decided to choose third-year middle school pupils at Abu Bakker Messaoudi Middle School of Biskra as the population of our study. Which consists of (4) groups (120 pupils). Our sample included only one group (30 pupils) selected randomly.

5.3. Data Collection Tools

To carry on this study, a mixed method paradigm was applied to this investigation to gather both quantitative and qualitative data; the researcher used two data-gathering tools pre and post-tests, and a pupil's questionnaire. The diagnostic tests are given to the pupils. The pre-test before the experiment to evaluate their level and the post-test after the investigation, our aim is to make an evaluation of the impact of the suggested teaching method upon the experimental group and to check whether there will be a change in terms of their attitudes and their comprehension level toward the new strategy or not.

6 Structure of the Study

This research paper is divided into two chapters. The first chapter is theoretical it is divided into two sections. The first one explains the main elements related to vocabulary. It provides a detailed definition of vocabulary including its types, and then it moves to the importance of learning vocabulary, its learning and teaching strategies. The second one is about digital storytelling it presents the definition of DST and its pioneers. After, Digital storytelling in improving speaking. After that, DST in vocabulary learning and the advantages of digital storytelling.

The second chapter is devoted to the fieldwork, concerned with design, methodology, and results, and explains the sampling procedure, research design, and data collection tools used to answer the research questions. Then the general conclusion, we summarize the whole dissertation.

Chapter One: Vocabulary& Digital storytelling

Introduction

Vocabulary is an essential aspect of language proficiency and communication. It refers to the words and phrases that make up a language. Having a rich vocabulary allows individuals to express themselves effectively, understand others, and comprehend written and spoken texts. In this response, we will explore the definition of vocabulary, its types, the importance of learning vocabulary, vocabulary learning and teaching strategies, and the concept of digital storytelling, including its pioneers, its role in improving speaking skills, and its benefits in the learning process.

1.1 Definition of Vocabulary:

The term vocabulary is defined in different ways. Thornbury states that words or terms are often used interchangeably in English . Many definitions have been proposed for the term "vocabulary"; however, they are still limited and require further clarification. In Todd's view, the term "vocabulary" has no clear definition . He proposes that the word has orthographic, morphological, lexical and semantic aspects of the word.
According to McArthur (1992), the vocabulary is derived from Latin vocabularium, or lists of words. Medieval vocabularium is a list of Latin words for priests to learn. It is usually arranged thematically, with colloquial translations" (p. 1090). Thus, the glossary consists of a set of words. There are different meanings depending on the subject (BenSola,2012).

Furthermore, the Cambridge International Dictionary of English (1995) defines vocabulary as "all words used by a particular person, or appearing in a particular language or subject" (p.1628). That is, vocabulary is the specific words that a person uses in a specific language. Vocabulary cannot be separated from the language; it is an important part of language. Hari Mukti Krida Laksana points out "Vocabulary is a component of a language that maintains all of information about meaning and using word in language."

It means that vocabulary is the important part of language, without vocabulary the language cannot be used to maintain all information in language as cited in Benachour (2019).

Vocabulary can be defined as sound that expresses a meaning and forms an independent unit in a language. It can be say that vocabulary is smallest unit of speech that processes individual meaning to speak and can be used to interact one another and vocabulary can be say as a group of words on certain language as a part in teaching-learning in a foreign language. (Jakarta, 1993, p.127). Vocabulary is the set of lexical items in a language; it is also called the 'lexicon'. The term lexicon is known in English from the early 17th century, when it referred to a book containing a selection of a language's words and meanings; arranged in alphabetical order. The term itself comes from Greek 'lexis' word. It has taken on a more abstract sense, especially within linguistics, referring to the total stock of meaningful units in a language-not only the words and idioms, but also the parts of words which express meaning, such as the prefixes and suffixes (Muttahida,2011).

According to Gogoi (2015) words are referred to as 'the building blocks of language'. These are powerful tools. We need a rich supply of words so that we can select the correct tools for the job as we would with any other task we tackled. We need a good vocabulary. A good vocabulary is that which (a) fills our needs, (b) gives us confidence, (c) helps us to understand, (d) is varied and (e) is exact. Lessard-Clouston, (2013, 9) argues that vocabulary can be defined as 'the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do.' Oxford Advanced Learner's Dictionary (2012) defines vocabulary as 'the body of words used in a particular language'. Whereas According to Cambridge

Advanced Learner's Dictionary (2008), vocabulary is 'all the words which exist in a particular language or subject'(Hassan,Abubakr,2015).

1.2 Types of Vocabulary:

There are two categories of vocabulary used in teaching: active (productive) vocabulary and passive (receptive) vocabulary. They are as follows:

1.2.1 Receptive vocabulary

According to Nation (2001), receptive vocabulary conveys the idea that we try to understand language input from others when we listen to or read it. This kind is interested in how children might pick up vocabulary; as they read books or articles, they pick up new terms.

1.2.2 Productive vocabulary:

It is often referred to as active language. The concept of productive vocabulary implies that humans create linguistic forms by speaking or writing in order to communicate with others (Nation, 2001). Learners produce by their speaking and writing what they learn through receptive skills and vocabulary. For instance, students who listen to native speakers speak will often have superior pronunciation and word choice.

Vocabulary is divided into two categories: Active Vocabulary and Passive Vocabulary, depending on how it is used.

1.2.2.1 Active vocabulary:

Words that one can employ in conversation and writing are referred to as active vocabulary. He fully comprehends what such phrases mean. The term "active vocabulary" describes the useful side of language. It consists of the terms that one speaks with assurance because he is aware of their usage and definitions. The student's

active vocabulary needs to be constantly expanded in order to provide proficiency in both spoken and written language. A language's active vocabulary necessitates:

a) Using the appropriate word in the appropriate context.

b) The ability to recollect words at random.

c) Correct use of verb tenses, inflections, word order, or grammar accuracy.

d) In speaking clearly and being able to imitate the right tones, pronunciation, intonation, rhythm, etc.

1.2.2.2 Passive vocabulary:

The terms in the passive vocabulary are those that we can understand when they appear in other people's speech or writing but cannot employ in our own speech or writing because we are not completely conversant with them. Passive vocabulary refers to words that are not used in conversation because the speaker is unaware of their exact meaning. Depending on the contest, he may occasionally only fully comprehend the meaning of one word. Receptive language is referred to as passive vocabulary. The passive vocabulary demands:

a) An understanding of the terminology used in writing or speaking.

b) Familiarity with important grammatical constructions or elements.

c) The ability to quickly activate the sense of lengthy word groups.

1.3 The importance of learning vocabulary

The importance of vocabulary knowledge in any language cannot be denied. Since vocabulary is essential to learning a foreign language, learning a language primarily involves studying its vocabulary, according to Cameron (2001) (p. 72). However, Scott (2002) asserts that "without vocabulary, nothing can be conveyed" and

that "very little can be conveyed without grammar." According to him, knowing English grammar alone cannot help students become fluent in the language. Instead, mastering vocabulary will help them comprehend the language better and allow them to express themselves in a variety of ways. Cameron (2001) supports this view by suggesting that vocabulary is essential to learning a foreign language. This means that to truly understand and communicate effectively in a new language, learners must dedicate time and effort to expanding their vocabulary. Vocabulary provides the building blocks for language comprehension and expression.

On the other hand, Scott (2002) adds another layer to the discussion by asserting that vocabulary alone is not sufficient. While vocabulary is crucial, grammar also plays a vital role in conveying meaning. According to Scott, without vocabulary, nothing can be conveyed, but very little can be conveyed without grammar either.

Additionally, according to Hiebert and Kamil (2005), vocabulary knowledge is something that lasts a lifetime and is more than just a developmental ability that can be fully acquired. The statement highlights the perspective of Hiebert and Kamil (2005) regarding vocabulary knowledge. According to their view, vocabulary knowledge is not a temporary or limited skill that can be fully acquired and then forgotten. Instead, they argue that vocabulary knowledge is something that lasts a lifetime and goes beyond being just a developmental ability.

According to Thornbury (2002), "For a long time, teaching approaches such as the direct method and audiolingualism gave greater priority to the teaching of grammatical structure" (P. 14).

In order to grasp a language, pupils need to master its vocabulary (Carter, 1998; Liu, 2009; Nation, 2001, 2008; Tozcu & Coady, 2004). Because lexical items are the fundamental building blocks of language and L2 learners need the vocabulary to better their hearing, speaking, reading, and writing, the development of vocabulary directly influences the other language abilities in a positive way. By learning new terms, L2 learners are likely to increase their output and comprehension.

1997). Additionally, there is a need for more studies that investigate vocabulary learning in foreign language research. The development of teaching tactics to expand students' mental lexicon dictionaries may benefit greatly from technological advances.

1.4. Vocabulary Learning Strategies

The foundation of being accurate and proficient in the four language abilities is lexical expansion. Effective communication cannot occur without knowledge, comprehension, and training in word usage.

If "specific actions taken by the learner to make learning easier, faster, more enjoyable, self-directed, effective, and transferable to new situations," then "language learning strategies" would fit that definition. According to Oxford (1990: 8), VLS can help students understand the meaning of words they first come across, retain those words in their memory, and apply them as needed (Catalan 2003, cited in Ruutmets, 2005).

Word knowledge is crucial for both production and comprehension in a foreign language and is an integral part of communicative competence (Seal, 1991). Knowing a term entails understanding:

• A lot of information regarding its typical frequency of use, syntactic restrictions, and use exceptions.

• The shapes that can be derived from their fundamental form.

• Its semantic feature network

• The numerous interpretations of the thing (1976 Richards).

Gu and Johnson (1996) outline metacognitive, cognitive, memory, and activation mechanisms under second language (L2) vocabulary learning. Selective attention and self-initiative are two types of metacognitive methods. F&SLLs who use selective

attention techniques are aware of the vocabulary that needs to be learned in order to fully understand a piece. Students that use self-initiation strategies adopt a number of techniques to clarify the meaning of vocabulary words. Gu and Johnson's taxonomy of cognitive methods includes note-taking, dictionary use, and guessing strategies. When employing guessing tactics, learners draw on prior knowledge and linguistic cues like sentence structure to make educated guesses about the meaning of a word. Rehearsal and encoding categories are used to classify memory techniques. Two examples of rehearsal techniques are word lists and repetition. Word structure (i.e., examining a word in terms of its prefixes, stems, and suffixes) and association, imagery, visual, auditory, semantic, and contextual encoding are examples of word structure techniques. The tactics used by learners to actively use new words in various settings are known as activation strategies. For instance, students could create phrases employing the new vocabulary they learned.

1.5. Vocabulary Teaching Strategies

The four linguistic abilities should be developed while teaching vocabulary. The authors Ghanbari and Marzban state on page 3855 of their 2014 book that "vocabulary can lead the learners to be more confident in using the language." In general, the words that pupils learn in school improve their reading, listening, speaking, and writing skills. Students should use the new terms they are learning to practice. The proverb goes that words are dead if they are not used. They become life once they are put to work.

1.5.1. Word Lists

The usage of word lists, which doesn't often require any direct teaching from the teacher, is one of the most popular ways to try to teach vocabulary to children. Though word lists are frequently used in L2 textbooks and resources, we have not been able to find any published empirical data to support this. However, our own experience

suggests that they are widely used. The relationship between such lists and the context in which the words would (one would hope) sooner or later be encountered is typically obscured, removing them from any communicative context. The underlying presumptions of this method appear to be that rote memorization is sufficient and that learners do not require much, if any, context to learn a language. Sometimes L2 word lists are provided on their own, without Ll counterparts. Unpaired lists of this type are what they are called. Lists frequently provide Ll equivalents in addition to the L2 words that need to be memorized. These lists are referred to as pair or pair-associate word lists.

1.5.2. Flashcards

Are very well-liked by pupils despite the fact that they decontextualize information, particularly for vocabulary self-testing. Flashcards are one of the most popular vocabulary-learning tactics, according to our research employing learning journals where students discuss their L2 learning practices. . Many languages, including less widely used ones like Russian, as well as commonly taught ones like French, Spanish, and ESL, have commercial flashcards available. The flashcard method includes at least three steps: writing the L2 word (copying it) on the front of a card, putting the L1 definition of the word on the back, and utilizing the card to learn the new word and its definition. Thus, each unit of the flashcard has one new word or expression in both L2 and Ll forms. This makes the flashcard a glorified L2-Ll word list divided into units. If the student created the flashcard rather than purchasing it as part of a set, the copying component might offer certain learners a little bit of kinesthetic advantage.

If the student created the flashcard rather than purchasing it as part of a set, the copying component might offer certain learners a little bit of kinesthetic advantage. By placing similar words closer together and unrelated words farther apart on the floor, learners

can arrange flashcards in the form of a semantic map. Finally, students can provide context by writing the unfamiliar words on the cards in full, insightful phrases.

1.5.3. Word Grouping

By categorizing or reclassifying the terms in the target language in accordance with one or more significant features, the word grouping technique includes dividing a longer word list into new, shorter lists. A certain amount of context is produced in this way. In contrast to the often disorganized, decontextualizing word lists mentioned previously, word grouping creates new groupings or sets of words that stick together because of some shared theme or characteristic. The idea behind this strategy appears to be that grouping makes vocabulary learning simpler by lowering the number of discrete pieces and, in ideal circumstances, connecting new material in the target language with ideas the learner already understands in his or her mother tongue.

Groups can be based on the type of word (e.g., all nouns or adjectives), grammatical form (e.g., irregular verbs of a certain kind), topic (e.g., words about the weather), practical function (e.g., terms for things that make a car work), language function (e.g., apology, request, demand), similarity (e.g., warm, hot, tepid, tropical), dissimilarity or opposition (e.g., friendly /unfriendly), the way one feels about something (e.g., like, dislike), and so on. New words are occasionally grouped into thematic groupings in language textbooks, and teachers frequently employ word grouping in language classes.

1.5.4 Visual Imagery

For acquiring L2 vocabulary, visual imagery is a highly helpful semi-contextualizing tool. The foundation of using visual imagery for vocabulary learning is connecting a picture with a word. This strategy is based on the idea that most learners

can connect new knowledge to concepts in their memory by using meaningful visual images, and that visual images speed up learning. According to several studies (Bower, 1970; Higbee, 1979; Nyikos, 1987; Shephard, 1967), learners can convey knowledge more effectively when employing visual imagery than when using only words. Additionally, the pictorial-verbal mix engages a variety of brain regions, enhancing cognitive ability.

By creating their own drawings or sketches of words or phrases, learners can use visual imagery (particularly useful for prepositions like above, over, under, and so on). An ancient Greek method for memorizing a word sequence or sections of a long speech is to envision a set of locations (perhaps the rooms in one's home or apartment), correlate each location with a particular word or expression, and then conduct a mental walk from place to place.

1.5.5 Aural Imagery L2

Instead of employing visual imagery, aural imagery can be used to represent words in memory. Aural imagery offers the learner a connection to what they already know and a type of semi-context, just like visual imagery does. The idea behind this method is that by connecting new sounds to pre-existing, sound-related schemata, auditory imagery improves verbal learning. For instance, students can make the connection between the well-known LI word cat and an L2 word like German Katze or Russian kot. All of these words have similar meanings and similar sounds. It can also be helpful to combine words with distinct meanings that are acoustically (and possibly semantically) related, such as Russian brat (brother) and English brat (annoying

person). Additionally, students can memorize new words in the target language by using rhymes, accent marks, or phonetic spelling.

1.5.6 Storytelling

Storytelling is frequently used in education to teach, to explain, and entertain as a medium for human social interaction. Stories have long been recognized as a potent and successful method for language learning. Stories draw learners in, expose them to a new language, and aid in their unconscious and nearly effortless acquisition of the target language, according to Morgan and Rinvolucri (1983) and Pesola (1991).

The use of stories with young language learners in their first or second language has a number of advantages, according to practitioners (Dyson 1997; Morrow 1986; Sneddon 2008), including the development of the four language skills, improved syntax, a better understanding of story structure, and increased language and cultural awareness. Similar assertions have been made by others who have employed storytelling in MFL classes in continental Europe (Ehlers et al. 2006; Kirsch 1996).

According to Ebrahiminejad, Azizifar, Gowhary, and Jamalinesari (2014: 43), utilizing short stories to tell stories is one way to teach. Storytelling, as a learner-centered strategy, aids students in using the material and conveys the messages to others, claims Ling in Julia (2015: 14). As a result, it may be claimed that storytelling is a technique of instruction in which students are required to recreate the stories' plots in new word forms through interaction between the storyteller and the listener.

2. Digital Storytelling

2.1. Definition of Digital Storytelling

Digital storytelling, also known as multimedia storytelling, is a transformation of traditional storytelling. Which employs a mix of narration and multimedia components, including words, images, animation, and video, to enlighten the audience. Digital storytelling is a potent learning tool because it can be used as a multimedia tool in language learning to help students enhance their speaking abilities in a foreign language by using technology to narrate the story in their own words and voice.(Kallinikou, Nicolaidou,2019)

Digital storytelling, at its most basic level, is the act of telling stories through the use of computer-based. The technique is referred to in a variety of terms, such as interactive storytelling, computer-based tales, electronic memoirs, and digital essays.

The basic concept behind digital storytelling is to combine the craft of storytelling with multimedia elements including graphics, music, and web publishing technology. Digital stories, like traditional stories, have a specific point of view and concentrate on specific types of topics. However, the term "digital storytelling" suggests that these digital tales combine computer-based pictures, texts, narration, and video clips. Although digital stories can be very long, in the context of teaching, they typically last between three and ten minutes. Digital storytelling typically covers a wide range of subjects, including a variety of personal narratives, a collection of historical events, an examination of people's daily lives in their communities, and everything in between.(Nair, Md Yunus,2021)

According to Lambert (2013) and Robin (2008), digital storytelling, defined as video communication that combines dynamic pictures and sounds with rich narrative,can

be a valuable educational tool for a range of subject areas from kindergarten to university levels. The term "digital storytelling" refers to the process of creating and sharing a narrative using digital media, such as videos, images, and audio. This approach allows for the integration of multimedia elements to enhance the storytelling experience. The combination of visual and auditory elements, along with a coherent narrative structure, makes digital storytelling engaging and impactful.

Digital stories and educational films are becoming more common in online places where professors and students interact for entertainment or educational objectives in today's media-rich society (Purcell, 2013). Digital stories and educational films have several advantages in the online learning environment. They can capture and retain students' attention, making the learning experience more enjoyable and stimulating. These media formats also have the potential to present complex ideas or topics in a more accessible and visually appealing way, helping to enhance comprehension and knowledge retention.

2.2 Digital Storytelling in improving speaking

According to Nair and Md Yunus (2021) digital storytelling is recognized as a modern technique for using a variety of media to express oneself through stories. Additionally, it helps young adults improve their speaking abilities. They can create interpretive digital stories based on any subject and develop their speaking skills by employing digital storytelling. Digital storytelling enables a significant interaction between context and content, which is crucial for improving a learner's speaking abilities. Digital storytelling is currently being used in many contexts, but one of the most significant is when it comes to improving speaking abilities in the classroom. Digital storytelling is being more widely used in school to help pupils with their speaking abilities. Additionally, when given the responsibility of telling

their own stories, kids of all ages and academic abilities may find that digital storytelling is a very effective educational tool. Through the use of digital storytelling, teachers can make use of their students' creativity to encourage them to conduct research that adds value and to begin speaking for themselves. In addition, digital storytelling requires students to search for comprehensive and richer resources online and in libraries while analyzing and synthesizing a wider range of data and viewpoints.

2.4. Digital storytelling in vocabulary learning

According to Digital Storytelling Association (2011), Digital storytelling, which uses digital media to generate texts that tell stories, is the modern version of traditional storytelling, In order to communicate and share users' tales in a digital format; digital storytelling is a creative storytelling technique that incorporates images, texts, sounds, and videos. With the incorporation of technology, digital storytelling has significantly advanced from traditional storytelling.

According to Hibbing and Rankin-Erikson (2003) and Boster, Meyer, Robert& Inge (2002), the incorporation of technology into the creation of the stories increasesthe interactivity of the stories that can attract learners' interest. Storytelling has been digitalized and used as a learning tool in promoting language learning because it can inspire students to be involved in learning. Furthermore, the scholars argue that digital storytelling has been widely adopted as a learning tool, particularly in language learning. Storytelling, when digitalized, can inspire students to be more actively involved in the language learning process. Digital stories can spark students' creativity, imagination, and emotional connection to the content. The combination of visuals, sounds, and narratives in digital stories can make the learning experience more immersive and enjoyable, motivating learners to participate and explore the language further.

Besides, Gregori-Signs (2008) found that Digital storytelling improves learners' language skills in reading, writing, listening, speaking, grammar, and vocabulary. Applying digital storytelling makes it possible to teach language implicitly in anengaging and appealing manner. The attractiveness of the learning materials, as indicated by Guthrie and Wigfield (2000), is a key factor in motivating students to learnvocabulary. It is thought that using a digital storytelling tool will make it easier and more enjoyable to undertake implicit vocabulary acquisition. Digital storytelling is believed to encourage learners' flexibility and interactivity. Since feedback can be given right away, learners

should be better able to remember and retain the information they are taught.

Moreover, since learning is not limited to in-class or classroom-hour instruction, students will have more learning opportunities. Lambert (2003) stated that digital storytelling is a useful tool and resource for the learning process, Digital storytelling is thought to be able to draw in students who were once referred to as "Digital Natives" (Prensky, 2001, p. 1) and help them master the language component. Because of the modern ICT technologies and multimedia features, which can appeal to younger generations, the usage of digital storytelling is able to engage students in learning by giving them the desire to do so (Tecnam, 2013, p. 27).

Nowadays, students are frequently exposed to the usage of technical tools like smartphones, tablets, and laptops; as a result, students have little to no trouble using technology in the classroom because it is already a part of their daily lives. Because digital storytelling may portray language forms in the most natural way. Haven (2000, p. 75) claims that it is very helpful in the teaching and learning of vocabulary because "factual and conceptual information is learned faster, remembered longer, recalled more readily and applied more accurately, when that information is delivered as a well-told story" (Cameron, 2001).

Multimedia integration makes learning much more accessible and easy for students. This supports the idea put forth by Sadik (2008) that the use of digital storytelling creates an imaginative and engaging learning environment. Similar to the way Barrett (2005) stated that digital storytelling can support student-centered learning by encouraging student engagement, participation in extensive and in-depth learning, participation in project-based learning, and integration of technology into learning. Thedynamic nature of the multimedia components, the high level of engagement of the digital storytelling, and the allure of the embedded audio and visual content all contribute to the improved effectiveness of vocabulary learning.

2.5 Advantages of Digital Storytelling

As Siemens (2014) assumes, the usage of instructional DST software in schools has various advantages that have been generally acknowledged. DST educational software can result in a motivating learning environment. According to research by Daigle (2008), learning is motivated internally by engagement, which is fueled by interest, enjoyment, and curiosity. Widodo (2016) makes the assumption that an engaged learner wants to accomplish their academic or personal objectives. As Vinogradova (2011) suggests technology can assist students in creating and telling tales.

According to some previous research, using digital storytelling to teach speaking has certain benefits. According to many research studies, digital storytelling helps students learn by motivating them to organize and communicate their thoughts and information in unique and relevant ways (Robin, 2005). Another previous study demonstrates that by narrating stories dramatically, children acquire language skills as well as the ability to use other dynamics, such as tone, volume, and space to create meaning and develop their English language proficiency (Clipson & Boyles, 2012). According to Kim (2014), students acknowledged that another advantage of their digital storytelling projects was that they felt more comfortable giving speeches. The pupils benefit greatly from this since it gives them practice utilizing the language. The storytellers are intended to improve their pronunciation, fluency, and accuracy in their speaking. The usage of digital storytelling might encourage group collaboration among the students because they are required to share their thoughts and ideas when creating the narratives. The creation of digital storytelling, according to Robin (2012), can foster students' creativity. Students that take part in the creation of digital storytelling may also improve their communication skills by learning how to structure thoughts, pose queries, voice opinions, and build tales.

Conclusion

To conclusion, vocabulary plays a crucial role in language learning and communication. It refers to the words and phrases used in a particular language or by a particular person or group. Vocabulary can be categorized into different types, such as receptive vocabulary and productive vocabulary

Learning vocabulary is of utmost importance in language acquisition as it enhances overall language proficiency. A robust vocabulary enables learners to express themselves effectively, comprehend texts, and communicate with others more confidently. Moreover, vocabulary knowledge is strongly correlated with reading comprehension and academic success.

In terms of teaching vocabulary, educators can implement various strategies to facilitate vocabulary development among learners. These strategies may involve explicit instruction, contextualized and meaningful practice, the use of visual aids, word games and activities, and incorporating vocabulary into authentic language use situations Moving on to digital storytelling, it refers to the practice of creating and sharing stories using digital tools and technologies. Digital storytelling combines traditional storytelling elements with multimedia components such as images, audio, video, and interactive elements.

Chapter Two: Analysis and Discussion of the Result

Introduction

This chapter summarizes the fieldwork, which was carried out at Abu Bakker Messaoudi Middle School to improve third-year pupils' vocabulary through digital storytelling. Thus, the data collection tools of this study were a questionnaire and pre-and post-tests for pupils. Consequently, the description of the sample will be given, and then the analysis and the interpretation of the results of both for questionnaire and pre-and post-test answers. Finally, the chapter presents some pedagogical implications, limitations, and suggestions for future studies.

2.1 Research Methodology

To fulfill the objectives of this research, which is introducing digital storytelling as a technique to teach vocabulary and to answer the research questions, a mixed-method approach was adopted due to the nature of the study. We opted for an experimental method to attain this objective. It is considered the best technique for determining whether a relationship between two items exists; nevertheless, it cannot determine whether an abstract variable exists (Griffee, 2012; Fraenkel, Wallen, & Hyun, 2012).

2.2 Population and Sample

To gather suitable information and data for answering the research questions the researcher dealt with middle school pupils. Which consists of (4) groups (120 pupils). Our sample included only one group (30 pupils) selected randomly.

2.3 Data Collection Tools

Since the present study investigates the effects of using digital storytelling to improve pupils' vocabulary. Thus, the appropriate method is the experimental method.

2.4 Description of Data Collection Tools

Diagnostic tests and pupils' questionnaires were the two main tools that served this research.

2.4.1 The students' diagnostic tests

In this study, we used diagnostic tests because they helped us to achieve our goals and fit the overall theme of our research. The tests are used to collect data about the pupils' ability to learn new vocabulary before and after implementing digital storytelling as a teaching method. The pre-and post-tests provide the evaluation of pupils' progress in their vocabulary learning.

2.4.1.1 Description of the pre-test

The pre-test was considered as a pre-study of our research, which aimed at collecting data about our sample's level of learning vocabulary before the program of using digital storytelling as a teaching technique. The first step that we adopted to collect our data was designing a test for the whole group (30 pupils). The test's questions were adapted from the digital storytelling "The Monkey and the Crocodile". Thus, we asked the pupils to answer some comprehension questions related to storytelling in order to evaluate their level. The researcher designed and scored the test; learners scored on the comprehension of the story and vocabulary. Each element received a score out of one for each right answer. Thus, the overall score on the test is out of ten.

2.4.1.2 Description of the post-test

The post-test was based on two tasks the first one included six-comprehension questions and the second one found the opposites of words from the story. This test was done after the implementation of the digital storytelling technique. The story took 3 minutes. The same procedures at the pre-test were followed for scoring learners.

Finally, both pre-and post-tests mean scores and standard deviation were compared.

2.5 Analysis of Pupils' pre and post-test

Learners were scored in two components, which are comprehension and vocabulary. For every correct answer, each component received a score of one. The overall score on the tests is out of ten. The pre and post-test results are presented in the accompanying tables and graphs, and their mean scores and standard deviations are contrasted.

Pre-test		Post-test	
Pupils	Total score out of 10	Pupils	Total score out of 10
P1	5	P1	7
P2	4	P2	7
P3	7	P3	8.5
P4	8	P4	9
P5	7.5	P5	9
P6	9.5	P6	9.5
P7	9	P7	9.5
P8	6	P8	8
P9	6.5	P9	8
P10	9	P10	9.5

P11	8	P11	9.5
P12	5	P12	9
P13	4	P13	7
P14	7	P14	8.5
P15	5	P15	7
P16	6	P16	9
P17	9	P17	10
P18	4	P18	8
P19	8.5	P19	9.5
P20	6	P20	8
P21	8	P21	8.5
P22	8	P22	10
P23	7	P23	8.5
P24	9.6	P24	9.5
P25	7	P25	8.5
P26	5	P26	7
P27	8	P27	9
P28	6.5	P28	7.5
P29	4.5	P29	6

P30	5.5	P30	6.5

Table 1 Pupils' Pre and Post-Tests Scores

The table above presents the findings from the pre-test and the post-test. On both tests, we observe that each student received a different set of results.

Pre test		Post test	
Pupils	Total score out of 10	Pupils	Total score out of 10
P1	5	P1	7
P2	4	P2	7
P3	7	P3	8.5
P4	8	P4	9
P5	7.5	P5	9
P6	9.5	P6	9.5
P7	9	P7	9.5
P8	6	P8	8
P9	6.5	P9	8
P10	9	P10	9.5
P11	8	P11	9.5

P12	5	P12	9
P13	4	P13	7
P14	7	P14	8.5
P15	5	P15	7
P16	6	P16	9
P17	9	P17	10
P18	4	P18	8
P19	8.5	P19	9.5
P20	6	P20	8
P21	8	P21	8.5
P22	8	P22	10
P23	7	P23	8.5
P24	9.6	P24	9.5
P25	7	P25	8.5
P26	5	P26	7
P27	8	P27	9
P28	6.5	P28	7.5
P29	4.5	P29	6
P30	5.5	P30	6.5

M	6.51	M	7.63
SD	1.75	SD	2.49

Table 2: Comparison Between Pre and Post-Test Scores of the Pupils

* M stands for mean score. SD stands for standard deviation.
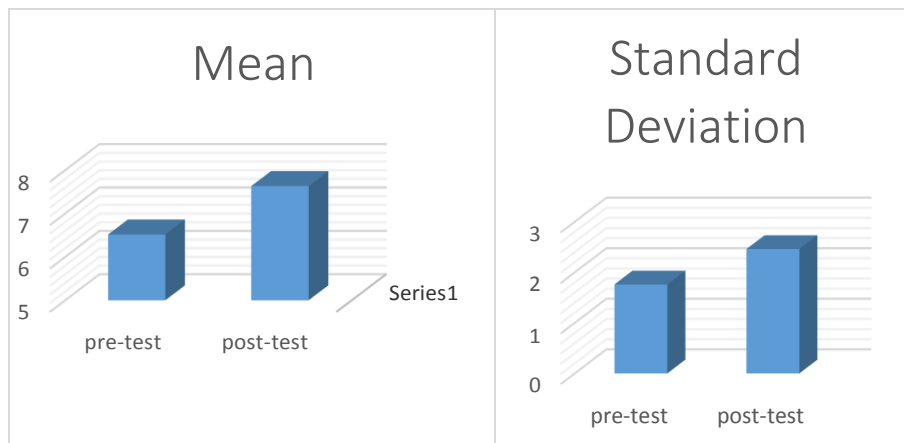
figure 1: Analysis of Pre and Post-Tests Mean and Standard Deviation Scores

The table 02 and figure 01 illustrate the comparison of pre and post-tests of the pupils. By comparing the mean scores, we found that third-year middle school pupils' scores becomes higher after the implementation of DST technique. This is well expressed by the participants' mean scores, which increased from M=6.51 and SD=1.75 in the pre-test to M=7.63 and SD=2.49 in the post-test. From this comparison, we can say that third-year middle school pupils improving vocabulary ability is slightly developed.

2.4.2 Pupils' questionnaire

A semi-structured questionnaire was designed for third-year middle school pupils to investigate their opinions and attitudes toward the use of digital storytelling as a teaching technique to help them improve their vocabulary.

2.4.2.1 Description of pupils' questionnaire

This questionnaire consists of three sections containing fifteen questions both close-ended and open-ended questions to collect answers about the issue being investigated.

- **Section One: General information (from items 1 to 3)**

The first section of this questionnaire includes three questions aimed to collect general

information about the respondents as the specification of gender, their level of English language, and if they may like learning the English language or not.

- **Section Two: Learning Vocabulary (from items 4 to 11)**

The second section of this questionnaire aims to collect information related to students' opinions about learning vocabulary. It includes eight questions about how they consider learning vocabulary, the assessment of their lexical knowledge, their difficulties, and what strategies use to learn them. Moreover, their understanding of new words, increasing vocabulary size, what kind of audiovisuals they use, and how often the teacher uses them.

- **Section Three: Digital Storytelling (from items 12 to 15)**

The last section of this questionnaire is associated with digital storytelling. It includes four questions about how often their teachers use this technique and whether it is a beneficial method to improve pupils' language, besides their attitudes.

2.4.2.2 Aim of the Students' Questionnaire

The students' questionnaire aimed to collect data about pupils' views and perceptions about learning vocabulary through digital storytelling. Additionally, it aims to develop third-year middle school pupils' awareness of the use of digital storytelling. A semi-structured questionnaire was conducted in the class.

2.6 Analysis of Pupils' Questionnaire

The questionnaire consists of three sections containing (16) questions. Participants were asked to provide a brief explanation in order to detect common responses. After validating and piloting the questionnaire, it was given to third-year middle school (30) pupils.

- **Section One: General Information**

Q1: Would you specify your gender, please?
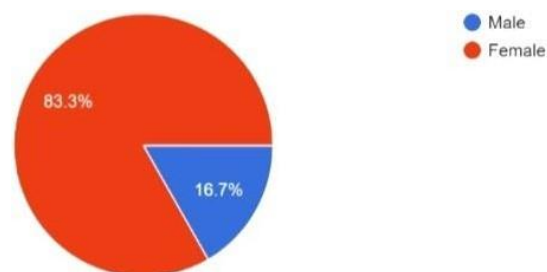
figure 2: Pupils' Gender

Figure 2 reveals the specifications of pupils' gender out of 30 participants, 83.3 % are female and just 16.7 % are males.

Q2: Please specify your English language level:

figure 3 Pupils' Self-Assessmet of Their Levels

As it is presented in the above pie graph, the majority of the pupils of the sample (46.7%) have a good English level; whereas, (43.3%) of the sample declared that their level is average. In addition to (6.7%) stated weak and (3.3%) very good.

Q3. Do you like learning the English language?

figure 4: Pupils' Interest of English Language

It reveals that all pupils responded positively to this question, making them all like learning the English language. The reasons they provided were that it is a universal and global language, and easier than the French. Furthermore, some of them stated that it is easy to learn and they like learning it.

- **Section Two: Learning Vocabulary**

Q4. Do you think that learning vocabulary is?
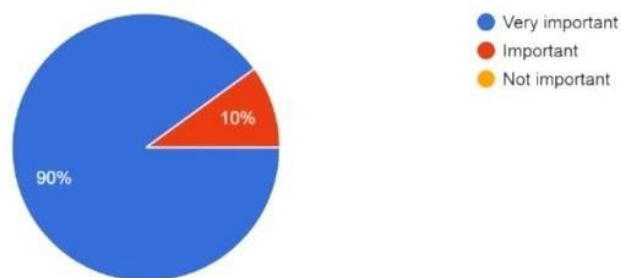
figure 5: Pupils' Consideration of Vocabulary Learning

From the results, as they are demonstrated in the above figure, we can deduce that most of the participants (90%) considered vocabulary learning as very important.

Whereas, only a few of them (10%) considered vocabulary as important, while none of them reported that it is not important at all. The causes were that they cannot express themselves without the right vocabulary, and they need them in learning. Also, some of them said that is the source of learning the language.

Q5. You consider your vocabulary size to be
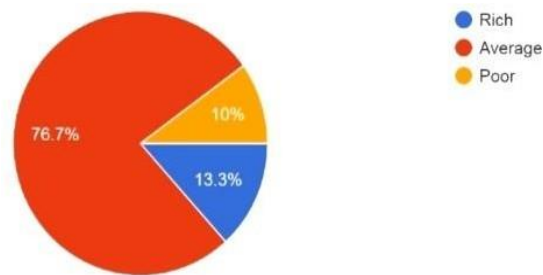
figure 6: Pupils' Evaluation of Their Vocabulary Knowledge

The above figure demonstrates the pupils' answers about the evaluation of their vocabulary divided into three categories: rich, average, and poor. The results reveal that most pupils (76.7%) considered their vocabulary knowledge as average. This means that it is in the medium. Nevertheless, (13.3%) claimed that they have rich vocabulary knowledge and they are satisfied with it. Whereas, the lowest percentage (10%) is related to the pupils who claimed that they do not have sufficient vocabulary, and they need to develop this aspect.

Q6. What are the difficulties you encounter when learning new vocabulary?
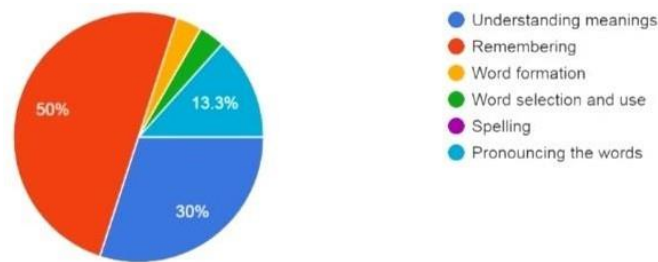
figure 7: Types of Difficulties When Learning a New Vocabulary

According to the results in the above figure, it can be seen that (50%) of the pupils have

difficulties with remembering. Whereas, (30%) have not understood the meanings and

(13.3%) have difficulties with pronunciation. Then, (3.4%) for word formation and the

lowest percentage (3.3%) for word selection.

Q7. Which of the following practices do you prefer to improve your vocabulary?
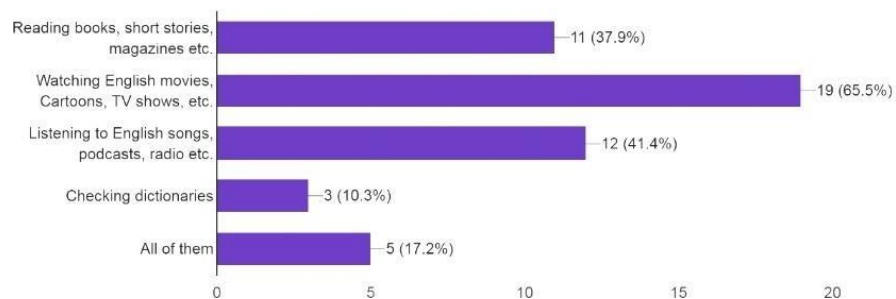
figure 8: Pupils' Preferred Practices to Improve Vocabulary

It shows that (65.5%) of the pupils prefer watching English movies, cartoons,

and TV shows, and (41.4%) choose to listen to English songs, podcasts, and radio. In

addition, (37.9%) selected reading books, short stories, magazines, and (10.3%)

check dictionaries. Also (17.2%) prefer all of them.

Q8. What can you do if you do not understand new words in the class?
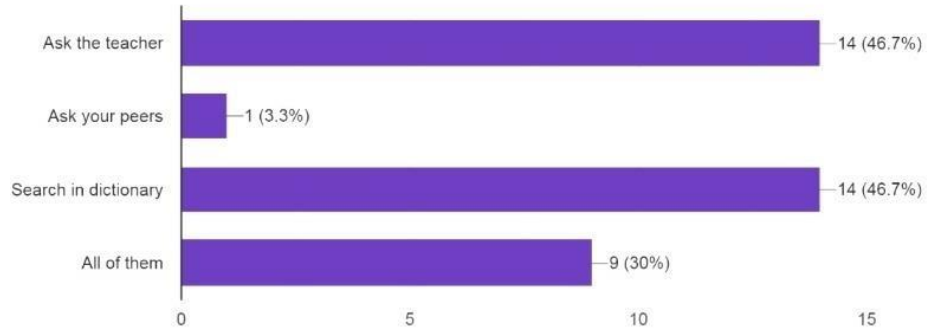
figure 9: Strategies that Pupils Use When They Do Not Understand a New Word

This figure provides some strategies learners use when they do not understand a new word in class. It shows that (46.7%) prefer to search in a dictionary and ask the teacher. In addition, (30%) selected all of them. However, (3.3%) selected to ask a peer.

Q9. To increase your vocabulary size, what does your teacher use?
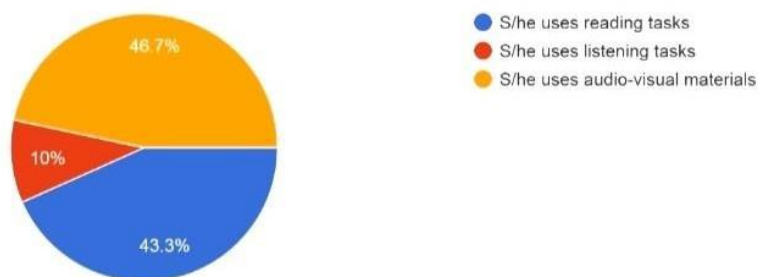
figure 10: Teachers' Methods to Increase Pupils' Vocabulary Size

This figure shows what teachers use to increase pupils' vocabulary size. (46.7%) choose s/he uses audio-visual materials, and (43.3%) s/he uses reading tasks. However, (10%) use listening tasks.

Q10. What kind of audiovisuals does s/he use?
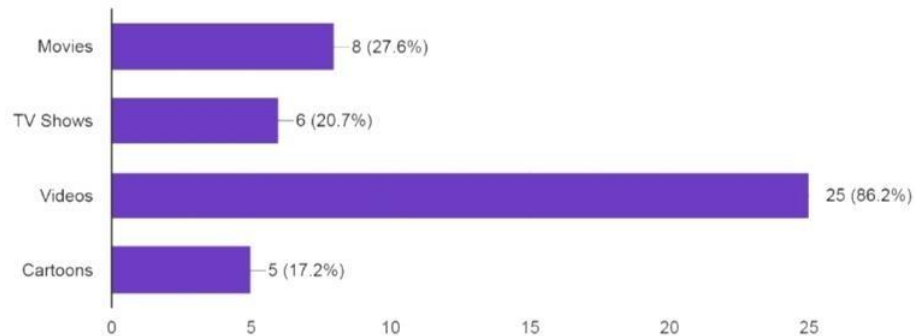
figure 11: Types of Audiovisuals That the Teacher Uses

This question aims to explore which of the audiovisual teachers mostly use to improve pupils' levels. According to the sample's answers, it can be seen that most pupils (86.2%) use videos, (27.6%) movies. Moreover, (20.7%) use TV shows, and (17.2%) watch cartoons.

Q11. How often does your teacher use audiovisual materials in the classroom to improve your vocabulary?
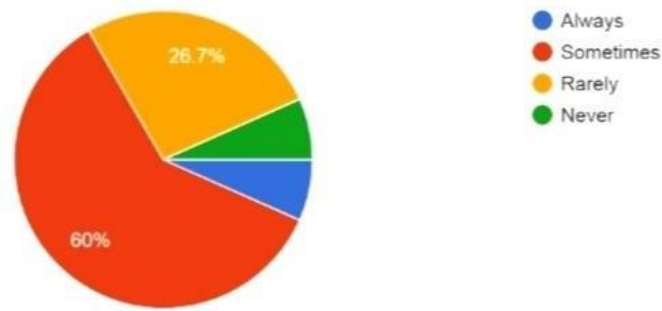
figure 12: The Frequency of Using Audiovisuals Materials in the Classroom to Improve

Vocabulary

This question is designed to determine how often pupils rely on audiovisual

materials in the classroom to improve their vocabulary. (60%) reported that they

sometimes use them; furthermore, (26%) of participants selected "rarely" and few of

them said always and never.

- **Section three: Digital Storytelling**

Q12. How often does your teacher use storytelling techniques in the classroom?
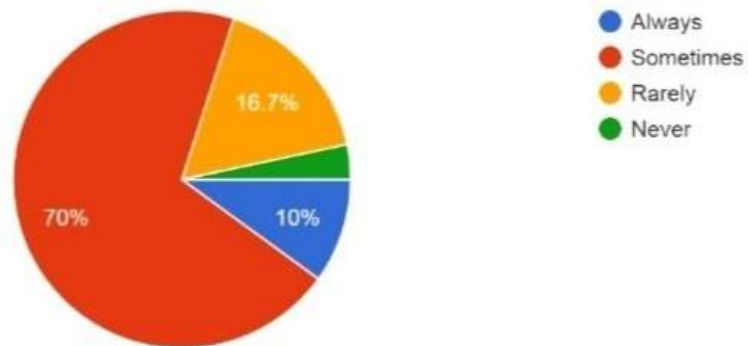
figure 13 The Frequency of Using DST Technique in the Classroom

The above figure shows the frequency of using digital storytelling in the classroom. (70%) pupils stated that they sometimes use such materials, and (16.7%) said rarely. However, (10%) choose always, and (3.3%) never.

Q13. Do you think that the use of digital storytelling activities can help pupils improve their language?

figure 14: The Improvement of Pupils' Language Through DST Activities

According to the figure, (96.7%) of the pupils agree that using DST may help improve their language. However, (3.3%) answered negatively.

Q14. If yes, is that because:
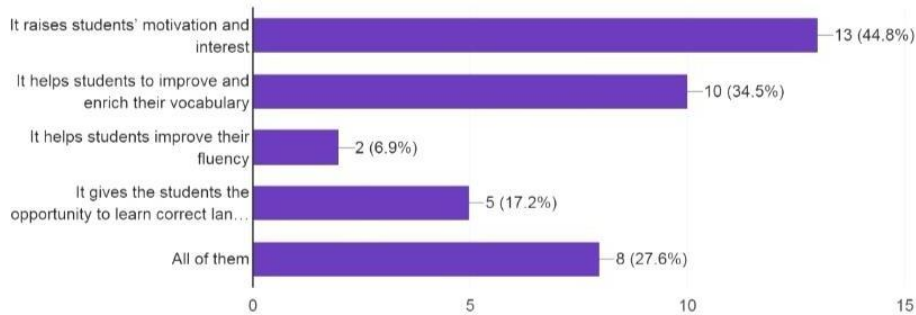
figure 15: Reasons for Using DST to Improve Pupils' Vocabulary

This figure shows the reasons for using DST to improve learners' vocabulary. (44.8%) answered that it raises students' motivation and interest, (34.5%) choose it helps students improve their fluency. Also (17.2%) choose it to give the students the opportunity to learn the correct language, and (6.9%) It helps students improve their fluency and (27.6%) selected all of them.

Q15. How do you find the use of digital storytelling technique?
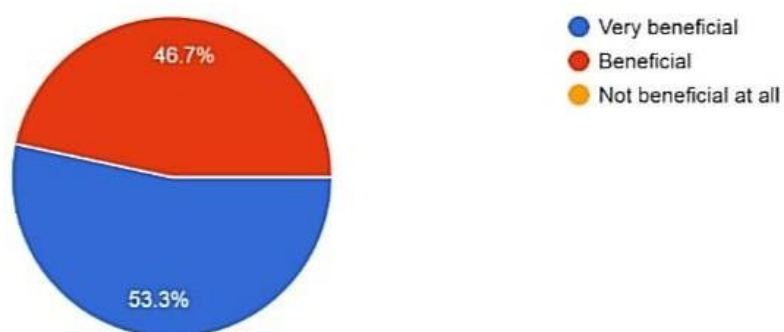
figure 16: Pupils' View about the DST Technique

As shown in this graph, most participants (53.3%) choose DST as very

beneficial and (46.7%) as beneficial.

Q16. Please choose the statement that really represents you after experiencing the use of digital storytelling techniques.

figure 17: Pupils' Attitudes after Using DST

This figure indicates the attitudes of pupils after examining the DST as a

teaching method to improve their vocabulary. (26.7%) choose that this technique can

helm them to understand new words' meaning, and (20%) stated that time seemed to

go by quickly during this class session. In addition (16.7%) selected this technique can

help pupils improve their language skills and I could visualize aspects of the story such

as characters, setting, and/or activities taking place. In addition to, (13.3%) stated that

thestorytelling exercise held their complete attention

2.7 Discussion of the Results

The main purpose of this study is to investigate the effect of using digital

storytelling to improve vocabulary on third-year middle school pupils. It sought to

decrease a phenomenon, which is most of middle school learners' have difficulties in

learning the new words in classroom. For that, the DST technique was applied as a

vocabulary teaching strategy in the current study in order to improve pupils'

vocabulary.

Based on the provided information, we can see that the analysis focuses on the pre and post-test scores of third-year middle school pupils in the areas of comprehension and vocabulary. The scores are measured on a scale of 1 to 10, with higher scores indicating better performance. Table 1 presents the individual scores of each pupil in the pre-test and post-test. It shows that the pupils' scores vary both before and after the implementation of the DST technique. Moreover, table 2 provides a side-by-side comparison of the pre-test and post-test scores, allowing for an easier comparison between the two. The mean scores and standard deviations are also included in this table.

Based on this analysis, it can be concluded that the implementation of the DST technique resulted in an improvement in the pupils' vocabulary abilities. However, it is important to note that the improvement is relatively small, as indicated by the small increase in the mean score. Additionally, the wide range of individual scores, as shown by the standard deviation, suggests that there is still variation in the performance of the pupils.

Overall, while the results indicate some improvement in vocabulary abilities, further analysis and evaluation may be necessary to determine the significance and effectiveness of the. The pupils' questionnaires also reflected positive views on implementing digital storytelling technique in classroom and all of them considered learning vocabulary is essential

After the data gathered and analyzed through the two methods, which are the pre, post-tests and the questionnaire, the research question is answered and the hypothesis is verified. Thus, the question which is to what extent does the use of digital

storytelling is beneficial for third-year pupils, was answered by the most of learners with its very beneficial and the rest answered it is beneficial.

Conclusion

This last chapter dealt with the study of fieldwork, where two data collection tools were used; namely, pupil's questionnaire and pre-and post-tests. Before and after using digital storytelling as a teaching strategy, tests were done to gather information about the pupils' capacity to learn new vocabulary. The pre-and post-tests permit the measurement of the learners' vocabulary learning progress. Moreover, the questionnaire was semi-structured and addressed to third-year middle school pupils at Abu Bakker Messaoudi Middle School Biskra. It includes sixteen (16) questions divided into three (03) sections. It is important to mention that these tools gave us the chance to investigate participant attitudes and opinions regarding the role of digital storytelling to improve vocabulary.

General Conclusion, Limitations and Recommendations

General Conclusion

In conclusion, this research study aimed to investigate the effectiveness of using Digital Storytelling (DST) as a teaching technique to improve vocabulary learning among third-year middle school pupils. The study used a mixed-method approach, combining quantitative and qualitative data collection methods.

The population of the study consisted of four groups of middle school pupils, totaling 120 students, with a sample of 30 randomly selected pupils. The data collection tools included diagnostic tests and a questionnaire. The diagnostic tests were administered as pre-tests and post-tests to assess the pupils' vocabulary learning progress. The questionnaire was used to gather qualitative data on the pupils' attitudes towards the use of DST for vocabulary learning.

The results of the study were analyzed and interpreted. The pre-test results provided a baseline measurement of the pupils' vocabulary knowledge before the implementation of DST. The post-test results showed the pupils' progress in vocabulary learning after the DST intervention. The mean scores and standard deviations of both the pre-test and post-test were compared to determine the effectiveness of DST.

Based on the findings, the study aimed to answer the research question: To what extent does the use of digital storytelling effectively enhance vocabulary learning for third-year pupils at Abu Bakker Messaoudi Middle School in Biskra? The hypothesis stated that if teachers used DST as a teaching technique, pupils would learn more vocabulary.

The study found that the use of DST had a positive impact on the pupils' vocabulary learning. The post-test scores showed an improvement in vocabulary comprehension and usage compared to the pre-test scores. This suggests that DST can be

an effective teaching technique for promoting vocabulary acquisition among middle school pupils.

The research paper is divided into two chapters. The first chapter provides a theoretical background on vocabulary learning and digital storytelling. It explores the definition and types of vocabulary, as well as the importance of vocabulary learning strategies. Additionally, it discusses the role of technology in education, the definition of DST, its positive effects on language learning, and the challenges of implementing DST in the classroom.

The second chapter focuses on the fieldwork, including the research design, methodology, and results. It describes the sampling procedure, research approach, and data collection tools used in the study. The chapter concludes with a general summary of the research and its implications, limitations, and suggestions for future studies.

In summary, the study concludes that the use of Digital Storytelling as a teaching technique can effectively enhance vocabulary learning among third-year middle school pupils. The findings support the hypothesis and suggest the potential benefits of integrating DST into language education.

Limitations of the Study

When carrying out the research and experiment, some limitations of the study were encountered. The first limitation was the lack of time because third-year pupils study the whole day this pushed us to discuss with the teacher in order to conduct our experiment in her session. In addition, dealing with (30) pupils was not an easy task because each time we need to control them. Another limitation was the bad quality of the material this also has an impact on our experiment because we wasted much time trying to set the material or changing the room before starting the course. Moreover, the

use of a questionnaire as a data tool cannot give us a real picture of pupils' attitudes since most of them may not take it seriously. In addition, many factors could not be controlled; for instance, students' motivation, absence, perception, and difficulties are more likely to influence our results. In spite of these limitations, we had a great experience acting like real teachers. We had many difficulties, but they served as motivation at the same time.

Recommendations

Based on the research findings about the Effect of Using Digital Storytelling to Improve pupils' vocabulary. We also discuss various suggestions that can help teachers and students alike improve teaching and learning procedures in light of the study's findings.

- The role of storytelling in developing other skills, such as writing and reading.

- The impact of storytelling on the complexity of spoken language.

- The role of stories in promoting intercultural competency in EFL learners.

- The difficulties that may face students in learning vocabulary through audiovisuals aids.

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Appendices

Appendix A

(The Students' Pre-test)

School: Abu Bakker Messaoudi Middle School.

Level: Third-year.

Academic Year: 2022-2023

The Monkey and the Crocodile

Once upon a time in the middle of the forest, there was a river. In that river, there lived an old Crocodile. He was not able to hunt anymore because he was weak. One day, he was hungry. 'Oh, it is very difficult to hunt on land now' the Crocodile said. Then he sat under a tree. A Monkey saw the Crocodile and asked 'Why are you so sad Crocodile? Take some apples, they are very tasty'.' Thank you, dear Monkey. Can you please give me these apples every day?' The Crocodile asked. 'Okay Crocodile' the Monkey answered. In addition, the Monkey gave the Crocodile some apples and the Crocodile ate the apples every day.

One day the Crocodile thought to eat the Monkey's heart, so he thought of an idea. He asked the Monkey if my friend want to meet him. The Monkey was happy. And said 'Yes, I will be very happy to meet him'. He sat on the Crocodile's back. But when they were in the center of the river. He told the Monkey I want to eat your heart and now I will eat your heart.

The Monkey thought of a plan. He said to the Crocodile 'Crocodile but I forgot my heart on the tree. Therefore, the Crocodile said: "Go and take your heart and give it to me". The Monkey said, "What a foolish crocodile you are. How can you take the

heart from the body? And I gave you so sweet apples but now I will never give you those apples now. You are not my friend". The Crocodile was very hungry and realized his mistake.

1. Read the story and answer the questions:

1. What is the story about?

....

....

......

2. Where did the story take place?

....

....

......

3. Is this a real or imaginary story?

……………………………………………………………………………………………….

....

......

4. Why the Crocodile wanted to eat the Monkey's heart?

………………………………………………………………………………………………

………………………………………………………………………………………………

……

2. Find the opposite of the following words:

No: Sad:

3. Complete the missing words from the text:

…... in the middle of the forest there was a river.

One day he was …………

He asked the monkey that my ....want to meet you.

Why are you ....Crocodile?

Appendix B

(The Pupils' post-test)

> **School:** Abu Bakker Messaoudi Middle School.
>
> **Level:** Third-year.
>
> **Academic Year:** 2022-2023

1. Watch the story and answer the following questions:

1. When did the story happen?

……………………………………………………………………..........................

.........................…………………………………………………………………

…...

2. Who are the main characters of this story?

…………………………………………………………….................................

.........................…………………………………………………………………

……

3. What have you learned from the story?

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4. Where did the crocodile and the monkey live?

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2. Watch the story and find the opposites of the following words:

Drink # ………………..   Remembered #.....................

In # ………………….   Strong # …………………..

3. Watch the story and find the synonyms of the following words:

Idea=…………………..   Fault=………………………

Appendix C

A Questionnaire for Third-Year Middle School Pupils

> I am a second-year Master student of English. I am conducting a research about "The Effects of Using Digital Storytelling to Improve Pupils' Vocabulary". Therefore, you are kindly requested to answer this questionnaire, which is a tool to gather information for the accomplishment of my research work. Please tick the appropriate answer(s) and write a full statement whenever necessary. Be sure that your answers will be anonymous and will be used for research purposes only.
>
> **Your contribution will be highly appreciated**

Prepared by: Boukhentef Malek   **Supervised by** Dr. Hanane Saihi

2022-2023

Section One: General Information

Q1. Would you specify your gender, please?,

- ϒ   Female

- ϒ   Male

Q2. Please specify your English language level:

- ϒ   Very good

ϒ   Good

ϒ   Average

ϒ   Weak

Q3. Do you like learning the English language?

ϒ   Yes

ϒ   No

Justify your answer, please

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Section Tow: Learning Vocabulary

Q4. Do you think that learning vocabulary is?

ϒ   Very important

ϒ   Important

ϒ   Not important

Justify your answer, please

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Q5. You consider your vocabulary size to be:

ϒ   Rich

ϒ   Average

ϒ   Poor

Q6. What are the difficulties you encounter when learning new vocabulary?

ϒ   Understanding meanings

ϒ   Remembering

ϒ   Word formation

ϒ   Word selection and use

ϒ   Spelling

ϒ   Pronouncing the words

If others, please specify

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Q7. Which one of the following practices do you prefer to improve your

vocabulary? (You may choose more than one answer).

    Ɣ   Reading books, short stories, magazines etc.

    Ɣ   Watching English movies, Cartoons, TV shows, etc.

    Ɣ   Listening to English songs, podcasts, radio etc.

    Ɣ   Checking dictionaries

    Ɣ   All of them

If others, please specify

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Q8. What can you do if you do not understand new words in the class?

    Ɣ   Ask the teacher

    Ɣ   Ask your peers

ϒ   Search in dictionary

ϒ   All of them

Q9. To increase your vocabulary size, what does your teacher use?

ϒ   S/he uses reading tasks

ϒ   S/he uses listening tasks

ϒ   S/he uses audio-visual materials

If others, please specify.

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Q10. What kind of audiovisuals does s/he use? (You may choose more than one answer)

ϒ   Movies

ϒ   TV shows

ϒ   Videos

ϒ   Cartoons

Q11. How often does your teacher use audiovisual materials in the classroom to improve your vocabulary?

ϒ Always

ϒ Sometimes

ϒ Rarely

ϒ Never

If others, please specify

……………………………………………....................................…………

Section Three: Digital Storytelling

Q12. How often does your teacher use storytelling techniques in the classroom?

ϒ Always

ϒ Sometimes

ϒ Rarely

ϒ Never

Q13. Do you think that the use of digital storytelling activities can help pupils improve their language?

ϒ Yes

ϒ No

Q14. If yes, is that because:

ϒ It raises students' motivation and interest

ϒ It helps students to improve and enrich their vocabulary

ϒ It helps students improve their fluency

ϒ It gives the students the opportunity to learn the correct language

ϒ All of them

If others, please specify

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Q15. How do you find the use of digital storytelling technique?

ϒ Very beneficial

ϒ Beneficial

ϒ Not beneficial at all

Q16. Please choose the statement that really represents you after experiencing the use of digital storytelling technique.

ϒ The storytelling exercise held my complete attention.

ϒ Time seemed to go by quickly during this class session.

ϒ I could visualize aspects of the story such as characters, setting, and/or activities taking place.

ϒ This technique can help pupils improve their language skills

ϒ This technique can help learn new words and structures

ϒ This technique can help pupils understand new words' meanings

ϒ This technique can help pupils use words appropriately

Thank you for your time, efforts, and collaboration.

Le résumé

Ce travail examine l'effet de l'utilisation du récit numérique pour améliorer le vocabulaire des élèves de troisième année du collège Abu Bakker Messaoudi de Biskra. Nous avons adopté la méthode expérimentale pour atteindre notre objectif. L'objectif était d'étudier si l'utilisation du récit numérique en tant que technique d'enseignement aidait les élèves du collège à améliorer leur vocabulaire. Nous avons émis l'hypothèse que l'utilisation du récit numérique en tant que technique d'enseignement permettrait aux élèves d'apprendre davantage de vocabulaire. Notre population est composée de 30 élèves sélectionnés de manière aléatoire. Deux méthodes de recherche ont été utilisées pour atteindre cet objectif : un pré-test, un post-test et un questionnaire. Les résultats ont révélé une légère progression dans l'amélioration du vocabulaire des élèves. De plus, les élèves ont une attitude positive à l'égard de l'utilisation du récit numérique.