



Enhancing EFL Vocabulary Learning among Primary School Pupils via a Storytelling Strategy

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The present study investigated the effectiveness of using storytelling strategy for enhancing EFL vocabulary learning among primary school pupils. The design of the study was the quasi-experimental, two-groups pre-posttest. The study sample consisted of 60 pupils selected from primary school pupils in the academic year 2023-2024 at Al-Azhar Primary Institute, Benha, Qalioubya. The instruments and materials of the study were: an EFL Vocabulary learning checklist including three main aspects and other sub-skills, an EFL Vocabulary learning pre-posttest and the storytelling strategy. The EFL vocabulary aspects pre-test was administered to the participants of the control and the experimental groups to determine their levels of EFL vocabulary skills then the experimental group was taught using storytelling-based strategy. After that, the groups were post-tested using the EFL vocabulary aspects test. The findings of the study revealed that EFL vocabulary learning was significantly developed due to the use of the storytelling-based strategy. Thus, it can be concluded that using the Storytelling Strategy is effective in developing primary pupils' EFL vocabulary learning.

Keywords: *EFL vocabulary Learning – Storytelling – Primary School*

تحسين تعلم مفردات اللغة الإنجليزية كلغة أجنبية لدى تلاميذ المدرسة الابتدائية من خلال إستراتيجية الحكي القصصي

الملخص العربي

يهدف البحث الحالي إلى تعزيز تعلم مفردات اللغة الإنجليزية كلغة أجنبية لدى تلاميذ المرحلة الابتدائية وذلك عن طريق إستراتيجية الحكي القصصي واعتمدت الدراسة التصميم شبه التجريبي القبلي البعدي ذا المجموعتين الضابطة والتجريبية. تكونت الدراسة من ٦٠ تلميذاً من تلاميذ الصف السادس الابتدائي بالمعهد الابتدائي الأزهري، بنها، قليوبية بالعام الدراسي ٢٠٢٣-٢٠٢٤ وذلك أثناء الفصل الدراسي الأول. وقد تضمنت أدوات ومواد الدراسة قائمة بالمهارات الأساسية والفرعية لتعلم مفردات اللغة الإنجليزية اللازمة لتلاميذ المدرسة الابتدائية وإختبار قبلي بعدي لمهارات تعلم المفردات بالإضافة إلى إستراتيجية الحكي القصصي وقد خضعت مجموعة الدراسة التجريبية والضابطة لإختبار قبلي لتحديد مستويات الطلاب في مهارات تعلم مفردات اللغة الإنجليزية ثم التدريس للمجموعة التجريبية بإستخدام إستراتيجية قائمة على الحكي القصصي وبعد ذلك خضعت مجموعتي البحث للتطبيق البعدي للإختبار وقد أظهرت النتائج تنمية تعلم مفردات اللغة الإنجليزية بشكل ملحوظ لدى طلاب الصف السادس بالمدرسة الابتدائية المقيدين بالمعهد الابتدائي الأزهري - بنها - قليوبية ، وبذلك يمكن إستنتاج فاعلية إستخدام إستراتيجية الحكي القصصي في تنمية تعلم مفردات اللغة الإنجليزية لدى تلاميذ المرحلة الابتدائية.

الكلمات المفتاحية: تعلم مفردات اللغة الإنجليزية كلغة أجنبية - الحكي القصصي - المدرسة الابتدائية.

Introduction

Vocabulary is a crucial component of teaching and studying foreign languages. Words are the fundamental blocks of language. They are vital to almost every area of our lives since they are involved in speaking, reading, writing, and listening. Communication in various fields of life needs vocabulary. If we are unable to come up with the words needed to express what we want to convey, we might not be able to communicate successfully. This is true because the learners of other languages are classified according to how much vocabulary they know in their native language. Having good vocabulary mastery will help learners grasp and use English well inside and outside the classroom. Linguistic knowledge encompasses both grammar and vocabulary while teaching English as foreign language. According to both instructors and pupils, expanding one's vocabulary is an essential part of teaching a language.

One of the most important components for effective language learning and communication is vocabulary. Lack of vocabulary is the most prevalent reading problem, according to Hampp et al. (2021). For EFL learners; they need to master the vocabulary in order to be proficient speakers of English. Thus, it is a challenging skill (Mudra et al., 2022). Additionally, a lack of vocabulary might hinder an EFL learner's competence to speak English and expanding vocabulary can help to enhance speaking abilities (Octaberlina & Muslimin, 2020; Octaberlina & Rofiki, 2021).

Distinguishing between receptive and productive vocabulary is that receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form. In addition, form, meaning, and use are the three main parts involved in knowing a word (Nation, 2000:38).

Children are often exposed to storytelling at early stages as it is a widespread cultural activity for exchanging experiences, sharing customs amusing, remembering, and generating sense (Oshira et al., 2018). When it comes to early childhood development, reading and storytelling to young learners is one of the most effective methods to promote linguistic and conceptual development. Selecting from the several definitions of storytelling offered by specialists is not a simple one.

Anderson and Chua (2010) stated that researchers generally concur that the simplest definition of this activity is the act of transmitting an event or a sequence of events to an audience, utilizing words and/or body language and the whole range of customs, beliefs, and oral traditions that are mostly transmitted orally. Mhic Mhathúna (2004) stated that stories are a beneficial resource to have in the classroom with advantages including personal, social, and intellectual enrichment as well as linguistic development.

According to McDrury and Alterio (2003), storytelling is uniquely a human experience that enables us to convey "lexicon of words, qualities of people and ourselves, and the imagined or actual environments we live in. Storytelling facilitates our understanding of these worlds and our place in them given that we are all, to some degree, constituted by stories. According to Valentini et al.'s (2018) study, reading and listening to stories foster vocabulary development. The study focused on how children's vocabulary developed when they were accidentally exposed to them in stories. Remarkably, they discovered that young children who listened to the stories read aloud by an older person were more likely to demonstrate that they understood the new vocabulary.

Moreover, Taylor (2013) stated that, storytelling is the act of narrating orally to one or more listeners a convincing account of an event or sequence of events without the use of written text. Erkaya (2005) agrees and states that stories have multiple teaching aspects and have the power to foster higher-order thinking aspects as well as to "help learners to use the four skills-listening, speaking, reading and writing-more effectively because of the motivational value embedded in the stories" (Erkaya, 2005: 1).

Storytelling is a talent that requires listening, and it may also involve participants who are either the storytellers or the listeners (Cameron, 2001). The cooperation of visual images using written content might enhance and quicken comprehension for language learners (Burmark, 2004). Educational storytelling projects have shown to be effective in fostering interactions among learners, lowering behavioral problems, increasing motivation, and assisting pupils with managing life's significant events (Gentry, 2019). Learners can improve their vocabulary and output to increase their oral fluency through storytelling (Kim, 2014). Instructors can be really useful and aid learners with understanding concepts when they are allowed to construct stories using media based on their own ideas (Robin, 2008).

By exposing the students to language in a variety of memorable and comfortable contexts, storytelling enables teachers to introduce or revise new vocabulary and sentence structures. It also helps the students learn about the language's rhythm, intonation, and pronunciation while also enhancing their thinking. Additionally, it helps children build their learning techniques, such as guessing meaning, anticipating, and listening for broad meaning. By using auditory and visual clues, as well as their past understanding of language and the environment, telling stories to children can help them improve their listening comprehension (Ellis & Brewster, 2002).

During storytelling, the teacher is able to center learners' attention on the target language and cooperate with learners while in a warm and happy atmosphere (Moon, 2000). Furthermore, young learners do not get bored listening to the same story several times, and this repetition could create opportunities to introduce or review vocabulary or sentence structures (Dujmovic, 2006).

Accordingly, as for vocabulary learning, the teacher should consider the linguistic level of the learners. The teacher should select a story which is linguistically less complicated. The values of the stories and pictures also need to be considered so that the learners could enhance appreciation and enjoyment of literature as a motivation in learning English as a foreign language (Ellis & Brewster, 2002).

Storytelling requires all the four language skills and vocabulary knowledge, and learners are encouraged to perform these skills as well as use the words in the story repeatedly (Lattimore, 1996). It also allows learners to grasp language learning, as it provides language input necessary for producing language output. Being equipped with the given vocabulary ready for them to use, learners can be more active in learning and practice using oral language and enrich their vocabulary by discussing and telling stories (Shepard, 1996). In storytelling, they try to communicate, comprehend and negotiate meaning through exchanging and clarifying the information with the teacher and classmates (Isbell, 2002).

According to Miller and Pennycuff (2008), learners get a grasp of their audience, the class, quickly by being given the opportunity to present their stories orally before sharing the written versions. Then, the learners can choose the type of story to tell and the linguistic style to utilise to appeal to their audience. The reader is kept more fascinated by

descriptive writing since it focuses on describing every aspect of a tale, including the scene, the setting, and the characters.

Recently, Hibbin (2016) stated that oral storytelling is a type of spoken word narrative in which a story is told orally without the use of a script and instead is imagined to an audience of one or more attentive listeners over a sustained period of time, to whom the storyteller is reciprocally attentive and responsive in terms of their understanding of the story. It promotes learning by stimulating the learners' imaginative and mental picture of the story.

Planning a tale in a foreign language should take into account all of those principles and components. Digital storytelling is another type of storytelling that gives learners the chance to speak up even when language barriers prevent them from performing effectively (Bernajean, 2006). Pupils can use their multi-literacy skills, think critically, theorize creativity, and reflect on their creative process through the use of digital storytelling utilizing digital components such as photos, sound and videos (Benmayor, 2008; Bull and Kajder, 2004).

Thus, the researcher considered some criteria while choosing her story

telling technique, including Povey (2019) and Nation (2000), who recommended using storytelling based on the following criteria:

1. The story should use a lot of words and provide children with a significant and continuous source of language experience.
2. Children should be motivated, have their imaginations stimulated, and be drawn in by stories.
3. Stories offer significant context: Using various techniques, the instructor uses storytelling to concentrate on form and meaning.

First, the instructor can introduce the new word by pronouncing them aloud many times, and then they will need to pay close attention.

Secondly, the instructor has to explain to the pupils that the more the new vocabulary is used in the classroom, the more the learners are likely to remember it.

Benefits of storytelling

Storytelling is a useful resource that instructors can employ to assist pupils improves their literacy and listening comprehension in both their initial and second language (Zevenbergenn and Whitehurst, 2003). This supports the findings of Mello (2001) about the benefits of storytelling for improving writing, memory, vocabulary, and fluency. Storytelling is a good teaching technique for raising learners' competency levels. Children

are naturally drawn in and motivated to listen, comprehend, and respond when they are told stories. Stories seem to have greater meaning in various ways for young learners using puppets and toys than with conventional educational resources.

The focus of the children is redirected from formal education to fun (Shin & Crandall, 2014). Children respond and participate more readily when the story's actions and emotions are the main emphasis. The mutual encounters of Children who participate in group storytelling are also encouraged to experience and reply with less anxiety (Wright, 2008). Furthermore, Storytelling provides a top-down approach to learning language. Storytelling conveys values, ideas, and lessons that can be learned. A top down method of listening and comprehension is encouraged when grasping the main ideas of the story with the aid of the graphics, as opposed to the bottom up method found in conventional textbooks.

Storytelling promotes academic literacy For young learners, it can serve as a bridge to reading (Cameron, 2001). This can include reading techniques like line- following and return sweeps, as well as the common themes and tropes found in particular texts and genres. In addition, stories develop positive cross-cultural ideas. Stories are deeply rooted in local cultures and are widespread. By exploring universal tales and fables, for instance, they can serve as a link between the known and the unknown (Shin & Crandall, 2014).

Features of the video in storytelling may include the ability to

1. Review or avoid video parts and content.
2. Pause to process content and tell information.
3. Use electronic clues to support future inquiry and share ideas.

4. Answer electronic questions to direct focus and check for understanding, and prompt the student to choose what information is to be learned next (Schwan & Riempp, 2004).

Context of the Problem

Based on the researcher's experience as an English teacher, it is noticed that pupils at the primary school have weakness in the learning of vocabulary which makes a load on them while reading a text and answering its questions or using the new vocabulary. The pilot study and earlier research both indicated that sixth-year pupils struggled to acquire and use EFL vocabulary, which had an impact on their ability to master English language vocabulary and perform linguistically. Moreover, some researchers investigated the weakness of vocabulary learning among students in different stages. They shed light on importance of developing students' EFL vocabulary learning. For example, Shahin (2015), Naguib (2018), Elmeilegy (2019), Elshazly, Ali & Muhammad (2019), Hilal (2020), Seif Eldin (2020), Binhomran & Altalhab (2021) and Alsharif (2022).

Moreover, the researcher conducted a pilot study on a sample of twenty of sixth year primary pupils at Al-Azhar primary Institute during the second term of the academic year 2021-2022. The researcher adopted a test from Elmeilegy (2019). The results illustrated that the percentage of pupils who achieved (50% or more) is 20%, while the percentage of pupils who achieved (less than 50%) is 80%, which indicated sixth year primary pupils' low level in EFL vocabulary learning.

Statement of the problem

The study's problem is that sixth-year pupils in the primary school lack EFL vocabulary learning skills. Therefore, the purpose of this study was to enhance EFL vocabulary learning through the use of the storytelling strategy.

Questions of the study

The present study is an attempt to answer the following questions:

1. What are the aspects of EFL vocabulary learning required for sixth grade primary pupils?
2. What are the features of the storytelling- based strategy used for developing vocabulary learning among sixth-year pupils in the primary school?

3. What is the effectiveness of using a storytelling- based strategy for developing EFL vocabulary learning among sixth-year primary school pupils?

Delimitations of the study

The present study was delimited to:

1. A group of sixth grade primary stage pupils enrolled in Al-Azhar primary Institute, Benha, Qalioubya during the first semester of the academic year 2023-2024.
2. Some EFL vocabulary learning aspects required for primary school pupils. Namely, form, meaning and use.

Design of the Study

The researcher adopted a quasi-experimental design with two equivalent groups; an experimental group and a control group. They were exposed to pre-post tests for measuring their vocabulary learning.

Terminology of the study

Vocabulary learning:

Elgort et al. (2016) referred to vocabulary learning, first as recognition of a word at the receptive level; then, using the word at the productive level in different contexts through its derivatives.

Vocabulary learning can be operationally defined as the process in which learners identify words and their meanings using them properly in both receptive and productive levels.

Storytelling:

Cameron (2001) defined storytelling as an oral activity that includes listening skills and can also comprise listeners or storytellers being involved in the story. Burmark (2004) added that the collaboration of visual images with a written text can advance and accelerate learners' understanding. Therefore, storytelling can be operationally defined as an activity in which both the storyteller and listeners interact and discuss a topic to improve understanding using stories, tales and visual images.

Aim of the study

The present study aimed at investigating the effectiveness of using a storytelling- based strategy for developing EFL vocabulary learning among primary school pupils.

Participants of the study

The participants of the present study consisted of 60 pupils selected from primary stage pupils enrolled at Al- Azhar Primary Institute throughout the first term of the academic year 2023-2024 . The pupils were divided into two groups (experimental group and control group); each group consists of (30) pupils and their age ranged from 11 to12 years old.

Instruments of the Study

To achieve the purpose of the study, the following instruments and materials were developed by the researcher:

1. An EFL Vocabulary Learning checklist of aspects required for the primary school pupils.
2. An EFL Vocabulary Learning pre and post tests to measure primary school pupils' EFL Vocabulary Learning.

The aim of the vocabulary aspects checklist

The checklist aimed at determining the suitable level of the target vocabulary aspects and sub- aspects, included in everyone. In the light of these determined aspects and sub- aspects, the test was designed.

Description of the vocabulary aspects checklist

After reviewing the literature and related studies to EFL vocabulary aspects, the researcher conducted the first form of the vocabulary aspect test that suits the research participants' level and age.

The checklist consisted of three aspects of vocabulary; form, meaning and use. Every aspect has its own sub-aspects and the performance indication for each one.

The checklist Validity

The checklist was submitted to a panel of jurors who are specialists in teaching EFL to validate it in terms of quality. They were asked to add or modify any part they found unsuitable. Some valuable remarks were provided and taken into consideration, for example, some irrelevant and unsuitable sub aspects were omitted, and some verbs were modified to be more specific and clear.

The sources of the checklist

The vocabulary aspects included in the checklist were determined through reviewing the Ministry of Education directives on English for the Primary stage. Also, reviewing the previous studies related to the

area of vocabulary learning aspects and sub-aspects. The viewpoints of senior teachers, supervisors and EFI experts were considered.

The aim of the EFL vocabulary test

This test is used as a pre-post test to measure the pupils' learning of the main aspects and sub-aspects of vocabulary. At the same time, it aimed at investigating the effect of the storytelling via some vocabulary strategies in developing EFL vocabulary learning among Al Azhar primary school pupils.

Description of the EFL Vocabulary Aspects Test

After reviewing the literature concerning the types of questions that can be used to test EFL Vocabulary aspects, the researcher designed the test taking into consideration the following points.

1. The test covered the three main aspects of vocabulary learning (form-meaning- use).
2. The test was suitable and familiar with the topic
3. The test consisted of questions selected and adapted to the sixth-year primary stage pupils' level to evaluate the participants learning aspects.
4. The clarity of the test items for the primary stage pupils.
5. The familiarity of the vocabulary items to the pupils in that age of learning. Therefore, the test consisted of seven main questions and every question consisted of sub questions reflecting the main aspects of vocabulary learning. Two questions were stated to measure the form aspect including writing the word and multiple choice items. One question with six matching items was devoted to measure the meaning aspect. Four questions were devoted to measure the use aspect including; read and answer the questions, writing the word and multiple choice items.

Reliability

Before the test was given to the study's participants, its reliability was calculated using the test-retest technique. It was given to thirty pupils who weren't included in the study's sample. The same exam was given to the same students under similar conditions after a month, and their retention skill was assessed again to the same group a month later. The correlation coefficient analysis was then used to determine the correlation coefficient between the test's first, second, and third

administrations. The correlation coefficient calculated was 0.01. This indicates that the test is reliable.

Validity

The preliminary version of the EFL vocabulary aspects was submitted to a panel of jurors to validate it in terms of clarity and suitability. They were asked to add, remove or modify any part they see suitable. Some valuable remarks were provided and then taken into consideration. Modifications were made for example, the number of question of form, meaning and use were reduced. Some unfamiliar words were replaced by other ones. The instructions of the test were modified to be clearer. To test the equivalence of the three aspects of the test, Pearson's Correlation Coefficient was calculated between the participant scores in the three levels in the pilot administration. The level of equivalents was ($R=0.81$).

Internal consistency

The test's internal consistency was determined by utilizing Pearson's correlation coefficient to compute the correlation coefficient between the sub aspects and the main skills they belong to, as well as the correlation between the main skill and the test's total score.

Test timing

The time of the test was estimated by calculating the sum time taken by each pupil and divided by the number of pupils using the following formula:

(Some of each pupil's main time / Pupils' numbers)

Thus, the suitable time for answering the test was fifty minutes.

Rationale for Storytelling

Storytelling is based on the following rationale:

- 1- Emphasis on social constructivism inquiry-based approach not a lecture, talking-based approach.
- 2- Building knowledge awareness as learners become better and more conscious participants in their own learning as they do the work of analyzing and reflecting on language and its use.
- 3- Using technology to personalize the learning experience to communicate authentically and purposefully with others.
- 4- Practice contextualization: the meaningful use of language for real communicative purposes.

- 5- Develop the primary skills of listening, speaking, reading and writing.
- 6- Integrate the skills of critical thinking, analysis, synthesis and negotiation.
- 7- Integrate skills development (e.g. word study, pronunciation, fluency, comprehension, spelling and grammar in a meaningful context.

Steps of implementing the strategy

Guettal (2008) stated that storytelling passes through three main stages:

1- Before storytelling

- The teacher activates the students' background knowledge about the topic by asking questions to predict what will happen. At the same time, the teacher motivates them by using "KWL": that to ask themselves-what do I want to know and what I learn.

2- During storytelling

- The pupils react to the story as it has been just told.
- The teacher asks them a set of questions to:
 - Elicit knowledge or information.
 - Focus attention on specific items / things.
 - Check understanding.
 - Encourage thoughts and interaction.
 - Check vocabulary use.

3- After storytelling

In this step the teachers:

- Focuses the language aspects of the story.

- Revises and checks key vocabulary and put it to use in productive activities.
- Involves the pupils in taking vocabulary, expressions and grammar from the story and extend them into language practice.

Hypotheses of the Study

1. There is a statistical significant difference among the mean scores of the experimental group and those of the control group regarding the overall vocabulary aspect post-test in favor of the experimental group.
2. There is a statistical difference between the mean scores of the experimental group and those of the control group regarding the form aspects in the post-test in favor of the experimental group.
3. There is a statistically significant difference between mean scores of the experimental group and the control group regarding the meaning aspect in the post-test in favor of the experimental group.
4. There is a statistical difference between the mean scores of the experimental group and those of the control group regarding the use aspect in the post-test in favor of the experimental group.
5. There is no statistical difference between the mean scores of the experimental group in the post-test and follow up test.

Evaluation Techniques

The evaluation of the pupils' performance in vocabulary learning is both formative and summative:

A. Formative Evaluation

At the end of each session/lesson, various quizzes, questions, tasks and assignments were provided to make sure that the participants achieved the target objectives. Necessary oral and written feedback and corrective ones were provided.

B. Summative Evaluation

At the end of the experiment, the post administration of the EFL vocabulary learning aspects test was conducted as a form of summative evaluation to determine whether the participants had developed these skills or not. It also aimed at investigating using storytelling as a learning strategy to improve some EFL vocabulary learning aspects for the primary school pupils.

Findings of the Study

SPSS (Statistical Package for the Social Sciences, version 25) was used to analyze the pupils' scores on the pre- and post-tests. Results are illustrated in the light of the study hypotheses and questions as follows:

I. Hypothesis One

The first hypothesis stated that "There is a statistical significant difference between the mean scores of the experimental group and those of the control group regarding the overall vocabulary aspect post-test in favor of the experimental group."

Table (1) the Difference between the Mean Scores of the Two Groups in the Post administration.

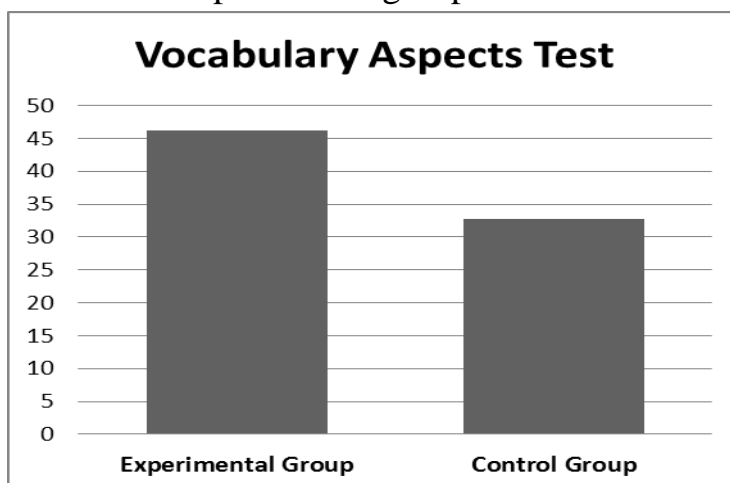
	Group	Me an	STD Deviation	t- value	d.f	sig	π^2	Effect Size (d)	Effecti veness
Overall Vocabu lary Aspects	Experim ental	46.2	9.96	27	5.73 4	58	(0.01) Signifi cant	0.36	1.51
	Control	32.7	8.2						

his table indicates that the calculated value of "t" (5.734) is higher than the tabulated value of "t" at 58 degrees of freedom and significant level "0.01"; which means that the difference between the mean scores of the two groups reached the level of statistical significance. In order to investigate the effect and educational importance of the results and their educational importance and effectiveness; the value of π^2 was 0.36 which was significant to the height effect and educational importance and the practical significance exceeded the results in the psychological research which were 0.14. It can be said that 36% of the variations between the scores of pupils in the vocabulary aspects could be due to differences in teaching treatment to which the two groups were exposed and there was a height effect and educational importance for using Storytelling Strategy for developing Vocabulary Learning. Thus, this hypothesis was confirmed.

It is clear from this figure that there are statistically significant differences between the mean scores of the experimental group and the control group in favor of the experimental group.

II. Hypothesis Two

This hypothesis states that "There is a statistical difference between the mean scores of the experimental group and those of the control group



regarding the form aspects in the post-test in favor of the experimental group." It is clear that the difference between the mean scores of the two groups reached the level of statistical significance. Therefore, this hypothesis was confirmed.

III. Hypothesis Three

This Hypothesis states that: "There is a statistically significant difference between mean scores of the experimental group and the control group regarding the meaning aspect in the post-test in favor of the experimental group." It is clear that the difference between the mean scores of the two groups reached the level of statistical significance. Therefore, this hypothesis was confirmed.

IV. Hypothesis Four

This hypothesis states that, "There is a statistical difference between the mean scores of the experimental group and those of the control group regarding the use aspect in the post-test in favor of the experimental group." It is clear that the difference between the mean scores of the two groups reached the level of statistical significance. Therefore, this hypothesis was assured.

Discussion of the results:

The present study aimed at developing the primary school pupils' vocabulary learning through the storytelling strategy after exposing the experimental group pupils to the storytelling strategy. The experimental

group outperformed the control group in overall vocabulary aspects and in each aspect of the test this improvement in the pupils' performance may be attributed to a number of factors the storytelling strategy played in pupils' enhancement of their vocabulary learning as:

Encouraging oral discourse

With the focus on the events and emotions children responded to and involved themselves more freely they shared the experience of group storytelling and this encouraged them to be self-aware of the words used , and have the ability to use words similar to those stated in the story this result goes on with on with Povey (2019).

Promote academic literacy

Storytelling acts as a gateway to literacy for young learners. This included the mechanics of reading such as following the line and the return sweep, as well as the themes and tropes of genre and texts. This result is consistent with Marzuki et al. (2016).

Promote critical thinking skills as well as the basic elements of literacy, stories provided a rich resource to critical analysis. Learners could develop the skills of inferring, evaluating, problem solving and opinion forming. This result is consistent with Shin and Crondall (2014).

Increase awareness of anthem, intonation and pronunciation. Listening to story could help the learners become aware of the sound of language and distinguish words from each other. Furthermore, it develops learners' listening strategies. Successful listening for EFL learners is based upon willingness to listen without understanding everything and the ability to pursue for meaning and guessing. This result goes with wright (2008).

Form the basis of literacy learning. Storytelling and storybooks are used as the starting point for phonics teaching, learning sounds, words, listening, reading strategies and more. This result is in accordance with Povey(2019).

Conclusion

Based on the results of the present study, it can be concluded that using a storytelling strategy is effective in developing EFL vocabulary learning of sixth-year primary school pupils. Storytelling can be an effective and suitable strategy for young EFL learners. It is familiar and leads well into EFL vocabulary and literacy learning. With preparation, practice, and an understanding of how to introduce lessons based around

stories, teachers can use storytelling along with other materials for young learners to foster their EFL vocabulary learning.

Storytelling can be a very effective teaching tool as long as it is adapted to the pupils proficiency level, interest, their age is more and needs. It is more effective in the case of the young Learners who have not developed their abstract thinking yet and who are very creative and imaginative. An important aspect to consider when bringing the stories to the classroom is that the teacher should start with shorter and easier vocabulary and gradually introduce more vocabulary during storytelling.

Thus, as the pupils progress, the teacher can increase length and difficulty of the story and the follow up the activities which include all types of vocabulary learning, with other methods and It is also worth mention that if combined with other approaches to teaching, it helps pupils advance slowly but surely on this path of learning of English as a foreign language. The Follow up activities must be, doable, and fun so that pupils can easily and eagerly cope with them. The case in the present study is that the pupils have been motivated and engaged actively in the teaching-learning process of acquiring vocabulary.

Recommendations of the study

In the light of the findings of the study the following recommendations can be presented:

In order to facilitate the learning of foreign Language vocabulary development and enlarge learners' vocabulary size, teachers should;

- I. First raise learners, awareness of FL vocabulary development and try to enlarge their vocabulary size.
- II. Second, they should develop learners' productive vocabulary by using the target words in an authentic context.
- III. Third, foster the learners' awareness of using appropriate vocabulary learning strategies.
- IV. Fourth, teachers should broaden the pupils' Vocabulary learning approaches by utilizing both direct and indirect learning approaches.

Suggestions for further research

In the light of the study results the following suggestions can be provided:

1. Identifying the effectiveness of storytelling on developing the pupils' communication skills.

2. Investigating the effect of the storytelling on developing the pupils' listening skills.
3. Studying the effect of the storytelling on the pupils' speaking skills.
4. Investigating the effectiveness of the storytelling on the pupils' writing skills.
5. Identifying the effectiveness of the storytelling on developing the pupils' meta-linguistic competence.

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