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**Students' Perceptions on Using Animated Storybooks in
Enhancing their Vocabulary Proficiency: The Case of First
Year LMD Students at the Department of English, Jijel.**

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in
didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled “Students’ Perceptions on Using Animated Storybooks in Enhancing their Vocabulary Proficiency,” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature

Dedication

We dedicate our humble work to our beloved families, the reason of what we have become today. We are thankful for their unparalleled care and support and for being patient with us all the time.

A special feeling of gratitude to our lovely parents whose words of encouragement for tenacity will always ring in our ears.

To our friends and to all those who believe in us and pray for our success.

Ibtissem and Rania

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May God bless you all and raise the scourge

Abstract

The present dissertation attempted to investigate the role of animated storybooks, and how it contributed to enhancing the student's vocabulary in the Department of English at the University of Mohamed seddik ben Yahia. Jijel. It aimed to describe the relation between two main variables animated storybooks as an independent variable and vocabulary proficiency as a dependent variable. Two research tools were used in this study a questionnaire and a test. Questionnaire aimed to find out students' attitudes towards studying animated storybooks and its role in developing their vocabulary knowledge, whereas the test aimed to measure students' vocabulary mastering. The result obtained from this research showed that animated storybooks are an effective pedagogical tool to enhance students' vocabulary acquisition and the hypothesis forward was confirmed.

Keywords: animated storybooks, authentic materials, communication. Foreign language, vocabulary proficiency,

List of abbreviation

Fl: foreign language

EFL: English Foreign Learners

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General Introduction

1. Background of the Study:

Language is the most important aspect in human interaction; people communicate and interact with others by using the language. So, learning a foreign language becomes essential for everyone seeking achievement almost in every domain. In the process of learning English as a foreign language or as a second language, vocabulary is an essential skill in reading, speaking, writing, and listening. In any language, vocabulary is considered as a valuable aspect and a key player in language learning process. From this same perspective, Wilkins (1972) stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 95) which implies that learning vocabulary is more important than learning grammar. Therefore, learners are required to learn vocabulary in order to communicate effectively, as vocabulary is seen as a valuable and essential source for students who seek fluency and accuracy of their spoken and written English. For this reason, the teacher mission is to adopt the best strategies that can be applied in order to teach vocabulary with optimum efficiency. As Razmajo and Ardekani (2011) reveal that the teacher’s effort in proposing learners to articulate their ideas and opinions are highly expected. One of the methods that teachers can use is adopting animated storybooks which might help learners learn and restore new words in a relaxed atmosphere and in an enjoyable environment.

Many studies have been conducted to better understand the role and the influence of animated storybooks and in vocabulary acquisition. For instance, Panavelit (2011) pointed out that learners can have the opportunity and the chance to develop and enrich their vocabulary in a new way and that through offering meaningful context which can be used and remembered effectively (cited in Antika, 2016). Musforih (2008) argued that using story books as a means of teaching is an effective stimulation for children, because interest in reading among children grows rapidly throughout their infancy, and that interest should be well carried out to be best understood by children. On balance, many researchers believe that one of the most suitable

methods that may help student vocabulary is storytelling which is an effective method that should be adopted in the classroom setting. Others agreed that animated storybook is an effective tool to be adopted in classroom setting for learners. In order to promote learners 'vocabulary proficiency teachers have to engage students in a series of activities that facilitate learning based on best practices.

2.Statement of the Problem

In learning a foreign language, the focus is placed in the four skills involved in learning a second language, but most English foreign learners are more interested and attached in oral proficiency. Since for learners the main objective of learning a foreign language is to communicate effectively and fluently, for that vocabulary plays a vital and crucial role concerning learning process. However, the main problem is that some students lack the desire or the willingness to interact inside or outside the classroom; and this would create a negative impact on them, and those who participate achieve better results. From an insider perspective, the researcher has noticed that students with high-speaking abilities are those who interact effectively in the classroom. In the other hand, students with low speaking abilities are those who keep silent almost during the whole session. Therefore, in order to overcome the obstacles that learners face in their oral proficiency teachers have to provide learners with suitable and enjoyable method that could help to enhance their oral proficiency. Hence, one way is through adopting animated storybooks as an interactive process to enhance learners' vocabulary proficiency.

3.Research Question

The research in hand is conducted to answer the following research questions:

- To what extent can animated storybooks be helpful and beneficial for EFL learners to enhance their vocabulary proficiency?

- How can animated storybooks activities assist learners to activate their oral proficiency?
- What is the role of animated storybooks involving reading comprehension in enhancing student's vocabulary proficiency?

4.Hypothesis of the Study

Based on the previous research questions the following hypothesis can be formulated:

Learners may improve their vocabulary proficiency if they are exposed to authentic materials and to the best use of animated storybooks.

5.Research Methodology

The nature of the problem determines the choice of the method. In order to test our hypothesis and achieve the aim of the study, both quantitative and qualitative tools are used to collect data. Our research will be conducted with Algerian First-year EFL learners at the Department of English at Mohammed Seddik Ben Yahia University, Jijel. The questionnaire and the text aim at collecting information about students 'perception on using animated storybooks in enhancing their vocabulary proficiency.

6.Significant of the Study

The aim of the following research is to shed light on the students' perception about using animated storybooks in enhancing their vocabulary proficiency. This research is important for a number of reasons. First, it seeks to investigate how teachers manage to use this kind of story in the classroom, or what kind of activities teacher provides learners to really benefit and enhance their vocabulary proficiency. Furthermore, it indicates the extent to which animated storybooks can help learners to improve their vocabulary proficiency. Whether they are very effective or not.

7.Organization of the Dissertation

The present study is organized around two major chapters; theoretical chapter and practical chapter. In addition to a general introduction and general conclusion. The first chapter is concerned with the literature review, while the second one is devoted to the field of work. The theoretical part consists of two sections; the first section outlines the role and merit of vocabulary proficiency for learners involving learning a foreign language and the benefit of learning vocabulary and the strategies adopted by the teacher inside classes to make it easy for learners to obtain more vocabularies. The second section tackles the notion of storybook reading as an English vocabulary teaching strategy and the importance of animated storybooks in enhancing student's vocabulary proficiency and how well this method improve student's vocabulary proficiency. The second chapter represents the practical side of the study. It provides detailed analyses of the student's questionnaires and text. And it discusses the result obtained from both the text and the questionnaire of students.

Chapter One: vocabulary proficiency

Chapter One: vocabulary proficiency

Section one:

Introduction

1. Vocabulary as a concept

1.2. Types of vocabulary

1.3. Vocabulary sources

1.4. Importance of vocabulary

2. Vocabulary teaching and learning

2.1. Vocabulary teaching

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2.2.1. Vocabulary learning strategies.

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3. Benefits of Using Storybooks in EFL classes

3.1. Reinforcing Language Skills

3.2. A Source of Motivation

3.3. Teaching Higher Order Thinking

4. Storybook based Vocabulary Teaching

Introduction:

Language is the only way to communicate with others, using vocabulary, sentences and utterances. Thus, without these no message would be conveyed either on written form or spoken form, to do so, learners have to produce well formed messages using vocabulary. Vocabulary is a part of every language skill. It is a total number of words which makes up a language. It's one of the most powerful elements for mastering any foreign language skills,

Learning vocabulary is one of the main challenges that learners may face during the process of language learning. It helps learners to develop the four skills: speaking, listening, reading, and writing. Therefore, improving vocabulary learning and teaching will contribute reaching the goal of reading comprehension. Thus, catching new word by learners is crucially important and beneficial for building their vocabulary package and contributes to the development of learner's language level.

Around this chapter we will discuss as the first section vocabulary proficiency with providing definitions of vocabulary, types of vocabulary and vocabulary sources. This section introduces the reader to the importance of vocabulary, teaching and learning vocabulary, and strategies for vocabulary development. And as the second section we will move forward to storybooks reading as an English vocabulary teaching. This section consists of reading comprehension and its type, definition of storybooks, benefits of storybooks structure and storybook- based vocabulary teaching. In every part we will discuss how well this would help learners to enhance their vocabulary proficiency and how well the teacher adopts such techniques and if they are effective or not.

1. Vocabulary as a concept

People use language to express their thoughts, emotions, and information; this could not be done without vocabulary. Which is essential for foreign language (FL) learners to understand how to use the language? Vocabulary plays an essential role in the process of language acquisition. It's a part of expressing ideas and how well a learner produces utterances.

Moreover, Vocabulary defined as a fundamental tool to communicate successfully with others and Longman dictionary (2010, p. 629) defined vocabulary as the words known and used by any person. For a better communication vocabulary should be formed in its real context. There should be a real meaning for the success of every single communication.

Ur (1991) describes vocabulary as “the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word”, for more explanation, learning any new words means learning new vocabulary in any second language.

On the other hand, Richards and Renandya (2002) argued that “vocabulary is a core component of language proficiency and serves as the foundation for how learners speak, listen, read, write” (p.255).and learners need to develop their vocabulary in order to communicate and use language effectively.

Oxford learners’ pocket Dictionary (2005) identified vocabulary as the words that the person knows and the words used by the person. Vocabulary is the words ‘building block and without it, there is no language.

Vocabulary is a broad concept with different definitions, and it is one of the most important components of any language. The term vocabulary can be defined in a variety of ways. It is commonly thought of as a list of words, but it is actually the

Knowledge of words and their meanings rather than just a list of words. (Raphael, 2009)

According to Hatch and Brown (1995) vocabulary is a list or group of words used by individual person

Homby (1995) describes vocabulary as a set of words and vocabularies with their meanings. i.e., every meaningful sentence combined of set of vocabularies.

1.2. Types of vocabulary

Vocabulary is a basic component of language proficiency, which has been by different scholars into different types. Since vocabulary can be spoken, listened, read, and written most prominent researchers in the domain of language learning categorize it according to its use in the skills of speaking, listening:

1.2.1. In terms of Semantics:

According to Milton (2009), vocabulary is divided into national words and functional words:

National words: are nouns, Verb, adverb, pronouns, and adjectives.

Functional words are: articles, proposition, and conjunction.

This means that there are important vocabulary that cannot be ignored in any utterance or without those words the meaning could not be understood, this are national words, they are the main word in the sentences. While functional words are not central as national word, if they are not present in the sentence still the meaning could be conveyed.

1.2.2. In Terms of Methodology:

According to Doff (1988), vocabulary divided into active vocabulary and passive vocabulary:

Active vocabulary refers to items the learner use in speaking or writing.

Passive vocabulary refers to language items that students can understand when they are reading and listening, but they cannot always do it correctly. I.e.; active vocabulary is the utterances that are conveyed in speaking or writing form, and passive vocabulary is the language in the mind what a learners understand in his own way.

1.2.3. In Terms of Communicative Language Teaching:

Nation (1990) argues that vocabulary is divided into specific reference: Receptive vocabulary and Productive vocabulary.

Receptive vocabulary: according to Haycraft (1978) is the “words that the student recognizes and understanding when they occur in a context, but which he cannot produce correctly” (cited in Hatch, E& Brown, 1995, p. 370). Receptive vocabulary is the words that the learner understands in his own way that are not well formed.

Productive vocabulary: is when “words which the students understand, can pronounce correctly and use constructively in speaking and writing“. (Gairns & Redman, 1986).

This generally achieves accuracy in the communication, when the words are formed correctly and meaningfully

1.2.4. In terms of skills:

There are different types of vocabulary according to Cummins (1999, as cited in Herrel, 2004):

Reading vocabulary: refers to words recognized by an individual when listening to speech. The understanding meaning of words.

Writing vocabulary: refers to words used by learners in writing. That is involved in written text.

Speaking vocabulary: refers to words used by the learners in speaking. That is involved in spoken forms.

1.2.5. In terms of meaning and literate:

According to Pikulski & Templeton (2004) vocabulary is divided into two forms meaning and literate.

Meaning items: gathering listening and speaking vocabulary.

Literate items: refers to the combination of reading and writing vocabularies.

1.3. Vocabulary sources:

Harmer (2001) argues that there are some sources to learning and teaching vocabulary which are:

Word list: it helps students to acquire vocabulary. Which is a list consists of number of different words.

Vocabulary book: they can help students in improving their vocabulary, not only in accidental learning, but also through the teacher talk.

Learner: the students can learn vocabulary and improve it by discussing and sharing Ideas.

Short texts: improving vocabulary process whether spoken or written.

(Harmer, 2001)

Venkateswaran (1995, p. 50) gives a receptive and productive vocabulary as active

And passive vocabulary, and gives the deference between them and defined them as:

Active vocabulary refers to: the words which the students understand, can pronounce correctly, and use constructively very often in speaking and writing.

Passive vocabulary refers to words that the students understand when they occur in content, but which cannot produce correctly by the students.

1.4. Importance of vocabulary:

In foreign and second language teaching/learning process, vocabulary has an Crucial role. And Without vocabulary, learners cannot enhance the language skills: listening, speaking, writing, and reading. They will need the vocabulary when learning grammar, pronunciation, performing conversations and reading English books. And that means if learners do not have a range of vocabulary knowledge, they will not be able to

comprehend the English text appropriately and they will face difficulties (Richards and Roger, 1987, p.7)

Ma and Kelly (2006) emphasize that vocabulary knowledge is the best to success in listening and reading comprehension.

And Nation (1993) argued that the focus of teaching needs more learner recognition of vocabulary and learner need to increase the size of vocabulary.

Wilkins (1972) points out that:

“there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that needed to convey what one wishes to say.....While without grammar very little can be conveyed, without vocabulary nothing can be conveyed”(p.97).

This is to say that vocabulary is very important more than grammar and without it nothing can be conveyed. And vocabulary determines the success and importance of every spoken or written form.

Oxford (1990) mentions that vocabulary is the most suitable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, It means that vocabulary is the most imperative element in the process of learning language. Because without meaningful vocabularies nothing could be conveyed and thus the learning and teaching process would not be achieved in the best manner.

Krashen (1993) gives an excellent argument about the importance of vocabulary by saying: “when students travel, they don't carry grammar books, they carry dictionaries” hence, vocabulary is most vital than grammar, because little can be conveyed by grammar and much more by vocabulary.

(as cited in Alquahtani, 2015, p. 25). Also,

McCarthy focused on the importance of vocabulary, stating that “no matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in L2 just cannot happen in any meaningful way”. (McCarthy, 1990)

For that, the successful communication could be achieved by the presence of vocabularies not of grammar. But this doesn't mean that vocabulary cost nothing.

All this ideas means that it doesn't matter precisely how properly learners

looks of a foreign language are acquired, or how well they are mastering grammar knowledge, because with no words and phrases we cannot communicate and vocabulary is important on the process of communication.

2. Vocabulary Teaching and Learning:

Vocabulary teaching and learning are essential factors in second language learning and the success of communicative competence in second language can be achieved by developing vocabulary learning and teaching.

2.1. Vocabulary Teaching:

Vocabulary teaching is the most important component of any language and Thornbury, 2004 argue that “the development of new approaches to language teaching, which are much more ‘word-centered’”

2.1.1. Techniques in Teaching Vocabulary

In the process of teaching or leaning vocabulary there are numerous techniques to be adopted by the teacher to facilitate the process for learners.

According to Gairns and Redman (1986), there are several techniques interrelated to vocabulary presentation namely which are:

2.1.1.1. Visual techniques:

This technique is a very useful, interesting, and direct vocabulary presentation way. Visual techniques involve the use of regalia, which are the real objects in class such as learners themselves. When the teacher presents vocabulary about the body of human, he uses the real object which is the students' body to explain his lesson. Also, pictures, photos, flashcards... etc., are used as techniques by teachers to present new vocabulary for learners. (Gairns & Redman, 1986, p. 73).

There is a relationship between visual techniques and visual memory, which is considered as important as vocabulary remembrance.

Visual techniques include flash cards, photograph, black board, drawing, wall charts, realia, mime and gestures.

These techniques are used to organize meaning and the use of concrete objects and materials is very helpful to teachers and students.

2.1.1.2 Verbal explanation:

Verbal explanation considered the most useful technique where the teacher explains words through synonymy, opposite scales, definition and translation. And this way facilitate the way of understanding the complexity of words.

Verbal techniques help to facilitate the presentation of new vocabulary.

2.1.1.3 Use of dictionaries:

The use of dictionaries is another technique of looking out meanings of unfamiliar words and vocabulary expressions. It's generally an effective way to look for the meaning of any new words. Teachers use dictionaries to help students improve their capacities to deal with investigations later on.

2.2. Vocabulary learning:

The main objective of language learning is achieving communicative competence, vocabulary is a part of every language skill and it help to improving vocabulary learning and teaching with contribute reaching the goal of communicative competence. Through meaningful vocabularies the success of communication is achieved appropriately and accurately. And thus, communicative competence could be achieved, because the success of any vocabulary determines the success of communicative competence.

2.2.1. Vocabulary learning strategies:

Researchers investigate the use of vocabulary learning strategies. In this area Schmitt (1997) argued that give interest to vocabulary learning strategies is caused by the lack of comprehensive list or taxonomy and he distinguished the strategies that learners use to determine the meaning of new words.

The former includes determination and social strategies and the later includes social, memory, cognitive and metacognitive strategies and Schmitt defined these categories as follows:

- **Determination strategies:**

Used when discovering a new word's meaning without resources to another person's.

- **Social strategies:**

Are strategies used by the teacher to understand a word. That's to say the way how the learner can memorize any word.

- **Memory strategies:**

Is the ways which take new materials to reaching knowledge. The materials that are used by the teacher to facilitate the way of memorizing words.

- **Cognitive strategies:**

According to Oxford (1990) defined as handling of transformation of the target language by the learner.

- **Meta cognitive strategies:**

Is the learner process and making discussions about planning, monitoring or evaluating the suitable ways to study vocabulary?

Oxford (1990) defined learning strategies as “specific actions taken by the learner to make learning easy, faster , more enjoyable, more self-directed, more effective and more transferable to new situations “. (p.8).

In addition, Rubin (1987) argued that “learning strategies are:” those, which contribute to the development of the language system that the learner constructs and affects learning directly “(p.23).

3. Strategies for vocabulary development

Vocabulary is an important element in learning language as Wilkins (1972) said “While without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p.255). In other words, vocabulary has an essential part in language learning, more important than the knowledge of grammar. That vocabulary carries the most effective role in conveying the meaning.

The role of teachers and strategies that used to developing vocabulary:

- **Metacognitive strategies:**

- According to Flavell (1976), metacognitive is conceived as one's own cognitive processes or everything related to them.
- And Baird (1990) added, “Metacognitive refers to the knowledge, awareness and control of one's own learning “, (p.184)

Section Two: Storybook Reading as an English Vocabulary Teaching Strategy

1. Reading Comprehension

1.2.Types of Reading Comprehension

1.2.1. Intensive reading

1.2.2. Extensive Reading

2. Definition of a Storybook

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3. Benefits of Using Storybooks in EFL classes

3.1. Reinforcing Language Skills

3.2. A Source of Motivation

3.3. Teaching Higher Order Thinking

4. Storybook based Vocabulary Teaching

1. Reading Comprehension

For a better understanding of a given written text, learners should extract the most necessary information from it. The reader must take into account every essential word in the text given that he has the ability to understand what the text is about. Grellet (1981) considered reading a regular process of guessing the meaning of words. Harrison (2004) claimed that when someone encounters an unknown word, the best strategy is to deduce its meaning from the context. A learner may not always be able to deduce an exact meaning, although he can often get the general meaning, this is enough to continue reading with understanding. Comprehending and connecting meaning to what the learner already knows help him to get a clear idea of the meaning intended.

Reading skill is the process of receiving printed information, though we intended to read for understanding the intending meaning transmitted by the writer. Urquhart and Weir (1998) stated that «reading is a process of receiving and interpreting information encoded in language from via the medium of print.» (As cited in William Grabe, p.14)

Broughton, Brumfit, Flavell (1980) claimed that” Firstly reading is considered as a difficult skill, that is to say, it includes entire series of less important skills”. (p. 89)

Reading skill is one of the most complex skills involved in learning a foreign language. The way of teaching reading involves manner of reading and the subject of reading. Reading is a skill that deserves much attention in both first and second language; it is a skill that needs to be developed in order to master oral proficiency. Understanding the words you are reading helps to improve the reading comprehension. The more words you identify and comprehend in the text, the better your understanding will be. (Beatrice, Jeffries, Milulecky, 2007).

1.2. Types of Reading Comprehension

Reading different topics can diverse the learner's knowledge and sharing what he get can help him and the other ones in raising their reading comprehension. When sharing the experience of reading with others, this can be useful in numerous ways. First, the reading comprehension can be enhanced when talking about what you read. Secondly, exchanging ideas as information about your book with others is a kind of entertainment, so this can stimulate you for reading more. (Beatrice, Jeffries, Milulecky, 2007).

Harmer (2000) stated that in order to get the greatest advantage from reading, students have to be occupied in both extensive and intensive reading. Intensive reading and extensive reading are two distinct tips in which the learner could apply while reading.

That's to say in order to be an effective reader in any foreign language, the reader must apply the both types of reading comprehension. It's better for him to diverse his objective of reading, so that he could read for a specific purpose when applying the kind of intensive reading. And reading for pleasure or entertainment involves reading extensively.

1.2.1. Intensive Reading

Intensive reading can be defined as the way of reading to extract the exact meaning of a given text. Grellet (1981) stated that reading for detail involves reading shorter texts in order to obtain detailed information. Intensive reading focus on accuracy instead of fluency through highlighting detailed study of vocabulary and grammar. The implementation of guided reading in the language classroom helps students improve achievement in several language aspects.

Intensive reading aims at developing learner's accuracy; especially when the learners read in details for specific purposes. Intensive reading is a way that leads to comprehending language grammar, syntax and language structure. Harmer (2000) said that "Intensive reading is often (but not exclusively) teacher-chosen and directed. It is designed to enable students to develop specific receptive skills such as reading for gist, reading for specific information, reading for detailed comprehension or reading for inference and attitude." (p. 283). Intensive

reading requires full concentration and attention in order to get the meaning intended from the writer. Harmer (2000) stated that for students' engagement to read actively in classes there should be interesting topics and tasks. Yet, there are some roles need to be implemented when students read intensively. Some of these roles are; organizer, observer, feedback organizer and prompter.

First role, the teacher is an organizer that provides students with the necessary information about the text to be read or the purpose of reading and the allotted time devoted for reading as well as giving them the type of reading that could be applied; extensive or intensive reading.

Second, Teacher is an observer; the role of the teacher here is to let learner end reading in the same time noticing their development for the worthy information they reach. Through this, the teacher could know if he should provide more time or to provide directly feedback.

Third, the teacher is also a feedback organizer, this role applied when the learners finished the task the teacher check if the answers are correct or not. In addition, asking them if they face any comprehension problems. This will help students overcome any negative vibes they may feel.

The last role is the teacher, He / she are a prompter by giving learners best solutions to clarify difficulties and provide them with some instruction to notice the language features and structure. (p. 286)

In this type of reading comprehension in general the reader must read with full attention and concentration, reading word by word to extract the exact meaning that is intended. It requires reading in depth and reading as accuracy as possible. Intensive reading is very important in enhancing student reading comprehension that is it could stimulate positive effect on the ability of student language learning.

1.2.2. Extensive Reading

Extensive reading is an enjoyable process for that it helps learners to read faster. Krashen (n. d) stated that "...reading for pleasure (extensive reading) is the major source of our reading competence, our vocabulary and our ability to handle grammatical constructions." (As cited in Beatrice, Mikulecky, Jeffries, 2007, p. 03). This involves increasing awareness, critical thinking and general reading skills. Through reading, learners will build a vocabulary background and will be more familiar with grammatical structure and language mechanics. Extensive reading facilitates speaking and boosts fluency as well. As Grabe stated (2009) "The process of extensive reading necessitates little of consideration about the way of the structured text. It suggests that the most used strategies are performed habitually."(p.323)

Grabe (1986) argued that the growth of package information from reading extensively could create "critical mass of knowledge" that could help students to rely on as a source for further reading understanding and to acquire as well as for other educational skills. (As cited in Grabe, 2009, p. 325).

Additionally, students need to be engaged in extensive reading by providing a set of techniques such as providing much striking reading material, creating free time reading. Applying the appropriate kind of reading inside the classroom; choosing the most motivating materials for students to figure out what kind of reading students prefer and the reason behind selecting such topics; motivating students to share their reading materials and building up a library of appropriate books.

Extensive reading involves reading as smoothly as possible. It's a kind of reading widely and in large quantities in an enjoyable manner. This kind of reading comprehension is crucial important for students for it develops positive attitudes and make students more motivated to read in a foreign language. It creates the desire and encouragement to engage in more reading text that's provide positive impression to learners.

To sum up, Grellet (1981) Extensive reading involves reading longer texts, usually for pleasure. This is mainly a fluency activity, mainly counting for universal understanding.

2. Definition of Storybook

A diversity of material can be used by the teacher in a classroom setting for the purpose of enhancing and promoting such skills for EFL learners. A storybook is one of those materials. It provides tremendous chances to read the given text in its natural context, and through this, the teacher could figure out the level of each student in the reading comprehension and reading proficiency.

A Storybook is defined in Oxford Dictionary as books containing a story or collection of stories intended for children; denoting something that is as idyllic or perfect as things typically are in children's stories. Generally speaking, a storybook is a book containing a set of stories specifically for children. Stories are one of the most important and beneficial educational tools to support and develop learner's specific skills.

Weizman and Snow (2001) considered storybook an important and powerful method in order to improve oral language, thus, preliterate children would be familiar with unknown words in significant story context. (p. 174)

2.1. Storybook Structure

The success of each storybook is measured by how well learners comprehend and realize the intended meaning and how much language student's development is increased or enhanced. Hence, the success of storybooks is achieved by some basic elements which are: Introducing the story and the new vocabulary words, reading a passage from a narrative or informational text out loud, focusing on literal and inferential comprehension. Rereading the passage, drawing attention to the three vocabulary words, extending comprehension, and focusing on deep processing of vocabulary knowledge, in addition to summarizing what were read and any content knowledge that was learned. (Sharolyn, Durodola, 2004, p.725).

Separating the storybook text into shorter daily passages provides more opportunities to introduce related concepts and vocabulary as appropriate, with careful scaffolding. (Sharolyn, Durodola, 2004, p. 728).

For more explanation the text given must be separated into parts for a better understanding of its content, and it is an influential way for students in order to obtain the real sense of each vocabulary given so that it would be easy to take out the anticipated meaning.

3. Benefits of Using Storybooks

Storybooks are a powerful tool for learners to override their reading comprehension or skills. Using storybooks reinforce language acquisition and ignite motivation. Applying storybooks as a method inside classroom setting could create numerous constructive effect on students reading comprehension. Learner's comprehension would enlarge more; students could engage and participate more in different activities. Storybooks could be a source of motivation for learners to exchange ideas and opinions. Also storybooks provide a meaningful context, interesting atmosphere for students. It promotes the other skills besides reading. Through the use of storybooks student's imagination could increase, in this way the powerful and meaningful vocabulary context enlarge more and enhanced more. Storybooks could accelerate and facilitate the learning process for learners.

According to Povey (2019), the awareness of using storybooks and the potential use of language means is a strategy for learners for using the language and seen as the process of using the educational context provided for teachers in order to understand the reason, the objective and how this process can be completed.

3.1 Reinforcing Language Skill

Reinforcing language skills in a classroom setting is the result of adopting some techniques to enhance learners reading proficiency to become fluent. The teacher plays a major role in this step, namely

- Learn more about the various ways to integrate language skills in the classroom.

- Reflect on their current approach and evaluate the extent to which the skills are integrated.
- Choose instructional materials, textbooks and technologies that promote the integration of listening, reading, speaking, and writing as well as the associated skills of syntax, vocabulary and so on.
- Even if given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.
- Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills. (Rebecca, 2001, p.11).

A Storybook is a source of enhancing and ameliorating not just reading skill but also speaking, writing, and listening. It endorses learners the way of how to talk, how to respond that is to say; how to communicate effectively inside and outside the classroom setting. Hence, their speaking ability will progress considerably, and allow their memory to be more powerful through reading.

Richard (1994) claimed that the process of learning vocabulary is not the last part. A rich vocabulary makes the four skills involved in learning a foreign language easier to perform. Thus, the enlargement of the student's vocabulary must be occupied to opportunities to become fluent with that vocabulary. (p. 01)

3.2. A source of motivation

A Storybook can be a source of motivation in the sense that it encourages learners to continue studying the language because it has a strong positive effect on student while learning a foreign language. Storybooks seen as a vital medium in order to teach the intended language item in EFL classes. It involves learners to imagine themselves as a character in the story and to live the role, so the student's imagination becomes wider. Also, Storybooks can be a source of motivation and intercultural awareness that would promote the approach to language learning. (Ghorn, 2002)

Storybooks motivate learners to listen, understand and comprehend, for that reading textbook is an enjoyable process which creates the desire for learners to read for pleasure. Thus, the learner's attention is toward enjoyment rather than formal reading. Using storybook helps learners master the target language easily and develop other language learning strategies, such as predicting and guessing meaning. Adopting the textbook as a material for learners could motivate them to speak freely without any limitations in a comfortable powerful way and overcome their negative feelings. Hence, it familiarizes them to be engaged in discussion, debates and other collective activities. Stories provide a rich and meaningful vocabulary context for learners, their vocabulary package enlarge and increase in good manner.

3.3 Teaching Higher Order Thinking

Through reading storybook learners will be exposed to a wide range of positive thinking and feelings; it can boost and widen their critical thinking. According to Richard (1999) "Research shows that learners will make an effort to clarify unfamiliar words in a ranking task because the process of ranking requires both knowledge of and deep thinking about the items in questions. (p. 06).

Edigington (2000) expressed that "teachers think that storybooks support character and it is important for a sustainable human development. Stories are an important educational tool that will help modal behaviors to be transferred and placed into human consciousness."(p. 174). Learners, through reading storybooks, can acquire many positive values and their qualities could be enriched.

In the same vein, Grabe (2009) explained that "readers engage in a number of higher-order processes that deserve further comment. These processing components are also part of working memory since all aspects of comprehension processing is carried out of working memory." (p. 50).

In other points, their cultural understanding will be increased, cultivate their imagination and aids at sharpening the memory. Storybooks can be beneficial way for learners to enlarge

their emotional intelligence; to sponsor emotional and ethical growth. Storybooks play a fundamental role in promoting, wider the imagination and fostering vocabulary. In addition, it can help in getting a higher confidence level and self-esteem.

4. Storybook Based Vocabulary Teaching

A Storybook has a vital role in memorizing vocabulary and obtaining new ones. It is considered as an important source of vocabulary, grammatical structure and other language items. It can develop learner's positive attitude.

According to Richard&Renandya, (2002)

“Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them...”(, p. 255)

New words and ideas will be introduced and memorized while reading storybooks; combined together they could widen the use of vocabulary in numerous contexts.

Richard& Renandya (2002) stated that:” Vocabulary growth is such an important part of language acquisition that it deserves to be planned for, deliberately, controlled and monitored.” (p. 267). So, reading is seen as a major source of obtaining a huge amount of vocabulary in learning a second language. Learners, in order to be proficient, should focus on all parts of language structure and function. Learners should pay attention to every single element in a given text, mainly grammatical and linguistic features; this would help them to grasp the vocabulary in short time.

The development of students' vocabulary mastery is related to the way the teacher adopt storybooks i.e.: how the teacher implement this material, if his way is beneficial and could influence on learners proficiency and if this way allows learners to construct meaning and relate it to what they already know.

Conclusion:

The teaching and learning process of vocabulary plays a vital role in the success of enhancing learner's vocabulary proficiency. As learning vocabulary is essential, learners could figure out and explore new words. This would be achieved when the teacher adopt the most effective method in classroom setting such as using storybooks text and videos, this would enhance student's reading comprehension. Also this would create the desire for learners to read more in a comfortable relaxing way.

the learning and teaching vocabulary is one of the most important goals to second language acquisition and learner need to acquire words in others to learn and master language. It helps learners to communicate with others without any problems.

Chapter Two: Methodology, Data Analysis, and Discussion

INTRODUCTION

2.1. Research Method

2.2. Data Collection Procedures

2.3. Population and Sampling

2.4. Instruments of the Study

2.4.1. Description of the Text

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3. DATA ANALYSIS

3.1. Analysis of the text Questions

3.2. Analysis of the Questionnaire

4. DISCUSSION OF THE RESULTS

4.1. Discussion and Interpretation of the Test Results

4.2. Discussion and Interpretation of the Questionnaire Results

5. RECOMMENDATIONS

Conclusion

Introduction

While the previous theoretical part has embodied the effect of using storybook in EFL classes in order to provide a comprehensive analysis about the importance of using animated storybooks for students to master vocabulary proficiency. The present chapter, shed lights on the practical framework. It involved three main parts; the research methodology, the data analysis and the data interpretation part. The first part is the research methodology with a detailed description of data collection procedures, population and sampling along with the instrument of the study. The second part consists of the analysis and description of the text and of the questionnaire. As the final part is about discussion and interpretation of the major results obtained from students' responses. The present work intends to investigate the effect of animated storybooks on students' vocabulary proficiency. It aims at explaining and analyzing the data that have been collected.

2.1. Research Method

In essence, the data gathered from the research instruments were analyzed both quantitatively and qualitatively by means of a text and a questionnaire. Qualitative research relies on a text administered to students in order to subsequently assess their attitude regarding two different storytelling methods: traditional and digital methods. Traditional method consists of a written text with a set of vocabulary questions. Digital method consists of a video storytelling which also consists of a couple of vocabulary questions. Quantitative research is gathered from students' responses to a series of questions using a questionnaire. These two methods aim at analyzing the findings and the results obtained from students' answers. The reason behind choosing these two methods is that when combined, they help us know whether animated storybooks adopted by teachers inside the classroom have a strong impact on students' vocabulary proficiency or not.

2.2. Data Collection Procedures

This research is based on two research tools which are a test and a questionnaire; both were submitted to (24) First-year students of English at the University of Mohammed Saddik Ben Yahia. These research tools were answered in a limited time (one hour) in a classroom setting. The test was the first tool that was submitted to learners in order to measure students' vocabulary mastering, the test was composed of two parts (a text with a question and a video with questions). The questionnaire was also submitted to students in order to check whether learner's vocabulary proficiency was enhanced through using animated storybooks.

2.3. Population and Sampling

Population is the cases of the whole aggregation that resemble to a particular set of criteria". (Polit, 2001, p. 233). Dorney (2007) defined a sample as "the group of participants whom the researcher actually examines in an empirical investigation" (p. 96). The population investigated in this study was randomly chosen from First-year students in the Department of English at Mohammed Saddik Ben Yahia. The present population consists of (200) students and the sample consists of (24) students.

2.4. Instruments of the Study

In order to achieve the aims of the current study, a test and a questionnaire were adopted as the two main research instruments of the study. The test was the first to take place because we wanted to assess students' vocabulary proficiency. Then it was followed by the questionnaire. The test was divided into two parts both related to each other. In Part One, students were given a written text involved vocabulary questions, whereas in Part Two, a video followed by vocabulary activities was projected to a screen in the classroom.

2.4.1. Description of the Text

As mentioned earlier, the text of which is the pre test consists of two main parts; each part is related to the main topic under discussion: the use of animated storybooks in EFL classes in order to enhance students' proficiency. Both parts comprise four questions. The first part is

about animated storybooks and the second part is about watching a video with vocabulary questions. More specifically, the first question is about matching the sentence with the appropriate image, the second is about choosing the appropriate synonym from the list, the third one is about filling the gaps and the last one is about crossing the odd word out.

2.4.2. Description of the Questionnaire

The questionnaire as post test consists of (11) questions arranged in a logical way. The items required responses with a style of just multiple-choice questions. All the questions are about the perspective of reading animated storybooks in terms of enhancing and promoting vocabulary proficiency. This questionnaire is partly related to the text in terms of how learners respond to it.

3. Data Analysis

3.1. Analysis of the text Questions

Section one: students` scores in answering questions about watching video

Question 01: How much do you concentrate while watching videos?

Table 01: Animated storybooks via videos

Number	Scores
01	11
01	12
01	13
02	14
02	15
03	16
05	17
06	18
01	19

The results show that scores were good, all students (22) get the average, and the points were between 11 and 19. 6 students get the mark of 18, and 5 get 17. This is a prove that students are concentrating more when they watch a video and videos still more motivated and interested techniques for learners

Question 02: Do you give attention during storytelling activities?

Table 02: I give my full attention during the storytelling activities

	Number	Percentage
Agree	11	45,83%
Not sure	13	54,16%
Disagree	00	00%
Total	24	100%

From the table above, we notice that approximately half of the population claimed that they give their full attention to storytelling activities (45, 83%), and the rest (54, 16) were uncertain.

Question 03: How much does storytelling book motivate you to participate in class?

Table 03: Storytelling books motivate me as an EFL student to participate in classes

	Number	Percentage
Agree	14	58,33%
Not sure	09	39,05%
Disagree	01	4,16%
Total	24	100%

The data from the above table shows that more than half of students (58,33%) can be motivated from storytelling books to participate in classes, while (39,05%) of participants are not sure whether storytelling books are a source of motivation for them. Only one student claimed that storytelling books did not motivate him to participate in class.

Question 04: Could you imagine characters, time, places and activities taking place?

Table 04: I could imagine the characters, time, places and or activities taking place

	Number	Percentage
Agree	16	66,66%
Not sure	05	20,83%
Disagree	03	12,50%
Total	24	100%

The data from the table shows that the majority of participants answered they could imagine characters, time, places and activities taking place (66,66%) while the other of(20,83%) said that they are not sure about that, the rest of (12,5%) are totally disagree about that.

Question 05: Do storytelling activities help you to understand the content better?

Table 05: Storytelling activities help me understand the content better

	Number	Percentage
Agree	16	66,66%
Not sure	06	25%
Disagree	02	8,33%
Total	24	100%

The table above reveals that (16) of participants see storytelling activities helpful for understanding the content better (06) of them are not sure about if storytelling activities could help them understand the content better. The rest of them (02) are totally disagreeing, saying that storytelling activities are not helpful in understanding the content.

Question 06: Do you find storytelling activities interesting and attractive?

Table 06: Storytelling activities are interesting and attractive

	Number	Percentage
Agree	21	87,50%
Not sure	03	12,50%
Disagree	00	00%
Total	24	100%

For this question the target students were asked if they find storytelling interesting and attractive, almost all of them (21) said yes they are, while (03) of them not sure if they are attractive and interesting or not.

Question 07: Do storytelling activities make you feel confident to take part in class?

Table 07: Storytelling activities make me feel confident to take part in class

	Number	Percentage
Agree	09	39,05%
Not sure	14	58,33 %
Disagree	01	4,16%
Total	24	100%

By a quick look at the table above, we can notice that (39, 05%) of population agree that storytelling activities make them feel confident to participate in class. The majority of participants (58, 33%) have chosen “not sure” option, and one student totally disagree with the statement that “storytelling did make him feel comfortable to take part inside class.”

Question 08: How much do you benefit from storytelling activities?

Table 08: I benefit a lot of storytelling activities since they help me to enrich my vocabulary

	Number	Percentage
Agree	17	70,83%
Not sure	06	25%
Disagree	01	4,16%
Total	24	100%

The results of the table show that almost all students (17) agree that they benefit much from storytelling activities that storytelling is a source of vocabulary. (06) Students considered that storytelling is not really a source to increase vocabulary. (01) One student disagreed that storytelling activities help to enrich vocabulary.

Question 09: Do you feel safe to participate in storytelling activities?

Table 09: I feel safe to participate in the storytelling activities

	Number	Percentage
Agree	15	62,50%
Not sure	05	20,83%
Disagree	04	16,66%
Total	24	100%

The data from the table shows that (62, 50%) of the population agree that storytelling activities make them safe while participating. (20, 83%) of students are not sure about feeling comfortable. The rest of them are totally against this idea.

Question 10: How do you feel about learning English?

Table10: I feel that learning English is fun

	Number	Percentage
Agree	20	83,33%
Not sure	01	04,16%
Disagree	03	12,50%
Total	24	100%

This question is about whether students see learning English fun or not. It's noticeable that (83, 5%) said yes learning English is fun. Others (4, 16) found learning English not really funny. One student argued that learning English is not fun at all.

Question 11: Would you like to participate in future storytelling activities?

Table 11: I would like to participate in future storytelling activities

	Number	Percentage
Agree	14	58,33%
Not sure	09	39,05%
Disagree	01	4,16%
Total	24	100%

The result obtained from the table above showed that the majority of population (58, 33%) want or have a desire to participate more in future storytelling activities. While (39, 05%) of the answers were "not sure". One student answered by no.

Question 12: Do storytelling video activities increase your vocabulary repertoire?

Table 12: Storytelling video activities increase student's vocabulary repertoire

	Number	Percentage
Agree	20	83,33%
Not sure	04	16,66%
Disagree	00	00%
Total	24	100%

The scores obtained in this item clearly showed that (20) students agree that storytelling increase vocabulary repertoire. (04) Students were not sure.

3.2. Analysis of the Questionnaire

Item02: Student's scores in answering question through reading text

Question 13: How much do you concentrate while reading text?

Table 13: Animated storybooks via text

number	Scores
01	05
01	06
01	07
04	08
04	09
02	10
01	11
04	12
04	13

As shown in Table 2 Through this video, we notice that the text did not motivate students like watching videos. The majority of students didn't get the average. Only 04

students get the average, the rest of their marks were between 05 and 09. Therefore, videos are the most suitable tip to be adopted by the teacher in order to enrich the student's vocabulary repertoire, unlike reading text.

Question 14: Do you give attention during storytelling activities?

Table14: I give my full attention during the storytelling activities

	Number	Percentage
Agree	18	75%
Not sure	03	12,5%
Disagree	03	12,5%
Total	24	100%

The table above exhibits the general answers about giving full attention during storytelling activities while reading a text. Most of the answers were positive (75%). Students really concentrate during a text story. (12, 5%) sometimes give attention, but not always. The same number of students provided negative answers (12,5%).

Question 15: How much does storytelling book motivate you to participate in class?

Table15: Storytelling books motivate me as an EFL student to participate in classes

	Number	Percentage
Agree	09	37,5%
Not sure	15	62,5%
Disagree	00	00%
Total	24	100%

Through this question, we wanted to investigate whether students are motivated by reading storytelling books to participate in class or not. The result showed that (09) of the

students agree that reading storytelling books motivate them to participate in classes. (15) were not sure about if reading storybooks motivate them or not.

Question 16: Could you imagine characters, time, places and activities taking place?

Table16: I could imagine the characters, time, places and or activities taking place

	Number	Percentage
Agree	22	91,66%
Not sure	02	08,33%
Disagree	00	00%
Total	24	100%

The purpose of this question is to show if when reading story books learners could imagine characters, time, places and activities taking place or not. The majority of the participants (91, 66%) were with this idea and they really imagine all those staffs. Only few members (8, 33%) were not sure about it.

Question 17: Do storytelling activities help you understand the content better?

Table17: Storytelling activities help me understand the content better

	Number	Percentage
Agree	21	87,5%
Not sure	01	4,16%
Disagree	01	4,16%
Total	24	100%

The obtained results showed that most participants (87, 5%) comprehend the content better when engaging in storytelling activities. Only one participant was not sure if he gets helped from storytelling activities. Only one student was totally against this idea.

Question 18: Do you find storytelling activities interesting and attractive?

Table18: Storytelling activities are interesting and attractive

	Number	Percentage
Agree	18	75%
Not sure	05	20,83%
Disagree	01	4,16%
Total	24	100%

Most of the target populations (18) agree that they find storytelling activities interesting and attractive. (05) are not sure if those activities are interesting and attractive. Only one student disagrees with this idea.

Question 19: Do storytelling activities make you feel confident to take part in class?

Table19: Storytelling activities make me feel confident to take part in class

	Number	Percentage
Agree	02	8,33%
Not sure	21	87,5 %
Disagree	01	4,16%
Total	24	100%

From the table above, we notice that a little number (02) agrees that storytelling activities make them confident to engage inside the classroom. While (21) of participants selected the answer of “not sure.” Only one student was against this opinion.

Question 20: How much do you benefit from storytelling activities?

Table20: the advantages of storytelling activities since they help me to enrich my vocabulary.

	Number	Percentage
Agree	21	87,5%
Not sure	03	12,5%
Disagree	00	00%
Total	24	100%

By this question, we aim to know whether students benefit from reading storytelling books or not in order to enrich their vocabulary. In consequence, almost all students (87,5%) answered with yes they benefit a lot and only (12,5%) their answers were not sure if they benefit or not.

Question 21: Do you feel safe to participate in storytelling activities?

Table 21: I feel safe to participate in the storytelling activities

	Number	Percentage
Agree	11	45,83%
Not sure	13	54,16%
Disagree	00	00%
Total	24	100%

Through this question, we want to figure out if learners feel safe to participate in storytelling activities. The result shows that (45, 83%) are really feeling safe to engage in those activities but (54, 16%) of learners were not sure if they feel safe or not, they are in between.

Question 22: How do you feel about learning English?

Table 22: I feel that learning English is fun

	Number	Percentage
Agree	20	83,33%
Not sure	01	04,16%
Disagree	03	12,50%
Total	24	100%

Almost the same result obtained from the previous idea while asking about watching a video, here (83,33%) of the target population agree that learning English is fun and one student find it somehow fun but (12,5%) totally disagree about this opinion, they didn't find it so fun.

Question 23: Would you like to participate in future storytelling activities?

Table 23: I would like to participate in future storytelling activities

	Number	Percentage
Agree	20	83,33%
Not sure	00	00%
Disagree	04	16,66%
Total	24	100%

The majority of students (83, 33%) showed that reading a text gives them the desire to participate more in other storytelling activities. Few students (16, 66%) are against this idea, which didn't motivate them to participate in other future storytelling activities.

Question 24: Do storytelling video activities increase your vocabulary repertoire?

Table 24: They are also increasing vocabulary repertoire

	Number	Percentage
Agree	18	75%
Not sure	05	20,83%
Disagree	01	4,16%
Total	24	100%

The result obtained from this table showed that most students (75%) increase their vocabulary repertoire while reading a text. (20, 83%) did not find it a successful process to obtain vocabulary, and only one student.

4. Discussion of the Results

4.1. Discussion and Interpretation of the Test Results

To begin with, the current study intended to investigate students' attitude toward using storybooks and story videos in classroom settings in order to enhance or promote student's vocabulary proficiency. Also, this study aims to figure out the benefit of storybooks activities in order to activate student's oral proficiency, in the other hand it emphasizes the role of reading comprehension. In the light of the significant study, we can notice that First EFL learners are not homogeneous, there is girl overpopulation and there is diversity in student's capacities and abilities. The result obtained showed storybooks is very effective and beneficial for learner's oral proficiency, in addition through reading storybooks students could improve their reading comprehension in turn could enhance student's oral proficiency. Considering the result obtained students have a positive effect from learning storytelling via videos more than texts; this means that learners are more familiar with watching videos instead of reading storybooks.

The majority of students' answers showed that watching animated storybooks via videos is very influential in enhancing their vocabulary proficiency, because all students' results were positive and good through watching videos rather than reading animated storybooks texts. The results showed the crucial role and importance of animated storybooks via video for learners to overcome their positive vibes, shyness and to support them more to be an active participant inside the classroom, and to build self-confidence.

As it is clear from students' result obtained from reading animated storybooks via text, almost all results were negative. Reading storybooks is not seen as a sufficient tool for learners to promote their vocabulary proficiency, hence they cannot rely on it to develop their vocabulary repertoire and it cannot be a source of motivation for all students to push them to take part inside the classroom.

As it is obvious from the answers obtained, the storytelling videos are more preferred by EFL learners to develop reading comprehension, ameliorate, and boost their vocabulary repertoire proficiency. Students considered storytelling videos as a significant tool that is desired to be adopted in the classroom setting by the teacher, which in turn provides a comfortable environment for learners and encourage them to engage and participate more in another classroom activities.

4.2. Discussion and Interpretation of the Questionnaire Results

Based on the data gathered and analyzed from the students' questionnaire above, some facts were revealed concerning learners' attitude toward using animated storybooks in enhancing their vocabulary proficiency.

The eleven (11) questions were all about students' opinions and perceptions toward using storytelling in the classroom as a tool to discover the intention and level for enhancing vocabulary proficiency. The results obtained showed that more than half of students did not concentrate well while storytelling activities, this maybe because they are not more interesting reading stories; maybe they find it a boring process and an ineffective one. Most of the students

rely on storytelling books as a source that motivates them to participate in classes. For further insight, the majority of students consider storytelling activities attractive and fascinating as it opens the door for discussion and sharing ideas with one another, so storytelling create a comfortable environment for learners to take part. This helps them to enrich their vocabulary package and repertoire, since almost all students` responses were positive when asking them if they benefit from storytelling activities. Finally, yet importantly, students were asked if they would participate in the future storytelling activities, responses demonstrated that storytelling is a beneficial and favorable tool for learners to engage progressively in such classroom activities. To conclude, storytelling activities should be adopted more by teachers since it is considered a source of motivation for learners to enhance their vocabulary proficiency, and to engage more in different activities, this would lead them to feel safe and reduce stress and pressure. And they feel safe and can behave properly and in good manners since they are exposed to friendly environment. Hence, the majority of students claim that learning English is fun and enjoyable.

5. Recommendations

Adopting animated storybooks inside classroom setting by teachers are considered as a significant and vital feature in language teaching and learning in general. On the basis of the obtained result we suggest some recommendations which are as follow:

- This research was conducted with a small number of students who were studying English at Jijel University. The future research should be conducted with more number of students covering all the levels in order to obtain more data and gain more external validity.
- The teacher should be more aware and pay more attention to learner`s need and what they need to develop more. Teacher should apply the most suitable strategies that best meet learner`s need.

- Learners have to concentrate more on what they are working in and this achieved if the teacher could deal with them and could figure every student's level.
- Animated storybooks should be used as much as possible by the teacher as they are more preferred by learners.
- A relaxing environment plays a major role in the success of any learning and teaching process that it should be present in any classroom setting.

Conclusion

This chapter exposes the nature of using animated storybooks in order to enhance students' vocabulary proficiency. It represents the empirical phase of this study. This chapter consists of two sections; the first section is about the description of the research methodology, data collection procedures and instruments of the study. The second section is about the data collected from the text and questionnaire administered to students. In short, the results obtained from the analyses of text and questionnaire showed the positive effects of using animated storybooks on enhancing student's vocabulary proficiency. The analysis of the result reveals that using animated storybooks have a great impact on students' perception in enhancing their vocabulary proficiency, thus they provide students with relaxing and safe environment in classroom settings which support them to engage and participate more in classroom activities.

General Conclusion

Learning a foreign language has become an essential part in human being life. In the process of learning a second language, there should be a huge focus in the four skills involved in the learning process mainly (speaking, writing, listening and reading). In order for learners to master any foreign language, there should be a great emphasis in its vocabulary, so that they could master that language easily and proficiently. Vocabulary considered as an important and essential aspect for a better and effective communication, hence, this process could be achieved and realized through adopting and applying the method of reading animated storybooks, this process could be a valuable strategy for learners to figure out new words and new structures, which leads them to enlarge their vocabulary package.

Animated storybooks could relieve in providing a good and calming classroom environment for learners to engage and practice more in classroom activities. Animated storybooks could create enjoyment and entertainment atmosphere that in turn build good feeling and emotions for learners that encourage them to obtain the desire of reading numerously. This can be a better way to achieve reading comprehension and to master vocabulary proficiency, since learners promote their language proficiency via reading.

This work is divided into two chapters. The first chapter is devoted to the theoretical part, the literature review of the use of animated storybooks; this chapter sheds light on the learner's attitude toward using animated storybooks in order to enhance their vocabulary proficiency. That discussed the use of storybooks reading as an English vocabulary teaching as a method that is generally applied for learners to get a great benefit for the aim of enhancing their vocabulary proficiency and to ameliorate their reading comprehension. The second chapter is the empirical phase, which holds a text and a questionnaire both devoted for learners. It analyzes the data collected from the research methods that are used and it attempts to divulge the learner's own opinions and attitude toward enhancing vocabulary proficiency through using animated storybooks.

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Appendix A

Text Student's Questionnaire

Questions	Agree	Not sure	Disagree
1. Animated storybooks via videos			
2. I give my full attention during the storytelling activities			
3. Storytelling books motivate me as an EFL student to participate in classes			
4. : I could imagine the characters, time, places and or activities taking place			
5. Storytelling activities help me understand the content better			
6. Storytelling activities are interesting and attractive			
7. Storytelling activities make me feel confident to take part in class			
8. I benefit a lot of storytelling activities since they help me to enrich my vocabulary			
9. I feel safe to participate in the storytelling activities			
10. I feel that learning English is fun			
11. I would like to participate in future storytelling activities			

Appendices B

Student's Video Questionnaire

Questions	Agree	Not sure	Disagree
1. Animated storybooks via videos			
2. I give my full attention during the storytelling activities			
3. Storytelling books motivate me as an EFL student to participate in classes			
4. : I could imagine the characters, time, places and or activities taking place			
5. Storytelling activities help me understand the content better			
6. Storytelling activities are interesting and attractive			
7. Storytelling activities make me feel confident to take part in class			
8. I benefit a lot of storytelling activities since they help me to enrich my vocabulary			
9. I feel safe to participate in the storytelling activities			
10. I feel that learning English is fun			
11. I would like to participate in future storytelling activities			

Résumé

Cette thèse a tenté d'examiner le rôle des bandes dessinées et comment elles ont contribué à améliorer le vocabulaire de l'étudiant du département d'anglais de l'Université Mohammed Siddiq Bin Yahya (.Jijel.) en décrivant la relation entre deux livres de contes animés en tant que variable majeure et en maîtrisant le vocabulaire en tant que variable dépendante. Deux méthodes de recherche ont été utilisées dans cette étude, l'une par questionnaire et l'autre par un test. Le questionnaire vise à sonder les opinions des étudiants sur l'étude des bandes dessinées et leur rôle dans le développement de leur vocabulaire, tandis que le test vise à évaluer leur degré de maîtrise du vocabulaire. Le résultat obtenu à partir de cette recherche a montré que les livres de contes animés sont un outil éducatif efficace pour améliorer le vocabulaire acquis par les étudiants, confirmant ainsi l'hypothèse précédente.

Mots-clés : maîtrise du vocabulaire, bande dessinée animée, langue étrangère, matériaux authentiques, communication

ملخص

حاولت هذه الأطروحة دراسة دور القصص المصورة المتحركة وكيف ساهمت في تعزيز مفردات الطالب في قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى. جيجل. وهذا من خلال وصف ماهية العلاقة بين كتابي قصص متحركين باعتباره متغير رئيسي واتقان المفردات كمتغير تابع. تم الاعتماد على طريقتين للبحث في هذه الدراسة، احدهما استبيان والآخر اختبار. أما الاستبيان فيهدف إلى استطلاع آراء الطلبة تجاه دراسة القصص المصورة المتحركة ودورها في تطوير مفرداتهم، بينما يهدف الاختبار إلى قياس مدى إتقان الطلبة للمفردات، وأظهرت النتيجة التي تم الحصول عليها من هذا البحث أن الكتب القصصية المتحركة هي أداة تربوية فعالة لتعزيز المفردات المكتسبة للطلبة، وبهذا تم تأكيد الفرضية السابقة.

الكلمات المفتاحية: إتقان المفردات، القصص المصورة المتحركة، اللغة الأجنبية، المواد الأصلية، التواصل.