

الاحالا IHALAT

مجلة أكاديمية دولية نصف سنوية مُحكَّمة

المجلد 04 - عدد خاص - مارس 2022



لوحة الغلاف من تصميم الفنّان

أحمد بوحفص

ISSN: 2602 – 7585

EISSN: 2710 – 8643

الإيداع القانوني: مارس 2022

مَجَلَّةُ إِحْوَالات

مَجَلَّةٌ أَكادِمِيَّةٌ دَوْلِيَّةٌ نَصَفٌ سَنَوِيَّةٌ مُحَكَّمَةٌ

تُصدِرُ عَن مَعهَدِ الآدابِ واللُّغاتِ بِالْمَرْكَزِ الجامِعِيِّ مَغْنِيَّةً بِالْجَزائِرِ

تُعْنِي بِنِشْرِ الدَّراساتِ اللُّغَوِيَّةِ والأَدبِيَّةِ والنَّقديَّةِ

بِاللُّغَةِ العَرَبِيَّةِ والإِنْجِلِيزِيَّةِ والْفَرَنْسِيَّةِ والإِسبانيَّةِ

عَدَدٌ خَاصٌّ

مارس 2022

تُرْسَلُ المَقالاتُ عَبرَ حِسابِ المَجَلَّةِ في المَنصَّةِ الجَزائِرِيَّةِ لِلْمَجَلَّاتِ العِلْمِيَّةِ:

<https://www.asjp.cerist.dz/en/PresentationRevue/587>

تُوجَّهُ المُراسَلاتُ إِلى رَئِيسِ التَّحْريِرِ عَبرَ بَريدِ المَجَلَّةِ:

adabmajala18@yahoo.com

أعمال الملتقى الوطني الأوّل

**Preparing Learners at the Age of Technology with New Competencies and Skills
in Teaching Foreign Languages**

قسم اللغة الإنجليزية - معهد الآداب واللغات

المركز الجامعي مغنيّة - الجزائر

01 - 02 ديسمبر 2021

المدير الشرفي للمجلة

أ. د. مراد نعيم

مدير المركز الجامعي مغنية - الجزائر

مديرة المجلة

د. نورية بن عدي

مديرة معهد الآداب واللغات - المركز الجامعي مغنية - الجزائر

رئيس التحرير

أ. د. سيدي محمد بن مالك

المركز الجامعي مغنية - الجزائر

فريق التحرير

مساعد مُحَرَّر

جامعة بغداد - العراق

أ. د. يوسف إسكندر

مساعد مُحَرَّر

الجامعة الهاشمية - الزرقاء - الأردن

أ. د. عبد الحق فواز

مساعد مُحَرَّر

جامعة قطر

أ. د. عبد الحق بلعابد

مساعد مُحَرَّر

الجامعة اللبنانية - لبنان

أ. د. عماد غنوم

مساعد مُحَرَّر

جامعة كوجه ألي - تركيا

أ. د. نادر إدلي

مساعد مُحَرَّر

جامعة طبرق - ليبيا

أ. د. سالمة العمامي

مساعد مُحَرَّر

جامعة إفريقيا العالمية - الخرطوم - السودان

أ. د. عواطف عبد المنعم

مساعد مُحَرَّر

جامعة الرشيدية - المغرب

أ. د. عبد الله بريمي

مساعد مُحَرَّر

جامعة تلمسان - الجزائر

أ. د. محمد شوقي الزين

مساعد مُحَرَّر

جامعة سيدي بلعباس - الجزائر

أ. د. مختار زاوي

مساعد مُحَرَّر

جامعة برج بوعريش - الجزائر

أ. د. عز الدين جلاوجي

مساعد مُحَرَّر

جامعة أدرار - الجزائر

أ. د. حاج أحمد الصديق

مساعد مُحَرَّر

جامعة البليدة 2 - الجزائر

أ. د. سعيد تومي

مساعد مُحَرَّر

جامعة غليزان - الجزائر

أ. د. محمد خاين

مساعِدٌ مُحَرِّرٌ	جامعة مستغانم - الجزائر	أ. د. نادية بوشفرة
مساعِدٌ مُحَرِّرٌ	جامعة تيارت - الجزائر	أ. د. عبد القادر شريف حسني
مساعِدٌ مُحَرِّرٌ	جامعة الجزائر 2 - الجزائر	أ. د. عبد القادر رحمانى
مساعِدٌ مُحَرِّرٌ	جامعة المسيلة - الجزائر	أ. د. جمال حضري
مساعِدٌ مُحَرِّرٌ	جامعة ورقلة - الجزائر	أ. د. أحلام بن الشيخ
مساعِدٌ مُحَرِّرٌ	المركز الجامعي مغنية - الجزائر	أ. د. عبد الرحمن بغداد
مساعِدٌ مُحَرِّرٌ	المركز الجامعي مغنية - الجزائر	أ. د. فاطمة صغير
مساعِدٌ مُحَرِّرٌ	جامعة تبوك - السعودية	د. مجدي الأحمدى
مساعِدٌ مُحَرِّرٌ	المعهد العالي للعلوم الإنسانية - تونس	د. محمد صالح حمراوي
مساعِدٌ مُحَرِّرٌ	جامعة تلمسان - الجزائر	د. نصيرة شيادي
مساعِدٌ مُحَرِّرٌ	جامعة عين تموشنت - الجزائر	د. عبد الرزاق علا
مساعِدٌ مُحَرِّرٌ	جامعة سوق أهراس - الجزائر	د. غزلان هاشمي
مساعِدٌ مُحَرِّرٌ	جامعة الجزائر 2 - الجزائر	د. سهيلة مريبي
مساعِدٌ مُحَرِّرٌ	جامعة تلمسان - الجزائر	د. فؤاد بن معمر
مساعِدٌ مُحَرِّرٌ	المركز الجامعي مغنية - الجزائر	د. فتيحة بلحاجي
مساعِدٌ مُحَرِّرٌ	المركز الجامعي مغنية - الجزائر	د. وهيبة وهيب
مساعِدٌ مُحَرِّرٌ	المركز الجامعي مغنية - الجزائر	د. سمير زياني
مساعِدٌ مُحَرِّرٌ	المركز الجامعي مغنية - الجزائر	د. حنان رباحي
مساعِدٌ مُحَرِّرٌ	المركز الجامعي مغنية - الجزائر	د. محمد بكاي
سكرتير التحرير	المركز الجامعي مغنية - الجزائر	د. عبد الصمد عزوزي

قواعد النّشر في المجلّة

تُرَجَّب مجلّة "إحالات" بنشر البحوث الأكاديمية الرّصينة في اللّغة والأدب والنّقد، باللّغة العربيّة والإنجليزيّة والفرنسيّة والإسبانيّة، مع الالتزام بقواعد النّشر الآتية:

1. ألا يكون البحث قد سبق نشره، أو قُدِّم للنشر في مجلّة أو أيّ شكل من أشكال النّشر الأخرى.
2. ألا يتجاوز عدد صفحات البحث 30 صفحة.
3. أن يُرفَق البحث المكتوب باللّغة العربيّة بملخّص في حدود (100) كلمة والكلمات المفاتيح في حدود (05) كلمات باللّغتين العربيّة والإنجليزيّة. وأن يُرفَق البحث المكتوب بإحدى اللّغات الأجنبيّة (الإنجليزيّة أو الفرنسيّة أو الإسبانيّة) بملخّص في حدود (100) كلمة والكلمات المفاتيح في حدود (05) كلمات باللّغة الإنجليزيّة.
4. أن يُكتَب البحث باللّغة العربيّة بخطّ Sakkal Majalla قياس 16 في المتن و12 في الهامش، والبحث باللّغتين الإنجليزيّة والفرنسيّة بخطّ Times new roman قياس 12 في المتن و10 في الهامش.
5. أن تُفرد للأشكال والجداول والصّور والرّسومات صفحات خاصّة داخل البحث نفسه.
6. أن تُكتَب الهوامش في آخر البحث آليًا.
7. أن يُراعى في كتابة الهوامش ترتيبُ البيانات، كما يلي: اسم المؤلّف ولقبه، وعنوان المؤلّف، ودار النّشر، ومكان النّشر، وعدد الطّبعة، وتاريخ صدور الطّبعة، ورقم الصّفحة.
8. أن يُختتم البحث بقائمة للمصادر والمراجع المعتمّدة.
9. أن يُراعى في كتابة قائمة المصادر والمراجع ترتيبُ البيانات، كما يلي: لقب المؤلّف واسمه، وعنوان المؤلّف، ودار النّشر، ومكان النّشر، وعدد الطّبعة، وتاريخ صدور الطّبعة.
10. أن يلتزم المؤلّف بإجراء التّعديلات التي يطلبها المراجعون في أجل أقصاه (15) يومًا.
11. أن يلتزم المؤلّف بإدراج المراجع في المنصّة الجزائرية للمجلّات العلميّة وإمضاء التّعهّد في أجل أقصاه (07) أيّام، وذلك بعد قبول المقال للنّشر.

فهرس

08	رئيس التحرير	افتتاحية العدد
09	حنان رباحي	ديباجة الملتقى
12	Asma ABBASSI	A Reflection on Language Assessment in ESP : Instructors' and Learners' Perceptions in Focus
24	Mohamed Raji MEDJAHED Habib YAHIAOUI	Algerian EFL Learners' Beliefs on the Reasons behind Plagiarism
36	Sara BENMADANI Leila DJAFRI	Computer – Mediated Peer Feedback to Enhance Writing Quality
49	Khawla BELHOUCHE Salim OUNIS	Enhancing Learners' Digital Literacy and Collaboration via Project-Based Approach
65	Nadia BISKRI Sara LAICHE	Promoting FL Learners' Autonomy through Online Assessment
80	Djahida ABDERRAHMANE Nawal MEBITIL	Scrutinizing Students and Teachers Attitudes towards Virtual Collaboration
91	Hanane RABAHI Nadia GHOUNANE	Teaching Foreign Languages Using Storytelling as An Academic Process
99	Halima BOUMAZA Mahbouba MSSERHI	The Efficiency of Using Essay-Scoring Rubrics in Increasing Learners' Self-Efficacy
119	Sihem GHAZZEL	The Fine Line between Originality and Plagiarism in Academic Writing
133	Hassiba ADDOU	Classe Inversée : Tendance et Enjeux
144	Souad BOUHADJAR Anissa HADBI	L'enseignement hybride à travers la plateforme Moodle chez les étudiants du département de Français de l'université de Saida
161	Zaima ARRAS	La didactique des langues étrangères : Enseignement et Apprentissage
172	أربوط وسيلة تيانتي مريم	البحث العلمي ما بين مطرقة الضوابط الأخلاقية وسندان التجاوزات
181	فوزية عزوز	أنطولوجيا التواصل الشعبي في النص التعليمي بين الصورة والتصوير

افتتاحية العدد

أثر فريق تحرير مجلة "إحالات" أفراد عدد خاص لأعمال الملتقى الوطني الأول الموسوم "Preparing Learners at the Age of Technology with New Competencies and Skills in Teaching Foreign Languages"، والذي أشرف على تنظيمه قسم اللغة الإنجليزية، بمعهد الآداب واللغات، بالمركز الجامعي مغنية، يومي 01 و02 ديسمبر 2021. وقد جاء تخصيص هذا العدد لأعمال الملتقى، الذي ترأسته الدكتورة حنان رباحي؛ عضو هيئة التدريس بقسم اللغة الإنجليزية وعضو فريق تحرير المجلة، تقديراً لجهود الباحثين الذين قدموا جملة من المداخلات المحكّمة والمُحكّمة حول إعداد المتعلّمين بكفاءات ومهارات جديدة لتدريس اللغات الأجنبية في عصر التكنولوجيا، وتثميناً لدراساتهم الرّصينة التي تستأهل النشر بين دفتي مثل هذا المؤلف الدّوري، ابتغاء إشاعة الفائدة العلميّة بين المشتغلين والمهتمين بتعليميّة اللّغات الأجنبية من جهة، وحتى لا تنصرم رؤاهم المعرفيّة وخلصات أبحاثهم العلميّة بانصرام زمن المداخلة أو أجل الملتقى من جهة أخرى.

ويُجيدّ فريق تحرير مجلة "إحالات"، بهذه المناسبة، ترحيبه بنشر الأبحاث المقدّمة في الملتقيات العلميّة بشكل حضوريّ أو عن بعدٍ، في أعداد خاصّة، في صيغة ورقية، وأخرى إلكترونيّة على مستوى المنصّة الجزائريّة للمجلّات العلميّة التي تتيح لرؤساء التحرير، بالتنسيق مع المحرّرين المساعدين، إمكانيّة إنشاء مثل هذه الأعداد الخاصّة المفردة لأعمال المؤتمرات والندوات والأيام الدّراسية العلميّة أو الاستكتابات الجماعيّة في موضوع بعينه. كما يتقدّم فريق تحرير المجلة بجزيل شكره وعظيم امتنانه للدكتورة حنان رباحي، لتحملها مشقّة مُراجعة المقالات من الناحية الشّكلية مُراعاةً لقالب المجلة وقواعد النّشر فيها، وتجشّمها كبد مُتأبعة المراحل التي يمرّ بها تقديم المقال في المنصّة الجزائريّة للمجلّات العلميّة إلى غاية نشره، ويتمنّى لها التّوفيق والسّداد في مهامها البيداغوجيّة والعلميّة.

والله نسأل الإخلاص في النّية، والإخلاص في العمل. والله من وراء القصد.

رئيس التحرير

ديباجة الملتقى

بقلم الدكتورة حنان رباحي

Presentation

Learning a second language has always been a passion of most learners around the world. The multi-faceted globalised movement acknowledges the need for new models and methods of learning to be added to worldwide education goals for the purpose of boosting the quality of learning. However, the question of how best to teach them and what skills to be taught is largely overlooked. Therefore, it has been argued that Rethinking Pedagogy is a crucial point to tackle the complex educational challenges and to provide learners with educational support. To develop higher order skills, today's learners must engage in real world experiences that have a value and relevance to their personalities and communities through collaboration, engagement in research and writing analysis, and the ability to communicate effectively and to solve learning problems. As a key step for educational transformation, Rethinking pedagogy needs to develop, and to specify, learners' competencies and skills.

Aims of the Conference

The First National Conference on Teaching Foreign Languages aims to bring together leading academic researchers and research scholars to exchange and share their experiences and research results on all aspects of Teaching Foreign Languages. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations and trends about teaching, and to develop learners' competencies and skills of this century.

Subject Fields

Education, Language Contact, Linguistics, Literature, Psychology, Didactics, ICT.

Issues

The conference provides the opportunity to explore research in a variety of disciplines where the following trends and issues will be of particular interest but are not limited to:

1. Communication skills and collaboration.
2. Creativity and innovation.
3. Social and cross-cultural skills.
4. Ethical Considerations and Plagiarism in Academic Research
5. Academic writing and Assessments.

Call for Contributions

All honorable authors are kindly encouraged to contribute to, and help shape, the conference through submissions of their research abstracts, presentations and posters. Besides, high quality research contributions describing empirical, experimental, or theoretical work in all areas of teaching foreign languages are welcome.

All submitted conference abstracts will be blind peer-reviewed by competent reviewers (doctors and professors from different Algerian universities).

Honorary President

- **Dr. Morad NAOUM**, *Director of Maghnia University Centre.*
- **Dr. Nouria BENADDI**, *Director of the Institute of Letters and Languages.*

President of the Conference

- **Dr. Hanane RABAHI**, *Maghnia University Centre.*

President of the Scientific and Reading Committee

* **Dr. Nadia GHOUNANE**, *Doctor Moulay Tahar, Saida University.*

Members of the Scientific and Reading Committee

- **Prof. Ilhem MORTAD-SERIR**, *Tlemcen University.*
- **Prof. Fouzia BEDJAOU**, *SIDI Bel Abbes University.*
- **Prof. Zoubir DENDANE**, *Tlemcen University.*
- **Prof. Bel Abbes OUERRAD**, *SIDI Bel Abbes University.*
- **Prof. Faiza SENOUCI**, *Tlemcen University.*
- **Dr. Abdelhadi BENAMAR**, *Oran University.*
- **Prof. Abbes LACHERISS**, *Maghnia University Centre.*
- **Prof. Fatema ESSERIRE**, *Maghnia University Centre.*
- **Dr. Mohamed KAMECHE**, *Maghnia University Centre.*
- **Dr. Fazilet BENZERDJE**, *Maghnia University Centre.*
- **Dr. Wafaa LASRI**, *Maghnia University Centre.*
- **Dr. Nesrine SAHNOUNE**, *Maghnia University Centre.*
- **Dr. Mohamed DIB**, *Mascara University.*
- **Dr. Mohammed Nassim NEGADI**, *Tlemcen University.*
- **Dr. Hanane SAIHI**, *Biskra University.*
- **Dr. Mohammed Seghir HALIMI**, *Ourgla University.*
- **Dr. Farouk BENABDI**, *Mascara University.*

- **Dr. Said BENAMER**, *Maghnia University Centre.*
- **Dr. Djamel BENADLA**, *Saida University.*
- **Dr. Wahiba WAHIB**, *Maghnia University Centre.*
- **Dr. Chahrazed HAMZAOUI**, *AinTemouchent University.*
- **Dr. Naima GUEROUDJ**, *Saida University.*
- **Dr. Samir ZIANI**, *Maghnia University Centre.*
- **Dr. Houriya MORTAD**, *Maghnia University Centre.*
- **Dr. Fadela MASOUDI**, *Maghnia University Centre.*
- **Dr. Nadjia MOUSS**, *Maghnia University Centre.*
- **Dr. Khadidja ABDERAHIM**, *Maghnia University Centre.*
- **Dr. Amel BENSAFI**, *Maghnia University Centre.*
- **Dr. Fatiha BELHADJI**, *Maghnia University Centre.*
- **Dr. Hanane RABAHI**, *Maghnia University Centre.*

The Organising Committee Members

President: Dr. Fatiha BELHADJI

Members:

- **Mr. Abdelmadjd AMOU**, *Maghnia University Centre.*
- **Dr. Yousra SERIR**, *Tlemcen University.*
- **Ms. Lina SERIR**, *Tlemcen University.*
- **Mr. Mohammed DEKIOUK**, *Maghnia University Centre.*
- **Mr. Youness AZZOUZI**, *Maghnia University Centre.*
- **Mr. Fouad AYACHE**, *Maghnia University Centre.*
- **Mr. Abderrahim KACHOUR**, *Maghnia University Centre.*
- **Mr. Merouane MEBARKI**, *Maghnia University Centre.*
- **Ms. Imen MOUKHFI**, *Maghnia University Centre.*
- **Mr. Fouad AYACHE**, *Maghnia University Centre.*
- **Mr. Abderrahim KACHOUR**, *Maghnia University Centre.*

Teaching Foreign Languages Using Storytelling as An Academic Process
Hanane RABAHI & Nadia GHOUNANE

Teaching Foreign Languages Using Storytelling as An Academic Process

Hanane RABAHI*

Department of English Language – Institute of Letters and Languages
Maghnia University Centre – Algeria

hanane.rabahi@gmail.com

Nadia GHOUNANE

Department of English Language and Literature
Faculty of Letters, Languages, and Arts – University of Dr Moulay Tahar – Saida – Algeria

nadoushben@ymail.com

Submission date	Acceptance date	Publication Date
27 / 01 / 2022	10 / 02 / 2022	01 / 03 / 2022

Abstract

Nowadays, teachers use many tools and methods to improve learning and teach foreign languages mainly the English language. For that, they use different techniques such as storytelling, proverbs, poems, idioms, jokes, etc. For the aim of providing learners to build their cultural knowledge and gain fruitful results of the target language. In fact, in middle and secondary school storytelling can be taken as a funny source of information for learners since giving much importance

* Hanane RABAHI : hanane.rabahi@gmail.com

Teaching Foreign Languages Using Storytelling as An Academic Process

Hanane RABAHI & Nadia GHOUNANE

to teaching grammar and phonetics rules makes the learning process difficult and boring. Besides, students at this level need to discover more about the culture of the foreign language. To this aim, the rationale of the current research paper is to explore teachers' and learners' attitudes towards teaching the English Language through using storytelling. Moreover, another concern of the current research paper is to promote in-depth research on whether the use of storytelling is beneficial in developing the learners' cultural awareness of the target language, creating an enjoyable atmosphere, and improving the four linguistic skills or not. To achieve this claim, this research paper gives an in-depth look at teaching by using a storytelling-based approach through reaching a systematic analysis based on a questionnaire, an interview, and classroom observation. To this end, the findings revealed that both teachers and learners believe that the introduction of storytelling in learning a foreign language may improve their vocabulary and understanding. The results also demonstrated that learners enjoy the learning process by using a storytelling-based approach during their practical sessions.

Keywords: Academic learning process, practical sessions, storytelling based-approach, teaching english language.

1. Introduction

Storytelling is seen as the oldest way of teaching children how to behave in real-life situations; for this reason, it is regarded as a suitable way for communication. According to Celce-Murcia (2001), the use of the storytelling technique helps the learners to develop their linguistic competencies. More importantly, studies have shown that children who read stories are seen as natural language learners (Krashen, 1981). Researchers tend to adopt the approach in teaching foreign languages for EFL learners. Among the scholars who employ this approach in language teaching, there is Hemenover (2003) found that this technique decreases the learners' stress and changes the learning/teaching environment where the students are more motivated and share positive attitudes towards group interaction.

In light of this tight, the present study pursues to prove that the storytelling technique is an ideal approach in teaching foreign languages. It also intends to show that this technique can create an appropriate atmosphere for learning foreign languages. It also attempts to reveal that it helps in

Teaching Foreign Languages Using Storytelling as An Academic Process

Hanane RABAHI & Nadia GHOUNANE

developing the writing skills of EFL learners and reduces their grammar errors. In this regard, the following research questions sprang from the previous objectives:

1. Does the storytelling approach helps to improve EFL learners' English vocabulary knowledge?
2. Can the storytelling approach make EFL learners more interested in learning English?
3. How can the storytelling approach help the learners to develop their writing skills?

To answer these research questions, the following research hypotheses are set as follows:

1. It improves the vocabulary knowledge of the learners.
2. It raises their participation, motivation, and language production.
3. Through listening and taking notes, students can develop them to write their essays.

Hence, the researcher seeks to prove that storytelling is of eminent importance for EFL learners to develop not only their listening skill but also their writing competencies.

2. Research Methodology and Design

Trying to apply the approach with young learners in learning a foreign language can be a hard task since this technique is originally used to teach children how to acquire their mother tongue. To collect data, the researcher selected about sixty learners from the first year to conduct a test during grammar sessions and sixty students from the second year to write a narrative essay. The same participants were selected for the questionnaire, while the interview was conducted with ten teachers from both universities. To support the findings, the researchers conducted a pre-testing with first-year students during the session of grammar.

2.1 Data Analysis and Results Discussion

After the questionnaire was distributed, about 110 of the questionnaires returned with full answers. Most of the answers were from the first year. The following table shows the number of the responses with the participants:

Teaching Foreign Languages Using Storytelling as An Academic Process

Hanane RABAHI & Nadia GHOUNANE

Table 1. Participants in the questionnaire

Students	Number	Number of the Responses
First Year	60	60
Second Year	60	50
Total	120	110

Data of the questionnaire were collected during the first semester, while the interview was conducted during the second semester and the pre-testing was held with the first year during the second term.

Analysis of the Questionnaire

First Question: Do you think that the storytelling technique introduces you to the foreign language's culture?

- Yes
- No

Table 2. Storytelling as a means to introduce English culture

Answer	Students	In Percentages
Yes	103	93.63%
No	07	6.36%

Teaching Foreign Languages Using Storytelling as An Academic Process

Hanane RABAHI & Nadia GHOUNANE

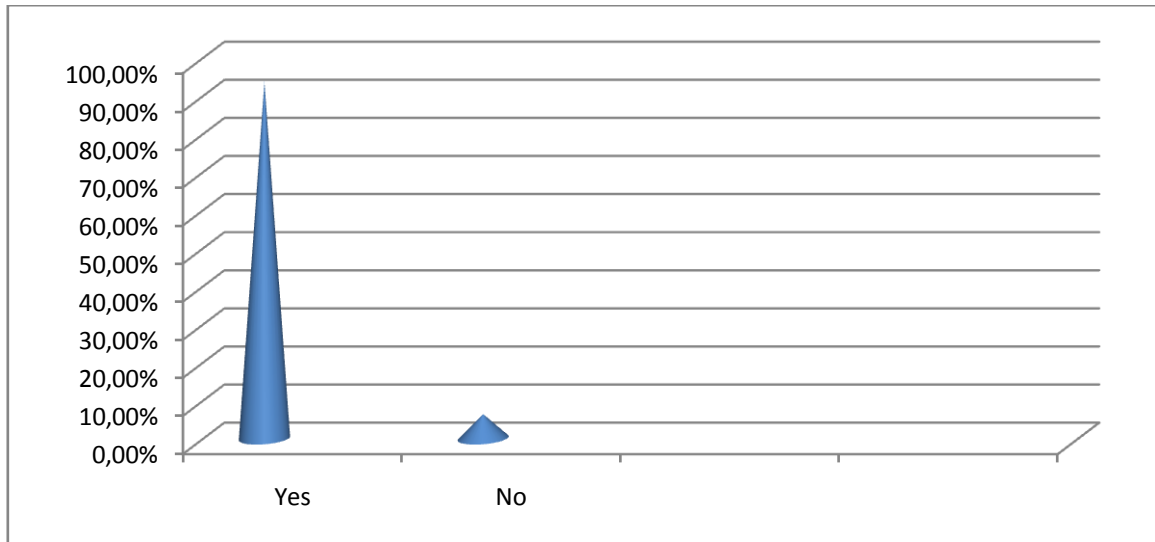


Figure 1: Storytelling as a means to introduce English culture

Table 2 and figure 1 revealed that about 93.63% of the students from both levels agreed that after the integration of storytelling in the classroom, they felt that they are more introduced to English culture in comparison to the usual way of teaching, while 6.36% of the students answered negatively.

Question 2: Do you think that your level has improved in grammar through the use of storytelling?

- Yes
- No

Table 3. The use of storytelling technique in acquiring grammar accuracy

Answer	Students	Number in Percentages
Yes	88	80%
No	22	20%

Teaching Foreign Languages Using Storytelling as An Academic Process

Hanane RABAHI & Nadia GHOUNANE

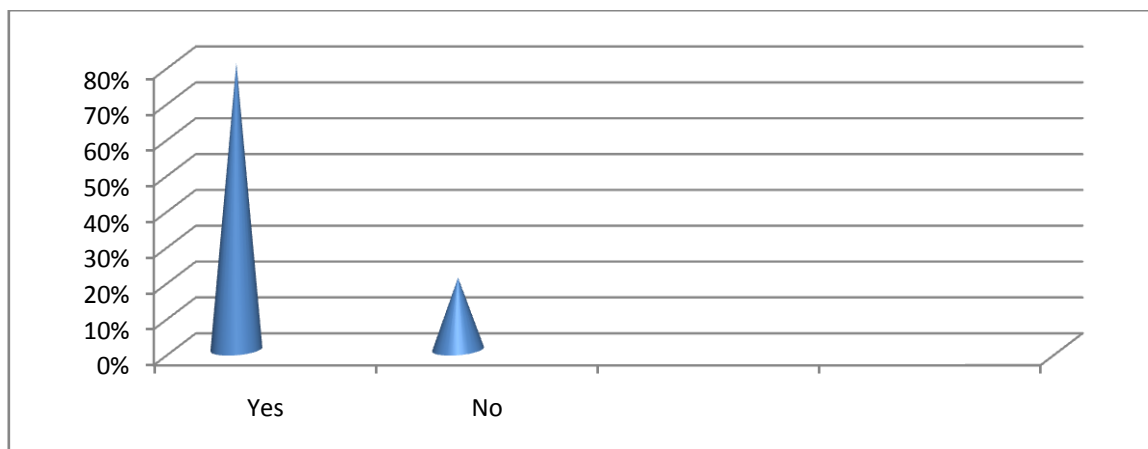


Figure 2: The use of storytelling technique in acquiring grammar accuracy

Table 3 and figure 2 show that the majority of the respondents maintained that they learned a new vocabulary and acquired grammar accuracy in the target language; in contrast, the remaining participants said that they did not acquire any grammar rules from this technique.

3. The Interview Analysis

Question One: Do you think that the storytelling technique is appropriate for EFL learners?

Six teachers out of ten shared the point that this approach is useful for EFL learners. They justified their answers claiming that stories attract the students' attention and raise their motivation.

Question Two: Can the storytelling approach develop the four linguistic skills?

About 75% of the informants highlighted that this technique develops the four linguistic skills of the EFL learner. They added that this technique is useful to develop speaking and listening skills and maintained that there is a lack of scholarship on whether it is helpful in writing or not.

Question Three: What do you think about its implementation in teaching all modules?

About 83% of the informants stated that the technique is useful, but it cannot be applied to teach all modules due to time constraints. They also added that it can be used with some modules like oral expression, phonetics, and writing.

A Pre-testing

To get more reliable data, the researchers conducted a pre-test with first-year students during the session of grammar. The learners were given some short stories to organise. The findings

Teaching Foreign Languages Using Storytelling as An Academic Process Hanane RABAHI & Nadia GHOUNANE

proved that these groups enjoyed the session and showed positive attitudes towards the approach. The results also revealed that the students were more motivated towards reading the stories and acquiring a new vocabulary. The analysis also demonstrated that the students got the opportunity to participate and picked up prepositions and tenses and expressed their use. This approach turns the session of grammar from a dry environment into a warm one full of students' comprehension, motivation, and participation.

Another pre-testing was conducted with second-year students during the session of written expression. The students were asked to choose the kind of stories they want to work with. These stories were introduced during the session of the narrative essay. First, the students were asked to select the story, and then the teacher provided a warm-up about the tale. After that, they listened to the story and were asked to summarise the most important points using their style to write a narrative essay by the end. The selected students showed positive attitudes and were more motivated towards listening and taking notes. They also picked up new words and used them in their essays. Hence, through the technique, the students learned how to build the introduction, the body, and how to conclude a narrative essay.

4. Recommendations and Conclusion

As a sum to the aforementioned findings, the researchers recommended the following points:

- This technique can be applied in the teaching process by developing well-designed teaching materials that fit the students' needs and motivations.
- Teachers can be eclectic in terms of the time when they want to include stories in addition to what kind of stories they prefer to integrate.

In sum, the storytelling approach is one of the methodologies employed by teachers to develop the linguistic skills of the EFL learners, although there is a lack of scholarship on how to implement the method, which stories can be selected, and what can kind of skills can be developed. Moreover, teachers can benefit from the introduction of this technique and make the learning process meaningful and competitive.

More importantly, the storytelling approach proves its effectiveness in foreign language learning on many occasions; however, many teachers avoid implementing it in their classrooms since there is a literary gap in terms of scholarship in addition to time constraints and the long programmes.

Teaching Foreign Languages Using Storytelling as An Academic Process Hanane RABAHI & Nadia GHOUNANE

Another important point to raise the students' motivation towards the use of stories in class is allowing them to share their own stories in class, i.e., they can have a hand in selecting the stories depending on their needs and motivations. From that, they can learn even how to structure stories and how to draw conclusions or the endings of tales. Moreover, developing the imaginative side helps in language learning since it gives them the chance of writing and uses their vocabulary and the attitudes to search for newly acquired words to use.

Sources and References

- Celce-Murcia, M. (2001). (ed). *Language teaching approaches: Teaching English as a second foreign language*. USA: Heinle&Heinle.
- Hemenover, S. H. (2003b). The good, the bad, and the healthy: Impacts of emotional disclosure of trauma on resilient self-concept and psychological distress. *Personality and Social Psychology Bulletin*, 29, 1236-1244. <http://dx.doi.org/10.1177/0146167203255228>
- Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon Press.

EISSN : 2710-8643



ISSN : 2602-7585