



P- ISSN: 3007-3650 E- ISSN: 2706-8536

Journal of the College of Basic Education

مجلة كلية التربية الاساسية
كلية التربية الاساسية – الجامعة المستنصرية
Vol.32 (No.138) 2026, pp.1241-1263

The Effect of Using Storytelling and Interactive Vocabulary Techniques on the Performance of Iraqi EFL students in Reading Comprehension

Asst .Prof. Bilal Ali Burhan

College of Basic Education- Al-Mustansiriya University

blalbrhan73@gmail.com

Abstract

Reading comprehension is a fundamental skill in the process of communication, playing a vital role in enabling students to pursue their academic interests across various fields of knowledge. For learners of English as a Foreign Language (EFL), this skill is particularly crucial as it facilitates direct engagement with authentic language use and enhances their ability to think critically and express ideas effectively in both spoken and written forms. This study was conducted to examine "the effect of using storytelling and interactive vocabulary techniques on the performance of Iraqi EFL students in reading comprehension". The research commenced on March 8, 2023, and concluded on May 23, 2023, involving a total of 80 students, divided equally into an experimental group and a control group (40 students each). The findings revealed that incorporating storytelling and interactive vocabulary techniques significantly contributed to improving students' reading comprehension skills. Based on these outcomes, the study presents several recommendations and suggests directions for future research in this area.

Keywords: Storytelling, Interactive Vocabulary, Reading comprehension



Section One: Statement of the Problem

Language and communication lie at the core of human interaction. The primary objective of learning English as a Foreign Language (EFL) is to develop the students' ability to communicate effectively and maintain language proficiency. According to Harmer (1983:32), foreign language acquisition is most effective when learners are engaged in communicative contexts using the target language. Consequently, for decades, educators and researchers have continuously sought innovative methods to encourage and motivate learners to achieve this goal.

According to Kirby (2003:1), it is important to note that most general foreign language curricula aim to develop the four core language skills, enabling learners to perform effectively according to their level of English proficiency. Harmer (1983:26) emphasizes the crucial role of reading in foreign language learning, highlighting its value not only as a source of information and enjoyment but also as a key factor in expanding learners' knowledge across various disciplines.

Rivers (1983:259) characterizes reading as a complex skill that encompasses recognizing letters and words, interpreting and distinguishing ideas, predicting forthcoming content, and inferring the author's intended message. Likewise, Burns et al. (2005:5) emphasize that successful reading instruction is inherently communicative, as it involves readers actively constructing meaning by connecting their prior knowledge with the text's content. From the researcher's point of view, reading comprehension is a key element in the EFL learning journey, as it provides learners with valuable exposure to authentic language. Additionally, it significantly influences a learner's overall achievement in acquiring a new language.

Iraqi readers face difficulty to use reading comprehension skills in effective way; they fail to relate their prior knowledge, recognizing the author's idea beyond the printed page. However, Students are often perceived as word-by-word readers. This observation is further supported by responses to an open-ended questionnaire used in the researcher's study, in which foreign language instructors at the college level identified key challenges students face in reading comprehension. According to their feedback, learners who lack sufficient background knowledge tend

to struggle significantly with comprehension skills. As a result, their ability to respond to comprehension questions is limited. Iraqi students, in particular, are described as unskilled readers who frequently fail to grasp the meaning of the texts.

Iraqi students lack proficiency in reading comprehension, which often leads to low or failing scores in English language assessments. English teachers and supervisors frequently report that students tend to approach texts by reading each word individually, rather than understanding the overall meaning. This study aims to examine the impact of incorporating storytelling and interactive vocabulary strategies as innovative techniques to teaching reading comprehension on students' academic performance.

Storytelling serves as a collaborative learning strategy in which the class is split into groups, and each student becomes an "expert" on a specific portion of the material. They then share their knowledge with other group members in an activity that promotes both personal responsibility and group participation (Chastain, 1988:56).

Interactive vocabulary is another technique used to teach and develop students' reading comprehension. A great significance of these techniques is to facilitate learners' interaction in the class enabling them to value each other as contributors (Durkin, 1993:34).

1.2 Aim of the Study

This study seeks to explore the impact of applying storytelling and interactive vocabulary techniques in teaching reading comprehension on the academic performance of college students in English department

1.3 Hypotheses of the Study

For the purpose of experimentation, the following null hypotheses are proposed:

1. There is no statistically significant difference in the achievement scores between the experimental group taught reading comprehension through storytelling and the group taught using traditional methods.
2. There is no statistically significant difference in the achievement of students in the experimental group taught reading comprehension using interactive vocabulary techniques compared to those taught using traditional methods.

1.4 Limits of the Study

The scope of the current study is confined to the following:

1. The implementation of storytelling and interactive vocabulary strategies in teaching reading comprehension to the experimental group.
2. Second-year students enrolled in the English Department at the College of Basic Education during the 2023–2024 academic year.
3. The instruction of seven reading passages from the *Developing Skills* practice book delivered to the experimental group.

1.5 Significance of the Study

this study may prove beneficial in the following ways:

1. Enhancing reading comprehension skills among second-year students.
2. Assisting EFL college instructors in incorporating storytelling and interactive vocabulary techniques into their reading comprehension instruction.
3. Encouraging additional research in other areas of Teaching English as a Foreign Language (TEFL).

1.6 Definitions of Basic Terms

The terms defined in this section include (1) storytelling Technique, (2) interactive vocabulary technique (3) Reading Comprehension

(1) Storytelling

Durkin (1978:67) defines storytelling as "a form of interaction, where in the target material is divided, usually into four parts, and distributed to small groups to learn. When these homogeneous groups have mastered their material, students regroup into heterogeneous groups to present material, and complete task".

Grellet (1981:89) define storytelling as a "cooperative learning technique in which students work in small groups. Jigsaw can be used in a variety of ways for a variety of goals, but it is primarily used for the acquisition and presentation of new material, review or informed debate".

(2) Interactive Vocabulary

Interactive vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words, which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks (Smith, 1978:34).

According to Savignon (1972:45), vocabulary refers to the set of words an individual understands and applies in both spoken and written communication. Successful learners recognize the value of continually developing their vocabulary, whether by learning a new word daily or through other strategies that enhances their word knowledge and usage.

(3) Reading Comprehension (RC)

Fry (1965: 22) define reading comprehension as "a part of comprehension process of getting the thoughts that were in the author's mind into the reader's mind that involves the transmission of an idea through several imperfect media".

Section Two: Review of literature

2.0 Introductory Note

This section is primarily divided into two main parts. The first part focuses on cooperative learning and the nature of reading, along with key aspects related to reading as a classroom activity. The second part addresses the use of new techniques—specifically storytelling and interactive vocabulary—as well as the objectives of reading comprehension, guidelines for effective comprehension.

2.1 Collaborative Learning (CL)

Johnson et al. (1989: 36) define CL as "an instructional use of small group so that student work together to maximize their own and each other's learning".

Savignon (1972:45) explains that (CL) did not originate from a single educational theory or approach. Its foundations can be traced back to ancient Greek thought, though its modern form emerged from the ideas of early 20th-century educational psychologists and teaching theorists. According to Richards et al. (2002:87), CL is an effective instructional method where students of varying ability levels work together in small groups. This approach enhances student learning by:

- a.) Increasing student participation during class activities,
- b.) Minimizing the emphasis on competition among students, and
- c.) Reducing the dominance of individual learners in the classroom



2.3 Techniques of Cooperative Learning

Anderson, et al. (1988:68) state that cooperative learning techniques provide teachers and learners with effective way to learn and attain content standards and develop the interpersonal skills needed for succeeding in a multicultural world. The following techniques are:

2.3.1 Think-pair-share

Bauman (1986:34) outlines a three-step process for this technique. First, individuals take a moment to reflect quietly on a given question. Next, they pair up with a partner to discuss their ideas. Finally, these pairs share their responses with other pairs, larger groups, or the whole class.

2.3.2 Three Step Interview

In this, group members conducted interviews with one another in pairs, initially with one person acting as the interviewer and the other as the interviewee, and then switching roles. Participants could use the interviews to share information they had acquired (Lund, 1990:44).

2.3.3 Round Table

Bauman (1986:34) defines round table technique as "the oral counterpart of roundtable, group members take turns stating answers or ideas, without recording them".

2.3.4 Numbers Heads Together

This technique involves a team of four. Each member is given numbers of 1-2-3-4. Teachers asked questions and call out a number e.g. (two) each two is asked to give the answer (ibid)

2.3.5 The Storytelling Technique

Boje (1991:45) defines storytelling technique as a "specific cooperative learning technique that each student's part is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential, and that is precisely what makes this strategy so effective". In this technique has come with new story. This technique increased the reading comprehension of experimental group from lower than control group to higher score. it indicated that storytelling technique can help students to develop reading comprehension skills. Areson (ibid) mentions that storytelling is an effective tool for developing the ability of students in early literacy and it helps them in reading comprehension skills.

2.3.5.1 The Advantages of Storytelling Technique

There are many advantages of this technique; the following points clarified these advantages:

1- Storytelling technique is not a loose, "everything goes" situation. It is the element of "required" interdependence among learners which makes this a unique learning method/technique, and it is this interdependence that encourages the learners to take an active part in their learning (Forest,.2000:34)

2- It gives learners an a chance to teach the other students, instead of presenting the material by the teacher, therefore, it fosters a depth of understanding. In other words, learners have a practice in self-teaching in addition to the practice in peer-teaching that require depth understanding of material of a deeper level.

3- By this technique, learners have a chance to contribute meaningfully to a discussion, something that is difficult to achieve in large-group discussion. Each learner develops an expertise and has something important to contribute.

4- The most important advantage of this technique is that it covers a large amount of material quickly to introduce learners to different perspectives on a topic in addition to create interest, and research strategy.

5- It enables every student to give an oral presentation within a small group, using minimal class time. As a result, it introduces an element of active learning without significantly reducing instructional time, especially when compared to having each student present individually to the entire class.

6- Presenting material by students to other group mates increases the students' own understanding of the material.(ibid)

2.3.5 Interactive Vocabulary technique

Interactive vocabulary refers to the collection of words an individual or entity is familiar with within a particular language. It involves the capacity to comprehend and utilize words effectively to interpret and communicate meaning. According to Davis (1993:12), a person's vocabulary can be defined as either the complete set of words they understand or the set of words they are most likely to use when forming new sentences. Interactive vocabulary comprises the words an

individual actively uses and recognizes in daily communication, both spoken and written. Successful learners acknowledge the value of continuously developing their vocabulary—whether by acquiring a new word each day or through various strategies aimed at deepening their word knowledge and usage (ibid).

2.2.3 Types of Vocabulary

In order of most ample to most limited, the following types of vocabulary can be identified:

2.2.3.1 Reading Vocabulary

It encompasses the words that students should be able to recognize and comprehend through reading. The greater student's knowledge, and the better ability to understand written texts. Therefore, there is a strong link between vocabulary knowledge and reading comprehension (ibid).

2.2.3.2 Listening Vocabulary

Listening vocabulary encompasses the words that can recognize and comprehend when encountered in spoken English. As advance learners in their literacy development, most adults expand their listening vocabulary, enabling them to understand a variety of words and short expressions they hear. This foundational stage is particularly relevant to EFL learners who have not yet achieved fluency in English, though it may also apply to others with limited exposure to spoken language. According to Wikkowson (1978:144), listening vocabulary plays a crucial role in fostering phonological awareness and serves as a basis for acquiring reading and writing skills.

2.2.3.3 Writing Vocabulary

Writing vocabulary consists of the words individuals use in different types of written communication. Many of these words are not frequently used in everyday speech. In general, writers tend to rely on a relatively limited vocabulary when expressing their ideas in writing (ibid).

2.2.3.4 Speaking Vocabulary

Speaking vocabulary includes all the words that a person uses in verbal communication. It typically represents a smaller portion of the words he or she can understand through listening, because spoken language is often spontaneous, words may sometimes be used incorrectly. However, these errors—whether minor or intentional—can be offset by a

solid understanding of word meanings and the overall context, such as a story, passage, textbook, or other reading materials. According to Wells (1986:45), students can acquire vocabulary in two main ways: directly and indirectly. Direct vocabulary learning occurs through explicit instruction, while indirect learning happens through activities like reading, writing, listening to others read, and engaging in conversations. Most vocabulary is learned indirectly, which highlights the importance of encouraging students to read regularly, listen to others, and actively participate in conversations, as these experiences naturally support effective vocabulary development.

2.3 Reading Comprehension as A Class Skill

The specialists in teaching English as FL give the word “reading” two different definitions. As for Bhayir (1989:5), the first one refers to mouthing words which is true at the early stages of language learning. The second definition which emphasized in to the reading comprehension

It is essential to emphasize that comprehension lies at the core of the reading process, as it represents the primary goal—grasping the author’s intended message. Comprehension involves understanding the content, which relies on the use of effective strategies to interpret meaning (Fry, 1975:10). While reading focuses on the form of language, comprehension is concerned with its content. The concept of reading comprehension is based on the understanding that reading is not solely a visual activity, but an interactive one. Contemporary perspectives highlight that meaning is not fully embedded in the text itself; instead, it emerges through the dynamic interaction between the reader and the text.

2.4 Levels of Reading Comprehension (RC)

Reading is a dynamic process which the reader actively creates meaning from the text. In order to achieve this, students must go beyond simply understanding the text at a literal level and apply their prior knowledge while reading (Davies, 1999:45).

a. Literal Level

This level is considered as the lowest and simplest of the extra-literate levels, and is therefore the first of its levels (ibid). It refers to the literal understanding of the intended meaning of the text, such as facts, vocabulary, dates, and locations. This focuses on clearly defined

organizational structures within a particular context (ibid). Questions of literal comprehension can be answered directly and explicitly from the text. Teachers often check on literal comprehension first to make sure that their students have understood the basic or surface meaning of the text.

b. Reorganization Level

It relies on reorganization based on the literary flow of the text; students must use pieces of information from different texts and integrate them more strongly in order to invest. The student must collect information from different parts of the text. Thornburg (2002: 201) pointed out the importance of the questions that set this type of active consideration, to know how to study the text.

C Inferential Level

This level of reading requires the reader to repeatedly recall the structure of the text and ideas using their own experiences. The student may initially have difficulty answering inferential questions, as the answers are based on information present in the text but not explicitly stated. The inferential level involves students integrating their literary understanding of the text with their knowledge of the arrow unit (ibid).

d. Predictive Level

The predictive level of students' comprehension of a text and their knowledge of the topic and related issues systematically includes what might happen next or after the story has ended. Sinclair (1991:23) distinguish two types of prediction: prediction during reading and prediction after reading. Predictive reading cannot be predicted after students have acquired a distinct knowledge that immediately predicts their read-through. For example, they might read the first two paragraphs of a text and then ask questions.

e. Evaluative Level

This level is also called the critical level of understanding, and requires sufficient background knowledge and experience.

f. Creative Level

The creative level requires readers to engage with the text and the subject with their own poetic voice. The answers come not from the text, but from the reader himself. This level requires readers to have the skill



of thinking across multiple dimensions to analyze and transcend previous areas (ibid).

2.5 The Significance of Vocabulary

Vocabulary is a crucial element in language learning, as it underpins the ability to communicate effectively in both spoken and written forms. A rich vocabulary enhances comprehension, supports the development of other language skills, and allows learners to express ideas with greater clarity and precision. Without adequate vocabulary knowledge, students may struggle to understand content or convey their thoughts, making vocabulary development a key aspect of language proficiency (ibid).

2.5.1 The Role of Interactive Vocabulary in RC

Interactive vocabulary plays a crucial role in reading comprehension, as understanding a text is nearly impossible without knowing the meanings of most of its words. The percentage of unfamiliar or complex words within a text is the strongest indicator of its overall difficulty, while a reader's breadth of vocabulary is the most reliable predictor of their ability to comprehend what they read (Lyda et al., 2014:56).

As to Nagy et al. (1985: 233), "Executive comprehension cannot be understood without a description of the vocabulary development cycle that explicitly describes what is read. Functional comprehension requires a thoughtful interaction between the reader and the text." Although it is true that comprehension is far more than recognizing words and remembering their meanings, it is also true that if a reader does not know the meanings of a sufficient proportion of the words in the text, comprehension is impossible. There is a clear and strong link between reading comprehension (RC) and interactive vocabulary, although the exact nature of their causal relationship remains under ongoing investigation. For vocabulary instruction to be truly effective, it must offer not only accurate definitions but also examples of how words are used in natural, contextually appropriate ways. According to Lyda et al. (2014:47), three key elements are essential for vocabulary teaching that enhances RC: integration, repetition, and meaningful usage. Many academic texts contain a high number of technical terms and often lack conceptual clarity. In such cases, definitions alone are insufficient for conveying new ideas. Intensive vocabulary instruction becomes



especially valuable when learners are dealing with challenging or unfamiliar concepts. Among all components of this approach, integration—linking new vocabulary with known concepts and experiences while clarifying the connections between ideas—should be a central objective. This rationale forms the basis for the present study's aim to explore the nature of this relationship.

2.6 Teaching Reading Comprehension through Storytelling and Interactive Vocabulary Techniques

Traditionally, the primary goal of learning to read in a foreign language has been to gain access to its written literature. In language education, reading materials were often selected from literary works that reflected more refined or “high” cultural expressions (Chank, 1995:356). However, the communicative approach to language teaching has reshaped how reading is viewed in the classroom, along with the types of texts deemed suitable for instruction. When the objective is to develop communicative competence, everyday texts—such as train schedules, newspaper articles, and travel-related materials—become valuable instructional resources. Reading such materials contributes directly to building communicative ability. As a result, reading instruction and practice are now recognized as essential components of language teaching across all proficiency levels (ibid).

However, to engaging students in reading, it is important for teachers to adequately prepare them for the text. This may involve providing background information, introducing the topic, or initiating a discussion to explore what students already know about the subject. For particularly challenging texts, offering simplified summary or key hints can support comprehension. Presenting an easy-to-understand version of the passage beforehand can activate students' prior knowledge and help them form expectations about the content. To encourage active participation in class, background information can be delivered through various formats such as lectures, films, slideshows, demonstrations, classroom discussions, prediction exercises, and other interactive activities. These approaches build the necessary background knowledge that enhances students' understanding of the reading material.



Furthermore, vocabulary should be introduced before the reading begins. However, instead of simply presenting word lists with definitions, it is more effective to explore vocabulary through meaningful associations—such as synonyms, antonyms, characteristics, and real-life experiences—allowing students to grasp the words in a more contextualized and memorable way.

Reading comprehension could be understood through storytelling and interactive vocabulary techniques. Storytelling creates a memorable context for students to learn new vocabulary, while interactive vocabulary helps them learn and remember words. Following these dynamics not only improves and contributes to participants' skills, but also enables them to read. In teaching and learning reading comprehension, words become bridges to knowledge; the art of storytelling represents a beacon that illuminates the path to improved reading comprehension. Incorporating a wide range of storytelling experiences not only transforms the learning experience, but also cultivates an entertaining and emotionally diverse reading experience. In this exploration, we target the profound effects of storytelling on reading comprehension and shed light on the instruments teachers use. The researcher puts three main conclusions about storytelling and interactive vocabulary in reading comprehension performance:

- a. There is a strong positive correlation between storytelling, interactive vocabulary and comprehension
- b. There is an equivocal relationship between teaching vocabulary and improving comprehension,
- c. storytelling techniques is most useful in developing students 'ability in reading comprehension

Section Three: Methodology and Procedures

This section outlines the steps taken by the researcher to test and validate the study's hypotheses.

- 1-Selecting the sample of the study.
- 2-Constructing a test as a tool of the study.
- 3-Ensuring validity and reliability of the tools.
- 4-Analyzing the collected data statistically.

3.1 Sample

A sample is defined as a subset of a population that is selected based on statistical principles to represent the entire group (Kothari, 2004:39). In line with this definition, 35 students from Al-Mustansiriyah University were randomly selected to participate in the pilot test, while 80 students from the same university were chosen for the main study which divided into two groups (experimental and control groups) .

Table 3.1 Samples of the Study

N		Pilot Sample	Main Sample	Total
Polite sample		35	-	35
Experimental group			40	40
Control group			40	40

3.3 The Test

The selection of research tools is guided by the nature, objectives, and scope of the study in order to gather the necessary data. According to Bachman (1990:20), a test is a measurement instrument designed to elicit specific behaviors or assess certain characteristics of an individual or group. In foreign language research, testing serves as a fundamental method for evaluating learners' performance. For the purposes of this study, an achievement test was employed.

The researcher developed a written test as the primary instrument for data collection and to fulfill the study's objectives. A crucial aspect of test construction is the careful selection of test items, which must align with the study's goals and be appropriate for the target group. Both a pre-test and a post-test were administered, each consisting of four questions. The first question involved an unseen reading passage followed by comprehension questions. Second question required students to identify synonyms for a set of given words. The third question was based on passages taken from the students' textbook. Lastly, the fourth question

asked students to write a summary of one of the passages they had studied.

3.2 Test Validity

Validity is an important issue in any effective test design and it is one of the qualities to consider when constructing the instruments of the research.. Mehrens, et al. (1991:244) state that validity is "the extent to which a test measures accurately what it is claimed or intended to measure". The researcher employed both face and content validity as the most appropriate forms of test validity for this study.

Davies et al. (1999:253) define face validity as the extent to which a test accurately reflects the abilities and knowledge it aims to evaluate. To ensure these two types of validity, the researcher submitted the test to a panel of experts specializing in EFL and linguistics. The panel was asked to review the test and provide feedback, including comments, observations, and suggestions concerning the appropriateness and relevance of the test items in relation to the study's objectives. The test content was thoroughly discussed with the experts, and the researcher carefully considered their input when finalizing the test. Based on the evaluation, the experts reached a 94% consensus on the appropriateness and validity of the test items.

3.3.3 Pilot Test Implementation

It is widely advised to carry out a preliminary trial of any research tool before its official application in the main study. A pilot study functions is a small-scale assessment of the planned materials, procedures, and methods (Mackey & Gass, 2005:43). The primary objectives of conducting a pilot study include:

1. Evaluating the effectiveness, appropriateness, and practicality of the test items, allowing for necessary adjustments and improvements prior to final use.
2. Determining the average time needed for participants to complete the test.
3. Reviewing the test content to improve the logical flow and clarity of the presented information.
4. Assess the test's difficulty level and its ability to distinguish between varying levels of student performance, based on the results obtained.



5. Evaluate the reliability of the test to ensure consistency and accuracy in measuring what it intends to assess (Mousavi, 2012: 562–563).

The pilot test was conducted by the researcher on Wednesday, March 26, 2023, with a randomly selected group of students from the Department of English at the College of Basic Education, University of Al-Mustansiriya. Prior to the test, the researcher provided a brief explanation of the test's purpose and addressed any questions raised by the participants. The results revealed that some items were unclear or challenging for the students, leading to the revision of certain questions, including the replacement of one item and modifications to others. Additionally, it was observed that the time needed to complete the test ranged from 40 to 50 minutes. Based on these findings, the duration set for the final test was established at 45 minutes.

3.4 Reliability

An instrument is considered reliable when it produces the same results on two different occasions, assuming that there has been no change in the condition of the subjects being assessed (Scott & Morrison, 2006:208). According to Brown (1996:185), a test is regarded as dependable and consistent if it yields similar outcomes when administered to the same individual under identical conditions at two separate times.

3. 5 the Final Test Administration

Following the confirmation of the test's validity and reliability, the finalized version was administered on Monday, May 8, 2023, at 11:30 AM to a total of 80 second-year students from the Department of English at the College of Basic Education, University of Al-Mustansiriya. To ensure clarity regarding the test's objectives and expectations, the researcher provided a brief explanation and addressed any questions posed by the participants. He also emphasized the importance of taking the test seriously. For efficiency, students were instructed to write their answers directly on the test paper. The allotted time for completing the test was 45 minutes.

Section Four: Results, Conclusions, Recommendations and Suggestions for Further Researches

4.1 Analysis of the Results

The researcher used the statistical tool (SPSS) to analysis the obtained results. The results of the current study have been analyzed to fulfill the aims of the study and verify its hypotheses.

1. To verify the results of the first hypothesis which states that there is no statistically significant difference between the achievement of the experimental group who is taught RC through storytelling technique and that of control group who is taught RC by using traditional method. To calculate the achievement the experimental and control groups. (t- Test) was computed in accordance with the aims of the study. T- Test is used to test if there is any statistically significant difference between the mean scores of the two groups.

Table (4.1)

Group	N	Mean	SD	Computed t- Value	Tabled t-Value	D.F	Level of Significance
Experime ntal	40	12.8929	2.83920	5.554	3.291	80	0.005
Control	40	9.8929	2.87736				

Table (4.1) reveals that the calculated t-value is (5.554), which exceeds the critical t-value of (3.291). This result indicates a statistically significant difference between the two groups, favoring the experimental group, with degrees of freedom (df) equal to 80 and a significance level of ($P < 0.005$). As a result, the null hypothesis—stating that "there is no significant difference between the performance of the experimental group taught reading comprehension through storytelling and the control group taught using traditional methods"—is rejected. The alternative hypothesis is accepted, confirming that a significant difference exists in reading comprehension achievement between the two groups.

To evaluate the second hypothesis, which posits that "there is no statistically significant difference in the achievement of students in the experimental group taught reading comprehension using interactive vocabulary techniques and those taught through traditional methods," the following analysis was conducted.

Table (4.2)

Group	N	Mean	SD	Computed t- Value	Tabled t-Value	D.F	Level of Significance
Experim ental	40	13.7143	2.76152	8.623	3.391	110	0.001
Control	40	9.2321	3.35202				

Table (4.2) reveals that the computed t- value is (8.623) whereas the tabled t- value is (3.391), which is lower than the computed one. This indicates that there is a statistically significant difference in the achievement of the two groups in favour of the experimental group with a df of (80) and ($P < 0.005$). Therefore, the null hypothesis is refused and the alternative hypothesis should read that there is a statistically significant difference in the achievement of RC in favour of the experimental group.

4.2 Interpretation of the Results

The statistical analysis of the results indicates that the achievement of the experimental group is better than the achievement of the control group. Table (4.1) indicates that the mean value of the experimental group is (12.8929), which is higher than the mean value of the control group in the post- test. This means that storytelling technique has a significant effect on the experimental group, which scored higher in post- test. The result also revealed that the use of storytelling will develop the student's ability in RC. The use of storytelling technique can be useful in learning and remembering the words better than the traditional method. The results of RC achievement analysis scores gains of the experimental and control groups indicate that the students in experimental group performed better than the students in the control group.

Table (4.2) shows that the mean value of the experimental group is (13.7143), which is higher than the mean value of the control group in post- test. This means that the use of interactive vocabulary had a significant effect on the experimental group, which is scored higher in RC post- test.

4.3 Conclusions

The following points are concluded from the results of this study:

1. Storytelling and interactive vocabulary had a significant effect on the experimental group, who scored higher on the post – test than the control group.
2. Exposure to words in meaningful contexts is preferable to words in isolation.
3. When students interact with one another, they tend to develop a clearer understanding of how to approach learning new vocabulary, and this interaction often boosts their confidence in their ability to successfully acquire and use new words.
4. Paying more attention to interactive vocabulary.
5. Learning vocabulary through using interactive activities should be taken into consideration in teaching vocabulary and RC.
6. Storytelling and interactive vocabulary described in the current study would be appropriate for promoting RC learning.

4.4 Recommendations

The following recommendations are presented according to the results analysis:

1. Students should dedicate more time to actively building their vocabulary rather than treating it as a secondary task, as effective vocabulary acquisition requires repeated exposure and usage.
2. Teachers ought to guide students in recognizing the complexity of vocabulary learning and equip them with effective strategies and tools to support this process.
3. Instead of relying solely on basic activities like fill-in-the-blank or matching exercises, teachers should encourage students to engage more deeply with vocabulary, helping them to develop structured and efficient vocabulary learning methods.
4. Educators should be motivated to incorporate storytelling techniques into reading comprehension instruction within the classroom.
5. More emphasis should be given to learn interactive vocabulary because vocabulary development is essential for the students to learn EFL.



4.5 Suggestions for Further Studies

1. The same procedures can be conducted in the other skills.
2. Another study can be used to investigate the effect of other kind's techniques such as, crossword. puzzles, games, and ... etc. on developing RC and vocabulary acquisition.

References

- Allen, V. F. (1983). **Techniques in Teaching Vocabulary**. Oxford: Oxford University Press.
- Anderson, A., and T. Lynch. (1988). **Cooperative learning** . Oxford: Oxford University Press.
- Bachman, L. F. (1990) **Fundamental Considerations in Language Testing**. Oxford: OUP.
- Bauman, R.(1986) **Story, performance and Event: Contextual studies of oral Narrative**. Cambridge: Cambridge University press.
- Boje, D. (1991). **The storytelling organization: A study of storytelling performance in an office supply firm**. Administrative science Quarterly
- Brown, H. Douglas (2004) **Language Assessment Principles and Classroom Practice**. New York: Pearson Education Inc.
- Bruner, J.(2002). **Actual Minds, possible worlds**. Cambridge, M.A: Harvard University press.
- Chank.(1995). **Tell me a story: Narrative and intelligence**. I ll inois: North western university press.
- Chastain, Kennth (1988) **Developing Second Language Skills: Theory and Practice**. 3rd edition. SenDiego. CA: Harcouty Brace Journal.
- Cooter, Robert B., Jr. (1991). **Storytelling in the language Arts classroom**. Reading Research and Instruction.
- Davies, (1999). **Problems of language learning**. Heinemann.
- Davis, D.(1993). **Telling your own stories**. little Rock, AR: August House publishers, Inc.
- Durkin, D. (1978) **Teaching Them to Read**. London: Allyn and Bacon, Inc.
- Durkin, D., (1993). **Teaching Them to Read**. (6th ed.). Boston, MA: Allyn and Bacon
- Forest, H.(2000). **Storytelling in the Classroom**. an article in the internet. [http://www.storyarts.org/classroom/index, htm](http://www.storyarts.org/classroom/index.htm) 1.



P- ISSN: 3007-3650 E- ISSN: 2706-8536

Journal of the College of Basic Education

مجلة كلية التربية الاساسية
كلية التربية الاساسية – الجامعة المستنصرية
Vol.32 (No.138) 2026, pp.1241-1263

Fry, Edward (1965) **Teaching Faster Reading: A Manual**. Cambridge : Cambridge University Press.

Grellet, F. (1981). **Developing Reading Skills. A practical guide to reading comprehension exercises**. Cambridge: Cambridge University Press

Johnson, D.D. and Pearson, (1989). **Teaching Reading Vocabulary**. (2nd ed.) New York: Holt, Rinehart and Winston.

Kirby, M. C. (2003) **The Effects of Weekly, Sustained Silent Reading Time on Recreational Reading Habits and Attitudes in a Ninth Grade English Class**. Master's Thesis Research, School of Business, Education, and Leadership, Dominican University of California. ERIC.

Lund, R. J.(1990). “A Taxonomy for Teaching Second Language Listening”. **Foreign Language Annals**, 23: 105-115.

Lyda, A. and Szczesniak, K. (2014) **Awareness in Action: The Role of Consciousness in Language Acquisition**. Switzerland: Spring International Publishing.

Mackey, Alison and Gass, Susan M. (2005) **Second Language Research: Methodology and Design**. New Jersey: Lawrence Erlbaum Associates, Inc.

McBurney, Donald H. and White, Theresa L. (2009) **Research Methods**. 8th ed. Wadsworth: Cengage Learning, Inc.

Mehrens, W. A. and Lehmann, I. J. (1991) **Measurement and Evaluation in Education**, 4th ed. New York: Holt, Rinehart and Winston, Inc.

Mousavi, Seyyed Abbas (2012) **Dictionary of Language Testing**, 5th ed. Tehran: Rahnama Press.

Nicholas, Lukong N.(1988) **Teaching Listening Comprehension** English Teaching Forum.

Richards . J and T.S. Rodgers. (2001). **Approaches and Methods in Language Teaching**. Cambridge: Cambridge University Press.

Richards, Jack C. and Schmidt, Richard (2002). **Dictionary of language teaching and applied linguistics**. Third Edition. Typeset by Fakenham Ltd. Fakenham, New Folk.



P- ISSN: 3007-3650 E- ISSN: 2706-8536

Journal of the College of Basic Education

مجلة كلية التربية الاساسية
كلية التربية الاساسية – الجامعة المستنصرية
Vol.32 (No.138) 2026, pp.1241-1263

Rivers, Wilga (1983) **A Practical Guide to Teaching of English as a Second and Foreign Language**. New York: Oxford University Press, Inc.

Rivers, Wilga M_ (1983 b) **Communicating Naturally in a Second Language: Theory and Practice in Language Teaching**. Cambridge: Cambridge University Press.

Savignon, S. (1972). **Communicative competence**: An experiment in Foreign language teaching. Centre for curriculum development.

Scott, David and Morrison, Marlene (2006) **Key Ideas in Educational Research**. London: Continuum International Publishing Group.

Scrivener, Jim (2011) **Learning Teaching: The Essential Guide to English Language Teaching**, 3rd ed. Oxford: Macmillan Publishers Limited.

Sinclair, John (1991) **Corpus, Concordance, Collocation**. Oxford: Oxford University Press.

Smith, Frank (1978) **Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read**. New York: Holt, Rinehart and Winston.

Thornbury, Scott (2002) **How to Teach Vocabulary**, Malaysia: Pearson Education Limited.

Wells, G.(1986). **The Meaning Makers: Children Learning Language and Using Language to Learn**. Portsmouth, NH. Heinemann.

Widdowson, H. (1978). **Teaching languages as communication**. Oxford: Oxford University press.



أثر استخدام أساليب سرد القصص والمفردات التفاعلية على أداء طلاب اللغة الإنجليزية
كلغة أجنبية العراقيين في فهم المقروء

ا.م. بلال علي برهان

كلية التربية الأساسية - جامعة المستنصرية

blalbrhan73@gmail.com

مستخلص البحث:

يُعد مهارة الاستيعاب القرائي من مهارات التواصل أساسية. فهو يُمكن جميع الطلاب من مواصلة دراساتهم واهتماماتهم في جميع مجالات المعرفة. وهو ضروري جدًا لطلاب الذين يدرسون اللغة الإنجليزية كلغة أجنبية لأنه يجعلهم على اتصال بلغة حية ويساعدهم على التفكير والتعبير عن أنفسهم تحدثًا وكتابةً. تهدف هذه الدراسة إلى دراسة تأثير استخدام سرد القصص وتقنيات المفردات التفاعلية على ر متعلمي اللغة الإنجليزية كلغة أجنبية العراقيين في فهم الاستيعاب القرائي. بدأت هذه الدراسة في 8 مارس 2023 واستمرت في 23 مايو 2023؛ وتتكون هذه الدراسة من 80 طالبًا. (40) طالبًا للمجموعة التجريبية و(40) طالبًا للمجموعة الضابطة. بعد تحليل نتائج الدراسة، وجد أن سرد القصص وتقنيات المفردات التفاعلية مهمة للطلاب لتحسين فهم للقراءة. وقد طرح الباحث عد من التوصيات والاقتراحات لمزيد من الأبحاث.

الكلمات المفتاحية: سرد القصص، المفردات التفاعلية، فهم المقروء