

## The Role of Selected Folk Tales on Iraqi Fourth Primary Pupils' Vocabulary Development from EFL Teachers' Perspectives

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### Abstract:

The aim of the study is The Role of Selected Folk Tales on Iraqi Fourth Primary Pupils' Vocabulary Development from EFL Teachers' Perspectives. The study involved Choose a descriptive sample was selected a random sample from a group of teachers in Babylon the researcher selected 60 schools in Babil Province in the 2020/ 2021 academic year. For the purpose of the interventions activities were designated to develop vocabulary from folk tales. The task preparation was rooted in a language based approach and socio-cultural language learning theory. Thus the aim of this study was to explore Valuable use of folklore education in developing vocabulary. The students' vocabulary performance was examined by explaining anecdotes. To obtain teachers' opinion on the role of stories in teaching and developing vocabulary, questionnaires were conducted on the teachers in the descriptive group. For a similar purpose, I conducted semi-structured interviews with randomly selected teachers in Babel Governorate. The data collected was analyzed through the vocabulary tests using SPSS software. The main results of the study showed that folk tales and short stories play an important role in developing vocabulary among fourth grade students. This paper aims to establish whether or not the use of Folktale texts can improve vocabulary development for fourth-graders. It also assumes pedagogical suggestions or study implications for developing vocabulary. The researcher focuses her research on English vocabulary items especially nouns, verbs, and adjectives in the selected folktale texts. To support this, simple and easy stories are chosen to be presented to the students. From the third items above the researcher wants to test about the vocabulary mastery from pronouncing, spelling and meaning.

**Keywords:** Folk Tales , Primary Pupils , Vocabulary, Perspectives

### 1. Introduction

Vocabulary has occupied a special place within applied linguistics during the past years. Following decades of neglect by scholars of linguistics and education, recent years have seen an enormous expansion in a second language vocabulary, as well as the arrival of a number of influential research books on vocabulary aimed at language teachers (Carter ,1987:56) and (McCarthy ,1990:121)(Schmitt and McCarthy 1997:43), Nation, 2001:32).

The coining of new words never stops. Nor does the acquisition of words. Even in first language, they are continually learning new words, and learning new meanings for old words (Thornbury, 2007: 1). Vocabulary is a fundamental support in lives, which are clearly reflective of humanity, and so the human being is always thinking about the importance of vocabulary and strength, and its impact on others. It is the main tool through which reflect thoughts, feelings, and is the first tool to be understood. Language Vocabulary helps the user understand the other when reading, listening and to be understood by others when speaking or writing. Thus to broaden their understanding of others, and thus push them to closer their relationships with them urge others to strengthen their relationships with them (Stahl et al,2006:3) .(Ringbom ,1983:76) states that The problem is that there is a large number of vocabulary of the Arabic language as large and different elements within different language contexts, but there is more of a 'system' for inventing new words (Ringbom. 1983: 144 )The folk tale of all kinds is a form of oral expression and one of the most important sources of world heritage, because it contains social and historical data, educational and psychological, and the moral and educational values it carries, which people have used since ancient times to

educate society and alleviate its pain related to social and psychological pressures. Caring for it today is one of the most important concerns of learners of the world folklore, in order to ensure that it is not lost or marginalized, and work to reproduce it for its importance and the importance of the various roles it plays; It is -to mention but not limited to -the educational role and the tools and means it carries in developing the child's imagination, the educational and moral role as well as the linguistic one. More importantly, its role in documenting popular customs and practices that history books and sociology did not document, as it is an important document for knowing the characteristics of peoples. (Ringbom. 1983: 146 )

The interest in the study of folklore is, in general, the interest in the study of the peoples recorded in the unwritten and oral history, and the folk tale is one of the most important of these oral narratives that revealed to us the intellectual foundations of the folk person. That is why it is not so far -indeed, it is an important part of anthropology. The main purpose of its study remains to contribute to documenting the oral history of the groups. (ibid: 147)(Ringbom. 1983: 144 )

### **1.1 The problem of the study**

This problem of the current study stems from the low performance level of students in English vocabulary as their English exams results and as other teachers English affirm. The researcher looked deeply for an effective strategy to facilitate these difficulties .Thus, the students low performance level in vocabulary requires serious research for alternative and effective strategies that increase students' performance.

In the face of the corresponding new life situations Therefore, the current research problem is concentrated in the following question: Trends and what is impact Folk tales in developing oral expression skills in children? As you confirmed modern cognitive theories in the teaching process, which mainly depend on the learner using all his senses as tools for learning related to what is around him. It influences its transmission to the mind that analyzes, interprets, and adds it in the form of knowledge, skills, and experiences that it absorbs and realizes for its use.

### **1.2 The aim**

This study aims at how to use folk tales to develop fourth grade students' vocabulary.

### **1.3 Question of the study**

Is there an effect of using folk tales on developing the vocabulary of fourth grade students?

### **1.4 Significance of the Study**

In the theoretical realm, this study is expected to investigate the impact of the use of folk tales Vocabulary development for fourth graders.

### **1.5 Limitations of studying**

**1-Limited location:** The study covers primary schools for boys and girls in Babylon.

**2-Time restriction:** The study takes place in the second semester of the academic year 2020/2021

**3-Human enrollment:** The study sample consisted of (240) teachers from Babil Governorate schools.

**4-Limitations of the topic:** The study examines the effect of using folk tales on development Vocabulary development for fourth grade students in elementary school in Babil Province.

## 2. Literature Review

### 2.1 Folk Tales

According to (Hornby, 1995:456)The word folk tale came from the word folk and fable. The word "people" means common people. Usually this word is used in terms of culture and art. The word story (noun) is defined as a story, and it is often easy to understand or read, or real events, which are conveyed and narrated in the way of the story. It is also meant as a rumor, or a piece of gossip, (Hornby, 1995: 1219) so a fairy tale can be considered an easy-to-understand story that originated from the common people. According to (Taylor ,2000: 4), the word Folktale (noun) is defined based on Grolier Webster's International Dictionary of the English Language (1972) as a myth or a tradition that originated among specific people, and is sometimes transmitted in written form. It is also known by the name of the folk story. Whereas according to the fifth edition of the Oxford Advanced Learner Dictionary (Hornby, 1995: 456), the word "fairy tale" (noun) is a story that is passed down from one generation to the next. In short, it is defined as a traditional story or tale that is transmitted orally, or narrated from one person to another over many generations.

### 2.2 Vocabulary

The term vocabulary has various analogous definitions. (Hubbard 1983:13) defines it as a potent transporter of meaning. Furthermore, Nation (2001:189) defines vocabulary as the ability to fully understand, comprehend, and recognize the word when it is encountered in a particular context rather than just guessing its meaning. Lastly, Diamond and Gutlohn (2006:73) defines it as the list of words in a language that the language has spoken is familiar with and is fully capable of understanding their meaning and use.

Vocabulary and lexical comprehension take an important place in language learning and communication. Without sufficient vocabulary learning, Learners cannot use proper syntax (Kareem, et al., 2019; Rahooomi, et al., 2019 , Alakrash et.al.2021).

According to Folse and Bologna (2003:112), without syntax, the meaning is not fulfilled; but without words, the meaning and communication are impossible. It is necessary to stress that words are required for each language skill and component. It may be considered as the essence of among the four basic skills are writing; listening, speaking and reading. As Chastain (1988:17) clarifies that the reduction of required words is the most popular reason for learners' failure in discussing and expressing themselves. To spot the significance of vocabulary in developing other skills in testing, Heaton (1990) shows that tests of vocabulary can lead the learners to good reading.

It is obvious, unless the language learner has a sufficient quantity of vocabulary learning, she/he can neither express her/himself as intended nor comprehended the speaker. Without

enough word learning, the language learner cannot communicate (Hammad, et al.,2018; Hussein, et al., 2010; Ibrahim, et al., 2021) .

### 2.3 Teaching Vocabulary using folktales

According to Hazenberg, S., & Hulstijn J. H. (1996)Literature is an important and valuable part of its clear role that it works on

Developing and developing language teaching skills to eradicate illiteracy and children through listening to stories in the classroom is a social experience. Through it, stories can be told to children and receive responses from sadness, excitement and laughter, and anticipate their movements, which can encourage the child's emotional and social development (Ali, et al., 2019;Hadi,et al.,2020).

In addition, there is always some type of interaction between the reader and his listeners, for example. Listening children to stories and tales is a natural way to acquire language, learn and develop their vocabulary, because through it the child learns to infer what will happen next, to deduce the meaning of words from context or visual means.

It helps to build children's confidence and to develop characteristics to enable them to integrate and coexist in society through cooperation and participation in which they live. They can achieve this by listening to stories. For example, children learn from other experiences and can compare those experiences with their own (Mezaal, et al., 2021 & Razzaq, et al., 2021).

Children enjoy listening to folk tales to stories over and over. It is permitted to obtain certain elements of a language and overtly reinforce some of them for others. Little by little they become logical from listening. Repetition also encourages participation in narration of stories, providing a kind of practice of style the stories in a meaningful context (Agab, et al.,2020; Dehham, et al., 2021).

What is meant by storytelling is an example of input - the input of language through reading and listening to the child to develop and activate his own learning mechanisms. Moreover, the process of making inputs understandable is an active constructive process (Genesee 1994: 53; Adwan,et al., 2020; Dehham, et al., 2020).

An important condition for language acquisition is that the student understands the input language that contains a structure beyond his / her current proficiency level. So that they can understand most (Abd, et al.,2020) .But there is still a challenge to make progress (Brown 1987: 188). The input should not be so easy to make the learner bored because there is nothing new for him or her. The stories introduce some new vocabulary and sentence structures through which children learn and acquire general semantic properties of words (Galeote 2002: 167).

## 3-Methodology

### 3.1 Study Design

Design is required to complete and facilitate the study, thus presenting research as an important and efficient part of its potential by producing maximum results with minimal effort (Kothari, 2004: 15). For this study, the role of folk tales and their effect on vocabulary development is applied. It includes both the qualitative and quantitative data collection and interpretation for this study. Selection is subject to the study feature itself, which relies directly on data collected from teacher questionnaires to identify major barriers or problems preventing vocabulary development inside and outside the formal classroom. Liker scale structured questionnaires were performed for each teacher to lead the study to achieve the objectives of the current study. Hence, several hypotheses have been presented to predict the

reasons for choosing folk tales in developing vocabulary. In addition to the data collected from the questionnaires, the researcher included his own experience in teaching language skills to learners of English as a foreign language in Iraq in a timely manner. (Kothari, 2004:25; Abbas, et al., 2018 ;Tayyeh, et al., 2021)

### 3.2 Participants of the study

A total of 240 primary school teachers in Babil, Iraq, were selected to identify problems in vocabulary development skills. All participants were drawn from the same county that has a similar level of English language. They are all registered for the first semester of the 2021 academic year. In addition, 240 teachers of English as a foreign language from the same province who provided a comprehensive view of the experience of teaching English as a foreign language on the state of the learners' vocabulary were selected. Moreover, 10 trainers of English as a foreign language were randomly selected for the interview to obtain data More aware and insightful with regard to vocabulary learning and the impact of folk tales and their teaching at the elementary level in Iraq.

### 3.3 Data Analysis

For statistical measures, SPSS was used to analyze the data gathered from questionnaires and interviews. As chi-square is a most frequently used statistical test to associate the expected and observed data, chi-square tests have been employed here to check the manifold hypotheses suggested by the questionnaire to the null hypothesis ( as of having no significant differences). The chi-square will also present the likelihood ratio, the extent of freedom and the p (probability) in addition to Chi-squared (q) values of the data. Moreover, cross-tabulation has been complied and comprises of the frequencies ratios registered, to sort out the p and q values. Following section will present the description of collected data.

## 4. Results

The results tables below have been compiled to analyze data collected from EFL learners. Results of Table 1 and 2 chi-squared due to their 'high significance' are presented in this model. The transmission of meaning and the lack of vocabulary are highlighted in spoken skills. In addition, the vocabulary cross-table, Table 4, was analyzed, which includes the effect of folk tales on the development of children's aspects.

Table 2: The significance of The folk tale

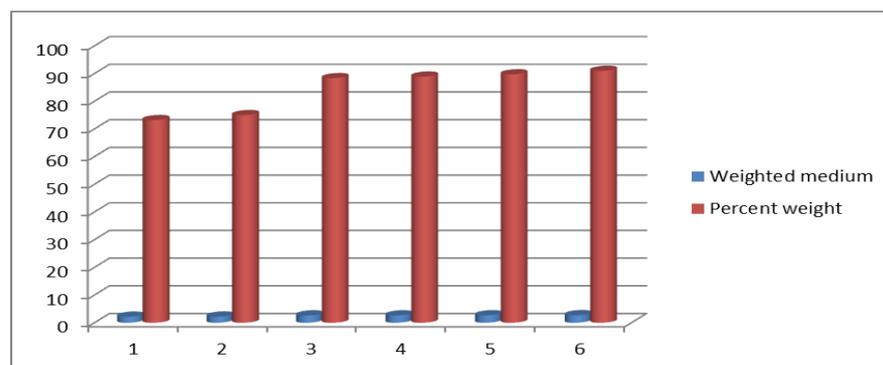


Table 3: How to tell The folk tale to the child

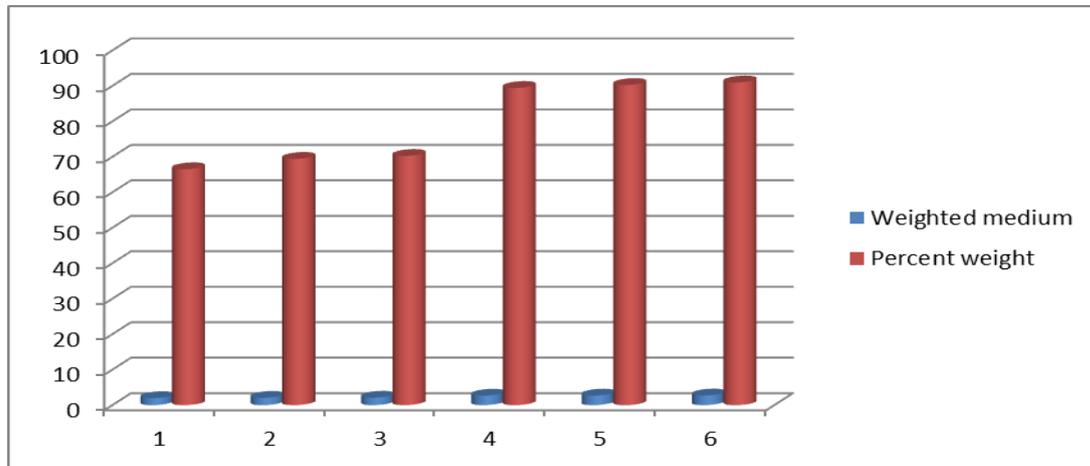


Table 4: The impact of The folk tale on the development of different aspects of the child

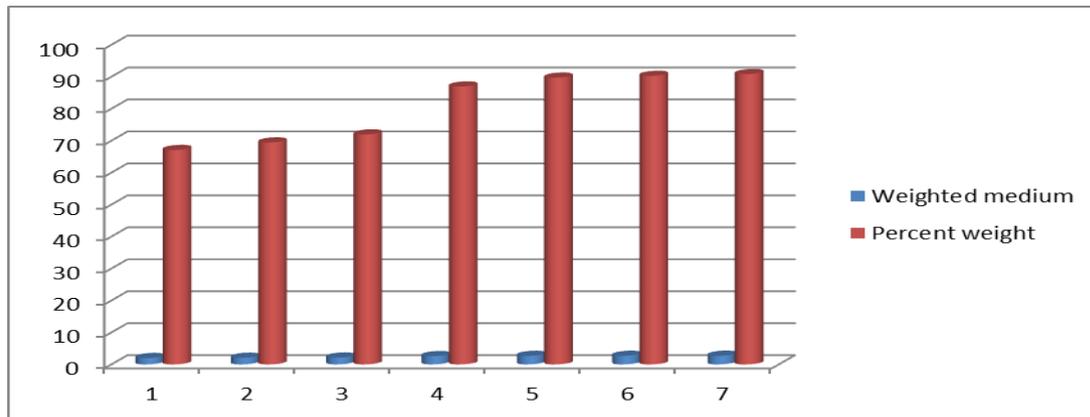
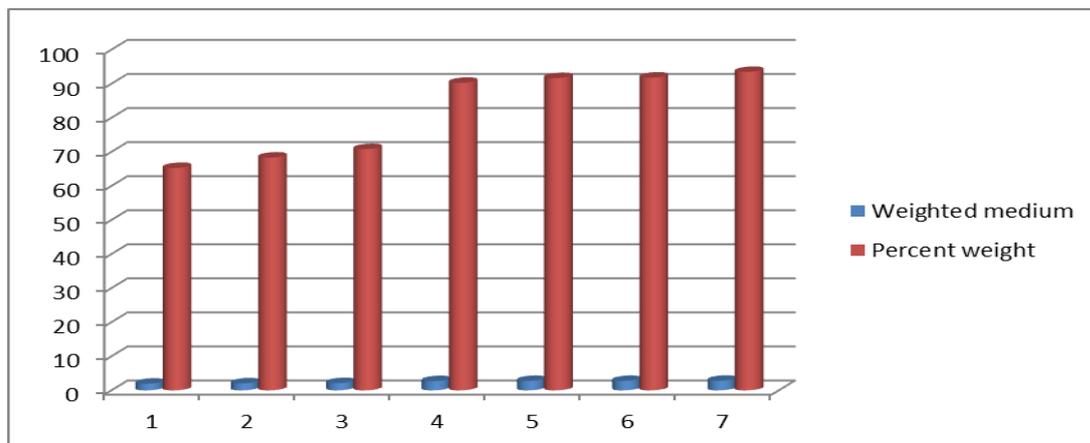


Table 5: The effect of the story on increasing the linguistic fluency of children



### 5. Discussion

The importance of vocabulary in foreign language learning has been determined by many teachers and researchers of English as a foreign language. The main thing for most learners of

English as a foreign language is to develop vocabulary and competence in learning a foreign language. Language teaching and development and the assimilation of vocabulary knowledge is not only essential, but a central area of foreign language development. According to the Nation (1990:78) he explains the importance of the vocabulary as “The vocabulary is not a means or an end in itself. The rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform. Therefore, by mastering vocabulary learning and developing in children, it is possible to fully focus on other advanced levels and the features of developing a foreign language more efficiently. The present study aims at the role of folk tales in vocabulary development from the viewpoint of teachers of English as a foreign language. Regarding the result of the data collected, it was determined that most learners of English as a foreign language indicated that the folk tale leads to an increase in the learner's vocabulary, in the line of analyzing the above-mentioned data and discussion, and the role of the folk tale in developing vocabulary in particular achieves great interest for language learners and teachers. English as a foreign language. It is possible from the results that a lack of knowledge of vocabulary and problems in pronouncing or communicating what EFL learners have already learned or in their minds are the main reason referred to, which is the lack of connection of vocabulary with pictures.

## 6. Conclusion

In light of the available literature, the desire to find employment in the development and breadth of the English language. The current investigation came with several suggestions to improve the ability to develop vocabulary through folk tales of EFL learners in Iraq. In the beginning, it is necessary to integrate the learning of folk tales and their impact on vocabulary into the current curricula taught in EFL institutions in Iraq. The impact of different strategies will lead learners to find and retain meaning for themselves through story and images. In addition, there is also a need to test the impact of folk tales on vocabulary development and their effectiveness in the classroom for teaching English as a foreign language to develop vocabulary learning for language skills. (Schmitt et al., 2001) In conclusion, education based on folk tales can be used to improve and develop students' vocabulary and motivate students to learn vocabulary. Folk tales can be used to teach, inspire and engage students in various vocabulary teaching and memorization activities in addition to enriching students' local cultural awareness. This research is expected to contribute to broadening the horizons of English language teachers in developing more effective educational activities in order to advance students' learning and give ideas to teachers to be more creative in teaching vocabulary.

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