

Using ChatGPT to Enrich Children Literature and Enhance their Vocabulary Repertoire

Salama Saif Hamed Al-Siyabi

PhD student in the Department of Curricula and Teaching Methods, College of Education, Sohar University, Sultanate of Oman

Email: salaalsiyabi@gmail.com

Abstract

This study aimed at investigating the impact of ChatGPT-generated and illustrated stories on enriching children literature in terms of generating fictional short stories tailored precisely to young Omani learners. Also, it aimed at exploring the impact of these stories on enhancing five graders' Omani students' vocabulary repertoire. It employed a one group pre-test post-test quasi-experimental design; the pre-test and post-test were the same with 25 vocabulary items. A 2-weeks summer course classroom consisting of twelve students received the treatment. Their age was between 9 and 10 years. It was found that those stories have played a remarkable role in providing learners with interesting, rich literature in terms of joy and imagination as well as they have enhanced their vocabulary repertoire. The post-test vocabulary mean score ($M=10.83$, $SD=3.21$) was significantly higher than that of the pre-test ($M=3.85$, $SD=2.53$). It was clear that five-graders learnt a good number of words related to their daily life which has contributed to making the learning process meaningful and fruitful. Regarding learners' attitudes towards those stories, they held highly positive attitudes, and they showed a great interest in learning English through these stories and the effective illustrating pictures. Consequently, it is recommended that this study be replicated with a different age group, particularly Cycle 2 students, who are teenagers and show a strong interest in cutting-edge technology, including the latest version of ChatGPT as a user-friendly private tutor. The recommended study would explore the impact of ChatGPT-generated literature on student learning and examine the extent to which it might boost their learning autonomy

Keywords: Vocabulary, Storytelling, ChatGPT

1. Introduction

Stories have served as a teaching-learning strategy since the dawn of human civilization emergence. Reflecting on life, it is a series of events that will eventually be recounted as stories. Life itself is a school, and these stories are its curriculum. Every story, regardless of the language it is told in, comprises fundamental elements that come together to form a complete picture. From this scene, listeners or readers derive various lessons, drawing connections between their own experiences and the unfolding narrative. The lessons derived from stories work subtly, guiding readers or listeners towards suitable solutions for their problems. Literature, as one of the most vital sources of learning, significantly impacts learners emotionally, cognitively, and linguistically (Al-Busaid & Sultana, 2015). While people of all ages engage with stories similarly, the essence and interpretation differ based on their backgrounds, experiences, and objectives. For instance, children read or listen to stories primarily for entertainment. Therefore, stories are an engaging and effective technique for teaching young learners (Al-Siyabi, 2017). Stories add a lot of fun and help students enjoy learning languages through a purposeful communicative strategy (Al-Harassi, 2012). However, adults, especially educators, leverage this aspect to align entertainment with educational benefits, particularly in teaching languages. Many studies have examined the impact of stories on improving children's linguistic skills, especially vocabulary. For instance, Gao and colleagues conducted a study on grade three students and found that listening to and reading stories accelerates vocabulary acquisition and enhances communication skills. They also noted that students retained the learned vocabulary for a long time after the study (Gao et al., 2023). Another study in Thailand focused on preschoolers found that their vocabulary levels dramatically increased as a result of using an online storytelling strategy during the COVID pandemic. Additionally, the children were highly engaged and requested to listen to each story more than three times. A similar outcome was observed by Şikoğlu & Güzen (2024) in their study, "The Promise of Digital Storytelling for Kindergartens: Language and Technology Skills." They discovered that children's English proficiency significantly improved, and they showed great interest in the digital storytelling activities.

1.1. Statement of the Problem

As most of the recent curricula in Oman are designed based on the communicative approach (Al-Khamisi & Sinha, 2022; Al-Mahrooqi, 2012), storytelling strategy is integrated into English language teaching (ELT) textbooks (Al-Aufi, 2020).

However, the integrated stories are tailored to a single level, of students expected to fit all. Each classroom in Omani schools, whether private or public, contains at least three different proficiency levels, as the classes are of mixed ability. These classrooms typically include high-achievers, average students, and low-achievers. Therefore, introducing the same level of stories in terms of concepts, vocabulary, grammatical structures, and other components to all students using the same tactics and teaching strategies, can be demotivating for both students and teachers. It's a significant burden on teachers to adapt the same story to three or four proficiency levels of students, especially in terms of effort and time consumption. This is particularly a challenge for teachers as Omani teachers are struggling between drills and skills in teaching English as a lingua franca (Al-Issa, 2019). However, this challenge is less daunting in the current era of cutting-edge technology. One of the products of artificial intelligence (AI) innovations that can perform this task within seconds is ChatGPT. ChatGPT is an AI language model created by OpenAI that utilizes machine learning to comprehend and produce text that resembles human language based on the input it receives. It is constructed on a neural network framework called a Transformer, with the GPT (Generative Pre-trained Transformer) model at its core (Hong, 2023). With the right guidance and awareness, ChatGPT can help foster the development of the 21st-century 4C skills: collaboration, communication, critical thinking, and creativity (Ali, et al.,2023). In terms of storytelling, it alleviates the teacher's burden by composing stories tailored to the students' proficiency level, age, nationality, interests, and other requirements. Thus, personalizing learning through stories has become more accessible.

Although these different levels of stories are accessible, learning does not occur without preparing tasks for different stages of the lesson: pre-reading, during-reading, and post-reading (Gao et al., 2023). The implementation of any teaching approach in education is typically based on various justifications and significances, whether cultural, religious, national, or cognitive (Bani Yaseen et al., 2024). The communicative approach in Oman has been adapted to encompass all these dimensions (Al-Khamisi & Sina, 2022). In the current study, vocabulary is the focused skill that was sought to be increased and improved as there were many studies conducted in the Omani educational field that had proved a lack of vocabulary suffered by our Omani students, especially young learners. For example, A'thehli's (2015) in her study that aimed at investigating the impact of internet-based instruction on improving grade three students' vocabulary achievement, reported that Omani students suffer from a lack of vocabulary that hinders them from being competent in

language skills especially the receptive skills of reading and listening. A similar result was found by Al-Siyabi (2016) when she studied the effectiveness of WebQuest on improving eight-graders vocabulary acquisition. Henceforth, a huge effort needs to be exerted by the teachers, decision-makers and stakeholders to bridge the gap between students' real repertoire of English vocabulary and the dynamic movement of developing the curriculum (Al-Harassi, 2012). Once this gap gets bridged, students' competency in English might take a smooth progress. Storytelling, especially the digital version, has been reported to have a great impact on enhancing children's vocabulary and enriching their repertoire (Al-Amri, 2019; Al-Otaibi, 2020; Al-Jabri, 2024). In addition, spending 20 years teaching Cycle 2 students (grades 5-9) in Omani public schools has allowed the researcher to draw some conclusions regarding vocabulary learning. One key observation is that students with low proficiency in English often struggle because they have not learned basic, everyday words during their early years in kindergarten. As a tutor, the researcher occasionally encounters grade 5 students whose English vocabulary is limited to a handful of basic words like 'book,' 'pencil,' and 'teacher.' It is truly disheartening for a teacher to see a typical 10-year-old child at such a low level of English proficiency, particularly when there seems to be no effort from the parents to enhance their vocabulary, despite living in an era of cutting-edge technology. Therefore, a significant effort is required from teachers to seek out well-documented and effective strategies for teaching vocabulary both implicitly and explicitly. Cutting-edge technology, particularly AI, has simplified this task by providing teachers with a wealth of instructional tools. These tools not only aid in teaching but also offer learning strategies that promote autonomous learning and foster lifelong learning.

1.2. Research Questions

This study aimed to answer the following questions:

- 1- Is there significant difference between participant students mean score of the vocabulary pre-test and post-test attributed to ChatGPT-generated and illustrated stories?
- 2- What are five graders Omani students' attitudes towards dealing with ChatGPT-generated and illustrated short stories to learn English?
- 3- What is the researcher teacher's reflection upon using ChatGPT-generated children literature to enhance Omani children English vocabulary?

1.3. Study Goals

This study aimed at investigating the impact of some ChatGP-generated and illustrated children literature, mainly short stories, on enriching five graders vocabulary repertoire and motivating them to learn English independently.

1.4. The Significance of the Study

The significance of this study can be viewed from two perspectives: theoretical and practical. The theoretical significance lies in its contribution to the literature on the impact of ChatGPT-generated content in streamlining the ELT field. It also highlights the potential of personalized learning with the aid of the newly developed AI tool, ChatGPT. Additionally, exploring the perceptions of fifth graders towards literature illustrated and generated by ChatGPT could be considered a valuable addition to the findings in AI research.

1.4.1. Practical significance

- 1- Conducting workshops for teachers regarding the ultimate benefits of using ChatGPT in ELT especially in terms of personalizing learning, lesson planning and assessment.
- 2- Incorporating AI tools-generated content in the curriculum to provide teachers and learners with learning materials and knowledge resources.
- 3- Optimizing the benefits of ChatGPT in the Omani educational field especially in ELT realm.
- 4- Updating the assessment methods and instructional policies to cope with the indulged content based on AI tools.

1.5. Limitations

This study was conducted with only 12 students—6 male and 6 female—which may impact the validity of the findings and limit their generalizability. The small sample size might not accurately represent the typical classroom size in government schools, where the average number of students per class is not less than 30 which is usually challenging to be managed. In addition to that, the duration of the treatment was 2 weeks which might also have an impact on result validity especially in terms of the pre-post testing process and in terms of the virtual implementation of the treatment. As if it was applied for at least a two-month duration, the results might be more valid, reliable and generalisable.

1.6. Definition of Terms

Vocabulary: Educators, researchers, and authors have met at one main point in defining vocabulary as the knowledge of words (Schmitt, 2008). Additionally, vocabulary is described as a potent carrier of meaning. This definition implies that vocabulary encompasses knowledge of words and their meanings. However, Fowle (2002) and others have contended that newly learnt word requires more than knowing its meanings. Therefore, a word cannot be considered a part of a student's vocabulary, unless that student can recognise at least its synonym in the target language, its antonym, its part of speech and is able to use it in a sentence (Schmitt, 2010).

Based on the definitions above, vocabulary competence requires not only the knowledge of words meanings, but also the knowledge of the usage of the word in an appropriate context and in a natural way. Moreover, it requires setting up an accurate relationship between newly acquired words and the words known before, to expand learner's mental lexicon (Binjwair, 2023; Schmitt, 2010).

ChatGPT: ChatGPT, developed by Open AI, is a conversational agent based on the Generative Pre-trained Transformer (GPT) model. This model leverages deep learning techniques, specifically transformer architecture, to understand and generate human-like text. The model is trained on a diverse dataset comprising vast amounts of text data from the internet, allowing it to generate coherent and contextually relevant responses (Hong, 2023; Karakose, & Tülübaş, 2023).

Storytelling refers to the practice of using narrative structures to convey educational content, making learning experiences more engaging and memorable. This approach leverages the intrinsic appeal of stories to facilitate understanding, retention, and application of knowledge across various subjects (Egan, 1986).

2. Literature Review

Vocabulary

For most students who learn English as a second or a foreign language, the first obstacle they face is usually the lack of words they have in the target language. One of the most ambitious goals for second or foreign language learners is to learn as many new words as they can in the target language. They believe that learning new words help them communicate with others, whether verbally or through written works (Rahmawati, 2022). At the beginning of the 20th century, the role that vocabulary knowledge plays in second or foreign language acquisition was neglected.

However, at the beginning of the 21st century, researchers noticed that vocabulary has become the cornerstone for acquiring other language skills especially reading as growth in reading power depends mainly on continuous growth in word knowledge (Karakok & Kose, 2017).

The Impact of Vocabulary on Language Skills

Vocabulary learning is an essential factor in mastering a second language (Schmitt, 2008). This can be noticed by investigating the role vocabulary plays in developing other language learning skills. Human beings begin acquiring language through receiving it via listening directly after birth, and then through reading after starting school. Both receptive skills share one skeleton, which is vocabulary. Listening skill cannot be improved and demonstrated without having a vocabulary reward to enable students of capturing the newly learnt words and understand what they hear (Hava, 2019).

Gilakjani and Sabori (2016) highlighted that vocabulary knowledge was the main difficulty in competence in listening comprehension for second language learners. Al-Hosni (2014) reported that one of the problems that face Omani fifth graders in expressing themselves is the small size of vocabulary. This mean in speaking courses vocabulary is used to determine the proficiency level of students in oral context. This is to say that vocabulary is an essential component determine how much a student can communicate successfully.

Regarding writing vocabulary knowledge is a fundamental building block as the ability to write effectively depends on having an adequate amount of vocabulary related to the topic at hand (Hava, 2019) However, that knowledge doesn't just mean remembering codes and spelling but also contextualising the use of each word. Number of studies were conducted on many students aimed at investigating different teaching strategies on improving students writing skills. Most of them found that the size of vocabulary students has, contributed highly to producing creative piece of writing. For example (Karakok & Kose, 2017) found that the contribution of vocabulary knowledge to the foreign language performances of reading, writing and proficiency was significant.

Combining explicit and implicit methods in teaching vocabulary

Teachers have to reflect upon effective and interesting strategies to teach vocabulary so that teaching can create an enriching, meaningful learning environment. Students need clear instruction that helps them acquire new words and develop strategies to enable them to increase the depth of

that knowledge overtime. To achieve these goals researchers, believe that there are two main methods by which vocabulary can be presented explicit method and the implicit one (Karakok & Kose, 2017).

Explicit method

This is an international vocabulary teaching strategy in which teachers use different means and media to convey meaning to the students. So, they can enhance and rehearse the number of new words they learn daily. Teachers can use flash cards, pictures or games to teach the new words. Also, they ask learners to keep vocabulary notebooks to record the newly learnt vocabulary to help them not only learn new words but also retained them in their memories.

Implicit method

This is an incidental method in vocabulary learning where students gain vocabulary in context whether at home or at school and through different skills specially listening and reading. Academically this method is effective in developing learning autonomy, as implicit vocabulary instruction is a student-centred strategy. In addition, through implicit vocabulary instruction many interpersonal skills can be developed such as self- confidence, critical thinking, decision-making, listening skills and non-verbal communication.

Impact of storytelling on vocabulary Learning

Storytelling has been playing a remarkable well-documented role in enhancing learners' vocabulary. During storytelling lessons, students get highly immersed in the events. Based on Krashen (1989) when learners being exposed to some language activities, that leads to easier acquisition of wide range of vocabulary. This engagement in learning happens automatically during storytelling classes (Al-Busaidi & Sultana, 2015, Parade, 2011). Consequently, it increases students' motivation to dig deeper in understanding the lesson, especially young learners. They usually become all ears when they are highly motivated (Al-Jabri, 2024). Another aspect that makes storytelling an effective strategy in the educational field is the efficacy of stories in contextualizing learning. It was found that newly learnt words that were contextualized in stories, were much easier to be retained and remembered by learners than the words that were presented in isolation (Khamsuk, 2021). Also, it was found that during storytelling reading lessons, students could easily infer the meaning of the new encountered words based on the contexts (Rahmawati, 2022).

Furthermore, stories are usually written in a similar writing style, so some certain words get repeated. This repetition contributes to reinforcing the retention of these words in students' long-term memory. Regarding other benefits of storytelling rather than the linguistic ones, there is the emotional domain. The appropriate selection of story's genre, characters, setting and end, helps a lot in involving learners emotionally. This emotional engagement usually leads to a sort of interaction between the learners themselves and between them and the teacher. This interaction and involvement make the newly learnt vocabulary memorable as it was associated with events that touched the hearts. This result was proved in Suleimani and Akbari's study when they investigated the impact of storytelling on vocabulary learning in English among 31 six-year-old Iranian preschool students. Using a one-group pretest-post-test quasi-experimental design, the results indicated that storytelling has significantly improved children's vocabulary acquisition, suggesting a positive effect on their vocabulary learning in English (2013). A similar result was found in Chen and Zhang (2020) when they examined how digital storytelling affects English vocabulary learning in middle-school students through a quasi-experimental study with 80 participants. The findings revealed that students in the experimental group achieved notably greater vocabulary improvement and demonstrated higher levels of motivation and engagement compared to those in the control group. In her study, Bin Juwair (2023) investigated the perceptions of middle-school female students on using digital storytelling to enhance English vocabulary acquisition. Using focus group methodology. The study concludes that digital storytelling enhances vocabulary, language proficiency, and grammatical understanding. These examples of research papers' findings indicate that storytelling has a positive impact on vocabulary learning regardless of the learners' age.

ChatGPT in English Language Teaching (ELT)

The incorporation of the artificial intelligence (AI) cutting-edged tools in the reality of the educational field has played a noticeable role in streamlining the teaching-learning process (Lo, 2023; Ali et al., 2023). ChatGPT as one of the magical AI products, has driven a sort of revolution for educators and learners. Its empowered abilities of generating content within seconds based on the given prompts, has made leaning accessible, personal and meaningful (Ali et al., 2023). This intelligent tutoring systems can simulate one-to-one personal tutoring based on a specific written prompt. It has garnered global recognition for its remarkable ability to produce coherent, well-organized, and informative responses. (Lo, 2023). It can generate content tailored to learners' age,

level, interest, nationality, religion and many other aspects. This various content has been proved by many studies to create an influential impact on streamlining ELT. It has been positively affecting both teaching efficacy and leaning proficiency. In terms of teaching, Barad (2023) stated that ChatGPT saves teachers' time and increase their productivity. Teachers are no longer spending plenty of time planning for their daily lessons as ChatGPT provides creative, thrilling and detailed lesson plans (Karakose & Tülübaş, 2023). Additionally, the time previously devoted to correcting students' work has been significantly reduced. As a result, teachers now have more opportunities for professional development and pursuing further goals, such as continuing their postgraduate studies. Conducting action research, which was once considered out of reach, has become more feasible with the advent of AI. In the recent past, teachers were constantly occupied with preparing for classes, teaching, and assessing. A study by Hong (2023) also highlighted that ChatGPT has become increasingly user-friendly for teachers, providing them with supplementary materials and a wide range of teaching resources. As part of a problem-solving strategy, using ChatGPT has helped teachers cater to each student's academic level, addressing their needs both academically and socially.

In terms of learners, Ali et al. (2023) conducted a study to perceive university students' attitudes towards using ChatGPT in learning English and they reported that using ChatGPT in leaning has a big role in motivating the participant students to achieve better. They also highlighted that it contributed to boosting their confidence as they become independent learners and stand at their own progress though the personal immediate feedback, they get from ChatGPT. The study of Hadi et al. (2023) has highlighted that ChatGPT has increased learning autonomy through creating a sort of independent learners. They get their feedback immediately from the ChatGPT without depending on the teacher.

3. Methodology

3.1. Research Design

The current study employed a one group pre-test post-test quasi-experimental design; the pre-test and post-test were the same with two main questions in vocabulary. A summer course classroom consisting of twelve students was in the group. Their age was between 9 and 10 years. They were 6 male students and six female students.

3.2. Study Sample

The population of the study is all grade-five students in the Sultanate of Oman. However, the sample of the study consisted of 12 students from grade four moving to grade five. The sample of the study was not selected but the random students who register for the summer course that annually given by the researcher teacher in a local language institute. The proficiency level of the participant was above average with no low achievers as it was an enriching reading course, not a remedial one. All the participants were Omanis with Arabic as their native language.

3.3. Data Collection

- Vocabulary Achievement Test

Three tools were used to collect data for conducting this search. The first one was the vocabulary pretest. It was administered for the participants a day before the implementation. It consisted of two main questions. Each question includes from 7 or 8 items.

The second data collection tool was students' attitude's questionnaire. The third data collector was the researcher teacher reflection. She used to write her own reflections after each class regarding the progress the kids made and the challenges they faced.

- Students' Attitude Questionnaire

A questionnaire was administered to the students at the final section of the course. It included two open-ended questions and eight semi-structured items. The items focused on exploring students' perceptions of the significance of the generated stories in improving their communication skills, particularly in vocabulary, speaking, and writing, as well as the extent to which they enjoyed the lessons.

3.4. Treatment

Stages of Implementation

- Preparing the story book (Study Instrument)

The instrument used in this study was a storybook prepared by the researcher-teacher, titled "Smart Readers". The book contained 10 short stories generated by the ChatGPT-4 application. Each story was accompanied by five items of one of three types whether: True/False, Wh-questions, or Multiple-Choice Questions (MCQs). Then another page was allocated for analysing the story in terms of story elements such as setting, characters, plots and so on. A spelling task must be done before the writing as the fourth worksheet in each storytelling session was the writing task.

Students respond to a set of pictures generated by ChatGPT-4 and start writing a story based on the content of the already read and analysed story. The content of the book was specifically tailored for Omani fifth graders, with illustrations designed to be culturally relevant. The illustrations served as speaking prompts and as an explicit strategy to teach vocabulary throughout the course. The illustrations were also generated by ChatGPT-4. Each student received a copy of the book on the first day of the two-week course.

- Daily Classroom

In the classroom, the teacher discusses the lesson content with students verbally, following a daily process of some precise systematic steps including picture description speaking task, silent reading, post reading discussion, vocabulary-manipulating task, spelling, story analysis, ending the class with writing. Throughout the course, students were given opportunities to discuss the story concepts and express their feelings, opinions, and attitudes, particularly when they encountered provocative or challenging ideas.

3.5. Data Analysis

The researcher used the Statistical Package for the Social Sciences (SPSS) to analyse the results. Descriptive statistics, including frequencies, measures of central tendency, and dispersion, were employed. Additionally, a paired-sample t-test was conducted to compare the mean scores between the pre-test and post-test results of the vocabulary test.

4. Results

The impact of ChatGPT-generated and Illustrated stories on Enhancing Vocabulary Repertoire

To answer question one, “Is there any significant difference in the mean scores of the pre-test and post-test vocabulary achievement of the experimental participant group? Descriptive statistic was applied. It was found that the mean score of the vocabulary post-test was obviously higher than that of the pre-test as it is showed in table 2.

Table 2 *The mean scores of the pre-test and post-test vocabulary achievement of the participant experimental group*

| | N | Mean* | St. Deviation |
|-----------|----|-------|---------------|
| Pre-test | 12 | 3.58 | 2.53 |
| Post-test | 12 | 10.83 | 3.21 |

Total score=15

Based on the presented data in table 2, the mean score of the post-test ($M=10.83$, $SD=3.21$) was obviously higher than that of the pre-test ($M=3.85$, $SD=2.53$). Although the difference between the two means is too high, paired sample t-test was applied to emphasize the existence of a statistical significant difference between the two pairs of tests. So, table 3 shows the result of the paired sample t-test between the two tests.

Table 3 *The result of the paired sample t-test between the two tests.*

| | <i>N</i> | Mean | St. Deviation | <i>t-value</i> | <i>df</i> | <i>P-value</i> |
|-----------|----------|-------|---------------|----------------|-----------|----------------|
| Pre-test | 12 | 3.58 | 2.53 | 10.56 | 11 | .000** |
| Post-test | 12 | 10.83 | 3.21 | | | |

**significant at 0.05, (2-tailed)

As it was mentioned in table 2, the mean score of the post-test ($M=10.83$, $SD=3.21$) was obviously higher than that of the pre-test ($M=3.85$, $SD=2.53$) and as t-value was 10.56, it was statistically significant at 0.05 when ($p = 0.000$) as it is showed in table 3. The significant difference observed in the students’ post-test vocabulary achievement supports the claim that storytelling positively impacts vocabulary improvement. However, this noticeable improvement can be attributed to several factors beyond the stories themselves. These stories, generated using ChatGPT version 4, featured illustrations that perfectly reflected the events, characters, settings, and conclusions, enhancing the overall learning experience through well-crafted visuals. That integration of ChatGPT- generated materials might have added a sort of enthusiasm during the reading activities because of the enjoyable, meaningful experience of learning students went through. Based on literature, it was reported that visual stories have a remarkable impact on enhancing various linguistic and affective skills such as creating a long-lasting emotional connections which unillustrated short stories might not be able to achieve (Arat, 2024; Bin Jawair, 2024; Shofeyyah et al., 2024; Zhang, 2020; Suleimani & Akbari, 2017). Therefore, it can be summarised that the result of question one of the study has go along with the results of previous related studies that have emphasized the positive impact storytelling plays in improving vocabulary acquisition, learning and achievement. In addition to the studies that have emphasized the positive impact of using ChatGPT-generated content in ELT such as (Barad, 2023; Hong, 2023; Karakose & Tülübaş, 2023, Lo, 2023).

Students' Attitudes towards ChatGPT-generated and Illustrated Stories

To answer the second research question, the researcher teacher has conducted a sort of simplified questionnaire that suits the participants' age-groups. It was administered to the participants at the last session of the course. It was administered in students' L1 which is the Arabic Language.

Table 4 *Students responses to The Attitude Questionnaire in percentage*

| | Statement | Agree | Not sure | Disagree |
|---|---|-------|----------|----------|
| 1 | I found the stories in the book interesting. | 99% | 1% | 0% |
| 2 | I found illustrations are clear and attractive. | 95% | 3% | 1% |
| 3 | I found most of the classes interesting. | 99% | 1% | 0% |
| 4 | My writing skill has improved to a big extant. | 70% | 20% | 10% |
| 5 | My reading skill has improved to a big extent. | 50% | 30% | 20% |
| 6 | My speaking skill has improved to a big extent | 30% | 60% | 10% |
| 7 | My vocabulary has improved to a big extent. | 92% | 5% | 3% |
| 8 | I wish to have more story books like this one. | 98% | 2% | 0% |

The results of the attitudinal questionnaire might be shocking for the readers of this research, as they are extremely positive and almost perfectly in favour of ChatGPT-generated and illustrated short stories. However, although the ChatGPT-generated and illustrated stories were interesting and thrilling whether in terms of language or in terms of events, there might be other factors that led participant students to express entirely positive opinions towards most of the statements. First of all, the class-size was significantly smaller compared to the standard class-size in public schools, whether in Oman or internationally. With only 12 students (N=12), it was much easier for the researcher-teacher to address the individual needs and interests of each student. Spending a full hour with 12 students, all of whom had an above-average proficiency level in English as a foreign language, resulted in a dynamic and engaging lesson. Both teacher-student and student-student interactions were highly effective. Additionally, each student had the opportunity to answer, discuss, and participate actively more than three to four times. Regarding group work, the small class size allowed the teacher to manage the two groups efficiently especially when one consisted of female-students and the other was the male-students, one can imagine the desperate competition that used to take place daily between the two teams. Furthermore, the participants were of similar age-group. Their ages were between 9 and ten years. Psychologically known that children tend to

satisfy their teachers regardless of their real attitude towards the target issue. It seems that due their interest in the classroom and the friendly relationship that had been created with the teacher in those two weeks, they marked every question perfectly positive fearing that they might sadden the teacher. Regardless of all the reasons that might have intervened in having valid responses, almost 99% of the participant students have found the ChatGPT- generated and illustrated stories' classes interesting. They kept being motivated to do the following tasks and involve in writing enthusiastically. The impact of storytelling classroom on learners' motivation was proved in Al-Jabri's study (2024) and in (Al-Amri, 2019). Hava's 2019' study that was entitled, "Exploring the role of digital storytelling in student motivation and satisfaction in EFL education", found that students experienced significant improvements in motivation and satisfaction, particularly in terms of self-confidence and personal development, following the digital storytelling activity. Regarding the improvement in the language skills, It seems that 70% of the participant students noticed a big progress in their writing skills.

This is logical, to some extent, as one of the following tasks in each reading lesson was to compose a story mimicking the one generated by ChatGPT and read at the beginning of the lesson. By writing a story a day using a similar style of the prepared stories and recycling the newly learnt vocabulary, students' writing was noticeable improved whether in terms of sentence structures or the chosen vocabulary This finding is consistent with the results reported by Yamac and Ulosoy (2016), who found that digital storytelling enhanced students' ability to generate ideas, structure their writing, use vocabulary effectively, and improve sentence flow and adherence to writing conventions. As a result, the overall quality of their writing improved, with better development of story elements and increased word counts in their stories. (Karakota & Kose, 2017) also found that the contribution of vocabulary knowledge to the foreign language performances of reading, writing and proficiency was significant. Regarding vocabulary, it scored the highest percentage about (95%) of development and that was proved in the result of the statistical analysis of the vocabulary post-test results. A few related research studies reported a remarkable vocabulary growth due to storytelling implementations (e.g, Bin Jwair, 2024; Rahmawati, 2022; Khamsuk, 2021; Chen & Zhang, 2020; Suleimani & Aqbari, 2016). The least developed skill, according to participants' response in this course, was speaking as about 30% of the students agreed that their speaking skill has developed to a big extent. This result misaligns with many other studies that found story telling an effective strategy to boost speaking skills such as Elmira et al.'s study (2024) that highlight the

effectiveness of integrating storytelling techniques into language instruction for A2 level students, particularly in enhancing speaking proficiency. Shaban et al.'s (2024) findings also contrast with those of the current study regarding vocabulary development. Their study found that the storytelling approach increased student engagement and led to improvements in vocabulary, fluency, speaking confidence, and pronunciation in English. This difference may be attributed to the short duration of the course, which lasted only two weeks and took place during the summer holiday while the other studies that have highlighted the positive impact of storytelling on speaking have been conducted for longer periods of teaching time.

5. Conclusion

This study aimed at investigating the impact of ChatGPT-4-generated and illustrated stories on enriching children literature in terms of generating fictional short stories tailored precisely to five graders Omani students. Also, it aimed at exploring the impact of these stories on enhancing Omani five graders' vocabulary repertoire. It was found that those stories have played a remarkable role in providing learners with interesting literature as well as they have enhanced their vocabulary repertoire. The post-test vocabulary mean scores were significantly higher than that of the pre-test. It was clear than five-graders learnt a good number of words related to their daily life which has contributed to making the learning process in that summer course meaningful and fruitful. Regarding learners' attitudes towards those stories, they held highly positive attitudes, and they enjoyed learning English through these stories as well as emphasizing the effectiveness of the illustrating pictures in prompting them to speak and write professionally.

6. Recommendations

This study has demonstrated the positive impact of ChatGPT-generated and illustrated storytelling on enriching children's literature with engaging fictional stories. Additionally, it highlighted the significant effect of these stories on enhancing fifth graders' vocabulary repertoire. Consequently, it is recommended that this study be replicated with a different age group, particularly Cycle 2 students, who are teenagers and show a strong interest in cutting-edge technology, including the latest version of ChatGPT as a user-friendly private tutor. The recommended study would explore the impact of ChatGPT-generated literature on student learning and examine the extent to which it might boost their learning autonomy.

7. References

- Al-Aufi, S. (2020). The Contribution of Children Literature to Children Development. A research Project for a Writing course. SQU.
- Al-Amri, H. M. (2019). Fostering Intrinsic Motivation and Willingness to Communicate in English as a Foreign Language Classrooms: The Case of Digital Storytelling. Multi-Knowledge Electronic Comprehensive Journal For Education And Science Publications.
- Al-Busaidi, S & Sultana, (2015). Critical Thinking through Translated Literature in the EFL Omani Class. *International Journal of English ad Literature*. 6 (1). 16-22.
- Al-Harassi, K. (2012). Using Stories in English Omani Curriculum, *English Language Teaching*. v5n11p51 5(11).
- Al-Hosni, K.(2014). Speaking Difficulties Encountered by Young Learners. *International Journal on Studies In English Language and Literature*. 2(6), 22-30
- Al-Issa, A. (2019). Beyond textbook instruction: Stories from ELT teachers in Oman. *Changing English*, 26(3), 263-281.
- Al-Jabri, N. N. (2024). The impact of digital storytelling on motivation and achievement in teaching scientific concepts for kindergarten children. *Journal of Curriculum and Teaching Methodology*, 3(4), 29 – 52.
- Al-Khamisi, K. M., & Sinha, Y. K. (2022). Communicative Language Teaching Methodologies in Omani EFL. Context. *Open Journal of Modern Linguistics*, 12, 481-503.
- Al-Otaibi, A. (2022). The reality of using interactive digital stories in kindergarten from the point of view of teachers and supervisors in the city of Makkah. *Quantitative Arabic Journal* 6 (22). Pp 179-224.
- AL-Siyabi, S. S. H. Using WebQuest Strategy in Teaching English for Enhancing Omani Students' Vocabulary Achievement Level. *International Journal for Multidisciplinary Research (IJFMR)*. (6)3.
- Al-Siyabi, M. (2017). Integrating True Short Stories into English Classes: The Case of Foundation Students in Oman. *English Language Teaching*; V(10), 3;-4742 -4750.
- A'thehli, H. (2015). The Effect of Computerized Audio-visual Instructional Materials on Grade 3 Omani EFL learners Vocabulary Achievement and their Attitudes towards these Materials (Unpublished master's thesis), Muscat, Sultan Qaboos University.

- Arat, A. (2024). A starter's guide to visual storytelling. Pip Dicks. Visual Storytelling: Techniques, Examples and More | Pip Decks.
- Bani-Yaseen, M. F., Al-Zu'bi, M. A., & Al-Tawalbeh, A. M. (2024). Integrated Approach in Teaching Language between Theory and Practice. *Journal of Curriculum and Teaching Methodology*, 3(5), 61 –70.
- Binjwair, A. (2023). Improving Middle-School Students' English Vocabulary Via Digital Storytelling. *Journal of Educational and Social Research* 13(6):195.
- Egan, K. (1986). Teaching as Storytelling: An Alternative Approach to Teaching and Curriculum in the Elementary School. (*University of Chicago Press*).
- Elmira, M., Gavharoy, S & ,Munir axon, O. T. (2024)The impact of storytelling techniques on improving speaking in A2 level learners. *Western European Journal of Linguistics and Education*.237-232 ,(5)2 ,
- Gao, Y.-L., Wang, F.-Y., & Lee, S.-Y. (2023). The effects of three different storytelling approaches on the vocabulary acquisition and response patterns of young EFL students. *Language Teaching Research*, 27(5), 1078-1098.
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English language teaching*, 9(6), 123-133.
- Hadi, M. A., Abdulredha, M. N., & Hasan, E. (2023). Introduction to ChatGPT: A new revolution of artificial intelligence with machine learning algorithms and cybersecurity. *Sci. Arch*, 4(04), 276
- Hava, K. (2019). Exploring the role of digital storytelling in student motivation and satisfaction in EFL education. *Computer Assisted Language Learning* 34(1):1-21
- Hong, w. (2023). The impact of ChatGPT on foreign language teaching and learning: Opportunities in education and research. *Journal of Educational Technology and Innova*, 37-45.
- Karakose, T., & Tülübaş, T. (2023). How Can ChatGPT Facilitate Teaching and Learning: Implications for Contemporary Education. *Educational Process: International Journal*, 12(4): 7-16
- Karakoç, D., & Köse, G. D. (2017). The impact of vocabulary knowledge on reading, writing and proficiency scores of EFL learners. *Journal of language and linguistic studies*, 13(1), 352

- Khamsuk, Attawat, & Whanchit, Wararat. (2021). Storytelling: An alternative home delivery of English vocabulary for preschoolers during COVID-19's lockdown in southern Thailand. *South African Journal of Childhood Education*, 11(1), 1-13.
- Lo, C.K. (2023). What Is the Impact of ChatGPT on Education? A Rapid Review of the Literature. *Educ. Sci.* 13, 410.
- Pardede, P. (2011). Using Short Stories to Teach Language Skills. *Journal of English Teaching*. Issue 1, NO (1).
- Rahmawati, N. (2020). The Implementation of Short Story in Enhancing Student's Vocabularies. *Wanastra: Journal Bahasa dan Sastra*, 12(2), 236-241.
- Schmitt, N. (2010). Key issues in teaching and learning vocabulary. *Insights into non-native vocabulary teaching and learning*, 28-40.
- şıkoğlu, N., & Güzen, M. (2024). The promise of digital storytelling for kindergarteners: language and technology skills. *Early Child Development and Care*, 194(2), 195–207.
- Shaban, S & Junejo, S. (2024). Enhancing Speaking Skills through Storytelling: Perspectives of ESL Teachers from Northern Sindh. *Voyage Journal of Educational Studies*. 126-110 ,(1)4 ,
- Shofiyyah, N. A., Muharam, A., Susanti, I., & Nurdiana, A. (2024). Exploring the Power of Storytelling: Enhancing Engagement and Learning Outcomes Among Adolescents. *Indo-Math Edu Intellectuals Journal*, 5(1), 990-1006.
- Soleimani, H., & Akbari, M. (2013). The effect of storytelling on children's learning English vocabulary: A case in Iran. *International Research Journal of Applied and Basic Sciences*, 4(11), 4005-4014
- Yamac, A & Ulosoy, M. (2016). The effect of digital storytelling in improving the third graders' writing skills. 9(1):59-86
- Zhang, P., & Tur, G. (2023). A systematic review of ChatGPT use in K-12 education. *European Journal of Education*, 00, 1–22.

Doi: doi.org/10.52133/ijrsp.v5.58.10