

*The Role and Importance of Storytelling in Developing
the Linguistic Faculty of the Algerian Child at the Preparatory Stage*

دور السرد القصصي وأهميته في تنمية الملكة اللغوية لدى الطفل الجزائري في المرحلة التحضيرية

د. ليلى قلاطي

Leila GUELLATI

جامعة أم البواقي، الجزائر

University of Oum el bouaghi, Algeria

guellati.leila@univ-oeb.dz

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Corresponding Author: Leila GUELLATI, guellati.leila@univ-oeb.dz

ملخص:

القصة من أقدر الأساليب الأدبية التي تعمل على تنمية الفضائل في النفس، فهي السبيل للدخول إلى عالم الطفل ويبقى أثرها في نفسه ووجدانه، فالطفل يستمتع للقصة بكل حماس وشغف، كونها مصدرا للمتعة والتسلية والتربية، وبخاصة إن تضمنت طريقة سردها الشروط الواجب توفرها من جودة الموضوع، ملاءمة اللغة للطفل وتوظيف الأسلوب الدرامي الجذاب، ليقضي وقتاً ممتعاً في سماعها ومتابعة أحداثها، وبذلك تكون للقصة الأثر البالغ في حياة الطفل الجزائري وفي تربيته فهي تنمي لغته وتسعى إلى إكسابه الطلاقة اللغوية من خلال شغفه بالقراءة والإقبال عليها، كما تمنحه فرص التنفيس عما بوجدانه وتلي له حاجاته المختلفة، إلى جانب دورها البارز في تثقيفه وفي تكوين القيم والمثل لديه، لذا تسعى هذه الدراسة لتسليط الضوء على أهمية القصة ودورها في تنمية الملكة اللغوية عند الطفل الجزائري في المرحلة التحضيرية وما بعدها من خلال انتقاء الأسلوب القصصي المناسب، وتبيان الأثر الذي تتركه في أذهانه ولغته. لنصل في ختام الدراسة إلى أن القصة تسهم في تحسين قدرة الطفل على التواصل بثقة وتوفير أرضية صلبة لتطوير مهاراته اللغوية بشكل شامل وتوسيع المعجم واستيعاب سياقات مختلفة من خلال تنوع القصص (خيالية، تعليمية، اجتماعية). مع تثبيت المبادئ الأخلاقية والاجتماعية عبر سياق سردي يحاكي الواقع. كما لها دور تعليمي بارز في المرحلة التحضيرية وما بعدها إذ تسهم في تهيئة تلميذ سليم لغويا، يحمل رصيدا ثريا يمكنه من توسيع مداركه وتحفيز مهارات الاستماع والفهم والتعبير لديه، وبالتالي تصبح أداة أساسية وفعالة لتنمية الملكة اللغوية لتلميذ الجزائري.

الكلمات المفتاحية:

القصة، الطفل الجزائري، الملكة اللغوية، خصائص قراءة القصة، التعليم.

Abstract:

The story is among the most powerful literary forms that cultivate virtue within the soul. It serves as the gateway to a child's inner world, leaving a lasting imprint on their mind and emotions. The child listens to stories with enthusiasm and passion, as they represent a source of pleasure, entertainment, and moral education—especially when narrated according to the essential conditions of quality content, language appropriate to the child's level, and the use of an engaging dramatic style. Through this, the child spends enjoyable moments following the story's events, allowing the narrative to have a profound influence on their development and upbringing.

In the Algerian context, stories play a key role in enriching children's linguistic abilities and promoting fluency through a growing passion for reading. They also provide an outlet for emotional expression and satisfy various psychological needs. Furthermore, storytelling contributes significantly to cultural enrichment and the internalization of values and moral principles.

Therefore, this study seeks to shed light on the importance of storytelling and its role in developing linguistic competence among Algerian children in preschool and subsequent stages, through the selection of appropriate narrative techniques and by examining their impact on children's cognition and language. The study concludes that storytelling contributes to enhancing children's confidence in communication and establishing a strong foundation for comprehensive language skill development.

Expanding vocabulary and understanding diverse contexts through exposure to varied story genres (fantasy, educational, social, etc.) and reinforcing moral and social principles within realistic narrative contexts ,demonstrating how the storyteller's tone and style profoundly affect children's engagement, enthusiasm, and linguistic accuracy through listening And Playing a prominent educational role in preschool and beyond, preparing linguistically sound pupils equipped with a rich linguistic repertoire that broadens their understanding, stimulates listening, comprehension ,and expression skills—thus making storytelling an essential and effective tool for developing Algerian pupils' linguistic competence.

Keywords:

Story, Algerian child, linguistic competence, storytelling features, education.

Introduction

The story occupies a preeminent position in children's literature. It is a highly influential literary medium that transcends mere entertainment to become a vital instrument in shaping the child's personality and value-based behavior in real-life situations. Through its vivid and engaging portrayal of events, the story captivates children's minds, stirs their emotions, and enhances their creative capacity.

Moreover, storytelling offers a fertile environment for the acquisition of correct vocabulary and pronunciation, thereby strengthening children's mastery of language. In the context of linguistic development, stories stimulate interaction and participation, fostering self-confidence and encouraging effective self-expression. They also play a central role in enhancing social and cultural awareness by familiarizing children with societal values and customs, thus cultivating an enlightened and thoughtful understanding of the world.

Accordingly, the systematic and pedagogical use of storytelling constitutes an exceptionally effective educational strategy for ensuring the comprehensive and integrated development of children's linguistic and cognitive skills from early childhood.

Hence, this study aims to explore the characteristics of storytelling for Algerian children, the role of the narrator's style in capturing children's attention and enthusiasm, and the impact of storytelling on linguistic competence before and after the preschool stage. It seeks to answer the following main question and its related sub-questions:

- ✓ What is the significance of storytelling in enhancing the linguistic competence of Algerian children in the preparatory stage and beyond?
- ✓ What role does the story play in achieving this development?
- ✓ What is meant by a story, and what are its main types and structural elements?
- ✓ What are the essential features and conditions of children's stories?
- ✓ What are the objectives of teaching stories to preschool children, and how does storytelling influence their language development?
- ✓ Why is the integration of storytelling in education important?

1. The Concept of the Story

a. Linguistic Definition:

Most Arabic lexicons define the word *qissa* (story) as a narration of an account or event that is followed or traced. Ibn Manzur explains that *al-qass* is the act of narrating, and a *qissa* is a well-known term referring to a sequence of events. He further notes that *qassastu al-shay'* means "I followed its traces step by step," while *al-qissa* denotes both "news" and "narrative."

b. Terminological Definition:

A story is one of the oldest teaching methods used by early educators to convey ideas and knowledge. Prophets and messengers employed storytelling as a means of clarifying truths and moral lessons to people. The Holy Qur'an itself presents information about past nations through captivating narrative forms—such as the stories of Prophet Ibrahim, Musa, and Yusuf (peace be upon them)—delivered with literary eloquence and emotional appeal (Sbeitan, 2010, p.189).

The story, as a literary genre, appeals to both children and adults alike. For children, it serves as a medium for acquiring linguistic and communicative skills such as speaking and writing. For adults, moral and religious guidance presented through narrative forms—like Qur'anic stories—proves more compelling than direct instruction. Similarly, historical and social stories reflect human life, challenges, and experiences through symbolic characters set across diverse times and places.

A story may also be defined as a sequence of events narrated by an author that revolves around one or several incidents, involving human characters who differ in lifestyles and behavior, mirroring real-life situations and exhibiting varying degrees of emotional impact (Al-Bajjah, 2005, p.331).

Thus, the story is a structured narration of events and characters, serving as a significant pedagogical tool for linguistic development. It enriches a child's linguistic reservoir with diverse vocabulary, enhances listening, expression, and communication skills, and stimulates cognitive abilities. Furthermore, storytelling fosters comprehension of conversational and narrative patterns, thereby enabling children to express themselves clearly and develop their linguistic competence holistically.

Stories of all kinds—social, religious, scientific, and others—contribute to developing Algerian children's linguistic abilities. Each type can be illustrated through Algerian story titles that instill values and moral principles.

2. Types of Children's Stories

Children's stories encompass various aspects of life, often centering on religious, historical, and educational themes that benefit them both morally and intellectually. These themes differ across Western and Arab traditions. The following section highlights the main types of Algerian stories with illustrative examples.

2.1 Religious Stories

These are the most significant, widespread, and emotionally influential stories for children. When written effectively, they contribute to children's religious upbringing and instill correct faith-based concepts. They explain the tenets of Islam, the greatness of the Creator, and the sacrifices made by the Prophet Muhammad (peace be upon him), his companions, and the early Muslims in spreading the message of Islam. They also illustrate the pillars of Islam and faith (Ma'al, 2001, p.75).

Such stories provide children with moral exemplars and righteous role models, reinforcing monotheism and faith in Almighty God. Examples of Algerian religious stories include:

- *The Prophets' Stories Series for Children*, emphasizing engaging narrative techniques.
- *The Pillars of Faith and Islam in Children's Tales*.
- *The Story of the Isra and Mi'raj* in simplified form.
- *Educational Tales from the Holy Qur'an*.

2.2 Scientific Stories

Scientific stories present facts and information about animals, plants, natural phenomena, and geography, aiming to stimulate children's curiosity and enrich their scientific and religious understanding in an engaging manner. They pursue objectives such as:

- Suggesting possible solutions to problems that science has yet to resolve.
- Presenting scientific facts in an enjoyable, accessible style.
- Stimulating imagination and guiding children toward hypothesis-based scientific inquiry.
- Introducing preschoolers to basic concepts such as classification, measurement, time, speed, and motion.

These stories are vital for developing children's imagination, intellectual capacity, and critical thinking skills. Examples of Algerian scientific stories include:

- *Sara's Adventure in the Cave of Beni Add*: exploring geology and cave formation.
- *Amin's Algorithms and the Internet Network*: an introduction to computing and basic programming.
- *Discover Algeria Science Series*: titles such as *The Sound of Hoggar*, *Colors of the Mediterranean Sea*, and *Secrets of Oil and Gas*.

2.3 – Fantasy Stories

A fantasy story is a narrative based on the creation of imaginary or supernatural characters and events. It often features heroes performing miraculous deeds or mythical creatures and primarily aims to nurture imagination, broaden perception, and bring enjoyment and excitement to children. Examples of Algerian fantasy stories for children include:

- *The Girl Ghanja*: A legend about beauty and the quest for rain.
- *The Orphans' Cow*.
- *Loundja, the Ogre's Daughter / Hadidouan and the Ogre*.
- *The Tale of the Seven Sisters*.

2.4 – Humorous Stories

Humorous stories consist of amusing and comical tales for children, characterized by cheerfulness and a deep sense of the relationships between things. They are highly beneficial and greatly loved by children, often to the point of repetition. Such stories bring smiles to children's faces, sometimes conveying morals and ethical principles, and at other times stimulating imagination, thought, and awareness. They teach facts and patterns of good behavior while fostering feelings of

calmness, comfort, and joy. The narrator of this type of story must possess a certain skill in storytelling—using expressive movement of the tongue, mouth, eyes, and facial features (Halawa, 2003, pp. 79–80).

Examples of traditional and folk tales containing humorous or witty situations include:

- *The Rooster That Made Me Laugh Last Night* – a humorous short story.
- *The Trick of Nejma* – contains witty situations highlighting the wife's cleverness.
- *Amar the Fool*.
- *The Clever Wife* – depicts comic interactions between husband and wife.

2.5 – Historical Stories

This type of story relies on documenting historical events and serves as an important record of human life throughout history. It seeks to achieve several objectives, such as:

- Raising children's awareness of the link between past, present, and future.
- Affirming the value of human effort in changing and developing life by presenting both past and present.
- Nurturing children's imagination, thinking, and curiosity.
- Strengthening their ability to distinguish between concepts and values, such as the duty to fight evil or the enemy.
- Encouraging them to emulate virtuous figures, leaders, heroes, and reformers.

Historical stories are significant for children because they cultivate a sense of belonging and national pride while instilling a spirit of heroism and admiration for great figures. Examples of well-known Algerian folk tales with historical dimensions include:

- *The Legend of Ghanja*: A mythical tale associated with beauty and, in some regions, with the invocation of rain.
- *Loundja, the Ogre's Daughter / Loundja*: A tale from Algerian popular folklore.
- *Khadawj the Blind*: A folk legend linked to a historic palace in Algiers.

2.6 – Social Stories

A realistic social story is a prose literary form that draws its material from daily life and lived society. It focuses on depicting and analyzing prevailing social issues and problems such as poverty, injustice, family challenges, or class conflicts.

This type of story seeks to provide a truthful image of reality, avoiding excessive fantasy, by using characters and events familiar to the reader's experiences. Its goal is to raise awareness and direct attention toward the need for social reform or a deeper understanding of the surrounding environment.

Social stories are essential for children, as they help them understand and interact appropriately with the society in which they live. They serve as a window through which a child learns about community characteristics, aspects of life, professions, crafts, customs, and traditions. These stories often center on the family, family bonds, and various occasions, thereby enhancing the child's understanding of his immediate environment and surrounding communities. Examples of Algerian social stories that aim to instill values include:

- *The Three Friends in the Casbah Quarter*: A story about friendship, cooperation, and social diversity in an old Algerian setting.
- *Sarah and the Family Game of Dama*: About the importance of group play and family interaction.
- *Eid al-Fitr in the Village of Sidi Bel-Abbes*: A story depicting customs, traditions, celebration, and social solidarity.
- *Ali and the Worker Ant's Adventure*: A story emphasizing the values of hard work and cooperation, possibly narrated through animal characters.

In general, the various types of children's stories demonstrate that children's literature is a comprehensive educational tool that transcends mere entertainment. It contributes to shaping the child's personality—both the Arab child in general and the Algerian child in particular—by broadening horizons and deepening awareness. Religious stories instill faith and provide moral exemplars; scientific and fantasy stories develop intellectual abilities and encourage creative thinking and scientific inquiry in an enjoyable way; social and realistic stories help the child understand his environment, customs, and social issues; historical stories nurture patriotism and pride in national heroes; while humorous stories offer amusement and serenity alongside lessons in positive behavior. Together, these story types ensure a balanced and holistic upbringing, preparing the child to engage effectively with both his inner and outer worlds.

3. The Basic Elements of a Story

Stories have essential elements that fall under both internal and external frameworks. The internal elements were discussed previously under the section on

story features and conditions, while the external elements include the following (Sahl, p. 162).

3.1 Characters:

Characters are the creators of events and the bearers of ideas; they form a fundamental component of any story. The term “characters” does not refer exclusively to humans but includes all beings animated by the author to drive the narrative. Characters play a central role, serving as the foundation for understanding and engaging with the text. Their diversity (heroes, antagonists, etc.) provides children with broad exposure to new vocabulary and linguistic structures, thereby enriching their lexicon naturally. Interaction with characters enhances comprehension, encourages imitation of words and expressions, and improves pronunciation and speaking accuracy. Moreover, characters nurture empathy, helping children understand others’ emotions and engage in dialogue, which deepens their linguistic and cognitive development.

3.2 Plot:

The plot is the core of the story, reflecting the structure and logical sequence of events. It is the axis that guides the story’s progression and maintains the child’s interest, thus strengthening concentration and attentiveness. The plot fosters critical thinking by encouraging children to predict events and analyze outcomes, reinforcing vocabulary acquisition through contextual repetition. A well-constructed plot engages the child interactively, motivating creative reasoning that contributes to comprehensive linguistic growth in both comprehension and expression.

3.3 Setting (Environment):

The setting is an introductory framework in which the narrator establishes the time, place, and atmosphere of the events, enabling the reader to imagine being part of the unfolding story.

3.4 Narrative (Storyline):

This refers to the sequential and coherent presentation of the story’s events in an engaging and appealing manner that captures the reader’s attention, making it difficult to stop reading before reaching the end.

3.5 Conflict (Climax):

The conflict represents the critical or tense point that arises from the progression of events. It is the problem or mysterious situation requiring resolution. The story's conflict typically emerges from a struggle—either internal (within the character) or external (between good and evil).

3.6 Time and Place:

These two elements lend realism to the story and help children visualize diverse settings and events, broadening their perception and enhancing their ability to form internal temporal and spatial concepts. Through descriptions of time and place, children learn to understand spatial and temporal relationships and absorb vocabulary associated with their environment. Repeated references to time and place stimulate interaction with the text, critical and imaginative thinking, and language development through dialogue and inquiry, linking linguistic content with real-life experience and knowledge.

Example: The Story “The Orphans’ Cow”

Main Characters:

- *The Orphans (Zarif and Marjana / Hussein and Fatima)*: The protagonists—poor children who lost their mother.
- *The Cow*: A symbol of blessing and honesty; a magical source of nourishment for the orphans.
- *The Stepmother*: The antagonist—malicious and cruel toward the orphans.
- *The Father*: Weak-willed and submissive to his second wife.

Plot:

- *Beginning*: The mother passes away, entrusting her children and the cow to their father.
- *Rising Action*: The father remarries a harsh woman who mistreats the orphans and deprives them of food.
- *Discovery*: The stepmother notices the children never go hungry and discovers the cow's secret as their source of sustenance.

Climax:

- The stepmother insists on slaughtering the cow and succeeds, depriving the orphans of their sole source of food and comfort, intensifying their suffering.

Resolution:

- *The Miracle*: A new source of sustenance appears for the orphans from the cow's remains or grave (e.g., a fruit-bearing tree or a spring of fresh water), benefiting them alone.
- *Ending*: The stepmother's attempts to destroy the new source fail; she is punished or expelled, while the orphans live happily and find compensation for their loss.

Time, Place, and Setting:

- *Time*: Ancient, unspecified.
- *Place*: A small cottage or house in a rural village (a *douar*).
- *Setting*: A traditional Algerian rural environment, characterized by belief in miracles, divine justice, and moral recompense.

4. Conditions and Characteristics of Children's Stories

Children's stories must meet a set of conditions to suit the characteristics and developmental needs of young readers. These include:

1. Quality of the Theme

Selecting the theme of a children's story is a crucial task, given the sensitivity of the intended audience. The writer must be familiar with the psychology of the child at various stages of growth in order to determine the nature of the child to whom the story is directed. Consequently, the author should choose a theme that captures the child's interest, nurtures their inclinations, and shapes their attitudes. The importance and delicacy of this choice lie in the child's keen sensitivity and quick emotional response to what they read, hear, or watch. This is directly linked to the child's ability to internalize and imitate the events or heroes encountered in stories. (Halawa, 2003, pp. 66).

2. Language Suitability for Children

Each stage of childhood has its own linguistic repertoire — a specific set of words and expressions that children use and understand. Therefore, the language used in writing stories for children must rely on a familiar and accessible vocabulary drawn from their daily speech. Through this comprehensible linguistic context, children can gradually acquire a more advanced linguistic level. As Abdel Aziz Abdel Hamid emphasizes:

“A child can understand a language or style that is slightly more sophisticated than their own, as long as it remains within the limits of their vocabulary. If the writer uses a slightly elevated language, the child benefits from the story's language and

imitates it, thus improving their style and elevating their expressive ability.” (Abdel Hamid, 1976, p. 46).

3. An Engaging Dramatic Style

Possessing mastery of suitable language and selecting topics that meet children’s needs and interests are both essential components of children’s storytelling. However, an additional and equally vital element is *style*. The choice of style reflects the writer’s ability to convey ideas, values, or even scientific and cognitive truths in a way that aligns with the child’s linguistic level and the subject’s nature. Therefore, the style must be clear, dramatic, and free from ambiguity or complexity — appealing to children and facilitating their understanding of the story’s underlying ideas and moral values. This style should balance emotional and intellectual aspects, stimulating the child’s imagination and feelings while remaining persuasive and engaging. Herein lies the storyteller’s creativity and artistic skill. (Hajari, 1993, p. 127). All these elements collectively form the organic unity of a children’s narrative text.

4. The Art of Storytelling to Children

While storytelling often relies on oral narration, the language used goes beyond ordinary spoken language to a special expressive form rooted in the *narrative act*, which is at the heart of creative storytelling. This act involves more than simply recounting words; it requires that words carry their full vocal characteristics — tone, rhythm, emotion, and expression. The storyteller must vary pitch and use facial expressions and body movements to enhance the story’s impact. (Hussein, 2003, pp. 43–45).

To achieve the desired effect on the listeners, the storytelling language should possess three essential qualities:

a. Descriptive Language

Words in a story are to the narrator what colors are to the painter — tools for enriching meaning and evoking emotions. Changing a single word can add depth and vividness to the mental imagery. For example, the sentence “The man walked down the road” becomes much more evocative when rendered as:

“The weary old man trudged along the dusty, sun-scorched path.” Such description enhances the listener’s visualization and emotional connection to the story.

b. Use of Dialogue

Although the storyteller is narrating, incorporating dialogue prevents monotony and maintains the listener’s engagement. By allowing characters to “speak,” the storyteller creates dynamism and brings the story to life. Instead of saying, “The argument grew heated,” the narrator might give voice to each character for a few lines — momentarily turning the story into a short play. Phrases like “he shouted angrily” or “she gestured furiously” add depth and help the listener distinguish between characters. Hence, varying the tone, pitch, and rhythm of speech enhances the emotional and auditory experience of the story.

c. Improvisation

Improvisation refers to spontaneous or adaptive storytelling that remains faithful to the main plot and sequence of events while adding details, characters, or dialogue to enrich the listener’s imagination. This skill depends on the storyteller’s personality, culture, and experience, which explains why the same event may yield multiple narrative versions. (Al-Din, 2003, p. 36).

Guidelines for Effective Storytelling to Children

To maintain children’s attention and stimulate their imagination, several important practices should be followed:

1. Do not force the child to listen to the story.
2. Involve all children during the storytelling session.
3. Focus on each part of the story and derive its moral lessons.
4. Ensure that the children remain attentive and not distracted.
5. Ask the children what lessons they learned from the story.
6. Capture their attention through varied voice intonation.
7. Choose a comfortable and appealing place for storytelling.
8. Allow children to participate in selecting the story.
9. Display story illustrations while reading to link words with images.
10. Encourage role-playing and dramatization of the story’s characters.

This structured approach ensures that children’s stories fulfill their pedagogical, linguistic, and imaginative functions — enriching language acquisition, stimulating thought, and nurturing creativity within a pleasurable learning environment.

5. The Importance of Reading Stories to Children

The importance of stories for children arises from their objectives and educational functions. Several studies have indicated that a lack of early reading experiences leads to learning difficulties in general, and to challenges in learning reading and writing in particular for some children. Significant differences have been observed between children who are read to regularly before school and those who are not. The first group of children requires less explanation of pictures and texts and is less prone to distraction while reading, whereas the second group has weaker story comprehension, is more easily distracted, and often needs assistance to understand new stories.

Reading to children enhances their ability to concentrate and pay attention, trains them to listen effectively, and nurtures their artistic taste and constructive critical sense.

It also plays an important role in developing the child’s imagination, problem-solving abilities, and capacity for purposeful and constructive discussion. Moreover, reading helps children form connections by associating spoken words with corresponding images. It further strengthens their self-confidence as they engage in role-playing the story’s events immediately after hearing it, reliving its moments vividly and realistically.

6. The Impact and Role of Stories in Developing Linguistic Competence among Children

Reading stories at an early age yields substantial benefits for the child’s linguistic development and personality formation—particularly when the stories are purposeful, educational, and religious in nature, embedding noble values and guiding the child’s moral and intellectual orientation.

The books children read serve as a significant source of language, as well as a source of knowledge, experience, and enjoyment. Language, as is well known, is a means of expression, communication, and comprehension of the surrounding world.

For this reason, children tend to grasp and repeat new words. Many educators and psychologists believe that children's printed stories should include vocabulary slightly beyond their current linguistic level so that they may enrich and expand their linguistic repertoire (Najib, 1411, p. 145).

Therefore, when writing children's stories, it is essential to ensure that the vocabulary used remains simple and appropriate to the child's cognitive level. However, surpassing their level should not mean introducing words so difficult that the child fails to understand them, which could discourage reading and hinder linguistic enrichment.

At the early stages, children prefer words with concrete meanings—things they can see, hear, or touch—since abstract words are harder for them to comprehend. The story transforms abstract words into tangible realities, embodying them in narratives and events that the child can visualize and understand. Thus, the story becomes engaging and enjoyable, winning the child's admiration and fostering interaction, while expanding their vocabulary. The story, in this sense, represents life in its linguistic form, where language and words exist within their social context.

It is also well established that the story's role is not limited to linguistic development; rather, it extends to cultivating fluency and a passion for reading. Through simple vocabulary, elegant phrasing, and meaningful content appealing to the child's mind, stories encourage a love of reading. Children come to believe that every text resembles a story and approach reading with enthusiasm, thereby enhancing their language proficiency and developing writing skills as they begin to apply the expressions and vocabulary they have acquired—eventually becoming skillful writers in the future.

7. The Story as an Educational Tool

Studies have demonstrated that using stories as an effective educational tool significantly enhances children's linguistic competence. Stories contribute to expanding their vocabulary, acquiring new expressions, developing comprehension and understanding skills, and improving the ability to express ideas accurately. Regular listening to and discussion of stories improve reading comprehension, foster critical thinking, and strengthen the ability to construct more complex sentences. Furthermore, involving parents and teachers and utilizing technological tools amplify the positive impact of stories in building a solid linguistic foundation.

7.1. Objectives of Teaching Stories to Children in Preparatory Education

The importance of stories is not limited to the pre-school stage; they also play a pivotal role in preparatory and primary education, serving multiple pedagogical and instructional objectives, including:(Qassem, 2024, pp. 589–590)

- Enriching the student's linguistic vocabulary through frequent reading of diverse stories.
- Developing the student's creative abilities through participation in and enjoyment of storytelling activities.
- Training students in listening skills through stories read by teachers or peers, as well as enhancing communication skills.
- Cultivating aesthetic appreciation and literary abilities through repeated readings and exposure to refined linguistic styles.
- Training students in reading comprehension, reasoning, and inference.
- Teaching religious values and providing clear, meaningful ideas, as exemplified in Quranic stories.
- Providing students with important and varied knowledge, as well as scientific and cognitive facts through science fiction stories, and familiarizing them with world events through historical stories.

7.2. The Importance of Stories in Education for Developing Linguistic Competence

Based on the aforementioned points, the importance of stories and their educational role in developing the linguistic competence of Algerian children can be summarized in three main areas:

7.2.1. Strengthening Linguistic Abilities

- Providing a rich environment of vocabulary and sentence structures that enhance linguistic knowledge and expressive skills.
- Improving the child's pronunciation through natural and spontaneous repetition of words and sentences, with an indirect understanding of grammatical rules through listening and repetition.
- Reinforcing new linguistic concepts and strengthening associations among various words, thereby improving both oral and written expression.
- Developing analytical and inferential skills and cultivating a habit of reading and exploration.

7.2.2. Stimulating Imagination

- Allowing for mental visualization of scenes and events, which deepens the understanding of vocabulary and linguistic structures and reinforces memory retention.
- Encouraging the child to explore new worlds and characters, thereby fostering curiosity and creative thinking.
- Enhancing problem-solving abilities and developing critical and linguistic thinking skills indirectly.
- Building a rich and diverse linguistic foundation that enables the child to absorb more knowledge and vocabulary.

7.2.3. Enhancing Comprehension

- Embedding meanings and ideas in a simple and smooth manner, facilitating the understanding and accumulation of new vocabulary.
- Training the child to connect ideas and topics, developing analytical and inferential skills essential for reading comprehension.
- Acquiring skills in interpretation and summarization, linking new information with prior knowledge, which enhances retention and understanding.
- Strengthening contextual and grammatical comprehension through exposure to expressive and rhetorical patterns developed within narrative structures.

8. Conclusion:

The story constitutes a fundamental and effective tool for developing the linguistic faculty of the Algerian child, as it stimulates listening, comprehension, and expression skills, while contributing to the enrichment of vocabulary and the expansion of linguistic awareness. The diversification of stories—religious, social, historical, and others—enhances the child’s vocabulary with a rich linguistic repertoire. Moreover, the narrator’s style and method significantly influence the child’s interaction and enthusiasm, while the language and content of the story impact the proper acquisition of accurate pronunciation and can aid in correcting linguistic errors. In addition, interactive stories contribute to developing dialogue and reasoning skills, and are used to reinforce moral and social principles through a

narrative context that mirrors reality. It is, therefore, essential to select stories appropriate to the stage of development and to provide a stimulating environment, particularly in the educational phase, in order to build a linguistically and behaviorally sound generation.

9. Recommendations:

-In light of the study's findings, the research reached the following recommendations:

-Greater attention should be given to stories and their inclusion in kindergarten curricula to help children achieve linguistic fluency.

-Organize training courses and workshops to train kindergarten teachers in the art of storytelling.

-Emphasize the use of simple Standard Arabic that children can easily comprehend in stories, especially at this developmental stage.

-Focus on all factors that contribute to children's linguistic fluency and ensure their continuous development.

-Employ technology and modern resources to enhance the child's storytelling experience and create a stimulating learning environment that integrates traditional and modern approaches to develop linguistic skills.

-Diversifying and smoothly integrating different types of stories helps children build a rich vocabulary, broaden their linguistic horizons, and strengthen their ability to express themselves with precision and clarity.

-Reinforcing principles and values through stories containing specific events and moral lessons serves as an effective means to instill ethical and social values within a narrative framework that reflects real life.

-Activate the pivotal role of teachers and parents in selecting stories and designing related activities to ensure the effectiveness of this tool in developing children's linguistic skills and achieving integration between linguistic and cognitive growth.

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