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Investigating the Effectiveness of Using Storytelling in Enhancing students' Listening Skill.

The Case of Fourth Year Students in "Les canaris" Private Middle School in Draa Ben Khedda .

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me a lot*

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Abstract

The present study seeks to investigate one of the techniques used in teaching English as a foreign language. It aims at finding out whether or not storytelling is an effective teaching technique used in the classroom to improve learners' listening abilities. This research, in fact, is based on Mixed Method Research which combines both quantitative and qualitative methods. Therefore, two different research instruments are taken into account. First, a questionnaire addressed to fourth year students at "Les Canaris" Private Middle School in Draa Ben Khedda. Second, an interview has been conducted with four teachers from the same school. We have adopted Statistical Package for Social Sciences and Qualitative Content Analysis in order to analyze the obtained data. The conclusion to be drawn from this study is that storytelling helps students in their learning process when it is used appropriately by their teachers, as it can be used in the classroom to facilitate learning by increasing motivation.

Key words: Storytelling, Listening skill, comprehension

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List of Abbreviations

CA : Communicative Approach

CLT: Communicative Language Teaching

DBK: Draa Ben Khedda

EFL: English as a foreign language

L1 : Mother tongue

QCA : Qualitative Content Analysis

SPSS: Statistical Package for Social Sciences

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Statement of the problem

The mastery of the linguistic skills cannot be an easy task for many students. Thus, teachers should be aware of how to provide learners with suitable strategies that permit them to enhance the learning process. In the English language teaching, there are four linguistic skills.

Listening is one of the essential language skills. It plays an important role in real life communication. Thus, it is among the crucial linguistic skills that students of the English language should master. However, most of them face many difficulties to improve their listening capacities. There are different techniques that can be applied to teach this skill. Storytelling is one of these techniques that can be used in the teaching and learning processes.

Storytelling is a technique used by teachers to solve students' communication problems and enhance their listening abilities. To support this idea, Barzaq (2009:5) affirms that storytelling offers teachers the opportunity to explore into their students' background knowledge and it plays an important role in teaching. It is considered as a sign of intelligence from the part of teachers to avoid students' boredom and enhance learners' interest. Therefore, by using such technique; students can feel at ease, relaxed and more closed to their teacher who ensures a good learning environment.

Enhancing students' listening skills through storytelling has been a subject of study for many scholars all over the world. For instance; in the study conducted by Isbell et al (2004), researchers studied the impact of storytelling and

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reading stories on the development of language and comprehension of children ages Three to Five. Yet, no study far has dealt with the effectiveness of storytelling in the Department of English at MMUTO.

Our dissertation seeks to investigate the effectiveness of storytelling in enhancing learners' listening skill. The case of Fourth Year Students at "Les Canaris" Private Middle Scholl in DBK.

Aims and Significance of the Study

This study attempts to investigate the effectiveness of using storytelling in enhancing the listening skill. Our research aims at determining whether students and teachers find the use of storytelling a useful resource to be implemented in the classroom in order to develop the learners' listening skill. In more precise terms, our research aims at discovering if storytelling is an effective technique used by teachers to develop students' listening skill.

This inquiry is; mainly, based on the "Schema theory" proposed by Bartlett in 1932 and Communicative Language Teaching by Dell Hymes in 1972.

Research Questions and Hypotheses

In order to settle down a plan for action to achieve the aforementioned objectives, the following research questions were raised:

1-Do teachers in "Les Canaris" Private Middle School in DBK use storytelling as a teaching method?

2-Does storytelling is an effective teaching technique to learn English?

3-Why do teachers use storytelling in the classroom?

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In order to answer our research questions we set the following hypotheses:

- 1- Teachers at “Les Canaris” Private Middle School use storytelling as a teaching method.
- 2- Storytelling is an effective teaching technique used to learn English.
- 3- Teachers at “Les Canaris” Private Middle School use storytelling to motivate their learners, increase their imagination, and develop students’ listening abilities.

Research Techniques and Methodology

In this study, we adopt the mixed method research which combines the qualitative and quantitative methods for both data collection and data analysis. In order to answer the research questions, two important tools are used: a questionnaire and an interview. First, a questionnaire was addressed to fourth year students at “Les canaries” Private Middle School in DBK.

Second, an interview is addressed to four participant teachers from the same school.

Structure of the Dissertation

The overall structure of this dissertation follows the traditional-complex model, consisting of four chapters in addition to a General Introduction and a General Conclusion. The first chapter is the ‘**Review of the Literature**’. It reviews the previous studies about enhancing learners ‘listening skill through using storytelling. It includes also the theoretical framework adopted in our study. The second chapter is referring to as ‘**Research Design.**’ It shows the methodology used in the work, in addition to the procedures of data collection and data analysis. The third chapter is called ‘**Presentation of the Findings**’, which shows the results by using set of figures and tables. The fourth chapter is

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entitled '**Discussion of the Findings**. In this chapter we discuss the findings in relation to research questions and the theoretical framework. Finally this work ends with a general conclusion which summarizes the whole study.

Chapter One: Review of the Literature

Introduction

This chapter is concerned with the literature review of our study. It contains two main sections. In the first section, we have attempted to give the definition, history, benefits and significance of storytelling in developing the listening skill. In the second section, we have dealt with listening as a language skill. In more precise terms, we have discussed the different definitions of listening, its types, processes, importance, difficulties and strategies. At the end of this part, we have explained the theoretical framework based the Communicative Language Teaching since it is an approach which emphasizes the use of authentic materials in the teaching and the learning processes.

1.1 Storytelling

1.1.1 Definition of Storytelling

Storytelling is defined by researchers in the domain of language teaching with regard to its utility in promoting communication .Due to its importance for language teaching and learning, storytelling has been defined by many authors. According to Oxford Advanced Learner’s Dictionary, storytelling is: “*the activity of telling or writing stories*”. Hsu (2010:7) defines storytelling as “*the use of voice, facial expressions, gestures, eye contact, and interaction to connect a tale with listeners*”. This means that teachers use many tools that help learners to get information. For Dyson and Genishi (1994), storytelling is a process where a storyteller uses a narrative structure and vocalization to interact with the audience.

Maynard (2005:1) argues that stories refer to the way people exchange their ideas, the way of sharing experiences and learn from others, the way they create sense of their worlds. According to the author, stories have great effect on people, politics and

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education. (2005:2-3). "*Storytelling is a task shared by storyteller and story listeners, it is the interaction of the two that makes a story come to life*"(Baker and Greene, 1985:28).

This means that a good story should contain a set of features such as: the teller, the listener and the theme. It is worth mentioning here that the majority of stories are taken from real life situations, and that storytelling has existed since human beings started to communicate with each other. It is a basic part of human communication.

According to Caine et al. (2005), storytelling refers to the way people express their ideas, retain information and knowledge. However, Barzeq thinks that storytelling is the way of transforming, sharing information with others to get knowledge. She says that stories involve natural relation between concepts and events .Barzeq adds that the act of telling stories using images is called visual storytelling. (2009:7).

1.1.2 The History of Storytelling

The history of storytelling dates back to the early civilization when writing did not yet come into existence; people use storytelling as the only tool to preserve and share different cultures in addition to helping them to examine their beliefs and heritage. In fact, storytelling proved to be a highly effective way and the most authentic means for human to remember information (Abrahamsen, 1998). Thus, storytelling was a medium of shared experiences; memorizing knowledge, and handing them down from generation to another. In this regard, Abrahamsen claims that civilizations survived thanks to storytelling because they guarantee the continuity of life experiences to the coming generations.

The first record of storytelling is 4000B.C. as stated by Ruth Sawyer in her book (as cited in Abrahamsen, 1998). Therefore, it can be argued that stories have been found in many ancient cultures including the Roman culture, the early Egyptian, Medieval Times and in nomadic tribes as well. Although it was the Romans, the gypsies, and the crusaders

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who were the most important distributors of stories in the Middle Ages, it was the Egyptians who began to write their stories (Chan, 1987; Sawyer, 1962; Tooze, 1959). The invention of Gutenberg's printing press changed the way of communication (Postman, 1994). This technology contributes the spread of written storytelling into the hands of masses.

1.1.3 Benefits of Storytelling

Storytelling is considered to be as an effective technique that most of teachers use in learning and teaching processes. Storytelling has several benefits on the cognitive, social, and emotional aspects of learning (Botman, 2001). These benefits may be summarized as follows:

- Storytelling exercises students' imagination and rebuilds authenticity.
- Listening to stories in class allow students to acquire new vocabulary, this will enrich their general knowledge, and help them to develop their own creative thinking and construct personal values.
- Storytelling facilitates comprehension, increases students' motivation and engagement.
- Stories provide learners of all ages especially beginners with the ability to communicate thought, ideas, and feelings.
- Listening to stories creates an enjoyable, entertaining and an intimate learning atmosphere.
- Storytelling helps learners to improve empathetic understanding, and gives learners a way to make sense of their world.

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1.1.4 The Role of Storytelling in Developing the Listening Skill

Telling stories is often used for fun and pleasure. However, it is considered as a source for making learning more enjoyable. Storytelling is thought to be a suitable technique to develop students' listening skill. In fact, listening to stories is an effective way of teaching English using different materials to help students understand the lesson. According to Harmer (2004) storytelling is one form of the intensive listening that makes excellent listening materials, students can make predictions, and they can be asked to describe characters of the story, or give remarks. Similarly, Alsofi (2008) claims that storytelling is an important technique that listeners share and experience in language learning. Listeners may construct the whole meaning with their own existing knowledge and feeling. Additionally, Listening to stories increase learners' imagination and creative power. They help listeners to retell, remember, predict and memorize; as a result, they improve their predictive skill (Garcon, 2001). Furthermore, Barzaq (2009:5) argues that storytelling has a significant role in teaching. That is, learners remember easily what is explained in a narrative way. When using stories such as Cendrilla, Snow White, Sindibad .. learners get the information easily.

1.2 Listening as a language skill

Learning listening is a hard task for many learners since it is a communicative language skill. It cannot be separated from other linguistic skills such as reading, writing and speaking. Students spend most of their communication time listening; however, they find difficulties to understand what they are listening to. Successful listening is achieved with lots of practice.

1.2. 1 Definition of listening

Listening is a vital language skill; it has an important role in daily life communication and educational purposes. According to oxford living dictionaries, listening Skills refer to “*the ability to pay attention and effectively interpret what other people are saying*”. Many scholars have defined the act of listening. To start with, Rankin defines it as “*the ability to understand spoken language*” (1926:847). In other words, listening is the capacity to comprehend oral messages. Rost states that “*listening is considered to be part of oracy, a capacity to formulate thought verbally and to communicate with others, so it is the skill that underlines all verbal communication*” (1994:7). This means that listening is a means through which people communicate and create ideas in oral forms.

Millrood (2001:99) adds that listening is an act of interpreting words, information that the listener receives through ears. However, Steinberg (2007:75) provides another definition in which he asserts that “*listening, like all acts of perception, is a dynamic, active process involving the communicator and the recipient*”. That is, the listener focuses on the understanding of the meaning in order to respond and build a successful communication mainly when listening to stories.

In addition to this, Spearritt (1962) claims that listening is an active process that relates the meaning to sounds. From this perspective, we can say that listening is an essential part of human communication through which individuals seek to understand the meaning.

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1.2.2 Types of listening

Different types of listening occur according to different situations. In the classroom situation, learners can develop their listening competence through the combination of extensive and intensive listening (Harmer, 1998). According to Harmer, both extensive and intensive types of listening are important. They give students the opportunity to listen to other speakers.

1.2. 2.1- Extensive listening

Extensive listening happens in a situation where the educator support learners to choose what they listen to, using their personal materials for the purpose of entertainment and language improvement (Harmer, 1998). Extensive listening is a kind of listening activity which does not need a certain guiding or instruction. Generally, the process of extensive listening take place outside the classroom, for instance in the student's home.

According to Harmer (1998), foreign language teachers can improve their classes by selecting appropriate tapes in different levels, genre and topics and also ask their learners to talk about the ones they have preferred. Thus, it can be claimed extensive listening is a suitable way for students to enrich and construct their linguistic knowledge.

1.2. 2.2 Intensive listening

Intensive listening is another type of listening. It is used in everyday life. The capacity to listen intensively is a crucial part of listening skill. It refers to "*the process of listening for precise sounds words, phrases, grammatical units and pragmatic units*" (Rost, 2002, 138). In dealing with intensive listening, EFL teachers favor to use audio tapes in the classroom since they allow students to listen to a variety of voices with different accents (Harmer1998).

Chapter One: Review of the Literature

Intensive listening permits learners to meet different characters in real life situations. Harmer thinks that intensive listening is the live listening. For him, this way of listening occurs when the teacher talk to the students (2002:130) .There are many examples to carry out live listening among them: reading aloud, storytelling, interviews, and conversation (Harmer 1994). Hence, extensive and intensive listening are two essential elements to ensure the realization of listening.

1.2. 3 Listening processes

Listening comprehension needs the combinations of two cognitive processes that permit people to be good listeners. These processes are bottom-up and top-down processes.

1.2.3.1. Bottom-Up Process

Bottom-up process includes learners' use of the linguistic knowledge to understand the meaning from messages. Batova (2013:3) states that “*bottom-up processing would involve decoding based on the segmenting of the individual words out of the stream of speech*”. That is to say, the listener divides the speakers' language into small units in order to understand the message. In addition, Richards and Renandya (2002:239) claim:

The bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts. According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete meaningful texts.

From this quotation, it can be understood that bottom-up process refers to deducing meaning by connecting the individual units; such as words, phrases and structures that construct the whole meaning. Additionally, in the bottom-up process, “*the listener focuses on individual words and phrases, and achieves understanding by stringing these detailed*

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elements together to build up a whole” (Harmer, 2001:201). In other terms, the learner’s focus on decoding words, sounds and sentences to create meaning.

1.2. 3.2 Top-Down Process

Top-down process refers to “*the use of background knowledge in understanding the meaning of a message*” (Richards, 1990:51). In this context, Botava defines this cognitive process as “*emphasizing the listener’s use of their existing knowledge of a topic and the relevant context in forming hypotheses as to the speaker’s meaning and, when appropriate, in modifying them to match new incoming information*” (2013:4). That is to say, learners use their prior knowledge to understand the meaning of what the speaker is saying. Prior knowledge can be information of the topic, listening context, text type, culture and other information.

1.2. 4 The importance of listening

Listening has a significant role in learning a second or a foreign language. As Guo and Wills (2006:3) argue, “*it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values*”. That is, listening is a way through which people construct knowledge to build the language system. According to Nunan (1998) listening is a vital skill in language learning. This may explain the fact that students spend most of their communication time listening. Therefore, Rost (1994) expounds on the importance of listening in teaching/ learning language as follows:

1-Listening is the basic skill in language learning because it provides input for the learners.

2-oral language provides a means of communication for the learners, because learners must interact to realize understanding.

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3-Authentic oral language offers a challenge for the learner to understand language as it is used by native speakers.

4- Listening activities such as records, videos... permit teachers to help their students to pay attention to new forms (vocabulary, grammar, new interaction patterns) in the language (p.141.142).

To summarize, listening is a crucial language skill both in daily life and academic contexts as it is important for people to maintain effective communication. In addition, it is essential for the development of other linguistic skills.

1.2. 5 EFL learners' listening difficulties

According to Azmi et al. (2014), there are many problems that learners may face during the listening comprehension process, some of these problems are:

1.2. 5.1. Quality of recorded materials

In some classes, it is difficult for students to concentrate when the recorded materials have poor quality. The quality of sound system can influence the listening comprehension. (Azmi et al, 2014).

1.2. 5.2. Cultural differences

Another reason why listening comprehension was difficult was the lack of prior knowledge. It is not enough to master the grammatical rules and have a good vocabulary to interpret the meaning appropriately .Learners should be familiar with the context and the culture of the target language. It is a duty of the teacher to provide background knowledge about the listening activities. (Azmi Bingol, Celik, Yidliz, & Tugrul Mart, 2014).

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1.2. 5.3. Unfamiliar Accents

Unfamiliar accents are the most common difficulty that EFL learners encounter. In the case where English is considered as a foreign language, learners have difficulties to imitate English language speakers. This is due to teachers' lack of focusing on teaching pronunciation. In this context, Kolokdaragh (2009:2) sees that "*pronunciation is neglected and teachers think that learning/ teaching pronunciation should be left to higher levels*". That is, teachers ignore the importance of teaching pronunciation which should be taught from basic level.

1.2. 5.4. Unfamiliar vocabulary

Another difficulty encountered by EFL learners in listening comprehension is unfamiliar vocabulary. Since the English language vocabulary is rich, one term can be expressed using different words. The majority of students knew a limited number of words. In some situations, they meet new terms; they spend their time trying to decode and grasp the meaning of these new words and miss the next information. Therefore, it is not needed to understand every single word. Learners should concentrate on the whole context rather than looking for the meaning of each word (Underwood,1989).

1.2 5.5. Length and speed of the listening

The fast rate of speech is one of the most challenges that face EFL learners. As claimed by Underwood (1989:16) while the teacher goes fast, students find difficulties in following what the teacher is saying especially when he/she read from long texts. Therefore, it is better for teachers to repeat what they said by pronouncing every word clearly to make their students understand. In addition, Buck (2001) maintains that when the speaker talks too fast, comprehension becomes more difficult.

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1.2. 6 Listening strategies

Learners need to use some strategies to be effective listeners. Teachers should provide their students with some listening strategies that help them to make a guess at meaning of the text. There are three main strategies to take into account: listening for gist, listening for the main ideas, listening for specific information.

a. Listening for Gist

Listening for gist is one of the techniques that can be used by both teachers and students to general understanding .Richards and Schmidt (2003:246) defined it as: *“Listening in order to understand the general meaning of text without paying attention to specific details”*. As skimming when listening to a passage. It is considered as a method that permits students comprehend the general idea of the passage. Therefore, it is better for teachers to help their learners in their listening lessons by showing them this technique to increase listening comprehension and improve their language proficiency. Listening for gist is often used to make the learners ready for more careful listening. This may happen by asking students for the main subject, appropriate title and its purpose (Mewald et al, 2007).

b. Listening for the main ideas

Listening for the sake of discovering the main ideas is a method used by teachers in order to support their students in developing their listening skill. It can be used also by students during their listening activities, they trying to extract only main ideas from listening lessons. According to Mewald et al. (2007:8), *“It requires more careful listening*

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but the solution is still to be found in clearly stated information in the input text and there is no need for making inferences or deductions in order to identify the correct answer". In other words, the ideas should be cited clearly and there is no need for the listener to make efforts when scanning a passage.

c. Listening for Specific Information

Listening for specific information makes teachers focused on making their students comprehend every detail. In this case, teachers should help their learners by speaking slowly, pronouncing words clearly and repeating what they said. Thus, students listen carefully and trying to understand as much information as possible. Richard and Schmidt (2010:344) argue that "*listening in order to understand the specific information contained in a text*". Therefore, students need to choose the required information presented in the text in order to seek for many details such as the ,main idea of the passage, the characters, settings...

1.2. 7 Theoretical Framework

Enhancing the listening skill requires different means which may serve as the basis for language learning. In fact, we have made reference to Communicative Approach which is used in a natural way to develop the students' communicative competence.

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7.1 Communicative Language Teaching (CLT)

Communicative language teaching, which is also known as Communicative Approach (CA), appeared in Britain during 1960s. CLT based on learning a language through using real communication. It is a modern approach that sees language learning as a system for communication. This approach takes into account the nature of language, promotes language teaching and learning through interaction, and helps students improve global proficiency through learning to communicate. Communicative Approach gives more importance to “meaning” rather than “the linguistic forms”. That is, it emphasizes on the processes of communication, rather than mastery of language. Therefore, CLT focuses on the mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills. One of the principals of CLT is the use of authentic materials and meaningful activities. In this regard, storytelling is an example of authentic materials that could be used in the classroom to help students to learn the language in a natural way.

Conclusion

This literature review investigates how storytelling helps teachers and students in the process of teaching and learning and how storytelling helps learners get information. Additionally, it explores the effectiveness of using storytelling to develop the listening skill and using language in real life situations. On the other hand, it consists of clarifications of the key elements of storytelling and the listening skill.

Chapter Two : Research Design

Introduction

This chapter deals with the research design of the study that helps to carry out our subject of investigation, in order to answer the questions asked in the General Introduction. In fact, the research design deals with the research methods, the context of the study and sample population. It presents also a clear description of the tools used for data collection (questionnaire and interview).

The questionnaire addressed to fourth-year students in “Les Canaris” Private Middle School in DBK (Tizi Ouzou), and the interview is addressed to four participant teachers from this school. As for data analysis, the Statistical Package for Social Sciences (SPSS) is used to analyze the close- ended questions of the questionnaire, and Qualitative Content Analysis (QCA) is adopted to interpret the open- ended questions of the interview.

2. 1Research Methods

In this work, we have adopted the Mixed Methods Research for data collection and analysis. Both quantitative and qualitative approaches are used. The Mixed Method Approach leads to collect data in order to better understand the phenomenon in question. This permits us *“to obtain as many perspectives as possible on the phenomenon being researched”* (Croker, 2009:17). Dornyei (2007) adds that mixed method approach includes different combinations of qualitative and quantitative research both at the level of data collection and analysis levels.

Chapter Two : Research Design

2. 2 Context of the Study and Sample Population

This research investigates the effectiveness of using storytelling to develop the students' listening skill. It has taken place at "Les canaries" Private Middle School in DBK (Tizi Ouzou)). The population of this study consists of 40 students at the fourth grade. They were surveyed through a questionnaire. Additionally, four (4) teachers have participated in the interview. We have decided to conduct an interview with these teachers for the sake of making our study more valid through comparing teachers' and students' responses.

2. 3 Procedures of Data Collection

In order to collect data needed for our subject of investigation, we have employed two different kinds of data collection tools: A questionnaire to students and an interview with teachers.

2. 3.1. The Questionnaire

The questionnaire is a useful tool and widely used for collecting relevant information. In this regard, Brown (2001:6) argues that "*questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers*". That is, a questionnaire comprises a set of items used to gather information from respondents. It consists of two kinds of questions: closed- ended and open-ended questions. In close- ended questions, the researcher suggests possible answers that can be chosen by the respondents. Whereas, in the open-ended questions, the respondents are free to express their opinions using their own style.

Chapter Two : Research Design

2. 3.1.1 Students' Questionnaire

Students' questionnaire aims at eliciting their views about the effectiveness of using storytelling to develop listening skill. It is divided into two main sections and contains fifteen (15) close- ended items. The first section is entitled "Students View about Storytelling". It aims at revealing students' opinions concerning the use of storytelling. The second is entitled "The Listening Skill" .Its objective is to investigate the role of storytelling in improving listening comprehension.

2. 3.2. Teachers' interview

In addition to the questionnaire, we have constructed an interview as a second research tool. It is used as a qualitative research technique to get accurate information relying on the participants' experiences. In fact, "*an interview whose purpose is to gather information of the life world interviewee with respect to the interpretation of the meaning of the described phenomena*" (Kvale, 1983; 174).

The interview has been carried out with four teachers from "Les canaries" Private School in DBK. It includes ten (10) items of open- ended questions. Our objective from this interview is to know about the teachers' views concerning storytelling.

2. 4. Procedures of Data Analysis

As regard data analysis, the quantitative data are analyzed through the use of SPSS, whereas, qualitative data are interpreted using QCA which is used to analyse passages and texts.

Chapter Two : Research Design

2. 4.1. Statistical Package for Social Science (SPSS)

In order to analyze the questionnaire's close- ended questions that include numerical data to find the percentages and numbers, we have used what is called Statistical Package for Social Sciences (SPSS). It is a computer program that is used in the field of social sciences to analyze data. Landau and Everitt (2004) state that SPSS is a software package to describe the statistical analysis and present quantitative data.

2. 4.2. Qualitative Content Analysis (QCA)

As it is already mentioned, qualitative method is used for the sake of analyzing data such as texts and paragraphs... We have adopted QCA to analyze and interpret the qualitative data gathered from the open-ended questions of the interview. Hsieh and Shannon (2005:2) define QCA as *“A research method for the subjective interpretation process of the content of text data through the systematic classification process of coding and identifying themes or patterns”*. That is QCA is concerned with the analysis and the interpretation of texts.

Conclusion

This chapter has dealt with the research design of this study. It is concerned with data collection and data analysis procedures. First, it presented the research methods and the context of the study including the sample population. Then, it explained the tools used to collect information from the participants. Finally yet importantly, it illustrated the methods used for analyzing both quantitative and qualitative data.

Chapter Three: Presentation of the Findings

Introduction

This chapter is concerned with the empirical part of our research. It presents the results obtained from the questionnaire addressed to fourth year students in “les canaries” Private Middle School in DBK and the interview conducted with teachers in the same school. This chapter includes two sections. The first section is devoted to the presentation of the results of the questionnaire, which are presented in percentages and shown in tables and figures, while the second presents the results gained from the interview.

1-Results of the Students’ Questionnaire

Section One: Students’ Views about Storytelling

Question1:

How often do your teachers use storytelling in the classroom?

	Always	Sometimes	Rarely	Total
Number	1	28	11	40
Percentage	2.5%	70%	27.5%	100%

Table1: Students’ Frequency of Listening to Storytelling in the Classroom.

The table shows the students’ frequency of listening to storytelling in the classroom. It demonstrates that the majority of the students (70%) say that their teachers **sometimes** use storytelling; while (27.5%) argue that teachers **rarely** use storytelling. Whereas only (2.5%) answered by **always**.

Chapter Three: Presentation of the Findings

Question2:

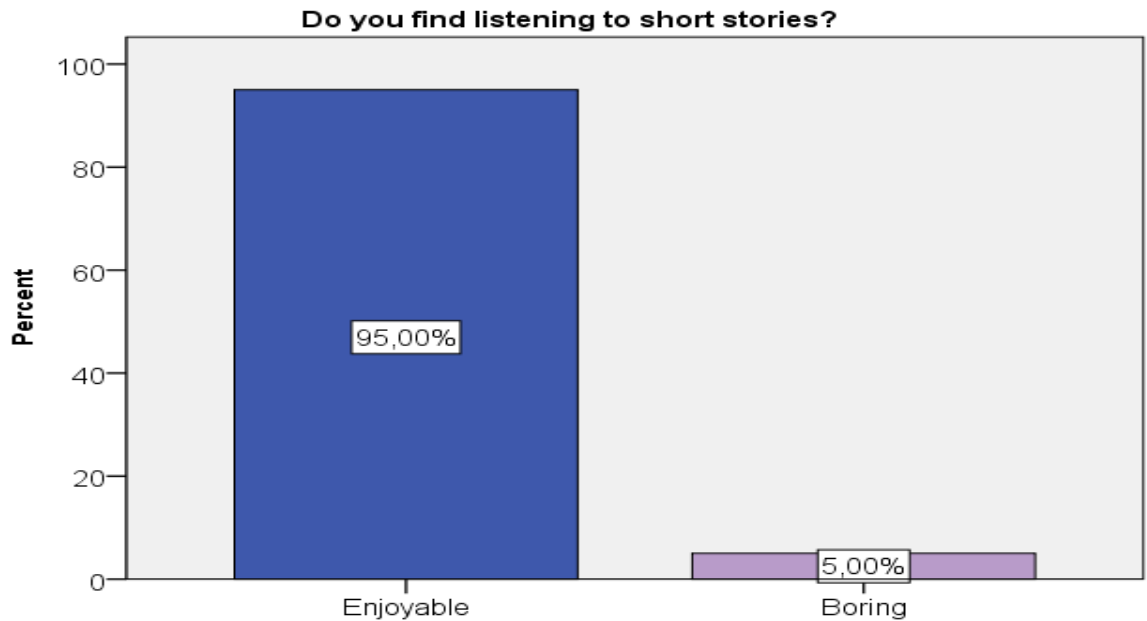


Figure1: Students' Views about using Short Stories.

As it is shown, the number of students who think that listening to short stories is enjoyable is 38 (95%); whereas, 2 (5%) students affirm that short stories are boring.

Question3:

Does Listening to short stories create a relaxing atmosphere?

	Yes	No	Total
Number	39	1	40
Percentage	97.5%	2.5%	100%

Table 2: Short Stories and the Atmosphere in the Classroom

As it is highlighted in the above table, the majority of students (97.5%) claim that short stories create a relaxing atmosphere in the classroom. However, (2.5%) think that listening to short stories does not create a relaxing atmosphere.

Chapter Three: Presentation of the Findings

Question4:

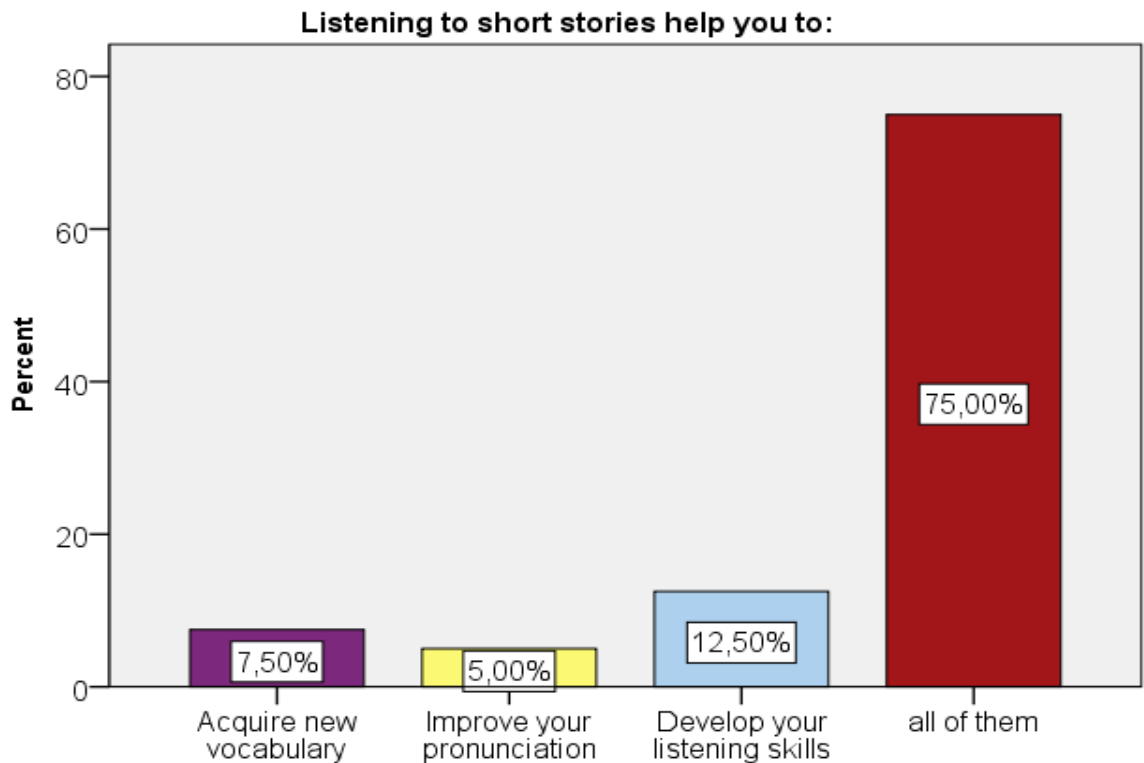


Figure2: Effects of Storytelling on Students' Listening Comprehension.

As it is presented in the above figure, 30 (75%) Students think that listening to short stories helps in acquiring new vocabulary, improves their pronunciation and develops the listening skill. While 5 (12.5%) students see that listening to short stories helps them to develop the listening skill; whereas 3 (7.5%) students claim that short stories help them to acquire new vocabulary. Only 2 (5%) students answered that short stories help them to improve pronunciation.

Question5:

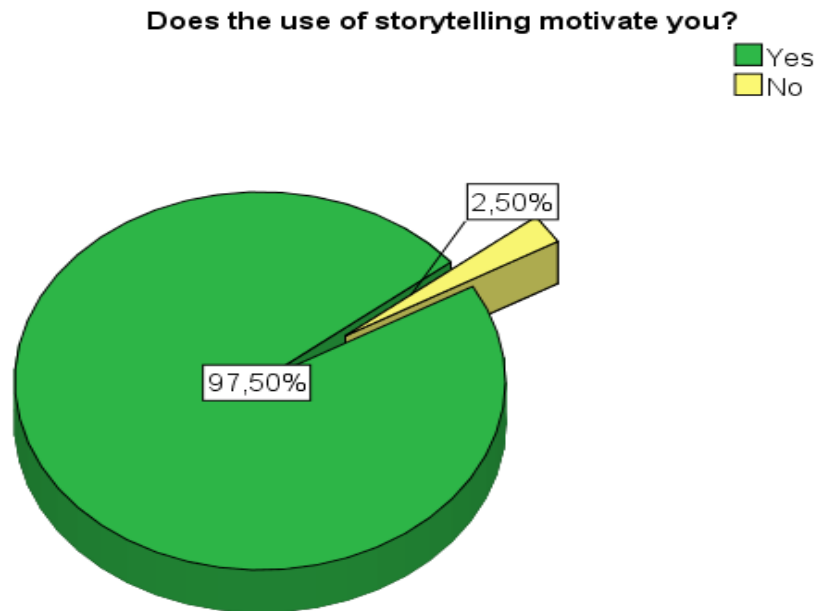
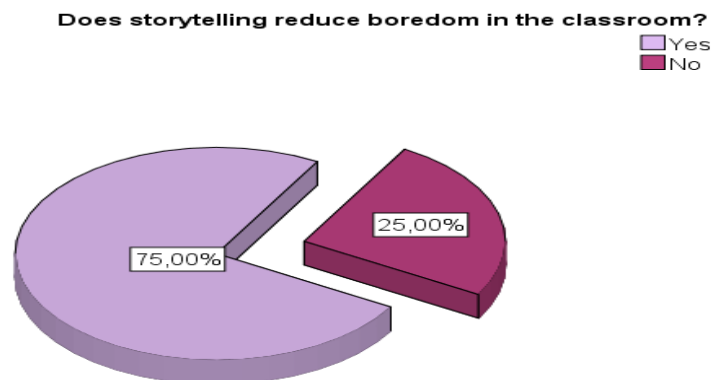


Figure 3: Storytelling and Students' Motivation

Most of the respondents 39 (97.5%) affirm that listening to storytelling motivate them. However, only 1(2.5%) student Believes that storytelling does not motivate students.

Question6:



Chapter Three: Presentation of the Findings

Figure4: Storytelling reduces Boredom in the Classroom

As it is indicated in the figure4, the majority of the students 30(75%) claim that storytelling reduces boredom in the classroom. Whereas, only 10(25%) of them think that storytelling does not reduce boredom in the classroom.

Question7:

Does the use of short stories encourage you to interact with other students?

	Yes	No	Total
Participants	25	15	40
%	62.5%	37.5%	100%

Table3: Short Stories and Students' interaction

According to the figure, 25 participants (62.5%) see that the use of short stories encourage them to interact with other students, while 15 (37.5%) of students say that the use of short stories does not encourage them to interact with the other students.

Question8:

Does storytelling help you to memorize things in your mind?

	Yes	No	Total
Number	30	10	40
Percentage	75%	25%	100%

Table4: Storytelling and memorization

The results clearly demonstrate that the majority of the students 30(75%) see that storytelling helps them to memorize things in their mind, while 10 (25%) students assert that storytelling doesn't help them to memorize things in their

Chapter Three: Presentation of the Findings

mind.

Section two: the Listening Skill

Question9 :

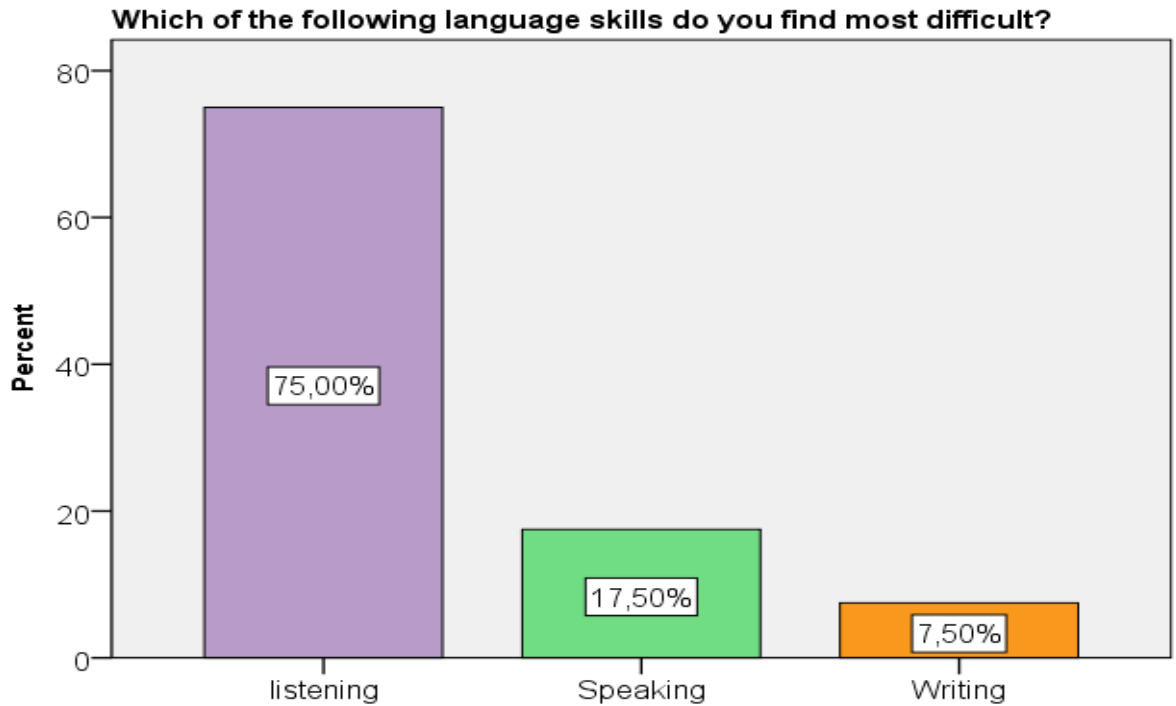


Figure5: Students' most Difficult Skill

As it is demonstrated in the figure, the majority of students 30(75%) find listening the most difficult language skill, and 7(17.5%) for speaking, only 3(7.5%) for writing. As for reading, no one find it difficult.

Question10:

When listening to short Stories, do you understand:

	The overall meaning	Only some words	Total
Number	33	7	40
Percentage	82.5%	17.5%	100%

Table5: Degree of Students' Comprehension of Short Stories

Chapter Three: Presentation of the Findings

We can depict from this table that the majority of students (82.5%) understand the overall meaning of the stories. However, only (17.5%) of them assert that they comprehend just some words while listening to short stories.

Question11:

Does listening to short stories help you to acquire new knowledge and develop your listening abilities

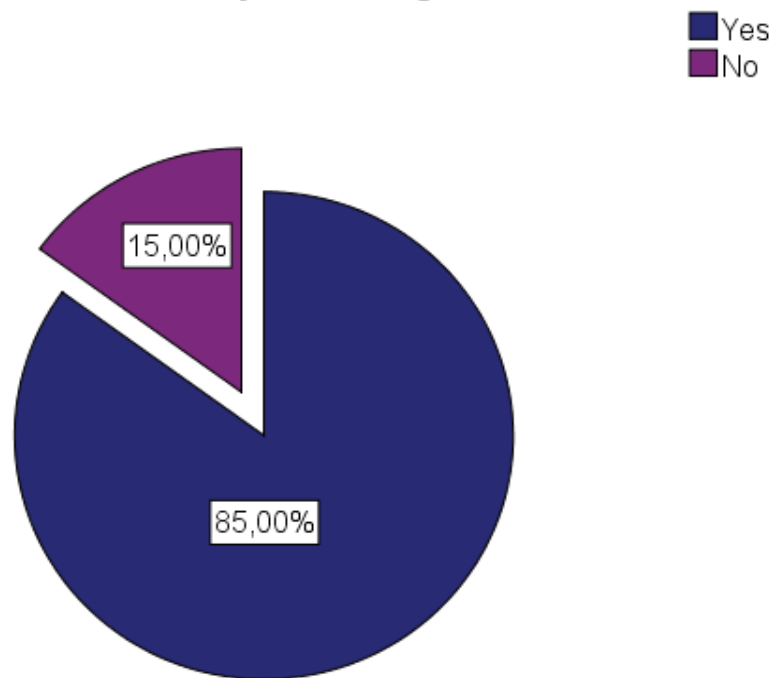


Figure6: Short Stories and the acquisition of New Knowledge

The results reveal that the majority of students 34(85%) claim that short stories facilitate the acquisition of new knowledge, and the development of listening abilities. Yet, 6 (15%) of them do not think that short stories are helpful in acquiring new knowledge and developing listening abilities.

Chapter Three: Presentation of the Findings

Question12:

Do you think that your listening comprehension has been improved thanks to storytelling?

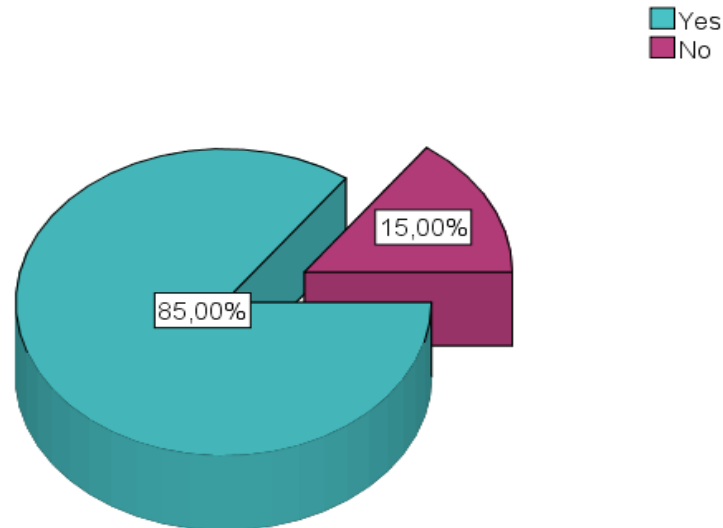
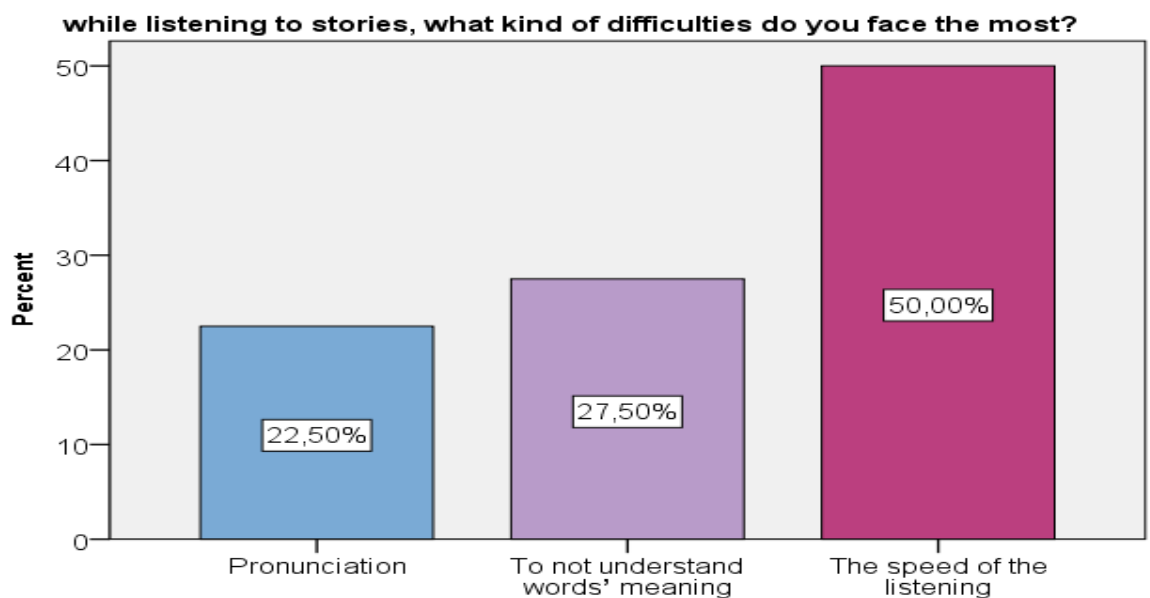


Figure7: Storytelling and Listening Comprehension

As it is shown in figure 7, the majority of the students (85%) think that their listening comprehension has been improved thanks to storytelling.

Question13



Chapter Three: Presentation of the Findings

Figure8: Students' Listening Difficulties

As the participants are asked about the most encountered problems while listening to stories, it is apparent that a significant percentage of students (50%) correspond to “the speed of the listening”. 11(27.5%) students refer their constraints to “not understand word meaning”. However, 9 (22.5) participants relate their difficulties to “pronunciation”.

Question14:

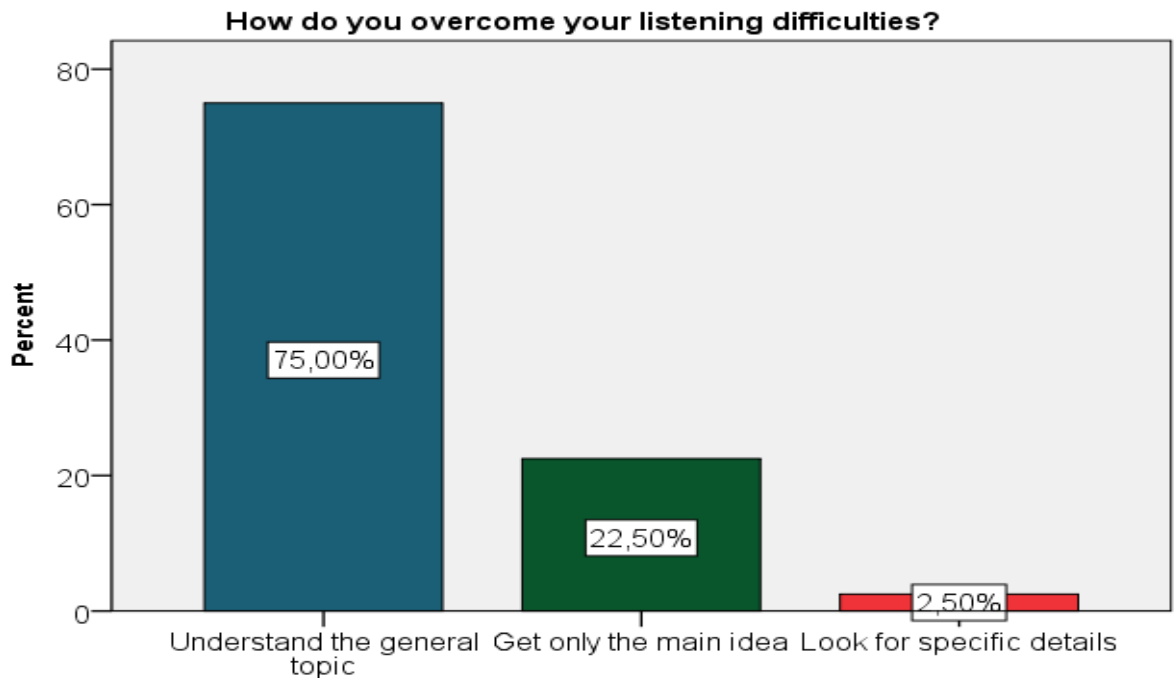


Figure9: Students' Strategies to Overcome their Listening Difficulties

As displayed in the figure above, the majority of students 30 (75%) say that they overcome their difficulties through trying to understand the general topic of the story. Whereas, 9 (22.5%) of them state that they overcome their listening difficulties by getting its main ideas. Only 1(2.5 %) student affirms that he/she pays attention to every specific detail.

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Question15:

Does storytelling help to build up a good relationship between the teacher and students?

	Yes	No	Total
Number	39	1	40
Percentage	97.5%	2.5%	100%

Table6: Storytelling and Relationship between Teachers and Students

It seems from this table that (97.5%) of the students say that storytelling helps to buildup a good relationship between the teacher and students. In contrast, few of them (205%) assert that storytelling doesn't help to build up a good relationship between the teacher and students.

2. Results of the Teachers' Interview

Q1: .According to you, which type of materials help learners to improve the listening skill?

Praticipant1

The first respondent says that he/she uses authentic aural materials, as audio- visual teaching aids, that provide learners and teachers with several opportunities to experience the real language with its various features, and to cope with real life situations.

Participant2

The second interviewee affirms that audio scripts are the best.

Participant3

According to the third participant, conversations, songs, TV shows and

Chapter Three: Presentation of the Findings

stories help learners to improve the listening skill.

Participant4

As for the last interviewee, she states that the use of authentic materials as an original source of the target language such as songs, videos, maps which contain correct pronunciation, vocabulary, accent and other aspects of language.

Q2.How often do you use storytelling in the classroom?

On the frequency of using storytelling in the classroom, the interviewees claim that they use storytelling depending on the topic of the lesson.

Q3.Why do you use Storytelling?

Participant 1

The respondent answered that storytelling makes us experience information, as opposed to just consuming it. When we tell stories to others that have really helped us shape our thinking and way of life, we can have the same effect on them too. Stories are an important way to tap into the heart of the audience, providing a channel for conveying a deeper message based on emotion.

Participant 2

According to the second interviewee, he uses storytelling to introduce vocabulary in context.

Participant 3

As for the third participant, he uses Storytelling because of many reasons: First, it stimulates the imagination. Second, Storytelling helps students to develop concentration, and the pure pleasure that they experience while listening to a story and helps them to associate listening with enjoyment. Third, improves listening skills

Chapter Three: Presentation of the Findings

Participant 4

The last respondent argues that storytelling has a positive effect on the learners' comprehension in intellectual, social and emotional development. She added that storytelling helps learners to become more self-confident in expressing themselves creatively in their everyday lives.

Q4. Do you consider storytelling as an appropriate tool to enhance the listening skill?

All the teachers have responded to this question by "Yes".

Q5. Do you think that storytelling increases students' motivation and reducing boredom?

All the teachers have answered to this question by "Yes". Some of them claimed that storytelling encourages the use of imagination, creativity and active participation. Whereas, the others have added that storytelling helps students to get rid of some boring traditional methods for improving their listening comprehension.

Q6. What are the difficulties that students face while listening?

Participant 1

As regard students' listening difficulties, the interviewee claims that the speaking speed, pronunciation and vocabulary.

Participant 2

The second participant indicates that lack of knowledge of the speakers' culture, lack of materials and pronunciation are the most common problems that students face while listening.

Chapter Three: Presentation of the Findings

Participant 3

The third participant points out that students have problems with topics which are unfamiliar to them and the limitation of vocabulary.

Participant 4

The last interviewee answered that problems of recognizing the words of native speakers, and limitation of vocabulary are the main difficulties that students face while learning.

Q7.How do you help your students to overcome their difficulties?

Participant1:

The first participant says that he motivates, encourages their students to use real authentic situations, and then train themselves by listening to channels and audio script daily or weekly.

Participant2:

According to the second interviewee, he helps his students by repeating the script several times and by writing the difficult words in the board.

Participant3:

As for the third participant, he helps his students to overcome their difficulties by enriching their vocabularies, understanding different intonation, patterns and uses of stress, etc which gives clues to meaning and social setting.

Participant4:

The last participant responded that she helps her students by choosing the appropriate materials and tasks for each level, and simplify them according to my students' level, needs and interests.

Chapter Three: Presentation of the Findings

Q8.What are the strategies do you adopt to develop your students' listening skill?

Participant1:

The respondent argues that he uses listening for gist and listening for main details are the main strategies adopted to develop students' listening skill

Participant2:

The participant states that conversation is one of the most basic and essential communication skills. It enables students to share thoughts, opinions and ideas.

Participant3:

As for the third participant, he asserts that he uses scripts with simple words and ask comprehension questions.

Participant4:

As regard the last interviewee, she provides her learners with variety of listening opportunities including stories, songs. in different classroom activities.

Q9.Do you think that storytelling is a suitable tool to enhance students' listening skill?

All the participants answered by "yes". They see that storytelling is an effective tool in the learning process.

Q10.Have you experienced any disadvantages while using the storytelling technique with your students?

Concerning the last question, two teachers have answered by "yes" because sometimes students can't understand the meaning of new or difficult words this is ambiguous for them, they get depressed and lose concentration. Whereas, the two others have answered by "no".

Chapter Three: Presentation of the Findings

Conclusion

This chapter described the results gathered from the questionnaire and the interview to see if storytelling helps students in developing their listening skill. We have used Quantitative Method to analyse data gathered from a questionnaire and Qualitative Method to analyse data gathered from an interview conducted with teachers. In fact; the findings allow us to figure out that storytelling is an effective teaching technique that teachers use to enhance listening skill and motivates learners.

Chapter Four: Discussion of the Findings

Introduction

This chapter aims at discussing and interpreting the findings obtained out from the questionnaire administrated to fourth year students in “Les Canarias” Private Middle School in DBK and the interview conducted with teachers in the same school. The results are discussed and interpreted in relation to the review of the literature presented in chapter one. They aim at answering the research questions and confirming or refuting the hypotheses proposed in the general introduction.

4. 1 Discussion of the Students’ Questionnaire and the Teachers’

Interview

4. 1.1 Students and Teachers Views about Storytelling

From the results displayed in the previous chapter, it appears that teachers at “Les canaries” Private Middle School in DBK use storytelling when they teach, this is confirmed by the students’ responses in which (70%) of students say that teachers **sometimes** use storytelling in the classroom (see table1p23) like Cendrilla .As for students’ views about storytelling, the results denote that almost all the participants (95%) affirm that storytelling is “enjoyable” and only (5%) of them say that storytelling is “boring” mainly when they don’t know the story (see figure 1 p24). One of the most advantages of listening to storytelling is that it is enjoyable and seen as a form of amusement. This encounters the idea of Zabel (1991) in which he states that “*Storytelling....costs nothing, is enjoyable, and can*

Chapter Four: Discussion of the Findings

be used anywhere and at any time". That is, enjoying listening to stories let students engaged in the learning process.

Since storytelling provides enjoyment, fun as well as pleasure, it can create a relaxing atmosphere for language learning by reducing boredom and motivating students. The outcomes of our study demonstrate that (97.5%) of the students think that listening to stories motivate them, whereas only few participants (2.5%) believe that storytelling does not motivate them (see figure 3 p26).

As for the responses inferred from the teachers' interview, we find that the storytelling is a useful method to teach students in a relaxing environment. A participant says that "storytelling creates a relaxed atmosphere and living environment which encourages students to communicate their ideas and emotions". Another participant asserts that "storytelling makes students active and engaged in the learning process".

This implies that teachers and students view storytelling as a motivating tool, which reduces boredom and brings a comfortable atmosphere in the classroom, because the environment plays a significant role in the learning process.

4.1.2 Storytelling as an Example of Authentic Material

One of the most useful materials used by foreign language learners is authentic materials such as dialogs, records, videos... Storytelling is an example of authentic listening material to be used in the EFL classroom. Authentic materials are very beneficial in helping learners in learning the English language in a better

Chapter Four: Discussion of the Findings

way mainly for developing pronunciation, vocabulary, and other aspects of language. Concerning the use of authentic materials records, videos, dialogs, all teachers answered that they use them while teaching. For instance, one interviewee argues “*conversation, songs, TV shows and stories help learners to improve the listening skill*”. Another teacher claims that “she uses authentic materials as an original source of the target language (TL) such as songs, videos, maps, which contain correct pronunciation, vocabulary, accent, and other aspects of language. This goes hand in hand with Communicative Language Teaching (CLT) which considers authentic material a source of input for EFL learners.

In this context, Richards (2001) states that authentic materials refer to the use of different technologies materials such as videos, auditory aids which are considered as one of the best teaching tools to be employed in the classroom. In this regard, House (2008:56-57) writes:

Authentic materials for the classroom have long been promoted as a means by which teachers can link the formal, and to some extent artificial environment of the classroom with the real world in which we hope our students will eventually be using the language they are learning.

In other words, the use of new language teaching materials have changed the traditional way of teaching and expose learners to the real life communication and practice situation. This leads to create a new learning environment where students are more engaged in the learning process. Furthermore, the use of authentic materials like videos, records..etc can be facilitator tool to simplify the understanding of the lesson in general and develop students’ interest.

Chapter Four: Discussion of the Findings

Otherwise, authentic materials can boost the motivation of the learners and develop creativity among teachers as well as learner. So, authentic materials play a significant role in education which allows teachers to develop their activities in a natural way and expand EFL learners' knowledge.

1.3 The Effect of Storytelling on the Classroom Atmosphere

The findings reveal that (97.5 %) of the participants view that the atmosphere inside the classroom is enjoyable thanks to storytelling (see table2p24). This shows that the use of storytelling in the classroom is an opportunity to acquire a foreign language, the classroom with good conditions is an effective technique in improving language skills in a pleasant atmosphere. These arguments confirmed by Boltman (2001) who said that storytelling creates an intimate classroom atmosphere and provide enjoyment and entertainment. In other terms, storytelling provides an enjoyable classroom context where teachers change the way language is learned and motivates students as it reduces anxiety and stress.

Besides, (table 3p27) shows clearly that (62.5%) of the students say that short stories encourage them to interact with other students, while (37%) of the students say that the use of stories do not encourage them to interact with others. The environment plays an important role in the learning process, for this teachers always try to create a comfortable atmosphere that fits the learners' needs. This is clearly confirmed by Stein (2001) who claims that teachers must create a classroom atmosphere, select instructional activities that help students to find different solutions and to take different positions to learn effectively. To support this idea, Chiasson (2002:2) adds that *"the job of a teacher is to get students laughing, and when their mouths are open give them something to chew on"*. It

Chapter Four: Discussion of the Findings

means that, teachers have provided a warm climate where the students have a good relation between them and with their teachers. It leads students to establish a good relation between them and with their teachers; so using storytelling can be considered as a classroom management tool which teachers increase the learning process.

4. 2 The Listening Skill:

4. 2.1 Listening to Stories and Developing the Listening Skill

The outcomes of our study demonstrate that (85%) of students think that their listening comprehension has been improved thanks to storytelling (see figure7 p30). Further, it plays a significant role in the process of foreign language learning (FLL).For instance, one interviewee says that “*storytelling has a positive effect on the performance of students, those who listen to stories engage in a wide range of cognitive activities to make sense of the story*” This goes hand in hand with Harmer’s (2004) view in which he argues that storytelling is one form of the intensive listening (see chapter1 p8).

The findings also show that the majority of the participants (82.5%) understand the overall meaning. However, only (17.5%) of them assert that they understand just some words while listening to stories (see table5p28). This implies that listening to stories help students to develop the listening skill, acquire new vocabulary and improve their pronunciation. This means that storytelling plays an important role in enriching vocabulary and improving of the pronunciation. So, storytelling considered as a useful tool to enhance the listening skill.

Chapter Four: Discussion of the Findings

4. 2.2 Listening Comprehension and the Schema theory

Listening is considered as a very important language skill in everyday life. Today, the listening skill is treated as an active process that helps learners to acquire knowledge. From the results displayed in (figure6p29), it appears that the majority of students (85%) assert that short stories facilitate the acquisition of new knowledge and developing listening abilities.

Indeed, the majority of fourth year students (75%) see that storytelling helps them in memorizing information in their mind. For instance, teachers use the story of Snow White to teach the Past Simple. Learners keep these information and construct meaning from background knowledge. In the listening process, the previous knowledge of listeners is as significant as the language knowledge, this is why researchers apply schema theory to the listening skill.

4. 2.3 Students' Listening Difficulties and Strategies

As regard students' listening difficulties, the results indicate that (50%) of the students face difficulties with the speed of the listening while listening (see figure8).One interviewee argues that "*the rapid speed mood is the biggest challenge for learners*". In this context, Goh (1999) and Flowerdow and Miller (1992) claim that the speed of speech is one of the major difficulties that EFL learners face while listening to the target language (TL).

Chapter Four: Discussion of the Findings

In addition, the outcomes of this research show that the understanding of words' meaning is meant to be the greatest difficulty that students face while listening to stories (27.5%). For instance, one interviewee declares that *“the main problems that students face are related to topics which are unfamiliar to them and the limitation of vocabulary power”*. This is due to the fact that they are dealing with a new language. So, having a problem with vocabulary is evident. This goes with Hansan's (2000) who claims that unfamiliar vocabulary is a really problem that EFL learners face while listening.

The results also indicate that pronunciation is another difficulty that (22.5%) of learners meet while listening. The main reason is that the pronunciation of the English language especially in connected speech is very difficult since it is a foreign language. For example, one teacher states *“Students have problems with pronunciation especially dialects, they can't understand native speakers when the reader is quick, they don't distinguish rhythm intonation and stress, Learners know the word, but get the wrong sense. Hence, English pronunciation can influence students' listening since it is not easy to be understood as the pronunciation of their L1. This point is confirmed by Bloomfield et al. (2010) and walker's (2014) statement in which they declare that “ one of the serious problems of listening comprehension is related to the pronunciation of words that is different from the way they appear in print”* (cited in Gilankjani and Sabouri, 2016: 128).

As it is apparent in the findings presented in the previous chapter, students adopt different strategies as an aid to deal with their listening problems. Indeed, (75%) of the participants try to understand the general topic of the story (see figure 9p31).

Chapter Four: Discussion of the Findings

It is an efficient way used by learners for effective Learning and improving their listening abilities. This goes with Richards and Schmidt (2003:246) statement that “*Listening in order to understand the general meaning of text without paying attention to specific details*”. Teachers also consider storytelling as a good strategy to enhance students’ listening skill. One interviewee asserts “*I often provide the students with variety of listening opportunities, I include stories in different classroom activities and then, I ask them about its main idea*”. This means that a successful communication needs the understanding of the meaning as a whole rather than the comprehension of all the words included in the message. This goes hand in hand with the principals of the Communicative Approach (CA).

The results also show that (22.5%) of the students try to get only the main ideas in order to interpret the general meaning of the message. This is closely related to Rost and Ross (1991) statement which demonstrates that competent listeners look for specific information while listening. Furthermore, teachers use this technique to make their students get the meaning instead of concentrating on details.

As for the remaining participants (2.5%), argue that they deal with their listening difficulties by looking for every specific detail. This implies that, learners concentrate on the meaning of each word in order to understand the message. This confirms what Batova (2013:3) says “*bottom-up processing would involve decoding based on the segmenting of the individual words out of the stream of speech*”.

Chapter Four: Discussion of the Findings

However, this technique is not a good strategy to be used because it wastes time and effort. In addition, through concentrating on every specific detail, successful communication will not be achieved. *This goes with Rouse- Malpat's (2012:5) statement which sees that “ Communicative Language Teaching (CLT) , which focuses on meaningful interaction, is a prerequisite for learners to be engaged in the second language learning process”.*

Conclusion

This chapter has discussed the results obtained from the questionnaire and the interview. The two research instruments used to answer the research questions set in the general introduction. As regards the suggested hypotheses, they are confirmed. Relying on student's responses, storytelling is thought to be an effective tool for improving their listening abilities.

Chapter Four: Discussion of the Findings

With regard to the effect of storytelling in developing the listening skill, all the participants confirmed that storytelling is a useful and a good learning technique used to get information needed for language acquisition and listening comprehension. Indeed, teachers support the use of storytelling in the classroom to maintain a pleasant atmosphere which makes students engaged in the learning process.

General Conclusion

These researches investigate the effectiveness of using storytelling in enhancing the listening skill from teachers' and students' perspectives. It aimed at finding out whether or not storytelling is an effective teaching technique used in the classroom to improve learners' listening abilities. That is, this topic was conducted in order to know if teachers and students find storytelling a good source to be implemented in the classroom in order to develop students' listening skill.

To conduct this research we have adopted the Mixed Method Approach in which qualitative and quantitative methods have been employed for collecting and analyzing data. In fact, forty (40) questionnaires have been received from fourth year students in "les canaries" private middle school in DBk. In addition, an interview has been conducted with four (4) teachers in the same school. As for data analysis, the Statistical Package for the Social Sciences has been used to analyze the numerical data obtained from the close-ended questions of the students' questionnaire. On the other hand, Qualitative Content Analysis (QCA) is adopted to interpret the open-ended questions of the interview. The Mixed Methods Approach was adopted in order to answer the questions and test the suggested hypotheses relying on communicative Language Teaching.

According to the findings that are interpreted in the fourth chapter, students and teachers find out that storytelling is a helpful tool used to develop the listening skill. Moreover, storytelling is considered as an example of Authentic Material that allows students to acquire new information, enrich their vocabulary, and other

General Conclusion

aspects of language. This goes with Hymes' (1972) Communicative Approach which considers authentic material a source of input for EFL learners. It is also found that Storytelling plays a significant role in motivating students to learn the English language in a more relaxed environment. This leads to reduce boredom and encourage students to make efforts for the sake of developing their capacities in learning the English language in general and in their listening skill in particular.

Likewise, the majority of students see that storytelling offers them opportunities for discovering the target language including different accents and vocabulary which help them to enhance their listening skill. When it comes to teachers' interview, the results indicate that teachers sometimes implement storytelling in the learning process. This implies that teachers regard storytelling as an efficient technique and a useful authentic material to teach English and ameliorate students' listening abilities.

The outcomes of this study obtained from the students' questionnaire and teachers' interview sheds light on the main difficulties encountered by students while listening and propose some strategies to deal with them.

Finally, storytelling is an important teaching technique in the teaching-learning process. Because it makes students at ease, enjoy their lessons and pay attention to everything happen in the classroom. Storytelling is beneficial if it is used appropriately.

General Conclusion

Further Research

The importance of Storytelling in Enhancing EFL learners' vocabulary.

Developing EFL learners' listening comprehension through YOUTUBE Videos.

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Appendix 1:

Students' Questionnaire

Dear students,

This questionnaire is prepared to investigate the usefulness of Storytelling in developing the listening skill in foreign language classrooms. You are nicely asked to complete this questionnaire by ticking (√) the right answer. Please take it seriously to guarantee the success of this investigation.

Thank you for your collaboration.

Section One: Students' Views about Storytelling

1- Do your teachers use storytelling in the classroom?

a- Always b- Sometimes

c- Rarely d- Never

2-Do you find listening to short stories:

a- Enjoyable b- Boring

3- Listening to short stories create a relaxing atmosphere:

a- Yes b- No

4- Listening to short stories help you to:

a- Acquire new vocabulary

b- Improve your pronunciation

c-Develop your listening skills

d- all of them

5-Does the use of storytelling motivate you?

a-Yes

b-No

6-Does storytelling reduce boredom in the classroom?

a-Yes

b-No

7- The use of short stories encourage you to interact with other students:

a-Yes

b- No

8-Does storytelling help you to memorize things in your mind?

a-Yes

b-No

Section two: The listening skill

9-Which of the following language skills do you find most difficult?

a-listening

b-speaking

c-Reading

d-writing

10-When you listen to Stories, do you understand:

a-The overall meaning

b- Only some words

11-Does listening to short stories help you to acquire new knowledge and develop your listening abilities

a-Yes b-No

12-Do you think that your listening comprehension has been improved thanks to storytelling?

a-Yes b-No

13-while listening to stories, what kind of difficulties do you face the most?

a-Pronunciation

b-To not understand words' meaning

c-The speed of the listening

14-How do you overcome your listening difficulties?

a-Understand the general topic

b-Get only the main idea

c-Look for specific details

15-Does storytelling help at building a good relationship between the teacher and students?

a-Yes b-No

Appendix 2:

The teachers' interview

Dear teachers,

We are conducting a research about the effectiveness of using storytelling in enhancing students' listening skills and you are kindly asked to answer the following questions. We will be very grateful for your help. Thank you.

Q1.According to you, which type of materials help learners to improve the listening skill?

Q2.How often do you use storytelling in the classroom?

Q3.Why do you use Storytelling?

Q4.Do you consider storytelling as an appropriate tool to enhance the listening skill?

Q5.Do you think that storytelling increases students' motivation and reducing boredom?

Q6.What are the difficulties that students face while listening?

Q7.How do you help your students to overcome their difficulties?

Q8.What are the strategies do you adopt to develop your students' listening skill?

Q9.Do you think that storytelling is a suitable tool to enhance students' listening skill?

Q10.Have you experienced any disadvantages while using the storytelling technique with your students?