

Abstract

The present work is in the field of foreign language teaching .It attempts to investigate the implementation of story telling activities as a new suggested teaching technique in an EFL class` oral expression course This study examines the effects that stories in general and storytelling activities in particular could have on the development of second year students oral performance in the English department at Batna University .

Before presenting our study , its very important to give a brief account on how this dissertation is going to be organized. In addition to the introductory chapter on the methodology adapted to conduct the research, the work will be divided into two main parts. Part one , including four chapters, it covers the main theoretical aspects necessary for the study, mainly the teaching of listening skill , the speaking one and the introduction of storytelling activities based technique in EFL classrooms.

Chapter I will give the reader a general historical perspective to the various foreign language teaching methods and approaches , as it tends to examine the placing of both language skills mainly speaking in each method and to give insights on the reality of the oral language in our classrooms, its importance as well as its different skills learners need to develop.

Chapter II, it examines the current related theory to the teaching of the listening skill, it introduces the main difficulties EFL learners encounter when dealing with listening comprehension tasks, the same chapter tends to clarify the various activities and tasks used to teach this skill , as it goes further to consult the use of authentic teaching aids in our classes and the positive impacts this latter could have on learners` listening comprehension.

Chapter III, as the second one , its main core is to examine the nature and function of the speaking process , learners barriers to deal with this skills. Specific attention is given to the different classroom speaking activities teachers can adopt in their classes to fully develop a better oral production among their language learners.

Chapter IV introduces the reader to the general considerations about the process of storytelling in EFL classes, and gives a historical overview on the development this latter through time. It describes the role of stories in foreign language classrooms and the effect they have on students oral performance .As the previous chapters , many storytelling based activities have been suggested for teachers to adopt them at their best .

Part two is devoted to field work .It provides a practical implementation of storytelling into the process of teaching English to EFL learners .Some recommendations are also

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suggested for teachers to take into account when teaching the two language skills in general and implementing stories in particular and thus help them developing their students` listening and speaking abilities successfully.