

General conclusion

The main objective of this undertaken study is to confirm the research hypothesis which tended to show how stories in general and storytelling activities in particular can be used successfully in EFL classes, as they are valuable aids in developing students' listening as well as speaking abilities, or in other words we tried to investigate the relationship between the use or the implementation of storytelling activities within foreign language learners in the Oral Expression course for the improvement of their Oral performance.

To test this latter, we adapted two basic research tools, two questionnaires were administered for the two samples of the concerned population (teachers and students). The main aim behind designing such a data gathering tools is to solicit student's as well as teachers ' perspectives , opinions and viewpoints towards the subjects under investigation (listening / speaking, Oral expression course, storytelling activities implementation). Furthermore , their met constraints in dealing with this latter .

The analysis of the two questionnaires findings in addition to the interpretation of both teachers and students revealed responses open the way to provide us with a positive attitudes towards the introduction of storytelling activities as an alternative technique to teach the Oral expression course and expose the students to the target language in a natural context .So, a serious experimental treatment was conducted within our participants as a second research procedure.

The experimental study was based on the regular introduction of these storytelling activities based instruction within our second year learners through the Oral expression course, then assessing and evaluating learners' oral performance progress relying on various criteria in both tests' sections (listening and speaking) , with ensuring a guaranteed interdependence between the two skills along the study. The experiment revealed the fact that the participants 'clear oral performance progress throughout the study is mainly due to the exposure to stories based courses which we assume having an efficiency role in improving not only their oral skills (listening / speaking) but providing the learners with opportunities to develop other important skills not only at the level of the classroom but outside this formal context too.

In sum, we come to draw the following suggested conclusions based on factual data that is a record of students' opinions , attitudes, preferences as well as teachers ' perceptions and opinions:

1. The oral communication performance is important for EFL learners .It is one of the most necessary language requirements for displaying their language proficiency.
2. The ultimate aim of the Oral expression course should be the acquisition of oral communicative competence i.e. the ability to listen and speak appropriately .
3. Oral articulation of ideas and the presentation of materials is an important area in which many students need practice .Regular and frequent opportunities to speak in front of small and large groups should be provided to students.
4. Authentic materials are considered to be a valuable tools for improving EFL learners ' listening / speaking abilities, they represent a source of motivation for them as they break the class routine and promote interest.
5. The notion of interdependence between the listening and speaking phases proved to be very useful .
6. the course needed material and tasks ' selection should be based on well thought criteria , taking into account learners' level of proficiency , needs, interest and motivation.
7. Along our study , through introducing storytelling activities as the main technique to present the oral expression course, our learners show a high level of interest and motivation as they have really well performed in the various tasks they have been asked to do. This latter expresses the fact that EFL learners proved their will to create an active learning environment where communication, participation and the total engagement are its main key concepts. Besides, they revealed their ability to use the target language appropriately to express their opinions, personal attitudes and feelings.

The learners once again ,proved that they aren't the passive learners they seem to be , but really they need to be motivated and interested as well through based exposed to the target language in its natural context and put them in real life situations.

8. Another important fact we could notice too, along our study is the fact that our new suggested technique or device proved to be very useful to enrich language learning context with motivation and authenticity .So, to create an interactive learning environment and respond at the same time to learners' needs.

- inspite of the great importance a language laboratory can have in this study , the audiotapes were played not in this latter where the outside noise is shut off ,but in a normal classroom to give the learners a real life experience. In addition to the inavailability of a language lab at the level of the English department.