

Chapter VI

An Experimental Investigation Into the Effect of Introducing Storytelling Activities in EFL Classes on the Learner`s Oral performance (listening and Speaking Skills)

Introduction

It has been indicated through the questionnaire's obtained results that the present status of EFL teaching/ learning requires a real process of engagement and participation. Where learners can cope with the several dilemmas they encounter as they have revealed through their responses (the misunderstanding of the language used by natives, lack of being exposed to the target language in its natural or genuine context, their inability to use English to express their ideas, viewpoints, feeling...).

Through students attitudes towards their met constraints, it is clearly conveyed that they call for a classroom techniques which tend to enhance their language skills in general and to help them improving their listening and speaking in particular.

This sixth chapter seeks to present the investigated issue and to put it into practice on the field work. The present study was conducted on second year students in the English Department at Batna University

Rational

It is very important to give those problems faced by the learners a considerable care and provide them with enough opportunities to overcome them in a real learning context and introduced them to the suitable techniques which help to develop the skills needed for this type of environment, as to expose them to the language they learn and they are likely to experience in real life situations through an emerged interest characterized by a high level of authenticity (Jackson, 2002).

Thinking about an effective remedial device, we opt for a new teaching alternative which is storytelling activities as a basic technique in presenting the Oral Expression course. The choice of this suggested teaching aid is based on many reasons:

First of all, stories are co-creative and interactive. It is one of the most powerful forms of art/ communication known to humans and this explains why it possesses such great potential as a teaching/ learning tool. In the EFL classes context, storytelling activities make tasks

captivating and meaningful, stimulate imagination and assist metaphoric fluency and articulation. These activities have many benefits on the development of students listening comprehension and the enhancement of their oral performances and this is the concern of the Oral Expression module.

Storytelling in classroom is described to be a unified pedagogy, being developed by three criteria.

First, social awareness, where students develop language abilities, social facility, knowledge and vocabulary. Second, mindful interaction, students through this concept use a story as a thinking place to illustrate information, explain abstract concepts and connect ideas to their application. Finally, imaginative engagement, in this process, learners learn imaginative abilities when entering a private imaginative space in which they meet the story, it enriches learners with empathy with others as well as self understanding.

Another reason to use storytelling in classroom is the fact that using storytelling in the classroom on a regular basis is a sound teaching / learning strategy, because the type of skills demanded in the activities around storytelling (paraphrasing, gist, grasping, nuance) and inferring meaning are skills which students with different Levels are ready to develop. A story in EFL context is an art, form and means of communication, it builds on students communicative strengths and oral language expertise to help them successfully develop social, intellectual and linguistic competencies.

Storytelling is a technique that is appropriate for language learners of all levels proficiency. It is highly authentic and more motivating than any other form of authentic materials, simply because students enjoy listening to and telling stories, when it pushes them to face a real and natural context of the foreign language. Since stories have a narrative form and because they are told in English throughout the English speaking world, they are a culturally authentic form

"A proficiency – oriented methodology emphasizes the use of authentic language in instructional materials whenever and wherever possible"-

(Omaggio, 1986, 47)

Stories are authentic in form and content, *if* told by a native speaker in a natural context, they become authentic language, if told in English by the teacher, they are simulated authentic language. Still appropriate for increasing the proficiency of learners. Furthermore, the situation of telling and retelling stories is an authentic language interaction.

In fact , one of the great strengths of the classroom storytelling is that the material needed for accomplish it is simple ,available and itself compelling enough to motivate students to stretch themselves to push past the boundaries of their proficiency level and this is the concern of our study.

Last but not least , while our teachers of the Oral Expression course adopt other techniques to teach the course, it has been noted that still our learners unable to improve their listening as well as their speaking abilities as they should be .Introducing storytelling activities will cope all the difficulties.

The investigated study was therefore designed (to examine the hypothesis whether the use of storytelling activities as a new teaching technique in a Oral Expression course in comparison with other techniques will result in a better oral performance among second year students of the English Department at Batna University.

To test our hypothesis and achieve the aimed objective which is explore the effect of one semester program of exposure to storytelling activities we compared the development of student` s oral performance (listening, speaking) within two groups of the University second year students of English. The two groups were exposed to a carefully designed experimental program through a well chosen tasks and activities to fit the participants level, interest and needs.

This program was applied on two levels., speaking and listening, where both listening and speaking tasks are interrelated to raise students attention towards the strong relationship between the two language skills this is in one hand, on the other hand the aim behind these tasks interrelationship is to enable the participants to use the results of one level as a background input upon which they build up their coming performances. In addition to shed the light on the two skills strong exchanged dependence. Speaking as an input, listening as an out put.

Design of the experimental

An experimental research design was applied with a control and an experimental group to test the set hypothesis. During the experimental treatment, we opt for developing participants listening as well as speaking abilities through two different experimental designed tasks and activities for each group.

During a period of three months, the experimental group receives a set of lessons planned upon story based activities. The material necessary to carry out the tasks was present. In about 16 sessions (three to four times per week, lasting 45 mn per session. Accompanied with observation grids which were used in each experimental session. Meanwhile., the control group undergone an ordinary Oral Expression course.

Concerning each group, participants performances in each group lessons were assessed by comparing the two groups participant s scores in listening comprehension and speaking production trough observation grids.

Findings will be taken as data to provide evidence required to test our hypothesis. Worksheets are used to keep participants scores for analysis and interpretation.

Participants

Participants who were selected for both experimental and control group are initially students of second year of the English Department at Batna University. They were 50 students with the average of 25 subjects for each group. The two groups were chosen randomly after having consulted teachers of Oral Expression who claimed those participants are nearly similar in terms of oral proficiency adding the fact that they all meet many constraints at different levels. To confirm their claims and make sure that our choice is right we consulted the administration and get their course records obtained in the first semester.

This randomization permits the researcher to control all the study s important variables. (storytelling activities, students oral performance, except the support material still its not possible for him to control certain variables which concern subject psychological, emotional, personal characteristics such as intelligence , personalitySo to prove our evidence that students better oral performances are mainly due to the new teaching technique based upon storytelling activities , we should keep our participants naïve vise a vie the investigation 's aim to avoid unnatural reactions ,since when they feel their participation in the study ,they may feel pleased at being included and they may be influenced by this pleasure rather than any impact of the study.

The two groups selection didn't t differ significantly and was to a far extent homogeneous in terms of age, level, and sex, the experimental group consisted of 25 students (21 girls, 4 boys) and the control one consisted of the 25 students too (7 boys, 18 girls).

Material selection

To investigate the effect that classroom storytelling activities could have on second year students oral performance, our first concern towards the material selection is to locate the material in a timely and cost effectively manner to realize a balance between the skills we are going to develop within the existing and available ones .The main guidelines for the material selection were second years students level, interest, needs and motivation.

When selecting the study s material, we opt to ensure the diversity in terms of the following

- Different genres (stories, extracts, interviews...
- different students related themes (daily life issues , social problems ,humans and animals relationships... to give them opportunities to have insights about a variety of matters as well as enabling them to use their previous knowledge (schematic knowledge(.The selection of topics should be based on well designed criteria to not go beyond the learners linguistic competence. Generally speaking, a variety of topics minimizes students fatigue and keeps them interested and alert.
- Different language accents (British, American and why not the teacher's accent. Tackling this point, participants listen to native speakers and tellers and to non native speakers too (their teacher). Decision on the subject matter should be based on accents that do not hinder learners comprehension
- Diversity in terms of length, where we used genres that do not bore and tire the participants.

Stories we have selected for the experimental group include all the criteria cited above in addition the cultural diversity they include.

All the material selected is authentic for the reason of keeping student interested motivated and reduces fear and frustration, and brings the natural context of the foreign language into our formal environment which is the classroom.

For the experimental group, our choice as it is clearly stated before was stories belonging to the target culture in stead of other literary genres due to the motivational value and the positive atmosphere they provide for learning. Within the same group we opt for using tape recorder

+K7 including the different stories to put our participant in the real context of the language through the native story tellers performing in tapes and again in response to students' interest and motivation.

The material used is related with the different activities tasks which had been performed by the learners throughout the experiment.

These activities are also selected to fit the set objective in terms of developing the two language skills (listening and speaking). The activities used vary to include:

***listening**

- Gap filling.
- True/ false questions.
- Multiple choice question.
- Words insertion.
- General/ comprehension questions.

*** Speaking**

- Discussion
- Building/ acting out dialogues.
- Building | acting out interviews.
- Role plays...

Listening activities are always implemented in a way to maintain a link with the speaking ones for providing students with the opportunity of being good communicators. The activities main purpose was to develop our learners' language oral skills rather than testing.

Speaking | listening tasks `implementation

The main consideration in implementing both listening and speaking tasks within the experimental program was to guarantee the interdependence between the two levels in one hand, on the other hand is to select tasks to meet students` needs , interest and level as well as to insure motivation .

Listening tasks

To realize the study's aim, students partly are expected to develop their listening strategies as well as skills. As it was mentioned before, the first aim behind designing such an activities is to improve learners' abilities rather than to test.

... should not be treated as test items, they are designed as aids to aural comprehension practice, directing the students' attention to 'focal points' on the tape so that they will learn to listen more effectively.

(Underwood, 1997,4).

Generally speaking, each listening lesson designed for the experimental was held at the beginning of the week before the speaking one. It consisted of one hour and half to two hours per week.

Depending on the duration of the actual listening passage (with care not use long listening to avoid respondents fatigue, before and memory load).

In the listening section, time for exposure to the listening materials is shorter than the one devoted for the activities performances.

The course procedure following the listening section includes three main phases:

Teacher should gauge how much time students will need and tell students how much time they have to accomplish each task.

Phase one: pre-listening, contains a variety of tasks, described to be a short of warm up activities or an entry activities to the following phase its main objective is to introduce the learners to the listening stage and create motivation, attention and enthusiasm among them. Pictures' interpretation, general question are among the activities which may be included in this stage.

Phase two: while listening. During which learners are exposed to the listening passages with their different types, it requires their attention, and concentration to fulfill the various activities: filling the gaps, information search, completing charts or tables, stories... , this phase in most of the time looks for learners abilities to predict and imagine, the two concepts call for students oral production and this is an important aspect to be taken as a positive points for storytelling in classroom. To fulfill this while storytelling activity, the listening passage is listened to into segments.

Phase three: Post listening: its main objective is to check the learners comprehension of what they have listened to through a variety of activities, true/false questions, multiple choice questions, comprehension questions...

Speaking tasks

Throughout our experiment, we tended to ensure the interdependence between the speaking phase and the listening one. Each speaking session was planned after student had completed the listening comprehension session.

The main goal of these designed speaking tasks is to provide maximum opportunity for students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks and share knowledge to create a real and a full interaction involving both students with their teacher or students /students engagement.

Various strategies were used, classroom discussion, group work, individual and per works to perform different tasks(building up and acting out dialogues, interviews, role plays and retelling stories ...).

Even the topics used in this phase vary to include, social problems, personal experiences, individual habits....

A detailed description is going to be provided for each session (Listening / Speaking) concerning the two groups (Control/experimental).

Story based lessons

The recent experimental program illustrates a variety of ways to use stories by presenting sample lessons using three stories chosen to fit the literary and pedagogical objectives. The designed stories for the experiment were selected on the basis to make the offer as attractive, varied and beneficial as possible to treat different issues and to be of a didactic beneficial.

Stories' lessons are explicitly planned for the purpose of developing communication skills as well as focus also on cultural perspectives. The purpose of each lesson is stated at the beginning of the lesson accompanied with a detailed description concerning the storytelling activities in each phase with their different aims.

General purposes range from encouraging creative response to reinforce individual language skills, other stated purposes are to explore cultural themes and to encourage critical examination of information in stories. The aim in clarifying the various types of purpose is to

encourage oral expression teachers to view storytelling activities as a rich and versatile source of content or input in classroom. Story based lessons appear in the following order (in parentheses are the titles of stories which accompany them).

Lesson 01: - Storytelling / conversation building (the white heron).

- To reinforce listening skill.
- To encourage creativity in prediction.
- To reinforce speaking skill.
- Picture war in up as an entry.

Lesson 02:- storytelling/ understanding and retelling (the valley of sleepy Hollow).

- Reinforce listening speaking.
- To encourage creativity in prediction.
- To critically examine information.
- To explore cultural themes.

Lesson 03:- storytelling/ building up a dialogue (luck).

- To reinforce oral skills.
- Improve imagination and creative prediction.
- Expression opinions.
- To critically examine information.

Follow up activities:

Listening:- Picture interpretation.

- General questions.
- Filling the gaps.
- Prediction.
- Sentences completion.
- True/false questions.
- Multiple choice questions.
- Comprehension questions.

Speaking: - Building up dialogues.

- building and conversations.
- Retelling.
- Predicting.

Pre-test observation grid

Second year	Oral expression	Section one: Listening
Song: 'Another day in Paradise' " by Phill Collins"		Duration: 45 mn
<p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1. To train students in listening to authentic material. 2. Listening for details 3. to depict given vocabulary items in a connected speech. 		
<p><u>Material:</u></p> <ul style="list-style-type: none"> • 2 Pictures showing " homeless people". • Tape including the song. • Tape recorder. • Copies containing the lyrics of the song. 		
<p><u>Procedure:</u></p> <p>1. <u>Phase one: Pre-listening.</u> <u>Task: Pictures' interpretation .</u> As an entry to the theme of the song, students are asked to go through the two pictures and interpret them answering a set of questions. The teacher interacts with students about the two pictures.</p> <p>2. <u>Phase two: While Listening</u> <u>1st listening:</u> Students listen to the whole song and take notes (difficult words, words extracted related to the theme ... - Students use their dictionaries to check the difficult words.</p> <p><u>2nd listening:</u> Students listen again to the song into segments and filling the blanks. - Lyrics are provided by the teacher in worksheets.</p> <p>3. <u>Phase three: Post listening</u> <u>True /False activity:</u> The teacher gives students statements, asks them to say whether they are true or false and correct the false ones.</p> <p>* Students are going to be assessed in terms of their performances in the activities dealt with in the listening section.</p> <ul style="list-style-type: none"> • Picture interpretation. • Gap filling. • True/ False questions. 		

Second year	Oral expression	Section two: Speaking
Song: 'Another day in Paradise' " by Phill Collins"		Duration: 45 mn
<p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1. To practice speaking . 2. To conduct an interview out of the song's theme. 3. To take turns to play out the interview. 4. To raise students' awareness about social problems. 		
<p><u>Material:</u></p> <p style="padding-left: 40px;">-The song 's lyrics</p>		
<p><u>Procedure:</u></p> <p><u>Phase one: Discussion of the song's theme.</u></p> <p>As a background to be based on in the next phase ,The teacher interacts with students about the topic" Homelessness" through a set of general questions.</p> <p><u>Phase two: Building up an interview.</u></p> <p>Students work in pairs and build up an interview between a journalist and a homeless. They take turns and act out the interview.</p> <p><u>Phase three:</u></p> <p>Students' suggestions to lesson the spread of this phenomenon.</p> <p>* Students are going to be assessed in terms of the following criteria:</p> <ol style="list-style-type: none"> a. Pronunciation. b. Fluency. c. Accuracy. d. Communication. 		

Why "Another day in paradise"?

The reason behind choosing this song is twofold:

- First, the language used which is simple and suits students' level (clear pronunciation, easy vocabulary).
- Second, the theme treated which raises students' awareness towards social problems met in their daily life.

Experimental group					Control group				
N	Pre-listening P.I/5	While-listening F.G/10	Post-listening T/F.Q/5	AV/20	N	Pre-listening P.I/5	While-listening F.G/10	Post-listening T/F.Q/5	AV/20
01	03	05	03	11	01	02	03	03	08
02	02	04	04	10	02	03	05	03	11
03	03	05	04	12	03	03	04	04	11
04	01	04	05	10	04	02	03	02	07
05	02	03	05	10	05	04	07	03	14
06	02	05	03	10	06	03	05	02	10
07	01	03	03	07	07	02	06	04	12
08	02	08	05	15	08	02	07	04	13
09	03	07	03	13	09	03	03	03	09
10	02	06	04	12	10	04	07	04	15
11	03	04	02	09	11	01	02	02	05
12	01	04	02	07	12	02	06	02	10
13	02	02	03	07	13	03	09	04	16
14	04	04	02	10	14	03	06	03	12
15	02	06	02	10	15	02	05	01	08
16	03	05	02	10	16	01	03	02	06
17	04	00	02	06	17	02	08	03	13
18	05	08	03	16	18	03	09	04	16
19	02	07	02	11	19	01	03	01	05
20	03	06	03	12	20	03	06	02	11
21	01	06	05	12	21	03	04	03	10
22	01	02	02	05	22	01	05	01	07
23	03	07	04	14	23	01	03	02	06
24	04	09	03	16	24	03	08	04	15
25	02	08	01	11	25	01	07	04	12
$\sum X_E$				260	$\sum X_C$				251
X_E				10.40	X_C				10.04

Table 74 : Control / Experimental groups' scores in the listening section
of the pre-test .

N: Number of subjects.

X: Average of scores in each group.

AV: Average.

$\sum X$: Some of scores.

P.I: Picture interpretation.

F.G: Filling the gaps.

T/F.Q: True/False questions.

Experimental group						Control group					
N	P .../5	A .../5	F .../5	C .../5	AV .../20	N	P .../5	A .../5	F .../5	C .../5	AV .../20
01	03	02	01	02	08	01	02	02	02	02	08
02	02	03	03	02	10	02	03	02	03	03	11
03	02	02	01	02	07	03	03	01	02	03	09
04	01	02	02	02	07	04	01	01	02	02	06
05	02	01	02	01	06	05	02	02	02	03	09
06	03	03	03	02	11	06	04	03	02	03	12
07	03	01	01	02	07	07	05	03	03	04	15
08	04	03	02	03	12	08	03	03	02	03	11
09	01	02	01	01	05	09	04	04	04	04	16
10	02	02	01	01	06	10	02	02	02	02	08
11	01	02	03	02	08	11	01	02	02	02	07
12	02	03	02	02	09	12	02	01	02	03	08
13	03	02	02	03	10	13	01	02	01	02	06
14	03	04	03	03	13	14	01	02	02	02	07
15	04	04	03	04	15	15	02	03	02	03	10
16	05	04	03	04	16	16	03	02	03	03	11
17	02	01	01	02	06	17	02	01	01	01	05
18	02	02	02	02	07	18	02	02	02	02	08
19	02	01	03	02	08	19	02	02	02	01	07
20	03	01	02	03	09	20	02	03	02	03	10
21	03	03	02	03	11	21	03	02	01	02	08
22	01	02	01	02	06	22	01	02	02	02	07
23	03	02	02	03	10	23	01	02	01	03	07
24	04	04	02	03	13	24	02	03	02	03	10
25	02	03	01	02	08	25	02	03	02	03	10
$\sum X_E$					229	$\sum X_C$					226
X_E					9.16	X_C					9.04

Table 75: Control/ Experimental groups' scores in the speaking section of the Pre-test.

N: Number of subjects.

X: Average of scores in each group.

AV: Average.

$\sum X$: Some of scores.

P: Pronunciation.

A: Accuracy.

F: Fluency

C: Communication

First test observation grid

Second year	Oral expression	Section one: Listening	Control group
Extract: Time matters			Duration: 45 mn
<p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1. Listening for details 2. To depict given vocabulary items in a connected speech. 3. To Improve understanding. 			
<p><u>Material:</u></p> <ul style="list-style-type: none"> • C.A.E Listening and Speaking. • The teacher's voice to present the extract. 			
<p><u>Procedure:</u></p> <p style="margin-left: 40px;"><u>Phase one: Pre-listening.</u></p> <p style="margin-left: 80px;"><u>Task: General questions</u></p> <p style="margin-left: 40px;">Students are asked to answer a set of questions to introduce the theme of the two listening extracts" the effect of work at night on people's life".</p> <p style="margin-left: 40px;"><u>Phase two: While Listening</u></p> <p style="margin-left: 80px;"><u>1st listening:</u></p> <p style="margin-left: 40px;">Students listen attentively to the two extracts presented by the teacher, they may ask for clarification of difficult words.</p> <p style="margin-left: 80px;"><u>2nd listening:</u></p> <p style="margin-left: 40px;">Students listen again to the two extracts read aloud by the teacher and insert the missing words where appropriate.</p> <p style="margin-left: 40px;"><u>Phase three: Post listening</u></p> <p style="margin-left: 80px;"><u>Comprehension questions</u></p> <p style="margin-left: 40px;">Students are asked to answer a set of questions about the two listening extracts.</p> <p>*Students listen again to the teacher reading aloud the extracts to check their answers.</p> <p>* Students are going to be assessed in terms of their performances in the activities dealt with in the listening section.</p> <ul style="list-style-type: none"> • General questions. • Missing words insertion. • Comprehension questions. 			

Second year	Oral expression	Section two: Speaking	Control group
Extract: time matters			Duration: 45 mn
<p><u>Objectives:</u></p> <p>1.To practice speaking .</p> <p>2.To express agreement/ disagreement .</p>			
<p>Procedure:Class discussion</p> <p>Students are asked to work in groups to discuss the same topic treated in the listening phase, " The effect of work at night on people's life" (health, family, daily activities...). Students express their agreement /disagreement.</p> <p>* Students are going to be assessed in terms of the following criteria:</p> <p>a.Pronunciation.</p> <p>b.Fluency.</p> <p>c.Accuracy.</p> <p>d.Communication.</p>			

First test observation grid

Second year	Oral expression	Section one: Listening	Experimental group									
The story "A white heron" by Sarah Ornjewett			Duration: 45 mn									
<p><u>General objectives:</u></p> <p>1. Listening for general ideas. 2. Listening for specific information</p>												
<p><u>Material:</u></p> <ul style="list-style-type: none"> • Tape recorder • Tape including the story • Handouts 												
<p><u>Procedure:</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Phase</th> <th style="width: 33%;">Activity</th> <th style="width: 33%;">Objectives</th> </tr> </thead> <tbody> <tr> <td>Pre-storytelling</td> <td>- Pictures' interpretation ; the teacher shows his students two pictures and asks them some questions about these latter.</td> <td>- To introduce the story. - To establish some vocabulary or phrases that may come up in the story. - To provide motivation to listen to the story.</td> </tr> <tr> <td>While storytelling</td> <td>-Listening to the story into segments. - Pauses for prediction -Gap filling</td> <td>- To provide practice in understanding the whole story. - To infer meaning from context. - To broaden students' imagination through prediction. -To check students ' level of concentration.</td> </tr> </tbody> </table>				Phase	Activity	Objectives	Pre-storytelling	- Pictures' interpretation ; the teacher shows his students two pictures and asks them some questions about these latter.	- To introduce the story. - To establish some vocabulary or phrases that may come up in the story. - To provide motivation to listen to the story.	While storytelling	-Listening to the story into segments. - Pauses for prediction -Gap filling	- To provide practice in understanding the whole story. - To infer meaning from context. - To broaden students' imagination through prediction. -To check students ' level of concentration.
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While storytelling	-Listening to the story into segments. - Pauses for prediction -Gap filling	- To provide practice in understanding the whole story. - To infer meaning from context. - To broaden students' imagination through prediction. -To check students ' level of concentration.										

After storytelling	- Comprehension questions	- To check students' comprehension of the story - To enable students to use some of the language from the story.

Second year	Oral expression	Section two: Speaking	Experimental group
The story:"a white heron"by Sarah Ornjewett			Duration: 45 mn
<p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1.To increase students ' willingness to communicate thoughts and feeling. 2..To provide opportunity for fun and movement in class. 3. To encourage dramatic expressions. 4.To adapt characters personalities and interpret their reactions through facial expressions. 5. To practice speaking. 			
<p><u>Procedure: Building up a conversation</u></p> <p>After listening to the whole story, students are shown a picture representing a scene in the story .They are asked to interpret the three characters behaviour according to the picture and building up a conversation between the three persons to act it out.</p>			

Experimental group					Control group				
N	Pre-listening P.I/5	While-listening F.G/10	Post-listening C.Q/5	AV/20	N	Pre-listening G.Q/5	While-listening I.W/10	Post-listening C.Q/5	AV/20
01	01	06	03	10	01	02	02	02	06
02	02	03	02	07	02	03	01	07	11
03	02	05	04	11	03	02	02	07	11
04	03	06	03	12	04	02	03	05	10
05	02	08	04	14	05	04	01	09	14
06	01	09	02	12	06	01	01	06	08
07	02	03	03	08	07	01	02	09	12
08	03	03	03	09	08	03	02	03	08
09	01	02	03	06	09	03	01	07	11
10	02	06	02	10	10	02	03	08	13
11	02	04	04	10	11	01	02	02	05
12	02	08	03	13	12	04	03	09	16
13	03	09	04	16	13	03	03	06	12
14	03	07	03	13	14	02	01	06	09
15	02	03	02	07	15	04	03	08	15
16	03	06	04	13	16	04	02	06	12
17	03	04	03	10	17	01	02	04	07
18	03	04	03	10	18	03	02	08	13
19	02	05	03	10	19	01	03	03	07
20	03	04	03	10	20	03	02	04	09
21	01	08	04	13	21	03	03	04	10
22	02	06	03	11	22	04	02	08	14
23	02	03	02	07	23	00	02	03	05
24	04	08	04	16	24	03	03	06	12
25	04	05	03	12	25	01	02	05	08
$\sum X_E$				270	$\sum X_C$				258
X_E				10.80	X_C				10.32

Table 76 : Control / Experimental groups' scores in the listening section of the first test .

N: Number of subjects.

X: Average of scores in each group.

AV: Average.

$\sum X$: Some of scores.

P.I: Picture interpretation.

I.S : Insert Word

C.Q: Comprehension questions.

F.G: Filling the gaps

G.Q: General questions

Experimental group						Control group					
N	P .../5	A .../5	F .../5	C .../5	AV .../20	N	P .../5	A .../5	F .../5	C .../5	AV .../20
01	03	03	02	03	11	01	03	01	02	02	08
02	03	03	02	01	09	02	03	03	01	03	10
03	02	02	01	03	08	03	02	02	01	02	07
04	03	03	02	02	10	04	02	02	01	01	06
05	03	03	03	01	10	05	03	03	02	03	11
06	04	03	02	03	12	06	02	02	01	01	06
07	04	04	02	04	14	07	03	03	03	04	13
08	03	03	03	03	12	08	03	03	03	03	12
09	03	03	03	04	13	09	02	02	02	02	08
10	04	03	03	05	15	10	04	03	03	04	14
11	03	03	02	03	11	11	02	01	01	03	07
12	02	01	01	01	05	12	03	02	02	03	10
13	01	01	02	03	07	13	04	03	02	03	12
14	02	02	01	02	07	14	04	03	03	05	15
15	04	03	03	03	13	15	03	03	02	03	11
16	04	03	02	03	12	16	02	03	02	03	10
17	03	02	02	02	09	17	03	02	01	03	09
18	03	03	02	03	11	18	04	03	03	04	14
19	04	03	03	04	14	19	03	03	02	04	12
20	04	03	03	05	15	20	03	03	02	04	12
21	03	02	02	03	10	21	02	02	01	02	07
22	02	02	01	01	06	22	03	02	02	03	10
23	03	03	02	04	12	23	03	02	02	02	09
24	02	02	02	02	08	24	02	02	02	01	07
25	03	02	02	03	10	25	02	02	01	03	08
$\sum X_E$					264	$\sum X_C$					248
X_E					10.56	X_C					9.92

Table77 : Control/ Experimental groups' scores in the speaking section of the first test.

N: Number of subjects.

A: Accuracy.

F: Fluency

AV: Average.

X: Average of scores in each group.

P: Pronunciation.

C: Communication

$\sum X$: Some of scores.

Second test observation grid

Second year	Oral expression	Section one: Listening	Control group
Interview: Expressing your opinions			Duration: 45 mn
<p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1. Listening for details 2. Responding to opinions 3. To Improve understanding. 			
<p><u>Material:</u></p> <ul style="list-style-type: none"> • C.A.E Listening and Speaking. • The teacher's voice to present the interview. 			
<p><u>Procedure:</u></p> <p style="margin-left: 40px;"><u>Phase one: Pre-listening.</u></p> <p style="margin-left: 80px;"><u>Task: General questions</u></p> <p style="margin-left: 40px;">Students are asked to answer a set of questions as an entry to the theme of the interview .</p> <p style="margin-left: 40px;"><u>Phase two: While Listening</u></p> <p style="margin-left: 80px;"><u>1st listening:</u></p> <p style="margin-left: 40px;">Students listen attentively to the interview.</p> <p style="margin-left: 80px;"><u>2nd listening:</u></p> <p style="margin-left: 40px;">Students listen again to the interview presented by their teacher. They are asked to complete a given table with information from the interview.</p> <p style="margin-left: 40px;"><u>Phase three: Post listening</u></p> <p style="margin-left: 80px;"><u>True /False questions</u></p> <p style="margin-left: 40px;">Students are given a set of statements. They are asked to indicate whether they are true or false or not mentioned.</p> <p style="margin-left: 40px;">*Students listen again to the teacher reading aloud the extracts to check their answers.</p> <p>* Students are going to be assessed in terms of their performances in the activities dealt with in the listening section.</p> <ul style="list-style-type: none"> • General questions. • Table completion. • True/ false statements. 			

Second year	Oral expression	Section two: Speaking	Control group
Interview: Expressing your opinions			Duration: 45 mn
<p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1.To practice speaking . 2. To express opinions 3.To express agreement/ disagreement 			
<p>Procedure: Building up a dialogue</p> <p>Students are asked to work in pairs and prepare a short dialogues asking for and giving opinions about the topics they prefer. Students express their agreement /disagreement. They are asked to act the dialogue in front of their classmates</p> <p>* Students are going to be assessed in terms of the following criteria:</p> <ol style="list-style-type: none"> a.Pronunciation. b.Fluency. c.Accuracy. d.Communication. 			

Second test observation grid

Second year	Oral expression	Section one: Listening	Experimental group
The story "The valley of sleepy hollow" by Washinbton Irving			Duration: 45 mn
<p><u>General objectives:</u></p> <ol style="list-style-type: none"> 1. Listening general information 2. Listening for details. 3. Present some aspects of the target language culture in reference to students own. 			
<p><u>Material:</u></p> <ul style="list-style-type: none"> • Tape recorder • Tape including the story, This latter is presented by an American teller (American accent). • Handouts 			

Procedure:		
Phase	Activity	Objectives
Pre-storytelling	<ul style="list-style-type: none"> - General questions, students are provided by a set of questions on the story's theme to answer. This activity is an entry or introduction to the listening phase. 	<ul style="list-style-type: none"> - To introduce the story. - To create motivation for listening and get students' attention. - To revise or feed in some useful language on the topic. - To explore their own cultural aspects then discover how the same aspects are presented in the targeted culture.
While storytelling	<ul style="list-style-type: none"> -Listening to the story into segments. - Pauses for prediction -Gap filling where listen again to the story and try to depict some missing vocabulary items. 	<ul style="list-style-type: none"> - To focus students on meaning and understanding . - To encourage the use of imagination and creativity. - To create enthusiasm among the students. -To check students ' level of concentration. - To recycle some of the key language , items from the story.
After storytelling	<ul style="list-style-type: none"> - Multiple choice questions, students are given a list of statements with a set of possible answers for each one and asked to choose the most appropriate one according to what they have kept in mind. 	<ul style="list-style-type: none"> - To check students' comprehension of the story - To enable students to use some of the language from the story and encourage memorization.

Second year	Oral expression	Section two: Speaking	Experimental group
The story: "The valley of sleepy hollow" By Washington Irving			Duration: 45 mn
<p><u>Objectives:</u></p> <p>1.To practice speaking and improve fluency.</p> <p>2. To encourage interpretation of the story through retelling</p>			
<p><u>Procedure: Retelling the story</u></p> <p>After listening to the whole story, students are asked to retell it using their own words</p> <p>.Students focus on the following</p> <ul style="list-style-type: none"> - Characters - Settings. - Events. - Scenes. <p>Here's the proposed plot grading metric</p> <ol style="list-style-type: none"> 1. <i>Excellent</i>: All major events recalled, almost all or all minor details. 2. <i>Good</i>: One major event and/or some minor details missing. 3. <i>Fair</i>: More than one major event missing, but still coherent. 4. <i>Poor</i>: Most major events missing, story incoherent. 			

Experimental group					Control group				
N	Pre-listening G.Q/5	While-listening F.G/10	Post-listening M.C.Q/5	AV/20	N	Pre-listening G.Q/5	While-listening T:C/10	Post-listening T/F.Q/5	AV/20
01	02	04	04	10	01	02	02	03	07
02	03	04	07	14	02	02	03	02	07
03	03	04	08	15	03	02	02	02	06
04	02	05	05	12	04	03	04	01	08
05	03	04	04	11	05	03	05	03	11
06	01	02	02	05	06	03	06	04	13
07	01	03	02	06	07	05	05	04	14
08	03	04	03	10	08	03	06	04	13
09	03	04	04	11	09	03	05	04	12
10	02	05	06	13	10	02	01	02	05
11	03	03	07	13	11	03	04	04	11
12	01	05	04	10	12	01	05	04	10
13	03	03	06	12	13	03	04	03	10
14	02	02	03	07	14	02	06	03	11
15	03	04	04	11	15	01	07	02	10
16	03	04	03	10	16	02	05	02	09
17	02	05	06	13	17	03	07	00	10
18	02	04	05	11	18	02	06	03	11
19	03	02	07	12	19	01	08	03	12
20	02	03	05	10	20	01	04	04	09
21	02	04	07	13	21	01	03	03	07
22	04	03	04	11	22	03	04	03	10
23	02	05	07	14	23	02	08	04	14
24	04	04	04	12	24	03	07	04	14
25	03	04	05	12	25	01	09	03	13
$\sum X_E$				278	$\sum X_C$				257
X_E				11.12	X_C				10.28

Table 78 : Control / Experimental groups' scores in the listening section of the second test.

N: Number of subjects.

X: Average of scores in each group.

AV: Average.

$\sum X$: Some of scores.

G.Q: General question

T/F.Q: True /false questions

M.C.Q:Multiple choice question

T.C :Table completion

F.G: Filling the gaps.

Experimental group						Control group					
N	P .../5	A .../5	F .../5	C .../5	AV .../20	N	P .../5	A .../5	F .../5	C .../5	AV .../20
01	03	02	02	03	10	01	01	01	01	01	05
02	02	02	02	02	08	02	03	02	02	03	08
03	02	01	01	01	05	03	02	03	02	04	11
04	03	02	03	02	12	04	02	01	01	02	06
05	04	02	03	04	11	05	02	01	01	03	07
06	03	02	03	02	10	06	02	03	02	03	10
07	04	02	04	02	13	07	03	03	02	02	10
08	02	01	02	03	07	08	03	03	03	03	12
09	02	02	02	02	09	09	04	03	02	02	11
10	05	03	04	03	16	10	03	02	02	02	09
11	03	02	03	04	11	11	03	02	02	03	09
12	04	01	03	03	11	12	02	02	02	02	08
13	03	01	02	03	08	13	04	03	03	03	13
14	02	01	02	02	08	14	03	02	01	03	09
15	04	03	04	03	13	15	03	02	02	03	10
16	03	02	03	02	12	16	03	03	03	03	12
17	04	04	03	04	15	17	03	02	02	03	11
18	04	02	03	04	11	18	02	03	03	03	11
19	03	03	05	02	12	19	03	03	02	04	12
20	03	03	03	01	12	20	04	02	03	03	12
21	03	02	03	03	09	21	03	02	02	02	09
22	04	03	03	01	14	22	02	02	02	03	09
23	04	02	02	04	10	23	03	03	03	03	12
24	02	01	03	02	08	24	02	04	03	02	11
25	03	02	03	02	12	25	04	04	03	03	14
$\sum X_E$					267	$\sum X_C$					251
X_E					10.68	X_C					10.04

Table 79 : Control/ Experimental groups' scores in the speaking section of the first test.

N: Number of subjects.

X: Average of scores in each group.

AV: Average.

$\sum X$: Some of scores.

A: Accuracy: Fluency

P: Pronunciation.

C: Communication

Third test observation grid

Second year	Oral expression	Section one: Listening	Control group
Report: Violence against women in the world			Duration: 45 mn
<p><u>Objective:</u></p> <ol style="list-style-type: none"> 1. To practice listening through exposing. 2. To raise students` awareness towards social issues. 3. To encourage students to perform in front of their classmates. 4. To encourage students` autonomy 			
<p><u>Material:</u></p> <ul style="list-style-type: none"> • Exposé prepared by a group of students composed of four members • The selection of the topic: students were free to choose the topic they want to develop. The reason behind this was to not limit students for one topic that they may not find interesting. • Students are asked to provide their teacher with the written form of the expose to be corrected. 			
<p><u>Procedure:</u></p> <p><u>Phase one: Pre-listening.</u> Students listen to the introduction read by one of the group members.</p> <p><u>Phase two: While Listening</u></p> <p>Members of the group present the elements of the topic by turns .Students intervene from time to time by asking questions or for clarification.</p> <p><u>Phase three: Post listening</u></p> <p>The teacher intervenes to ask the rest of the class as well as the group members questions related to the topic presented to check their comprehension and whether they were following their classmates (members of the group) or not.</p> <p>Students are going to be assessed in terms of their performances in the activities dealt with in the listening section.</p> <ul style="list-style-type: none"> • General questions. 			

Second year	Oral expression	Section two: Speaking	Control group
Report :Violence against women in the world			Duration: 45 mn
<p><u>Objectives:</u></p> <p>1.To practice speaking .</p> <p>2. To express opinions/points of views</p>			
<p>Procedure: Class discussion</p> <p>Students discuss the topic presented .They raise any issue which may appear through the discussion .</p> <p>* Students are going to be assessed in terms of the following criteria:</p> <ul style="list-style-type: none"> - Interest. - Participation - Attention. 			

Third test observation grid

Second year	Oral expression	Section one: Listening	Experimental group
The story" Luck" By Mark Twain			Duration: 45 mn
<p><u>General objectives:</u></p> <ol style="list-style-type: none"> 1. Listening for general information 2. Listening for details. 3. .Debating the issue `Luck` in life 			
<p><u>Material:</u></p> <ul style="list-style-type: none"> • Tape recorder • Tape including the story, this latter is presented by a British teller (British accent). • Handouts . 			

Procedure:

Phase	Activity	Objectives
Pre-storytelling	<ul style="list-style-type: none"> - The story's title prediction, students are invited to predict or guess what the story is about by having the title written on the board. - Students' guesses or predictions are an entry to open a general questions' phase. - General questions suggested by the teacher about the main theme of the story "Luck". 	<ul style="list-style-type: none"> - To introduce the story. - To create motivation for listening and get students' attention. - To draw on the students' general knowledge - To set the scene.
While storytelling	<ul style="list-style-type: none"> -Listening to the story into segments and joining in with stations for prediction. -Finishing the sentences , students listen again to the story and try to finish a set of sentences extracted from the story (while listening , students should finish the sentences by words they hear) 	<ul style="list-style-type: none"> - To focus students on meaning and understanding - To encourage creativity and develop imagination. - To create enthusiasm among the students. -To enhance students ' concentration. - To encourage students' memorization. - To develop students' listening abilities in listening to authentic texts
After storytelling	<ul style="list-style-type: none"> - Scenes reorder, students are provided by a set of scenes, they are asked to reorder them according to their happening in the story. 	<ul style="list-style-type: none"> - To check students' comprehension of the story - To encourage students to think about the story again. - To check memorization.

Second year	Oral expression	Section two: Speaking	Experimental group
The story:" Luck" By Mark Twain			Duration: 45 mn
<p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1.To practice speaking and improve fluency. 2. To indulge drama within the classroom context. 3. To create real situations 4. To encourage cooperation. 			
<p><u>Procedure: Role play</u></p> <p>Students are invited to work in pairs and take turns to perform a suggested role play already related with the listening phase and the story by their teacher.</p> <p>Throughout the role play , students are going to present or to focus on two main points:</p> <ul style="list-style-type: none"> - The arrogance of the stupid general Vs trying to prove his stupidity and misdisseivance to be in such a position 			

Experimental group					Control group				
N	Pre-listening T.I+G.Q/10	While-listening F.S/05	Post-listening E.R/05	AV/20	N	Interest/5	Listening G:Q/10	Participation/5	AV/20
01	06	03	04	13	01	02	05	03	10
02	03	03	03	09	02	02	04	04	10
03	05	04	05	14	03	04	04	04	12
04	03	02	03	08	04	04	06	03	13
05	07	05	03	15	05	03	03	03	09
06	04	03	04	11	06	01	03	03	07
07	05	04	04	13	07	03	04	02	09
08	05	03	04	12	08	02	05	03	10
09	04	03	03	10	09	03	05	03	11
10	01	03	02	06	10	03	04	03	10
11	03	03	02	08	11	03	03	02	09
12	04	05	04	13	12	02	03	03	09
13	08	04	04	16	13	04	05	04	13
14	05	03	03	11	14	02	06	02	10
15	06	03	03	12	15	03	03	03	09
16	05	05	05	15	16	02	04	02	08
17	02	05	03	10	17	01	05	02	08
18	04	04	04	12	18	03	04	03	10
19	06	03	03	12	19	03	06	03	12
20	04	03	02	09	20	04	06	03	13
21	03	02	02	07	21	02	03	02	07
22	05	03	04	12	22	03	05	03	11
23	07	03	04	14	23	04	05	02	11
24	06	04	03	13	24	01	05	02	08
25	04	05	04	13	25	03	05	02	10
\sum X _E				288	\sum X _C				249
X _E				11.52	X _C				09.96

Table 80 : Control / Experimental groups' scores in the listening section of the third test.

N: Number of subjects.

X: Average of scores in each group.

AV: Average.

F.S: Finishing the sentences:

\sum X: Some of scores.

E.V: Events reorder.

G.Q: General question

T.I: Title interpretation.

Experimental group						Control group					
N	P .../5	A .../5	F .../5	C .../5	AV .../20	N	P .../5	A .../5	F .../5	C .../5	AV .../20
01	02	02	01	01	06	01	03	02	03	02	10
02	02	02	02	02	08	02	04	02	04	03	13
03	03	03	03	03	12	03	03	02	02	02	09
04	03	02	02	03	10	04	02	01	02	02	07
05	03	02	02	02	09	05	04	02	03	03	12
06	04	03	03	03	13	06	03	01	03	02	09
07	03	03	02	03	11	07	03	02	02	03	10
08	02	03	02	04	11	08	02	02	02	01	07
09	02	03	02	03	10	09	03	02	03	03	11
10	05	04	03	03	15	10	03	03	02	02	10
11	03	03	03	03	12	11	04	02	04	03	13
12	03	03	02	03	11	12	03	02	03	04	12
13	02	02	02	03	09	13	02	03	02	03	10
14	04	04	03	03	14	14	02	02	02	03	09
15	04	04	02	03	13	15	02	01	02	02	07
16	03	03	02	04	12	16	03	02	03	03	11
17	02	02	02	03	09	17	01	01	01	02	05
18	03	03	02	03	11	18	04	03	04	03	14
19	03	02	02	03	10	19	04	02	03	02	11
20	02	02	01	02	07	20	02	01	01	01	05
21	02	03	02	02	09	21	03	02	02	03	10
22	04	03	03	03	13	22	04	02	04	03	13
23	05	03	02	04	14	23	03	02	03	01	09
24	04	02	03	03	12	24	02	01	02	03	08
25	04	03	02	04	13	25	03	02	03	02	10
$\sum X_E$					274	$\sum X_C$					245
X_E					10;96	X_C					9;80

Table 81 : Control/ Experimental groups' scores in the speaking section of the third test

N: Number of subjects.

X: Average of scores in each group.

AV: Average.

$\sum X$: Some of scores.

P: Pronunciation.

A: Accuracy.

F: Fluency

C: Communication

Summary of the tests' results

		Control group		Experimental group		Difference in means
Tests	Tests sections	Sum of scores	AV	Sum of scores	AV	
Pre-test	Listening	251	10.04	260	10.40	0.36
	Speaking	226	9.09	229	9.16	0.12
Test 01	Listening	258	10.32	270	10.80	0.48
	Speaking	248	9.92	264	10.56	0.64
Test 02	Listening	257	10.28	278	11.12	0.84
	Speaking	251	10.04	267	10.68	0.64
Test 03	Listening	249	9.96	288	11.52	1.56
	Speaking	245	9.80	274	10.96	1.16

Table 82 : Control / experimental groups' sum of scores and difference in Means during the pre-test plus 03 tests.

According to the result shown in the table below, we deduce the following:

Pre-test:

It is clearly apparent from the table that the pre-test sum of scores for the experimental as well as the control group are close (251 Vs 260 in the listening test, and 226 Vs 229 in speaking).

Initially, it is important to mention that a tiny gap or little bit difference in the means is clearly noticed from the table above. (only 0.36 in the listening test, just 0.12 in the speaking one) these findings open the way for many interpretations:

1. Both groups (control/ experimental) have nearly the same oral proficiency.
2. From this relative similarity in the two groups' scores, we can assume that random sampling was successful in creating quasi- identical entities, observation would be fair and valid.

3. This tiny gap between the two groups has no significance than that they are relatively at the same interest level.

This latter is moderate and insufficient, an improvement is possible. Hence, any further over scoring will be due to the experimental teaching material (storytelling activities application) to confirm the research hypothesis.

Different tasks including a variety of activities based on stories and storytelling process through taped materials to test student's performances in the two skills are planned.

The experimental treatment's tests are going to be described, analyzed and interpreted, their results are presented in from of observation grids.

Test 01:

In the first test, the experimental group scores higher than the control group in both sections tasks (270 Vs 258) in the listening and (254 Vs 248) in speaking.

The good results attained by our subjects in the experimental group are regarded as a logic interpretation to the storytelling activities introduced within this group in the two sections.

Subjects in this experimental group show a remarkable interest to listen to the story than to the extract which in the case for the control group. (so stories are more authentic than other sources of input).

Subjects performances in the various listening activities are significant. This led to maintain that the story in the first test in addition to its high degree of authenticity, it pushes learners to be more motivated when listening.

PI interpretation as a listening warm up story based activity was very untactful and really students succeed to establish phrases and vocabulary that come up in the story. Adapting the storytelling process as the main technique in this test calls not only for learners interest and motivation but further to two other factors during the while listening phase which are intention and concentration. The factor of prediction in stories leads students to indicate a magic reaction towards the telling process, the noticeable impression is really a creation of free magic learning atmosphere. The story simple language as well as the fact of being presented by a native speaker put the learner in a real context of the language and results in participants `gained high scores when dealing with the gap filling activity .

A remarkable gain our students have had after the story being told is the high level of comprehension as they have well performed through their answers to the variety of the comprehension questions suggested by their teacher.

The technique adapted with the control group didn't reach the same level of achievement compared with storytelling activities, this fact may be due to the less degree of interest and

motivation It offers to the learners .The extracts used and being introduced by the teacher may lead to students `bore, misperception of sounds ,words...and misunderstanding.

As far as the test of the speaking section is concerned , subjects have well performed. First , due to the act of interdependence between listening and speaking phases which we focus to guarantee along the experiment.

The appropriate language input students have received in the listening section provides them with essential lexis and vocabulary patterns .The fact of experiencing listening to native speakers results in a successful imitation ,a correct and well pronounced oral production in their conversations which were effective when bending with stories .Students in this speaking activity show a great desire to share the important events they were happening in the story dealt with ,as well as their understanding. With conversations based on stories ,students are provided with all the keys they need , useful vocabulary ,clarity, precision and push them to strive to find direct and meaningful ways of making themselves understood.

Test 02:

In this second test , it is the same remark which may appear from the results shown in the table. The experimental group attained more progress than the control group (10.28 Vs 11.12) in listening , (10.04 Vs 10.68)in speaking. Hence, as a main consideration , we can say that the gains in scores learners in the experimental group recorded can be attributed to storytelling activities based instruction.

Although using the interview was helpful to a certain extent , the control group subjects progression wasn't considerable compared to the experimental one .

Similarly to the first introduced story in test one ,the second story helped also to gain the students ` attention , motivation, interest and tended to create a comfortable atmosphere. Throughout this second test lesson plan, we tended to introduce other new activities which students haven't dealt with in their first test , activities which require more attention , comprehension ,concentration and imagination to create students `story sense ` , in fact , these activities proved to enhance all these skills.

The use of an audio recording with a tapes containing stories presented by native tellers in this test as well as with the previous and the next one was fruitful in the sense that it pushes the learners to listen for the effectiveness of the use pauses, intonation, phrasing and certain

sounds effects. It results in a good learners` imitation of models presented by the tellers including vocabulary items, phrases, expressions during the speaking section.

the speaking phase was characterized by the experimental group subjects` over scoring as they have experienced the process of story retelling and had been exposed to the infinite positive effects this latter could have on their oral performance .The learners through this act of retelling are allowed to internalized important aspects for story beginnings and endings ,setting ,characters and plot lines .They have been provided with enough practice in expressing ideas , using colorful and descriptive language , developing ideas in sequence and choosing effective action words.

Test 03

This test results are characterized by a continuous progress of the scores obtained by the experimental group subjects (11.52 Vs 9.96)in listening and (10.96 Vs 9.80) in speaking . Furthermore, the difference in the mean is getting higher and higher .This latter proves the clear evidence that our participants progress in scores as well as the remarkable improvement in listening and speaking performances is due to the introduction of storytelling activities rather than other factors.

The speaking phase was really rich, students performed well due to the effectiveness of the role play activity .we noticed that students reaching this level have totally got rid of shyness and fear since they have been prepared before through the previous speaking activities.

In this test specifically speaking, contrary to the experimental group with which the degree of interest , intention and motivation was getting higher and higher through the various activities students are provided with in addition to the tape recorder (clear sounds good perception better listening improvement significant oral performance) ,the control group `obtained scores even though they went up during the second test ,they went down again in the third one .Students of the control group noticeable bad performance in this test is described by subjects total lack of interest in listening due to their classmates language deficiencies while reading in stead of presenting the topic orally .Students couldn't grasp the ideas of the treated issue .All the provided data was exclusively taken from the internet which made it superficial.

As a general conclusion , teachers `ordinary Oral Expression course presentation is based on oral presentation most of the time, with adopting some techniques sometimes. According to the tests results, we noticed that following the ordinary course , students performances as well as scores are not progressive but getting up and down. However, students performances within storytelling activities based lesson along the experiment kept progressing and their average exceeds the control one in the four tests.

Although students may experience many techniques when dealing with the Oral Expression course, still these latter aren't used regularly but adopted separately .Storytelling technique is a unified one ,dealing with it students experience many techniques at once. One story may contain an extract, an interview, a dialogue, oral telling....

Teachers should avoid applying techniques arbitrary, this would have different impacts on students different performances. Techniques choice should be based on a well planned criteria among which we find the objectives of the course , the degree of authenticity, students needs, interest, level , motivation

	Pre-test	Test 01	Test 02	Test 03
Listening	0.36	0.48	0.84	1.56
Speaking	0.12	0.64	0.64	1.16

Table 83 : Speaking/listening means of scores on the pre- test and the three tests!

It is clearly apparent from the table below that the slight difference in means recorded in the pre-test starts to increase just after the first test (0.36 to 1.56) in listening, (0.12 to 1.16) in speaking. This fact is attributed to the impact storytelling activities have on subjects ' oral performance when enhancing both speaking as well as (listening capacities) and the role it plays in raising learners degree of interest and motivation towards the subject matter.