

The Effectiveness of Using the Story Telling Approach in Developing Some Listening Skills in English Among English Majors.

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Abstract

The current study investigates the effectiveness of Using the Storytelling Approach in Developing Some Listening Skills in English among English Majors. Lists of these skills were directed through a pre- test, followed by implementing a program on Story Telling Approach for teaching these skills. A pre-posttest based on the program, was made, submitted to the Jury for modifications and validation. A pre-test was made for one group. After teaching the group using the program, a post-test was made for one group. The results showed a clear progress in the performance of the group. Thus the program proved effective in enhancing these skills. Results were put in tables, analyzed and followed by the final conclusion of the research, recommendations and suggestions for further researches.

Key words

Storytelling Approach
Listening Skills
English Majors

مستخلص الدراسة

هدفت الدراسة الحالية إلى إثبات فعالية استخدام أسلوب السرد القصصي في تطوير بعض مهارات الاستماع في اللغة الإنجليزية لدى الطلاب المعلمين بكلية التربية، وقد تم تصميم قوائم بهذه المهارات ثم بناء اختبار تمهيدي يغطي هذه المهارات ، تلاه تنفيذ برنامج حول أسلوب سرد القصص لتعليم هذه المهارات وقد تم إجراء اختبار قبلى على أساس البرنامج ، وتقديمه إلى لجنة التحكيم لإجراء التعديلات والتحقق من صدقه وثباته ثم تعليم المجموعة باستخدام البرنامج ، تم إجراء اختبار بعد المجموعة . وقد أظهرت النتائج تقدما واضحا في أداء المجموعة بعد تلقى برنامج السرد القصصي، وهكذا أثبت البرنامج فعاليته في تعزيز هذه المهارات. ووضعت النتائج في جداول وتم تحليلها وتلتها الاستنتاجات النهائية للبحث والتوصيات والاقتراحات لما يستجد من البحث في هذا المجال.

الكلمات المفتاحية أسلوب السرد القصصي – مهارات الاستماع – الطلاب المعلمين

Background and Problem

Introduction

The four language skills of listening, speaking, reading, and writing are all interconnected in the sense that they affect and are affected by each other. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to listen skillfully provides the listener with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages

Business managers, educators, military leaders, lawyers, and politicians, among others, seek to develop their listening skills to such a level that they are transformed into master communicators. Listening clearly and confidently can gain the attention of an audience, providing the golden opportunity for the listener to make the message known. Wise is the listener who gains and then holds the attention of an audience when he speaks, with well-chosen words in a well-delivered presentation, forming a message that is effective, informative, and understood.

. Listening skills in language learning have not received the due interest by educators and instructors and were ignored in the studies which handled learning process and therefore they became in a minor position. The priority has been given to teaching reading and writing. That proved to be disappointing especially when it is stated that these positive skills are often used in everyday communication. Miller (2003) stated that more than [40%] of our daily interaction occurs with listening, [35%] with speaking. However listening remains one of the least understood processes in language learning despite its vital role in interaction and language acquisition. (Miller, 2003, 85).

Smith et al. (2005) emphasized that traditionally, the skills of language were given their definition based on the formal linguistic skills of usage (grammar, lexis, phonetics, phonology) and the physical medium through which the linguistic system is demonstrated. Speaking is stemmed as the oral productive language skill which imposes the interaction and active communication among people. Therefore, speaking is much related to the oral product possessed by everyone, i.e. Speech. Hugus (as cited in El Khateeb, 2015) described speech as being full of stops, aural segments,



hesitations, as tending towards repetition, and being structured around short units of thoughts based on the constraints of breath and the same can be applied to listening which leads to the process of speaking. Based upon this, speaking includes producing the utterances in a fluent manner, i.e., making pauses, rising and falling tones repetitions, expressive letters , laughs , cries , even cooing and babbling and this can be the result of successful listening.

According to Nunan (2004) it is undeniable that teachers concentrate on reading and writing neglecting speaking and listening. This is related to the exam system that assesses using the written exam paper where aural and oral skills are not tested. He states that teachers often provide deficient opportunities for learners to practice English. Another difficulty faced by EFL learners acquiring English is the fact that teachers work with the regular teacher-centered approach in which the teachers control the teaching-learning process. They are rather sophisticated skills, if compared with other language skills, which may need less effort. Students often complain from listening and speaking skills being their problematic area. They feel that many processes and aspects of listening and speaking are out of their control.

Kul (2010) handled the importance of listening comprehension in learning English as a foreign language (EFL) and claimed that more consideration must be given to listening. He came to significant findings in EFL acquisition and stated the relationship between listening comprehension and language learning. His study indicates that listening is inevitable to other language skills, and should be the primary skill to be acquired in learning a foreign language. Main reasons are found for applying the listening-first approach to the teaching learning process. Listening sets a basis for the future acquisition of speaking. Focusing on aural comprehension training, and relaxation of the requirement for oral production in the primary stage of instruction, fosters the enhancement of linguistic competence, and produces better learning outcomes than those obtained through intensive oral practice.

According to Loy (2011) listening is a most essential skill that leaders need to have but is often the most difficult to be obtained. It needs hard work, concentration, and special skill devices to become an

effective listener. Facilities leaders need to perfect the skill of listening to their officials. Officials have related knowledge about daily operations that facilities leaders need to run efficient and effective units. Leaders need to know the significance of perfecting listening skills so that they can use it to inspire, enhance and motivate their staff, gain knowledge to develop their operations, and stress the fact that they are of a great value to their employees as well as important for the success of their organizations. In his essay, he discusses how listening can be used as a device to motivate, gain knowledge, and reinforce attitudes and values.

According to Ogunsiji (2004) listening is a complex language skill which involves hearing, understanding, assessing and responding to the oral message. The teaching of listening helps the learners to listen and to recognize different tones and sounds. Such ability is important; if a sound is misunderstood or misinterpreted by the hearer, some kind of distraction or confusion will occur and this can lead to a breakdown in the process of interaction. It can also be said that all the university courses depend basically only on listening because the university student often comes to the lecture without notebooks or pens; he sees himself an independent man who is not ordered or obliged to attend with these things. Hence he finds himself obliged to enhance that skill being, probably, the only channel through which he can take the whole university course.

The researcher observed what can be called the tone or the voice print in the air. This general tone or print comes from a responsible man to imply certain procedures that should (or must) be taken. That comes through certain utterances, some specific phrases or even a strong loud declaration carrying a certain alert, comment, order or the like. When the listener catch that tone well he finds himself able to understand the message and consequently behaves right or takes the action which suits the situation. That kind of behavior results in the right social conduct. If that scene shifts to the teaching learning process in the same way there will be better learning outcomes as a result of functioning the brain in listening.



BBC (as cited in El Khateeb, 2015) showed that students can listen to learn different accents and particularities of English usage in real life situations in different English speaking countries by native English speakers in terms of pronunciation, grammar, vocabulary and style. They can also watch English feature films, news, documentary movies, educational programs and other interesting programs. It would be useful to watch programs with diverse content to encompass a variety of important topics and issues of daily life.

Field (2002) declared that instead of focusing on the product of listening instructors and trainers should be interested in listening itself as a process. For many years teachers have tended to begin their listening comprehension lectures by preparing their students for the vocabulary they will hear in the audio material. After having listened to the material, the students were required to answer some comprehension questions, followed by pronunciation drills and exercises.

Pourhossein & Reza (2011) stress that the importance of listening as a process, teaching it as a philosophy, and using the latest strategies for teaching it are the most important factors in dealing with this skill. Concerning teaching methods, they argue that the communicative approach is the method that teachers should use to meet the needs of the learners, satisfy their desires and get, as a result, proficient English speakers and listeners. They emphasize that English must be taught as a way for interaction and that listening ability must be at the core of the teaching learning process.

Agustina & Puspawati, (as cited in Cahyono & Widiati, 2009) stated that tasks for teaching listening can be arranged into three phases: pre-listening, while-listening and post-listening. They recommend that the pre-listening stage can be used in presenting new vocabulary. The while-listening tasks involve checking the prediction, guessing the meanings, filling out forms, designing the lists, writing some examples, leaning by concept maps, and using photographs; for this step, Harmer (2007) recommends some kind of tasks like reading aloud, story-telling, reportages, meeting and dialogues. Finally, the post-listening activities comprise writing and making debates and discussions. In the teaching of listening skills, Harmer (2007) argues

that instructors and EFL trainers should use materials that are available in the classroom or language laboratory such as different types of texts, booklets, tales, and journal reports. He also advises students to use audio tapes, CDs, radio bulletins, podcasts, films, visuals, presentations and PowerPoint shows accompanied with sound, as sources they can listen to outside the language classroom in what can be called extensive listening.

Context of the Study

The sense of researcher emanated from EFL English Majors' weakness in some listening skills .The researcher found a clear weakness in listening skills under the regular methods of teaching. He noticed that through their weak performance and low marks in the pre-test. The researcher applied a pre-test to his pupils to know something about their skills in listening and expressing their thoughts. He found that they deal with the vocabulary weakly and don't use it properly in spoken sentences nor put it in its proper place that is why she thought of using this new procedure. He found a clear weakness in their listening through the results of the preposttest. He began a whole program based on short stories and different activities to develop their listening skills and increase their academic performance. Through observations and questionnaires in addition to his career as a teacher he noticed that most of the teachers suffer from this problem in their pupils. When the teacher asks his pupils to express some ideas or subjects he finds a clear weakness in their listening and, in turn, their academic achievement.

The researcher selected a group of students at the Faculty of Education, Beni-Suef University randomly and began to test their ability to listen in a good manner. He gave them some drills on these two skills where he let them listen to some audio texts followed by questions to assess their listening. The results showed a clear deficiency in the skills of listening among those students

As far as the researcher knows, the weakness in listening skill must have a very negative effect on dealing and corresponding with others. The person who does not have the ability and lacks the techniques of listening to

others and concentration in the message of the speech will lose many elements of the talk and consequently will lose a lot of information included in the message of speech. Hence he will not benefit from the experience of others or proceed in his life and career. Therefore a concentration on that skill should be clear when dealing with the field of teaching and learning as the experience of the teacher shifts to his leaner via this skill. Based on that perception special classes should be designed and well prepared for learners who have deficiency in listening. These classes can be supplied with the latest listening apparatuses and technology. TOEFL& ILETS audio part can be taught in these classes. There will be also a focus on repetition drills and the speeches will be administered in a slower way in order to be received well by the learner and to be well absorbed and understood.

Despite the importance of these skills , they receive no attention in schools and universities .There may not be lectures allocated to teach students the strategies of speaking and listening, and if allocated its time is little and the learners do not have the opportunity of practicing these strategies with the processes involved in listening, and rehearsing them. It is expected then that students will be only receptors of information like water containers without the least degree of imagination or creativity.

Assessing Listening

Alderson (2005) and Bachman (2005) clarified that the assessment of listening abilities is one of the least understood, least developed procedures in this context and yet one of the most important areas of language testing and assessment. Nunan (2002) called listening “the poor peer amongst different language skills” because it is put in the minor and neglected place. As teachers recognize the importance of teaching and then assessing the listening skills of the students, for a number of reasons, teachers are often unable to do this effectively. The first factor for this neglecting is the availability of culturally suitable listening materials which fit EFL/ESL contexts. The biggest challenges for teaching and assessing listening rely in the production of listening materials. Listening comprehension is often neglected due to the time, effort and expense required to promote, rehearse, develop, record and produce high standard audio tapes (Nunan,2002,p.11).

Buck (as cited in El Khateeb, 2015) identified three main approaches to the evaluation of listening abilities: discrete point, integrative and communicative approaches and he advised that if teachers are assessing the main idea, the learning inputs should be heard once and if teachers are assessing the details, the learning inputs should be heard twice. Strategies that were often used included the memorization of conversations, question-and-answer practice, substitution drills, and different forms of guided speaking and writing practice. Big consideration to accurate pronunciation and perfecting grammar was emphasized from the beginning phases of language learning, since it was assumed that if the learners made errors, these would quickly become a permanent part of the learner's speech. (Buck, 2001, cited in El Khateeb, 2015).

According to Lee, et al. (2011) listening tests should not exceed 30 minutes. It is important to remember to give the students a time to pre-read the questions before the test and answer the questions throughout the test. If students are required to transfer their answers from the test paper to an answer sheet, an extra time should be built into the exam in order to enable them to do this.

Richards (2008) indicated that top-down processing means the use of basic knowledge in absorbing the meaning of the oral message. On the other hand bottom-up processing shifts from language to meaning while top-down processing goes from meaning to language. The background experience required for top-down processing can be a previous experience about the subject of discourse, knowledge related to the subject, plans about the general structure of events and the connections between them. In real-world listening, both bottom-up and top-down processing occur simultaneously. The extent to which one or the other dominates depends on how the listener is familiar with the subject and content of a text, the density of information, the type of the text, and the listener's goal in listening.

Brown (2008) specified listening activities to: (1) listening for overall ideas, (2) listening for details, and (3) listening for making deductions. Instructors and educators can build skills by asking the learners to focus on their reason for listening whenever they listen. This can represent a



form of strategy training which is required when it comes to teaching and training on language skills. Strategies are clearly a way to ease the burden of listening and they should be taught. Yet, the problem with a lot of strategy training is that there are many techniques and strategies. One approach is to choose a number of strategies and to teach them repeatedly before teaching the overall course based on these strategies. Brown (2006) showed that the idea of recognizing the goal of listening is very effective because it helps the learners to organize and reflect on their learning. Training on listening skills in a classroom, enhancing background knowledge and providing with vocabulary are primary in EFL teaching.

Richards (as cited in El Khateeb, 2015) showed that pre-listening tasks set the stage and review what the learner already knows about a topic. In pre-listening activities, the learner retrieves from the long-term memory what he knows about some materials. The student is then ready to do the listening activity itself. This activity should involve the listener in getting new information and immediately taking some action based upon it. The listener then turns on the switch and begins to respond to the act of listening through taking notes or making internal impressions about what he has listened to. Post-listening activities help the learner to assess success or failure in implementing the listening task, to build upon his previous knowledge, and to incorporate listening with other language skills. The researcher let some learners hold the mobile phone, operate the recorder and speak. Then they began to switch on the recorder and listen to their own speech. They wanted to repeat the action many times and showed a good performance and better learning outcomes. That activity itself turns the process of learning to a fun.

Willis (2011) indicated that the role of listening skills in the process of language learning is clear as it gives the aural input which works as the core of language acquisition and enables the students to communicate with others. Listening as comprehension is the traditional way of thinking about the nature of listening as a process. In most manuals related to methods of teaching EFL, listening and listening comprehension are synonymous, so the researcher can take and quote from the study of each one to the other. This view of listening is based on the assumption that the main function of listening in EFL is to facilitate the understanding of

spoken discourse to the listener who in turn responds and begins to benefit from the message.

Guo and Wills (2005) emphasized that language learning depends greatly on listening and that it plays an important role in the acquisition of language and makes it possible for the students to communicate and interact orally. It provides the basis for all facets of language learning/acquisition, as it represents the channel through which the audio message is conducted to the learner and plays a life-long role in the processes of communication. They asserted that the role of listening skill in the process of language learning is clear as it gives the aural input which serves as the basis for both language learning and acquisition. Hence it conducts culture and knowledge to people and enables them to interact with others in verbal communication which in turn leads to the success of learning process.

Listening Strategies

Productive listening can also be represented in terms of the strategies and techniques the listener uses during the process of listening. A pondering look on how to listen raises the issues of listening strategies. Buck (2001) specified two kinds of strategies in listening:

Cognitive Strategies

These strategies represent mental activities related to the processes in which the brain comprehends and stores input in the working memory or long-term memory for later retrieval to be used in the future. These strategies include:

- Comprehension Processes: Related to operating linguistic and nonlinguistic input by the listener.
- Storing and Memory Processes: Related to the storing of linguistic and nonlinguistic input in the working memory.
- Using and Retrieval Processes: Related to accessing memory, to be prepared for output and be reused as learning outcomes.

Metacognitive Strategies

These strategies represent conscious or unconscious tasks related to the brain performing an executive function in the management of cognitive strategies in reality. These strategies include:

Assessing the situation: Through a group of conditions and procedures surrounding a language task by assessing the learner's knowledge, his available internal and external resources, and the limits and barriers of the situation before getting to the task.

- **Monitoring:** Determining the effectiveness of one's or another's own performance while engaged in a task.

Self-evaluating: Through stating the effectiveness of the performance of a learner or his peers after getting to the task.

- **Self-testing:** Here there is a test to the learner to determine the effectiveness of his own language use or the lack he may have. (Buck, 2001, pp. 100-104).

Practicing concentrated listening would be useful. By concentrated listening, instructors and educators mean all types of listening activities that let students receive a lot of comprehensible and funny listening input. Such activities can be dictations implemented by the teacher or a listening process practiced by the learners in the classroom or self-directed listening for fun. It is stated that listening is best learnt through listening. Likewise, Field and Blake (as cited in El Khateeb, 2015) claimed that teaching higher level cognitive and metacognitive strategies, as inference and self-monitor strategies will solve learners' listening problems and lead to successful and positive learning outcomes.

Bernie (2004) showed that over the last two decades, the listening skill became an essential element in the process of learning an additional language. The use of listening strategy was widely studied. Such studies concentrated on detecting the relation between using a strategy and other variables like the quantitative and qualitative increase or decrease of the learners' perfection, in addition to the effect of learning strategies on listening performance. Researches in this respect generally concentrated on developing such strategies as time passé such as Gary (2006) who emphasized that recognition is continually represented as an incoming incentive interacting with previous inputs and other existing contextual information. Based upon that the researcher tries hard to teach BBL as an

established philosophy rather than mere data or information to be memorized by the learners.

Song (2008) stated that listeners often do not deal with listening activities in an effective way which guarantees using these strategies in an efficient way. Chamot (2005) clarified that less successful language learners lack the experience needed to select the suitable strategies. Goh (2000) stressed the importance of these strategies by claiming that the learners' awareness is related to effective learning, thus asserting the purpose of the current research in enhancing listening and speaking being related closely to these strategies. Taguchi (2005) drew attention to the specific context of EFL listening and claimed that listening strategies have a direct and positive impact on the process of listening and the performance of the learner.

Osada (2004) and Sharma (2007) showed that one of the specific characteristics distinguishing successful listeners from unsuccessful ones is utilizing listening techniques and strategies .They supported the idea that analyzing the role of these strategies in EFL listening helps the learners who practice listening to approach the listening activity in a more effective matter. Goh (2007) clarified how the meta-cognitive activities of planning, monitoring, and evaluating can work in the area of teaching listening. This is a strategy which guarantees the success of the output or an attempt to learn or complete a learning task reaching the same successful and efficient results. (El Khateeb, 2015).

Field (2002) asserted that instead of focusing on the product of listening, instructors and tutors should be interested in the process of listening itself. Instructors tended in the past to begin their listening activities, and then their learners were asked to answer some comprehension questions. Now it is generally stated that listening skills have to be taught and learned like any other language skills. Therefore the researcher has put them in the theoretical part of the program in his dissertation. Vandergrift (2010) emphasized that guiding the learners through the process of listening not only provides them with the information and experience by which they can efficiently go on a listening task; it also encourages them and puts them in control of their learning process. (Vandergrift, 2010, p. 470)

Brittin (2005) clarified that a listener should focus on the person who is speaking. A good listener makes sure that he is close enough to and looking at—the person who is speaking to observe his mimes , his body language and facial expressions, gestures, and posture which all convey the speaker's notions, so a learner who practices listening should pay attention to them. Listeners should put in mind the fact that most communication is related to other factors other than listening and speaking so it is nonverbal in most cases. A listener should make eye contact by looking at the person long enough to notice the color of his or her eyes, without staring. Even when it is the listener's turn to speak, he should continue to listen with his eyes. Students believe that speech rate is the most important source of their listening problems.

Kenneth (as cited in El Khateeb, 2015) declared that most English learning boils down to the question of how to speak English. There are other goals as well, but learning how to speak English helped learners to communicate with others, and lead to better test scores on the TOEFL, TOEIC, IELTS, Cambridge and other exams. In order to know how to speak English, Learners need to have a plan.

Diana and Elena_(2006) asserted that communication in English is very important for a good learner. Speaking with English teachers via Skype, students develop their listening skills, as they communicate on the basis of what they have heard and understood from their speech. Students have an excellent opportunity to ask the meanings of phrases and idioms that they do not understand. Successful teachers are able to explain Grammar rules. They have natural English pronunciation and they can help their learners to reduce their accent. Taking into account the students' level and wishes, they can speak slower. Interaction with other ESL learners is also important and useful in improving the students' listening skills. Teachers can make dialogues and discuss a lot of things. However, if the students' do it without an English teacher, they may not notice some of their mistakes and continue speaking like that. Communication with ESL learners from other countries may be also useful – if their level is higher than intermediate. Students can get acquainted with other foreign accents in English. Communication with native speakers will definitely help the students.

Figure1: How to Improve Listening Skills in English. According to Kenneth, (2013)



As far as the researcher knows, the process of listening can be improved by applying the phenomena of Storytelling Approach like concentration and following that process when it is made a fun. Practicing listening every day; to bulletins, tapes, podcasts and living with native English speakers, all that also enhances the brain and makes it alert to the process of listening because the brain is social and the memory is flexible. When it is stated that BBL program includes these principles, the achievement becomes better. When the presenter establishes eye contact with individual listeners for 5 - 10 seconds that will result in a good listening process. Gestures and facial expressions which appear in the stories are also techniques for improving listening .It is clear that all these methods deal with the brain of the learner and address his mind when he deals with the story so they enhance storytelling approach in teaching and learning.

The Importance of Stories in Learning

The educational value of using stories and the technique of storytelling have always been undisputed throughout the world. Nowadays, more and more EFL teachers of young learners are using carefully selected stories from the world of children's literature because stories provide appealing materials for young learners linguistically, psychologically, cognitively, socially, and culturally (Celce-Murcia, 2001). EFL teachers use stories to

supplement their core materials or to create self-contained units of work that constitute mini-syllabuses (Brown, 2007). In this way, a story provides the starting point and rich context to develop a wide variety of related language and learning activities involving children creatively and actively in an all-round whole curriculum approach (Ellis & Brewster, 2002).

Besides, the analysis of the stories can be a potential tool to improve more critical awareness towards social relation in the society (Faircloth, 2009). Most notably, using a story-telling approach in Iran may help EFL learners use their imaginations and learn the participants being taught more enthusiastically. This can, in turn, lead to a better learning outcome on the part of EFL learners—in this case, young EFL learners.

Stories are not just for literary narratives but can be used to explain even the most complex and abstract concepts (e.g., math and science). According to the viewpoint of Bruner (1986), the narrative deals in human or human-like intention and action and the consequences that mark their course. It struggles to put its everlasting miracles into the particulars of experience and to put the experience in its location in time and place." Stories engage our thinking, emotions, and imagination all at once. As listeners we participate in the story with both mind and body as we enter the narrative world and react to it. Storytelling is a human art form that teaches about the human experience. As such, subjects even like math and science, are not outside the world of human experience or the art of storytelling. They are put in their place in the building of our lives in ways of which we may not be aware. Stories help teachers reach novices in ways they cannot with other dry, rote, deductive strategies. They bring disparate information to life in a meaningful and connected way.

Stories can be used to explain and illustrate abstract ideas or concepts in a way that makes them accessible and attainable. Stories bring facts to life, make the abstract concrete and, through meaning making, walk the listener through the mind of the scientist (Ellis, 1997) to understand the value and application of such concepts. Wells (1987) argued that storytelling is a vital means of forming the meaning. Teachers are experts in their field and, as a result, are used to using sophisticated language that can horrify and overexert a novice. Storytelling breaks down the

communication barriers between experts and novices and forms an accessible bridge for both to meet intellectually.

Stories help to make sense of, evaluate, and integrate the tensions inherent in experience; the past with the present, the fictional with the “real” the official with the unofficial, personal with the professional, the canonical with the different and the unexpected. Stories help us transform the present and shape the future for our students and ourselves so that it will be richer or better than the past. (Dyson & Genishi, 1994, pp. 242-243) Stories are important in helping us to make sense of the world. Russell-Bowie (2009) states that, “since the beginning of time, stories have been used to entertain, pass on information, values and culture, and nourish the spirit” (p. 236). Human beings are natural storytellers and evidence of storytelling has been found in most civilizations. Storytelling is therefore a way of understanding the world and ourselves.

In regards to education, Elbaz (1991) contends that “story, is the very stuff of teaching, the landscape within which we live as teachers and researchers, and within which the work of teachers can be seen as making sense” (p. 3). McCaslin (2006) reveals that although people tend to regard storytelling as being relevant only for young children, this perception obscures the importance of stories in many cultures as a way of disseminating important information for all members of society. Stories help people to understand their place in the world and make connections, and in doing so assist in the construction of their identity.

Schools are important places for children and young people to think about who they are. The same can be said with universities especially when we state that all the humans cannot do without the narrative as an essential element in their life. As McCaslin (2006) notes, students come from a range of backgrounds and are bringing “varied ethnic, racial, linguistic and cultural backgrounds into classrooms that only fifty or sixty years ago were homogenous” (p. 6). McLaren and Giarelli (1995) contend that identity is not static or pre-determined by elements such as race, class or gender, and implore teachers to build “new social spaces” in their classrooms to help them extend their sense of self (p. 8). This aligns with

Barton, Hamilton and Ivanič's (2000) notion that all literate practices are "socially-situated". The arts are important vehicles to address this idea, in particular areas such as drama: Learning in drama is active, social, and experiential; it involves critical inquiry and creative problem-solving.

In addition to the above mentioned, drama engages the whole person – the intellect, the emotions, the imagination, and the body – and it develops socially useful skills and knowledge. Drama thus provides a space for "social dreaming", where young people can participate in an open-ended and dialogic search for meaning. (Sinclair, Donelan, Bird, O'Toole, & Freebody 2009, p. 71). When children and young people are participating in role (which can be inspired through the narrative) it provides them with the opportunity to become someone else and express things they may not normally say as themselves. It also provides important opportunities for others to see them as someone else. Stories are an excellent resource to use as the basis of a drama activity. Students work with elements of the plot and characters to create dramatic fiction. During this process the students are continually reflecting on the story they are creating and make choices involving their character to contribute to the development of the drama activity. The social nature of drama requires interaction with others, high levels of communication and the ability to negotiate meaning. Rather than focusing on individual achievement, drama encourages group interaction and draws on a range of experiences that "enriches the minds and feelings of individuals within the group" (O'Neill & Lambert, 1982, p. 13). This can be particularly important in schools that have a small population of students such as multi-age schools.

Storytelling is just one tool in a more comprehensive instructional intity that can be a part of a larger sequence of instruction that uses varied approaches within the sequence. They should not be used as the only method of instruction but part of a larger ecology in the learning path. Storytelling can provide variety in the learning experience and enhance the "chalk and talk" approach. They can be used in the very beginning of the sequence as a way to gain the attention of the learner. They can be

used in the middle of the sequence when introducing a complex concept. They can be used at the end of a sequence as a way to outline the information.

It is required that you perform some analysis before you decide which aspect of your learning to make into a story. If you notice in your classroom as you give your instruction that students start to look at you with, tired eyes or students are browsing the Internet, you may want to consider changing this part of your plan to a different method such as storytelling. If you notice that there are certain notions or concepts that students routinely score incorrectly on your quizzes or exams, try to consider addressing these misconceptions with a different strategy or approach such as storytelling.

The basis of any story is usually a specific story structure. The best stories, whether long or short, always have a beginning, an end and that something or several things will happen in between. The beginning presents the central ideas or moral together with the background and characters. The middle takes the plot forward, opening up the events and the conflict between the characters. The end brings the plot to its conclusion and ties up loose ends. To write a good story, the writer must take into account the structures that govern any story. Although story elements are important to any student writing a story, the Arabic language textbook for the seventh grade does not outline them in any detail. The researcher convinced that if the students know these elements, they will write a story correctly.

Temple and Gillet (1989) state that one person's schemas for stories or anything else stem from his or her own experiences. This means that no two persons will ever interpret a story in the same way since each will take their own meaning from it, applying their own schema and drawing their own conclusion. Thus, every story is really invented by its audience since only the individual can make sense of it from his experience. From this, it follows that if two persons are given the same story (say Cinderella or Aladdin), they may each write something quite different.

Kucer (1995) referred that students should have a toolbox of plans to use when they read or write a story. He also mentioned that keeping these from a student was like giving a carpenter just one hammer to build a



house. Therefore, language-learning strategies are plans of action and special skills that students need in order to improve their language skills. To give him or her good grasp of language skills, a learner must use a number of strategies and which specific type is used will depend on what type of knowledge is needed for a particular task.

There are many different aspects to storytelling. Through it, grade seven students can arrange their ideas, find new words, create a network between the story's events and look for meanings. Furthermore, in the literature about storytelling, the researcher found that the story helps students when they are writing a narrative. In addition, the researcher is convinced that storytelling is thought to be a way of teaching children who are not good at story writing. However, there are not many studies about storytelling that have gone into story writing in particular (e.g., Ballast, Stephens & Radcliff, 2008; Farrell & Nessell, 1982).

Stravinsky (2005) believed that educational researchers in the past few years paid so much attention to the storytelling strategy because it helped students think in different ways. It also gives students a broader view of the world, teaching them that stories are valuable in everyday life. Kern (2003) listed a number of reasons to teach through storytelling. Initially, it helps children to connect new things with the knowledge they already have. Second, it teaches the child about other societies and ways of thinking. Third, children can share what happens to them. Fourth, children's thinking broadens. Fifth, they become aware of new language and make changes to their own. Lastly, they begin to recognize different language structures such as, intonation and punctuation.

Storytelling is, therefore, a strategy that could be used educationally in many ways, introducing students, for example, to the higher order skills such as evaluation, synthesis and application.

Moreover, it could give chances for learning together and help them with the social skills relevant to such situations. Storytelling is full of energy. It helps people to feel confident, improves their verbal skills and allows them to respect those people telling the story. Storytelling exercises increase students' ability to write their own stories. Oral and the written language skills are amongst those improved by storytelling (Kies,

Rodriguez, & Granato, 1993). In addition, Wendelin (1991) thinks that the storytelling improves communication skills and learning as a group. Oral language is more useful than reading aloud because, while a story is being told, there is excellent interaction between students and teachers with an effective influence on communication and comprehension (Alex, 1988; Robinson, 2008). In addition, storytelling is a way to enrich vocabulary to the students, which leads them to communicate with others (Dujmovic, 2006; Phillips, 1999). Children must know oral language before they can learn written language and this is integral to learning and making use of written language (Goodman, 1986). Cooper and Collins (1992) indicate that useful skills come to the surface while students listen to a story then tell it once more in their own words. The listener and storyteller must both concentrate on the narrative, following its events then understanding the reasons behind what happens. Stories can be complicated or otherwise some stories that seem simple have a surprising number of levels or layers.

The improvement of writing skills is a likely concomitant of storytelling. After reading, listening and telling stories, children move on to writing their own original stories (Livo & Reitz, 1986). Those doing so will probably write stories with the usual story parts: a beginning, setting (place and time), characters, events, plot (problem), conflict and ending. The researcher thinks that storytelling is of major importance for story writing skills. From it, students learn to write, clearly, producing and managing their ideas to better their communication with other people.

Students Reports on Sory-Telling

In addition, the findings also showed that the use of digital storytelling could not only enhance vocabulary learning, but also foster the learning of the English language skills like reading, writing, listening and speaking. As expressed by S2, since the digital storytelling application is embedded with the pronunciation function, *...you can listen to the pronunciation and the next time you happened to use the word you would not pronounce it wrongly (II: L87-88)* S5 also stated the learning of vocabulary using the digital storytelling application was able to help improve her knowledge of the English grammar, while S3 also added that

the use of the digital storytelling application helped to broaden the learners' knowledge in language learning. The learners stated further impressions like these ... *I will surely learn more. There are many new and old words with their meanings that I can learn. I can also listen to the stories and improve my pronunciation (S2, II: L33-34) ... I can learn more and also use the tablet for learning new words and improve my reading and spelling (S5, II:L28-29) I listen and learn to talk to others using good English (S1, II: L75) It helps me to speak in English (S4, II: L86).* Hence, the findings revealed that the use of digital storytelling could enhance the learning of the English language as a whole. The multimedia features of this application helped to make learning of the English language more interesting and novel.

The Significance of Narrative Text in Achievement

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive format (written, spoken, poetry, etc) that describes a sequence of fictional or non-fictional events. Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse oftentimes meant to give moral lesson to the readers (Pardyono 2007: 94).

Narrative is the most common of writing because the writer just tells his/her story without any purposes. Narrative places acts in times and tells what happened according to natural time sequence. The genre of narrating or narrative is one of the most commonly read, through least understood of all genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. Narrative does not have; for example, a singular generic purpose, as do some of the other genres. Narrative also has a powerful social role beyond that of being of medium for entertainment. Narrative is also a powerful medium for changing social opinion and attitudes.

The Generic Structure of Narrative Text

The generic structure of narrative text involves the character with define personalities/identities, and creates images in reader's mind and enhances the story. It also focuses a text on a series of action. According to Siahaan (2008: 73) states that generic structure of narrative text establishes the character, setting and time.

The steps for constructing a narrative text are:

Orientation : Which sets the scene and introduces the participants

Evaluation : In the form of a stepping back evaluate the plight

Compilation : Where a crisis arises

Resolution : Where the crises is revolved, for better or for worse

Re-orientation : optional

Linguistic Features of Narrative Text

Siahaan, Sanggam and Shinoda Kisno (2008: 74) states that there are some typical linguistic features common to narrative, they are:

Focus on specific and usually individualized participants

Use of material process, (and in this text, behavioral and verbal process)

Use of relation processes and mental processes

Use of temporal conjunction, and temporal circumstances

Use of past tense.

Discussion Starter Story Technique

Discussion starter story technique is one of the group learning techniques that involves students directly because it requires direct students' thinking that are closely related with the students' writing skills in solving the problems. Seniawan states that discussion starter story is a method of learning which is the teacher gives or presents stories associated with the first learning materials then the students can continue in the discussion. Discussion starter story technique has many benefit for a child. These benefits include: 1) to develop a fantasy, 2) to hone emotional intelligence, 3) to construct closeness and harmony, and 4) to foster the interest in reading. Discussion starter story should be related to the problem or issues associated with effort that affects people's lives. Similarly the content of the story must be attract the attention and can foster the excitement in discussing it. It includes a description of the activities performed by a person or the public. Descriptions of the story

are prepared using ordinary language so it is more easily understood by the students.

Connelly & Clandinin (1990) argue that humans are storytelling organisms who, individually and socially, lead storied lives. Following this perspective, I postulate that all humans have personal stories to share that develop from efforts to make sense of their life experiences. This means that our students who are growing up in varied and complex cultures (e.g., home, neighborhood and/or schools) have stories that need to be heard. They have unique and often powerful personal stories of how they are making meaning of their world and teachers should provide the forum for allowing students to express themselves in a positive and safe environment where students can learn from each other through sharing their personal stories. I have seen and also participated in such approaches that utilize student circles as a classroom structure to facilitate story sharing which often leads to conversations that help build peer to peer and teacher to student relationships.

Clandinin (2010) argues in his study that the basis in preparing teachers should be teacher knowledge which emerges from the experiences he is learning to teach. In contrast, most teacher education programs are guided by knowledge of teaching which can be the teachers' experiences and which begins with categorization and fragmentation of theory, notions of best practices, and so forth. When teacher knowledge directs us, we attend to preservice teachers' expertise, knowledge and personal practical career in the field of teaching and learning which form their basis in learning to teach.

Research on instructional rounds in education (City 2009) informs us that student engagement is vital to ensuring student learning and achievement. The process of story sharing within a classroom environment can help to create connections between the story sharer and his/her audience. We have examples from other social sectors like the business world where personal stories are often quite useful in this regard. In fact, some Fortune 500 CEOs utilize personal narration as a leadership strategy to develop and enhance organizational

culture by inspiring and motivating increased work productivity (Fleming, 2001). Teachers, too, can utilize narration to build connection and rapport in order to strategically improve student effort, engagement, and ultimately, learning. This may be a viable approach for teachers who have strong pedagogical knowledge but cannot seem to connect with their students and as a result have classroom climate issues that stymie the learning process.

Carter states :"As a former high school English teacher trained in Lucy Calkins' method of reader response journal writing, I was able to directly experience the power of story sharing and its ability to deepen classroom relationships (i.e. teacher to student and student to student) and improve overall student engagement. My students would get excited when I agreed to voluntarily share an excerpt from my personal journal in response to the classroom text we were reading. Students became even more enthralled when they listened to a peer share their response to the text. My students' responses would often be stories of how they were able to make meaning of the text by associating it with someone, something, some experience that they had or knew of in their life. Over time, with intentional practice and adherence to mutually agreeable class rules, we developed and sustained a learning culture wherein all students' shared journal responses, including their stories, had value. Students were "into" class because they were able to create a space where their voices were heard and respected. I witnessed students who previously had not been fully engaged in the learning process sit up, open up and take full part in the interaction of sharing and listening to their peers personal stories and insights.

Perhaps there is no greater way to engage an adolescent than to make learning about them and to make their stories the center of the learning process. Schools of education need to better prepare teachers and school leaders with the mindset, knowledge and skills to facilitate dialogue with and between students by allowing them the opportunity to share what they know, believe and experience – to share their personal stories. Over the

last twenty years, I have been humbled to have met many students and teachers with

powerful, positive stories of determination and perseverance, stories that reflect who they are as people and as learners. This insight into who our students are might help contribute to efforts to meet students where they are as learners in order to ensure

their progress and success. I propose a couple of the key questions that need to be addressed in order to effect the change that we seek: What do we, as urban educators, need to do differently to ensure that all our students have a voice that is expressed

and heard? What does story capture and what does it leave out?

Since narrative inquiry and story sharing can be effective tools to help improve student engagement and learning what are urban schools school systems doing to help our students and teachers share their stories of challenge and success in order to find the narratives that bond and unite rather than separate and isolate? In urban education, as it should be in all of our nation's schools, it is vitally important that we, as educators, help our students to mold their narratives into the actualized non-fiction of an abundant life. (Carter, 1993).

Richard Jeffrey "Jeff" Rhodes has served for over 20 years managing, leading, coaching, and mentoring educational leaders from teachers to assistant principals to principals in the traditional public, independent, charter and private school settings. As an educational consultant, leadership coach and story sharer, his research interests are focused on equity in education, the utilization of story-sharing to engage stakeholders and form community, the importance of student voice in the learning process and what really inspires leaders. In addition to his passion for the power of storytelling, he has also presented at the National Association of Licensed Social Workers and has co-published an article on father involvement and child wellbeing.

Pedagogical Implications & Final Conclusions

The lively, attractive, fun and interesting contents of the digital storytelling tool enhanced and motivated learners to acquire vocabulary, as well as develop listening, reading, speaking and writing. Hal Vorsen (2011, as cited in Normann, 2011) believes that being motivated in

learning is a very important factor as motivated learners will possess high enthusiasm in learning which opens more learning opportunities to them. This aspect, in fact can be best realized through the technique of storytelling. Language learning can be conducted in a motivating, relaxing and conducive environment through the use of digital storytelling. The use of this application provides a stress-free, low-anxiety learning environment to the learners and this will aid them in learning English vocabulary better as by lowering the affective filter through the narrative strategy.

The digital storytelling application being one of the devices of the big umbrella of storytelling is a suitable and appropriate learning material to be implemented in the primary school setting as well as the university context for the purpose of enhancing the process of listening. The findings from this study proved the use of digital storytelling has positively influenced vocabulary learning of young learners. In other words, the learners were more positive and more motivated to learn using this application. It is believed that the implementation of this learning material will help to foster language learning , listening and vocabulary acquisition.

To sum up, it can be stated that digital storytelling has achieved its objective in enhancing and motivating the learning of vocabulary by the young learners through listening to the story. Besides, the use of this application has indirectly enhanced and motivated language learning of young learners.

The current study was conducted to investigate the effectiveness of the use of short stories, with the use of the narrative (or storytelling) approach, in changing students' attitudes towards learning English through improving their listening , their achievement and boosting their confidence in using English. Short stories are considered as good resources that can be used in language classroom. Wheeler (2001, p. 37) sees that stories are a natural part of a child's life". Good stories can hold the child's attention; stimulate his imagination and his desire to use language (Wheeler, 2001). One more important advantage of the use of a story suggested by Laine (1997) is that in classes where there are children

who are not motivated by the foreign language and who are low achievers, the story, especially when it is well-chosen, can change the learners' attitudes toward language. The present study was conducted in a small class of junior learners to investigate if they became more interested in learning English with the use of short stories. Also, students' confidence was investigated to find out whether they would become more confident in using English with the use of different activities in the pre-reading, while-reading and post-reading stages of stories which included predicting the content and main characters involved in these stories, rearranging the events of the stories, designing a new book cover, and rewriting the ending of the stories. It is hoped that the results of this study will give other teachers some insights when they consider using language arts in an English class

(1) Statement of the Problem

The research problem can be stated in the fact that EFL student teachers at the Faculty of Education generally have deficiency in listening and speaking skills when they learn by the regular methods of teaching.

Questions of the Study

What are the listening skills in which there is deficiency among second year EFL student teachers, Faculty of Education, Beni- Suef University?
Which form of Story Telling Approach program can develop listening skills among EFL student teachers at the Faculty of Education, Beni- Suef University?

Will Story Telling Approach program be effective in developing listening skills among second EFL student teachers at the Faculty of Education, Beni- Suef University?

To what extent will Story Telling Approach program be able to develop listening skills among EFL student teachers at the Faculty of Education, Beni- Suef University?

Objectives of the Study

This research aims to:

Improve listening skills in which there are deficiencies among EFL student teachers, Faculty of Education, Beni- Suef University.

Design a proposed Story Telling Approach program intended to develop listening and speaking skills among second year EFL student teachers at the Faculty of Education, Beni- Suef University.

Investigate the effectiveness of a teaching-learning program based Story Telling Approach in developing listening skills among second year EFL student teachers at the Faculty of Education, Beni- Suef University.

(2) Hypotheses of the Study

There will be a statistically significant difference in listening mean scores between the pre-test and the post-test in favor of the post test.

The teaching program based on Story Telling Approach will be effective in improving the listening skills among second EFL student teachers.

Significance of the Study

The current research is expected to help the following categories:

Students of English Department at the Faculty of Education; by determining their level in the listening skills, developing weak skills.

Teachers; by providing them with a new strategy to communicate with their students, and developing their skills in listening. They can also benefit from the audio tests in determining the level of their students.

Language Program Designers; by providing them with a list of the most important listening skills which students need in the university stage, and helping them design curricula which can develop the listening skills by the use of Story Telling Approach.

Variables of the Study

- (1) The independent variable which is Story Telling Approach program.
- (2) The dependent variable which is improving listening skills among EFL student teachers.

Delimitations of the Study

The current research was delimited to the following:

One Whatsgroup class for teaching the selected group from second year EFL student teachers, at the Faculty of Education, Beni-Suef University.

Two months for implementing the program in Internet sessions.

Eleven Listening skills which include listening for: (specific information, drawing a conclusion, almost negative expressions, negative expressions, double negative expression, agreement expressions, idiomatic expressions, wishes, suggestions, two-three-part verbs and note-taking).

Participants of the Study

The research will be applied to 30 students from second year EFL student teachers, at the Faculty of Education, Beni-Suef University.

Instruments & Materials of the Study

1- Pre-posttest prepared by the researcher via-audio-tapes.

Whats-Notes prepared by the researcher for the Listening skills. .

2- An audio test prepared by the researcher to measure Listening skills

4-A list of listening skills among the second year EFL student teachers.

5-The proposed form of Story Telling Approach program intended to develop listening skills among the second year EFL student teachers.

Design of the Study

The researcher used a quasi –experimental design with one group; selected randomly and are exposed to pre-post tests for measuring both listening skills. They will be exposed to the narrative method of teaching to develop listening skills among them.

Definition of Terms

Storytelling Approach

Storytelling describes the social and cultural activity of sharing stories, sometimes with improvisation, theatrics or embellishment. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view.(Wikipedia, 2020).

Storytelling is the conveying of events in words, and images, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation, and to instill moral values. Crucial elements of stories and

storytelling include plot, characters, and narrative point of view. (Wiktionary, 2021)

The word storytelling pretty much speaks for itself. Storytelling is about telling stories. It is about using stories to engage your audience, or to make something more clear. Photos, pictures and film of course really help to tell a good story too. You can even create your very own digital story with the use of storytelling. (M.V. de Rakt.2021)

The researcher defines it as the educational program which makes the learners better in achievement through listening to stories

Listening Skill

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. Retrieved from <https://www.englishclub.com/listening/what.htm>

Listening is a term in which the listener listens to the one who produced the sound to be listened. (Wikipedia, 2019)

To hear what someone has said and understand that it is serious, important, or true.

To pay attention to someone or something in order to hear what is being said, sung, played, etc. (Merriam Webster, 2017)

The operational definition of the researcher: "The skill which includes hearing with attention and alertness"

Conclusions

The current research aimed at investigating the effectiveness of a teaching-learning program based on Storytelling Approach in developing listening skills among EFL student teachers. The research problem could be stated in the fact that the students of the English Department, Faculty of Education generally have deficiency in listening skills under the traditional teaching methods. The questions of the research were about listening skills in which there is deficiency among second year EFL student teachers at the Faculty of Education, Beni-Suef University, the form of the proposed Storytelling Approach program in developing

listening skills and the effectiveness of the Storytelling Approach program in developing these skills. These questions formed the objectives of the research. The research hypothesized that there will be a statistically significant difference in listening and speaking mean scores between the experimental group and the control group after the treatment in favor of the experimental group and that the teaching program based on Storytelling Approach will be effective in improving listening & speaking skills for second year EFL students.

The current research was intended to offer help to the students of English Department by determining their level in listening, developing weak skills, the teachers: by providing them with a new strategy to communicate with their students, and developing their skills in listening, the program designers: by providing them with a list of most important listening skills which students need in the university stage. Two variables were used here: an independent variable which is storytelling approach and a dependent variable program which is improving listening skills among second year EFL students. The researcher used the quasi-experimental design with one group studying by the use of Storytelling Approach. Fifty three students from second year EFL students at the Faculty of Education represented the participants of the research were EFL student teachers at the Faculty of Education in Beni-Suef. The research was limited to fifty three students, two months for implementing the program, twelve sessions for teaching and eleven listening skills. The research had some materials represented in lists of listening skills, the proposed form of Storytelling Approach program intended to develop listening skills among second year EFL students in addition to teacher's guide which covered 12 audio and written texts for the participants.

The tools of the research were: a test in listening skills for second year EFL students, a questionnaire in listening skills, interviews with the research participants, and observation of the performance of research participants in addition to some pilot studies represented in micro-teaching sessions.

The procedures of the research were reviewing the literature related to Storytelling Approach and listening skills in English language, selecting the sample of the study , constructing a pre-post test for the group to

measure their level in EFL listening, implementing an integrated program which covers all these skills, judging and modifying the pre-post test and calculating its validity, administering and scoring the pre-test to the participants of the research, teaching the selected group by the use of Storytelling Approach program, administering & scoring the post-test in to the participants of the research at the end of the treatment, analyzing and interpreting the results in statistical tables and figures, writing the findings and proving the hypotheses of the research and finally drawing conclusions, recommendations and suggestions for further researches.

Findings

The research resulted in the following findings:

- (1) There was a statistically significant difference in listening mean scores between the Pre-Test and the Post-Test after the treatment in favor of the Post-Test.
- (2) The proposed program based on Storytelling Approach was effective in improving listening skills among second year EFL student teachers

Analysis of students' listening sub-skills after the treatment

Table (7): Mean scores of the group in listening Post-Test based on T-test.

Listening Post-Test	N	Mean	Std. Deviation	T.value	Sig
Total Scores	35	40.88	2.920	9.311	0.01

As shown in Table (7) the mean scores of the group in listening post-test are higher than the mean scores of the control group, where t-value is (9.311), which is significant at the .01 level of significance. These differences can be attributed to the proposed program based on Storytelling Approach program.

Conclusions

Based on the above findings and the background of literature related to the research, the following conclusions can be drawn:

The proposed program based on Storytelling Approach is effective in developing listening and speaking skills among second year EFL student teachers and gives a valuable outcome.

The implementation of Storytelling Approach program enhances fluent speaking in students; this is proved clearly in the interactive competence skills.

The Storytelling Approach program stimulates students towards independent practice of English language instead of direct instruction.

The Storytelling Approach activities are worth implementing in an EFL environment. They give extensive opportunities for the learners and provide an active experience in real life situations. They are very effective in motivating shy students and low achievers towards participation and interaction both in synchronous and asynchronous activities. The learners are given the immediate feedback which gives the learner a chance for confidence and self-evaluation

Based on the data on the improvement of listening skills, the students showed a notable improvement in listening skills learned during the program which had a positive impact on their social interaction .

Recommendations

In the light of the previous results and the review of literature, the researcher provided the following recommendations:

EFL instructors should examine effectiveness of the Storytelling Approach in developing English reading skills.

English language instructors should adopt Storytelling Approach strategies in developing English writing skills.

Teachers should redesign their reading and writing courses by using Storytelling Approach.

Instructors should use class time for application of content to increase interaction.

Storytelling Approach program should be used with undergraduate stage for a greater interaction and engagement.

Teachers should take into consideration the training on communication and contact between students both online and off-line.

Teaching Aids should be well prepared, tested, specified and accurately put to address the brain and enhance imagination.

Suggestions for Further Researches

At the end of that treatment the following suggestions can be provided for further research:

Implementing the proposed program based on Storytelling Approach in developing different language skills.

Implementing the proposed program based on Storytelling Approach in the achievement of students in English language.

Implementing the proposed program based on Storytelling Approach in the achievement of students in other languages.

Implementing the proposed program based on Storytelling Approach in fields other than Education like Engineering, marketing, policy and economy.

Exploring other factors that affect students listening skills such as duration of engagement on-line, gender, background knowledge, motivation, language proficiency and age.

Exploring other factors that affect students speaking skills such as duration of engagement on-line, gender, background knowledge, motivation, language proficiency and age.

Implementing all the principles, fundamentals, fields and strategies of Storytelling Approach during the training sessions.

Blending Storytelling Approach with other branches like speech therapy in dealing with learners with learning disabilities.

Implementing the co-researcher system in further Storytelling Approach researches.

Implementing Storytelling Approach on-line and off-line.

Implementing Storytelling Approach Philosophy at all the fields of life as a moral lesson to the learner.

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