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**Developing Listening Comprehension through Storytelling in
Middle School Students**

The Case of Fourth year Middle School Learners at 27th February 1962
Middle School (Ouargla-Algeria)

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Dedication

I dedicate this work to my family members for their unwavering love and support. Special thanks to my dear mother, who not only taught me to read but also consistently encouraged my passion for reading with her moral and financial support.

Acknowledgment

I would like to acknowledge and give my warmest thanks to my supervisor Dr. Rym Ghosen-El bel CHELBI who made this work possible. Her guidance and advice carried me through all the stages of writing my thesis. I extend my sincere gratitude to the members of the jury for their time and careful evaluation of my thesis.

I am also deeply thankful to the teachers and students of 27th February 1962 Middle School for their assistance and participation.

Abstract

Listening comprehension holds a crucial role in English as a Foreign Language and English as a Second Language context, being one of the foundational language skills alongside speaking, reading, and writing. Proficiency in listening comprehension is typically acquired during a child's early developmental stages. However, difficulties in this skill can impede the acquisition and application of other language skills, such as speaking and writing. Among the multiple factors influencing listening comprehension, storytelling emerges as a significant contributor. Thus, this study seeks to explore the efficacy of storytelling in improving listening comprehension skills among young learners at 27th February 1962, Ouargla, Algeria. The participants in this study were fourth-year students within the academic year 2024/2025, specifically in the third semester. This study proposes that storytelling improves listening comprehension in young learners. To test this, a sample of 20 students was selected. The experimental group participated in 08 storytelling sessions, while one session each was allocated for pre- and post-testing. After each session, learners engaged in comprehension-based activities. Results showed significant gains in listening skills for the experimental group, confirming that storytelling effectively enhances comprehension.

Keywords: Storytelling, listening comprehension, middle school students.

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General Introduction

1. Background of the Study

From the start, I have been always intrigued by story narratives; it did not only capture my interest but also helped me understand my surrounding environment. In the course of my student career, I eventually noticed that storytelling could engage students in ways that other methods could not. I became interested in how listening to meaningful stories could improve their listening capabilities, which is an essential part of learning a new language. Previous research has suggested that storytelling can be an effective way to enhance listening comprehension. Studies indicate that stories make information more relatable and memorable, helping students better understand and retain what they hear (Gambrell, 2011). Storytelling also promotes active listening, encouraging students to focus more and engage with the material (Miller & Gildea, 2012). This study investigates the effect of storytelling on fourth year middle school students' listening comprehension.

2. Aim of the Study

This study aims to examine how storytelling affects listening comprehension in fourth year middle school students. Specifically, it looks at whether using stories in the classroom helps students better understand spoken content and remember it more easily. The study also considers whether different types of stories, such as fictional, personal, and factual, have different impacts on students' comprehension.

3. Statement of the Problem

By stimulating the imagination and critical thinking, storytelling could be a commendable method for improving listening by exposing students to rich vocabulary.

However, middle school EFL students often struggle with understanding spoken language due to the speed of speech, unfamiliar words, and unclear sounds (Putri Nur Ani, 2018). This can largely influence their language learning.

This study explores the impact of storytelling on the development of the listening skill of middle school English foreign language students.

4. Questions of the Study

This study seeks to answer the following questions:

Main Question:

How does storytelling affect listening comprehension in fourth year middle school students?

Sub-questions.

- Does the use of storytelling in the classroom improve fourth year middle school students' ability to understand spoken content?
- To what extent do the different types of stories, such as fictional, personal, and factual, impact students' listening comprehension?

5. Hypotheses of the Study

The focus of this study is to investigate the hypothesis below:

The Null Hypothesis:

If storytelling is implemented in English classes, students listening comprehension would not be enhanced.

The Alternative Hypothesis:

The application of storytelling will have a positive impact on students listening skill.

6. Methodology

The experimental method used in this current investigation is the quasi-experimental method which refers to manipulation of two variables and observing the causality relationship. The data collection process involved selecting a sample consisting of 20 fourth year middle school students from 27th February 1962 institution. In order to ascertain the validity of the hypotheses and address the research inquiries, a pre-test was administered in the initial session, consisting of a pre-questionnaire to gather insight on students' attitude toward storytelling and a short story with some activities, to measure the basic proficiency of learners in listening comprehension. Subsequently, the treatment phase unfolded across eight sessions, in which diverse story narratives were presented, accompanied by a set of questions to evaluate learners' comprehension of the material presented. The final results of the study was marked by a post-test administered during the eighth session, with the primary objective of assessing the impact of storytelling on students listening comprehension skills, and a post-questionnaire to gather feedback on the experiment.

7. Structure of the Dissertation:

This present study involves two fundamental sections. The first one is theoretical while the other one is practical. The theoretical section encompasses one chapter that addresses two key concepts. The first part of this chapter deals with listening comprehension; it defines the concept of listening comprehension, its elements, and its importance. The second part of the chapter tackles storytelling, delving into its concept, and demonstrating the relevant theories and benefits about it. The practical section discusses the research data analysis and collection as well as the results obtained from the experimental method, and the interpretation of students' test scores.

Section 1 : The Theoretical Part

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Chapter One Listening Comprehension and Storytelling

Listening Comprehension

Introduction

Listening comprehension is a key skill in language learning and academic success. It helps students understand spoken language, interpret meaning, and respond appropriately. In middle school, students face more complex discussions and instructions, making strong listening skills essential (Rost, 2016). This chapter defines listening, its importance, its process, its components, and its teaching methods.

1.1.1. Definition of Listening Comprehension

Listening comprehension is the understanding of spoken language by processing sounds, words and sentences. It requires active engagement, not just hearing sounds (Goh, 2018). In other words unlike hearing, which is automatic, listening, requires thinking, interpreting, and responding. In a similar view (Brown, 2003) sees listening comprehension as a complex process that involves the creation of meaning from the spoken language. This includes various steps, such as the bottom-up and top-down processing. The former builds understanding from the basic elements of language like sounds and words, while the latter involves using the background knowledge of the listener to interpret what they hear.

1.1.2. The Importance of Listening Comprehension

Listening comprehension is vital for language growth. It builds vocabulary, grammar knowledge, and communication skills (Vandergrift & Goh, 2012). Studies show that listening comprehension connects closely to reading skills, as both involve processing language

(Nation & Snowling, 2018). In school, students rely on listening to follow lessons, understand discussions, and complete tasks.

1.1.3. The Process of Listening Comprehension

Listening comprehension is an active step-by-step process where the recipient doesn't only hear words, but actively work to understand them, moving from simply catching the sounds to finally responding in a meaningful way. According to (Rost, 2016) listening comprehension involves the following steps:

- **Receiving.** This is the initial step in which the listener is able to notice and register the sounds of the words being spoken, requiring them to pay attention to the auditory signals, and distinguish them from any background noise.
- **Decoding.** In this step the listener analyses the sounds they have received and, breaking them down into smaller parts like individual sounds and syllables and then putting them back together to recognize words and phrases. This relies heavily on the listener's knowledge of how the language sounds.
- **Interpreting.** Here, the listener builds meaning from the words and phrases they have decoded. They use clues from the situation, their own existing knowledge, and their understanding of how language is used to grasp what the speaker intends to communicate. This goes beyond the initial meaning of the word to include understanding implied meanings and making inferences.
- **Responding.** In this step, the listener shows their reaction to the message they have understood, either internally or externally. This can range from a simple mental note to a spoken reply or non-verbal gestures like nodding or facial expressions, indicating their level of understanding and involvement.

These steps often happen with remarkable speed and fluidity as it operate below conscious awareness, and difficulties at any stage can lead to misunderstandings or miscommunication.

1.1.4. Key Components of Listening Comprehension

Effective listening is not a singular ability; it is interconnected with several vital skills to insure successful comprehension. According to (Goh, 2018) the key components of listening comprehension are:

- 4.1. Phonological Awareness.** The ability to recognizing the different sound patterns within a language, it allows listeners to breakdown the continuous flow of speech into individual sounds and syllables, which form the basis of recognizing words, without strong sound awareness it becomes difficult to differentiate between similar-sounding words, which can hinder the initial stages of understanding.
- 4.2. Vocabulary Knowledge.** Familiarity with the meaning of words, a strong vocabulary enables listeners to quickly and accurately grasp the semantic content of what is being said. Encountering unfamiliar words can create obstacles, interrupting comprehension and potentially requiring the listener to guess meaning from the surrounding context.
- 4.3. Syntax and Grammar.** The capacity to understand how words are arranged in sentences and the grammatical relationships between them, this skill allows the identification of the different parts of speech such as nouns, verbs, and adjectives. Difficulty in understanding sentence structure can lead to misunderstanding the intentions of the speaker.
- 4.4. Contextual Understanding.** The ability to apply background knowledge to interpret spoken content. Listeners actively use their previous

experiences, cultural understanding, and knowledge of the topic to make sense of what they hear. This helps to clarify potentially ambiguous language and allows for easier understanding of spoken messages.

4.5. Making Inferences. The skill of drawing logical conclusions based on the information provided and the surrounding context. These elements work together to help students' process spoken language. Speakers sometimes, imply meaning or leave certain details unsaid, requiring listeners to actively engage in inferential reasoning to fully grasp the intended message. Strong inference skills enable listeners to understand what is meant but not explicitly said.

This components function in concert, demonstrating the active and intricate nature of listening and how proficiency in each of these areas is important for successful processing of spoken language. Deficiencies in any of these foundational skills can hinder the comprehension, emphasizing value of cultivating each component for effective communication.

1.1.5. Methods for Teaching Listening Comprehension

Teaching listening means helping students understand spoken language. It's more than just hearing words (Nation & Newton, 2009). In order to truly understand spoken English, teachers use different methods to teach listening, these methods also help the students before, during and after listening; it also helps them to become better listeners on their own.

5.1. Pre-listening Activities. These activities prepare the learners to listen and help them to think about the topic (Anderson & Lynch, 1988).

- ***Talking and Sharing.*** Discussing the topic assists the students to think about and learn new words.

- **Teaching Words.** Explaining important or hard words helps students understand better (Nation & Newton, 2009).
- **Guessing the Content.** Having the students guess what they will hear based on titles or pictures makes them listen closely to see if they were correct.
- **Setting a Goal.** When the teacher tells the students what to listen for, it helps them focus.

5.2. During-listening Activities. These activities keep students involved as they listen (Rost, 2011). They involve:

- **Taking Notes and Summarizing.** Teaching how to take good notes helps students find and put together key info.
- **Filling in the Blanks.** Giving students words missing from what they hear makes them listen for details.
- **True or False, Multiple Choice.** These questions help students listen for specific facts and check if they understand.
- **Matching Words to Pictures.** Students listen to words or short phrases and match them to corresponding images which helps them build vocabulary and reinforces the connection between spoken words and their visual representations.
- **Identifying Main Ideas and Details.** Students learn to tell the main point from the small bits of information.

5.3. Post-listening Activities. These activities allow students to think about what they heard and learned more (Flowerdew & Miller, 2005).

- **Discussing.** Students share what they understood, ask questions, and see their classmates heard the same thing.

- ***Paraphrasing.*** Asking learners to say the main points in their own words helps them understand and speak better.
- ***Answering Questions.*** Questions can be about facts or asking students to think more deeply.
- ***Role Playing.*** Doing role-plays about what they heard helps them use what they learned.
- ***Analysing the Language.*** The Focus on grammar, words, or the sounds heard makes learners more aware of English.

Conclusion

This section presents the definition of listening comprehension, particularly within the context of education as the active process of constructing meaning; it highlights its vital role in language development and academic success, besides the process of understanding spoken language. Furthermore, it discusses components that contribute to effective listening, where the sections tackle phonological awareness, vocabulary knowledge, grammatical competence, contextual understanding, and inferential skills. In addition to discussing the teaching methods that aids in fostering listening abilities in the classroom. The next section will focus on storytelling in education as a teaching method.

Storytelling in Education

Introduction

Storytelling is a commendable way to teach and engage students. It helps them understand new ideas, remember information, and develop critical thinking skills. In middle school, storytelling can improve listening comprehension by making lessons more interesting and relatable. This chapter explores the role of storytelling in education, its benefits, and how it can enhance listening skills.

1.1.6. Definition of Storytelling

Storytelling is the creative art of human communication. Through the skilful recounting of stories, we not only transmit information but also ignite emotions, build understanding, and foster connection, (McKee, 2003, p. 3).

In other words, storytelling goes beyond simply re-telling facts, it involves organizing information in a way that resonates with listeners, making them interested in the story and possibly influencing their thoughts and feelings.

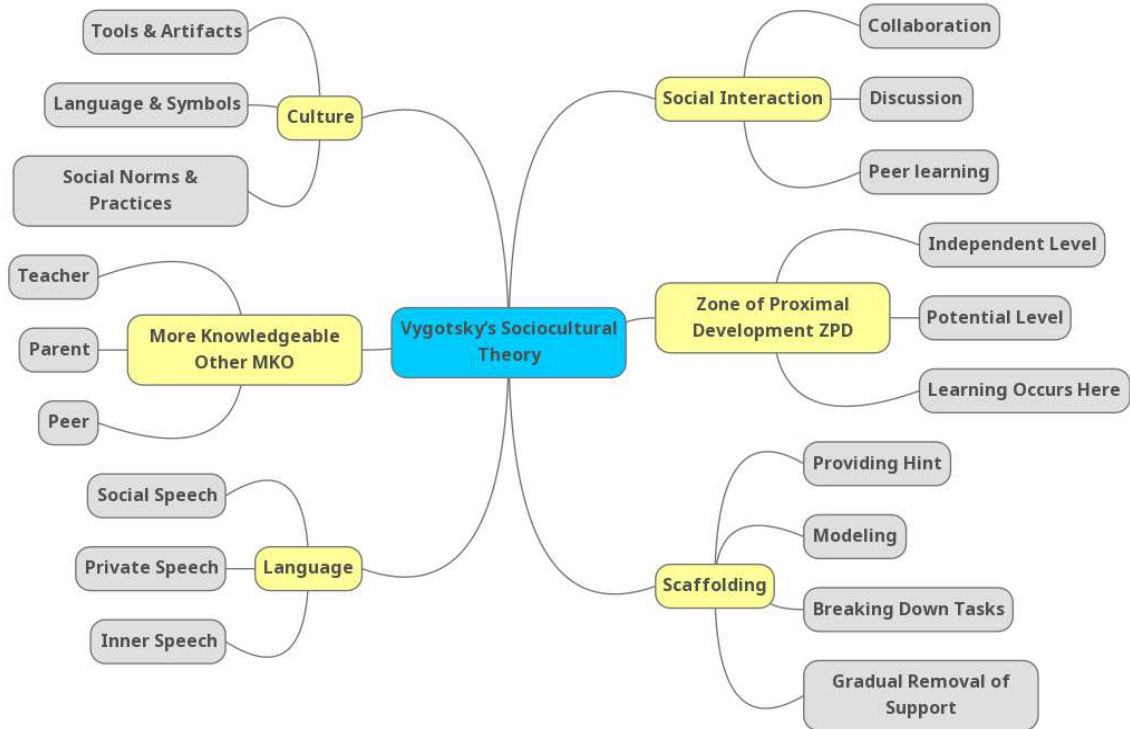
1.1.7. Storytelling as a Pedagogical Tool

Storytelling involves telling a story in a clear, structured way, whether it's spoken, written, or digital; often, it adds cultural or emotional details. In language learning, storytelling provides meaningful input that students can connect with, making the language more engaging. As students listen to stories, they encounter new vocabulary, sentence patterns, and pronunciation in a natural way. According to (Cooper and Collins in Vitali, 2016, p. 29), storytelling in education is a method where educators use narratives – which can be personal, historical, fictional, or metaphorical – to convey information, illustrate concepts, and engage learners emotionally and cognitively, thereby enhancing understanding and

retention. similarly, Lambert (2010, p. 21) describes storytelling in an educational context as an art that uses narrative to communicate information and insights in a way that is engaging, memorable, and fosters deeper learning by connecting with the learners' emotions and prior knowledge. Which is to say, the potential of storytelling as a pedagogical tool to develop listening comprehension skills and the emphasis on emotional and cognitive engagement mentioned by both Cooper and Collins (in Vitali, 2016) and Lambert (2010) suggests that storytelling has the ability to capture students' attention and facilitate deeper processing of auditory information. Stories can provide a meaningful context that aids in the interpretation and retention of spoken language, also, the varying forms of stories – personal, historical, fictional, or metaphorical – offer more possibilities for engaging middle school students with diverse interests and learning styles. By presenting information through stories, teachers can create learning experiences that resonate with students on a personal level and make them connect more with what they hear.

1.1.8. Theories that Support the Use of Storytelling in Language Learning

Vygotsky's Sociocultural Theory highlights that language develops through social interaction (Vygotsky, 1978). As demonstrated in the mind map below:

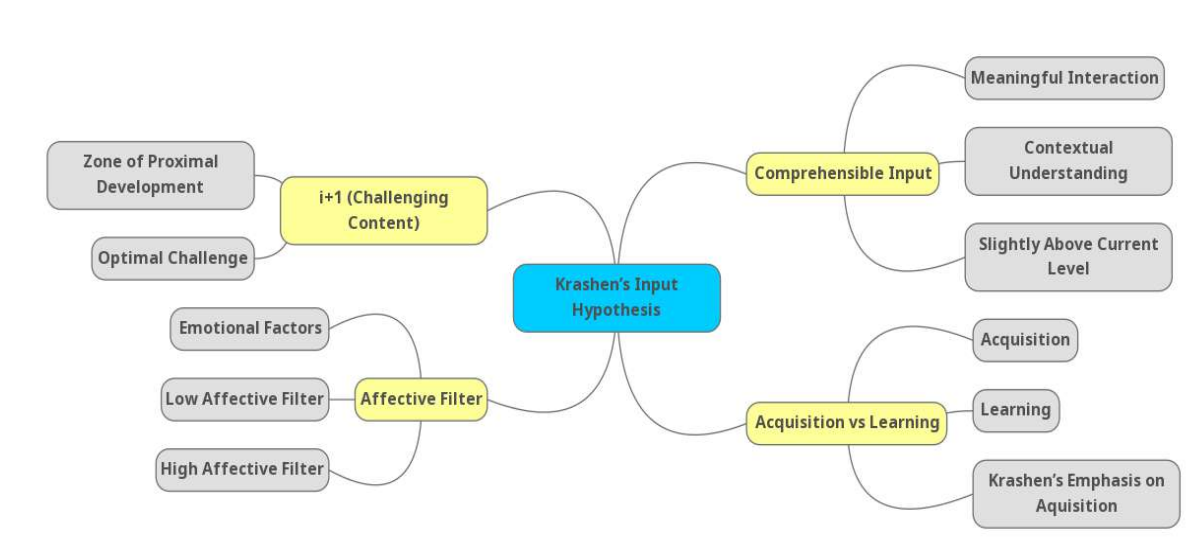
Figure 1 **Vygotsky's Sociocultural Theory**

Vygotsky's sociocultural theory claims that cognitive development is driven by social interactions and cultural environment where learning takes place. The theory also states that social relationships can develop the mental functions of individuals. Later, those mental functions get internalized by them. Key to this perspective is the concept of the "Zone of Proximal Development" (ZPD), which describes the difference between what a learner can achieve independently and what they can accomplish with the guidance of More Knowledgeable Others (MKOs). These MKOs, who can be teachers, parents, or peers, provide scaffolding—temporary support that helps learners to master tasks within their ZPD. While Lev Vygotsky is the primary architect of this theory, his work has been further developed and expanded upon by prominent figures such as Jerome Bruner, who popularized the concept of scaffolding, and Michael Cole (1996), who has significantly contributed to understanding the cultural aspects of cognitive development. Storytelling encourages this

interaction, whether between students or with the teacher, helping language growth through social engagement.

Krashen's Input Hypothesis suggests that learners best acquire language when exposed to content that is just beyond their current level but still understandable (Krashen, 1985).

Figure 2 **Krashen's Input Hypothesis**



Krashen's Input Hypothesis suggests that second language acquisition occurs through exposure to comprehensible input ($i+1$), which is the language understood by the learner, mostly through meaningful interaction and contextual cues, and is slightly above their current proficiency level. This input facilitates subconscious acquisition, different from the conscious learning of grammatical rules. Also, the affective filter, which refers to emotional factors such as anxiety, can either hinder or facilitate the processing of input; a low affective filter allows more input to reach the language acquisition device, promoting natural and fluent language development, which Krashen views as the first pathway to language proficiency, contrasting it with the less impactful conscious study of language. Storytelling provides this kind of input, as the story's structure helps students understand new words and complex sentences.

Storytelling also fits with Constructivist Learning Theory, which says that learners build knowledge through experience (Fosnot, 2013).

Figure 3 **Constructivist Learning Theory**



Constructivist learning theory proposes that individuals actively construct their own knowledge and understanding through experience and reflection, rather than passively receiving information and prior knowledge may significantly influence this process by enabling learners to interpret and integrate new concepts. Social interaction, including

collaboration and scaffolding within the zone of proximal development, plays a vital role in knowledge construction. Learning is conceptualized as an active process that involves activities and exploration that facilitate meaning-making through the construction of personal understanding and connections. Acknowledging individual differences in learning styles and experiences is central to this perspective. Engaging in problem-solving, inquiry, and reflection further deepens comprehension. Leading theorists such as Jean Piaget (1936), Lev Vygotsky (1978), John Dewey (1938), and Jerome Bruner (1960), have provided foundational insights into this dynamic, social, and individually constructed learning process.

In other words, when students engage with stories, they actively make sense of what they hear and link it to what they already know. This active learning supports language development and strengthens critical thinking and problem-solving skills.

1.1.9. Benefits of Storytelling for Listening Comprehension

Stories give experience of other people's lives, ideas, and cultures and allow students to imagine new worlds and new possibilities, Pennington (2009, p. 08). In other words, storytelling can immerse young learners and make them harbour interest toward the lives of others which can enrich their imagination too. Below are key methods on how storytelling can help students understand and engage with spoken content, making English easier to understand:

- **Placing new language in context.** Stories provide a background that helps students understand vocabulary and grammar. When students see new words in a story, they learn how these words are used in real-life situations, not just as isolated terms. The characters' actions help give values that help students figure out meanings, even if they don't understand every word. This makes the language easier to understand and

reduces confusion. For example, students can guess the meaning of a word based on how it's used in the story, which is more difficult with random sentences (Bruner, 1991; Polkinghorne, 1988).

- **Cultural context.** Stories help students understand the language in a cultural setting. This not only improves listening comprehension but also deepens their understanding of the language (Young, 2005).
- **Engaging the students.** Storytelling grabs students' attention both emotionally and intellectually, which can help middle school students who have trouble staying focused in normal lessons. Stories keep students interested through a good plot, relatable characters, and surprises. This curiosity about what happens next makes them pay more attention. The interesting nature of stories also lowers the pressure of learning, as the students focus on the story instead of worrying about grammar rules. This makes them more motivated to listen closely and understand, even if the language is difficult (Ryan, 2001; Iser, 1978).
- **Helping Memory, Focus, and Empathy.** Storytelling also helps students build memory and attention skills. Stories give a clear sequence of events that students can follow, and this can help them remember what they hear. Repeated phrases, themes, and actions in stories reinforce vocabulary and grammar, making them easier to remember. The emotional side of stories also improves memory, as students are more likely to remember content that gives them strong feelings. Storytelling helps students build empathy. As they listen to characters' experiences and struggles, they connect emotionally with the characters. This emotional link makes them more focused. It also makes learning more enjoyable, boosting students' confidence and comfort in the classroom (Ricoeur, 1984).

1.1.10. Research Evidence

Chun and Plass (1996) found that students who listened to stories with multimedia elements scored higher on comprehension tests than those who heard language without context. The study showed that adding visual elements helped students understand and remember the language better.

Another study by Rudenko (2015) examined middle school students using storytelling in second language classrooms. The results showed that students who took part in storytelling activities improved their listening comprehension and vocabulary retention. The study highlighted how storytelling engages students emotionally, leading to better listening and understanding.

Conclusion

To conclude, storytelling is considered more than a form of entertainment, but as a significant pedagogical instrument, deeply rooted in the established learning theories such as Vygotsky's sociocultural theory, Krashen's input hypothesis, and the constructivist theory. Storytelling is an effective tool for teaching and improving listening comprehension. It captures students' attention, makes lessons more engaging, and helps them understand complex ideas. By using stories in the classroom, teachers can create meaningful learning experiences that support language development and critical thinking.

Section 2: The Practical Part

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Introduction

This part covers the practical aspect of the study. Chapter two draws attention to the procedures and tools of research used in the study attempt. It covers the target population, the sample, the research tools: the methodology used in the study, description of pre-test, description of treatment and post-test results.

This chapter aims to investigate whether using storytelling in the classroom can help with developing students' listening comprehension skill. The result of pre-test and post-test, would confirm or disconfirm the research hypotheses on the development of listening comprehension through storytelling in middle school students, The current study intends to either support the null hypothesis, which states that storytelling has no effect on learners' listening comprehension; or the alternative hypothesis, which states that listening comprehension would be enhanced if storytelling is implemented.

2.1.1. The Study Design

The approach employed in this study is the quasi-experimental method. This method was used because it enables the researcher to make clear cause and effect relationships between two variables through the use of experimental designs.

According to liu (2021), experiments serve as methodological tools for investigating causal relationships, whereby researchers formulate predictions, termed hypotheses, and subsequently test these assertions within controlled settings. In other words, the design of an experiment entails meticulous planning in order to asses' hypotheses and draw valid conclusions. Ensuring a valid experimental design requires addressing some important proposition: clarification of independent and dependent variables, strategies for manipulating internal and external validity, methods for manipulating the dependent variable, consideration of comparisons between or within groups, and selection of appropriate measures for assessing

the dependent variable. Answering these inquiries carefully may lead to a solid experimental structure that can produce reliable findings. Therefore, this study includes one group which was randomly selected . The entire group served as experimental and control group In light of this, the experimental method encompasses a sequence of assessments including a pre-test, a treatment, and a post-test. As part of a research study aimed at evaluating the current proficiency level of student' listening comprehension, the pre-test was administered to the group before any intervention took place. Subsequently, a treatment test was conducted at 27th February 1962 Middle School in Ours, Algeria, during the academic year 2024-2025. This intervention consisted of six instructional sessions conducted during the third semester. The instructional approach focused on enhancing listening comprehension skills through tailored activities and exercises. Following the intervention, a post-test was administered to the same group to measure the extent of Improvement and development in their listening comprehension. In addition, the study incorporated the administration of tests. According to Airisian & Russell (2008), a test is a formal, methodical technique intended to learn more about a student's performance or another cognitive skill. Moreover, Brown state that, a test serves as a means of assessing an individual's proficiency, understanding, or achievements within a specific field. Furthermore, it encompasses a range of methods, processes, or tasks that requires active participation from the test-taker. Test was administered to know the impact of storytelling on listening comprehension.

2.1.2. Target Population

In each research, the participants are considered to be one of the most essential components of any research work. Another definition, according to Marczyk et al. (2005: 18), "the term population refers to the sum of individuals who are of interest to the researcher. These individuals are of the same type" (Cited in Labiod, 23: 2007). In similar vein, Y.K. Singh (2006 :82) provides the following definition: "population or universe means, the entire

mass of observations, which is the parent group from which a sample is to be formed. The sample observations provide only an estimate of the population characteristics". Therefore, it is worth to mention what is meant by sample, Riazi (2016:284) states: "a sample is a small proportion of a population which researchers consider for study when investigating a particular topic".

The population in the present study is represented by fourth year students at 27th February 1962 institution in Ouragla, and it is represented by 20 learners.

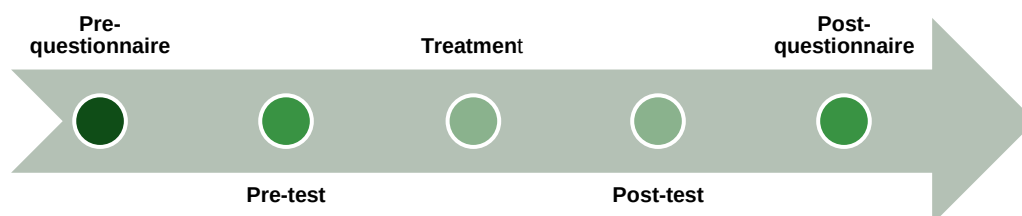
2.1. Learners

Fourth year learners in middle school, at 27th February 1962, Ourgla, Algeria within the academic year 2024-2025 represent the population of this study. It is composed of a sample of 20 learners from a total population of 39 learners. the sample was chosen because the 4th-year of middle school is considered a transitional phase preparing students for more nuanced academics and high school, by studying their English skills now we can have insight on how ready they are, also older learners think more deeply about their learning and are able to explain what helps them with English.

2.1.3. Tools of the Study

In this study pre and post-tests accompanied with student questionnaires were used in order to evaluate learners' listening comprehension and their attitude toward listening and storytelling before and after the treatment, this helps in gathering detailed information for analysis.

Figure 4 The Experimental Design



2.1.4. Description of the Questionnaires

In this study, two student questionnaires has been used, one in the pre-test and the other in the post-test, the questionnaires contained questions of multiple choice where the students underline the corresponding choice after reading the questions carefully. The results of the questionnaires serve to explore learners' attitude toward storytelling and the effectiveness of storytelling on enhancing learner's listening comprehension

2.1.5. Description of the Pre-test

In order to evaluate the participants' listening comprehension before the treatment, a pre-test was conducted to fourth year learners at 27 February 1962 Middle School Ourgla, Algeria. The pre-test involved reading the story of the lion and the mouse to the learners out loud, without the use of any body language, intonation or flexibility. After the story reading, the learners were given a worksheet In order to fill out based on the story. These activities were designed to engage learners in understanding and recalling important elements of the lion and the mouse story.

2.1.6. Description of the Treatment

The treatment consisted of six sessions. In the initial session, learners were introduced to the fictional story "The Three Fish" through storytelling, narrating it twice. The story and its related activities were introduced to facilitate comprehension. Later, learners completed worksheets that aimed to assess their understanding of the story. This procedure was replicated in the following sessions, where students listened to the personal story "Memories" and the factual story "Abdelhamid Ben Badis". Each session aimed to fully engage students in the experience of storytelling, ensuring comprehension through guided questioning and structured tasks. The stories featured simple but challenging language and visual aids to enhance understanding. The treatment took one hour per session and was conducted under suitable conditions.

2.1.7. Description of the post-test

The post-test was conducted after the treatment. In the post-test the learner listened to the story "Hansel and Gretel". After that, the learners were given the worksheets where two exercises were clearly highlighting. These activities helped pupils to interact with the narrative, encouraging reflection on the key themes presented in the story.

2.1.8. Description of the stories and their worksheets

The worksheets used in the study were stories that are slightly modified to match the students' level. The activities involve comprehension tasks and visual matching, to engage learners effectively.

8.1. Pre-test story

"The Lion and the Mouse" is a story about a lion sparing a mouse who promised to repay the kindness and later the lion gets trapped in a net but the mouse remembering his promise hurries to save the lion by gnawing through the net and setting him free, the story shows how can a small act of kindness lead to great rewards.

Pre-test worksheet

The activities in the worksheet related to the story of The Lion and the Mouse involve two main tasks:

Reading Comprehension Questions. In the first activity learners are required to read a set of questions about the story and provide answers according to their own understanding.

Matching Pictures with Words. In the second activity learners are instructed to draw a line to match pictures with words. This activity may help in associating visual cues with corresponding vocabulary from the story.

8.2. Treatment Stories and Worksheets

The activities of the treatment include storytelling, reading comprehension questions and matching tasks. Here are more details about the activities:

Short Story (The Three Fish). This fictional story is about three fish that lived in a pond, one day upon hearing about fishermen coming to the pond, the oldest urged to escape while the second agreed and left but the youngest believing in luck stayed, when the fishermen came, they cast their nets and caught the remaining fish proving the youngest luck untrue.

The Three Fish Worksheet.

- Activity one: Answering reading comprehension questions such as:

4.5.1. Why did the oldest fish want to leave the pond?

4.5.2. What did the youngest fish believe about his luck?

- Activity two: Matching pictures with words.

Short Story (Memories). This is a personal story where the narrator fondly recalls their childhood friend Aya, whom they met at the first day of primary school, they shared many laughs and supported each other in high school and even after that, they cherished their school days memories and they plan to continue their strong friendship.

Memories worksheet.

- Activity one: Answering reading comprehension questions.
- Activity two: Matching pictures with words.

Short Story (Abdelhamid Ben Badis). A factual story about Abdelhamid Ben Badis, an influential Algerian reformer who was born in 1889, he established schools, newspapers and gave speeches promoting Arab and Islamic identity, he united Algerians against French rule, his efforts laid the groundwork for Algeria's independence, Ben Badis was remembered as a symbol for unity and reform.

Abdelhamid Ben Badis Worksheet.

- Activity one: Answering reading comprehension questions.
- Activity two: Matching pictures with words.

Short Story (The Ant and the Grasshopper). A fictional story about a carefree grasshopper that spent all of the summer singing while the ant with diligence kept working and gathering food, when the winter arrived, the hungry grasshopper begged the ant for help but the ant refused, the grasshopper was taught a lesson about the importance of hard work and preparation.

The Ant and the Grasshopper Worksheet.

- Activity one: Answering reading comprehension questions.
- Activity two: Matching pictures with words.

Short Story (My School Trip). This is a personal story that follows a school trip to Ain Taiba Lake in Ourgla, out of excitement by the new place, the narrator and their friends ignored the teacher's warning not to wander off, and they ended up lost in the desert until sunset, fortunately, their teacher found them and took them back to the group safely.

My School Trip Worksheet.

- Activity one: Answering reading comprehension questions.
- Activity two: Matching pictures with words.

Short Story (Barbarossa Brothers). A historical story about the brave Barbarossa Brothers, in Algiers, facing the Spanish threat people sought help from the Ottoman Empire and the brothers Aruj and Khayreddin answered the call, after many battles Aruj died fighting and Khayreddin with Ottoman support was able to fortify Algiers making it a strong and safe city.

Barbarossa Brothers Worksheet.

- Activity one: Answering reading comprehension questions.
- Activity two: Matching pictures with words.

8.3. *Post-test Story*

Hansel and Gretel is classic story about the two siblings who were abandoned in the forest by their step mother, deep inside the forest they found a house made of sweets but they got captured by the old woman who owns the house. With a clever plan Hansel and Gretel were able to escape and return to their father.

Post-test Worksheet

The worksheet of to the story Hansel and Gretel include two main tasks:

Reading Comprehension Questions. In the first activity learners are required to read a set of questions about the story and provide answers according to their own understanding.

Matching Pictures with Words. In the second activity learners are instructed to draw a line to match pictures with words. This activity may help in associating visual cues with corresponding vocabulary from the story.

2.1.9. Description of the Experimental process

The following are descriptions of the experiment's process during the study:

9.1. *Pre-Questionnaire*

The target population consisted of 20 learners and they were given uniform information. The questionnaire composed of 07 questions was divided into two sections. The first section is dedicated to the reading habits and preferences of the learners and their attitude toward it, while the second section involves questions about storytelling and the listening skill.

9.2. Session 1 Pre-Test

The activity. Listening to the story "The Lion and the Mouse" being read out loud, the story uses visual aids to improve learners' comprehension. No storytelling will be used during this session.

Task. Learners will listen to the story twice and then complete the activities in the worksheets provided.

Time planning.

- Reading and clarification: The story will be read out loud for about 20 minutes with explanations being provided while reading for the second time.
- Worksheet activity: Learners will be given 40 minutes to finish the tasks in their worksheet.

Session 2 Treatment

The activity. Storytelling "The Three Fish" in addition to the explanation of the storyline.

Task. Learners will listen to the story twice and then complete the activities in the worksheets provided.

Time planning.

- Reading and clarification: The story will be told for approximately 20 minutes with explanations being provided while reading for the second time.
- Worksheet activity: Learners will be given 40 minutes to complete the tasks in their worksheet.

Session 3

The activity. Storytelling "Memories" in addition to the explanation of the storyline.

Task. Learners will listen to the story twice and then complete the activities in the worksheets provided.

Time planning.

- Reading and clarification: The story will be told for approximately 20 minutes with explanations being provided while reading for the second time.
- Worksheet activity: Learners will be given 40 minutes to complete the tasks in their worksheet.

Session 4

The activity. Storytelling “Abdelhamid Ben Badis” in addition to the explanation of the storyline.

Task. Learners will listen to the story twice and then complete the activities in the worksheets provided.

Time planning.

- Reading and clarification: The story will be told for approximately 20 minutes with explanations being provided while reading for the second time.
- Worksheet activity: Learners will be given 40 minutes to complete the tasks in their worksheet.

Session 5

The activity. Storytelling “The Ant and the Grasshopper” in addition to the explanation of the storyline.

Task. Learners will listen to the story twice and then complete the activities in the worksheets provided.

Time planning.

- Reading and clarification: The story will be told for approximately 20 minutes with explanations being provided while reading for the second time.
- Worksheet activity: Learners will be given 40 minutes to complete the tasks in their worksheet.

Session 6

The activity. Storytelling “My School Trip” in addition to the explanation of the storyline.

Task. Learners will listen to the story twice and then complete the activities in the worksheets provided.

Time planning.

- Reading and clarification: The story will be told for approximately 20 minutes with explanations being provided while reading for the second time.
- Worksheet activity: Learners will be given 40 minutes to complete the tasks in their worksheet.

Session 7

The activity. Storytelling “Barbarossa Brothers” in addition to the explanation of the storyline.

Task. Learners will listen to the story twice and then complete the activities in the worksheets provided.

Time planning.

- Reading and clarification: The story will be told for approximately 20 minutes with explanations being provided while reading for the second time.

- Worksheet activity: Learners will be given 40 minutes to complete the tasks in their worksheet.

9.3. *Session 8 Post-test*

The activity. Storytelling “Hansel and Gretel” in addition to explaining the storyline.

Task. Learners will listen to the story twice and then complete the activities in the worksheets provided.

Time planning.

- Reading and clarification: The story will be told for approximately 20 minutes with explanations being provided while reading for the second time.
- Worksheet activity: Learners will be given 40 minutes to complete the tasks in their worksheet.

9.4. *Post-Questionnaire*

The post-questionnaire consisted of 10 questions with the aim to understand the affective, cognitive and pedagogical aspects of using storytelling as a teaching methodology in English language classrooms. The findings from this questionnaire may provide valuable data about the effectiveness and learners’ views concerning the implementation of storytelling.

Conclusion

This chapter explained the process of conducting the study, it described the target population, the tests and questionnaires used during the study, the chapter also described the stories shared with the learners in addition to the related worksheets. The study encompassed eight sessions: one for the pre-test, six for the treatment and one for the post-test.

Chapter Two Analysis of the Findings

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Introduction

This chapter contains the data analysis yielded by the study through the use of tools And methods mentioned in the second chapter. The study aimed to examine how storytelling affects the listening skill in 4th year middle school learners, specifically, whether using stories in the classroom helps understand spoken content easily.

2.2.1. Analysis of the Pre-questionnaire

1.1 Section one learners' attitude toward stories

Question 1. Do you enjoy reading stories?

Most of the students (60%) stated that they enjoy reading stories sometimes. A smaller group (20%) expressed high interest, saying they like reading stories a lot. while, 10% said they don't really enjoy it, and another 10% stated they don't enjoy it at all.

Table 1 Learners' Responses to Pre-test Question 1

Option	%
Yes, a lot	20.0%
Yes, sometimes	60.0%
Not really	10.0%
No, not at all	10.0%

Question 2. How often do you read stories?

There are varied frequencies of reading, with the majority (45%) saying they read stories a few times a month and around 25% read more frequently, a few times a week, while 30% rarely or never read stories. Notably, no students reported reading stories every day.

Table 2 Learners' Responses to Pre-test Question 2

Option	%
Every day	0.0%
A few times a week	25.0%
A few times a month	45.0%
Never/Rarely	30.0%

Question 3. What kind of stories do you like the most?

Learners showed a clear preference for Realistic stories (45%) and fairy tales (40%). Personal stories were less popular (10%), and only 5% selected “other” as their preferred story type.

Table 3 Learners' Responses to Pre-test Question3

Option	%
Fairy Tales	40.0%
Realistic Stories	45.0%
Personal Stories	10.0%
Other	5.0%

Question 4. Do you think listening to stories helps you understand English better?

Responses were mixed, with 30% of students saying that listening to stories helps them a lot, and 25% agreeing that it helps a little. However, 30% felt it doesn't help much, and 15% said it doesn't help at all.

Table 4 **Learners' Responses to Pre-test Question 4**

Option	%
Fairy Tales	40.0%
Realistic Stories	45.0%
Personal Stories	10.0%
Other	5.0%

Question 5. What is the hardest part of listening to stories in English?

The biggest challenge students face is staying focused for a long time, with 40% selecting this option in addition to understanding new words and dealing with accents or fast speech were each chosen by 25% of students. Only 10% said that following the story events was the hardest part.

Table 5 **Learners' Responses to Pre-test Question 5**

Option	%
Understanding new words	25.0%
Following story events	10.0%
Understanding accent/speed	25.0%
Staying focused	40%

Question 6. Would you like more storytelling activities in your English class?

Most students were positive about including more storytelling in their English classes. 30% responded with significant enthusiasm ("yes, a lot"), and 45% said they would like it

sometimes. On the other hand, 20% were not very interested, and only 5% did not want it at all

Table 6 Learners' Responses to Pre-test Question 6

Option	%
Yes, a lot	30.0%
Yes, sometimes	45.0%
Not really	20.0%
No, not at all	5.0%

Question 7. What would make storytelling in English more fun for you?

This open-ended question aims to investigate what could possibly help the learners to engage more with storytelling according to their opinion. The majority of learners answered in the context that learning and understanding new vocabulary can make a story more interesting to hear. One student wrote, *"because [it] let me understand new words and enriched my mood by the words of language,"* highlighting not only comprehension but also an emotional connection to the language. Another learner simply stated, *"understanding new words,"* showing that familiarity with word and clarity can directly affect their enjoyment.

2.2.2. The Pre-test Findings

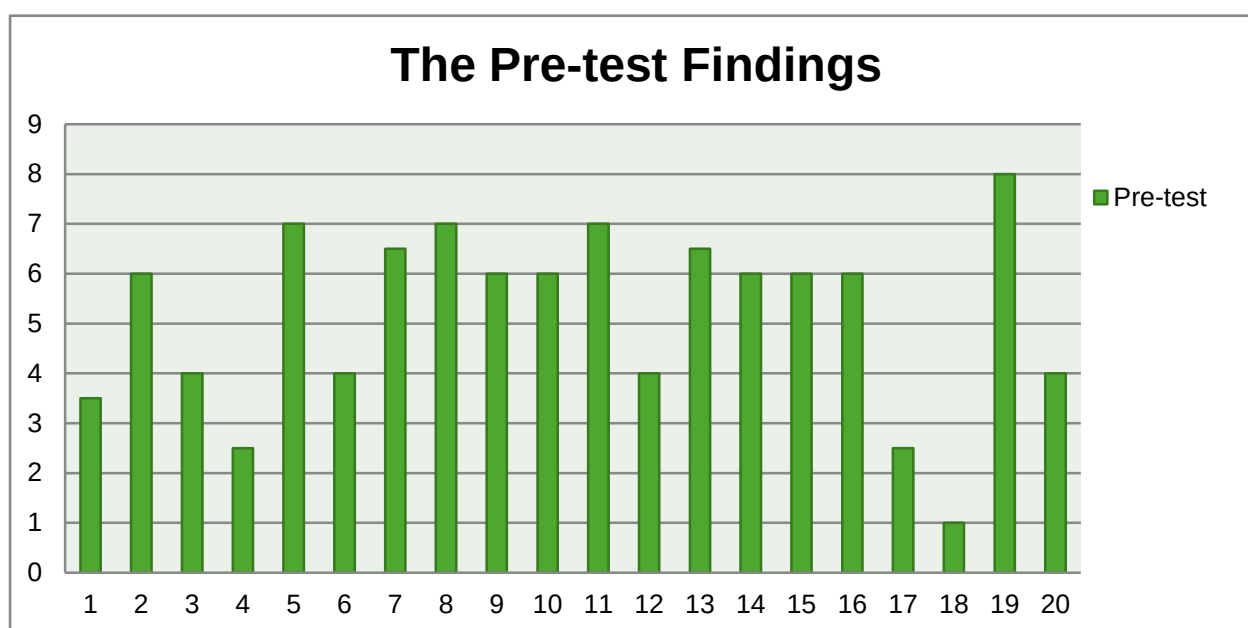
Prior to the experiment the pre-test results were gathered to determine the learners' baseline level. According to the following scale the results of giving the students the pre-test are shown in the table below.

Table 7 The pre-test Findings

Learners	Task 1	Task 2	Results
1	2.5	1	3.5
2	2	4	6
3	0	4	4
4	0.5	2	2.5
5	3	4	7
6	2	2	4
7	2.5	4	6.5
8	3	4	7
9	2	4	6
10	2	4	6
11	3	4	7
12	2	2	4
13	2.5	4	6.5
14	2	4	6
15	2	4	6
16	2	4	6
17	0.5	2	2.5
18	0	1	1
19	4	4	8
20	2	2	4
The Total			The Mean
105.5			5.28

This table shows the individual results of 20 learners in the pre-test. Each learner's evaluation is transferred to scores in Task 1 and 2. The total and Mean of the class are also included. The graph (graph 1) below shows the level of learners' performance after hearing a story being read out loud without storytelling. It is clear that the student's level is quite moderate.

Graph 1 Learners' pre-test scores



2.2.3. The Treatment sessions Findings

The tables below (Table 8, 9, 10, 11, 12 and 13) showcase the scores received from the introduction of treatment sessions.

Table 8 Treatment Session 1 Findings

Learners	Task 1	Task 2	Results
1	2.75	2	4.75
2	3.75	4	7.75
3	2.5	4	6.5
4	0	3	3
5	1.25	2	3.25
6	1.25	3	4.25
7	3	5	8
8	2	2	4
9	3	5	8
10	2.25	4	6.25
11	3	5	8
12	2.5	2	4.5
13	2.5	5	7.5
14	3	2	5
15	3	4	7

16	0	0	0
17	1.5	1	2.5
18	4	3	7
19	3.5	5	8.5
20	2.5	3	5.5
The Total			The Mean
112.25			5.61

Table 9 Treatment session 2 Findings

Learners	Task 1	Task 2	Results
1	2.5	5	7.5
2	3.75	5	8.75
3	4	3	7
4	2.5	2	4.5
5	3.5	2	5.5
6	2.25	2	4.25
7	2	3	5
8	2.75	2	4.75
9	3	5	8
10	1.5	4	5.5
11	3	3	6
12	2	5	7
13	3	3	6
14	2.75	2	4.75
15	0	0	0
16	3	3	6
17	2	3	5
18	3	4	7
19	3	5	8
20	2.5	2	4.5
The Total			The Mean
115			5.75

Table 10 Treatment Session 3 Findings

Learners	Task 1	Task 2	Results
1	3	5	8
2	1	5	6
3	2.75	3	5.75
4	2	5	7
5	2	5	7
6	3	3	6
7	2	5	7

8	1	2	3
9	2	5	7
10	2	5	7
11	3.5	3	6.5
12	2	5	7
13	2	3	5
14	2	3	5
15	2.5	4	6.5
16	0	0	0
17	2.75	4	6.75
18	3	5	8
19	3.75	5	8.75
20	2.75	3	5.75
The Total			The Mean
122.75			6.13

Table 11 Treatment Session 4 Findings

Learners	Task 1	Task 2	Results
1	2.75	4	6.75
2	2.25	2	4.25
3	2	5	7
4	1	4	5
5	3	3	6
6	2.5	4	6.5
7	3	3	6
8	4	3	7
9	2.75	3	5.75
10	3	5	8
11	2.75	5	7.75
12	3	3	6
13	4	5	9
14	3.5	3	6.5
15	2	3	5
16	2.75	4	6.75
17	3	3	6
18	3.5	3	6.5
19	3.5	4	7.5
20	2.5	3	5.5
The Total			The Mean
129			6.45

Table 12 Treatment Session 5 Findings

Learners	Task 1	Task 2	Results
1	3	3	6
2	1	2	3
3	3.5	5	8.5
4	2.25	5	7.25
5	2.25	5	7.25
6	2	5	7
7	3	3	6
8	2.5	3	5.5
9	2	3	5
10	4	5	9
11	2	5	7
12	2.75	3	5.75
13	3	5	8
14	1	5	6
15	3	3	6
16	1.5	3	4.5
17	3	5	8
18	1.75	3	4.75
19	5	5	10
20	3.25	3	6.25
The Total			The Mean
130.75			6.54

Table 13 Treatment Session 6 Findings

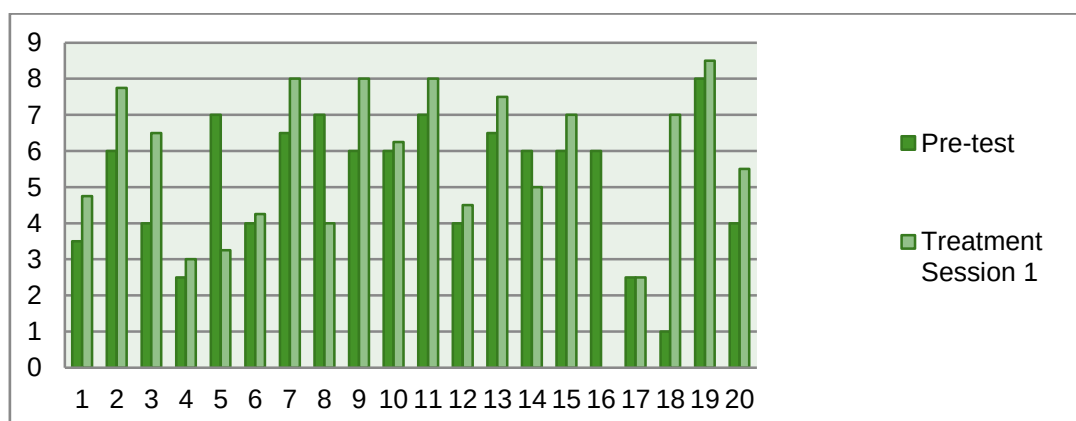
Learners	Task 1	Task 2	Results
1	3	5	8
2	3	5	8
3	3.5	2	5.5
4	3	2	5
5	2	5	7
6	2	5	7
7	0	3	3
8	2	3	5
9	2	5	7
10	3	5	8
11	4	5	9
12	3	5	8
13	2.25	5	7.25
14	3.5	5	8.5
15	0.75	5	5.75
16	2	5	7
17	3	5	8

18	0	0	0
19	3	5	8
20	2.25	5	7.25
The Total			The Mean
133.25			6.66

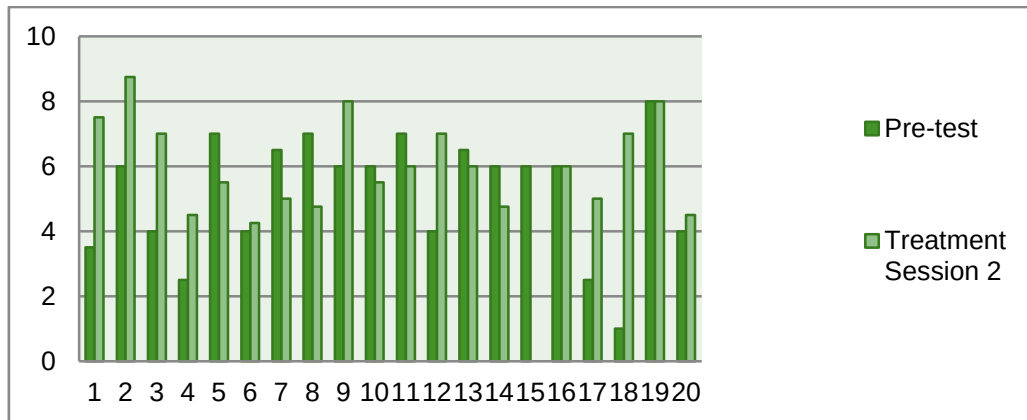
The table above shows the scores of the tests taken by the learners in the treatment phase, the test scores range between 0 and 10, with higher scores indicating better performance.

The graph below displays the results received after the treatment, (Graph 2, 3, 4, 5, 6, 7) demonstrates a comparison between the pre-test and the six treatment sessions' findings in order to check for any signs of improvement in learners' listening comprehension.

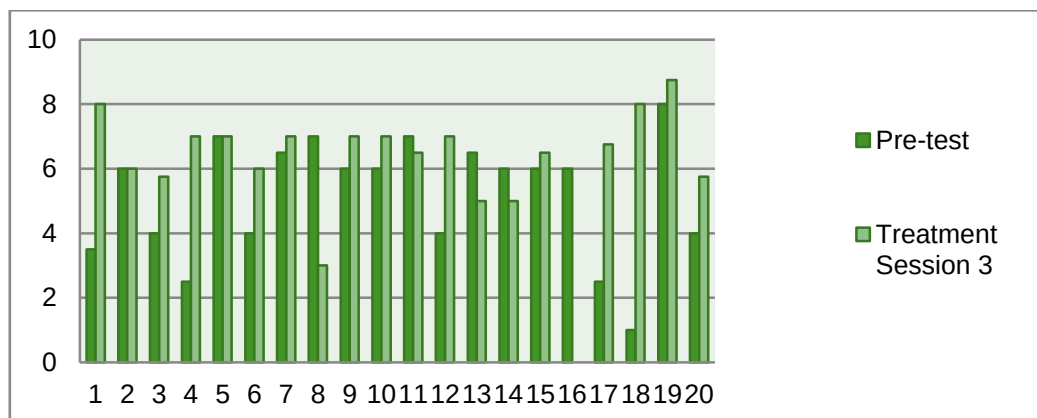
Graph 2 Pre-test and TS1 Results



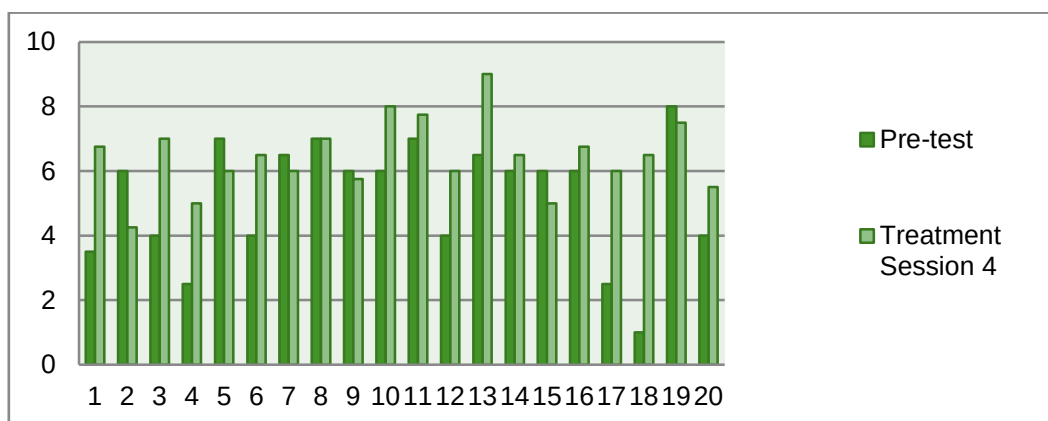
Graph 3 Pre-test and TS2 Results



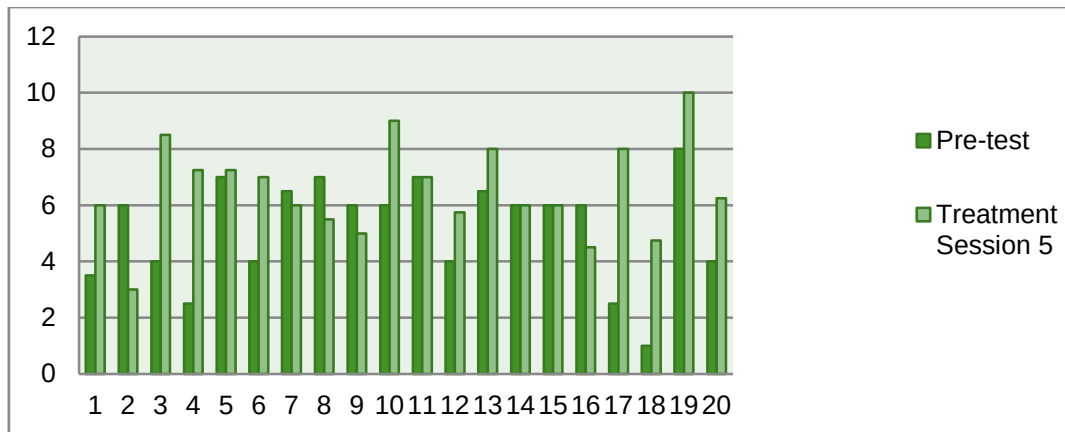
Graph 4 Pre-test and TS 3 Results



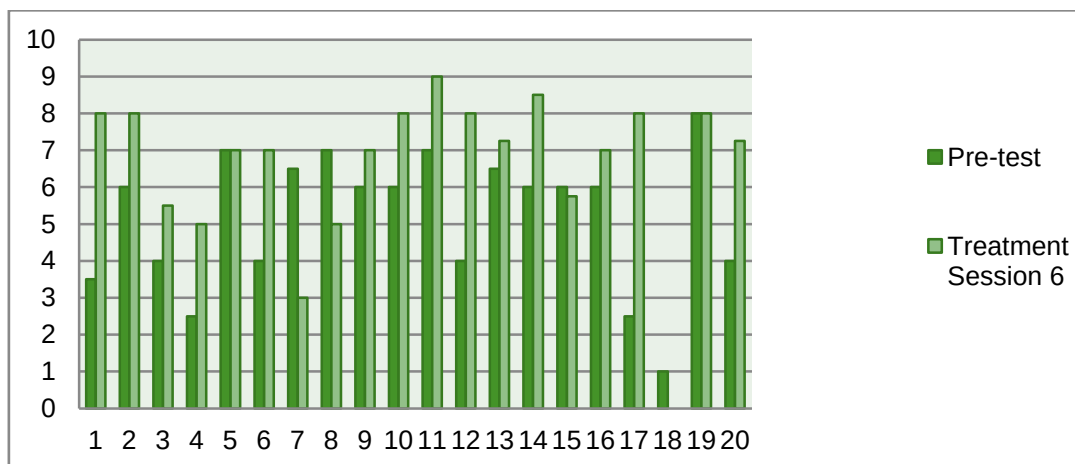
Graph 5 Pre-test and TS 4 Results



Graph 6 Pre-test and TS 5 Results



Graph 7 Pre-test and TS 6 Results



The data suggest that learners' performance improves noticeably after every session.

For better understanding, the table below (Table 14) illustrates the data more clearly by making a comparison between the means (Averages) of each story type: (fictional, personal and realistic).

Table 14 A Comparison Table for the Three Story Types

Story Type	Session 1 average	Session 2 average	Total Average
Fictional	5.61	6.54	6.08
Personal	5.75	6.66	6.21
Factual	6.13	6.45	6.29
Story Type	Session 1 average	Session 2 average	Total Average
Fictional	5.61	6.54	6.08
Personal	5.75	6.66	6.21
Factual	6.13	6.45	6.29

When analysing the type averages, it is evident that factual stories had the highest average score of 6.29, with personal stories close behind at 6.21 and fictional stories at 6.08, although a considerable difference exists across story types, the gap between the highest and lowest averages is only 0.21 points, making it a relatively small variation.

This limited range suggests that while factual stories might have slightly influenced students' performance more, all three story types (factual, personal, and fictional) produced relatively similar improvements in listening comprehension.

2.2.4. The Post-test Findings

The post-test results were gathered to observe the final results of the study after the treatment according to the table below:

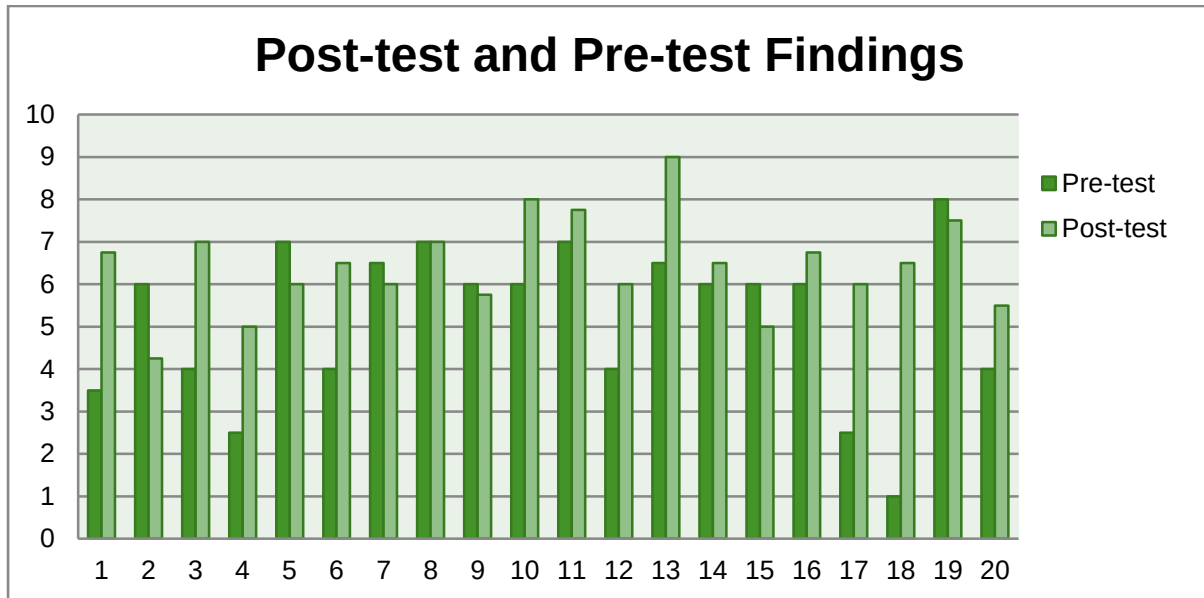
Table 15 The Post-test Findings

Learners	Task 1	Task 2	Results
1	1	2	6.75
2	0	5	4.25
3	3.5	3	7
4	1.75	2	5
5	3	3	6
6	5	5	6.5
7	2.5	2	6
8	3.5	5	7
9	5	3	5.75
10	5	5	8
11	2.5	3	7.75
12	3.75	5	6
13	1.75	5	9
14	4.5	3	6.5
15	2	3	5
16	4.25	5	6.75
17	4	5	6
18	3	1	6.5
19	4.75	5	7.5
20	3	5	5.5
The Total			The Mean
135.75			6.78

This table shows the post-test scores of 20 learners demonstrating task 1 and task 2 results in addition to the mean and median.

The results of the post-test show a clear improvement in learners' listening comprehension through the storytelling sessions. With an average score of 6.78, compared to the pre-test average of 5.28, students demonstrated noticeable progress. The 1.5 point increase reinforces the positive effect of implementing storytelling into English language classes. Also, the increase in median score from 5.28 to 6.75 confirms that the improvement was consistent across most of the learners, not just a few high achievers. To clarify, the graph below shows a comparison between pre-test and post-test results:

Graph 8 A Comparison between Post-test and Pre-test Results



2.2.5. Calculating the Means

The mean is defined as: ‘the sum of all scores divided by the number of scores’ (Miller, 1975, p. 36 .Cited in Chelbi, 2017). Which means that the average could be acquired by adding up the total number of learners’ individual scores and then dividing the total number by the number of the learners.

5.1. The Pre-test Mean

Table 16 The Pre-test Results’ Mean

	The Total	The Average
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The Mean	105.5	5.28
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5.2. The Post-test Mean

Table 17 The Post-test Results' Mean

	The Total	The Average
The Mean	135.75	6.78

5.3. Comparison of the Pre-test and Post-test Means

The table below presents a comparison between pre-test and post-test means, the results indicate that learners' performance in the initial session was moderate, a considerable improvement is observed in the post-test compared to the pre-test mean score. This comparison lends support to the earlier hypotheses about the role of storytelling in developing middle school learners' listening comprehension.

Table 18 The Pre-test and Post-test Means

	Pre-test Mean	Post-test Mean
The Mean	5.28	6.78

2.2.6. Analysis of the Post-questionnaire

This analysis aims to evaluate the effectiveness of storytelling on enhancing learners' listening comprehension. This analysis will selectively focus on questions related to the development of storytelling:

Question 2 Did listening to stories help you pay more attention in English class?

Most learners indicated that storytelling helped improve their concentration during English lessons and 40% of learners answered that it helped them pay attention “a lot,” while 30% said it helped “a little.” Only 20% reported minimal impact, and 10% felt it had no effect.

Table 19 **Learners' response to question 2**

Response	%
Yes, a lot	40.0%
Yes, a little	30.0%
Not really	20.0%
No, not at all	10%

This may suggest that storytelling encouraged classroom focus which is a significant component of effective listening comprehension.

Question 3 After listening to stories, do you find it easier to guess the meaning of new English words?

Around 30% of the students found it “much easier” to understand new vocabulary through stories, and 35% found it “a little easier.” Meanwhile, 25% reported no change, and 10% felt it became harder.

Table 20 Learners' Responses to Question 3

Response	%
Yes, much easier	40.0%
Yes, a little easier	30.0%
No change	20.0%
It's harder	10%

The majority of students saw storytelling as a helpful strategy to better infer meaning.

Question 4 Did the stories help you understand how English speakers put their sentences together?

Only 25% of learners answered that stories helped them “a lot” with sentence structure, but a larger percentage 40% felt it helped “a little.” While a quarter 25% saw no major difference, and 10% did not find it helpful.

Table 21 Learners' Responses to Question 4

Response	%
Yes, a lot	25.0%
Yes, a little	40.0%
Not really	25.0%
No, not at all	10%

These indicate modest improvement in learners' ability to understand sentence formation through repeated listening exposure.

Question 5 How helpful were the storytelling activities for improving your ability to remember details in spoken English?

Students responded positively regarding their memory for spoken details. 35% found the stories “very helpful,” 40% rated them as “somewhat helpful,” while 15% said they were “not very helpful” and 10% felt they were “not helpful at all.”

Table 22 **Learners’ Responses to Question 5**

Response	%
Very helpful	35.0%
Somewhat helpful	40.0%
Not very helpful	15.0%
Not helpful at all	10%

This suggests that storytelling supports short-term auditory memory, helping with detail retention during listening tasks.

Question 9 Did listening to stories help you feel more comfortable when someone speaks to you in English?

About 30% of students felt “a lot more comfortable” in real-life listening situations, and 45% felt “a little more comfortable.” Only 15% noticed no change, and 10% reported feeling less comfortable.

Table 23 **Learners’ Responses to Question 9**

Response	%
Yes, a lot more comfortable	35.0%

Yes, a little more comfortable	40.0%
No change	15.0%
I feel less comfortable	10%

This demonstrates that storytelling not only builds comprehension skills but also boosts learners' confidence in authentic listening situations.

Conclusion

The findings indicate a steady enhancement in students' listening comprehension during the storytelling intervention. The results from the pre-test showed moderate listening skills with an average of 5.28, and the post-test results increased to 6.78, marking a 1.5-point improvement, this enhancement shows that implementing storytelling into the English classroom positively impacted learners' listening skills.

The post-questionnaire data also pointed out several notable perceptions among the learners, a considerable portion of the participants indicated that they had better focus during storytelling, enhanced vocabulary inference, increased comfort with listening tasks, and improved memory for spoken content.

Although different story types were applied, the minimal differences in performance indicate that the storytelling method itself rather than the story type is the primary contributor in impacting listening.

General Conclusion

1. Summary of the Major Findings

In language learning, listening is an essential skill that complements speaking, reading, and writing for effective communication. This study was conducted to explore the effect of storytelling as a teaching method on improving listening skills among fourth-year middle school students at the 27th February 1962 Institution in Ouargla.

The research included both theoretical and practical parts. The theoretical part examined the role of storytelling in education, its application in language learning environments, and the core theories related to it such as Krashen's Input Hypothesis, Vygotsky's Sociocultural Theory, and the Constructivist Learning Theory. It also addressed the nature of listening comprehension, including its processes, its components, and teaching strategies.

The practical part involved conducting a series of storytelling sessions over eight weeks, in addition to a pre-questionnaire and post-questionnaire. Learners were first given a pre-test to see their initial level of listening comprehension, and then they were exposed to six sessions of storytelling made to engage and support language understanding.

The post-test results indicated a significant improvement, with the class average rising by 1.5 points. Furthermore, students reported considerable satisfaction with storytelling, highlighting improvements in vocabulary inference, memory for details, and increased confidence in practical listening situations.

The findings validated the alternative hypothesis, confirming that storytelling can have a positive impact on middle school learners' listening comprehension.

2. Pedagogical Recommendations

Based on the findings of this study, it is evident that storytelling has a valuable role in developing listening comprehension among 4th year middle school learners. To maximize its effectiveness in the classroom, some pedagogical recommendations are proposed for the teachers:

- It is recommended that teachers consider integrating short stories with visual elements, such as pictures, or tangible elements, like models or figures related to the stories, to help with maintaining learners' attention and interest.
- Scheduling regular listening sessions may provide learners with more consistent opportunities to practice and gradually improve their comprehension skills.
- Doing any simple interactive listening activities that relate to the story content can help make the process more engaging and meaningful for students.
- Teachers might also try incorporating post-listening tasks, such as retelling the story, acting it out, or answering creative questions, to support comprehension and encourage active language use.

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Appendices

Appendix A

Pre-test Questionnaire

Student Questionnaire

Dear Students,

This questionnaire is part of a study to understand how storytelling helps improve listening comprehension.

عزيري الطالب،

هذا الاستبيان هو جزء من دراسة لفهم كيف يمكن لسرد القصص ان يحسن مهارة الاستماع

1. Do you enjoy reading stories?
هل تستمتع بقراءة القصص

- a) Yes, a lot (نعم، كثيراً)
- b) Yes, sometimes (نعم، أحياناً)
- c) Not really (ليس حقاً)
- d) No, not at all (لا، أبداً)

2. How often do you read stories?
كم مرة تقرأ القصص

- a) Every day (كل يوم)
- b) A few times a week (عدة مرات في الأسبوع)
- c) A few times a month (عدة مرات في الشهر)
- d) Rarely/Never (أبداً/نادراً)

3. What kind of stories do you like the most? (Choose one or more.)
ما أكثر نوع يعجبك من القصص (اختر واحدة أو أكثر)

- a) Fairy tales (قصص خيالية)
- b) Historical stories (قصص تاريخية)
- c) Personal stories (قصص شخصية)
- d) Other: _____ (أخرى: _____)

4. Do you think listening to stories helps you understand English better?
هل تعتقد ان الاستماع الى القصص يساعد على فهمك للإنجليزية بشكل أفضل

- a) Yes, a lot (نعم، كثيراً)
 - b) Yes, a little (نعم، قليلاً)
 - c) No, not really (لا، ليس كثيراً)
-

d) No, not at all (أبداً لا،)

5. What is the hardest part of listening to stories in English?

ما هو أصعب جزء في الاستماع الى قصة بلانجليزية

- a) Understanding new words (فهم الكلمات الجديدة)
- b) Following the story's events (متابعة أحداث القصة)
- c) Understanding how people speak (accent, speed, etc.) (فهم طريقة الكلام مثل اللهجة والسرعة)
- d) Staying focused for a long time (البقاء منتهياً لفترة طويلة)

6. Would you like more storytelling activities in your English class?

هل تود أن يكون هناك المزيد من أنشطة سرد القصص في حصص اللغة الانجليزية

- a) Yes, a lot (كثيراً نعم،)
- b) Yes, sometimes (أحياناً نعم،)
- c) Not really (ليس كثيراً)
- d) No, not at all (أبداً لا،)

7. What would make storytelling in English more fun for you?

مالذي يمكن أن يجعل سرد القصص باللغة الانجليزية أكثر متعة لك

.....

.....

Thank you for your answers!

شكراً على اجابتك

Appendix B
Pre-test Activities

The lion and the Mouse



A lion was asleep in the sun one day.
A little mouse came out to play. The
little mouse ran up the lion's neck and slid
down his back. The lion caught him with a
great big smack!

'I'm going to eat you!' the lion roared,
his mouth open wide.

But the mouse was out walking
the very next day. He heard a big
roar and squeaked when he saw the
king of the jungle tied to a tree. But
the mouse had a plan to set him free.
The mouse worked quickly and chewed
through the rope

'No, no, please don't!' the little mouse
cried. 'Be kind to me and one day I'll help
you.'

'I'm a lion! You're a mouse! What can you
do?' The lion laughed, very hard, and the
mouse ran away.

The lion said, 'Oh little mouse, I
had no hope. You were right, little
mouse. Thank you, I'm free. You're
the best friend there ever could be!'



Name:

1- Answer the following questions .

- 1- What was the lion doing when the mouse first appeared?
- 2- What did the lion say when the mouse promised to help him one day?
- 3- When did the mouse find the lion in trouble?
- 4- How did the mouse free the lion?

2- Read and match the words with the pictures .

LAUGH

ROPE

MOUTH

RUN

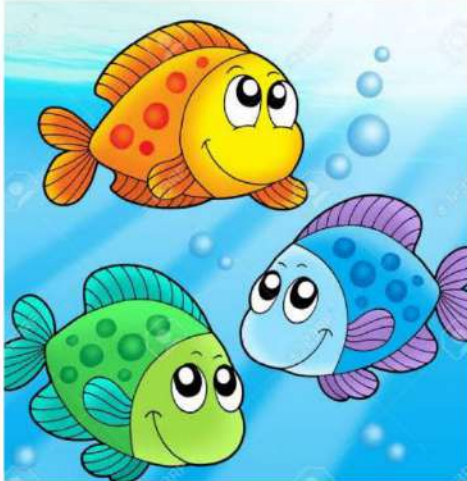
MOUSE



Appendix C

Treatment Session 1 Activities

The Three Fish



Once upon a time, three fish lived in a pond. They were best friends and had known each other for a long time..

Even though they were very close friends, they were characteristically very different from each other. The first fish was extremely wise and always believed in making well-informed choices. He was well-known in the pond for his knowledge.

The second fish was intelligent, resourceful, and pleasant. He constantly used his presence of mind to get out of any trouble he was in. He was well-known for his quick and clever solutions.

The third fish was opposite in nature compared to his friends. He was lazy, he did not believe in doing things and, as a result, would get into many difficulties.

One evening, some fishermen walked past and saw the fish.

"This pond has many fish," they said. "We have never fished here before. Let's come back tomorrow morning with our nets!"

The first fish heard this and felt afraid.

He called the other fish and said, "Did you hear the fishermen? They will come back tomorrow and catch us! We must leave now!"

The second fish agreed. "You are right," he said. "Let's leave."

But the third fish laughed. "There is no danger," he said. "We have lived here for a long time, and no fishermen have come before. I will stay. My luck will keep me safe."

That night, the first fish left the pond with his family.

The next morning, the second fish saw the fishermen coming. He quickly left with his family.

The third fish stayed. "I am lucky," he thought. "Nothing bad will happen."

The fishermen arrived. They threw their nets into the pond and caught all the fish that stayed.

The third fish was also caught. His luck did not help him.



Name:

1- Answer the following questions .

- 1- What did the fishermen see inside the pond?
- 2- The first fish wanted to leave the pond, why?
- 3- How was the personality of the third fish?
- 4- What happened to the third fish at the end of the story?

2- Read and match the words with the pictures .

HEAR

NET

POND

FISHERMAN

AFRAID



Appendix D

Treatment Session 2 Activities

Memories

I was about six years old when my father took me to school for the first time. I remember all the children were lined up. Within a short time, I found a girl who was our neighbor. We talked and sat on the same bench. The teacher was very friendly, and everything went well. In my school days, I had many friends. We used to play and sometimes fight over silly things. I had two best friends. They were very nice and loyal to me. Every teacher in my school liked us. Although we were not brilliant students, we respected our elders and loved our younger ones.

My childhood was amazing. These primary school memories fill my heart with joy and happiness. It was one of the best moments of my life



Aya and I have been friends for a long time. Through the years, we have shared a lot of great laughs and great experiences. She was with me when I graduated from high school. We were even roommates once. Aya has always supported me during the difficult times, too. She was listening to me when I had trouble. Last summer, we went on a trip to the amusement park together. We had a good time, and we plan to go again together in the future. We are fortunate that we have developed such a great friendship over the years. I feel lucky to have a friend like her.

Name:

1- Answer the following questions .

1- Was school a bad experience? why.

2- How was the teachers like bsck then?

3- When did Aya and I met?

4- Where did Aya and i went to in the winter ?

2- Read and match the words with the pictures .

CLASSMATES

AMUSEMENT PARK

TEACHER

SUMMER

NEIGHBORS



Appendix E

Treatment session 3 Activities

Abdelhamid Ben badis

In Constantine, Algeria, in 1889, Abdelhamid Ben Badis was born. He came from a respected family. He was very intelligent early on and memorized the Quran as a child. He traveled to Tunisia and studied at the University of Zitouna. There, he was influenced by people who wanted reform.

He returned to Algeria and saw the difficult situation under French rule.

Ben Badis quickly started working to improve his people. He started schools to teach Arabic and history. He also created a newspaper called "Al-Shihab" to share his ideas for reform and to stand against foreign cultural influence. He had a big impact through his lessons and speeches. These speeches united Algerians around their Arab and Islamic identity. He faced problems from the French authorities, but he continued his work

Ben Badis died in 1940. He left a clear mark on Algerian national awareness. He also built the foundations of the reform movement. His legacy continued to inspire the generations who fought for Algeria's independence. Today, he is remembered as an important figure in the country's history and a symbol of unity and reform



Name:

1- Answer the following questions .

- 1- Where was Abdelhamid Ben Badis born?
- 2- What did Ben Badis name the newspaper he published?
- 3- What aspect did Abdelhamid Ben Badis try to improve in Algeria?
- 4- Was Abdelhamid Ben Badis alive when Algeria gained independence?

2- Read and match the words with the pictures .

NEWSPAPER

UNITED

COLONIALISM

EDUCATION

TRAVELING



Appendix F

Treatment session 4 Activities

The Ant and the Grasshopper

One sunny summer day, a happy Grasshopper was jumping around in a field. He was singing and making joyful noises all by himself. An Ant walked by, carrying a piece of corn. It looked very heavy for him as he struggled along, taking it back to his home. The Grasshopper said, "Hey Ant, why don't you come and talk with me for a while? Why are you working so hard in this nice weather?"

The Ant replied, "I'm gathering food and storing it away for the winter when it will be cold and there won't be any food outside. You should do the same so you have something to eat later." The Grasshopper said, "Why worry about winter? That's a long time away! We have lots of yummy food right now, all around us!" But the Ant just kept walking and kept working hard to carry his corn home.

When winter finally came, the Grasshopper had no food at all. The ground was covered in snow, and he was very hungry and felt weak, like he was going to die. He saw the ants inside their cozy home, taking out corn and other food from the big piles they had saved carefully during the warm summer months.

Then the Grasshopper finally understood why the Ant had been working so hard. He realized: It's good to get ready and save things for times when you will really need them.



Name:

1- Answer the following questions .

- 1- What was the Grasshopper busy doing?
- 2- What advice did the Ant give to the Grasshopper?
- 3- Did the Grasshopper follow the Ant's advice?
- 4- What was the situation for the Ant when winter arrived?

2- Read and match the words with the pictures .

CORN

WINTER

GRASSHOPPER

SINGING

HEAVY



Appendix G

Treatment Session 5 Activities

My School Trip

The bus was noisy and fun. We were going to Ain Taiba Lake in Ouargla! It was my first school trip. I was so happy to be away from school for a day and see a new place. I looked out the window; the land changed from streets to open desert. It made me feel excited!

When we got to the lake, it was so beautiful. The water was shiny and blue. It looked like a blue area in the yellow sand. Our teacher, Miss Zahra, told us about the lake. She said it was important for the area and we needed to be careful. But I just wanted to have fun with my friends.

We walked away from the group even when Miss Zahra told us to stay close, but we didn't listen. We wanted to see things by ourselves. We climbed small hills of sand and tried to throw stones in the water. We laughed a lot

It felt good to be free. But then, the sun started to set and the place became darker. We looked around, but we didn't know where we were because we were lost. We called for help, but no one heard us. We felt scared. Just when we felt really worried, we saw someone. It was Miss Zahra. She looked worried too but also happy to see us, and she took us back to the bus. She was angry with us, but she was glad we were safe.

On the bus going home, the sky was orange and red. The day had been fun at first, but then it was scary. I learned something that day. It's good to explore, but it's also important to listen to people who know more than you



Name:

1- Answer the following questions .

- 1- To where was the school trip?
- 2- What happened to the friends in the school trip?
- 3- What did Miss Zahra tell the students?
- 4- Did the friends learn a lesson? what is it?

2- Read and match the words with the pictures .

SCHOOL TRIP



LAKE



LOST



DESERT



TEACHER



Appendix H

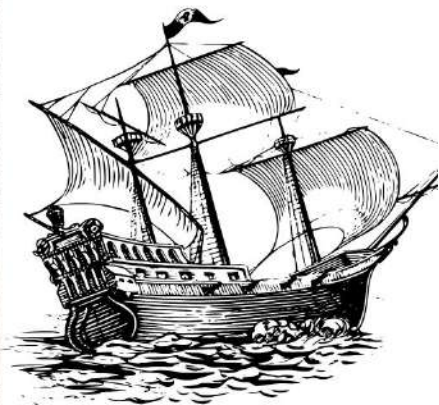
Treatment session 6 Activities

Barbarossa Brothers

Many years ago, the people in Algiers were a bit worried. Some strong people from Spain were trying to take their land, they came in big ships, and the people of Algiers didn't have a very strong army to stop them. They felt like little fish trying to swim away from a big shark! So, they sent a message to two brave brothers who were very good at sailing and fighting on the sea. Their names were Aruj and Khayreddin Barbarossa. They were sailors from a faraway land called the Ottoman Empire. The people of Algiers said, "Please, brave brothers, can you help us? These Spanish people want to take our homes!"

Aruj Barbarossa heard their call and came to Algiers with his ships and his brave soldiers. He was a strong leader, and he fought the Spanish and made them leave Algiers! The people were so happy! But then, something sad happened. Aruj died in another fight. Now, his brother Khayreddin was the leader. Khayreddin was very smart. He thought, "We need to be even stronger to keep Algiers safe." So, he talked to the king of the Ottoman Empire. He said, "We in Algiers will be your friends and follow your rules if you help us." The king said, "Yes! I will send you more soldiers and ships to protect Algiers!" So, Algiers became part of the Ottoman Empire.

Khayreddin Barbarossa worked hard to make Algiers strong. He built walls around the city, and his sailors, called corsairs, became very famous. They sailed the sea and kept other bad people away from Algiers. Because of Khayreddin and the Ottoman Empire's help, Algiers became a safe and important city for many years.



Name:

1- Answer the following questions .

- 1- How did Algerians feel about the Spanish coming to Algeria?
- 2- What were the names of the brothers?
- 3- which one of the brothers died ?
- 4- What happened to Algeria after the arrival of Barbarossa brothers?

2- Read and match the words with the pictures .

A SHIP



SPAIN



KING



WALL



ARMY



Appendix I

Post-test Activities

Hansel and Gretel



Once upon a time, a poor woodcutter lived with his son Hansel and daughter Gretel. Sadly, their mother passed away. The woodcutter remarried, but his new wife was cruel, though he was too charmed by her appearance to see her wicked heart.

One day, the stepmother tricked her husband into thinking she wanted to pick berries in the forest and insisted on taking Hansel and Gretel to help. Deep in the woods, she abandoned them. Lost and scared, Gretel cried, but bravely Hansel reassured her he would find a way back.

After wandering for a long time, they spotted a peculiar house made of sweets! Hansel tasted the wall and, amazed, told Gretel. They ran to the house and began eating its sugary decorations. Suddenly, an elderly woman emerged, her voice sharp. She greeted them and, pretending to be kind, invited them inside, saying they looked tired, thirsty, and hungry. She gave them a drink that made them fall into a deep sleep.

Hansel awoke to find himself in a cage, his sister gone. He tried to escape but couldn't. The old woman forced Gretel to become her servant, making her clean, cook, and wash. Every day, the old woman had Gretel cook a whole chicken for Hansel, wanting to fatten him up, her eyesight was poor, so she would ask him to stick his finger through the bars to check if he was getting fatter. Hansel would instead show her a chicken bone, but with days passing, the old woman grew impatient and decided to cook Hansel anyway, she told Gretel to check if the oven was hot enough. Gretel, suspicious, asked how. "Look, you foolish girl, like this," the old woman said, leaning her head into the oven. Quick as a flash, Gretel shoved her in and slammed the door shut!

Gretel freed Hansel, and they found the old woman's treasure. They journeyed back home and were overjoyed to meet their father, who had been searching for them since his wicked wife had died. They gave him the treasure, and from that day on, they never knew poverty or hunger again.



Name:

1- Answer the following questions .

- 1- What was the stepmother's plan to get rid of Hansel and Gretel?
- 2- What was so special about the house Hansel and Gretel found in the woods?
- 3- What did the old woman make Gretel do while she kept Hansel in the cage?
- 4- How did Gretel finally outsmart the old woman and save herself and her brother?

2- Read and match the words with the pictures .

TREASURE



SWEETS



OVEN



CAGE



WOODCUTTER



Appendix J

Post-test Questionnaire

Student Questionnaire

Dear Students,

This questionnaire is part of a study to understand how storytelling helps improve listening comprehension.

عزيري الطالب،

هذا الاستبيان هو جزء من دراسة لفهم كيف يمكن لسرد القصص ان يحسن مهارة الاستماع

1. How much did you enjoy the storytelling activities in our English class?

كم استمتعت بأنشطة سرد القصص في صف اللغة الإنجليزية؟

- a) I enjoyed them a lot (استمتعت بها كثيراً)
- b) I enjoyed them somewhat (استمتعت بها إلى حد ما)
- c) I didn't really enjoy them (لم أستمع بها كثيراً)
- d) I did not enjoy them at all (لم أستمع بها إطلاقاً)

2. Did listening to stories help you pay more attention in English class?

هل ساعدك الاستماع إلى القصص على التركيز بشكل أكبر في صف اللغة الإنجليزية؟

- a) Yes, a lot (نعم، كثيراً)
- b) Yes, a little (نعم، قليلاً)
- c) Not really (ليس كثيراً)
- d) No, not at all (لا أبداً)

3. After listening to stories, do you find it easier to guess the meaning of new English words?

بعد الاستماع إلى القصص، هل تجد أنه من الأسهل تخمين معنى الكلمات الإنجليزية الجديدة؟

- a) Yes, much easier (نعم، أسهل بكثير)
- b) Yes, a little easier (نعم، أسهل قليلاً)
- c) No change (لم يتغير شيء)
- d) Its harder (أصعب)

4. Did the stories help you understand how English speakers put their sentences together?

هل ساعدتك القصص على فهم كيف يركب المتحدثون باللغة الإنجليزية جملهم؟

a) Yes, a lot (نعم، كثيراً)

b) Yes, a little (نعم، قليلاً)

c) Not really (ليس كثيراً)

d) No, not at all (لا أبداً)

5. How helpful were the storytelling activities for improving your ability to remember details in spoken English?

ما مدى فائدة أنشطة سرد القصص في تحسين قدرتك على تذكر التفاصيل في اللغة الإنجليزية المنطوقة؟

a) Very helpful (مفيد جداً)

b) Somewhat helpful (مفيد إلى حد ما)

c) Not very helpful (غير مفيد جداً)

d) Not at all helpful (غير مفيد إطلاقاً)

6. Did listening to stories make you feel more interested in learning English?

هل جعلك الاستماع إلى القصص تشعر بمزيد من الاهتمام بتعلم اللغة الإنجليزية؟

a) Yes, a lot more interested (نعم، أكثر اهتماماً بكثير)

b) Yes, a little more interested (نعم، أكثر اهتماماً قليلاً)

c) No change (لم يتغير شيء)

d) I feel less interested (أشعر باهتمام أقل)

8. What was the most memorable story we listened to, and why?

ما هي القصة الأكثر رسوخاً في ذهنك التي استمعنا إليها، ولماذا؟

.....

9. Did listening to stories help you feel more comfortable when someone speaks to you in English?

هل ساعدك الاستماع إلى القصص على الشعور براحة أكبر عندما يتحدث إليك شخص ما باللغة الإنجليزية؟

a) Yes, a lot more comfortable (نعم، أكثر ارتياحاً بكثير)

b) Yes, a little more comfortable (نعم، أكثر ارتياحاً قليلاً)

c) No change (لم يتغير شيء)

d) I feel less comfortable (أشعر بارتياح أقل)

10. If you could change one thing about the storytelling activities, what would it be?

إذا كان بإمكانك تغيير شيء واحد في أنشطة سرد القصص، فماذا سيكون؟

.....

خلاصة

تُعد مهارة الفهم السمعي من المهارات الأساسية في سياق تعليم اللغة الإنجليزية كلغة أجنبية أو كلغة ثانية، إلى جانب مهارات التحدث، والقراءة، والكتابة. وغالبًا ما تُكتسب هذه المهارة خلال مراحل الطفولة المبكرة، غير أن الصعوبات في الفهم السمعي قد تُعيق اكتساب وتطبيق المهارات اللغوية الأخرى، مثل التحدث والكتابة. ومن بين العوامل المتعددة التي تؤثر في تنمية هذه المهارة، يبرز سرد القصص كوسيلة تعليمية فعّالة. لذلك، تهدف هذه الدراسة إلى استكشاف مدى فاعلية استخدام السرد القصصي في تحسين مهارات الاستماع لدى المتعلمين الصغار في مدرسة 27 فبراير 1962 بولاية ورقلة، الجزائر.

شملت عينة الدراسة تلاميذ السنة الرابعة من المرحلة المتوسطة خلال السنة الدراسية 2024/2025، وتحديدًا في الفصل الدراسي الثالث. وقد افترضت الدراسة أن السرد القصصي يساهم في تحسين الفهم السمعي لدى المتعلمين الصغار. لاختبار هذه الفرضية، تم اختيار عينة مكونة من 20 تلميذًا، حيث خضعت المجموعة التجريبية إلى ثماني (08) حصص سرد قصصي، بالإضافة إلى جلستين مخصصتين للاختبار القبلي والبعدي. بعد كل حصة، شارك التلاميذ في أنشطة فهم تعتمد على مضمون القصة. وقد أظهرت النتائج تحسنًا ملحوظًا في مهارات الاستماع لدى المجموعة التجريبية، مما يؤكد أن السرد القصصي يُعد أداة فعالة في تعزيز مهارة الفهم السمعي.

الكلمات المفتاحية: السرد القصصي، الفهم السمعي، تلاميذ المرحلة المتوسطة.