

The Islamic University – Gaza
Deanery of Graduate Studies
Curricula & English Teaching
Methods Department
College of Education



**The Effectiveness of Using Storytelling Technique in Enhancing 11th
Graders' Listening Comprehension Sub-Skills in Middle
Gaza Governorate**

Presented by:

Khadeja Abd Al-Rahman Abo Skhela

Supervised by:

Dr. Awad Soliman Keshta

**A Thesis Submitted to the Curricula & English Teaching Methods Department
Faculty of the College of Education In Partial Fulfillment of the Requirement for
the Master Degree in Education .**

July 2010

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

"فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ
إِلَيْكَ وَحْيُهُ وَقُلْ رَبِّ نَزِّنِي عِلْمًا".

صدق الله العظيم

(سورة طه آية 114)

Abstract

This study aimed to investigate the effectiveness of using storytelling technique in enhancing 11th graders' listening comprehension sub-skills in Gaza Middle Governorate. To answer the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (74) female students from Shohada Al Mgazee secondary school (B), the sample was divided into two groups; experimental(37) and control group(37). The storytelling technique was used in teaching the experimental group, while the traditional method was used to instruct the control group in the second term of the school year (2009-2010).

The study examined the improvement shown by the experimental group who received storytelling technique integrated with (9) weeks through the training materials from the first of February to the end of March.

Eight stories, which represent the proposed program, were used to measure the four sub-skills; predicting, telling the main idea, recognizing characters and summarizing the events. The researcher used pre- and post tests as the tools of the research. The data of the study were analyzed, using t.test paired sample in addition to Eta square(η^2) used to calculate the size effect and to identify the effectiveness of using storytelling technique in enhancing 11th graders' listening comprehension sub-skills; predicting, telling the main idea, recognizing characters and summarizing the events. The study indicated that there were statistically significant differences in the eleventh graders' listening comprehension sub-skills due to storytelling technique. Based on the finding, the researcher has recommended using storytelling as a technique to enhance listening comprehension sub-skills. This study has also suggested that further researches should be conducted on the effect of storytelling technique of learning English skills.

ملخص الدراسة

هدفت الدراسة إلى التعرف على أثر استخدام أسلوب السرد القصصي على تحسين مهارة الاستماع والفهم لدى طلبة الصف الحادي عشر في محافظات الوسطى. وللإجابة على أسئلة الدراسة استخدمت الباحثة المنهج التجريبي ، حيث توزعت عينة الدراسة والتي تكونت من (74) طالبة من مدرسة شهداء المغازي (ب) في مخيم المغازي إلي مجموعتين (تجريبية وضابطة) بالتساوي كل واحدة (37) . واستخدمت الباحثة أسلوب السرد القصصي في تدريس المجموعة التجريبية ، بينما استخدمت الطريقة التقليدية في تدريس المجموعة الضابطة و ذلك في الفصل الثاني من العام الدراسي (2009-2010).

وقد قامت الباحثة ببناء اختبار تحصيلي قبلي مكون من أسئلة علي أربع مهارات فرعية (التنبؤ ، التعرف على الفكرة الرئيسية ، التعرف على الشخصيات ، وتلخيص القصة) ، وقد قامت الباحثة بسرد 8 قصص بمعدل قصة كل أسبوع (60 دقيقة) بداية من الأول من فبراير حتى نهاية شهر مارس، تم من خلالها تدريب الطالبات على المهارات الفرعية للاستماع والفهم وبعدها تم تنفيذ الاختبار البعدي . وبمقارنة نتائج الامتحان القبلي بنتائج الاختبار البعدي ثبت ارتفاع نسبة التحصيل لدى المجموعة التجريبية في الامتحان البعدي. كما ثبت تميز نتائج الامتحان البعدي لدى المجموعة التجريبية عن نتائج المجموعة الضابطة. ثم تم تحليل نتائج الدراسة باستخدام اختبار t.test paired sample بالإضافة إلى معادلة إيتا تربيع (η^2) وذلك لقياس أثر حجم أسلوب السرد القصصي على تحسين مهارات الاستماع والفهم الفرعية (التنبؤ ، التعرف على الفكرة الرئيسية ، التعرف على الشخصيات ، وتلخيص القصة) . كما تم التحقق من صدق وثبات الاختبار .

خلصت الدراسة إلى وجود فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة تعزى إلى طريقة التدريس لصالح إستراتيجية السرد القصصي، ووجود أثر كبير لاستخدام إستراتيجية السرد القصصي في تنمية مهارات الاستماع والفهم الفرعية . هذا وأوصت الباحثة بضرورة توظيف أسلوب السرد القصصي في تحسين مهارة الاستماع في تعليم اللغة الانجليزية وتحقيق نتائج أفضل .

واقترحت الباحثة أيضا ضرورة إجراء المزيد من الدراسات للتعرف على أثر استخدام السرد القصصي على تحسين مهارة الاستماع والفهم في تعليم اللغة الانجليزية .

Dedication

To my parents who lighten my eyes towards success .

*To the soul of the martyr , my ex-husband , who encouraged me to
finish my post graduate studies .*

To my husband who helps me.

To my brothers , sisters and their sons and daughters .

To my father and mother in law .

To all my dear friends .

To my daughters and son .

Acknowledgement

In the name of Allah , the most gracious , the most merciful .

All praise to Allah , the one to whom all dignity , honor and glory , peace and blessing of Allah be upon all the prophets and messengers ,especially on Mohammad , the last of all prophets .

All praise to Allah for helping me to write this research .

To my supervisor Dr. Awad Keshta who has guided me to achieve success in my research.

All appreciation to IUG staff who helped and give me knowledge to finish this research paper .

To referee committee who did their best .

To Al-Qattan Centre for Educational Research and Development QCERD who provided me with such references either books or electronic books.

To my dear teacher, Mrs Zulfa Bader Al-Deen ,who has lightened my eyes towards success .

To the teachers team who helped me .

Table of Contents

Subject	Page
Holy Quran	I
Abstract	II
Abstract in Arabic	III
Dedication	IV
Acknowledgement	V
Tables of Contents	VI
List of Tables	XI
List of Appendices	XIII
List of Abbreviations	XIII
Chapter I Historical Background	
Introduction	1
Justification of the Study	3
Statement of the problem	4
Research questions	4
Research hypotheses	5
The purpose of the study	6
The significance of the study	6
Definitions of Operational Terms	6
What is original about the study?	8
Limitations of the study	9
Chapter II (A) Theoretical Frame work	10
"Section 1"	

Introduction	11
Definitions of Listening	11
The difference between listening and hearing .	14
What is storytelling ?	14
What are the characteristics of good story ?	16
What is the importance of storytelling in learning listening comprehension sub-skills?	19
The effects of storytelling on kids & adults	26
Schemata theory	28
The nature and the process of listening comprehension	30
What are the strategies of listening process ?	34
The domains of listening comprehension	37
Factors that affect the listening process	38
The stages of listening process	41
The sub-skills of listening comprehension	43
Predicting	44
Main idea	44
Main characters	45
Summarizing	46
Listening materials	48
How can listening help in acquiring language ?	52
How to activate prior knowledge ' schemata' ?	52
Goals and purpose of listening comprehension program:	57

What should be considered when selecting listening techniques and activities?	58
Listening tasks and activities	61
What kinds of listening tasks are appropriate?	63
What are the steps in listening classes?	64
Pre-listening activities	65
While listening activities	66
Post listening activities	67
Listening difficulties	67
Principles behind teaching listening	70
Using visual aids(LCD) in listening comprehension	71
Digital Storytelling	72
Chapter II (B)Previous studies	74
Introduction	
Related studies concerning the use of storytelling technique in teaching listening comprehension	
Comments on the Previous Studies	92
III Methodology	96
Introduction	97
Research design	97
The population	97
The sample of the study(participants)	97
Controlling the variables relevant to the participant	98
Age variable	98

English and General achievement variable	99
General achievement in English language variable	100
Previous learning variable in listening comprehension sub-skills	100
The statistical analysis	101
The variables of the study	102
The independent variables	102
The dependent variables	102
The instrumentations	102
The general aims of the test	103
The items of the test	103
The pilot study	105
The validity of the test	105
The referee validity	105
The internal consistency validity	105
Reliability of the test	106
The use of "concept mapping" in the study	107
The validity of the method	107
The purpose of 9 weeks listening comprehension program	107
Preparing the library	108
Challenges	109
Implementation Stage	109
Listening comprehension sub-skills training	109
Teachers' role	110
Students' role	110

The Evaluation Stages	114
Chapter IV " Data Analysis "	115
The Results of the Study	
Introduction	116
Answer of the first question.	116
Answer of the second question	119
Answer of the third question	120
Answer of the fourth question	122
Answer of the major question	123
Summary	125
Chapter V Summary ,Finding , Discussion, Conclusion, and Recommendations	126
Introduction	127
Summary	127
Findings	129
Discussion	130
Conclusions	134
Recommendations	137
Recommendations for further studies	138
References	139

List of Tables

No.	Table	Page
1	The distribution of the sample according to the groups	98
2	T-test results of controlling age variable	99
3	T-test results of controlling English achievement variable	99
4	T-test results of controlling general achievement variable	100
5	T-test results of controlling previous learning in English variable in listening comprehension skills	101
6	The table of specification	103
7	Correlation coefficient of the scopes with the test	106
8	Stages of the program	108
9	T.test independent sample results of differences between experimental and control group for all of the sub domain and total degree of the domain	117
10	The table references to determine the level of size effect (η^2) and (d)	118
11	"T" value, eta square " η^2 ", and "d" for each domain and the total degree	118
12	T.test independent sample results of differences between experimental and control group for all of the sub domain and total degree of the domain	119
13	"T" value, Eta square " η^2 ", and "d" for each domain and the total degree	120

14	T.test independent sample results of differences between experimental and control group for all of the sub domain and total degree of the domain	121
15	"T" value, eta square " η^2 ", and "d" for each domain and the total degree	121
16	T.test independent sample results of differences between experimental and control group for all of the sub domain and total degree of the domain	122
17	"T" value, eta square " η^2 ", and "d" for each domain and the total degree	123
18	T.test independent sample results of differences between experimental and control group for all of the sub domain and total degree of the domain	124
19	"T" value, eta square " η^2 ", and "d" for each domain and the total degree	124

List of Appendices

The appendix	Page
Appendices	150
Appendix (A) Tools of the study [Achievement Tests] .	151
A.1. Pilot Test .	152
A.2. Pre/Post Test .	157
Appendix (B) Listening Comprehension Training Materials.	162
Appendix (C) Referee Committee .	194

List of abbreviations

1	SPSS	Statistical Package for Social Science.
2	LC	Listening Comprehension
3	LCSs	Listening Comprehension Sub-Skills
4	LCD	Light Crystal Display
4	LTM	Long Term Memory
4	STM	Short Term Memory

CHAPTER ' I '

Historical Background

Introduction

Tell me a fact and I'll learn . Tell me the truth and I'll believe .But tell me a story and it will live in my heart forever "An Indian Proverb"

The Holy reference for Muslims, Quran, asks Muslims to listen carefully and to comprehend to whatever they listen to . Storytelling technique is believed to be one of the entertaining techniques that can be used with learners in order to develop their listening comprehension sub-skills . As it is mentioned in the Holy reference for Muslims , the Holy Quran , (*Assuredly, in their narrative is a lesson for men of understanding. It is not a thing that has been forged, but a fulfillment of that which is before it and a detail exposition of all things, and a guidance and a mercy to people who believe.*) 111 Suritt Yussif .

" لَقَدْ كَانَ فِي قَصَصِهِمْ عِبْرَةٌ لِّأُولِي الْأَلْبَابِ مَا كَانَ حَدِيثًا يُفْتَرَىٰ وَلَكِن تَصْدِيقَ الَّذِي بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَيْءٍ

وَهُدًى وَرَحْمَةً لِّلْقَوْمِ الْيُؤْمِنِينَ " سورة يوسف آية 111

Regarding the verse of the Holy Quran , one can recommend storytelling technique to be used as one means to enhance learning and develop knowledge .The Holy Quran urges Muslims to get benefits and lessons from others either prophets or normal people.

"Once upon a time " a phrase that many children may wait to listen to before sleeping that may affect their imagination ; through this telling , parents can build and increase good values and concepts . According to such parents , stories are a very efficient way of teaching children and adults ; firstly, using stories had great root back to religious lessons that helps a lot to understand beliefs . Secondly , stories help parents to teach their daughters and sons many facts, values and the society traditions . Moreover , this technique is a wonderful means of building confidence between parents and their children . From this point , the teacher should make use of this

technique in educational situations that may develop the learners' abilities and competences in such a skill, as well as enjoyment. Additionally, this technique may provide wonderful bridges on which information can travel to the learners' minds.

Storytelling also helps to share knowledge from other experiences (Barzaq:2009,1).

Human beings are born to be storytellers, when they speak, talk to neighbors, gossip or recall dramatic events of the day (Koehnecke, 2000:187).

One may conclude that stories are increasingly important genre that affect the listeners' emotions and thinking.

"Most People would probably agree that listening to a radio broadcast of a alimentary debate is relatively demanding, if we are trying to follow the events closely, while listening to a child reading from a book of fairy stories is much easier".

(Anderson & Lynch : 1995,46)

Moreover, Anderson & Lynch(1995:48) stated that the stories are better understandable and more accurately recalled than if anybody likes to describe out of chorological sequences. The researcher's experience in Gaza and the awareness of the learners' needs in Gaza middle governorate according to their weakness in listening comprehension and the finding of the previous studies requested her to teach listening comprehension through storytelling technique in a program titled as "The effectiveness of using storytelling technique in enhancing 11th graders' listening comprehension in Middle Gaza Governorate. "The main objective was to investigate the program's effectiveness in developing listening comprehension sub-skills. Listening comprehension development is a challenge that demands both the teacher's and the learners' attention because of the critical role that listening plays either in communication or language acquisition (Duzer,1997:4).Furthermore, "Listening provides the input of the students to the basis for language acquisition and enables

learners to interact in spoken communication , as a result , this technique should be considered not to be ignored .Phillips (2000:6) pointed out that storytelling technique has been forgotten in many educational environment and it has many an essential role in the education, especially , for young learners , that may inspire their imagination , create their own visual images and ideas .

This chapter states the background and the problem , the hypotheses , the purpose , the significance , the justification , the originality , the limitations of the study , the definition of variables and the operational definitions of terms .

Justification of the study

The researcher of the current research has been a teacher since 2001 in North and Middle Gaza , as a result , she is aware of the problem that students face in listening lessons. To defend that , the researcher led the following investigation :

1- In the pilot study , the researcher took a permission from the ministry of education and Higher education to ease the mission of the researcher . Moreover to provide the researcher with a report of students' achievement in general and in English language in the second term in the school year 2009-2010.

2- In another step , the researcher investigated an Action Research issued by Al-Qattan Centre for Educational Research and Development QCERD (2009) .

The report described a summer course that chose 5 basic school classes of students who were selected as participants, the main purpose of that course was to empower students to ask questions, as a result , students can be evoked to acquire foreign language through enjoyment and fun by using storytelling .

3- After surveying EFL studies conducted in Gaza Governorate , it has been found that there is not any research that deals with the same topic .

Statement of the Problem

The problem is that EFL(English Foreign Language) students in grade 11th in Middle Gaza Governorate lack the ability of the listening comprehension sub-skills, so they perform poorly , as a result , they dislike listening classes .Consequently , students can understand neither native speakers nor news and documentary programs and students suffer a lot in learning listening comprehension and they can not comprehend the sub-skills when listening .

Research Questions

The problem of the study can be stated in the following question:

"What is effect of using storytelling technique on 11th graders' listening comprehension sub-skills?"

The problem of the study can be stated in the following question:

1- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of predicting the events among students who learn listening comprehension sub-skills through training on storytelling technique (experimental group) and students who learn listening comprehension sub-skills through training on the traditional method

(control group) ?

2- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of telling the main idea among students who learn listening comprehension sub-skills through training on storytelling technique (experimental group) and students who learn listening comprehension sub-skills through training on the traditional method (control group) ?

3- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of recognizing characters among students who learn listening comprehension sub-skills through training on storytelling technique (experimental group) and students who

learn listening comprehension sub-skills through training on the traditional method (control group) ?

4- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of summarizing the events among students who learn listening comprehension sub-skills through training on storytelling technique (experimental group) and students who learn listening comprehension sub-skills through training on the traditional method (control group) ?

Research Hypotheses

1- There are statistically significant differences at ($\alpha \leq 0.05$) in the level of predicting the events among students who learn listening comprehension sub-skills through training on storytelling technique (experimental group) and students who learn listening comprehension sub-skills through training on the traditional method (control group) .

2- There are statistically significant differences at ($\alpha \leq 0.05$) in the level of telling the main idea among students who learn listening comprehension sub-skills through training on storytelling technique (experimental group) and students who learn listening comprehension sub-skills through training on the traditional method . (control group) .

3 - There are statistically significant differences at ($\alpha \leq 0.05$) in the level of recognizing characters among students who learn listening comprehension sub-skills through training on storytelling technique (experimental group) and students who learn listening comprehension sub-skills through training on the traditional method . (control group) .

4- There are statistically significant differences at ($\alpha \leq 0.05$) in the level of summarizing the events among students who learn listening comprehension through

training on storytelling technique(experimental group) and students who learn listening comprehension through training on the traditional method (control group) .

The purpose of the study

This study aims at investigating the impact of storytelling on enhancing listening comprehension sub-skills in eleventh graders in Middle Gaza Governorate .

The significance of the study

- Teachers may be helped to organize their teaching listening using storytelling technique .
- Headmistresses may be convinced to provide their schools libraries with stories and CDs in order to help students to listen and comprehend .
- Palestinian curriculum designers may consider storytelling technique in the syllabus in the light of this study .
- Educational supervisors may concentrate on using this technique in the curricula , give recommendations related to this issue and they may supply the schools with their needs of material and facilities .

Definitions of Operational Terms

1- Storytelling technique :

It can be defined as the conveying of events in word (s), image(s) and sound(s) in the shape of narrative genre ,it should include plot , characters and events ,it is sometimes called narrative knowledge that attempts to recount events in the form of a story . Moreover , it is the art of bringing a story to life through the inflection in one's voice rhythm, facial expression and hand movement .

2-Traditional method

It is the conventional method that English language teachers use to teach listening comprehension sub-skills using the existing activities in the text books without using an interesting or enjoyable way that makes teaching listening not interesting and without any purpose .

3-Listening comprehension

It is the competence of mastering the two domains , firstly , top-down , by which the listener can recognize the language utterance , sounds and using his /her own background knowledge ' schemata ' and secondly , bottom-up , by which the listener can recognize the main idea and the details of any listened text .

Listening Comprehension Sub-skills : 4-Prediction

The act of predicting, an instance of prophecy , one may define prediction as the art of forecasting some events from specific limited information and it is something foretold or predicted like a prophecy.

5-Telling the main idea

To identify the theme or the topic of any piece of written or spoken text , telling the main idea comes after comprehending the subject matter .Moreover, it means to tell the main topic of any task either scientific or literary, and to understand the general theme or the topic . The main idea is the "key concept" being expressed. Details, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many things did happen . Locating the topic, main idea, helps the reader understands the point(s) the writer's attempt to express and identify the relationship between these will increase the listener comprehension. That main idea may be stated at the beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is the *topic sentence* of that paragraph.

However in the story the main idea will be recognized through out the whole story .
The topic sentence announces the general theme to be dealt with in the paragraph.
Although the topic sentence may appear anywhere in the paragraph, it is usually first .

6-Recognizing characters

To identify someone previously seen, known or to identify someone from knowledge of appearance or characteristics and ,it means to acknowledge the person entitled to speak at a particular time.

7-Summarizing

A summary, by contrast, is an abridgement expressing the main ideas of a text passage through reported speech. A successful summary is not an exposition of the writer's own opinions, but a distillation of the essential points in an original text.

(Newfields , 2001: 1) . One may conclude that summarizing is the ability to give brief idea about any piece of listening text . Text summaries represent an important writing genre. The ability to critically evaluate text passages, is an essential language skill. Text summarize represents writing genre .It is the ability to evaluate any text passages and rephrase them shortly .

What is original about the study ?

Several previous studies searched the possibilities in improving listening comprehension skills by using many techniques , such as , storytelling technique , in a holistic way without specifying the target strategies .The present study investigated the effectiveness of using storytelling technique in enhancing listening comprehension sub-skills . The sub-skills were specified , the level of the development of each sub-skill was investigated separately.

Limitations of the study

The population of the study consisted of the eleventh graders , represented by Shohada Al-Magzee female secondary school in Middle Gaza Governorate in the second semester 2010.

CHAPTER' II '

Literature Review

Section (I)

Theoretical Framework

Introduction

Actually listening is an important and vital process whose impact can not be ignored; this skill is the bases of all the skills because if the learners can not listen well , s/he can not acquire any aspect of the language. Because of the weakness that the Palestinian students face, the researcher discussed in this paper such tasks related to listening sub-skills, strategies, approaches, the nature of the listening process, the stages and the domains of listening comprehension. Additionally, the researcher discussed the storytelling technique and its effect in enhancing listening comprehension. The researcher provided some activities that may help the teachers in teaching listening comprehension.

Definitions of Listening

Byrne (1986: 13) considered listening as an active process, he added that when one listens to his mother tongue, understanding normally seems effortless because the experience of the spoken language is enormous . He mentioned that when going back to the time when one was born, s/he was exposed to quantities of language and different speakers, and variety of topics. Because of that experience the listeners can easily identify the message, phonological and grammatical patterns, as well lexical items. Secondly, the experience of language caused the awareness of all factors that help to predicate what is likely come next. Thirdly, because there are a number of contextual clues to help the teacher in listening comprehension to know about the participants, the setting, the topic and the purpose. Not all listening situations, are easy ,especially when one can not see the speaker(s) particularly facial expression, for example, as on the telephone it required more than concentration to understand the

topic. He added that the length of time of listening without participating may cause memory problems. To avoid this problem, the writer suggested two ways of responding; firstly, interacting by which the listener participates as a speaker in a conversation or discussion. Secondly, reacting that is the listener does or says something as a result of what s/he has heard.

Duzer (1997:1) cited in(Rivers, 1981) that Listening is a critical element in the competent language performance of adult second language learners, whether they are communicating at school, at work, or in the community". Through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing .

Thompson & Rubin(1996:331) defined listening process as an active process through which the listeners select and interpret information that comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express. Listening comprehension is viewed to be an active process in which individuals focus on selected aspects of 'aural input', construct meaning from passages and relate what they hear to existing knowledge.(O'MALLEY , etal ,1989:1)

Fang (2008-21) stated that Listening is the Cinderella skill in second language learning. It became fashionable again in the 1980s when Krashen's (1982:25) ideas about comprehensible input gained prominence. Richards (1987:172)cited in Krashen (1982) that the idea about the comprehensible input gained prominence that requires negotiation of meaning and which contains linguistic features a little beyond the learner's current level of competence .

As Rost (1994:107) points out, of the four language skills; speaking, listening, reading and writing, listening is the most critical for language learning at the beginning stages. Large amounts of listening practice before speaking or reading may prepare the

learner to acquire a second language with a greater efficiency than if s/he was taught all the skills simultaneously. In fact, listening is the most frequently used language skill in everyday life. Actually, people in general listen twice as much as they speak four times as much as we read, and five times as much as we write. Listening is a highly integrative skill. Listening is assuming greater and greater importance in foreign language classrooms.

When one thinks of learning a language, s/he should consider four basic skills: listening, speaking, reading and writing. Listening is listed first not only because it appears first in natural first language acquisition but because it is used the most. Morley(2001:70)cited in (Rivers, 1981) that Listening was often classified as one of the skills of reception rather than production like speaking, making it seem a passive skill. However, as Rivers points out listening comprehension is a very active skill. “Far from being an act of reception it involves the construction of a message from phonic material...”(Rivers,1983A:97).

To conclude, listening comprehension skills should be discussed under two related headings. Firstly, the processing sound by which the listener can recognize word utterance, sentences recognize significance of language-related features such as, intonation, pitch, and tone. Secondly, the processing meaning, by which the listener can organize the heard speech into meaningful sections, to identify the language data to understand what speakers are going to say, and to store information in memory and know how to get them back later, by organizing meaning and details.

The difference between listening and hearing

" Hearing is the psychological aspect of listening .It is the non-selective process resulting from sound waves we detect range in frequency ... and vary in loudness between 55 and 85decibels"
(Sage 2003:12)

Sage emphasized in these sentences that hearing is a natural process that happen without planning to it so one may hear randomly .

Millrood (2001:99) defined listening as an act of interpreting speech that one receives through ears . He distinguished between listening and hearing explaining that hearing is an act of receiving the language through ears without interpretation , on the contrary , listening is an act of interpreting speech that one receives through ears .

He explained that one may hear something but actually, he may not listen to what is being said . Additionally , listening is a communicative skill that the listener may get the meaning from what s/he hears .

What is storytelling?

Firstly , a story is defined as a narrative account of a real or imagined event(s) , it is a structure of narrative with a specific style and a set of characters . Additionally , in this technique 'storytelling' learners may share experience and learn from others' wisdom , beliefs , and values .Besides that , stories build blocks of knowledge and it is the foundation of memory and learning , lastly , stories connect people to the past , present and the future (Barzaq, 2009:6-7)

Maynard(2005:1) defined stories as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the way they make sense of the world and their own position within it. Maynard (2005 :2-3) stated that stories are important to people, politics, and education. Stories are how people make sense of themselves and their worlds.

In young children's spontaneous stories that they act out as they play, one can see how they believe people relate to one another, who they hope to become, and how they will behave. As adults, the true and imaginary stories wish to tell, believe and suggest what the most important value in this world. In a real sense, stories make people. For this reason, stories are political because they address the ways in which people identities, their beliefs, attitudes, and values, are created and maintained. These identities determine how people live together in and out of schools as much as school rules or governmental laws (Shannon, 1995:xi).

"Storytelling is a task shared by storyteller and story listeners, it is the interaction of the two that makes a story come to life" (Baker and Greene, 1985:28)

The writer emphasized that the story has its own components; storyteller, story listener and a topic, and most of the stories are taken from real life.

Stories paint word pictures and use the sound and rhythm and repetition of words. In developing and learning a story concentrate on its visual and audio aspects: either assemble it into a series of visual pictures like a filmstrip, or consciously absorb the rhythm and arrangement of the sounds of the words.

(Baker and Greene, 1985:28)

The writer assured that stories have great effect when they are visualized or pictured, and when someone wants to present stories in teaching listening comprehension, they should be purposeful to applicable in teaching; additionally, they should have a rhythmic arrangement.

Baker and Greene (1985:28) stated several characteristics of a good story to have a single theme, clearly defined, a well developed plot; the style should contain vivid words and pictures, having pleasing sounds and rhythm, should have characterization, be faithful to source, have dramatic appeal, be appropriate to

listeners , be short and contains simple words and sentences , be effective, contain active verbs , avoid adjectives, contain expressions of opinion , cite quotes, facts, sources , be edited with appropriate punctuation, grammar and capitalization.

Barzaq (2009: 7) defined storytelling as a knowledge management technique , a way of distributing information , targeted to audiences and a sense of information , she added that stories provide natural connection between events and concepts and finally , she added that visual storytelling is away of telling stories through images .

" Telling is the live , person to person oral and physical presentation of a story to an audience "Telling" involves direct contact between teller and listener. It mandates the direct presentation of the story by the teller. The teller's role is to prepare and present the necessary language , vocalization, and physically to effectively and efficiently communicate the images of a story "
(Barzaq 2009:7)

She emphasized that the listener's role is to create a vital images , actions , characters , and events .The story in the listeners' minds based on the teller's performance .

Additionally , she cited in (Egan,1995:116-125) that storytelling is a linguistic activity that is educative because it allows the listeners to share their personal understanding to other people and that it is a performance art that has been revitalized in recent years , and in these days storytellers perform texts that listeners have learned it from books .

What are the characteristics of good story ?

Barzaq (2009:15) considered storytelling as educational means because they are believable ,memorable , and entertaining and because they depend on humans and their experience that is considered as an authentic and credible source of knowledge. Bausch(1994 : 29-80) added and related several characteristics of a good story as follows :

1-Stories provoke curiosity and compel repetition. Good stories are so gripping that people want to hear them over and over again.

2-Stories unite people in a holistic way to nature. A good story causes the feeling of connecting to nature and for a believer to the God of nature. That connection makes people have a feeling of holism.

3-Stories are a bridge to one's culture and roots. One may have common stories that evoke his or her identity to past generations and others' roots.

4-Stories bind the listeners to the universal, human family. One may be puzzled especially as believers to discover that other cultures have similar motifs. These stories could have a binding effect and empower people to understand that they are all part of a universal family, regardless of color, race, or creed.

5-Stories help their listeners to remember. The stories that people hear and tell remind them of their roots, those things that they share in common, honor, and shame.

6-Stories use a special language. Stories use all kinds of language conventions to make the story vivid and memorable.

7-Stories restore the original power of the word. Spoken and written words carry great power.

8-Stories provide an escape; a good story calls the listeners away from the immediate and gives them an opportunity to reenter life. Think of how children forget their hurts by the time a parent tells story.

9-Stories evoke in the listeners the right-brain imagination. Stories bring about a balance by calling the listeners to use the right side of the brain.

10-Stories promote healing, they can bring reconciliation and forgiveness.

11-Stories provide a basis for hope and morality, they call their listeners to the imagination of hope, therefore they must be saved by hope.

Barzaq (2009:20-21) cited in (Burner, 1986) that there are some characteristics about the storytelling to be considered :

- Storytelling is an interactive performance art form ; it is direct interaction between the teller and the audience which is an essential element of storytelling.
- Storytelling is , by design , a co-creative process. The audience do not receive the story from a teller passively , the teller provides no visual image unless s/he uses technological equipment to present the story to the audience , so listeners create these images based on the teller performance and their own experiences and beliefs .
- Storytelling is by its nature , personal , interpretive , and uniquely human; she considered storytelling a main vehicle for interrupting events , concepts and experiences , and it is a basic form of human communication .
- Storytelling is a process , a medium for sharing , interrupting , offering the content and meaning of a story to an audience .
- It is empowering to be able to express his or her thoughts and feeling through oral language .
- The storytelling as an art can be enjoyable tool for practicing listening comprehension sub-skills and verbal expression.
- New vocabulary can be introduced and easily comprehended within a story context .
- By storytelling the learners can learn instructions, recipes, secrets, riddles warnings , questions and explanations.

- Imagination can generate language and comprehension is facilitated by the story's events .

What is the importance of storytelling in learning listening comprehension sub-skills ?

Harmer (2004: 231) considered storytelling one form of the intensive listening or the live listening that provides excellent listening material; the students can predict what is coming next , and they can be asked to describe people in the story or to comment on any part of the story .

Valenzuela (1999:5) stated that stories are important to people and education. Stories are how people make sense of themselves and their worlds.

In young children's spontaneous stories that they act out as they play, one can see how they believe people relate to one another, who they hope to become, and how they will behave.

ArmstrongBy(2010:80) emphasized that storytelling technique has been a traditional literary which relied on an individual author or storyteller to craft worlds and characters to inhabit them. Even in ancient times, prior to the advent of a literate society, the tradition of storytelling was a vital basis for communicating values, but it still required the inspired contribution of an individual to put ink to paper.

Collaboration stories that aimed to ease the communication, most certainly took place, usually with one author expanding on, or adapting the work of another.

In addition to expanding works, some authors chose to simply create new adventures for existing characters, or to create new characters in worlds already written by other authors.

Barzaq (2009:21) mentioned that stories can achieve several functions and purposes as follows:

-Stories create interest; the writers of journal articles are advised to write their findings into a story form due to the stories' effects that make a suspense by the chain of the events that the writers can create that evoke the learners' interest and suspense to know the other details about that issues .

-Stories provide a structure for remembering course material, it is not easy to the learners to remember the concepts in isolation , but if the concepts and the difficult definitions existed in the flow of a story , it will be easier for the learners to remember them, additionally , stories may also help to create vivid mental images .

- Stories are a familiar and accessible form of sharing information; the stories may help the learners to ease their learning in mastering and understand the material, and a narrative opening in any scientific task simplifies allows the learners to grasp a concrete example before moving to the most difficult points.

Stories are considered to be means of comprehension , and it existed from the existence of human beings and still until now . Additionally , Sunna (the life's way of the prophet Mohammed peace of Allah be upon him) contains different types of stories that attract people towards Islam and its principles .These stories affected the construction of Islam invitation to the listeners which deals with the soul and the mind at the same time .Moreover, these stories contain lessons to their readers and listeners. The Quranic stories mix many positive ideas through an easy way that affects the humans' behaviors . Storytelling technique suits all the people in the society either old or young .

Considering storytelling technique affects human beings , specialists recommended this technique by the following ; firstly , providing several purposefully stories at homes , schools , educational centers that aims to make a habit of reading useful stories. Secondly , to read different realistic stories to the children before

sleeping that helps them to understand whatever happens around them .And , finally , to encourage the students to write their own stories and to consider them .

Actually, storytelling has many benefits either generally or in Holy Quran , firstly , in general , it is very effective to teach by using literature style , Keshta (2000:20) stated that literature is a microcosm of an entire society , a little window that permits people to look into the cultural values , traditions and lifestyle of people . As a person's word reflects character .

Alsofi (2008:15)cited in Ghosn (1998:34) mentioned several benefits of using literature in teaching as follows : (1) authentic literature provides a motivating , meaningful context for language learning that presents to students natural language engages the learners in others culture . (3) literature develop critical thinking skills towards such situation that students faced .(4)good literature presentation leads to understanding to life circumstances .

Moreover , Alsofi (2008:15-16) mentioned five reasons for teaching literature for the secondary graders: (1) Literature helps students understand and appreciate cultures and beliefs different from their own . (2) Literature is 'genuine' or 'authentic material that helps students to understand the other types of authentic materials like , cartoons , city maps , timetable and advertisements . (3) Literacy texts can serve as an example of certain types of language patterns and structures , for example, vocabulary usage . (4) Literature provides the learners enjoyment and connects them more with the text .(5) If students like the literacy text that may evokes them to read more literary works , that leads them to develop their capacity of reading

Alsofi (2008:22-23) stated that storytelling technique is an important and effective one that the listeners may shared and experienced the language learning experiences much more collaborative . Additionally, the listeners or the learners may reconstruct

the general meaning and ideas along with their own feeling and existing knowledge . When the learners listen to a dramatic story , it may expand their imaginative and creative powers , additionally , they will be evoked to retell , remember , predict and memorize , as a result , they will develop their predictive skills . Finally , the audiotape listening also provides the listeners with moods , cues ,clues through music and sound effects .(Garcon, 2001:4)

Barzaq (2009:5) stated that storytelling plays an important role in teaching : thus more learners remember what they learner easily when it is explained in a narrative way and she specified some benefits of storytelling technique as follows :

- 1- It sparks students' imagination and interest in the language skills .
- 2- It builds vocabulary , comprehension , story sequencing .
- 3- It improves listening and oral communication skills .She also added that storytelling offers teachers a chance to explore into their students' background experience . She also mentioned some benefits of the storytelling technique , firstly, the learners may gain verbal skills' that can improve the ability to resolve interpersonal discussion and many other skills .Secondly , it provokes the imagination by either telling or listening that may help the learners to think about new ideas and build self-confidence .Finally , it may help the learners to learn from others' experiences and other's wisdom in behaving in such situation .Storytelling technique enhances the learners' imagination (Raines & Isbell, 1994:264-265) , additionally , it supports and extends children's social lives (Britsch,1992:80). Secondly , in Quran , the Holy Quran contains stories for the purpose of teaching by either willingness or threatening as following :

- To achieve pleasure and enjoyment by what happened to the people in ancient times.
- To get lessons from others' punishment .

- To change people to better life by following the ways good people live along time ago and to behave like them .The story missions in the Holy Quran are presented in telling news, warning , psychological and preaching stories .

1- Telling news (*That is part of the tidings of the ruin cities, WE relate it to thee. Of them some are standing and some have been mowed down like the harvest. (Suritt Hood 100)*

2 – Warning stories (*And if WE pleased, WE would have exalted him thereby; but he inclined to the earth and followed his evil desires. His case, therefore, is like the case of a thirsty dog; if thou drive him away, he hangs out his tongue and if thou leave him, he hangs out his tongue. Such is the case of the people who disbelieve in Our Signs. So relate to them this narrative that they may reflect.'* (Suritte Al-Araaf 176)

3- Psychological stories (*And WE relate unto thee all the important tidings of the Messengers, whereby WE strengthen thy heart. And herein has come to thee the truth and an exhortation and a reminder for the believers. (Suritte Hood 120)*

4- Preaching stories (*Assuredly, in their narrative is a lesson for men of understanding. It is not a thing that has been forged, but a fulfillment of that which is before it and a detail exposition of all things, and a guidance and a mercy to people who believe. (111 Suritte Yussif) ..*

The Holy Quran mentioned several stories to get lessons and benefits , for example, Yussif story (peace of Allah be upon him) (*And of the two he said to him whom he thought to be the one who would be released, 'Mention me to thy lord.' But Satan caused him to forget mentioning it to his lord, so he remained in prison for some years. And the King said to his courtiers, 'I see in a dream seven fat kine which seven lean ones were eating, and seven green ears of corn and seven others withered. O ye chiefs, explain to me the meaning of my dream if you can interpret dreams.'* They

replied, *'These are confused dreams and we do not know the interpretation of confused dreams.'* They replied, *'These are confused dreams and we do not know the interpretation of confused dreams.'* And he of the two who was released and who now remembered after a time, said, *'I will let you know its interpretation, therefore, send ye me.'* And he came to Joseph and said, *'Joseph ! O thou man of truth, explain to us the meaning of seeing in a dream seven fat kine which seven lean ones devour, and of seven green ears of corn and seven others withered; that I may return to the people so that they may know the interpretation.'* Joseph replied, *'You shall sow for seven years, working diligently throughout; then leave, what you reap in its ear, except a little which you shall eat; Then shall come after that seven hard years, which shall consume all that you shall have laid by in advance for them except a little which you may preserve; Then shall come after that a year in which people shall be relieved and which they shall give presents to each other. (42-49 Suritte Yussif)*, in which he designed economical , social , and political plan , by applying this plan, the government could help people to survive and save their country . Additionally , after they explain the dreams the king Yussif prepare an emergency plan that save the people and this plan indicates the king 's wisdom *(And the King said, 'Bring him to me that I may take him specially for my own person. And when he had spoken to him, he said, 'Thou art this day a person of established position and trust with us.)*

(54 Suritt Yussif) , moreover this story indicates that any plan should be need helping from either the people or the king .

Another story of Luqman and his son , in this story the Holy Quran presents basic foundations for education *"And call to mind when Luqman said to his son while he admonished him. 'O my dear son ! Associate not partners with ALLAH. Surely, associating partners with ALLAH is a grievous wrong. And we have enjoined on man*

to be good to his parents -his mother bears him in weakness upon weakness, and his weaning takes two years - and said, `Give thanks to ME and thy parents. Unto ME is the final return; And if they contend with thee to make thee set up equals with ME concerning which thou hast no knowledge, obey them not, but be a kind companion to them in worldly affairs, and in spiritual matters follow the way of him who turns to ME. Then unto ME will be your return and I shall inform you of what you used to do; `O my dear son, even though it be the weight of a grain of mustard seed, and even though it be in a rock, or in the heavens, or in the earth, ALLAH will, surely, bring it out. Verily, ALLAH is the knower of the most hidden secrets, and is All-Aware; `O my dear son, observe Prayer and enjoin good and forbid evil and endure patiently whatever may befall thee. Surely, this is of those matters which require high resolve;`And turn not thy cheek away from men in scorn, nor walk in the earth haughtily; Surely, ALLAH loves not the arrogant boaster;`And walk thou at a moderate pace, and lower thy voice; verily, the most hateful of voices is the braying of the ass.' (Suritt Luqman 13-19) in these verses ,in this story Luqman advises his son valuable advice , gives him lessons to apply it in his life that leads to a successful society ; in this verses ,- to identify the human with his creator Allah and how the relations between them should be , to prepare the humans to the day after , to develop and instruct the humans' behavior towards good manners and to invite people to Islam , to achieve the completely growth of the child in his character. Moreover , Luqman asks his son take care of his parents. In this story , Luqman explained to his son many of the principle of Islam ;

Firstly , to build up correct ideology in the society by : to worship none but Allah (And call to mind when Luqman said to his son while he admonished him. `O my dear son ! Associate not partners with ALLAH. Surely, associating partners with ALLAH is

a grievous wrong.) (Suritte Luqman :13) to obey parents (*And we have enjoined on man to be good to his parents -his mother bears him in weakness upon weakness, and his weaning takes two years - and said, `Give thanks to ME and thy parents. Unto ME is the final return;* (Suritte Luqman :14), to be afraid of Allah in every behavior (Suritte Luqman :14) Secondly , to build up worship by , ordering good manners and give up bad manners , to be patient against troubles (*`O my dear son, observe(And we have enjoined on man to be good to his parents -his mother bears him in weakness upon weakness, and his weaning takes two years - and said, `Give thanks to ME and thy parents. Unto ME is the final return;* , to pray to Allah (*`O my dear son, observe Prayer and enjoin good and forbid evil and endure patiently whatever may befall thee. Surely, this is of those matters which require high resolve;*) *Prayer and enjoin good and forbid evil and endure patiently whatever may befall thee. Surely, this is of those matters which require high resolve;* (Suritt Luqman :17) Thirdly , to build up manners and good behaviors by ; giving up being pride (*`And turn not thy cheek away from men in scorn, nor walk in the earth haughtily; Surely, ALLAH loves not the arrogant boaster;*) (Suritt Luqman :18), to be economic in all the life aspects to low the sound that will be good technique of convince . (*`And walk thou at a moderate pace, and lower thy voice; verily, the most hateful of voices is the braying of the ass.'*) (Suritt Luqman :19)

The effects of storytelling on kids and adults

Shelly(2010: 1-2) claimed that reading stories to one's kids is a crucially important part of his or her job as a parent. As a baby and toddler, the little one is picking up language skills at a phenomenal rate. She added that reading stories to young people helps them to increase their vocabulary, understand the parts of language, and learn the rules of English . There is nothing else one can do that has

more of an impact on the child's future ability to read and learn than a daily story time. Finally she recommended at least thirty minutes a day of reading stories together even with children . One may conclude that stories affected the listeners either adult or kids by teaching them the language ; the structure , new vocabulary , the grammar , and to help the children to think about different new ideas .

When one points to objects and name them, his or her toddler can quickly learn to identify many more objects than s/he can verbalize. She asked any parent to ask his or her pre-verbal little one to point to the ball or shoe and the parent will be amazed at how much he can comprehend, even before s/he can speak.

As one 's child grows, story time becomes a bonding, connected time that his or her child can count on. The emotional security that can grow from taking the time to sit down and read together is truly priceless. It lets the child know first that s/he is important to her or his parents and second, that reading and learning are fun.

And by pointing to the words on the page as the parent read, s/he is helping the child learning to recognize words. Before the parent knows it, the child will be sight reading several words just because the child has had the repetition of hearing the word and seeing it on the page so many times before.

By using story to discuss moral lessons, develop problem-solving skills, and improve comprehension, one can have a deeply meaningful conversation with the child every day. This can discover more about who the child is and what s/he values by asking questions about the story that indicates the importance of the stories .

Young people can come up with some pretty creative solutions when given the opportunity to brainstorm with an open, accepting adult.

Schemata theory

Schemata refers to the previous knowledge , experience , concepts , and beliefs that come to the listeners when listening any text as well as reading one (El-Deen , 2009:12)

Ajideh (2003:3)stated that "Bartlett defined schemata as an active organization of past reactions of past experiences , which must always operate in any well adapted organic response ". Additionally , Rumelhart (1980:33-58) mentioned that the knowledge of human beings is stored into units that are the schemata or cognitive ability that helps to arrange the information in long term memory .It is necessary to mention that schema helps good listeners to practice the prediction sub-skill. That leads every teacher and parents to encourage and develop his or her students , sons and daughters to listening schema by engaging them in listening to such different subjects and to be aware of the world unlimited sea of information .

According to the cognitive comprehension theory, “schema” means an abstract textual structure that the comprehender uses to make sense of the given text.

The comprehender makes use of linguistic and situational clues and also the expectations s/he has about the new input to evoke schemata. When a schema has been evoked, it will become a guiding structure in comprehension. If the incoming information is matched with the schema, then the listeners have succeeded in comprehending the text; if they are not compatible, either the information or the schema, it will be discarded or modified. The principle of schema leads to two fundamental modes of information processing: bottom-up processing and top-down processing. These two processing intersect to develop an interactive processing. Thus, models for listening process fall into three types.

1-Bottom-up processing (the first type of models) is activated by the new incoming data. The features of the data pass into the system through the best fitting, bottom-level schemata. Schemata are hierarchically formed, from the most specific at the bottom to the most general at the top. It acknowledges that listening is a process of decoding the sounds, from the smallest meaningful units (phonemes) to complete texts.

Thus, phonemic units are decoded and connected together to construct words, words are connected together to construct phrases, phrases are connected together to construct utterances, and utterances are connected together to construct complete, meaningful text. That is to say, meaning is arrived at as the last step in the process.

A chain of incoming sounds trigger schemata hierarchically organized in a listener's mind ; the phonological knowledge, the morphological knowledge, lexical and syntactical knowledge (syntactical knowledge aids to analyze the sentence structure). Thus, the listener makes use of "his knowledge of words, syntax, and grammar to work on form" in the bottom-up processing (Rubin, 1994: 210).

This process is closely associated with the listener's linguistic knowledge.

Efficient comprehension that associates the textual material with listener's brain does not only depend on one's linguistic knowledge.

2-Top-down processing (the second type)is explained as employing background knowledge in comprehending the meaning of a message. In top-down processing, the system makes general predictions based on "a higher level, general schemata, and then searches the input for information to fit into these practically satisfied, higher order schemata". In terms of listening, the listener actively constructs the original meaning of the speaker employing new input as clues. In this construction process, the listener employs prior knowledge of the context and situation within which the

listening occurs to understand what s/he hears. Context and situation involve such things as knowledge of the topic at hand, the speaker or speakers, and their correlation with the situation, as well as with each other and previous events. The teachers must realize that if the incoming information the listener hears is unfamiliar to him, it cannot evoke his schemata and the learner can only depend heavily on his linguistic knowledge in Listening comprehension . Besides, although the listener can trigger a schema, he might not have the suitable schema expected by the speaker. Thus, only relying on top-down processing may result in the failure of comprehension.

3-The interactive processing (the third type) overcomes the disadvantages of bottom-up processing and top-down processing to augment the comprehension. In the early 1980s, it was the tendency that only top-down processing was acknowledged to improve L2 (second language) listening comprehension. However it is now more generally accepted that both top-down and bottom-up listening processing should be combined to enhance Listening comprehension .

The nature and the process of listening comprehension

The nature of listening comprehension means that the learner should be encouraged to be engaged in an active process of listening for meanings , using not only the linguistic cues but also his nonlinguistic knowledge . He should also be made aware that not every clue is equally important to the message .
(Littlewood, 1995:67)

This quotation indicates that listening comprehension is an active process that obliged the listeners to comprehend and to use the linguistic and non-linguistic knowledge .

Millrood (2001:100) emphasized that listening is a respective communication process and has a specific product . He mentioned that the ultimate purpose of listening comprehension is to get "the identical structures "of the message which gives

the whole idea , the identical structures can be defined as the mental representation of the message a listener gets from hearing . The previous coherent process can take several forms on the paper, such as , story map , flow diagrams and tree diagrams .

The nature of listening comprehension means that the learner should be encouraged to concentrate on an active process of listening for meanings, using not only the linguistic cues but his nonlinguistic knowledge (Fang, 2008:18-25).

There are several controversies on the nature of listening comprehension. According to Anderson and Lynch (1988: 11-15), there are two influential views: *traditional view* and *alternative view*. Traditional view regarded the listener as a tape-recorder and the listener took in and stored aural messages in much the same way as a tape-recorder. Anderson and Lynch criticized this view as inappropriate and inadequate. This notion is not a tenable one. *Alternative view* considered the listener as an active model builder. This kind of listener could combine the new information with his previous knowledge and experience to reach full comprehension of what had been heard . It emphasized the active interpretation and integration of incoming information with prior knowledge and experience (schemata).

Many scholars supported this view. O'Malley and Chamot(1985:55) made a conclusion by doing a research on listening comprehension and stated that Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement” (O'Malley & Chamot, (1989:420). Among the various definitions, a representative one is propounded by Clark and Clark (1977: 43-44).They give both a narrow and broad definition:" Comprehension has two common senses. In its narrow sense it denotes the mental processes by which listeners take in the sounds uttered by a speaker and

use them to construct an interpretation of what they think the speaker intended to convey, on the other hand, comprehension in its broader sense for listeners normally put the interpretations they have built to work.”

Schmitt(2002: 194) described the unique features of listening as follows: Its usually ephemeral, one-shot nature. The presence of a rich language (stress, intonation, rhythm, loudness and more), which is absent from the written language. The presence of characteristics of natural fast speech, such as assimilation, making it markedly different from written language. The frequent need to process and respond almost immediately. Besides the controversies over the definition of listening comprehension, there also exist the concerns about the process and sub-skills of listening comprehension .

To extract meaning from a listening text students need to follow four basic steps: firstly, to figure out the purpose for listening and to activate their background knowledge to predict what the text will be about. Secondly, to ignore the irrelevant parts of listening to the context and the purpose. Next, to select the suitable strategy, either top-down or bottom up strategy that is appropriate to the listening task. And, finally, to check comprehension while and when listening is over that helps the students to detect inconsistencies and comprehension failures

(Keatley&Kennedy,2004: 1-3).

Doff (1995: 199) claimed that in real life there are two ways of listening ;casual and focused listening. Firstly, the casual one when listening with no particular purpose in mind and with out concentration, for example, listening to the radio while doing housework, as a result, one may not remember what s/he hears. Focused listening is when one listen on a purpose, for example, listen to the news, s/he can remember whatever s/he listened.

Listening comprehension process is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Schemata are the guiding structures in the comprehension process. The schema is described by Rumelhart (1980: 34) as “a data structure for representing the generic concepts stored in memory. It can be used to represent the students' knowledge about all concepts, objects, situations and events. Complex and simultaneous processing of background knowledge information (schema), contextual information and linguistic information make comprehension and interpretation become easy. When the content of the material is Listening comprehension in English Foreign Language teaching familiar to the listener, s/he will employ her or his background knowledge at the same time to make predictions which will be proved by the new input.

As opposed with this, if the listener is unfamiliar with the content of the listening text and inefficient in language proficiency, s/he can only depend on his linguistic knowledge, especially the lexical and syntactical knowledge to make sense of the information.

In listening, this covers chunking phonemes from the continuous speech stream (Anderson, 1995: 37). During this stage, an individual pays close attention to input and the sounds are stored in echoic memory. While the input is still in echoic memory, some initial analysis of the language code may start, and encoding processes may transform some of the input into meaningful representations. It seems probable that the same factors in perceptual processing that attend to auditory material excluding other competing stimuli in the environment also attend selectively to certain key words or phrases that are important in the context, attend to pauses and acoustic emphases that may offer clues to segmentation and to meaning, or attend to

contextual elements that may fit with or support the interpretation of meaning such as the listener's goals, expectations about the speaker's purpose, and the type of speech interaction contained (for example, a conversation or a lecture).

Therefore, through parsing, a meaning-based representation of the original sequence of words can be stored in short-term memory; this representation is an abstraction of the original word sequences but can be employed to reproduce the original sequences or at least their planned meaning.

Coakley & Wolvin (1986:12-16) suggested that listening comprehension in a L2 (second language) is the process of receiving, focusing attention on, and assigning meaning to aural stimuli. It includes a listener, who brings prior knowledge of the topic, linguistic knowledge and cognitive processes to the listening task, the aural text, and the Listening comprehension in English foreign language teaching as an interaction between both of them. Regard listening comprehension, Fischer and Farris (1995:14-16) defined it as a process by which students actively form a mental representation of an aural text according to prior knowledge of the topic and information found within.

What are the strategies of listening process ?

Strategy can be defined as technique or activity that contributes directly to the comprehension and recall of listening input.

Listening strategies can be classified according to the listeners process into two main types; firstly, Top-down strategies that are based on the learners' background knowledge of the topic, the situation or context, the type of the text and the language. The background knowledge activities are a set of expectations that helps the learners to interpret what is heard and what will come next. He divided the top-down strategies into; listening for the main idea, predicting, drawing inferences

and summarizing . The second type is bottom –up strategies that are text based by which the listener concentrates on the language in the message , that is , the combination of words, sounds, and grammar that creates meaning . On the other hands , bottom –up strategies can be classified into three main branches ; listening for specific details , recognizing cognates and recognizing word – order patterns .

Strategic listeners also use metacognitive strategies to plan , monitor and evaluate their listening ; they plan by deciding which listening strategies will serve best in particular situation. They monitor their comprehension and the effectiveness of the selected strategies . And finally , to evaluate by determining whether they have achieved their goals and whether the combination of listening strategies selected was an effective one (Keatley&Kennedy:2004:1-3)cited in (Burkart :1998).

Richards (1987:1-2) mentioned that two distinct complementary process are involved in listening comprehension, Firstly; top–down processing that refers to the usage of one's schemata of the situation or the topic that allows the listeners to predict what will be said. This requests not to decode every word in the task but the active words to understand the message.

The second important process of listening comprehension that is bottom–up process, the listener concentrates on the " bottom" the sounds s/he hears to identify the meaning.

Millrood (2001:99) stated that listening to spoken language involves hearing the sound , recognizing the words , understanding different accents , understanding intonation , coping with 'noise' , recognizing sentences , predicting the meaning , understanding the whole discourse (Ur,1998:137).

At the same time, two types of cognitive processing are also occurring: bottom-up and top-down processing. Firstly , *top-down processing* refers to utilizing schemata (background knowledge and global understanding) to derive meaning from

and interpret the message. *Top-down processing* is activated as the learner engages in an activity that reviews what the learner already knows about using the old floor polisher. This might entail discussing the steps in the polishing process; reviewing vocabulary such as switch, on, off, etc.; or generating a list of questions that the learner should answer. *Bottom-up processing* is the second type that refers to deriving the meaning of the message based on the incoming language data, from sounds, to words, to grammatical relationships, to meaning. Stress, rhythm, and intonation also play a role in bottom-up processing. Bottom-up processing would be activated as the learner is signaled to verify comprehension by the trainer/teacher asking a question using the declarative form with rising intonation ("You see that switch there?"). Practice in recognizing statements and questions that differ only in intonation help the learner develop bottom-up processing skills (Duzer,1997:3).Learners need to be aware that both of these processes affect their listening comprehension, and they need to be given opportunities to practice employing each of them.

Lingzhu (2003:1) stated that there are also two and complementary ways of processing a text comprehension when listening . In *top-down* processing, learners use their prior knowledge , schemata , to make predictions about the text. In *bottom-up* processing, learners rely on their linguistic knowledge to recognize linguistic elements ,vowels, consonants, words, sentences to do the construction of meaning. Teachers often think that the learners hear every sound, word or sentences before they understand the general meaning of the passage. However, in practice, they often adopt a top-down approach to predict the probable theme and then move to the bottom-up approach to check their understanding. According to the schema theory, the process of comprehension is guided by the idea that input is overlaid by the pre-existing knowledge in an attempt to find a match. The readers must relate textual materials to

their background knowledge, so that the new input from a reading passage is mapped against some prior schema. All aspects of the previously existing schema must be compatible with the new input from the text. In English listening, the content schema must be activated in order for the learners to access their prior knowledge. Consequently it is the teachers' job to use some classroom activities to help them. First of all, the teachers must assess the students' level of background knowledge on a particular topic before the students listen to the text. If the students lack specific content schema, the teachers should provide a remedial lesson on the topic to bring their level of content schema up to the level where they can better comprehend the text. Or the teachers revise the teaching materials so that they will not be too demanding for the students. Furthermore, the teachers can use the information gained at this time to make specific lesson plans for the remainder of the listening lesson on that particular topic .

Byrnes (1986: 15) points out that listening comprehension can be divided into a set of distinct sub-skills. Two of these skills are considered by Rivers (1983B:222-225) as the recognition of component parts of the language (words, verb groups, simple phrases) and memory for these elements as soon as they have been recognized.

Recognizing linguistic elements, while fundamental to the process, is not enough for understanding what is heard fully. Listeners must be able to hold these elements in STM long enough to interpret the utterance to which they are attending.

The domains of listening strategies

Rubin (1994:78,199-221) classified listening comprehension strategies into cognitive and metacognitive strategies, the relation of the strategy use to text, task, and setting . These topics concern the types and applications of listening strategies and the

relationship to other learning factors. Nevertheless, some of the existing studies do offer an understanding to the general application of listening comprehension strategies .

Yiching (2005 :9) cited from (O'Malley et al., 1985) that the main strategies of listening comprehension consisted of referring to grasping the main idea , key-word strategy , selective attention , using contextual clues , grouping , inference , elaboration, self-monitoring and imaging . Other minor strategies were also introduced and explained but more briefly, including note-taking , repeated listening, prediction , advance organizer and previewing .

Factors that affect the listening process:

Rost (1994:142) stated a list of listening components' skills for listening as follows :

- Discrimination between sounds .
- Recognizing words
- Identifying stressed words and grouping of words
- Identifying function (such as apologizing in a conversation)
- Connecting linguistic cues to paralinguistic cues (intonation and stress) and non-linguistic cues (gesture and relevant objects in the situation in order to construct the meaning .
- Using background knowledge and context to predict and then confirm meaning .
- Recalling important words , topics and ideas .
- Giving appropriate feedback to the speaker .
- Reformulating what the speaker has said .

Rubin, (1995: 151-165) stated that listening is an active process of selecting and interpreting information from auditory and visual clues . Most of what is known

about the listening process stems from research on native language development; however, as the importance of teaching listening comprehension has increased, so has the inquiry into second language listening comprehension.

Moreover, Duzer (1997: 2) cited in (Brown 1994; Dunkel, 1986) several basic processes to achieve listening comprehension . These do not necessarily occur sequentially; they may occur simultaneously, in rapid succession, or backward and forward as needed. The listener is not usually conscious of performing these steps, nor of switching back and forth between them. The listener should :

1. Determines a reason for listening;
 2. Takes the raw speech and deposits an image of it in short-term memory;
 3. Attempts to organize the information by identifying the type of speech event (conversation, lecture, radio ad) and the function of the message (persuade, inform, request);
 4. Predicts information expected to be included in the message;
 5. Recalls background information (schemata) to help interpret the message;
 6. Assigns a meaning to the message;
 7. Checks that the message has been understood;
 8. Determines the information to be held in long-term memory;
 9. Deletes the original form of the message that had been received into short-term memory
- Each of these steps influences the techniques and activities a teacher might choose to incorporate into instruction in order to assist learners in learning to listen as well as listening to learn.

And really the previous steps are very important to determine if listening achieves its goals and comprehension . Knowledge of listening process and factors that affect listening enable teachers to select or create listening texts and activities that meet the needs of adult English second language learners. Teachers, then, must weave these listening activities into the curriculum to create a balance of listening with speaking, reading, and writing.

Duzer (1997:2) cited from (Brown & Yule, 1983) that Listening is a demanding process, not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message ; firstly , the Listener's interest in a topic increases the listener's comprehension; the listener may tune out topics that are not of interest. A listener who is an active participant in a conversation generally has more background knowledge to facilitate understanding of the topic than a listener who is, in effect, eavesdropping on a conversation between two people whose communication has been recorded on an audiotape. Further, the ability to use negotiation skills, such as asking for clarification, repetition, or definition of points not understood, enable a listener to make sense of the incoming information. Secondly , the Speaker's colloquial language and reduced forms make comprehension more difficult. The extent to which the speaker uses these language forms impacts comprehension. The more exposure the listener has to them, the greater the ability to comprehend. A speaker's rate of delivery may be too fast, too slow, or have too many hesitations for a listener to follow. Awareness of a speaker's corrections and use of rephrasing ("er. . . I mean . . .That is . . .") can assist the listener. Learners need practice in recognizing these speech habits as clues to deciphering meaning. Content is the third factor , that is familiar content is easier to comprehend than content with

unfamiliar vocabulary or for which the listener has insufficient background knowledge. The last factor is Visual Support , such as video, pictures, diagrams, gestures, facial expressions, and body language, can increase comprehension if the learner is able to correctly interpret it.

The stages of the listening process

According to Millrood (2001:103) who is cited in(Underwood , 1997:2) there are three stages during listening process . In the first stage , the text the listener hears goes into the sensory store called "echoic memory " then the information organized into meaningful units , the listener has no time to store the information . The second stage is the information storing by the "short-term memory " , it needs seconds to store these information and organized the meaningful units together .During the third stage , the information is transferring to the " long term memory "to be used later .

Research into speech perception has shown that listening comprehension involves far more than mere decoding of the sounds, for example , Rivers (1983B:80-83) stated that the listener must recognize that the sounds are an actual message and not just noise. This recognition means to the listener that the sounds are elements of the language system. In the second stage the listener identifies sounds along with lexical and syntactic forms by segmenting and grouping them. The third stage involves recoding in order to retain the auditory message in long-term storage. These stages are necessarily rapid and overlapping. It is certainly an active process involving cognitive processing .Firstly, native speakers and highly proficient second language learners complete the complex process of speech comprehension smoothly. Second language learners at lower levels of language proficiency whether it be due to a lack of auditory experience with varying accents, limited vocabulary, imperfect control of the syntactic and semantic structure of the language, or other limitations with regard

to the elements necessary for communicative competency need to rely on listening strategies to assist them in comprehending the aural communication. Brown (1995:104) , appropriately compared strategies to “battle plans”: Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized “battle plans” that might vary from moment to moment, or day to day, or year to year. A great deal has been written about language strategies. These strategies have been categorized as learning strategies and communication strategies. Tarone (1983:67) has pointed out that, “The relationship of learning to communication strategies is somewhat problematic.”

However, she went on to state that ultimately they can be distinguished on the basis of the learner’s motivation in employing the strategy. Ellis (1985:181) has stated that, “communication strategies are problem oriented. That is they are employed by the learner because s/he lacks or cannot gain access to the linguistic resources required to express an intended meaning.” They are “short-term answers” while learning strategies as Ellis pointed out “long-term solutions.” In general, discussion of and research on these communication strategies have focused on the learner’s behavior when his production in the second language shuts down. Little research has focused specifically on strategies employed when the learner finds himself cannot comprehend the auditory message. This research specifically intended to address the question of what strategies the listener employed to solve the problem when s/he failed to comprehend the message s/he was listening to. The listener’s level of language competency was considered an important variable in the listener’s choice of strategy.

Paterson (2001:90) stated that “Strategy use varies with proficiency and so the relationship between strategy use and proficiency level is an important one.”

Postovsky (1974: 25) mentioned that decoding language input requires recognition knowledge while encoding language input requires retrieval knowledge retained in LTM. When one understands a sentence, s/he will retain linguistic knowledge in his or her STM for a short period of time until it is further processed and corresponds to the knowledge retained in his LTM. If he has not enough accumulation in recognition knowledge, it will not be easy for him or her to extract knowledge retained in LTM and make use of it. In the natural listening process, the development of recognition knowledge is prior to the development of retrieval knowledge. Delay of oral practice in the early stages of language learning is an important factor in reducing task overload and proficiency in listening comprehension is easily transferable to other language skills (including speaking and reading). English teachers should not underestimate the process of accumulation of recognition knowledge and spare no efforts to create as many opportunities as possible for students to take in a wealth of language materials before they can speak the target language fluently. Students also need to realize the importance of this process and are prepared to accumulate as much knowledge input as possible through listening. Step by step, speaking will emerge with the lapse of time.

The sub-skills of listening comprehension

Use of effective listening sub-skills can help students capitalize on the language input they are receiving and help teachers facilitate the teaching process.

A great many researches have been done about the sub-skills of listening comprehension in order to make the listening effective.

Predicting

Ur (1998:16) claimed that if the listener can make a guess , that will be much more likely to understand it well .He considered prediction to be as a difficult skill for various reasons ;the intonation and the stress patterns may make the expectation difference . Prediction may be defined as the act of a statement made about the future or to claim particular event will occur in the future by such signs .

A specific statement about a future condition and a description of what one thinks will take place in the future based on previous knowledge. Prediction is usually made by normal people , it is a statement about what will happen .

One may conclude that making good predictions is the first step to becoming a successful reader and listener. In this process, one will read through an online story. The first time through it, one will only see a few pictures or a story from the story , there will not be any words. Think about what one believes will happen in this story based on the title and the pictures that appear. In the second part of the process of prediction , one will read through the story, with the words this time, to see if your prediction was close or not.

Main idea

Main idea is defined as the "key concept" being expressed. *Details*, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps the reader to understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension.(Roell, 2009:100).

Introductory paragraphs tell the readers , in advance, such things as the main ideas of the chapter or section. Transitional paragraphs are usually short; their sole function is

to tie together what you have read so far and what is to come - to set the stage for succeeding ideas of the chapter or section.

The main idea of a paragraph is the point the author is trying to make, including all the details. Every story or paragraph has a main idea ,the main idea tells the reader what the story is about , it maybe the lesson learned or moral of a story and it is the most important part of a story or paragraph.

Main characters

Actually , every story should contain characters either major and minor characters , the writer should choose the suitable characters that suit the roles.

One of the main elements in a story is choosing characters , every character should have its own characteristics that suit its role in that literary work , these characteristics affect if this character is lovely to people or not , when any writer builds a story , every character s/he used should be purposeful , that has something to achieve , additionally , a conflict should be built between the characters either major or minor In this paper , the researcher considered recognizing the main characters is one of the listening comprehension skills , if the listener listens and comprehends what ever he listens s/he will be able to recognize all types of the characters in a story .

Barzaq (2009:22) mentioned that characters are an important element of the story by making materials concrete and memorable by using a person or a human as a result if the learners can remember the characters then they can remember every thing related to that character , she added that if the teacher tells the learners some background information about the researcher who developed particular theories , that may evoke the learners involving the research process by humanizing it .

Summarizing

Summarizing is the way, one can take larger selections of text and reduce them to their essential points or into the key ideas, the main points that are worth noting and remembering. Summary may be defined as the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions. (Kissner, 2006:4-5).

Summarizing paragraphs is used to restate briefly the main ideas of the chapter or section. The writer may also draw some conclusion from these ideas, or speculate on some conclusion based on the evidence s/he has presented.

After one reads the passage given to him or her, s/he may summarize what s/he has just read in his or her head or on a scrap of paper. The reader will probably come up with a one-sentence explanation that is to summarize the text. If one summarizes in a good way, one may expect to find the main idea and summarizing any text should cover the details in the text.

Summaries do not require explicit text evidence or references back to the text, and when kids tried to add those elements, they created some pretty strange responses. Summarizing deserves more than a brief mention in a language arts curriculum. The ability to summarize is at the heart of comprehension, the very essence of what we want kids to be able to do. A few scattered activities and lists of steps won't help kids to grasp the power of skillful summarizing. No wonder my students were having such problems. If the teachers want to help their students to become engaged, able to summarize, the teachers must include summarizing instruction in reading and language arts classrooms. Additionally, summarizing is a skill with far-reaching implications for reading comprehension and content area success. The time spent on

teaching summarizing strategies will only help our students to become more efficient, more effective learners. Summarizing requires students to comprehend, analyze, and synthesize ideas.

It may be most useful to study some of the important characteristics of a summary. Although there are some issues still up for debate, most people agree on the following points:

A summary should be shorter than the original text, for example, a fifteen-page article could be summarized in one page, two pages, or even a single paragraph, depending on the purpose of the summary and the needs of the audience.

A summary should include the main ideas of the text. Although this sounds easy enough, it is where most students and adults have trouble. Stating the main ideas of a text is easy when the author comes out and states them. The task becomes much more difficult when the main ideas are implicit, or unstated, as is usually the case in fiction.

A summary should reflect the structure and order of the original text, this can become another stumbling block. Fiction text written in chronological order is easiest for students to summarize. When it comes to nonfiction, however, authors use a variety of structures. Most students are used to the form of text that states a main point and then supports that point with details. However, if a text is written in compare and contrast order, the summary should follow suit.

A summary should include important details, summaries need to include the details that support an author's main points. A summary, therefore, is a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original.

Newfiel (2001:1-7) defined summary as an abridgement expressing the main ideas of a text passage through reported speech. A successful summary is not an

exposition of the writer's own opinions, but an overall sentences of the essential points in an original text. Text summaries represent an important writing genre. The ability to critically evaluate text passages and rephrase them in short, comprehensible language is an essential language skill.

Barzaq (2009:54) mentioned that summarizing helps the learners to show each other what they understand and where they had difficulties , also it helps the learners to expand their views .

Listening materials

Rost (1994:145-146) stated that listening activities need some kind of language input . This input may be pre-recorded on audio or video tape or it may be live from the teacher or native speakers . Moreover, he suggested some kinds of input that would be of most interest to the students as follows,

- 1- Taped authentic conversation between native speakers , featuring functions , such as , 'ordering food in a restaurant ' .
- 2- Taped conversations that are simplified to allow for ease of comprehension .
- 3- Taped authentic broadcast taken from television or radio , featuring news , documentaries or current topics .
- 4- Prepared broadcast of news or documentaries , simplified for easily comprehension .
- 5- Taped authentic films that are popular among native speakers.
- 6- Taped enacted films that are simplified for easily comprehension .

Rost (1993:158-159) stated that the language input should include materials and language data that the learners are ready to receive them during the task implementation . He added that input selection requires ; consideration of abstractness of content , and its cultural aspects , number of information , points , media support

provided , length of the extract , and level of the linguistic difficulty . Moreover , Rost stated that these inputs should present authenticity , that when selecting input for listening activities , one should take care of the nature and source of the input , as well as , the purpose of the audience .

To consider , Byrne(1986:16) suggested several materials and technique for teaching listening comprehension like , firstly, *stories , anecdotes , jokes , talks , commentaries* that need only single speaker this kind may be recorded by the teachers . Secondly , *conversations, discussion , plays* that need more than one speaker, in this type the teacher needs to tell the students background about the speakers .Thirdly , *songs* may give students clear and good way to practice listening comprehension, students may be asked to fill the missing words , phrases or sentences .Finally , *videos and films* , these materials are good way to achieve listening comprehension because most students like to go away from the school routine.

The listening materials involve almost any area of life. The content is usually not well organized. In many situations, listeners can not predict what speakers are going to say. At the same time, for many learners, listening to a taped message is more difficult than reading the same message since listeners can not control the pace of presentation of the material. Therefore, there are some suggestions to teachers below:

- 1- Present students with different kinds of input, such as lectures, radio news, films, TV plays, announcements, everyday conversations, interviews, story-telling, English songs, and so on.
- 2- Attempt to discover visual aids or draw pictures and diagrams related to the listening topics to aid students to guess or imagine actively.

3- Grade listening materials according to the students' level, and offer authentic materials rather than idealized filtered samples. At the lowest proficiency levels, listening materials that offer very familiar and/or predictable content and that are connected with students' interests will be best, if students will be able to take advantage of their knowledge of the world to assist them in comprehension when their linguistic skills are deficient. The materials should progress step by step from semi-authenticity that shows most of the linguistic features of natural speech to total authenticity. The design of listening exercises in the high and low grades should have obviously different requirements.

Multiple-choice is one of the common patterns of listening exercises at present. The comprehension point in multiple-choice listening test materials is usually partial or local because many answers are a certain digit, word, phrase, or sentence of listening materials so as to lead to partial limit of listening comprehension. In the teaching of listening of juniors and seniors, listeners' listening emphasis should be changed from surface-level memory to deep-level comprehension. The main direction of teaching in this period is to guide listeners to comprehend the listening content on the basis of memory; focus of attention is to improve students' understanding and generalizing ability in listening. Therefore, the exercise patterns at this stage should be changed from the original multiple-choice (objective exercises) first to subjective exercises first. This can guide students to change their thoughts, to spread the angle of STM and expand the scope of STM by exercise patterns. What is more, if the styles of listening exercises always remain the same, listeners will feel bored because of the identity and repetition of exercise patterns. This can not arouse the listeners' initiative and enthusiasm so as to cause the listening level to remain at the original level. This is one of the reasons why listeners often feel that their listening levels do not improve.

4- Knowledge of structure is an important part of listening proficiency although most published materials underscore listening for the meaning of the passage rather than listening for the structure that clearly embodies the meaning. Knowledge of vocabulary is not enough to enable students to become good listeners; they must also be able to make use of syntax to aid them to identify the relationships among the words they have heard and to keep utterances in memory long enough to comprehend them. Formal exercises concentrating on the recognition of syntactic structures are fundamental to the development of this skill. As soon as students have been familiar with the vocabulary and structure that are the immediate targets of instruction, they are prepared to begin acquisition Listening comprehension in EFL teaching activities by listening to input at the level for global meaning. Students would profit from a formal introduction to the syntactic structures of the target language, taught at first for recognition before they are required to listen for meaning so that they could make use of this knowledge to process comprehensible input more efficiently and to acquire the target language more quickly.

Complex and simultaneous processing of background knowledge information, contextual information and linguistic information make comprehension and interpretation become easy. When the content of the material is Listening comprehension in EFL teaching familiar to the listener, he will employ his background knowledge at the same time to make predictions which will be proved by the new input. As opposed with this, if the listener is unfamiliar with the content of the listening text and deficient in language proficiency, he can only depend on his linguistic knowledge, especially the lexical and syntactical knowledge to make sense of the information. (Fang, 2008 : 23-24).

How can listening help the adult learners acquire English?

Doff (1995:198) considered listening to spoken language is an important way of acquiring the language or picking up structures and vocabulary , when the learners listen a lot , they will have plenty exposure to the language . So those learners can acquire the language more easily than the other learners who do not hear English like them .

Current research and theory point to the benefits of providing a silent or pre-listening period for the beginning-level learner (Dunkel, 1991:431- 457).

Delaying production gives learners the opportunity to store information in their memories. The silent period may be long or short. It could comprise several class periods of listening activities that foster vocabulary and build comprehension such as in the Total Physical Response approach. In this approach, the teacher gives a series of commands while demonstrating each one. Learners then show their comprehension by acting out the commands as repeated by the teacher. Learners themselves begin to give the commands as they feel comfortable speaking. Or, the silent period may consist of learners listening to a tape-recorded conversation two or three times before answering questions about the content. A listening period consistent with the demands of the following productive task works to enhance rather than inhibit language acquisition and helps the more advanced-level learner as well as the beginner (Duzer, 1997:3).

How to activate the prior knowledge , schemata ?

Rost (1991:5) suggested several steps to develop listening ability, Firstly to exposure to spoken language and, secondly to ample practice in various listening situation, additionally the listener should engage in the listening process to develop

understanding. He also , suggested principle for development listening ability, he draws up some general guidelines. Firstly, through face to face interaction that provides stimulation for development of listening for meaning. Secondly, through focusing on meaning and read reasons for listening trying to learn new and important content in the target language. Thirdly, through attention to accuracy by learning to hear sounds and words more accurately.

Rost (1994: 146-147) offered the Language teacher several guidelines to help students to develop their listening ability either in general or in classroom.

In classroom, firstly, teacher should talk to all students in English make vital language. For communication and to personalize the classroom by talking with student about topics and mutual interest. Secondly , the teacher should enhance using native speakers through video and audio types of people and situation and to understand what they listen. Thirdly , the teacher should develop the learners' ability of listening , or the purpose for listening , next , s/he should provide support and encouragement that enhance the learners' confidence that increases their entertainment and information when listening . Then , s/he should introduce a range of listening inputs by using native speakers , videos and audio tapes that may expose them to listen .

Sixthly , teachers should encourage learners to listen to English outside classroom by listening to media such as, TV, radio broadcasts, video tapes, movies.

Finally , teachers should design listening activities that will engage learners in listening , the teacher allows challenging among the learners .

Rost (1991:10) shows teachers tasks related to the main types of listening that he considered; the first one is *attentive listening*, that involves immediate processing of information and quick response. *Intensive listening* that focus on language , sounds,

structure, lexical meaning. This type concentrates on the meaning. *Selective listening*, it makes listeners identifying purpose for listening. *Interactive listening*, it helps learners to have a role in shaping and controlling an interaction.

Anderson and Lynch (1995: 46-48) considered listening not to be merely passive or receptive listeners have to be active ones and any listener should activate his or her previous knowledge or schemas. Listener listens, and connects the speech to his background of knowledge then he or she tries to understand what the speaker means.

Anderson and Lynch determined three factors that effect difficulty of the text anyone listens, or easiness first the type of language. we are listening to second our task or purpose in listening occurs. They will be different speakers, voices, accent.

Lingzhu (2003:2-4) suggested some activities that may activate students' prior knowledge, schemata, firstly, *Word Association Tasks*, this method helps to determine what prior knowledge students bring to the new topic before they listen to the passage. They will respond to a key word or phrase and write down as many words and phrases as possible in five minutes' time related to the listened topic, or they may write freely on this topic. While they write, they should not worry about the words and sentences they write, just pay attention to the content. The whole process takes about ten minutes. The teacher can write down the main ideas on the board. Then according to the information, the teacher should adjust his/her teaching plan. The free association method of assessing background knowledge was originally developed as part of a pre-listening plan. Later it was further developed as a measure of prior knowledge. The learners are usually given three content words or phrases related to a topic and asked to write anything that comes to mind when they hear each word or phrase. We can also use the semantic webbing method. In this approach,

teachers graphically connect the various concepts and key words surrounding a particular topic on the blackboard, helping students to see the possible relationship between ideas discussed. Here teachers are not creating new knowledge, but making students aware of the knowledge they already have by giving structure to the content information. This process will enable them to connect what they are going to learn with what they have already known. This teaching process can be done as group work. Students can be divided into several groups to discuss the topic. Usually each group will come up with different ideas. After a few minutes, the instructor can ask the group leader to report their discussion results before listening, and help them to put their ideas into appropriate groups and label them properly. The students are encouraged to refer to a dictionary as they generate their ideas.

Another Type of Pre-listening Activity is Questioning; usually teachers ask students questions after they finish listening. Here my suggestion is giving them the questions before they listen to the target text. This task more closely relates to what happens in the real world. We most often listen to the speaker to find answers to the questions in our minds, relating to a certain topic, or to confirm what we already thought to be true. Pre-passage questions induce a selective attention strategy. If we use a certain textbook, in which questions always follow a passage, we may ask the students to read the questions first. By reading the questions, students may build up their own expectations about the coming information, and also by trying to find answers to these questions, their prior knowledge on the topic can be activated. They can even have a framework of the organization of the passage to be read if the questions are arranged in a well-arranged order. In this activity, students are expected to answer the questions after they listen to a passage. Ask the students to read the questions carefully, they will know the main idea of the passage. The teachers can also use the

student-generated questions by giving them a topic, letting them ask questions about what kind of information they would like to know, and then asking their classmates to give answers to the questions. Before they listen to a dialogue then ask what they may talk about. However, this method may not be very appropriate for opinion-giving text or fiction. It is best used for passages that provide factual information. If the passage is too long, one possible solution for the teacher is divide the text into sections and implement the approach section by section.

Making List of Possibilities / Ideas / Suggestions :When the text contains lists, even short lists of possibilities /ideas /suggestions or whatever, it is often a good idea to use list making as the pre-listening activity. This way the students can use their lists during the listening stage. While the students make the list, they can use the words and phrases they have already known, or they can ask their partners to help. Any checking type activity carried out while listening can then be limited to matching with known language. This can increase the likelihood of students succeeding with the task. So it is a very motivating activity, especially for the lower level students. The list making activity is very good for pair or group work. Students can work it in a relaxed atmosphere because there is no right answer as to what should be on the list. In the beginning of the course, when the students are not very familiar with the activity, the teachers may use list-making for the subjects about which people are very familiar since they are likely to have a lot of ideas.

Looking at Pictures Before Listening is the last activity that may activate the listeners schemata . It is better to use this style with younger learners because they are good at reading pictures. If the teacher wanted to check whether the students can name some of the items in the listening text, pre-listening "looking and talking about" is an

effective way of reminding the students of lexis which they may have forgotten or never known. It will also help them to focus their attention on the coming topic. This is very good for narrative or descriptive passages.

The previous activities are very important because listeners make use of background knowledge for comprehension. Therefore it seems logical to provoke background knowledge in the second language program because these materials cover a wide range of fields in the target language culture, if this is not used, the students cannot use the top-down processing strategies very effectively. Therefore they are forced to listen word by word or even sound by sound.

Goals and purposes of listening comprehension program

Byrne (1986:15) suggested many goals and purposes of listening comprehension program, firstly: to use wide variety of samples to give the learners the experience of listening by espousing learners to different type of language, For example, formal and informal, different text types, for example, conversational or narrative. The teacher should motivate learners by pleasure, interest and growing confidence at being able to understand spoken text without going back to written form. Secondly, training learners to listen for specific information of the main ideas or for reacting to specific instructions by doing anything. Learners, in this situation many be motivated by using tasks which are interesting to their own right and which will focus on the learners' attention on the material in an appropriate way. Then, by listening, learners should be provided by a stimulus for other activities such as discussion, reading and writing. Lastly, giving learners opportunities to interact while listening by using different discussion, activities, and games inside classroom.

To run out the previous goals, many activities can be considered, firstly, using stories, anecdote, jokes, talks, commentaries that are used with one speaker.

Byrne maintained that " if teacher is telling a story or giving a talk to the class, he should try to be as spontaneous as possible". Secondly: using conversation, discussion and plays which are used with more than one speaker, in this site , learners should be given background of the situations, for example, about the speakers. Thirdly: using songs either traditional or pop, this will be very interesting to learners by which learners can be asked to fill in missing words, phrases or sentences . Finally , videos and films can be used and it has a lot of advantages because learners can see what is happening as well as listen.

What should be considered when selecting listening techniques and activities?

Technique can be defined as the manner and ability with which an artist, writer, the technical skills of a particular art . It is the body of specialized procedures and methods used in any specific field; either scientific or literary fields in addition to that , it is the method of performance and the way of accomplishing. Technical skill is the ability to apply procedures or methods so as to effect a desired result. Another definition for technique is the systematic procedure by which a complex or scientific or literary task is accomplished. The way in which the fundamentals, as of an artistic work, are handled.

Millrood (2001:115) defined the activities for teaching to listen as the acts of communicative language learning that are performed by the students .

Millrood (2001:107) suggested several types of activities for teaching listening that include : making a tape-script , repeated listening with wandering gaps in the played text , ticking lexical items and grammar structures used in the text , ticking what was

mentioned and what not mentioned , listening and doing , drawing , marking , dramatizing , answering questions , guessing from the text , sequencing the order of speakers or events , listening and matching either texts , graphs or pictures , completing gaps in the text , that is cloze procedure , completing the chart , ticking in the list the paraphrased sentences with the same meaning sentences with the same meaning in the text , ticking true or false sentences , predicting the continuation of the text , commenting on the text , giving personal association , reasoning , picking up details , remembering details , transferring information to a table or to a graph .

He added that there is another type of listening activity that is *Jig-saw* listening , by which the listeners are divided into small groups and each group listens to a different text , all texts relate to the same topic , then the groups exchange information to complete the picture , Rixon (1986:120)explained the Jig-saw listening activity and arranged it in the three phase framework in the spaces provided : *(1)Work in pairs .Let your partner speak from one of the notes set provided .(2)Listen to the discourse and take your own notes .(3) Share your own notes with the peers who listened to other pieces .Write a single text and give it a title .*

To make listening process and the factors that affect listening effective when incorporating listening sub-skill development into adult English as a second language classes ,the following guidelines have been adapted from a variety of sources that Duzer (1997 : 1-3) cited from Brod (1996), Brown (1994), Dunkel (1991), Mendelsohn(1994),Richards(1983),and Rost(1991).

1- Listening should be relevant ,because learners listen with a purpose and listen to things that interest them, accounting for the goals and experiences of the learners will keep motivation and attention high. For example, if learners at a worksite need to be able to understand new policies and procedures introduced at staff meetings, in class

they should be helped to develop the abilities to identify main ideas and supporting details, to identify cause and effect, to indicate comprehension or lack of comprehension, and to ask for clarification.

2- Material should be authentic, authenticity should be evident both in language and in task. The language should reflect real discourse, including hesitations, rephrasing, and a variety of accents. Although the language needs to be comprehensible, it does not need to be constantly modified or simplified to make it easier for the level of the listener. Level of difficulty can be controlled by the selection of the task. For example, in a unit on following instructions, at the beginning level, the learner might hear a command ("May I borrow your hammer?") and respond by choosing the correct item. At an intermediate level, the learner might hear a series of instructions ("Go to the broom closet, get the floor polisher, take it to the hall in front of the cafeteria, polish the floor there, then go to the . . .") and respond appropriately by tracing the route on a floor plan of the worksite. An advanced-level learner might listen to an audio tape of an actual work meeting and write a summary of the instructions the supervisor gave the team. Use of authentic material, such as workplace training videos, audio tapes of actual workplace exchanges, and TV and radio broadcasts, increases transferability to listening outside of the English Second Language classroom context--to work and to community.

3- Opportunities to develop both top-down and bottom-up processing skills should be offered , it is worth to mention that , top-down oriented activities encourage the learners to discuss what they already know about a topic, and bottom-up practice activities give confidence in accurate hearing and comprehension of the components of the language (sounds, words, intonation, grammatical structures).

4- *The development of listening strategies should be encouraged*, predicting, asking for clarification, and using non-verbal cues are examples of strategies that increase chances for successful listening. For example, using video can help learners develop cognitive strategies. As they view a segment with the sound off, learners can be asked to make predictions about what is happening by answering questions about setting, action, and interaction; viewing the segment again with the sound on allows them to confirm or modify their hypothesis (Rubin, 1995:75).

5- *Activities should teach, not test*, teachers should avoid using activities that tend to focus on memory rather than on the process of listening or that simply give practice rather than help learners develop listening ability. For example, simply having the learners listen to a passage followed by true/false questions might indicate how much the learners remembered rather than helping them to develop the skill of determining main idea and details. Pre- and post-listening task activities would help the learners to focus attention on what to listen for, to assess how accurately they succeeded, and to transfer the listening skill to the world beyond the classroom .

Listening tasks and activities

Byrne (1986:15) states a number of possible activities and key areas of listening tasks, for instance, the teacher should concentrate on such things, like *ears-training* in distinguishing between key sounds, stress and intonation patterns. Additionally on *game-like activities* by which several language games depend for their success on students' Listening carefully to one another. Also, giving *instruction* to students obliged them to listen carefully in order to arrive to a particular place. Fourthly: *completion-type* activities, in this type learners have to complete an incomplete version of a story, description or a song by words, phrases or sentences during listening or afterwards.

Identifying mistaking or contradictions is the next activity that helps the teacher in teaching listening, the learners here listen to a description of any object, person or place they have to note any mistakes. Then, there is additional activities, *finding difference*, students listen to two versions of a story and they have to mention the differences' points.

Problem-solving may help the teacher in teaching listening, learners listen to three or four people, places, events and listen to one of these being described. Learners here have to decide which item is being talked about or they may be asked to categorize items mentioned in a conversation or discussion.

Finally, *extracting information* is the commonest type of listening tasks, in this task the learners will need a chart to fill in, for example if learners listen to a conversation between two speakers discussing a shopping expedition, the teacher may ask the learners to make notes in the form of a shopping list.

Some teachers think that listening is the easiest skill to teach, whereas most students think it is the most difficult to improve. This contradiction warns teachers that there are some things about teaching listening that need to be investigated. Maybe those who claim it is "the easiest to teach" tell teachers that it does not need much laborious lesson preparation and all they are required to do is play the tapes and test the students' comprehension. But isn't there really anything more to teaching listening than testing? . One must discover all we can about how listening can be enhanced and what activities are useful to this purpose and then fully make use of this knowledge and these activities in the classroom.

Harmer (2004:228-232)distinguished between two types of listening :extensive and intensive listening to enhance the students' listening skills that enables the students to hear such different voices and to acquire correct pronunciation firstly ,

extensive listening helps the listeners to acquire vocabulary and grammar , have a dramatic effect on students' language learning . This type of listening takes place outside students' classroom , at homes or where ever .

What kinds of listening tasks are appropriate?

There are numerous activities to choose from for developing listening skills. Lund (1990: 22) has categorized them according to nine responses that can be observed as comprehension checks:

- 1-Doing: the listener responds physically such as in Total Physical Response.
- 2-Choosing: the listener selects from alternatives such as pictures, objects, texts, or actions.
- 3-Transferring: the listener transforms the message such as drawing a route on map, or filling in a chart.
- 4-Answering: the listener answers questions about the text.
- 5-Condensing: the listener takes notes or makes an outline;
- 6- Extending: the listener goes beyond the text by continuing the story or solving a problem.
- 7-Duplicating: the listener simply repeats or translates the message.
- 8- Modeling: the listener performs a similar task, e.g. gives instructions to a coworker after listening to a model .
- 9-Conversing: the listener is an active participant in a face-to-face conversation.

A listening component can be built into an adult English Second Language lesson based on these activity response types in concert with the guidelines mentioned above. For example, choosing as a response may be used to develop bottom-up skills as learners listen to series of sentence patterns with rising and falling intonation and check column 1 (rising) or column 2 (falling) according to the pattern heard; or, the

top-down skill of getting the gist of the message may be developed as learners hear sentences describing a work task and select the appropriate picture (Peterson, 1991). An activity involving conversing might be to set up projects which call for learners to conduct interviews with native speakers outside of class on a theme related to a particular unit of study. For example, in a unit on problem solving on the Job, learners might ask questions about where and to whom coworkers go for help when they have a problem with a piece of equipment or with another worker or with understanding internal memos. Duzer (1997:7) cited from Nunan & Miller (1995) and Rost (1990) .

What are the steps in listening classes?

The process of teaching and learning listening depends on several principles , the first one : teaching listening as a communicative skill , that mean the listeners should be make use of this skill to communicate with others and understand the receiving world . The second principle is teaching to listen to authentic materials, the listeners should receive the learned materials by native speaker for the purpose of natural communication or by non-native speaker for the teaching purpose .The third principle is teaching to listen as integrated skill , listening should be taught integrated with the other skills such as , speaking, writing , reading .(Millrood , 2001:106)

The teacher can facilitate the development of listening ability by creating listening lessons that guide the learner through three stages: pre-listening, the listening task(while listening stage), and post-listening suggested by (Duzer:1997:5-6)

Engage the learners in a pre-listening activity, this activity should establish the purpose of the listening activity and activate the schemata by encouraging the learners to think about and discuss what they already know about the content of the listening

text. This activity can also provide the background needed for them to understand the text, and it can focus attention on what to listen for.

Do the listening task itself (while listening stage) ,the task should involve the listener in getting information and in immediately doing something with it. *Engage in a post-listening activity* ,this activity should help the listener to evaluate success in carrying out the task and to integrate listening with the other language skills. The teacher should encourage practice outside of the classroom whenever possible.

For example, at a worksite where schedule changes are announced at weekly team meetings, learners may need practice recognizing details such as their names, times, and dates within a longer stream of speech. A tape of such announcements may be used along with any pertinent forms or a weekly calendar.

Pre-listening activities

Pre-listening activities usually have two primary goals, firstly, to bring to consciousness the tools and strategies that good listeners use when listening, and secondly , to provide the necessary context for that specific listening task. It is naturally to mention that learners comprehend more of a text if they are familiar with the text from experience or they have known something about the topic before or they know what the listening passage concerns. The four kinds of pre-listening activities help to activate students' prior knowledge, build up their expectations for the coming information and sometimes even give them a framework of the coming passage. In this way the teachers can help the students to comprehend better.(Lingzhu:2003, 2-4)

The first step in listening comprehension is titled with " Examine the title and pictures and answer the following questions" . The students read the questions silently , the researcher helped them and explained any unknown vocabulary to them .

The researcher presented the pictures of the story by using LCD , then students examined the pictures twice and in five minutes students should answer the questions. Millrood (2001:113) defined the pre-listening stage as the preparation for listening, he considered this stage to consist of tasks including the teacher giving background information. In this stage, the students read something related to the listening task, such as, pictures and eliciting from them, additionally, students may discuss the main idea by answering the predictions stage questions. Underwood (1997:31-37) added that the students should get full understanding of how they will perform the listening task. In the researcher's first stage, students may examine the title and the pictures, and as a result, they should answer the prediction's questions.

While listening activities

While listening activities can be defined as what students do during listening to the text. The purpose of this stage is to help the learners to develop the skill of eliciting the messages from the listening text. Underwood (1997: 49-69) suggested the activities that may be considered to belong to the while listening activities as follows:

- listen to the text and decide which pictures represent the story.
- arrange the pictures in the correct order according to the heard text.
- listen to the text and complete the chart.
- listen to the text and tick off from the lists the items that have not been mentioned.
- listen to the text and mark the sentences that follow the text as true or false.
- listen to the text and complete the gaps in the text.
- listen to the text and correct the printed version.
- the researcher designed such various types of questions to emphasize this stage, for example, tick true or false related to the heard text, match the two columns, complete the sentences and choose the correct answer.

Post listening activities

Millrood (2001:113) states that this stage should be done after the listening process. He added that the post listening stage has three purposes ; these activities check listening comprehension. Also, the post – listening activities explained the reason why some students cannot comprehend the heard text and missed essential points of information. A third purpose is to expand on the topic or on the language of the heard text. (Underwood: 1997:74-86)The researcher prepared the questions of this stage as to arrange the questions to have a complete story or to supply the missing word or words, the researcher considered this stage as summarizing the events.

Listening difficulties

Rost (1993: 180) pointed out that the source of English difficulty is caused by the lack of linguistic knowledge and presents a key factor in listening problems .

Rost (1994:119) mentioned the common listening difficulties are :

- 1- Acuity of hearing , for example , the physical problem that prevent from listening like noise .
- 2-Discrimination and auditory perception some students face problems with auditory memory (recalling what they have just heard) and sequential memory (recalling the correct sequence of words they have just heard .
- 3-Attention and concentration , many students face problems in the instructions that affect their attention and concentration .
- 4- Comprehension , some students have problems with factual or literal comprehension that means they can not identify what was said or what facts were stated , the other type is with interpretation , for example , categorizing new information . A third type is with critical listening the students can not apply and

solve problems and finally , with evaluation listening that the students have not the ability to evaluate what they heard .

Rost (1994:115) mentioned the reasons of listening difficulty are categorized in the following ; firstly , physical , due to a lack of healthy hearing and speaking troubles . Secondly , social , due to restricted intake and it may appear as a lack of sensitivity to the social context and , finally, cognitive reasons that may exist due to the development interruption and inability to establish comprehension .

Nunan (1991:24-25) cited from Brown and Yule (1983) that there are four clusters of factors that affect the difficulty of oral language task , firstly, factors related to the speaker , their numbers , their accents and how quickly they speak?, secondly , the listener, either participant or eavesdropper , the level of response , the interest of the subject , thirdly , the content , grammar, vocabulary , information structure , background structure that are demanded and , finally , the support , if there are pictures , diagrams or any visual aids supporting the text .

Nunan (1991:24-25) cited from Anderson and Lynch (1988) and stated that there are large number of factors that affect listening difficulty and he organized them in three categories :

- 1- The type of the language .
- 2- The purpose of listening .
- 3- The context in which listening takes a place .

Additionally , he added that to ease listening comprehension , the teacher should considered these categories and the relationships between them .He also , mentioned that the difficulty of listening task influenced by the following :

- 1- The organization of information , when the text are chronologically organized , it will be easier than if the text misses his order .

- 2- the familiarity of the topic .
- 3- the explicitness and sufficiency .
- 4- the type of referring expression used.

Anderson (1983:89) found several listening problems in relation to three cognitive processing phases, perception, parsing and utilization attention to spoken input, parsing meaning full representation in short – term memory and utilization concerns using the back ground knowledge to interpret the input for storage.

When one reads a story or listens to the news, s/he will employ her or his previous knowledge. When one reads a story or a newspaper, listens to the news, or takes part in conversation s/he should employ his or her previous knowledge as one deploys a range of receptive skills, which one will use, will be determined by his or her reading or listening purpose (Harmer,2004:205-209).

Harmer(2004:201) distinguished between two processes; top – down and bottom – up processing, that achieve understanding the whole listened text. Moreover , Harmer (2004:228) distinguished between extensive and intensive listening . In extensive listening, teacher encourages students to choose what they are going to listen for pleasure, and general. Language improvement, also extensive listening can have a dramatic effect on students, language learning.

It will take place outside classroom, either at home or in personal stereos as they travel from one place to another.

Underwood (1989:16-19) emphasized that the problems are various that affected language learning and she categorized the major listening problems as , firstly , the lack of control over the speed at which speakers speak ,secondly , not being able to get things repeated, then , the listener's limited vocabulary, fourthly , failure to

recognize the "signals," next , problems of interpretation, then inability to concentrate, and finally , established learning habits.

Byrne (1986: 14) stated that some difficulties that learners face, firstly, the learners' experience of the language is very limited , in other words, the learners master the basic phonological and grammatical patterns that may be understood easily, but they have to concentrate much more in selecting the key items. Secondly, learners are engaged in listening to the teacher more than interacting and reacting. Finally, in most listening situations in classroom learners are deprived of contextual clues, while they listen as they cannot see the speakers setting.

Millrood (2001:103) suggested some difficulties of listening such as , firstly , unknown languages ,when listening to any text the listeners can not recognize the words and the grammar , secondly , the unintelligible manner of presentation , during this problem the listeners have poor dictation, then , the unfamiliar topic by which the listeners have never been heard of the problem , lack of own experience , the listeners have never been in the circumstances , no visual clues , the listeners in this issue have not been shown images or gestures ,and next , no personal opinion , the listeners have never thought about the problem and finally no expectations about the text , the information came all of a sudden .

Principles behind teaching listening

Harmer (2004:99) suggested several principles behind teaching listening , firstly , the tape recorder is just as important as the tape , the writer emphasized that poor tape recorder caused useless listening comprehension , so the teacher should take care of the quality of the tape recorder . The second principle is preparation is vital either the teacher or the learners should prepare to the listening class : the teacher should make sure of the tape recorder before taking it to the class and the learners

should prepare by looking at the topic , pictures and the questions . Thirdly , once will not be enough , the tape recorder should be played for two times that may enable the students to pick up the information they missed in the first time . Then , students should be encouraged to respond to the content of a listening not just to the language , the last principle is that different listening stages demand different listening tasks , this means that from the first listening , the tasks should be straight ahead and gradually the tasks will be more difficult .

Using visual aids (LCD) in listening comprehension

"The ability to visualize , to create images in the mind, is at the very heart of storytelling , not just for the listener , but also for the teller ". (Cooper,Collins &Saxby ,1992:9)This means that when storytelling is visualized , it will be more achievable to its aims to the learners .

Using visual aids helps the listeners to understand the points , so the researcher , in this paper , visualized the listening by using LCD to present the stories to the learners . As a result the learners listen while watching the story that increases the comprehension . Ur (1998:53)mentioned that when listening aided by visuals while the listener are following the spoken description , the visuals aids may include extra information . Ur (1998:64)mentioned that if the story is recorded dramatically ; using different sounds , voices and background effects , then it can be exciting to listen to. Moreover, it will be more effective if it is used of accompanying with pictures or slides that is nearer to entertainment .

Stories can connect many teaching activities that students can practice the language aspects such as new pronunciation , meaning , and function , she considered that more likely when it connects with props , puppets , pictures and visuals (Barzaq , 2009:66).

Moreover , Underwood (1989:104) stated that visual materials can be helpful and beneficial , especially , if the topic is irrelevant to the learners' everyday life, she added that visual materials may attract the learners and they will focus on the topic and finally , it may give the opportunity for the learners to get close to the topic .

Technology has added a new cues to storytelling .The use of technology can evoke interest in a variety of students with a story to tell. Digital storytelling uses the available tools of the computer and internet, and connects them with words and narration, with the final outcome being an interesting multi-media mix of images and voice (Barry, 1998: 2-3).

Digital Storytelling

It is the modern expression of the ancient art of storytelling. It derives its power by exiting images, music, narrative and voice together, thereby giving deep dimension and wonderful color to characters, situations, experiences, and insights.

Telling stories through digital media has become easier with a variety media tools, and it is an effective way for students to share cultural information.(Rule, 2008: 1-2)

The educational uses of digital storytelling :

- It combines text and images with narration in the student's own voice to form a short digital move .
- Digital Storyteller is a web-based tool that offers teachers and students' frictionless access to digital images and materials that enable them to construct compelling personal narratives.
- Digital storytelling tools are easy for students to use, so the focus of the activities can be on the storytelling and sharing others' experiences .
- Furthermore, digital storytelling empowers students to share cultural information and stories.

- Digital storytelling gives the students the ability to reach more stories than ever before in history.

" Digital storytelling takes many forms. There are stories that are audio only and rely on words, sound effects, field recordings, and music. Web-based media facilitate not only stories with words, but also movies, stills, sounds, and graphics. People have a fundamental desire to tell each other stories. Human communication seems to revolve around remembering and sharing experiences.

Stories are valuable in that they serve as a means for passing on knowledge ranging from the little things in life to those big issues which give human experience form and definition. One can define digital storytelling as the process by which people of all ages and experience share with others' stories from their lives or creative imagination. This new form of storytelling has emerged with accessible media production techniques using computers, digital cameras, recorders and software. This new technology allows individuals to share their stories over the Internet.

One can think of digital storytelling as the modern extension of the ancient art of storytelling but now woven together with images and sound.

- Digital storytelling facilitates the use technology to inform and entertain.

(Porter, 2007:3)

Section 'II'

Previous studies

Introduction

Really , the field of listening comprehension was discussed by many researchers, that because the listening skills are very important to acquire and learn in the process of second language learning . Storytelling is a technique that has taken a prominent role in teaching process throughout history. The Holy Quran related many stories to teach lessons to prophets and to believers. Such as the story of The prophet Yusuf , Noah and others. Sona also is full of teaching stories. Besides, literature of all cultures in the world highlights the role of story in teaching learning process in general and in developing language skills in particular. The following passages are excerpts of previous studies that discuss the impact of storytelling technique on language skills.

Kortner (1988)

Storytelling is a creative art form that has entertained and informed across centuries and cultures and its instructional potential continues to serve teachers. Storytelling, or oral literature, has many of its roots in the attempt to explain life or the mysteries of the world and the universe that to try to make sense out of things . In stories, the characters and themes have become cultural and often cross-cultural of historic and continuing importance . Kortner (1988) enumerated several factors about the universality of narrative that merits consideration as follows : 1) human beings dream and speak to themselves in narrative (inner narrative speech), 2) a basic form of narrative is not only telling but also retelling, and 3) narrative is oral in the sense that an individual can engage with it fully without encountering it in written form. Storytelling, the interaction between teller and listener is immediate, personal, active,

and direct. Alparaque (1988) noted another important benefit related to the development of the appreciation of literature by the power of storytelling to bind attention and to bridge real and imaginary worlds. Kortner (1988) investigated the effects of three mediums for presenting literature to children and discovered that storytelling and dramatization were significantly more effective in facilitating recall of prose content. These findings indicated that storytelling is a valuable method for stimulating children's imaginations, ultimately leading to a higher cognitive level in student responses. Kortner (1988) discussed ways to use mythic literature to teach children about themselves and to help them write their own stories and legends. For very young children, the sequencing of events or the shaping of stories may be difficult, as children tend to ramble. However, sharing stories can give young children more of a "sense of story"--an awareness that can help them in both reading and writing. In reading, for example, a sense of story can help children to predict and know what to expect, and to read with more awareness of cause and effect, sequence, and other story factors related to comprehension. In writing, children learn to apply such structures while telling their own stories and giving shape to their experiences. Perhaps storytelling's greatest value for a teacher is its effectiveness in fostering a relaxed and intimate atmosphere in the classroom.

Kortner (1988), explained how this practical and general objective can relate to the other benefits from using storytelling. He assented that it can 1) introduce children to a range of story experiences; 2) provide young students with models of story patterns, themes, characters, and incidents to help them in their own writing, oral language, and thinking; 3) nurture and encourage a sense of humor in children; 4) help put children's own words in perspective; 5) increase knowledge and understanding of other places, races, and beliefs; 6) introduce new ideas and be used

to question established concepts without threat to the individual; 7) lead to discussions that are far ranging and often more satisfying than those arising from formal lessons; and 8) serve as the most painless way of teaching children to listen, to concentrate, and to follow the thread and logic of an argument. But effective storytelling is a versatile strategy that stirs the imagination and enables children to visualize with few or no visual aids at all. For a classroom-teacher who wishes to use storytelling, it is best to begin by choosing a simple story with only a few characters and an uncomplicated plot. The story should have action, the plot should be understandable to the listeners, and the events of the story should have a definite climax that leads to a conclusion the students will find satisfactory. In selecting these or any story, it is important to keep in mind the age of the children in the audience. Kortner(1988) advised the storyteller to be flexible, to expect unexpected reactions, and to remember that enjoyment the first and chief consideration. The second consideration in effective storytelling should be to encourage exploration and experimentation with language. Constructing meaning through use of language is an implicit goal in storytelling. A language development focus can recommend retelling. Stories that are told and retold develop a patina with each new telling. Children's participation in storytelling provides not only novelty to stimulate the child's curiosity, but also enough familiarity to allow a child to perceive relationships and to experience success at using language .

Boje (1991)

Boje (1991) stated that storytelling is much more than an effective method to teach students ,to use management concepts and to make sense of real life experiences. Practice in storytelling builds students' "performance" and "learning" skills. In addition, story skills training may enhance management performance. The article includes practical advice on teaching storytelling skills, as well as on story writing and

story interpretation skills. With practice, students do improve their performance as storytellers and enhance their chances for scripting a healthier, happier, and more terrific story for their work lives.

Wolvin and Coakley (1991)

The researchers found in this study that listening was perceived to be crucial for communication at work with regards to entry-level employment, job success, general career competence, managerial competency, and effectiveness of relationships between supervisors and subordinates. Yet listening remains one of the least understood processes in language learning despite the recognition of the critical role it plays both in communication and in language acquisition (Morley, 1991). As language teaching has moved toward comprehension-based approaches, listening to learn has become an important element in the adult English as a second language classroom (Lund, 1990).

Dombey (1995)

This case study examined 3- and 4-year-old children's experiences with storytelling and the potential effects of those experiences on the children's future success in learning to read. Subjects were students attending one of two nursery school classes held at a large primary school on the south coast of England. These children came from families experiencing financial, social, and physical problems. Results indicated that: (1) storytelling helped to gain the students' attention; (2) throughout the school year, the children began to move toward more explicit, individual self-expression and away from dependence on shared observations; (3) some children had substantial gains in learning language styles very different from those found in their prior conversational experience; (4) in October, only 21 percent of teacher-child dialogic interactions were initiated by students, but by May, this number had increased to 54

percent; and (5) children experienced many positive gains, in various areas, from learning how to actively construct narratives.

Maclean(1996)

MacLean (1996) described how the retelling of stories and the creation of original stories assisted the language development and literacy of limited English speaking children in a British "early years" program for four- and five-year olds. The project culminated in individual books made by the students. The purpose of this study was to investigate the effects of contextualized storytelling as a teacher intervention on young learners' reading by extending Cary's study to English as a foreign language context in the realm of reading instruction. The researcher hypothesized that contextualized storytelling might strengthen the retention of vocabulary and improve reading comprehension for the merits of multi-sensory stimulations it could provide. To test the hypothesis, this study compared the effects of reading based on contextualized storytelling with reading based on Dual Code Model (single sensory input with image representations in the text processing) and text-only reading (no sensory input) to see the performance differences in reading comprehension and word recall. The results of this study may provide an empirical basis for the application of storytelling in EFL classrooms.

Cantoni (1999)

Cantoni (1999) discussed total physical response storytelling (TPR-S) as a promising approach to teaching a native American language to native students who have not learned it at home. TPR-S is an extension of James Asher's TPR immersion approach to teaching second languages. It has become very popular with indigenous teachers because it allows students to be active learners, produces quick results, and does not involve the use of textbooks. After vocabulary has been learned using TPR, TPR-

strategies utilize that vocabulary by incorporating it into stories that students hear, act out, retell, read, and write. Subsequent stories introduce additional vocabulary in meaningful contexts. TPR- strategies are an interactive learner-centered process that keeps the stress of performing at a minimum and that makes use of the pedagogical strategies of scaffolding and cooperative learning. While TPR strategies develop only receptive language skills, TPR-S also promotes language production. TPR-S emphasizes a positive, collaborative, and supportive classroom climate in which native children can develop increasingly complex skills in speaking, reading, and writing their tribal language. In addition, the stories, illustrations, and audio cassettes that students can produce in TPR-S are a valuable addition to the scarce pool of native language materials available today.

Phillips (2000)

It was a 4 week storytelling-based program for preschoolers (3-5 year olds) to explore the value of storytelling in early childhood education and to further developing the children's listening comprehension and storytelling skills, enhance their imagination, and foster a sense of community, through creative exploration of stories. This four week storytelling program was based on four core stories .The stories were accompanied with a variety of variety of extension activities that included opportunities for children to tell their own stories, draw stories, and act out stories, which were designed to match different interests and styles of expression. This was an auxiliary component to the children's educational program . It was concluded that through the storytelling program, the children readily absorbed the storylines. their recall abilities were frequently displayed through discussions and their drawings. Moreover , the program was a source of inspiration for children's exploration of

knowledge. The researcher argued that storytelling enhanced children's awareness of story structure and that they could recall and comprehend more effectively. This in turn guides children in creating their own stories. He also added that storytelling provided an excellent forum for children to develop more sophisticated listening and speaking skills and to adapt the characters in their own stories. His study describes an educational program based on storytelling, it shows that storytelling has the ability to build a greater sense of community, enhance knowledge and memory recall, support early literacy development, and expand creative potential, he concluded that storytelling has a highly effective role to play in the education. He stated that the students' interest towards storytelling gaining and extending many skills and pieces of knowledge. This research has found valuable learning and demonstrated that storytelling enhances the children's imagination, supports and extends children's social lives, develops their cognitive skills (Britsch, 1992:23), contributes significantly to all aspects of language development (Cooper, Collins & Saxby, 1992) and finally, it is an effective bridge to early literacy (Burner, 1986). The research mentioned that the purpose of that program was to develop the children's listening comprehension and storytelling skills, enhance their imagination, create a sense of community through creative exploration of stories, he added that storytelling should be visualized that will be more interesting and enjoyable to the learners.

Tsou(2002)

This study investigated the relationship between storytelling and language learning at the primary school level. It focuses on the significance of storytelling in the teaching and learning of English as a foreign language in primary school. The researcher compared two classes - in one, the teacher incorporated storytelling into her teaching method, in the other she did not. The result indicated that the teacher talks in the

storytelling classroom were different from that in the non-storytelling regular English classroom. In the storytelling classroom The teacher used more open questions, prompts and student volunteers. Adding to that, students' oral classroom participation and the classroom atmosphere were also enhanced by storytelling. Therefore this study concluded that language educators should not overlook the significance of storytelling for language learning, especially foreign language learning. The researcher suggested that storytelling can be used to teach not only English, but also history and science, since storytelling develops imagination as well as oral and written communication skills. Researchers' observations were that ;students have proved capability of expressing themselves orally in public to some extent easily. Moreover , students are interested and looking forward for each class. This was clear in participation in the class, their written reflection, their readiness to prepare to prepare everything for the independently, improvement in the Mid-term exam results.

Tsou et al (2004)

Tsou et al (2004) developed a multimedia storytelling website to study how web-based technology can assist English as a foreign language teaching and learning process through storytelling and story recalls. In order to demonstrate the effectiveness of this website in significantly facilitating English as a foreign language teaching and learning process. It was implemented in one elementary school to test. The storytelling website was used for both the English as a foreign language instructor to compose stories for telling in the experimental group and for English as a foreign language learners in the experimental group to compose story recalls. This Website served as a storytelling environment for teaching and learning English as a foreign language by allowing users to: (1) compose online multimedia stories in an easy, intuitive, and quick manner, even for young students, (2) re-play and share the

stories composed by others in schools or at home, (3) demonstrate or learn how storytelling can be integrated into classes, and (4) access the website anytime and anywhere. However, in the control group, the teacher applied only regular storytelling process without any assistance from the storytelling website. The students in the control group wrote their story recalls after each storytelling. The results of the study supported the significance and the education value of the multimedia storytelling website on English as foreign language teaching and learning. If such a website can be applied within elementary English as a foreign language classrooms, the quality of teaching and learning can be improved and students' enjoyment and success in English as a foreign language learning may increase.

Groce(2004)

The purpose of this case study is to describe how elementary teachers used their experiences in a storytelling training to teach lessons in language arts, science, social studies, and bilingual education. Storytelling was found to be a valuable tool for motivating students to listen and engage in content area lessons, improve reading skills and others in the content areas, and as a springboard for beginning units and skill development. Teachers' understandings and implementation of classroom storytelling were heightened as a result of their participation in the training and subsequent qualitative study. Storytelling has a long tradition of orally communicating ideas, beliefs, personal histories, and life-lessons. Most children begin hearing and telling stories before they enter school or learn to read and write. Oral language experiences such as storytelling are a valuable key in addressing students' academic needs. The integration of classroom storytelling has been linked to reading improvement by increasing children's comprehension and vocabulary development.

The development of language and literacy skills are not confined to the language arts classroom, but are embedded in the school curriculum. Language arts programs are designed to develop skills in reading, writing, listening, and speaking which ultimately improve critical reading skills in the content areas. Groce (2004) found that teachers of reading, social studies, science, and the arts use some form of narrative within the context of their teaching. By hearing and using language within the context of curricular experiences, children are more inclined to learn language .

He stressed the need for long-range storytelling programs and storytelling training for both teachers and students in an effort to foster more storytelling in the classroom. Baker and Greene (1985) discuss the need for storytelling for administrators of public libraries, schools, students of colleges of education, and employees of recreation centers. The literacy benefits of storytelling indicated that storytelling training can be used as a means of implementing it in the classroom. Due to the far-reaching benefits of storytelling and the call for more teacher training in it, I set out to learn more about how teachers implement storytelling in their classrooms as well as how a storytelling might influence their current teaching practices. The teachers described in this study were involved in a one-day storytelling and participated in a subsequent qualitative study of their experiences with the storytelling training session and the implementation of storytelling in their classrooms. For the purposes of this study, the use of both qualitative methods enabled the researcher to look more closely at some of the teachers' responses and find patterns and themes that would not have been apparent otherwise. The storytelling technique was intended to introduce the teachers to the nature of storytelling and how it can easily be implemented in the classroom. The teachers were engaged in telling stories by sharing family stories as well as telling traditional tales without reading them from a book. Family stories such as the

stories told at dinnertime have been shown to improve the oral language and literacy development of children . Students who are encouraged to engage in this type of higher-order conversation are afforded valuable cognitive opportunities that will enhance theory-building, perspective-taking, and other variables in analytic thinking.

Verdugo & Belmonte(2007)

This paper examined the effects that digital stories may have on understanding spoken English by a group of 6-year-old Spanish learners. To accomplish this aim, a quasi-experimental research study was launched in six state schools in Madrid. A pre-post test design was used to investigate whether internet-based technology could improve listening comprehension in English as a foreign language . Findings indicate that the experimental group outperformed the control group in the final test administered. These results raise interesting issues related to the use of technology in the context of foreign language learning. Future research which includes other age groups and digital materials and which explores other linguistic areas could further substantiate the link between Information and Communication Technology (ICT) rich environment and improved language learning.

Lordly(2007)

This study examined the impact of storytelling in the classroom and what motivates individuals to engage in storytelling. A storytelling methodology was introduced in an undergraduate nutrition course as an opportunity to enhance the teaching and learning environment. A 28-item, multi-part, self-administered survey was distributed to the class. Survey responses indicated that educators' and students' storytelling could positively influence the learning environment. This occurs through the creation of a greater focus on personalized information, glimpses of real-life experience, a

connection with a topic as participants recognize similarities in their own personal experience and knowledge, and connections between different topics and through the emphasis on key concepts. Stories initiated useful conversations about unexplored struggles within practice, such as the emotional dimension of an issue or what it means to be professional. Students were motivated to participate in storytelling through an external focus on others (i.e., helping others to learn) and an internal focus on self (i.e., seeking a connection with others to promote social dialogue). Several challenges related to the use of storytelling in the classroom emerged. The researcher concluded that storytelling develops ways of knowing and dialoguing about issues, which has the potential to influence how students will approach their professional practice.

Riley and Burrell((2007)

This study discussed a micro-study within an intervention project ('Tell Me') conducted in four London primary schools, to enhance the spoken language skills of children. There were 60 children in each of the intervention and comparison groups. The focus here was to explore a classroom assessment of young children's oral narrative skills. Effective early language and literacy teaching with children from diverse backgrounds depends upon having detailed knowledge of children's oral skills, especially oral narrative skills, since the ability to narrate and report is a vital skill for future academic success and is highly correlated with later fluency in reading. Teachers needed detailed descriptions of their pupils' spoken language skills and this is especially important as populations were different. A story retelling activity, give teachers information about their pupils' language skills on entry to school. This procedure ('Tell Me') can be used in the normal course of classroom teaching .

King(2007)

King discovered that stories are rich sources of wisdom, imagination, creativity, and comfort. In this essay, King described her personal experiences developing and using the collaborative story making process with young people and adults in various school settings. The author stated that collaborative story making established opportunities for students to create stories from stories, using image making and abstract prompts. She maintained that the iterative process expands and improves students' oral and written expression. King invited other educators to include collaborative story making in their instructional repertoire to stimulate their own and their students' reading, writing, and speaking and listening skills, and to foster a supportive learning community .

Pollicino(2008)

This study employed a qualitative, naturalistic methodology involving participant observation and interviews. The author identified six characteristics of this trance condition described as a “qualitatively different state of consciousness while listening to stories”

- realism (especially pertaining to the characters and/or environment)
- lack of awareness (particularly of immediate surroundings)
- engaged receptive channels (visual, auditory, kinesthetic, emotional)
- “placeness” (transportation to the story setting) and
- time distortion (story proceeding at a different speed than the actual clock)

Poveda and Cuevas(2008)

The researcher stated in this article that telling stories to children has been the focus of much research conducted mostly in schools and families while other settings where

these practices also take place have been ignored. This article presents an analysis of storytelling events for children in three urban informal contexts: a library, a park and a children's bookstore in the city of Madrid (Spain). The study has a multi-method qualitative design and includes observation, audio and video recordings, documentary materials and interviews. In our analysis, these events are considered as occasions for literature socialization and this paper focuses on exposure to different literary voices as one aspect of literary language learning. To do so a comprehensive model of different narrative voices displayed by storytellers is proposed. This model is used to uncover differences across the three settings and through a case analysis for each context the types of interactions children in the audience have with these voices are examined. The discussion centers on the distinct contribution that participating in these settings may make to children's literacy learning.

Commeyras & Hu (2008)

The researchers designed a study that is a case study aimed to investigate the development of a 5-year-old child's language and literacy development in English and Chinese within a 10-week tutoring context .The primary materials were wordless picture books based on story content. As for the procedure, Storytelling in English and Chinese were the primary activities in each session. Extended activities included labeling, sentence making, and invented spelling. Data were analyzed to examine the child's development in alphabet and character recognition, oral reading and vocabulary in English and Chinese. Results indicated that wordless picture books based on story content and combined with the extended literacy activities facilitated the child's language learning in both the languages .

O'MALLEY, CHAMOT and KÜPPER(2009)

Listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge. This theoretical view has not been sufficiently supported by direct research which clarifies what listeners actually do while engaged in listening tasks. This study focused on the mental processes second language learners use in listening comprehension, the strategies they use in different phases of comprehension, and the differences in strategy use between students designated by their teachers as effective and ineffective listeners. The students in this study were all from Hispanic backgrounds, intermediate in English proficiency, and were enrolled in ESL classes at the secondary level. Findings indicated that mental processes students use in listening comprehension paralleled three theoretically-derived phases of the comprehension process: perceptual processing, parsing, and utilization. Each phase was characterized by active processing and by the use of learning strategies. Three predominant strategies which differentiated effective from ineffective listeners were self monitoring, elaboration, and inference. The findings were related to implications for instructional practice.

Barzaq (2009)

This study is about an action research that is related to storytelling technique , the researcher points out that this style has a great effect on sequential thinking , additionally , this study investigates the possibilities of enhancing the students' achievement by practicing the sequential thinking process by using the storytelling

technique , the main purpose of the study is ; to examine the questions of extent and quality of storytelling designed to stimulate the children in primary low basic graders , to determine whether the principles underlying this approach can he help produce improvement in action learning and professional development . She considered that this technique is a uniquely powerful linguistic and psychological one in the hands of a language teacher , the main question of this study is: Does sequential thinking as a storytelling form empower the English language learners ? the supplementary questions are as follows :- why are stories important ?why tell stories in class ? what are the best activities related to telling a story to have the maximum impact ? how can storytelling activities develop critical thinking and creativity ? In the finding in this study , the researcher found that storytelling that are imaginative and express a wonderful style an important role in language development , telling stories to children can motivate them to read more . Also, listening to storytelling created transactional experiences that increased their knowledge. Storytelling experiences connected the students to schools by participating as listeners was an important act of negotiation and diplomacy , after discussion the researcher concluded that children will be familiar to main element of the story that enhances their study skills and they can recognize the elements of any learning text of knowledge , stories introduce students to all aspects of new language either rhythm , vocabulary , the grammatical structures or the meaningful utterance .Stories create authentic worlds in the classroom . They also increase entertainment and enjoyment in the classroom environment . She added that students retell the stories they can get new language with a real purpose . Stories can give coherence to a sequence of teaching activities , stories can make a bridge between the students and their interest , concern and learning needs .

Lin(2010)

The researcher investigated whether the retelling technique can enhance English comprehension among L2 readers. The population was 126 Chinese students from a Taiwanese university. Sixty five students were assigned to the experimental group and 61 to the control group. Both groups received the same learning content, but the technique differed; the experimental group had the retelling technique, while the control group had conventional techniques. All participants took reading comprehension pre- and post-tests, as well as a reading comprehension strategy questionnaire. The experimental group also wrote self-reports to describe their perceptions of using the retelling technique. The results show that retelling significantly improved the participants' text comprehension at the level of overall meaning. It also helped them to learn general concepts during reading and to retain a synopsis of the story in their memory after reading. The participants using retelling could distinguish better than control participants between overall and specific ideas. They also performed better in drawing connections between pieces of information introduced at different parts of the text. However, retelling did not improve the ability of participants to remember details of expository texts. Based on these results, the study made recommendations to integrate retelling in L2 reading comprehension instruction.

Hentihu (2010)

This study is titled by "listening comprehension", in this study, the researcher discussed listening process and considered it as one of the most challenging skills for English second language learners to develop as it is probably the least explicit of the four skills. Recently, listening comprehension has attracted the least attention among

four language skills . Audio lingual courses give the impression that teachers are teaching listening when in fact they are teaching other skills . Listening teachers frequently face these three problems in teaching and learning English foreign language listening: lack of authentic listening input, absence of strategies in listening, and lack of materials. , the statement of the problem is stated in the following questions: How do the teachers select the instructional materials in teaching Listening? How do the teachers conduct the Listening activities? How do the teachers assess affectively the students in the process of teaching Listening? The objectives of the study is , the instructional materials selection by the English teachers in teaching Listening , the instructional activities conducted by the English teachers in teaching Listening , the way the English teachers assess the students in the process of teaching Listening . The significant of the study is for English teachers, the finding of this study will give valuable and useful information on the implementation of the teaching of listening . The finding can be used for a model of an ideal listening class to be implemented in their teaching. For the students, the result of the study will give impact to the improvement of the learning quality in listening . In the scope and the limitations , he stated that , teaching is a process consisting of three main components which cannot be separated from one another: objectives , implementation and the evaluation . In the literature review the researcher discussed the nature of listening , listening comprehension , factors affecting listening comprehension ,types of listening comprehension activities , skills in listening comprehension , teaching listening , procedures in teaching listening comprehension , pre- , while- and post listening activity , teachers' strategies in teaching listening comprehension , he illustrated depending on many previous Studies . As instrumentation , the researcher used observation sheet , interview guide , field notes and cassette recorder, the

researcher selected, transcribed and organized those raw data by referring to the formulation of the research problem . In this study the researcher suggested some tasks : pre- , while and post listening tasks . The researcher stated some listening problem : speakers speak too fast , listeners listen word for word. Listeners lack cultural or background knowledge. Speakers use too many unfamiliar words. Listening takes too much effort and concentration. Recordings are not always clear and are difficult to follow. Speaker's accents are unfamiliar. Tasks are too difficult. Listeners cannot recognize words they know when they hear them. The researcher mentioned some factors that affected the listening difficulty as follows : Listener's linguistic knowledge , Knowledge of the co-text (what went before it) , Background knowledge , Learner's motivation and interest in the topic .Cognitive load of the text –topic, text length, text type , Lexical density –ratio of new words to known words .The researcher also determined the approaches of listening as firstly : top-down means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand. And secondly , bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time. The researcher specified the listening strategies as :listening for main ideas , listening for details and listening to make inferences .

Comments on the Previous Studies

It is clear that storytelling technique is a powerful tool that enhances learning in all fields . Moreover , it is an influential technique that helps developing language skills . The conclusions of all the studies introduced in this paper have total agreement on the

beneficial role , storytelling plays in developing reading and speaking fluency in addition to listening . Although very few studies were conducted to reveal the impact of storytelling technique on developing listening comprehension sub-skills . The current researcher points out that listening sub-skills are similar to reading sub-skills such as , predicting the events , recognizing the main idea , recognizing characters , and so on . This belief urges her to investigate the impact of storytelling technique in enhancing listening comprehension sub-skills of the Palestinian students .

Hentihu(2010) mentioned that listening process is one of the most challenging skills and he categorized the problems , that the teachers face , into : lack of authentic listening input, absence of strategies in listening, and lack of materials. However , he did not suggest any solution to them , but the researcher of the current study tries to overcome these problems by , firstly , providing such authentic listening materials , and , secondly , he classified the sub-skills or strategies , based on the previous study into : prediction , telling the main idea , recognizing characters and summarizing the events . The researcher agrees with Hentihu (2010) when discussing the nature of listening , listening comprehension , factors affecting listening comprehension ,types of listening comprehension activities , skills in listening comprehension , Teaching Listening , pre- , while and post listening activity . Finally , he mentioned some listening problems , but he did not suggest any solution to them . Finally , he mentioned the two domains of listening process top-down and bottom-up . Wolvin and Coakley (1991) discussed listening process and considered it a crucial for communication , job success and general competence . They added that this process affects the relationships between people in the normal life and in the educational fields. Additionally , they emphasized listening process plays an important role in

language learning and language acquisition . One may agree with this opinion because listening process has a vital role in the humans' life either in learning or in acquiring language . O'MALLEY, CHAMOT and KÜPPER(2009) considered listening process as an active process by which the learners receive the aural input . Through listening learners can induce the meaning and gain knowledge . They emphasized that this process is a mental one of acquiring the second language that agrees with the researcher's opinion . Groce(2004) emphasized that storytelling technique is used to teach different language subjects such as, arts , science , social studies , he recommended to use this technique through teaching , not only English language , but also other subjects that may ease and simplify the listening process . Moreover , he ensured that this technique increases the students' comprehension and their vocabulary development that the researcher tries to prove in the current study . Kortner(1988)emphasized that storytelling technique is a vital art in education across centuries , then he mentioned some factors about the universality of this art that indicated the importance of this technique .Moreover , he emphasized the effect of this technique on the children and considering it a means of evoking their imagination . Lastly , he mentioned several advantages of this technique that leads one to think deeply of using it . And this opinion is the same as the researcher does her best to prove this opinion . Phillips (2000) designed a program , by which he described that storytelling technique enhances the ability to build a sense of community , he emphasized the role of this technique in developing the knowledge and recalling memory information .One may agree with this opinion which considered this technique as an effective bridge to literacy and information . Finally , the researcher agrees with Phillips (2000) in using this technique to enhance listening comprehension . Barzaq (2009) ensued that storytelling technique has a great effect

on the student's sequential thinking , it means that this technique has not only the mentioned benefits , but also , it affects positively sequential thinking . She considered this technique as a uniquely powerful linguistic and psychological one and a beneficial means to introduce new vocabulary , grammatical structure and meaningful utterance . Another benefit is that this technique can motivate students to read more and think about the events of the story .To conclude , the researcher agrees that listening to stories increases the students' knowledge .

CHAPTER

III

Methodology

Chapter III

Methodology

Introduction

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study , the population , the sample , the instrumentation ,the pilot study, a description of using concept mapping in the study and the research design , moreover , it introduces the statistical treatment for the study findings .

Research design :

The study was designed according to the experimental approach .Two groups of the students were assigned as the participants of the study ; an experimental group and a control one . Concept mapping was used in teaching the subjects of the experimental group while the traditional method was used with the control group subjects .

The Population of the study :

The community of the study consisted of all eleventh female graders at the governmental schools in Middle Gaza governorate for the school year (2009 – 2010). The population of the study was (1929) female students.

The sample of the study(participants) :

The sample of the study consisted of (74) students distributed into two groups ; The experimental groups which consisted of (37) students and the control groups which consisted of (37) students. The groups were randomly chosen from a purposive sample from Shohada Al- Magazee"B" Secondary school in Al- Magazee where the

researcher works as a teacher of English language. Table (1) shows the distribution of the sample.

Table (1)

The distribution of the sample according to the groups

Group	Experimental	Control	Total
No	37	37	74

The subjects were equivalent in the economic , cultural and social level .They were equivalent in their general achievement in accordance with the statistical treatment of their results in the second term of the school year (2009-2010).They were equivalent in their English language achievement in accordance with the statistical treatment of their results in the mid- first term exam of the school year (2009-2010). Age variable of the sample was also controlled before the experimental application .

Controlling the variables relevant to the participants:

To assure the results' accuracy and avoid any marginal interference , the researcher tried to control some variables before the study .

1-Age variable :

The researcher recorded the students' ages from their school files at the beginning of the school year (2009-2010). T-test was used to measure any statistical differences among the participants. The mean of the age of the whole sample was (15.49) year, and the standard deviation was (0.49)

A: The two groups:**Table (2)**

T-test results of controlling age variable

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
age	experimental	37	17.081	0.277	0.392	0.696	not sig.
	control	37	17.108	0.315			

“t” table value at (111) d f. at (0.05) sig. level equal 1.98

“t” table value at (111) d f. at (0.01) sig. level equal 2.58

2- English and General achievement variable:

T-test was used to measure the statistical differences between the groups pertaining their English and general achievement. The subjects' results in the second term test of the school year (2009-2010) were recorded and analyzed.

Table (3)

T-test results of English achievement controlling variable

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
English achievement	experimental	37	84.676	16.735	0.427	0.671	not sig.
	Control	37	82.757	21.636			

“t” table value at (111) d f. at (0.05) sig. level equal 1.98

“t” table value at (111) d f. at (0.01) sig. level equal 2.58

3- General achievement in English language variable:

T-test was used to measure the statistical differences between the groups in term of their general achievement. The subjects' results in the second term test of the school year (2009-2010) were recorded and analyzed.

A: the two groups:

Table (4)

T-test results of controlling general achievement variable

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
General achievement	experimental	37	758.189	138.423	0.292	0.771	not sig.
	control	37	748.703	141.195			

“t” table value at (111) d f. at (0.05) sig. level equal 1.98

“t” table value at (111) d f. at (0.01) sig. level equal 2.58

Previous learning variable in listening comprehension sub-skills :

To make sure that the sample subjects are equivalent in their previous English language achievement , the researcher applied the pre- achievement test. The results of the subjects were recorded and statistically analyzed by using T-test.

Table (5) Shows the mean and the standard deviation of each group in English previous learning. The results analysis indicates that there are no statistical significant differences between the experimental and the control groups at (0.05) level.

A: the two groups:

A/1) According to Bloom levels:

Table (5)

T-test results of controlling previous learning in English variable in listening
comprehension sub-skills

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Prediction	experimental	37	6.243	1.422	1.188	0.239	not sig.
	control	37	5.865	1.316			
Recognizing the main idea	experimental	37	5.324	0.784	0.922	0.360	not sig.
	control	37	5.541	1.192			
Recognizing characters	experimental	37	5.703	1.331	1.304	0.196	not sig.
	control	37	5.378	0.721			
Summarizing the events	experimental	37	5.162	1.041	0.702	0.485	not sig.
	control	37	5.324	0.944			
Total	experimental	37	22.432	2.280	0.565	0.574	not sig.
	control	37	22.108	2.643			

“t” table value at (111) d f. at (0.05) sig. level equal 1.98

“t” table value at (111) d f. at (0.01) sig. level equal 2.58

The statistical analysis :

- The data were collected and computed by using (SPSS)Statistical Package for social Science Spearman correlation. , Alpha Cronbach Technique and Spilt – half Technique were used to confirm the test validity and reliability. On the

other hand, T-test was used to measure the statistical differences in mean between the experimental and the control groups due to the teaching method

- (storytelling technique) .
- Eta square used to calculate the effect size .

The variables of the study :

The study include the following variables:

The independent variable:

The independent variable of the study is the teaching method represented in " storytelling technique".

The dependent variables:

The dependent variable is represented in the use of listening comprehension sub-skills ; predicting , telling the main idea , recognizing characters and summarizing the events .

The instrumentations:

To achieve the aims of the study, the researcher used a pre- and post- test as instrument to collect data in relevance .To illustrate , a pre-test was carried out by the two groups (experimental and control). The purpose of the study was to recognize the two groups' level before starting the program and to compare the results of the pre-test with the result of the post-test after the intervention . the test was prepared according to criteria of the test specification .

It is important to say that the sub-skills under investigation were predicting , telling the main idea , recognizing characters and summarizing the events . It was used as a pre test applied before the experiment and as a post test applied after the experiment .

(Appendix A)

1-The general aims of the test :

The test aimed at measuring the effect of the using concept mapping on learning listening comprehension sub-skills for eleventh grades . It was built according to the criteria of the test specification .

1- The table of specifications:

Table (6)

Sub-Skills	No. of items	%
Predicting ,	10	25%
Telling the main idea ,	10	25%
Recognizing characters	10	25%
Summarizing the events .	10	25%
Total	40	100%

3- The items of the test :

The items of the test were designed to fulfill the requirements of each strategy as follows. (Appendix A.2).

Predicting :

This scope included (10) items ;complete the missing word or words and the other is true or false questions .The purpose was to measure the students' ability to predict the events after examining the pictures through out listening(Appendix B) .

Telling the main idea :

This scope consisted of (10) items ; matching , numbering complete the sentences and true or false questions. It was designed to measure students' ability of recognizing the main idea of each story through out listening (Appendix B).

Recognizing characters :

The components of this scope were mentioning main characters and true or false or to complete the sentences about the characters that measured students' ability to recognize the characters through out listening(Appendix B)

Summarizing the events :

This scope consisted of (10) items either to rearrange the sentences to have well organized story or to complete the missing word or words throughout listening in order to make sure of students' listening comprehension through out listening .

The stories used for the pre-test were selected from electronic site that belongs to British Council and the researcher designed the questions that are related to each sub-skill and the questions were refereed by group of supervisors . First students ,read the questions silently , then the teacher explained the unfamiliar words. They are shown the pictures of the whole story without sound , the teacher gave students the chance to examine the pictures and wrote their answers on their papers , students look and listen to the pictures twice and answer the questions of the story .

The students were made aware of the purpose of the test . The same test was carried out after (13) weeks . Results of the pre and post test wee recorded , statistically analyzed and compared . (Appendix B)

4- The pilot study :

To maintain the validity and reliability of the pre and post test , a pilot study was conducted ; two tests were applied on a random sample of (74) female students ; from Shohada Al- Magazee "B" Secondary School. The results were recorded and statistically analyzed to measure their validity and reliability .The items of the test were modified in the light of the statistic results. After investigation , one text was chosen as a valid and a reliable one . It was the test used as a tool to collect the data relevant to the study (Appendix A.1).

5- The validity of the test:

Mackey and Gass (2005:107) stated " Content validity refers to the representativeness of our measurement regarding the phenomenon about which we want information ". Al aAgha (1996: 104) states that valid test is the test that measures what it is designed to measure. The study used the referee validity and the internal consistency validity .

(A) The referee validity :

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in governmental schools . The items of the test were modified according to their recommendations.

(B) The internal consistency validity :

Al Agha (1996: 121) mentioned that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test . It also indicates the correlation of the average of each scope with the total average. This validity was calculated by using (Pearson Formula).

Table (7) shows the correlation coefficient of each scope with the whole test.

According to the following tables , it can be concluded that the test is highly consistent and valid as a tool for the study .

Table (7)

Correlation coefficient of the scopes with the test

Scope	Total	Prediction	Telling the main idea	Recognizing the characters	Summarizing
Total	1				
Predicting	0.823	1			
Telling the main idea	0.884	0.576	1		
Recognizing characters	0.956	0.728	0.812	1	
Summarizing	0.952	0.678	0.825	0.918	1

According to table (3) the coefficient correlation of each item within its scope is significant at levels (0.01) and (0.05).

6- Reliability of the test :

The test is reliable when it gives the same results if it is reapplied in the same conditions The reliability of the test was measured by Alpha Cronbach , the Spilt- half techniques and Kuder Richardson equation . Alpha Cronbach coefficient is (0.766) and the Spilt- half coefficient is (0.931), and by Kuder Richardson (0.710), that means the test is reliable.

The use of "concept mapping" in the study:

In this study, concept mapping was developed by the researcher from different sources, for example, Holy Quran, and the experience of the researcher in teaching English. The aim of using concept mapping is to teach English listening comprehension sub-skills for the experimental group.

The validity of the method :

To test the method's validity, the researcher submitted this method first design to a group of English Language supervisors and teachers. The researcher did the needed adjustment according to their recommendations.

The purpose of 9 weeks listening comprehension program :**Preparation stages:**

The basic aim of the program was to ease the listening comprehension sub-skills including prediction, recognizing the main idea, recognizing the main characters and summarizing the events. It engaged students in listening and to develop their abilities to understand English language by listening to it from native speakers. The program was implemented in three stages which are listed in the table (8).

Table (8) Stages of the program

Stages	Description of the stage	Duration
Preparation stage	1- Preparing the training material (stories). 2- Familiarizing the students with the strategy . 3-Preparation pre and post test . 4-Pilot study .	Weeks 4
Implementation stage	- Practicing the Listening comprehension training materials and activities .	Weeks 8
Evaluation stage	Evaluation stage .(post Test Scoring) Result of Statistical Analysis.	Week 1

Preparing the library:

The researcher did her best to select the material that is appropriate to students , age and level .Both students' interest and listening proficiency were taken into consideration . The purpose was to provide material that students could listen , understand, and comprehended . The researcher tended to achieve enjoyment and pleasure . She took the stories that were presented to students from the British Council Educational centre to teach adults . In this program new technology was used to present the story that was LCD , not only did students listen but also they could watch . As a result the atmosphere was so interesting , students escape from traditional method which is the cassette recorder; using new technology changed and affected the students' interaction .

Challenges :

Challenges in Preparing the library :

Collecting the listening material was not an easy task especially under the pressure of the researcher's hard working .

Time Challenges:

The great challenge that the researcher suffered a lot was the shortage of the time , since the school time is very limited and allocated for the formal learning .

Another main challenge is that the researcher worked at a school and carried out the program at another school , the researcher could overcome this problem with the help of the headmistress who was very helpful . The researcher did the training class once a week and the researcher got use of free classes of the students and arranged this issue with the headmistress and the teachers ; they were very helpful .

Another great challenge was cutting off the electricity under the hard circumstances that all Palestinians live due to the siege , the researcher managed to overcome this challenge by visiting the school for many times .

Implementation Stage:

Listening comprehension sub-skills training :

To listen and comprehend , students should involve in listening comprehension sub-skills . The researcher concentrated on the sub-skills , especially , prediction ,telling the main idea ,recognizing characters ,summarizing the events .To help students mastering these sub-skills ; the experimental group received systematic training on the listening comprehension sub-skills through out storytelling technique by practicing each sub-skill separately . Students first read the title of the story then the trainer asked them to read the question silently .Then the unknown vocabulary were

explained data , then students had to examine the pictures that were shown by the LCD , afterwards students should be able to answer the related question of the first sub-skill .In the next sub-skill , students read the related questions , then the story was presented again with sound , students look and listen then they should be able to answer the questions .The researcher did the same with other questions. The presented stories were enjoyable , pleasant ,attractive and suitable to students' level and schemata .

Teacher's role :

The team of the teachers who shared in the program consisted of central role in the training activities .Firstly, the researcher who explained each activity , students responded and answered the questions according to their comprehension . She monitored the students before, during , and after listening and examining the pictures . She advised students , gave directions and explained the unknown points . She encouraged the students through prompts without giving direct answers. Secondly , the other teacher controlled the technological equipments that were the computer and the LCD .

Explicit strategy instruction:

The teacher explained to participants when , how and why to use the skill.

Guided practice:

The teacher guided the students as they learn how and when to use the skill.

Application:

The teacher helped students to practise the sub-skill as much as possible while listening during the regular classes.

Students' role :

Predicting:

Students were trained to predict the events by examining the pictures and the title of the story by carrying out the following activities:

- 1- Students read the title of the story , the teacher explained the unfamiliar words if there was any .
- 2- They read the questions silently twice.
- 3- They examined the pictures .
- 4- After that , they answered the related questions in five minutes .

Telling the main idea:

Students read the questions that were already prepared by the researcher and were related to the learning skill, telling the main idea silently. The teacher specified to the students the questions that they were going to answer after listening .

Students listen and look at the pictures while listening twice and then answer the questions .

Recognizing characters:

Students read the questions that were already prepared by the researcher and were related to the learning skill , recognizing main characters , silently. The teacher specified to the students, the questions that they were going to answer after listening .

Students listen and look at the pictures while listening twice and then answer the questions, the purpose was to enhance the students' ability to identify characters .

Summarizing the events :

Students read the last question that was already designed by the researcher to develop the students' ability of summarizing the story , silently.

Students listen and look at the pictures for the last time and then they should answer the question of summarizing .The teacher gave the students five minutes to complete their answers.

Listening comprehension sub-skills ' the first stage of the program':

Listening comprehension skills were practiced by the experimental group , Before the beginning of the program the researcher gave the students brief idea about what they were going to do. The researcher familiarized the students with the website that contains such types of various stories that they may get benefit from it in listening. Additionally , the researcher provided the students with CDs that contained stories .

The second stage is divided into the following steps :

A- Pre-listening activities :

The first step in listening comprehension is titled with " Examine the title and pictures and answer the following questions" . The students read the questions silently , the researcher helped them and explained any unknown vocabulary to them . The researcher presented the pictures of the story by using LCD . Then students examined the pictures twice and in five minutes to students should answer the questions .At this stage , the first step in listening comprehension is titled with "Examine the title and the pictures and answer the following questions". Students read the questions silently and the teacher explained them, they listen twice ,and then they answer the questions in five minutes. Millrood (2001:113) defined the pre – listening stage as the preparation for listening; he considered this stage consisting of tasks including the teacher giving background information. At this stage, the students looked at something related to the listening task, such as, looking at pictures and eliciting from them. Additionally, the students may discuss the main idea by answering the predictions stage questions.

Underwood (1997:31-37) added that the students should get full understanding of how they will perform the listening task.

In the researcher's first stage, students may examine the title and the pictures, and as a result, they should answer the prediction's questions.

B- While listening activities :

While listening activities can be defined as what students do during listening to the text. The purpose of this stage is to help the learners to develop the sub-skill of eliciting the messages from the listening text. Underwood (1997: 49-69) suggested the activities that may be considered to belong to the while listening activities can be divided into two stages ; telling the main idea and detailed information about characters and other events as follows :

- listen to the text and decide which pictures represent the story.
- arrange the pictures in the correct order according to the listened script .
- listen to the text and complete the chart.
- listen to the text and tick off from the lists the items that have not been mentioned.
- listen to the text and mark the sentences that follow the text as true or false.
- listen to the text and complete the gaps in the text.
- the researcher designed such various types of questions to emphasize this stage, for example, tick true or false related to the heard text, match the two columns, complete the sentences and choose the correct answer.

C- Post listening activities :

Millrood (2001:113) states that this stage should be done after the listening process. He added that the post listening stage has three purposes ; these activities check listening comprehension. Also, the post – listening activities explained the reason why some students cannot comprehend the main idea of the listening material . A third purpose is to expand on the topic or on the language of the listening text.

(Underwood,1997:74-86) . The researcher prepared the questions of this stage as to arrange the questions to have a complete story or to supply the missing word or words, the researcher considered this stage as summarizing the events.

Teacher's Record:

As the researcher and the helping teachers were controlling the process , the researcher kept her own records about the students' progress and marks .

The Evaluation Stages:

A post test was carried out for the two groups (experimental and control one) . The results were collected and analyzed statically, and then were recorded .

Chapter' IV '

The results of the study

&

Data Analysis

Chapter IV

The results of the study & Data Analysis

Introduction:

This chapter puts forward the statistical analysis of the data collected through the study . The present study aims to investigate the effectiveness of using storytelling technique in enhancing 11th graders' listening comprehension in Middle Gaza Governorate.

The results listed below are answering the main question " How effective is the storytelling technique in enhancing listening comprehension in the 11th graders in the secondary female school in Gaza Governorate ?

To answer the major question , the researcher assigned two groups(experimental and control group) .Pre-post tests were the instruments used to collect data, and then listening comprehension program was implemented .

To answer the first question :

1- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of predicting the events among students who learn listening comprehension through training on storytelling technique (experimental group) and students who learn listening comprehension through training on the traditional method (control group)?

To answer this question the researcher used T.test independent sample .

Table (9) shows that:

Table (9)

T.test independent sample results of differences between experimental and control group for all of the sub domain and total degree of the domain

scope	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Predicting	experimental	37	8.676	0.884	12.732	0.000	sig. at
	control	37	5.892	0.994			0.01

“t” table value at (72) d f. at (0.05) sig. level equal 2.00

“t” table value at (72) d f. at (0.01) sig. level equal 2.66

Table (9) shows that there are statistically significant differences between control and experimental group in all sub domain and the total degree of each domain, towards the experimental group, that mean the storytelling technique is effective.

To calculate the size effect the researcher used Eta square " η^2 " by using the following equation (Afana, 2000, 42):

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Also the researcher calculated "d" value by using the following equation:

$$d = \frac{2t}{df}$$

Table (10)

The table references to determine the level of size effect (η^2) and (d)

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

The response to the main hypothesis was positive . This result conforms with the results of all the theories of using storytelling technique in all the previous studies took in consideration this paper . All suggested that storytelling technique is as influential language skills . This result precisely conforms with Verdugo & Belmonte (2007) in which the improvement scored by the experimental group is attributed to the new psychological environment established by storytelling technique . In that , suspense , sequential thinking , active imagination , action and visual aids accompany the storytelling listening class . Consequently , deeper thinking , guessing , predicting , trying to understand the role of characters , all are motivated by storytelling technique .

Table (11)

"t" value, eta square " η^2 " , and "d" for each domain and the total degree

Domain	t value	η^2	d	Effect volume
Predicting	12.732	0.84	4.50	Large

Table (11) shows that there is large size effect , for each sub domain and the total degree of each domain, that mean the storytelling technique has a large effect and improve the skills for the experimental group.

To answer the second question :

2- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of telling the main idea among students who learn listening comprehension through training on storytelling technique(experimental group) and students who learn listening comprehension through training on the traditional method (control group) ?

To answer this question the researcher used T.test independent sample .

Table (12) shows that:

Table (12)

T.test independent sample results of differences between experimental and control group for all of the sub domain and total degree of the domain

Scope	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Telling the main idea	experimental	37	8.378	1.089	11.436	0.000	sig. at 0.01
	control	37	5.622	0.982			

“t” table value at (72) d f. at (0.05) sig. level equal 2.00

“t” table value at (72) d f. at (0.01) sig. level equal 2.66

Table (12) shows that there are statically significant differences between the experimental and the control group in all sub domains and the total degree of each domain, towards the experimental group, that means that storytelling technique is effective. To calculate the size effect, the researcher used Eta square " η^2 " by using the following equation :

Table (13)

"t" value, eta square " η^2 ", and "d" for each domain and the total degree

Domain	T value	η^2	d	Effect volume
Telling the main idea	11.436	0.64	2.70	Large

Table (13) shows that there is a large size effect , for each sub domain and the total degree of each domain, that means the storytelling technique has a large effect and improve the skills for the experimental group. The result of testing the second hypothesis assures that storytelling technique has affected students' ability to get the main idea of texts they listened to . Phillips (2000) agreed with this emphasizing that stories are excellent sources of developing the main idea and a source of knowledge . This is attributed to the high level of attraction and consideration human beings apply while listening to a good story which helps them to pinpoint the main idea of the story.

To answer the third question :

3- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of recognizing characters among students who learn listening comprehension through training on storytelling technique(experimental group) and students who learn listening comprehension through training on the traditional method (control group) ?

To answer this question the researcher used T.test independent sample

Table (14) shows that:

Table (14)

T.test independent sample results of differences between experimental and control group for all of the sub domain and total degree of the domain

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Recognizing characters	experimental	37	8.784	0.630	19.648	0.000	sig. at
	control	37	5.486	0.804			0.01

"t" table value at (72) d f. at (0.05) sig. level equal 2.00

"t" table value at (72) d f. at (0.01) sig. level equal 2.66

Table (14) show that there are statistically significant differences between control and experimental group in all sub domain and the total degree of each domain, towards the experimental group, that mean the storytelling technique is effective.

To calculate the size effect, the researcher used Eta square " η^2 " by using the following equation :

Table (15)

"t" value, Eta square " η^2 ", and "d" for each domain and the total degree

Domain	t value	η^2	d	Effect volume
Recognizing characters	19.648	0.84	4.63	Large

Table (15) shows that there is an effect size large, for each sub domain and the total degree of each domain ; that means the storytelling technique has a large effect and improve the sub-skills for the experimental group. Statically , the result scored by the experimental group outperformed the scores of the control group . This conforms with Groce's study which pointed out that students adopted the characters' roles to retell the stories and to construct their own stories . To explain , storytelling technique assures

the role of listeners , especially , when it is conducted by experimental teller . An alert motivated listener can think deeply to get any type of information contextualized in a text . Characters in a story are one of the main components of a story without which a listener can not understand . So, a listener is urged to follow up the movement of the characters through out a story .

To answer the fourth question :

4- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of summarizing the events among students who learn listening comprehension through training on storytelling technique(experimental group) and students who learn listening comprehension through training on the traditional method (control group) ?

To answer this question the researcher used T.test independent sample .

Table (16) shows that:

Table (16)

T.test independent sample results of differences between experimental and control group for all of the sub domain and total degree of the domain

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Summarizing the events	experimental	37	9.027	1.384	14.387	0.000	sig. at
	control	37	5.378	0.681			0.01

“t” table value at (72) d f. at (0.05) sig. level equal 2.00

“t” table value at (72) d f. at (0.01) sig. level equal 2.66

Table (16) shows that there are statistically significant differences between control and experimental group in all sub domains and the total degree of each domain, towards the experimental group ; that mean storytelling technique is effective.

To calculate the size effect , the researcher used Eta square " η^2 " by using the following equation :

Table (17)

"t" value, eta square " η^2 " , and "d" for each domain and the total degree

Domain	t value	η^2	d	Effect volume
Summarizing the events	14.387	0.74	3.39	Large

Table (17) shows that there is an effect size large, for each sub domain and the total degree of each domain, that mean storytelling technique has a large effect and improve the skills for the experimental group. Additionally , the test of the fourth hypothesis . Additionally , the test of the fourth hypothesis got positive result and the size effect was large . It is a normal result as target students were able to pick out the main idea and to recognize characters as shown by the result of the previous hypothesis. Summarizing a text or a story means having general understanding of that material .That what happened with the experimental group , this agrees with Glazer and Bruker(1994:144) stated many positive effect of the storytelling technique and said that when students listen and comprehend they can easily recall and summarize the events . Moreover , Phillips (2000) agreed with this view and assured the positive role of storytelling technique .

To answer the major question :

4- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of the total degree of listening comprehension sub-skills among students who learn listening comprehension through training on storytelling technique(experimental group) and students who learn listening comprehension through training on the traditional method (control group) ?

To answer this question the researcher used T.test independent sample .

Table (18) shows that:

Table (18)

T.test independent sample results of differences between experimental and control group for all of the sub domain and total degree of the domain

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Total	experimental	37	34.865	2.800	21.224	0.000	sig. at 0.01
	control	37	22.378	2.228			

"t" table value at (72) d f. at (0.05) sig. level equal 2.00

"t" table value at (72) d f. at (0.01) sig. level equal 2.66

Table (18) shows that there are statistically significant differences between control and experimental group in all sub domains and the total degree of each domain, towards the experimental group ; that means the storytelling technique is effective.

To calculate the size effect , the researcher used Eta square " η^2 " by using the following equation :

Table (19)

"t" value, eta square " η^2 " , and "d" for each domain and the total degree

Domain	t value	η^2	d	Effect volume
Total	21.224	0.86	5.00	Large

Table (19) shows that there is large size effect , for each sub domain and the total degree of each domain, that means the storytelling technique has a large effect and improves the sub-skills for the experimental group.

Summary

Based on the previous statically results , one may emphasize the success of using this technique in the favor of the experimental group .

Chapter' V '

Summary , Findings,

Discussion , Conclusion ,

&

Recommendations

Chapter' V '

Introduction:

Finally , one may conclude that storytelling technique is an effective way that develops the students' ability in listening comprehension sub-skills .

This chapter presents the summary , findings , discussion , recommendations of this study .

Summary :

This study investigated whether the storytelling technique was effective in devolving listening comprehension sub-skills of the eleventh graders in Middle Gaza Governorate. The program was designed to maximize listening comprehension sub-skills through practicing storytelling activities . In the hypotheses of the study, the researcher suggested that storytelling technique would bring positive change in the target students' use of listening comprehension sub-skills: predicting , telling the main idea , recognizing main characters and summarizing the events ; these hypotheses were answered positively . To explain the students who received the independent variable ' storytelling technique ' recorded the high scores and significantly outperformed the scores of the control group that have no practice of the storytelling technique and practice the listening comprehension through the traditional method . These differences were scored on the levels of each of the four sub-skills : predicting, telling main idea , recognizing characters and summarizing the events ,and in the level total degree of the four sub-skills . This result highlights the influential role that storytelling technique program played in enhancing the target listening comprehension sub-skills .

The effectiveness of the program was also confirmed when the scores of the experimental group pre-test were compared with the scores of its post-test .

These results were compared with the results of the previous studies conducted by a massive number of researchers who highly evaluate the effectiveness of storytelling technique on enhancing listening comprehension sub-skills . There may be various reasons underlying these results . The high mean of the scores recorded by the experimental group is likely due to the influence of the suggested storytelling technique that proved to be a fertile teaching and learning environment that enhances both conscious learning and subconscious acquisition of language skills (Bader Al-Deen , 2009:97) . Conscious learning is represented in the explicit instruction of listening comprehension sub-skills . On the other hand, subconscious acquisition of listening comprehension sub-skills results from practicing the storytelling technique activities, providing the learners with comprehensible input.

Rare articles and papers entered in the ERIC database between 1988 and 2010 have discussed the benefits of storytelling in developing language abilities, appreciation of literature, critical thinking and comprehension, and understanding of community and self. In discussing how storytelling involves the control of language for narrative style. (Kortner , 1988:2) .

Actually, storytelling technique attracts students' attention and higher concentration , this technique provokes prediction and expectation of events . Consequently, those effects lead to deeper comprehension, enjoyment and happiness . Moreover , storytelling technique has great effects on either children or adults in the learning process . The researcher found limited previous studies related to storytelling technique enhancing listening sub-skill, but most researches discuss the effects of storytelling on general achievement and proved that it has a positive effect. Phillips (2000:6) emphasized that storytelling technique has a great effect of all the language aspects either ; speaking , listening , reading , and writing . One may

conclude that , in spite of the limited previous studies , the researcher found a great effect of this technique and the researcher wrote down the benefits of this technique in the conclusion .

The suggested program succeeded in proving that the storytelling technique is a crucial one in education fields , this is because the researcher used the new technology in presenting the stories , she used LCD that has a new teaching environment to the students , it was not only storytelling technique but was accompanied with technology support as the researcher used , so changing in the place and the atmosphere affect the achievement of the students . Another reason of that success was that the researcher designed suitable activities using the three stages of listening activities .

The researcher concluded the following findings:

- 1- There were statistically significant differences at ($\alpha \leq 0.05$) in the level of predicting the events among students who learn listening comprehension through training on storytelling technique(experimental group) and students who learn listening comprehension through training on the traditional method (control group) .
- 2- There were statistically significant differences at ($\alpha \leq 0.05$) in the level of telling the main idea among students who learn listening comprehension through training on storytelling technique (experimental group)and students who learn listening comprehension through training on the traditional method(control group) .
- 3 - There were statistically significant differences at ($\alpha \leq 0.05$) in the level of describing characters among students who learn listening comprehension through training on storytelling technique(experimental group) and students who learn listening comprehension through training on the traditional method (control group) .

4- There were statistically significant differences at ($\alpha \leq 0.05$) in the level of summarizing the events among students who learn listening comprehension through training on storytelling technique (experimental group) and students who learn listening comprehension through training on the traditional method (control group).

Discussion :

The results of this study conform with the results of previous theoretical and empirical studies which refers to storytelling as an invaluable technique in teaching learning process in general and in language acquisition and language skills development in particular. There is an overwhelming that children expand their vocabulary through regular story listening experience because of the broad range of words they encounter. Moreover it helps developing children's literacy, activates their imagination and critical thinking. The technique offers a great deal of auditory input through social narrative interaction that incorporates linguistic features. Storytelling allows the teacher to interpret or present the reading content by transforming the text into auditory and visual input with a great deal of nonverbal cues. This means that the teacher acts as a medium through which students get a gist and an interpreted or paraphrased texts. It is worth mentioning That storytelling helps low achiever students who cannot read or write to interact with the listened material which affects their attitude towards learning positively. New words, ideas and values are usually presented in the contextualized storytelling based on the multi-sensory approach. In that, they are introduced through flash cards, pictures, and the storyteller's body language. They are all connected to each other in the storyline. Thus, the contextualized storytelling seems to provide an encouraging framework for language skills development. Furthermore, storytelling is an art of

oral literature, which consists of literary elements and the convention of what we call story grammars such as setting, plots, actions and solutions. Through regular storytelling, children develop a story schema that has been proved to be a scaffolding mechanism for reading and listening comprehension and information retrieval (Jennings, 1991). Questions and retelling strategies, storytelling enhances literal, inferential and critical aspects of learning (Mallan, 1991).

Result of the first hypothesis:

1- There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of predicting the events among students who learn listening comprehension through training on storytelling technique (experimental group) and students who learn listening comprehension through training on the traditional method (control group). To test this hypothesis, mean and standard of deviation of the experimental and the control groups' results were computed. T-Test was used to measure the significance of differences. Moreover "d" and " η^2 " values were computed to estimate the effect size of the storytelling technique related to the experimental group.

Table (9) showed that "t" computed value is larger than "t" table value in prediction using storytelling technique. This meant that there were statistically significant differences of in the learners' level at predicting in favor of the experimental group. This result agreed with the result of almost all previous studies like Barzqe (2009) when she had feedback, she emphasized that children will be familiar to main elements when listening to stories and they will enhance their study skills in recognizing the elements of any text of knowledge. Phillips (2000) agreed and emphasized that stories are an excellent source of developing the main idea and a source of worldly knowledge

Result of the second hypothesis:

2- There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of telling the main idea among students who learn listening comprehension through training on storytelling technique (experimental group) and students who learn listening comprehension through training on the traditional method (control group).

(T-test) result shows that there were statistically significant differences in favor of the experimental group in identifying the main idea. According to "d" and " η^2 " values, it was observed that the effect size of the storytelling technique was medium on the experimental group. The experimental group was better at identifying the main idea when listening to comprehension. This result agrees with Kortner (1988) that storytelling tried to make sense out of things when recognizing theme in a story that have become cultural and often cross-cultural archetypes of historic and continuing importance.

Result of the third hypothesis:

3 - There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of describing the characters among students who learn listening comprehension sub-skills through training on storytelling technique (experimental group) and students who learn listening comprehension sub-skills through training on the traditional method

(control group).

(T-test) results show that there were statistically significant differences in favor of the experimental group in recognizing characters. According to "d" and " η^2 " values, it was observed that the size effect of the storytelling technique on the experimental group and showed positive affect on the experimental.

Table (14) shows that there were statistically significant differences between the two groups (experimental and control) in favor of the experimental . Kortner (1988) emphasized in his study that when recognizing main characters when storytelling that may make sense out of things , so characters and themes in the stories have become important culturally and often cross-culturally of historic and continuing importance .

Result of the fourth hypothesis:

4- There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of summarizing the events among students who learn listening comprehension through training on storytelling technique(experimental group) and students who learn listening comprehension through training on the traditional method (control group) . (T –test) results show that there were statistically significant differences of in favor of the experimental group in summarizing the events . According to "d" and " η^2 " values , it was observed that the size effect of the storytelling technique on the experimental group in summarizing the events.

Table (16) shows that there were statistically significant differences in the students' level in summarizing the events of a story between the two groups in favor of the experimental group , it means that the storytelling technique has a positive effect on the experimental group. This is agreed with the Barzqe (2009) , she ensured that when stories are returned and summarized , it will be more understandable and enjoyable , and she explained that retelling stories with a purpose allows new language to be learned . Glazer & Burke (1994: 144) stated many positive effect of the storytelling technique and said that when students listen and comprehend they can easily recall and summarize the events . Additionally , in Kortner (1988) study , he emphasized that when storytelling takes a place , summarizing and retelling is a basic narrative

form , so he considered that summarization is one important skill when listening to stories .

Conclusions

Storytelling is an approach that worth pursuing in teaching English as foreign language classes in the Palestinian context. Learners' ability to get the gist ,to recognize characters and to summarize what they listened to through the storytelling technique was high. Class environment changed from a dry boring one to a warm environment full of students concentration, participation and production. The development that the target learners achieved is a motivator for teachers to incorporate storytelling in their lesson plan and to utilize the benefits of storytelling in their classrooms. The researcher of this study tried to explain that storytelling has unlimited benefits, and to explore to either educational specialists or teachers to take care and try to use this technique and its effects of such a stage even , children at any stage through acquiring the language , new vocabulary , idioms , grammar , sentence structure , value and beliefs reached the following points and the findings related to storytelling technique :

- It had the superiority over the traditional method in teaching listening comprehension .
- It provided the learners with a better learning environment which reflected on their scores.
- It was very effective in motivating the learners towards participation and interaction .
- It provided the learners with enjoyment and pleasure that affect their achievement positively .
- It is an excellent teaching technique because it evokes students' interest, help students create vivid mental images and stories activate the thinking process.

- It connects events and concepts that help students better understand and later recall information.
- Opening a lesson with a story may put the students at ease and allow them to understand something concrete before going on to the related abstract concept.
- Depending on the age of the students, storytelling can be used in almost any subject area such as , English and history .
- Traditional storytelling has been used to share traditions and entertainment in different generations .
- Students can get involved and can even participate in class stories.
- Storytelling is an excellent means of introducing children to the wonderful world of books while building positive attitudes for reading. The exposure to oral language patterns helps developing children's listening sub-skills .
- Storytelling allows the child to create images in his or her imagination, it evokes the students' imagination , listening to story encourages students to use their imaginations that empowers students to consider new ideas. As a result it builds self-confidence and personal motivation .
- Storytelling can change the difficult ideas into easy ones and make the abstract language , teachable one.
- Storytelling provides the context in which knowledge arises, hence it becomes the normal vehicle for accurate knowledge transfer.
- Digital storytelling has many benefits, many of which the students experienced while completing their digital stories. They encourages collaborative learning-students , develops problem solving, allows students to learn and present in their

individual learning style , it is a practical and meaningful way to learn new technology .

- The learners' vocabulary is expanded as new words throughout the story.
- Storytelling is a unique way for students to develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands and religions.
- listening to stories improves listening sub-skills and many language skills, such as vocabulary, comprehension, sequencing and story recall.
- The greatest benefit of storytelling is conveying values .
- Storytelling is a tool of gaining verbal skills .
- Storytelling teaches wisdom , or how people behave in a gentle way to guide young people .
- By storytelling the students may share experience of others in different times .

Here are some considerations that the teacher may take it in account when choosing and implementing any story :

- 1-Choose the best stories for the classroom and objectives.
- 2- Select stories that are a good match for the storytelling skills or for the multimedia techniques teacher may use.
- 3- Choose stories that have an interactive element to engage and hold student interest.
- 4- Set the scene rather than diving right into the story. Time, place, and background are important to a story's success.

- 5- Bringing the characters to life, characterization is very important.
- 6- Be aware of the students who are the audience, engage the audience in the story and keep them in view so that teacher can gauge their comprehension and enjoyment of the audience.
- 7- Pick up on cues from them to check for understanding and interest.
- 8- Practice the story before telling it to the class , if the teacher is using a multimedia presentation or digital storytelling, become very familiar with the equipment and program, so that problems do not waste time from the lesson.

Recommendations

The researcher of this current study offers such recommendations :

Curriculum designers and design makers are recommended

- To provide the Palestinian syllabus with different stories that enhances many skills of English language .
- To increase the English language achievement that helps teachers and learners to practice more activities in concentrations.
- To provide schools with CDs cassettes include different stories , additionally , many series of stories and enable the learners to borrow them that may increase their ability to listen to more stories .

Supervisors are recommended :

- To rework the Palestinian curricula and increase the listening material to include the art of storytelling .
- To prepare and distribute instructional materials that increase teachers' awareness of storytelling technique significance and the necessity of using this strategy in teaching English .

- To consider the storytelling technique and to use it in teaching different skills .
- To conduct training courses that help teachers enhancing their abilities in implementation in classes .

English language teachers are recommended

- To move from the traditional method in teaching listening into new modern techniques , such as , storytelling technique that creates a new learning environment .

Recommendations for further studies :

- The Palestinian Ministry of Education should conduct further researches to investigate the effectiveness of similar programs at different levels of education in Palestine.
- Further studies should be conducted to examine the Palestinian teachers' perception of utilizing language learning skills and storytelling technique in teaching English language .
- Further studies should be conducted to investigate the strategies and techniques employed by teachers in Gaza schools.

References

- Quran Kriam ;
- Suritte Al-Araaf verse (176)
- Suritte Hood verse (100, 120)
- Suritt Luqman verse (13-19)
- Suritte Yussif verse (42-49, 111 , 54)

- Ajideh , P. (2003). *Schema language acquisition research and English education – focus on fluency* .Paper presented at KELES 2001:The 5th annual meeting of the Kansai English language Educational Society . Kobe University , Kobe , Japan .

- Al Agha , I (1996) *Educational Research Components , methodology and tools* . Gaza . The Islamic University .

- Alparaque, I .(1988) "*Child and storytelling,*" Penguin . London .

- Afana ,I (2000)*Effective Size and Its Uses in Investigating Validity of Educational and Psychology research Results* .Journal of educational researches and studies :Gaza .Miqdad press Vol 3.
- Anderson.A.&Lynch.T(1988)*Listening* .Oxford University Press.
- Anderson.A.&Lynch.T.(1995)*listening* .Oxford University Press
- Anderson, J. R.(1995) *Cognitive psychology and its implications* (4th ed.). New York: Freeman.
- Anderson , J. R. (1983) *The architecture of cognition* . Cambridge , MA :Harvard University Press.
- ArmstrongBy. L.(2010) *Dragons: The Importance of Story and Culture*, Hubpages Inc
Available in :
http://hubpages.com/hub/The_Importance_of_Story_and_Culture

- Alsofi,A(2008)*The Difficulties of Teaching English Novel for the Eleventh Grade from the Teachers' Perspective in Gaza*, Islamic University , Gaza.

- Bader El-Deen .Z (2009) *The Effectiveness of Assisted Reading on Developing Reading Comprehension Strategies for Ninth Graders in Gaza Governorate*, Islamic University , Gaza .
- Baker.R and Greene.M(1985), *Storytelling: Art and Technique*, Longman .London .
- Barzaq .M.(2009)*Integrating Sequential Thinking Thought Teaching Stories in the Curriculum* .Action Research.AI –Qattan Center for Educational Research and Development QCERD . Gaza.
- Bausch, W.(1994)*Storytelling and Faith* :Prentice Hall.
- Brod, S. (1996). *Teaching listening in the workplace English language training Program at the Spring Institute* . Unpublished manuscript
- Brown, H.D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Brown, G., & Yule, G. (1983). *Teaching the spoken language*. Cambridge: Cambridge University Press.
- Brown, H. (1995) *Principles of Language Learning and Teaching*. 3rd edition. Englewood Cliffs, N.J.: Princeton Hall Regents.
- Burkart.G.S(1998) *Modules for the Professional Preparation of Teaching Assistants in Foreign Languages*: Center for Applied Linguistics.
- Byrne , D (1986) *Teaching oral English* , Longman , Malaysia.
- Barry.M(1998) *Effective Storytelling: A manual for beginners*-
Available in:
<http://www.eldrbarry.net/roos/eest.htm>
- Boje, B. (1991)"*Learning Storytelling: Storytelling to Learn Management Skills*"
Journal of Management Education, 15, 3, p.279-294.
Available in :
<http://jme.sagepub.com/cgi/content/abstract/15/3/279>
- Britsch,S.(1992)*The Development of Story within the Culture of Preschool*. Berkley , USA:University of California.
- Burner, J.(1986)*Actual Minds, Possible Worlds*. Cmbridge , Massachusetts:Harvard University Press.
- Cantoni, G. (1999)"*Using TPR-Storytelling to Develop Fluency and Literacy in Native American Languages*". ERIC: ED428927.

- Clark, H.H& Clark, E.V. (1977) *Psychology and language: An introduction to psycholinguistics*. New York: Harcourt Brace Jovanovich Inc.

- Coakley, C. G., & Wolvin, A. D. (1986). *Listening in the native language*. In B.H. Wing (Ed.), *Listening, reading, and writing: analysis and application*. Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages

- Cooper, P.J. Collins, R. & Saxby, M. (1992) *The Power of Story*. elbourne: MacMillan.

- Doff, A. (1995) *Teach English :A training course for teachers*. Cambridge University Press. Cambridge.

- Dombey, H. (1995) *Interaction at story time in the nursery classroom*. European Conference on the Quality of Early Childhood .

Available in :

www.etd.lib.stut.edu.tw/ETD-db/ETD-search/getfile?URN=etd...959...

Commeyras, M. and Hu, R. (2008) "A Case Study: Emergent Biliteracy in English and Chinese of a 5-Year-Old Chinese Child with Wordless Picture Books" *Reading Psychology*, p. 1 – 30. viewed 24.

Available in :

<http://www.informaworld.com/smpp/title~content=t713775282~db=all~tab=issueslist~branches=29 - v2929>.

<http://www.informaworld.com/smpp/content~content=a790545889~db=all>

- Dunkel, P. (1986). *Developing listening fluency in L2: Theoretical principles and pedagogical considerations*. *The Modern Language Journal*, 70(2), 99-106.

- Dunkel, P. (1991). *Listening in the native and second/foreign language: Toward an integration of research and practice*. *TESOL Quarterly*, 25(3), 431- 457.

- Duzer, C.V. (1997) *Improving ESL Learners' Listening Skills: At the Workplace and Beyond*, Center for Applied Linguistics, Project in Adult Immigrant Education (PAIE), Washington, Department of Education (ED), Office of Educational Research and Improvement,

Available in :

http://www.cal.org/caela/esl_resources/digests/LISTENQA.html

- Egan, K. (1995) *Narrative and learning :A voyage of implications* :Teachers College Press.

- Ellis, R.(1985) *Understanding Second Language Acquisition*. Oxford: Oxford , University Press.

- Fang. X.(2008) *Listening comprehension in EFL teaching*, (College of Foreign Languages, Qingdao University of Science and Technology, Qingdao 266061, China), Jan. 2008, Volume 6, No.1 (Serial No.52) US-China Foreign Language, ISSN1539-8080, USA

Available in :

www.linguist.org.cn/doc/uc200801/uc20080105.pdf

- Fischer, R., & Farris, M. (1995). *The instructional basis of Libra*. The IALL Journal of Language Learning Technologies, 28, 15-46

- Garcon ,J. (2001)*Novels and Films in the Elementary School Foreign Language Class* . The English Teacher VOL.VI,No.3

- Ghosn , I.(1998) *Four Good Reason to Use Literature in the Primary School*.

ERIC No: ED449667.Retrieved Dec. 23,2005

Available in : <http://www.eric.ed.gov/>

- Glazer.S.M & Burke, E.M. (1994) *An Integrated Approach To Early Literacy* . Boston:Allyn&Bacon .

- Groce.R.D.(2004) *An Experiential Study of Elementary Teachers with the Storytelling Process: Interdisciplinary Benefits Associated with Teacher Training and Classroom Integration*: Reading Improvement, Journal article Vol. 41

Available in : <http://www.questia.com/googleScholar.qst?docId=5006613946>

- Harmer.J. (2004)*How to Teach English :An introduction to the practice of English Language Teaching* , Longman .Malaysia.

- Hentihu , I.K (2010) *Listening comprehension*. The Teaching of Listening at Faculty of Letter State University of Malang Thesis Proposal .

Available in :

<http://www.slideshare.net/ikafarihah/listening-comprehension>

- Jennings, C. (1991). *Children as story-tellers: developing language skills in the classroom*. Melbourne: Oxford University Press Australia.

- Keatley.C. & Kennedy ,D (2004) *Teaching Listening :Strategies for Developing Listening Skills*. The National Capital Language Resource Center(NCLRC), Washington,

Available in :

<http://www.Slideshare.net>

- Keshta, .S(2000)*Alternative Approaches for Teaching English Literature to Undergraduate Students in Gaza Strip* . Houston , Texas: University of Houston .

- King, N. (2007)"Developing Imagination, Creativity, and Literacy through Collaborative Storymaking: A Way of Knowing". *Harvard Educational Reviewed* 77, 2, p.204-227. EBSCO host database Academic Search Premier.

- Kissner, E .(2006) *Summrizing , Parapahrasing and Retelling:Skills for Better Reading, Writing , and Test Taking*. Heinemann .

-Koehnecke .D.S (2000) *Increasing Literacy through Storytelling* . *Reading Improvement Journal* .Volume 37 .Issue :4 Publication Year :2000 Page number Copyright 2000 Project Innovation (Alabama).

Available in :

<http://www.argy11-bute.gov.uk/content/commlife/arts/creativeroutesstorylit/>

- Kortner ,A.N.(1988) *Storytelling: Its Wide-Ranging Impact in the Classroom*. ERIC Digest Number 9. IDEN: Story , ED299574 , ERIC Clearinghouse on Reading and Communication Skills Bloomington.

Available in : www.eric.ed.gov

- Krashen (1982).*Principles and Practice in Second Language Acquisition* .New York: Prentice Hall.

- Lin,L.F. (2010) *The Impact of the Retelling Technique on Chinese Students' English Reading Comprehension* .National Taiwan Ocean University Taiwan *Australian Journal of Early Childhood Australian Inc*,vol.25& 12, Issue 2 no.3, p.1-5.

-Lingzhu.J,(2003)*Listening Activities for Effective Top-down Processing* , Taiyuan Normal University (China) *The Internet TESL Journal*, Vol. IX, No. 11, November 2003.

Available in :

<http://iteslj.org/Techniques/Lingzhu-Listening.html>

- Littlewoods ,W.(1995)*Foreign and Second Language*. Cambridge University Press.

Lordly, D. (2007) "*Once upon a time: Storytelling to Enhance Teaching and Learning*". Canadian Journal of Dietetic Practice and Research. 68,1, 30-35.
viewed 23 April 2008

Available in :

<http://dcjournal.metapress.com/content/7w871r17241665j6/>

- Lund, R.J. (1990). *A taxonomy for teaching second language listening*. Foreign Language Annals, 23, 105-115.

Available in :

<http://iteslj.org/Techniques/Lingzhu-Listening.html>

- Mackey, A and Gass S. (2005). *Second Language Research :Methodology and Design*. London .Lawrence Erlbaum Associates, publishers . Mahwah, New Jersey

- MacLean,K. (1996). "Supporting the Literacy of Bilingual Learners: Storytelling and

Book Making". Multicultural Teaching, 14,2, p26-29. ERIC: EJ528833

- Mallan, K. (1991)*Children as storytellers*. Newtown, Sydney: PETA.

- Maynard .B. (2005) *The Importance of Story*.

Available in :

<http://subversiveinfluence.com/2005/01/the-importance-of-story/>

- Mendelsohn, D.J. (1994). *Learning to listen: A strategy-based approach for the second-language learner*. San Diego: Dominic Press.

- Mendelsohn, D.J.& Rubin J. (2004) *A guide for the teaching of second language listening*. San Diego: Dominic Press.

- Millrood(2001) *Teaching to Listen* .Modular Course in ELT Methodology.

- Morley, J. (1991). *Listening comprehension in second/foreign language instruction*. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language (2nd ed.)* (pp. 81-106). Boston: Heinle and Heinle.

- Morley, J. (2001) *Aural Comprehension Instruction: Principles and Practices*. In Marianne Celce-Murcia (editor), *Teaching English as a Second or Foreign Language*. U.S.A: Heinle and Heinle.

- Newfiels .T. (2001) *Teaching Summarizing Skills: Some Practical Hints*, ELJ

Available in : <http://www.tnewfields.info/Articles/sum.htm>

- Nunan .D. (1991)*Language Teaching Methodology* :A text for teachers , Prentice Hall International . Britain.
- Nunan .D. (1995)*Language Teaching Methodology* :A text for teachers , Phoenix ELT Macmillan . Britain.
- Nunan, D., & Miller, L. (Eds.). (1995) *New Ways in Teaching Listening*. Alexandria, VA: Teachers of English to Speakers of Other Languages. (ERIC Document Reproduction Service No. ED 388 054).

-O'MALLEY.J.M , CHAMOT.A.U, and KÜPPER,L (2009) *Listening Comprehension Strategies in Second Language Acquisition Georgetown University* , InterAmerica Research Associates , Interstate Research Associates Online ISSN 1477-450X - Print ISSN 0142-6001, Oxford University Press.

Available in : <http://appliedjournals.oxfordjournals.org/cgi/content/abstract/10/4/418>

- O'Malley, J. M., Chamot, A. U., , R., & Kupper, L. (1985). *Learning strategy applications with students of English as a second language*.TESOL Quarterly, 19,285-296.
- O'MALLEY.J.M , CHAMOT.A.U & KÜPPER.L(1989) *Listening Comprehension :Strategies in Second Language Acquisition* Georgetown University, InterAmerica Research Associates , Interstate Research Associates .

Available in : <http://appliedjournals.oxfordjournals.org/cgi/content/abstract/10/4/418>

- Paterson, P.W. (2001) *Skills and Strategies for Proficient Listening*. In Marianne Celce-Murcia (editor), *Teaching English as a Second or Foreign Language*. U.S.A: Heinle and Heinle.
- Peterson, P.W. (1991). *A synthesis of methods for interactive listening*. In M. Celce-Murcia (Ed.),*Teaching English as a second/foreign language* (2nd ed.) (pp.106-122). Boston: Heinle and Heinle.
- Phillips , L. (2000)*Storytelling :The seeds of children's creativity* , *Early Childhood Australia*Inc:Australia Journal of Early Childhood , Vol.25, no.3,p.1-5.
- Pollicino,E.(2008) *Storytelling is a "State-of-the-Heart"* American Educational Research Journal. 40 (3), 619-654

- Porter, B. (2007) "*DIGITALES- The Art of Telling Digital Stories*" University of Virginia.
Available in : <http://www.digitales.us/>
<http://langwitches.org/blog/2008/04/25/digital-storytelling-part-ii/>
- Postovsky, V.A. (1974) *Effects of Delay in Oral Practice at the Beginning of Second Language Learning*. Modern Language Journal Vol.58 No.5-6.
- Poveda, D.I. and Cuevas, I. (2008) "*Literacy voices in interaction in urban Storytelling events for children*". Linguistics & Education. 19, 1, p37-55.
EBSCO host database Academic Search Premier, item: ISSN 0966-9760
- Raines, S & Isbell, R. (1994) *Stories: Children's literature in Early Education*. New York : Delmar Publishers.
- Richards, J. (1983) *Listening comprehension: Approach, design, procedure*. TESOL Quarterly, 17(2), 219-240.
- Richards, J. (1987) *Listen for it :A Task Based Listening Course*. Oxford University Press . Inc. Hong Kong .
- Richards, J.C. (1987) *Methodology in Tesol :A book of Reading*, Newbury House Publishers, New York .
- Riley, J. and Burrell, A. (2007) *Assessing children's oral storytelling in their first Year of school*. International Journal of Early Years Education. Volume 15 N. 2, p181-196. EBSCO host database Academic Search Premier, Routledge, part of the Taylor & Francis Group
- Rivers, W.M. (1981). *Teaching foreign language skills (2nd ed.)*. Chicago: University of Chicago Press.
- Rivers, W.M. (1983A) *Communicating Naturally in a Second Language*. London: Cambridge University Press.
- Rivers, W.M. (1983B) *Speaking in Many Tongues*. 3rd edition. London: Cambridge University Press.
- Richards, J. (1983) *Listening comprehension: Approach, design, procedure*. TESOL Quarterly, 17(2), 219-240.
- Rixon, Sh. (1986) *Developing Listening Skills*. Modern English Publications.

- Roell , Kelly (2009) *Reading for the Main Idea: How to Find the Main Idea in a Reading Passage*, London.

Available in:

<http://www.slideshare.net/angelamaiers/finding-the-main-idea>

http://testprep.about.com/od/tipsfortesting/a/Main_Idea.htm

- Rost, M. (1991). *Listening in action: Activities for developing listening in language teaching*. New York: Prentice Hall.
- Rost , M. (1990) *Listening in language learning* , Longman .
- Rost,M.(1994) *Introducing Listening* :Penguin English.
- Rost,M.(1993) *Listening in Language Learning* .Longman :New York .
- Rubin ,J (1994). *A review of second language listening comprehension research*.
Modern Language Journal, 78, 199-221.
- Rubin, J. (1995). *The contribution of video to the development of competence in listening*. In D. Mendelsohn & J. Rubin (Eds.), *A guide for the teaching of second language listening* .San Diego: Dominie Press.
- Rule .L. (2008) *What is digital storytelling ?* Center for Digital Storytelling.

Available in :

<http://langwitches.org/blog/2008/04/25/digital-storytelling-part-ii/>

- Rumelhart , D. (1980). *Schemata :the building blocks of cognition* . In R.J.Spiro, B.C.Bruce &W.F.Brewer(eds.)*Theoretical issues in reading comprehension* . Hillsdale , NJ:Lawrence Erlbaum Associates .
- Sage ,R.(2003) *Lend Us Your Ears: Listen &Learn* :Network Educational Press Ltd . Stafford.
- Schmitt, N.(2002). *An introduction to applied linguistics*. . London: Arnold.
- Shannon, P. (1995) *Text, lies, and videotape: Stories about life, literacy, and learning*. Portsmouth, NH: Heinemann.

- Shelly .J. (2010) *Read it again please!* The importance of story time.

Available in :

<http://www.awakeparent.com/Shelly/importance-of-story-time/>

- Tarone, E. (1983) *On the Variable of Interlanguage System* . Applied Linguistics Vol.4. No.2.

- Thompson, I., & Rubin, J. (1996) *Can strategy instruction improve listening comprehension?* Fore Underwood, M. (1989). *Teaching listening*. New York: Longman Language Annals, 29 (3), 331-342.

- Tsou,W.(2002). "*Storytelling as English Language Learning in the Primary School*" Humanities & Social Sciences. 48, 1.

Available in :

<http://www.ntnu.edu.tw/acad/epub/j48/hs481-4.htm>

-Tsou, W., Wang, W, and Tzeng, , Y. (2004). "*Applying a multimedia storytelling website in foreign language learning*". Computers and Education. 47, 1, pp. 17-28 , Elsevier Science database.

- Underwood .M.(1997) *Teaching Listening*. Longman. . London .

- Underwood ,M. (1989) *Teaching Listening* , Longman . London .

- Ur.P. (1998)*Teaching Listening Comprehension* .Cambridge University Press.

- Valenzuela.J.S.D (1999) *Food for Thought : The Importance of Story*.

Available in :

<http://www.unm.edu/~devalenz/handouts/story.html>

Verdugo ,D.R.& Belmonte,A. (2007) *Using Digital Stories to Improve Listening Comprehension with Spanish Young Learners of English* language learning &Technology Vol.11, No.1, February 2007, pp. 87-101

- Wolvin, A., & Coakley, C. (1991) *A survey of the status of listening training in some Fortune 500 Corporations*. Communication Education, 40, 152-164.

-Yiching , C. (2005) *Barriers to Acquiring Listening Strategies for EFL Learners and Their Pedagogical Implications*, Department of Applied Foreign Languages , Takming College in Taiwan , TESL –EJ . ISSN :1072-4303 , Vol. 8. No. 4

Appendices

Appendix

(A)

Tools of the study [Achievement Test]

A.1.Pilot Test

A.2.Pre/Post Test

A.1. Pilot Test

The lantern story

The tape script

Once upon the time there was a young prince who lived alone with his father the Caliph , after his mother died . The Caliph married again but his new wife was often unkind to the prince .The Caliph didn't care much and this made the young prince very unhappy .On the 15th day of the month of Sha'aban , the son said to his pet pigeon , " let's not stay here any more ".Let's run away because nobody here cares about us ". So they both ran away into the jungle . After along time , they came to a grand palace which belonged to a lonely ghoul . "This is the awful ghoul's palace " said the prince " but we are very hungry and cold and he might be asleep .

Let's sneak in and rest till the morning ". But the ghoul wasn't asleep .He was watching them .The prince found a bed and fell asleep . when he woke up he was surrounded by golden prison bars: he was in a jail . The ghoul said "I know all about your evil step-mother." Your father doesn't love you . I'm lonely so I 'll keep you here as my pet " The little prince pleaded with the ghoul to set him free . Finally , the ghoul growled " I ' ll send your pigeon home. If the caliph misses you , he 'll follow the pigeon back here and save you .if not , you'll spend the rest of your life here " The pigeon raced to the Caliph's palace . Since his son had run away , the caliph cried and prayed every night that he would see him before the holy month of Ramadan .On the last night of Sha'aban , he felt that his son was close .He opened the window , and found the pigeon sitting on the ledge . He knew that he had to follow the pigeon , but it was really dark .A princess , the Caliph's sister , suggested that everyone in the palace hold a candle and light the way for the grieving father .In minutes, the news spread . Every man , women and child held a candle and followed the Caliph .

On their way , the children sang songs to celebrate the beginning of the holy month of Ramadan . The prince heard the songs and saw the light from his prison window . he knew it was his father . The ghoul was touched by the whole scene . he whispered "I was mistaken " your father deserves a second chance " Go back home " .

The young prince was reunited with his father . They returned to the caliph palace and fasted together on the first day of Ramadan . To reward his loyal subjects , the caliph gave them golden lantern to put outside their houses. Then he ordered his ministers to light the streets and mosques with colorful lamps . Since that day , children have bought lanterns to mark the beginning of the holy month of Ramadan .

Firstly : pre-listening exercises , predicting the events :

1- Examine the title and the pictures then put true or false

- People in this story seem to be Arabs. ()-
- The man has three sons. ()
- There is a pet pigeon in the story. ()
- All the events were before Ramadan .()
- There are two palaces; the first one is grand and ugly and the second is beautiful one . ()
- The ghoul put the prince in a jail. ()
- The prince liked the ghoul palace a lot. ()
- The caliph was very sad to miss his son. ()

2-Examine the pictures of the story and complete the following sentences :

- 1- The pigeon return to the caliph to
- 2-The caliph cried and prayed to
- 3-A princess suggested thathold a candle to lighten the way to the caliph .

4- The caliph followed theto find his son .

Secondly :while listening exercises: telling the main idea and recognizing characters:

Listen to the story and answer the following questions :

1- What is the story about ?

.....

2- Who are the main characters in the story ?

.....

Listen to the story and match the sentences in column a with its suitable complement in column b :

1- The evil step-mother	- ()was unkind .
2- Careless to such people	-()evoke them to escape.
3- Even bad people	- ()keep the prince as his pet.
4- The ghoul would like to	- ()that is to send the prince's pigeon to the caliph palace and if the caliph followed it , he will let him leave .
5- The ghoul said one condition to let the prince leave	- ()may be touched by such a situation .
6- The events was happening	- ()before the holy month of Ramadan .
7- Using lanterns is happening as a habit	- ()every Ramadan .

Listen to story again and put true or false :

1- The caliph was a careless father. ()

2 - He has got a prince and a princess. ()

3 - The prince loved his step-mother. ()

4- People loved the ghoul .()

5- People helped the caliph searching his lonely son. ()

Listen to the story again and choose the correct answer :

1 - He missed his son so he was sad , cried a lot ,and prayed a lot to Allah to have his son back , he is :

a – the prince .

b - the caliph .

c – the ghoul .

d – the princess .

2 – He was ugly , bad , awful , but finally he was touched by the case

a – the prince .

b - the caliph .

c – the ghoul .

d – the princess .

Thirdly: post listening exercises , summarizing the events:

Listen to the story again and rearrange the sentences to have a summarized story :

- () The prince and his pet pigeon came to the ghoul's ugly palace .
- () His father married again and his step-mother was unkind to the prince .
- () So, the prince run away into the jungle .
- () Once upon a time , there was a young prince live with his father .
- () Because the prince and his pet pigeon were hungry and cold , they fell asleep .
- () The ghoul put the prince and his pet pigeon in a jail .
- () After pleading , the ghoul sent the pigeon to the caliph's palace .
- () The caliph follow the pigeon and asked everyone to hold a candle .
- () Then the prince reunited again to his father .
- () Since that story , children used lanterns to celebrate the beginning of Ramadan .

A.2. Pre/Post Test

The lantern story

The tape script

Once upon the time there was a young prince who lived alone with his father the Caliph , after his mother died . The Caliph married again but his new wife was often unkind to the prince .The Caliph didn't care much and this made the young prince very unhappy .On the 15th day of the month of Sha'aban , the son said to his pet pigeon , " let's not stay here any more ".Let's run away because nobody here cares about us ". So they both ran away into the jungle . After along time , they came to a grand palace which belonged to a lonely ghoul . "This is the awful ghoul's palace " said the prince " but we are very hungry and cold and he might be asleep . Let's sneak in and rest till the morning ". But the ghoul wasn't asleep .He was watching them .The prince found a bed and fell asleep . when he woke up he was surrounded by golden prison bars: he was in a jail . The ghoul said "I know all about your evil step-mother." Your father doesn't love you . I'm lonely so I 'll keep you here as my pet " The little prince pleaded with the ghoul to set him free . Finally , the ghoul growled " I ' ll send your pigeon home. If the caliph misses you , he 'll follow the pigeon back here and save you .if not , you'll spend the rest of your life here " The pigeon raced to the Caliph's palace . Since his son had run away , the caliph cried and prayed every night that he would see him before the holy month of Ramadan .On the last night of Sha'aban , he felt that his son was close .He opened the window , and found the pigeon sitting on the ledge . He knew that he had to follow the pigeon , but it was really dark .A princess , the Caliph's sister , suggested that everyone in the palace hold a candle and light the way for the grieving father .In minutes, the news spread . Every man , women and child held a candle and followed the Caliph .

On their way , the children sang songs to celebrate the beginning of the holy month of Ramadan . The prince heard the songs and saw the light from his prison window . he knew it was his father . The ghoul was touched by the whole scene . he whispered "I was mistaken " your father deserves a second chance " Go back home " .

The young prince was reunited with his father . They returned to the caliph palace and fasted together on the first day of Ramadan . To reward his loyal subjects , the caliph gave them golden lantern to put outside their houses. Then he ordered his ministers to light the streets and mosques with colorful lamps . Since that day , children have bought lanterns to mark the beginning of the holy month of Ramadan .

Firstly :pre- listening exercises ,predicting the events:

1- Examine the title and the pictures then put true or false

- People in this story seem to be Arabs. ()-
- The man has three sons. ()
- There is a pet pigeon in the story. ()
- All the events were before Ramadan. ()
- There are two palaces ; the first one is grand and ugly and the second is beautiful one. ()
- The ghoul put the prince in a jail .()
- The prince liked the ghoul palace a lot. ()
- The caliph was very sad to miss his son ()

2-Examine the pictures of the story and complete the following sentences :

- 1- The pigeon return to the caliph to
- 2-The caliph cried and prayed to
- 3-A princess suggested thathold a candle to lighten the way to the caliph .

4- The caliph followed theto find his son .

Secondly, while listening exercises: telling the main idea and recognizing characters :

Listen to the story and answer the following questions :

1- What is the story about ?

.....•

2- Who are the main characters in the story ?

.....

Listen to the story and match the sentences in column a with its suitable complement in column b :

1- The evil step-mother	- ()was unkind .
2- Careless to such people	-()evoke them to escape.
3- Even bad people	- ()keep the prince as his pet.
4- The ghoul would like to	- ()that is to send the prince's pigeon to the caliph palace and if the caliph followed it , he will let him leave .
5- The ghoul said one condition to let the prince leave	- ()may be touched by such a situation .
6- The events was happening	- ()before the holy month of Ramadan .
7- Using lanterns is happening as a habit	- ()every Ramadan .

Listen to story again and put true or false :

1- The caliph was a careless father. ()

2 - He has got a prince and a princess. ()

3 - The prince loved his step-mother. ()

4- People loved the ghoul. ()

5- People helped the caliph searching his lonely son. ()

Listen to the story again and choose the correct answer :

1 - He missed his son so he was sad , cried a lot ,and prayed a lot to Allah to have his son back , he is :

a – the prince .

b - the caliph .

c – the ghoul .

d – the princess .

2 – He was ugly , bad , awful , but finally he was touched by the case

a – the prince .

b - the caliph .

c – the ghoul .

d – the princess .

Thirdly: post listening exercises, summarizing the events:

Listen to the story again and rearrange the sentences to have a summarized story :

- () The prince and his pet pigeon came to the ghoul's ugly palace .
- () His father married again and his step-mother was unkind to the prince .
- () So, the prince run away into the jungle .
- () Once upon a time , there was a young prince live with his father .
- () Because the prince and his pet pigeon were hungry and cold , they fell asleep .
- () The ghoul put the prince and his pet pigeon in a jail .
- ()After pleading , the ghoul sent the pigeon to the caliph's palace .
- () The caliph follow the pigeon and asked everyone to hold a candle .
- () Then the prince reunited again to his father .
- ()Since that story , children used lanterns to celebrate the beginning of Ramadan .

Appendix

(B)

Listening Comprehension Training

Materials

Listening Comprehension Training

Materials

Story No. (1) The Lantern Story .

Story No. (2)The Voyage of the Animals Orchestra .

Story No. (3)A dog's Life .

Story No. (4)Pyramids in Pairs .

Story No. (5)Jessie the Dog.

Story No. (6)Tricky Walk .

Story No.(7) Environment Story .

Story No.(8)What I will be ?

Story (1)

The lantern story

The tape script

Once upon the time there was a young prince who lived alone with his father the Caliph , after his mother died . The Caliph married again but his new wife was often unkind to the prince .The Caliph didn't care much and this made the young prince very unhappy .On the 15th day of the month of Sha'aban , the son said to his pet pigeon , " let's not stay here any more ".Let's run away because nobody here cares about us ". So they both ran away into the jungle . After along time , they came to a grand palace which belonged to a lonely ghou . "This is the awful ghou's palace " said the prince " but we are very hungry and cold and he might be asleep .

Let's sneak in and rest till the morning ". But the ghou wasn't asleep .He was watching them .The prince found a bed and fell asleep . when he woke up he was surrounded by golden prison bars: he was in a jail . The ghou said "I know all about your evil step-mother." Your father doesn't love you . I'm lonely so I 'll keep you here as my pet " The little prince pleaded with the ghou to set him free . Finally , the ghou growled " I ' ll send your pigeon home. If the caliph misses you , he 'll follow the pigeon back here and save you .if not , you'll spend the rest of your life here " The pigeon raced to the Caliph's palace . Since his son had run away , the caliph cried and prayed every night that he would see him before the holy month of Ramadan .On the last night of Sha'aban , he felt that his son was close .He opened the window , and found the pigeon sitting on the ledge . He knew that he had to follow the pigeon , but it was really dark .A princess , the Caliph's sister , suggested that everyone in the palace hold a candle and light the way for the grieving father .In minutes, the news spread . Every man , women and child held a candle and followed the Caliph .

On their way , the children sang songs to celebrate the beginning of the holy month of Ramadan . The prince heard the songs and saw the light from his prison window . he knew it was his father . The ghoul was touched by the whole scene . he whispered "I was mistaken " your father deserves a second chance " Go back home " .

The young prince was reunited with his father . They returned to the caliph palace and fasted together on the first day of Ramadan . To reward his loyal subjects , the caliph gave them golden lantern to put outside their houses. Then he ordered his ministers to light the streets and mosques with colorful lamps . Since that day , children have bought lanterns to mark the beginning of the holy month of Ramadan .

The questions:

Firstly : pre-listening exercises , predicting the events :

1- Examine the title and the pictures then put true or false:

- People in this story seem to be Arabs. ()-
- The man has three sons. ()
- There is a pet pigeon in the story. ()
- All the events were before Ramadan. ()
- There are two palaces; the first one is grand and ugly and the second is beautiful one. ()
- The ghoul put the prince in a jail. ()
- The prince liked the ghoul palace a lot .()
- The caliph was very sad to miss his son .()

2-Examine the pictures of the story and complete the following sentences :

- 1- The pigeon return to the caliph to
- 2-The caliph cried and prayed to

3-A princess suggested thathold a candle to lighten the way to the caliph .

4- The caliph followed theto find his son .

Secondly :while listening exercises: telling the main idea and recognizing characters:

Listen to the story and answer the following questions :

1- What is the story about ?

.....

2- Who are the main characters in the story ?

.....

Listen to the story and match the sentences in column a with its suitable complement in column b :

1- The evil step-mother	- ()was unkind .
2- Careless to such people	-()evoke them to escape.
3- Even bad people	- ()keep the prince as his pet.
4- The ghoul would like to	- ()that is to send the prince's pigeon to the caliph palace and if the caliph followed it , he will let him leave .
5- The ghoul said one condition to let the prince leave	- ()may be touched by such a situation .
6- The events was happening	- ()before the holy month of Ramadan .
7- Using lanterns is happening as a habit	- ()every Ramadan .

Listen to story again and put true or false :

1- The caliph was a careless father .()

2 - He has got a prince and a princess. ()

Story(2)

The Voyage of The Animals Orchestra

The tape script

It's a sad day . Our ship symphony hit a rock this morning and we are sinking .We must abandon the ship and swim for our lives .

Day -1 we are alive !we swam all day and all night until we reached land .

Who knows what's on this island ? First we must sleep and rest .

Day 2- today we walked around the island . We climbed a tree and all we saw was the deep blue sea and the hot sand –ouch ! Now we must find food .

Day -3 today went swimming and fishing .There were sea – urchins in the sea –ouch ! now we must find fresh water . Who knows how we can carry it ?

Day -4 today we climbed a volcano ,at the top there was a pool of fresh rain water . It was delicious ! Now we must explore more of the island .

Day -5 today we walked across the island there were banana trees and coconut trees- ouch ! Now we must make a shelter .Who know how we can make one ?

Day 6- today we made a shelter out of bamboo and palm leaves .

We have fish , fruit, milk ,water and shelter .Now we must have some music.

Day -7 today the band practiced on the beach . There was a ship on the horizon but it didn't see us .Who knows how we can stop the next ship ?

Day 364 . this morning the band was playing on the beach (the music was a bit loud) when a ship sailed by ! I blew my sea shell and ship stopped .

It' s a miracle! the ship heard the band and came to rescue us.

We're finally leaving the desert island we're going home hip hip hurray !

hip hip hurray !

The questions,

Firstly , pre-listening exercises , predicting the events:

1- Examine the title and the pictures of the story then complete the following sentences :

The name of the ship is

The ship hit a rock , it means that it had a

In the storyanimals and a appeared .

Because of the shipwreck , the animals and the man swam until they
.....

One o the animals found a musical instrument that is

2- Examine the title and the pictures of the story then put true or false:

All the animals die when the shipwreck happened. ()

The animals and the man stayed at the island for seven days. ()

On the island there are a lot of trees. ()

On day 3 the animals went swimming and fishing.()

Secondly :while listening exercises :telling the main idea and recognizing characters:

Listen to the story and answer the following questions :

1- What is the story about ?

.....

Listen to the story and match these parts to have a complete sentences :

The animals and the man must abandon the ship	they fish a lot of fish.()
First , they must	sleep and rest.()
Then , they must	and swim for their lives.()
They stayed at the island	for 364 days.()
Because they were very hungry ,	find food.()

Listen to story again and choose the correct answer :

The man and the animals found

- a- water , food milk and fruit . b- water , palace milk and fruit .
c- a palace and a garden . d- nothing.

The group found fruit , that are

- a- bananas and coconut . b- apples and bananas .
c- figs and coconut . d- bananas and apricots .

They made a shelter out of

- a- bamboo and palm leaves . b- bananas and trees leaves .
c- apples and palm trees . d- bamboo and leaves.

After preparing a shelter , they began to

- a- practice some music . b- sleep to rest .
c- eat some apples . d- drink some milk.

They were rescued by playing some music on the bench when

- a- a ship sailed by , it heard them . b- they made a ship .
c- they swam until they reached. d- a plane came.

2- Who are the main characters in the story ?

.....

1- listen to the story then complete the following sentences :

There are animals on the island .

The main characters are

There are only man in this story.

The monkey was very happy to find a lot of

Music was played by the

Thirdly , post listening exercises , summarizing the events:

Listen to the story again and complete the missing word to have a summarized story:

First , when thehit a rock.

Then , theyfor all day and night to save their lives .

Day 1, they mustandafter swimming .

Day 2 , they walked around the island the island to look for

Day 3, they went swimming and fishing , they searched for

Day 4, they found fresh rain water on the top of

Day 5 and 6 , they found fruit , such asand, then they madeout ofand.....leaves.

Day 7, the band practiced on the bench butheard them .

Day 364 , when the band played some loud music ,stopped ,

Finally , it was a miracle that a ship came tothem , then they left the desert island .

Story(3)

A dog's life

The tape script

Hi I'm Dino the family dog I help keep people safe especially on the roads.

Take a look at my diary to see what I did last week .

On Sunday

Some children really don't think. Our neighbor's boy ran in front of a car to get his ball .The car almost hit him. I saved him though . Remember always look and listen

On Monday

Walking on the street at night can be very dangerous , especially if you wear dark clothes. Car drivers can not see you very well just like these two I had to take home .

Luckily I never go out without my reflective jacket and collar Remember , Be seen !

On Tuesday

People can get very angry when driving usually for silly reasons one driver started shouting at mum today when she stopped to let some children cross the road. I soon made him stop .

On Wednesday

One thing make me really mad. grrrrr .People are walking on a dangerous road when they can walk on the safe pavement .I saw two girls doing that today but I soon made them change their minds .

On Thursday

Seat belts can save your life ! I make sure everyone in our can wears their seat belt . if they forget I soon remind them Even I have got one.

On Friday, the dog was angry because

On Saturday, while the dog went in the family car, another car was parked in a very dangerous place , so , the dog

Secondly : while listening exercises, telling the main idea and recognizing characters:

Listen to the story and answer the following questions :

1- What is the story about ?

.....

Listen to story again and complete the table :

What did Dino, the dog, do?

On Sunday	.....
On Monday	.....
On Tuesday	.....
On Wednesday	.....
On Thursday	.....
On Friday	.....
On Saturday	.....

2- Who are the main characters in the story ?

.....

Listen to the story and complete the following sentences :

The name of the dog is

Dino , the family dog helped the people to be safe especially

.....

Thirdly: post listening exercises, summarizing the events:

Listen to the story again and complete the diary of Dino:

On Sunday , Dinoa boy while running in front of a car.

On Monday, Dino never goes out without hisjacket and, he helped the boy and the girl .

On Tuesday, one driver started shouting at Mum's car when she stopped to let some children cross the road , so I him stop.

On Wednesday, , Dinotwo girls toon the pavement .

On Thursday, Dino reminded the family with

On Friday, Dino caught dadon his

On Saturday, Dino taught the man who parked in a very dangerous place a lesson that

.....

Story(4)

Pyramids in Pairs

The tape script

Something very strange happened last month. A naughty, young giant moved all the worlds famous landmarks. People around the world were very confused.

He put the pyramids in Pairs. " And on your left thepyramids? " .

He moved the leaning Tower of Pisa to London. " Here we can see the famous... leaning tower of..... London? .

He swapped the Sydney Opera House with Stonehenge " hey, where are the stones, man? " . When his mum saw the newspaper she was very angry " Kevin! Go and put them back in the right place you naughty boy" yes Mum"

So, don't worry. If you go to London, Cairo, Pisa all the landmarks in their correct place.

The questions:

Firstly : pre listening exercises ,predicting the events:

Examine the title and the pictures of the story then choose the correct answer:

The name of the newspaper is

- | | |
|---------------------|-------------------------|
| a- Jerusalem Post . | b- Daily News. |
| c- Daily Bugle. | d- Daily 24 hours News. |

The main news in the paper is

- | | |
|-------------------------|----------------------------|
| a- The president kill . | b- The new prime misters . |
| c- Landmarks moved . | d- The pyramids in Cairo . |

.....was suspected .

- | | |
|------------------|-----------------|
| a- A terrorist . | b- A criminal . |
| c- A giant . | d- Mafia. |

- () people around the world were very confused.
- () and ordered him to put the landmarks in their right places.
- () finally , you will see all the landmarks in their right places .
- () he obeyed his mother.
- () and put the landmarks back in their right places.

Story (5)

Jessie in the Playground

The tape script

It was half past three and Katie had just finished school, her mum was waiting at the gates with Jessie, the dog. " Can we go to park with Jaia mum? " said Katie.

" Al right, we can go for half an hour," said Mum. When they got to the park, Katie and Jaia ran towards the swings and slides. " Come on! shouted Katie," let's see how high we can go on the swings! You can't come in Jess , shouted Katie and Jaia .Mum took Jessie over to the bench and tied him to it .She sat down and started to read the paperAfter half an hour later ,,,

Did you have a nice time? Mum asked. " Yes, it was brilliant! I went the highest" said Katie " No, I went the highest' said Jaia come on, we need to take you home" said Mum. That night, Jessie couldn't sleep. He was thinking about the park. Quietly, he got out of his basket and walked downstairs. He squeezed through the cat flap. He was outside! He ran towards the park . Soon Jessie was at the park, he walked towards the swings. The gate was open. He went through and looked around..... the playground was full of dogs! Jessie climbed up the ladder, went down the slide, whizzed round on the roundabout , went up and down on the see – saw, bounced on the springy, and went up and down on the swing. " Woooof " barked Jessie. He went as high as he could on the swing. Soon it was time to go, Jessie got off the swing, went through the gate and walked backed home. He squeezed through the cat – flap, walked upstairs and got into his basket. He looked at Katie " I went the highest" through Jessie And went to sleep.

The questions:**Firstly : pre-listening exercises , predicting the events :****1- Examine the title and the pictures of the story then choose the correct answer:**

In this story , there is an animal that is

- a- a dog b- a fox c- an ox d- a wolf

At first , the two girls ought to leave the

- a- school b- hospital c- park d- post office .

When the two girls left school , they went to the

- a- home b- park c- supermarket d- post office .

At the park , dogs are to come in .

- a- allowed b- not allowed c-with people d-alone.

The two girls stayed at the park for

- a- half an hour b- an hour c- two hours

d- an hour and a half .

At that night , the dog

- a- forgot about it b- was thinking of the park
c- sleep deeply d- could sleep after along time.

The dog

decided to

- a- sleep b- eat something c- go to the park d- drink milk

He squeezed through

- a- the door b-the cat-flap c-the gate d- the window

The playground was full of

- a- dogs b-wolves c- foxes d- lions

While the dog was at the park , he practicedgames.

- a- four b- six c- three d-seven .

Secondly : while listening exercises: telling the main idea and recognizing characters:

Listen to the story and answer the following questions :

1- What is the story about ?

.....

Listen to the story and complete the following sentences :

Katia and Jaia had finished school at

.....was waiting for Katia and Jaia

Katia excused her mother to go to thewith

Katia's mum accepted to go to thefor.....

While Katia and Jaia were playing , Jessie was the bench.

Listen to story again and put true or false :

1- While Katia was sleeping , Jessie ran towards the park ()

2 – When Jessie arrived at the park , he found the playground full of bags ()

3 - Jessie bounced on the springy , went up and down on the see-saw , went down the slide and walked up and down on the stairs . ()

4- Jessie was playing at the park in the afternoon .()

5- when Jessie went home , he squeezed through the cat-flap , walked upstairs and got into his basket. ()

2- Who are the main characters in the story ?

.....

Listen to the story and complete the following questions:

Theandwent with Katia and Jaia to the park .

Jessie ,, is a friend to Katia.

In the garden ,are not allowed to enter.

Katia computed within the swing .

.....went the highest on the swing .

Thirdly , post listening exercises, summarizing the events:

Listen to the story again and complete the missing word or phrase to have a summarized story :

It was when Katie had just finished school.

Mum allowed Katie to go to thefor

When Katie and Jaia got to the park , they ran towards theand

Mum took Jessieoutside the park and she started to

That night , Jessie climbed up the,the slides .

Then , he whizzed round theand went up and down on the see-saw.

Jessie went asas he could on the

Finally , Jessie squeezed through the cat-flap ,..... , got into his basket and

Story(6)

Tricky walk

The tape script

Guess what I saw at 7 o'clock this morning when I was walking to school on Hassan Street ? " I don't know. Tell me ". I was halfway along the street when I was half way along the street when I saw a huge parade coming towards me. The Russian circus was coming to town. " First there were three white elephants, with two children riding on each of them. " . Then there were four tall giraffes, and they each had one woman rider." Then came the clowns. Two in a funny car and three were running behind it."

" Last of all., there were two big, clear balls. Each with a clown inside and one balancing on top" . " So Karim, how many people were there on Hassan street going to school at 7 o'clock today? ". I need time to think. You a lot of people" .

The questions :

Firstly: pre-listening exercises , predicting the events :

1- Examine the title and the pictures of the story then complete the following sentences :

The boy and the girl were standing in front of

The girl saw so much people aboutpeople andanimals.

The girl told the boy that was coming to the town .

2- Examine the title and the pictures of the story then choose the correct answer:

1- The events that the girl told the boy

a- happened yesterday b- will happen tomorrow .

c- happened a week ago d-happened at the morning .

2- First , the girl saw

- a- three elephants with four children . b- three elephants with six children .
- c- four elephants with four children . d- three elephants with three children .

3- Also, she saw

- a- one giraffe with women a rider. b- four giraffes with four women riders .
- c- three giraffes with four women riders . d- five giraffes with four women riders

4- Then, she saw

- a- five clowns in the car .
- b- five clowns ; three were running and two were riding a car .
- c- six clowns ; three were running and three were riding a car .
- d- five clowns were running .

5- Finally, she saw

- a- two big ball with a clown . b- two big ball with two clowns .
- c- two big ball with four clowns . d- two big ball with three clown .

Secondly : while listening exercises , telling the main idea and recognizing characters :

Listen to the story and answer the following questions :

1- What is the story about ?

.....

Listen to the story and complete the following:

1- First , the events happened ato'clock.

2-Listen to the story again and then complete the following table :

xxx	Giraffes	Elephants	Man	Women	Cars	Balloons
Number						

2- Who are the main characters in the story ?

.....

How many people were there on Hassan street going to school at 7 o'clock that day?

.....

Thirdly: post listening exercises ,summarizing the events

Listen to the story again and rearrange the following sentences to have a summarized story :

- () Then she saw clowns some of them were riding a car and the other were running.
- () Last , she saw two big ball with a clown inside .
- () She saw them at seven o'clock on Hassan Street .
- () Then there were four tall giraffes with one women on each .
- () First , she saw three elephants with two children on each of them .
- () She saw a huge parade and the Russian circus was coming to the town
- () While the girl was standing on front of school ,
- () she told her friend what happened that morning .

Story(7)

Environment story

The tape script

Welcome to Planet Earth Museum, a museum where you can learn.

Some interesting facts about the world we live in .There are many amazing places on Earth, who Knows, may be you will see the all one day! Where shall we go first, children? Forests are home to over half of the worlds animals and plants. Trees clean the air and produce oxygen for us to breathe.

Every day we throw away hundreds of trees in paper and card and we destroy more than 36 football fields of forests.

The oceans are homes to millions of marine animals. They absorb the sun's heat , transfer it to the atmosphere world. A lot of rubbish we produce on land pollutes the oceans. Turtles mistake plastic bags for jellyfish and die when they eat them. At opposite ends of the world, the Artic and Antarctic are freezing cold lands. It is so cold that the sea is covered in ice. The fuel we use for energy makes the climates warmer . As it gets warmer, the ice melts and the sea rises.

The land disappears. Rivers collect rainwater and carry it to the oceans.

Along the way, plants absorb and clean the water so it is safe for us to drink.

Farms and factories pollute the rivers with pesticides and chemicals.

Every day we flush 50 liters of dirty water down the toilet.

This is a green world, where people respect nature and live along and healthy life.

Would not you like to live here?

The questions:**Firstly : pre-listening exercises , predicting the events:**

1- Examine the title and the pictures of the story then complete the following sentences :

In that museum you will see a lot of places such as
and

Firstly ,the group visitand seeand

Next , they visitand seeand

.....move the air in the places where people live a healthy life.

In the healthy places you can fresh air and

2- Examine the title and the pictures of the story then put true or false :

The group of this story consists of

1- four students and the teacher . 2- three students and the teacher .

3- five students and the teacher . 4- twostudents and the teacher .

In the story , one can visit

1- party and museum . 2- planet Earth museum .

3- Libratory museum . 4-Moon museum .

The group visitzones.

a- three b- four c- six d- five .

In the story , one can see a lot of animals except the following ,

1- monkey , octopus and bear . 2-lions , tiger and hyena .

3- bear , monkey and tortoise . 4- fish , bear and monkey .

Secondly : while listening exercises: telling the main idea and recognizing characters :

Listen to the story and answer the following questions :

1- What is the story about ?

.....

Listen to the story and complete the following table:

×××	How can the man get use of them ?	How does the man destroy them?
Forests	1- 2-.....	1-.....
Ocean	1-.....	1-.....
Arctic	1-.....	1-.....
Rivers	1-..... 2-.....	1-..... 2-.....

2- Who are the main characters in the story ?

.....

Thirdly: post listening exercise, summarizing the events:

Listen to the story again and complete the missing word to have

a summarized story :

A group visited the planet Earth, there are many amazing
.....on Earth.

Firstly , they visitedzone where they can seeand
.....

Then , they visitedzone where millions ofanimals live.

A lot of, the man produce on land pollute the oceans.

Next, they visitedzone which iscold lands and is covered in
.....

Theharms the ice and melts it.

Finally , planetthe water to be safe to

Rivers wereby pesticides ,and dirty water.

Story(8)

what I will be?

The tape script

When I grow up I will work with animals . I don t know which job yet

Maybe like my brother he's a special vet . He looks after scary snakes some just out of eggs . He says that snakes are easy . As they don't have any legs .

My father is a scientist. He works to save rare birds . Some are really clever and can even says some words . My mother is a dog groomer. She loves dogs: big or small .Once she styled a poodle. It looked just like a ball .

My sister , she trains dolphins , they practice in the pool. She hears to dolphins talk and sing . That sounds really cool ! so many animal jobs to choose but which one's right for me ?

Because I' m only ten years old I will have to wait and see .

Firstly : Pre-listening exercises, predicting the events:

1- Examine the title and the pictures of the story then complete the following sentences :

The boy thinks of many things such as,.....,.....,
.....

Firstly , he seems to think of himself to be as abecause he looks after snakes.

The boy thinks of the difference between snakes and dogs that snakes
.....

The man seems to work asbecause he works to save rare
.....

2- Examine the title and the pictures of the story then put true or false

The woman seems to work as a cat groomer. ()

The woman can style any dog as she wanted. ()

The girl trains dolphins. ()

The girl can not hear the dolphin sound. ()

Finally, the boy was confused to choose. ()

Secondly: while listening exercises, telling the main idea and recognizing characters: Listen to the story and answer the following questions :

1- What is the story about ?

.....

Listen to story again and choose the correct answer :

At first , the boy decided to work with

a – people b- animals c – plants d- birds

The boy's brother is

a – a doctor . b- a special vet. c – scientist d- vet

The boy's brother looks after

a – snakes . b- lions. c – seeds d- snails.

The boy's brother considered snakes are easy because

a- they're big . b- they have no legs .

c- they are dangerous. d- they are tall.

The boy's father works to save rare

a – animals . b- birds. c – parrots d- elephants.

The boy was

a- ten years old . b- two years old .

c- twenty years old . d- ten and a half years old

The title of the story is

- a- what I will be .
- b-when I grow up.
- c-when I will be .
- d-what I do when grow up.

2- Who are the main characters in the story ?

.....

Listen to the story and complete the following table:

xxxxxxx	The job
His brother	.....
His mother	.....
His father	.....
His sister	.....

Thirdly: post listening exercise , summarizing the events:

Listen to the story again and complete the missing word or phrase to have a summarized story :

- () He works with scary snakes .
- () As his brother , a special vet .
- () He was confused what he will be .
- () The boy thought of his future , he decided to work with animals ..
- () Finally, just as his sister , to train dolphins .
- () Or , to work as his father as a scientist .
- () Third , his mother works as a dog groomer .
- () She can style them in different shapes .
- () But , in fact, he can not decide because he was only ten years old .

Appendix (C)

Referee Committee

Dr . Awad Keshta	Islamic University
Dr . Mommad Hamdan	Al Aqsa University
Mrs Zulfa Bader Al-Deen	Islamic University
Maha Barzqe	Al-Qattan Centre
Heba Magaree	English language teacher
Hassna Mezed	English language teacher