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MOHAMED KHEIDER UNIVERSITY OF BISKRA  
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DEPARTMENT OF FOREIGN LANGUAGES  
SECTION OF ENGLISH



**The role of storytelling technique in enhancing EFL reading  
comprehension:  
A case study of 4AM EFL pupils at GhemriHussine School  
Biskra**

**A Dissertation Submitted in Partial Fulfillments of the Requirements for the Master  
Degree in Sciences of Languages.**

**Members of the Jury**

**Mr.TimagoultSlimane**

**Mr.BouhitemTayeb**

**Supervised by**

**Mrs. Bekhouche Rime**

**Submitted by**

**BessiZahira**

## *Dedication*

I dedicate this work to the soul of my father.

To my dear mother.

To sisters and brothers.

To my husband and children lamine ,Aya, Ilef, Anes.

To my friends especially my dearest friend “MARWA”.

## *Acknowledgments*

First of all thanks to 'God'.

There are many people to thanks for making the completion of this study possible.

I gratefully acknowledge my gratitude and appreciation to my supervisor, MSR, Bekhouche Rime for her support and guidance throughout this work.

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Thanks to the teachers and pupils of Guemri Hussein Middle School for their help by responding of the questionnaires.

Thank you my dearest friend MARWA for all your help and support.

## **ABSTRACT**

Since reading is an interactive process between the reader and the text, teaching reading to EFL learners is not an easy task, the present study attempts at bridging the gap between reading materials(texts) and reading comprehension through the use of storytelling strategy because there is no effective reading without effective comprehension. The paper is divided into three chapters. Chapter one covers the major conceptions of the storytelling technique, its development, the reasons for using this technique, the different criteria for selecting stories, the most important elements of a story and stages and reconsiders the role of stories in EFL classes. Chapter two investigates the reading skill and reading comprehension act with the different difficulties that 4MS pupils confront and the different strategies are used in order to help teachers as well as learners develop reading comprehension strategies in order to reduce comprehension difficulties. Chapter three which represents the field work and It is devoted to the analysis of the results of the two questionnaires which were administered at Guemri Hussein Middle School teachers and pupils to get insights about what has been hypothesized about storytelling and its role in enhancing reading comprehension .The major findings was that if the teacher incorporates storytelling as a technique when introducing reading materials, reading comprehension is improved and the pupils are well involved.

## الملخص

بما ان القراءة تمثل تفاعلا بين القارئ والنص فان تدريس القراءة لتلاميذ اللغة الاجنبية الانجليزية ليس بالعملية السهلة .

تهدف هذه الدراسة لسد الثغرة المتواجدة بين القارئ والنص عبر استخدام تقنية السرد القصصي جزءت هذه الدراسة الى قسمين القسم الاول يحتوي على الجزء الاول الذي يجمع المفاهيم المتعلقة بالسرد القصصي وتطورها واسباب استعمالها ومقاييس اختبارها بالاضافة الى اهم عناصرها ومراحلها ويعيد الاعتبار لاستخدام هذه التقنية الجزء الثاني يدرس مهارة القراءة ومختلف الصعوبات التي يواجهها تلاميذ السنة الرابعة متوسط اما القسم الثاني فيحتوي على الجزء التطبيقي لهذه الدراسة يشمل على تحليل الاستبيان الذي قدم لتلاميذ واساتذة السنة الرابعة متوسط لاكمالية عمري حسين بسكرة ويكون نظرة حول الفرضية هذه الدراسة والمتمثلة في انه اذا استخدمت تقنية السرد القصصي في تقديم مادة القراءة فانها تحسن فهم هذه المادة.

## **List of abbreviations**

**EFL** English as a foreign language

**4MS** Middle School pupils of Fourth year

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## **General introduction**

Reading is an elaborated and intelligent process for the objective of progression of knowledge, emotion and imagination. It has been said that reading is the process of recognition, interpretation and perception of written symbols.

Sheng (2000) defines reading as the process of communication between the reader and the writer which involves the recognition of letters, words, phrases and clauses .but we do not just focus on word decoding because we read to understand what we read. When we read we use our eyes and brain to receive and interpret symbols than derive meaning from what we read.

As reading is a cognitive process which is related to the brain, it differs from one individual to another especially among pupils. At school pupils confront numerous difficulties in reading, some of them cannot derive meaning from texts, others cannot generate the main idea, others have no sufficient background knowledge and others cannot remember information or produce them in their own words.

In addition, there are some pupils who have a poor understanding even if they can read fluently because reading comprehension is the pillar of the act of reading. So, there is no effective reading without comprehension.

Reading comprehension is the active and interactive process which occurs before, during and after reading. To reach reading comprehension different metacognitive and cognitive strategies are suggested. For example, clarifying the purpose of reading before reading the text, storytelling to introduce reading, inferring the general idea and asking questions about text will be read.

This study intends to investigate storytelling as a strategy used to enhance reading comprehension. Storytelling can be an open way to teach pupils to discover other cultures,

reduce violence, discover adventures and develop their emotions and imagination through visiting places, meeting fantastic characters and generating experiences, knowledge and way of thinking.

The educational value of using stories and storytelling as a teaching method is undisputed, anyone who has ever told a child a story will testify to the capacity of story to capture a child's attention and engage his/her imagination. This explains why storytelling is such a valuable tool in modern language classes (Mlpsi, kec, 2010).

To sum up storytelling is suggested to be included in education and to teach reading through this technique to obtain a better understanding in order to enhance reading comprehension.

### **1-Statement of the problem**

Since the beginning of time we have shared through stories, our events, our beliefs and our values that form our families, cultures and societies. Some of these stories have been collected in form of fables and legends which passed through generations. Many children like to listen to stories before sleeping, this may affect their imagination and emotion.

Through these narratives, parents can build morals, beliefs and values, and teach lessons. From this concept, researchers suggest different techniques to develop pupils reading comprehension abilities. One of these techniques, is storytelling which is used by teachers to enhance reading comprehension in EFL classrooms.

### **2-Aim of the study**

This study aimed at investigating the effectiveness of the use of storytelling technique in order to enhance reading comprehension of EFL learners in Guemri Hussein Middle School in Biskra.

### **3-Research questions**

1-What are the reading comprehension difficulties pupils can face?

2-What are the different reading comprehension strategies that pupils use in middle school?

3-How can teachers help pupils in enhancing their reading comprehension through storytelling?

#### **4-Research hypothesis**

If storytelling strategy is used by EFL 4MS teachers, reading comprehension will be improved

#### **5-Significance of the study**

Many strategies are applied to improve reading comprehension act for an effective reading, one of these strategies is storytelling that is used to enhance reading comprehension. This research is important for both learners and teachers to improve reading comprehension.

#### **6-Methodology**

This is a descriptive research which investigated the effectiveness of using storytelling technique to enhance reading comprehension. In this quantitative research we have used the questionnaires as a means to collect data, one submitted to EFL teachers to determine the effectiveness of the application of storytelling strategy, and the other questionnaire to pupils for evaluating their reading comprehension when using storytelling technique, and all the results was transformed into statistics.

#### **7-Population**

Following our research requirements; the population needed both pupils and teachers,two questionnaires were designedfor both; we have chosen to deal with 4MS pupils of GuemriHusseine Middle School in Biskra

#### **8-Sampling**

The sample was taken randomly from 4MS pupils at GuemriHusseine,School in Biskra, Algeria during the Academic year 2016-2017.

There is a clear need for a sample because conducting this research on the whole population of 238 pupils is not possible for time constraints .therefore, the sample of the study consists of 40 pupils formed by a random sampling assigned to assure greater chances to every individual in our population to be selected.

In addition to the second sample which is represented by three teachers of the same school, they are all the English teachers in the school.

### **9-Structure of the study.**

This research is divided into three main chapters, the first chapter represents storytelling definition, importance, elements, and stages, the second one deals with reading skill and reading comprehension difficulties and strategies, and the third one is the practical part in which we have analyzed the findings obtained from two questionnaires administered for both teachers and pupils.

### **10-Literature review**

Gere (2002) defines storytelling as “the Act of using language and gesture in colorful ways to create scenes in a sequence” (p. 2).

Another definition states, “Storytelling is a compelling method of sharing experiences in order to make sense of our world right here and now. Stories build kinship, allow a glimpse into others people’s lives and perhaps let us see ourselves in a story” (Kozlovich, 2002, p. 9).

According toMcDrury and Alterio (2003), Storytelling is uniquely a human experience that enables us to convey, through the language of words, aspects of ourselves and others, and the Worlds, real or imagined, that we inhabit. ‘Stories enable us to come to know these worlds and our place in them given that we are all, to some degree, constituted by stories: Stories about ourselves, our families, friends and colleagues, our communities, our cultures, our place in history.’ (p. 31).

“Storytelling IS useful tool in education they all used stories as a form of communication and for teaching and learning” ( Mayer&Bogdan, 2001).

Today, stories are still used to educate children, just as they have been used throughout history. Oral and written stories (both through text and pictures) are used as teaching and learning tools. Storytelling is prevalent in the American education system (Mello, 2001).

TheU.S. Department of Education (1986) recognizes storytelling as a valuable teaching and learning tool, “Storytelling can ignite the imagination of children, giving them a taste for where books can take them. The excitement of storytelling can make reading and learning fun and can instill a sense of wonder about life and learning” (Bendt& Bowe, 2000 p. 1).

Storytelling is a process where students personalize what they learn and construct their own meaning and knowledge from the stories they hear and tell.

Shank (1990) state’s the stories they hear and tell. Shank (1990) states, we do not easily remember what other people have said if they do not tellit in the form of a story. We can learn from the stories of others, but only if what we hear relates strongly to something we already know. We can5learn from these stories to the extent that they have caused us to rethink our own stories.’ (p.83). Craig et al.

(2001) state, “Oral stories help [children] acquire the context of literacy” (p. 47).

“Reading and storytelling also help promote language, literacy and brain development” (Raising children. net, 13-04-20 l 5).

“Numerous studies have been conducted to link the effects of the art and their importance to education “retrieved from Viewhorison.org

“stories do what facts and statistics failed to do, stones can activate parts of the brain that give us

sensory experiences, and influence our way of thinking 'WezrevedNau I, 2007, from  
<http://www.nlfi.gov>

“We don't expect comprehension to be good before decoding is. If someone needs to comprehend some passages read to him, it's the kindest thing you can do.” Causes of poor reading comprehension, 2014

# Chapter I: Storytelling

## Introduction

Storytelling is a powerful teaching tool especially for learning languages .It provides learners with opportunities to express themselves and encourages them to promote their knowledge creativity and helps them to be decision makers and problem solvers.

Storytelling has a crucial impact on learner’s performance in speaking and listening skills and it has a great influence on their reading skill.

This chapter deals with storytelling in broader sense as a metacognitive strategy and as a pre reading stage. It describes the importance of storytelling, the procedure of telling a story, the benefits of telling a story, the criteria of selecting stories, the different stages of telling stories, and examples of stories, and it ends up with a conclusion.

## I-1-Overview on

### storytelling

Storytelling is one of the oldest methods of communication. According to Salah Elmanssour, (2010) storytelling started with the beginning of civilization, generations heard and experienced the power of the words through oral expression, the oral interpretation began from the use of the cave painting and stone tablets to convey and preserve stories till the end of the middle ages when storytelling was the primary source of literary instruction and entertainment.

Storytelling becomes the most important factor to express ideas and share experiences, we all have stories in our memories that we have never forgotten, we are all influenced by our parents or grandparents ‘stories.



We are all profoundly influenced by the power of stories in our habits, morals, values and beliefs that we have inherited and learned. People have learned bibliographies of prophets, heroes and famous personalities through stories and legends.

The most powerful evidence of storytelling effectiveness, existence and history is the verses of our Holy Quran « El quassass » which means « the narration » ,and the verses of Joseph number three (we do retile unto thee the most beautiful of stories)(Nahnunaqussualaykaahsanalquassass). These verses confirm the effectiveness of storytelling in memorizing facts and events in our life and how they are transformed from generation to another through which lessons are learned awareness is gained and knowledge is extended.

Storytelling is defined as the social and cultural activity of sharing stories often with improvising, theatrics or embellishment .Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and installing moral values. This definition confirm the significant importance of storytelling in our life and the effective power and variety of the use of narratives.

Storytelling is defined by Maynard (2005) as the way the people communicate their experience, the way they understand other's experiences, the way they liberate their imagination , the way they make sense of the world and their own position within it.

Storytelling is a narrative account of a real or imagined events; It is a structure of narrative with specific style and set of characters .Additionally, in this technique “storytelling” learners may share experience and learn from other's 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, the present and the future. (Barzaq, 2009).

National Storytelling Network (2006) determines storytelling as an interactive art using words and actions to reveal the elements and images of content while encouraging the learner's imagination.

Haven (2007) defines storytelling as a detailed narration of a character's struggles to overcome obstacles, and reach an important goal; He asserts that there are five core information narratives elements which are critical to story and those are presented in order for the mind. He identifies them as: character, intent, action, struggles and details.

Grace (2001) illustrates that storytelling is a unifying structure having a distinct beginning, middle and end, which provides details in which characters struggle during time, experience, emotion, take action and discover meaning.

## **-I-2-The development of storytelling**

Historians, anthropologists, psychologists, and sociologists believe that

Storytelling has existed as long as humanity has had language. From the deepest

Prehistory of mankind, through the days of cave paintings some 35,000 years ago,

Storytelling lies in the heart of our civilization.

Storytelling Existed well before it was transferred to the written word. The Greeks and

Romans have proven that unwritten stories can last for centuries after the writing process evolved from economic necessity as a means of recording information people started to record literature, then stories started to be written.(Nacer,M ,2010).

Today stories are mostly recounted in books, films, and online.

Fortunately, storytelling is currently experiencing a considerable revival of interest.

This has led many educators to think about ways in which storytelling can be used in schools. Stories have increasingly been used in more academic contexts of learning and teaching with particular learning objectives. (Zuzana, Srakova, 2010).

To sum up, storytelling has always been helpful for teaching, religion, changing minds and relaying current events as well as a means of entertainment.

### **I-3-Where to find stories?**

Stories are everywhere, whether they are the classics of literature, traditional Fairy stories, or bedtime tales we were told as children, films and plays we watch in Cinemas, theatres, or on television, newspaper reports, narrative jokes, personal Anecdotes, rumors and gossips, stories from our childhood, or from our parents and Relatives, plenty of conversations in which we take part many times a day, social Chatting with peers, colleagues and others. (Zuzana Strakova, 2010)

### **I-4-STORYTELLING IN EFL CLASSROOMS**

As the saying says “you can lead a horse to water but you cannot make it drink”

In English classrooms, teachers can make available all the necessary conditions and input, but learning can only take place when learners are interested to do so. Learners may not always take active part in the learning process when forced or knowledge is dumped on them. To do so, they need to understand that success in learning depends on them as much as on the teacher. That is both students and teacher share responsibly for the outcome (Scharl & Szabo, 2000). In the last studies, much has been written about the effectiveness of using stories in EFL classrooms. Storytelling may improve listening and reading comprehension, it also elevates critical and creative thinking, as well as active learning.

The practice of storytelling in EFL classrooms could help learners to develop a wide range of skills, it promote their own confidence, and communication.

As it is mentioned in storytelling ability and reading comprehension (2001) the classroom is the most important context in which pupils use their communication skills.

Many researchers collaborated with teachers for one main goal which is facilitating classroom success, and tried to provide interventions relative to academic achievement, especially, reading achievement, so, narratives or stories are found and recognized as a fundamental and universal means for looking at relationships between cognition and language use.

Storytelling offers teachable moments, reflecting ideas, values and human feeling. Stories connect and engage others emotionally and intellectually and help people heal from stressful events (Michelle.M.2003).

## **I-5-REASONS FOR USING STORIES IN EFL CLASSROOMS**

Harlyne (1999) stated that children today are losing the ability to imagine, to create their own images, television and picture books take this role; Storytelling comes to truly enrich the children's imagination and creation.

In analysis of storytelling by Jil Eck (2006), his study findings results indicate strong support for the use of storytelling as a teaching and learning method. The opinion survey the pre and post test results and the research observation indicate that when learners are exposed to storytelling in a classroom setting, they are highly engaged in the learning process.

If children hear exciting stories beyond their reading level, they will want to learn to read better so that they can read such fantastic volumes.

Many studies has been conducted to ensure the effectiveness of using storytelling as a teaching tool. There are many reasons for using storytelling in EFL classrooms here they are some of them:

### **I-5-1-STORYTELLING AS A SOURCE OF MOTIVATION**

Storytelling helps improving listening and reading comprehension and leads to improving involvement, interaction and participation(Green,1999).

Ellis and Brewster, (1991) noted that stories are highly motivating and can help developing positive attitudes towards the foreign language and language learning. They can create a

Desire to continue learning, raise the imagination, link fantasy and imagination with the child's real world.

### **I-5-2-STORYTELLING IMPROVES STUDENT4S COMPRENHENTION**

Lehr and Oshorn showed that storytelling is far easier for students to comprehend than the same information presented in other form.

The Texas Education Association and National Reading Panel reinforced the findings of many researchers who found that students comprehension scores were 50 per cent higher in information presented in story form than for similar information presented in other expository forms.

### **I-5-3-STORYTELLING STIMULIS FOR SPEAKING AND WRITING**

Various and numerous studies stated that grade school students were able to construct all forms of narratives after exposure to storytelling and improved writing skills for all types of writing.

Students who regularly hear and share stories become more intimate with their language developing, expanding and increasing language skills while interacting and communicating Cooper(1993).

#### **I-5-4-STORYTELLING STIMULATES LEARNING**

Teachers who look for ways to capture the student's attention can realize that lessons can be more enjoyable and students can be involved much more. Stories get learners to improvise speech in foreign language, students will be attentive and could have the opportunity to define their world through the lives of characters ( U,R,2007).

#### **I-5-5-STORYTELLING ENHANCE STUDENT'S INTERACTION**

Language students desire for being able to communicate in foreign language fluently ,however, other students do not respond actively in oral exercises ,many of them consider their communicative output as embarrassing and as evidence of their imperfection and they fear from making mistakes and confronted with apparently insuperable barriers, these barriers can be lowered by supportive atmosphere of stories .

Students can interact with the characters, plot and situation, they lower anxiety levels and increase their self-esteem and confidence. (Ielmini, 2004).

#### **I-5-6-STORIES PROVIDE MEANING**

Meaning is one of the main factors to look for by EFL learners. In EFL classes, unlike the other aspects of language ; with stories students find it easy to extract the meaning in order to understand the whole story, where they encounter both familiar and new language patterns .So , consequently we find them motivated to develop their abilities to understand even more in the other fields .On the other side , it brings meaning when tellers who become very familiar with even one tale by retelling it often, students learn that literature carries new meaning with each new encounter and push learners to negotiate the meaning of a tale each time .Stories present language in a context that is easy to understand.(Imen ,G,2008).

When teachers are telling stories and students are listening, they focus on meaning first. Many children may remember words if they encounter them in a story better than words repeated (Olga, D, 2014).

### **I-5-7-STORIES ENHANCE COMMUNICATION**

Stories can enhance children's interaction and communication not only with their teachers but also with peers, reading or listening to a story related to a specific content can make children react to it verbally or nonverbally. Stories provide learners with a reason to participate in the classroom to express themselves.

Stories can encourage them to interact with each other and communicate their feelings, ideas and knowledge, stories can give learners opportunities to retell the story and to talk about alternative endings. Stories become bridges to use and understand new language and prepare learners to communicate about various themes and topics discovered through stories (Sophie, I & Maria, D, 2009).

### **I-5-8-STORIES CAN IMPROVE MEMORY**

Stories provide a structure of remembering course material, it is not easy to the learners to remember the concept in isolation, but if this concept and the difficult definitions existed in the flow of a story, it will be easier for the learners to remember them as it mentioned by (Hanna, A, 2013).

Many various studies agree that delivering key information in story form improves student's ability to remember and recall information.

### **I-5-9-STORYTELLING ENHANCES PREDICTION**

The learners may reconstruct the general meaning and ideas with their own feeling and existing knowledge, they may expand their imagination and creative powers, additionally, they

will be evoked to retell, remember, predict and memorize, as result, they will develop their predictive skills (Garcon,2001).

#### **I-5-10-STORYTELLING SPARKS STUDENT'S LANGAUGE SKILLS**

Storytelling builds vocabulary and improves oral communication skills, students may gain verbal skills that can improve the ability to resolve interpersonal discussion and may improve other skills , it provokes the imagination that may help the learners think about new ideas and build self-confidence ,It may help learners to learn wisdom from other experiences in be handing in such situation.

#### **I-6-SELECTION OF STORIES**

If teachers want to use stories, they have to keep in mind, the age and interests of their learners. Young children lives a simple plot, action repetition and connection with the personal experience, older children will respond to more interesting plots, realism and fantasy and stories that stretch their imagination and their life experiences. Adults like the stories which represent the conceptions of the afterlife, love, death, wars, family conflicts, generation gap.(Zuzana,S,2010).

Wright (2009) states that it is better to think of yourself as a person with people rather than as a teacher with students, a story should be a clear illustration of principal you are trying to demonstrate. Because learners have they own interpretation, it is the responsibility of the instructor to make the message of the story clear, and make a link between the story and the Abstract principal he/she wants to introduce.

#### **I-7-Criteria for selecting stories**

As it is mentioned by (Zuzana, 2010).many researchers suggest various criteria in selecting stories for classroom.



(Mckay and Tom( 2006 ) suggest that the language used in class should be real and reflects what people actually say and hear , read and write , the pictures , stories and situation should be relevant and interesting to your students

Wright (2009), affirms that stories should engage the students, the students should experience language in use and care about the stories content, all the students have to take part, and the way of organization and preparation of the teacher should contain an idea of telling a story and should include stories for learners in order to evoke positive expectation , pleasure and fun.

Spack (2001) suggests using stories that offer a wide range of choices in term of length, style, period, gender, culture, point of view and theme.

The story should be suitable telling, it should have a single theme, appropriate clear length to the time given, language, characters and plot in short, whatever the criteria of choosing stories, they should provide a comprehensible input for the learners.

The stories should be enjoyable, creative, responsive, active, and inclusive flexible and represent human emotional and events. (Classroom tales, M.F 2006)

### **I-8-Benefits of storytelling**

When you tell your first story, there is a magical moment, the children sit enthralled mouths open, eyes wide .When you tell a story you should:

- Inspires purpose full talking, and not just about the story, there are many games you can play.
- Raises the enthusiasm for reading texts to find stories , and reread them . . .
- Initiates writing because children will quickly want to write stories and tell them.
- Enhances the community in the classroom.
- Improves listening skills.
- Really engages the boys who love the acting.

- It enjoyed by children from kindergarten to the end of elementary school.
- Gives a mentality reason for English language learners to speak and write English (Edutopia, George, L, 2014).

Haven (2000) has stated that factual and conceptual information is learned faster and better, and will be remembered longer, recalled more readily, applied more accurately when that information is delivered as a well-told story

### **I-9-Application of stories in teaching and learning**

Andreet,all (2016) suggest some elements which should be involved in any story these are some of the most important ones:

- Metaphor- explain something indirectly
- Illustration- provide an outright example.
- Deconstruction- take something apart in order to understand it (as in case based learning).
- Touchstone- provide a reference.
- Provocation- motivate discussion or debate.

There are other applications suggested by Mensa Education & Research Foundation, lesson plans which help teachers when applying storytelling in their classrooms:

- \*Move your body in the storytelling when you shift where you're facing when different characters speak. This helps the audience know who is talking.
- \*Aim your body one direction when you are one character and then aim it another direction when you are a different character, remember which way you faced for each character.
- \*Use hand movements and face expressions to help tell the story.
- \*Use different voices for different characters.

\*Speak faster and lower and higher and lower.

\*Make sure you speak loudly enough so that everyone can hear you.

\*Say the words clearly so that everyone can understand you.

\*When the story is over, make sure you end it, do not keep going or just trail off. Make it clear with your voice or movement or expression that you are done.

\*Make the ending kind of fast that leaves the audience feeling that the story was existing.

### **I-10-Classic elements of a story**

A story should include some basic elements as it is mentioned by Ander, et al (2016).

1-Beginning: Introduces the hero (protagonist) and a problem/challenge/need

\*Hook: a technique designed to grab attention.

\*Antagonist: enemy/other side.

2-Middle: the hero works to solve the problem, meet the challenge, and satisfy the need.

\*Conflict: or confrontation-obstacle to overcome.

\*Climax: turning point, moment of discovery.

3-End: the hero resolves the central issue (or does not).

\*-Call to action-what the listener can (or should) do now.

### **I-11-Stages of storytelling:**

There are three main stages of storytelling that should be followed as it is mentioned by

Guettal, Imene (2008), in *Introducing Storytelling Activities as a Basic Technique to Develop Students' Oral Performance*.

#### **I-11-1-Pre -storytelling stage**

The pre storytelling stage helps the prepare learners that they can better comprehend the story.it involves raising their interest and motivation to hear the story and focus their attention.it also involves setting the scene and creating the contest for the story so that the learners could use their schemata and to better understand. Finally if the story involves new Vocabulary, in this stage teacher can introduce key words.

### **I-11-2-While-storytelling stage**

This stage involves activities which aim to engage the learners maintain their attention and assist them interesting the story. These activities aim to position the learners as active participants rather than passive audience.

### **I-11-3-After-storytelling stage**

Finally, the after storytelling sage is a chance to check students understanding and to engage further with issues presented in the story either by relating them to the learners own lives or by expanding them further.

This promoting and expanding the subject content goals.

In this stage teachers can give various range of activities and games.

### **I-11-3-1-SOME ACTIVITIES AND GAMES OF AFTER-STORYTELLING STAGE:**

#### **1-Comprehnsion questions**

It is the most knowing and useful activity that comes after the story which has been told, and it is used to examine the students understanding and stimulate their speaking performance.

\*Example: -Who was the hero of this story?

-Where does the story take place?

-When does this story happen?

## **2-True/ false questions**

In this activity, learners are given a list of extracts from the story, and they are asked to say if the statements is true or false, depending on their understanding.

\*Examples: -Was the beast a kind person?

-True

-False

-Was Nestazia the real daughter of the queen?

-True

-False

## **3-Multiple choice questions**

This kind of activities tests the learners understanding and concentration. The teacher presents statements extracted from the story, and asks the learners to tick the right answer after giving them list of answers.

\*Examples: -The hero was:

-The king

-The knight

-The prince

-The story takes place in:

-England

-Wales

-London

## **4-The story mapping**

The teacher and the learner should make a discussion about the story elements (main character, the climax, the problem, the hero, the solution...)

### **5-Extacting the moral hidden**

The teacher tries to know the learners interpretation of the story, and the lesson that has been learned from it, here the teacher could assesses the schemata of his learners, and their experience which influence their interpretation.

### **6-Retteling the story**

Learners in this activity are asked to retell the story but with their own words, personal style and own expression. This activity is very effective for developing learners speaking skill , gives them opportunity to lower their anxiety and provides them oral fluency and communication ability.

### **7-Dramatization:**

The teacher asks his/her learners to make a role play depends on the story has been told, every student take the role of a character and acts out his role. This activity may enhance the speaking ability and fix the self-confidence of learners from this activity the learners could create new stories rely on their own imagination and creativity.

### **I-12-Other stages of storytelling in classroom**

There are many other stages of telling a story in classroom suggested by Michelle,M and Cyntia,S,(2003):

1-Start with dramatic opening.

2-Verify the facts, devote the time to present a well-researched story.

3-Keep the story succinct.

4-Illustrate one theme or idea.

5-Unfold the story in accordance with the events.

6-Keep plot details simple and easy to remember.

7-Project the image like a film so listeners can visualize the story in their mind.

8-Conclude with a point, theme or idea that participants can use to guide future care delivery.

### **I-13-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 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. (Salah, M, 2013).

### **I-14-Additional fields of storytelling**

As it is pointed out by, lesson plan and activities journal (2000) ,there are many additional fields that storytelling is involved in ,and present a crucial factor

#### **I-14-1-Storytelling and science**

Since the beginning of human culture people have explained the mysteries in folktales and myth, the students investigate many the creation myths from around the world.

The star lore:

Attributes of animals portrayed in fables and compare how these animals have in nature vs. folklore?

-Knowing the folklore of flowers

-World habitats described in legends (jungles, dessert, mountain . . .)

-Folktales about any animal (bears stories, snake stories, fish stories etc. . .)

-Tales can express the ecology of all things and know how the relationship of cause and effect is expressed.

When students read and present bibliographies of important scientists, investigate the ancient to modern timeline history of invention, and the history of scientific invention that has changed the world research, they will know the who, what, where and when of science.

### **I-14-2-Storytelling and math**

Since math and storytelling both involve abstract thought, there are many overlapping patterns of thinking Students have investigate:

- the math concepts in folktale plots such as recounting a tale the sequences of events
- Problem solving: prediction in a story
- Equations : notice cause and effect relationship in plots
- Diagraming mapping: document the sequence of events as a map, create a diagram that explain what has been discovered.
- Find students investigation of mathematicians lives
- The history or the development of advanced math concepts
- The development of architecture and engineering

### **I-14-3-storytelling and social sciences**

Studying a folktales offers a window into the culture from which it comes as well as a mirror



of humanity, since universal concerns are reflection in the world tales. Students may have insight on the location of the country or culture from which the story comes, they may research the geography and topography of the setting, and they may place the tale in time frame of history. Stories can provide students with the knowledge of the dominant religious and philosophical influences.

### **I-15-Types of stories**

There are several types of stories teachers can tell in their classrooms, knowing each type permit the teacher to know which story is needed, as it is pointed out by Jordan Catapano (2013).

- A true story from your own life.
- A true story from the life of someone you know. Friends, family ,neighbors
- A true story from the news or a current events.
- A story that took place sometime in history.
- A fictional story, with made up characters or events.
- An ‘imagine if ‘story that sets up hypothetical situation.

Of course, there are various genres and styles of storytelling, but the above list represents the essential Variety that the teacher might incorporate into the classroom. (Teach Hub.com2017)

### **Conclusion**

Humans have always told stories, these stories distinguish us from other creatures.it is a fundamental tool of sharing experiences and ideas. This art is a powerful way for simulating imagination and it used as a teaching tool for enhancing the learning and teaching process in order to facilitate this process. Educators mentioned that this art could be used in academic setting so it will promote learners creativity, increase their knowledge and giving new

experiences. Storytelling as a learning tool can explore the learners expressive, communicate hidden abilities and encourage the learners to be better speakers, listeners, readers or writer in the future. The storytelling benefits can help teachers to know their learners needs so that they facilitate all the difficulties which confront them.

## **CHAPTER II: READING COMPREHENSION**

### **INTRODUCTION**

Reading is a receptive skill .It is a recognition process of interpretation and perception of written materials. It is an interaction between the reader and the writer, but reading is not just decoding written symbols, we read to understand and deriving meaning. There is no reading without comprehension because comprehension is the pillar of reading.

This chapter deals with the different definitions of reading and reading comprehension, the difficulties that learners can face and the possible strategies which could enhancing reading, and it deals specifically with the subject of the study which is storytelling and its use in EFL classes in order to enhance reading comprehension.

### **A-Reading**

#### **A-1-Over view on reading**

According to Broughton (1977) the reading process is a complex skill which involves a whole series of lesser skills. first of these skills, is the ability to recognize stylized shapes, moreover, it

is not only a matter of recognizing the shapes as much, but recognizing them as same or different.

This definition consider reading from its initial stage as a low level of beginner learners and defines reading as the ability to recognize shapes and its differences that are presented on papers.

The second skill involves in all the complex, the ability to correlate the black marks on the paper, the patterned shapes, with language. So, it is possible to learn to read without at least the capacity to acquire language. Here Broughton confirms the strong correlation between the recognition of shapes and the language system elements (sounds, words, sentences, paragraphs).

Broughton added that a third skill which is involved in the total skill of reading, is essentially an intellectual skill, this is the ability to correlate the black marks on the paper by way of the ability to correlate lack marks on the papers by way of the formal elements of language let us say the words as sounds, with the meaning which those words symbolize.

To sum up, the reading process stand on the three important pillars recognition of shapes language elements and the connection between black marks and the meaning which those symbolize , if the reading process is not meant to result getting the meaning of languages, it will be only making verbal sounds as it is said by Broughton ‘barking at print’.

## **A-2-Definition of reading**

Reading is a process where a reader constructs unique personal meaning using the text as a guide. Comprehension is unique and personal because each reader reads for his own purpose and has a specific background.

Reading itself is a meaning constructing process, the readers read with comprehension when they generate meaning for written language by relating it to their knowledge and memoires of

experience. It highlights the fact that often more than one interpretation of a text is possible. What learners already know Described in a text influences meanings they construct from that text (Lipson 1982).

Anderson (1985) states that reading plays a crucial role in language learning. It is one of the most important language skills that students should be equipped with. Students gain a lot of information of a target language through reading, for either ESL or EFL learners, reading is an important skill to master in order to ensure success in language learning.

Reading is one of the most important skills for academic learning and success “reading is essential for success in acquire a second language. After all, reading is the basis of instruction in all aspects of language learning (Grabe, 2009).

### **A-3-Characteristics of Reading process**

According to Cairo, J (2003) reading process is characterized with many points

1-Reading is the active process of understanding print and graphic texts.

Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text.

Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

2-Effective readers use strategies to understand what they read before, during, and after

Reading. Before reading, they:

- use prior knowledge to think about the topic.
- make predictions about the probable meaning of the text.

- preview the text by skimming and scanning to get a sense of the overall meaning. During reading, they:

- monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text. After reading, they:

- reflect upon the ideas and information in the text

- relate what they have read to their own experiences and knowledge.

- clarify their understanding of the text.

- extend their understanding in critical and creative ways.

Students can be taught to be strategic and effective readers.

Struggling readers benefit from a variety of instructional approaches that demonstrate reading skills as subject content is taught. Direct teaching, thinking aloud, modelling, discussion, and small-group support are only a few of the approaches teachers use to help students become more strategic and effective readers in different contexts.

#### **A-4-Purposes of development of reading interest among learners**

There are many purposes that's why learners should be motivated to be readers and increase their interest in reading

1-Encourage interest and habit of reading in order to create a civilized society to read.

2-Improve students activities (giving reading assignments , organizing competitions reading, wall magazines )

3-Create an informative society that is ready to participate in all development aspects.

5-Have current knowledge, not out of date

6-Improve the ability to think

7-Fill free time

## **A-5-Reasons for reading**

When we read we have different reasons to do so, it is clear that when we read articles, signs, newspapers, our aims are different from when we read poems, piece of prose or a short story.

Harmer (2001) established two main reasons for reading.

1-Instumental and2-Plleasurable

The instrumental reasons imply a reading with a clear aim in the mind of the reader.

When we read signs to know to get to a place, we read a notice to get the time of the departure of a bus we read a ticket machine to know how it works we read an article to gain information this kind of reading happens when we heave a precise goal in mind

Pleasurable reasons on the other sides ply a reading for pleasure and entertainment when we read stories poetry, magazines. This could illustrates that there is a crossover between the two categories. That is pleasurable reading can be instrumental too especially in education and academic situations when teachers use pleasurable texts not just for pleasure but for utilitarian purpose.

## **A-6-READING IN EFL CLASSROOMS**

Reading is a useful approach to be used in EFL classrooms , it implies students reading long texts for general understanding, the intensive reading procedure with the focus on the teaching of reading skills in EFL classrooms, has been questioned by some who claim that teaching reading strategies does not make better readers, it is widely believed that people become good readers through reading and that learning how to read should mean a focus of attention on the meaning rather than the language of the text, the principal objective of undertaking a reading approach is to get students to read in English and to like it .

An increase in reading fluency should be another objective because reading should be a pleasurable activity for the students, promoted as much as possible by the teacher. The teacher should give the impression to be a good reader, then students will be encouraged to read. The teacher can talk about books that she\he has been reading, and if they are knowledgeable about the books in school library, having already read them, the teacher can also read aloud to the students to introduce different genres or individual books. It is mentioned by some researchers that the extensive reading approach is a useful tool in EFL classrooms they have found that the use of glossaries for complicated words is advantageous to vocabulary acquisition and it can enhance reading skills (Grabe and Stoller, 2004).

### **A-7-The four main types of reading**

There are four main types of reading

- Skimming
- Scanning
- Intensive
- Extensive

#### **A-7-1Skimming**

Skimming is sometimes referred to as gist reading. Skimming may help in order to know what the text is about, for example, with a magazine or newspaper which you might consider for a deeper read.

We can reach a speed count of even 700 words per minute if we train ourselves well in this particular method. Comprehension is of course very low and understanding of overall content very superficial.

#### **A-7-2-Scanning**

Scanning involves getting the eyes to quickly scuttle across sentence and is used to get just a simple piece of information. Interestingly, research has concluded that reading off a computer screen actually inhibits the pathways to effective scanning and thus, reading of paper is far more conducive to speedy comprehension of texts.

Something students sometimes do not give enough importance to is illustrations. These should be included in your scanning. Special attention to the introduction and the conclusion should also be paid.

### **A-7-3-Intensive Reading**

Undertaking intensive reading needs to have clear aim in mind. Remembering this is going to be far more time consuming than scanning or skimming. This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. It moreover, helps with retention of information for long periods of time and knowledge resulting from intensive reading persists in your long term memory.

This is one reason why reading huge amounts of information just before an exam does not work very well. When students do this, they undertake any type of reading process effectively, especially neglecting intensive reading. They may remember the answers in an exam but will likely forget everything soon afterwards.

### **A-7-4-Extensive reading**

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading it is unlikely that students will undertake extensive reading of a text they do not like. It also requires a fluid decoding and assimilation of the text and content. If the text is difficult and the reader stops every few minutes to figure out what is being said or to look up



new words in the dictionary, he/she is breaking his/her concentration and diverting his/her thoughts.

## **A-8-Reading Strategies**

As students' progress through school, they are asked to read increasingly complex informational and graphical texts in their courses. The ability to understand and use the information in these texts is key to a student's success in learning. Successful students have a repertoire of strategies to draw upon, and know how to use them in different contexts. Struggling students need explicit teaching of these strategies to become better readers

Recent approaches to the teaching of reading have stressed the great importance of reading strategies for coping with texts. For many applied linguists, good readers are those who are flexible enough in using appropriate strategies. Dubin (2000:148) asserts that:

“Good readers report using a wide variety of strategies , from the often mentioned skimming and scanning, guessing and predicting, to using internal and external context clues to derive meaning from texts.”-83-

Good readers, thus have the ability to use reading strategies to adjust to the text in hand in order to achieve their objectives for reading.

Thompson (1982) lists seven reading strategies that could lead to efficient L2 reading.

A- Identifying text structure via a brief summary.

B- Providing titles to texts before reading.

C- Using embedded heading as advanced organizers.

D- Pre-reading questions.

E-Generating of story-specific schema: readers ask themselves questions.

F- Use of visual imagery and illustrations.

G- Reading a story from the perspective of different people or participants.

Dubin (2000) on the other hand added good readers use the following strategies for a successful reader:

A- Keep the meaning of a passage in mind while reading and use it to predict overall meaning.

B- Skip unfamiliar words and guess their meaning from later sentences.

C- Identify the grammatical function of an unfamiliar word before guessing its meaning.

D- Refer to any side glossary.

E- Skip words that may add relatively little to total meaning. - 84 -

In essence, successful readers seem to use appropriate strategies in order to foster their reading abilities the thing which would make them proficient readers.

In view of the substantial number of strategies developed for successful reading, some theorists grouped some of them in categories and associated them according to the reader's purposes of reading. Thus, Robinson (1961) devised the SQ3R: Survey, Question, Read, Recall, and Review; McCracken (1971)

the USSR: Uninterrupted, Sustained, Silent, Reading, and Wallace (1990) the CR: Critical Reading. For all that, SQ3 R, USSR, and CR come to be the most renowned and efficient reading strategies, for either study or pleasurable reading purposes, recognised and widely used by educationists all over the world.(Abdel Aziz,B,2005).

## **B-Reading comprehension**

White (1985:22) affirms that the process of reading involves two separate stages. The initial stage, decoding and the second stage, comprehension.

The initial stage in fact is no more than recognizing the relationship between the print on the page (letters and shapes) and the sounds of language. In this stage students are asked to read aloud to demonstrate their ability to connect printed symbol and verbal sounds.

It is quite possible, however to read aloud a piece of writing without understanding what the printed words mean at all .Reading in this way is a merely decoding process .Comprehension, on the other hand implies recognizing the significance and the meaning of what we read and the intentions of the writer Reading comprehension is the ability to find out the hidden abstract implications of those printed shapes and letters.

### **B-1-Definition of Reading comprehension**

Reading comprehension is a complex cognitive process that involves integrating, information, making inferences and constructing meaning from text (Cain and okahil,2006)

Reading comprehension can be similar between readers when they have the same background, they construct the same meaning. The meaning of the text can also be extended when readers engage in social activities such a as sharing their personal meaning with each other.

-Harris and Hodges cited that reading comprehension “as the linguistic process of reconstructing the intended message of a text by translating its lexical information into meaningful units that can be integrated between the reader’s knowledge and cognitive structures.

### **B-2-The importance of Reading Comprehension**

Reading comprehension is a critical component of children educational as well as lifelong learning, for children to achieve academic growth. They must be able to comprehend text and apply this knowledge in their lives (Ballinger and Diperna,2001).

### **B-3-Types of Reading comprehension ...**

Day and park suggest 6 types of reading comprehension

1-literal comprehension: understanding the facts and vocabulary that represent the straight forward meaning of the text this is the surface meaning teachers check first.

2-reogramization using information from different parts of the text and combining them for additional understanding. it is based on lateral comprehension.

3-inferece: understanding literal information according to reader's knowledge. (Meaning understood in this type are not explicitly expressed in the text.

4-prediction: employing the meaning understood from the text and reader own knowledge to expect what might happen next or what could be based on the text read.

5-evalutaion: giving a general judgment about some aspects of the text.

6-personal response: responding with feelings for the text and the subject (Day and park,2005).

#### **B-4-Reading comprehension levels**

It is not just an act of going through the text, it demands rather certain attitudes and reactions from the part of the reader towards the text.

According to strain (1976), reading comprehension has been classified into three levels:

1-cognitive level: where the reader can comprehend precisely and seriously what the author has written

2- Interpretative level: where the reader understands the linear relations in readable text and concludes the meanings and hidden concepts relying on his experience and feelings.

3-applied level: Where the reader becomes capable of applying information and concepts understood, absorbed and utilized? This level includes the reader's ability to critical reading, creativity and the ability to judge the readable text and the author.

Starting from this classification in order to head the student to comprehend and understand whatever he reads he should he trained and taught to read between lines , read critically and

distinguish between important and significant matters in readable discourse then utilizes them in his school and social life (Strain, 1976)

### **B-5-Comprehension models**

Different models have been proposed to account for the complex processes of understanding texts.

These models include: Bottom-up models, top-down models and parallel models.

1- In bottom-up models: the process of reading for understanding starts with the written words and comprehension is constructed by building the representation stepwise from the individual phoneme to understand of the entire text:

2- Top-down models: emphasize the importance of inference making and schemas used to predict the content of the texts.

3- Parallel models: it is suggested that these two processes work in parallel simultaneously (Kahmi and Catts, 2012)

### **B-6-Teaching reading comprehension**

Teaching reading comprehension aims “to enable students to enjoy reading in the foreign language, and to read without help unfamiliar authentic texts, at appropriate speed, silently and with understanding (Ah Zubaidy, 2009).

Serious problems because of weaknesses are inherited from the previous stages along learning : many students arrive in school at risk for reading difficulties due to a lack of exposure to the types of early experiences with language and reading activities that are presented in school” (Huffseter, 2005, 43)

### **B-7-Reading comprehension categories**

Grabe and stoller (2002) maintain that fluent reading can be better understood if analyzed into a set of components skills according to their taxonomic view of reading comprehension the components involved in reading are divided into two main categories lower level and higher level process.. While lower level process represent the more automatic linguistic process, the higher level process include comprehension process that make much more use of reader's background knowledge and in inferring skills.

### **B-8-Factors that affecting reading comprehension**

Reading comprehension is a necessary component of reading, many factors affect a student's ability to comprehend texts, these factors include:

\*Interest in the topic: students will lively enjoy reading text that is interesting to them:

\*Layout of the text (text structure) : refers to the format of text ,which differs from non, fictional (expository) and fictional text ( fisher et all, 2008) informational texts narrative texts ..

\*Background knowledge: those who have more background knowledge about the topic will be more likely to understand what they have read.

\*The child holds about the topic: a knowledge a purpose for reading allows readers to determine the importance of the text while reading and helps them decide what information they are looking for.(Andrea,P 2011).

### **B-9-Reading comprehension difficulties**

Reading comprehension decoding are typically highly correlated in the early grades ( florit and cain 2011) however some individuals are exceptions to this general pattern of highly correlated results for these skills.

The last 25 years of researches in reading comprehension have shown that a relatively large group of readers show problems with reading comprehension despite fluent word decoding, this group of readers called poor comprehenders

### **A-Vocabulary:**

Studies find a close link between vocabulary and reading comprehension.

Nation et al 2004 have formed offences between poor comprehenders and typical reader on various aspect of semantic knowledge they found that a group of poor comprhenders performed at lower levels on both receptive and expressive vocabulary tasks compared to a group of typical readers.in the receptive vocabulary tasks the learners had to determine which words were synonyms, in the expressive vocabulary task to consisted of defining words and giving multiple contexts of a given word.

Rarely proctors of reading comprehension difficulties ( AsaElwer ,2014) .

Another aspect of vocabulary concerns the ability to learn new words from text no differences were found between skilled and less skilled readers when the explanation of the word was immediately following the target word.However, when the explanation was separated from the target word, poor comprehends did significantly worse than typical readers. (Cain et all 2003).

### **B-Grammar and morphology**

Deficit in grammar and morphology is another deficit at the word on sentence level ,from the group of poor comprehenders, a reception of grammar test was made to differentiated between typical readers and poor comprehenders.

Trog applies a picture- sentence matching task to examine receptive grammatical understanding morphological awareness refers to the ability to manipulate words to form new words.

Several aspects of morphological awareness have been found to be depressed in poor comprehenders these aspects include weaknesses in inflection of irregular verbs and difficulties in recalling complex sentences. (Nation et al 2004)

In addition Tong and colleagues (2011) found that poor comprehenders had particular weaknesses in understanding derived words

### **C-Verbal memory**

Early working on poor comprehenders has indicated a general working memory deficit. A span task was used where number presented 2, 3 or 4 times and the children were asked to read the row of digit aloud and memorize the last digit the results showed systematic differences between a group of poor comprehenders and typical readers.

### **D-Inferences and other text related process**

Several studies have suggested that poor comprehenders make fewer inferences compared to typical readers.

### **E-Poor comprehenders across time**

Retrospective and prospective studies have examined poor comprehenders over time and show that they have lower oral language skills appearance than typical readers.

### **f-Within –group variability and intervention**

Many studies have examined within group variability among poor comprehenders and show that there is considerable variability in the severity of the deficits reported for poor comprehenders

## **B-10-Reading comprehension strategies**

Harvey and Goudvis (2000) describe six particular metacognitive comprehension skills that successful comprehenders employ when reading. Each of these strategies allows students to use “think aloud” to metacognition while reading. These strategies include



**A-Making connections:**

The reader is relating the text to other experiences and here we mention various types of connection

-“text-to self” connection: when the reader connects an event in the story to his/her own life.

-text –to –text” connection: relates something to different stories have in common.

-”text-to –world “connection: Relates the text global issues (Harvey Goudvis 2000).

**B-Questioning:**

The reader shares what he/she wonders about, and monitors these questions while searching for an answer when using this strategy. Students are monitoring Comprehension and interacting with the text to construct meaning.

According to McCormik(2007) student must be taught how to generate questions while reading. This way, students are including questions that are important to them, and not just answering question to teacher selected.

Student can use question to make inferences as well as collet information (Harvey and Goudvis, 2000)

**C- Visualizing:**

The reader creates a mental image of what is happening in the story .Harvey and Goudvis (2000) explain how these images are unique because readers may envision things differently.

McCormik (2007) assert that students can monitor what they see to determine whether the images they visualize remain the same or change as they keep reading.

**D-Inferring:**

Means making an assumption about the character or text even you are not provided with all the necessary details directly in the text according to Kooper and Kiger, 2009 the reader may need to determine what information lead him/her to the inference, including background knowledge or clues in the text

Inferring also can include making predictions about the text and monitoring these predictions

**e-determine importance in text:**

The reader decides what information is most relevant and records these through highlighting, outlining or using graphic organizers.

Graphics organizers can help students to determine which information needs to be recorded and organized these informations for easier recall.

Students need to read the text and determine which details are the most important in order to learn something in you.

**F-Synthesizing information:**

The reader takes information from a few different places and brings it all together to come up with an explanation that is also based on prior knowledge. These may allow the reader to take on a new perspective or generate a new idea, these can be challenge task, especially for younger students.

These strategies described above are only some of the reading comprehension skills that students are taught other skills include

\*previewing the text to determine what it might be about and how the text is setup

\*Monitoring what they have read so far to determine whether it makes sense and they understand it.

\*Summarizing or explaining what has happened in the story

\*evaluating the text by comparing it to other stories. (MC COMICK,2007).

### **B-11-How should Reading Comprehension assessed?**

The various assessments of reading comprehension have different formats and demands some may require comprehension of only sentences or short passages whereas others require understanding of longer narratives ,factual texts or even poems .Furthermore, even superficially comparable assessment of comprehension may make different demands on the child. Indeed recent researches of (Cutting Scarborough, 2006, kennan and Betjeman; 2006,Keenan,Betjma s Olson 2008) have shown that some texts are more dependent on word recognition, whereas others ,are more dependent on oral language skills.

Whatever the type of the text the child's level of understanding can be assessed in different ways (different response formats) each of which has advantages and disadvantages. These include open ended questions, true / false responses, multiple choice responses and cloze tasks.

Successful comprehension requires coordination of skills at many levels to extract and construct meaning.

### **C-Storytelling in Reading Comprehension**

Learners need to develop their metacognitive skills during reading in order to become more metacognitive. Teacher must consider some strategies to help them develop their skills needed to comprehend a text. These strategies are used before, during, and after reading. One of the most affective metacognitive strategies is storytelling.

An affective teacher preparation helps students develop and apply reading comprehension strategies to enhance understanding (National reading panel, summary report, p13). One of these effective strategies is storytelling.

It is a technique which is used as a metacognitive strategy in EFL classrooms that aims to enhance learners reading comprehension.

Several studies have been conducted regarding the effectiveness of the use of storytelling as a pedagogical strategy. According to Isabel et al (2004), storytelling is considered as an effective strategy for developing listening skills and keeping students engaged.

Mello (2001) found that storytelling served to improve self-awareness, visual imagery, and cultural knowledge. Heaven and Ducey(2007) assert that storytelling can be used as an effective means to increase early literacy and promote reading comprehension skills.

Also, according to Aiex (1988), in storytelling, the interaction is personal, engaging and immediate, these characteristics allow storytelling to capture the attention of the audience and this enhance an understanding of the story by providing a social context for literacy

When students re-tell stories, they have the opportunity to further develop their skills of comprehension.

Eder(2007) describes using the oral tradition of storytelling as a powerful strategy for setting patterns of meaning.

The developing of a sense of story allows students to make better predictions, to anticipate what is next, to increase awareness of cause and effect, sequence events and develop other skills that aid comprehension (Aiex,1988).

Storytelling, when modelled properly, can serve an effective technique for developing literacy and reading comprehension skills, and to improve the academic performance of students in

reading. Storytelling also has the ability to enhance reading comprehension.

## **Conclusion**

Reading is an interaction between the reader and the text. Effective reading is inseparable with reading comprehension.

Typical readers monitor their understanding and when they lose the meaning of what they are reading they select and use their strategies in order to improve their reading comprehension and reduce the different difficulties they face.

## **Chapter III: field work**

### **Introduction**

The current chapter will be mainly concerned with the investigation of the use of storytelling in teaching reading in order to enhance reading comprehension.

Pupils and teachers viewpoints are gathered and collected in form of two questionnaires(each one is designed to each category) in order to determine the reading comprehension difficulties and how these difficulties are overcome ;their attitudes towards stories and the use of storytelling as suggested technique in introducing reading materials.

This chapter also deals with the description of population sampling tools and procedures data analysis of the findings.

So this chapter aims to describe the two questionnaires (teachers/pupils) and analyze them.

### **III-1-Pupil's questionnaire**

#### **III-1-1-Introduction**

The questionnaire is administered to the 4 MS pupils in GuemriHusseine Middle School in Biskra. It is designed to pupils who are EFL learners and aims to see to what extent storytelling technique is important that may enhance their reading comprehension.

This questionnaire was oriented to 40 pupils who are asked to respond to it, in order to give an insight on the difficulties and strategies of the reading comprehension.

### **III-1-2-Questionnaire and description and design**

This questionnaire was designed to be answered in the classroom with the aid of the teacher and the researcher.

This questionnaire consists of three sections of 13 questions. The questions were closed-ended ones in the form of multiple choice in which the respondents have to pick up the appropriate answer or yes/no questions in addition to the last free gap of suggestion.

The first section with one question about general information, the second section with 6 question which deal with the reading comprehension difficulties and strategies used by the pupils. The third section with 5 questions about storytelling strategy, its use, its importance and the pupil's attitude towards this technique. At the end the free gap to record any suggestion.

## **III-1-3-Description of the results**

### **Pupil's questionnaire**

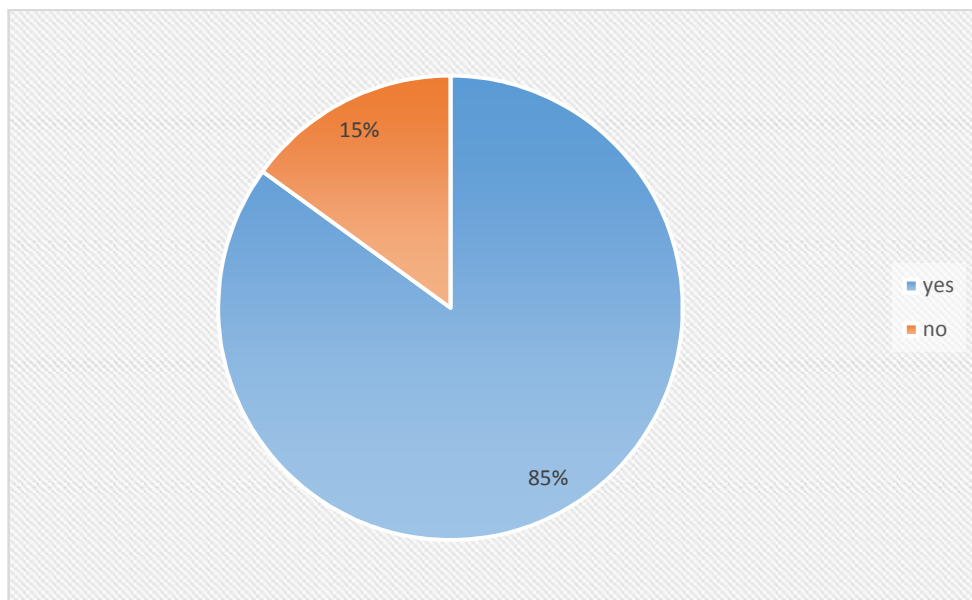
#### **SECTION ONE: General information**

**Question 1:** Do you like English courses?

A–yes

B-no

**Table 01: Pupils 'attitudes towards English courses**



Responses	Numbers	Percentage
Yes	34	85%
No	6	15%

**Figure**

**01:Pupils 'attitudes towards English courses**

This table shows that the majority of the participants (85%) of pupils like the English courses because it is a new language for them since they have 4 years of learning it, and only (15%) of the pupils claim that they do not like English.

**Section two: reading comprehension**

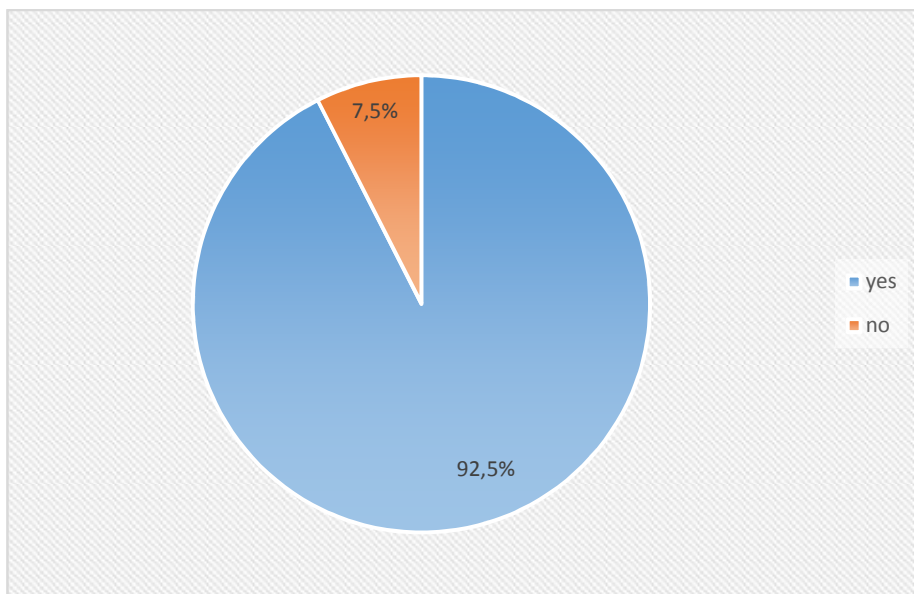
**Question2:** Do you like reading in general?

A-yes

B-  
no

Responses	Numbers	Percentage
Yes	37	92,5%
No	3	7.5%

**Table 02:Pupils 'attitudes towards reading in general**



**Figure 02:Pupils 'attitudes towards reading in general**



According to pupils answers in the table above (92.5%) of pupils do like reading in general and (7.5%) of the participants said that they do not like reading at all may be they prefer other hobbies because reading process needs lots of sub-skills that they are not provided with ,but pupils must be supported to read more.


**Question3:** if yes, what kind of material do you prefer to read?

A-Books

B-Newspapers

C-Stories

**Table 03: Kinds of reading material pupils prefer**



Responses	Numbers	Percentage
A	12	30%
B	1	2.5%
C	27	67.5%

**Figure 03:Kinds of reading material pupils prefer**

The results of the table show that (67%) of the pupils prefer reading stories, (30%) are interested in reading books and only (2.5%) prefer reading newspapers because newspapers is written in sophisticated language that pupils do not have the ability to read.

**Question 4:**which one of these language skills do you prefer?

A-Reading

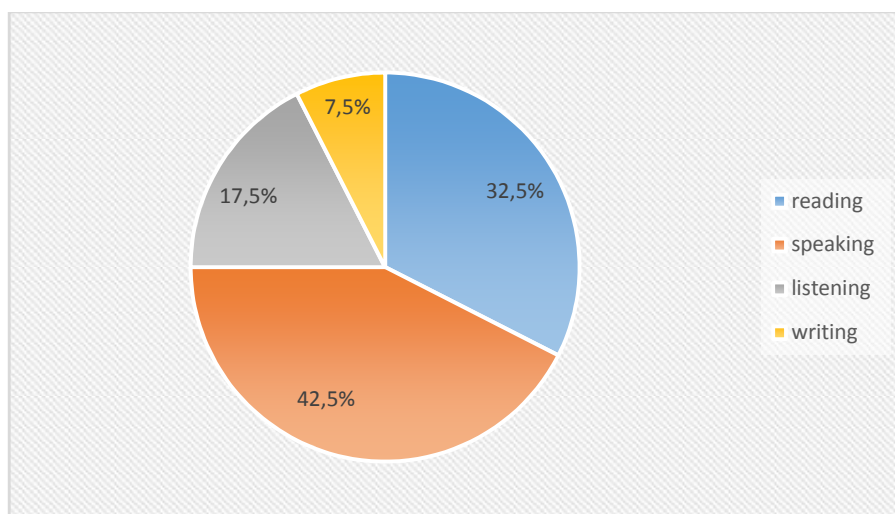
B-Speaking

C-Listening

D-Writing

Responses	Numbers	Percentage
A	13	32.5%
B	17	42.5%
C	07	17.5%
D	03	7.5%

**Table 04:The skills which pupils are interested in**



### Figure 04: The skills which pupils are interested in

The results of the table above show that (42%) of the participants focus on speaking skill, (32%) are interested in the reading skill however (17%) prefer the listening skill and only (7.5%) are interested in the writing skill because it is the most difficult skill the participants of 4MS pupils focus more on speaking and reading than on listening and writing.

**Question 5:** When an English text, how can you evaluate your reading comprehension?

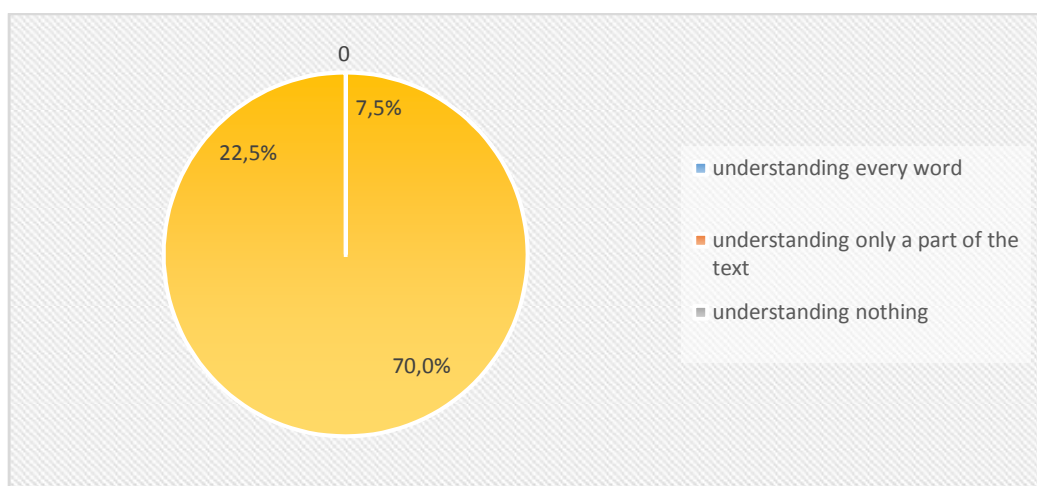
A- Do you understand every word

B- Do you understand only a part of the text

C- You do not understand anything

Responses	Numbers	percentage
A	3	7.5%
B	28	70%
C	9	22.5%

**Table 05: Pupils reading comprehension evaluation**



**Figure 05: Pupils reading comprehension evaluation**

As it is mentioned above, the highest proportion of pupils (70%) show that they understand only a part of the text, (22.5%) said that they do not understand anything however (7.5%) of pupils mention that they understand every word in the text pupils may face difficulties at the level of comprehension in reading English texts because they do not know how to practice reading comprehension strategies.

**Question06:** what difficulties do you face in reading English texts?

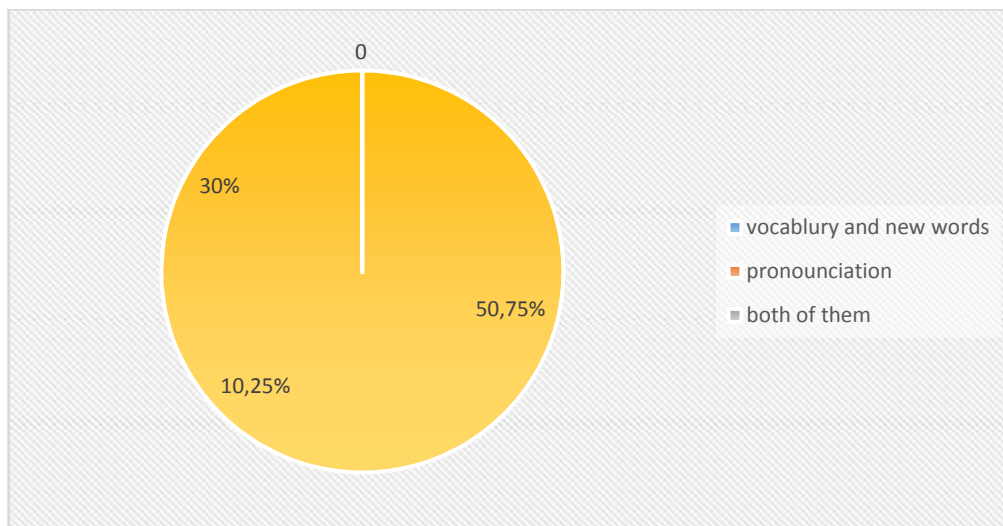
A-Vocabulary and new words

B-Pronunciation of new words

C-both of them

Responses	Numbers	Percentages
A	23	50.75%
B	5	10.25%
C	12	30%

**Table 06: Reading comprehension difficulties**



**Figure06:Reading comprehension difficulties**

As the table shows the first reason that make pupils (50.75%) do not understand is due to difficult vocabularies and new words, when (30%) of pupils face problems in the pronunciations of new words and (10.25%) have the both difficulties because when pupils have reach vocabulary that appropriates their comprehension level, they easily texts because vocabulary knowledge is without doubt necessary in reading comprehension.

**Question 07:** Before reading an English text what do you prefer to do?

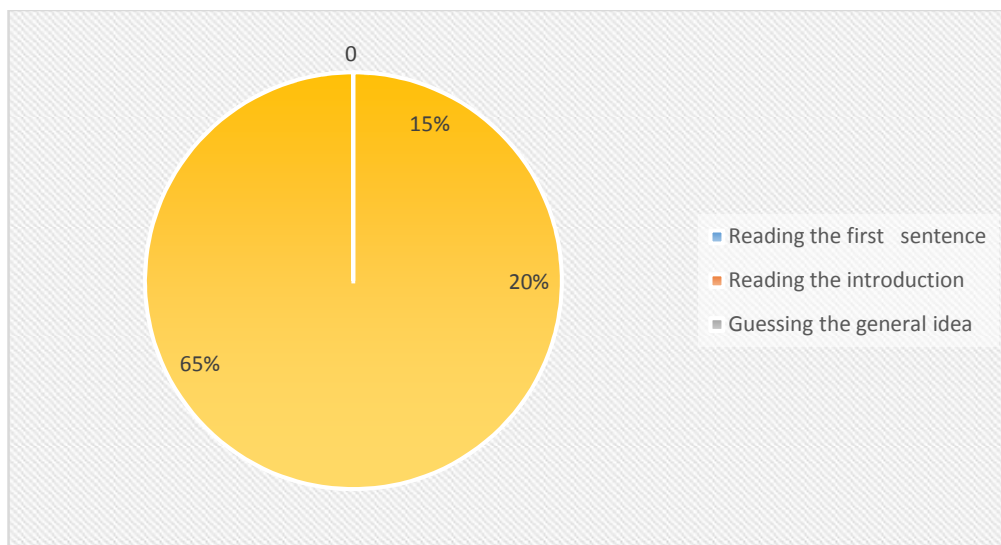
A-Reading the first sentence of the first paragraph and the last one of the last paragraph

B-Reading the introduction and the conclusion

C-Guessing the general idea

Responses	Numbers	Percentages
A	6	15%
B	8	20%
C	26	65%

**Table 07: Strategies used by pupils**



### Figure 07: Strategies used by pupils

These answers reveal that when pupils read they rely heavily on the third strategy which is guessing the general idea through generating every principal idea of each paragraph.(65%) of pupils try to understand English text by dividing it in paragraphs and collecting every idea of these paragraphs to conclude the general idea of the text, (20%) of pupils tend to read the introduction and the conclusion of the text in order to interfere the general idea of the text,(15%) of the pupils prefer reading the topic sentence and the concluding one in order to extract the idea of the text .

### Section three: storytelling

**Question 08:** how would you like the teacher to introduce the new information before reading a text?

A-A story related to the text

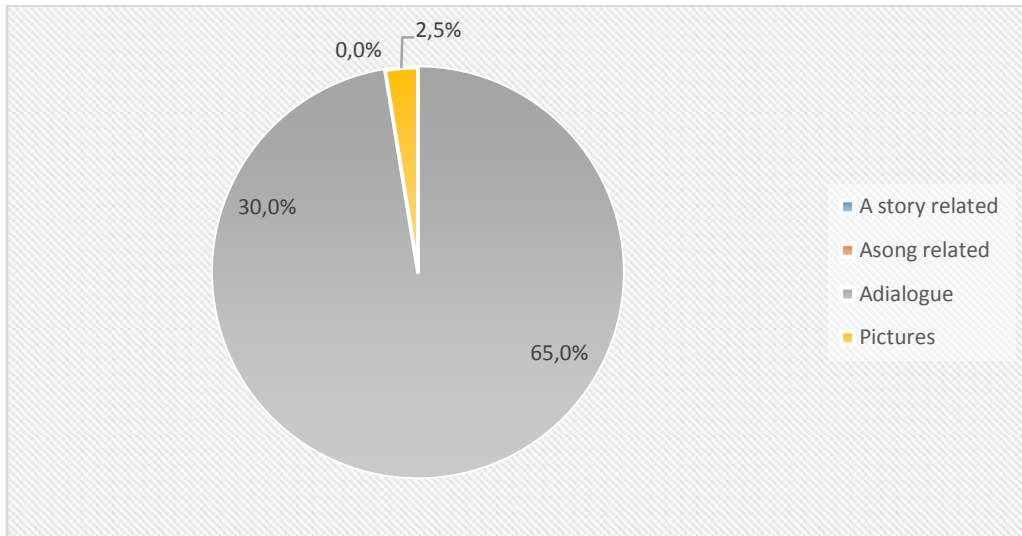
B- A song related to the text

C-A dialogue

D-Pictures

Reponses	Numbers	Percentages
A	26	65%
B	12	30%
C	0	0%
D	1	2.5%

**Table 08: Techniques of introducing new information**



**Figure 08: Techniques of introducing new information**

The table shows that more than half of the pupils (65%) prefer that the teacher uses stories to introduce new information before reading a text, and (30%) of the participants prefer using a song related to the text to introduce the reading material this makes their understand easier only, (2.5%) prefer the use of pictures and known of the participants prefer the use of the dialogs because the dialog itself is difficult to understand.

**Question 09:**When your teacher tells a story before reading a text, how do you evaluate your understanding of that text?

A-25%

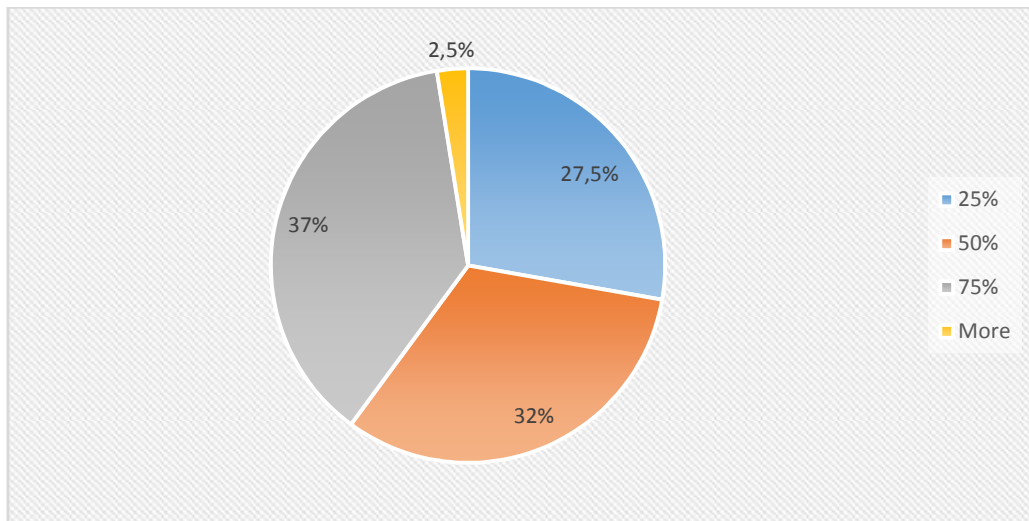
B-50%

C-75%

Responses	Numbers	Percentages
A	11	27.5%
B	13	32%

D-	C	15	37%	More
	D	1	2.5%	

**Table 09: evaluating the understanding when the teacher uses storytelling**



**Figure 09: evaluating the understanding when the teacher uses storytelling**

The results emphasize the effectiveness of using storytelling as a technique to introduce reading material, (37%) of the participants said that their comprehension when the teacher uses story telling before reading a text is (75%) so of majority of pupils said that their comprehension is better when using storytelling as a pre-reading stage, (32%) of the participants said that they have (50%) of comprehension when using stories and (27.5%) evaluate their comprehension by (25%). And only (2.5%) of the pupils indicate that they have more than (75%) of comprehension when the teacher uses stories to introduce reading material.

**Question 10:** Do you think that storytelling has a role in enhancing your reading comprehension?

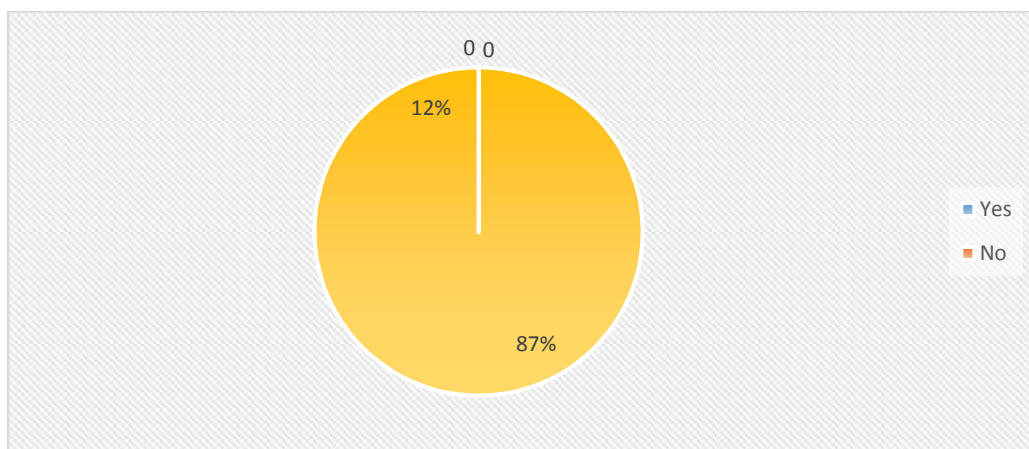
A-Yes

B-No



Responses	Numbers	Percentages
Yes	35	87%
No	5	12%

**Table 10:the importance of storytelling in reading comprehension**



**Figuring 10: the importance of storytelling in reading comprehension**

This table shows that the answers of the participants confirm that the story telling is important in enhancing reading comprehension ,(87%) of the pupils indicate that storytelling has a role enhancing their reading comprehension when the (12%) of the participants said that the reading comprehension cannot be better when using storytelling.

**Question 11:** If yes, what kind of stories do you prefer?

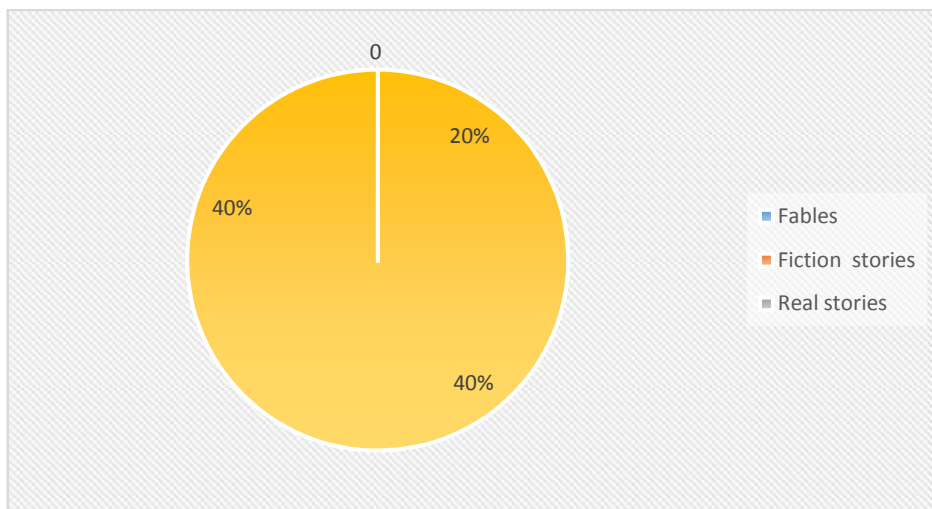
A-Fables

B-Fiction stories

C-Real stories

Responses	Numbers	Percentages
A	8	20%
B	16	40%
C	16	40%

**Table 11:Kinds of stories pupils prefer**



**Figure11: Kinds of stories pupils prefer**

The results of this table show that the number of pupils who like to read fiction stories is equal to the number of pupils who prefer to read real stories. (40%) of pupils like to read real and fiction stories however (20%) of pupils prefer to read fables the participants should be encouraged to read all types of stories.

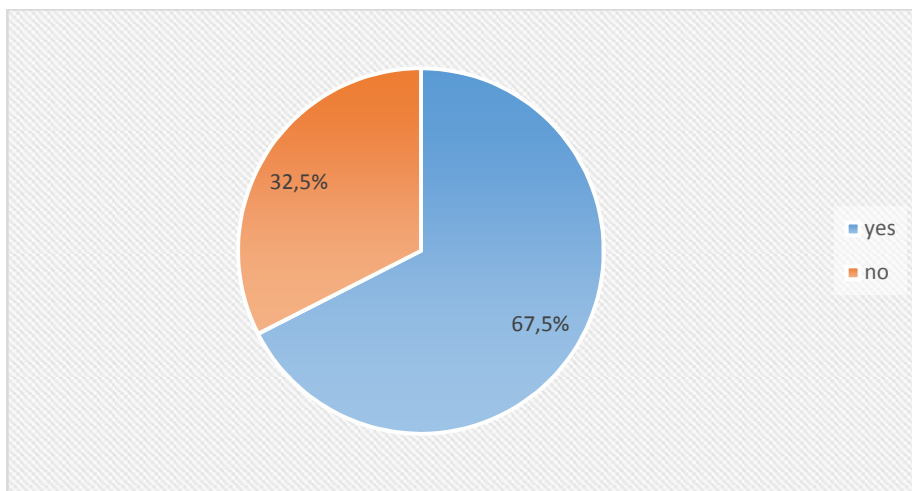
**Question 12:** If stories are used, can you remember the information presented in the story better than information presented using another method?

A-Yes

B-No

Responses	Numbers	Percentage
Yes	27	67.5%
No	13	32.5%

**Table 12: The effectiveness of using stories in remembering Information**



**Figure 12: The effectiveness of using stories in remembering Information**

The table above shows that (67.5%) of pupils confirm that they can remember information presented on the story better than information presented by other methods and (32.5%) said that they prefer other methods by which information are presented.

**Question 13:**Can you comprehend the text related to the story told better than other texts presented by other techniques (pictures, interviews, dialogues...)?

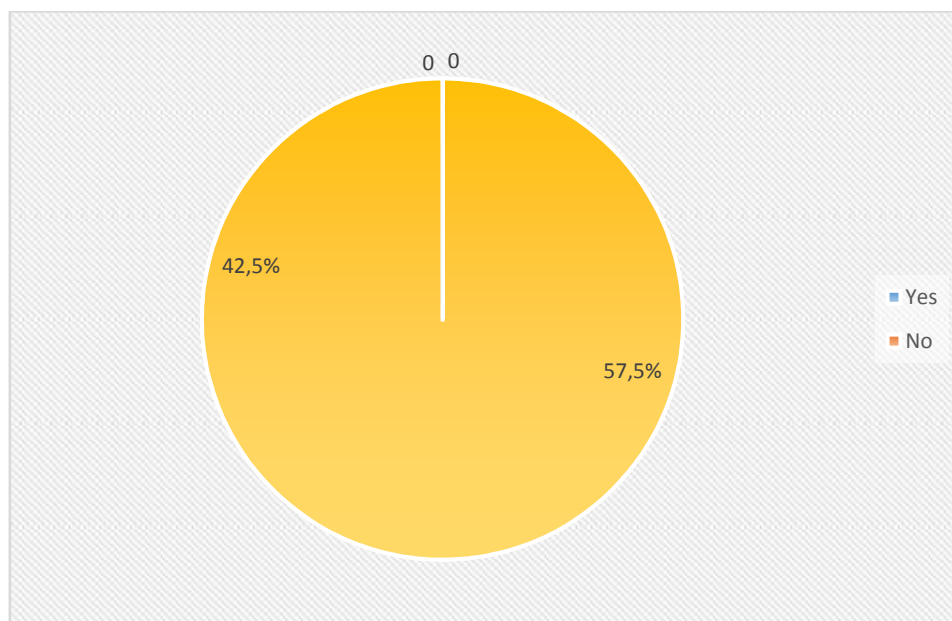
A-Yes

B-No

Responses	Numbers	Percentages
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Yes	23	57.5%
No	17	42.5%

**Table 13:Comprehension using other techniques**



**Figure 13: comparison of comprehension using storytelling / other techniques**

The results of this table confirm that (57.5%) of pupils comprehend the text related to the story told better than other text presented by other techniques as pictures dialogues.....

### **Suggestions**

Most of the pupils have written some suggestions they are as follows

- it would be better to use audiovisual aids to promote reading comprehension
- I prefer to use always storytelling in introducing reading materials
- time is not enough
- we don't know new strategies

### **Conclusion**

The questionnaire addressed to 4MS pupils of GhemriHsin middle school in Biskra reveals that the new information could be remembered when introduced by stories better than when using other techniques, the questionnaire evidenced that the most common difficulties pupils face in reading English text are vocabulary and new words. The findings of the questionnaire also show that the participants agree that storytelling techniques is very important in introducing reading material in order to enhance reading comprehension.

### **III-2-TEACHERS QUESTIONNAIRE**

#### **Introduction:**

This questionnaire is administered to three English teachers who have been teaching English at GhemriHousin middle school in Biskra. It aims to investigate the role of storytelling in enhancing reading comprehension also to provide us with insights about reading comprehension difficulties and strategies used to reduce these difficulties.

#### **III-2-1-Description and design of the questionnaire**

The teacher's questionnaire is designed to teachers who have been teaching English of the 4MS of GhemriHsin middle school in Biskra

The reason behind conducting these questionnaire is to collect data concerning the affective role of storytelling in promoting reading comprehension the questionnaire consists of five pages divided in three main sections with open- ended questions and close ended questions which required yes/no answers or selected items in addition to the free gape for teachers suggestions.

#### **III-2-2-Description of the results**

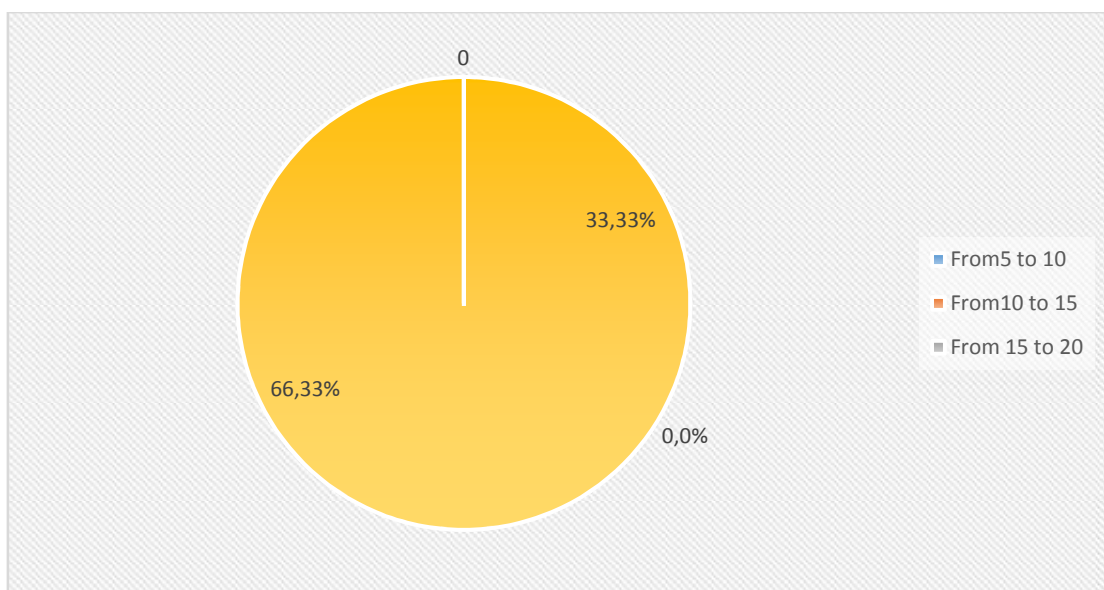
##### **Section1:personal information**

**Question 01:** How long have you been in teaching English?

-Number of years

Responses	Numbers	Percentages
5-10	1	33.33
10-15	0	0%
15-20	2	66.3%

**Table01: Teacher's experience**



**Figure01: Teacher's experience**

This table presents the experience of the teachers of English at GhemriHousin middle school, it shows that our teachers teaching experience varies between 5 and 20 years as maximum. (66.33%) of teachers have been teaching English for more than 10 years and (33.33%) have been teaching for 10 years this shows that participants have a good experience in teaching English this experience can be an advantage that they are away to perform new techniques in order to improve their pupils skills.

## Section two: Reading comprehension

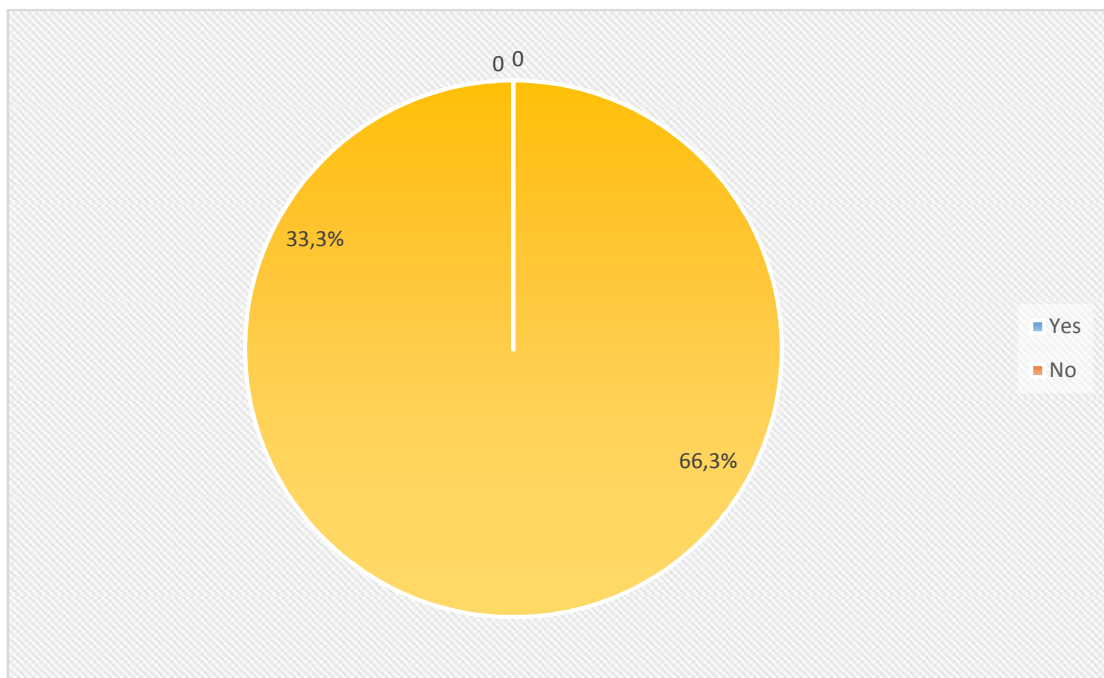
**Question 02:** Do you follow prescribed program on teaching reading comprehension or you develop your own strategy?

A-Yes

B-No

Responses	Numbers	Percentage
Yes	2	66.3
No	1	33.3

**Table 02: The use of own strategies**



**Figuring 02: The use of own strategies**

In this table we check the teachers teaching reading comprehension strategies ,(66.33%) of the teachers confirm that they use their own strategies which are appropriate to their pupils abilities and needs and (33.33%) of the teachers follow the prescribed program.

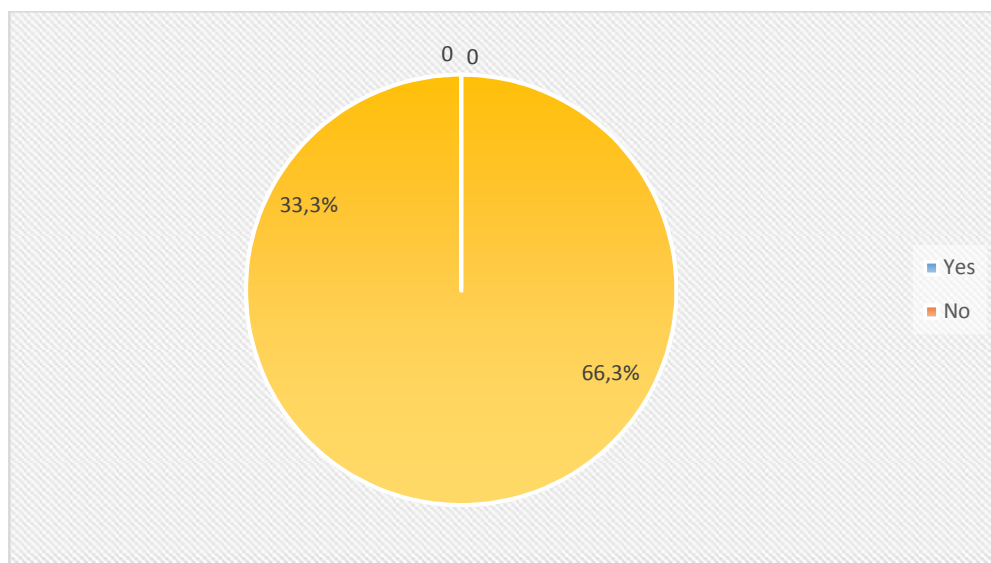
**Question 03:**Do you assign precise tasks in teaching reading comprehension?

A-Yes

B-No

Responses	Numbers	Percentage
Yes	2	66.3
No	1	33.3

**Table03: Using reading comprehension tasks**



**Figure03: Using reading comprehension tasks**

The table shows that (66.33%) of teachers precise tasks in teaching reading comprehension and (33.33%) do not assign any precise activities, this can explain that our teachers are aware of the techniques reading



comprehension which can add pupils to grasp the main idea of the reading material and interact with the writers interpretation.

**Question 04:** If yes, what kind of activities do you usually assign?

-General

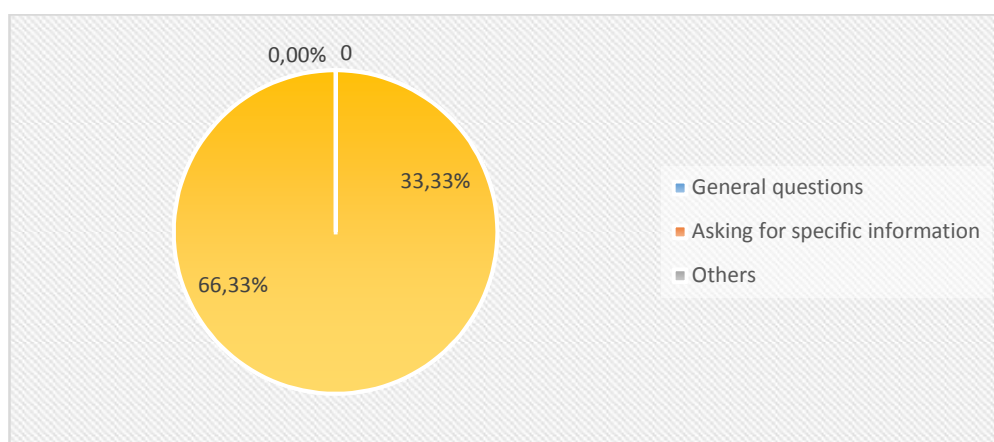
question

-asking for specific information

-Others

Responses	Numbers	Percentage
A	1	33.33%
B	2	66.33%
C	0	0%

**Table04: Kinds of activities in reading comprehension**



**Figure04: Kinds of activities in reading comprehension**

The results of this table reveal that (66.33%)of the questions signed in teaching reading comprehension are for specific information and (33.33%)are for general comprehension purpose these means that teachers develop comprehension skills of their pupils and promote their reading abilities.

**Question 05:** Which skill do you think is difficult for your pupils?

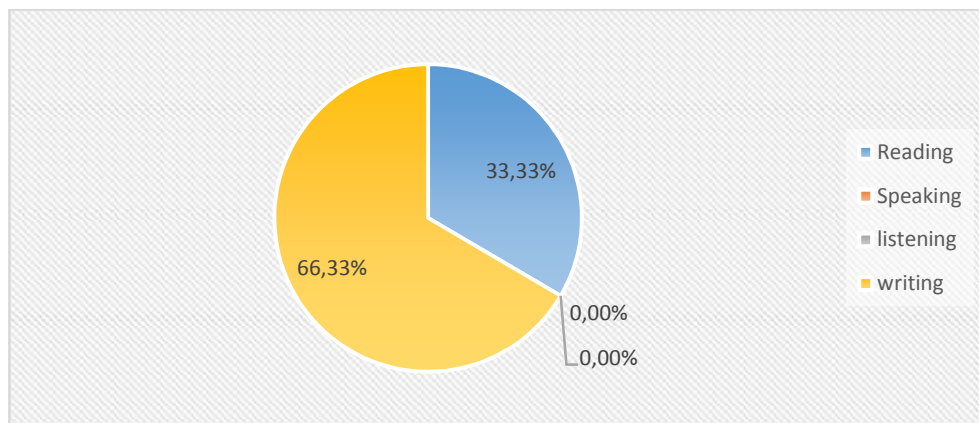
- A-Speaking
- B-Reading
- C-Listening

D-

Responses	Numbers	Percentages
A	0	0%
B	1	33.33%
C	0	0%
D	2	66.33%

Writing

**Table05: The most difficult language skill**



**Figure05: The most difficult language skill**

In this table we check which skill exactly is difficult for the pupils (66.33%) of teachers affirm that writing is the most difficult skills and (33.33%) said that reading is the most difficult one while no participant said that speaking or listening is a difficult skill because the teachers believe that writing and reading are hard tasks to fulfill in EFL classes and need lot of subscales and abilities to be succeed.

**Question 06:** Do you feel that your pupils in reading tasks are:

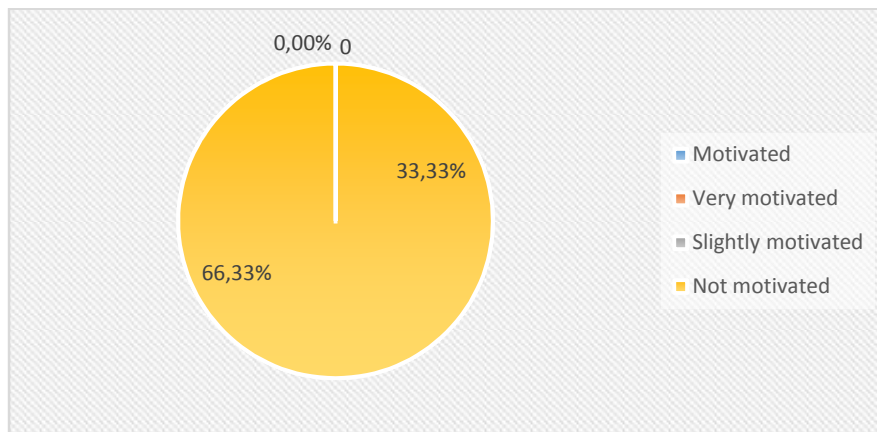
- A-Motivated
- B-Very motivated

C-Slightly motivated

D-Not motivated

Responses	Numbers	Percentages
A	1	33.33%
B	0	0%
C	2	66.33%
D	0	0%

**Table 06:Pupil’s motivation in reading tasks**



**Figure 06: Pupil’s motivation in reading tasks**

This table shows that the majority of the teachers (66.33%) affirm that their pupils are slightly motivated in reading tasks and (33.33%) said that their pupils are motivated in reading activities. In fact, teachers have to consider motivation and try to know what reduces their pupil’s motivation and help them to better learning.

Part (b) if not, would you please explain why?

Only one teacher has answered this question and she explains this by saying that the syllabus is appropriate as well as timing. She believes that the syllabus does not suit the pupils’ needs and must be arranged according to their abilities and time allotted.

**Question 07:** what are the difficulties that pupils face in reading comprehension?

Most of teachers affirm that the most common difficulties that pupils face in reading comprehension are (new words-unfamiliar texts-vocabulary and grammar-meaning – pronunciation)

This means that teaching reading in EFL classrooms require new strategies to be applied and the reading material should be better selected to facilitate reading comprehension difficulties

**Question 08:** what strategy you follow if the comprehension of reading texts fails?

Many suggestions are given to deal with reading difficulties on the whole, teacher's suggestions confirm that every teacher has his/her strategy to improve the reading comprehension of their pupils these strategies are:

- Describing the situation well
- Giving key words before doing any reading courses
- Using dictionaries
- Planning lessons for each skill depending on the pupils level
- simplifying

**Question 09:** To what extent do you think that your aim is achieved, when you apply you're  
Appropriate strategy?

A-25

B-50

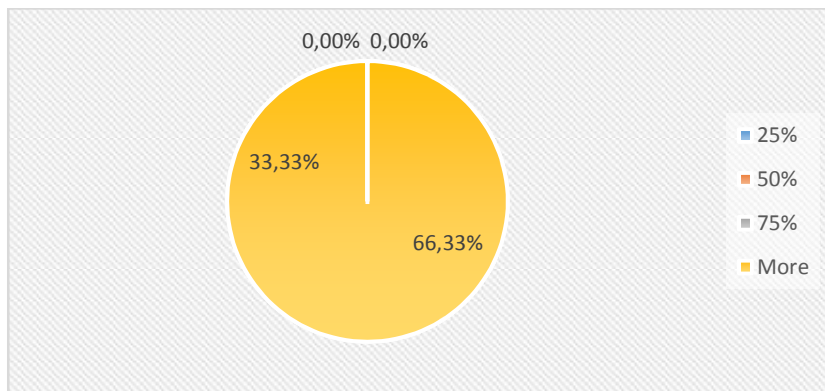
C-75

D-More

Responses	Numbers	Percentage
-----------	---------	------------

A	2	66.33%
B	1	33.33%
C	0	0%
D	0	0%

**Table 09: Teacher’s achievement in reducing pupils reading difficulties**



**Figure 09: Teacher’s achievement in reducing pupils reading difficulties**

It is noticed that (66.33%) of teachers have succeeded only (25%) in reducing reading comprehension difficulties even they tried to cope with this difficulties but they do not reach a good result it’s probably due to the strategies they follow or the kind of reading material they select (33.33%) claimed that they have reached an average level of success of (50%) and no participants have reached (75%) or more . so we have no teacher who fully achieved a total remedy to reduce reading comprehension difficulties.

### **Section 3: storytelling**

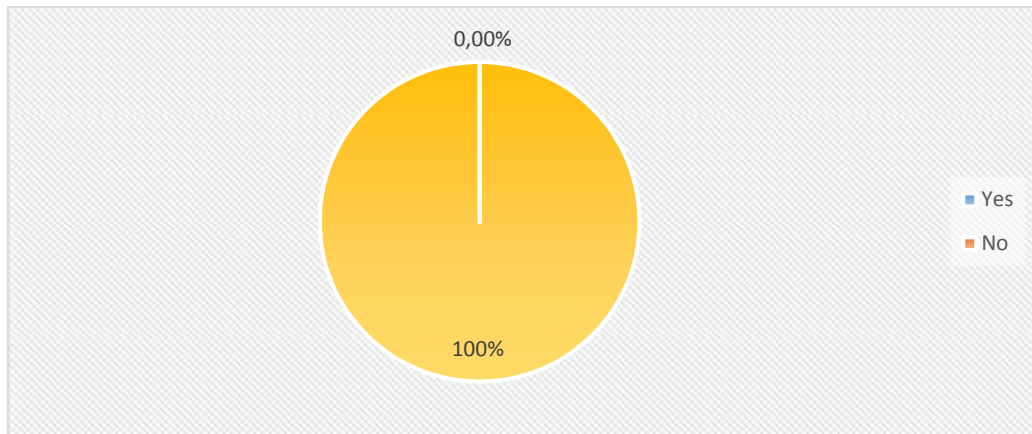
**Question 10:** Do you think that didactic aids such as (maps, pictures, songs) could develop reading comprehension?

A-Yes

B-No

Responses	Numbers	Percentages
Yes	3	100
No	0	0%

**Table 10: The importance of the didactic aids**



**Figure 10: The importance of the didactic aids**

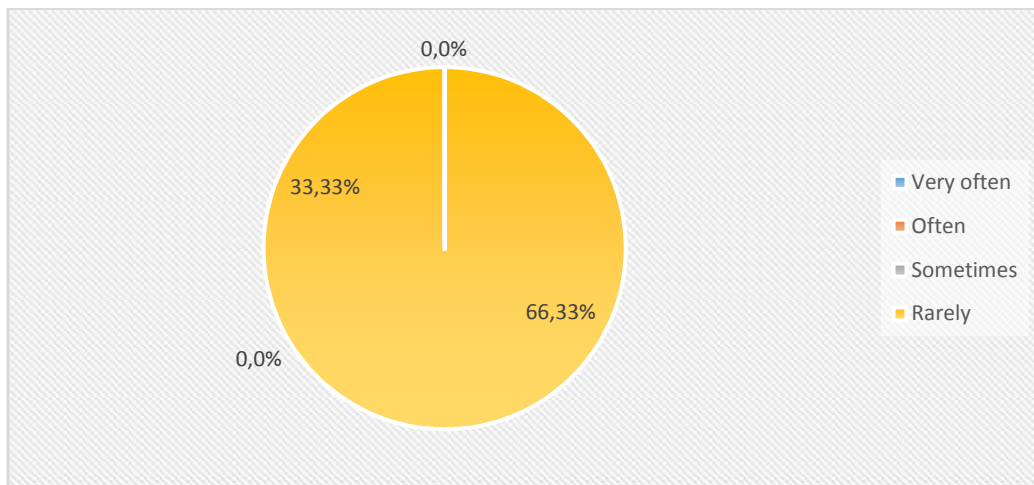
The table demonstrates that all the participants (100%) agree that the use of didactic aids such as maps, pictures, song... could develop reading comprehension they believe that didactic aids are very important in teaching process and can improve people's skills in all the different subjects and no one of the participants disagree with this view .

**Question11:**If yes, how often do you use them in your classroom?

- A-Very often
- B-Often
- C-Sometimes
- D-Rarely

Responses	Numbers	Percentages
A	2	66.33%
B	0	0%
C	1	33.33%
D	0	0%

**Table 11: The sequence of using didactic aids**



**Figure 11: The sequence of using didactic aids**

The table above reveals that two of our responded with a proportion of (66.33%) said that they use didactic aids very often in their classrooms and one respondent who represent the proportion of (33.33%) said that she uses them sometimes this positive confirmations of the importance of didactic aids. All the participants confirm that didactic aids are helpful and necessary in motivating pupils to realize successful learning and teaching process.

**Question12:**What kind of teaching aids do you often use?

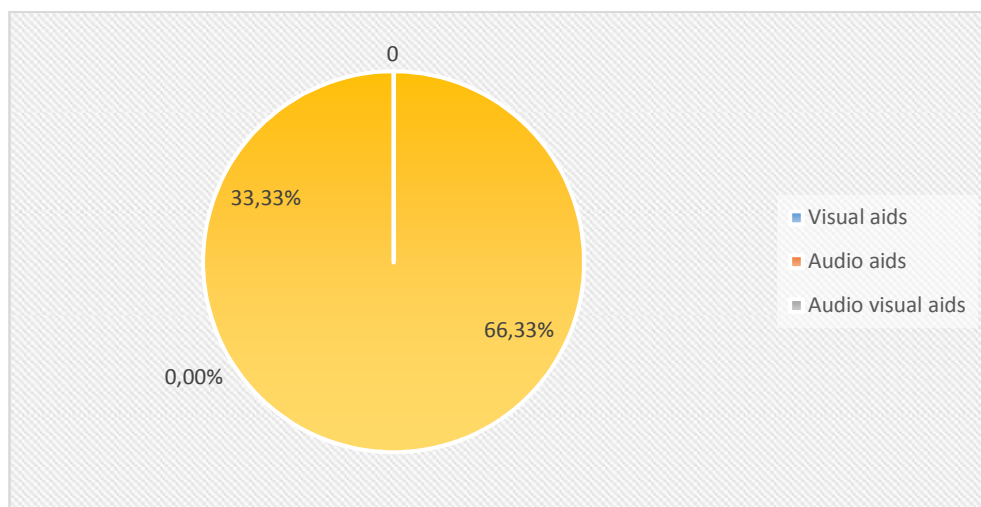
A-Visual aids

B-Audio aids

C-Audio visual aids

Reponses	Numbers	Percentages
A	1	33.33%
B	0	0%
C	2	66.33%

**Table 12: Types of didactic aids**



**Figure 12: Types of didactic aids**

This table shows that two teachers who present (66.33%) of participants tend to use the visual aids to present their lessons maybe to the availability of this materials at the level of the middle school and the success of their use to improve their pupils learning process and (33.33%) of the participants (one teacher) claims that she tends to use audio visual aids as medium of instruction and no participants uses audio aids.

**Question 13:** What are the audio or audio visual aids do you include?

A-Dialogues

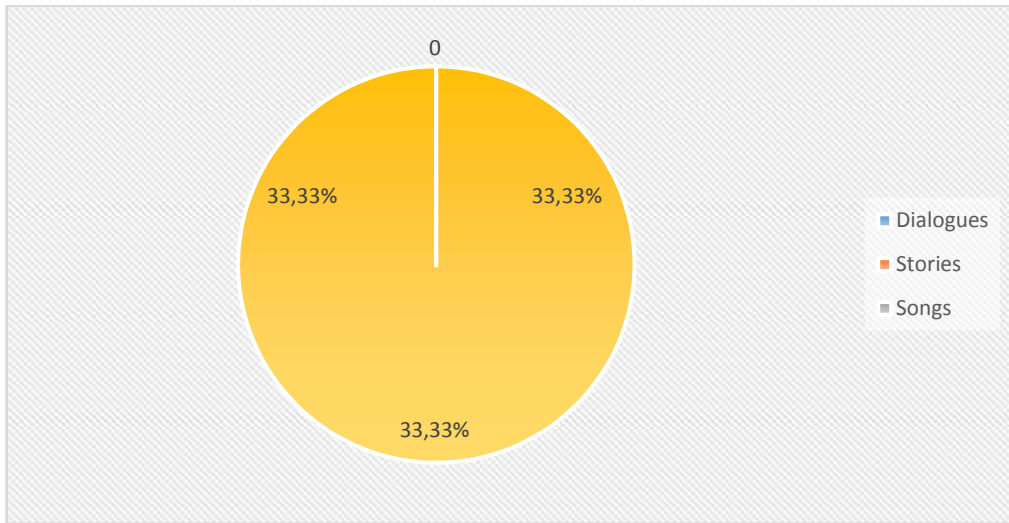
B-Stories

C-Songs

Responses	Numbers	Percentages
A	1	33.33%
B	1	33.33%
C	1	33.33%

**Table 13**Kinds of audio visual aids teachers include





**Figure 13:Kinds of audio visual aids teachers include**

The table above confirms that all the three types of didactic aids are used one teacher who represent (33.33%) argues that he/she prefers to work using dialogues when the other teacher favorites songs use because songs are easy and the pupils are familiar with, the other participants prefers to use stories even though stories need experience and knowledge.

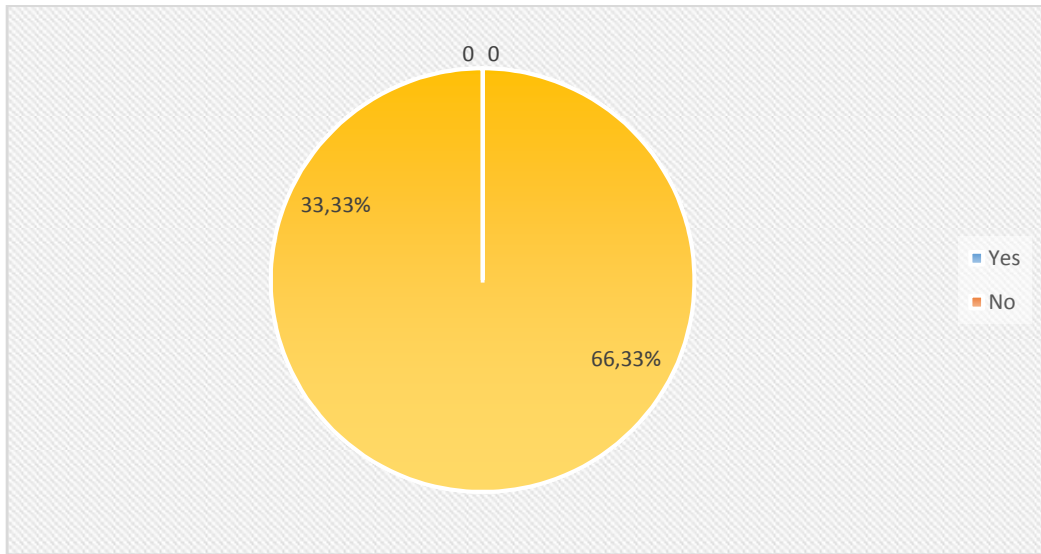
**Question14:** Have you introduced the storytelling technique in your classroom?

A-Yes

B-No

Responses	Numbers	Percentage
Yes	2	66.3
No	1	33.3

**Table 14: Introducing storytelling in classes**



**Figure14: Introducing storytelling in classes**

Two teachers who represent (66.33%) of the participants reported that they do use storytelling techniques in their classrooms and only (33.33%) said that they do not this new technique.

**Question 15:** If yes, do you think that pupils involvement when using storytelling is:

A-Excellent

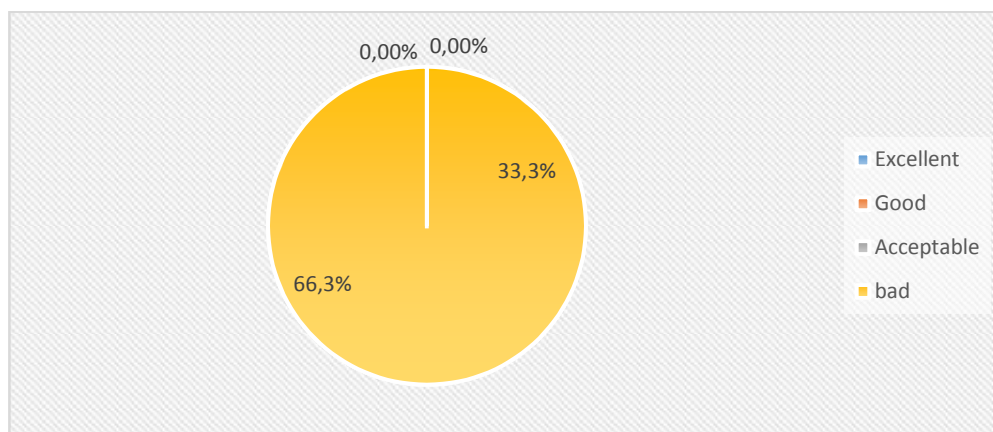
B-Good

C-Acceptable

D-Bad

Responses	Numbers	Percentages
A	0	0%
B	1	33.33%
C	2	66.33%
D	0	0%

**Table15: Pupil's involvement when using storytelling**



**Figure15:Pupil's involvement when using storytelling**

The results shown in table 15 revealed that participant's responded positively towards the pupils involvement and performance when using storytelling good for one teacher (33.33%) acceptable for two teachers (66.33%) so the respondents agreed on the effectiveness of storytelling use in learning process.

**Question 16:**Do you think that storytelling enhance reading comprehension of texts

A-Strongly disagree

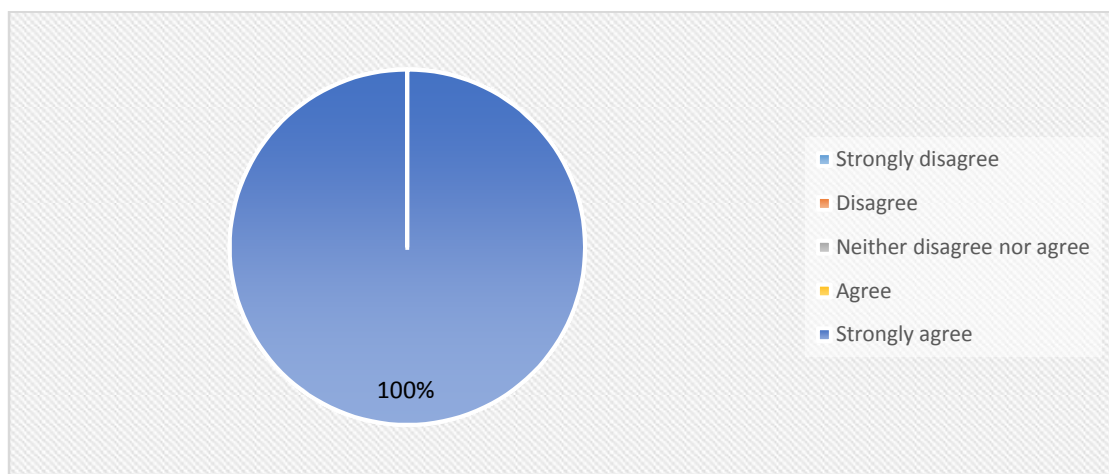
B-Disagree

C-Neither agree nor disagree

D-Agree

Responses	Numbers	Percentages
a	0	0%
b	0	0%
c	0	0%
d	0	0%
e	3	100%

**Table 16: Teacher's attitudes towards using storytelling in reading comprehension**



**Figure16: Teacher’s attitudes towards using storytelling in reading comprehension**

The results of this table shows that all the participants are agree that storytelling enhance reading comprehension of texts this reveals that storytelling techniques is a motivating tool for developing pupils skills especially reading skills and create comfortable learning environment.

**Question 17:** what kind of stories do you use in order to enhance pupils reading comprehension?

In this question participants were asked to provide us with the different kinds of stories they use in their classes and explain the reasons behind their choice here are the results

- Short stories (for the reason they do not take time and they are presented in easy language)
- Fairy tales (they already know them in their native language)
- Fables (animals are attractive for them)
- Fiction (motivate their imagination)

### **Suggestions**

As a concluding item in our Teacher’s questionnaire which seeks teacher’s general attitude towards the subject under investigation which is the role of storytelling technique in enhancing reading comprehension.

It is a free space question where the teachers are asked to comments aout this subject.

The teachers have given some suggestions and they are reported as follows:

**Teacher 1**

I think that teaching storytelling for pupils should start from the first year of middle school.

**Teacher 2**

What I do believe throughout my teaching career that teaching using stories for just MS4 classes are not enough so we school play storytelling for all levels from the MS1classes and at the beginning of the school year not only at the end of it.as it is programed in Algeria educational system.

**Teacher 3**

Provide teachers with the technological tools and techniques for the better use and understanding.

**Conclusion**

According to the analyses of the items teachers questionnaire which reveals an insight about the strategies and techniques used by English teachers in GhemriHousin middle school biskra ,specifically the storytelling strategy and its role in enhancing reading comprehension in EFL classrooms.

These teachers responded on the three sections of the questions they claim that pupils face lot of reading comprehension difficulties and they suggested some effective strategies ,they participants revealed the great value of didactic aids in teaching /learning process and they confirm the successful use of these aids in addition ,our teachers have reported that they use the new technique which storytelling in introducing reading material and they confirmed the great value of stories and an effective role in promoting the pupils reading comprehension.

The findings of this questionnaire will help us to compensate the lack committed by teachers who do not apply the storytelling technique in their classrooms.

### **III-2-3-The analysis of the results**

#### **III-2-3-A-The analysis of pupils 'questionnaire**

The analysis of the pupils' questionnaire allowed us to highlight the following conclusions; Most of pupils of 4MS in GuemriHusseine Middle School like reading in general, and prefer reading stories more than other reading material, like newspapers and books because this kind of reading material are written in complicated language and ideas which are higher than the pupils 'level.

We also, noticed that a high proportion of the pupils prefer speaking and reading skills, and less proportion prefer listening and writing. Pupils prefer to speak and to read because English language is a new language for them and they want to acquire the speaking skill in order to more express themselves in English. They like reading even though it is a difficult skill for them, but they tend to improve their reading comprehensions and gain more new vocabularies to master this language.

Other pupils do not prefer writing and listening skills because they are more complicated skills which require more abilities(knowledge of cohesion, coherence in writing and pronunciation ,pitch, stress in listening)to be achieved. These abilities are unreachable by pupils because they are till elementary language learners.

From the analyses we conclude that, even though pupils prefer reading skill they have serious difficulties in reading comprehension, and they are unable to recognize the different strategies (inferring, predicting, questioning.)And ignore to select the appropriate one due to their insufficient experience; this leads to the need of the guidance and creativity of the teacher through adapting suitable reading strategies built upon the pupils needs.

Most of the pupils prefer that the reading material introduced by stories more than songs, pictures or dialogues because they confirm that they remember the information presented in the story related to the text better than other techniques due to the power of stories on the pupils imagination, creativity and motivation.

4MS pupils confirm that their reading comprehension is more effective when using storytelling technique better than using other techniques. This means that stories can be a comprehensible input for enhancing reading comprehension of the pupils because they are familiarized with stories in their native language and they are capable to relate the story characteristic's (characters, setting..), with the text characteristics easily . To sum up, the major findings of the pupils 'questionnaire confirm the availability of the research hypothesis which is storytelling technique enhance reading comprehension.

### **III-2-3-B-The analysis of the teacher's questionnaire**

The major findings of the teacher's questionnaire guide us to conclude many points. Firstly, most of our participants have a good experience in teaching English in middle school, through which they are aware to perform new techniques in order to improve their pupils skills, the teachers develop their own strategies which appropriate their pupils' abilities and needs;

Also, the teachers assign precise tasks in reading comprehension (for example, asking for specific information, asking general questions), this means that they tend to aid their pupils to grasp the main idea of the reading material, and to interpret the writers 'thoughts.

Secondly, the participants confirm that the most difficult language skills for their pupils are writing and reading because these skills are complicated skills that require higher abilities than the pupils of 4MS possess, and they are hard tasks to fulfill in EFL classrooms that need various sub skills to be succeed.

Additionally, from the results we conclude that the teachers confirm that their pupils' motivation in reading skill is slightly higher .This skill is a hard task for the pupils and needs more activities to be done and more strategies to be applied.

Moreover, the teachers affirm that their pupils face common difficulties in reading comprehension such as new words, grammar, and unfamiliar texts. These difficulties are serious and widespread, this means that reading comprehension in middle school is a serious problem that requires strategies to be used in order to improve the pupils 'reading comprehension. The strategies that are suggested by teachers are different from one teacher to another (example describing the situation well ,giving keywords before reading courses ,

using dictionaries ).By the application of these strategies teachers assert that only 25% of these difficulties are reduced by using these different strategies ,this means that, the strategies used could not reach a good result and must be changed .

After the analysis of the effectiveness of the didactic aids, the teachers agree that the didactic aids are very important in the teaching process, and in facilitating different tasks, they assert that they often use the didactic aids, and this leads to the awareness of our participants towards the importance of these aids, and their effort to improve their pupils learning process. The most useful didactic aid is the audio visual kind due to availability of these kind at the level of their middle school. Teachers mentioned that the different types of audio and audio- visual aids are used because the pupils are familiar with, and they claimed that they introduce the storytelling technique among these aids.

From the results obtained ,we also conclude that the pupils' involvement and performance when using storytelling is better, this means that the teachers attitudes towards storytelling is positive ,and they strongly agree that storytelling can enhance reading comprehension .

From the major findings we conclude that the teachers encourage and support the use of storytelling as a strategy in introducing reading materials, to improve reading comprehension due to the success, usefulness and effectiveness of this technique, and due to its important role as a motivating tool for developing pupil's skills, especially reading skill, and creates comfortable environment.

At the end the teachers suggested that storytelling must be introduced at the beginning of the first year of the middle school, and the teachers should be provided with all the new technological techniques. This allowed us to sum up that our teacher are updated and attempt to know every new technique and strategy to improve the learning and teaching process.



## **General conclusion**

The main objective of this undertaken study is to confirm the research hypothesis which tended to show how stories in general can be used successfully in EFL classrooms, and how storytelling in particular can enhance reading comprehension.

In this study we attempted to investigate the role of storytelling and its importance use in teaching reading.

To test our hypothesis, we adapted basic research tools which are two questionnaires administered for the two samples of the concerned population (pupils and teachers). These questionnaires aimed to gather data concerning pupils and teachers' viewpoints and perspectives towards the subjects under investigation. (Storytelling, reading strategies, reading comprehension difficulties and strategies).

The analysis of the two questionnaires findings and the interpretation of both pupils and teachers revealed that introducing storytelling as a technique in teaching reading, is an effective way to a better achievement, and that storytelling can enhance the pupils' reading comprehension.

To sum up, we can draw the following suggested conclusions based on factual data gathered from pupils and teachers attitudes, perceptions, and preferences.

- Reading is a hard and complicated process and an interaction between the reader and text that include many serious difficulties.
- The reading strategies used by both teachers and pupils improve reading.
- Through introducing storytelling as technique in teaching reading, pupils show a high level of motivation and interest.
- We noticed that our new suggested technique (storytelling) provides the involvement of the learners and promote their learning process.

Our study revealed that the storytelling as a technique to introduce reading materials has an important and effective role in enhancing reading comprehension.

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## APPENDIX 01

PEOPLE' S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
MOHAMED KHEIDER UNIVERSITY OF BISKRA  
FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF FOREIGN LANGUAGES  
SECTION OF ENGLISH



### Pupil's questionnaire

**Topic: the role of storytelling in enhancing reading comprehension:**

a case study of 4AM EFL pupils at GhemriHussine School

Biskra

Dear pupils.

You are invited to answer the following questions which aim at investigating the use of storytelling in reading comprehension in middle school. Your answers are very important for our study. Thank you, in advance.

#### **1-section one: personal information**

1-1-do you like English courses?

A-yes

B-no

#### **Section two: Reading comprehension**

2-1-do you like reading in general?

A-Yes

B-No

2-2-if yes, what kind of reading material do you prefer?

A-Books

B-Newspapers

C-Stories

2-3-Which one of the language skills do you prefer in English?

A-Reading

B-Speaking

C-Listening

D-writing

2-4-when you read an English text, how can you evaluate your reading comprehension?

A-Do you understand every word

B-Do you understand only a part of the text

c-You do not understand anything

2-5-what difficulties do you face in reading English texts?

A-Vocabulary and new words

B-Pronunciation of new words

c-both of them

2-6-Before reading an English text what do you prefer to do?

A-Reading the first sentence of the first paragraph and the last one of the last paragraph

B-Reading the introduction and the conclusion

C-Guessing the general idea through the principal idea of each paragraph

### **Section three: storytelling**

3-1-How would you like the teacher to introduce the new information before reading a text?

a-A story related to the text

b- A song related to the text

c-A dialogue

d-Pictures

3-2- When your teacher tells a story before reading a text, how do you evaluate your understanding of that text?

A-25%

B-50%

C-75%

D-More

3-3-Do you think that storytelling has a role in enhancing your reading comprehension?

A-Yes

b-No

3-4-If yes, what kind of stories do you prefer?

A-Fables

B-Fiction stories

C-Real stories

3-5-If stories are used, can you remember the information presented in the story better than information presented using another method?

a-Yes

b-No

3-6-can you comprehend the text related to the story told better than other texts presented by other techniques (pictures,interviews,dialogues...)?

a-Yes

b-No

Other suggestions : .....

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## APPENDIX 02

PEOPLE' S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
MOHAMED KHEIDER UNIVERSITY OF BISKRA  
FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF FOREIGN LANGUAGES  
SECTION OF ENGLISH



### Teachers 'Questionnaire

#### **Topic: the role of storytelling in enhancing reading comprehension:**

a case study of 4AM EFL pupils at GhemriHussine School

Biskra

#### **Introduction**

We are investigating the issue entitled above. The aim of this study is to depict the effectiveness of introducing storytelling in reading comprehension. You are kindly invited to answer about the following questions .Your contribution will be basis for our research and it represents of course a great help for us.

#### **Section 1: personal information**

1-How long have you been in teaching English?

-Number of year's

#### **Section 2: Reading comprehension**

1-Do you follow prescribed program on teaching reading comprehension or you develop your own strategy?

a-Yes

b-No

If yes, please describe it

.....  
.....  
2-Do you assign precise tasks in teaching reading comprehension?

A-Yes

b-No

If yes, what kind of activities do you usually assign?

-General question

-Asking for specific information

Others.....  
.....  
.....

.....  
.....  
3-Which skill you think is difficult for your pupils?

A-Speaking

B-Reading

C-listening

D-Writing

4- Do you feel that your pupils in reading tasks are:

a-Motivated

b-Very motivated

c-Slightly motivated

d-Not motivated

5-What are the difficulties that your pupils face in understanding English texts?  
.....  
.....  
.....

6-How do you deal with these difficulties?  
.....  
.....  
.....  
.....  
.....

7-To what extent you think that you have succeeded in reducing these difficulties?

a-25%

b-50%

c-75%

d-

More

### Section 3: storytelling

1-Do you think that didactic aids such as (maps, pictures, songs) could develop reading comprehension?

a-Yes

b-No

2-If yes, how often do you use them in your classroom?

a-Very often

b-Often

c-Sometimes

d-Rarely

3-What kind of teaching aids do you often use?

a-Visual aids

b-Audio aids

c-Audio visual aids

4-What are the audio or audio visual aids do you include?

a-Dialogues

b-Stories

c-Songs

5-Have you introduced the storytelling technique in your classroom?

a-Yes

b-No

If yes, do you think that pupils involvement when using storytelling is:

a-Excellent

b-Good

c-Acceptable

d-Bad

6-Do you think that storytelling enhance reading comprehension of texts

a-Strongly disagree

b-Disagree

c-Neither agree nor disagree

d-Agree

e-Strongly agree

**Suggestion**

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