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Abstract
This study aims to investigate how junior high school students' meaning comprehension and expression are influenced while learning stories presented in various formats. Six teaching experiments are conducted during 15 weeks to observe the learning performances of 39 grade 3 junior high school students. Both meaning comprehension and expression activities are included in each of the experimental classes. Vocabulary, useful phrases and meaning comprehension questions are the major contents of comprehension tests. Story retelling techniques are adopted to measure students' expression abilities. Six stories are selected and presented in the format of Text only, Text and Audio, Audio only, Text and Pictures, Text, Pictures and Audio, Text, Video and Audio. Students' reading and listening comprehension and meaning expression in learning these stories are cross examined and analyzed. Suggestions for teachers and EFL material editors in their selection of stories as learning vehicles are also made.

A qualitative approach is adopted in this study. Data include classroom observation, students' written answers, interviews and questionnaire surveys. For learners' meaning comprehension and expression, the results show that stories with the aids of visual images, audio and video make learning much quicker and effortless. They also help the learners comprehend vocabulary, phrases and the main concepts in the stories. Furthermore, they provide learners with additional information and hence enhance learners in their perception and description of the stories. Based on their students' proficiency level, teachers can use stories with the aids of visual images, audio and video as learning vehicles consistently to make English learning more interesting and effortless. Aside from pedagogical implications, suggestions for further study are also made.
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