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The Importance of Storytelling as a Teaching Tool to Improve
EFL Learners Speaking Skill

Case of First Year EFL Students at English Devision in Biskra
University

A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Degree of Master (2) in Sciences of Language.

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Declaration

I, hereby declare that the work i am going to present in my thesis is my own. And has not been submitted before to any other institution or university for a degree.

This work is to be carried out and completed at Mohammed Kheider Biskra University

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Dedication

I didicate this work

To my parents. My dear mum Theldja who motivates me all the time to search and work hard, and beloved dad Ammar who encourages me to carry out the present work.

To all my dear brothers Mebarek, Abd razak, Abd wahab, Lamin, Fares, and Adel. And their wives and children.

To all my sweetest sisters Aicha, Bochra, and Nadjah, and their children.

To everyone who assisted me in my investigation.

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Abstract

The present work attempts to highlight the importance of storytelling as a teaching tool to improve EFL learners speaking skill. For this purpose, a case study of first year EFL students in English Department of Biskra University was conducted. The main objective of this study is to determine students' attitudes towards developing speaking skill through storytelling technique. Hence to get the required data, the study was based on the use of students' questionnaire as the main research instrument. After analyzing the data quantitatively and qualitatively. The obtained results showed that first year EFL students under investigation were aware about the great role that storytelling might play in motivating them and improve their speaking skill and they confirmed that it is an interesting technique that can boost their English learning. Hence, some recommendations were presented to enhance students speaking performance.

الملخص:

تبحث هذه المذكرة موضوع استعمال سرد القصص في تعليم او اكتساب اللغة الانجليزية لطلبة الطور الاول في قسم اللغة الانجليزية في كلية الاداب واللغاتباكثر دقة الموضوع يعالج تحسين المستوى الشفهي لطلبة الطور الاول بادراج هذه المنهجية في حصص التعبير الشفهي

تنقسم هذه المذكرة الى جزئين, جزء نظري و اخر تطبيقي الجزء النظري يحتوي على فصلين. بالنسبة للفصل الاول فهو عبارة عن مفاهيم خاصة بالقدرة الكلامية, اما الفصل الثاني فيتطرق الى بعض التعريفات ومفاهيم خاصة عن تقنية او منهجية سرد القصص بالاضافة الى بعض الطرق التي تساعد الاستاذ في تطبيق هذه التقنية داخل القسم. اما الجزء التطبيقي فهو عبارة عن تحليل اسئلة وجهت الى طلبة الطور الاول لغة انجليزيةومن خلال الاجابات المقدمة من طرف الطلبة تم التوصل الى النتائج التالية:

الاهمية البالغة لاستعمال سرد القصص داخل القسم

اهمية التنوع في التقنيات المعتمدة في تدريس التعبير الشفهي

حاجة الطلبة الى حصص اضافية من التعبير الشفهي نظرا لاهميته

و في الاخير نتمنى ان تفيد هذه المساهمة المتواضعة في احداث تعديلات تخص تدريس التعبير الشفهي في اقسام اللغة

الانجليزية بجامعة محمد خيضر بسكرة.

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General

Introduction

Introduction

Speaking skill is one of the four language skills that should be developed by the EFL learners beside the other three language skills, and the success in learning a language is measured through possessing the ability to speak English well and to carry out a conversation fluently. Today the English language has become an international language that is used nearly everywhere within various contexts, especially for human communication. Thus, because of the strengthening position of English as a language for international communication, the effective teaching of speaking skill has become increasingly important in the EFL setting. A great number of EFL learners study English just for the sake of using it for their interpersonal communication. Therefore, helping learners to become fluent and accurate despite the problems they face seems to be a challenge for EFL teachers because students vary in their personalities and learning styles and teachers need to take this into consideration in their way of teaching.

In Algeria, learning English starts from the Middle school, because English is considered as a foreign language rather than French which is the second language of the country. Thus, students still face obstacles in learning that language. As the researcher experienced during her studying English in the English Department of Biskra University, it has been noticed that there are several difficulties students face during learning English language, especially in speaking. Most of them keep silent, not interested or motivated to speak or engage in oral expression discussions and react passively to the speaking activities.

The teaching method is one of the main reasons that made students demotivated and feel not interested in the course. And the hypothesis set to this work is that students' motivation and interest can be boosted in oral expression courses, when teachers use storytelling as a teaching aid since storytelling provides for learners a relaxing atmosphere

which makes them forget about their stress and shyness to speak and express themselves, so the primary reason to recommend storytelling in teaching speaking is that stories are motivating and immensely interesting, can best attract listeners and promote communication. Actually the lively atmosphere and real-life environment created by stories encourage the students to talk and discuss with each other. When telling and listening to a story, the learners will be easily plunged into the plots and the scene and forget about themselves, which will, to a great degree, relieve their nervousness and stress. Storytelling helps EFL learners become more self-confident to express themselves spontaneously and creatively.

Statement of the Problem

As an English student, I noticed that the way of teaching oral expression is a subject to debate. Students during the oral expression course rarely engage in the lesson or discussion. Many students do not participate in oral expression courses because teachers do the most talking and dominate the courses which makes students bored and not interested in the topic. The present way of teaching Oral Expression in English Department is not very efficient since it does not allow the required involvement of students in communication exchanges. Some teachers tend to dominate the course and consequently oblige the students to play the role of a passive listener. Furthermore, most of the teachers depend on using oral presentations as a teaching method without variation in the teaching tools, which makes students seldom engage and participate in the class. Therefore, we think that the use of stories of different types and topics in oral expression can help teachers to varyate in their topics and motivate their students to speak and participate in the classroom, which will improve their speaking skill through learning more vocabulary and be motivated to participate because of the relaxing atmosphere that stories provide.

Literature Review

There are many studies about the implementation of storytelling technique in teaching speaking in this section the researcher discussed briefly some previous studies of storytelling technique to give a clear foundation and support to the present study.

The first study has done by Binh(n.d.), who conducted a research entitled " the Effects of Storytelling in Teaching Vocabulary to Young Learners and Suggestions for Applying in EFL/ESL classroom". The paper was conducted with the aims to evaluate teaching vocabulary for young learners by using story and offer some suggestions in applying it in the classroom. The researcher adopted the secondary data analysis approach in conducting his research. And he concluded in his research that using storytelling method brings students many merits in the process of acquiring new language because it provides students a comprehensible input with meaningful context and natural repetition. Moreover, it reduces the students' anxiety by creating a friendly and relaxing classroom climate that helps them learn and memorize better (Binh, n.d.).

Another study was conducted by Tanni and Raba(2015) with the title of "Storytelling as an Aid in Promoting Oral Proficiency of Grade Eleven Students from Teachers Perspectives in Tulkarm District". The researchers aim in this study was to investigate the role of storytelling in improving students' oral proficiency from teachers' perspectives. The researchers prepared a questionnaire which was distributed among 50 male and female governmental school teachers, who teach English for Grade 11 in Tulkarm District in Palestine, during the second semester of the scholastic year of 2011/2012, the results of the study revealed that most of English teachers agreed that storytelling plays a remarkable role in promoting the 11th-grade students' oral proficiency in the classroom.

A similar research was done by Akhyak and Indramawan (2013) who discussed the importance of storytelling in enhancing the speaking competence of Indonesian students of Pangeran Diponegoro Islamic College with a study entitled "Improving the Students English Speaking Competence through Storytelling". The researcher thought that an appropriate way to improve the students' English speaking competence is by using storytelling. The research results stated that when storytelling was implemented in teaching speaking, it could improve students' fluency, grammar, pronunciation, vocabulary, and content. Moreover, they found that when using storytelling, students feel that the teacher is giving them something very personal, and it is often easier to understand a story being told than one which is read aloud.

Other research was conducted by Kallinikou and Nicolaidou (2019) in which they discussed another kind or a new type of storytelling which is digital storytelling, and the paper was entitled " Digital Storytelling to Enhance Adults Speaking Skills in Learning Foreign Languages " and the study examined the relationship between adults engagement in digital storytelling and their speaking skill. The study used a pre-test, post-test control group design with two groups of 20 Russians who were beginners in learning Greek as a foreign language. And the obtained results from the tests showed that digital storytelling supports the development of adults speaking skills in foreign languages and increases their motivation.

And in our study, the researcher aim is to determine the attitudes of the first-year students of English Departement at Biskra University towards developing speaking skill through the use of storytelling. And if the use of storytelling can help in motivating students to speak and engage in the class discussions.

Significance of the Study

In the present century, the effects of globalization are undeniable, therefore, appropriate communication is needed by all people in their interaction with one another.

English nowadays is the vehicle for international communication, thus learning it and mastering the speaking skill, in particular, has a paramount importance. This research may inspire the EFL teachers to extend their vision on the use of storytelling as a technique to teach speaking skill for EFL learners, because the teacher of English must use many teaching techniques to make his teaching interesting and fun. The use of storytelling in teaching speaking will make the teaching-learning process more living than before, which will attract students' attention, and improve their speaking ability and motivation to join the speaking activity.

The research findings are intended to provide a meaningful contribution to the development of English teaching, especially speaking skill. Therefore, research findings may benefit teachers to reinforce students speaking skill, and motivate them in the class by implementing storytelling as a teaching tool which is beneficial for EFL students to solve their problems in speaking skill, and make them interested and engaged in the learning process.

Aims of the Study

- To investigate the effect of storytelling on the students' speaking skill.
- To determine students' attitudes towards developing speaking skill through storytelling.

Research Questions

- What is the effect of storytelling on the students speaking skill ?
- Does storytelling motivate students and make them participate in oral expression courses?
- What are students attitudes towards storytelling as teaching method ?

Research Hypotheses

If teachers use storytelling in oral expression courses, students will be motivated and participate in the class.

If teachers implement storytelling as a teaching aid, the students speaking skill will be improved.

Research Methodology

In the present study, we try to clarify the role and effectiveness of using storytelling in teaching English and improving students speaking skill at University level by asking some first-year students at English departement in Biskra University, which we will choose them randomly about their attitudes towards the influence of this technique in practising the language in classroom. The researcher adopted qualitative research in conducting her study.

Qualitative research is a process of inquiry with a goal of understanding a social or human problem from multiple perspectives, conducted in a natural setting with the goal of building a holistic picture of the phenomenon of interest. Hence, it is the most suitable method for conducting our study. Also, the researcher, in this study attempts to describe the students' opinions and attitudes towards the relationship between the use of storytelling and motivating students and enhancing their speaking skill. And the data gathering tool that will help us to acquire and gather the required information is the students' questionnaire which will be administered to our sample, and the results of the collected data will be analysed quantitatively and qualitatively, because the researcher used a semi-structured questionnaire in as a gathering instrument.

Data Collection Tool

In order to gather more reliable data, the questionnaire was adopted as the data collection method in this research. Brown (2001) defined questionnaire as « any written instruments that present respondents with a series of questions or statements to which they are

to react either by writing out their answers or selecting them among existing answers » (as cited in Mackey & Gass, 2005). The researcher used questionnaire because it can be an effective means of describing behavior and attitudes, in addition, data can be collected relatively cheap and quickly because the researcher would not need to be present when the questionnaires were completed. However, a problem with the questionnaire is that most of the respondents want to present a positive image of themselves so may lie or bend the truth to look good. We used semi-structured questionnaire which begins with close-ended questions and ends with open-ended questions.

The students' questionnaire was supposed to be administered to the whole population of the first year English classes at the Mohamed Khider University of Biskra. It was not possible to include them all in the study, and therefore a sample was needed. Students questionnaire includes both open-ended and close-ended questions. Their primary objective is to give students an opportunity to give their opinions concerning the use of storytelling technique and its effects on their speaking skill.

Population and sampling

The population of this research is first-year students at the Division of English in Mohamed Khider University of Biskra. We selected first-year students as our population because they have oral expression course at that level, and the obstacles of speaking are more common since they are beginners. Because of the work with the whole population is impossible, we selected a sample from a population consisting of 10 groups 248 females and 94 males. The sample was randomly selected from about 342 students. First-year EFL learners at the University of Biskra during the academic year 2019/2020 are 10 groups. Each group contains 34 to 35 students. We selected randomly one group contains 34 students 28 female and 6 male from 10 groups and give them the questionnaire to collect the required data.

Structure of the Research

In this dissertation, our work is divided into two parts, theoretical and fieldwork. First, in the theoretical part, we deal with two chapters. Each chapter will deal with a certain issue which belongs to our study. The first part is the introduction to our study, which includes statement of the problem, literature review, significance of the study, and the research questions, hypotheses, and aims. Then the researcher gives the methodology, that she used. Moreover, the first chapter deals with several issues about the first variable which is speaking skill, such as the definition of speaking, its importance, and types of speaking as well as teaching speaking and its components. In addition to that, the researcher discussed speaking difficulties and teachers' role in oral expression sessions and tasks and activities that may help in teaching the speaking skill. Whereas the second chapter discussed storytelling as a second variable, in which the researcher defines storytelling technique, and we mention the different forms of this technique. Moreover, the researcher dealt with the use of storytelling technique in EFL classes with its advantages and challenges, as well as the types of stories and the appropriate way of selecting and telling those stories.

In the second part, the researcher represents the fieldwork which we divided into three parts. In the first one, we are going to describe students' questionnaire and some methodology issues as our case study which is first-year students in English Department at Biskra University. In addition to our method that we are going to build our dissertation with. The second part is about students' questionnaire analysis we deal with all the questions that have been given to the students and analyse them with a statistic study by using some graphics and charts. Finally, the third part is about the obtained results from our analysis of the students' questionnaire, and the general conclusion of our study.

Conclusion

In brief, speaking skill is crucial for EFL learners. However, many students find difficulties to practice speaking, especially in the classroom, due to many reasons, such as the teaching method used. Because of that, the researcher suggested storytelling as a teaching technique that can help teachers to encourage students to speak English in their classes.

Chapter one

Speaking skill

1. Introduction

The main objective of learning language skills is the improvement of receiving and producing abilities of the target language. Speaking skill has always been considered as a crucial part in learning a foreign language, because learners should have the ability to communicate in English inside and outside the classroom. Moreover, learners are going to be put in different situations where communication in English is necessary. So that, it is the teacher's role to implement suitable teaching techniques that meet student's needs and learning styles to promote their oral proficiency and to increase their opportunities of language use inside and outside classes.

This chapter sheds the light on one of the most crucial communicative skill: the speaking skill and some details about it will be discussed. In this chapter, we dealt with the definition of speaking skill, its importance, the types of speaking skill as well as teaching speaking skill and its components that must be learned. In addition to that, the research mentions the speaking difficulties that may face EFL learners as well as the teacher's role in the oral expression classes and the speaking activities that may help in teaching speaking skill.

2. Definition of Speaking Skill

Speaking is like the other language skills need to be mastered by EFL learners. Hedge (as cited in Saci, 2013) considers speaking as a crucial skill that requires more attention and focus because it reflects people's thoughts and ideas. In addition to that, Underwood (as cited in Akhyak & Anik, 2013) points out that speaking is an interaction between speaker and listener, and transfer their thoughts and emotions. Moreover, Bygate (2010) stated that " it is the skill by which they are most frequently judged and through which they may make or lose friends ". Which entails that through speaking people can express themselves and show their personalities.

Dewi (2011) says that "speaking is the primary situation in which learners have an opportunity to use the target language " means that speaking is the chance in which EFL learners can manifest their knowledge in the language they learn. He added that speaking is the most frequent communicative tool used by people.

3. The Importance of Speaking Skill

Speaking is the most common means for communication, and with speech, we can convey our thoughts and ideas to others, and know the others' thoughts as well. Regardless of its importance the EFL teaching curriculum neglects the oral skills and gives more attention to teaching grammar and vocabulary in isolation, especially in elementary stages. Bygate (2010) claimed that "speaking is in many ways an undervalued skill, perhaps this is because we can almost all speak, and so take the skill too much for granted". Many researchers argue that speaking skill is the most crucial among the four language skills, and accordingly Rao (n.d) stated that "among the four key language skills speaking is deemed to be the most important skill in learning a foreign or a second language ". In the same vein, Celce murcia (as cited in Saci, 2013) argues that for most people " the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication". That is to say, people who know a language are the people who speak that language.

In nowadays, speaking English is very popular as an employment condition for many companies and organizations, which makes speaking for EFL learners as a priority more than the other skills. Baker and Westrup (as cited in Saci, 2013) supported that " a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion".

4. 4 Types of Speaking

There are five types of speaking performances that are classified by Brown (as cited in Rao, 2018) as follows : imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking.

Imitative speaking

It is the learners' ability to parrot back or repeat the speech of others as a word, a phrase or sentence. This type of repetition involves grammar and lexis which are useful to interact in conversation or to convey the meaning.

Intensive speaking

It is the product of short discourses where the learners have to complete tasks like reading aloud, completing sentences and dialogues.

Responsive speaking

It involves two persons or two groups in short conversations, small talk and simple requests to make them authentic.

Interactive speaking

It involves transactional language and interpersonal language. Transactional language is meant for exchanging information whereas interpersonal language for social relationships.

Extensive speaking

It is more deliberative and formal for extensive tasks and it involves speeches, oral presentations and storytelling.

5. Teaching Speaking Skill

In Algeria English is taught as a foreign language, and students start to learn English in the middle school stage, in which teaching English focuses on grammar and vocabulary

and ignores the first and basic objective of learning a language which is communication. Alonso (2014) claimed that "the main feature which distinguishes spoken language; however, is its interactive nature and hence, a conversation is often taken to be synonymous with speaking skill" that is to say, interaction is the core of speaking activity. Moreover, she added that speaking in learning a second language entails specific training, because of its complicated nature which demands coding and decoding messages.

It is common globally that students score well in written examinations, but when it comes to speaking they struggle in expressing themselves effectively. Furthermore, Mora (2010) stated that "nowadays many teachers agree that students should learn to speak the second language by interacting with others. For this case students should master several speaking components such as comprehension, pronunciation, grammar, vocabulary, and fluency". Which means that speaking needs interaction with others and focus on speaking components.

Communicative competence

Communicative competence can be defined as the ability to use language, or to communicate in a culturally appropriate manner in order to make meaning, and accomplish social tasks with efficacy and fluency through extended interactions (Tarvin, 2015). Hymes (as cited in Norany, 2017) defined communicative competence not just as the grammatical knowledge but also the use of this knowledge in different communicative contexts.

The theory of communicative competence was introduced as a result of Chomsky revolution in linguistics who left the way open for Hymes to propose the notion of communicative competence, in which the focus is not a well-formed sentence but on one which is appropriately used in a specific context.

a. Grammatical competence

It is the mastery of the linguistic code; it refers to the ability to understand and express meaning by producing and recognising well-formed phrases and sentences. Chomsky (as cited in Maksimova & Milrood, n.d.) defined grammatical competence as "theoretical and practical knowledge of some grammatical rules which can help in generating an unlimited number of correct sentences". In other words, it is the capacity to construct a well-formed sentence.

b. Sociolinguistic competence

It is the knowledge of the social rules and norms of interaction between individuals, including the knowledge of cultural history, and of the relations between social objects. It is also the ability to use and respond to a language appropriately given the setting and topic and the relation between people communicating (Arroussi, 2013).

c. Strategic competence

It is the ability to avoid mistakes and correct them if they occurred. It is the knowledge of verbal and nonverbal communication strategies to enhance the efficiency of communication and enable the learner in overcoming difficulties when communication breakdowns occur (Norany, 2017).

d. Discourse competence

Discourse competence attempts to study the organisation of language above the clause and larger linguistics units such as conversational exchanges or written texts.

6. Components of Speaking

According to Sayakur (as cited in Mora, 2010), there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

e. Comprehension

Comprehension refers to the learners understanding of the conversation, Rora (n.d.) defines comprehension as " the ability to perceive and process the stretches of discourse". Moreover, she added that " comprehension of a second language is more difficult to study since it is not, directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments or by the intuition of the teacher or researcher". That is to say, comprehension is not an easy task for learners to do, because it requires the ability to interpret the hidden meanings in the context, which is hard for learners to do.

Therefore, it can be concluded that comprehension in speaking is the process of perceiving and processing information from both speaker and listener during the conversation. In other words, if a person has the ability to answer and express himself correctly, it shows that he or she comprehends well.

f. Pronunciation

Pronunciation is a crucial part of learning a language since it improves learners' self-esteem in speaking a language and facilitate their communication. According to Cambridge dictionary " pronunciation is the way in which a word or a letter is said, or said correctly or the way in which language is spoken ." Moreover, Yates (2002) claimed that " pronunciation refers to the production of sounds that we use to make meanings." In addition to that Pratiwi (2010) considers that pronunciation is a specific and understood way of speaking.

Pronunciation is an essential part of speaking performance without correct pronunciation the process of communication may breakdown. Harmer (as cited in Gilakjani, 2012) stressed that though pronunciation instruction students developing their speaking ability besides learning different sounds and sounds features. And he added that during the conversation pronunciation is the first thing that native speakers notice. Hence improving pronunciation can help in enhancing speaking performance and facilitates communication.

g. Grammar

Grammar is the study of the rules that govern sentence structure. Cambridge dictionary defines grammar as "the rules about how words change their form and combine with other words to make sentences." Wilcox (2004) suggested that grammar can mean creating meanings by the use of a system of rules, by constructing both meaningful words and sentences. Furthermore, Debata (2013) claims that grammar is the study of words and how words work together to create meaningful and comprehensible sentences.

Grammar plays a substantial role in governing the use and application of language, and teaching grammar allow teachers to breakdown the language into pieces so that students can resemble them in real communication. Grammatical competence is one of communicative competence. Communicative competence involves knowing how to use grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way. Communicative goals are the goals of learner's studying the English language. So, grammar teaching is necessary to achieve the goals (Zhang, 2009).

h. Vocabulary

Vocabulary is the set of words that people have and use in certain language. Hatch and Brown (as cited in Tintari, n.d.) define vocabulary as a list of words for a particular language or for a speaker of language might use. Additionally, Cambridge dictionary defines vocabulary as all the words used by a particular person, or all the words that exist in a particular language or subject.

Vocabulary has a great role in the process of communication. Willid (as cited in Mora, 2010) emphasised that " without grammar very little can be conveyed, and without vocabulary, nothing can be conveyed". Furthermore, Schmit (as cited in Alqahtani, 2015) believe that "lexical knowledge is central to communicative competence and to the acquisition

of the second language". Which means that vocabulary knowledge is crucial for ESL learning and the effective communication, because limited vocabulary may hinder the process of communication.

i. Fluency

Fluency is having the capacity to speak a language at ease. Richard (as cited in Iswara, Abdulazid, & Rochsantingsih, 2012) defines fluency as "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence". That is to say, it is the natural use of language regardless of the lack of communicative competence that speaker struggle with. Hartmann and Stork (as cited in Yang, 2014) point out that the term fluency refers to the speakers' ability of natural language use without hesitations and pauses, and focus on the delivery of the message rather than the form.

7. Speaking Difficulties

Students encounter many speaking difficulties in their English learning and these are some of them.

Inhibition

Inhibition is an inner feeling that impede people to behave naturally. Inhibition is a feeling of worry that stops people from telling or performing what they want (Cambridge dictionary). Brown (as cited in Mahripah, 2014) states that the fear of being criticised makes students prefer to keep silent rather than speak in front of people and threat their ego. In the same vein, Djahida (2017) says that inhibition occurs when students perform in front of their mates, and they feel all the eyes are on them which makes them afraid and lose their confidence.

Lack of self- confidence

Self-confidence occurs when people believe in themselves and think positively. Arango (2015) stated that "self-confidence is the learners' belief that they are capable to achieve the assigned tasks; this capability is the indicating factor of their success in accomplishing the task". In other words, self-confidence is the belief in one's capacities and with it, students can overcome any kind of speaking problems they encounter. Speaking with confidence is usually huge problem for many students, they think that it is awkward to speak in front of people with the possibility of making mistakes. Brown (as cited in Arango, 2015) claimed that self confidence is very crucial for EFL learners to speak and express themselves fluently. Gurler (2015) adds that "in order to be a native-like speaker in a foreign language, self confidence is one of the keys that unlocks some important communication barriers". Which means, EFL learners need to trust themselves in the process of speaking in order to communicate effectively.

Shyness

In EFL speaking classes students need to express themselves and perform in front of their classmates to enhance their speaking ability. Which make it difficult for shy students to participate because of their fear of making mistakes in front of people. Kheira (2016) stated that :

Shyness is known as the lack of comfort, or awkwardness of doing something in front of people. In fact, people who have shyness are introverted. Very often, they cannot engage with others. In language classes, EFL learners tend to avoid speaking and participating in the classroom because they feel shy when speaking. This is against their oral development.

In other words, because of the inner feeling of discomfort during speaking in front of people, shy students find it difficult to participate in the class. Marhamah (2016) stated that " people

who are shy may need more time to get used to change. They might prefer to stick with what is familiar. That is why people who are shy often hesitate before trying something new."That is to say, shy people do their bests to keep in the comfort zone and avoid to expert any new things.

Lack of motivation

Motivation is a passion to do something, and it is required in doing or learning anything. Alizadeh (2016) claims that " motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated". So, success or failure in doing work or task is dependent on the doer motivation, which push someone to complete his work. Gardner (as cited in Aggouni, 2015) refers to motivation as "a combination of efforts plus desire to achieve the goal of learning a language plus favorable attitudes towards learning the language." In the same vein, Walker (as cited in Aggouni, 2015) stated that motivation is the power that moves people to take certain decision to be engaged in a specific behaviour.

Mother tongue use

Mother tongue is the language that we grew up speaking. According to Cambridge dictionary mother tongue is "the first language that you learn when you are a baby, rather than a language learned at school or as an adult." In other words, it is the language we speak since childhood. Djahida (2017) states that "EFL learners are more likely to use their mother tongue. Therefore, if learners keep on being influenced by the use of their mother tongue, they will not be able to use the foreign language correctly." Learners feel at ease and more comfortable when using their mother tongue in the class, which may hinder their language development. Barker (as cited in Saci, 2013) supports that" barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language".

Low uneven participation

This problem refers to the unfair amount of students' talking time. Tuan and Mai (2015) claim that "in a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him / her. There is a tendency of some learners to dominate while others speak very little or not at all." Which means, there are students who tend to be dominant and take almost the whole students' talk time neglecting the other students' right to be engaged in the learning process.

8. Classroom Speaking Activities**Roleplay**

Roleplay is any speaking activity when you either put yourself into somebody else's shoes or when you stay in your own shoes but put yourself into an imaginary situation. Benabadji (2006) states that role plays "give learners an opportunity to practice communicating in different social contexts and in different social roles." Which means that role play provides students with a chance to use language in new and several situations. In the same vein, Setiya (2013) claimed that role plays have a number of possibilities for communication practice, and students have many chances to use different language in different contexts. And she added that role play is a technique in English teaching in which students learn in imaginary situations or roles in order to develop the students' fluency. The situations and the roles are made as real-life situations so the students know the functions of English in real life.

Storytelling

Storytelling is the conveying of events in words, and images often by improvisation or embellishment. In the past, stories have been used as means of entertainment, education and to pass values and cultures to generations which make it an original teaching tool, and it may help in English teaching. Students can retell a tale or a story they heard from somebody beforehand by using their own words based on their understanding, or they may create their

own stories to tell their classmates. Storytelling fosters creative thinking, and it also helps students to express their ideas. Stories provide the class with a relaxing atmosphere, in which teachers can reach novice students and attract them.

Discussion

Discussion is when there is a topic and a group of people attempt to give their opinions about it. According to Cambridge dictionary "discussion is the activity in which people talk about something and tell each other their ideas and opinions." This activity develops critical thinking and quick decision making, and students learn how to express themselves politely while disagreeing with others. Kadri and Sahraoui (2015) stated that "discussion...give learners the opportunity to share their views and are useful means of training pragmatic and strategic competence and fluency in general." In other words, discussion is crucial for learners to express their thoughts and develop their communicative competence in general. And teacher role in this activity is to provide students with enough thinking time to generate their thoughts, and become confident about what they have to say during the debate.

Interview

The interview can be defined as a gentle conversation between two people or more where questions are asked to person to get the required responses and answers. Tehudi and Mitchell (as cited in Supardi, 2015) stated that an interview is the dialogue or question_answer exchange which is considered as the primary learning. The interview can be an effective technique in obtaining information, motivate students to speak, make them confident to express their ideas in English, and give them a chance to demonstrate that they communicate freely in English. Interviews can be motivating especially if they involve personal experience or opinion sharing, a fact which means that learners engage in interactions that interest them.

Dialogue

Dialogue is a conversational exchange of ideas or opinions between two or more people. Kheira (2016) stated that dialogue is two side communication which means that they have not to express ideas but they need to perceive what others said. This activity gives students the opportunity to practice their speech, pronunciation, and fluency. Furthermore, it increases students vocabulary. According to Harmer (as cited in Kheira, 2016) dialogues are one form of communicative interaction activities. In those activities, teachers suggest a topic to be discussed by students, in which they can speak about what they think and believe without any control. Classroom dialogues motivate students to speak more and offer to them a chance to show their abilities where teachers may evaluate them and give feedback.

Oral presentation

An oral presentation is where a person shows his knowledge on a particular subject that he chose, or has been given to research and talk about to the audience. The only way for students to improve their speaking is if they are allowed to use the language they are learning to communicate with others. Therefore, it is important that language teachers give tasks in the classroom that enable students to practice their language, and oral presentation is one of the effective tasks that allow students to use language in a natural way. Brooks and Wilsson (2014) Stated that oral presentations provide students with an enjoyable learning experience that allows them interacting with others using only the target language. Because it requires them to use English to explain their ideas and to negotiate meanings with their mates while practising their presentations. Moreover, oral presentation is a student-centred task which means that students have direct control, and teachers are there just to give their feedback.

9. The Roles of Teacher in Teaching Speaking

According to Koran (2015), the roles teachers play in the ELT field are mostly of an assessor, organizer, prompter, participant, and feedback provider.

a. Assessor

A good teacher is the one who assesses his students' oral proficiency by means of observations or quizzes to evaluate their level.

b. Organizer

The success of many activities depends on good organization and on students knowing exactly what they are to do next. And the main feature of this role is giving instructions and setting up activities. The organizer also can serve as a demonstrator, this role also allows the teacher to get involved and engaged with learners.

c. Prompter

Teachers should be always there to prompt their students when they struggle to express themselves during doing a task. In this case, teachers usually give hints or suggest phrases or vocabulary. However, teachers should be careful about the number of prompts that they give.

d. Participant

This happens when teachers participate in the discussion and act as peers not as teachers. Teachers usually provide students with a speaking activity, and from time to time they intervene to give feedback about students' performance. This role enables teachers to understand the difficulties students face during the speaking task and try to have solutions for them.

e. Feedback provider

Teachers should provide their student with feedback after the oral activity, and they should be very careful since over correction might hinder students' motivation to talk. In the other hand, encouraging responses may motivate students, and drive them to carry out the task with self-confidence which will, in turn, improve their speaking performance.

10. Conclusion

We discussed in this chapter the speaking skill with a general view starting with the definition of speaking skill and its importance in learning a language, and the types of speaking. Also, we talked about teaching speaking and its components. Then we highlighted the most difficulties and obstacles that learners may encounter when dealing with speaking activities. Finally, we indicated the teacher's role in teaching speaking and strategies and activities that teachers may use in teaching speaking to improve their learners' proficiency level.

Chapter two

Storytelling

1. Introduction

Storytelling is the oldest form of education. People around the world have always told tales and stories as a way of passing down their cultural beliefs, traditions, and history to future generations. Storytelling has a great importance in the teaching process especially teaching foreign languages, using this technique helps teachers to vary in the topics and motivate students to focus and improve their learning. In addition to that, stories can offer a valuable way of contextualizing and introducing new language, making it meaningful and memorable, which makes it an appropriate teaching tool for speaking skill. The main concern of this chapter is storytelling technique. We are going to study it from different angles. Here are some of the points that are going to be tackled : the definition of storytelling and the different forms of storytelling, we will deal also with the use of storytelling in the classroom and its advantages and challenges of using this technique in the EFL classroom. Moreover, we will shed the lights on the types of stories, and the way of selecting and telling stories appropriately for EFL students. And last but not least the researcher will show the different stages that the teacher should follow in storytelling.

2. Definition of Storytelling

Storytelling is an oral activity to grab audience attention, it involves improvisation in telling a story, facial gestures and body movement. Stories and the telling of stories have probably been with us since the beginning of the human existence (Ikramuddin, 2017). Serrat (2008) defined storytelling as a vivid description of ideas, beliefs, personal experiences, and life lessons through stories or narratives that evoke powerful emotions and insights. Furthermore, Wilson and Sole (2002) stated that storytelling used as a part of knowledge management strategy and it was common with the sharing of knowledge. Storytelling in its general sense is anything told or recounted in form of linked real or fictitious events. Stories are used as tool for sharing and a means for assessing and interpreting

events, experiences, and concepts to audience. Stories can be told in a wide variety of ways, which can be broadly categorized as oral, written and visual.

3. Forms of Storytelling

Storytelling have many forms. According to Ikramuddin (2017) there are eight forms of storytelling.

1. Cave painting

In a time before languages and writing, painting on cave walls told stories of times long ago. Cave dwellers used pigment to paint on walls with their hands to create stories and myths. Simple stories made up for entertainment or education for children.

2. Oral tradition

The tradition of telling stories through word of mouth was the next development in storytelling. As languages came around, and people in larger groups were together as the population grew, and people began to talk to each other, stories were being passed on much faster and spreading. Although oral traditions were one of the earliest forms of storytelling, it still take place whenever a group of people get together to socialize.

3. Fable

Fable is a short simple, most often including animals, that is told to teach some sort of moral lesson, often told to young children.

4. Myth

A myth is a story that is most often about the creation of the world, or about Gods/Goddess and higher beings, or mythical characters. Myths originated from Ancient Greek times also, and they have no truth to them, they are opinions on the creation and the existence of this world.

5. Legend

A legend is a historical story that is told to show human characteristics such as bravery, courage, honesty etc. That kind of stories are based on real people, and not fabricated, but may very often be exaggerated or changed in order to show some sort of hero or major event to represent something. They also have been passed on throughout generations, and may have been changed over time depending on where and when, in order to make sense.

6. Theatre

Theatre was an audience based form of storytelling. It was the move from just telling the story orally to acting it out, to give off a much better interpretation of the story. Theatre started in Ancient Greece, and Greece performed stories in giant amphitheatres which were great for the acoustics as the bowl shape allowed the sound of the voices to carry out through to massive audiences. The name audience came from the fact that they could hear the story, more than see it.

7. Text

Storytelling through text has developed and adapted over a long time since it first started. Right back from when languages were made and developed things were being written, but it was not an ideal form of storytelling as it was very time consuming, and only one person could read the story at a time. Not to mention many of people could not read and write. Text became a popular use for storytelling when the printing press was created. This meant that multiple copies of books could be made, and over time ways were found to cross them over from different places as transport developed. Text has changed throughout the years, from being hand written, to printing press, all the way through computers and mobiles. Text based stories up to this stage were the only ones that could be written proof of who owned the idea.

8. Film/TV

Film and TV is the most recent form for storytelling used due technology. Its a visual and audio form of storytelling, and film first came around in the 1880's when it was first made and showed series of images using a projector. It allowed things to be filmed, to create a story and shown later to a large audience.

4. Stories in Classrooms

Storytelling is the original form of teaching. There are still societies in which it is the only form of teaching. Though attempts of have been made to imitate or update it, like the electronic storytelling of the television, live oral storytelling will never go out of fashion. Classrooms are considered to be devoted for students engagement formaly or semi-formaly with the hope to engage in the process of learning, such kind of engagement should be social which is the concern of storytelling in EFL classrooms. It is a practical powerful teaching tool in the fact that it initiates students to discuss about the target culture, it offers them full opportunities to engage in a reading or listening tasks through their interaction with the story and teller and their discussion when dealing with storytelling activities ("storytelling," n.d.). Morgan and Rinvoluceri (as cited in Fitzgibbon & Wilhelm 1998) stated that, when the story is told, affective filters come down and language acquisition takes place more naturally. And they listed a linguistic benefits such as improved listening comprehension, grammar presented in a real context, and opportunities to encourage oral production.

5. Advantages of Storytelling in EFL Classes

Storytelling is the oldest form of education. Cultures around the world have always told tales as a way of passing down their beliefs, traditions, and history to future generations. Stories capture the imagination, engaging the emotions, and opening the minds of the listeners. Consequently, any point that is made in a story or any teaching that is done afterward is likely to be much more effective.

Ikramuddin (2017) makes a list of The most important advantages of storytelling summarised as follows :

- Stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning. They can create a desire to continue the learning.
- Stories exercise the imagination. Listeners can become personally involved in a story as they identify with the characters and try to interpret the narrative and the illustrations. This imaginative experience helps to develop creative powers.
- Listening to stories in class is a shared social experience. Reading and writing are often individual activities; storytelling provoke a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but also can help build up confidence and encourage social and emotional development.
- Many stories contain natural repetition of key vocabulary and structures. This help learners to remember every detail, so they can gradually to anticipate what is about to happen next in the story. Repitition also encourage participation in the narrative. Following meaning and predicting language are important skills in language learning.
- Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing learners to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech.

6. Challenges in Using Storytelling in the Classroom

The use of storytelling in ESL/EFL classrooms can improve students lexical knowledge, however, teachers might face many obstacles while implementing the method in the classroom. According to Dolzhykova (2014) there are five challenges faced by teachers in conducting storytelling method in the classroom including

- A large number of students may create difficulties.
- The students diversity is another challenge because teachers need to understand their personality.
- Teachers need to prepare carefully for story, media and classroom activities.
- Teachers may not have enough time to fully implement the story.
- Stories in the market are limited and not adequate for teaching, which requires teachers to create their own stories.

7. Types of Stories

Fiction stories

Fiction stories are based on made up or imaginary events, a work of fiction is created in the imagination of its author. The author invents the story and makes up the characters, the plot or storyline, the dialogue and sometimes even the setting. A fictional story does not claim to tell a true story. Instead, it immerses us in experiences that we may never have in real life, introduces us to types of people we may never meet, and places we may never visit. Fiction can inspire us, intrigue us, scare us and engage us in new ideas ("What Is Fiction?", 2015).

Types of fiction stories

Realistic fiction

Realistic fiction is a genre consisting of stories that could have actually occurred to people or animals in a believable setting. These stories resemble real life, and fictional

characters within these stories react similarly to real people. Stories that are classified as realistic fiction have plots that highlight social or personal events or issues that mirror contemporary life, such as falling in love, marriage, finding a job, divorce, etc. They depict the real life and society ("What is Realistic Fiction?", 2015).

Example

The Fault In Our Stars by John Green tells the story of 17 year old Hazel who has terminal cancer and grudgingly attends a cancer support group. There, she meets her friend Isaac and her love interest Augustus Waters. Their story unfolds, dealing with friendship, teen romance, loss, holding onto humor in the face of pain, and living with limited time ("What is Realistic Fiction?", 2015).

Historical fiction

Historical fiction is a work of writing that reconstructs the past. Often inspired by history, writers of this genre will incorporate past events or people into their fictitious stories. Historical fiction transports readers to another time and place, either real or imagined. Writing historical fiction requires a balance of research and creativity to avoid losing the story's believability. Writers of this genre need to research the time period of the story, they should know the lifestyle of people in this period of time and everything about it, so readers believe in the story and keep reading ("What is Historical Fiction?", 2015).

Example

Time period and setting : 1930, Germany

The Book Thief by Markus Zusak, Liesel Meminger is a foster girl living outside of Munich, who scratches out a meager existence for herself by stealing when she encounters something she can not resist which is books. And with the help of her father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement (Vanry, 2019).

Fantasy

Fantasy is defined in Cambridge dictionary as "a story or type of literature that describes situations that are very different from real life, usually involving magic". That is to say this genre of fiction talks about something not real and probably will never be. Fantasy is a story or a piece of art which incorporates supernatural phenomena as an important part of its content (Weinreich, 2011). Fantasy is essentially a nonrational form which arises from a world view essentially magical in its orientations.

Example

Peter Pan by J.M. Barrie

In his novel Peter Pan J.M. Barrie includes many fantasy elements, not least of which is the character of a fairy named Tinker Bell. Barrie creates many truisms about fairies in his book, such as the above idea that fairies are too small for more than one feeling. Barrie's alternate world of Neverland exists concurrently with the modern world, yet has different magical rules that govern it. And the story is about Peter Pan who never grew up, and the three children of the darling family who receive a visit from Peter Pan to Neverland, where an ongoing war between him and the evil Pirate captain Hook ("Fantasy," 2017).

Science fiction

Science fiction dealing principally with the impact of actual or imagined science on society or individuals or having scientific factor as an essential orienting component. Science fiction is defined as a type of writing about imagined developments in science and their effect on life especially in the future (Cambridge dictionary).

Example

George Orwell's 1984, which published in 1949 shows the future of mankind in a dystopian state. It is set in what is now the United Kingdom, and shows society under

tyrannical rule of government that has their population under constant surveillance and threat of imprisonment for having wrong thoughts.

According to Cambridge Dictionary Non fiction is "the writing that is about real events and facts, rather than stories that have been invented". Non fiction refers to literature based on fact, it is the broadest category of literature. Nonfiction is a broad genre of writing that encompasses all books that are not rooted in a fictional narrative. Nonfiction writing can be based in history and biography, it can be instructional, it can offer commentary and humor, and it can ponder philosophical questions. If a book is not rooted in a made_ up story, then it is nonfiction (Masterclass, 2019).

8. Selection of Stories

No one can deny how important the selection of stories is for the successful storytelling in EFL classes. In the first rank, the good and successful choice of stories is the teacher responsibility, since there are several types of stories (legends, folktales, fairytales ...) and they seem suitable but they may be inadequate for the teaching of the foreign languages because of their complicated and sometimes archaic language. Stachurska (2013) asserts that whatever type of a story teachers choose, it should be a short and simple story with interesting plot. Gomez (2010) notices that teachers should choose stories based on students age and their linguistic level, and he added that choosing stories from authentic books is more appropriate in English learning because of the real language they contain.

In choosing stories, Rokhayani (2012) suggests teacher pay attention to the topics which are suitable for student's interest and age. He supposed that characters in the stories will have an influence on a successful teaching. Moreover, stories should be simple in language usage and interesting in the plots. So that learners can remember better.

After all, teachers need to make sure that students understand the story. If necessary, teachers can change some words, simplify the word order, the grammar, and the meaning in

the story. The story must be easy to understand, interesting and appealing with clear presentation.

Burn and Broman (as cited in Akhyak, 2013) summarized story selection criteria as follows :

- A simple well developed plot is centred in one main sequence of events so that the learner can anticipate to some degree of the outcome of events.
- Using repetition, rhyme, catch phrases that the students memorize new words quickly and easily
- Using carefully chosen language, not using complicated words and using a large amount of direct conversation.
- Using one main character which students can easily identify. Too many characters can be confusing.

While Ellis and Brewster (as cited in Akhyak, 2013) also add other criteria as follows :

- Level : Is the level appropriate? Not too easy ? Not too difficult ?
- Pronunciation : does the story contain any features such as intonation that the students will enjoy imitating and improving their pronunciation.
- Content/Subject matter : will the story interest the students ? Is it relevant to their needs ? Is it amusing ? is it memorable ?
- Visuals : do the illustration relate to the text and support the students understanding ? are they attractive to the age of the students ? Are they big enough for all the class to see ?
- Encourage participation : is there any natural repetition to encourage participation in the text and provide pattern practice, pronunciation practice, to recycle language items, and develop memory skills ?
- Motivating : Will the story motivate the students ?
- Arouse curiosity : Will the story arouse their curiosity ?

- Create positive attitudes : Will the students respond positively to the story and develop positive attitudes forwards the target language, culture, and towards language learning ?
- Language content : Is the language representative of what is spoken in the target culture? Does the story gives any information about life in the target language ?

9. Steps for Effective Storytelling

According to Ikramuddin (2017) there are some ways to tell the story as well as possible :

- Have an interesting story to tell

The key of storytelling is to provide listeners with a good story. If you do not have a story worth to listening to, no one will listen. You have to focus on your audience. You are definetely not going to tell a horror story to little kids! Just like you should not tell a childish story to older ones.

- Memorize the basic story

If your story is a dialogue, you do not need to memorize the exact dialogue, just the basics.

- Use hand motions to emphasize the story

Doing that will catch a listener's attention plus making the storytelling existening. Hand motions should be incorporated when the tale calls for it. For example if a line says « the tree was taller than the sky » you could point up.

- Use facial expressions

If a character of a story is sad, for example, frown. If a character is happy, a smile would work. You have to pay attention with the mood of the story, as well and let the mood flow into your expressions.

- Allow your voice to be expressive

Give the characters different voices. For example in the story of Goldilocks, the three beers could have a high, low, and medium voices. If the mood of the story is scary, low tones are perfect.

- Add details

A girl with brown hair and blue eyes could be described in your story as a young girl with golden brown hair and eyes as blue as a river. Exaggerating small things in a story can give a wow effect.

- Practice in advance

Before you tell your story, give it a try. You may want to videotape yourself or do it in front of a mirror so you can see the flaws in your telling. After you watch the video of your telling, mute the sound so you can only pay attention to the visual aspects to check your facial expressions and hand motions.

10. Classroom Storytelling Stages

According to Binh (n.d.) the process of using storytelling in classroom is divided into three main stages. These stages are: pre-storytelling, presenting the story and post storytelling.

Before storytelling

In this stage teacher has the role to choose the story, and it is not an easy task because it requires specific criteria. Pre-storytelling stage is the introduction and the oriented stage. In this period teachers check students knowledge about the previous lesson and prepare for the next story. This stage is crucial for students to get familiar with the content of the story and know something about the language in that story.

In this step teachers can provide students with some key vocabularies, by using visual aids, miming, brainstorming or showing the real objects by doing this students are motivated and ready to listen to the story.

- Teachers in this stage may write the story title on the board and ask his students to imagine what may the title stands for ?or to ask them to imagine and try to visualize and describe the setting and the events of the story.
- The interaction between the teacher and the learners in this prior stage may turn around telling riddles jokes or anecdotes that include some story elements. Still this stage needs an extensive teacher's preparation.

While storytelling

In this stage its time for the actual listening. Listener needs a suitable physical setting or an appropriate mood to feel comfort throughout the story listening task. Learners in this phase should be encouraged to relax and concentrate on comprehension and storytelling experience enjoyment.

The teacher in this phase tend to deepen comprehension and increases students participations through a planned pauses during listening and let students to predict or imagine the coming events. In some cases students are invited to suggest an end to the story and open the way to post storytelling activities. This phase is especially devoted for developing students imagination, prediction and concentration.

Post storytelling stage

After listening to the story for many times what comes is a variety of post listening activities which tend to improve learners level of collaboration and cooperation in a meaningful communication for developing their story sense through talking with students about their listening experience after the story.

11. Conclusion

The appropriate use of storytelling technique helps EFL teachers to benefit more from it whether in improving students speaking and listening skills by putting them in real context or in motivating and engaging them in the learning atmosphere.

In this chapter, we have tried to define storytelling technique and its different forms. Also, we tried to mention the use of storytelling in EFL classes, and its advantages and challenges. In addition, the researcher stated the types of stories, and how teachers can select the appropriate stories for his students. Then, we have seen some steps for effective storytelling and classroom storytelling stages that may help teachers in delivering their stories appropriately.

Chapter three

The field work

Description and Analysis of
Students' Questionnaire

Description of Students' Questionnaire

Introduction

To investigate the importance of storytelling as teaching tool to improve EFL learners speaking skill, we thought of the necessity to involve first year students in Mohammad khider University at English Departement in this study, by including their perspectives concerning the subject under investigation. Students opinions were gathered in a form of questionnaire which is discussing the same issues that have been stated in the theoretical part.

In the previous chapters, we have presented what researchers discuss about our topic. In the first part of this chapter, we will speak about the research instruments used to gather data. In addition we will talk about our population and sample of the study. In the second part of this chapter we will analyse students questionnaire.

Data gathering tools

In order to gather more reliable data, the questionnaire was adopted as data collection method in this research. To investigate the importance of storytelling as teaching tool to improve EFL learners speaking skill. Brown (2001) defined questionnaire as « any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers » (as cited in Mackey & Gass 2005). The researcher used the questionnaire because it can be an effective means of measuring behavior and attitudes, in addition data can be collected relatively cheap and quickly, because the researcher would not need to be present when the questionnaire were completed. However, a problem with questionnaire is that most of respondents want to present a positive image of themselves so may lie or bend the truth to look good. We used semi-structured questionnaire which begins with close ended questions and ended with open-ended questions.

The students questionnaire was supposed to administered to the whole population of the first year English classes at the Mohammad Khider University of Biskra. It was not

possible to include them all in the study, and therefore a sample was needed. Students questionnaire includes both open-ended and close-ended questions. Their primary objective is to give students an opportunity to give their opinions concerning the use of storytelling technique and its effects toward their speaking skill.

Population and sampling

The population of this research is first year students at the English Department at Mohammad Khider University of Biskra. We selected first year students as our population because they have oral expression course at that level, and the obstacles of speaking are more common since they are beginners. Because of the work with the whole population is impossible, we selected a sample from a population consisting of 10 groups. The sample was randomly selected from about 342 students. First year EFL learners at the University of Biskra during the academic year 2019/2020 are 10 groups. Each group contains 34 to 35 students. We selected randomly one group contains 34 students from 10 groups and give them the questionnaire to collect the required data.

Describe students questionnaire

The students questionnaire was administered to 34 students of first year at Mohammad Khider University of Biskra. It consists of 19 questions ranging from close-ended, such as likert scale and multiple choice items to open-ended questions. It was divided into three sections where each one contains a set of questions that have been answered by respondents objectively and honestly. And these sections were organized as follows :

The background information

In this section students were supposed to indicate their gender, and then questions for checking the reasons behind their choice of studying English, their level in it, their objective from learning English, and how they use it in their daily life.

Student's attitudes towards speaking skill

This section looks for information about some aspects concerning the speaking skill. As first, we asked the chosen students about the speaking skill taking into account many angles. For example, we have asked them to what extent each of the language skills is important for them, and their main difficulties in learning speaking skill and reasons behind those difficulties. In addition to that, we asked them about the strategies they follow to enhance their performance, and speaking tasks they prefer. As we have designed questions to check their opinions towards the way oral expression is being taught and the time allotted for it.

Students attitudes towards storytelling

Since the main subject of this work is to check the importance of storytelling in improving speaking skill, we have decided to specify this section to ask students about storytelling from many angles. We asked them about who dominates talking time in the class, and what kind of instructions their teacher depends on in the oral expression session. Also we asked them about their opinions towards the use of storytelling activities in improving speaking skill and the way they prefer to use it. Moreover, we asked them about their feeling if they were asked to prepare a story as project and how often their teachers use storytelling in oral expression session, and the most important question was if they would like their teachers use storytelling as teaching tool from time to time to see their attitudes toward this technique.

Findings

Data Analysis

Results of Students' Questionnaire

Section One: Background Information

Item 1. Would you specify your gender, please?

Table 3.1 Students' gender distribution

Option	Respondants	Percentage
a. Female	28	82%
b. Male	6	18%
Total	34	100%

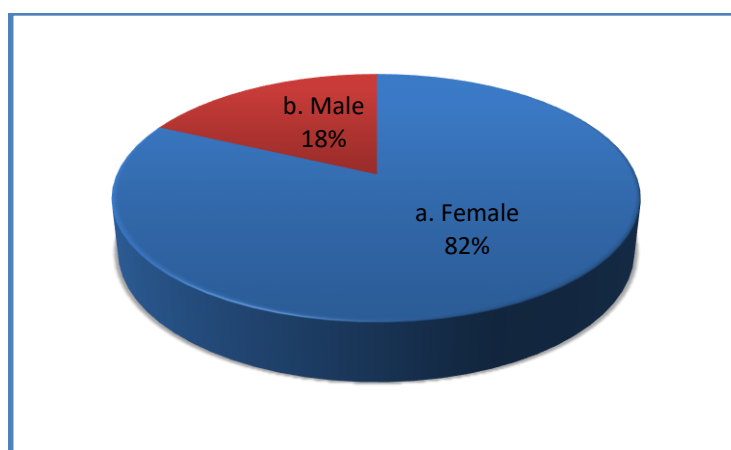


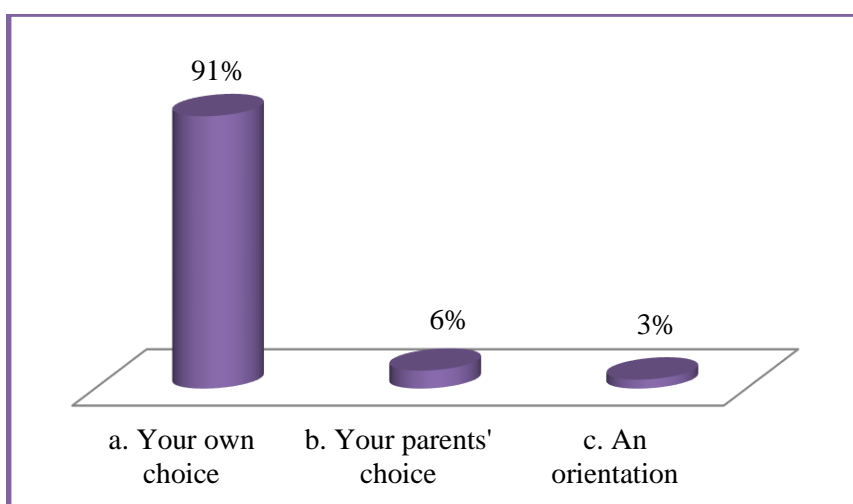
Figure 3.1 Students' gender distribution

Comments

From the table above, we notice that the number of females is higher than the number of males. The high number of females enrolled in the Department of English at the University of Biskra proves the common belief that females have more tendency towards studying foreign languages and English in particular. It means to get a profession as language teachers or interpreters which are commonly considered as feminine jobs in this country. Males generally tend to prefer scientific and technical branches.

Item 2. Is studying English**Table 3.2**The choice of studying English at university

Option	Respondants	Percentage
a. Your own choice	31	91%
b. Your parents' choice	2	6%
c. An orientation	1	3%
Total	34	100%

**Figure 3.2**The choice of studying English at university**Comments**

From the table and the figure above, we notice that the most students (**91%**) the choice of studying English at University was their own choice. And (**6%**) of them their parents have urged them to do so, and (**3%**) of students studying English was an orientation.

Item 3. Howdo you consider your level in English?**Table 3.3**Students' evaluation of their level in English

Option	Respondants	Percentage
a. Very good	7	21%
b. Good	20	58%

c. Average	7	21%
d. Less than average	0	0%
Total	34	100%

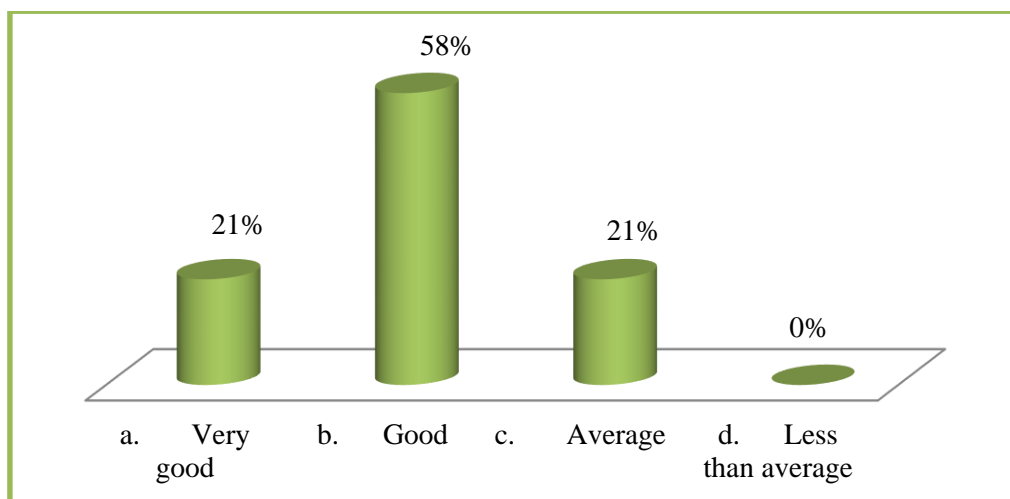


Figure 3.3 Students' evaluation of their level in English

Comments

The table and the figure above represent the students' evaluation of their level in English, and we noticed that most of students (**58%**) believe that they are good in English. And (**21%**) of students consider their level in English is very good, and also (**21%**) of students feel that their level in English is average.

Item 4. What is your objective from learning English?

Table 3.4 Students' objective from learning English

Option	Respondants	Percentage
a. To be able to communicate in English	13	38%
b. To prepare to studying abroad	5	15%
c. To seek for a better job	16	47%
Total	34	100%

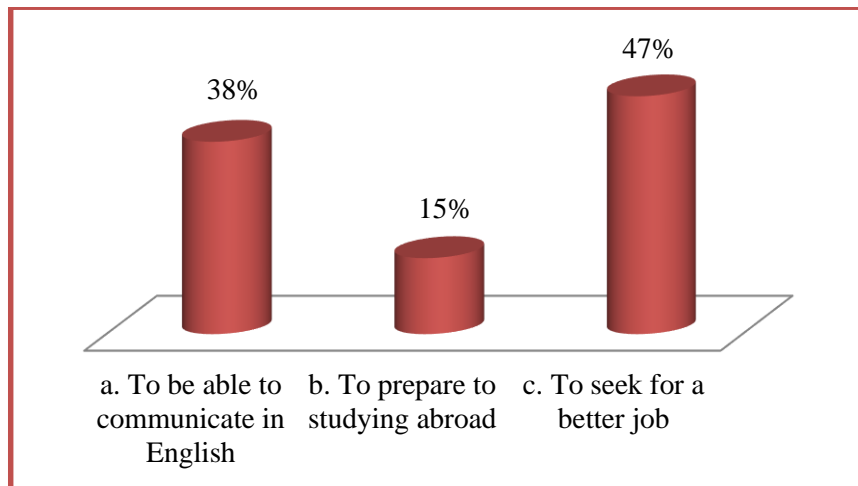


Figure 3.4 Students' objective from learning English

Others:

- Because i love and enjoy the lge
- All of them. English is my getaway to stuff !!
- To use it on the daily.
- Speaking English with natives

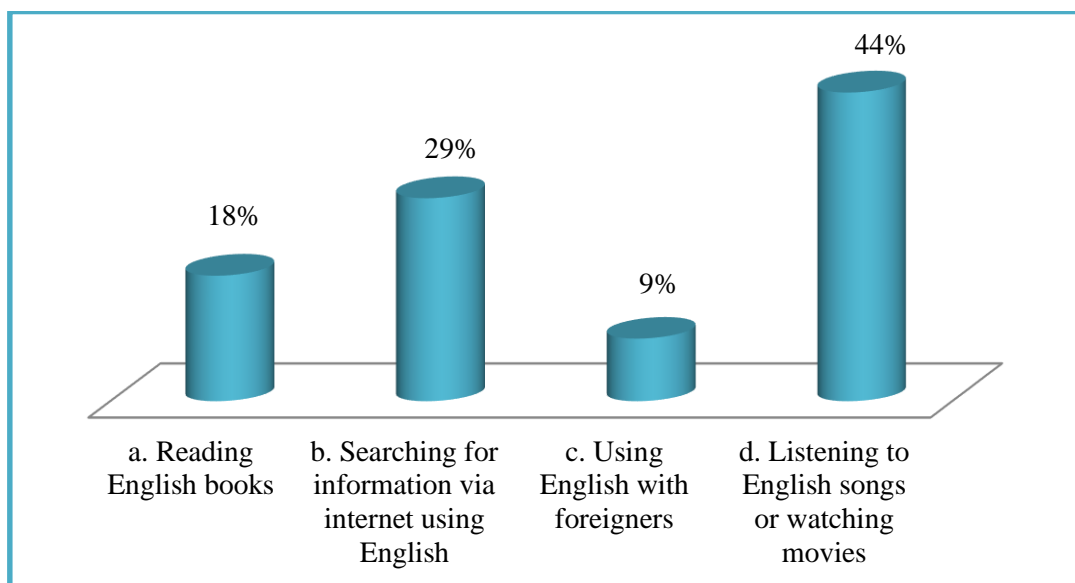
Comments

The table and figure represent students responses towards what is their objective from learning English. As it is shown in the table (**47%**) of students learn English to seek for better job, (**38%**) of them study English to be able to communicate in it. While only (**15%**) of students learn English to prepare to studying abroad. We come at the result that students realize the importance of English language in any field of work. And students add other objectives as learning English to use it in the daily or with natives, or simply because they love and enjoy the language.

Item 5. How do you use English in your daily life?

Table 3.5The way students use English in their daily life

Option	Respondants	Percentage
a. Reading English books (tales, novels, newspapers)	6	18%
b. Searching for information via internet using English	10	29%
c. Using English with foreigners	3	9%
d. Listening to English songs or watching movies	15	44%
Total	34	100%

**Figure 3.5**The way students use English in their daily life**Others:**

- Both b and d
- With friends
- Mostly all of them to keep my english alive
- Learning another language
- All of them
- Using dictionary
- Watching youtube videos

- Listening to songs and watching movies You could have let us choose more than one choice.

Comments

The table above demonstrates students responses towards how they use English in their daily life. (44%) of students listen to songs and watch movies in English as a way to practice their language, and (29%) of them use it in searching via internet. While (18%) use it in reading English books, and only (9%) use English to speak with foreigners.

Section Two: Students' Attitudes towards Speaking Skill

Item 6. To what extent each of the following language learning skills is important for you?

Table 3.6 The degree of importance of each of the language learning skills

The skill	Very important	Important	Somehow important	Not important at all
a. Writing	19 56%	12 35%	3 9%	0 0%
b. Reading	15 44%	13 38%	5 15%	1 3%
c. Listening	23 67%	7 21%	3 9%	1 3%
d. Speaking	30 88%	2 6%	2 6%	0 0%

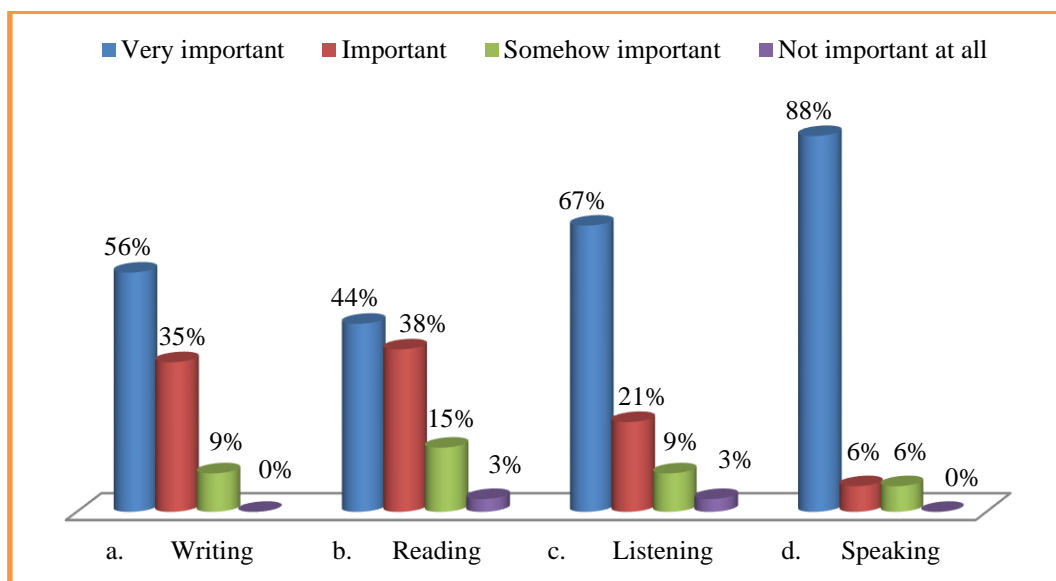


Figure 3.6 The degree of importance of each of the language learning skills

Comment

From the figure above we notice that the majority of students (**88%**) consider speaking skill is the most important language learning skill compared with other language skills. Whereas listening comes in the second rank, then it comes writing and reading.

Item 7. What are the main difficulties you encounter while speaking English?

Table 3.7 The main difficulties students encounter while speaking English

Option	Respondants	Percentage
a. You do not know what to say.	5	15%
b. You know what to say, but you do not know how.	9	27%
c. You know what to say and how to say it, but you cannot say it.	6	18%
d. You do not know how to use body language.	3	9%
e. None of them	11	31%
Total	34	100%

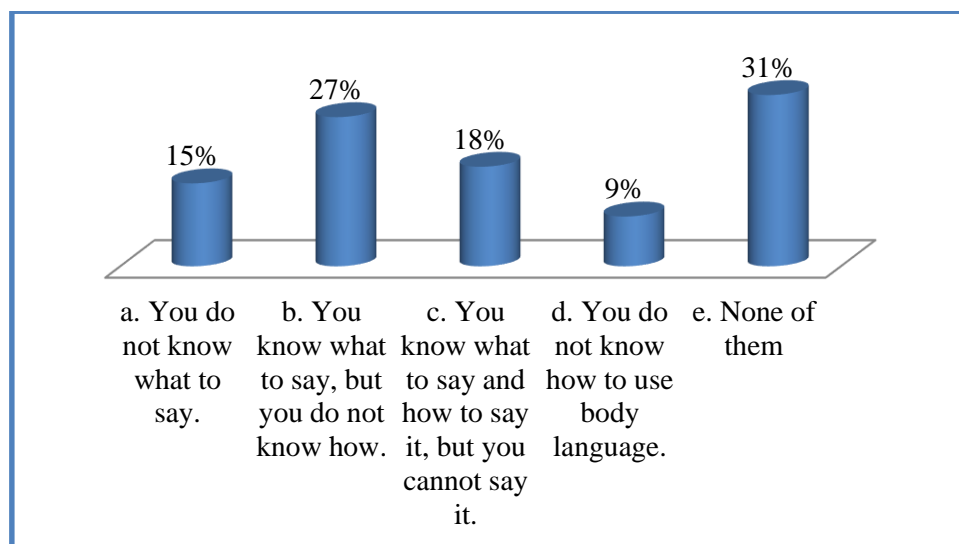


Figure 3.7 The main difficulties students encounter while speaking English

Others

- Word selection maybe.
- To speak in an academic accent rather than slang.
- Lack of vocabulary
- In some situations where i don't feel comfortable

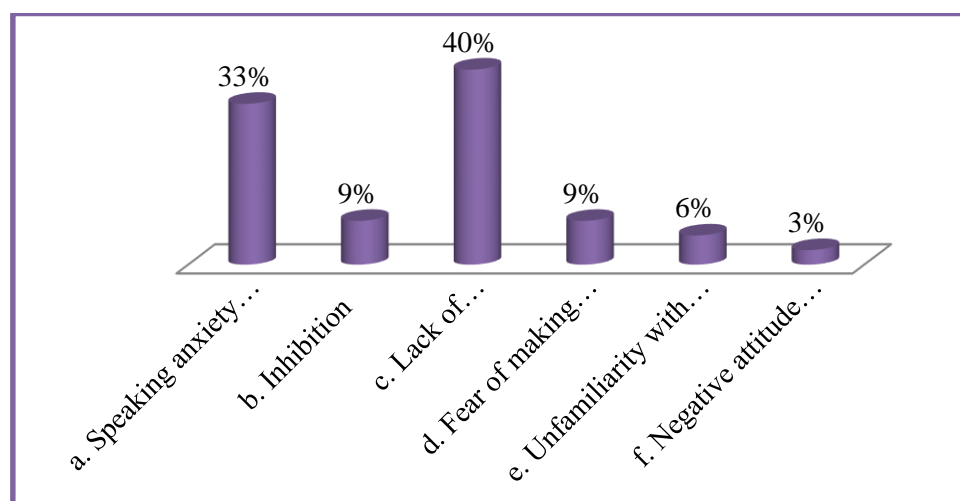
Comment

The table above demonstrates students responses towards their difficulties while speaking English. **27%** of students agree on the option c which is that they know what to say, but they do not know how to say it. Whereas (**18%**) of them believe that they know what to say and how, but they cannot say it. And 15% of them they suffer from having nothing to say. While only (**9%**) do not know how to use their body language while speaking. And the majority of them (**31%**) do not face any of these difficulties in speaking, and they mention other obstacles such as lack of vocabulary, feeling uncomfortable, word selection and others.

Item 8. According to you, what are the main reasons behind students' speaking difficulties?

Table 3.8The main reasons behind students' speaking difficulties

Option	Respondants	Percentage
a. Speaking anxiety (self-doubt, shyness)	11	33%
b. Inhibition	3	9%
c. Lack of vocabulary, and poor pronunciation and grammar	14	40%
d. Fear of making mistakes	3	9%
e. Unfamiliarity with the topic	2	6%
f. Negative attitude towards the language/topic	1	3%
Total	34	100%

**Figure 3.8**The main reasons behind students' speaking difficulties**Comment**

We notice from the table above (**40%**) of students agree that the main reasons behind their speaking difficulties are lack of vocabulary, and poor pronunciation and grammar. Whereas (**33%**) refer their problem to speaking anxiety. While the rest of students claim that their difficulties are due to inhibition, fear of making mistakes, negative attitudes towards the language and unfamiliarity with the topic.

Item 9. What are the strategies that you follow to enhance your English performance?

Comment

The majority of students believe that watching English movies and listening to songs, as well as practicing speaking all the time can boost their English performance. and others depends on reading and communicating with foreigners as strategy to enhance their performance.

Introduce

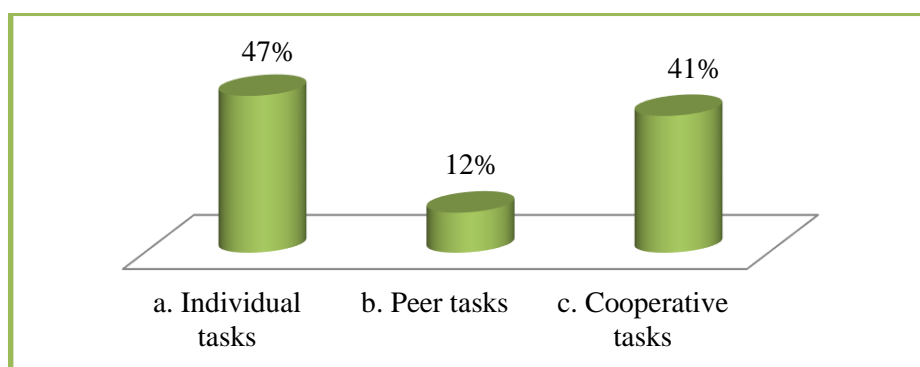
- Trust my self, prepare what I'm going to say, get rid of shyness, use simple language, use body language and eye contact.
- Reading a lot in order to learn more vocabulary and get more knowledge, and practice speaking the target language, besides listening to native speakers, watching movies, songs, educative videos to enhance this skill specifically.
- Speak to myself (it's not nuts, it is actually a very benefic strategy that is overlooked), face the mirror, talk to my friends in English in my daily life, exposure to authentic materials such as movies, natives and such are of great importance to foster anybody's Lge performance in any lge not only English.
- movies and songs
- Speaking english all the time
- I just improvise.
- Use the language on a daily basis.
- Chatting a lot via social media to avoid being anxious
- Speak, I speak my way to achieve a better handling of the lang
- I read the stories, novelsbecause i like to read.
- They should talk even though they are shy. Language is all about practice
- Listening to native speakers; practice speaking.
- communicating with foreigners
- I watch youtube videos like stand ups and conversations
- Reading books, listening to music and watching movies, communicating with native speakers.

- I always try to speak English with people. I speak in front of the mirror. I listen to different videos and as we know listening is a very important element that can help improving speaking (your performance)
- Practice
- Mirror speech helps boosting self esteem
- Talking to others using English
- The 4th skills
- Learning more vocabularies and listening to native speakers
- Audio books. Recording my diary. Talking in front of a mirror.
- Try to communicate more using English
- Reading and listening
- Group works internet
- Practice as much as I can
- reading webtoons and manga in addition to watching series and films.
- Get used of the language and practicing all the time
- Listening and speaking with natives
- Watching movies Reading articles Following English teachers in YouTube
- Watching native speakers
- Daily practice with colleagues and listening to natives podcasts, songs and movies through youtube
- 1/I try to always read at least 2 or 3 books in a year in English 2/ since i give English classes to students from other departments, i do my best to look for suitable vocabulary which they need in their studies, so i dive my self whenever i have free time to some articles and books of their topics in English of course. That really helped me improving not just my English vocabulary but also my own knowledge. 3/ i always revise lessons of grammar from books each time i discover new things i didnot know about.
- Speak with classmates then i perform in front of them

Item 10. Which speaking tasks do you prefer most?

Table 3.9 These speaking tasks students prefer most

Option	Respondants	Percentage
a. Individual tasks	16	47%
b. Peer tasks	4	12%
c. Cooperative tasks	14	41%
Total	34	100%

**Figure 3.9** These speaking tasks students prefer most**Comment**

According to the figure above we notice that **47%** of students prefer to work individually. And **41%** of them choose cooperative tasks, while 12% prefer peer tasks. From which we can deduce that nearly half of students are introverted learners.

Item 11. Are you satisfied with the way oral expression is being taught?

Table 3.10 Students' satisfaction with the way oral expression is being taught

Option	Respondants	Percentage
a. Yes	10	29%
b. No	24	71%
Total	34	100%

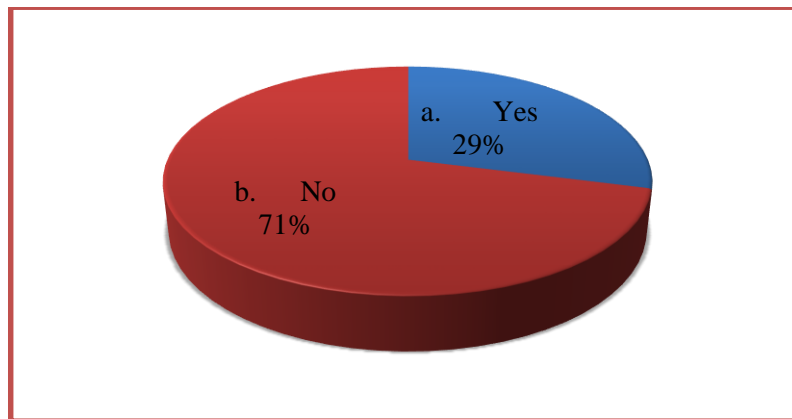


Figure 3.10 Students' satisfaction with the way oral expression is being taught

Comment

Students responses about their satisfaction with the way oral expression is being taught are demonstrated in the figure (3.10). We notice that **71%** of students are not satisfied with the way oral expression is being taught because of the same techniques are being used 'oral presentation', students need variation in activities and equal chances to participate. Whereas **29%** of students show their satisfaction towards the way of teaching oral expression and they justified that they have good teachers, others claim that their teachers vary in tasks and activities such as role plays and presentations, as well as having the equal chances in participation.

Students' justifications

a) For 'Yes'

- Because my teachers have all the skills of teaching
- I'm okay with it.
- We need one more session
- Because we learn new vocabulary then we use them in daily life
- Good teacher
- Teachers use different tasks and activities such as role plays, oral presentations

and other tasks

- I am okay
 - It's fun and diversified
 - Giving the opportunity for all the students to speak and participate in discussions
 - It's depends on the teacher's method some of them were good and other weren't
- I think that the oral session should relay on group work or class discussion with the teacher supervision so he make sure most of the members participated

b) For 'No'

- Teachers focus most on two or three people who are always present or speak much also the way of preparing and presenting a presentation is dull because students bring info from the internet without analyzing and present them to students who are not motivated.
- The teacher talks more than the student. Not all students are given equal chances to speak because some are more heard than others. The topics are either boring or superficial.
- It would be better if we study technologically in small groups, I mean in laboratories using technological tools, so that all students can hear and practice language appropriately.
- It needs more diversity in activities
- The sessions does not give space for elaborated oral discussions
- I'm not satisfied because we are only do some presentation that'all
- Because do not enhance our performance in all our skills speaking, listening, reading and writing. It can not develop our communication.
- Don't fit us, no progress in student's speaking skills
- Oral presantation and it decreases motivation
- Boring topics every time.
- Since First year licence teachers ask students to prepare presentions.They do not try to vary the tasks and make progress in teaching .This result in having students with less or no capacities to communicate or participate using English with no fear or hesitation. There must be a change in the system otherwise five years of learning will be just a waste of tile

-
- Because time is not sufficient plus teachers are not much aware of the techniques that need to be adopted in the classroom to help students involve in the oral expression course.
 - They don't teach us how to improvise and speak or the fundamental EI elements related to oral expression module.
 - Chance is not given to everyone to participate.
 - We need more techniques
 - Since i'm a master degree student now, i don't study oral sessions anymore, but judging from my experience of studying oral sessions in my first second and third year, i guess it was not taught in the right way, the teacher either takes the authority over the class not allowing the students to express their ideas, or would just judge them for their mistakes.
 - I'm not satisfied. Some teachers don't know how to teach oral expression. They just work with certain students and they dont give the chance to other students to speak and express themselves
 - It doesn't enhance our learning skills at all
 - There is no motivation, bored session and bored teacher, he is not an active one not like the other oral teachers. He gives us difficult topic to prepare. He speaks a lot.
 - Traditional ways don't show results anymore
 - Oral expression. Is not given its right value and syllabus is not focusing at it as it should be
 - The teacher spends more time in speaking than the student
 - I think it's somehow passive, there's no space for real communication
 - Oral sessions need to be more open to discussions concerning different topic especially culture-related subject. Teachers of oral expression sessions can be creative i.e., they can expose students to documentaries where they can interact and exchange opinions and views for ex. To be more vivid where they can develop othe skills like critical thinking, higher thinking order and discuss complex notions & ideas..not just passive presentations!!

Item 12. Do you think that the time allotted for oral expression session is sufficient?

Table 3.11 Students' views about whether the time allotted for oral expression session is sufficient or not

Option	Respondants	Percentage
a. Yes	11	32%
b. No	23	68%
Total	34	100%

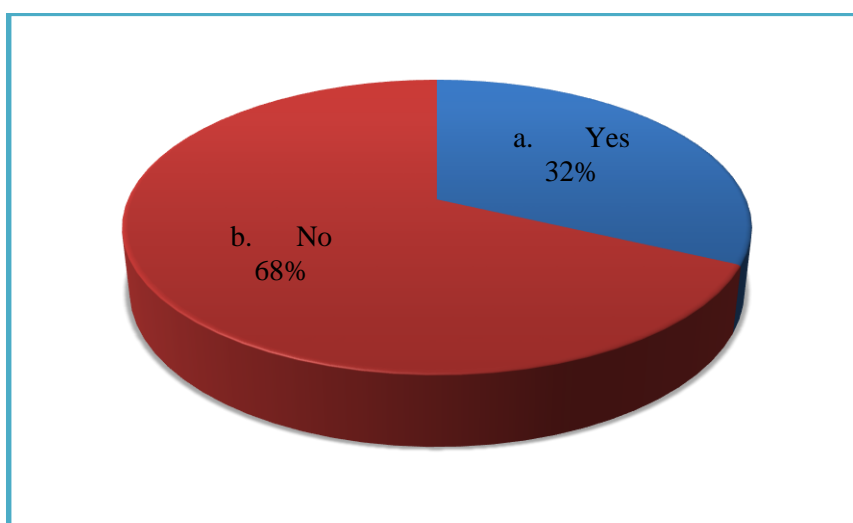


Figure 3.11 Students' views about whether the time allotted for oral expression session is sufficient or not

Comment

Most of students **68%** from the figure above are not satisfied with the time allotted for oral expression session and all of them suggest additional sessions per week. While **32%** are okay with it.

If no, what do you suggest?

- Maybe 4 time in week is sufficient

-
- I suggest that the administration and the teachers should co-operate and provide more oral sessions with helpful strategies that may help students cope with their anxiety of participating and sharing their ideas, thoughts and feelings.
 - Not sufficient at all.
 - Adding sessions
 - At least 3 times per week so that EFL learners can improve their English.
 - Students should be given extra tasks to practice their speaking skills both inside and outside the class
 - Just one more session should do the work
 - At least 2 sessions a week
 - Additional sessions
 - More sessions are needed because the great number of students does not allow all of them to learn properly
 - Students need more sessions. And more time in order to improve their speaking skill. It's just not enough to have one or two sessions. That's what I think
 - It should be at least twice a week
 - Add more oral sessions
 - More oral session
 - Oral expression needs more than one or 2 session per week
 - More sessions
 - Administration should devote more time to oral expression because of its importance
 - I suggest adding more sessions at a week and using audiovisual tools
 - As a 3rd year students we have only 1 session so it's not enough
 - We used to have two sessions per week .each session takes half an hour and because of large number of students, I suggest arranging for oral class to be everyday .So that they create in learner's the confidence and passion to develop .Also, it is good as it will be an everyday training or practice.
 - Additional sessions
 - Since oral expression help in improving speaking proficiency, it is better to make half an hour from each module to improve speaking skill through discussing the target subject of the course
 - If we need to enhance our speaking, we need more time

Section Two: Student's Attitudes towards Storytelling

Item 13.Who speak(s) most in the oral expression sessions?

Table 3.12Students responses about the one(s) who speak(s) most in the oral expression sessions

Option	Respondants	Percentage
a. The teacher	19	56%
a. The students	15	44%
Total	34	100%

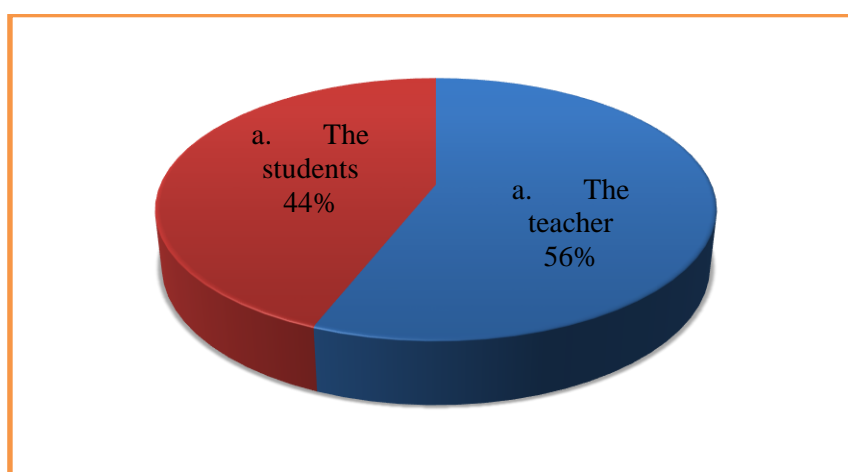


Figure 3.12Students responses about the one(s) who speak(s) most in the oral expression sessions

Comment

This table is about students responses about who dominates the talking time, the teacher or the student. The majority of students **56%** choose teacher. And the rest of them choose the students. Which entails that teacher centered classroom approach still exists and dominates or students are reacting passively in the lessons.

Item 14.What kind of instructions does your teacher use in oral expression sessions?

Table 3.13The Kind of instructions teachers use in oral expression sessions

Option	Respondants	Percentage
a. S/he asks you to choose a topic for discussion	10	29%
b. S/he asks you to prepare an oral presentation	20	59%
c. S/he asks you to perform roleplays	4	12%
d. S/he asks you to tell a story and discuss it	0	0%
Total	34%	100%

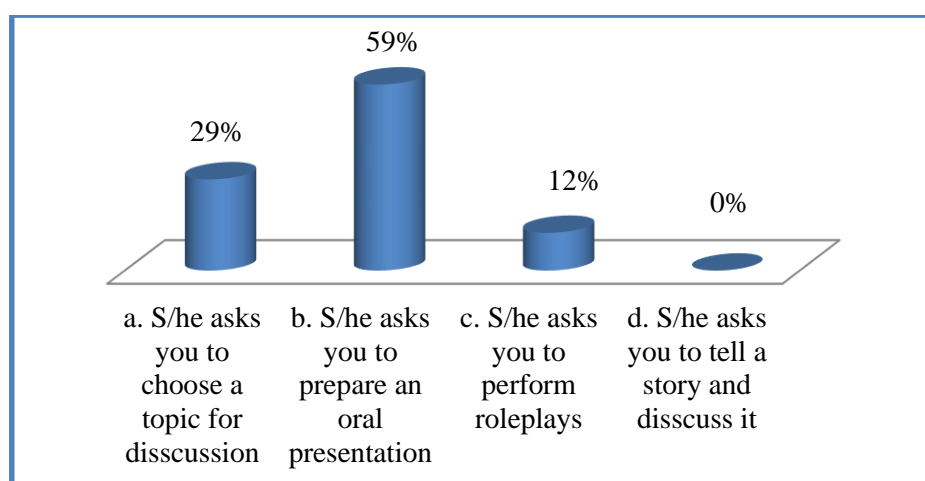


Figure 3.13TheKind of instructions teachers use in oral expression sessions

Comment

Students' responses towards the kinds of instructions teachers use in oral expression sessions are revealed in the figure above. **59%** of students answered that their teachers ask for oral presentations, and **29%** choose topic for discussion, while only **12%** are asked to perform roleplays. Whereas none of teachers ask his/her students to tell a story for discussion which makes it sure that teachers neglecting the important role of using stories in classes.

Others

- He just talk, whatever comes in his/ her head, most of the time the discussion made in the classroom is boring and useless.

- It would be better if this question was a multiple choice q.
- None.
- All of them. Our oral teacher for this year was so good. She gave us a space to talk about whatsoever.
- Almost mix of the above but mostly presentations
- Free talks. Watching videos then commenting on them.
- Discuss anything related to the daily life
- And performing role plays
- It depends on the teacher himself each teacher chooses his way of teaching oral sessions

Item 15. Do you think that the use of storytelling activities can help EFL students' improve their speaking skill?

Table 3.14 Students' opinions about whether the use of storytelling activities can help EFL students' improve their speaking skill or not

Option	Respondants	Percentage
a. Yes	33	97%
b. No	1	3%
Total	34	100%

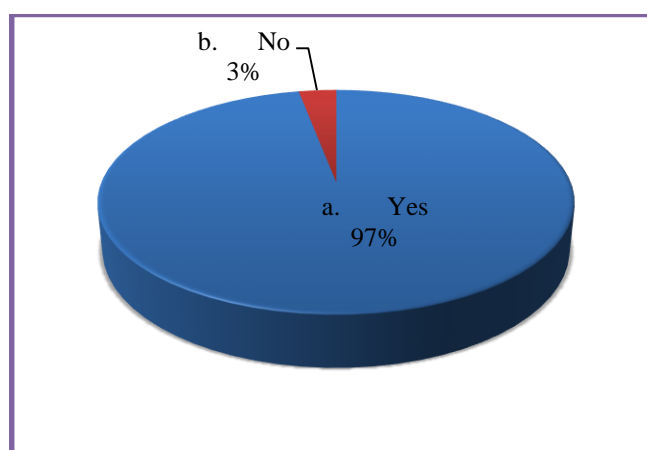


Figure 3.14 Students' opinions about whether the use of storytelling activities can help EFL students' improve their speaking skill or not

Comment

This table shows us the students' opinions about whether the use of storytelling activities can help in improving EFL students speaking skill or not. Most of students **97%** agree on that. Thus, the described number push us to come with the result that EFL students prefer the use of storytelling and believe that it can improve their speaking skill.

If yes, is that because:

Table 3.14.1 Benefits of storytelling activities in oral classes from students' point of view

Option	Respondants	Percentage
a. It raises students motivation and interest	7	21%
b. It helps students to improve and enrich their vocabulary	6	18%
c. It helps students improve their fluency and accuracy	1	3%
d. It helps students overcome their fears and increase their self-confidence	1	3%
e. All of them	19	55%
Total	34	100%

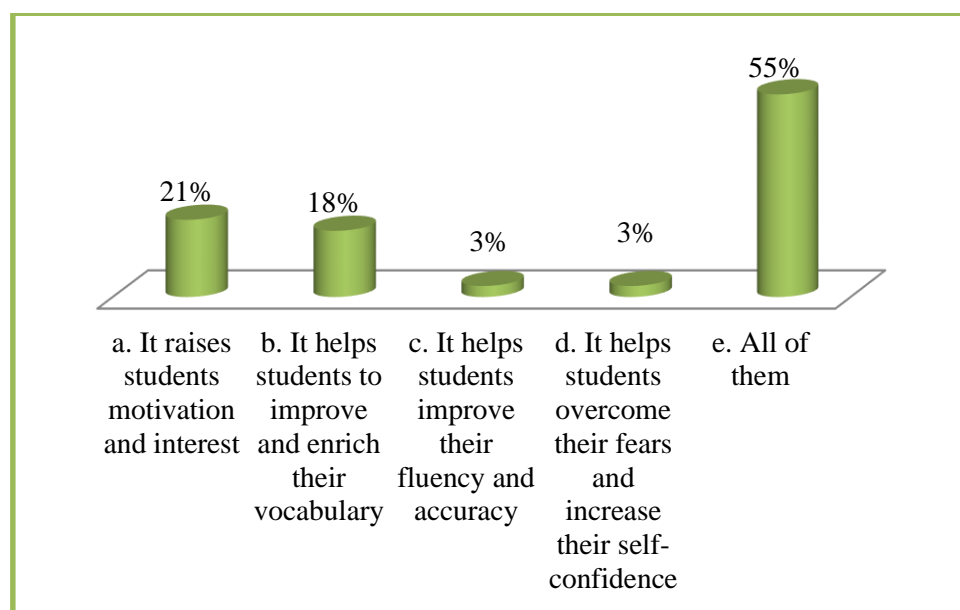


Figure 3.14.1 Benefits of storytelling activities in oral classes from students' point of view

Comment

The majority of students **55%** choose the option « e » all of them by answering the question of the benefits of storytelling activities in oral classes. And **21%** choose that it raises students' motivation and interest, also **18%** claim that it improves students vocabulary whereas the rest were divided between that it improve their fluency and boosts their self confidence.

Others

- They can practice the listening skill.
- Improves listening skill
-

Item 16. Which one of the following tasks do you prefer?

Table 3.15 Students' preferable speaking tasks

Option	Respondants	Percentage
a. Listening to the story and discussing it with your teacher	25	74%
b. Listening to the story and retelling it in front your mates	9	26%
Total	34	100%

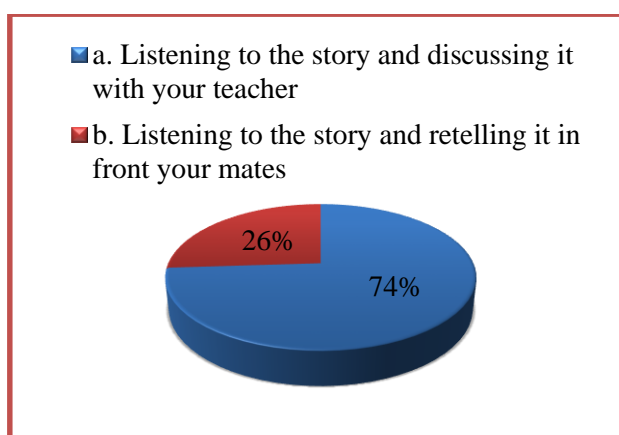


Figure 3.15 Students' preferable speaking tasks

Comment

We notice from the figure above that most of students **74%** prefer listening to a story and discuss it with their teacher rather than retell it in front of their mates and they justified that discussion helps to understand the story much better and provide them with others views about the story as well as improving the sense of criticism. While **26%** of students choose the other option because they believe that when they retell story in front of their mates they will improve their speaking skill, and overcome their anxiety. Moreover, they will remember more the story and their vocabulary.

Students' justifications

a) For 'a'

- I would rather discuss it with everyone so i would say both options. It would make the process more informative and mistakes can be corrected and a lot can be learned along the way.
- Because the teacher can correct my mistakes
- No need to retell what the teacher told, yet the discussion of the story will be better because it enhance the sense of criticism and improve speaking skill and give the student an opportunity to express himself
- You get to see others' views of the story
- The teacher will elaborate more on the topic
- It is better to discuss it so you enhance your vocabulary more.
- Because when i listen to the story once more,i could discuss it with ma classmates easily
- Teacher knows more
- Because it helps me to improve and enrich a new vocabulary
- Because retelling need fluency when talking.
- Discussion is what proves that you really understood the message behind telling the story.

- Discussing it with the teacher is more beneficial because this discussion allows us to extract the moral from the story. Also, it enables us to improve our communicative competence.
- Discussing it helps you win a new vocabulary.
- It's more beneficial to discuss with the teacher
- Trains the student to be analytical and critical.
- To exchange more ideas of the same topic
- So that each one would give his own understanding of the story that leads to motivating the student to speak if he or she really likes the story. Students would give different opinions maybe contrasting ideas, which would lead to debates and longer conversations
- For me it's better to listen to the story and then discuss it with the teacher
- Listening and discussing is much fun makes all the students participate
- Helps to understand better the story
- Discussion would be better because it leads to using the students' own vocabulary
- Discussion can lead us to various topics from an idea to another so you will get more information and vocabulary about different topics
- It's more realistic and it would involve real communication rather than just paraphrasing what have been already said
- I have experienced this before. It was a silent video tape story which we listened to and tried to understand its events. The teacher asked us to write down the unspoken scenario according to our understanding. And stand to perform the objective of the activity which was storytelling !!Ah NOSTALGIA.

b) For 'b'

- When I retell the story I have the opportunity to repeat the new expression and words I encounter which make reinforce them in my memory.
- It's an awesome act
- For a better results retelling it is the best solution

- Learning public speaking
- Listening to a story and retell it in front of the classmates is more beneficial because there will be a open discussion and exchanging of ideas and thoughts.
- I prefer retelling it to keep it in mind and make me more fluent.
- It improve our listening and speaking skills
- Because it boosts individual participation
- Retelling the story woth my own words is the best way for me in order to inhance my speaking skill and to overcome anxiety

Item 17.How will you feel if your teacher asks you to prepare a story to tell in front of your classmates as a project?

Comment

From the students responses towards the question "how will they feel if their teacher ask them to prepare a story and tell it in front of their classmates as project?". Most of students (17) answered by that they will feel motivated and excited to try this new strategy. Whereas (8) of them claimed that they will be anxious and nervous when speaking in front of their classmates. And the rest of them they feel motivated and anxious at the same time.

- Excited
- Anxious
- It's okay we are here to learn so we have to do this kind of assignments
- I will feel good, and a little bit confused and stressed
- Feel hyped, ready to go.
- I ll feel good ... Because it is new stretegy
- It is a good way
- Motivated and anxious at the same time.
- Very excited and a little nervous.
- In fact , I will happy and enjoy to check about it.
- Okay !

- A little nervous
- Okay
- Bit anxious like in any other presentation and also nervous on what story should I choose
- Hesitated, anxious and nervous
- It's okay. No problem
- Ready
- It would be good
- I fear somehow
- Feeling good
- Fine by me
- Pleased
- Actually i will feel so happy it is a good idea
- Lost
- Stressed and worried about speaking in front of my classmates.
- I'd like it and with excitement i'll write one
- I'll try to make it interesting as much as possible
- I will be motivated and stressed as well if it is the time I do such activity.
- Interesting activity
- Excited, to show my limited imagination and creation
- Very happy, i wish i had done that.
- Feel some how anxious

Item 18.How often does your teacher use storytelling tasks in oral expression lectures?

Table 3.16The frequency of teacher's use of storytelling tasks in oral expression lectures

Option	Respondants	Percentage
a. Always	0	0%
b. Sometimes	7	21%
c. Rarely	14	41%
d. Never	13	38%

Total	34	100%
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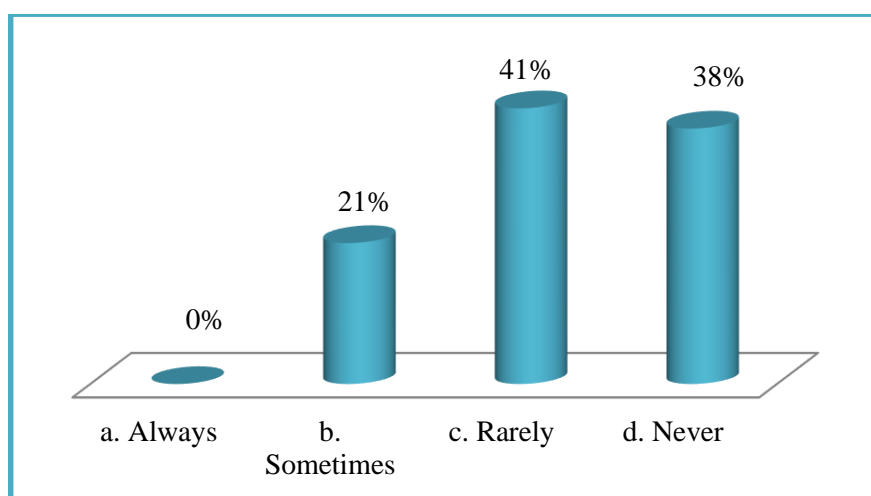


Figure 3.16 The frequency of teacher's use of storytelling tasks in oral expression lectures

Comment

The above table reveals students' responses about the frequency of teachers' use of storytelling tasks in oral expression lectures. And the majority of students' responses were between rarely **41%** and never **38%**, whereas only **21%** answered by sometimes. Which means that the majority of teachers ignore the importance of storytelling in teaching process in general and teaching speaking skill in particular.

Item 19. Would you like if your teacher use storytelling tasks from time to time?

Table 3.17 Students' acceptance of teacher's use of storytelling tasks from time to time

Option	Respondants	Percentage
a. Yes	33	97%
b. No	1	3%
Total	34	100%

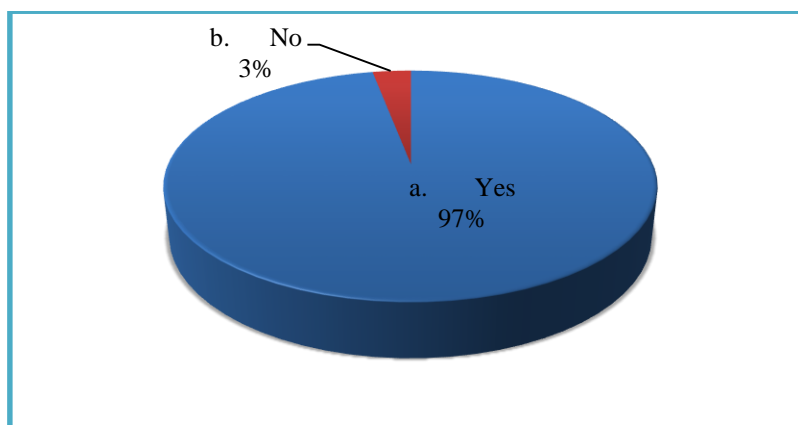


Figure 3.17 Students' acceptance of teacher's use of storytelling tasks from time to time

Comment

From the figure above, the majority of participants **97%** like the idea of using storytelling tasks in oral expressions classes from time to time. The majority of students who like the idea of using storytelling in oral classes justify their answers by that storytelling is an interesting way of teaching and it provides them with a variety of topics. In addition to that, it enriches their vocabulary. While others claimed that storytelling can develop their speaking and listening skills, and their imagination and critical thinking as well.

In the other hand, the student who answered by "no" for the question of 'would you like if your teacher use storytelling tasks from time to time ?' he justified by that they need it more than one time. Which make us come with the result that all student are with the idea of using storytelling in the oral classes because it makes learning process more interesting and enjoyable.

Students' justifications

a) For 'Yes'

- Kind of variety in topics to not get bored easily
- Because it's an interesting strategy to enhance the EFL students learning skills
- It enhances students' speaking and develops their creative thinking & writing !!
- Because it not boring
- To use what is called "Critical Thinking".

-
- I would be less phobic about speaking in the lge, i would remember what i read and learned from the story " learning by doing".
 - It is Worth trying
 - Yep it is fun I'd rather do it every session
 - It is a enjoyable strategy and effective to learn a language.
 - It is a new method.
 - It is a good practice for speaking skill.
 - It would be help learn vocabularies and the way oral discussions are carried
 - It is good to listen to stories since they develop your listening skill as well they stay in mind because they are stories not just an information or a statement.
 - It gives us a chance to tell short stories and gain much vocabulary
 - It's a helpful thing for students. Storytelling will help students to improve their vocabulary and a lot of things
 - Enhance our performance in language in general
 - It will make a difference
 - Stories helps enriching vocabulary and learning new stuff
 - I said before that it helps me to improve my imagination and my vocabulary
 - To change the routine
 - It ia really good to practice the language the accent and the vocabulary
 - Yes, i guess it would fostera sense of cooperation and engage communication among students
 - I like discussing it with him
 - Telling a story will make the student confident and it will develop his speaking skill
 - It's very helpful because it helps to improve students' speaking skill in delightful way in the same time learning other things such as morals, how to solve some problems, how people live, and other things
 - Storytelling really helps the students in gaining new vocabulary and get used of the right pronunciation also used as training to be fluent more.
 - I'd like to try different tasks so yes why not
 - Interesting and it breaks the routine and bordem
 - Bcz it's different activity and might be interesting

- Because its an activity that improves my speaking and writing skill and test my reading capacity.
- It would have been very intersting
- To learn new words

b) For 'No'

- We need it more than one time

Students' Comments and suggestions

- I wished there was the option of " all of the above "in some questions!
- Oral expression and literature are very important module. They overlap in somehow. They should enhance and improve them both in which we feel the relation between them. We can read a book in literature and discuss it in oral sessions!

General Conclusion

Discussion of the Main Results

1. Students get bored from the traditional way of teaching oral expression in Biskra University which focus on the use of oral presentation as an activity for developing speaking skill. The majority of students suggest more variation in teaching activities and tasks, so teachers responsibility is to vary in their teaching tasks to gain students' interest and motivation.
2. Students need to practice more their language to improve their speaking performance. Most of them depends on watching movies, and listen to songs to improve their English. But without practice they may develop their linguistic competence but not their performance.
3. More time should be alloted to the oral expression course. Most of students suggest additional ssessions for oral expression course from three to fore sessions per week.
4. Teachers should preferably reduce teacher talk time in class, to provide their students with more opportunities to practice their language.
5. Although the majority of students believe that storytelling can boost their interest and motivation as well as their speaking skill. Teachers neglect the use of storytelling in their classes.
6. Students' evaluation of storytelling as a technique for teaching speaking implies students readeness for such technique, and they hope from their teachers to use this interesting technique as students sayings.
7. Teacher has to know about the needs of his/her students, the orientation of their motivation and enthusiasm. So teachers should take in considration the students attitudes towards storytelling and try to adapt this technique in their classes from time to time.

Conclusion

We are going to the close of this study which highlights some important aspects of the process of foreign language teaching. Through this research, we hypothesized that if teachers depends on storytelling as teaching technique, students' motivation and speaking skill will be improved. We believe that the application of storytelling in oral expression classes will provide students with a relaxing atmosphere and different topics in different contexts, which enrich their vocabulary and improve their oral production.

This study was conducted to investigate the importance of storytelling as teaching tool to improve EFL learners' speaking skill. The investigation was carried out at the English Departement in Biskra University. It aims to confirm or reject the hypothesis which states that using storytelling in oral expression sessions will motivate students to speak which will improve their speaking skill. The research was conducted with the first year students at English Departement for the academic year 2019/2020. We used semi-structured questionnaire as data gathering tool

It should be mentioned that the results obtained from this study are not generalizable, and they are open to verification because this study suffers from certain limitations such as the quarantine period which restricted us in our methodology to gather data. Hence, we relied on the online questionnaire to gather the needed information. It was difficult to get the total acceptance of students to answer the questions since it was an online questionnaire and most of students ignore it. So we had small number of participants.

The present study is a total of three chapters. The first part is the introduction to our topic. The first and the second chapters are the descriptive part which is review of the related literature. As for the third chapter, we have administered online questionnaire for first year students. The first chapter mainly outlines some of theoretical issues related to the nature of

speaking, where we mentioned the definition of speaking skill, its importance, then the types of speaking as well as teaching speaking and its components. In addition to that the researcher discussed the speaking difficulties, teachers role in oral expression classes and tasks and activities that may help him in teaching speaking skill. The second chapter provides a better understanding of storytelling technique, it dealt with the definition of the technique, the different forms of it, and the use of this technique in EFL classes and its advantages and challenges. Moreover, it discussed the types of stories and the appropriate way of selecting and telling those stories. The third chapter is the field work part which is concerned with the analysis of the obtained data gathered from students questionnaire.

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Appendices

Mohammed Kheider University of Biskra

Faculty of Letters and Languages

Departement of Foreing Languages

Devision of English

The students' questionnaire

Dear students,

This questionnaire is a part of study that investigates the importance of storytelling as teaching tool to improve EFL learners speaking skill. It seeks to look for the attitudes of English learners at Biskra University towards the use of storytelling in developing their speaking skill. You are kindly requested to answer the following questions.

Background information

1. Gender

Male

Female

2. Is studying English?

- Your own choice
- Your parents choice
- An orientation

3. Do you consider your level in English?

- a. Very good
- b. Good
- c. Average

d. Less than average

4. What is your objective from learning English?

- To be able to communicate in English
- To prepare to studying abroad
- To seek for a better job
- Others (...)

5. How do you use English in your daily life?

- Reading English books (tales, novels, newspaper...)
- Searching for information via internet using English
- Using English with foreigners
- Listening to English songs or watching movies
- Others (...)

Section one: Students' attitudes towards speaking skill

6. To what extent each of the following language learning skills is important for you?(Tick \surd your answer)

	Not important at all	Somehow important	Important	Very important
Writing				
Reading				
Listening				
Speaking				

7. What are the main difficulties you encounter while speaking English?

- You do not know what to say.
- You know what to say, but you do not know how.
- You know what to say and how to say it, but you cannot say it.
- You do not know how to use body language.
- None of them.
- Others (please specify)

8. According to you, what are the main reasons behind students' speaking difficulties?

- a. Speaking anxiety (self-doubt, shyness)
- b. Inhibition
- c. Lack of vocabulary, and poor pronunciation and grammar
- d. Fear of making mistakes
- e. Unfamiliarity with the topic
- f. Negative attitude towards the language/topic

9. What are the strategies that you follow to enhance your English performance ?

.....
.....

10. Which speaking tasks do you prefer most?

- a. Individual tasks
- b. Peer tasks
- c. Cooperative tasks

11. Are you satisfied with the way oral expression is being taught?

Yes No

Justify your answer please ?

.....
.....

12. Do you think the time allotted for oral expression session is sufficient?

Yes No

If no, what do you suggest?

.....
.....
.....

Section two: student's attitudes towards storytelling

13. Who speak(s) most in the oral expression sessions?

- The teacher
- The students

14. What kind of instructions does your teacher use in oral expression sessions?(Tick ✓ your answer)

- She/he asks you to choose a topic for discussion
- She/he asks you to prepare an oral presentation
- She/he asks you to perform a roleplay
- She/he asks you to tell a story and discuss it
- Others (please specify)

15. Do you think that the use of storytelling activities can help EFL students' improve their speaking skill?

Yes

No

If yes, is that because :

- It raises students motivation and interest
- It helps students to improve and enrich their vocabulary
- It helps students improve their fluency and accuracy
- It gives the students the opportunity to practice correct language
- It helps students overcome their fears and increase their self-confidence
- All of them
- Others (specify please)

16. which one of the following tasks do you prefer ?

- Listening to the story and discuss it with your teacher
- Listening to a story and retell it in front your mates

Justify your answer please?

.....

.....

17. How will you feel if your teacher asks you to prepare a story to tell it in your classroom as a project?

.....

.....

18. How often does your teacher use storytelling tasks in oral expression lectures?(Tick ✓ your answer)

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

19. Would you like if your teacher use storytelling tasks from time to time?

Yes

No

Justify your answer ?

If you have any comments or suggestions, please feel free

.....

.....

.....