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**Investigating Teachers' and Students' Attitudes towards the Use of
Storytelling to Improve EFL Learners' Speaking Skill.**

Case Study: Second year LMD Students at Mohamed Seddik Ben Yahia University

-Jijel-

*Dissertation submitted in partial fulfilments of the requirements for the degree of master
in didactics of foreign languages*

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Declaration

We hereby declare that the dissertation entitled " Investigating Teachers' and students' Attitudes towards the Use of Storytelling to Improve EFL Students Speaking Skill "Is our work and all the sources we have used have been acknowledged by means of references. We also confirm that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature

Date

Dedication

In the Name of God, the Most Merciful, the Most Compassionate

I dedicate this work to my dear mother Chikeur Noura, who has done a lot for me She is the only person who makes himself tired only to make me feel comfortable,

To my father Ali Khenchil , who has always been encouraging me and motivating me to accomplish this work.

To my lovely brother Imad, and his wife and their children Sirine, Hoda El yaqin, Kawtar and wail .To my dearest sisters Djamila and WaFa and their children Anis, Marwen, Imad, Mayar and Ghofran.

To my fiancé, thank you for your precious advice.

To all my friends, Asma, Karima, Salima, Nada, Fatima, and Meriem.

To my family members both khenchil and Chikeur.

Youssra

Dedication

I would like to dedicate this work to my dearest and lovely parents who have been always so supportive to me, having faith in me and giving me lots of encouragement and strength to accomplish this work may Allah bless them with good health, strength, happiness and keep them safe

To my lovely and adorable sisters Loubna and Afaf and their endless love, encouragement and teasing,

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Abstract

Speaking is considered as a very important language skill that EFL learners should master. The difficulties that students face in their oral performance classes get the teachers to try some methods and techniques such as storytelling in order to boost their speaking skill .The aim of this research is to investigate teachers' and students' attitudes towards the use of storytelling to improve EFL students' speaking skill. Two questionnaires administered to 60 second year LMD students and 7 oral expression teachers at the department of English at Mohammed Seddik ben yahia University. The results obtained from the questionnaires confirmed that both teachers and students hold positive attitudes toward the usefulness of storytelling in enhancing EFL students' speaking skill.

Thus, the use of storytelling as a tool to teach EFL students' speaking skill is highly proposed.

Key words: Storytelling, speaking skill, students' and teachers attitudes.

List of Abbreviation

EFL: English as a foreign language

FL: Foreign language

Q: question

TL: Target Language PHD:

doctor of philosophy

LMD: License, master, doctorate.

%: percentage TV:

television

ICT: Information and communication technology

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General Introduction

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1. Background of the Study

Humans as social beings always interact and communicate with one another, the first way to do the interaction and communication is by speaking . Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feelings, and thoughts. Speaking is one of the productive skills and a two way process between speaker and listener .According to Richard and Rodgers (1986, p.110), “speech was regarded as the basis of language” .Harmer (as cited in Tarigen ,1990,p.12) also wrote that when teaching speaking , we can apply three major stages which are : Introducing new language, practice, and communicative activity.

It means our daily life cannot be separated from communication. Speaking does not only express what in our mind, but also it expresses what we need .It can be increased by doing storytelling in the classroom. Storytelling involves a two-way interaction between a storyteller and one or more listeners. It has many benefits in the class , such as building students’ self confidence, building students’ communication skills , building students’ vocabulary , and building students ability to manage their ideas according to Lipman (1999;p.11) .Storytelling has been used as a means of communication since earliest times. Stories teach us about life, about ourselves, and about others.

Storytelling is a unique way for students to develop an understanding, respect, and appreciation for other cultures. It was supposed by Lipman (1999,p . 11),as he explained that storytelling has been discovered as an art form and professional tool . It is a tool in various kind of work, as therapists, teachers, community organizers, lawyer ...etc .Wilson (2002, p.5) explained that storytelling is an activity that can be defined very simply as that which is done

by storytellers. Stories have been shared in a very culture as a means of entertainment, education, cultural preservation, and instilling moral values.

2. Statement of the Problem

Speaking is a very important language skill that most EFL students confront many difficulties to promote it. Despite of the teachers' huge efforts in speaking classes, learners are still incapable to lead a full, correct and fluent conversation in the target language that requires diverse methods and activities as well as different materials. As a result, EFL teachers need to present more effective techniques and methods to their students in order to improve their speaking skill. Therefore, it is suggested that storytelling could be used as a teaching tool to encounter students' difficulties in speaking classes, which is considered as one of the most effective techniques that are used to improve students' speaking skill.

3. Aim of the Study

This study aims at investigating teachers' and students' attitudes towards the use of Storytelling to improve EFL learners' speaking skill.

4. Research Questions

The present study seeks to answer the following questions:

- To what extent using storytelling can improve students' speaking ability?
- What are students' and teachers' perceptions towards the use of storytelling in improving EFL learners' speaking skill?

4. Research Methodology

The methodology of this study is based on a descriptive method. Two questionnaires were conducted to collect data. The first questionnaire was administered randomly to 60 students out of a population of two hundred and fifty two (252) of second year LMD students at the department of English at Mohammed Seddik Ben Yahia University, Jijel. Moreover, a second questionnaire was conducted to seven (7) oral expression teachers instructing second year level at the same department.

5. Structure of the Study

This study is divided into two chapters, a theoretical chapter and a practical chapter. The theoretical part has to do with the literature review about speaking skill and storytelling and the second one deal with the field work.

The first chapter contains two sections in which the first section consists of: different definitions of speaking skill, characteristics of speaking skill, types of speaking skill, characteristics of a good speaker, speaking strategies, speaking activities in EFL classes, speaking difficulties in FL learning, purpose of speaking, speaking and other skills and the importance of speaking. Meanwhile the second section includes: some definitions of storytelling, elements of storytelling, benefits of storytelling, characteristics of storytelling, basic criteria of storytelling, storytelling activities that are used in speaking classes, the objectives of storytelling and the use of storytelling in speaking classes.

The practical chapter deals with the information gathered from the questionnaires for students and teachers, its description, its analysis, and the discussion of the results obtained from the analysis.

CHAPTER ONE: THEORITICAL PART

Section One: Speaking Skill

Introduction

1.1.1. Definition of Speaking

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Introduction

The reason why people learn foreign languages is to communicate and interact with others. Speaking is the activity that is used by people to communicate, that is why students during the process of learning a foreign language focus the most on mastering the speaking skill that will enable them to communicate freely and express their thoughts, ideas, and emotions without facing any trouble. This section deals with the speaking skill in so many different aspects, starting with a definition and its characteristics; then types of speaking are going to be introduced and what are the characteristics of a good speaker; next some speaking strategies are going to be identified along with speaking activities that are used in EFL classes, and lastly the use of storytelling in speaking classes will be investigated.

1.1.1. Definition of Speaking Skill

Speaking is a very vast term that cannot be defined in just one or two words. Many researchers have attempted to characterize it from various perspectives. Brown (2002,p.210) stated that “speaking is the element of communication where communication is the output modality and learning is the input modality of language acquisition” . Harmer (2001,p.251) also ,in many situations, combined the exercise of productive skills with the practice of receptive skills. A conversation between two or more individuals listening and speaking in which each participant's understanding of what has been said is required for what they say next. Brown (1994) had also his own view about speaking as constructing meaning that involves producing receiving and processing information. its forms and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experience, the physical environment and the purpose of speaking(p.54).

Furthermore, Derakhsan (2016,p.2) said that speaking is the second skill and has an important role in communication . Speaking is a part of daily life that everyone should

develop in subtle and detailed language. Harmer (2001, p.271) argued that speaking means a tool to socialize or to interaction goals.

1.1.2. Characteristics of Speaking Skill

1.1.2.1. Fluency

It means the ability to speak easily, quickly, and without so many pauses. Fluency is defined as “the capacity to produce speech at normal rate and without any interruption”(Eliseand Barkhuizen , 2005,p.139). (Pye &Greenell (1996) emphasised that “ testing fluency is to assess coherent spoken interaction with good speed, rhythm and few intrusive hesitation”(p.99) , that means that fluency allows the conversation to be in a smooth and a normal rate with few pauses sometimes. Fluency had a great impact on foreign language comprehensibility, according to Hughus (2002,p.433) its two key indicators are: speech rate and speech continuity; that is fluency enables students to keep a normal speed and connected ideas while having a conversation.

1.1.2.2. Grammar

Grammar in the spoken language has a different position from the written one. According to Carter and Mc carhty (1997) “if the spoken language that each one knows has been neglected, the language pedagogy which reinforced teaching and learning the speaking skill will be harmed and destroyed” (p.74). The grammar accuracy needs to be learned by L2 learners in order to avoid any mistakes or misunderstanding while delivering a message. Harmer (2001,p.12) explained grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. It is also defined by Lado (1977,p.141) as the study of the rules that are claimed to tell the students what they should or should not say in order to speak language of the social educated class.

1.1.2.3. Vocabulary

Vocabulary is about the words that are used in a particular language in order to communicate. Without any vocabulary, there is no communication. Thornbury (2005, p.22) suggested three usual things speakers need to use during communication which are:

*During communication people use many and various words and expressions.

*People can use both positive and negative words and expressions based on the topic of the conversation.

*Words and expressions that are used by speakers should point the time, the place, and the participants of the conversation.

Hornby (2006, p.1645) clarified that vocabulary is all the words that a person knows or uses and it is all the words in a particular language; another definition was given by Hatch and Brown (1995, p.1) was that vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use.

1.1.2.4. Pronunciation

Pronunciation is the way words are spoken. Thornbury (2005) claimed that “pronunciation refers to the students’ ability to produce comprehensible utterances to fulfil the task requirement” (p.128-129); that is to say pronunciation is the learners’ ability to speak with a clear language. According to Hughes (2002,p.433) pronunciation has three broad areas; the first is one called the cross-linguistics approach that deals with the influence of the mother tongue in the TL, the language into which a text, document, or speech is translated, concerning pronunciation. The second one is about the pronunciation in second language acquisition category. The third, and the last one is about the classroom-oriented questions, in

which students face particular questions concerning their pronunciation; in this case, teachers give them some sentences in the TL and ask them to try to pronounce correctly.

1.1.3 Types of Speaking

In an EFL classroom, several different kinds of speaking might be used. In general, they strive to provide learners with opportunities to perform better in a variety of situation. According to Brown (2001, p.271) there are six categories of speaking mentioned as follows:

1. Imitative: the students copy the teacher in a certain speech or phrase .This is for the purpose of clarity and accuracy.

2. Intensive: it has to do with the repetition of specific points, such as phonological or grammatical points, minimal pairs, or imperative sentences repetitions.

3. Responsive: is a type of short response to a question or comment from a teacher or a student. These responses cannot be expanded into dialogues; such communication can be important and genuine.

4. Transactional dialogue: these are exchangeable between learners, such as debates, role playing and interviews .In EFL classes, students can use them in a variety of ways.

5. Interpersonal dialogue: this type of dialogue is distinct from the preceding one, which focuses on the development of social relationships such as private conversation or personal dialogue.

6. Extensive: Storytelling, speeches, and oral production are examples of extensive oral production tasks that provide opportunities for oral interaction.

1.1.4. Characteristics of a Good Speaker

According to a study that had been published by Sir Wilfred Grenfell Collage (2007), there are six characteristics that define a good and effective speaker:

1 ***/- Good Organization:*** the speaker information and ideas that are going to be presented should be organized.

2 ***/- Preparations:*** the speaker should prepare his speech by practicing multiple times, the speech should not be memorized; the voice, language, clarity, and timing should be prepared as well.

3 ***/-Confidences:*** confidence is a key for a good speaker. A good speaker should be confident in order not to lose his audience; this confidence comes with a good preparation and practice. The speaker's confidence should be shown through his speech that should be not too slow nor too fast, it should be on a normal rate so that the audience will be able to follow and understand the speaker.

4 ***/-Clarity:*** the speaker information and ideas should be clear and organized. The speaker should speak in a clear language.

5/-Responsive: the speaker should make his audience comfortable, eye contact and interactions with the audience are important points that should not be missed. He should make sure the audience is following him during the speech.

6 /-Enthusiasm: the speaker should show his enjoyment and interest while communicating and interacting with the audience.

1.1.5. Speaking Strategies

Speaking strategies play a crucial role in helping students resolving their oral performance issues and difficulties. There are a lot of strategies mentioned as follows:

1.1.5.1. Achievement Strategies

Speakers and learners in this strategy tend to employ replacement to compensate for language gaps, trying to find a method to communicate their messages without losing or modifying them. As a result, these alternative words may include: guessing the work or any statement that they recall on the spot, or explaining their missing words by comparing them to something else, in order to successfully relay the true meaning. (Byagate, 1987, p.42)

1.1.5.2 Guessing Strategies

This is a very common strategy in vocal expressiveness. They are used by speakers to replace terms that they do not know or are unsure about, as well as words that they believe their interlocutors will understand. According to Byagate (1987), there are several types of guessing strategies, are follows :

1-1-5-2-1 Forienzing: is about using a word from the mother tongue as it is and using it as a foreign word in the target Language .

1-1-5-2-2 Word coinage: occurs when a FL learner invents a new word in the target language despite the fact that it does not exist. When inventing new words, the learner relies on his understanding of the target language.

1-1-5-2-3 Literal translation: a word from the speaker's mother tongue is translated into the target language. A Portuguese speaker, for example, would use the word “fiesta” from his native dialect, instead of using the word “party” in an English context.

1-1-5-3 Paraphrase strategies: according to byagate (1987,p.44) it is based on substituting a specific word with a word or a near-expression in the target Language, and it covers the following strategies:

1-1-5-3-1 Substitution strategies: entail replacing a terms with a word or expression that approximates the meaning of origin.

1-1-5-3-2 Circumlocution strategies: it is the process of explaining the meaning of a term in order to communicate the intended message in the TL.

1-1-5-4 Co-operative strategies: This strategy is used when the speaker needs help from the listener by asking how a particular word in the target Language is pronounced.

1-1-5-5 Reduction strategies: Are frequently utilized by communicators who are concerned about making mistakes while speaking, as well as those who value correctness above fluency and speakers who refuse to take risks when dealing with others. According to Byagate(1987,p.42) it includes two types:

1-1-5-5-1 Avoidance strategies: Entail altering a message in order to avoid the use of certain words that could make it difficult to comprehend the message correctly. According to Johnstone(1989, p.67) As speaker you may thus:

- Take over the role of a listener and respond only in short sentences.
- Settle for mainly non -verbal communication.
- Avoid interaction by giving a false excuse.

1-1-5-5-2Compensatory strategies: Entail putting together a specific message in order to acquire time to consider what to say.

1.1.6. Speaking Activities in EFL Classes

EFL classes tend to use many activities for the sake of developing students' speaking skill. Those activities help and motivate students to enhance their oral performance. These activities are:

1.1.6.1. Discussion: discussion in classroom is the most common speaking activity used by teachers; it is about speaking and sharing ideas and opinions. Byrne (1986, p.67) stated that “by discussion is meant by any exchange of ideas and opinions either a basis, with you the mediator and some extend as the participator or within the context of group with the student talking among them”. Teachers should motivate and encourage the students in order to help them to do their activity without any fear of making mistakes. Thornbury (2005, p.102) said that “the best discussions in class are these that arise spontaneously, either because of something personal that learners report or because of a topic” that is discussion is the best when students share stories , information , and opinions naturally based on their own experiences and the knowledge that they have about a certain topic.

1.1.6.2-Role play: According to Ur (1984, p.131) “role play is used to refer to all the activities where learners imagine themselves in situations outside the classroom sometimes playing the role of someone themselves and using the language appropriate to the new context”, that mean that role play enables students to experience different roles and situations using the language that suits each situation and role. By using role play as a speaking activity, teachers are motivating the students to speak and communicate with each other in a natural and enjoyable way.

1.1.6.3-Storytelling: storytelling is one of the foreign language teaching techniques used by teachers as a speaking activity which aims to develop students’ oral performance. Valenzuela (1999, p.5) stated that “stories are important to people and education”. According to Harmer (2004, p.231) Through the use of storytelling in EFL speaking classes, the teacher will be able to show how creative both the student imagination, and the student language ability.

1.1.6.4-Dialogue: is one of those speaking activities that can be done in pairs or in a group work. It starts with choosing a topic then writing a dialogue based on that topic using

students' own language and words, the dialogue will be presented in front of the class after that a discussion will be made , mistakes will be corrected and opinions will be shared ; this way students will be able to improve their speaking skill. "The teacher can ask a volunteer student to read aloud [...], while the teacher takes the other role. This is repeated with another student, but this time the roles are reversed " (harmer, 2001, P. 72) he adds " when pairs finish their dialogue, they can be asked to switch roles and do it again, or to change key elements in the dialogue " (Ibid, p. 73).

1.1.7. Speaking Difficulties in Foreign Language Learning

Foreign language students proclaim having obstacles in achieving a real and perfect oral performance and this is due to the following factors:

1.1.7.1. Inhibition

This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. (Littlewood, 1999) argued that "it is too easy for a foreign language classroom to create inhibition anxiety" (p.93). Inhibition appears closely related with students' shyness and fear of making mistakes as well as criticism. Students fear to make mistakes especially if they will speak to critical audience. Ur (2000,p.111) also stated that "learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face , or simply shy of the attention that their speech attracts".

1.1.7.2. Vocabulary and Grammar Constraints

A good knowledge of vocabulary and a connect mastery of grammar rules are very important to speak a foreign language. In our context, many students show the desire to speak and to participate but unfortunately they fail to present their messages verbally arguing that they are unable to find out suitable words to specific topics or haven't enough vocabulary in

their linguistic repertoire. Thus, not only vocabulary is essential in speaking, but grammar competence has also a great role to convey meaning. It is very important for learners so they will be able to combine words, sentences, phrases...etc correctly to communicate. The learners must attain as high degree a possible of linguistic repertoire (Littlewood, 1981, p.6).

1.1.7.3. Pronunciation Problems

A consideration of learners' pronunciation errors and how these can inhibit successful communication is a crucial problem to consult. FL learners' inability to pronounce well may affect their spoken performance and classroom participation. In the case of the English language, a mispronunciation of one sound may lead to a big misunderstanding and a change in meaning. A mispronunciation of a range of phonemes can be extremely difficult for a speaker from another language to comprehend. This can be very annoying for the learners who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker. (Kelly, 2000, p.11).

1.1.8. Purpose of Speaking

According to Basturkmen (2002, p.26) "speaking turns serving this purpose tend to belong and involve some prior organization of content and linguistics devises to signed either the organization or the type of information that will be given". Kingen (2000, p.218) divided speaking into twelve categories that included both transactional and interpersonal purposes.

1. **Personal expressing:** talking about feelings, point of view, opinions, beliefs, and sharing ideas.
2. **Descriptive** giving a description of something or someone.
3. **Narrative:** telling stories with chronological sequenced events.
4. **Instructive:** providing instructions or guidance to produce an outcome.

5. **Questioning:** obtaining the needed information through asking appropriate questions.
6. **Comparative:** make a comparison of two or more things or people.
7. **Imaginative** describing mental images of something.
8. **Predictive:** predicting what will happen in the future.
9. **Interpretative:** considering conclusions, generating hypothetical deductions, and investigating meanings.
10. **Persuasive:** changing others' opinions, attitudes, or points of view, or influencing the behaviour of others in some way.
11. **Explanatory:** explaining, clarifying, and supporting ideas and opinions.
12. **Informative:** sharing information with others.

1.1.9. Speaking and Other Skills

Although speaking and every language skill are taught separately, those skills are closely related to each other:

1.1.9.1. Speaking and Listening

Listening and speaking are two interrelated ways of accomplishing oral communication process. According to Torkey (2006), “Every speaker is simultaneously a listener and every listener is at least potentially a speaker” (p. 14). In addition, Byrne (1986) stated that: “Oral communication is a two-way process between speaker and listener (or listeners) and it involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding)” (p.8).

Listening is considered as an initial form of communication and interaction.

Accordingly, Renukadevi (2014) clarified that listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when we listen. (p. 60)

1.1.9.2. Speaking and Writing

Speaking is an interactive process of meaning construction that involves the production, reception, and processing of language. It is also a multi-sensory activity because it involves non-verbal cues including body language, eye contact, facial emotions, voice variations, and pitch variation (Thornbury, 2005, p.9). All of which influence the conversational flow O'Grady et al. (1996) claimed that:

“Speaking and writing are different in terms of both origin and practice spoken language is acquired without specific formal instruction, whereas writing must be taught and learned through deliberate effort . . . there are many people who are unable to write. While spoken language comes naturally to the human beings, writing does not”. (p. 591)

In contrast, speech and writing are considered by Robins (2000) as “two modes of linguistic communication” (p. 95). Rings (1992) stated that “spoken discourse not only utilizes different phonology, morphology, syntax, lexicon, and speech among other elements, but also a different textual interactional structure from that found in formal written discourse” (p. 21). Halliday (1985, as cited in Numan, 1989) also stated that “speech is also structured and complex, but its complexity lies in the way clauses are put together, while written language is complex at the sentence level” (p. 25). Though, speaking and writing for EFL students can be developed through practice.

1.1.9.3. Speaking and Reading

If the student does not have a good vocabulary, he will not be able to communicate effectively. As a result, reading is arguably the most effective method for learning and acquiring new vocabulary. Eskey (2005) wrote: "The relationship between reading and vocabulary is widely documented and reciprocal," (p.567), that is speaking and reading had an interrelated relationship, one completes the other. Furthermore, Hedge (1985,p.77) claimed that extensive reading improves learners' ability to guess the meanings of unknown words and phrases based on context clues, and that students who read a lot outside the classroom can improve both their comprehension and vocabulary, both of which are necessary components for improving speaking skills.

According to Oya et al. (2009), increased vocabulary knowledge leads to a better oral performance. Learners will enhance their linguistic accuracy and fluency by reading. They emphasised that better vocabulary knowledge and having more words at one's disposal are likely to facilitate the ability to tell a story better, to demonstrate a more extensive range of language resources, and to come across more intelligibly. Better vocabulary knowledge could also contribute to boosting the speaker's confidence, which would come across when speaking and influence the overall impression created.

(p.19)

1.1.10. The Importance of Speaking Skill

The speaking skill has always been viewed as a basic skill in language learning and teaching. Speaking can help students to enhance their grammar and vocabulary and develop their writing. The speaking skill appears to be the most significant of the four skills. Ur (2000,p12) declared that : "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important : people who know a language referred to as 'speakers' of the language , as if speaking included all other kinds of Knowing" .In addition , many people look at mastering the language as synonymous. Celce- Murcia (2001) indicated

that “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of humans to communicate” (p.203).

Conclusion

As a conclusion, this section had provided an overall overview about speaking skill. It is a skill that deserves a lot of attention from EFL students since it plays a great role in their communication and social interactions. It is a way of conveying one’s ideas, thoughts, and emotions and delivering messages. Speaking skill has so many characteristics that define it and shows its importance, it also has various types and strategies. Speaking skill in EFL classes is supported by using different activities in order to help students to enhance this skill. Once students’ oral performance gets better, it will be easy to identify them as good speakers.

Section Two: Storytelling

Introduction

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Conclusion

Introduction

Storytelling is a genre of literature that had been used as a technique of teaching foreign languages especially English; it is an activity of sharing stories between the storyteller and the audience. Storytelling is considered to be an effective way to help EFL students improve their speaking skill. Section one is going to deal with the definition of storytelling and its elements , then its benefits and basic criteria ; after that storytelling characteristics will be reviewed , and the activities based on storytelling that are used in classroom will be covered.

1.2.1. Definition of Storytelling

Storytelling is an interactive activity of sharing stories using words and actions to reveal the elements and images of a story. Ebrahiminejad et al. (2014, p.43) said that storytelling is one teaching method by using short stories, which means that storytelling is a teaching technique that uses short stories to teach FL. Storytelling can be used both as a mean of entertainment and a tool of education.

According to Champion, as cited in Irawati (2003, p.2), storytelling is an oral activity where language and gestures are used in a colourful way to create scenes in a sequence. Wilson (2002, p.5), stated that “Storytelling is thought of as something belonging to a preindustrial or mythical past”. He explained that storytelling is an activity that can be defined very simply as that which is done by storyteller, as human being, people usually tell their story to others; that is people share their opinions, thoughts and feelings with others easily expressing what in their minds.

According to Zaro et al (2013,p.20), “storytelling is an activity involving the interaction between storyteller and audience and between an individual and the listener in the certain level”. Safdarian (2013) also defined storytelling as “the way of the students to retell stories in a different word construction after being told the stories by the teacher” (p.208).

Ling in Julia (2015, p.14) stated that “storytelling as a learner centred method helps the students to use the information and the delivers the messages to other ”.it means that storytelling is really an important technique that can help students to communicate successfully.

1.2.2. Types of Storytelling

Storytelling has four main instructional methods, each one have different definition, purpose, use of the story and outcomes. Andrew, Hull and Donahue (2009, p.3) described four types of storytelling in a great detail and concrete examples.

1.2.2.1. Case-based Instruction

Cases are stories that have occurred in the past. They are widely used in contexts such as medical, law, and business schools. Case-based instruction fixes the problem and solution, but the learner is placed outside the story context (Barnes, Christensen, & Hansen, 1994). The learner must discover the key facts and events as they occurred; hence case studies have a historical nature. Because they are historical, cases do not allow a learner to enter their outcome or processes. Rather, the students must apply critical thinking and theories to the existing facts to be able to form hypothesis about why the facts of the case occurred as they did. A major advantage of cases when compared to the other three types of stories is that they are imbued with authority which comes from the actual facts of the stories (Abbot,1992).

1.2.2.2- Narrative-based Instruction

Narrative-based instruction fixes the problem, the solution, and the learner all within the context that the story frames (Coble, 2001). The storyteller or narrator controls all of the information received by the learner. Narratives can be either fictional or non-fictional .they seek to emotionally immerse the learner in the narratives situation; probably more deeply than any of the other three story types. For this reason, narratives often are told for entertainments

sake, often without pursuing an instructional objective. A narrative seeks to express a series of events; however it does not necessarily have to tell the events in a chronological sequence.

1.2.2.3. Scenario-based Instruction

Scenarios state fixed solution criteria, but not necessarily fixed solutions. The learner is positioned in a place that allows them to interact with the scenario and produce different outcomes depending on their decisions and actions. They can be fictional and non-fictional. However for purposes of instruction they often come from history (Salas, Wilson, Priest, & Guthrie, 2006). Scenarios are heavily used in operational training such as the nuclear power industry and the military because they require active interaction by the learner and can given operational characteristics. While many scenarios are draw from actual cases, they can be altered (something significantly) to suit the purpose of instruction and evaluation measurement. The main goal of scenarios-driven instruction is to improve performance.

1.2.2.4. Problem-based Instruction

The final story type is especially suited for teaching learners about how to best solve ill structured problems that do not have optimal solution criteria or parameters (Hmelo, Silver, 2004; Savery, 2006). Problem based instruction requires, or at least allows, the learner to take charge of their own learning process and activities. This uses the problem (fictional or nonfictional) as a mechanism for conveying knowledge to the learner. The learning is usually done in a team setting, where each team member must provide collaborative help in finding a solution (Boud & Feletti, 1997). A key is that while a teacher might help the learning, each learner and the learning team must take responsibility for defining a path to solving the problem and then applying facts and skills to reach a solution (Savery, 1998).

1.2.3. Elements of Storytelling

Gelpi (1973, p.5) claimed that there are eight important elements of a story which are

1 -The title: The title is an important part of a story. The writer uses a title that is appropriate to each particular story. A story of the title is the first step for understanding its total meaning.

2 - Plot: is the name given to a particular structure that many stories have. The structure consists of an introduction, a sequence of events that leads to a climax, and a solution.

3 - Conflict: is one of the basic elements of a story. It is the struggle between opposing forces .the conflict may be physical, mental, emotional moral, and the character may face more than one conflict.

4 - Action: is what the characters are doing, saying or thinking. Action is presented in a chronological sequence or in episodes.

5 - Suspense: is the device that forces the reader to keep on reading. It is created by arousing curiosity.

6 -Endings: most readers enjoy stories that have happy ending. But unfortunately, life is not always happy. An unhappy ending makes the reader more conscious of the conflict

7 - Setting: it refers to the where and when, i.e. place and time the story's actions takes place

8 -Characterization: A good story involves significant values that may be explored through the study of the characters, their motivation and their actions. Characters are divided into the protagonist and antagonist.

1.2.4. Benefits of Storytelling

Storytelling has a lot of advantages that can help the FL learners develop their speaking skill. The most known benefits of storytelling are as follows:

1.2.4.1. Enriching Students' Motivation

EFL learners have a big absence in motivation; they cannot find any significant aspect that motivates them to learn strongly. The literary texts contribute to language skills enhancement as they are favourable tools for achieving motivation in the EFL classes. It is an effective and more than motivating source for language among a vast collection of authentic materials, literal in general, and stories in particular are thought to be a major source of motivation (Clandfield and Foad, 2006). Erkaya also claimed that: “stories promote the use of all four skills namely, listening, speaking, reading and writing. And stories are embedded with motivational. (2005, p.83)

1.2.4.2. Enriching Students' Vocabulary

Handayani (2013) stated that “the advantages of stories are as follows : stories are able to facilitate the students to improve their reading comprehension in terms of enriching their vocabulary ; increasing their motivation; encouraging their critical thinking; and accommodating them to practice their language skill” (P.49)

1.2.4.3 .Reinforcing the Language Skills

The advantages of Storytelling are enormous to the range that they affect the four language skills. As well it helps to promoting EFL learning and developing it to the following standard:

1.2.4.3.1. Reading and Speaking

The effect of storytelling appears in the two main skills: reading and speaking. Oster (1989) declared that “when students read, they interact with the text. By interacting with the text, they interpret what they read, by interacting with what they read; they can work toward

speaking English creatively" (p.35). In other words, storytelling leads to the improvement of speaking.

1.2.4.3.2. Speaking and Listening

Those two skills will be more advanced and improved; they work together with a large chemistry. According to Torkey(2006) every speaker is simultaneously a listener and every listener is at least potentially a speaker (p.14).

1.2.4.3.3. Writing

Oster (1989, p.85) stated that "literature helps students to write more creatively". It gives the students the opportunity to learn how to write as native speakers. It helps them to increase their vocabulary.

1.2.4.3. Authenticity

Authentic materials nowadays are engaged strongly in the development of the course materials; they are believed to be samples of language in real life contexts .According to Brumfit and Carter(1987), a literary text is an authentic text, real language in context , to which we can respond directly .(p.15)

1.2.5. Characteristics of Storytelling

Using storytelling in EFL classes is a fundamental concept that has to be utilized. It depends on different characteristics. According to Menrath (2003) storytelling should be:

- Abbreviated and shortened.
- It has to include a particular life event.
- The plot should be single and simple.
- The number of characters is few.

- The setting and place should be fixed.
- It has to aim for a shortened amount of time.
- Charming end of the story and it should have a unit.
- It should consist of a few and limited set of characters.

On the other hand, Handler-Miler (2008, p.17) gave other characteristics of storytelling in the following list:

A) Breaks the forth wall, i.e. characters may speak directly to audience members, relating to them like old friends; or audience members may actually enter the story, interact with its fictional characters.

B) It stains the distinction between fiction and reality.

C) It extends the story universe by using a number of different media.

D) It offers deeply immersed experiences: seeing and hearing vs. seeing, hearing, touching or even smelling.

E) Characters are provided with artificial intelligence.

F) Storytelling contributes to make – believe real by using.

G) They create immersive worlds using different techniques.

1.1.6. Basic Criteria of Storytelling

According to Lipman (1999, p.11) ,Storytelling out of all the literature genres is considered as a perfect tool that has been used by teachers in EFL speaking classes as a result of its simplicity and clarity. Teachers follow some basic criteria in order to choose the stories that will be told in the class. The main criteria of storytelling is how it reflects on life experiences

of learners .Hill (1994), has mentioned that there are three main criteria of selecting a storytelling which are:

*Teachers should take into consideration students' abilities and needs.

*Teachers should pay attention to the language and the style because both of them should be simple and clear to fit the learner level.

*Teachers should select interesting stories to be told in the class, because if the story is interesting the students will be motivated and excited and not bored which will help them in the learning process (p.64).

1.2.7. Storytelling Activities Used in Speaking Classes

Storytelling had proved that it is a very useful tool that had been used in EFL speaking classes to help students enhancing their speaking skill through different activities such as discussion, role play, and retelling.

1.2.7.1. Discussion

Discussion is such a very important activity that takes place in EFL speaking classes. Discussion comes through sharing stories and analysing them, and also sharing information and opinions about them; all this can help, motivate, and enable the students to develop their speaking performance. According to Stern (2001), literature is defined as “an ideal source for speaking skills by generating discussions about different elements of literary texts”(p. 90).that is to say that literature texts are suitable for discussion especially storytelling as a main genre of literature.

1.2.7.2. Role Playing

It is an easy and motivating activity used in EFL classes. Doff (1990) defined it as “a way of bringing situations from real life into the classroom” (p. 232) which means that role

playing is the activity that brings real life experiences into the classroom. Learners in this activity are going to play a certain roles of a certain characters and try to bring them to life through emulation.

1.2.7.3. Retelling

Retelling is the activity that is used when the students memorize the material they have read or listened to. This technique is very helpful in the sense that it promotes their receptive and productive skills through reinforcing their vocabulary, strengthening their pronunciation, narrating and self-confidence (Kalmback , 1986,p.140).

1.2.8. Storytelling Objectives

Using storytelling as a technique in speaking classes requires some objectives according to Ellis and Brewster (1991, p.1-2).The first objective is motivation; students should be motivated to establish a positive perspective about the foreign language and language learning. Every story holds a message and a moral code, it could be either positive or negative; if it is positive then the teacher should advice the students to copy the end to work according to that moral message, and if it is negative then they should not copy that moral of the story.

The second objective is to practice students' imagination. When listening to a story, students can become involved in the story as they indentified with characters and try to interpret the narrative and illustration. This imaginary experience helps students to develop their own creative powers to make sense of their everyday life.

The third objective is increasing students' ability to share their social experience. Storytelling is an enjoyable exercise that helps students to build up their confidence and encourage them to share their emotions and their social experiences.

The fourth objective is allowing the teacher to introduce or revise new vocabulary and sentence structures, this can be done by introducing the students to language in different, familiar, and memorable contexts; their thinking will be enriched and enter their own speech.

The fifth and the last objective is improving students other skills in some aspects such as: listening, grammar, vocabulary, and concentration. The students should be the storyteller by turn, each time there will be a storyteller there will be a listener who can improve listening, grammar, vocabulary and concentration through the storyteller.

From this five objectives, it can be concluded that storytelling improves students' speaking skill through sharing their ideas and opinions, expressing their emotions and hopes and improving other skills such as, listening, vocabulary, and grammar.

1.2.9. The Use of Storytelling in Speaking Classes

Many scholars agree that storytelling is the original form of teaching (Peterson, 1995), Valenzuela (1999, p.5) stated that stories are important to people and education .So storytelling is one of the techniques that can be used with learners at EFL classroom to enhance their speaking and improve their English language. According to Pederson (1995, p.1), "Oral stories direct the expression of a literary and cultural heritage; and through them that heritage is appreciated, understood and kept alive". He also claimed that "Storytelling brings to the listeners heightened awareness, sense of wonder, of mystery, of reverence of life .This nurturing of the spirit comes first, it is the primary purpose of storytelling, and all the other uses and effects are secondary"(p.12). This means that storytelling clarify the understanding of a boring oral class because it creates motivation in the classroom that help students to respond positively and more actively in the class.

Storytelling has a great impact on students' speaking performance. Miskiewicz (2004, p.6) stated that: "No wonder, they are highly motivating and fairly cheap functional classroom

tool". Stories in EFL classroom can serve many functions according to Green (2004) including sparking students interest aiding the flow of lectures, making material memorable, overcoming students resistance or anxiety and building rapport between the instructor and the students, or students themselves"(p.69)

Conclusion

To sum up, storytelling among the entire literature genre is considered to be a very helpful and useful way to improve students' oral performance in speaking classes. Storytelling has many elements and benefits that help students developing their learning; it is chosen by teachers based on some criteria that make the learning process easier for both students and teachers, it's also selected depending on different characteristics that define a good story to be told. In EFL speaking classes, various activities are used based on storytelling such as: discussion, role-play, and retelling.

Chapter Two: Practical Part

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Chapter two: practical part

Introduction

The previous chapter has presented a review on speaking skill and storytelling as a teaching tool in speaking classes. This chapter is devoted to the practical framework, which aims at investigating the EFL teachers' and students' attitudes towards the use of storytelling to enhance students' speaking skill. The research instrument that has been selected to carry out this study and answer the research questions was the questionnaire which is the suitable research tool that allows the exploration of the attitudes of the participants. The data is gathered through a quantitative data analysis approach, by using two questionnaires. While a questionnaire was designed to oral expression teachers at the department of English at Mohammed Seddik Ben Yahia University-Jijel, the second was designed to second year LMD students of English at the same university. This chapter consists of two sections; the first one defines the students' questionnaire in terms of description of the questionnaire, the administration, data analysis and the discussion of the results. The second section of this chapter describes the questionnaire for teachers which consist of the description of the questionnaire, the administration, data analysis and the results.

Section One: Questionnaire for Students

2.1.1- Description of the questionnaire

Students questionnaire is administered to second year LMD students of English at Mohammed Ssddik Ben Yahia University, Jijel; it was designed to investigate EFL students' attitudes towards the use of storytelling to enhance students' speaking skill. The questionnaire is consist of twenty one (21) questions which are divided into two sections. The first section was to collect data related to speaking skill from the students: their level in English, the language skill they want to master the most, the language skill they find the most difficult, whether they like oral performance or not, their rate for their oral performance and what speaking activities they enjoy the most in speaking classes (Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8).

However, the second section of this questionnaire aimed to gather data related to storytelling from the students: their familiarity with storytelling, their opinion about storytelling, whether their teachers use storytelling or not, their opinion about the use of storytelling, the genre of stories they are interested and from what source they get it, the difficulties they have in storytelling activities, the language skill that storytelling enhance the most, their views about whether the use of storytelling effect students performance or not, their opinion about whether the use of storytelling is helpful in improving speaking performance or not and if they can give suggestions about the tools that teachers need to use to improve their speaking performance (Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, Q20, Q21).

2.1.2. Administration of the Questionnaire for Students

The intended study had involved a sample of sixty (60) students chosen randomly chosen from a population of two hundred and fifty two (252) second year LMD students of English divided to twelve groups (12) at the department of English at the university of

Mohammed El-seddik Ben Yahia; jijel, however only fifty five (55) students answered the questionnaire .

2.1.3. Analysis of the results

Section one: Speaking Skill

Q1- how do you evaluate your level in English?

Table 1: students' Level in English.

Option	Number	Percentage %
Bad	8	14.5 %
Good	42	76.4 %
Very good	5	9.1 %

The majority of students (76.4%) claimed that they have a good level in English, others with a percentage of (14.5%) said that their level is bad, while a few students (9.1%) indicated their level as very good.

Q2- what language skill you want to get the hang of the most?

Table 2: Students' Most Preferred Language Skill.

Option	Number	Percentage %
Speaking	30	54.5 %
Listening	11	20 %
Reading	8	14.5 %
Writing	6	11 %

According to the table above, it can be noticed that most of students (54.5%) mention speaking skill as the language skill they want to master the most, other students (20%) chose listening and others (14.5%) chose reading, while only a few students (11%) picked writing.

This means that speaking has an important role in improving their English.

Q3- why?

Those students who chose speaking skill justified their choice by saying that it is their preferable skill, a skill that can help them to communicate and express themselves freely and fluently by words. Students who chose listening skill explained that they think it's a quite hard skill that they need to develop; those who picked reading said that they love reading, while those students who chose writing said that they think of it as a very important skill that needs to be developed.

Q4- which one of the language skills you find the most difficult?

Table 3: Students' Most Difficult Language Skill

Option	Number	Percentage %
Speaking	13	23.6 %
Listening	27	49.1 %
Reading	5	9.1 %
Writing	10	18.2 %

As we can see in the table above, (49.1%) of students selected listening as the most difficult language skill, other students (23.6%) chose speaking skill; while others (18.2%) chose writing, and not too many (9.1%) voted for reading skill.

Q5. Do you like oral performance?

Table 4: Attitudes towards Oral Performances.

Option	Number	Percentage%
Yes	45	81.8 %
No	10	18.2 %

From the table above, it can be noticed that most of students (81.8%) are in favor of liking oral performance, while a handful number of students declared their dislike to oral performances, because they think that speaking is a very difficult skill to improve.

Q6- if not, why?

Table 5: Student's Justification of their Attitudes towards Oral Performance.

Option	Number	Percentage %
Lack of self-confidence	2	3.6 %
Lack of vocabulary	3	5.4 %
Anxiety	2	3.6 %
Shyness	3	5.4 %

A total of (5.4%) of students justified their dislike for oral performance as result of the lack of vocabulary, and another (5.4%) of students said that their dislike was due to shyness. other

students (3.6%) justified their answer for their dislike because of the lack of confidence, and a percentage of (3.6%) claimed that it's because of anxiety.

Q7- how do you rate your oral performance in English?

Table 6: Students' Rate of their Oral Performance.

Option	Number	Percentage %
Bad	5	9.1 %
Average	23	41.8 %
Good	23	41.8 %
Very good	4	7.3 %

According to the above table, most of the students (41.8%) rated their oral performance as average and another percentage of students (41.8%) rated it as good. Other students (7.3%) rated it as very good and few of them (9.1%) claimed that their oral performance is bad.

Q8. What are the speaking activities you enjoy the most in speaking classes?

Table 7: The Most Enjoyable Activities in Speaking Classes.

Option	Number	Percentage %
Discussion	34	61.8 %
Role play	4	7.3 %
Storytelling	16	29.1 %
Dialogue	1	1.8 %

It can be deduced from the results above that many students (61.8%) considered discussion as the most enjoyable activity, storytelling follows next as a choice of (29.1%) of the students. Other students (7.3%) pick role play, and hardly any (1.8%) decide on dialogue.

Students justifications : those students who chose discussion and storytelling justified their answer by admitting that these two activities are a very motivating practice for their speaking performance that help them to share their ideas and opinions, and also help them to engage and enjoy the speaking classes.

Section two: Storytelling in Speaking Classes.

Q9- Are you familiar with storytelling?

Table 8: Students' Familiarity with Storytelling.

Option	Number	Percentage %
Yes	41	74.5 %
No	14	25.5 %

The table above showed that the majority of students (74.5%) are familiar with storytelling, while (25.5%) are not. Those who are not familiar with storytelling confirmed that they were never exposed to storytelling and their teacher did not use it as a teaching technique.

Q10- what do you think about storytelling?

Table 9: Students' Opinion about Storytelling.

Option	Number	Percentage %
Boring	8	14.5 %
Very boring	1	1.8 %
Interesting	36	65.5 %
Very interesting	10	18.2 %

As it can be seen in table 9, many students (65.5%) think that storytelling is interesting, and (18.2%) of them think that it is a very interesting activity. Few other students (14.5%) think of storytelling as a boring activity, and the minority of them think that it is very boring. It can be deduced that the majority of students are motivated to be exposed to storytelling.

Q11- does your teacher use storytelling as a tool to teach speaking?

Table 10: The Use of Storytelling as a Teaching Tool.

Option	Number	Percentage%
Yes	34	61.8 %
No	21	38.2 %

The results obtained from the table indicated that (61.8%) of students said that their teachers use storytelling as a tool to teach speaking, and the rest (38.2%) claimed that their teachers do not use storytelling as a tool to teach speaking.

Q12- if yes, how often?

Table 11: Frequency of Using Storytelling as a Teaching Tool

Option	Number	Percentage %
Rarely	9	16.4 %
Sometimes	16	29.1 %
Often	5	9.1 %
Always	4	7.2 %

The majority of students (29.1%) said that their teachers sometimes use storytelling, while other students (16.4%) said that the teacher rarely use this technique. Other students (9.1%) claimed that storytelling is often used, and only (7.2%) said that it is always used by their teacher.

Q13- do you think the use of storytelling is..?

Table 12: Students' Perceptions about the Use of Storytelling.

Option	Number	Percentage %
Not useful	8	14.5 %
Useful	30	54.5 %
Very useful	17	31 %

According to the table, we can deduce that many students (54.5%) opted for storytelling as a useful tool, while (31%) of students think that it is a very useful tool and only (14.5%) of students said that storytelling is not a useful tool for teaching speaking.

Sub answer: most students think of storytelling as useful and very useful teaching tool justified their answers by saying that storytelling works on improving both of speaking skill

and listening skill, and those students who think that storytelling is not useful explained their answers considering it as a boring activity that does not pull their interest.

Q14- what kind of stories do you think are interesting for storytelling?

Table 13: Storytelling Types

Option	Number	Percentage %
Funny	21	38.2 %
Historical	13	23.6 %
Cultural	14	25.5 %
Others	7	12.7 %

According to the above table, most of the students (38.2%) chose funny stories as their favourite genre of stories, and (25.5%) picked cultural stories; other students (23.6%) chose historical stories, and the others (12.7%) gave some suggestions of other genres of stories such as: scientific, romantic, fiction, horror, and life experience stories.

Q15- From what source do you usually get stories for your speaking classes? Table 14: Stories' Sources

Option	Number	Percentage %
Internet	21	38.2 %
Books	18	32.7 %
Experience	16	29.1%

As it shown in the above table, the majority of students (38.2%) selected the internet as a source for the stories they got for speaking classes, while (32.7%) of them chose books, and other students (29.1%) chose life- experience as a source for their speaking classes stories.

Q16- what difficulties do you have in storytelling activities?

Table 15: Students' Difficulties when Exposed to Storytelling Activities

Option	Number	Percentage %
Vocabulary	23	41.8 %
Pronunciation	7	2.7 %
Words recognition	11	20 %
Shyness	9	16.4 %
Others	5	9.1 %

According to the table above the majority of students (41.8%) nominate vocabulary as the biggest difficulty that face them, others (20%) select words recognition and (16.4%) chose shyness; while other students (12.7%) select pronunciation and others (9.1%) gave other difficulties like: grammar mistakes, forgetting, anxiety, and shortness of breath.

Q17- in your opinion what language skill storytelling enhances the most?

Table 16: Language Skills Enhanced by Storytelling.

Option	Number	Percentage %
Speaking	30	54.5 %
Listening	11	20 %
Reading	12	21.8 %
Writing	2	3.7 %

The previous table showed that (54.5%) of students selected speaking as the most enhanced language skill through using storytelling, (21.8%) of students chose reading as the second skill that storytelling improves; other students (20%) picked listening and only few students (3.7%) selected the writing skill.

Sub answer: students justified their choice of speaking, listening, reading, or writing by saying that storytelling helped them to improve their skills and enables them to learn in a better way. It is a good way to practice English

Q18- do you think that the use of storytelling in oral classes effects students' performance?

Table 17: Storytelling Effects on Students' Performance.

Option	Number	Percentage %
Yes	53	96.4 %
No	2	3.6 %

The majority of the students (96.4%) as the table shows, chose yes as an answer to the effectiveness of storytelling on their oral performance, while (3.6%) of students chose no.

Q19- if yes, why?

Table 18: Students' Justification about their Performance.

Option	Number	Percentage %
Enhances speaking skill	20	36.4 %
Enhances vocabulary learning	9	12.7 %
Facilitates learning	4	7.3 %
All of them	22	40 %

According to the table 18, most of the students (40%) think that storytelling enhances speaking skill, vocabulary learning, and it facilitates learning; other students (36.4%), think that it only enhances speaking. Others (12.7%) said that it enhances vocabulary learning and a few of them (7.3%) claimed that storytelling facilitates learning.

Q20- Does the use of storytelling help you in improving your speaking performance?

Table 19: The Use of Storytelling to Improve Students' Speaking Skill.

Option	Number	Percentage
Yes	53	96.4
No	2	3.6

According to the results of the table, the majority of students (96.4%) deduced that the use of storytelling can help them improving their speaking performance, and the minority claimed that it did not help them to get their speaking performance any better.

Sub answer: students explain their choices with how interesting storytelling is and how it motivates them to speak and teach them new vocabulary and improves their pronunciation.

Q21- do you have some suggestions concerning the tools teachers need to use to improve your speaking performance?

Some of the students gave us the following suggestions:

-Listening videos.

-Using debates.

-Perform plays.

-Using ICT.

-Using data show, pictures, podcasts.

-Recommending watching TV shows (series, movies...).

2.1.4-Discussion of the Results

By analyzing the findings of the questionnaire, it was revealed that from the first section “speaking skill”, most of the students considered themselves good in English which means that they have a good perception about their level in English language, they said that the language skill they want to get the hang of the most is speaking because it helps them to communicate and express themselves freely and fluently by words. Most of the students claimed that they like oral performance and they considered their level as good. Discussion

and storytelling were chosen by the majority of the students as the most enjoyable activities in speaking classes.

In section two “storytelling”, it was shown that most of the participants were familiar with storytelling and consider it as an interesting activity; they said that their teachers sometimes use storytelling as a teaching tool. The majority of students see funny stories as the most interesting kind of stories using the internet as their first source to pick these stories; most of the students found the lack of vocabulary as the main obstacle that faces them during storytelling, they think that speaking is the language skill that storytelling improves the most, the plurality of students believed that the use of storytelling in oral classes affects students’ performance because it enhance the speaking skill.

Section two: Questionnaire for Teachers

2.2.1. Description of the Questionnaire for Teachers

The questionnaire for teachers was designed in order answer the research questions, which aimed to explore the teachers' attitudes towards the use of storytelling to enhance students' speaking skill. It was administered to seven (7) second year EFL teachers of oral expression at the department of English at Mohammed Saddik Ben Yahia University, Jijel.

The questionnaire involved twenty (20) questions divided into three sections. The first section of the questionnaire aimed at gathering the general information about the participants: the degree they hold, the years they spent in teaching English, and their opinion about the most important skill to learn English. (Q1, Q2, Q3).

The second section aimed to gather data related to speaking skill: teachers' rate of their students' performance in speaking classes, do students speak voluntarily or they have to be asked to speak, do teachers interrupt their students to correct their mistakes, do students face problems during their speaking performances and what are these problems, the activities that are used in the classroom to motivate the students to speak.(Q4, Q5, Q6, Q7, Q8).

The third section aimed to collect data related to the use of storytelling in speaking classes: whether teachers use storytelling to teach speaking or not, how often teachers use storytelling as a speaking teaching tool, the uses of storytelling, is storytelling motivating in speaking classes and how, description of students interaction with storytelling in the classroom, difficulties that students face while being exposed to storytelling, the language skill storytelling enhance the most, the effect of storytelling on students performance in oral classes, whether the use of storytelling can improve students speaking skill or not, advantages

of using storytelling in oral classes and suggestions and comments about the role of storytelling to improve EFL students speaking skill.(Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, Q20).

2.2.2. Administration of the Questionnaire for Teachers

The questionnaire was administered to seven (7) EFL oral expression teachers at Mohammed Saddik Ben Yahia University, Jijel.

2.2.3. Analysis of the Results

Section One: General Information

Q 1-degree held

Table 20: Degree Held

Option	Number	Percentage%
License	0	0%
Master	4	57.1%
Magister	2	28.6%
PhD	1	14.3%

According to the table above four teachers (57.8%) held a master degree, while two teachers held a magister degree and only one teacher held a PHD degree; none of the teachers held a licence degree. This means the majority of teachers are qualified whose responses are considered to be reliable.

Q2. How long have you been teaching oral expression?

According to the results given by teachers, there were two teachers with over than 10 years of experience which indicates that they have a very good experience when it comes to teaching oral expression. Also, there were four teachers with 5 years of experience which shows that they have a good experience in teaching oral expression and there is only one teacher with 4 years of experience.

Q3- according to you , what is the most important skill to learn English?

Table 21: The Most Important Language Skill to Learn English.

Option	Number	Percentage%
Speaking	4	57.1%
Listening	1	14.3%
Reading	1	14.3%
Writing	1	14.3%

According to the results shown in the above table, four teachers(57.8%) chose speaking as the most important skill to learn English, one teacher (14.3%) selected listening and one other teacher (14.3%) selected writing and one teacher (14.3%) chose reading.

Sub answer:

Those teachers who chose speaking skill justified their answers with: Speaking is the first active productive skill acquired in any language, the reason behind learning a language is to communicate; Teachers who chose listening skill justified their choice by saying that listening to native speakers will enable students to learn pronunciation and vocabulary; the selection of reading skill was justified by: reading helps students to have the required knowledge about English in various domains. Writing skill had no justification.

Section two: Speaking Skill

Q4- how do you rate your students' performance in speaking classes?

Table 22: Teachers Perceptions about Students' Performance Rate in speaking class.

Option	Number	Percentage%
Bad	1	14.3%
Good	6	85.7%
Very good	0	0%

As we can see in the previous table, six teachers (85.7%) rated their students' performance in speaking classes as good; one teacher (14.3%) rated it as bad while none of the teachers claimed that their students have a very good performance in speaking classes. This was mainly because of its difficulty as mentioned by students in their questionnaire

Q5- during speaking classes, do students speak voluntarily or do you have to ask them to speak?

All the teachers said that the majority of students needed to be asked first so that they speak, while the minority of them speak voluntarily and without any need to be asked.

Q6- Do you interrupt your students to correct their speaking mistakes?

Table 23: Mistakes Correction.

Option	Number	Percentage%
Yes	0	0%
No	2	28.6%
Sometimes	5	71.4%

According to the table above there are five teachers (71.4%) said that they interrupt their students to correct their speaking mistakes sometimes, while two teachers(28.6%) said they do not interrupt for any correction. It depends on time allowed for sessions.

Q7- do students face problems during their speaking performance?

Table 24: Students’ Problems during their Speaking Performance.

Option	Number	percentage%
Yes	7	100%
No	0	0%

According to the above table, all teachers said that their students face problems during their speaking performance. Because speaking is considered as a difficult skill as mentioned before.

Sub answer: Teachers had listed some of the problems as follows:

-Lack of appropriate language form and vocabulary.

-Less knowledge about the topic.

-Anxiety and shyness.

-Pronunciation, fluency, and grammatical mistakes.

Q8- what are the activities that you use in the classroom to motivate the students to speak?

Table 25: Motivating Speaking Activities

Option	Number	Percentage%
Discussion	7	100%
Role play	4	57.1%
Storytelling	6	85.7%
Others	5	71.4%

It can be noticed from the table above, all the teachers (100%) chose discussion as a motivational activity; six of them (85.7%) pick storytelling too , and four teachers also (57.1%) selected role play; five of the them (71.4%) gave other suggestions such as: audio visual aids, group discussion, debates, games and quizzes of competition, speaking games and video commentary.

Section Three: The Use of Storytelling in Speaking Classes.

Q9- do you use storytelling as a tool to teach speaking?

Table 26: Storytelling as a Teaching Tool.

Option	Number	Percentage%
Yes	7	100%
No	0	0%

According to the results of the table, all the teachers (100%) use storytelling as a teaching tool. This means that it is a very helpful tool.

Q10- if yes, how often?

Table 27: Frequency of Using Storytelling.

Option	Number	Percentage%
Rarely	5	71.4%
Sometimes	2	28.6%
Often	0	0%
Always	0	0%

Five teachers (71.4%) stated that they use storytelling rarely and two teachers (28.6%) said that they use it sometimes. This means that storytelling is not frequently used by teachers.

Q11-how do you use storytelling as a tool to teach speaking?

According to teachers' answers they use storytelling as a teaching tool in different ways, which are:

- Get students to create fictional short stories.
- Ask students to summarize stories they had read before.

- As a group work ask students to create a story together, one student starts and the others continue.
- Listen to a story then open a discussion about it.

Q12- do you think that using storytelling in speaking classes make the lesson motivating?

Table 28: Teachers’ Opinions about Storytelling as a Motivational Tool.

Option	Number	Percentage%
Yes	7	100%
No	0	0%

According to the results obtained from the table, all of the teachers (100%) think that using storytelling in speaking classes makes the lesson motivating. This means that storytelling is a useful tool to make students interested in learning the language.

Sub answer: Teachers justified their answers as follows:

- Creating a competitive spirit.
- Stories have the elements of suspense, novelty and entrainment.
- Students are interest and engaged when they exposed to an interesting and funny story.
- It makes students excited to share their own stories.

Q13- how can you describe your students’ interaction with storytelling in the classroom?

According to the answers we have got from teachers about describing their students' interaction with ST in the classroom:

- Highly active interaction.
- They interact positively.
- They paralinguistic gestures such as: laughter, surprise, giving comments and asking about details.
- Students refuse to share their stories and refrain commenting on their classmates out of shyness.

Q14- what are the main difficulties that encounter students while being exposed to storytelling?

The main difficulties that encounter students while being exposed to storytelling according to teachers are:

- Fluency.
- The speech rate of the narrator.
- Unfamiliar vocabulary and boredom.
- Difficult language.
- Poor structuring technique of ideas that lead to confusing the listener.
- The use of mother tongue.

Q15- in your opinion, what language skill storytelling enhances the most?

Table 29: Storytelling most Enhancing Skill.

Option	Number	Percentage%
Speaking	7	100%
Listening	2	28.6%
Reading	0	0%
Writing	1	14.3%

According to the table, speaking skill was chosen by all the teachers (100%), listening skill was chosen by two teachers (28.6%) ; writing was selected by only one teacher(14.3%), while reading skill was not chosen.

Sub answer:

Teachers gave these justifications for the skills that they had chosen:

- It raises students' motivation and confidence to speak and share ideas out load.
- Students will be able to tell the story using their own words.
- Both speaking and listening are practical in storytelling.

Q16- do you think that the use of storytelling in oral classes affect students' performance?

Table 30: Teachers' Views about the Effectiveness of Storytelling on Students' Performance.

Option	Number	Percentage%
Yes	7	100%
No	0	0%

According to the table above, we can see that all of the teachers (100%) think that the use of Storytelling in oral classes affect students' performance.

Q17- if yes, say why?

Table 31: Teachers' Justifications

Option	Number	Percentage%
Enhances speaking skill	5	71.4%
Enhances vocabulary learning	5	71.4%
Facilitates learning	0	0%
Raises motivation	5	71.4%
Promotes self-confidence	2	28.6%
All of them	2	28.6%

According to the table, five teachers (71.4%) justified their answers by stating that storytelling enhances students' speaking skill , vocabulary learning, and raises students' motivation . also, two teachers (28.6%) think that it promote self confidence, while two teachers choose all the answers.

Q18- do you think that the use of storytelling can improve students' speaking skill ?

Table 32: The Use of Storytelling to Improve students' Speaking Skill.

Option	Number	Percentage%
Yes	7	100%
No	0	0%

According to the table above, all teachers (100%) agreed that the use of storytelling can improve students' speaking skill.

Sub answers:

Teachers gave us some of their opinions about how storytelling enhances students' speaking skill:

- It improves their communicative skills.
- It fosters their imagination.
- It develops their cultural/ intercultural understanding.
- It increases their vocabulary.
- It helps them to practice their speaking skill while telling the story.
- It helps develop fluency, vocabulary and confident communication with others.

Q19- According to you what are the advantages of using storytelling in speaking classes?

The advantages of using storytelling in speaking classes according to teachers are:

- Developing confidence, motivation, vocabulary and creativity.
- Increase the interaction in the classroom.
- Enhancing the speaking skill.
- Enhance students listening skill.
- Practice in pronunciation.
- Encourage people to overcome their anxiety.

Q 20- if you have any further comments or suggestions about the role of storytelling to enhance the EFL students speaking skill, mention them please:

Teachers' suggestions and comments:

- Using ST in oral classes enhance students speaking skill and help students to overcome their shyness and anxiety.
- Using different language resources and materials to meet students' needs and enable them to increase their speaking and listening skills.
- Students should be exposed to the technique of storytelling first and foremost before they are expected to partake in it.
- In listening tasks, students should be aware of the note taking techniques so that they do not lose track of the story and be able to answer questions about it later.

2.2.4- Discussion of the Results

The findings of the questionnaire have revealed many facts concerning teachers' opinions about speaking skill and the role of storytelling in improving students' oral performance. From the first section "General information" it was revealed that most teachers have got a magister degree; that means oral expression teachers are skilled teachers. The department of English includes teachers who have got an experience from five to sixteen years of teaching which demonstrates the suitability of choosing this sample to provide reliable data to be used in this research. They see speaking as the most important language skill to learn English.

From the results obtained from the second section, teachers viewed their students' level in speaking as good, they said that most of their students needed to be asked first so that they speak while few of them speak voluntarily. The majority of teachers claimed that they sometimes interrupt their students to correct their speaking mistakes, moreover all teachers also said that their students face problems during their speaking performance such as: pronunciation problems and lack of vocabulary. Teachers viewed discussion and storytelling as the most used activities in the classroom to motivate students to speak.

By analyzing the results of the third section, it was shown that all of the teachers use storytelling as a tool to teach speaking, they rarely use storytelling and every teacher has a way of using it in the classroom. All the teachers claimed that using storytelling in speaking classes make the lesson motivating. Teachers can describe their students' interaction with storytelling in the classroom as mediocre at best. The main difficulties that encounter students while being exposed to storytelling according to teachers are: pronunciation problems, lack of vocabulary and grammar rules mistakes. Furthermore, according to all teachers the use of storytelling helps students to improve and develop both the speaking and listening skill. In addition, teachers claim that storytelling have so many advantages such as, developing speaking and listening skill and provide students with new vocabulary.

Conclusion

This chapter has dealt with the practical part which investigates teachers' and learners' attitudes towards the use of storytelling to enhance EFL students' speaking skill. In order to gather the needed data for this study, two questionnaires were administered to oral expression teachers and second year LMD students at the department of English at Mohammed Seddik Ben Yahia University-Jijel. The findings were discussed and analyzed depending on the data provided to answer the research questions. Thus, it was shown that storytelling is considered as the best tool in the field of learning/teaching foreign languages. The analysis of both research tools revealed that EFL teachers and learners have positive attitudes towards the use of storytelling to improve EFL students' speaking skill and they regarded that this technique as an effective tool that would help learners to enhance their speaking performance.

Limitations of the study

Accordingly like any other research, the study faced some difficulties and they are listed as follow:

- Since the questionnaires were conducted at the end of the academic year and the beginning of the exams, most teachers fulfilled the curriculum and most students stopped attending classes.
- Collecting questionnaires sheets was not as easy as handing them.
- Most students did not give justifications to open ended questions.

Recommendations

At the end of this research some recommendations and suggestions are given to the researchers in the field when conducting similar studies in the future.

To teachers: they can teach speaking using the following tools:

- Listening videos - Using debates.
- Perform plays
- Using ICT.
- Using data show, pictures, podcasts
- Recommending watching TV shows (series, movies...).
- Using Storytelling in oral classes enhance students speaking skill and help students to overcome their shyness and anxiety.
- Using different language resources and materials to meet students' needs and enable them to increase their speaking and listening skills.
- Students should be exposed to the technique of storytelling first and foremost before they are expected to partake in it.
- In listening tasks, students should be aware of the note taking techniques so that they do not lose track of the story and be able to answer questions about it later.

General Conclusion

Speaking is one of the most important skills that EFL students need to master for the sake of learning the English language, nonetheless, there are many difficulties that face students when learning speaking; that's why teachers use so many techniques and methods to teach speaking, one of those ways is storytelling that can be used as a tool to smooth the way for EFL teaching and learning processes. The present dissertation is about the role of storytelling in enhancing students' speaking skill. Throughout this study, two research tools were used, which are two questionnaires, one for students and the other one for oral expression teachers. The participants who took part in this study are second year LMD students and oral expression teachers at Mohammed Saddik Ben Yahia University. The overall work is made up of two chapters; the first chapter is totally theoretical, it includes the literature review, which contains two sections; one includes speaking skill and all the important information related to it, while the second is concerned with storytelling, its relevant information and its implication in EFL classroom. The second chapter is devoted to the practical part which mainly focuses on the description, analysis of the results of both teachers' and learners' questionnaires. All in all, the findings presented in this part of research confirm the current study which means, both second - year EFL students and oral expression teachers at Mohammed Saddik Ben Yahia University-Jijel have positive attitudes towards the use of storytelling in enhancing EFL students' speaking skill, and they provide guidelines to students to use this effective technique to improve their speaking skill.

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Appendices

Appendix 1:

Questionnaire for Students

Dear students,

This questionnaire is designed to gather the needed data to accomplish this research. It aims to investigate the EFL students' attitudes towards the use of storytelling to enhance their speaking skill. We will be so grateful if you co-operate in answering these questions.

Section One: Speaking Skill

1. How do you evaluate your level in English?
a- Bad b- Good c- Very good
2. What language skill do you want to get the hang of the most?
a- Speaking b- Listening c- Reading d- Writing

3- Why?

.....
.....

4- Which one of the language skills you find the most difficult?

- a- Speaking
- b- Listening
- c- Reading
- d- Writing

5- Do you like oral performances?

- a- Yes b- No

6- If not, why?

- a- Lack of self-

- confidence
- b- Lack of vocabulary
- c- Anxiety

d- Shyness

7- How do you rate your oral performance in English?

- a- Bad
- b- Average
- c- Good
- d- Very good

8- What are the speaking activities that you enjoy the most in speaking classes? (More than one answer can be possible)

- a- Discussion
- b- Role play
- c- Storytelling
- d- Dialogue

Justify, please.....

.....

Section Two: Storytelling in Speaking Classes

9- Are you familiar with storytelling?

- a- Yes
- b- No

10- What do you think about storytelling?

- a- Boring
- b- Very boring
- c- interesting
- d- Very interesting

11- Does your teacher use storytelling as a tool to teach speaking?

- a- Yes
- b- No

12- If yes, how often? a- Rarely b- Sometimes c- Often d- Always

13- Do you think the use of storytelling is...?

a- Not useful

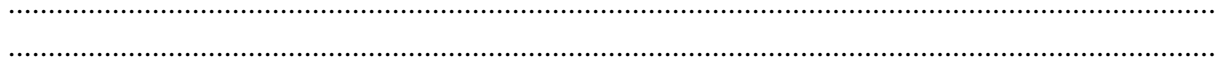
b- Useful c-

Very

useful

Justify,

please



14- What kind of stories do you think are interesting for storytelling?

a- Funny b-

Historical

c- Cultural

d-

Others.....

.....

.....

.....

.....

.....

15- From what source do you usually get stories for your speaking classes?

a- Internet b-

Books c-

Experienc

e

16- What difficulties do you have in storytelling activities?

a- Vocabular

y b-

Pronunciat

ion c-

Words

recognitio

n d-

Shyness e-

Others.....

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17- In your opinion, what language skill storytelling enhances the most?

- a- Speaking
- b- Listening
- c- Reading
- d- Writing

Justify, please.....
.....
.....

18- Do you think that the use of storytelling in oral classes effect students' performance?

- a- Yes b- No

19- If yes, say why?

- a- Enhances speaking skill
- b- Enhances vocabulary learning
- c- Facilitates learning
- d- All of them

20- Does the use of storytelling help you in improving your speaking performance?

- a- Yes
- b- No Explain,

.....
.....

21-Do you have some suggestions concerning the tools teachers need to use to improve your speaking performance?

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Thank you so much for your efforts and time.

Appendix 2:

Questionnaire for Teachers

Dear teachers,

We are preparing a research on investigating students' and teachers' attitudes towards the use of storytelling to enhance EFL speaking skill at the department of English university of jijel. We would be so thankful if you could answer these questions to help us accomplish our research. Thank you in advance for your collaboration.

Section One: General Information

1. Degree held:

- License Master Magister
- Phd

2. How long have you been teaching Oral Expression?

.....Years.

3. According to you what is the most important skill to learn English?

- Speaking
- Listening
- Reading
- Writing

Justify, Please.....
.....
.....
.....

Section Two: Speaking Skill

4. How do you rate your students' performance in speaking classes?

- a – bad
- b- good

c- very
good

5. During speaking classes, do students speak voluntary or do you have to ask them to speak?

.....

6. Do you interrupt your students to correct their speaking mistakes?

a Yes b-
No c-
Sometimes

7. Do students face problems during their speaking performances?

a Yes b-
No

If yes, what are these problems?

.....
.....

8. What are the activities that you use in the classroom to motivate the students to speak?

a Discussi
on b- Role
play c-
Storytelli
g d-
Others.....
.....
.....
.....
.....
.....
.....

Section Three: the Use of Storytelling in Speaking Classes

9. Do you use storytelling as a tool to teach speaking?

c- Yes d-
No

10. If yes, how often? e- Rarely f- Sometimes g- Often h- Always

11. How do you use Storytelling as a tool to teach speaking?

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

12. Do you think that using storytelling in speaking classes make the lesson motivating?

- a yes
- b- no

If yes, say how.....
.....
.....

13. How can you describe your students' interaction with storytelling in the classroom?

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

14. What are the main difficulties that encounter students while being exposed to storytelling?

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

15. In your opinion, what language skill storytelling enhances the most?

- e- Speaking
- f- Listening
- g- Reading
- h- Writing

Justify, please.....
.....
.....

16. Do you think that the use of storytelling in oral classes effect students' performance?

- c- Yes
- d- No

17. If yes, say why?

- e- Enhances speaking skill
- f- Enhances vocabulary learning
- g- Facilitates learning
- h- Raises motivation
- i- Promotes self-confidence
- j- All of them

18. Do you think that the use of storytelling can improve students' speaking skill?

a-Yes b-

No

If yes, say how.....
.....
.....

19. According to you what are the advantages of using storytelling in speaking classes?

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

20. If you have any further comments or suggestions about the role of storytelling to enhance the EFL students' speaking skill, mention them please:

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.....

Thank you for your valuable contribution

Résumé

L'expression orale est une compétence très importante qu'elle doit maîtriser par les apprenants de la langue Anglaise. Le manque que la plupart des étudiants ont avec cette compétence et les difficultés qu'ils rencontrent pendant leurs cours de performance orale, poussent les professeurs à suivre des stratégies et des techniques tel que la narration afin d'améliorer leurs compétences d'expression orale. Notre objectif de cette modeste recherche est d'enquêter sur les professeurs, et les avis des apprenants sur l'égard de l'usage de la narration dans l'enseignement de la la langue anglaise pour améliorer ses compétences orales. Nous avons réaliser deux questionnaires destinés à 60 étudiants inscrits en 2ème année LMD, et 7 professeurs d'expression orale au département d'anglais de l'université MOHAMED SEDDIK BEN YAHIA. Les résultats obtenus à partir des questionnaires, confirment que les professeurs et les apprenants ont des avis positifs sur l'usage de la narration comme étant une méthode pour renforcer les compétences d'expression orale. Ainsi l'usage de la narration comme étant un outil d'enseignement de la langue anglaise par le biais des films traduisés, est forcément suggéré.

ملخص:

التحدث مهارة مهمة للغاية يجب إتقانها من قبل متعلمي اللغة الإنجليزية. إن النقص الذي يعاني منه معظم الطلاب في هذه المهارة والصعوبات التي يواجهونها أثناء دروس الأداء الشفوي ، يقودون المعلمين إلى اتباع استراتيجيات وتقنيات مثل سرد القصص من أجل تحسين مهارات التحدث لديهم. هدفنا من هذا البحث المتواضع هو التحقق في آراء المعلمين والمتعلمين حول استخدام سرد القصص في تدريس اللغة الإنجليزية لتحسين المهارات الشفوية. لقد أجرينا استبيانين موجهين إلى 60 طالباً مسجلين في السنة الثانية LMD ، و 7 مدرسين للتعبير الشفهي في قسم اللغة الإنجليزية بجامعة محمد صديق بن يحيى. تؤكد النتائج التي تم الحصول عليها من الاستبيانات أن المعلمين والمتعلمين لديهم آراء إيجابية حول استخدام سرد القصص كوسيلة لتعزيز مهارات التحدث. وبالتالي فإن استخدام السرد كأداة لتعليم اللغة الإنجليزية من خلال الأفلام المترجمة هو أمر مقترح بالضرورة.