

## **Part two**

### **Field Study**

#### **Chapter: V**

### **Analysis of Students / Teachers Questionnaires**

#### **Introduction**

To investigate the impact of introducing storytelling activities in the Oral Expression course on students' oral performance, we find it necessary to include second year students of English in the English department at Batna University as well as their teachers of the Oral Expression module ' opinions about the subject under investigation, since they represent the population of our study, Learners and teachers ' viewpoints are gathered and collected in form of two questionnaires (each one is designed to one category) administered before the participants receive the experimental treatment. They concern teachers and learners , in order to determine their difficulties in dealing with both learning and teaching the two language skills ' listening and speaking ' and how these constraints are overcome by them , their attitudes towards the Oral Expression course as well as the new suggested technique which is introducing storytelling activities when teaching this course . So, the aim of this chapter is to describe both questionnaires (students /teachers) and analyze their results.

#### **1/ Design and description of the two questionnaires**

In our study, we preferred to use two types of questionnaires , one is administered to second year students of the English department at Batna University and the second one is administered to second year teachers of the Oral Expression module of the some department at the same university .The two questionnaires aim at depicting their opinions about the investigated subject.

Both questionnaires are divided into sections and those latter state nearly the same issues described in the theoretical part of our study (listening, speaking, storytelling, the Oral Expression course and language laboratory based teaching).

## **1.1 Students' questionnaire**

The students' questionnaire was administered to 100 second year students out of 254 in the English department at Batna university. About 50% of the whole population are concerned by this questionnaire where the 100 copies were distributed to those students at random and they were informed about their selection, then gathered and asked to answer the questions. The procedure took about one hour and half. Afterwards, students' responses were collected to be analysed.

Once collected, the questionnaire was filtered to eliminate invalid copies which comprise incoherent or contradictory answers. The result was 6 copies were eliminated, four out of them were unanswered and the two others contain incoherent answers. Therefore, the study will cover a sample which represents 47% of the entire population.

Students' questionnaire is made up of four sections. Each section includes both open-ended and close-ended questions. These sections aim in one side to provide the learners with the opportunity to express their viewpoints and give their opinions about the teaching and learning of speaking and listening, the obstacles they encounter when dealing with them as well as their efforts to overcome these constraints, their evaluation to the Oral Expression course and language laboratory as an instructional setting for learning in addition to their attitudes towards storytelling technique in this module and its role in improving their oral performance. On the other side, the information collected from these sections are going to be taken into account as a basis data to consider when designing the experimental treatment.

The questionnaire is a 48 item divided into four sections. Each one represents a different but a related purpose. The results of the questionnaire are analysed below with a precise comments of the emerged remarks.

### **Section one**

Untitled "Background information". It contains five questions. It namely represents the students' profile. It attempts to give a general overview about the students' age, gender, streaming, their choice to study English as well as their reasons underlying their choice.

### **Section two**

Untitled "The Oral Expression course". It contains eleven questions. It states students' general attitudes towards this course, it surveys their opinions about time allotted to this module, the way it is presented, if they talk during the course, what are the difficulties they meet when dealing with the Oral Expression? And whether they follow a certain strategy to overcome these difficulties.

### **Section three**

Untitled "language skills ".It includes three parts ; the first one is general , it contains four questions and seeks students ' general attitudes towards the two language skills ( listening , speaking) , which skill they find difficult to develop and what are the constraints they meet in each skill?

The second one contains eight questions, it is specifically devoted for listening .It evaluates the learners listening abilities , whether they listen to authentic programs presented by native speakers outside / inside the classroom and looks for their level of understanding to the language used .It aims to decide about the constraints they encounter when listening to native speakers and is it fair to restrict listening only to teachers ?It surveys also students opinions about using teaching aids in classroom during the Oral Expression course and their role developing students' oral, performance .

The last part contains six questions, it tends to probe learners speaking competence inside / outside the classroom, their evaluation to their use of the language, their general attitudes towards the speaking skill as well as the activities they use in addition to those they prefer to use in classroom.

### **Section four**

this last part of the questionnaire is untitled "Laboratory based teaching and storytelling activities ".it contains fourteen questions .From its title , it is clearly noticed that it treats two issues .Its first part covers 'Language laboratory based teaching '(question 01-04).It seeks students general overview, knowledge and feelings about this type of instructional setting , their experience with learning in the lab teaching and their opinions about its efficiency as well the importance it has in helping them to listen better and to produce a correct oral speech.

Its second part (question 04- 14).It is supposed to obtain learners attitudes and evaluation to stories told not only by the teacher, but by a native speaker as a new introduced authentic technique, their experience with stories from their childhood, the stories they like to tackle in English and also the storytelling activities they like doing in classes, the effectiveness of stories as a learning tool and its impact on their comprehension, communication and the oral performance.

### **Teacher's questionnaire**

In order to administer teachers' questionnaire, ten copies were distributed to the teachers of Oral Expression. Five copies were given to second year teachers and the rest other five copies were distributed to teachers of the other grades ( 1<sup>st</sup>, 3<sup>rd</sup> , 4<sup>th</sup> ) to consolidate our data.

As a result, we have obtained eight questionnaires. Similar to students questionnaire, the teacher's one includes both types of questions (open-ended and close- ended). It contains forty-five questions divided into four sections; its main concern is to survey teachers view points about their teaching of the Oral Expression course, the methods and techniques they use to teach it, the types of programs they follow, what are the difficulties they encounter in their teaching as well as their learner's obstacles in learning language skills (listening, speaking) and the way each teacher deals with his /her learners speaking / listening barriers.

This questionnaire aims specifically speaking at depicting teachers view points about the role of storytelling activities in developing student's oral production and evaluating their experience with this technique.

### **Section one (question 01-05)**

Like in student's questionnaire, this first section represents teachers' "background information" which clarifies their qualification, sex, the experience in teaching at the university level (English department) and more precisely their experience in teaching the Oral Expression course.

### **Section two (question 06-14)**

It deals with the teachers' reasons behind their choice of teaching. It probes their opinions about the size of classes, time allotted to teach the Oral Expression module and their suggestions in case they are not satisfied.

This section also examines teachers' description of the programs they tend to adapt in their teaching and the methods they prefer to use when presenting the course.

### **Section three (question 15-28)**

This section surveys the language skills which must be given more importance for the reason of developing learners' oral performance .It seeks to clarify the areas of difficulty teachers find when teaching the Oral Expression course and what are the procedures they tend to apply in order to overcome them. It describes the teachers ' level of achievement in doing so.

The final questions of this section examine teachers' attitudes towards their use of didactic aids during their teaching and which kinds they often use in addition to their opinions about language laboratory in realizing the aimed objectives.

### Section four (question 29-45)

in the last part of the questionnaire ,the attempt is to find teachers' general attitudes towards storytelling technique in EFL classrooms , and their importance to be adapted in the Oral Expression course as well as the role it plays in improving students ' speaking and listening abilities .

This section probes teachers' choice of storytelling activities in their classes .The last question in this section provides a free space for their personal evaluation and suggestions concerning "Introducing storytelling activities in EFL classes to improve student’s oral performance.

## 2. Results analysis of students 'questionnaire

### 2.1 section one: Background information

#### Item 01: Age distribution

<b>R</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25-27</b>	<b>30-32</b>	<b>N a</b>
<b>Ps</b>	<b>08</b>	<b>11</b>	<b>16</b>	<b>14</b>	<b>23</b>	<b>06</b>	<b>05</b>	<b>05</b>	<b>02</b>	<b>4</b>
<b>%</b>	<b>8.51%</b>	<b>11.7%</b>	<b>17.02%</b>	<b>14.89%</b>	<b>24.46%</b>	<b>6.38%</b>	<b>5.31%</b>	<b>5.31%</b>	<b>2.12%</b>	<b>4.25%</b>

**Table 01: students' age distribution.**

According to the first table, we noticed that our population is relatively young. This implies that our respondents are active and may show more desire to be motivated and being acquainted with the new technique which is going to be introduced in their learning process. We find that the scope of second year students' age ranges between 18(8.51%) and 30-32(2.19%) with the supremacy of the percentage of students aged 22 (24.46%). Few students represent (5.31%) are either 24,25 or 27years old .However , four students didn't mention their age for unknown reasons.

#### Item 02 : Gender distribution

<b>Sex</b>	<b>Response</b>	<b>Percentage</b>
<b>Male</b>	<b>23</b>	<b>24.46%</b>
<b>Female</b>	<b>71</b>	<b>75.53%</b>
<b>Total</b>	<b>94</b>	<b>100%</b>

**Table 02: Students ' sex distribution**

This table confirms the over representation of female .Out of 94 participants, 71(75.53 %) are females and 23(24.46%) are males .This high female representation in the English department at Batna University shows that females (girls) are more interested in studying foreign languages specially English, boys perhaps show more desire to be enrolled in scientific and technical branches .The two phenomenon are interpreted according to the real future job's requirements and considerations.

**Item 03: Streaming**

**The questionnaire resulted in the following streams (branches):**

<b>Streaming</b>	<b>Response</b>	<b>Percentage</b>
<b>Literary</b>	<b>61</b>	<b>64.89%</b>
<b>Scientific</b>	<b>24</b>	<b>25.53%</b>
<b>Technical</b>	<b>09</b>	<b>09.57%</b>
<b>Total</b>	<b>94</b>	<b>100%</b>

**table03: Student's streaming background.**

It is clearly noticed that more than the half of the respondents belong to the literary stream ,61 students who represented (64.89%) ,24 participants come from a scientific branch and only 9 (9.57 %) belong to the technical one. These results reveal the fact that our respondents are more or less acquainted with the basic notion of the literary study and this seems helpful for us in our study since it depends greatly on this notion. Something else has to be taken into account is that the different educational backgrounds of our second year students is due whether to an administrative decisions, students with literary baccalaureate have the priority to be enrolled in these departments than the others and students with literary background are really interested in such literary studies such as languages due to their good level as they can't succeed in other types of studies.

**Item 04: Learners' personal / imposed choice to study English.**

In the fourth item of the questionnaire, we wanted to have an idea about students' choice to study English, was it personal or imposed?

<b>Responses</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>Personal</b>	<b>64</b>	<b>68.08</b>
<b>Imposed by (a) parent(s)</b>	<b>06</b>	<b>6.38</b>
<b>Imposed by administrative requirements</b>	<b>09</b>	<b>09.57</b>
<b>Impose by future job considerations</b>	<b>15</b>	<b>15.95</b>
<b>Total</b>	<b>94</b>	<b>100%</b>

**Table 04: Students free /imposed decision to study English**

According to the results shown in this table, out of 94 students, 64

(68.08%) participants react positively to the question i.e, their decision to study English at the English Department was a personal choice, this percentage reveals the fact that those learners are interested and motivated to study this language. And they will be easily adapted with the new experimental material we wish to introduce to improve their oral performance. At the same time, 30 of our population participants haven't chosen to study English freely, but studying this language was imposed. 6 students (6.38%) owe their studies to a parental decision. 9 participants (09.57%) were assigned this choice by the streaming administration and 15 correspondents (15.95%) were directed to choose this study by a future job requirements since in real life context, to be enrolled in such kind of departments gives you more chance to find a job (teachers...). Our students imposed decisions in many ways have to affect several aspects of their learning process: motivation, success...

This proportion revealed a real need to seek for new motivational efforts to reduce this frustrated population, and this is the concern of our study.

**Item 05: Students' motives/ reasons to study English.**

64 (68.08%) participants out of our population have expressed positive attitudes towards learning English. And this is a result of many reasons or motives which are summarized in the following table:

<b>Students reasons</b>	<b>Participants</b>	<b>Percentage (%)</b>
a) To be able to understand and speak English	<b>16</b>	<b>25</b>
b) It is an international language (language of development, technology, media...)	<b>26</b>	<b>40.62</b>
c) I like English rather than other foreign languages	<b>07</b>	<b>10.93</b>
d) I have more capacities in learning English rather than other branches	<b>05</b>	<b>07.81</b>
e) to carry on my studies abroad	<b>10</b>	<b>15.62</b>

**Table 05: Motives for studying English**

Out of 64 respondent ( 68.08 %) who said that their choice to study English was personal, 16 learners ( 25%) argued that their main reason underlying this choice is to become a good communicators using this language i.e a well receivers ( comprehension) and producers ( speaking). 26 students ( 40.62 %) stated that their choice is due to the great role and the big importance attributed to this language nowadays,since it is a global language which serves technology, media and a language of development. 07 students (10.93 %) liked this type of language rather than other foreign languages. 05 participants (07.81) saw the necessity to learn English for their possibilities to succeed in English rather than other fields. The remaining students 10( 15.62%) stated that their main reason is to carry on their studies abroad. So English is the medium of achievement.



**Section tow: Oral –Expression course:**

**Item01: Student's appreciation of the Oral Expression module:**

<b>Responses</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>Yes</b>	<b>85</b>	<b>90.42</b>
<b>No</b>	<b>09</b>	<b>09.54</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 06: Students attitudes towards the Oral Expression course.**

85 students or the percentage of ( 90.42%) of the respondents appreciate the Oral Expression course and this attitude is a result of many motives which are going to be examined by the following question. 9 students ( 09.54%) out of our population react negatively towards this course .

So, the majority of the sample expresses a desire to deal with such a course and this gives us a good mood for the experiment and let them ready to receive any material which tends to improve their Oral performance.

**Item 02: Students' reasons behind appreciating Oral Expression cours**

<b>Students motives</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>It gives me more autonomy to express my ideas</b>	<b>28</b>	<b>32.94</b>
<b>It is less boring than other sessions</b>	<b>16</b>	<b>18.82</b>
<b>I can develop my pronunciation and fluency</b>	<b>23</b>	<b>27.05</b>
<b>I have more opportunities to develop my oral performance ( speaking and listening abilities )</b>	<b>18</b>	<b>21.17</b>
<b>A motivating course, it helps me in my professional career as a teacher</b>		

**Table 07: Students motives to like the course**

Among the 85 students (90.42 %) who like the course of the oral Expression and appreciate it. 28 correspondents ( 32.94% ) consider it as chance for them to express ones self and an autonomous atmosphere to give their ideas and debate their viewpoints using the

target language, this shows that our learners are looking for interaction. 16 students ( 18.82% ) find the latter less boring than the other sessions. 23 students ( 27.05%) declare that this course allows them to develop both pronunciation and fluency. So our participants are interested to adopt a correct use of language why not which looks like a native speaker's one. Finally, 18 students (21.17%) acknowledge the role of this course in improving their speaking and listening abilities.

### **Item 03: Time allotted to the Oral Expression course.**

Since the majority of our participants react positively towards this course nearly as they enjoy it, so they are asked if time devoted this Oral practice is enough for them to develop their Oral performance. The following table shows students' attitudes

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Yes</b>	<b>18</b>	<b>19.14</b>
<b>No</b>	<b>70</b>	<b>74.46</b>
<b>I don't know</b>	<b>06</b>	<b>6.38</b>
<b>Total</b>	<b>94</b>	<b>99.98</b>

**Table 08: Students attitudes towards the amount of time devoted for Oral Expression.**

From this table, 70 participants who represent the percentage of (74.46% ) show clearly their dissatisfaction with the amount of time allocated to this course .18 students (19.14%) said that this amount of time is not enough for them to fully reach their underlined objectives in this lecture .Still 6 participants (6.38 %)don't specify their responses.

### **Item 04: Students ' suggestions about the Oral Expression time table.**

This question is directly addressed to the proportion of students who aren't satisfied by the amount of time allotted to the course to check their suggestions .Students viewpoints varied to include three main Responses which are summed up in the following figure:

Students' suggestions	participants	Percentage %
Two sessions per week	26	37.14
More than two sessions per week	32	45.71
At least one hour a day	12	17.14
<b>Total</b>	<b>70</b>	<b>99.99%</b>

**Table 09: Oral Expression time table and students suggestions.**

Table 04 illustrated that our learners wanted to have more sessions , knowing that they have only one session per week which they consider it insufficient, their suggestions varied between two sessions per week (26 students,37.14 %) , more (32 students, 45.71%).The proportion of 12 subjects (17.14%) preferred having at least one hour a day. All these responses express one fact which is our learners' need and desire to have more oral practice .

**Item 05 : Oral Expression course and its way of presentation.**

After asking our participants about time, they are asked about the way this course is presented, whether they are satisfied by this latter or no. The obtained results are shown in the following figure.

responses	Participants	Percentage %
Yes	15	15.95
No	79	84.04
<b>Total</b>	<b>94</b>	<b>100%</b>

**Table10: Students' reactions towards the Oral Expression course presentation .**

Only 15 respondents (15.95 %) who react positively to the question and show their satisfaction .the remaining 79 (84.04 %) participants are unsatisfied and react negatively. These results reveal learners need for adapting alternatives in teaching the course.

**Item 06: Students reasons behind their dissatisfaction about the way the O. E course is taught.**

Those who were dissatisfied by the way the Oral Expression module is presented were asked to give their reasons or comments underlying this refusal. Their arguments are cited in five main points:

Students reasons	Participant	Percentage %
The traditional way of teaching the course is inefficient (research papers )	29	29.89
Having the teacher as the only model for speech isn't enough, we favor to listen to English in its context.	10	12.65
Lack of motivation, challenge...	16	20.25
Teachers 'talking time exceeds students one and the method of teaching the course is a teacher centered one	10	12.65
Neither the listening comprehension lectures are sufficient nor the material used is available	14	17.72
<b>Total</b>	<b>79</b>	<b>100%</b>

**Table 11: Students' arguments about their dissatisfaction towards the O.E course way of teaching.**

It would appear from the above scores that a considerable rate of 29 students (29.89%) who are dissatisfied , they complained about the inefficiency of the traditional way of teaching where they rely only on research papers and in most of the cases they find themselves readers no more .

- Other category of our participants, (12.65%) argued their dissatisfaction that having the teacher as the only model in peaking to follow isn't enough; they added that they want to practice listening to native speakers as other models as well as meeting the language in its context to be able to acquire the correct pronunciation, fluency, use of paralinguistic features and to be familiar with the different accents and dialects which exist within the targeted community.
- 16 participants ( 20.25%) described the course to be non motivational, may be due to the repeated course activities and tasks, lack of creativity from the part of the teacher as well as the learners lack of interest.

- Almost 10(12.65%) students reported that their dissatisfaction is due to the methods of teaching the course which depend on the teacher, they claim that although this course is normally devoted for student to talk and improve their oral skills as well as their interactive and communicative abilities, classroom reality says another thing. The method adapted by our teachers to teach this course is teacher centred one, and their talking time exceeds the learners talking one.
- The last 14 students (17.72%) opened the door to other problems which make them unsatisfied. They reported the insufficient listening practice and lack of suitable materials or instructional media such as language laboratories as we are going to see in the section which treats this issue.

**Item 07: Students' talking time ( Participation level).**

By asking this question, we seek for investigating students' level of participation in classroom.

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Very often</b>	<b>08</b>	<b>8.51</b>
<b>Sometimes</b>	<b>30</b>	<b>31.91</b>
<b>Rarely</b>	<b>40</b>	<b>42.55</b>
<b>Never</b>	<b>11</b>	<b>11.70</b>
<b>No answer</b>	<b>05</b>	<b>5.31</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 12: Students amount of talk in classroom**

Out of 94 students, nearly half of our sample 40 ( 42.55%) reported that they speak or participate in classroom rarely. 30 respondents( 31.91%) declare that they participate sometimes i.e. having an average Participation. 11 students (11.70%) said that they have never talked in classroom .we have only 08 subjects (8,51% ) who claimed that they speak and participate very often and have a good speaking ability . still we have 05 subjects( 5,31%) who didn't response to the question and didn't provide any possible answer for unknown reasons.

**Item 08: Causes of the lack of participation in classroom**

According to the previous question, we notice that the representative proportion of our respondents to this item is those who talk and participate rarely in classroom 40 students (42.55%); this question is going to look for the difficulties and constraints confronted by our learner to well perform orally. The following table highlights their main constraints:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>The lack of self confidence , shyness, fear of criticism</b>	<b>12</b>	<b>30</b>
<b>The lack of motivation and interest.</b>	<b>08</b>	<b>20</b>
<b>The poor level in English (, grammar, fluency, pronunciation...)</b>	<b>20</b>	<b>50</b>
<b>Total</b>	<b>40</b>	<b>100</b>

**Table 13: Learners speaking difficulties.**

In this Item, half of our participants who rarely speak English in classroom 20 ( 50%) admitted that they couldn't participate because of having bad language standards proficiency such as the limited range of vocabulary, accuracy due to non importance given to grammar, hesitation which led to non fluency and the bad pronunciation of sounds or words which may effect learners speaking performance negatively. 12 subject ( 30%) added another type of difficulties which meet the learners, it is psychological problems like lack of self confidence, shyness, fear of making mistakes and to be criticized by both teacher and classmates , still we have 8 participants ( 20%) who maintained that their poor level in speaking is caused by the lack of motivation and interest.

**Item 09: Students efforts to overcome their speaking difficulties.**

The present question aimed to seek for learners' awareness about their speaking difficulties and whether they try to find solutions to the problems they face. The students' responses are summed up in the following table:

responses	Participants	Percentage %
Yes	69	73.40
No	25	26.59
Total	94	100%

**Table 14: Learners 'attitudes towards trying to overcome their talking constraints .**

nearly the overwhelming majority of respondents (69 students with a percentage of 73.40% gave a positive response to the question i.e our learners are really aware about the difficulties they meet in their learning .This percentage reveals the learners awareness about the importance of speaking as a productive skill in the process of learning .25 participants (26.59%)gave a negative response and revealed that they do not care neither about their speaking difficulties nor about overcoming them .This may be due to their unconsciousness about the necessity to follow a methodology to do so, as they thought that it takes time and efforts .Most importantly our respondents are expected respond positively to the experimental treatment as a remedy.

**Item 10 : Students level of achievement to remedy their difficulties .**

The results obtained from the previous question implies asking this present one ,which aims at depicting students self evaluation to their level of achievement in coping with their participation/ talking constraints .The results are presented in table 15.

Options	Participants	Percentage %
25 %	54	57.44
50%	30	31.91
75%	10	10.63
More75%	0	0
Total	94	100

**Table 15: Students' achievement rate in dealing with their difficulties in the O.E course.**

54 participants (57.44 %) reported that even they tried to cope with these constraints but they didn't reach a good results , they realized only 25 %, this is probably due to the personal strategies they follow or the kind of material they used .so they need help and call for teachers' interference .

30 subjects (31.91%)claimed that they have reached an average level of success (50 %) .Only 10students (10.63%) said that they realized (75 %) out of their objectives to solve their problems .We've no student who fully achieve a total remedy to his / her constraints.

### **Item 11: Students strategies 'description.**

As a considerable proportion of our participants have reported that they tried to find solutions to the dilemmas the confront , in this question they are asked to describe or give an overview about the strategies they adapted and the efforts they made to put an end to these obstacles. Their responses are summed up in the following points:

- I tend usually to use the dictionary in order to check the correct pronunciation of any new words.
- I tried to practice speaking outside the classroom with my classmates, friends and even with my self.
- I watch movies, talk shows, documentaries and even cartoons in foreign channels; BBC, CNN .... So, I watch and listen at the same time to check the right pronunciation, fluency, the correct use of intonation, stress, hand gestures facial expressions...
- I use audiotapes to listen to songs, dialogues, interviews, stories, and of course all of them are presented by native speakers.
- I give more importance to Phonetics module, since it teaches us to check the right pronunciation and utterance of words in addition to the Oral Expression lecture where we apply what we learn in Phonetics in a free and suitable atmosphere for practicing speaking.
- I ask my teacher of the Oral Expression to be a cooperative one, to try to cut off the unnecessary barriers between him and his learners in order to help them and create a motivational context for his teaching.



**Section three: language skills**

**Item 01: Students' evaluation to the role of the Oral Expression course in developing language skills (speaking / listening).**

In the first question of the third section, students are asked to evaluate which skill exactly can be improved via the Oral Expression course .The following table clarified the obtained results:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Listening</b>	<b>09</b>	<b>9.57</b>
<b>Speaking</b>	<b>15</b>	<b>15.95</b>
<b>Both</b>	<b>70</b>	<b>74.46</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 16: Students' evaluation to the rate of the Oral Expression 'improvement to listening and speaking.**

More than the half of our sample (70 students, 74.46%) confirmed that both skills can be developed via this course , stating that in this letter they practice listening first for the reason of understanding than they speak to respond to their interlocutors for the realization of communication .15 participants (15.95%) argued that under this course only the speaking abilities have the opportunity to be improved .Only 9 students (9.57%)found in this course an opportunity to develop just listening.

**Item 02: Students' evaluation to language skills (speaking /listening) in terms of difficulty.**

When asked in this second item to evaluate both speaking and listening in terms of difficulty, students gave the following responses:

Responses	Participants	Percentage %
Listening	30	31.91
Speaking	50	53.19
Both	14	14.89
Total	94	100

**Table 17: \_The evaluation of listening /speaking according to their extent of difficulty**

when our subjects are asked to evaluate both listening and speaking skills in dependence to their level of difficulty, 50 students ( 53.19 %) reported that speaking is the most difficult skill .This response is due to their believe of speaking as a hard task to fulfil in EFL classes because of their constraints (bad pronunciation, lack of fluency, lack of accuracy, inadequate vocabulary...) in addition to their realization that it is a complex skill which implies not only linguistic competence but a sociolinguistic one too . A considerable proportion represented by 30 participants (31.91%) who maintained that listening according to them is more difficult than speaking for it is less taught and in which they receive little or no practice .Only 14 students ( 14.89 %) said that both skills are difficult.

**Item 03: Students' difficulties in dealing with listening.**

30 participants (31.91%) are concerned by this question and asked to specify their area of difficulty when practicing listening and cite their main barriers:

<b>Students constraints</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Native speakers speak very fast , so we can't grasp the ideas of the treated topics .</b>	<b>08</b>	<b>33.33</b>
<b>we find difficulties in understanding some words , phrases, structures due to native speakers' pronunciation , fluency, hesitation, pauses...</b>	<b>12</b>	<b>40</b>
<b>Lack of listening practice</b>	<b>04</b>	<b>13.33</b>
<b>We are not familiar with the variety of dialects , accents (informal language difficulties ).</b>	<b>04</b>	<b>13.33</b>
<b>The discourse length which led to the lack of concentration on the whole meaning of the text or at least understanding the speakers meaning.</b>	<b>02</b>	<b>6.66</b>
<b>Total</b>	<b>30</b>	<b>100</b>

**Table 18: Students listening constraints.**

The table demonstrates that the most crucial listening difficulty EFL learners face is the misunderstanding of words , phrases , structures ... because of native speakers ' pronunciation, fluency, hesitation , pauses... ,where we found 12 students (40 %) meet this problem .This latter is probably caused by native speakers use of stress, intonation , elision , weak forms ... so, even our learners are familiar with the words used in isolation and know their transcription and pronunciation , they are unable to depict their meaning when they are pronounced or used in a connected speech. (this problem is due to learners lack of interest towards learning

phonetics). Some of them suggested specializing Phonetics ' courses in secondary school so to cover the problem from its roots.

- An other listening problem was revealed by 08 subjects (33.33 %) which is native speakers' speech rapidity, when students find themselves unable to grasp and understand the general meaning of the treated topics or discourses specially when this latter is long. This problem may led to the appearance of other undesirable factors such as the lack of concentration as well as the loose of intention .All these constraints are results of EFL learners ' habit to listen only to non native speakers who use a slowly and a deliberately spoken English and its not the case for non native speakers who use fast and spontaneous speech .In addition to the students lack of exposure to authentic materials presented by native speakers.

- 04 subjects (13.33 % ) claimed that their listening problem is the lack of listening practice inside / outside the classroom context , due to the unavailability of extra learning aids such as tapes .This factor may affect their listening abilities .So our students expressed their need to practice listening and they suggest that listening comprehension lectures have to be balanced with the other lectures in addition to the need of practicing extensive listening

- Finally, the unfamiliarity with the speakers' accents may appear to effect learners auditory perception .In fact, 04 learners (13.33 %) claimed meeting this difficulty, as they felt it hard to understand speakers who use different accents .This problem is led by EFL learners familiarity with only their teacher's accent or to the standard variety of British or American English they tend to experience in their classes each time.

#### **Item 04: Students ' speaking difficulties.**

The rest of our sample (50 participants, 53.19)who represent the biggest part and who claimed that speaking is likely to be the most difficult skill to practice and to speak correctly is a far aim to reach .they are asked to give their main barriers in this concern .Their arguments are cited in the following points:

Students' barriers	Participants	Percentage %
Mother tongue interference	06	12
Fear of criticism and making mistakes.	10	20
The difficulty to be fluent.	08	16
The difficulty to have a good pronunciation	15	30
The difficulty to adopt a specific accent	01	02
The difficulty to find necessary vocabulary to cover about specific topics .	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

**Table 19: Students' speaking constraints .**

This table demonstrates that the most apparent speaking problem EFL learners meet is pronunciation barriers where, 15 subjects ( 30%) maintained that to pronounce correctly is a hard task to be fulfilled , this difficulty may be due to the factor we've cited before which is the absence of pronunciation practice through the course of Phonetics with which our learners have too small experience (one year), and it isn't enough ; notions as stress , intonations , weak forms ...are really new terms for them to be put in practice .Those learners said that in some cases , even they pronounce well but still they are unable to apply these rules , in addition to the different spelling cases and how words are pronounced.

- 10 respondents ( 20 %) declared having the problem of finding necessary vocabulary to cover about specific topics .They argued that this problem specifically speaking appears when tackling unfamiliar topics in classroom or topics which need special terminology to be developed and not any term can fit the meaning .This may be resulted from the lack of exposure to the language and the lack of knowledge of its (syntax).
- The same percentage was presented by 10 participants (20 %) who claimed that they encounter another type of problems which is the fear of making mistakes and being criticized .This latter resulted from the students feeling of linguistic inferiority and having critical atmosphere concerning classmates / teacher as audiences , this criticism may affect his /her self confidence and led not only to the lack of participation but to

the appearance of the feeling of ignorance, isolation and the creation of "an introvert student".

- 08 subjects (16%) felt that their influent and disconnected slow speech is their main barrier towards realizing a good speaking proficiency, this problem is a consequence of the lack of practice and exposure to the language in its context.
- Just 06 students (12 %) who claimed that their difficulty is the mother tongue interference, probably due to the linguistic shortage when speaking using the target language and they feel gaps in their messages which they don't be able to fill. Our learners automatically refuge to the use of their mother tongue with or without intention since the mother tongue in such cases represents a source of safety and security.
- Only 01 student (02%) who cites the problem of the inability of the adaption of a certain accent, and this reveals the fact that our learners' first interest is to produce a well pronounced, fluent and accurate speech. They prove the view which says you can never adopt a specific accent unless you master the language well and correctly.

## **Listening**

### **Item 01: Students evaluation to their listening practice outside the classroom .**

It was confirmed by our respondents that they are interested by practicing listening and need to be encouraged to deal with what is named extensive listening which means listening outside the classroom .So , in this question , students are asked whether they make any efforts to experience different kinds of listening materials outside the classroom.

Table 01 sums up their answers;

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Yes</b>	<b>62</b>	<b>65.95</b>
<b>No</b>	<b>32</b>	<b>34.04</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 20: Students' extra listening practice.**

We have assumed in the beginning of our questionnaire that our population is a young one, this implies that they are constantly emerged in a media education .This generation is over exposed to different types of entertainments presented in English such as ; music , internet, movies, news...ect . Consequently , we have 62 participants (65.95%) who claimed that they practice listening to the target language outside the formal context may be for the reason of trying to cope with the difficulties they encounter . 32 students (34.04%) argued that they have never tried to practice any kind of listening material out of the classroom.

**Item 02: Students' attitudes towards listening to authentic programs outside the classroom.**

The 62 students (65.95%) who showed positive attitudes towards practicing listening outside the formal context are asked whether they tend to listen to authentic programs presented by natives or no. Table 21 indicates students' answers.

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Yes</b>	<b>46</b>	<b>74.19</b>
<b>No</b>	<b>10</b>	<b>16.12</b>
<b>No answer</b>	<b>06</b>	<b>09.67</b>
<b>Total</b>	<b>62</b>	<b>100</b>

**Table 21: Students rate of listening to native speakers authentic programs outside the classroom.**

There is a considerable proportion of respondents 46 ( 74.19 %) who showed their interest to listen to authentic programs presented by natives. First because of the fact of authenticity then as a second reason their interest in the language spoken by those native speakers ,Since it was explained before in the questionnaire that our learners want to be more exposed to such types of materials to overcome their listening constraints and be familiar with natives' accents, pronunciation, intonation, stress, use of weak forms ...etc. 10 students ( 16.12%) confirmed that though they practice listening to English outside the classroom but they do not listen precisely to authentic programs presented by native speakers .Here we can obtain two interpretations; whether our students are not interested in authentic programs and prefer other types or they don't listen to authentic programs because the spoken language used belongs to natives and it is difficult for them to comprehend, so they listen to non native

speakers to reduce the efforts must be made for comprehension .However , 06 participants gave no answer.

**Item 03: Students' level of comprehension to native s' authentic resources.**

Going too deeply and seeking for more details , in this item , our 46 learners who claimed their extra listening practice to natives ' authentic programs are asked to evaluate their level of understanding the language used .The results obtained are shown in the following table .

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Good</b>	<b>0</b>	<b>0</b>
<b>Acceptable</b>	<b>10</b>	<b>21.73</b>
<b>Average</b>	<b>11</b>	<b>23.91</b>
<b>Low</b>	<b>25</b>	<b>54.34</b>
<b>Total</b>	<b>46</b>	<b>100</b>

**Table 22: Students' extent of comprehension to natives' authentic programs.**

Out of 46 students who showed positive attitudes towards practicing listening to different natives' authentic resources ,only 10 students(21.73%)confirmed that their level of comprehension to the language used is acceptable as they find no problems in understanding.23.91% among them evaluate their comprehension to be average .The highest proportion which represents the percentage of 54.34 % is of those respondents who stated that their degree of understanding is low confirming that they have many constraints , the ones which had been cited at the beginning of this same section .As a result , according to those findings , we notice that our learners as inside the classroom , they need more listening practice outside , since they claim to have listening comprehension habits.



**Item 04: Students' attitudes towards having the teacher as the only source of input in classroom.**

In this question, we wish to know whether our participants are satisfied of listening only to the teacher as the unique model of speech and this is enough to truly develop their listening capacities .The participants' responses are highlighted in the following table:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Yes</b>	<b>08</b>	<b>8.51</b>
<b>No</b>	<b>80</b>	<b>85.10</b>
<b>No answer</b>	<b>06</b>	<b>6.38</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 23: Students viewpoints about listening only to the teacher.**

The highest majority of 80 participants (85.10%) expressed their dissatisfaction of having the teacher as the unique model of speech in their listening practice. They argue that although the type of language teachers tend to use in the classroom is important, but it stills insufficient since they need to listen to the language in its real context presented by native speakers and this isn't the case in our department where all teachers are non native speakers , who tend to use all the time a simple language with a clear pronunciation and a slow speed because of the learners poor listening competence .This type of spoken language used by those teachers makes students unable to understand the other types of natives and become passive towards the listening activities which demand more concentration and efforts. Only 08 respondents (8.51 % ) who maintain that their teachers' spoken language is enough and this later may stands from the constraints they encounter when listening to natives .Still we've 06 students (6.38%) who didn't provide any possible answer for unknown reasons.

**Item 05: the use of teaching aids in the classroom .**

Since teaching aids are revealed to have a big importance in the process of learning and teaching, and have a positive effects on learners both receptive and productive skills. Hence, the present question seeks to investigate the issue of introducing teaching aids to serve

as other source of natives' speech in classroom and how it is viewed by FL learners in terms of necessity." Do they find it necessary or not? "

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Yes</b>	<b>84</b>	<b>89.36</b>
<b>No</b>	<b>10</b>	<b>10.63</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 24: students' viewpoints about the necessity of using teaching aids In their classes.**

In accordance with the previous question( item 04) in which the majority of our respondents showed a clear dissatisfaction towards having the teacher as the only model of speech in classroom , this table confirmed the students' need and interest to have other resources of speech which are suggested to be realized through other didactic aids .The overwhelming majority of our participants (84, 89.36 %) maintained that they support introducing different teaching aids in their classes as they find them interesting and useful to fully improve their listening / speaking abilities as well as having a complete opportunity to be acquainted with the variety of speech types and they consider it as a source of motivation and facilitating any task. Only 10 students claimed that these instructional materials are needless as its enough to have teachers , perhaps this percentage represents the same category of those who showed their satisfaction in the previous question.

**Item 06: Students ' evaluation of the use of teaching aids by their teachers of Oral Expression.**

Because of the students' interest to experience other teaching aids in classroom, in this question students are asked to give us an idea about the real status concerning the use of those materials by their teachers of O.E course.

Responses	Participants	Percentage %
Very often	00	00
Sometimes	26	27.65
Rarely	53	56.38
Never	15	15.95
Total	94	100

**Table 25: Students ' evaluation of the use of teaching aids by their teachers of Oral Expression.**

It would be appear from the above scores that a considerable rate of students (53, 56, 38 %) argued that teachers do rarely include teaching aids in classroom. 26 students (27.65 %) reported that their teacher used TA in his teaching but rarely and according to them this lack of T . A usage is due whether to the unavailability of those materials or teacher's lack of interest to use such instructional tools and introduce new materials to motivate their students. 15 participants (15.95 %) claimed that their teachers never use them.

### **Item 07: Types of teaching aids included by teachers**

After asking our respondents about their evaluation to the use of T.A in classroom , we find it necessary to ask them for determining the types used in their classrooms .the results obtained are clearly shown in the following table:

Responses	Participants	Percentage %
Visual aids	42	44.68
Audio aids	30	31.91
Audio-visual aids	10	10.63
No answer	12	12.76
Total	94	100

**Table 26: kinds of teaching aids used in classroom.**

In the seventh item , 42 respondents (44,68%) ensured that the majority of the teaching aids used by their teachers are visual aids. Which consist of only Board and pictures. As they argued this lack of the other types of visual aids to the absence of language laboratories at the

level of the English department at Batna university. 30 students (31.91%) claimed that their teachers use audio aids such as tapes presented through cassette recorders due to the cause just mentioned above. Only 10 participants (10.63%) said that they have experienced audio-visual aids. Still a proportion of (12.76 %) which presents 12 students who didn't give any answer.

### **Section III: Speaking**

#### **Item 01: Student speaking practice outside/inside the classroom.**

The first item of this section seeks to investigate the issue of learners ' amount of talk both in side and outside the formal context or the classroom. To specify exactly where they use the target language here are the results:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Outside the classroom</b>	<b>18</b>	<b>19.14</b>
<b>Inside the classroom</b>	<b>46</b>	<b>47.87</b>
<b>Both</b>	<b>05</b>	<b>05.31</b>
<b>No answer</b>	<b>25</b>	<b>26.59</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 27: Outside/ inside classroom speaking practice.**

Generally speaking our learners have no opportunity to interact with natives nor the use of English outside the classroom, that's why it is difficult for them to fulfil any oral task .When investigating this issue we have found only 18 students (19.14%) out of 94 who claimed that they use or speak English outside the classroom ( with their classmates or friends and some of them reported that they speak with themselves ), this category denied the role of the teacher outside the learning environment .46 respondents(47.87%) maintained that their oral practice is usually inside the classroom with their teacher and classmates and whenever they go out they start using the mother tongue unconsciously. Only 05 students (5.31 %) argued that they speak this foreign language inside as well as outside the classroom, where we found a considerable proportion of participants (25, 26.59 %) who didn't provide any possible answer , probably for the reason that they don't speak English neither outside nor inside the classroom .

**Item 02: Speaking outside the classroom .**

After being asked to specify where exactly they use the target language , outside or inside the learning context, the present question aims to discover the learners frequency of speaking in the two contexts .The answers are put in the following table:

**1/ Outside the classroom:**

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Very often</b>	<b>02</b>	<b>11.11</b>
<b>Sometimes</b>	<b>10</b>	<b>55.55</b>
<b>Rarely</b>	<b>06</b>	<b>33.33</b>
<b>Total</b>	<b>18</b>	<b>100</b>

**Table 28: Students' frequency of talking outside the classroom.**

Despite the necessity to have an extra curricular oral practice , the table above shows that only 18 students argued that they talk outside their classes , where 10 participants among them (55.55 %) claimed that they do speak from time to time (sometimes ) .06 students (33.33%) said that they rarely talk outside and only 02 respondents (11.11%) maintained that they speak English always or very often.

**2/ Inside the classroom:**

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Very often</b>	<b>10</b>	<b>21.73</b>
<b>Sometimes</b>	<b>15</b>	<b>32.06</b>
<b>Rarely</b>	<b>16</b>	<b>34.78</b>
<b>No answer</b>	<b>05</b>	<b>10.86</b>
<b>Total</b>	<b>46</b>	<b>100</b>

**Table 29: Students' frequency of talking English inside the classroom.**

This table reveals that among those who argued that they speak the foreign language inside the classroom (46 students, 47.87%) , 10 participants ( 21.73%) claimed that they speak English frequently or very often. We noted that 15 participants (32.06%) adopted the

"sometimes "response arguing that their amount of talk or participation depends on the easiness / difficulty of the topic treated, their familiarity with those topics, their interest to the types of issues and the way of presentation whether by the teacher or through the available teaching material .The remaining learners that constitute the rate of (34.78%) claimed that even they do speak but rarely, probably because of the previous explained speaking constraints which encounter learners such as ; fear of making mistakes , bad pronunciation, misunderstanding of the language used ... .05 respondents(10.86 %)hesitated to give any answer.

**Item 03: Types of activities done in classroom during the Oral Expression course.**

Students were asked to cite the main activities they practice in classroom. The results are well shown in the table:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Exposes</b>	<b>65</b>	<b>69.14</b>
<b>Free discussions</b>	<b>20</b>	<b>21.27</b>
<b>Songs/dialogues interviews/stories</b>	<b>09</b>	<b>9.57</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 30 : Main oral activities used in classroom.**

The table illustrates the fact that the majority of our respondents 65(69.14%)have the exposes or research papers' oral discussion as the main activity they practice in an Oral Expression course , as they have argued that this activity doesn't fit really their needs to practice speaking English as well as interacting .They justify their attitudes to explain that when dealing with this activity , students are just reading from papers , so they find difficulties in understanding the topics treated because of their classmates bad presentation ( bad pronunciation , unclear and inaccurate speech) . They copy directly from the internet without selecting what suits them as well as their lack of using other sources as books in their researches which led to the use of difficult words.20 students (21.27 %) maintained that their free discussions are the main activities they do, but they describe these sessions to be a teacher's talk dominated. Only 09 respondents (9.57 %)who reported that they have songs,

dialogues, interviews and stories presented by natives to deal with in a small part of time from one hour and half devoted for the course, they express their satisfaction towards experiencing those authentic activities ,but at the same time they complain about the insufficiency of time since most of the time is allotted to exposes .

Most importantly, those results reveal the neglect of our suggested technique by our teachers.

**Item 04 : Types of activities students prefer to practice in their classes.**

After being asked to give us an idea about the main activities adopted by their teachers to present the Oral Expression course , we wanted to have an idea about the types of activities our learners wished to do for the reason of trying to find other alternatives for helping them overcoming the difficulties they meet. They selected the main activities:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Songs</b>	<b>23</b>	<b>24.46</b>
<b>Role plays</b>	<b>14</b>	<b>14.89</b>
<b>Stories</b>	<b>37</b>	<b>39.36</b>
<b>Conversations /dialogues / interviews</b>	<b>20</b>	<b>21.27</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 31 :Students' preferred speaking activities.**

Overwhelmingly the majority of our respondents argue that they need and prefer authentic speaking activities as alternatives to be adopted in their classes because of many reasons such as ; authenticity , motivation , providing them with a real context of the language ....

Their responses vary to find that a considerable proportion or the percentage of 37.36% which represents 37 students who claim that they prefer listening to stories or storytelling activities to practice speaking. Not so far , 20 subjects (21.27 %) said that they wanted conversations , dialogues and interviews to experience .23 students( 24.46%) confirmed that they prefer songs, and the rest, 14students (14.89 %) maintained having role plays as their most preferred speaking activity to tackle.

**Section four: laboratory based teaching and storytelling activities .**

**Item 01: Students familiarity with language laboratory.**

Our respondents are asked whether they have an idea about laboratory based language learning or no. The responses are summed up in the following table:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Yes</b>	<b>50</b>	<b>53.19</b>
<b>No</b>	<b>29</b>	<b>30.85</b>
<b>No answer</b>	<b>15</b>	<b>15.95</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 32 : Students' knowledge about what language laboratory is?**

Out of 94 students , 50 students (53.19 %) declared that they are familiar with the notion of 'laboratory based learning', whereas 29 participants claimed that they have no idea about what does this notion mean. A considerable proportion presented by 15.95 % didn't provide any possible answer.

**Item 02: Students' experience in the language laboratory.**

In this item only 50 subjects are concerned . when they revealed their knowledge of language laboratory .So , they are asked whether they have ever had an oral expression course in a lab or their knowledge is just a result of extra \_ information.

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Yes</b>	<b>10</b>	<b>20</b>
<b>No</b>	<b>40</b>	<b>80</b>
<b>Total</b>	<b>50</b>	<b>100</b>

**Table 33 : Learners experience in the language lab**

Only 10 students(20 %) out of 50 claimed that they have already experienced the language lab, probably in other departments or universities .The biggest proportion of 40 respondents (80 %) declared having no experience in such learning or instructional setting



and all the Oral Expression sessions are in a form of ordinary classroom courses. This fact reveals our assumption that when having our study in a language lab , our learners are going to be more interested and motivated.

**Item 03: The comparison between a language lab course and an ordinary classroom one.**

The same proportion which claimed knowing what a language lab is? Are addressed this question which seeks to get an overview of their opinions about learning in the lab versus learning in an ordinary classroom. Respondents provided the following answers:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Quite different from an ordinary class course</b>	<b>27</b>	<b>54</b>
<b>Little bit different</b>	<b>10</b>	<b>20</b>
<b>No difference at all</b>	<b>08</b>	<b>16</b>
<b>I don't know</b>	<b>05</b>	<b>10</b>
<b>Total</b>	<b>50</b>	<b>100</b>

**Table 34 : The difference between language lab session and a normal classroom course.**

The highest rate represented in table 34 is of learners who think about a language lab to be a quite different place from a normal classroom, stating that they enjoyed and favoured being in the language lab.10 respondents (20%) claimed that even there is a difference between learning in the two instructional settings but still it is a bit or a slight one .Others presenting 16% of the respondents agreed on the similarity between the two places and reported "no difference at all " as their response .Only a small percentage of 10 % among our participants who react negatively towards the question arguing that they don't know.

**Item 04: Students' attitudes towards introducing listening comprehension  
In language lab through audio tapes.**

In this item , participants are asked to express their opinions about using audio tapes in language laboratory during listening comprehension 'session. Their responses are shown in the table 35:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Interesting</b>	<b>56</b>	<b>59.57</b>
<b>Not interesting</b>	<b>10</b>	<b>10.63</b>
<b>Difficult</b>	<b>12</b>	<b>12.76</b>
<b>Challenging</b>	<b>16</b>	<b>17.02</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 35 : using audio tapes for listening comprehension in LL.**

The table presented above revealed that more than a half of our participants 56 (59.57 %) agreed on their interest to practice listening through audio tapes where they specifically adopt the "interesting "response . This percentage indicated that our students had a strong beliefs regarding the importance of such didactic aids in their learning process as they consider it as a source of motivation and interest for learners and it stimulates free oral production of English in classroom through discussion , debates ... .16 respondents (17.02%) claimed that they find the use of these type of teaching aids (audio tapes ) is quite challenging for the reason that these tapes push the learners to create concurrence in their learning .On the other hand , 12 participants (15.76 %) claimed facing many difficulties when practicing listening through audio tapes( speech speed ,the misunderstanding of the language used, natives' use of paralinguistic features ( stress, intonation , weak forms...) which according to them make speech more complex.10 students (10.63%) denied the role or the importance of such teaching aid in developing listening and speaking abilities , probably because of their lack of experience using tapes , or as they said "we experience many psychological obstacles with audio cassettes because of the complex use of language " and they prefer to listen only to their teachers.

Students' responses to the question indicates that nearly the majority of them are interested to use or experience tapes in their listening , this fact has to be taken into account as a positive factor for obtaining good results in our study.

**Item 05: Students' opinions about tapes' content.**

As the previous item indicates learners' desire and interest to use audio tapes , so to really realize motivation through this type of didactic aids ,this present question aimed to identify learners' preference or choices about the tapes ' content or " What do they want those tapes to include ? Of course their answers vary to agree on four main speaking forms:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Dialogues</b>	<b>12</b>	<b>12.76</b>
<b>Stories</b>	<b>46</b>	<b>48.93</b>
<b>Interviews</b>	<b>10</b>	<b>10.63</b>
<b>Songs</b>	<b>26</b>	<b>27.65</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 36 : Types of speaking forms students like their tapes to contain.**

The figure presented above revealed that our learners first interest is to listen to stories where about (48.93%) of the subjects preferred this type of oral forms as they argued that:

- It makes us active , ready to learn more and acquire better.
- It is an authentic tool to be used for listening comprehension.
- It creates a free atmosphere to speak and listen.
- It brings motivation and interest.
- It develops our imagination, prediction and understanding.
- It enables us to discover native speakers' culture.

At the same time , 26 students (27.65%) reported that they generally prefer listening to songs as it is a tool to present the language in an authentic manner.12 participants (12.76%) chose dialogues to be included by their classroom tapes as they consider it a suitable mean to improve their spirit of discussion and make them aware about both cultural and social context of the language .Still we have only 10 students ( 10.63%) who claimed that they prefer interviews and nearly the majority of them didn't give any reason behind their choice.

**Item 06: Students ' attitudes towards stories during their childhood.**

Through this item we wanted to have an idea about our participants ' literary background . where we looked for exploring their interest to read stories and their desire to have a cultural heritage since stories generally speaking are mirrors to people 'culture . As we wished to test their extent of acceptance to the procedure which is going to be introduced .Through this question our learners are asked whether they have read stories in their childhood to test their readiness to react positively towards having storytelling activities as a basic technique in presenting their Oral Expression course.

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Yes</b>	<b>80</b>	<b>85.10</b>
<b>No</b>	<b>10</b>	<b>10.63</b>
<b>No answer</b>	<b>04</b>	<b>04.25</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 37: learners' experience with listening /reading stories in their Childhood.**

Throughout this table, it is revealed that nearly the majority of the respondents have experienced this art in their childhood. 80 subjects (85.10 %) claimed that they have read stories and listened to stories too, they emphasized that they listened more than they read adding that this art of storytelling is a way they experience everyday in their daily conversations at home, in school, in street.... This reveals that our participants declared that their familiarity with this art, still we are going to investigate their readiness to experience the same art using a foreign language and see their attitudes in the coming question. 10 subjects (10.63 %) claimed their total ignorance to stories and their lack of experiencing this literary genre, probably because they gave more importance to games, cartoons... even though all these types of entertainment include stories but may be they didn't recognize that. 04 students (04.25 %) gave no answer.

**Item 07: Titles of stories students remember from their childhood.**

Students' responses to this question vary to include different titles highlighted in the list below:

- Snow white
- Mowgli
- Cinderella
- The girl with the red hat
- Robin hood
- Aladdin and the magic lamp...

From all these stories, we notice that our learners have a real contact with the targeted culture but they didn't recognize that since they learn them using the mother tongue. Still this endless list of title reveals the great impact stories have on students' remembering and this is a positive point which shows the efficiency of our technique.

**Item 08: Student's attitudes towards learning stories using English.**

Question 08 investigates the issue whether those learners have the desire to listen to stories using the English language or not, and to give us some titles of stories they would like to learn in English. Their responses are organized in the following table:

" Would you like to learn those stories in English?"

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Yes</b>	<b>85</b>	<b>90.42</b>
<b>No</b>	<b>09</b>	<b>09.57</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 38: Students' viewpoints about learning stories using English.**

Overwhelmingly the majority 85(90.42 %) of the participants wanted to exceed their experience with stories to use a foreign language , since they argued that it would be an enjoyable and excited experience in which they are going

- To have full opportunities to know the equivalents of words in English.
- Be able to use another language rather than just one.

-09 students (09.57%) argued that they didn't want to have such stories presented in English as they justified this response by being confused and uncomfortable when using the foreign language .

- The second part of this question is devoted to know the types or titles of stories they prefer to learn in English .Their choices are highlighted in the list bellow:
  - Macbeth of (William Shakespeare).
  - Hamlet of (William Shakespeare).
  - Romeo and Juliet of (William Shakespeare).
  - The happy prince of ( Oscar Wild)
  - The grass is singing of (Doris Lessing).
  - Ghost stories....

From this question we notice that our learners are so interested to have insights on the targeted culture , as they prefer them to be told by native speakers using English better than their L1 ( Arabic) since any language is representative of its own culture .Such stories even they are available in Arabic version but the best way to deal with them is to tackle them presented with their original one.

### **Item 09: students' attitudes towards introducing storytelling activities in the Oral Expression Course.**

After proving students' interest to listen to stories in English in order to have insights about the foreign culture .This item seeks to go deeper in dealing with this art and limits its use to the formal context of leaning which is the classroom. Our participants are asked to give their opinions about expending the use of storytelling art to the module of O.E and adopt its activities as a basic technique for developing students' oral performance, and creating a suitable atmosphere for learning. Participants' reactions are organized in the following table:

Responses	Participants	Percentage %
Very interesting	64	68.08
Normal activity	20	21.27
Needless	10	10.63
Total	94	100

**Table 39 :Students' opinions concerning adopting storytelling activities  
As a basic technique in the O.E.course.**

The proportion of 64 students representing (68.08%) among the whole population who adopted the "very interesting " response indicated that our learners have recognized the importance of storytelling activities in developing their oral performance as well as other skills ,as they set a list of reasons behind their responses:

- Storytelling activities help us to learn a second culture ( the targeted one ).
- They improve communication and language skills.
- They develop imagination and understanding .
- They teach how to predict events .
- In dealing with a story , I experience all other form of speaking , it may include songs , dialogues , interviews and free citations.

20subjects stated that experiencing storytelling activities in an O.E course is too normal and have no specific characteristics , indeed it has the same role and impact as the other types of activities in classroom .Others presenting (10.63%) of the respondents seemed not to like these activities and considered them to be needless.

**Item 10: Students' experience with storytelling activities .**

After recognizing the importance of such activities , according to the learners , this item attempts to see whether our respondents have tackled this type of activities in their classes or not .Respondents provided the following answers:

Responses	Participants	Percentage %
Yes	15	15.95
No	79	84.04
Total	94	100

**Table 40: Students' experience with storytelling activities in classroom.**

Unless the majority of our respondents agreed on the importance of these activities and the role they play to improve their different skills , more than the half of participants 79, ( 84.04%) argued that they have never experienced such activities. Only 15 subjects (15.95 %) claimed that they have an idea about this technique as they experienced it but rarely.

Item 09 and 10 revealed that even though our learners didn't experience such activities, but they recognize well their big importance. This result may probably derived from their strong relationship with this art from their childhood till the present time and They have a strong belief regarding the great impact those activities have in improving their productive and receptive skills and helping them overcoming all the constraints they meet.

Students with no experience argued that their lack of experience is may be due to teachers' lack of qualification to deal with these activities and this art of storytelling, or to the unavailability of suitable tapes which include stories that treat topics which fit students ' needs and interests.

**Item 12: Learners' choice to tell /listen to stories .**

Although the Oral Expression course is devoted for developing both speaking and listening abilities , we've found that classroom storytelling art is divided into two streams where learners are invited whether to tell stories or to listen to stories .This item seeks to discover their preferred activity in case they deal with stories " Do they prefer to tell a story then they discuss it or they chose listening to a story then discussing it?". Their responses are shown in the following table:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Tell stories</b>	<b>24</b>	<b>25.53</b>
<b>Listen to stories</b>	<b>70</b>	<b>74.46</b>
<b>Total</b>	<b>94</b>	<b>100</b>

**Table 41 : The choice between listening /telling stories in classroom .**

Out of 94 respondents (74.46%) , more than two third of our students claimed that they prefer listening to stories since they  
 -Develop their two abilities , listening when they listen to the story and speaking when they discuss it.



The remaining learners who constitute a rate of 25.53% preferred telling stories as to develop their speaking capacities and to facilitate the task of understanding for their classmates as they listen to a simple and easy language .

**Item 13: Students' opinions about the story 's presentation .**

The present question concerns those who wish listening to stories .It aimed to identify the learners ' opinions about the language used to present the stories they wanted to listen to, whether they preferred stories presented by native speakers' or by non native speakers .Their responses are organized in the table bellow

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>A native speaker</b>	<b>55</b>	<b>78.57</b>
<b>A non native speaker</b>	<b>15</b>	<b>21.42</b>
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 42 : Students' opinions concerning the language used to present the story, native /non native language .**

The table's results confirmed the view which had been discussed in the previous questions of our questionnaire and which claims that our students always need the exposure to materials where English is spoken by natives .55 participants (78.57%) preferred this kind of speech and considered it a natural one .

-Through listening to native speakers, they will be able to know new vocabulary, imitate them in terms of pronunciation , adopt some paralinguistic features such as , stress, intonation , pitch....The repeated sessions of listening comprehension using such type of speech make them capable to understand more, speak better and perform well .

However , 15 students (21.42%) claimed that they wanted their stories to be told by native speakers , since this latter is easy to be understood and listening to natives' speech is a uncomfortable and confused task where they cited some dilemmas they encounter such as :

- native speakers ' speech is difficult to be understood , since their articulation isn't clear .
- It is too fast .
- It is full of hesitation , pauses...and all the other constraints which were cited before.

**Item 14: Students' preferred storytelling activities in classroom.**

This item of students' questionnaire indicated the type of storytelling activities students prefer to be included in their course of O.E and wish to have in classroom in order to take their choices into consideration when designing the activities for our experimental study. They proposed the following

<b>Students' choices</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Multiple choice questions</b>	<b>15</b>	<b>21.42</b>
<b>Filling the gaps</b>	<b>15</b>	<b>21.42</b>
<b>True/false sentences</b>	<b>10</b>	<b>14.28</b>
<b>Finishing the sentences</b>	<b>07</b>	<b>10</b>
<b>Retelling the story</b>	<b>10</b>	<b>14.28</b>
<b>Reorder the story 'events</b>	<b>13</b>	<b>18.57</b>
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 43 :Types of storytelling activities students like to exercise in The classroom.**

**Item 15: students' general suggestions concerning the teaching of the Oral Expression course.**

As a concluding question of the questionnaire, we wished to provide students with an open question to give us their suggestions towards realizing a successful course through which they can develop both listening and speaking skills. The following list contains their main suggestions and viewpoints:

- Try to overcome the problem of groups' size by dividing the group into sub-groups to make learning more effective.
- To have more time devoted to this course , three hours are insufficient , we need additional sessions specifically having special sessions of listening comprehension with more listening activities .
- Teachers should try to use suitable teaching materials and teaching methods in their teaching , those which go with their learners level of proficiency, interest and needs as well as their learning styles .

- The teacher must work not only as an instructor but he should create a cooperative atmosphere, where all the designed activities are parts of student's choices in a relaxed context without the fear of making errors and stress.
- Make the language laboratory as the main instructional setting for the realization of the course's objectives.
- Try to adopt modern teaching aids .
- Teachers should try to cope with the difficulties students encounter in developing their speaking and listening abilities and help them to deal with all the psychological problems they have .
- Teachers should seek for authenticity in their teaching methods to create motivation , interest , comfort and creativity in their classes, as they have to vary the activities in each session ( dialogues , free discussions , problem solving activities , storytelling, role plays...).
- Teachers have to stimulate the free oral production of English in the classroom by more speaking practice and more practice sessions in pronunciation.
- Teachers should let students talk and reduce their amount of talk.
- Give the students a chance to access to the different and wide natives' speech models (songs , documentaries , TV plays , TV, radio news...).
- Try to find alternatives where necessary.

## **Conclusion**

The analysis of the students' questionnaire allowed us to highlight the following conclusions ; our second year students are unsatisfied with the way the O.E course is presented and they related this dissatisfaction to many factors:

The insufficiency of time allocated to the course generally and to the two skills in particular, lack of motivation , the dominance of teachers talking time , the overcrowded classes.... .All these obstacles led to the appearance of a serious gap in our learners' oral competence and communicative abilities to achieve a successful learning .So our learners encounter several difficulties at the level of the two skills ( listening /speaking ) .Unless they claim their efforts to cope with all the dilemmas they meet in dealing with those oral skills through their responses in the questionnaire , but still the rate of success is very limited .

Students confirm their need to the supervision , guidance and the creativity of the teacher through adapting a suitable teaching strategies and methods built upon : the necessity to use different didactic aids and look for alternatives in their teaching if necessary .Those alternatives tend to bring interest , motivation , creativity and the good performance in a relaxed and comfortable learning environment to treat not only learners' linguistic inabilities but their psychological barriers too , where learners are confronted to a situation in which they are less confident and doubt of their own oral competences resulting in shyness and discomfort. This latter restraints their active participation in classroom.

Throughout the students' reactions towards their problems and how do they deal with them, we noticed their lack of exposure to the spoken language neither inside nor outside the classroom, this is in one hand .On the other hand they lack to be exposed to authentic materials specially speaking about those presented by natives and both factors effect their effective communication.

Tackling this point , we find it necessary to put the lights on students' big interest towards having different activities with different models of speech . Among the tools which provide the learners with all those opportunities , storytelling activities which are argued by them to be very useful and provide extra chances for oral practice as well as helping them to involve their speaking and listening performances in an authentic manner.

Finally, all participants tried to suggest some guidelines for their teachers of O.E to cope with all the problems they meet and better their situation since cooperation is the best way to realize a successful teaching/ learning process.

The data collected from this questionnaire , served in designing different experimental courses, the appropriate teaching materials and activities .

## Teachers' Questionnaire Analysis

### Section one: Background information

#### Item 01: Qualification

This first item of the teachers' questionnaire aims to clarify our second year teachers' of Oral Expression qualification and diplomas.

Responses	Participants	Percentage %
License	03	37.5
Magister	05	62.5
Doctoral	00	00
<b>Total</b>	<b>08</b>	<b>100</b>

**Table 44: Teachers' qualification**

Table 44 shows that our teachers qualifications differ to include 03 teachers (37.5%) who hold a license degree, whereas the remaining teachers (62.5%) hold magister degree (more qualified). No one has a doctorate diploma; these results indicated the diversity of the educational levels among our teachers.

#### Item 02: Teachers' gender

The present item resulted in the following sex distribution.

Responses	Participants	Percentage %
Male	03	37.5
Female	05	62.5
<b>Total</b>	<b>08</b>	<b>100</b>

**Table 45: Teachers' sex distribution.**

According to the results shown in the above table. Our sample is characterized by the female over representation; this may be due their choice of teaching the Oral Expression

course which was personal as it is going to be clarified in the sixth question. Since in this department every year at the beginning, teachers are asked to design the modules they want to teach and of course their choices are going to be taken into account.

So, this module of Oral Expression is chosen to be taught by women more than man. Only 03 teachers are males, whereas the remaining 06 teachers are females.

**Item 03: Teachers' experience in the teaching at the university level.**

In this question respondents were asked to give general insight about their experience in teaching at the university specifically in the English department. The results are organized in the following:

Participants	Teacher(1)	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>
Response	02	04	03	06	10	13	06	06

**Table 46: Teachers' teaching experience at the university (English Department)**

For this question, we noticed that our teacher's teaching experience scope varies between 02 years till 13 years as maximum.

- Teachers, who reported having 02, 03 and four years of experience, have recently obtained their " license".
- The rest reported that they have 06, 10, 13 years of teaching experience. ( 02 of them are preparing for their doctorate, the remaining three teachers are preparing for " magister".

**Item 04: The modules which had been taught by those teachers.**

This question seeks to cover the modules which had been taught by our teachers during their teaching experience. The different courses teachers provided are cited in the following table:

Participants	Modules
T <sub>1</sub>	Phonetics, Oral Expression
T <sub>2</sub>	General Culture, English Lit, Oral Expression
T <sub>3</sub>	Phonetics, Oral Expression, Grammar
T <sub>4</sub>	English Literature, Oral Expression, Grammar
T <sub>5</sub>	Grammar, Written Expression,
T <sub>6</sub>	British Civilization, Oral Expression, E.S.P, Grammar
T <sub>7</sub>	American Literature, Oral Expression, Linguistics
T <sub>8</sub>	Oral Expression, General English, Phonetics

**Table 47: The modules taught by teachers during their teaching period.**

The Oral Expression course is among the modules that the majority of our teachers had experienced in their teaching in addition to other different modules. This fact helps us to gain their various view points about the teaching of this modules.

**Item 05: Teachers experience in teaching the Oral Expression course.**

**The present item resulted in the following table:**

Participants	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>
Responses	02 years	01	03	05	07	02	01	04

**Table 48: Years of experience in dealing with Oral Expression lecture.**

Table 48 shows that the scope of teachers' teaching experience within the oral Expression module ranges between 01 year to 07 years. It means that our sample contains both categories " green teachers" i.e. new ones as well as " experienced teachers" both kinds of teachers are considered to be an important source to provide us with considerable input about the coming items of our questionnaire.



**Item 06: Teachers' decision to teach the Oral Expression module.**

This sixth item of the questionnaire investigates whether the teacher's decision to teach this module was personal or imposed by the administration. Their responses are presented in table 06.

Responses	Participants	Percentage %
Personal	04	50
Imposed by the administration	04	50
Total	08	100

**Table 49: Teachers' free/ imposed choice to teach the Oral Expression course.**

According to the results shown in the above table, teachers responses vary between 4 teachers ( 50%) who claimed that their negative response towards this question was a result of an administrative obligation, where they prefer teaching other modules than the oral Expression, since the recent status or in reality this course demands unfortunately a (talkative teacher) as the learners really encounter severe problems in talking or participating in classroom. Whereas the same proportion (50%) is represented by the remaining 4 teachers where they argued that they teach this module because:

- They are aware about the learners' inability to use the target language and even express themselves, at the same time they are interested to give them the hand of help to solve this problem which may be coped through this course; students must be given full opportunities to do so.

Others' reason (the remaining 04 teachers) to chose teaching this course is simply because they like it and feel more free in presenting it.

**Item 07: Teachers' opinions about the number of session/ number of groups they teach per week for O.E.**

We have found it very interesting to have an idea about both number of groups and number of sessions teachers deal with in teaching the Oral Expression course. The following are the results:

Participants	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>
Number of sessions	02	06	02	03	06	02	02	04
Number of groups	02	03	01	03	03	01	02	04

**Table 50: Teacher number of sessions/ groups in teaching Oral Expression.**

For this question, the table reveals many factors.

- The administration plans their number of sessions according to the number of groups.
- For all teachers, the number of sessions ranges between 2 sessions to 4 as a maximum in each grade following the response of the sample and this is acceptable. But what we notice from the table is this existence of 6 sessions according to T<sub>2</sub> and T<sub>5</sub>, normally those two teachers have 3 sessions ( one session for each group ). But the two teachers argued that they tended to divide their groups into sub groups. This operation reveals the appearance or the existence of a problem within our department which is the huge number of students which led to the overcrowded group. Our teachers' structure two parts, those who feel the problem exists really and tend to reduce its bad effect on students' concentration, participation...

The others who don't care, and tended to let every thing as it is planned by the administration.

**Item 08: Teacher's viewpoints about time allotted to the Oral Expression course.**

This item seeks to investigate the issue whether time allocated to this course is sufficient for them to full reach their aimed objective in developing their learners' oral performance. The obtained answers are summed up in the following table.

Responses	Participants	Percentage %
Yes	0	00
No	8	100
Total	8	100

**Table 51: Time allocated to Oral Expression.**

It appears clearly from the table that all teachers or the total majority had reacted negatively to wards the question, this indicates that 100% or our respondents are currently dissatisfied with the amount of time allocated to the Oral Expression module (they adopt the same reaction as their learners).

As a second part of the question and as a normal result derived from teachers' reaction towards the first part. It is important to ask them about their suggestions to cope the problem of time.

The participants' responses agreed to have:

- At least two sessions per-week.
- At least one hour a day.
- To specialize sessions for listening comprehension and others for the other speaking practices.

**Item 09: Teacher adapted programs to teach Oral Expression, prescribed /their own personal.**

One major area of concern for both students and teachers alike is to find suitable methodology and program to adapt for the realization of a successful learning / teaching process. here is the case of our teachers of Oral Expression, in this item we found it necessary to have a look on their adapted programs to present this course. Participants gave the following responses.

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>A prescribed program</b>	<b>03</b>	<b>37.5</b>
<b>Personal program</b>	<b>05</b>	<b>62.5</b>
<b>Total</b>	<b>08</b>	<b>100</b>

**Table 52: Teachers' prescribed/ personal adopt programs.**

It would appear from the above scores that a high case of teachers (62.5 %) claimed that they use or follow a personal program in teaching

The course of Oral Expression. The rest ( 3 teachers 37.5%) assumed that their followed programs are a prescribed ones.

As a second part belonging to the same question, teachers are asked to describe their programs. They agree on the following answers.

\* For listening

- They use tapes including songs, interviews, dialogues sometimes presented by natives and sometimes those sources are presented by non native ones( teachers themselves).
- They listen to BBC programs in case of a prescribe program. They tend to use exposes. Free discussion...

We notice from the above results that it exists a total ignorance to our suggested technique by our Oral Expression teachers in teaching this course. And in fact this is a positive point to take into account in order to prove the efficiency of our storytelling based technique.

**Item 10: Teachers' preferred way of presenting the Oral Expression course.**

This question results in the following:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Learner centered method</b>	<b>08</b>	<b>100</b>
<b>Teacher centered method</b>	<b>00</b>	<b>00</b>
<b>Total</b>	<b>08</b>	<b>100</b>

**Table 53: Teachers' favourite method to present the Oral Expression course.**

A crushing majority of 8 teachers favour a learner centred method in presenting this oral course, as they argued that the aim behind planning such kind of courses in the curriculum is to give the opportunity for EFL learners to develop their speech production using the target language. Students must take the major talking time in expressing their ideas, viewpoints, themselves, and tackling the activities suggested by their teachers; of course the teacher should act as a facilitator and a guide.

### **Section III: Language skills (listening/ speaking)**

**Item 01: Teachers' evaluation to speaking/ listening in terms importance.**

With regard to their experiences in teaching the Oral Expression course, teachers are asked to provide us with their views concerning the skill(s) they think should be given more importance in the course as it contributes greatly in realizing a better aims as well as a remarkable improvement in enabling students to use the target language for a good oral proficiency. Respondents provided the following answers:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Listening</b>	<b>01</b>	<b>12.5</b>
<b>Speaking</b>	<b>04</b>	<b>50</b>
<b>Both</b>	<b>03</b>	<b>37.5</b>
<b>Total</b>	<b>08</b>	<b>100</b>

**Table 54: Teachers' classification of skills according to their importance.**

The table above reveals that the half of our respondents (05 teachers) with a proportion of 50 % gave the speaking skill the first rank when classify it in accordance to its importance to achieve an acceptable oral proficiency level and they claimed that this is the skill which must require much attention. The "listening skill" comes in the second rank with the proportion of only (12.5%) represented by one teacher who elected it to be more important than the speaking skill to realize the cited objective. 03 teachers (37.5 %) maintained that both skills are important as they depend on each other to give learners the chance to communicate more effectively.

**Item 02: Teachers' evaluation to listening/ speaking in terms of teaching difficulty.**

As we have noticed before that EFL learners have met many constraints in their learning specifically in developing listening/speaking, EFL teachers have the same position as they encounter many problems in their teaching of the same skills.

So, to discover what is the most difficult skill to be taught according to our teachers? Is the concern of the present item.

Responses	Participants	Percentage %
Listening	03	37.5
Speaking	05	62.5
Total	08	100

**Table 55: Teachers' ranking of listening/speaking in accordance to their difficulty to be taught.**

The table above indicates that more than the half of our participants (05 teachers) representing (62.5%) classify the speaking skill to be the most difficult skill to be taught and put it at the first rank in terms of complexity, as they cited the following summarized arguments:

- Students lack of communication strategies.
- Students problem in speaking (bad pronunciation, non accuracy and fluency, the feeling of inferiority towards their linguistic repertoire...), all those variables in most of the cases are difficult to teach.
- Speaking as a productive process to be taught needs more efforts and requires the use of a variety of procedures and techniques which seek for different instructional and motivational materials. Those latter aren't available all the time.

03 teachers (37.5%) claimed that the skill they find it difficult to be taught in an EFL classroom is listening because of

- \*students lack of listening strategies.
- \* students lack of practicing listening outside the classroom, as they depend only on intensive listening which isn't enough for them to fully develop their receptive abilities.
- \* it is too difficult to get the learners acquainted with the native speakers' speech, different accents, use of weak forms, use of daily expressions...

**Item 03: Teachers' efforts to deal with the difficulties they meet in their teaching of speaking/ listening.**

This item seeks to answer the question whether our teachers after discovering the areas of difficulty in their teaching have tried to cope with them or not? Their responses are the following:

Responses	Participants	Percentage %
Yes	07	87.5
No	00	00
No answer	01	12.5
Total	08	100

**Table 56: Teachers' attitudes towards trying to deal with teaching areas of difficulties.**

Through the results shown by the above table we noticed that nearly the majority of our participants, 07 teachers who represented the proportion 87.5 % had responded positively to the question and said "yes" that they have tried to cope with the dilemmas they encounter. This means that our teachers come up to remark the seriousness of students constraints in dealing with both listening and speaking skills, and find necessary to look for different strategies to cover this latter. One teacher (12.5%) didn't adapt any reaction and didn't provide any answer for unknown reasons.

**Item 04: Teachers' evaluation to their success in treating these difficulties.**

After their positive confirmation towards trying to overcome their teaching problems, in this item we wish to have teachers' self evaluation to their success in doing so, the responses are shown in the following table:

Responses	Participants	Percentage %
25 %	02	25
50 %	04	50
75 %	02	25
More than 75 %	00	00
Total	08	100

**Table 57: teachers' level of achievement in overcoming their teaching difficulties.**

Out of 8 teachers, four (04) among them (50%) reported that they have achieved the level of 50% success. 02 respondents (25%) claimed that have reached only 25% success. The remaining two teachers (25%) maintained that they have realized 75% success in dealing with their teaching barriers and solving student's problems. Still no teacher had reached more than 75% success.

**Item 05: teachers' description to the remedy adapted for coping with the problem they meet in teaching listening/speaking.**

Through the previous item, we have noticed that our respondents are organized in two groups, the first one is of those who find difficulties in teaching speaking, the other concerns the ones who meet problems in teaching listening.

This item seeks to have an over all description of the problems met by the two categories.

- teachers who meet difficulties in teaching speaking claimed that they try usually to cope with these latter following some strategies summed up in the following:

- Vary the oral speaking activities such as role plays, questionnaires, talking circles, free discussion, the use of exposes...
- Encourage learners outside classroom speaking practice.
- Motivate the learners to speak willingly and try to create a comfortable atmosphere in the classroom.
- Specialize sessions for teaching pronunciation and some times working in collaboration with phonetics' teachers.
- Provide the learners with easy, suitable, and familiar topic to be discussed.
- Try to enlarge their vocabulary repertoire through encouraging them to read and to listen to English spoken by natives through their dialogues, interviews, songs...( those activities are accompanied with an explanation of terms).

-The others who maintained having difficulties in teaching listening has suggested the following remedies:

- Encourage extensive listening (listening outside the classroom).
- Create motivation through the exposure of students to



different authentic materials which treat different issues that suit their level, interest and need. Of course this exposure is to native speaker's language.

- The use of language laboratory as the main instructional Setting.
- More listening practice through more listening comprehension sessions.

**Item 06: Teachers' viewpoints about the importance of didactic aids as remedial devices to improve students' oral abilities.**

After knowing students' big interest to learn through didactic aids for they argue that those materials are useful and beneficial in the success of the teaching/learning process. This item looks for the viewpoints of the other part which is concerned by this process about the same issue, do they think that those didactic aids are necessary to be introduced as a remedial devices to cope with all the difficulties they face? The respondents' opinions are presented in the following:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Yes</b>	<b>08</b>	<b>100</b>
<b>No</b>	<b>00</b>	<b>00</b>
<b>Total</b>	<b>08</b>	<b>100</b>

**Table 58: Teachers' opinions towards suing teaching aids in their teaching.**

Overwhelmingly, the majority of the participants responded positively to the question. The 8 teachers (100%) agreed that those didactic materials are helpful and necessary in motivating students and realize a successful teaching/ learning process.

**Item 07: Teachers' use of didactic aids in their classes.**

After the teacher's recognize to the importance of such materials in EFL classrooms, this item seeks to discover teachers use of these materials. "Do they use them in their classes" their responses are the following:

Responses	Participants	Percentage %
Yes	07	87.5
No	01	12.5
Total	08	100

**Table 59: Teachers' use of didactic aids in their classrooms.**

Almost all teachers (87.5%) reported that they tend to use didactic aids to support their teaching and creating motivation among their learners. Only one teacher unless he confirmed the importance of such materials in learning/ teaching process. (12.5%) gave a negative response, may be this unique subject tends to support the free discussions and exposes,

**Item08:the extent of using didactic aids in their EFL classes.**

This present item seeks to discover the teachers' frequency of using didactic aids in their classrooms.

Responses	Participants	Percentage %
Very often	01	14.28
Often	02	28.57
Sometimes	03	42.85
Rarely	01	14.28
Total	07	100

**Table 60: Frequency of using teaching aids in EFL classrooms.**

Despite of the great importance teaching aids have in the teaching / learning process. The table above indicates that only one teacher (14.28%) who claimed that he uses such type materials very often. Two teachers representing the proportion of (28.57%) reported that their use to these instructional tools is often. 3 participants (42.85%) maintained that they used them from time to time. On subject (14.28 %) said that he rarely uses them. All these results can be interpreted in two ways, whether those teachers don't have accessibility and availability of teaching aids or inspite Of the awareness about their effectiveness in creating a suitable and motivating learning context, but they don't give them much importance.

**Item 09: Types of didactic aids used by teachers.**

Item 09 is designed to see which type of instructional mediums our participants do often use or prefer to adapt in their teaching ( visual, audio or audio- visual).

<b>Responses</b>	<b>Participants</b>	<b>Percentage%</b>
<b>Visual aids( pictures, board, overhead projector)</b>	<b>01</b>	<b>14.28</b>
<b>Audio aids( audio cassette, language laboratory)</b>	<b>05</b>	<b>71.42</b>
<b>Audio-visual aids( video tapes, computers)</b>	<b>01</b>	<b>14.28</b>
<b>Total</b>	<b>07</b>	<b>100</b>

**Table 61: Teachers favoured instructional materials.**

The highest rate represented in the table below is the one of teachers who tended to adopt audio aids (audio cassettes, language laboratory) to present their Oral Expression course may be to the availability of such materials at the level of the English department. Only one subject (14.28%) claims that he tends to use visual aids as mediums of instruction. Another teacher (14.28%) maintains that he uses audio-visual aids (video tapes, computers) but with a noticeable shortage or accessibility of those aids at the level of the English department.

## Section III: Storytelling

### **Item 01: Teachers preferred types of speaking forms to be included in their instructional medium.**

After shedding the light on what types of didactic aids are preferred to be adopted by our participants. We have found it necessary to ask them about the content of those tools, or what are the oral activities they want to base on their presentations. The participants gave the following responses.

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Dialogues, interviews</b>	<b>03</b>	<b>42.85</b>
<b>Role plays</b>	<b>01</b>	<b>14.28</b>
<b>Stories</b>	<b>01</b>	<b>14.28</b>
<b>Songs</b>	<b>02</b>	<b>28.57</b>
<b>Total</b>	<b>07</b>	<b>100</b>

**Table62: Teachers' favoured teaching activities in the Oral Expression course.**

A considerable proportion of teachers (03, 42, and 85%) argued that they prefer to work using dialogues and interviews as stimulating oral activities to enhance learners' speech production. Songs come in the second rank in terms of being favoured by teachers to be use probably due to their views which claim that (dialogue, interviews, song) are activities with which students are familiar, they are described to contain easiness and motivation both (stories and role plays) are classified at the last rank with one respondent (14.28 %) for each one may be to the teachers' lack of qualification to deal with such techniques as they consider them some how difficult, need experience despite of their authenticity. These results reveal the fact that our suggested technique is nearly to be completely ignored by our teachers of the Oral Expression course. This fact is going to be taken into account as a motive or a reason to introduce it as a basis for the course presentation so, to prove its positive effects on learners' oral performance and convince our teachers about the technique efficiency. Most importantly to provide the field of teaching with concrete\_results and new teaching procedure.

**Item 02: Teachers' attitudes towards storytelling activities in the Oral**

**Expression course.**

In this item we come from a general question to a more specified and detailed one this question seeks to find the participants' view points about the efficiency and usefulness of introducing storytelling activities into the course. Their responses are organized in the following table:

<b>Responses</b>	<b>Participants</b>	<b>Percentage%</b>	<b>justification</b>
<b>Effective</b>	<b>01</b>	<b>12,5</b>	<b>Storytelling activities in classroom enable learners' to develop both listening and speaking proficiency in an authentic manner</b>
<b>Interesting and motivating</b>	<b>05</b>	<b>62,5</b>	<ul style="list-style-type: none"> <li>-These activities engage the learners in the learning process.</li> <li>- They contribute in learning as they develop learners' imagination and prediction.</li> <li>-A good technique which enables learners to gain more vocabulary .It enhances learners' motivation and creativity.</li> <li>-A story is a mirror through which learners are going to well acquire the aspects of the targeted</li> </ul>

			<p><b>culture.</b></p> <p><b>-This technique introduces the students to literature and its different aspects, So , it becomes easy for them to acquire Literature module and crates a sort of familiarity.</b></p>
<b>Boring</b>	<b>02</b>	<b>25</b>	<p><b>-It needs qualified teachers to give its best results.</b></p> <p><b>-Students are not supposed to tell stories , they are supposed to gain a background knowledge to use it in different situations, and this may be achieved through studying every day English.</b></p> <p><b>Although we need stories from time to time.</b></p>
<b>Needless</b>	<b>00</b>	<b>00</b>	

**Table 63 : Teachers' attitudes towards storytelling activities in the Oral expression course.**

**Item 03: Teachers' introduction to storytelling activities in their teaching.**

Even though, many among our participants had revealed their favour to use other types of speaking activities rather than stories. But, still it is so important to support our assumption and to ask them whether they have used them in their classes or do they personally try to incorporate them using different activities. The responses are the following

Responses	Participants	Percentage %
Yes	03	37.5
No	04	50
No answer	01	12.5
<b>Total</b>	<b>08</b>	<b>100</b>

**Table 64: The use of storytelling activities in EFL classes.**

Out of the 08 participants, 03 teachers (37.5%) reported that they do use storytelling activities in their Oral Expression course. merely half of the teachers (50%) stated that they don't use them. While (12.5 %) provide any possible answer.

**Item 04: Teachers' frequency concerning the use of storytelling activities in classroom.**

This item concerns teachers who have responded positively towards the previous item and seeks to discover their extent of using such activities in presenting their Oral Expression course. The teachers' responses were highlighted in the following:

Responses	Participants	Percentage %
Very often	00	00
Often	00	00
Sometimes	02	66.66
Rarely	01	33.33
<b>Total</b>	<b>03</b>	<b>100</b>

**Table 65: Teachers' level of using storytelling activities in their classes.**

The results shown in table 65 revealed that even our participants claimed that they tend to use storytelling activities in EFL classrooms but from time to time ( sometimes) or rarely and this isn't enough as they admitted that they use them as independent activities which do not take time and its not the case of our study where we suggested the use of those activities as a basis for the whole course i.e. all the course's time is devoted for storytelling activities with its two types ( speaking/ listening).

**Item 05: Teachers' evaluation to students' involvement in the course when using storytelling activities.**

For those who revealed their use to storytelling activities, this question aims to reveal teachers evaluation towards learners involvement in the Oral Expression course using storytelling activities. The results are shown in the following:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Excellent</b>	<b>00</b>	<b>00</b>
<b>Good</b>	<b>02</b>	<b>66.66</b>
<b>acceptable</b>	<b>01</b>	<b>33.33</b>
<b>Bad</b>	<b>00</b>	<b>00</b>
<b>Very bad</b>	<b>00</b>	<b>00</b>
<b>Total</b>	<b>03</b>	<b>100</b>

**Table 66: Teachers' attitudes towards student's performance dealing with storytelling activities in the classroom.**

From the above we noticed clearly that the total majority of respondents had responded or reacted positively towards the question as they evaluate their learners performance and involvement in the course to be good for 02 teachers (66.66%) and acceptable for the remaining one teacher ( 33.33%). So, the three subjects agreed on the positive effects of storytelling activities upon learners' achievement.

**Item 06: Teacher's attitudes towards the role of storytelling activities in developing learners speaking and listening abilities.**

After practicing these activities with EFL learners, this item seeks to investigate the teachers' opinions about the role played by the storytelling chosen activities in classroom. As they are asked to justify their answers, the results are summarized in the table bellow. (Respondents were required to tick more than one answer if necessary)



<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
<b>Develop the listening abilities</b>	<b>The three participants</b>	<b>100</b>
<b>Develop the speaking abilities</b>	<b>The three participants</b>	
<b>Others</b>	<b>The three participants</b>	
<b>Total</b>	<b>03</b>	

**Table 67: Teachers’ opinions about the skills developed through classroom storytelling activities.**

From the responses revealed in the table, our participants confirmed the great role, storytelling activities have on student's oral skills as well as other skills. Their justifications are summed up in the following main points:

- Storytelling activities enable EFL learners to improve their listening abilities, through their listening to the story and trying to answer the different comprehension questions and fulfil the different listening comprehension tasks such as

- \* true/ false question.
- \* multiple choice questions.
- \* memory games.

All these tasks create what is called "listening by purpose".

- Storytelling activities enable the learners to develop their speaking competences when they are invited to speak in the different situations chosen by the teacher to enhance their spirit of prediction and imagination. When retelling the story the learners find themselves reciting the story's events and at the same time calling for their memory. Speaking can be developed also through the after storytelling debate where learners are invited to discuss the main themes treated under the story or discuss the cultural aspects presented by the story and role plays where students adapt roles sometimes depicted from the story and in other cases treating topics having relations with. At last, the 03 participants added other skills such as developing concentration, comprehension, memory, creativity, vocabulary, motivation...

**Item 07: Kinds of stories used in classrooms**

In this question respondents were asked to give the different kinds of stories they have used in their teaching experience and explain the reasons behind their choices. Here are the results:

- Short stories: for the reason that they are not long so the activities aren't going to take time since all the time teachers are limited by time. Generally, short stories are presented in a simple and easy language. The Length of the stories which may effect students understanding abilities as they feel confused to following the events and concentrate if the story in long.

**Item 08: Teacher' followed teaching methods when dealing with storytelling activities.**

In this question, respondents are asked to describe the principles of their teaching methods using stories in classroom. Here are the two possible procedures:

Responses	Participants	Percentage %
Tell stories then discuss	00	00
Listen to stories then discuss	03	100
Total	03	100

**Table 68: Teachers' adopted procedure in using stories in classroom.**

According to the revealed results depicted from the table above, overwhelmingly the majority of our participants ( 03 teachers representing the proportion of 100% ) agree on the same teaching procedure to adapt which is make students listen to the story then discuss, so the learners are going to develop listening and automatically through discussion with the different explained tasks they are going to improve their speaking proficiency. For the first suggest procedure ( tell stories then discuss) they argued that it was proved to be unfruitful since it calls first to push students to talk and our learners meet severe speaking constraints, in this case both speaking and listening are blocked.

**Item 09: Story' presentation**

Since we have generally speaking two types of language through which we can present a story in an EFL classes ( a language spoken by natives or the one spoken by the users of that

language or non native speakers ). This item seeks to find teachers best or most favoured used language in tackling such a technique in class. They are asked to justify their answers. Teachers' choices as well as justifications are summed up in table 69.

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
Native speakers	03	100
Non native speakers	00	00
Total	03	100

**Table 69: Teachers' preferred language in presenting the story**

All the participants (03) 100% claimed that they prefer stories told by native speakers to use them in their listening activities and the 03 teachers reacted positively to use native speakers presented stories for so many arguments or reasons to answer the second part of the same item. Their arguments are listed below:

- To make students familiar with native speakers language.
- To expose learners to the target language used in its genuine or real context.
- To improve their pronunciation.
- Give them an opportunity to get rid of all the constraints and dilemmas they meet in developing their speaking / listening proficiency using a native speakers' language through practice in a free and authentic atmosphere.
- Being familiar with the paralinguistic features of the English language such as ( tone, intonation, stress, assimilation, weak forms) a why not try to imitate them.
- Enlarge their linguistic repertoire.

**Item 10: Teachers favoured instructional setting to introduce storytelling activities.**

In this question, respondents are asked to give their preferable place where they use stories, is it in classroom or a language laboratory. Their responses are highlighted in the coming table:

<b>Responses</b>	<b>Participants</b>	<b>Percentage %</b>
In classroom	00	00
In the language	03	100

laboratory		
Total	03	100

**Table 70: Preferred instructional setting where to introduce storytelling activities.**

According to the table' results, the majority of our participants chose the language laboratory as their best instructional setting, they tend to include storytelling activities in the lab for the following reasons:

- Language laboratory helps students to lessen the listening difficulties they encounter.
- It offers the students the opportunity to learn more and acquire better in an active, motivated, enjoyable and excited environment.
- It gives the learners the sense of freedom in learning and experiencing the community learning (students together).
- Speaking about storytelling, the laboratory based presentation of these stories would be very beneficial for the following reasons:
  - Stories will be well listened by the learners for the fact of using earphones (voice is clear).
  - Students do not only share the story but they share also the communicative interaction between teacher and students as well as on the between students themselves.
  - Invite students to concentrate more on the different story' events as well as on the variety of the cultural aspects contained by the story.
  - It enables them to imitation the teller, trying to gain the original from of pronunciation, intonation, stress, use of weak from...and learn how to tell stories using the different techniques of this art, since not every body can be a real teller and succeed in attracting the audiences.
  - Laboratory based presentation results in a successful realization to the different storytelling activities .

**Item 11: Teachers' frequent storytelling activities.**

By asking this question, we wanted to have an idea about the different storytelling activities they tend to use when dealing with this technique in their classes. We have found the following responses:

Activities	Participants	Percentage %
Multiple choice question	00	00
True false sentences	00	00
Filling the gaps	01	33.33
Finishing the sentences	00	00
Reorder the story' event	00	00
Retelling the stories	02	66.66
Storytelling memory games	01	33.33
Prediction	00	00
Oral discussion of the story	00	00
Total	04	100

**Table 71: The different storytelling activities in classroom, our teachers tend to use.**

The results shown in the table reveal the fact that the main activities used by our participants are:

- Listening and discussing the story ( listening).
- Prediction (speaking).
- Retelling the story (speaking).
- Filling the blanks (listening).

So, even our three participants used different activities as it is shown for developing both listening and speaking, but still their activities aren't enough since there are many activities which tend to enhance students' other skills (concentration, imagination, memory...) and this is what we try to prove through our study in addition to the too skills.

Participants	Responses
T <sub>1</sub>	<ul style="list-style-type: none"> <li>- Listening to the story then discussing it orally.</li> <li>- Sometimes some pauses of prediction.</li> </ul>
T <sub>2</sub>	- They listen to the story, I ask them listen carefully and then try to retell the story.
T <sub>3</sub>	- When students listen to the story they are ask to fill the blanks of some extracted pieces from the story. In other cases I ask them to retell the story.

**Table 72: Teachers' description to their introduction to storytelling activities.**

**Item 12: Teachers' evaluation to student's involvement in storytelling activities.**

In this question, we wish to have teachers' evaluation concerning the learners' extent of involvement in the course in using storytelling activities. Their evaluation is evaluation is organized in the following:

Responses	Participants	Percentage %
More than 75%	00	00
75%	01	33.33
50%	02	66.66
25%	00	00
Total	03	100

**Table 73: Teachers' evaluation to students rate of involvement in the course using storytelling activities.**

Through the obtained results, our three teachers claimed an acceptable involvement in the course when using stories.

One respondent (33.33%) revealed his learners involvement to reach 75% and this is a very important result. As it represents the positive effects which these activities have on students performance and motivation, the two remaining subjects (66.66%) argued that their learner's involvement is about 50 % and it is good result two. Perhaps all participants can reach better than that with the condition of trying to vary more activities and give this technique more time.

### **Item 13:**

As a concluding item in our teacher's questionnaire, it seeks teachers' general attitudes towards the subject under investigation. It is a free space question where all teachers are concerned with it. Teacher's comments about introducing storytelling as a basic technique for developing student's oral performance are reported in the following points:

#### **Teacher 01:**

Personally, I find storytelling activities in an EFL class a very motivating tool for learning as it enhances students speaking and listening capacities.

#### **Teacher 02:**

Storytelling activities are a well suggested technique for motivating students first, enable them to develop their oral skills ( speaking/ listening) and they tend to create a natural context for the English language and put learners in a comfortable learning environment.

#### **Teacher 03:**

They are useful in EFL classroom. Stories represent a source of authenticity as well as motivation in EFL teaching/ learning process.

#### **Teacher 04:**

My self I find it difficult to apply in classroom. It needs qualifications. Sincerely I am not able yet to introduce them in my course, as they need time and we have an over loaded curriculum as well as large groups.

#### **Teacher 05:**

No answer.

**Teacher 06:**

Storytelling is a motivations technique students are involved in both skills (they listen and speak, the characters in the story attract the students' attention, they broaden their imagination and prediction.

They are introduced to new themes taken from the targeted culture. It is a way to appreciate literature.

**Teacher 07:**

It's good way to introduce storytelling activities in an oral expression course but from time to time since we have other authentic spoken activities which proved to be efficient in improving students oral capacities like groups dialogues...students in their learning are not supposed to tell stories always.

**Teacher 08:**

Personally, I have experienced this technique when I was a student and I have recognized the great value it has. It enriches both life experience and linguistic experience. I have found that stories in classroom meet the cognitive and psychological needs of the learner. But unfortunately I didn't try to practice such a tool because I lack the prior experience to integrate stories as well as lacking the cultural abilities to handle storytelling in English.



## **Conclusion**

According to the analysis of the different items in teachers' questionnaire, we come to draw up the following conclusions. Our teachers at the level of the English Department in Batna University have different educational backgrounds as well as different teaching experiences in teaching English generally and teaching the Oral expression course in particular, these diversities resulted in many opinions, perspectives and responses towards the different sections of the questionnaire. First, their claims about the over loaded curriculum ,the large group size, the absence of a prescribed program to be followed and the insufficiency of time allotted to the course. All these factors are classified to be the main reasons behind the failure to achieve the Oral Expression course' main objective which is improving and developing learners' abilities in speaking and listening. The participants revealed the great value of these language skills in realizing a successful communicative learning environment. Where learners should talk, interact and collaborate with their teachers to gain real foreign language proficiency. This latter can't be realized because of the different constraints our learners meet, as it was reported by our teachers, so even they have tried to help students to cope with those serious difficulties and they have adapted different strategies and methods to do, so but their level of success is very limited as they claimed being unable to go beyond 50% success is very limited as they claimed being unable to go beyond 50% success level.

To support the process of EFL teaching and to provide learner with full opportunities and challenges to overcome their disabilities, teachers tend to use extra didactic aids in a better instructional setting such as language laboratory and introduce different oral activities when students face the language in its natural and genuine context.

Concerning storytelling activities in a EFL classroom, our teachers as they have reported through their responses, nearly the majority of them didn't give such activities much importance despite their recognition to the greet value of stories and the positive role they have in developing students listening and speaking abilities as well as on other skills like concentration, understanding, imagination, memory...and even they tend to use them but in a restricted way and with few practice.

The finding of this questionnaire will surely help us design the teacher's neglected aspects in teaching and to compensate all shortage committed by them towards using storytelling activities in an