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The Role Of Using Short Stories In Oral Communication Classroom

The Case Study of First Year EFL Students at Naama University Centre

Dissertation Submitted to the Department of Foreign Languages as a
Partial Fulfillment for the Degree of Master in Linguistics

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DEDICATION

***We** dedicate this work to:*

*The source of our happiness in this life, our
mothers and fathers.*

*Our sisters and brothers whose support and
assistance have been extremely important.*

*Our teachers, all our friends and to all our
families.*

To all our colleagues.

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Abstract

ABSTRACT

Interestingly, recent movements in teaching English emphasize the need to integrate literature. In this regard, short stories are the most appropriate choice for teaching listening and speaking skills because of the motivating effects of stories. Therefore, this study aims to highlight the positive role of English stories as authentic materials for the development of speaking and listening skills. In order to obtain accurate data on this topic, two questionnaires are given to instructors and students at Salhi Ahmed Naama University Centre. The findings show that stories are efficacious teaching means to improve students' speaking and listening skills.

Keywords: Speaking, Listening, short stories, language skills, communication.

List of tables and figures

Table Of Contents

Dedication	II
Acknowledgements	III
Abstract	VI
Table Of Contents	V
Table Of Contents List Of Tables	VI
List Of Figures And Abbreviations And Acronyms	VII
General Introduction	1
Chapter One:Literature Review	
I .1.Introduction	5
I .2.Definition Of Listening Skill	5
I .3.Listening Skill In Short Stories	5
I.4.Definition Of Speaking Skill	6
I.5.Speaking Skill In Short Stories	6
I.6.Language Skills In Short Stories: Listening And Speaking	7
I.6.1.Listening Skill	7
I.6.2.Speaking Skill	7
I.7.Definition Of Oral Communication	7
I.8.The Importance Of Oral Communication	8
I.9.Definition Of Short Stories	9
I.10.The History Of Teaching Short Stories	10
I .11.Short Stories In Foreign Language Classroom	11
I.12.Classroom Short Stories Stages	12
I.12.1 Before Short Stories Stage	12
I .12.2.While Short Stories Stage	13
I .12.3.Post Short Stories Stage (Games And Activities)	13
I .13.Reasons For Using Short Stories	14
I .13.1.A Source Of Motivation	14
I .13.2.Meaning	14
I .13.3.Communication	14
I.14.The Benefits Of Short Stories In Language Classroom	15
I .15.The Teacher As A Storyteller In Short Stories	17
I .15.1.Capturing Students' Attention	17
I.15.2.Demonstrating Important Themes And Concepts	17
I .15.3.Enhancing Vocabulary And Language Skills	17
I .15.4.Stimulating Creativity And Imagination	18
I .16.Conclusion	18
CHAPTER TWO: Data Analysis And Interpretation	
II.1 Introduction	20
II.2.Objectives And Aims Of The Study	20
II.3.Research Design	20
II.4.Case Study	21
II.5.Sample Population	21

List of tables and figures

II.5.1.Teachers' Profile	22
II.5.2.Learners' Profile	22
II.6.Data Collection Instruments	23
II.7.Questionnaire	23
II.7.1.Learners' Questionnaire	24
II.7.2.Teachers' Questionnaire	24
II.8.Data Analysis	25
II.8.1.Learners' Questionnaire Analysis	25
II.8.2.Teachers' Questionnaire Analysis	34
II.9.Data Discussion And Interpretation	45
II.10.Suggestions And Recommendations	47
II.11.Conclusion	47
GENERAL CONCLUSION	49
Bibliographic References	51
Appendices	53

List Of Tables

Table II.1: Learners' Demographic Information	25
Table II.2: Learners' Attention During Sessions With Short Stories	29
Table II.3: The Influence Of Short Stories On Learners' Emotions And Feelings	30

List Of Figures

Figure II.1: The Benefits Of Using Short Stories	26
Figure II.2: The Preferred Kind Of Stories For Oral Exp	26
Figure II.3: The Impact Of Short Stories On Enhancing Speaking Skills	27
Figure II.4: Assessing Understanding During Short Stories Engagement	28
Figure II.5: Student Perception During The Teacher's Storytelling	29
Figure II.6: Preference For Expressing Oneself Through Short Stories	30
Figure II.7: The Ability To Gain New Words Or Sentences Through Short Stories	31
Figure II.8: Enjoyment In Telling Short Stories	32
Figure II.9: Enjoyment In Listening To Short Stories	32
Figure II.10: Effectiveness Of Telling Or Listening To Short Stories For Language Learning	33
Figure II.11: Teachers' Degree(S) Held	34
Figure II.12: Duration Of English Language Teaching Experience	34
Figure II.13: The Important Skill When Use Short Stories	35
Figure II.14: Choosing Short Stories For Effective Oral Communication Classes	36
Figure II.15: Strategies To Make The Learners Feel Comfortable	36
Figure II.16: The Impact Of Short Stories On Development Of Oral Communication Skills	37
Figure II.17: Enhancing Student Performance In Oral Communication	38

List of tables and figures

Classes	
Figure II.18: The Impact Of Short Stories On Student Eloquence And Fluency Development	38
Figure II.19: Preferred Teaching Activities For Short Stories	39
Figure II.20: Motivating Students Through Short Stories	40
Figure II.21: Aspects Focused On While Teaching Short Stories	41
Figure II.22: Perception Of The Role Of Stories In An Oral Communication Class	42
Figure II.23: Preferred Story Types For Teaching Students	43

LIST OF ABBREVIATIONS AND ACRONYMS

EFL: English As Foreign Language

FL: Foreign Language

LMD: License, Master, And Doctorate.

Opt: Option

General

Introduction

General Introduction

Significantly, teaching English as a foreign language becomes a major concern in Algeria. In this process, the four language skills (listening, speaking, reading, and writing) are integrated, but speaking and listening are often the most challenging skills. In this regard, teachers play a crucial role in supporting students to develop positive perceptions of oral communication by using effective strategies to improve their oral abilities. Short stories in the EFL classroom, thus, can be a significant tool to improve such abilities by employing it as a medium for exploring, expressing, and communicating students' /teachers' ideas effectively in oral expression. Accordingly, this research aims to demonstrate that short stories have the potential roles to enrich students' oral performance, enhance motivation, and increase cultural sensitivity and awareness. Ultimately, incorporating short stories into the EFL classroom can foster a deeper understanding and appreciation of the English language and its role in oral communication.

Research Questions

- 1- How can short stories be used to enhance learners' listening and speaking skills?
- 2- How can short stories assist EFL students in effectively communicating their intended ideas?
- 3- How can short stories enhance motivation?

Research Hypotheses

The following hypotheses are proposed:

- 1- Listening to short stories helps students improve speaking abilities and enhances their understanding of linguistic forms and discourse.
- 2- After listening short stories, student's fluency can be improved.
- 3- Short stories can enhance motivation by captivating listener and speaker and stimulating their imagination.

General Introduction

Research Methodology

Sample:

In this study, the sample population consists of both teachers and 1st year LMD students of English at the University Center of Naama. The teachers selected for this study include 14 EFL teachers who possess a wide range of teaching experience, varying from 5 to more than 15 years. On the other hand, the target population of learners comprises 124 EFL students at the University Center of Naama, and they were randomly chosen for the research. However, the questionnaire distributed to the students received responses from only 90 students, which formed the basis of the analysis. It is important to note that the non-response of 34 students may introduce some potential bias into the findings. Nonetheless, the gathered data will be analyzed based on the 90 completed questionnaires, taking into consideration the perspectives, experiences, and opinions of the participating students.

Procedure:

This study employs a mixed-method approach, combining qualitative and quantitative research methods to gather comprehensive data. Two main questionnaires have been administered. Two primary questionnaires were distributed: one to experienced teachers of oral expression, and another to 1st year LMD students of English at the University Center of Naama Salhi Ahmed. The goal was to gain a dependable understanding of the attitudes held by both teachers and students regarding the use of short stories to enhance the speaking skill of EFL learners.

General Introduction

Structure of the Study

The introduction outlines the main points of the study. The First Chapter is entitled "literature review ": this research first reviews the aforementioned theoretical books, articles, and sources related to the crucial tasks in the study. Then, the second chapter is entitled as " Data analysis and interpretation": this practical part deals with the presentation, analysis and interpretation of the data of questionnaires of both teachers and students. Finally, the chapter concludes with recommendations to improve the learning/teaching process by using short stories in Oral expression. Finally, the conclusion sums up the potent points of the study. Moreover, it turns attention to reconsider the **use** of short stories to teach oral expression.

Purpose and Significance of the Study

Indeed, the use of short stories to teach listening and speaking skills receives minimal exposure in studies. Therefore, this research tries to set up a platform for this topic . Furthermore, the present study tries to show the significance of short stories as a teaching tool in the EFL classroom to improve language skills . The study also aims to enhance the English language proficiency of EFL learners by using short stories as a medium for exploring, expressing and communicating their ideas effectively . Shedding light on such topic may hopefully guide university teachers and students to learn /teach appropriately by using short stories.

I. Chapter one: literature review

I .1. Introduction

Listening and speaking were essential parts of English language instruction and learning. Due to globalization, being able to communicate effectively in English becomes an important requirement in many life fields. People usually believed that language learning resulted in the ability to listen and communicate. The purpose of this chapter was to make students aware of how short stories might improve oral communication in EFL classroom.

I .2. Definition Of Listening Skill

According to Brown and Yule (1983), listening skill was defined as "**the ability to accurately receive, interpret, and respond to spoken or nonverbal messages**". This definition encompassed not only the act of hearing the words that were spoken but also comprehending the underlying meaning and providing suitable responses. The authors provided this definition in their book "Teaching the Spoken Language."

I .3. Listening Skill In Short Stories

According to Marzano and Pickering (2006), listening skill in the context of short stories can be defined as "**the ability to comprehend and understand spoken language within the context of a short story**". The authors argue that short stories offer valuable opportunities for students to develop their listening skills by engaging with language in meaningful contexts and gaining a deeper understanding of the story's purpose and meaning. By listening to short stories, students can improve their ability to identify the main ideas, distinguish between fact and opinion, and infer meaning from context. They can also learn new vocabulary and sentence structures, and develop their understanding of different cultures and perspectives. Overall, incorporating short stories into language learning can be an effective way to enhance students' listening skills and promote their overall language proficiency.

I .4. Definition Of Speaking Skill

Speaking skill is the ability to communicate orally with others using appropriate language, pronunciation, and intonation. It involves the use of the vocal organs, including the mouth, tongue, and vocal cords, to produce speech that is clear, fluent, and understandable. According to the Oxford Learner's Dictionary (Oxford University Press, n.d.), speaking skill is defined as **"the ability to express ideas and opinions clearly and effectively in speech, in a way that is appropriate to the context and the audience."**

I .5. Speaking Skill In Short Stories

Speaking skill in the context of short stories refers to the ability to express one's thoughts and ideas effectively in spoken form while utilizing short stories as a medium for language learning. This skill encompasses not only the mastery of correct grammar and vocabulary but also the aptitude to convey the intended message with clarity and coherence, considering the context and audience.

Short stories can serve as a valuable tool to enhance speaking skills through various approaches. For instance, one approach involves students retelling the story using their own words, summarizing the main events and characters as a means of practicing their speaking abilities. Additionally, role-playing enables students to engage in acting out different characters from the story, utilizing appropriate language and expressions. Moreover, debates and discussions can be facilitated to encourage students to express their opinions and ideas pertaining to the themes and issues presented in the short stories.

Through the practice of speaking skills via short stories, students can cultivate their confidence in utilizing the language, refine their pronunciation and intonation, and expand their knowledge of vocabulary and grammar.

I.6. Language Skills In Short Stories: Listening And Speaking**I .6.1.Listening Skill:**

In the context of short stories, listening skill refers to the ability to comprehend spoken language and understand the meaning conveyed by the story. This involves paying attention to the story's plot, characters, and themes, as well as interpreting the language used by the author to create the story's atmosphere and tone.

I .6.2. Speaking Skill:

Speaking skill in the context of short stories refers to the ability to express oneself verbally about the story. This involves sharing one's thoughts and opinions about the story's content, as well as discussing the author's use of language, themes, and characters.

I .7. Definition Of Oral Communication

According to Brown (1994), "Oral communication was a necessary component of social interaction. Being able to communicate effectively was not only a vital ability in and of itself, but it also added greatly to a person's success in both personal and professional life". Speech was used to have conversations, transfer information, express viewpoints, and participate in discussions. Speaking had a huge influence on the impression we created on people because we transmitted both personal information about ourselves and paralinguistic information about what we were saying (intentions, attitudes, emotions) when we talked . The author emphasized that while speech played a crucial role in communication, listening was equally important.

Communication was impossible if the recipient did not comprehend the speaker's message. Furthermore, other modalities such as intonation, facial emotions, hand gestures, and body movement combined to transmit meaning alongside vocal communication, automatically influencing both the speaker and the recipient. However, learners' input was frequently limited to a limited range of oral language

examples, with the main linguistic reference for spoken language being the teacher herself/himself, often aided by audio (or video) material presenting short conversations from some pseudo-real situation purposely created for the purpose of teaching.

Learners are taught in a fake manner. Generally, learners are instructed to concentrate their attention on linguistic components (such as words and sentence structures), which serve as the primary source of knowledge concerning language usage, constructions, and pronunciation. According to Allen et al. (2007), **"some students [are] significantly more adept in oral communication than others, potentially due to a natural proclivity for communication"** . In general, students develop fundamental listening and speaking abilities.

I.8. The Importance Of Oral Communication?

Oral communication was essential for a number of reasons, including:

Relationship Building: Oral communication helped people connect with and establish connections with others. People benefited from efficient communication, which helped them establish trust, form ties, and promote pleasant encounters.

Conveying Ideas: Oral communication served as a strong instrument for conveying ideas, views, and points of view with others. Individuals could use it to convey their thoughts and feelings in a straightforward and simple manner

Improving

Learning: Oral communication played an important part in the learning process. It encouraged students to ask questions, clarify concepts, and participate in class.

Career Advancement: Oral communication was an important talent to have in the business world. It was required for holding meetings, making presentations, negotiating contracts, and working with co-workers. **Overcoming**

Conflicts: Oral communication helped overcome disagreements and misconceptions by allowing individuals to address concerns and establish common ground.

Overall, oral communication was an important component of human contact that was required for developing relationships, exchanging ideas, progressing careers, and settling disagreements. Good oral communication abilities enabled individuals to communicate their thoughts and ideas in a clear and straightforward manner, facilitating the creation of relationships, career advancement, and problem-solving. In educational settings, oral communication skills were extremely important as they fostered critical thinking and problem-solving abilities.

I .9. Definition Of Short Stories

According to Wright ,1995:

We all need stories for our minds as we need food for our bodies: we watch television; go to the cinema and theatre, read, and exchange stories with our friends. Stories are particularly important in the lives of our children: stories help children to understand their world and to share it with others student's hunger for stories in constant. Every time they enter your classroom; they enter with a need for stories (p. 87).

According to Pedersen (1995), **"Short story is described to be the original form of teaching, and there are still societies in which it is the only form of teaching"**.

Generally speaking, the short stories were related as a tale to one or more listeners through voice and gestures; it differed from reading a story aloud or reciting a piece from memory or acting out a drama, although it shared characteristics with these arts. It was the oral interpretation of a personal, literary, or traditional story during which the storyteller invited the listeners to create meaning through active participation, engaging in conversation and imagination. Through the

storyteller's voice, gestures, and facial expressions, the listener saw and created a series of mental images derived from the meaning associated with words, gestures, and sounds. Telling a story could be profound, exercising the thinking and touching the emotions of both the teller and the listener.

I .10. The History Of Teaching Short Stories

The emergence of the oral tradition paved the way for the development of the short stories. Throughout history, humans have engaged in storytelling, using language as a means of communication and entertainment. Stories were passed down from one generation to another, serving as a tool for learning history, resolving conflicts, and gaining insights into the world. Then came the era of listening, where individuals would attentively listen to narratives and immerse themselves in the spoken word. This period of listening marked a golden age, as people eagerly absorbed stories through oral traditions, fostering a deep connection to the art of storytelling.

Furthermore, storytelling persisted as a casual practice, taking place during bedtime, dinner conversations, and around campfires. The significance of incorporating storytelling as an educational tool was largely disregarded during this period. However, thanks to the dedication and involvement of numerous individuals who recognized the value of oral narratives, storytelling managed to endure over time. Notably, schoolchildren demonstrated their remarkable ability to memorize and retain historical events when presented in the form of stories by their teachers. This exemplified the effectiveness of oral storytelling in facilitating the learning process and ensuring the retention of important facts.

Learners had realized that through these stories they made pictures in their minds, and they kept making pictures even they read a story silently from the one realized by teachers .Short stories had a positive impact on the learning process of student learners and were adapted in teaching. However, in the past, they gradually vanished from the curriculum due to the emphasis on a scientific approach to learning. The process of learning generally depended on the scientific approach,

where students were expected to either memorize facts or imitate the scientific methodology, which contradicted the use of storytelling. In 1980, however, the storytelling aspect of history teaching regained focus, and today the art of storytelling continues to thrive in our classrooms, primarily due to its motivational and identity-related qualities. According to Wright (1995), students become listeners to stories before they learn to read, making storytelling a means of personal communication in the foreign language classroom

I .11.Short Stories In Foreign Language Classroom

Classrooms are considered to be devoted for students engagement formally or semi formally with the hope to engage in the process of learning. Such kind of engagement should be social and this is the concern of storytelling in EFL classrooms.

This social relationship involved in short stories lies in group works and the interaction between students when dealing with storytelling activities to meet the emotional cognitive and psychological demands (Wright, 1995).

As a learning tool, storytelling main focus in EFL classroom is specifically speaking in an oral session is to remind students that listening is important, their spoken words are powerful and that communication as well as interaction between them is an art. It is a practical powerful teaching tool in the fact that it initiates students to discuss about the target culture, it offers them full opportunities to engage in a reading or listening tasks through their interaction with story and teller and their discussion when dealing with storytelling activities.

According to Delett (2001), when EFL students are engaged in a storytelling activity, the teacher invites them to be aware of the thinking process through questioning, pausing, and sharing of ideas. In the classroom, the teacher selects stories that rely on the students' background knowledge to facilitate their participation and comprehension. For instance, students are encouraged to visualize and imagine the setting or events, predict possible outcomes, and establish connections between the characters or events in the story and their own lives.

Additionally, the cultural aspects embedded within the story are also taken into consideration for better comprehension. Therefore, it is the learners' responsibility to utilize their existing knowledge in order to comprehend new information (Delett, 2001).

Despite the importance of stories in foreign language classrooms, teachers of languages hesitate to incorporate storytelling in their classes as well as language instruction. They complain of an overloaded curriculum, as they report additional problems such as having little prior experience with integrating storytelling into language teaching, locating appropriate stories and lacking the cultural and language abilities to handle storytelling in English. (Delett, 2001).

As a result, storytelling in EFL classrooms are partly neglected by teachers due to their mentioned obstacles. In order to overcome these later, storytelling must be given more importance by both teachers and learners. So, to be implemented in the different teaching instructions. Stories have to be selected taking into account learners' need and interest and should be used as a main part of the other modules rather than the Oral Expression course like literature.

I .12.Classroom Short Stories Stages

Short stories technique as many others passes through three precise stages in which learners are going to internalize the important aspects of the story ; beginning and ending ,setting, characters and plot lines.

These stages are: pre- story, presenting the story and post story (activities and games)

I.12.1 Before Short Stories Stage:

As mentioned before, the teacher should choose a story in accordance with the cited criteria: a short stories with a limited number of characters, concrete language and repeated language patterns, a clear problem that appears throughout the story, a

story that includes moral lessons, different aspects of the targeted culture, and a vocabulary that can be easily adopted by learners in everyday speech.

The first step prior to the actual act of story listening is the introduction of the new vocabulary contained in the story. In other words, it is necessary to present the content, including the obligatory language structures and vocabulary needed to understand the story. Some scholars criticize this activity, arguing that vocabulary can never be taken out of the text and taught first. However, the majority of them support the idea of introducing vocabulary first, explaining that students do not have the same vocabulary foundation. Whenever they don't understand any vocabulary, they have nothing to relate to when listening. According to Redmond (2007), this fact leads to complete frustration, misunderstanding, and a dull learning environment.

I.12.2. While Short Stories Stage:

It's time for the actual listening. Listeners require a suitable physical setting or an appropriate mood to feel comfortable throughout the story listening task. Learners in this phase should be encouraged to relax and concentrate on comprehension and enjoy the storytelling experience.

In this phase, the teacher tends to deepen comprehension and increase students' participation through planned pauses during listening. Students are encouraged to predict or imagine the upcoming events. In some cases, students are invited to suggest an ending to the story, opening the way to post-storytelling activities.

This phase is especially devoted to developing students' imagination, prediction, and concentration.

I.12.3. Post Short Stories Stage (Games And Activities):

After listening to the story several times, a variety of post-listening activities follow, aiming to enhance learners' level of collaboration and cooperation in meaningful communication. These activities help develop their story sense by

engaging in discussions with students about their listening experience after the story.

I.13. Reasons For Using Short Stories:

There Are Many Reasons Which Is Following:

I .13.1.A Source Of Motivation:

Short stories can be a source of encouragement for readers, encouraging them with powerful storylines, engaging characters, and thought-provoking ideas. They have the power to spark new ideas, kindle creativity, and inspire people to follow their own dreams and ambitions.

I .13.2.Meaning:

The importance of meaning in language learning, particularly when using stories in English as a Foreign Language (EFL) lessons. Stories provide a simple way for learners, especially children, to understand and grasp the overall plot, allowing them to encounter both familiar and unfamiliar language patterns. This process motivates learners to improve their language skills and comprehend various subjects. Additionally, when storytellers become intimately familiar with a particular story and retell it frequently, it adds significance as students discover that literature offers fresh meaning with each new encounter. This encourages learners to engage with and negotiate the meaning of a narrative each time. Ultimately, stories provide a context that makes language more easily understandable for language learners.

I .13.3.Communication:

Because stories establish a sense of being and having an audience, the act of telling a tale requires "partnership." So, in storytelling, we have all of the fundamental conditions for realizing a complete and successful communication by presenting the narrator, the story, the listener, or the audience through the oral

medium, her by a communication between narrator and listener about a message or content conveyed by stories, is constructed through content of the stories.

I.13.4.Stimulus For Speaking :

According to: " Hamilton, M., & Weiss, M. (2005). Students are presented with a story; they are expected to engage with it by expressing their opinions and reactions. This can be done through verbal means such as discussing the various themes explored in the story, providing an oral summary, or retelling it using their own words.

I.14.The Benefits Of Short Stories In Language Classroom:

According to:" Brimful and Carter ".(1986-194) Some of the benefits of the use of short-stories, for developing oral communication and their implications for the EFL teachers and learners are listed below

1] Short stories are regarded as very valuable resource material in EFL, courses because they provide rich linguistic input, effective stimuli, opportunities for students to express themselves in various languages, and a possible source of learner motivation.

2] Short stories can help students to enhance their vocabulary and reading skills throughout trials. The number of words might be as numerous as the teacher deems necessary

3] Since they give genuine contexts for processing new language, stories are more than any other instructional item in boosting the learning process.

4] Real-life examples of grammatical structures can provide crucial vocabulary items in simple forms. These examples are presented in context and demonstrate their usage. They it can also EFL students in acquiring these components and applying them in real-life interactions."

5) Short stories assist EFL students in developing their capacity to comprehend speech in a variety of social and cultural target language situations.

6) Since stories expose students to a broad range of styles and language functions, they can assist EFL learners improve their thinking and language abilities, as well as other study skills such as memorizing vocabulary, identifying questions, assessing evidence, and so on.

According to:" Brimful and Carter ".(1986-194), stories are easy to finish, specific to comprehend, and attract the students' attention more than any other standard passage," which may be regarded another benefit for EFL teachers in encouraging their pupils to read in English.

8] Short stories assist instructors in first becoming acquainted with language usage in order to build their own competency and understanding of language as a social phenomenon rather than an isolated field of study.

9] It also assists teachers in considering students' reactions to language in terms of social acceptability; in other words, they might regard classroom language to be similar to outside language. As a result, communication would be elevated to the level of societal duty.

10] Using real, natural dialogues in short stories can also assist EFL learners in becoming acquainted with actual, functioning language use. They can also assist teachers in maintaining high levels of interest and attention in their students.

11] Stories require more reader's attention, causing him/her to react emotionally to the events which lead to his/her personal engagement. This may be used to keep EFL students' attention in class as well as to stimulate and promote reading among them, as the majority of them have a negative attitude about reading. Stories can therefore assist in generating an interest in and affection for reading in English among youngsters.

12] Because tales are contextual, they can assist EFL learners in developing various learning techniques such as anticipating and guessing the meaning of difficult words from context, among other things.

13] Short stories may be a strong and inspiring source of inspiration for writers. Short stories as models occur when students' writing becomes comparable to or easily imitates the original work in terms of substance, topic structure, and style. When students' writing demonstrates unique thought, such as interpretation or analysis, or is artistically encouraged by reading literature, this acts as topic matter.

14] Short stories can be utilized to improve and motivate students' speaking and listening skills. Also, it leads to better pronunciation.

I .15.The Teacher As A Storyteller In Short Stories

A skilled teacher can use storytelling as a tool to capture their students' attention, even if they may initially be disinterested in the subject matter. By beginning the class with a captivating story, the teacher can help to break the monotony of a traditional lesson plan and create an atmosphere of excitement and curiosity.

I .15.1.Capturing Students' Attention:

A great teacher can utilize storytelling to captivate the attention of their students, even if they are initially bored in the subject matter. The teacher can help to relieve the monotony of a typical lesson plan and generate an atmosphere of enthusiasm and curiosity by starting the class with a riveting narrative.

I.15.2.Demonstrating Important Themes And Concepts:

A teacher might highlight significant themes and ideas related to the subject matter using short stories. This can be accomplished using the story's characters, incidents, and symbolism. Students are more likely to remember and use crucial ideas when they are illustrated in a pleasant and engaging way.

I .15.3.Enhancing Vocabulary And Language Skills:

Also, using short stories might help students improve their language and vocabulary abilities. In class discussions and homework assignments, teachers can choose stories that use difficult vocabulary terms and phrases.

I .15.4.Stimulating Creativity and Imagination:

Teachers can inspire their students to use their imagination and creativity by telling stories. Students can develop their own storytelling ability and begin to think critically and imaginatively about the world around them by exposing them to a range of stories and characters.

Overall, storytelling can be an effective teaching tool for teachers looking to engage their students in a creative way.

I .16.Conclusion

The main conclusion to be drawn from this chapter is that the use of short stories as tool creates meaningful opportunities for the students to develop oral proficiency; this study shows that not only the students become fluent in the target language but their appreciation of the literature has also been promoted. Throughout the course, the students have learned many items of new vocabulary and grammar from the selected stories.

For English Language teachers who are to use short stories as teaching materials for developing speaking skill, the stories should be selected very well to receive the most beneficial result. The teacher needs to consider the students interest, literary knowledge and the level, the difficulty of the text, whether the content is historically or close culturally remote from the students.

II. Chapter Two: Data Analysis And Interpretation

II.1.Introduction

Unlike the previous chapter which is theoretical, based on previous findings and works on the research topic, the present chapter is totally practical. Since the ultimate goal of the research is to identify and highlight the Impact of Using short stories as a tools in the educational process besides teachers' and students' opinions towards its use and its effects; a sample population in addition to a set of research tools have been selected by the researcher aiming at reaching the results of this study through testing the reliability and validity of the previous research hypotheses. Therefore, this second chapter highlights the research procedures, data collection methods and finally concludes with some suggestions and recommendations

The current research is an exploratory case study that seeks to investigate the impact of using short stories in oral communication classroom, in order to assess how short stories can be beneficial for students and teachers to learn and to teach the English language. Thus, it explores the effectiveness of the role of short stories as tool in education according to both teachers' and students' perspectives.

II.2.Objectives and Aims of The Study

This study aims to demonstrate the potential of short stories as a teaching tool in the EFL classroom to improve language skills, critical thinking abilities, and cultural awareness among students. The primary objective is to investigate students' perspectives on utilizing short stories and collaborate with them to discover how short stories can achieve these goals.

The study also aims to enhance the English language proficiency of EFL learners by using short stories as a medium for exploring, expressing and communicating their ideas effectively, and to strengthen their language skills through the use of short stories in the classroom.

II.3. Research Design

The main function of research design is explaining the plan that the researcher sets out to answer his research questions. The research design sorts out the specific details of the researcher's investigation. According to **Kerlinger (1986)**, "**Research design is the plan and structure of investigation so conceived as to obtain answers to research questions**" (p. 279).

This plan sets out what the researcher will do starting from formulating the hypotheses to the final analysis of data. The main goal of research design is guiding the researcher to come up with results that are judged to be reasonable. For this investigation, the researcher has opted for a case study.

II.4. Case Study

Case study is concerned with explaining and understanding the specific mechanisms between causes and effects. Therefore, it focuses on specific intense, item or phenomenon in action and tries to answer or suggest how and why something has happened. Yin (1984) defines the case study as :

"An empirical investigation that investigates a contemporary phenomenon within its real-life context; when the boundaries between the phenomenon and its context are unclear; and when multiple sources of evidence are used. " (p. 23).

II.5. Sample Population

Sampling is considered as the process in which the researcher chooses a number of people from a given population to make his study. The sample is a finite part of a statistical population whose properties are studied to gain information about the whole (**Webster, 1985**). Sample size refers to the number of people from whom the researcher obtains the data.

Sampling is an important step in a research since it deals with the population from which the researcher is going to gather the required data. **Vocrell** (as cited in Tejero, 2006) defines sampling as "**A strategy which enables the researcher to pick a sub-group (sample) from a larger group**

(population) and then use this subgroup as a basis for making judgment about the larger group" p. 43.

Samples can be divided into random/probability sampling design, non-random/non-probability sampling design. The choice to use probability or non-probability sampling depends on the goal of the research. MacNealy (1999) states, **"When a researcher needs to have a certain level of confidence in the data collection, probability sampling should be used"**

Fink (1995) defines probability sampling as **"every subject or unit that has an equal chance of being selected from the population"**. It is important to give everyone an equal chance of being selected because as Frey et al. (2000) state that probability sampling "eliminates the danger of researchers biasing the selection process because of their own opinions or desires". Babbie (1990) states that probability sampling is **"a way for researchers to assemble a sample with little or no cost and/or for those research studies that do not require representativeness of the population"**.

II.5.1. Teachers' Profile

The target sample in this study is teachers and 1st year LMD students of English at Salhi Ahmed University Center of Naama. Those samples were selected under the random/probability sampling; the samples should be a miniature model of the whole population. Otherwise, the results from the samples will be misleading when applied to the population as a whole.

The teachers involved in this study are (14) EFL teachers at Salhi Ahmed University Center of Naama. They have taught English for all levels, their teaching experience ranges from 5 to more than 15 years.

II.5.2. Learners' Profile

The target population of this research work is (124) EFL students at Salhi Ahmed University Center of Naama. For the sampling of this study, all students are chosen randomly.

In our study, we distributed a questionnaire to 124 students to gather

insights and data in our topic. However, only 90 students responded to the questionnaire. These 90 respondents formed the basis of our analysis, and we considered their perspectives, experiences, and opinions to draw conclusions. The non-response of 34 students could potentially introduce bias into our findings.

The data will be analyzed based on the 90 answered questionnaires.

II.6.Data Collection Instruments

Every research work involves research instruments to gather the required data for the investigation such as questionnaire, questionnaire, classroom observation, etc; Alison Mackey, Susan M. Gass (2011) stated that **“The backbone of any survey study is the instrument used for collecting data”**. p. 75. The process of collecting data is considered as a hard task, that why O’Leary (2004:150) noted:

“Collecting credible data is a tough task, and it is worth remembering that one method of data collection is not inherently better than another. Each method needs to be weighed up and considered in light of your own research goals, as well as the method’s inherent pros and cons”

The data collected in any research are taken or recorded by different tools like camera video, any type of recorder, note taking, and so on. Using these instruments help the researcher to keep the information with him and analyze it at the appropriate time. For this study, the instruments that are used to gather information are a questionnaire for learners and a questionnaire for teachers.

II.7.Questionnaire

Dornyei stated in his book (2007:102) quoting from Brown (2001:6), that questionnaire is defined as **“any written instrument that presents respondents with a series of questions or statements to which they must respond either by writing their answers or selecting from among existing answers”**.

According to Orodho (2008), questionnaires are widely used to collect data about current situations, practices, opinions, and attitudes in a timely and exact manner .

It is a printed form consisting of a list of questions submitted to different subjects to gather information about the topic under investigation.

II.7.1.Learners Questionnaire

Students' Questionnaire" aims to gather essential data regarding the role of stories in the Oral Communication Class at SALHI Ahmed Naama University 1st year LMD. This questionnaire is designed to assess students' perspectives and experiences related to the use of short stories in language learning. The questionnaire covers demographic information, views on the usefulness of short stories, preferred story genres, perceived impact on speaking skills, emotional influence, and personal preferences. The collected responses will contribute significantly to the study, and the students' participation and collaboration are greatly appreciated. The questionnaire serves as a vital tool in collecting crucial data for the study's success.

II.7.2.Teachers Questionnaire

The questionnaire presented here focuses on gathering data about "The role of Short Stories in Oral Communication Class at 1st year LMD Salhi Ahmed Naama University." It is divided into two sections. The first section aims to

capture the teachers' experience, including their qualifications and years of teaching English. The second section delves into the teachers' opinions and practices regarding the use of short stories in oral communication classes. Key areas covered include the importance given to listening and speaking skills, criteria for selecting short stories, strategies to make learners feel more comfortable, and the perceived contributions of short stories to oral communication skills. The questionnaire also explores teachers' perspectives on student performance, preferred teaching activities, student motivation, assessment methods, and the overall significance of stories in oral communication classes. Participants are also provided with an opportunity to share additional comments or suggestions, ensuring their valuable input are considered for the study.

II.8.Data Analysis

II.8.1.Learners' Questionnaire Analysis

Learners' questionnaire is divided into 2 parts; the first part presents the demographical part in which students are asked about their gender and age:

	Males	Females
Age	18-35	
Absolute Frequency	37	53
Relative Frequency	41.1%	58.9%

Table 2.1: Learners' Demographic Information

Section two contains questions in order to figure out students' perception of the role of using short stories in oral communication classroom:

Question One: In what ways can employing short stories in the EFL classroom be useful?

Opt 1 :Increasing confidence in speaking.

Opt 2 :Enhancing knowledge and understanding of the language.

Opt 3 :Improving grammar and pronunciation.

Opt 4 :Improving listening skills.

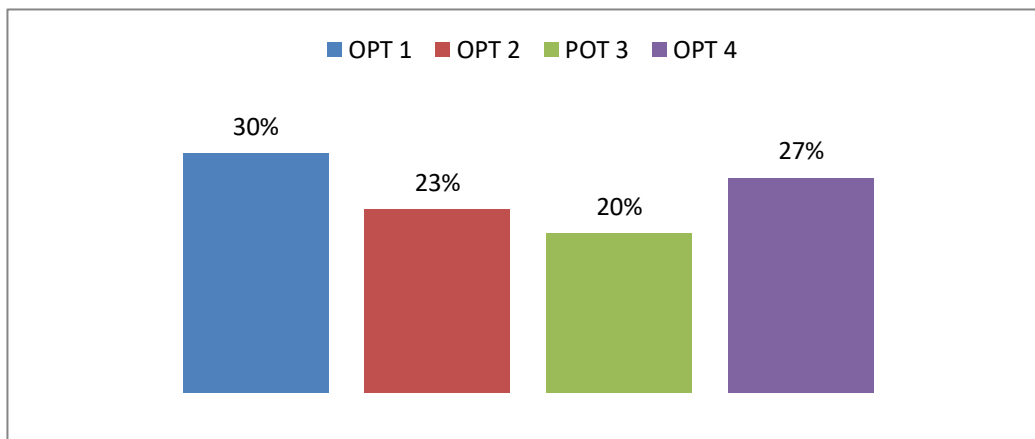


Figure 2.1: The Benefits Of Using Short Stories

The result shows that some students consider using short stories enhances knowledge and understanding of the language, and some of them declared that it improves grammar and pronunciation. While the majority of students find employing short stories in the EFL classroom useful for increasing confidence in speaking and improving listening skills.

Question Two: What kind of stories do students prefer in oral expression?

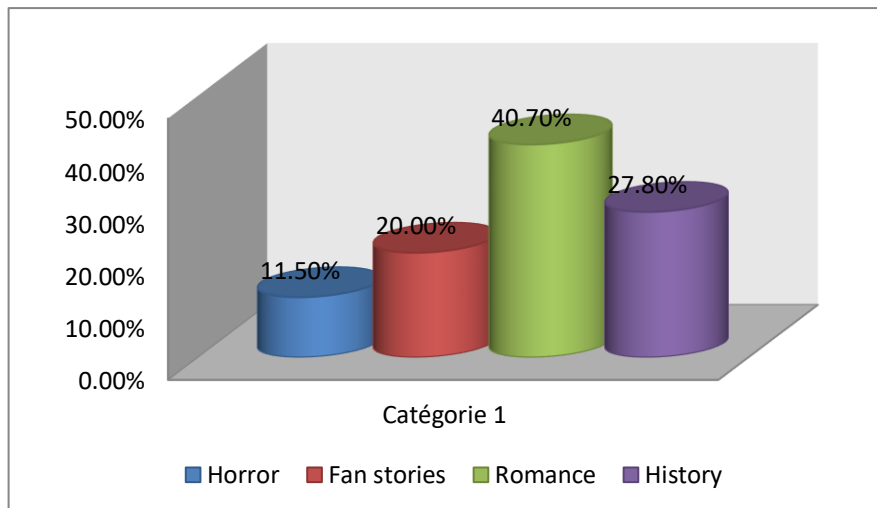


Figure 2.2: The Preferred Kind Of Stories For Oral Expression

According to the collected data, the most preferred genre is romance (40.7%), followed by history (27.8%), fan stories (20%), horror (11,5%). This suggests that there is diversity in students' preferences for different genres of short stories in the context of oral expression.

Question Three: Do short stories help improve speaking skills?

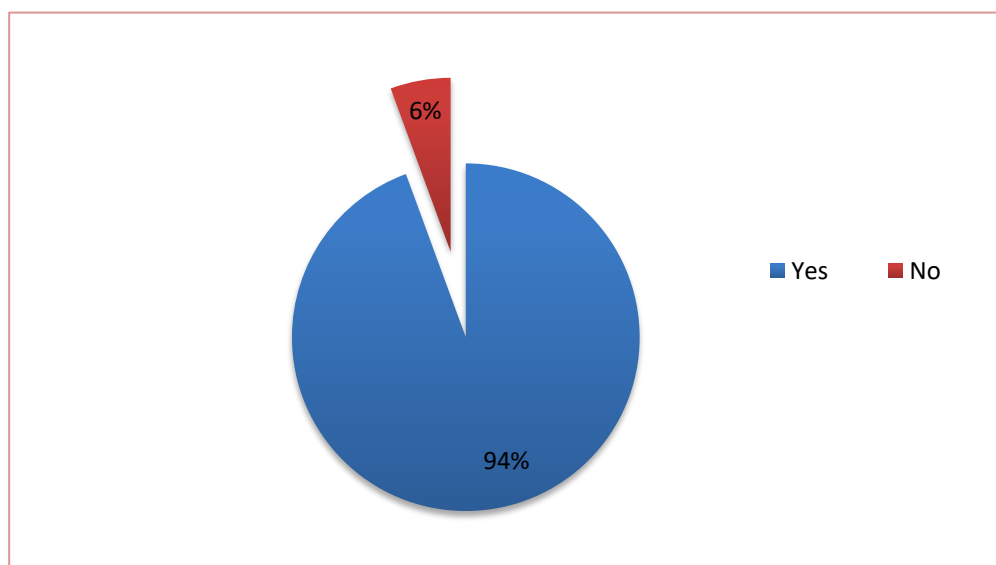


Figure 2.3: The Impact of Short Stories on Enhancing Speaking Skills

The majority of students (94.4%) believe that short stories can help improving their speaking skills, indicating the perceived efficacy of using short stories for enhancing oral communication abilities.

Question Four: During the short stories, how do you see your understanding?

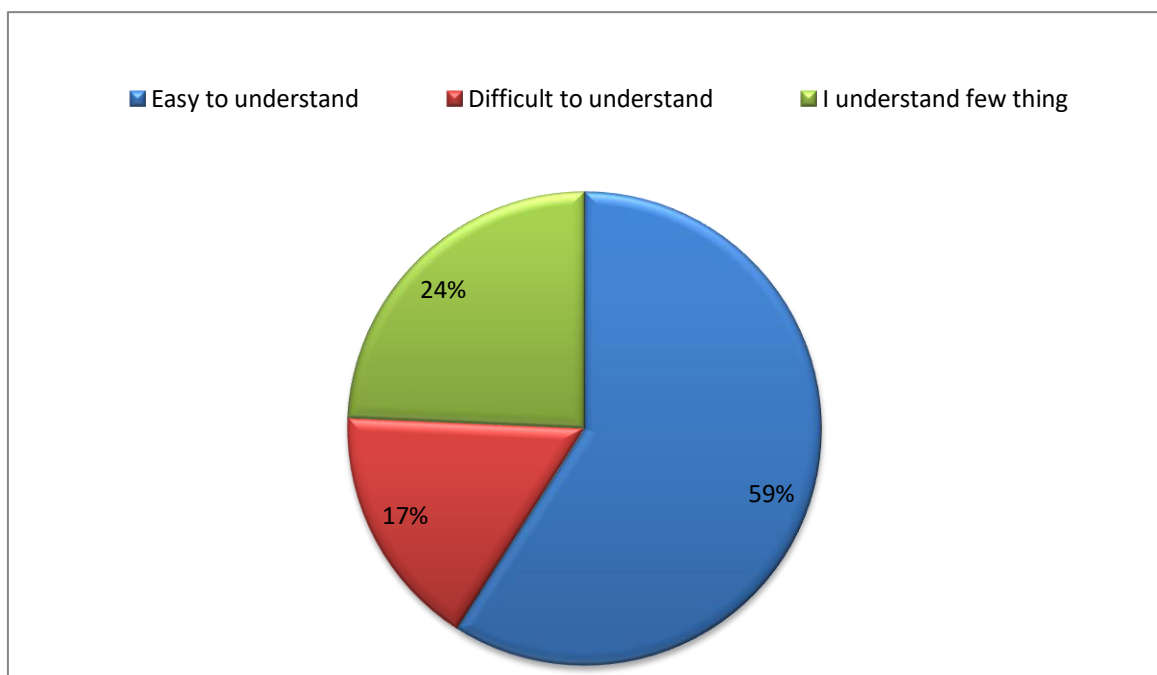


Figure 2.4: Assessing Understanding During Short Stories Engagement

The majority of students find short stories easy to understand, while 16.7% find them difficult to understand. 24.4% of students report understanding only a few things, and 5.6% provided additional explanations.

Different justifications were collected which indicate that a significant proportion of students feel they can comprehend short stories depending on the language uses by the storyteller. Nevertheless, a noticeable minority encounters difficulties in comprehending short stories due to difficulties associated with understanding vocabulary and the students' fundamental level of proficiency in English.

Question Five: When the teacher is telling short stories in oral expression, how do you feel?

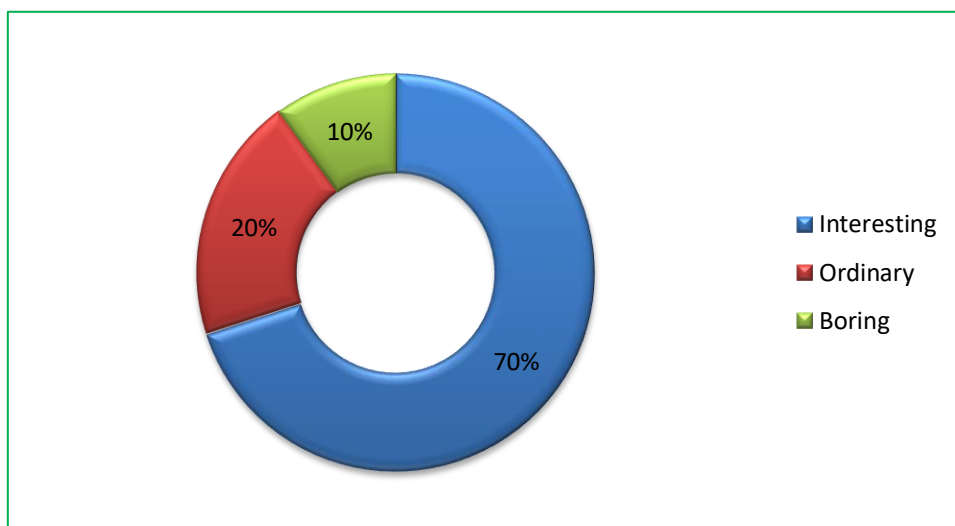


Figure 2.5: Student Perception During The Teacher's Storytelling

This pie chart represents that the majority of students (70%) find it interesting when the teacher tells short stories, while 20% find it ordinary and 10% find it boring. Learners provided many explanations; they think that the use of short stories

during oral expression session can be interesting and exciting based on the topic at hand. Furthermore, they find this approach beneficial for acquiring new vocabulary. The teacher's storytelling can engage a significant portion of the students, generating interest and potentially fostering a positive learning environment.

Question Six: Are you more attentive during sessions that include short stories?

Yes	No
80%	20%

Table 2.2: Learners' Attention During Sessions With Short Stories

The analyzed data illustrates that 80% of students report being more attentive during sessions that include short stories. This indicates that short stories have a positive impact on student attention and engagement during class.

Question Seven: Can short stories influence your emotions and feelings?

Yes	No
87.8%	12.2%

Table 2.3: The Influence Of Short Stories On Learners' Emotions And Feelings

A significant majority of students (87.8%) believe that short stories can influence their emotions and feelings. This reveals that short stories have the potential to evoke emotional responses, making the learning experience more engaging and impactful for students.

Question Eight: Do you prefer expressing yourself through short stories?

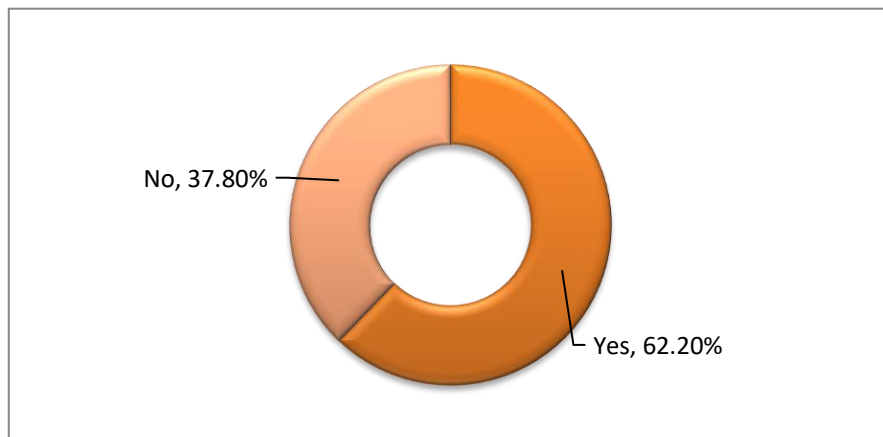


Figure 2.6: Preference For Expressing Oneself Through Short Stories

Based on the information presented, 62.2% of students prefer expressing themselves through short stories, while 37.8% do not. This shows that a majority of students find short stories as a preferred medium for self-expression.

Question Nine : Do short stories help you to gain new words or sentences?

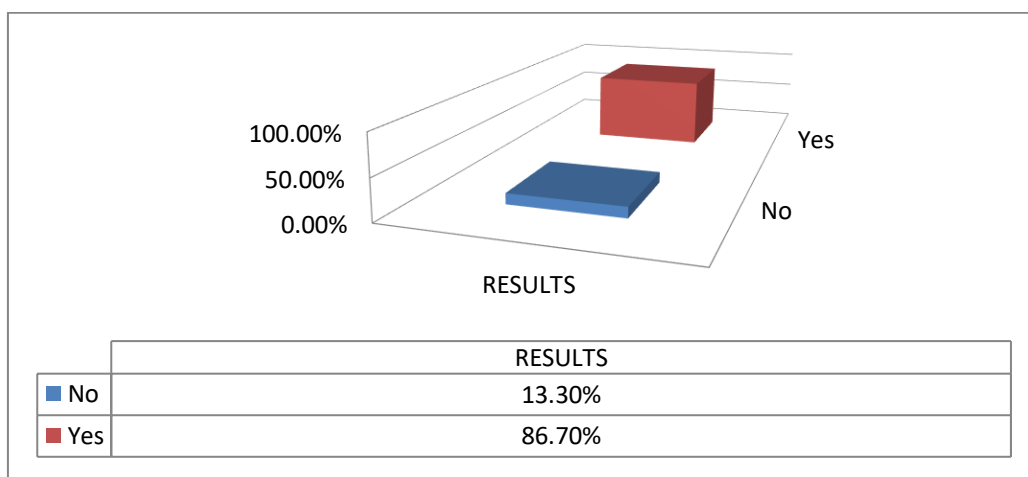


Figure 2.7: The Ability To Gain New Words Or Sentences Through Short Stories

A majority of students (86.7%) find short stories helpful in gaining new words or sentences. This demonstrates that short stories serve as an effective tool for vocabulary and sentence acquisition.

Question Ten: Do you enjoy telling short stories?

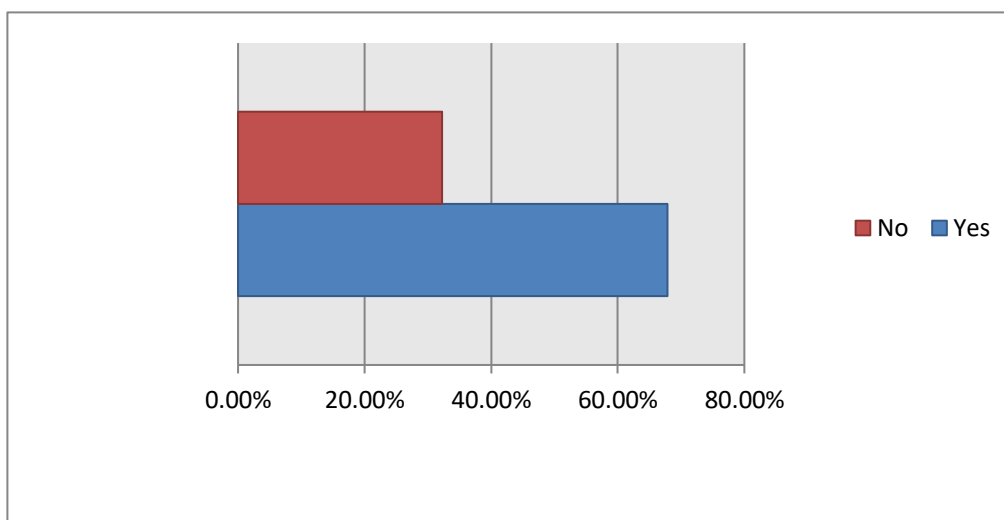


Figure 2.8: Enjoyment In Telling Short Stories

What is noted from this diagram is that 67.8% of students enjoy telling short stories, while 32.2% do not. This indicates that a significant portion of students finds pleasure in sharing their own short stories.

Question Eleven: Do you enjoy listening to short stories?

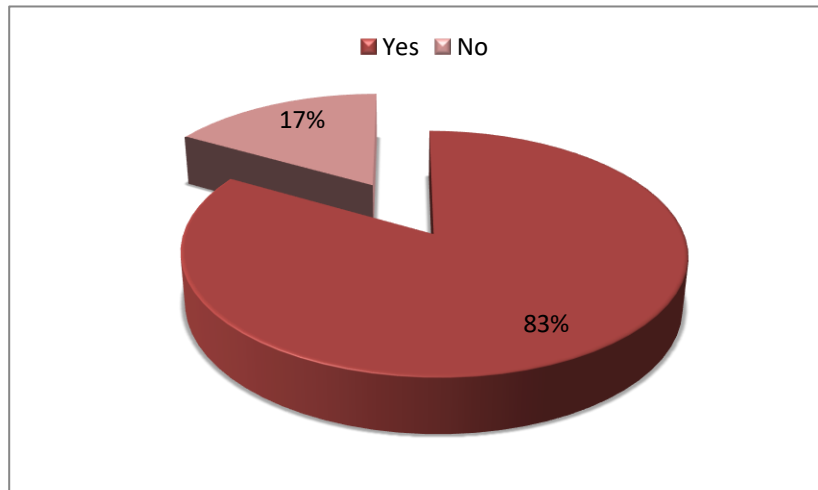


Figure 2.9: Enjoyment In Listening To Short Stories

As what was expected, the majority of students (83.3%) enjoy listening to short stories, while 16.7% do not. This highlights that most students find listening to short stories an enjoyable experience.

Question Twelve: Is telling or listening to short stories more effective for language learning?

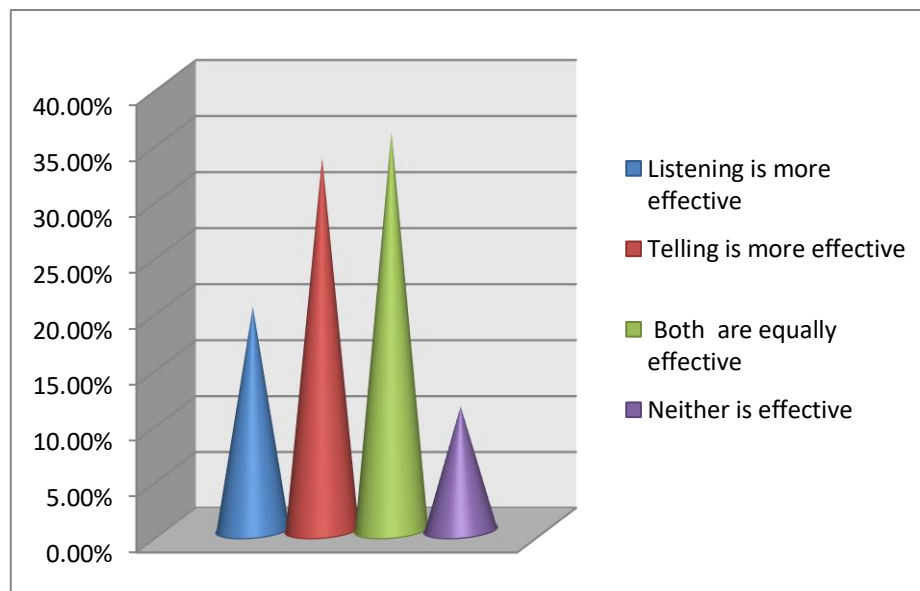


Figure 2.10: Effectiveness Of Telling Or Listening To Short Stories For Language Learning

The results illustrates that telling (speaking) is perceived as more effective by 33.3% of students, while 20% find listening more effective. 35.6% of students believe both listening and telling are equally effective, and 11.1% think neither is effective. This denotes that students have varied opinions on whether telling or listening to short stories is more effective for language learning.

II.8.2. Teachers Questionnaire Analysis

Teacher's questionnaire is divided into 2 parts; the first part presents the demographical part in which students are asked about their gender and age:

Question One: Degree(s) held

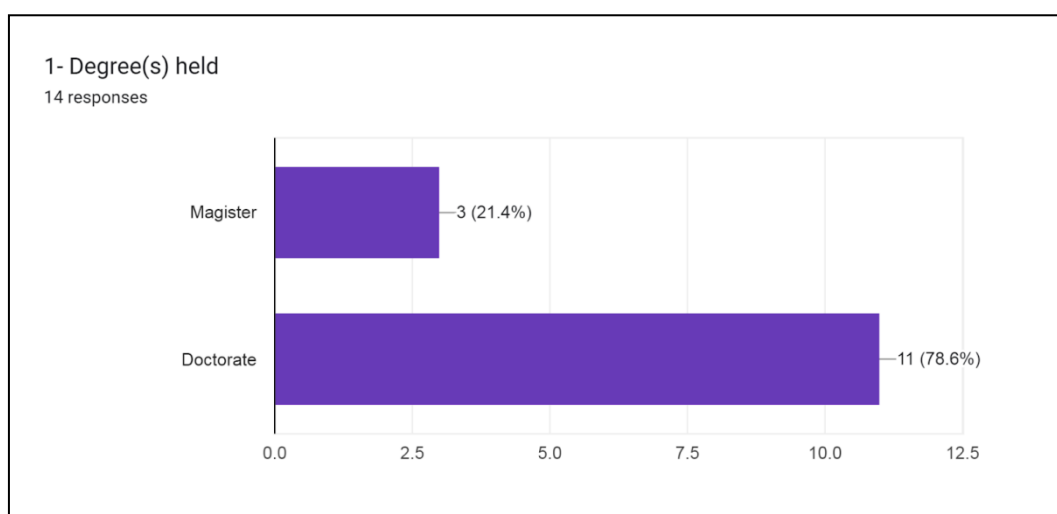
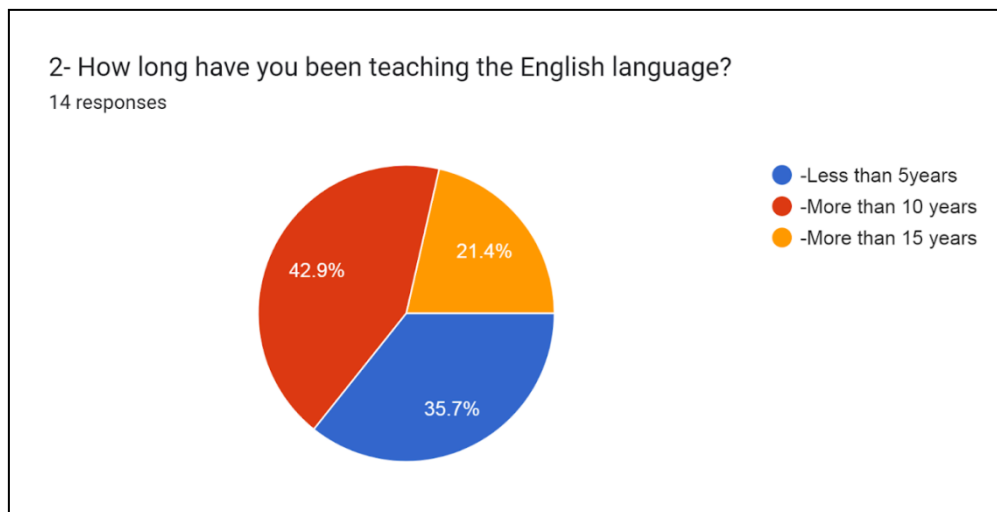
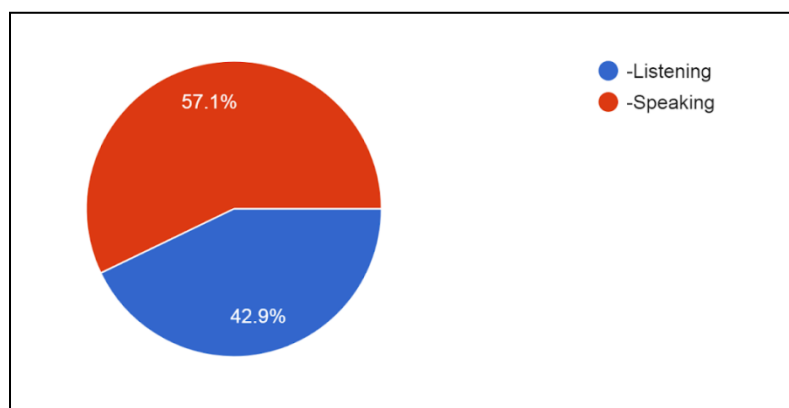


Figure 2.11: Teachers' Degree(S) Held

Question Two: How long have you been teaching the English language?**Figure 2.12: Duration Of English Language Teaching Experience**

Section two contains questions in order to figure out teachers' perception of the role of using short stories in oral communication classroom:

Question One: When you use short stories, do you give more importance to?**Figure 2.13: The Important Skill When Use Short Stories**

This result suggests that 57.1% of teachers prioritize the development of speaking skills when using short stories in oral communication classes. However, a

significant percentage (42.9) of teachers also recognizes the importance of listening skills in this context.

There was answers for both listening and speaking were selected by teacher, there were five teacher (35.7%) who emphasized on the interrelation of listening and speaking skills and how short stories contribute to their development In summary of teachers responses, the answers emphasize the significance of incorporating short stories in language learning to foster the development of both listening and speaking skills.

Question Two: How do you select the short stories that you use in your oral communication classes?

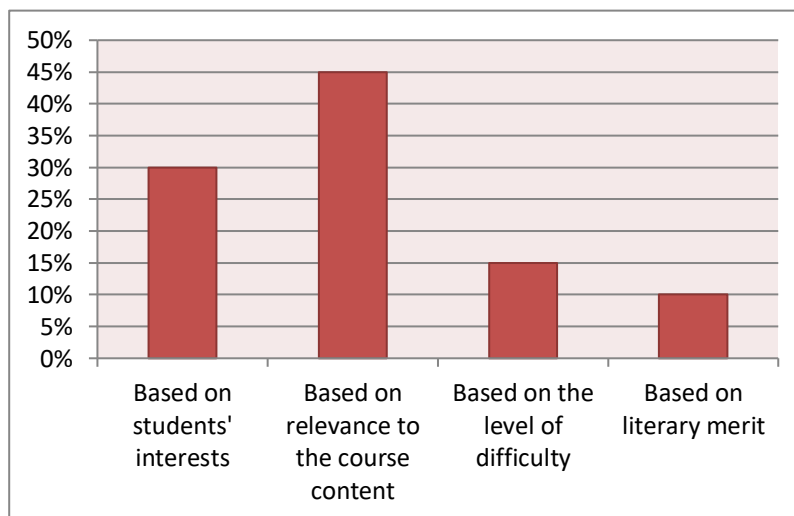


Figure 2.14: Choosing Short Stories For Effective Oral Communication Classes

The majority of teachers show a preference for selecting short stories based on the relevance to the course content. Additionally, 30% of teachers consider students' interests are another important factor. The relatively lower percentages for level of difficulty and literary merit suggest that these aspects might be less prioritized by the teachers.

Question Three: To make the learners feel more comfortable, do you use?

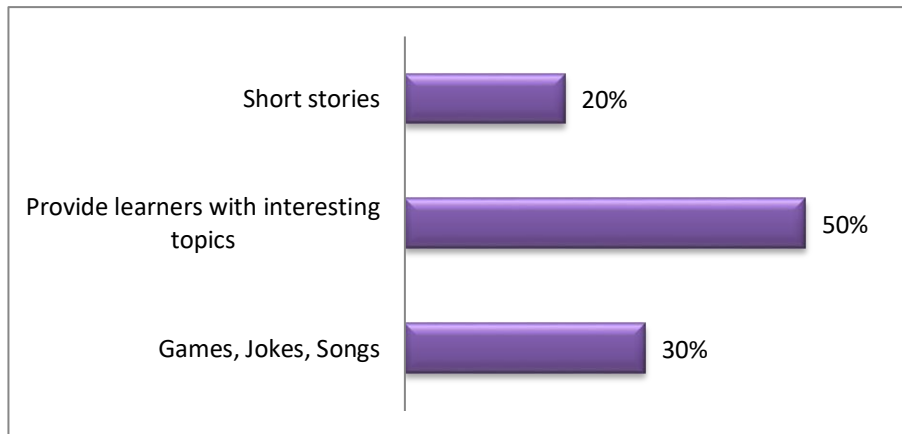


Figure 2.15: Strategies To Make The Learners Feel Comfortable

The majority of teachers (50%) focus on providing learners with interesting topics. Additionally, 20% of teachers use short stories as a strategy to make learners feel more comfortable. Short stories provide context, real-life examples, and opportunities for creative and critical thinking. 30% of respondents utilize games, jokes, and songs to create an engaging and enjoyable learning environment

Question Four: How can short stories contribute to the development of oral communication skills?

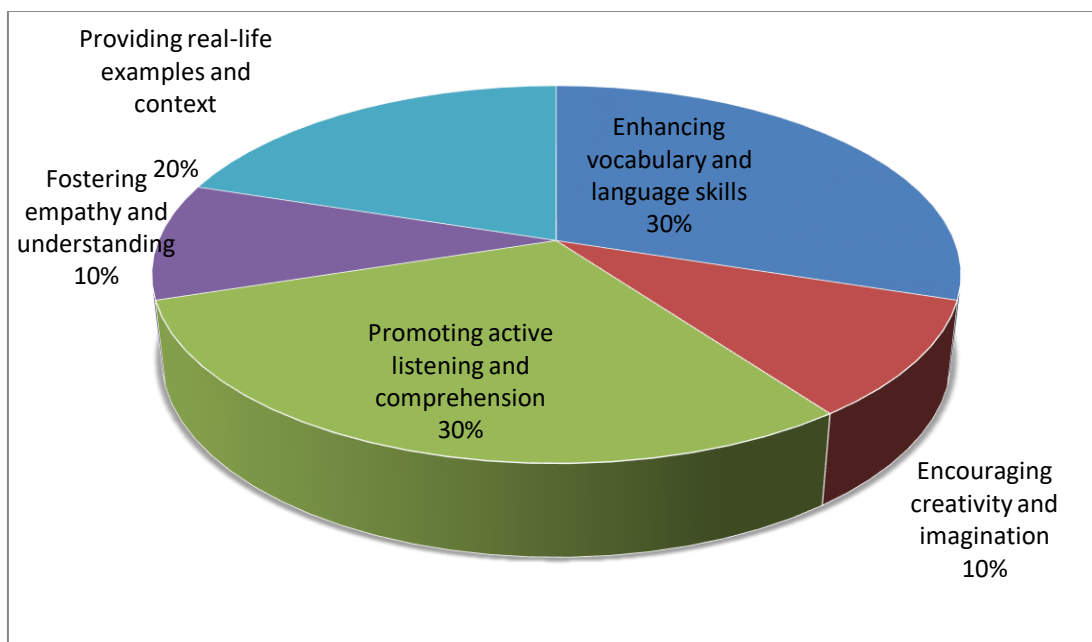


Figure 2.16: The Impact Of Short Stories On Development Of Oral Communication Skills

Teachers perceive short stories as valuable tools for various aspects of oral communication skills development. 30% of respondents strongly believe that short stories enhance vocabulary and language skills, promote active listening and comprehension, and 10% teacher claimed that short stories encourage creativity and imagination. However, fostering empathy and understanding receives relatively less emphasis. Short stories are also seen as effective in providing real-life examples and context, contributing to practical language use, this was selected by (20%)

Question Five: Do you think that using short stories in an oral communication class can develop student's performance?

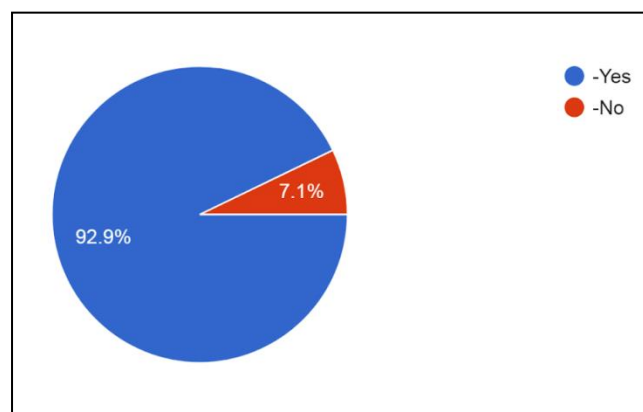


Figure 2.17: Enhancing Student Performance In Oral Communication Classes

The majority of teachers believe that using short stories in oral communication classes can positively impact students' performance. This indicates their confidence in the effectiveness of short stories as a teaching tool.

Question Six: Do you agree that using short stories help students to be more eloquent and fluent?

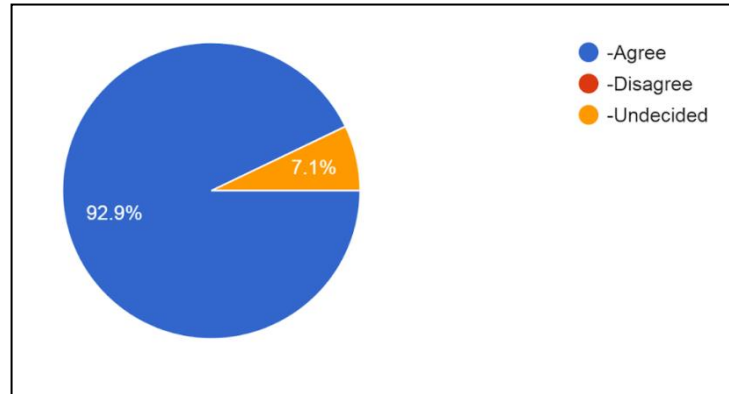


Figure 2.18: The Impact Of Short Stories On Student Eloquence And Fluency Development

A significant percentage of teachers agree that using short stories helps students become more eloquent and fluent in their oral communication skills. However, a small portion remains undecided. This opinion suggests that short stories impact favorably on eloquence and fluency.

Question Seven: What activities do you prefer to teach short stories?

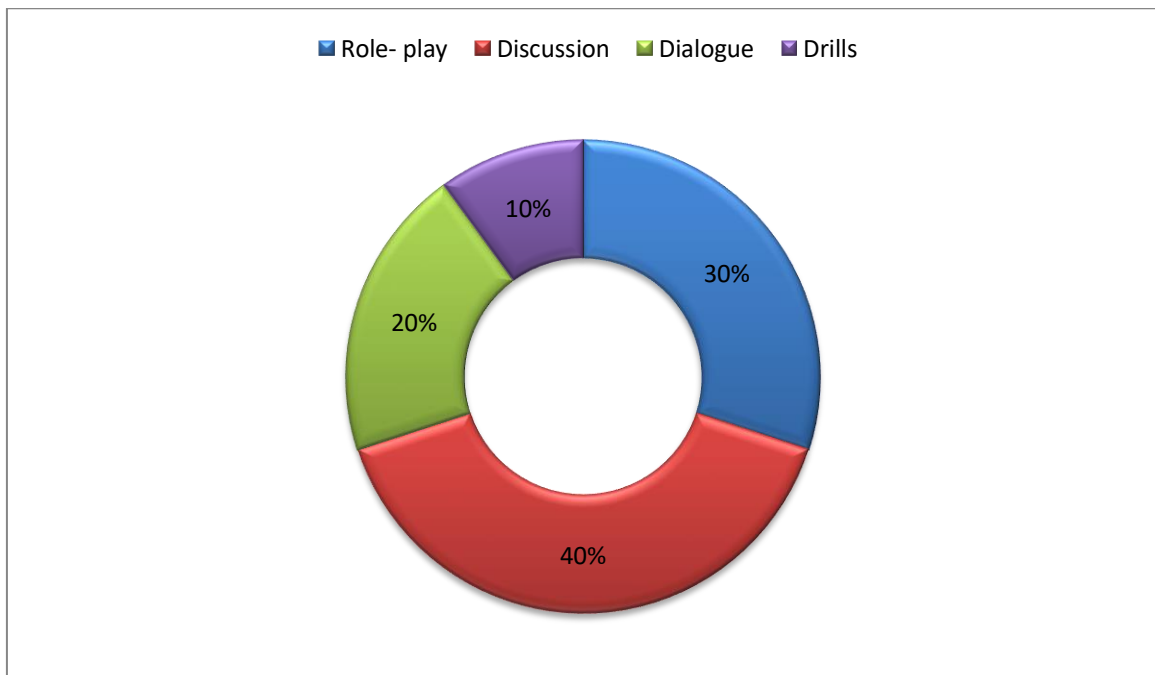


Figure 2.19: Preferred Teaching Activities for Short Stories

Discussion stands out as the most favored choice with a significant percentage of 40%. This indicates the importance placed on fostering student engagement and active participation during the learning process. Role-play also emerges as a popular activity, garnering a substantial percentage of 30%. Dialogue and drills receive relatively lower percentages of 20% and 10%, respectively. This suggests that while these activities may still have some relevance in teaching short stories, they are not as commonly employed by the teachers surveyed.

Question Eight: Are your students motivated when you teach them short stories?

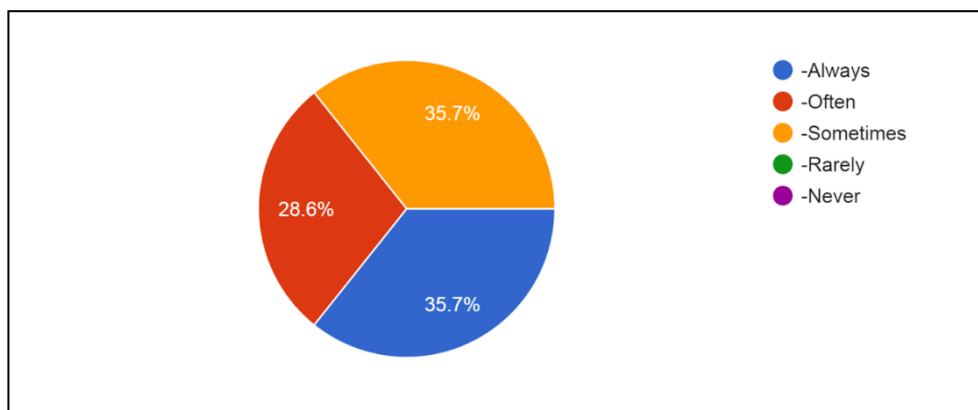


Figure 2.20: Motivating Students Through Short Stories

An equal percentage of 36% falls under the "Always" and "Sometimes" categories, suggesting that a significant portion of students display consistent or intermittent motivation during short stories lessons. However, there is room for improvement in terms of consistently high motivation, as the percentage for "Often" is lower at 28%. Nonetheless, the absence of any responses in the "Rarely" and "Never" categories is an encouraging sign, indicating that most students do exhibit some level of motivation when engaging with short stories.

Question Nine: Which aspects do you focus more in teaching short stories?

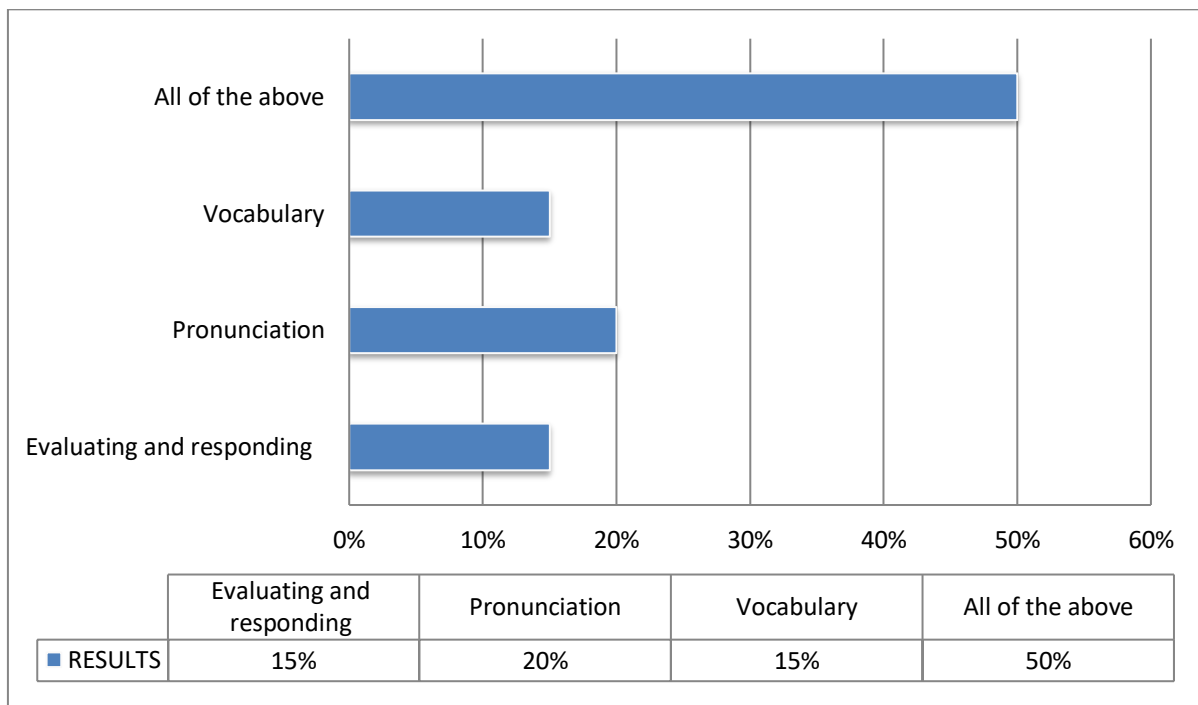


Figure 2.21: Aspects Focused On While Teaching Short Stories

Notably, the substantial percentage of 50% of respondents who answered "All of the above" indicates that teachers take a holistic approach, incorporating multiple aspects, including evaluating and responding, pronunciation, and vocabulary when teaching stories in oral communication classes. Therefore, that demonstrates the importance of incorporating multiple aspects for comprehensive language development and oral communication skills.

Question Ten: What is your perception of the role of stories in an oral communication class?

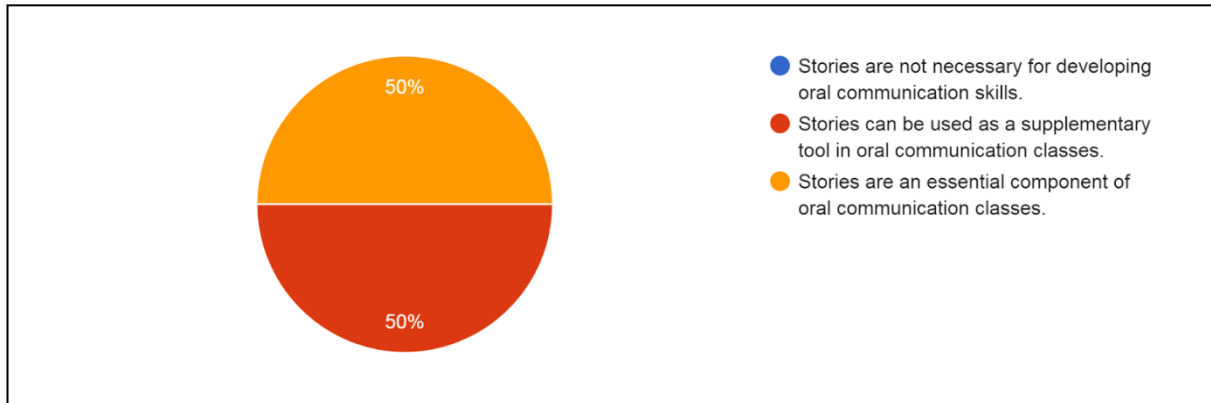


Figure 2.22: Perception Of The Role Of Stories In An Oral Communication Class

Teachers generally hold a positive perception of the role of stories in oral communication classes. The data reveals that 50% of teachers consider stories as an essential component of these classes. This suggests a strong belief among these teachers that stories play a crucial role in developing oral communication skills. Similarly, another 50% of teachers view stories as valuable supplementary tools in oral communication classes. They recognize the additional benefits that stories can bring to the learning experience, complementing other instructional methods and enhancing student engagement and understanding.

Question Eleven: What kind of stories do you like to teach your students?

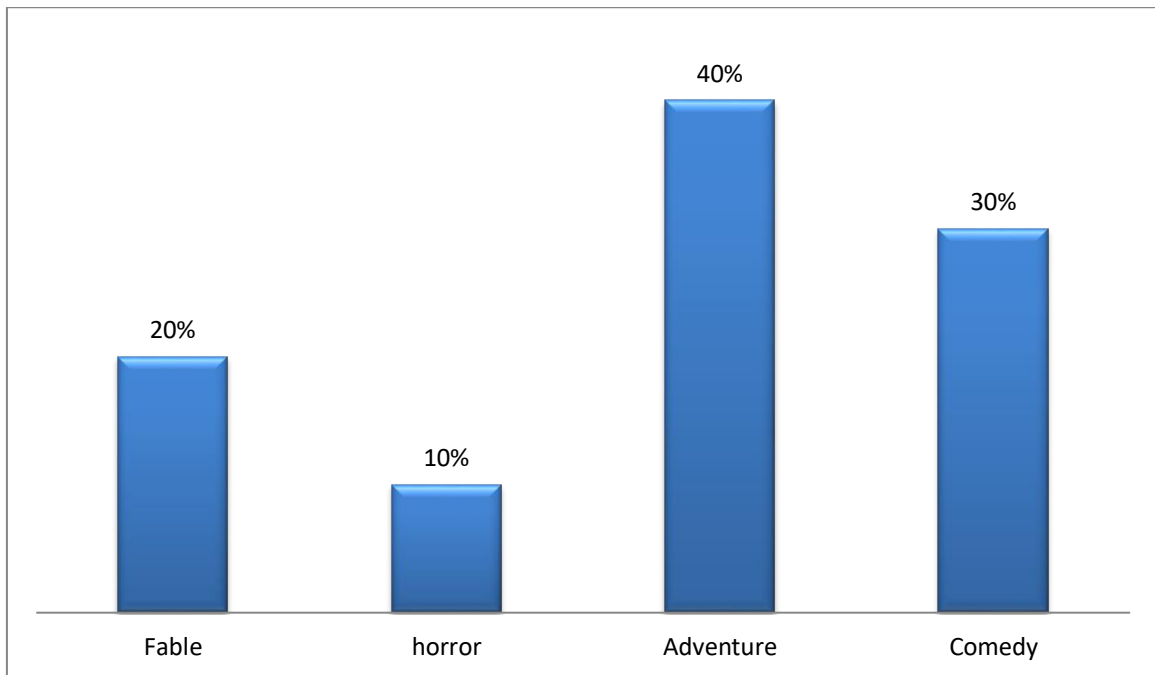


Figure 2.23: Preferred Story Types For Teaching Students

Teachers exhibit varying preferences when selecting genres for teaching stories in oral communication classes. Adventure stories emerge as the most preferred genre; it received the highest percentage of 40% followed by comedy. These genres are recognized for their ability to engage students and create a positive learning environment. While fable receive a favorable attention, and horror genre is relatively less favored. These variations in genre preferences reflect the diverse approaches to story selection in oral communication classes.

Question Twelve: How do you assess student's progress or learning outcomes related to storytelling in your oral communication class?

The analysis of the teachers' responses revealed a diverse range of assessment methods and perspectives regarding students' progress and learning outcomes in relation to storytelling in oral communication classes. Some teachers emphasized the importance of observing students' reactions and engagement with the stories, while others employ comprehensive approaches that involve various activities and

assessments focused on language skills development. Additionally, assessments such as self-reports, role-play, reflections, and analysis of students' performance are utilized to evaluate progress. Overall, the responses demonstrated an understanding of the multifaceted impact of storytelling and a commitment to evaluating students' growth and development in oral communication through diverse assessment strategies.

Question Thirteen: Are there any additional comments or suggestions you would like to provide regarding the role of stories in an oral communication class?

The teachers' responses provide valuable insights into the role of stories in oral communication classes. Some of the responses emphasized on the power of short stories to inspire and motivate students, teach important lessons, and foster critical thinking skills. They also highlighted the benefits for cultural appreciation and accommodating different learning styles. Moreover, they focused on the visualization aspect of storytelling, emphasizing how it helps students enrich their vocabulary and speaking competence. Some of the teachers mentioned their responsibility in motivating students, exposing them to figurative language, and cultivating a love for storytelling. In addition, they also mentioned the potential for developing various skills through storytelling. One of the teachers underscored the interactive nature of storytelling and its significant impact on students' language progress, particularly in oral abilities. Another teacher suggested using short stories as homework activities. Collectively, these responses indicated the power of storytelling to engage and develop students' language skills, critical thinking, cultural understanding, and motivation in oral communication classes.

II.9.Data Discussion And Interpretation

The discussion analyzed the role of short stories in oral communication classes based on teachers' and students' perceptions and practices. The study explored various aspects related to short story usage, such as the selection of stories, preferred teaching activities, perceived benefits, and students' preferences for different story genres.

Hypotheses:

- 1- Listening to short stories helps students improve speaking abilities and enhances their understanding of linguistic forms and discourse.
- 2- After listening to short stories, students' fluency can be improved.
- 3- Short stories can enhance motivation by captivating listeners and speakers and stimulating their imagination.

The teachers' questionnaire revealed that a majority of teachers prioritize the development of speaking skills (57.1%) when using short stories, while also recognizing the importance of listening skills (42.9%). Teachers believe that short stories can positively impact students' performance (92.9%) and help them become more eloquent and fluent in oral communication (92.9%). The teachers' perceptions align with Hypotheses 1 and 2, as they view short stories as effective tools to enhance speaking abilities and fluency.

Regarding the preferred activities for teaching short stories, discussion was the most favored choice (40%), followed by role-play (30%), indicating that teachers actively engage students in communicative activities, reinforcing Hypothesis 1.

The perceived benefits of short stories include enhancing vocabulary and language skills (30%), promoting active listening and comprehension (30%), and encouraging creativity and imagination (10%), supporting Hypothesis 1 and 3.

In the students' questionnaire, the majority found short stories beneficial for increasing confidence in speaking and improving listening skills, confirming the validity of Hypothesis 2.

Additionally, the students' preferences for romance as the most favored genre for oral expression aligns with the idea of short stories enhancing motivation and captivating listeners (Hypothesis 3).

The positive perception of both teachers and students regarding the use of short stories in oral communication classes suggests that incorporating short stories as a teaching strategy can lead to more effective language learning experiences, improved student engagement, and greater language proficiency. Educators can use these insights to develop more engaging and tailored teaching approaches to meet their students' needs and preferences.

II.10.Recommendations For EFL Teachers:

According to the results of the current study, the following recommendations are proposed:

- When storytelling students are motivated the teacher can easily train them to work independently and to get used to working cooperatively.
- The teacher should select the suitable short stories in the class room which includes natural language and contains concrete terms; simple story grammar or rhetorical structure to be predictable and to facilitate understanding.
- The teacher should encourage his students to relax and concentrate on comprehension and stories experience enjoyment.
- While storytelling, the teacher in this phase tend to deepen comprehension and increase students participation through a planned pauses during listening and let students to predict or imagine the coming events.
- After narration of the story, the teacher need to use a variety of post listening activities which tend to improve learners level of collaboration and cooperation in meaningful communication for developing their story sense through talking with students about their listening after the story.

- The most used activity in this stage is comprehension questions that follow the story which has been told to stimulate speaking.
- The teacher should create an oral discussion around the story structure which allows the learners to reflect on their interpretations, also he /she need ask his students to retell the story they listened to using their own words and their personal way of selecting appropriate descriptive and expressive language which is very fruitful in developing students speaking abilities and provides them oral fluency.
- Avoiding yes no question; prefer those questions that make students speak clearer.

II.11.Conclusion:

In this chapter, we have endeavored to analyze, present, and discuss the findings of the main data gathered through various tools. Firstly, the questionnaire was used as a method of data collection with both the students and the teachers. Then, the data analysis was discussed. Finally, the data collected from the teacher's questionnaire were presented to examine teachers' perceptions and experiences.

From the positive results obtained regarding the use of short stories in oral communication, we can conclude that incorporating literature, including short stories, into second/foreign language teaching is an effective method for improving EFL learners' oral proficiency.

General conclusion

General conclusion

Effective oral communication is crucial for EFL learners' education, employment, and personal development. Therefore, teachers have always sought new approaches or strategies to teach listening and speaking skills among which using short stories. Indeed, teaching oral skills through stories is an innovative and effectual approach that can engage students and improve their language skills. Consequently, the goal of the current study is to spotlight the role of short stories in oral communication.

The investigators use a quantitative and qualitative methodology to critically evaluate student and teachers' questionnaires. In this regard, the researcher's main hypotheses are validated and corroborated by the responses of the students and teachers. The results also show that students and teachers appreciate short stories as an ideal tool for communicative lessons and speaking/listening activities. They believe that using literature, particularly short stories, in language teaching offers four benefits: authentic material, cultural enrichment, language advancement, and personal growth. Additionally, short stories create a motivational atmosphere through conversation and imagination.

In conclusion, short stories enable students to become literate, motivate them to be active participants in the speaking/listening process, allow for more extended speech, and improve both skills, communication, vocabulary, and accent.

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Appendices

Appendix A: Teachers' Questionnaire

Dear Teacher

This questionnaire aims at collecting data about “ The role of Short Stories in Oral Communication Class at Salhi Ahmed Naama University”.

Therefore , your answers will be crucial to our study.

Thank you in advance for your devotion and collaboration.

Please, tick (✓) the choice that corresponds to your answer:

Section One: Teachers experience

1-Degree(s) held

- Magister - Doctorate

2- How long have you been teaching the English language?

-Less than 5years

-More than 10 years

-More than 15 years

• **Section Two: Teachers opinion about using short stories in oral communication class.**

1- When you use short stories, do you give more importance to?

-Listening Speaking

Why?

2-How do you select the short stories that you use in your oral communication classes?

- Based on students' interests - Based on relevance to the course content

- Based on the level of difficulty - Based on literary merit

- Other (please specify):

3- To make the learners feel more comfortable, do you use:

-Games, Jokes, Songs

-Provide learners with interesting topics

- Short stories

4 - How can short stories contribute to the development of oral communication skills?

(Select all that apply)

- a. Enhancing vocabulary and language skills
- b. Encouraging creativity and imagination
- c. Promoting active listening and comprehension
- d. Fostering empathy and understanding
- e. Providing real-life examples and context
- f. Other (please specify)

5- Do you think that using short stories in an oral communication class can develop student's performance?

-Yes

-No

6- Do you agree that using short stories help students to be more eloquent and fluent?

-Agree

-Disagree

-Undecided

7- What activities do you prefer to teach short stories?

-Role- play

-Discussion

-Dialogue

-Drills

-Others (mention it)

8- Are your students motivated when you teach them short stories?

-Always	<input type="checkbox"/>	-Sometimes	<input type="checkbox"/>
-Often	<input type="checkbox"/>	-Rarely	<input type="checkbox"/>
-Never	<input type="checkbox"/>		

9- Which aspects do you focus more in teaching stories?

- Evaluating and responding	<input type="checkbox"/>	-Pronunciation	<input type="checkbox"/>
-Vocabulary	<input type="checkbox"/>	-All of the above	<input type="checkbox"/>

10- What is your perception of the role of stories in an oral communication class?

a. Stories are not necessary for developing oral communication skills.	<input type="checkbox"/>
b. Stories can be used as a supplementary tool in oral communication classes.	<input type="checkbox"/>
c. Stories are an essential component of oral communication classes.	<input type="checkbox"/>
d. Other (please specify)	

11- What kind of stories do you like to teach your students?

-Fable	<input type="checkbox"/>	horror	<input type="checkbox"/>
- Adventure.	<input type="checkbox"/>	Comedy	<input type="checkbox"/>

12 - How do you assess students' progress or learning outcomes related to storytelling in your oral communication class?

Answer :

13 - Are there any additional comments or suggestions you would like to provide regarding the role of stories in an oral communication class?

Answer :

Appendix B: Students' Questionnaire

Dear students,

This questionnaire aims at collecting data about the present topic “The role of Stories in Oral Communication Class “ at SALHI Ahmed Naama University.

Therefore, your answers will be crucial to our study.

Thank you in advance for your devotion and collaboration.

• Section One: Demographic information

1-Gender:

-Male

-Female

2-Age:

3-

• Section Two: Students point of views:

1- In what ways can employing short stories in the EFL classroom be useful?

○ Increasing confidence in speaking

○ Enhancing knowledge and understanding of the language

○ Improving grammar and pronunciation

○ Improving listening skill

2- What kind of stories do you prefer in oral expression :

-Horror	<input type="checkbox"/>	-Fan stories	<input type="checkbox"/>
-Romance	<input type="checkbox"/>	-History	<input type="checkbox"/>

3- Do short stories help you to improve your speaking skill?

-Yes	<input type="checkbox"/>	-No	<input type="checkbox"/>
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4- During the short story, how do you see your understanding?

-Easy to understand	<input type="checkbox"/>
-Difficult to understand	<input type="checkbox"/>
-I understand few things	<input type="checkbox"/>

-Explain:

5- When the teacher is telling short stories in oral expression, how do you feel?

-Interesting	<input type="checkbox"/>
-Ordinary	<input type="checkbox"/>
-Boring	<input type="checkbox"/>

- Explain:

6- Are you more attentive during sessions that include short stories?

-Yes

-No

7- Can short stories influence your emotions and feelings?

-Yes

-No

8- Do you prefer expressing yourself through short stories?

-Yes

-No

9- Do short stories help you to gain new words or sentences?

-Yes

-No

10- Do you enjoy telling short stories?

-Yes

-No

11- Do you enjoy listening to short stories?

-Yes

-No

12- Is telling or listening to short stories more effective for language learning?

- Listening is more effective
- Telling is more effective
- Both are equally effective
- Neither is effective