

## Integrating Storytelling Strategy into EFL Classroom Setting: Basic Schools Teachers' Perception

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### Abstract

This paper attempted to analyze the perception of teachers on implementing storytelling strategies. The study used descriptive analytical method. The data collected via a questionnaire which was distributed to 50 English Language teachers a Basic Schools. The study Hypnotized that Basic schools' teachers have positive perspective on storytelling strategy. The study concluded that Storytelling affects positively on enriching basic school students' vocabulary and retaining basic school students' vocabulary. Implementing story telling strategies facilitates teaching and learning English skills and mastering blissful phrases. Storytelling strategies motivate learners and stimulate critical and creative thinking among young learners. Using storytelling strategy in teaching English language creates an interactive enjoyable class atmosphere. Young learners are so enthusiastic towards the use of storytelling in English class. Storytelling is a good means of grasping young learners' attention in English class.

### المستخلص:

حاولت الورقة تحليل رؤية المعلمين حول أهمية استخدام استراتيجيات سرد القصص في تدريس اللغة الانجليزية لتلاميذ الأساس. استخدمت الدراسة المنهج الوصفي التحليلي. جمعت البيانات من خلال استبانة وزع على 50 مدرس لغة إنجليزية في المدارس الأساسية. أوضحت الدراسة أن معلمي مدارس الأساس لديهم منظور إيجابي حول استراتيجية سرد القصص. وخلصت الدراسة إلى أن رواية القصص تؤثر بشكل إيجابي على إثراء مفردات طلاب لمدارس الأساسية والاحتفاظ بمفردات طلاب المرحلة الأساسية. يسهل تنفيذ استراتيجيات رواية القصص تعليم وتعلم مهارات اللغة الإنجليزية وإتقان العبارات المبهجة. تحفز استراتيجيات سرد القصص المتعلمين وتحفز التفكير النقدي والإبداعي بين المتعلمين الصغار. يؤدي استخدام استراتيجية سرد القصص في تدريس اللغة الإنجليزية إلى خلق جو صف تفاعلي وممتع. المتعلمون الصغار متحمسون للغاية لاستخدام سرد القصص في فصل اللغة الإنجليزية. يعتبر سرد القصص وسيلة جيدة لجذب انتباه المتعلمين الصغار في فصل اللغة الإنجليزية.

### Introduction

Storytelling is the oldest form of education. People around the world have always told tales as a way of passing down their cultural beliefs, traditions, and history to future generations. Why? Stories are at the core of all that makes us human.

Storytelling is still largely featured in both entertainment and communication, with a firm footing in every human institution: churches of all kinds, schools and universities, businesses and families

Abrahamson, C. (1998). All kinds of stories are to be found on television, film, email, magazines, books and in the press amongst others. People communicate with one another by telling stories about their day to day existence, giving advice or telling children what will happen if they misbehave. In addition, researchers have found that storytelling is coming back as a teaching and learning tool in both education and businesses.

Moreover, both national and international storytelling guilds are increasing in number so that oral storytelling is gradually expanded to cover additional areas, including both political and cultural fields.

### 1.1 Statement of the Problem

The standard of English language has always been a problem to the teachers who are involved and interested in English language teaching and learning. There is a general consensus that the standard of English language is deteriorating. As this is the situation the researcher is trying to detect the perception of both teachers and students on a storytelling teaching as a trail for solving the problem.

### 1.2 Objectives

This study focuses on the perception teachers on a storytelling on learning the foreign language

### 1.3 Question of the Study

- To what extent those Basic schools' teachers have positive perception on storytelling strategy?
- To what extent that storytelling strategy helps teachers to generate new ideas on how to link stories with the curriculum?

### 1.4 Research Hypotheses

- Basic schools' teachers have positive perspective on storytelling strategy
- Storytelling strategy helps basic school teachers to generate new ideas on how to link stories with the curriculum?

### 1.5 Significance of the Study-

This study is hoped to be significant to teachers of English and to text book designers and may be some other educationists.

## 2.0 Literature Review and Previous Study

Ahmed Ali (2013 : Omdurman Islamic University :The role of telling story in

promoting English language proficiency among Sudanese Learners ) contends that telling story enables Sudanese learners to generate and grasp meaningful well-formed English sentences within specific contextual necessity in terms of communicating purpose ;in addition , It enhances linguistic competence from meaning negotiation aspect to comprehension aspect and it attracts learners to learn English because it makes English class sounds attractive and interactive. Ahmed recommends that telling story must be embodied in English syllables. In addition, he recommends that telling story should be initiated by English teacher in the class room, so English teachers should bring story in the classroom as a supplementary material. The researcher confirms that telling story enables learners to generate English language corresponding to the desired situation and context aiming at mutual comprehensible communication and it attracts learners to learn English ,but the researcher proposes that the telling story provides learners with large vocabulary and blissful phrases which enhance learners' proficiency.

Omer Hassan (2008) conducted a study at Juba University on the importance of storytelling in fostering speaking skill. He concludes that storytelling plays a salient role in promoting speaking skill as a productive skill. He also finds out that story telling help students grasp meaningful expressions and words which enable them to produce English language in different social communicative situations. Moreover, it activates critical thinking in English classroom because it makes learners analyze and evaluate the story relying on syllogistic approach.

The researcher confirms that telling story provides learners with blissful expressions and it activates critical thinking.

Mai Hassan (2015) conducted a study at Ahfad University on the significance of storytelling in motivating English learners from psychological perspective. She asserts that story telling involves psychological state which entails mental processes and cognitive domain activation. The researcher states that telling story has twofold perspective, psychological which involves cognitive process and educational perspective which entails mode of thinking and behaving within community. She concludes that story telling motivates learners to learn English and it creates entertaining atmosphere. The researcher confirms that telling story motivates learners and creates a motivating class.

Khalid Hassan (2016) conducted a study at Sudan University for Sciences and

Technology on the importance of short story in teaching English. He concludes that short story plays a crucial role in learning English and it activates critical thinking which requires activation of high order thinking –synthesis ,analysis and evaluation.

Salma Salih (2013) conducted a study at Khartoum University on the significance of short story in designing English syllabus. She concludes that English syllabus should be composed of short stories. The researcher believes that English syllabus should include reflection task for language skills. Salah Ahmed (2017) conducted study at Nile Valley on the effectiveness teaching short story in enlarging vocabulary size among learners. He concludes that

teaching story stories enlarge authentic vocabulary which promotes textual comprehension among secondary school students. The researcher confirms that teaching stories in English classroom increases vocabulary among students.

### **3.0 Methodology**

This chapter reports the methodology of the study. It describes the procedures and instruments which are used in data collection of the study. Also, it will introduce the population of the study, the sampling, reliability, validity and reveals the procedures followed in eliciting the data of the study and procedures of data analysis.

#### **3.1 The Population of the Study**

As the study focuses on analyzing the perception of teachers on storytelling strategies, it naturally deals with the attitudes of English teachers teaching at lower level and students. The population used in this study, was chosen randomly from the English teachers teaching at basic school as well. They are all Sudanese- male and female in Khartoum State.

#### **3.2 The Sample of the Study**

The sample of the study consists of 50 English language teachers who teach at basic school in Khartoum State

#### **3.3 Instrument of the Study**

The study uses a questionnaire as data-collecting tool. The questionnaire included ten items in order to attain the objectives and the aim of the study.

#### **3.4 Validity**

In order to check the validity of the questionnaire, the researcher ran a pilot study. Ten copies of the questionnaire were distributed to some of the expert English language teachers from English language unit.

The teachers wrote down their comments, suggestions, notes and advice at the end of the questionnaire. According to their comments, suggestions, notes and advice, the number of statement were reduced from thirty five to ten statements. The final version of the questionnaire consisted of two parts. The first part concerns with the information about English language teachers including qualification and experience. The second part consisted of ten statements.

In seeking of the face and content validity of the questionnaire, the researcher consulted some experts in the field of teaching English language.

They agreed that the tool is adequate and suitable for the purpose of the study. The researcher has made some changes according to the experts' advice. Then the permission as given from the supervisor and sixty copies of the questionnaire were distributed to the subject and fifty of them were collected.

### 3.5 Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results. According to M. Namara (2009: 61) "The overall capacity of a multi-item questionnaire to define levels of perception or attitudes among co-ordinates consistently referred to as the reliability of the questionnaire". The questionnaire was examined by three experts in the field of the English language teaching.

### 3.6 Procedure

The questionnaire was given by hand to the sample. They responded by putting a tick in the appropriate space opposite to an item in one of the following choices: strongly agree, agree, neutral, disagree and strongly disagree.

After that 'strongly agree' and 'agree' were summed up and 'disagree' and 'strongly disagree' were summed up. The responses became only three columns: agree, neutral and disagree. These three responses were given values as 'excellent', 'v. good', and 'good'. The responses below 'good' were rejected. According to the scale, which was designed by the researcher, the general mean was (3.57).

### 3.6.1 Questionnaire Procedure

Seventy copies of the questionnaire were distributed to the teachers but only fifty of them were collected. The researcher excluded some of the copies because the respondents did not fill all of the statements and some of them marked more than one option. About two copies were invalid and they were excluded from the sample. The questionnaire was designed in simple and clear language so as to avoid ambiguity and misunderstanding which lead the respondents to make mistakes. The questionnaire consisted of two sections and ten statements. Each one of the statements was related to specific section.

The questionnaire was distributed to the subjects and they were requested to fill in it in their free time. The subjects were given open time to fill in the questionnaire. After collecting the data, the researcher used the statistical analysis method in analyzing it using SPSS. As that, it was distributed to ten educational experts, the researcher used a qualitative method in analyzing the interview. As for the interview, the researcher chose a school and gave the. In analyzing the t results, the researcher used the statistical analysis method using SPSS.

#### 4.0 Data Analysis, Results and Discussions

The analysis of data of this study was made manually by the researcher himself to obtain the frequency of the sample answers. He also used computer programs (word and Excel) for tables and graphics. All the sample answers were changed into numbers and percentages. Charts and tables are explained in texts then.

##### H.1 Basic schools' teachers have positive perspective on storytelling strategy

Table (1) "The storytelling strategy has helped me to examine my role as a teacher in new and productive ways"

Valid	Frequency	Percent (%)
Strongly agree	31	62%
Agree	16	32%
Neutral	2	4%
Disagree	0	0%
Strongly disagree	1	2%
Total	50	100%

Table (1) shows that the high percentage is in "Strongly agree and agree" statement which indicates that the storytelling strategy has helped me to examine my role as a teacher in new and productive ways.

Table (2) " This strategy immersed me in a creative process."

Valid	Frequency	Percent%
Strongly agree	26	52%
Agree	18	36%
Neutral	5	10%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100%

Table (2) shows that the high percentage is in "Strongly agree and agree" statement, which indicates that this strategy immersed me in a creative process

Table (3) " This strategy made me a unique teacher with a unique way.."

Valid	Frequency	Percent (%)
Strongly agree	34	68%
Agree	16	32%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100

Table (3) shows that the high percentage is in "Strongly agree and agree" which means that this strategy made me a unique teacher with a unique way.

Table (4) "teachers' model reading should be slow."

Valid	Frequency	Percent (%)
Strongly agree	17	34%
Agree	17	34%
Neutral	7	14%



Disagree	5	10%
Strongly Disagree	4	8%
Total	50	100

Table (4) describes the high percentage obtained above, that shows this strategy increased teachers' sense of empowerment.

Table (5) " This strategy made me better at thinking on my feet."

Valid	Frequency	Percent (%)
Strongly agree	29	58%
Agree	18	36%
Neutral	3	6%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100

Table (5) shows that the respondents agree with this strategy made me better at thinking on my feet.

## H.2 Basic Schools' Learners have positive perspective on Storytelling strategy

Table (6)"This strategy enhanced my fluency, vocabulary acquisition and recall."

Valid	Frequency	Percent (%)
Strongly agree	25	50%
Agree	20	40%
Neutral	4	8%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100

Table (6) describes the high degree of agreement with the statement above that represents this strategy enhanced my fluency, vocabulary acquisition and recall.

Table (7)" It helps me tell other students what I imagined."

Valid	Frequency	Percent (%)
Strongly agree	17	34%
Agree	30	60%
Neutral	2	4%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100

Table (7) shows the high percentage of respondents who agree with the statement that It helps me tell other students what I imagined.

Table (8)" It helped me to work co-operatively with others."

Valid	Frequency	Percent (%)
Strongly agree	20	40%
Agree	23	46%
Neutral	6	12%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100

Table (8) confirms that the high percentage represents the importance of this strategy which helped them to work co-operatively with others.

Table (9) "It helps me understand the structure and components of a story"

Valid	Frequency	Percent (%)
Strongly agree	23	46%
Agree	22	44%
Neutral	4	8%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100

Table (9) shows the high degree of responding to the statement above which confirms the role of storytelling strategy.

Table (10)" It helps me improve my writing skills in general."

Valid	Frequency	Percent (%)
Strongly agree	32	64%
Agree	16	32%
Neutral	1	2%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100

Table (10) illustrates the high percentage of respondents who agree with statement that It helps me improve my writing skills in general.

### Verification of the Research Hypotheses

From data analysis and discussion, and according to the research questions and hypotheses, the researcher has come up with the results of the research in hypotheses as follow:

The first hypothesis which is"

#### **H.1 Basic schools' teachers have positive perspective on storytelling strategy**

"has positive respondents; the percentage shows that(80%) of sample answers have positive attitudes towards this hypothesis.

The second hypothesis" **Storytelling strategy helps teachers to generate new ideas on how to link stories with the curriculum.**" has also positive respondents and percentage which shows that there are about (85%) of sample answers are positive too. That means the two hypotheses have successfully achieved.

### 5.0 Conclusion, Findings and Recommendations

This study investigates analyzing the perspective of teachers on storytelling strategies. The instruments used to collect the data of the research were questionnaire. The questionnaire addressed English language teachers in different schools in Khartoum State.

This chapter concludes the study besides, containing the findings of the research, recommendations and suggestions for further study.

#### 5.1 Conclusion

The results of this study revealed that 90.4% using telling story strategy in teaching English motivate students in learning English .It is also understood that 96.4% of the respondents agreed that using telling story strategy in teaching English provides students with vocabulary items that they need to use in real situations.

It can be understood that 85.8% of the respondents do agreed that telling story provides students with memorable blissful phrases and it enriches vocabulary size blissfully. The results also showed that 91% of the respondents agreed that telling story strategy assists students grasp English structure sub consciously without boring demonstration. A great number of the respondents, about 98.5% agreed that telling stories are positive in teaching and learning English at basic school.

### 5.2 Findings

This study attempted to analyze the perception of teachers on storytelling strategies. In investigating the problem of the research, the following questions were raised:

a. To What extent those Basic schools' teachers have positive perspective on storytelling strategy?

b. To What extent that Basic Schools' Learners have positive perspective on Storytelling strategy?

The above questions have been realized in terms of the following findings:

1. Storytelling affects positively on enriching basic school students' vocabulary and retaining basic school students' vocabulary.
2. Implementing story telling strategies facilitates teaching and learning English skills and mastering blissful phrases.
3. Storytelling strategies motivate learners and stimulate critical and creative thinking among young learners.
4. Using storytelling strategy in teaching

English language creates an interactive enjoyable class atmosphere.

5. Young learners are so enthusiastic towards the use of storytelling in English class.

6. English language teachers have positive attitudes towards the use of storytelling in the classroom.

7. Storytelling is a good means of grasping young learners' attention in English class.

### 5.3 Recommendations

1. The ministry of education should encourage using story telling strategy in teaching English at basic school level.

2. Basic schools should be provided with the suitable authentic reading materials composed of short stories.

3. Storytelling is recommended to be used in teaching English skills to younger learners.

4. Students who are able to tell story in English should be rewarded and motivated well.

5. Teachers should select blissful fruitful simple authentic stories in order to avoid tediousness and difficulties.

6. Storytelling should be used in English class with highly consideration to communication between student – teacher , student – student and vice versa; creative thinking; critical thinking, and collaboration among students.

7. Teachers should encourage young students to extract linguistic items and moral lesson from stories which are told to them.



#### 5.4 Suggestions for further Studies

1. On the basis of the study, the researcher suggests areas for further future studies in the field of using authentic reading materials in the EFL classroom.
2. A study can be conducted on the effectiveness of using storytelling in promoting speaking skills among young learners.
3. A study can be conducted in the role of storytelling in motivating young learners and creating an interactive classroom.
4. A study can be conducted on transforming traditional teaching method into interactive teaching method using storytelling strategy from learner center approach.
5. Storytelling and using games in classroom efficiency in promoting learning English can be conducted as study.

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