

الآية

بسم الله الرحمن الرحيم

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ

الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

صدق الله العظيم

سورة العلق : الآيات من 1-5

Dedication

I dedicate this research to my parents who play an important role in my life.

My husband who supports me materially and spiritually. To all my teachers without exception; especially my supervisor and to everyone who helps to accomplish this research. To my friends.

Acknowledgement

First of all I thank allah for giving me the will. Strength and protection to path and execute this work . I would like to express my gratitude and appreciation to my advisors Dr. Abass Mokhtar Albadway for his leadership his help and support me in ensuring that this work was completed in right way.

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Abstract

This study aims to analyze the perspective of teachers concerning storytelling strategies in English Language Teaching. The descriptive research design used incorporated both qualitative and quantitative instruments to accomplish the objectives of the study. Questionnaires were distributed to 50 English language teachers. The analysis of the results showed that storytelling affects positively on enriching basic school students' vocabulary and retaining basic school students vocabulary, and implementing story telling strategies facilitates teaching, learning English skills and mastering blissful phrases. Storytelling strategies motivate learners, stimulate critical and creative thinking among young learners.

The researcher recommends that storytelling strategy should be officially implemented in teaching English at basic school level and it should be used in English class with highly consideration to communication between student – teacher, student –student and vice versa in collaboration among students and then creative and critical thinking.

ملخص البحث

تهدف هذه الدراسة إلى تحليل منظور المعلمين فيما يتعلق بتطبيق إستراتيجية السرد القصصي في تدريس اللغة الإنجليزية ؛ ولقد ارتكزت الدراسة على المنهج الوصفي التحليلي في إطاره الكمي والنوعي.

لقد شملت الدراسة إستبياناً لخمسين معلماً للغة الانجليزية كعينة للدراسة ، فتوصلت الدراسة الى الأتي : لدى الطلاب والمعلمين ميول ايجابية نحو إستخدام إستراتيجية السرد القصصي في تعليم اللغة الانجليزية ، وأنها تحصل من الزخيرة اللغوية لدى الطلاب ، وتسهل مهارات التعليم والتدريس ، .

وتفعل وتستحث التكير الناقد والإبداعي وسط الطلاب الصغار ، وقد أوصت الدراسة بتطبيق استراتيجيات السرد القصصي في تدريس اللغة الانجليزية في مرحلة الاساس وتفعيل التعليم التفاعلي بين المعلم والطلاب أو العكس في إطار التعاون .

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