CHAPTER
ONE

Introduction

1.0 Background of the Study

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.

Denning (2005 Denning, S. (2005). The leaders guide to storytelling. San Francisco, CA: Jossey-Bass, thinks that storytelling could easily be that sixth discipline. The features Peter Senge (2006 Senge, P. (2006). The fifth discipline: The art and practice of the learning organization (2nd ed.). New York, NY: Currency. imagined are all new and refer to broader patterns of thinking and a way of sharing hopes throughout the ongoing learning process.

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.

Beside, storytelling is an important tool in promoting English language learners.

1.2 : Objectives of the study

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

1.3Questions of the Study

1\ To what extent those Basic schools' teachers have positive perception on storytelling strategy?

2\ To what extent that   storytelling strategy helps teachers to generate new ideas on how to link stories with the curriculum?

1.4 : Hypotheses of the study

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

2. Storytelling strategy helps basic school teachers to generate new ideas on how to link stories with the curriculum?

1.5 Methodology

This study uses the descriptive analytic method. The researcher uses a teacher questionnaire and a student interview as tools to collect the data or this study. The researcher chooses twenty students for interview and fifty teachers for questionnaire randomly. The data are analyzed by the SPPS (Statistical Package for Social Sciences) programme to obtain the results.

1.6 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.

Chapter Two

Literature Review and Previous Studies

2.0 Introduction :

2.1 What is a story?

Most dictionaries define a story as a narrative account of a real or imagine deventor events within the storytelling community, a story is more generally agreed to be specific structure of narrative with specific style and set of characters and which includes a sense of completeness. Through this sharing of experience we use stories to pass on accumulated wisdom, beliefs, and values. Through stories we explain how things are, why they are and our role and purpose.

Stories are building blocks of knowledge, the foundation of memory and learning. Stories connect us with our humanness and link past, present and future by teaching us to anticipate the possible consequences of our actions.

2.2 What is story Telling?

Definition of story telling

It is the life, person-to-person oral and physical presentation of a story to an audience. "Telling "involves direct contact between teller and listener. It mandates the direct presentation of the story by the teller .the teller's role is to prepare and present the necessary Language, Vocalization, and physicality to effectively and efficiently communicate the images of story.

2.3 Storytelling and Learning

Storytelling is means for sharing and interpreting experiences stories are universal in that they can bridge cultural, Linguistic, and age–related divides. Storytelling can be adaptive for all ages, leaving out the notion of age segregation.

Story telling can be used as a method to teach ethics, values, and cultural norms and differences .Learning is most effective when it takes place in social environment that provide authentic social cues about how knowledge is to applied.

Stories function as a tool to pass on knowledge in a social context.

Story telling can be seen as a foundation for Learning and teaching.

2.4 Storytelling in the Classroom

It is accessible to all ages and abilities. No special equipment beyond the imagination and the power of listening and speaking is needed to create artistic images. As a learning tool, story-telling can encourage students to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, lucid manner. Studies have shown that storytelling is a good way of checking comprehension and drawing children's attention to the

Story's plot. When the teachers carefully select stories that are familiar to children and families from other cultures, English Language Learner make better progress and begin to notethe similarities between their native Languages and dominant Language (Mason & Au, 1998).

2.4.1 Story Telling Flexibility

Storytelling is interactive. The teller sees the audience's reactions clearly and can adapt the story. If she sees fear in the eyes of younger students, she might tone the story down a bit. On the other hand, if a teller sees that his older students love the scary parts, he can accentuate them. We found that even our three-year-old niece understands this concept. One night when she and Martha were playing, Bailey wanted to be the mom and have Martha play the baby. Here's how the conversation went:

Bailey: It's time for you to go to bed, Baby. Let me tuck you in.

Martha: Oh Mommy, do I have to go to bed already? Bailey: Yes, Baby. You are too tired. You need to rest. Martha: Tell me a story, Mommy.

Bailey: Okay, Baby. Once upon a time there was a really big, hairy monster [said in very scary tone].

Martha: I'm scared, Mommy! I'm scared.

Bailey [very quickly]: It was a good monster! Don't worry, Baby. It was purple and it wasn't scary at all.

Because telling a story sets a teller free from the printed text, each telling is unique. Even the same story told by the same teller can be different every time.If you put the book away now and then and just tell the story, an enduring bond forms between you and your students. Without the book as a barrier, the teller looks directly into the eyes of the audience and is free to use gestures, facial expression, and body movements to enhance the telling and to help listeners understand the story better. Storytellers don't hide behind characters the way actors do; they reveal a great deal about themselves by the stories they tell and how they tell them. And while those who read aloud can see the audience only through a layer of words on the page, story-tellers are richly rewarded by seeing the wonder and excitement on the faces of the listeners.

Because audience members are actively involved in the process, storytelling becomes a shared experience. Thus it brings a sense of intimacy and com- munity. An extraordinary connection is made between the teller and the listener. We are no longer surprised when we later meet a student who had been in one of our large audiences and who says, "Remember me? You told me stories." If you read the letter we received from a fourth grader on page 6, you will see that, although we do not know the student, he feels a strong connection to us from having heard us tell stories.

Influence of Story Reading on Language Development

Storybook reading is one of the most studied formats for increasing language learning in children. Many research studies have shown that children make significant gains in various areas of development through shared storybook experiences (Rubin & Wilson, 1995; Snow, 2001; Kaderavek & Justice, 2002). Story reading benefits children in two ways by providing them with acquisition of language and literacy. Not only do children acquire language and literacy skills, but they also experience vocabulary growth, knowledge of handling books, and many other skills (Snow, 1983). Story reading can foster communication opportunities for young children, as they discuss the text and illustrations (Kaderavek & Justice).

Language growth is a primary area of focus during story reading in a classroom. Huck, Helper, and Hickman (1989) believe that children with high linguistic competencies are those who have been exposed to the most literature. Language expert, Chomsky (1972), believed that an increase in syntactic complexity and a growing vocabulary in young children could be attributed to the adult-child reading experience.

Many researchers have found important connections between reading aloud to preschoolers and their later literacy success (Ferreiro & Taberosky, 1982; Kontos & Wells, 1986). Wells (1986) states that the number of hours a child is read to during their preschool years is the best predictor of the child's later reading achievement in school. Reading books aloud not only increases reading achievement scores, but also listening and speaking abilities. Children who are frequently exposed to storybook reading are more likely to use complex sentences, have increased literal and inferential comprehension skills, gain greater story concept development, increase letter and symbol recognition, and develop

positive attitudes about reading (Silvern, 1985). More recently, Neuman (1999) found impressive improvement on measures of literacy, when basic teacher training was combined with book readings in childcare centers serving low-income children.

Influence of Storytelling on Language Development

While there have been many studies of reading to young children, storytelling has received little research attention. This method of sharing stories is frequently suggested in children's literature and early childhood texts (Huck, Helper, & Hickman, 1989; Raines & Isbell, 1994). However, a limited number of research studies have investigated storytelling and its possible influence on the language development of young children.

When a story is read, the primary reference for the communication event is the text, as fixed upon the page. In a storytelling event, the words are not memorized, but are recreated through spontaneous, energetic performance, assisted by audience participation and interaction. Sobol (1992) describes the models as the oral interpretive and oral traditional modes of storytelling performance. In an oral traditional storytelling event, the primary references are the story, in its emergent, imaginative substance, and the relationship between teller and listeners, in the fluid interactive space of performance.

Although storytelling and story reading are similar in content, they diverge in crucial ways in their process. One difference is in audience participation. In storytelling, children are encouraged to join in repetitive phrases or refrains, and given the opportunity to suggest variations in certain free story elements. Roney (1996) has described these aspects of storytelling as co-creative and a form of two-way communication.

It has been suggested that imaginative development is a key benefit of stories being told (Ellis, 1997).

In story reading, participation generally involves discussing the book illustrations. The storyteller usually uses more repetitive phrases, sounds, and gestures than the story reader. Both telling stories and reading quality children's books can enhance children's imaginations as well as encourage them to create mental pictures (Aina, 1999). Storytelling, however, seems to require more visual imagination than story reading, because there are no book illustrations to preempt the listeners' attention.

According to Zeece (1997), and Malo and Bullard (2000), eye contact is another major difference between storytelling and story reading. With a book, focus is on the text and illustrations. Without a book, the children look at the teller and the teller looks at the children. This increased interaction, through eye contact, makes the experience more personal.

Ellis (1997) suggests that storytelling is the most effective way to develop listening skills. Storytelling also provides an opportunity to experience the difference between listening quietly and listening actively, by participating in the process. Colon-Vila (1997) agrees that storytelling helps teach children to listen; it helps develop skills in both oral and written communication, while developing understanding of story schema.

Storytelling is increasingly recognized as having important theoretical and practical implications (Kim, 1999). Collins (1999) determined that storytelling has many uses in the education of primary children. She concluded that stories provide a conceptual framework for thinking, which allows children to shape experiences into a whole they can understand. Stories allow them to mentally map experiences and see pictures in their heads; telling traditional stories provides children with a model of language and thought that they can imitate.

Farrell and Nessell (1982) found that storytelling enhanced fluency, vocabulary acquisition, and recall. According to Maguire's (1985) study, storytelling serves many purposes including increased vocabulary and concentration, as well as developing the young child's ability to think symbolically and metaphorically. Strickland and Morrow (1989) suggest that storytelling is a way to further language development in early childhood classrooms.

Peck (1989) said that telling stories in the classroom furthers oral and written language development, as well as furthering comprehension for reading and listening. Malo and Bullard (2000) said that storytelling might be more powerful than other mediums at developing skills that prepare children for reading. In an observational study conducted by Palmer, Harshbarger, and Koch (2001), young children made gains in story concept, comprehension, vocabulary, and many other areas, after participating in a story time program using storytelling.

Myers (1990) conducted a study with children in second through fifth grade, where some stories were read and some told. In her study, she found that the children and storyteller enjoyed and interacted more during storytelling than story reading. In contrast, the children fidgeted and looked away during story reading. Trostle and Hicks (1998) conducted a study to determine whether children who heard stories told performed better on comprehension and vocabulary tests as compared to children who heard stories read. The children were between 7 and 11 years old and heard the same stories presented differently. Children in the storytelling group scored significantly higher on both the comprehension and vocabulary measures. Trostle and Hicks suggested that further research was needed to examine the use of storytelling with younger children, preschool to age seven. In a research study by Walker (2001), stories were

presented to children in three ways: telling, reading, and CD-ROM.

Children in the storytelling group attained higher scores in comprehension than children in the other groups.

Maldelez (2010) asserts that storytelling in EFL is a powerful and effective way to raising the level of vocabulary acquisition. Storytelling can also develop students' motivation and interests (cited in Moon & Maeng, 2012).

Gonzalez (2010) found that stories used for teaching English as a foreign language to children in first, second and third grade develop students' motivation and increase their participation in different activities(cited in Moon& Maeng, 2012) .

Isbell, Sobol, Lindaur and Lowrance (2004) investigated the effect of storytelling and story reading in promoting young learners reading comprehension. The results showed that both storytelling and reading stories enhanced reading comprehension skill in children aged three to five. They came to the conclusion that the group who only heard the stories had greater reading comprehension than the group who just read the stories, even though the storytelling and the story reading had the same content (cited in Moon & Maeng, 2012).

 Cameron (2001) asserts that storytelling is oral activity that is designed not only for listening but also for involvement; then it enhances class participation. He believes intense eye contact between the teacher and the pupils is a unique in storytelling because such behavior is a natural one in communication, then it increases the communication ability in the classroom (cited in Setyarini, 2011).

 Baker and Greene (1977) suggest that, "telling a story is giving a gift . . . storytelling brings to the listener heightened awareness—a sense of wonder,

of mystery, of reverence for life" (cited in Lenox, 2000, p.1). Also, they believe, storytelling is a gift of understanding of self and others, and understanding the story itself. Kaderavek and justice(2002), Rubin and Wilson(1995), and snow (1983) believe that It is common for teachers to read story books to children in class; in fact Storybook reading is a valuable activity recommended in educational literature and they find its benefits for children's language learning (cited in Al-Mansour, 2011).

Alna,(1999) believes that In addition to its entertainment value, storytelling may have considerable value as an educational tool The role of storytelling in the foreign language classroom has been highlighted for many teachers and scholars(cited in Al-Mansour, 2011).

Farrell and Nessel (1982) mentioned classroom storytelling and its reputation among school teachers. The reason for this reputation is the practicality and usefulness of reading story in the classroom (cited in Al-Mansour, 2011).

2.4.2 Using Storytelling Strategies

Gersie (1992:123) states that English teacher can use story to:

-Use stories as introductions: Just as we encourage students to use attention-getting devices for their essays and speeches, we can use the same technique as educators. Begin class with an interesting story, but one that is relevant to the lecture's focus.

Use stories as illustrations: When you're hammering through a relatively difficult concept with your class, one easy way to explain it is to illustrate the concept with a story. When facts and figures won't do, simple narratives sometimes can.

-Tie storytelling to learning goals: We want our students to develop listening skills, and we can incorporate storytelling into the larger picture of achieving these outcomes.

-Tell stories to engage reluctant learners: Some students experience difficulty connecting to drab textbooks or abstract concepts. However, those same learners typically have little struggle connecting to stories. Through telling stories, you make life and learning more relevant, giving reluctant learners a better angle of engagement.

2.4.3 Types of Stories

Tobias (2008:67) contents that there are several different types of stories you could potentially tell in your classroom.

-A true story from your own life

-A true story from the life of someone you know, like a friend, family member, or neighbor

-A true story from the news or a current event

-A story that took place sometime in history

-A fictional story, with made up characters or events.

2.4.4 Why Storytelling

Storytelling is the original form of teaching. There are still societies in which it is the only form of teaching. Though attempts have been made to imitate or update it, like the electronic storytelling of television, live oral storytelling will never go out of fashion. A simple narrative will always be the cornerstone of the art of teaching. Colloquial or literary, unaffected or flowery–the full range of language is present in stories. Develop in a unique way. The listeners benefit from observing non–polished speech created on–the–spot. While listening to stories, children develop a sense of structurethat will later help them to understand the more complex stories of literature. In fact, stories are the oldest form of literature. Through traditional tales, people express their values, fears, hopes, and dreams.

Oral stories are a direct expression of a literary and cultural heritage; and through them that heritage is appreciated, understood, and kept alive. Through a story, listeners experience a vicarious feeling for the past and a oneness with various cultures of the pre- sent as they gain insight into the motives and patterns of human behavior."People have always told stories; it is the oldest form of remembering. In ancient times, long before written language was developed, people told stories to preserve the history, traditions, desires, and taboos of their social groups. Each generation told their stories to the next, which in turn told the stories to the youth of the generation that followed them.

Since prehistory, all cultures have passed along such tales through the oral tradition, and they have always been an essential part of our humanness. Some stories were told just for entertainment. Others were used to share the history of a group of people and also to teach lessons and transmit values and beliefs. Still others were intended to explain natural phenomena–such as the changing of the seasons and the cycle of night and day–and usually involved the people's gods and other religious beliefs. Certain stories were accompanied by music and were sung instead of recited. These stories remained in a constant process of variation, depending on the memory, talent, or purpose of the storytellers" (Anderson, 2005, 81).However, many storytellers feel that cognitive enrichment is not the primary aim of their art. Stories have numerous affective benefits for social and emotional development. A story session is a time to share feelings. A relaxed, happy relationship between storyteller and listener is established, drawing them together and building mutual confidence. Stories help children to know themselves and to know others so they can cope with the psychological problems of growing up.

Storytelling is also a living art. Like music and dance, it is brought to life in performance. A story will be altered by the storyteller's background: his/her choice of set- ting and detail, and the rapport established with the audience. The storyteller's building materials are words, sounds, and language patterns. The tools are the voice, face, and hands. The product is the creation of a shared human experience based on words and imagination. Storytelling is an individual art, and an imposed method or ready–to–use plan will prove inadequate. Beginning storytellers must go beyond the rules. They must know their personal strengths and develop their own unique style.

The most important advantages of storytelling may be summarized as follows:

–   Stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning. They can create a desire to continue learning.

–   Stories exercise the imagination. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative powers.

-Listening to stories in class is a shared social experience. Reading and writing are often individual activities; storytelling provokes a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help build up child' s confidence and encourage social and emotional development.

-Children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overly reinforced. Many stories also contain natural repetition of key vocabulary and structures. This help children to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story. Repetition also encourages participation in the narrative. Following meaning and predicting language are important skills in language learning.

–   Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech.

Listening to stories develops the child's listening and concentrating skills via:

1.   Visual clues (for example, pictures and illustrations),

2.   Their prior knowledge of how language works.

3.   Their general knowledge.

This allows them to understand the overall meaning of a story and to relate it to their personal experience.

2.4.5 Storytelling and the Syllabus

A syllabus is concerned essentially with the selection and grading of content. For example, if you are using a course book in your teaching, it is the authors who have selected the language items you are going to teach and the order in which you introduce them. They, in turn, may have based their selection on guidelines laid down by a Ministry of Education. A syllabus is most likely to include language functions and structures, vocabulary, pronunciation and skills to be practiced. It may also include

the types of activities and tasks your pupils will be involved in. Various factors are considered when selecting and grading content such as the age and conceptual level of learners, their needs and interest, their language level and previous language–learning experience, and the degree of difficulty of language and activities.

If you do not have to adhere rigidly to a course book, storybooks can also be used as short basic syllabuses in their own right, offering a novel alternative to the course book. Six or seven stories could be worked on throughout a school year. This would mean spending about four to five weeks on each story and about eight to ten lessons per story, if the class has two hours, of English a week.

2.4.7 Selection

Selection requires an ability to evaluate stories and to discriminate between those that meet your learners' needs and those that do not. Although learning stories directly from other storytellers is the traditional method, you will learn most stories from books.

Many publishers produce simplified storybooks especially for children learning English. However, there are many authentic storybooks written for English-speaking children which are also suitable for those learning English. As they have not been writ- ten specifically for the teaching of English as a foreign language, the language is not selected or graded. Many, however, contain language traditionally found in most beginner syllabuses. The advantage of using authentic storybooks is that they provide examples of "real" language and help to bring the real world into the classroom. Very often simplified stories represent a watered–down version of the English language and can deceive both teacher and learners

about the true nature of language. Authentic can also be very motivating for a child as they experience a strong sense of achievement at having worked with a "real" book. Furthermore, the quality of illustration is of a high standard, appealing to the young learner, and it plays an important role in aiding general comprehension. Wide reading gives authority to your telling. Teachers can choose from a wide range of storybooks: those that children are already familiar with in their mother tongue, such as traditional stories and fairy–tales; picture stories with non-text, where the children build up the story together; rhyming stories; cumulative stories with predictable endings; humorous stories; stories with infectious rhythms; everyday stories; fantasy stories, animal stories, and so on.

2.5 The Importance of Storytelling in Education

"Story Telling" is clearly a social experience with oral narrative incorporating linguistic features that display a sophistication that goes beyond the level of conversation. (Mallan, 1991: page 14) and for this reason story telling from oracy to literacy. Literacy is a second order language system that requires oral competency as a prerequisite (Dyson, 1991; Hall, 1987) and as a sophisticated oral art from, storytelling certainly offers significant input towards oral language competency, along with many significant links to written language.

2.6 The Role of Storytelling in Improving Vocabulary

However, our written language is far more complex than our spoken language. Snow & Tabors (1993) clearly define writing as a "system of its own" that builds on the base of oracy then grows far beyond it. This is exemplified through these statistics on vocabulary.

".... a list of 1000 words essentially exhaust the vocabulary anyone – even a highly educated adult uses in speaking (Hayes & Ahrens 1988) for

reading and writing on the other hand educated English speakers might know as many as 100000 words (page9).

2.8 Teaching Writing Skill With Story Telling

Literate adults usually use for more complex words when they are writing than when they speak. When children are learning to read and write, their real language vocabulary

will obviously to greater. Snow & Tabors have found that a well

established oral language vocabulary is essential

for development of young children written vocabulary.

Children can sound out a written word more efficiently; if they know what it is meant to sound like "phonology" and they know the meaning "semantics" of words they can predict where they might occur in a text (page 9 − 10) Cooper, Collins and sax by claim that regular storytelling experian increases young children's vocabulary as they encounter abroad range of new words through story (page10–11) thereby supportingthedevelopmentoftheirwrittenvocabulary.

When this approach in started with beginners will help to strengthen their base with well established English in commencing university education.

2.9.1 Storytelling and Intercultural Understanding

McDrury and Alterio (2003:98) state that there here are a number of ways in which storytelling can enhance intercultural understanding and communication. Stories can…

-allow children to explore their own cultural roots

-Allow children to experience diverse cultures

-Enable children to empathize with unfamiliar people/places/situations

-Offer insights into different traditions and values

-Help children understand how wisdom is common to all peoples/all cultures:

-Offer insights into universal life experiences

-Help children consider new ideas

-Reveal differences and commonalties of cultures around the world

Advantages of using story-telling in English class

Other benefits of using storytelling in the classroom

Stories can ….

-Promote a feeling of well-being and relaxation

-Increase children's willingness to communicate thoughts and feelings

-Encourage active participation

-Increase verbal proficiency

-Encourage use of imagination and creativity

-Encourage cooperation between students

-Enhance listening skills

-Commonalities of cultures around the world

Stories reveal universal truths about the world. Through stories we see how very different people share the same life experiences and how human nature can transcend culture.

2.10 Pedagogical Performance Techniques

Telling a story can captivate an audience; that is, with the right techniques and a little practice. Gersie and King (1990:45-54) propose various teaching techniques which are supposed to be considered by English teacher using telling strategy in English class.

2.10.1 Remembering and Retelling the Plot

-map the plot as a memory technique

-use story skeletons to help you remember the key events

-think of the plot as a film or a series of connected images

-tell yourself the story in your own words

-create your own version of the story (adapt and improvise)

-retell it numerous times until it feels like a story

2.10.2 Performance skills

English should consider the following tips while using story telling strategy:

-vary the volume, pitch and tempo of your voice (enunciate clearly and exaggerate expression)

-use your face, body and gestures (let your body speak)

-make your body and face respond to the tale

-have a clear focus and maintain concentration

-maintain engaging eye contact with the audience/ individual listeners

-create a charismatic presence (make the audience believe in you)

-use different, exaggerated character voices

-use your space/ be dynamic

-remember to pace yourself

-always remember to regain your style as a narrator

-use silence and pauses to add dramatic effect

2.11 Previous Studies

The development of oral language is one of children's most impressive accomplishments that occur during the first five years of life (Genishi, 1988). According to Rubin and Wilson (1995), four- and five-year-olds have an enormous vocabulary, often made up of thousands of words. Their oral language is complex, as demonstrated in the sentences they use by the age of five (Genishi). It has also been found that children understand far more than they can speak (Snow, 2001; Genishi; Rubin & Wilson).

The early childhood classroom is an appropriate place to enrich the language of young children. Meaningful experiences, during these early years, can provide language opportunities to enhance and sustain language growth (Genishi, 1988; Fillmore & Snow, 2000). Early childhood teachers can provide opportunities for young children to play with language, while gaining an appreciation of the sounds and meaning of words (Rubin & Wilson, 1995).

The Committee on the Prevention of Reading Difficulties in Young Children (National Research Council, 1998) recommends that all children should have environments promoting language and literacy growth. In addition, the U.S. Department of Education has designated research in preschool and literacy as a national priority (Jacobson, 2001). Two methods for teachers to achieve this goal, which have received different degrees of attention from educational researchers, are storytelling and story reading. The purpose of this ongoing, multiphase study is to explore the corresponding and complimentary ways that storytelling and story reading influence the language development and story comprehension of young children.

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 criticalthinking.

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. There searcher confirms that short stories are good material for teaching English skills and functions and it also requires logical thinking which entails reasoning, using evidence or proof and justification. 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 amongstudents.

CHAPTER THREE

Methodology

3.0 Introduction

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 introduces 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 and pupils 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.

3.2 The Sample of the Study

The sample of the study consists of two sections:

a) 50 English language teachers who teach at basic school in Khartoum state

b) 20 secondary school pupils.

3.3 Instrument of the Study

The researcher uses two tools   as a data-collecting tool; a questionnaire and an interview. 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

Sixty copies of the questionnaire were distributed to the teachers and 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.

3.7 Summary

This chapter has reported the methodology of the study, the population of the study, the sample of the study, the instruments and tools of the study, test reliability and validity, face and content validity of the questionnaire and procedures of data analysis.

CHAPTER FOUR
Data Analysis, Results and Discussions

4.0 Introduction:-

This chapter consists of questionnaire data analysis of this study, the result and the discussion for each statement.

4.1 Dataanalysis

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.

4.2 Result of Questionnaire Analysis and Discussion
H.1 Basic schools' teachers have positive perspective onstorytelling strategy

Table (4-1)

"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 (4-1) 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.
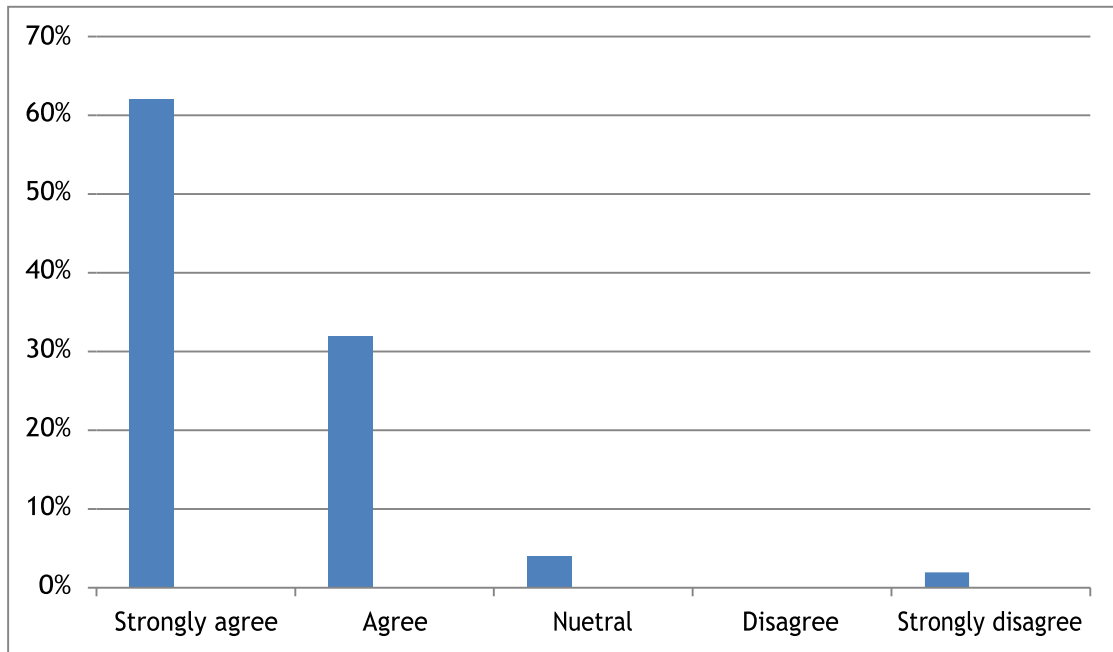
Graph (4-1) refers to the percentage of table (1) above.

Table (4-2)
" 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 (4-2) shows that the high percentage is in "Strongly agree and agree "statement, which indicates that this strategy immersed me in a creative process
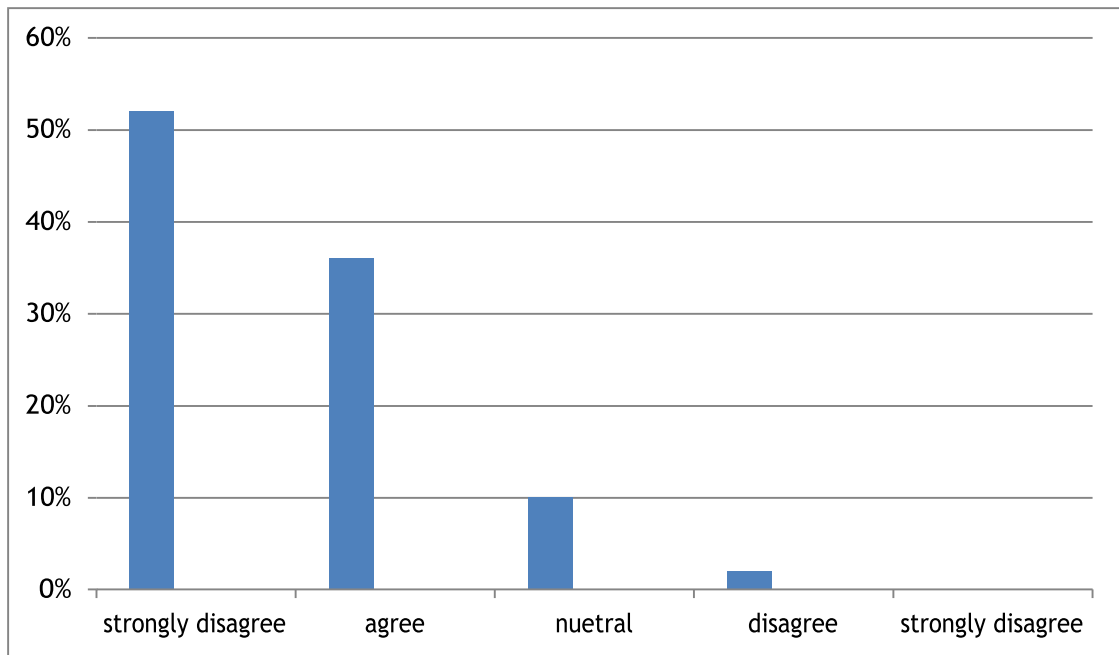
Graph (4-2) refers to the percentage of table (2) above.

Table (4-3)

" 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 (4-3) 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.
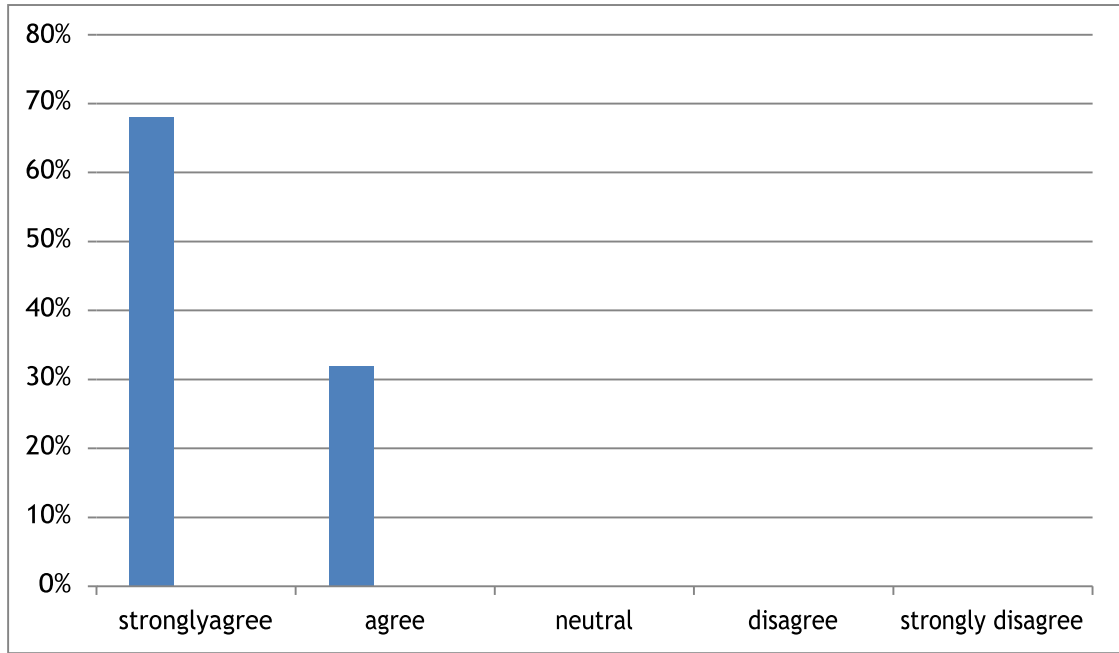
Graph (4-3) refers to the percentage of the table (3) above.

Table (4-4) "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 (4-4) describes the high percentage obtained above, that shows this strategy increased teachers' sense of empowerment.
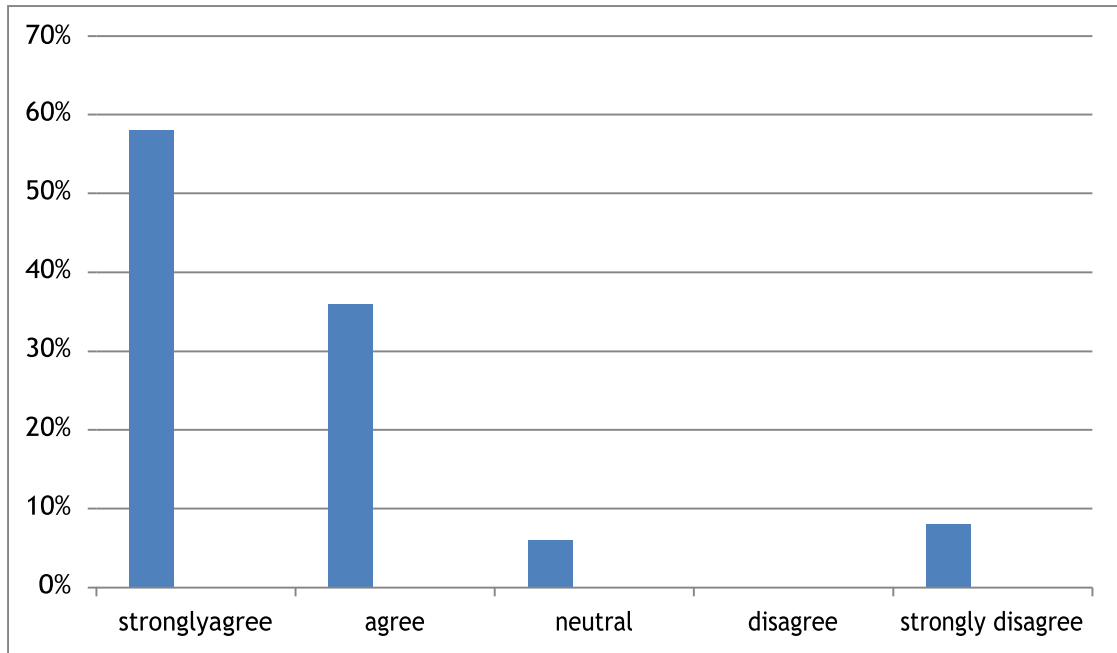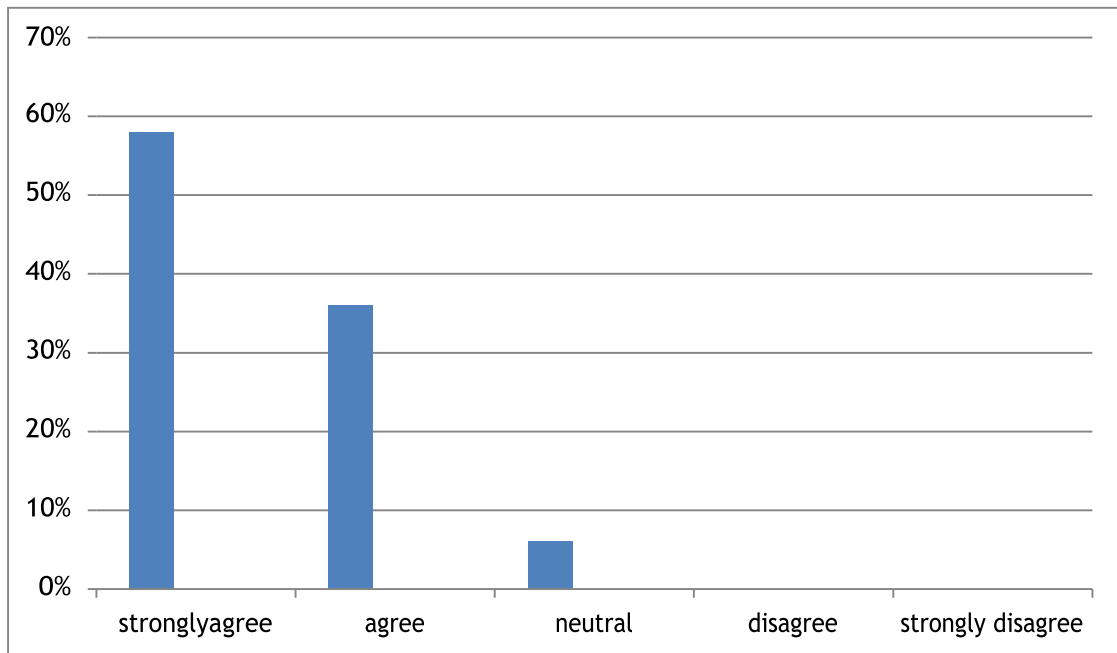
Graph (4-4) refers to the percentage of table (4) above.

Table (4-5)

" 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 (4-50 shows that the respondents agree with this strategy made me better at thinking on my feet.

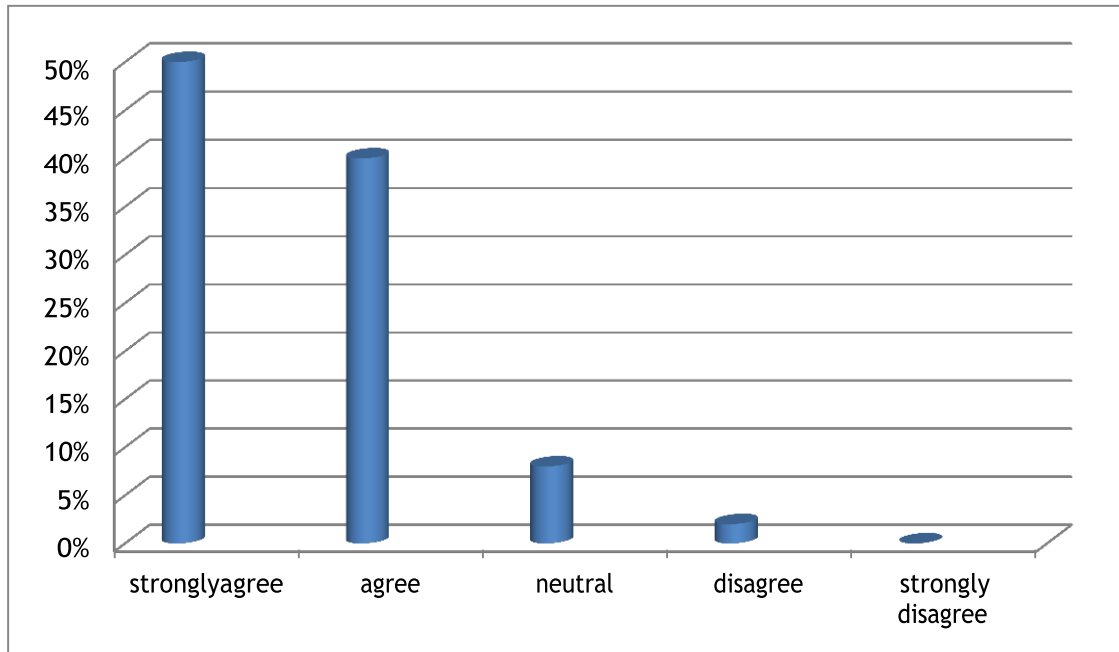Graphic (4-5) refers to the percentage of table (5) above.

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

Table (4-6)

"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 (4-6) describes the high degree of agreement with the statement above that represents this strategy enhanced my fluency, vocabulary acquisition and recall.
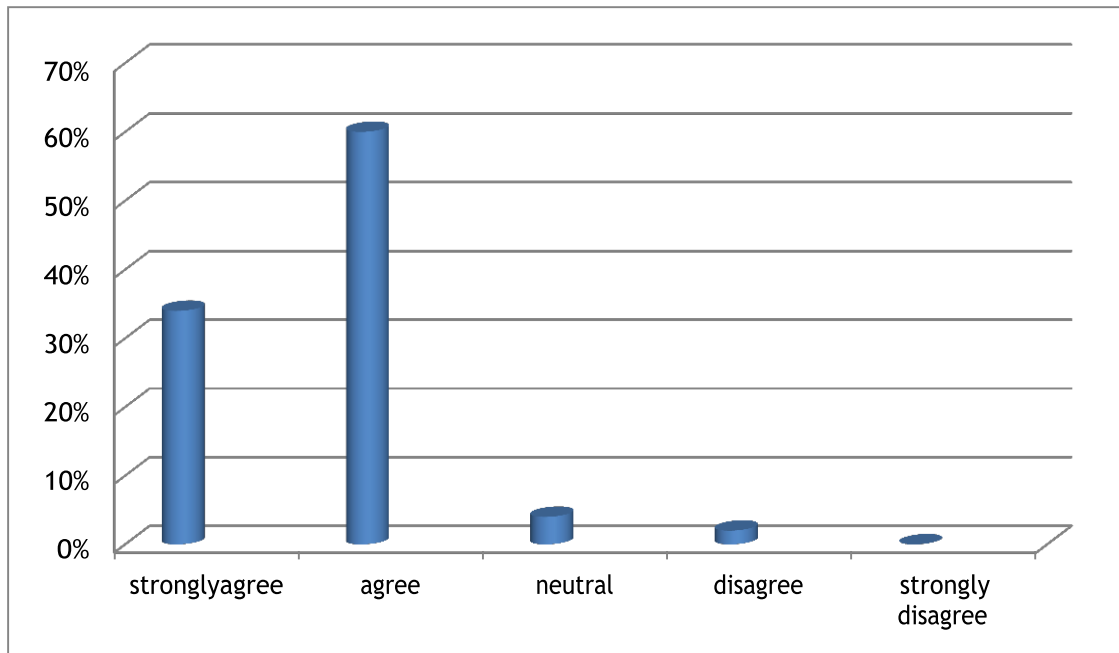
Graph (4-6) refers to the percentage of table (6) above.

Table (4-7)

" 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 (4-7) shows the high percentage of respondents who agree with the statement that It helps me tell other students what I imagined.
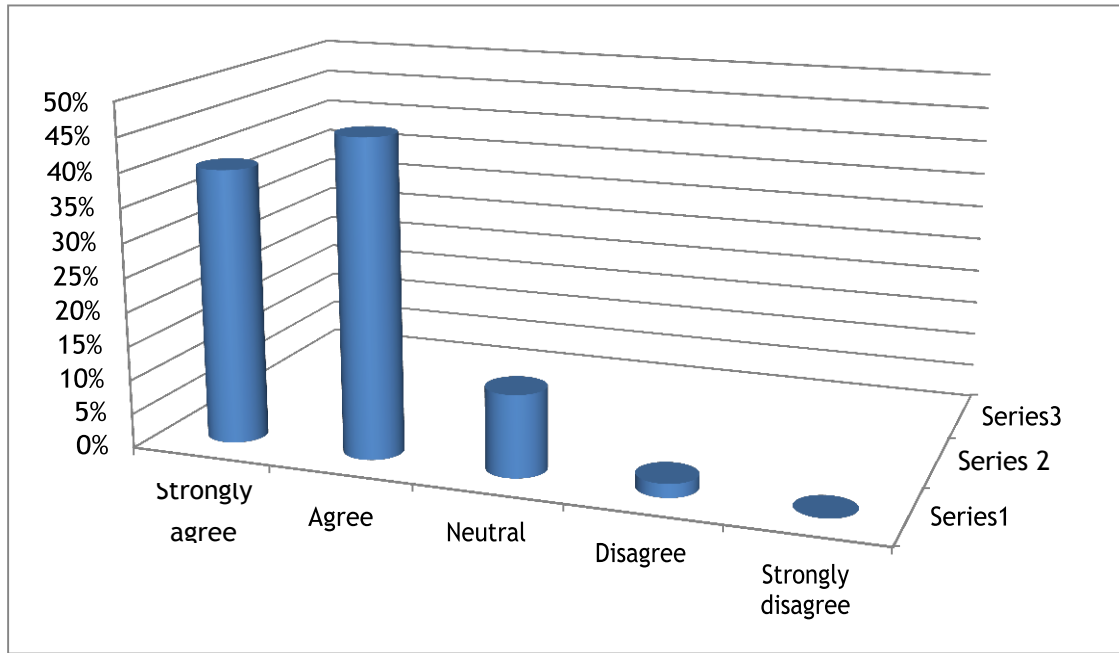
Graph (4-7) refers to the percentage of table (7) above.

Table (4-8)

" 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 (4-8) confirms that the high percentage represents the importance of this strategy which helped them to work co-operatively withothers.
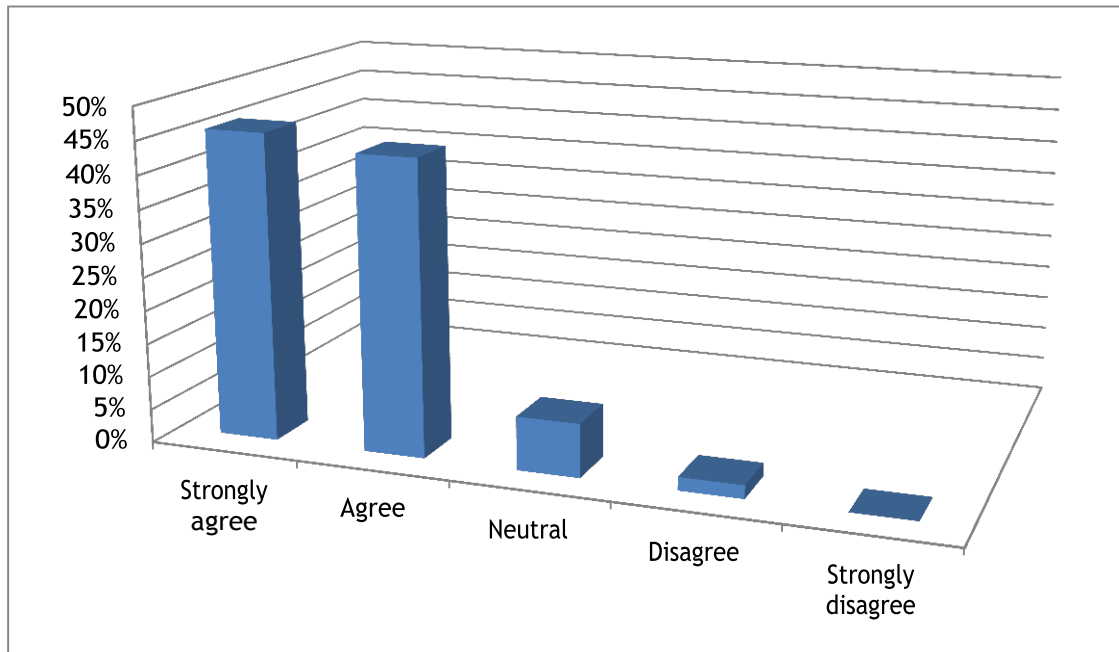
Graph (4-8) refers to the percentage of table (8) above.

Table (4-9)

"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 (4-9) shows the high degree of responding to the statement above which confirms the role story telling strategy.
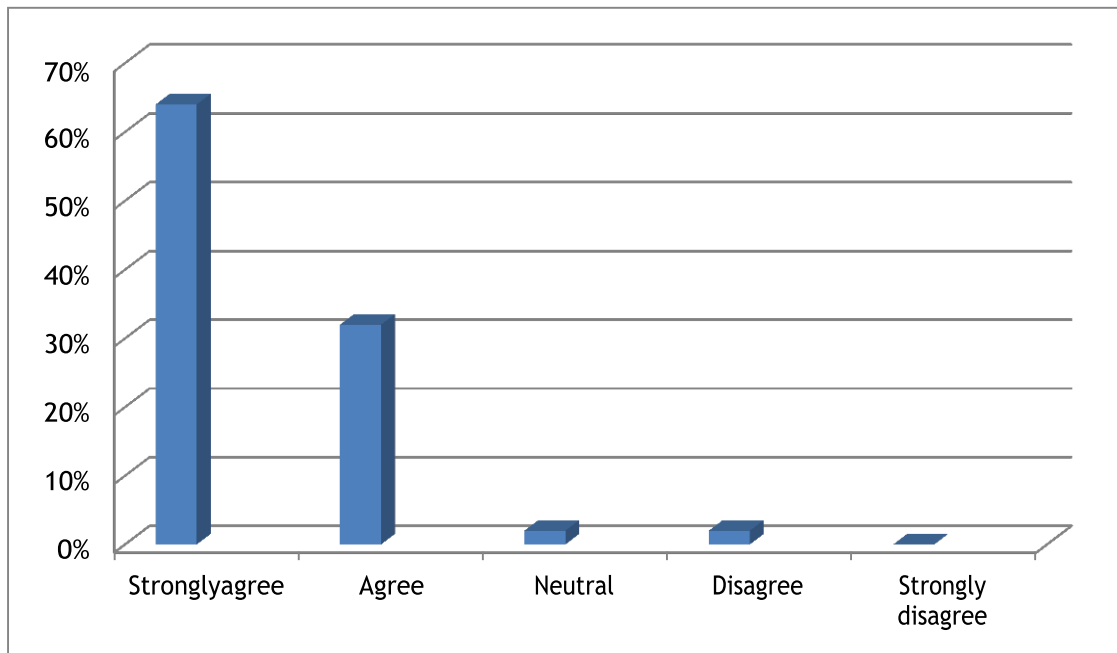
Graph (4-9) refers to the percentage of table (9) above. Table (4-10)

"Storytelling Strategy 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 (4-10) illustrates the high percentage of respondents who gree with statement that It helps me improve my writing skills in general.

Graph (4-10) refers to the percentage of table (10) above.

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.

CHAPTER FIVE

Conclusion, findings , Recommendations and suggestions' for further student

5.0 Introduction

This study investigates analyzing the perspective of teachers and pupils 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 thatusing 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 The Findings of the Study

This study attempted to analyze the perspection of teachers on

storytelling strategies. In investigating the problem of the research, the following questions were raised:

a. To What extent that 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 of further studies

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.

1. A study can be conducted on the effectiveness of using storytelling in promoting speaking skills among young learners.

2. A study can be conducted in the role of storytelling in motivating young learners and creating an interactive classroom.

3- A study can be conducted on transforming traditional teaching method into interactive teaching method using storytelling strategy from learner center approach.

4-Storytelling and using games in classroom efficiency in promoting learning English can be conducted as study.

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Appendix

Sudan University of Science & Technology
College of Postgraduate Studies
Teachers Questionnaire for MA Studies

Dear colleagues, you are kindly requested to fill in this questionnaire which has been designed to collect data that help me get your opinions and evaluation towards, English language teachers **Title** **(**Investigating the Role of Storytelling Strategy on EFL Learners from Teachers' Perspective

), the data will be used for research purposes only. Your co-operation is highly appreciated.
(SA= strongly agree, A= agree, UNC= uncertain, D= disagree, SD= strongly disagree).

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

SN	Items	SA	A	UNC	D	SD
1	The storytelling strategy has helped me to examine my role as a teacher in new and productive ways					
2	This strategy immersed me in a creative process					
3	This strategy made me a unique teacher with a unique way					
4	Teachers' model reading should be slow					
5	This strategy made me better at thinking on my feet					
6	This strategy enhanced my fluency, vocabulary acquisition and recall					
7	It helps me tell other students what I imagined					
8	It helps me to work co-operatively with others					
9	It helps me understand the structure and components of a story"					
10	Storytelling Strategy helps me improve my writing skills in general					