

Use of Story Telling Method to Develop Spoken English Skill

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Abstract

Considering the nature of human beings as storytellers, teachers can use storytelling as a teaching method in English classrooms. The aim with this study is to discuss the storytelling teaching method adopted in ELT Classroom. This study tries to answer the research question: to what extent story telling is effective in developing the speaking skill in English of the technical students? The sample of the study consisted of 80 2nd semester students of Centurion Institute of Technology and Management. The stories, which represent the proposed program, were used to measure the four sub-skills; predicting, telling the main idea, recognizing characters and summarizing the events. The researcher used pre- and post-tests as the tools of the research. This study has also suggested that further researches should be conducted on the effect of storytelling technique of learning English skills. This task oriented language learning tool enhances the imaginary capability of the students and provides better contexts of learning English language. This is the method in which students are given themes to form stories which serves as a technique to develop multi-skills like power of imagination, confidence, fluency, problem solving attitude, team work, empathy etc.

Keywords: storytelling, emotional intelligence, vocabulary, structure, motivation, acquisition

Introduction

Tell me a fact and I'll learn. Tell me the truth and I'll believe. But tell me a story and it will live in my heart forever "An Indian Proverb".

Storytelling, the art of narrating a tale from memory rather than reading is one of the oldest of all art forms. Storytelling is the original form of teaching and has the potential of fostering emotional intelligence and helps the child gain insight into human behavior. It also promotes language learning by enriching learners' vocabulary and acquiring new language structures. Moreover, storytelling can provide a motivating and low anxiety context for language learning. The storytelling tips given in this article are meant to help the teacher-as-storyteller as s/he prepares for a storytelling "performance" for students.

Because language is an interactive process, children learning a language need ample opportunity to interact in a meaningful, interesting context and play with the language while developing vocabulary and structures. They need the collaboration of their peers and teachers in creating meaningful contexts and negotiating meanings in those contexts.

The concept of learning is often considered to be different from acquisition. Acquisition is a natural process. A child would begin the process of first language acquisition at very early age. He would get enough exposure from his living environment by listening consciously or unconsciously to what people say around him. Learning process is different from acquisition. Students are placed in classroom settings, following teachers' instructions. The teacher should consider about many aspects that would affect the process of students' learning a second language for example, teaching environment, teaching method and materials, students' mentality, their ages and gender and so on.

Mere subject knowledge is not enough to get employed. Good communication skill in general and in English language in particular has an upper hand to succeed in this competitive world.

What is Storytelling?

Firstly, a story is defined as a narrative account of a real or imagined event(s), it is a structure of narrative with a specific style and a set of characters. Additionally, in this technique 'storytelling' learner may share experience and learn from others' wisdom, beliefs, and values. Besides that, stories build blocks of knowledge and it is the foundation of memory and learning, lastly, stories connect people to the past, present and the future (Barzaq, 2009:6-7)

Maynard(2005:1) defined stories as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the way they make sense of the world and their own position within it. Maynard (2005:2-3) stated that stories are important to people, politics, and education. Stories are how people make sense of themselves and their worlds. In young children's spontaneous stories that they act out as they play, one can see how they believe people relate to one another, who they hope to become, and how they will behave. As adults, the true and imaginary stories wish to tell, believe and suggest what the most important value in this world. In a real sense, stories make people identities, their beliefs, attitudes, and values, are created and maintained. These identities determine how people live together in and out of schools as much as school rules or governmental laws (Shannon, 1995: xi).

Barzaq (2009: 7) defined storytelling as a knowledge management technique, a way of distributing information , targeted to audiences and a sense of information, she added that stories provide natural connection between events and concepts and finally , she added that visual storytelling is a way of telling stories through images .

Certain Characteristics of Storytelling

1. It provokes curiosity.
2. It evokes student's imagination and interest in language skill.
3. It builds vocabulary, comprehension, story sequencing.
4. It improves listening and oral communication skills.
3. It is an interactive and co-operative process.
4. As an art it is an enjoyable tool for practicing language learning skills and verbal expressions.
5. It binds listeners together.
6. It helps the listener to remember.
7. It uses all kinds of language conventions to make the story vivid.
8. It makes listeners forget their misery.

Objectives

- To enable the students to learn English language skills
- To enhance their confidence and speaking skill
- To increase the student's knowledge of vocabulary, structure, context and grammar
- To develop problem solving skills
- To shed inhibition
- To teach narrative structure and practice description
- To create interest and develop listening comprehension
- To improve pronunciation and intonation
- To enhance the skills of connecting to content, connecting to learners and modeling
- To create fluency in speaking and to think about narration in writing
- To encourage interaction and share culture

Methodology

It can be defined as the transmission of events in words, images and sounds in the shape of narrative genre which should include plot, characters and events. It is sometimes called narrative knowledge that attempts to relate events in the form of a story. Moreover, it is the act of bestowing life to stories through the inflection in one's voice rhythm, facial expression and hand movement. Before the teacher starts the activity, he should

- ❖ Mention that communication involves some factors, like sender, receiver, feedback, purpose, etc. It also involves appropriate use of language to make it effective.

- ❖ Show the students some videos on effective and ineffective communication. Point out and explain the barriers.
- ❖ Gives them a list of formulaic expressions/Speech Acts to be used for different language functions and asks the learners to implement those through **storytelling**.

For the Treatment

- The teacher prepares the outlines of stories and writes them separately on colored papers and hangs them with the help of a thread on the white board.
- The students are formed into groups of 5 members.
- Each group is asked to pick up a paper from the white board.
- Groups are then given 15 minutes time to develop a story from the given outline.
- They are then asked to come along with their group members and narrate the story before the class.
- The best group is awarded.

Assignment

a) Tell a story and make us laugh

I was in the cinema and I was watching a film and half way through the person next to me the mobile phone rang and answered it and began to have conversation.....

(Complete the story)

b) Tell a story and keep the mystery till the end.

The other morning I heard a knock at the door. I was expecting a package so I jumped out of the shower, dripping wet, and threw on my bath robe.....

(Complete the story)

c) Tell us a story and take us to a fairly-land

Many moons ago in my backyard a good looking girl named Babli was walking along minding her own business. Suddenly she saw.....

.....
.....

The Queen was so happy that she jumped with joy.

(Complete the story)

d) Tell us horror story

People are given a miracle drug that ensures that their children are born with the ability to become extremely intelligent. But the drug backfires and the children are born deformed. Scientific labs steal the children to cover up their mistakes and hide them trying to learn where they went wrong....

(Complete the story)

e) Tell us a romantic story and make us cry

Boy meets girl.

Girl meets boy.

Boy and girl fell in love. Something keeps the boy and the girl from being together.

Conflict is solved. Sad ending..... (Complete the story)

f) Tell us a story with a moral at the end

Not everyone who drops shit on you is your enemy.

Or

Not everyone who gets you out of shit is your friend.

Or

When you are in deep shit, keep your mouth shut.

(Complete the story)

For the Treatment

- The teacher prepares some lines of stories and writes those on colored papers and keeps the same in a bowl.
- The students are instructed to participate individually.
- Each student is asked to pick up a paper from the bowl.
- Students are then given 10 to 15 minutes time to develop a story from the given outline.
- They are then asked to come one by one in front of the audience and narrate the story before the class.
- The best storyteller is awarded.

Assignment

Join the lines, make a story and give a suitable title

1. A man attended an interview for a job.

Along the corridor, he picked up a piece waste paper and threw it into a dustbin.

The interviewer passed by and saw it.

This man got the job.

2. A child told the mother: "Mum you are very beautiful today."

Replied the mother: "Why?"

The child said: "Because you did not get angry today."

3. A small boy worked as an apprentice in a bicycle shop.

A man sent a bicycle for repair.

After repairing the bicycle, this boy cleaned up the bicycle and it looked like a new one.

Other apprentices laughed at him for doing redundant work.

The second day after the owner claimed the bicycle back; this boy was pinched and offered a job.

4. The owner of a farm asked his child to work every day at the farm.

His friend said to him: "You do not have to make your son work so hard. The crops would grow just as good."

Owner of the farm replied: "I am not cultivating my crops, but my child."

5. A shop is always brightly lit up.

Someone asked: "What brand of bulb are you using? It is so lasting."

The shop owner replied: "Our bulbs blew out frequently. We replaced them once a bulb blew out."

6. Once, all villagers decided to pray for rain.

On the day of prayer all the People gathered but only one boy came with an umbrella.

His optimism got the shape of reality.

7. A doctor, a lawyer, a little boy and a priest were out for a Sunday afternoon flight on a small private plane.

Unfortunately there were only three parachutes remaining.

The little boy handed the parachute back to the priest and said, "Not to worry, father.

The smartest man in the world just took off with my back pack."

8. There was a King who had 1 Eye and 1 leg.

He asked all the painters to draw a beautiful portrait of him.

But none of them could -- how could they paint him beautifully with the defects in one eye and one leg.

Eventually one of them agreed and drew a classic picture of the King.

It was a fantastic picture and surprised everyone.

9. A rich man had a slave and was very cruel to him.

One day the slave ran away to a nearby forest.

He was frightened as a line came near him.

By chance, the slave was arrested by his master's men and put him before a hungry lion.

It was a wonderful sight for the people.

The slave was set free.

10. Gangu was an innocent and simple minded Brahmin.

While his way back from the fare he met three rogues who wanted to take the goat away from him. Now Gangu became sure that he was not carrying a goat but a dog.

He threw down the goat.

Learning Outcome

- Improve speaking and listening skills.
- Demonstrating a clear understanding of the rhetorical situation, including purpose, context, audience and genre.
- Students will be able to exchange information and ideas clearly and effectively.
- Will be able to contribute in a brain storming exercise.
- Develop active listening skill.
- Students will be able to gather confidence in speaking in the target language.
- Will be able to use appropriate expressions for specific situation and audience.
- It will reduce students' inhibitions.
- Students will be able to present their ideas and information in a clear structured way.
- Will be able to speak effectively in public.
- Building confidence.
- Engage independently in the highest levels of creative thinking.
- Students will speak to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Evaluation

- Communication Skills (speak clearly, use proper expressions)
- Confidence level
- Useful language and vocabulary
- Summarizing techniques
- Useful expression
- Analysis of plot and character
- Language Diction
- Checking non-verbal aspects
- Interpersonal skill
- Body Language
- Team Work
- Audience Control

Conclusion

The goal of this paper was to provide a brief introduction to the current research activity in the areas of storytelling and learning English language. Story telling technique is believed to be one of the entertaining techniques that can be used with learners in order to develop their English language skill.

Actually, storytelling technique attracts student's attention and higher concentration, this technique provokes prediction and expectation of events. Consequently, those effects lead to deeper comprehension, enjoyment and happiness. Moreover, storytelling technique has great effects on students in their learning of English language. It changes the class room environment from a dry boring one to a warm environment full of student's concentration, participation and production.

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