أهمية القصة القصيرة في تطوير وترقية الخطابة باللغة الانجليزية لتلاميذ مرحلة التعليم الاساسي

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الملخص :

تهدف هذه الدراسة للتعرف على مدى أهمية القصة القصيرة في تطوير المهارات الخطابية باللغة الإنجليزية لتلاميذ مرحلة التعليم الأساسي ، ومعرفة أسباب عدم قدرة التلاميذ بالتخاطب باللغة الإنجليزية , واكتشاف مدى تطوير مستوى المخاطبة من خلال استخدام هذه التقنية لتلاميذ مرحلة التعليم الاساسي.

لقد أستخدم الباحث الطريقة التجريبية ليتحصل على جمع المعلومات ومعرفة مدى أهمية القصة القصيرة وفاعليتها في تدريس وتطوير المهارات الخطابية باللغة الإنجليزية بالنسبة للتلاميذ ؛ كما قام الباحث بإعداد اختبارات بمساعدة موجهي اللغة الإنجليزية وذلك لجمع النتائج وتحليلها . ولقد قام الباحث بتحليلها بمعاونة خبير إحصاء .

تكونت عينة الدراسة من 60 طالباً وطالبة تم اختيارهم عشوائياً من مدرسة أبجد هوز الأساسية في محافظة أم درمان , وتم تقسيم العينة إلى مجموعتين , كل مجموعة تتكون من ثلاثين تلميذا وتلميذة.

المجموعة الأولى وهى المجموعة التجريبية التي أجريت من خلالها الدراسة أما المجموعة الثانية ، وهى المجموعة الضابطة ، وأكد الباحث بأن استخدام القصة القصيرة في تدريس اللغة الانجليزية تعتبر من العوامل المساعدة في تطوير مهارة التخاطب باللغة الانجليزية والإسهام في ترقية وتطوير تدريس مادة اللغة الإنجليزية.

لقد قام الباحث باستخدام محتوى المادة وذألك باختيار القصة القصيرة وهي عبارة عن قصة قصيرة بسيطة للكاتب الإنجليزي Charles Dickens(A tale of two cities) في تدريس المادة للمجموعة التجريبية بتقنية عالية مصحوبة بوسائل حديثة مثل المسجل وبعض الوسائل المساعدة ومن ثم درست هذه المادة بطريقة تقليدية من دون استخدام هذه الوسائل أو التقنيات للمجموعة الضابطة وذلك لمعرفة

مدى تأثير هذه القصة القصيرة في تطوير وترقية أسلوب التدريس لمادة اللغة الإنجليزية ، وتأثيرها على مستوى التخاطب باللغة الإنجليزية للتلاميذ.

قام الباحث بتوزيع الاختبارات لجميع التلاميذ ومن ثم قام بجمع النتائج وتحليلها.

لتحليل النتائج استخدم الباحث طريقة لتحليل البيانات Spearman Brown وتوصلت الدراسة إلى أن استخدام القصة القصيرة وتدريسها بتقنية عالية وفعالية يؤدى إلى تطوير المخاطبة والمهارات الأخرى للغة الإنجليزية وترقية أسلوب تدريسها.

كما أوصى الباحث بأن يجب إعادة النظر لمعلمي اللغة الإنجليزية في مرحلة التعليم الأساسي وإمكانية تدريبهم وتأهيلهم بأعلي مستوى باستخدام أحدث الوسائل التعليمية والتقنية في تدريس مادة اللغة الإنجليزية و الاهتمام بتدريس الأدب الإنجليزي .

كما أشار إلى بذل مزيد من العطاء في الدراسات المستقبلية بشان إتباع منهج يساعد على تدريس لغة المخاطبة.

The Role of Storytelling in Promoting Young EFL Speaking Skills.

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Abstract

This paper investigates the role of storytelling in promoting and developing the basic school students 'oral communication skills in English. The aim of this study is to explore how oral communication of basic school students could be developed and improved through the use of storytelling effectively.

The researcher states that the use of storytelling is great facilitator in enhancing the oral communication skills in English language. The researcher used the empirical method with two types of instruments

(pre and post test) and conversational test followed by tape recorder with the story transcript which contains a simple short story (A tale of two cities) which is written by Charles Dickens, in data collection, so as to get perfect results and to know what extend the storytelling is very essential in enhancing the students' oral communication skills in English. This was done with the help of some English supervisors who supervise teachers of English at basic schools, Khartoum state.

The sample of the study is 60 students were chosen randomly, from Abgad Hawaz Basic School in Omdurman, Grade 7.They were divided into two groups. Each group consists of 30 students. The first group in which the main study was conducted is the experimental group, whereas the second group considers the control one. The short story was used for teaching materials to the experimental group, the same tasks were introduced to the control group which was taught in traditional method, without using techniques, then a similar tests were given to the both groups. The tests were distributed to all students. Then the data was collected. The researcher used the Spearman Brown method with an expert in analyzing the results.

The findings of the study proved that the use of storytelling techniques could develop and improve the students' oral communication skills in English. It also showed that the students' linguistic skills were increased and improved much better than before.

1- Introduction

Speaking as a productive skill on second language theories is considered as fundamental as the writing, reading or listening skills when it comes to language learning, just as any other skill,

speaking must be practiced as usual as possible in order to enhance communicative skills.

Moreover, it is important to mention that teaching a foreign language is to help students to be competent speakers in the language, which means the development of language competence is the ability to use the grammatical, discursive, functional, socio-linguistic and strategic component of the target language appropriately in order to communicate effectively. In that sense, learning a foreign language involves the development of a set of competences as established by the CEFR (Common European Framework), which are the pragmatic, linguistic and sociolinguistic competences. These components together form the communicative competence, being speaking one of the four language skills(Dunkle, 1978) .

 The researcher, According to the researchers' long experience in teaching English, he observes that the majority of English teachers neglect teaching speaking skills effectively; they only use traditional ways of teaching speaking by following only the speaking transcript without using audio-visual aids which are very important in teaching speaking skills and they do not also give intensive speaking activities, in this sense, the researcher will introduce storytelling as an important method in teaching young learners to develop their communicative competence through story telling.

1.1 The statement of the problem

Most of the learners unable to speak English fluently, at the basic level schools due to the lack of language skills. This paper is an attempt to find out the problems that the basic schools students

face in communicating orally in English and the role of storytelling in solving these problems. Therefore, the researcher will investigate their effective role in promoting speaking skills to young learners.

1.2 The objectives of the study

This study aims at:

1) investigating the role of storytelling in promoting the oral communication skills in the process of teaching and learning English language to young learners.
2) exploring how speaking skills of basic schools students in English can be developed and promoted through the teaching of storytelling.

3) To evaluate what extent storytelling helps in enhancing the various aspects of communication.

1.3 Questions of the study

This paper tries to find out answer for the following questions:

1. What are the effects of storytelling on the language aspects of the students' communication skills?

2. What aspects of communication are improved / enhanced through storytelling?

1.4 Significance of the study

Storytelling is very important in consolidating and improving speaking skill, in English. It facilitates interaction in the classroom. It may encourage the students to learn English effectively.

Therefore, this paper may be of great value lying behind the promotion of teaching and learning English language through effective use of storytelling in the classroom.

2- Literature Review

2.1 Storytelling to Improve Speaking Skill

Language learning based on how well they have improved in their spoken language skill. Consequently, different approaches have been implemented in order to increase the performance of the speaking skill in EFL learners, especially for young learners. Teaching speaking for young language learners (YLLs) is an interesting and challenging duty for teachers because YLLs are in the early age and they are interested in learning many new things, including a foreign language. Children are active learners and thinkers who construct knowledge from interacting with the environment(Cary, 1998).

The storytelling method incorporates the four communicative skills along each session and integrates almost two communicative skills in each activity. Storytelling as a learner centered method takes into a count student's characteristics such as the age, conceptual level of learners, their needs, interest, their language level and previous language–learning experience(Cary, 1998).

In storytelling, it is crucial to catch learner´s attention by presenting them some previous activities to increase vocabulary, practice pronunciation, body language techniques and vocalization .While the story is developed, some dramatic pauses take place in certain times companied with voice changes and

body movements to act characters and especial situations of the story (Peck,1989).

Speaking has also acquired great importance along the history of English teaching since it is referred as an interactive process of constructing meaning that involves producing, receiving and processing information . English has become primordial worldwide for it has become a lingua franca. Therefore, it is the main source for communicating in many fields. The mastery of speaking skill in English is seen as a priority for many EFL learners across the world. Moreover, learners consequently often evaluate their success in language learning as well as the effectiveness of their English course based on how well they feel they have improved in their spoken language skill. It is also stated that social contact in interactive language functions is a key in which it is not what you say that counts but how you say it, what you convey with body language, gestures, eye contact and other non-verbal message(Peck,1989).

2.2   Storytelling in the development of the five linguistics skills.

Storytelling is a teaching technique that has the unique and extraordinary capability of developing different skills at once. The main linguistic skills are: speaking, listening, reading, and writing(Young,1996).

2.3 Speaking

Most children when start to learn a second language want immediate results and even after their first lesson they want to show friends or family that they can speak English. It has been proved that students are motivated when they begin to learn a

new language. It is important to maintain those high levels of motivations and a way of achieving them is through storytelling. Storytelling can be used in a wide variety to improve students' oral communication skill. Once they have heard a story, children are normally anxious to discuss their understanding of the story and relate it to their own experience(Young,1996).

On the other hand, as children hear this language over and over through stories they soon learn to use it. Nevertheless, this productive skill can be developed through different speaking activities in the classroom related to the story told by the teacher in the EFL classroom. Children need to be giving opportunities to speak English as soon as possible and as much as possible because they feel that they are making progress. Motivation is crucial when acquiring a second language. Storytelling is a good way of providing those speaking opportunities through different speaking activities(Young,1996).

2.4 Listening

Storytelling highly contributes in the development of listening and therefore also improves pupil's concentration and comprehension skills. While the teacher tells the story in the classroom, students have to pay attention and understand the meaning of different words, linguistic structures and so on. in order to comprehend the already-above mentioned story. Children enjoy listening stories over and over again. This frequent repetition allows certain language items to be acquired while other are being reinforced.

Listening skill can be also developed through different listening activities in the EFL classroom. These activities will be always related to the story told by the teacher(Bretz,1990).

2.5 Reading

The process of comprehension when listening to the spoken word is similar in many respects to understanding the written word. In the article "The power of story: using storytelling to improve literary learning" Sara Miller and Lisa Pennycuff state that storytelling can be used as an effective means to increase early literacy and promote reading comprehension skills .

Storytelling develops this skill due to the fact that children who frequently listen to stories improve their reading skills because they are interested in reading other related stories and information. In other words, storytelling causes in children the desire of reading other books. This is one of the reasons why it is important to have in the classroom a corner or shelves full of books that meet with the pupils' interests(Young,1996).

Learners will need to listen to stories with pictorial information to provide a context for understanding the word. Gradually the children will become more confident in reading the written word on its own. This skill can be also developed through different reading activities like the rest of the skills.

2.6 Writing

When supporting children's writing skills, the teacher should help to make writing purposeful and contextualized wherever possible.

Storytelling promotes writing skills by encouraging young learners to write their own stories, impressions of stories that

they have already heard or even a play based upon a familiar tale. This skill can be also developed through writing activities. These activities which encourage copying and other which encourage creativity. Teachers must always design activities in which creativity is fostered and make pupils use high order thinking skills (Young,1996).

2.7 The importance of storytelling

The following items illustrate the importance of storytelling and how it has evolved throughout history:

- Storytelling grew from the playful elements of human nature and satisfied a need for self-entertainment.
- It fulfilled a need to explain surrounding; the physical world. As humans we are logical creatures, we need to make sense of things.
- It evolved through the intrinsic urge to communicate and share experiences.
- It developed as a means of explaining and substantiating the supernatural forces believed to be present in the world at the time, thus satisfying religious beliefs.
- It fulfilled and aesthetic need for beauty, regularity and form through expressive language and music.
- It was born from a need to record history(Peck , 1989).

2.8 Teaching Speaking to Young Learners

Teaching speaking to young language learners (YLLs) is a challenge for teachers. First, YLLs are in the early age and they are interested in learning many new things such as a foreign language. Besides young learners seem to have the same proficiency in speaking, which is the novice level. The

characteristic of novice level is the students' ability to communicate minimally with learned material and oral production consists of isolated words and perhaps a few high-frequency phrases essentially no functional communication ability (Makey, 1986).

3. Methodology

This paper uses the methodology that is used in designing, testing and discussing the instruments used in the present study. The researcher followed the descriptive empirical method with two groups at basic level school. The study involved all the students with the same ages and different levels this includes seventh - year of basic level students. They were divided into two groups, the experimental group ,in which the main study was based on and the control group.

Observation method was also used in order to give reports on the empirical study conducted. To ensure satisfactory results and effective evaluation, the researcher constructed both pre and post tests for students in order to get the perfect results of the study conducted.

The subjects included in the practical part of the present study were selected from two groups of basic level students who study English as a major course during academic year. The subject was drawn from the students who learn English at Abgad Hawaz Basic School, Grade seven.

The subjects of this study were drawn from representative samples concerned with a simple short story (A tale of two cities).

The subjects deal with two tests which were used to investigate the role of storytelling in improving and developing spoken English, these tests were conducted from the story to be taught.

3.1 Sample of the Study

The participants of this study are 60 students were taken randomly, from the seventh basic level school at Abgad Hawaz Basic School in Omdurman. All of them are both boys and girls. The researcher also consulted English supervisors and teachers of English who are permanently exist at the school for more information. Two classes of seventh level students were divided into two groups, each one contains 30 students.

Time of study: two months ; four hours per –week that is equal to 17 hours in a month.

3.2 The Experimental Group

This group in which the main study of the use of storytelling techniques are conducted in order to examine the role of storytelling in promoting and developing spoken English. It consists of 30 students.

The researcher used techniques in teaching the experimental group focusing on the oral language production during the use of storytelling techniques followed with tape recorder , to check the amount of student's talks. The researcher based on his rounding notes. Group leaders were the researcher assistance, whose job just was as a helper and copy down how many times students participated in the interaction .

3.3　The Control Group

This group was administrated by another teacher with the researcher who worked as an observer to note the students' interaction during the whole tasks and to check whether the students were involved in the interaction through the time given.

The same tasks, which were done to the experimental group were also done to this group through a whole – class teaching method without using the techniques that are used for the experimental group. This group also consists of 30 students.

3.4　Tools

The researcher used three main instruments of data collection. These were pre and post tests, and conversational test followed by a tape recorder. Both the tests and conversational test are meant to find out the student's language standard of spoken English and other language aspects which aim mainly to investigate the role and benefits of storytelling technique over other methods of teaching particularly in oral skills interaction. All the questions represented in simple language with clear instructions, due to encourage the students to respond and answer them clearly.

3.5　The Pre-test

This was given to both groups, the experimental and the control group including extracts from the short story (A tale of two cities) and the conversation test. This was done to find out what extend the storytelling could help in improving and developing speaking skills, and the degrees of consistency between the two groups in term of the results of the student's achievement.

3.6 The Post test

The post test was introduced in term of the interferences techniques used to investigate the role of storytelling techniques in teaching and learning spoken English. It was also used in order to compare the final results of the two groups in the pre-test, into the present results in the post test, to see what the differences that are happened in regard of the results obtained, and the students achievement.

3.7 Observation

Observation as a tool for evaluation the students' interaction was also used throughout the whole study. The researcher also followed this technique while doing the experiment with his students at the school to add to the data collected , which seem such the students attitudes toward the storytelling and how effective, they could get benefits of using them in promoting speaking skills. The observation can help the researcher to justify the reasons whether they are favor or not.

4. Data Analysis

In analyzing data, the researcher explains the statistical approach which is applied for the data analysis technique in analyzing the results obtained from the previous tests of the present study. The researcher used this method of analysis with a help with an statistical expert in order to get the results of the experimental and control groups during the techniques applied in the study. For data analysis, the researcher applied Spearman Brown method in analyzing the results of the present study which can be seen in tables (1), (2) and (3).

The researcher has come up with the results to which this section is devoted to discuss.

4.1 The Pre –Test
Table (1):

Compare group	Mean	SD	T	DF	Sig(2-tailed
Experimental group	27.5667	6.18777	0.199	58	0.843
Control group	27.3000	3.96450			

This table shows the independent samples test results which states that test results (T) 0.199 explains the differences between the averages combined to determine independent significant differences in students achievement in term of the test done.

The degree of freedom 58 and the significant value 0.843 which means that the test was reliable and the differences between the two groups remain nearly, the same in their Mean 27.5667 and 27.3000.

The degree of Mean for the control group 2.3000 and the experimental group 27.5667that affect the learning spoken English, according to the statistics analysis of the pre-test as shown in the Std. of the two groups that were 6.18777 for the experimental group and 3.96450 for the control group in the pre-test that the lack of effective use of storytelling in teaching English played an important role in achieving low degrees for both groups.

The test results 1.99 states that the general trust of the data and phrases were positive one.

4.2 The Post-Test

Table (2): The Post Test

Compare group	Mean	SD	T	Df	Sig(2-tailed
Experimental group	33.4500	5.86684	8.006	58	0.001
Control group	23.2000	3.84080			

This table shows the tests results of the post- test . The value of (T) 8.006, degree of freedom of 58 and potential values 001 which means that the tests are consistency and reliable in term of the general trust of the phrases and the students achievement also were positive.

The table above shows that the experimental group gained better degrees in the post test comparing with the pre-test results . According to the statistical analysis of their Mean 33.4500 =98% states that the use of techniques and interferences in teaching storytelling to the experimental group could improve the students capability to understand and interact with their responses ,were highly motivated. This can be also seen in their Std. 5.86684=100%. The significant 0.001 came positive in favor of the experimental group. According to the statistical analysis of the control group that their achievement was lower than the previous pre-test.

Their responses were shown in the above table their Mean 23.2000 =57 % and SD. 3.84080 =55%.The oral production of spoken English also was weak. As shown in the SD. 3.84080

=47% which means that their ability to ask and answer in the test was weak in their Mean 23.2000 =51 %.

There are great differences between the experimental group and the control group in term of results and achievement. As explained in the table, great differences were happened in the post test for the two groups. The experimental group got better marks than the control group that was 33.4500=100% and the control group got 23.2000= 55%, and the significant value (0.001) became in favour of the experimental group.

4.3 The Conversational test

Table (3): The results of the student's participation in conversational test

Groups	Frequency.	Participation.	Scores	Percentage.
Ex. (A)	15	14	99	99%
Cont. (C)	15	8	50	49%
Ex. (B)	15	10	75	75%
Cont. (D)	15	3	30	30%

 This table shows the final results of the student's participation in conversational test. The conversational test has been divided into 3 categories in order to make the discussion clear and easily followed.

The table above explains the results that the experimental group had got high marks in the first activity (99% -75%) this states that the participants were participating fluently and the weak students were involved while in the control group the range is less than (50% -39) that is low scores activity of high language ability students concerning the students participation of good

interaction in spoken English. The table above shows that the students of both groups the experimental and the control group were divided into sub-groups. The first group contained fifteen students fourteen of them participated, they scored 99%, their responses to the oral production of describing the picture test were excellent; the pronunciation and understanding the meaning of words and sentences were clear.

The second group (Cont .C) contained fifteen students, eight of them participated, they scored 49%.They had successfully responded , but their pronunciation was poor, the rest of this group were reluctant ,they claimed that they did not understand the meaning and they could not understand the flow of conversation on orally. The third group (EX .B) contained fifteen students, ten of them participated, the rest of this group, lacked their self-confidence to talk orally, but the majority of this group interacted. There were few mistakes in pronouncing and correcting errors of the wrong form of grammatical rules. The last also contained fifteen students, just three of them participated, the rest failed to interact, responses and participate. They had committed mistakes in pronunciation, word and meaning and the ability to talk .The table above states that the experimental group participation were better than the control group.

4.4 Observation of the Student's Interaction:

It was clear from the previous results that the participation of the

Students was effectively; their interaction was also very good specially

for the experimental group.

The majority of the students in the experimental group have been highly motivated and interacted through the teaching method with techniques that were used in storytelling. Even the weak students could participate.

The standard of speaking first was medium, but when they have been taught through new techniques used by the researcher as interferences they went much better than before.

There were some problems that some students feel shy to talk; lack their self-confidence, but the most of the students participated effectively in this group. According to the control group, the majority of them are the same levels. They were not motivated because they were not exposed to teaching effectively through the techniques and interferences as they were used for the experimental group, that were using tape recorder and others teaching aids, The participation of this group was weak, most of them were bother and uninterested. They claimed that they have not been familiarized to listen to English through cassette and tape; they just listen to English from their teacher who teaches them English with Arabic translation.

Based on the observation, it concludes that teaching storytelling effectively can promote and develop young learners 'spoken skills.

4.3 Results and Discussion

This paper investigated the role of storytelling in promoting young learners' speaking skills in English. According to the results of the students tests in implementing new techniques in teaching and learning storytelling in English could enhance and

improve the standard of learning and teaching English language at the basic schools.

The teaching with effective storytelling techniques could help the students to develop their oral communication in English, they also helped them motivated and interested in learning English. They also increased the students self –confidence and break down the difficulties in learning English specially spoken skills. The students responses were also shown and the results of the experimental groups   that their participation were excellent in acting out the conversation, and the ability to comprehend the story, came at high rate that, their linguistics skills were improved which enabled them to   communicate in English. Whereas, the results of the control group in scoring low marks less than can be seen in the previous results. The main causes of the difficulties in communicating in English also due to the lack of effective use of storytelling   techniques in the teaching process, this was stated in the students achievement in the final scores concerned the control group seen before. It was also stated that the students were not subjected to intensive listening to English cannot improve their pronunciation and oral communication of spoken English as explained in the previous tables.

 The results also showed that the experimental was subjected to score high marks due to the techniques applied in teaching storytelling, comparing with the control group results which scored low scores.

It was also noticed that the absence of literature books had great influences on the students attitudes toward learning English

which give them good vocabulary and increasing their stock of vocabulary to speak English fluently.

The final results of the present study proved that if the teachers interest in teaching English through effective storytelling surely, they will improve the spoken English.

5. Conclusion
5.1 Summary of the Findings
This paper has been investigated the role of storytelling in developing and promoting oral communication skills in English. It is tried to find solutions to this problem by using it in teaching English in order to help and encourage the students to use oral English sufficiently. The study made it necessary to combine the descriptive empirical approach for data collection. The instruments that the researcher has used were pre and post tests, and conversational test followed by the story transcript which have been answered by the students who represent the study samples.

  The data obtained from the tests have been analyzed and the results have been presented and discussed. The findings of the study are as follows:

- Teaching English language in the basic schools with effective use of storytelling could improve young learners' oral communication skills in English and their linguistics aspects.
- The results illustrated that English language teachers teach with traditional methods which do not meet the need of the students interesting in spoken English.

- It proved that the lack of the use of storytelling in teaching English is the main causes of the difficulties in communicating in English.
- The results exhibited that the teachers of English are in dare need for intensive training to handle the communicative procedures and activities properly.
- The mother tongue influences considered the major problems of the students in communicating in English.
- The results showed that practicing listening and speaking to English inside or outside the classroom was completely neglected.
- The use of interesting English short stories were not used.
- The results showed that the speaking activities were not taken into account as the results of the conversational test.

5 .2 Recommendations

The researcher recommends that:

1) English language teachers at the basic schools must be well-trained and highly qualified in teaching English literature.
2) The use of effective storytelling techniques must be taken into account so as to promote the teaching process in English.
3) The students should be highly motivated to read short stories in English.

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