

Teaching Spoken English through Narratives and Stories at the Tertiary Level

S.C. Priya Dharshini ,Student of I MA English

Sathyabama Institute of Science and Technology, Chennai.

Abstract:

Some of the simulation activities for teaching speaking English include using stories and narratives. Stories can be one of the effective language tools because they engage the students due to their appeal to emotions by more entertaining and enable students to easily recall the facts from the story since they remain in the realm of experience. Many tools are used by the researchers in the area, like using powerpoint presentations, videos and oral storytelling techniques for language training. Teachers have widely embraced the value of teaching with stories as storytelling provides opportunities for relaxation, entertainment with a great change in the behaviour. There is a wide range of narratives that can be used in a classroom, with moral, practical or aesthetic meaning to the situations in which they are used. The paper will be useful research scholars in the area, material developers and the language teachers as it covers research in the area of using Spoken English through Narratives and Stories at the Tertiary Level.

Keywords: Narrative, Storytelling, Constructive, Creative Comprehension mental process.

1, Introduction:

Storytelling is an important tool for language teaching and learning. Using stories is effective teaching especially for teaching young learners. Narrating stories to young learners helps them to experience real-life situations and language learning experience together. The major difference between storytelling and story reading is eye contact with a book, the focus is on the text and illustration. Without a book, the learners look at the teller and the teller looks at the learner. This interaction through eye contact makes the experience more personal.

In a Storytelling event, the words are not memorized but are recreated through spontaneity, energetic performance level, enhance their skills assisted by audience interaction and participation. “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

2, Literature reviews:

Pravamayee sumantaray, Assistant professor of English, Centurian University has concluded that storytelling attracts student’s attention and higher concentration. This technique provokes the prediction and exception of events. It changes the dry boring class to a warm environment, full of students’ concentration, participation and production.

Jie Yang from Kristianstad University has confessed that the teacher can use five types of stories including stories that are created by the teacher, cultural background, storytelling with a physical response, personal response and everyday life experience. The teacher can decide on the protagonist and on how these stories are connected compared to methods like the grammar-translation method.

The findings of the study by J.J Sotomayor, University of Osijek has confirmed that there are a lot of different ways of presenting a story, which should be used properly and can greatly help the young learners.

3, Strategies to enhance Spoken English through Storytelling:

It is an effective strategy to enhance learners to obtain spoken language proficiency

.Language is an interaction process learners learning a language, need ample time and opportunity to interact with the audience in a meaningful and interesting context. Language plays a vital role in developing vocabulary and structures. In classroom activities, the student should be

given daily practice in storytelling, in order to improve their language proficiency. Through storytelling, the student's ability to listen to others increase in vocabulary, knowledge base, pronunciation, sentences structure etc. It helps the teachers to select the stories for the learners and to use the storytelling as a strategy for successful learning- teaching. To enhance spoken English through storytelling certain activities can be used. Such as,

i. Warm up

ii. LSRW activities

iii. Practice practice practice iv. Evaluation

3.1. Warm up:

In the warm-up session, the teacher usually directs the interaction among students sometimes acts like a partner of the student. Students are active participants to boost up the student's interest teacher conducts some activities. For example: Draw the picture & Broken telephone.

In draw the picture, the students get good practice for using prepositions of place (above,below,between, aside etc). In broken telephone, students improve listening and pronunciation(the message started with we 're going to advance and ended as we're going to a dance).

3.2. LSRW activities:

The four major skills of language learning is learning, speaking, reading, writing. These skills are important for better communication. “you can’t build a house without a strong foundation. Similarly, you won’t become a well-rounded speaker of a language without building upon the language learning”.

a) Listening- Blindfold walk b) Speaking-Debate

c) Reading- Interesting books (example: magazine)

d) Writing- Topics based on their interest.

3.3. Practice practice practice:

The teacher should give enough practice to the students to develop their spoken English. Though students make mistakes, the teacher helps them to rectify their mistake and corrects them. In classroom activities, there should be a weekly movie screening so that the students are able to listen and learn new vocabulary.

3.4. Evaluation:

In evaluation process the teacher can identify the level of the students and the teacher analyses the behavior, attitude, knowledge and skills of the students. Assessment and feedback by the teacher helps the learners to measure their own learning level. In today’s teaching, evaluating students is very important for the teachers to obtain more ideas to enhance their teaching method. By this the students stay motivated and interested in their own learning.

4. Advantages of storytelling:

Teaching spoken English through story telling has many advantages which helps both the teacher and the learner. It makes the students to interact with real world and offers opportunities to get interested in learning.

4.1. Confidence:

Creating something on their own supports their self-esteem and increases their confident level to present before the peer learners. From this the learners discover that they can come up with their own creation.

4.2. Creativity:

Being creative helps the learners to build their life skills and problem solving. It empowers their imagination and the story telling opens up the additional creative avenues.

“Imagination is everything. It is the preview of life’s coming attractions.” – Albert Einstein

5. Qualities for storyteller:

- a) The teacher should be in the right mindset both in classroom learning and outside practice.
- b) In second language acquisition, the teacher should take the time to teach the basic principles to the learners.
- c) Use proper motivation based on students interest regularly
- d) The goals and expectation set by the teacher should be realistic.
- e) Setting up English speaking peer groups is the good way to encourage the learners.

6. Benefits of using narratives in teaching spoken English:

Many researchers claims that using stories and presentation will trigger their reactions and emotions in every person. They also suggests that story telling may brings out lot of good qualities. According to Chaitin (2003:n.p.), in general people were attracted to stories for several reasons; it entertains us, connects with our emotions, helps to classify our own thoughts, direct us to realize the real life situation, and it keeps us in anxious.

The teacher selects the stories carefully which makes the learner to be relaxed, motivated and willing to learn more. The narrative method of teaching is generally a good teaching method because they allow the learners to learn without pressuring them to speak. It also helps the learners to express their thoughts and ideas in structured way.

6.1, Problem solving:

If the teacher teaches stories related to social studies, it helps the learners to connect with real life problems. And the teacher can also present personal anecdote to help the learners to manage their difficult situations or future dilemmas.

6.2. Skill enhancement:

The basic skills to enhance the learners spoken English are listening, speaking, reading and writing skill. These skills are classified into two different classes: Receptive skills and Productive skills. Reading and listening skills comes under the receptive skills, through this the learners extract meaning from the speech or text. Speaking and writing skills comes under the productive skills through which the learners can produce the language on their own.

7. Conclusion:

Every young learners loves to listen stories. Learning through narrative and storytelling keeps the learner engaged. This techniques entertains and attracts the learners attention, If storytelling becomes an interesting experience and fun filled activity the learners will also come out to participate in manipulating, telling, guessing, and it could be an exciting learning experience. It engages the learners independently in their highest level of thinking. On other hand teaching through storytelling has direct interaction between teacher and learner. To be concluded teaching spoken English through narrative and story telling method is still essential.

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