

USING STORIES IN TEACHING ENGLISH

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Abstract--English plays an important role in every part of the world. English is omnipresent in every sector and every walk of life. The young learners should be shown the importance and the interest of learning English for their better future. In schools teachers give much importance to vocabulary, grammar, pronunciation and try to cover their portions for the examination. Young learners are fond of listening to tales and stories and this researcher firmly believe that stories help young learners to learn the language successfully. This paper will focus on the importance of using stories by conducting various activities among young learners in the language learning process.

Keyword- genuinely, appeals, demonstration, organic, memorable, hammering, reluctant, angle of engagement, incorporate, engage, adolescents, demonstration, fantasy, incorporate, a hypothetical, linguistically honest, challenging.

I INTRODUCTION

Stories guide us through our whole life from the moment we were born and it does not change when we become teenagers or adults. When we are children, our grandparents tell us or read us stories and tales . when we grow up we read stories ourselves and sometimes we play drama in schools or we hear stories in radio or watching a film on TV. Stories are for all of us, not just for children

I chose the topic using stories in teaching English because I believe that stories are important not only in our mother tongue. Children enjoy listening to stories, they are familiar with narrative conventions, and they can make elaboration and predictions about what will happen next. Stories are a suitable introduction to English language as they present language in a familiar and enjoyable context. Stories could help us in learning and it could be more fun because students never forget stories.

we concentrate our work on pupils at Al Andalus secondary school, in AL Ain, that means children from 12 to 15. Each week they have 5 English lessons. Most of the teachers want to use stories as a supplementary teaching aid and to follow national curriculum to finish the semester on time. Thus There should be a plan to use stories perfectly within English class..

Aims

- To develop students ability to reconstruct a grammatically and textually coherent piece of writing.
- To provide practice in prediction skills in order to ease the understanding of a new text.
- To provide practice in gist listening in order to encourage students to not focus on difficult vocabulary and thus make authentic listening texts more accessible.

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- To provide practice in scanning a text for information.
- To by the end of this lesson the students will be able to successfully form past simple object questions in writing.

Significance of Study

The research will explain how the affect Using Stories In Teaching English

Statement of the Problem

Using Stories within the school curriculum enhance teaching English

Research question

How Using Stories enhance learning English?

II METHODOLOGY

This research is qualitative study. The reason for adopting qualitative study is to Knowledge How Goals affect Using Stories In Teaching English. For the purpose we makes questioner. The questioner has been answered by students in one of Al ain school. The study will end with the recommendation for Student Motivate to using stories to teaching English in respectable way.

III REVIEW OF RELATED TO LITERATURE

"Psychologists believe that children need stories, legends and fairy tales when they grow up. They are a part of children's intellectual life. They provoke their fantasy and give them answers to important questions of a child's life. They are meaningful and effective item of their socialization. Myths and legends give material of which children make their concept of origin and purpose of the world and of ideals, which they may follow." (Krashen, 1983)

"Stories are useful in language learning for young learners. Young learners acquire language unconsciously. The activities you do in class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on you can use stories to help children practice listening, speaking, reading, and writing." (Slatterly & Willis, 2001).

"Story telling can be effective for teaching English to young learners for the following reasons.

- The purpose of telling a story is genuinely communicative.
- Storytelling is linguistically honest (It is oral language, meant to be heard).
- Storytelling is real (people do it all the time).
- Storytelling appeals to the affective domain.
- Storytelling caters to the individual while forging a community in the classroom.

- Storytelling provides listening experiences with reduced anxiety. " (Curtain & Dahlberg, 2004)

-Assessment:

"Assessment in the Short Stories module will focus on learners demonstration of their ability to:

- a) understand concepts and techniques of short story writing.
- b) apply this understanding to create short examples.
- c) produce a written short story.
- d) comment helpfully on the work of others.
- e) tell or perform stories orally.

f) read and comment on a number of short stories. " Caldwell, J, 2002)(

-Teaching Strategies to Include Stories

"Should we schedule time for it, or should it be organic? Should we attach requirements to storytelling, or simply allow it for fun? Honestly, there's no right or wrong way to include them. Here are a few simple approaches you might take to include storytelling in your classroom:

- **Share your own stories, just for fun:** Tell them about when you were their age, about times you failed, succeeded, or about memorable lessons you learned. This builds a strong connection between you and your classroom, letting them know that you can relate to them, and vice versa.
- **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.

-Types of Stories

There are several different types of stories you could potentially tell in your classroom. Harbor knowledge of each type, so if you're lacking in one kind, you can replace it with another.

- 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.

Table 1: Stories for learning English

	disagree	Strongly disagree	agree	Strongly Agree	Neutral
Reading stories improve my English	%10	%5	%40	%30	%15
Stories help me guessing the meaning of new words through context	%15	%3	%30	%35	%15
I use some of the words mentioned in the story	%15	%10	%40	%30	%5
Stories enhance my style in writing skill	%5	%1	%54	%30	%10
Stories are not helpful in pronunciation	%30	%40	%15	%10	%5

- An “Imagine if ...” story that sets up a hypothetical situation.

Of course, there are various genres and styles of storytelling, but the above list represents the essential variety that you might incorporate into the classroom."

(P1, Catapano Jordan)

From question number one , most of students 40% agree that reading stories improve their English ,while in question two 35% of student strongly agree that stories help them guessing the meaning without using dictionaries

Question three shows that students use most of the words they encounter in stories and in question four more than half of them agree that stories enhance their writing skill

That last question states that stories are helpful in pronunciation because 40% strongly agree but 30% disagree and that perhaps those who disagree does not read stories in classroom with their teachers.

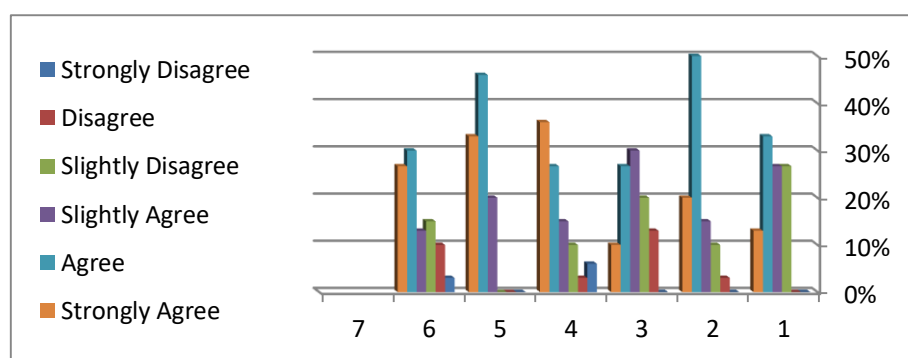


Table 2: stories for thought

Item	disagree	Strongly disagree	agree	Strongly Agree	Neutral
1- Stories is a good source of ideas	%5	%1	%40	50%	%4
2-Stories enlarge my vocabulary	%3	-	%35	%40	%22
3-I use dictionary to know the meanings of the new words	%15	%30	%25	%25	%5
4-I use some of the ideas and words to enhance my writing skill	%5	%!	%40	%45	%10
5-Stories help to build my personality through its ideal ideas	%5		%50	%30	%15

Question one shows that about half of student strongly agree that stories are a good source of ideas while question two states that about 40% of students agree that stories are a good source to enlarge their vocabulary.

Question three shows that 30% of student do not use dictionary to know the meaning of new words while about 15% use dictionaries whereas in question four 45% of student agree that ideas in stories help them in their writing skill .Question five shows that 50% strongly agree that stories help to build their personalities.

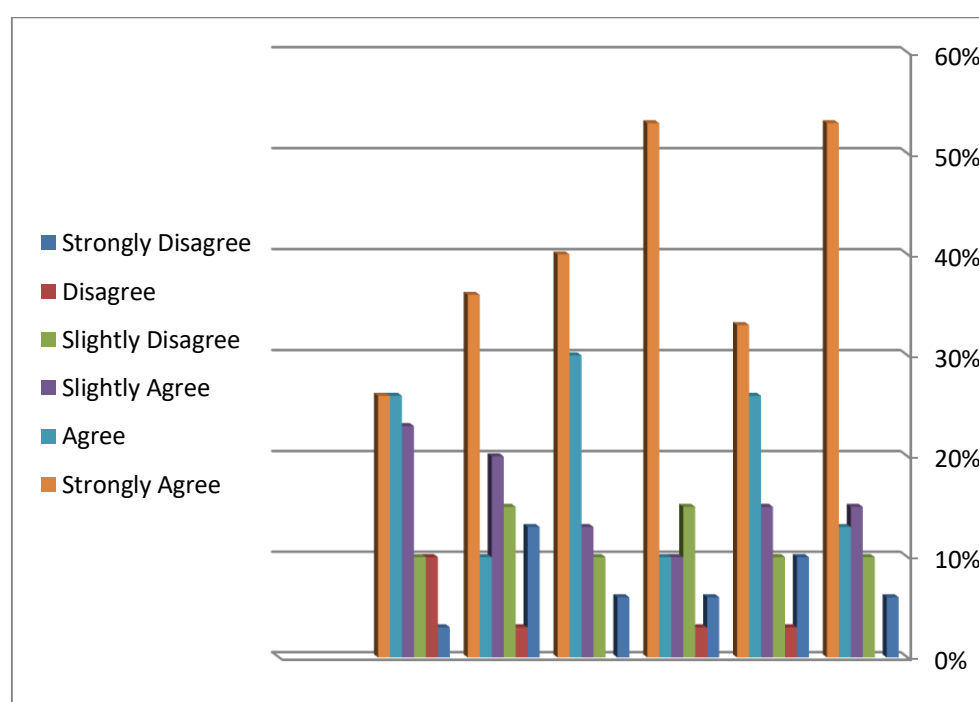
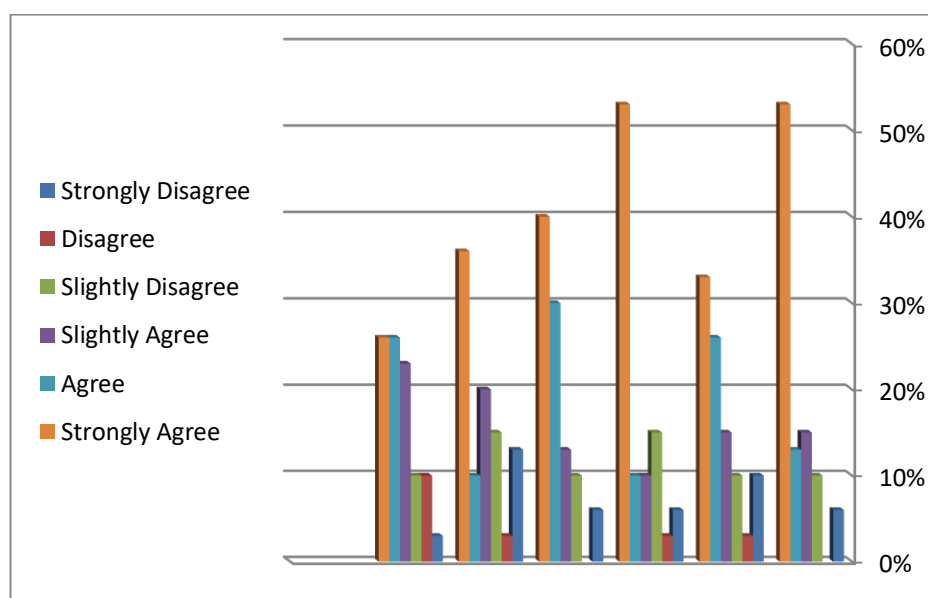


Table 3: stories in the classroom

Item	disagree	Strongly disagree	agree	Strongly Agree	Neutral
Stories are a good supplementary aid in learning English in the classroom	%10	%0	%70	%20	
Teacher should use stories during the lesson	%25	%10	%40	%10	%15
Each semester students should finish more than three stories or a novel	%25	%10	%40	%10	%15
Stories are necessary in classroom	%10	%5	%50	%25	%5

Question one shows that 70% of students agree that stories are a good supplementary aid in learning English in classroom while about 40% agree that teachers should use stories during class.

Question three about 40% of students agree to finish three stories each semester while about 25% disagree. Question four shows that 50% of students agree that stories are necessary in class.

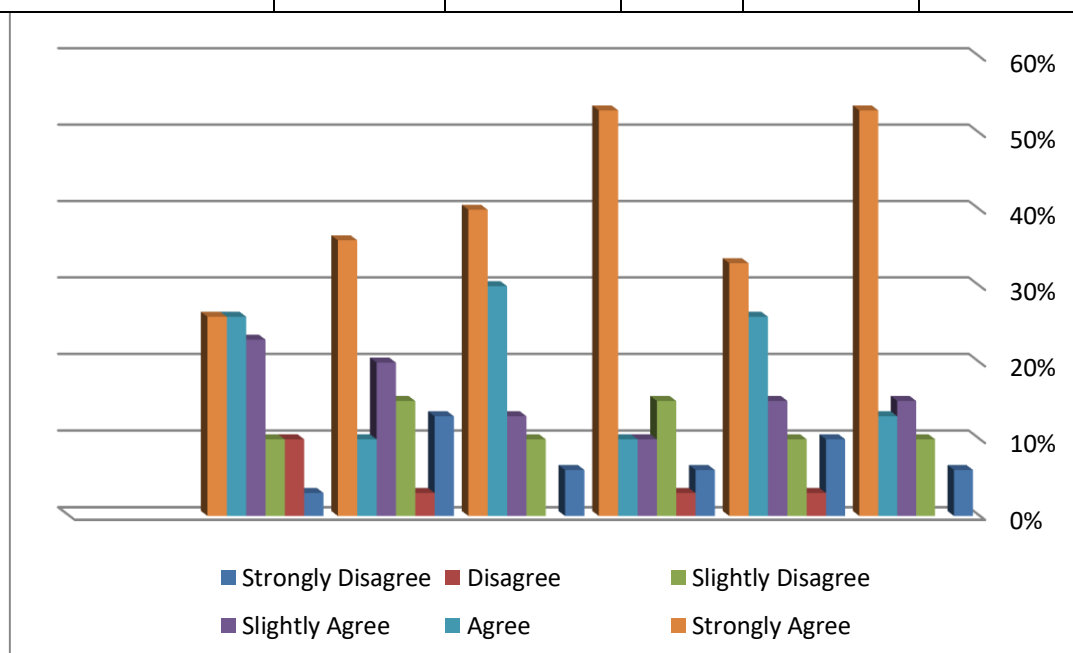


Question one shows that about 70% of teachers agree that stories help them in teaching English .Question two shows that 10% of teachers agree that they could not include stories in their lesson.

Question four shows that about 405 of teachers disagree that students should read stories at home. The last question shows that more than 50% of teachers are able to teach stories during their lesson.

Table 4: Teachers feedback

Item	disagree	Strongly disagree	agree	Strongly Agree	Neutral
Stories are a good supplementary aid in learning English in the classroom	%10	%0	%70	%20	
Curriculum is heavy and there is no time to include stories	40%	%10	15%	%10	%15
Students should read stories for fun at home	%40	%10	%25	%10	%15
I am able to teach stories during the English lesson	%10	%5	%50	%25	%5



IV THE RESULT & CONCLUSION

Stories are an ideal tool in learning language as they guide us through our whole life. So, not only learning our mother tongue, but also other foreign languages through stories can make our effort more interesting, amusing and memorable. Students have an amazing ability to absorb language when activities are familiar and enjoyable to

them. Teaching foreign language on the base of storytelling is exactly the activity which is both familiar and it is fun.

Stories are for all of us, not just for children, that is why using them in teaching adolescents is as important as using them in teaching young children. Stories can attract students' attention, because they provide challenging topics based on their everyday interests such as love and friendship. They also provide a huge space for fantasy and creativity.

Stories may link English with other subjects across the curriculum, which I demonstrate in my theses. They teach students to think. All skills, functions and structures may be taught by stories. Vocabulary, pronunciation and creativity may be developed.

In my theses I have tried to make a lesson plan based on an extract from a real book, and even thou I had no opportunity to try it with a class I believe that students will like it and they will be motivated to read a whole book.

V RECOMMENDATIONS

- 1.Stories are a perfect supplementary aid in teaching English.
2. Stories should be a part of the national curriculum.
3. Students should read at least three stories each semester.
4. There should be cooperation between teachers and parents to encourage student to read stories.
5. Students who read more should be awarded.
6. There should be a competition in writing stories in each school because some students are talent in writing.

VI REFERENCES

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