

Running Head: STORYTELLING AND MOTIVATION

Motivating Children to Read through Storytelling

Rima Sinno

Lebanese American University

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Storytelling and motivation 2

Motivating Children to Read through Storytelling

A Project Presented to the Faculty of

The Education Department

In Partial Fulfillment

Of the Requirements for the Degree of

Masters of Arts in Education

Emphasis: TESOL

By

Rima Sinno

Under the direction of

Dr. Rima Bahous

Lebanese American University

May, 2010

Lebanese American University

We hereby approve the project of

Rima Sinno

Motivating Children to Read through Storytelling

Date submitted: May, 2010

Education Department

Dr. Rima Bahous, Supervisor: _____

Dr. Layla Harmoush, Second Reader: _____

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Dedication

I'd like to dedicate this project

To the ones who believe in my abilities and want the best for me

To my beloved family, close friends, and instructors

To the future storytellers

To my lord who made me believe that anything is possible.

Acknowledgements

I would like to express my sincere appreciation and gratitude to the following ones:

- Dr. Bahous – my doctor and advisor, for professional guidance, constant encouragement and never ending belief in my abilities to achieve my dreams
- Dr. Harmoush – the second reader of my project, for giving me her fruitful advice to improve my project.
- Salwa Daouk – my beloved cousin, for her openness and willingness to share valuable information.
- My wonderful sister, Maha, and my brother, Mohammad, for all the care, understanding and emotional support they gave me.
- The participants in my case study for being part of my project and giving me their time.
- The education department and library staff at LAU, for being there for me once I asked for help and guidance.
- Lastly, and most appreciated, to my very special parents (mom and dad) whose absolute and unconditional dedication and devotion towards the happiness and well-being of their children are truly extraordinary. This work could never have been done without their help.

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Abstract

Some students consider reading challenging. As they grow up, it becomes frustrating for them which does not give them the impulse to grab a book and read. They are demotivated. English language teachers seek methods and strategies to support their students with the best learning environment. This study investigates whether storytelling is a practical and powerful teaching tool in grade six in a private school in Beirut, Lebanon. Also, it aims to see if it can motivate children not only to read more but also to read stories of different genres. This research study points out some effective ways or techniques of storytelling that can be used with sixth graders in a private school in Lebanon. The target population consists of one class of eleven to twelve year old children in a grade six in a private school in Beirut where English is taught as a second language. The instruments used for data collection consist of one semi-structured interview with an ESL teacher, a questionnaire distributed to the sixth grade class, and non-participant observation conducted by the researcher. Results show that students lack interest in reading stories. Their teacher tries to use storytelling skills in the language classroom because the observation showed that the students were motivated in the classroom discussions, and they shared their ideas and stories.

Chapter one

Introduction

Introduction

Zaro and Salaberri (1998) assert that the use of literature in second language teaching has greatly increased over the past few years where the material and activities that derive from literary texts are a great aid to learning in that they appeal to the learners' imagination, increase motivation, and create rich and meaningful context. Among the techniques available to the teacher, storytelling is one of the most frequently used in the west, for instance. Storytelling is an established part of the curriculum, and stories are seen as a first-rate resource in the teaching of the child's own language (Zaro & Salaberri, 1998). Moreover, they claim that storytelling has always been seen as an aid in the teaching of foreign languages, and the recent interest in using storytelling techniques with learners is for number of reasons. One of these is the need for classroom activities which are meaningful to the learners and lead to greater learner involvement. There is clearly a great need to use activities in the foreign language classroom which most closely reflect the process of natural acquisition of language. The usage of communication and reading stories aloud would help the students in acquiring the language especially where English is taught as a second language in the classroom (Zaro & Salaberri, 1998).

The following study examines the effects of storytelling strategies on a grade six to motivate them to read more. Musikant (2005) points that storytelling has a unique potential to overcome barriers that often interfere with the learning process of children, thwarted imagination, low self-esteem, and lack of motivation in learning to read and write. As they listen, discuss, and tell stories, students learn to connect to themselves, each other, and the world of ideas. It aids them

to cultivate the imagination, to heighten social awareness by exploring the conflicts depicted with simplicity and wisdom in world folk literature and to express themselves clearly and articulately (Musikant, 2005).

Research setting

School X is a private school that is run by a religious and educational organization. The mission of the school is to provide the possible education to the students for all cycles. The school is situated on the airport highway of Beirut, in a middle class neighborhood. The school is rather small where it consists of one building for all cycles and a huge playground for students to play and spend their recess time.

The children in this study are in grade six at school X. They are learning English as a second language along with their native Arabic language. The children spend seven sessions a day in school, with only five hours per week dedicated to the Arabic language. Therefore, the emphasis is placed on the second language. Children learn other subject matters (such as math and science) in a rich language environment.

The English Curriculum for grade six according to the Lebanese Curriculum uses a thematic approach (CERD, 1995) towards language learning. Also, it emphasizes teaching and learning of all language skills, i.e. listening, reading, oral communication, and writing. My emphasis is on storytelling for grade six. It is considered to be an oral communication and listening activity that may integrate other skills. While scanning the listening and oral communication objectives of grade six, I noticed the importance to identify the main points in a lecture and be able to recall them or take notes of key terms, specific words or expressions, and to infer ideas, attitudes, and intentions. Also, the students are encouraged to report on books and

assignments, describe reactions to current events and school activities, show interest and participate in conversations.

School X uses American books series like Scott Foresman because the school X believes that the Lebanese thematic books are not enough to cover the students' needs. The English series of Scott Foresman has more varieties in it. It helps English teachers by providing lesson models and extra activities. Some of those activities contain passages or stories for the teacher (or audio tape) to be able to read aloud the passages to the students. The read aloud activity is similar to storytelling because of the techniques being used. The read aloud strategy occupies a major place in the curriculum. Razinski and Padak (2000) claim that reading aloud must be a teaching routine in every class because it allows students to become familiar with the language literacy.

On the other hand, this study was conducted to examine the storytelling techniques that have been used by the teacher and her role to motivate the students. Although it is not feasible to examine all the techniques in one study, I was able to interview the English teacher who was able to give me background information about her experience in using storytelling in the classroom. Also, I asked the students to fill out a questionnaire in order to rate their motives toward reading and their thoughts about storytelling. Finally, I observed the class to see how the teacher manages her class and how she is able to apply some of the techniques.

Purpose of the study

I have faced lots of challenges in teaching the language for the children and in managing their behavior. I dream of having a perfect language learning environment. Also, I've always loved to write children's stories and narrate them as well. This interest grew in me as I started to get involved with students at the lower and upper elementary level. In lower elementary classrooms,

teachers noticed that young children still find delight in the retelling of favorite tales and learning the rhythms of language beginning with pattern and repetitions (Trousdale, Woestehoff, & Schwartz, 1994). Can older students learn more sophisticated language patterns through the telling of stories as well? Can it motivate them to read more stories too? What are the different techniques of storytelling that can be used in the classroom?

Therefore, the project's goal is to investigate whether storytelling in grade six students in Lebanon motivates learners not only to read more but also to read stories of different genres. Also, this research study sheds lights on effective ways or techniques of storytelling that can be used with sixth graders in Lebanon. The target population consists of one class of eleven to twelve year old children and a grade sixth English as second language (ESL) teacher.

The operational definitions of variables

Story is a structure that encompasses a beginning, a middle and an end and is the most effective tool for all students. Of all oral stories, the ones with the greatest power are the ones that come from within: our own stories (De Vos, 2003). Moreover, Livo and Rietz (1986) explain that a story is a universal mirror that shows the people the truth about themselves. When they look into this mirror, they see daily routine and mundane circumstances transformed into something profound. Bruner (1986) states that a story provides a map of possible roles where action, thought, and self-definition are desirable. Students would explore personal roles and possible worlds. **Storytelling** is a powerful teaching/learning tool. It is an effective educational tool features of strongly across all cultures since human language evolved. Also, it has the ability to build a greater sense of community, enhance knowledge and memory recall, support literacy development, and expand creative potential for students (Phillips, 2000). **Motivation** is anything

to do with factors which affect the emotions that are considered crucial in all learning processes. Therefore, if the story is interesting enough and it is told in an appealing way, the children will normally pay attention through to the end (Zaro & Salaberri, 1998). **Reading motivation** is the motivational drive to read. Motivating the students is important in the process of teaching and fostering learning (Mallan, 1997).

Conclusion

The chapter has shed the light on the context of this study and its purpose. The next chapter presents a review of literature about reasons that demotivate students to read, importance of storytelling in the classroom, and effective storytelling techniques that might enhance the students' motivation to love reading.

Chapter two

Literature Review

Introduction

Storytelling has been called the oldest and the newest of the arts. Though its purpose and conditions change from time to time and from culture to culture, storytelling continues to fulfill the same basic social and individual needs in the English language classroom. Furthermore, human beings seem to have an innate impulse to communicate their feelings and experiences through storytelling (Greene, 1996). I believe that we tend to tell stories to make sense of our world and be able to express our beliefs, desires, and hopes in stories, and to explain ourselves and to understand others as well. Moreover, storytelling is an instructional potential that continues to serve teachers. Storytelling, or oral literature, has many of its roots in the attempt to explain life or the mysteries of the world and the universe--to try to make sense out of things (Tway, 1985). Therefore, storytelling having existed for centuries, is a wonderful way to educate and entertain children. Stories are not direct or personal, but they convey a message that can be interpreted by people with other views and perspectives (Jones, 2006).

Why students are demotivated to read stories

"I don't like to read because it is boring. I don't have the time, it is too hard, it is not important, and it is not fun." This is a common statement that must be the granddaddy of all self-fulfilling prophecies.

Nix (2008) asserts that the daily dose of assigned reading to school children is definitely medicinal: Read the story that begins on page 20 called Officer Buckle and Gloria. Answer the

questions on page 30 that will show what you have learned about this policeman and his dog. Do workbook pages 10-13.

Reading of this sort is guaranteed to keep children busy for hours. It is also guaranteed to kill all positive feelings about reading. It, quite literally, kills joy (Nix, 2008).

Parents absolutely might not depend upon schools to instill love of reading in their children. If a parent is lucky, s/he will have a teacher who knows and loves books but don't count on it. The responsibility rests completely upon the stressed parent. To be absolutely certain that your youngster develops a love of books, you must do the job yourself (Nix, 2008).

Furthermore, Gonzales (2007) clarifies that in today's media rich world, one can often find the quick information needed without having to sift through lots of text. In addition, there are many forms of entertainment that overshadow simple reading for pleasure.

Nowadays, there are other instruments that distract students from reading such as computers, TV, internet, cell phone texting, and video games. David (2007) states that it is saddening to have children reach this situation where they favor other instruments over reading, but it's time to face facts. Some parents now force their children to sit and read aloud to them for a minimum of 15 minutes each day.

Finally, some English language teachers use traditional methods in teaching reading to their students. Gierus (2008) justified that some teachers are more totalitarian in their way of teaching reading, where the most important thing in the class is the teacher (neither the subject nor the student). Whether or not the subject is delivered properly, and whether or not the students understand or care to understand, the teaching is done through the teachers' methods. They are at

the center of the teaching. The classes would be very quiet. All the students would be terrified of them. The teachers wouldn't care about their students, if they liked them or not, if they learned anything or not, if they understood what they were saying.

Therefore, these are some of the reasons why some children are demotivated and lack interest in loving reading. It is time to act out and find solutions to those problems by provoking some methods or ways that can be used to motivate students to read.

Motivating students to read

According to Eccles, Wigfield, and Schiefel (1998), motivation is what moves people to act. They assert that there are indicators of motivation which include choices of activities to do, persistence at these activities, and the level of effort expended. Keeping in line with the theorists' beliefs, reading motivation is then defined as the individual's goals and beliefs with regard to reading (Guthrie & Wigfield, 1999). This directly influences the individual's activities, interactions and learning with the text. Furthermore, motivation is a key factor in obtaining success. Motivating struggling readers is not an easy task, but it is necessary to build the desire and drive to read (Eccles, et al., 1998). According to the National Reading Research Center (Baumann & Duffy, 1997), children need to be motivated to read and use literacy to develop into fluent readers. Researchers assert that students cannot be simply classified as motivated or unmotivated, but rather motivated differently (Baker & Wigfield, 1999). The challenge, a sense of obligation, possible recognition, interest, and numerous other factors motivate some students. Extrinsic motivation has been avoided out of fear that it might hinder development of intrinsic motivation (Baker & Wigfield, 1999). However research suggests that some forms of extrinsic

motivation may actually serve as a jump start for students who have low motivation (Baker & Wigfield, 1999; Gambrell 1996; Hidi & Harackiewicz 2000).

On the other hand, questions might be raised like: "What is the parents' role in motivating their children? What is the language teacher's role? What can they do?"

According to the Reading Is Fundamental (RIF, 2010), studies show that the more children read, the better readers and writers they become. However, what can parents do to motivate their children to read more regularly? The Reading Is Fundamental (RIF, 2010) suggests that parents should know that reading is important and they might feel frustrated if their child does not like reading. Many forces in children's lives pull them away from reading like television, video games, and after-school activities. Finding a way to incorporate reading activities to their child's daily routine may not be as difficult as it seems (RIF, 2010). For instance, parents can learn more about their child's interests and suggest books, magazines, and articles that relate to those topics. Also, they can sometimes provide good movies because it is a starting point for pleasure reading like after seeing a movie based on a book, children will be motivated to read the book (RIF, 2010). The biggest example is Harry Potter books and their movies. Additionally, parents can sometimes travel sparks reading. In finding books that are related to a place they visited or traveled on a family vacations, it can get a child hooked (RIF, 2010). Parents can tell or read books for their children because children of any age can appreciate being read to. Moreover, parents should keep books and other reading materials at home and be good role models. Once children see their parents reading, they might get motivated and read (RIF, 2010). For example, sometimes I see my mother reading a book, I would tell myself, "Wow, she is 60 years old sitting on a couch, having a book in her hands, and reading it!" I would feel jealous, so I grab a

book from the shelves, go to my room, and read a book. Finally, parents should try other activities and research well like using internet resources or visit public libraries or bookstores.

According to Sasson (2007), in today's internet age, getting children to read is becoming increasingly problematic, coupled with the fact that some students simply do not enjoy doing independent reading projects. This is a challenge for language teachers, and their role is really important to motivate their students. The question is, "What can they do?" Sasson (2007) states that teachers should encourage students to do extensive reading or independent reading because it is an important factor in learning English. Semi- extensive reading is the best way to prepare students for independent reading such as book reports, retelling stories, and other independent reading projects. Usually the teacher selects books which are likely to interest the majority of the class – average level difficulty.

Furthermore, Sasson suggests others tips for language teachers to motivate their students. For example, teachers can focus on the content and make sure their students enjoy the experience. They can use the reading strategies to assess the students' understanding like compare and contrast, drawing conclusion, making predictions, cause and effects, and some others. The teacher should read parts of the stories dramatically aloud. Other parts should be read silently by the class. This allows the teacher to help others who have finished or those experiencing language difficulty. Additionally, Sasson (2007) clarifies that teachers can talk about what the students have read at home or in class and start the lesson with one leading question regarding the text. Other ideas or tips can be helpful; for example, using dictionaries should only be used for key words. When students are ready to choose their books, the teacher should guide them and take a personal interest by setting up an attractive display of books. Also, Sasson (2007) adds

that teachers should ensure the students choose books according to their own level and interests. They should read many easier books rather than a few harder ones. Regular “silent reading lessons” enable teachers to check progress and gather details about student’s reading abilities and habits.

These are some roles that parents and teachers should take into consideration to motivate their children. If the parents and teachers are convinced of the value of reading and doing their best to foster the habit, they will be able to convince their students or children and help them succeed (Sasson, 2007). If the reading lessons are appropriate in level and are satisfying in terms of content, the students will read outside the classroom. This, in the long run, will help foster intrinsic motivation (Sasson, 2007).

Finally, through the readings I encountered, I advise parents and teachers to consider the storytelling method because according to Carlson (2008) storytelling is used to motivate children to read. Storytelling has many educational benefits to a child. Both parents, in the home and teachers at school can assist a child in becoming a competent reader. Parents can play a crucial part in their children's education. Before children attend school, their parents are usually their sole educators. This is supported by Bandura (1997) who supposes that the family plays a key role in children's success in school. It has often been claimed that parents are the first teachers and the home is the first school. This is also supported by Stainthorp and Hughes (2000) who believe parents play a significant role in both supporting their children in learning to read and also in aiding them as their literacy skills develop. However, I am going to concentrate on the role of the teacher in storytelling and storytelling in the classroom.

Storytelling can motivate students to read

Teachers might ask themselves that question, "How do I motivate my students to love reading?" Burns (2008) states that this is a remarkably important question with seemingly complex answers, but the solution to this issue is complicated more by the number of potential answers than the complexity of any one solution. Cognitive psychologists and reading researchers have frequently studied motivation and suggested many potential interventions (Burns, 2008). However, a more simplistic yet effective approach might be to assure a match between task demand and student skill.

Moreover, motivating students to read is recognized as an important variable at all levels of reading instruction. A major concern of teachers is how to motivate students to actively engage in learning the basic reading skills, applying these skills in their reading and reading for personal enjoyment. A major feature that facilitates the success of developmental, corrective and remedial instruction is the teacher's ability to motivate students (Kane & Warner, 1997).

Students who lack the motivation or incentive to read won't put forth the effort to comprehend the material, if they read it at all. Students need a reason that they value - a compelling why - before they will invest themselves in reading (Carr, 1995).

Teachers or storytellers should create situations where students have a compelling why to read rather than just assigning pages to read from the textbook expecting all students to read them. It is important to let them discover something about the content that appeals to them.

One idea is to provide stacks of picture books and let students pick from the pile. By letting students explore what interests them first, you've got a hook to expand their knowledge with

readings in the textbooks. Once you've appealed to your students' interests, they will be inclined to read and learn more (Carr, 1995).

Furthermore, the teachers as storytellers require training and experience. However, anyone who is willing to take the time to find the right story and learn it well can be a successful storyteller. A good part of the daily conversation that might be held in the English class would be composed of stories, incidents, and anecdotes. Teachers must not worry if they are not professional storytellers because in using different techniques in a creative way it would formalize the class and create a motivational experience for the students (Greene, 1996).

Therefore, storytelling is used to motivate children to read, to improve listening and writing skills, and to introduce children to good literature (Carlson, 2008). England (2007) affirms that there is more to storytelling than telling stories. Storytelling can be used to develop children's emotional literacy, language skills, and communication skills. Moreover, the use of storytelling in interactive, cooperative work can support children to paint pictures in their mind's eye of what the future might be for them (England, 2007). For example, if the stories are chosen according to the students' interests such as heroes, fantasy, fictional and nonfictional stories, the children will be motivated to listen and interact more toward the stories. Also, storytelling plays a major role in developing the capacity to recognize and understand person's feelings. Using touching stories with children will be able to inspire and motivate them to know and read more (England, 2007). Therefore, storytelling is a way of talking about feelings and thoughts without intruding on personal issues. Telling, listening to, and discussing stories help children learn and build their emotional vocabulary, by asking questions like, what is the character feeling? What makes her/him feel this? How do their feelings change during the story?

Role of storytelling in the classroom

According to Greene (1996), the National Storytelling Association confirms that storytelling is considered an oral narration, communication, transmission of images, revelation, co-creation, creating order out of chaos, and worship. Thus, is not considered to be recitation or acting.

Bones (2008) clarified that storytelling can be an incredible teaching tool. In the classroom, the role of storytelling can go far beyond the acquisition of literature. It is believed that it is due to the additional emotional content that can be delivered through a story. Information is even more thoroughly retained, because the input of facts is received on an emotional as well as an intellectual level. This allows for the new information to be stored in a much deeper part of the memory within the human brain. Because of this often overlooked fact, oral storytelling should be considered one of the better ways to educate and teach information. It can be used in all aspects of learning if applied properly (Black, 2007).

Storytelling in the educational setting is arguably one of the most effective teaching tools we have. Stories can teach, reinforce and introduce curriculum in the most logical and creative fashion imaginable. Almost any subject matter can be presented or introduced in story form (Bones, 2008).

Storytelling can also entice students to strive for greater academic achievement. Also, it strengthens the imagination. To imagine is to envision and to see beyond what is readily apparent. The ability to imagine and envision is the proven basis of all creativity and creativity

creates the power of problem solving in many different occupations, learning modalities and life situations (Bones, 2008).

Though in multilingual classrooms, there will be children who would experience difficulty making transitions from oral to written narrative, as well as children from home where books and reading are not valued. Greene (1996) believed that storytelling can provide a transition, a bridge to reading. Also, it allows these children to lose themselves in a story in the same way that fluent readers lose themselves in a book. Although the words go directly from the ear to the brain, story listening is an invaluable experience for beginning readers, reluctant readers, or children who have difficulty comprehending what they are reading (Greene, 1996).

Historically, storytelling has been used to educate as well as to entertain. Stories like *Little Red Riding Hood* and *The Wolf and the Seven Little Kids* warned children to beware of strangers. Other stories attempted to teach acceptable social behavior values. Moreover, storytelling was a way of keeping alive the cultural heritage (Greene, 1996).

On the other hand, there is much information about the values of storytelling to children but limited research. Educational research had tended to focus on children's ability to recall and retell a story accurately. Rosen (1986) enumerated several factors about the universality of narrative that merit consideration: 1) human beings dream and speak to themselves in narrative (inner narrative speech), 2) a basic form of narrative is not only telling but also retelling, and 3) narrative is oral in the sense that an individual can engage with it fully without encountering it in written form. Storytelling, probably the oldest form of narrative in the world, is not the same as reading aloud, because in storytelling, the interaction between teller and listener is immediate, personal, active, and direct. Additionally, Rosen (1986) asserted that there had been studies on

memory and comprehension of stories. Within years a great deal of research has been done on how children become literate and the relationship between listening and speaking, reading and writing. Research on the how and why of storybook reading development has focused on parent-child interactions or teacher-child interactions with storybook readings and the child's independent readings (Greene, 1996).

Finally, it is believed that to have effective storytelling, teachers should consider the storytelling techniques (McWilliams, 1998). According to McWilliams (1998), a well-developed and presented story can cut across age barriers and will hold the interest and reach its listeners. Stories will be remembered long after other orations. Knowing and applying the basics of storytelling will strengthen the stories (McWilliams, 1998). What are the storytelling techniques? Why are they important? How can they help teacher have a better environment class?

Storytelling techniques

Storytelling can usually be attributed to the way in which the teller incorporates basic storytelling techniques such as eye contact, understanding audience expectations, timing, natural confidence, and being true to oneself and the story (De Vos, 2003). The following are techniques that De Vos (2003) and Davis (1993) structure for storytelling:

- a. Eye contact is one the most important storytelling techniques. Members of the audience adopt a bored, glazed look that retains a trace of cynicism. The storyteller should proceed with enthusiasm and confidence, and tell the story well. The listeners will quickly realize that the storyteller is enjoying telling the story or not.

- b. The pause is the silence between words, phrases, scenes, or sentences that allows the audience time to reflect, or anticipate what is happening in the story or what will happen next. It should not be confused with hesitation. Phrases help storytellers achieve clarity, emphasis, and emotional quality for the audience. They also provide the storyteller with a natural opportunity to take a breath. Since listening is a hard work, allow breathing space between the telling of one story and the next or follow-up activity. The breathing space can take the form of a brief information to the next story or information about the story just told. During this pause, the storyteller may explain why s/he is telling the story or give some background on the culture that produced the story or the author who wrote it.
- c. A brief opening to each tale should point out any aspect of the story that may distract the audience. The storyteller should not assume that the students understand seldom-used words or allusions to specific cultures. The storyteller should give a clear background of the story that is being read so that the audience will listen and experience the tale as it is told.
- d. There is a tendency in the school environment to follow each enterprise with a meaningful activity. Although there are countless ways of integrating story into the curriculum at all levels in all subjects, it is imperative to remember that it is not necessary to analyze a story after telling it. It is better to appreciate the story as story.
- e. Gestures are the most natural language that people process. Gesture lends itself well to the blossoming of the listeners' imaginations but should be used sparingly because it can easily distract an audience that has been raised on visual images. Therefore, instead of focusing on and listening to the words of the story, the audience will follow the storyteller's gestures. When employing gestures, the storyteller should make sure that

s/he grows out of the context of the story and realizes that not all gestures are universal and must research the nonverbal language of the culture before telling the stories.

- f. Davis (1993) explains this language as the way words actually sound. The word on a page may have different sound for different readers, and it is up to the individual storyteller to decide how that word is articulated. This colors the interpretation of the story, the characters, and the sympathy of the audience.
- g. Attitude is a vital language and one that is often overlooked when talking about telling stories. It is the attitude of the storyteller her/himself how the storyteller feels about the story, the characters, the audience, the situation, and the time of the day. All of these factors affect the way the story is told. The students should be instilled and consider that the well-prepared story is a gift that the storyteller has selected, wrapped, and presented to the audience.
- h. Feedback refers to the immediate response to the story as it being told. Because storytelling is a temporal art form, it can't exist without an audience. If the audience seems to be responding negatively, it is often hard work making the story live. The teller must be comfortable with the story, so much so that s/he can be concentrating on those miniscule examples of positive feedback. If the students are listening respectfully and quietly, this should be a strong enough message.
- i. Because the words on the page are often the starting point for storytellers, beginning tellers want to memorize those words and pay little attention to adding the other four languages to the mix. For the stories to live, the teller needs to incorporate her/his own words with gestures that are appropriate to the teller and the story and with sounds that reflect the teller's own interpretation of the characters and plot. The storyteller should

also be enjoying the process throughout the finding, learning, polishing, and telling of the story.

Conclusion

These findings from the literature review imply that it would seem fairly obvious to state that the book has become a victim in the technological revolution that has encouraged the explosion of computer games, television and the internet (Walker, 2005). Many children could be tempted to spend their free time on their computers instead of picking up a book. For this reason, it is almost the duty of teachers and parents to supply stories that will not only prove to be simulating and educational but also exciting and enjoyable (Walker, 2005). Thus, Storytelling is one method or strategy to be used because it is a unique art. The art of storytelling helps children make connection in their communities while increasing their emergent literacy skills. Storytelling allows children to organize and make sense of life experiences while making meaning and communicating with others (Cooper, 2007). In the classroom, storytelling can be used as a tool to develop literacy skills. Not only does storytelling increase fluency and comprehension, but it also helps children build vocabulary and writing skills and enhance memory and creativity (Brice, 2004).

Therefore, this chapter had spotted the reasons for why children dislike reading and how it is important for the parents and teachers to act out quickly in order to motivate the children to love reading. Also, it highlighted the importance of storytelling and its educational benefits. The next chapter previews the methods used to conduct the study. They are one semi-interview, a questionnaire, and a classroom observation.

Chapter Three

Methodology

Introduction

Implementing storytelling in the classroom in the Second Language classroom is somehow a challenging concept to many English Second Language teachers because they lack resources and experiences (Carr, 1995). I think they are often used to read aloud more than storytelling. They consider the storytelling approach is for the lower elementary (Greene, 1996). Nevertheless, this study will prove that storytelling is effective on the children in upper levels such as sixth graders.

However, Gere, Kozlovich, and Kelin, (1998) state that storytelling is not like math. For example, a storyteller must be loose, expressive, and even goofy at times. Some students love storytelling, and some hate it (Gere, Kozlovich, & Kelin, 1998). Why do they hate it? Students might dislike storytelling because if narratives are not understood to be constructed, then instead of them serving the students (bringing delight, meaning, community, and connectedness) the tendency is that the students serve them (Marty, 2006). When storytellers are in anxiety's clutch, then the options for action are stripped. Therefore, if the speaker is not comfortable, distractive, and repetitive, they might get bored and lose interest.

Marty (2006) claims that stories can proscribe direction. It is like if people step on a certain road, they get both the benefits of its direction and safety, as well as the reality that limits their options. In other words, the choice of the stories is really important because if it does not draw their attention, simply, the children will not give their attention and efforts.

Moreover, some teachers might claim or say that

---- storytelling is for kids and a waste of time for the upper level---

----All of these articles that provoke the importance of storytelling are theoretical and unpractical---

--- Plus, the schools are demanding, and they just want teachers to follow the curriculum and teach the students---

Is that true? Is storytelling a waste of time? Why are some researchers still doing studies on storytelling?

My thoughts about storytelling took another significant leap after I read certain articles and books in relation to motivating children through storytelling. Therefore I conducted a thorough study in this domain. The instruments used for data collection consist of a semi-structured interview with an ESL teacher, questionnaire distributed to the sixth grade class, and non-participant observation conducted in the sixth grade class.

Research Design

The research design used in this study is an intrinsic case study. According to Fraenkel and Wallen (2006), the researcher is primarily interested in understanding a specific individual or situation. I describe the particulars of the case in order to shed some light on what is going on. Thus, in my study, I chose one particular school in Lebanon and based my study on one particular class "grade six". Detailed narrative descriptions of the observations, interview done, and survey in the ESL language art class were analyzed to investigate whether storytelling and its techniques are practical tools to motivate sixth graders to love reading.

Sample

The sample of the study includes one English school teacher in Beirut teaching at two schools and grade six students at school X. The names of the teacher, students, and school participating in the study are not revealed. Bell (2005) clarified that confidentiality and privacy are an integral part of ethical considerations in any research.

Instruments

The three instruments used to collect data are classroom observation, one in-depth interview, and a questionnaire. These instruments helped me to obtain data. For this project, I used an open-ended in-depth interview, open and closed ended questions in the survey, and classroom observations of an English language teacher who has been teaching English for nine years.

Survey

The questionnaire targeted twenty six graders who are enrolled in school X and Mrs X's students. The questions are closed and open-ended questions. The twelve questions were intended to investigate the students' motives toward reading, reading distracters, and their thoughts on storytelling (see Appendix A). The questionnaire was given to the students during their English period, and Mrs. X was able to explain to the students what they have to do and that they have to give it back on the instructed date written on the sheet. The teacher informed me that the students were motivated to fill out the questionnaire and asked some questions for clarification purposes. Therefore, the questionnaire was taken by the students to fill out at home without having their names written because they don't have much time to fill it in class. The questionnaire is going to be the first stage of my analysis because it conveys the problems of why students read less than expected and what the students know about storytelling.

Interview

I used standardized open-ended interview as a second method to collect my data (Fraenkel & Wallen, 2006). The interviewee was asked 14 questions in order. The questions are worded in a completely open-ended format (see Appendix B) to increase the comparability of responses and facilitate organization and analysis of the data (Cohen, Manion, & Marrison, 2000).

Although I conducted one interview, this qualitative approach is selective in that two researchers may notice different things about a stretch of talk or provide different interpretations of utterances (Swan, 2001). However, using open-ended interview questions would provide me with the opportunity to share the research question under investigation. The questions were elaborated in a way to encourage the interviewee to intricate rather than to take a stand. The interview is the second stage of my analysis. It involves certain categories that I had in mind. The data had helped me in understanding the teacher's background about methods and strategies in teaching the language skills and ways to motivate the students to love reading.

After the interview was over, I was surprised as the interview took somehow the exact time that I expected. In some questions, I felt I wanted the interviewee to give me more information, but the setting maybe was effective. For example, she was worried about her son's assignments, time consumed on the interview, and her crammed school work.

Classroom Observation

I observed an English language classroom as a non-participant observer (Fraenkel & Wallen, 2006). During this visit, I took extensive field notes to keep anecdotal record of what was going on in the classroom (see Appendix C) for sample of particular facets of instruction and task completion. Moreover, I prepared coding schemes to have evidence for the observation and to

record the frequency of the teacher's behavior and techniques used in storytelling. The observation was limited to one time because I expected that storytelling is not being taught as a separate skill. It's embedded with another skill which is listening skill. The teacher considered that reading aloud is similar to storytelling because mostly the same techniques would be used (see Appendix C).

Ethics

Before starting my research, I secured the verbal consent of the school principal who gave total freedom to conduct my study on storytelling. However, no written agreement was provided. The school principal didn't object to sending questionnaire or survey with the students. Moreover, the participants were informed that they were not obliged to answer the questions during the interview and survey. I explained to the participant the real purpose of my research (Cohen, Manion, & Marrison, 2000).

Validity and Reliability of the used instruments

The validity and reliability can't be adequately measured in qualitative research. There is no certainty in the replication of the results in wider context. The responses of the participants may change in time. However, I tried to improve the validity and reliability of the data by comparing the categories of the standardized open-ended interview, the classroom observation and the survey. I used consistent categories in classroom observations, open-ended interview as means of reliability (Fraenkel & Wallen, 2006). However, the classroom observation was limited in number which might be a barrier towards reflecting storytelling implemented in the classroom.

Conclusion

This chapter discussed the methods used in collecting data. Also, it revolves around how I am going to replicate the results by using the same, and the same categories in order to achieve reliable and feasible evidence of these findings.

The next chapter will reveal and interpret the study's result. Each method used will be discussed thoroughly and authentically.

Chapter Four

Description and Analysis of Data

Introduction

In this chapter, I report the results of the study. First, I summarized the data from the closed and opened ended questionnaire and saw the students' interests regarding reading and background knowledge on storytelling. Second, I provided detailed narrative descriptions of the interview and the classroom observation to elaborate on the techniques of storytelling used by the instructor and how they were drafted in class.

Survey analysis

What motivates students to read? This is the question I set to explore at the beginning of my research. When I decided to use a qualitative research approach, I knew I would be unable to generalize my results. However, I felt that children have so much to tell about their education. Along with their teachers, they are experts. I decided that students' opinions, feelings and choices were crucial to my understanding of their intrinsic motivation to read.

Many of the students in the targeted six grade class come to school without appropriate motivation and enthusiasm for reading. This is evident by the survey's results. What appears to me that there is a lack of motivation that could result from many other circumstances, including a lack of skills. It is the focus now to see the problems in reading motivation and how can storytelling techniques play a role in motivating the children's reading.

The participating school had twenty students ranging from eleven to twelve in grade six. They were asked different questions, hence an in-depth study of the questions and their results will be provided below.

1. Hobbies (Students were asked about their hobbies)

Students' hobbies	Total
Playing sports such as (football, swimming, volleyball, basketball, riding horses)	15
Arts such as (coloring, drawing, painting, art craft)	3
Playing games (computer games, video games)	5
Reading stories	10
Watching TV (TV programs, movies)	2
Other activities such as (writing, religious studies, play role plays, play with kids, camping)	6

P.S: Total in that part is related to number of students using those hobbies, for example, 15 students out of 20 like to play sports activities.

The survey projected the students' main interests such as playing sports and reading stories. It seems that at this age level, students like outdoor activities because they are in an age where they're growing up, exploring their physical abilities, and getting ready for the adolescent period. However, half of the class likes reading stories. This seems a problem that needs to be marked and discussed. Surprisingly, there are not many students who enjoy watching TV or doing artistic stuff. I think the solution for this is to provide students with stories about sports, adventures, and biographies.

2. How many books have you read in the last months?

Range of books read in the last months	Total of students read in the last months
5 to 10 books	11
11 to 20 books	8
21 to above books	1

The results here show that most of the students read 5 to 10 books last month. This is not that bad although it is expected from them to read more. However, I don't have much information of what kind of books they were reading the past month.

3. Do you choose the books you read by yourself? __20__ yes / __0__ no

If not, who chooses them for you? _____

There are positive and negative responses toward that result. It is good that the students are choosing their own stories based on their interests, but I think the teacher or the librarian should guide those students by knowing their level or abilities toward reading.

4. Who keeps a record of what books you read?

You: __15__ yes / __5__ no Your teacher: __10__ yes / __10__ no

I think the results show that the students are somehow independent because 15 students keep a record of what books they've read. Nevertheless, they still believe that their teacher's role is important for them.

5. What reading materials (genres) have you read this year?

Genres read by the students this year (2008- 2009)	Total
Realistic fiction	19
Folktales	12
Fantasy	2
Biography	18
Science Fiction	2
Nonfiction	11
Autobiography	5
Fairy tales	2
Historical Fiction	3

These results assure a point I mentioned before that students most likely enjoy reading biography and realistic fiction stories because the participant like sports and adventures.

6. What are the things that distract you from reading?

Reading Distracters	Total
Watching Television	16
Playing computer / video games	16
Chatting online	15
Chatting on the phone	3

Playing games (e.g. sports)	10
Going outdoors (e.g. visiting friends or relatives)	7
Others (e.g. extra assignments..)	2

Although watching TV is not a hobby for the students, it is one of the distracters from reading. Another aspect is that students spend hours playing computer games and chatting. This confirms a study by Kaiser Family Foundation where they found third graders through 12th graders devoted, on average, nearly 6.5 hours per day to TV, videos, music, video games, and computers. The results suggest that at least a bit of information is being learned even they are distracted, but it is going to affect their academic performance in the school (Poldrack, 2006)

7. As a reader, what would you like to do better?

Student 1: I like to be a writer. I write many stories and journals about myself and anything else.

Student 2: I would like to take notes, pick up the main ideas, and discover the themes and skills.

Student 3: As a reader, I'd like to arrange books that I'm going to read according to their series or thickness. I could watch the National Geographic Channel.

Student 7: Reading more stories and answering questions, taking notes, and writing short stories can help in becoming better readers.

Student 8: I will summarize every story I read and get interesting stories to read. Also, writing stories would help me to become better.

Student 10: I like to make more effort and pay attention while reading.

Student 11: I would like to use many vocabulary words and more questions for the story.

Student 12: First, I'd like to read slowly to understand. Second, I'd like to ask myself questions, and I'd imagine myself in the story.

Student 15: I like when I read a story to write aside some words that I don't know. Also, I use context clues to figure out the meaning of the words then I will check the in the dictionary. Moreover, I will try to memorize them.

Student 19: As a reader, I'd like to read slowly to understand the story better and take notes to unclear points.

Student 20: I'd like to watch the story I read on TV.

The students' responses toward that question are positive and pleasing. There is hope in them because it seems that the students are willing to write journals, learn new vocabulary words, pay attention, write short stories, make more effort, and watch educational programs in order to be better readers.

8. Complete these sentences (or define them using your own words)

Student 1:

Book: a collection of sheets of paper fastened together in a strong paper cover

Reading: to look and understand written papers, the activity in which we understand stories

Storytelling: anyone tells a story (an account of people or event)

Student 3:

Books: books are thing that written pages and every book has its own subject

Reading: reading is seeing and interpreting written things, someone who always reads is called a bookworm

Storytelling: storytelling is telling stories (mostly fairy tales) like a goodnight story

Student 5:

Books: have many useful information

Reading: help to improve our language and increase our vocabulary

Storytelling: it may help us improve our listening

Student 7:

Books: accounts written records of the financial accounts of a business

Reading: the activity or skill of understanding written words

Storytelling: storyteller: someone who tells stories especially to children

Student 12:

Books: a group of printed pages containing stories, encased between protective covers.

Reading: an official or public recitation of written material

Storytelling: the one who states the story in exciting way

Student 20:

Books: reading books is enjoyable

Reading: reading is good but it is hard to understand and make the reader nervous

Storytelling: storytelling is hard to understand

One of the main reasons I asked my participants this question is to see how they can define those terms. The responses were amazing and cute. It is clear that some used dictionaries to define the terms books and reading, but some of definitions were creative like student 20 had said "Reading is good, but it is hard to understand and make the reader nervous." This shows how reading is a burden and challenge for him/her. On the other hand, other students reading is a way of learning, and a skill used to learn more words and get more information. As for storytelling, they defined it as someone who tells stories for kids in an exciting way. However, student 3 and 5 have given interesting responses like storytelling is telling stories (mostly fairy tales) like a goodnight story and helps in improving the listening skills. Yet, some might dislike storytelling because it is hard to understand the language, and they prefer seeing the text instead of listening to it.

9. Does someone read aloud a story for you in the English language? 20 yes 0 no

10. Who usually reads aloud the story for you?

Who reads aloud for the students	Total of students/item
English Teacher	18
Sister	1
Mother	3
Father	1
Audiotape	8

11. Do you enjoy reading a story by yourself? Why or why not?

Student 1: Yes, I enjoy reading by myself because I could understand and focus a lot.

Student 2: Somehow I enjoy reading story by myself because if I was reading and there's nobody to explain it, I wouldn't understand it well.

Student 3: Most of the time, I don't enjoy reading a story by myself because I have difficulty in understanding the story.

Student 13: I do enjoy that because it is fun, and sometimes I read the sentence or phrase more than one time to understand it more.

Student 14: No, I enjoy it more with a teacher to read the story for me because the teacher will help me if I faced a problem.

Student 15: No, in order to understand reading the story, I read it in public like in class.

The results show that read aloud strategy is used mostly in the classroom where their English teacher reads for them stories or short passages. Some students want their teacher to read for them because it helps them to understand and focus more on the story. However, some students do not like read aloud stories because they prefer seeing the text in front of them.

12. Do you enjoy the story read aloud by the storyteller (teacher, digital storyteller, audiotope, parents, or friends)? Why or why not?

Student 1: Sometime the teacher read for us like a storyteller.

Student 2: I enjoy it more when the teacher read aloud because I might ask her questions while reading and in this way I will understand it.

Student 3: Yes, I prefer reading a story by myself where I feel more relaxed.

Student 4: I like my parents to read to me the story because if I don't understand anything my parents would explain it for me.

Student 5: My teacher would make it more entertaining and understandable.

Student 6: Yes, I understand the events more if a storyteller read it aloud.

Student 7: I enjoy it more if the teacher reads the story aloud because I might ask her questions about the task and I will understand the plot more.

Student 8: Never! If I listen to a story I don't understand it. Sometimes I like to read the sentence or phrase more than once to enjoy it. However, I can't do that without the words between my hands.

Student 18: I enjoy the story being read aloud by the storytellers because my teacher and the audiotope can change their voices depending on the situation in the story.

It seems that some students enjoy having their teacher and digital storyteller as their storytellers because the voice will change. Also, the body gestures will be visible. Those storytelling techniques will be effective on the students' understanding of the story. Conversely, some students prefer reading silently.

13. **Let's say there is a special day for storytelling that your school celebrates it every year. What activities or ideas would you recommend to help your school in making this day remarkable and interesting?**

Student 2: I will sell some books for free. Provide for every story a summary so the person would know what the story talks about. Also, I would do a play to persuade students who don't like to read to read a lot because reading is very important.

Student 3: I would gather some friends and read stories for them. I'd let some students in my class or in other classes to act a play. Moreover, I'd write an advertisement about each will be read and display them.

Student 4: I can make this day a learning day where students tell their own stories in front of other students so they would learn from each other.

Student 5: I will ask students to wear customs of characters in stories they have read and they have to inform students some of the events that the characters had in the stories.

Student 6: First, I will make a contest to choose the best storytellers. Second, some students need to act out the stories as a form of plays. Third, donate stories for free as prizes in order to make students love reading.

Student 7: I would suggest selling good and entertaining stories and reading other stories for the students.

Student 17: Improve the school's library and support it with more stories for students to read better.

Student 18: Ask the students to dress like their favorite characters. Also they have to act some of the roles that their character faced in their stories

Student 20: Get storytellers to tell stories and teach the children how to tell stories.

The students seem interested in storytelling, and they suggested nice ideas on storytelling day like sharing and telling stories, selling books, and doing plays and contests. This is really motivating because this will encourage the school or their teacher to make extracurricular activities using storytelling. Also, they can make storytelling club and see how it is effective on their English performance in the classroom.

Discussion

The results are predictable because research shows that today's students are reading less (Kane & Warner, 1997). However there are some students who like to read especially different genres like realistic fiction or biographical stories and keep record of what they've read. There are many distracters that keep them away from reading like watching television, playing video or computer games, going online for entertainment, and some other activities. Therefore, many readers are non readers, not because of an inability to decode or interact, but by choice. How to motivate readers to choose to read is the question which concerns parents and teacher. Virtually all children are born with the motivation to learn. It is a characteristic of human species. Children are naturally curious explorers. Infants search their environment to make sense of it. They ramble awkwardly but with determination, pushing and pulling everything in sight to find out what it does. Too often, the child's motivation to learn seems to dwindle with age (Kane & Warner, 1997). Therefore, what has happened? Where did the motivation go? What can educators or parents do to get it back? According to Kane and Warner (1997), motivating students to read is recognized as an important variable at all levels of reading instruction. Teachers are concerned on how to motivate students to actively engage in learning the basic reading skills, applying these skills in their reading, and reading for personal enjoyment. In the survey, the students were asked about ways they can do to become better readers. In other words how they can motivate themselves to improve themselves as readers (see Appendix A/ question 6). Some students stated that if we read more stories and summarize them, it will help them to become better. This brings me to say that the students know the cure, but there are certain distracters that prevent them from doing it. It seems reading for them is "perusal, study of books, rendering" (see Appendix A). I can tell this is a dictionary's definition. However, some participants gave another definition to

reading such as to look, see, understand, interpret, improve the language, and increase the vocabulary. Those definitions gave hope for future studies that is how to work on increasing students intrinsic motivation toward reading. Wigfield and Guthrie (1997) conclude from their research that reading motivation is multifaceted. Being aware of at least some of the facets involved in developing intrinsic motivation in students can help educators come close to the goal of instilling in all students a love of reading and learning. According to Pintrich and DeGroot's (1990) three categories of general motivation constructs were used to organize and present the facts of intrinsic motivation that are reader's beliefs, reader's reasons, and purposes for participation and engagement, and readers' affective reactions. Dewey (1913) said that to educate the children successfully, educators must find out what interests them. When a book or story interests a child, an emotional response occurs. This emotional reaction can induce students to read and contributes in developing their intrinsic motivation.

I introduced the concept of storytelling in the questionnaire in order to explore their understanding about it. First of all, I asked them to define it. It was disastrous because they defined storyteller instead of storytelling. The interesting thing was the relationship that the participants provided between storytelling and young kids. This would stop the theory that implies that storytelling stops at young age and no more. I thought of comparing it to read aloud since that reading and listening skill activity is similar to storytelling and mostly used in the language arts classroom. Students claimed that their teacher would read aloud the passage, but they basically prefer to read by themselves. They can see the words and stop whenever they want if they do not understand the story. The last question of this survey had also given me some hope because all of the students prefer to have a storytelling day, and they are willing to participate in it by sharing, acting, and telling their stories to their friends, teachers, and parents.

Finally, the survey was able to shed light on the reasons why students lack motivation toward reading, and storytelling is one of the techniques that can play a role in boosting their love to reading.

Interview analysis

I think my interviewee is considered to be a specialist in teaching English for grade six because she has been teaching it for more than five years at school X. She has been an active participant in this domain. I learned a lot from her experiences, so if there are any questions to be asked again, the interviewee will provide me with help. I believe that the interviewee is an honest and motivated person. I was expecting from the interviewee to answer all the questions and to enlighten her with more ideas. So, I met the interviewee at her house, and she welcomed me into her cozy salon. Later, I informed her about my research topic which is about techniques of storytelling used in class and how can a storyteller be a motivator for her students to make them love reading.

Before conducting the interview, I checked the functioning of the tape recorder and had the questions with me. I had fourteen questions to ask, but I assumed that there will be certain or random questions that might be raised while conducting the interview. I started with more general questions then moved to more complicated ones. During the interview, I asked real life experience questions like "How long have you been teaching? Name some approaches you used in teaching English. What do you think of storytelling?" (see Appendix B). I showed total respect to the interviewee in being an active listener and talking a lot. I talked in a non-judgmental way in order to let the interviewee talk as much as she can and express herself freely without interrupting the interviewee, so to collect more data. All in all, the questions were

considered closed to open ended questions and contained varied types like background, opinions, knowledge, experience, and feelings. In addition, I showed interest and enthusiasm during the interview because the topic is related to my field of interest. I was taking down some notes during the interview to record gestures, pauses, smiles, and the feeling of surprise of the interviewee because that won't be seen while transcribing the interview.

On the whole, this interview was rather smooth. In the first three questions, I asked the interviewee to interpret her real life experiences toward teaching reading. The interviewee gave direct answers. Her answers also clarified on the importance of using different teaching approaches to reading in upper elementary. However, after transcribing the interview, I told myself that I wished I asked more detail questions related to the fruitful experience that she had at this school.

The second part of the questions was related to storytelling in the classroom and what techniques the interviewee uses in her class. The interviewee stressed on the importance of having storytelling in the class like she said, "Storytelling is extremely important whenever you want your students to read and engage them in more extra reading, storytelling is the path. So, it is really effective." Also, she asserted that in spending time on the storytelling arts through using different activities like getting the elements of the story, summarizing, and writing stories, the students will be motivated and sometimes would be interested in completing the story at their homes. I also asked a conditional question like "What if a student asked you about the genre of the story if it is true or not?" The interviewee smiled and shared with me her students' reaction that they might ask her if that story is real or could happen. She insisted that the English stories that they read in class are mainly realistic fictions dealing with real life experiences. Once the

students are involved into such contents, they tend to understand the story better and achieve better results in the communication skills because they already have background about it.

Moreover, the teacher clarified that to motivate students to love reading, the activities and teacher's methods should be unique. Using fruitful activities that enhance motivation are numerous like visual aid, tape recorder, picture and title interpretations, role-playing, retelling the story using their own words, and group work. Also, she agreed that the teacher should act like a storyteller. Any teacher with an acceptable command of the language can tell stories in English. Storytelling should not be seen as a chore but as an activity which appeals to the operation. When telling a story, teachers need not to be limited to the stories in the book, but can improvise, modify words, or even events in the stories, adapt the text to suit their world and that of the learners. They are free to speak their own language when they think it necessary, especially in the pre-reading stage (Zaro & Salaberri, 1998). Mrs. X insisted on giving time to the passage like reading it a lot and look for the teacher's guide book to elicit interesting activities in order to enroll the students. Zaro and Salaberri (1998) clarify that the time spent telling stories should be relaxed, fun and informal. This can be achieved by changing the layout of the classroom, sitting in a circle, and taking on a new personality that of a storyteller who invites the listeners to become involved in the story and try to follow it.

Additionally, Mrs. X praised the idea of modifying storytelling in the curriculum. Storytelling can be used across the curriculum to break down subjects that are difficult to learn. It can be used to make problem areas more accessible, by adopting a creative attitude and coming at the subject from a different angle (Davis, 2007).

Also through stressing on the usage of critical thinking, students can analyze stories they've read. Storytelling helps children appreciate different cultures, in addition to helping them examine and value their own personal heritage. It is the natural way to introduce children to the wonderful world of books and reading. It is a good idea to have plenty of reading material available so that the class can do follow up work, and read stories similar to the ones that the teacher had been telling. Later, the students can create their own stories and learn how to communicate their ideas individually and in groups (Davis, 2007).

Furthermore, involving the parents in storytelling and reading periods will enhance the love of reading, and the parents and their children can share the stories together and tell them to one another.

Observation analysis

The role of the classroom observation is to evaluate and observe how Mrs. X, whom I interviewed, was able to use the storytelling activity in her class.

The classroom observation was conducted in an English period. The class was divided into groups of five students. The classroom seating would invite the listeners to become involved in the story and try to follow it (Zaro & Salaberri, 1998). Mrs. X welcomed me, and I introduced myself to the class and informed the students about my purpose. They seemed happy to see me as some were smiling and looking at me. I was a non-participant observer, and I sat at the back. I took some field notes to mark the events in the class.

The teacher directly wrote the sessions objectives on the board, and this was a vital thing because the students would know the goals or outcomes of this period (see Appendix C). Later on she introduced the comprehension skill and related to the passage that will be read aloud. I

was impressed to see the link of storytelling to comprehension skill. This would clarify that storytelling is not an outside skill, yet it comes to complete and integrate other skills. Moreover, the classroom observation revealed that students were being indirectly trained to figure out the meaning of unfamiliar words using the strategy of employing picture and context clues. Such opportunities would allow students to apply the same techniques to define words on their own when they would engage in independent reading at a larger scale. Thus, the strategies which assist students in guessing the meaning of words allow them to easily comprehend texts. Additionally, the findings about vocabulary gains drawn from this study were based on the fact that each new word was explained and then reviewed over and over again with each rereading of the story. This would facilitate students' acquisition of words through repeated exposure. Several researchers had emphasized that teachers can boost vocabulary acquisition when they explain unfamiliar terms during storytelling or reading in general (Elley, 1989).

Besides, having the teacher explaining the vocabulary terms that would be heard in the story helps the students to understand the story. Since students may not know the meaning of all the words they hear, it is vital to elucidate the terms for the context to be understood.

I noticed the teacher encouraged students to speak where she gave background information of the story and asked students to give real life examples. According to Collins and Cooper (2005), storytelling can aid students to speak clearly and expressively through appropriate articulation, and pronunciation, organize message so others can understand them, use and understand spoken language appropriate to the context, use nonverbal cues that emphasize meaning, and clarify and support ideas with necessary details. Additionally, the most valuable learning occurs when a real purpose is involved, and storytelling can help students refine their speaking skills. While the teacher was reading aloud the story, she used some gestures and body

movement. This is related to how much the teacher had given time to work on the way of reading or telling the story. Her English accent was great and clear. She spoke loudly to make sure everyone is listening. She also played the story on tape recorder. Zaro and Salaberri (1998) assert that one way of telling stories is simply to read them aloud or listen to pre-recorded tapes. However, storytelling in its true form only takes place when the story is told to the class face to face when the storyteller can use illustrations, visual aids and even mime and gesture to help comprehension. Storytelling takes on its true value if the stories are told directly to the class, as this reflects how stories are used outside the classroom.

After having the story read aloud two times, she finally asked them to work in groups to retell the story to each other and order the events in sequence. This was a follow-up activity because it would enhance their listening, comprehension, and writing skills. Collins and Cooper (2005) stated that storytelling can support students to speak effectively to spoken messages, recognize and interpret nonverbal cues others give, provide effective and appropriate feedback, and critically evaluate a spoken message. Moreover, it aids students to write clearly and honestly, recognize that writing is a way to learn and develop personally and a way to communicate with others, learn ways to generate ideas for writing, to select and arrange them, to find appropriate modes for expressing them, and to evaluate and revise what they have written, and adapt expressions to various audiences (Collins & Cooper, 2005).

Furthermore, the classroom observation provided insightful data about the type of questioning that help students construct meaning from text that help them comprehend texts. According to Neuman and Roskos (1998) the question/ response techniques is a way to enhance students meaning –making and creative thinking. Questions and prompts employed during the interactions when reading stories aloud would connect ideas together and build relations among

them (Cooper & Kiger, 2003). Beck, McKeown, and Kucan (2002) emphasize that talking about text improves comprehension by answering different open-ended questions and make children think about ideas in the story, talk about them, and then connect them together. Each type of response had its own rewards for students' development of critical thinking. Giving opinions made students think about different events, and synthesize them to reach a final decision.

Therefore, read-aloud (via storytelling) provided students with such opportunities of rich language that other activities might not provide. Also, this study had shed the light on the impact of storytelling on vocabulary acquisition, reading comprehension, improving oral comprehension skills (listening and speaking), and writing too.

Conclusion

This chapter had interpreted the results of the study. First, the questionnaire previewed the students who are demotivated to read and provoked their excitement in having storytelling day at their school. Second, the interviewer claimed that storytelling is a challenging method and needs lots of preparation. Third, the classroom observation had showed the students' motivation toward storytelling in the classroom.

The next chapter will conclude the study and recommends further studies to be done in the future regarding storytelling in the classroom.

Chapter five

Conclusion

Conclusion

This study focuses on the importance of storytelling in the classroom, and the role that it can play to motivate students to love reading. I came into conclusion that the usage of storytelling techniques can boost the classroom's language acquisition and aid the students to appreciate reading. Although it is stressful and time consuming for the instructor, the students will find it fascinating to see a new method of teaching in the classroom. Storytelling allows the teacher to provide instruction indirectly, prompts questions and conversations, and become fun when stories are used. As for the students, it enhances their imagination and visualization, increases vocabulary, refines speaking skills, improves listening skills, allows students to interact with adults on a personal level, enhances writing skills, develops reading skills and sparks an interest in reading, and develops critical and creative thinking skills. Moreover, it nourishes students' intuitive side, helps students see literature as a mirror of human experience, and helps students understand their own and others' cultural heritage (Collins & Cooper, 2005).

The storyteller should make sure to look directly into the eyes of the audience and is free to use gestures, facial expressions, 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 (Hamilton & Weiss, 2005). Those who read aloud can see the audience only through a layer of words on the page. Therefore, the teacher should act as storytellers to excite the listeners' faces. Because audience members are actively involved in the process, storytelling becomes a shared

experience. Thus, it brings a sense of intimacy and community. An extraordinary connection is made between the tellers and the listener. Furthermore, storytelling is motivating. Students recognize it to be an authentic activity and a skill that is well worth acquiring. This has been found to be true whether students are listening to or telling tales (Hamilton & Weiss, 2005).

Limitation of the study

The limitations of the study can be summarized as following: the number of participants involved in the study is small. This would be more convenient to increase the internal validity of the study by including a greater number of sixth graders (Fraenkel & Wallen, 2006). Also, it would have been better if I interviewed more teachers and observed more English sessions because it will give more data to analyze and synthesize.

Finally, one of the challenges I had was dealing with the setting. As I was transcribing the interview, I heard one of her children's voices who was playing or scratching with the balls. This made the interviewee a bit nervous because she wanted to stop them and at the same time she wanted to answer the question. For example, as she was answering the question related to the storytelling techniques, her son did some scratchy noise with the balloon. She gave a weird look and tended to pause a little and then continued her answer.

The other limitation is that the students' attitude was not taken into consideration due to ethical reasons, even though it would have been highly informative.

Reflexivity

If I were to repeat this study, I would prefer to compare classes with storytelling and no storytelling in order to see whether storytelling affects students motivation positively. The

students need to be introduced to the storytelling activity at older age because it is not only for children.

I would like to meet up with storytellers like Roger Jenkins and Syd Lieberman. They are working on enrolling storytelling in the classroom. They conducted many workshops to teachers to aid them in enlisting storytelling in the language arts curriculum (Collins & Cooper, 2005).

I was offered to make a storytelling guidebook for a reading center in Beirut. It was such a great pleasure to bring my study into life and be able to implement it and support other volunteers who are willing to tell stories to young kids. I would also prefer to conduct further research concerning students' attitude and the students' apprehension regarding them as storytellers. I would have prepared a comprehensive questionnaire and observation of their language arts results through all of the year round.

Further research

Additional research should target the issue of the effect of storytelling on young adults. I would work with one school to adjust a storytelling club to young adults (grade seven, eight or ten). There students would be listening to stories and doing different activities such as retelling the story using pictures and telling stories to their friends in their group. The final assessment is that the students would be storytellers and telling stories to their friends and teachers. In the end, storytelling would motivate students because storytellers tend to form the story like a play. Also, it can enhance different talents like particularly acting, speech, and grammar (Collins & Cooper, 2005).

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Appendix A:

Survey Form for grade six students (Reading and Storytelling)

Dear students of grade six at school X,

My name is Rima Sinno. I am doing my Master Degree project and would like you to fill this questionnaire related to reading and storytelling. I would like you to read these questions carefully and accordingly. For some questions you need to tick yes or no. For other questions you need to write your own opinion.

Please make sure to do the following:

- Keep the sheet clean
- Write in good handwriting
- Pay attention to your spelling and sentence structure
- Return the questionnaire on time (Saturday, April 25, 2009)

Sincerely,

Ms. Rima Sinno

Ages: 11- 12 years old

Hobbies

Students' hobbies	Total
Playing sports such as (football, swimming, volleyball, basketball, riding horses)	15
Arts such as (coloring, drawing, painting, art craft)	3
Playing games (computer games, video games)	5
Reading stories	10
Watching TV (TV programs, movies)	2
Other activities such as (writing, religious studies, play role plays, play with kids, camping)	6

P.S: Total in that part is related to number of students using those hobbies, for example, 15 students out of 20 like to play sports activities.

1. How many books have you read in the last months?

Range of books read in the last months	Total of students read in the last months
5 to 10 books	11
11 to 20 books	8
21 and above books	1

2. Do you choose the books you read by yourself? 20 yes / 0 no

If not, who chooses them for you? _____

3. Who keeps records of what books you read?

You: 15 yes / 5 no

Your teacher: 10 yes / 10 no

4. What reading materials (genres) have you read this year?

Genres read by the students this year (2008- 2009)	Total
Realistic fiction	19
Folktales	12
Fantasy	2
Biography	18
Science Fiction	2
Nonfiction	11
Autobiography	5
Fairy tales	2
Historical Fiction	3

5. What are the things that distract you from reading?

Reading Distracters	Total
Watching Television	16
Playing computer / video games	16
Chatting online	15
Chatting on the phone	3
Playing games (e.g. sports)	10
Going outdoors (e.g. visiting friends or relatives)	7
Others (e.g. extra assignments..)	2

6. As a reader, what would you like to do better?

Student 1: I like to be a writer. I write many stories and journals about myself and anything else.

Student 2: I would like to take notes, pick up the main ideas, and discover the themes and skills.

Student 3: As a reader, I'd like to arrange books that I'm going to read according to their series or thickness. I could watch the National Geographic Channel.

Student 4: I would like to take notes, look up for the main ideas, and discover the themes.

Student 5: I would like to write down notes which are helpful and write new words I've learned.

Student 6: I've always like writing short stories to people who have problems in their lives.

Student 7: Reading more stories and answering questions, taking notes, and writing short stories can help in becoming better readers.

Student 8: I will summarize every story I read and get interesting stories to read. Also, writing stories would help me to become better.

Student 9: I like to read stories and summarize them too.

Student 10: I like to make more effort and pay attention while reading.

Student 11: I would like to use many vocabulary words and more question for the story.

Student 12: First, I'd like to read slowly to understand. Second, I'd like to ask myself questions, and I'd imagine myself in the story.

Student 13: To summarize every story I had read, use context clues to figure out meaning of words, and read the selection two times to understand help in making me to do better.

Student 14: I like to write stories and summarize. Also, taking notes on stories I read help me in getting better.

Student 15: I like when I read a story to write aside some words that I don't know. Also, I use context clues to figure out the meaning of the words then I will check the in the dictionary. Moreover, I will try to memorize them.

Student 16: I would like to be a footballer because I like to play football very much

Student 17: I like to read stories and learn new words.

Student 18: I like to write short stories and ask the teacher to correct them.

Student 19: As a reader, I'd like to read slowly to understand the story better and take notes to unclear points.

Student 20: I'd like to watch the story I read on TV.

7. Complete these sentences (or define them using your own words)

Student 1:

Book: a collection of sheets of paper fastened together in a strong paper cover

Reading: to look and understand written papers, the activity in which we understand stories

Storytelling: anyone tells a story (an account of people or event)

Student 2:

Books: a collection of printed sheets bound together

Reading: perusal, student of books, rendering

Storytelling: a person who tells stories for people

Student 3:

Books: books are thing that written pages and every book has its own subject

Reading: reading is seeing and interpreting written things, someone who always reads is called a bookworm

Storytelling: storytelling is telling stories (mostly fairy tales) like a goodnight story

Student 4:

Books: a collection of printed sheet bound together

Reading: perusal, study of books, rendering

Storytelling: a person who tell stories for young people

Student 5:

Books: have many useful information

Reading: help to improve our language and increase our vocabulary

Storytelling: it may help us improve our listening

Student 6:

Books: have many useful information

Reading: is understanding

Storytelling: someone who tells a story for you

Student 7:

Books: accounts written records of the financial accounts of a business

Reading: the activity or skill of understanding written words

Storytelling: storyteller: someone who tells stories especially to children

Student 8:

Books: something that we can read and learn from it

Reading: we read books to enjoy and have information

Storytelling: we tell stories to other to let them learn

Student 9:

Books: a collection of printed sheets bound together

Reading: perusal, study of books, rendering

Storytelling: a person who tell stories for children

Student 10:

Books: papers of magical important words

Reading: pronouncing and understanding those words

Storytelling: to tell those words to others

Student 11:

Books: to read stories from books

Reading: reading is objective

Storytelling: the storytelling always tell stories

Student 12:

Books: a group of printed pages containing stories, encased between protective covers.

Reading: an official or public recitation of written material

Storytelling: the one who states the story in exciting way

Student 13:

Books: have many useful information

Reading: understanding the story

Storytelling: someone who tells you the story

Student 14:

Books: are formed by papers bound together to form books

Reading: pronouncing words and trying to understand them

Storytelling: we tell a story to someone

Student 15:

Books: a set of printed pages held together in a cover

Reading: the activity of looking at and understanding written words

Storytelling: Someone who tells stories

Student 16:

Books: help the students to be cultured

Reading: it entertains or persuade or inform the reader about something

Storytelling: it makes the story entertaining

Student 17:

Books: group of papers fastened together to form stories that give us knowledge

Reading: it can help our minds grow

Storytelling: tells stories to people in an entertaining way

Student 18:

Books: give us more information

Reading: help us to read better

Storytelling: we knew what the story is about

Student 19:

Books: a collection of printed sheet bound together

Reading: perusal, study of books, rendering

Storytelling: a person how tell stories for young people

Student 20:

Books: reading books is enjoyable

Reading: reading is good but it is hard to understand and make the reader nervous

Storytelling: storytelling is hard to understand

8. Does someone read aloud a story for you in the English language? 20 yes 0 no

9. Who usually reads aloud the story for you?

Who reads aloud for the students	Total of students/item
English Teacher	18
Sister	1
Mother	3
Father	1
Audiotape	8

10. Do you enjoy reading a story by yourself? Why or why not?

Student 1: Yes, I enjoy reading by myself because I could understand and focus a lot.

Student 2: Somehow I enjoy reading story by myself because if I was reading and there's nobody to explain it, I wouldn't understand it well.

Student 3: Most of the time, I don't enjoy reading a story by myself because I have difficulty in understanding the story.

Student 4: Yes, I enjoy reading it by myself because I can understand more.

Student 5: I enjoy it more because I will feel calmer and I will get time to pronounce the words.

Student 6: Yes, I enjoy reading by myself because I find stories interesting.

Student 7: Yes, I enjoy reading by myself because I'd focus more on it.

Student 8: I don't enjoy reading a story by myself because I'll not understand the story well.

Student 9: Yes, I enjoy it because if I didn't understand it, I can repeat.

Student 10: Sometimes I enjoy reading a story by myself when it is interesting.

Student 11: Actually I enjoy reading myself when I understand or meet the author's purpose. When I can't understand, I wish if the teacher be with me to explain the main events.

Student 12: Yes, I enjoy it by myself because I can read whenever I want slowly or quickly and I can stop or repeat whenever I want.

Student 13: I do enjoy that because it is fun, and sometimes I read the sentence or phrase more than one time to understand it more.

Student 14: No, I enjoy it more with a teacher to read the story for me because the teacher will help me if I faced a problem.

Student 15: No, in order to understand reading the story, I read it in public like in class.

Student 16: No, I don't enjoy it by myself because if I didn't understand it the person beside me will explain it for me.

Student 17: No, I don't read enjoy it by myself because I don't understand all the words in the story.

Student 18: Yes, I enjoy it because I can predict the story by myself.

Student 19: No, I enjoy more when the teacher reads it for me because a teacher might let me understand it more.

Student 20: Yes, I enjoy reading a story by myself because I like to read fast where I can understand more too.

11. Do you enjoy the story read aloud by the storyteller (teacher, digital storyteller, audiotape, parents, parents, or friends)? Why or why not?

Student 1: Sometime the teacher read for us like a storyteller.

Student 2: I enjoy it more when the teacher read aloud because I might ask her questions while reading and in this way I will understand it.

Student 3: Yes, I prefer reading a story by myself where I feel more relaxed.

Student 4: I like my parents to read to me the story because if I don't understand

anything my parents would explain it for me.

Student 5: My teacher would make it more entertaining and understandable.

Student 6: Yes, I understand the events more if a storyteller read it aloud.

Student 7: I enjoy it more if the teacher reads the story aloud because I might ask her questions about the task and I will understand the plot more.

Student 8: Never! If I listen to a story I don't understand it. Sometimes I like to read the sentence or phrase more than once to enjoy it. However, I can't do that without the words between my hands.

Student 9: No, I don't enjoy the story that way because maybe I didn't like the voice or I want the storytellers to read slowly not quickly and vice versa.

Student 10: Well, I enjoy read aloud stories because in this way I can understand the story more.

Student 11: Yes, I enjoy it when the story is being read aloud by a storyteller because maybe they will read it in a cool way and it would be more fun.

Student 12: Sometimes I enjoy listening to stories because I can understand. Sometimes I don't because they will be reading very fast and this would make it hard for me to get the story.

Student 13: I enjoy the story by my friends because they help me understand the story and they can help me answer the questions around the story.

Student 14: Yes, I will understand it. They will explain it to me. Also, it would be entertaining.

Student 15: Not always! Sometimes I can't concentrate properly.

Student 16: I don't like it very much because I won't be able to repeat the sentences or phrases being read or said.

Student 17: Yes, I enjoy reading it with my friends, so we can share our ideas and have fun.

Student 18: I enjoy the story being read aloud by the storytellers because my teacher and the audiotape can change their voices depending on the situation in the story.

Student 19: I enjoy the story read aloud by a storyteller because he/she knows how to read better than me. Also, he/she can read it in a nice way.

Student 20: Sometimes I enjoy it when my parents read for me because I could have more fun and discuss it together too.

12. Let's say there is a special day for storytelling that your school celebrates it every year.

What activities or ideas would you recommend to help your school in making this day remarkable and interesting?

Student 1: I would prepare an activity where readers must read fast. Also, I will do book sale and entertaining games.

Student 2: I will sell some books for free. Provide for every story a summary so the person would know what the story talks about. Also, I would do a play to persuade students who don't like to read to read a lot because reading is very important.

Student 3: I would gather some friends and read stories for them. I'd let some students in my class or in other classes to act a play. Moreover, I'd write an advertisement about each will be read and display them.

Student 4: I can make this day a learning day where students tell their own stories in front of other students so they would learn from each other.

Student 5: I will ask students to wear customs of characters in stories they have read and they have to inform students some of the events that the characters had in the stories.

Student 6: First, I will make a contest to choose the best storytellers. Second, some students need to act out the stories as a form of plays. Third, donate stories for free as prizes in order to make students love reading.

Student 7: I would suggest selling good and entertaining stories and reading other stories for the students.

Student 8: I'll provide summaries for the stories that will be read aloud.

Student 9: Bring interesting stories that are suitable and understandable for our ages.

Student 10: Before the special day for the storyteller, I will write a story for this celebration. Later, I will present this story at this special day for it to be remarkable.

Student 11: I will suggest to write a summary of every story will be read in order to attract the audiences' attention to read more.

Student 12: I would choose some students to prepare storytelling show and choose the best storyteller. In choosing the winner by giving him/her the title of "The Super Storyteller."

Student 13: I suggest telling scary and adventurous stories so that students would be more interested and give them nonfictional stories so they don't get bored.

Student 14: I might read for the children entertaining stories and sell stories too.

Student 15: I can make a storytelling contest and reward the best storyteller. Also, I can sell books and provide summaries to give them some information about the story they are willing to read.

Student 16: We will lend book for free and provide summaries especially for some curious students.

Student 17: Improve the school's library and support it with more stories for students to read better.

Student 18: Ask the students to dress like their favorite characters. Also they have to act some of the roles that their character faced in their stories.

Student 19: I will tell a story to the children and sell some of the books for the students to read.

Student 20: Get storytellers to tell stories and teach the children how to tell stories.

Appendix B:

Appendix 1

Transcription of the Interview

I: Interviewer

R: Respondent

(---) Pauses are marked with dots

Stressed words are underlined

(()) Editorial comments, transcriptionist's description

/ Rising intonation

\ Falling intonation

= Two speakers talk one after the other without interrupting one another

(Um) Voiced hesitation are marked

: sound stretched

* outside interruption

(☺) smiling or laughter

1. Interview questions

1. How long have you been teaching?
2. How long have you been using reading approaches?
3. What other approaches have you used?
4. What do you think of storytelling?
5. Have you ever thought that a teacher might be a storyteller? Why or why not?
6. Do you consider spending time on the art of storytelling? Why or why not?
7. What is to be done if a student asks you: "Is the story true?"
8. What are you to do if a student says he/she does not like the story that you are telling or reading aloud?
9. How do you set to prepare for a story?
10. What are some of the activities would you use having storytelling in classroom?
11. What does motivation mean to a student?
12. Do you think storytelling motivates students to read more? Explain how?
13. What are some ways or methods would you use to enforce your students to love reading?
14. Do you try to involve in the parents in the reading comprehension period? Why or why not?
15. What are some changes would you consider on the curriculum to match the storytelling needs?

I: Good evening and I would like to ask you the following question related to my research questions about storytelling and question number one as the following How long have you been teaching English?

R: Good evening (☺) first of all, I'd like (---) to (---) answer your questions first question, I've been teaching for nine years.

I: Ah / ((You have been teaching for 9 years.)) Impressive!

I: Question two (Um) (---) Name some approaches you use in teaching reading

R: /Ahh! (Um) actually (---) I'm using the approaches that I also (Um) I took after (---) my teaching diploma

I: /Aha!

R: So I added to the previous approaches (---) my first (---) year (Um) was really (---) you know (---) fruitful because I got (---) acquainted to several reading approaches (---) while I was studying for my teaching diploma these approaches helped me a lot

I: /Ok! Thank you (---) now let's go deep into storytelling. What do you think of storytelling?

\As a whole

R: (Um) (---) Storytelling is extremely important whenever you want your students to (---) read and engage them in more extra reading (---) Storytelling is path (---) so (---) it is really very effective

I: And (Um) that goes to the other question (---) have you ever thought that you as a teacher might be a storyteller as well? Why or why not? (---) like \ have you ever thought a teacher should be storytelling?

R: /Oh \ ((She should be a storyteller))

I: Yep (---) In general (---) like (Um) usually they say "Oh storytelling is for the ones who would be storytellers" \As a teacher (---) do you consider that you can (---)

R: ((Why not)) ((Why not)) (---) a teacher might be a storyteller

I: \aha

R: Students (---) like this activity a lot. They'd like to their teacher to be a storyteller and then you can ask them questions after they listened to a story read by a teacher

I: /aha

R: ((of course why not))

I: Ok/ now let's talk about (---) do you consider spending time on the art of telling? Cause usually not like any story you go and read it. They say it is an art (---) so you think of spending time (---)

R: no I don't think there is enough time on the art of storytelling because we have so many things to do

I: = but as a whole do you consider spending time on it

R: Oh/ yeah I spend time on it because I spend time on the elements of the story and students need to summarize the story and students need to work on a story, write a story (---) ((it's)) (---) I mean (Um) they're going to read * a story even before (---) you (---) complete it in class. (Um) so ((I do spend time on the art of storytelling))

I:* let's say you want to spend time on reading a story

R: (Um)

I: Let's put ourselves in a student's shoes (---) let's say a student came and asked you, Is this story true? *

R: Yes ((why not)) If it is true. If this story is true (Um) I'd like the students to (---) I like the students to know they'd be extremely happy because they'd know that it is related to their own life experience. It's going to be authentic to them. They'll understand it more (---) they'll understand it more since they know it is related to their real life experience (Um) This is important! ((Why not)) and if this story (---) yet most of the story that we take are realistic fiction (---) so (---) the events might happen they know that the events might happen (---) but it is not real. ((You know)) We don't take real stories actually \

I: = Aha\

R: Most of the time\

I: yeah ((most of the time they are related to real life stories))

R: it is and we discuss the lessons

I: Usually they say that storyteller tries to make the listeners live the \story

R: Yeah/, they are related to real life stories plus the lessons, \the moral lessons

I: They want them to live the story\

R: (Um) Yeah, they live the story. I do that a lot where I tell them to close their eyes and make them create mental images and then when they live the story. It is going to be really interesting. They might predict what might happen so using the previous events they come up (---) with right predictions because (Um) of (---) you know (---) their logic and use their reasoning so they live the story themselves and they put themselves in the shoes of the characters.

I: Now (Um) let's say (---)

R: They connect it to real life. That really plays a role

I: Let's say, (Um) the students might tell you that they don't like the story that you are telling or reading aloud, what would you do?

R: Yes

I: :What would you do here?

R: \If they didn't like the story? (Um)

I: \You might face such thing a lot because of the boring or hard content. /How would you work on that?

R: Yeah! I try to simplify it. I might change a little bit or adapt the story to make it interesting. I prepare the story before. But if it was on the spot and they didn't like the content? We will

discuss the lesson behind it, the theme behind it. \ ((But)) most of the time, the students' like the stories that being told.

I: So basically, you prepare the story before that fits their age and needs.

R: Yes! Yes! Right, related to their \level too.

I: That brings me to another question, how do you set to prepare for a story?

R: First, I (---) read the story by myself several times. I look for the teacher's guide book and look for interesting activities in order to (Um) you know (---) enroll the students in the activities. Sometimes I divide the story into meaningful chunks and different groups are going to read the story. Then I'm going to write down the events that they come up with, the main events and we try to use (---) \chronological order (Um) in order to come up with the \events. Then go back to reading (---) but I look for the activities from the pictures. I try to (Um) use different approaches to make the story interesting.

I: Oh, ok! Now, what are some (---)

R: /We look for the clues, for several things. When we read a story, first of all, you look for the theme. Also, this is important we focus on the theme and the lesson we use the diagram the narrative elements diagrams and different organizers related to the main events and so on. I always try to simplify things for the students. I always ask them with what I learned, to summarize the parts read previously before we start with the new events. By the way, many students complete the stories at home. They usually read. (☺)I had two students telling me that they read the story for theme three and we hadn't started with it yet. So the students are enrolled! They like to read stories\ (☺)

I: That's a very good thing (☺)!

R: \Yeah!

I: Since we said storytelling is an art. What are some of the activities you use while having storytelling in the classroom? Like, you have a story and you decide to read it in a way to grab the student's attention. What techniques would you use?

R: Now (---), I use certainly (---) visual aid, tape. /The tape! It really plays a big role. If the story is a long one, I'd use the tape\ The read aloud part, I mostly \read it. But before listening to the tape, there are some many activities to be done (using pictures, titles). Also, I tried role-playing. They like \it. All the time, I ask the students to retell the story in their own way. They move from their seats and tell the story without reading. Every student has their own style.

I: (Um) Let's concentrate now on the motivation part because we are looking on how storytelling can motivate. So, what does motivation mean to a student?

R: (Um) *

I: If you tell the students, I am reading this to motivate you. They are not going to understand this.

R: Now, depending on the activities and the teacher's method and approaches and if you have varied and rich activities. If your approach is (Um) unique, the students would be motivated (☺). Especially when they work in groups and on fruitful activities that contain puzzles and sequence, they tend to be active and \motivated.

I: /Do you think that storytelling motivates students to read more?

R: ((Of course)), it would

I:: In what way?

R: They read more stories and able to interact with it. /Ah! (☺)Today you reminded me, my student read an outside story, and she summarized it and put it in the reading log so she was motivated a lot (☺) Even they draw the story's events not even writing them. To read more and to write! They like to write stories (☺) and they read so many \stories.

I: (---) So (---), what are some ways or methods you would use to make students love reading?

R: (---) \There are many ways.

I: Maybe it is related to the students' motif.

R: /You might ask students to get information from different websites so they have to read this information in order to present it in their own words. They would do projects and share what they have read about this \topic. They would love reading to be able to interact. Also, they will be given different (---) alternatives or ((choices)) so they can go read about and share it in class. But storytelling is a basic one.

I: * Alright! Do you try to involve the parents in the reading comprehension period? Why or why not?

R: I'd like (☺) to involve the parents in the reading comprehension period. ((Why not?)) First, the parents would know the strategies being used in the classroom and the methodologies and our ways of teaching. They will have their children read at home. Also, I'd like parents to be aware of (---) the story itself and live the story with their children. So they will not have

difficulties in doing their assignments (☺) yet for sure depends on the parent's language background (☺).

I: /What are some changes you would consider to match the storytelling needs?

R: Yes! They are certain changes that should be taken into consideration. We should involve critical thinking. They should analyze more. They should weight the story more after it is \retold. That's important to analyze what they've read plus the cultural awareness related to (---) culture. To (---) differentiate between you know cultures while reading a story.

I: (☺)Thank you so much for giving me from your time and I really /benefited from your experience.

R: (☺)Thank you a lot!

Background of the Interviewee

I chose to interview an English teacher who teaches English as a second language for grades five and six at school X. She is a housewife, a mother of two kids, and a full time teacher. She has been teaching English as a second language for nine years in different schools. Moreover, she had her BA in English Literature and Teaching Diploma (TD) from the university X. This would reflect her educational background and life experiences.

The reason for choosing her is because I observed her classes before, and I know that she tended to use the storytelling techniques in her class. Therefore, I planned to benefit from her fruitful experiences through interviewing her and asking questions related to storytelling, her experiences in teaching reading, ways to motivate her students to love reading more, and what changes she might consider for improvement to expose storytelling in the curriculum.

Interview setting

I called the interviewee in the afternoon at 3:30 pm because I'd know that she is not at school. She decided that I should come after 1 hour because she needed to sort certain things at her house like feeding her kids and relax a little. I came around 4:45pm where she welcomed me with warmth and one of her kids was doing his homework. She told me to sit at the living room and relax while she finishes dressing her younger son. In the meanwhile, I prepared the audio and made sure it is on the right side. After five minutes, she came in with a big smile yet a little worried about the interview. Later, I told her kids, "Ok! Now I am going to do an interview with your mother and going to audiotape her. So I don't need any voices around cause they will be taped as well." Her older son was surprised and said, "Wow! Like the ones on TV!" I replied, "Yes! So please, this interview won't take much time. Thank you!"

Though I thought that interviewing her at her home would be easier, it was a bit difficult because her kids went on disturbing a little and wanting to talk to their mother. This was heard while I was transcribing the interview. Also I noticed that it effected some of her responses liked she seemed nervous or went on repeating certain words. I thought that if I interviewed her in a place with no stress around, her responses would be more effective.

Validity of data

I believe that it is necessary and helpful for the interviewer to hear the interviewee's interpretations after every interview. Since the concepts of validity and reliability are considered to be basics in research. They apply to the responses the researchers would receive according to the interview questions. A very well strategy, which is known as member checking, is followed to check and to enhance reliability and validity. Therefore, after finishing conducting the interview, I talked with another English teacher who is also experienced in storytelling techniques and teaching reading with different strategies. I informed her about my research question and data analysis of the interview where she agreed on what the interviewee had said and assured me that she used some of the techniques with her students when she used to teach lower elementary classes. The purpose behind showing the report was to check whether the data convenient of what really happened, and if information I have collected infer such results.

On the whole, I think the interviewee was able to provide me with valid information related to her personal life experience, reading approaches, storytelling techniques, motivating students, involving the parents, and modifications to the curriculum to match the storytelling needs. For example, in her personal life experience and teaching approaches, she emphasized that teaching at her previous school and doing her Teaching Diploma (TD) were so beneficial and equipped

her with new reading approaches. Also, she asserted in a content voice that she considers spending time on storytelling techniques and use different activities like indentifying the story elements, summarizing, and writing stories.

Appendix C:

Class Observation Form

- 1. Observer: Rima Sinno**
- 2. Instructor: Mrs. X**
- 3. Class Type: Grade 6 (Upper Elementary)**
- 4. Number of students: 20 students**
- 5. Length of observation: 50 minutes**
- 6. Lesson's Title: Sequence/ Monitor Fix up (Read Aloud)**
- 7. Date: April 27, 2009**

* * * * *

A. Sample of Classroom Observation

I observed an English session in grade six at school X. The teacher planned to read aloud the targeted story then play it on audio. She created a lesson format, taught strategic activities such as main idea, sequencing, summarizing, predicting, and clarifying new difficult words that would enrich comprehension monitoring and reading comprehension. Those strategies would develop the students' comprehension and become better readers too. What fascinated me during my observation that the teacher was able to use variety of methods such as cooperative learning (group and pair work). Also, she motivated them by praising the students' work and their participation in class too. Moreover, she seemed to be organized where she started by stating the sessions objectives on the left side of the chalkboard such as recognize sequence, clues to figure out meaning of words, and write the sequence of the selection "July 8, 1933." The objectives refer to bloom's taxonomy where they stress on building up students' understanding and analyzing. This taxonomy of learning behaviors can be thought of as the goals of the training process that is the learner should have acquired new skills, knowledge, and/or attitudes. On the other hand, the teacher wrote on the right side of the board "My word bank." It is a space for students to learn new vocabulary terms, and they'd write them down on their "My word bank" notebook. Later, she went on introducing the selection and how it was related to the comprehension skill: sequence. She managed to ask students to recall the skill. For example, she

wrote on the board (April, January, and September) and asked them to put those months in correct calendar order in a sentence. They had to use clue words like (first, next, last, or finally). An example, *first comes January, next April arrives, and last is the month of September*. Then she asked them to define the skill and what its purpose in reading. After recalling the skill, she went on building the students' background in reference to the selection that they're supposed to listen to. First, she wrote three new unfamiliar terms on the word bank (evict, motel, and retain). Second, the teacher read aloud sentences for each word, so the students can guess the meaning through context clues. After, they finish discussing the terms, she commanded them to write the words and their meanings on their word bank notebook. Another activity, she wrote two questions on the board so the students had to answer them on their class work copybook after finish reading the passage once. Then she displayed some pictures and went on discussing events happened in 1933 in USA and how the world today was facing problems related to those events. She informed that the narrator is talking to the reader on that day in his history, but he also refers to events in the past. The students seemed motivated in discussing those events where they brought up real life examples that happened in Lebanon during the wars. The teacher simplified for them certain details that happened to 1933 in USA to make it easier on them to understand the story's content.

After the discussion, the teacher ordered them to pay attention now and sit silently in order to understand the passage that she was about to read aloud. She read in a loud voice using some gestures like her hands, eye contact, and voice tune. While she was reading, she stressed on the three vocabulary terms that were discussed earlier in class. As she finished reading it aloud, she asked the students to answer the two questions that she wrote on the board before discussing the background of the passage. The students went on working separately, and their teacher was roaming around checking their answers. Also, she insisted on the students to check their partners work after writing the answers. In few minutes, the teacher discussed the selection and the questions by writing the students' responses on the board. Furthermore, she reminded the students to pay attention again because she wanted to play the passage on the tape recorder. The students seemed more excited about it because they were about to listen to a different tune. The students were more tentative as the recorder was on. The reader on that tape was very good. It was clear and was able to use expressions. As the reader finished reading, the teacher stopped the recorder and asked students to fill out sequence sheet. They have to order the events of the

passage in order. They had to fill out in group work. She gave them around 5 to 7 minutes. Later on, she ordered them to stop working and asked each group to state their answers. Then, she gave them the correct order on the board and asked the students to check their mistakes. Moreover, she noted on the clue words that the author used in the passage like the author uses the words 'a few weeks ago' and "a few reason able weeks."

The session was over, and the teacher was not able to sum up what happened because she was in a hurry. She wrote the homework on the board and left the class urgently. As I left the class with her, she marked that she wished she could do more than that but the time was limited. I told her that she did a fine job because she was able to do varieties of activities in less time. Also, she was able to prove that storytelling is not a foreign skill taught only for kids. It is an oral comprehension skill that integrates many skills to enhance students' learning and understanding.

B. Learning Organization and Management in Storytelling Session

1. During the observed class session, to what extent did the instructor demonstrate the following behaviors? (Completely = C; Adequately = A; Minimally = M; Not at all = NA)

	C	A	M	NA
Stated and ended class on time		x		
Was prepared to conduct class	x			
Ensured that students were engaged in the learning activities planned for the class session	x			
Noticed when a student(s) were not engaged and took action to involved the student(s) in the class activity		x		
Clearly explained the learning objectives for the class session	x			
Summarized the major points at the end of the lesson			x	

C. Knowledge of Subject Matter

2. During the observed class session, to what extent did the teacher demonstrate the following behaviors? (Completely = C; Adequately = A; Minimally = M; Not at all = NA)

	C	A	M	NA
Explained concepts clearly about the teaching method		x		
Gave real-life story to illustrate concepts	x			
Prompted creative content that provide some critical thinking	x			
Asked critical questions (HW questions)	x			

D. Teaching Style

3. During the observed class session, to what extent did the teacher (storyteller) demonstrate the following behaviors? (Completely = C; Adequately = A; Minimally = M; Not at all = NA)

	C	A	M	NA
Spoke clearly	x			
Showed enthusiasm for the subject matter and teaching	x			
Treated all students in a equitable manner	x			
Encouraged questions and student participation	x			
Gave students an adequate amount of time respond to questions		x		
Provided feedback that gave students directions for improvement		x		
Interacted with students during the class session		x		
Elicited feedback validation of student understanding of the material		x		
Used techniques that reflect an awareness of different learning styles	x			
Appropriately use technology tools (computer, radio, etc)		x		
Encouraged students or required students' engagement in out --of- class activities related to the subject given.	x			

E. Storyteller's Qualities

4. During the observed class session, what were the storyteller's qualities (or criteria)?
 (Completely = C; Adequately = A; Minimally = M; Not at all = NA)

*** Storyteller: Teacher**

	C	A	M	NA
How comfortable was the storyteller		x		
Was the storyteller motivated/enjoying telling the story		x		
How clear was the storyteller's voice		x		
Was the storyteller narrating the story using intonation and expression		x		

*** Storyteller: Audio Tape**

	C	A	M	NA
How comfortable was the storyteller	x			
Was the storyteller motivated/enjoying telling the story	x			
How clear was the storyteller's voice		x		
Was the storyteller narrating the story using intonation and expression	x			