

College of Education for Humanities

English Department



MA. Studies/ Methodology

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Methods of Teaching

“Storytelling Technique”

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1. Introduction

Storytelling serves as a collaborative learning strategy in which the class is split into groups, and each student becomes an "expert" on a specific portion of the material. They then share their knowledge with other group members in an activity that promotes both personal responsibility and group participation (Chastain, 1988:56).

Interactive vocabulary is another technique used to teach and develop students' reading comprehension. A great significance of these techniques is to facilitate learners' interaction in the class enabling them to value each other as contributors (Durkin, 1993:34).

1) Storytelling

Durkin (1978:67) defines storytelling as "a form of interaction, where in the target material is divided, usually into four parts, and distributed to small groups to learn. When these homogeneous groups have mastered their material, students regroup into heterogeneous groups to present material, and complete task".

Grellet (1981:89) define storytelling as a "cooperative learning technique in which students work in small groups. Jigsaw can be used in a variety of ways for a variety of goals, but it is primarily used for the acquisition and presentation of new material, review or informed debate".

(2) Interactive Vocabulary

Interactive vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words, which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks (Smith, 1978:34).

According to Savignon (1972:45), vocabulary refers to the set of words an individual understands and applies in both spoken and written communication. Successful learners recognize the value of continually developing their vocabulary, whether by learning a new word daily or through other strategies that enhances their word knowledge and usage.

(3) Reading Comprehension (RC)

Fry (1965: 22) define reading comprehension as "a part of comprehension process of getting the thoughts that were in the author's mind into the reader's mind that involves the transmission of an idea through several imperfect media".

Section Two: Review of literature

2.0 Introductory Note

This section is primarily divided into two main parts. The first part focuses on cooperative learning and the nature of reading, along with key aspects related to reading as a classroom activity. The second part addresses the use of new techniques—specifically storytelling and interactive vocabulary—as well as the objectives of reading comprehension, guidelines for effective comprehension.

2.1 Collaborative Learning (CL)

Johnson et al. (1989: 36) define CL as "an instructional use of small group so that student work together to maximize their own and each other's learning".

Savignon (1972:45) explains that (CL) did not originate from a single educational theory or approach. Its foundations can be traced back to ancient Greek thought, though its modern form emerged from the ideas of early 20th-century educational psychologists and teaching theorists. According to Richards et al. (2002:87), CL is an effective instructional method where students of varying ability levels work together in small groups. This approach enhances student learning by:

- a.) Increasing student participation during class activities,
- b.) Minimizing the emphasis on competition among students, and
- c.) Reducing the dominance of individual learners in the classroom

2.3 Techniques of Cooperative Learning

Anderson, et al. (1988:68) state that cooperative learning techniques provide teachers and learners with effective way to learn and attain content standards and develop the interpersonal skills needed for succeeding in a multicultural world. The following techniques are:

2.3.1 Think-pair-share

Bauman (1986:34) outlines a three-step process for this technique. First, individuals take a moment to reflect quietly on a given question. Next, they pair up with a partner to discuss their ideas. Finally, these pairs share their responses with other pairs, larger groups, or the whole class.

2.3.2 Three Step Interview

In this, group members conducted interviews with one another in pairs, initially with one person acting as the interviewer and the other as the interviewee, and then switching roles. Participants could use the interviews to share information they had acquired (Lund, 1990:44).

2.3.3 Round Table

Bauman (1986:34) defines round table technique as "the oral counterpart of roundtable, group members take turns stating answers or ideas, without recording them".

2.3.4 Numbers Heads Together

This technique involves a team of four. Each member is given numbers of 1-2-3-4. Teachers asked questions and call out a number e.g. (two) each two is asked to give the answer (ibid)

2.3.5 The Storytelling Technique

Boje (1991:45) defines storytelling technique as a "specific cooperative learning technique that each student student's part is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential, and that is precisely what makes this strategy so effective". In this technique has come with new story. This technique increased the reading comprehension of experimental group from lower than control group to higher score. it indicated that storytelling technique can help students to develop reading comprehension skills. Areson (ibid) mentions that storytelling is an

effective tool for developing the ability of students in early literacy and it helps them in reading comprehension skills.

2.3.5.1 The Advantages of Storytelling Technique

There are many advantages of this technique; the following points clarified these advantages:

- 1- Storytelling technique is not a loose, "everything goes" situation. It is the element of "required" interdependence among learners which makes this a unique learning method/technique, and it is this interdependence that encourages the learners to take an active part in their learning (Forest,.2000:34)
- 2- It gives learners an a chance to teach the other students, instead of presenting the material by the teacher, therefore, it fosters a depth of understanding. In other words, learners have a practice in self-teaching in addition to the practice in peer-teaching that require depth understanding of material of a deeper level.
- 3- By this technique, learners have a chance to contribute meaningfully to a discussion, something that is difficult to achieve in large-group discussion. Each learner develops an expertise and has something important to contribute.
- 4- The most important advantage of this technique is that it covers a large amount of material quickly to introduce learners to different perspectives on a topic in addition to create interest, and research strategy.