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POST GRADUATE STUDIES – SECOND CYCLE

Improving students' speaking skills through storytelling technique-An experimental study in High Schools of Tetovo, North Macedonia and Askim, Norway.

MASTER THESIS

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Statutory declaration

I Blerta Shahsivari declare that the Master Thesis entitled “*Improving students’ speaking skills through storytelling technique-An experimental study in High Schools of Tetovo, North Macedonia and Askim, Norway*” of no more than 17 571 words in length counting quotes, figures, tables, appendices, bibliography, and citations. The thesis contains no material which has been submitted before anywhere else.

Date: October 2021

Signature:

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Abstract

The purpose of this research is to display high school students' performance in the field of communication and speaking, in order to understand the level of achievement and the needs for improvement, through the application of modern methods and techniques as needed and necessity for raising the quality of education in general and of school students in particular. Aiming at advancing, improving teaching practice, as methodology of this research we utilized quantitative and qualitative research both with teachers and students in Macedonia and Norway to bring further insights of the storytelling technique usage. In the first place because through these comparison and research we try to solve current situations and practical concerns of the teachers, and secondarily it was a good opportunity to change teaching practice and then introduce evidence to show how this practice has improved.

As all we know the method of engaging students in learning and class activities in our classrooms is of the key problems of teachers who teach English as Foreign Language (EFL) in Macedonia and elsewhere. This research achieved positive feedbacks of teaching speaking through storytelling selected schools for survey. This quantitative research designed to define how speaking is developed through storytelling technique which can be seen from their positive feedback given in the questionnaires either in Macedonia or Norway with students selected for this research and their willingness to fill the questionnaire. The data were collected from online students and in school students, man-

aged by their teachers because of the pandemic situation. Questionnaires were somehow mixed with open-ended and structural questionnaires. Similarly, four English teachers, three from Macedonia and one from Norway, gave their contributions in completing questionnaires, regarding this technique. The research stated that teachers use this learning activity often but not very often, and students were eager to implement this technique (Hulit et al., 2010). In Fisher & Frey, article published in readingrockets.org, where they say that although most children are born with the right structures, these structures don't inherently know how to read (Fisher & Frey, 2014). They are hardwired to speak and listen; in other words, we were born to talk (Hulit et al., 2010).

We hope that storytelling technique in the teaching of speaking allows students not only to involve in the learning, but also to get a communicative learning experience and enjoying setting. The research shows the students techniques used in their classroom, widely storytelling, dialogue, debates as responsive, and games with spoken production during the learning.

The research was conducted in two High Schools in Tetovo, with 11th, and 12th graders, where 20 students were given questionnaires during months March and April, to see the impact of contemporary strategies implemented, which was realized in coordination with teachers involved in the research. According to the results achieved from this study research we came to conclude that our research hypotheses were confirmed and student's questionnaire provided positive feedbacks and this showed that storytelling technique is very important in improving the speaking skills of students. Teachers' duty is to make a positive learning environment for every student, create a classroom where every student wants to excel, and a classroom where students do not hesitate to express their speaking skills in the English Language. Also, a teacher is there to create a comfortable environment for students with no or little knowledge of English, a skill which only a teacher can develop, through

engagement, motivation and being very theatrical at the same time just to make the lessons enjoyable. In this research two questionnaires were used, one has been prepared for English Language teachers and the other for the students who took part in the research, 20 students from Tetovo, Macedonia and 20 students from Askim, in Norway. Classroom observation wasn't supported because pandemics, as schools went online that time.

Keywords: *Storytelling, Strategies, Motivation, Speaking, Difficulties, Students, Creativity, Skills, High School.*

Rezyme

Qëllimi i këtij studim-kërkimi është të shfaqë performancën e nxënësve të shkollave të mesme në fushën e komunikimit/ të folurit, në mënyrë që të kuptohet niveli i arritjeve dhe nevojës për përmirësim, përmes aplikimit të metodave dhe teknikave moderne sipas nevojës dhe domosdoshmërisë për ngritjen e cilësisë në përgjithësi, të nxënësve të shkollave të mesme në veçanti. Me qëllim të përmirësimit të mësimdhënies, si metodologji e këtij hulumtimi, ne përdorëm qasjen sasiore dhe cilësore si me mësimdhënës ashtu edhe me nxënës të shkollave të mesme në Maqedoni dhe në Norvegji për të sjellë njohuri të mëtijshme të përdorimit të teknikës së tregimit të storieve në aspektin e krahasimit. Në radhë të parë, përmes këtyre përshkrimeve/krahasimeve dhe hulumtimit ne përpiqemi të zgjidhim situatat aktuale dhe shqetësimet e mësimdhënësve në implementimit praktik të saj, tjetra ishte një mundësi e mirë për të ndryshuar praktikën e mësimdhënies dhe më pas të prezantojmë dëshmi se si kjo praktikë përmirëson të folurit.

E dimë se tërë procesi i përfshirjes së nxënësve në aktivitetet mësimore në klasat tona është një nga problemet kryesore të edukatorëve që japin mësim gjuhën angleze si gjuhë të huaj (EFL) në Maqe-

doni dhe gjetkë. Ky hulumtim arriti reagime pozitive sa i perket mësimi të të folurit përmes tregimit përmes shkollave të përzgjedhura për këtë hulumtim. Ky hulumtim sasior i krijuar për të përcaktuar sesi zhvillohet të folurit përmes teknikës së tregimit, ajo mund të shihet nga reagimet e tyre pozitive të dhëna në pyetësorët në Maqedoni dhe Norvegji, me nxënësit e përzgjedhur për këtë hulumtim dhe vullnetin e tyre për të plotësuar pyetësorin. Të dhënat u mbledhën nga nxënësit me mësim online, të menaxhuar nga mësimdhënësit e tyre për shkak të situatës së pandemisë. Pyetësorët ishin përzier në një farë mënyre pra, me pyetësorë të hapur dhe strukturorë. Në mënyrë të ngjashme, katër mësimdhënës të gjuhës angleze, tre nga Maqedonia dhe një nga Norvegjia, dhanë kontributin e tyre në plotësimin e pyetësorëve, lidhur me këtë teknikë. Të dhënat nxorrën përfundime se mësuesit e përdorin këtë veprimtari mësimore shpesh, por jo shumë shpesh, dhe se studentët ishin të gatshëm të zbatonin këtë teknikë. Kjo mbështetet edhe nga Hulit, Howard, & Fahey, (2010) siç citohen në artikullin e Fisher & Frey (2014) të botuar në readrockets.org, ku ata thonë se edhe pse shumica e fëmijëve lindin me strukturat e duhura, këto struktura nuk u mësojnë të lexojnë vetvetiu. Ata janë të prirur për të folur dhe dëgjuar; me fjalë të tjera, ne kemi lindur për të folur (Hulit, Howard, & Fahey, 2010).

Shpresojmë që teknika e tregimit në mësimin e të folurit i lejon studentët jo vetëm të përfshihen në mësim, por edhe të marrin një përvojë komunikimi të të mësuarit dhe të shijojnë mjedisin. Rivendosja u tregon studentëve teknikat e përdorura në klasën e tyre, tregimin e gjerë të tregimeve, dialogun, debatet si përgjigje dhe lojërat me prodhimin e folur gjatë mësimi. Hulumtimi u krye në dy shkolla të mesme në Tetovë dhe një në qytetin Askim në Norvegji, me klasat e 11-ta, 12-ta, ku 20 studentë, respektivisht 40 (me njohuri të përparura) iu dha pyetësori gjatë muajve mars dhe prill, për të parë ndikimin e strategjive bashkëkohore të zbatuara, e cila u realizua në koordinim me mësimdhënësit e

përfshirë në hulumtim. Bazuar në rezultatet e marra nga analiza e hulumtimit tonë, përfunduam se hipotezat tona kërkimore u konfirmuan, pasi pyetësi i studentëve dha reagime pozitive dhe kjo tregoi se teknika e tregimit është më se e mirëpritur në përmirësimin e aftësive të folurit.

Detyra e mësimeve është të krijojë një klasë pozitive të mësuarit ku çdo student dëshiron të arrij sukses, dëshiron të shkelqej dhe nuk përton të shpreh aftësitë e tij të folurit në gjuhën angleze. Gjithashtu, mësuesi është aty për të krijuar një ambient të rehatshëm për studentët me pak ose shumë pak njohuri të gjuhës angleze, një aftësi të cilën vetëm një mësues mund ta zhvillojë, përmes angazhimit, motivimit dhe të qenit shumë teatror dhe kreativ në të njëjtën kohë, për t'i bërë mësimet e pëlqyeshme. Në këtë hulumtim u përdorën dy pyetësorë, njëri është përgatitur për mësuesin e gjuhës angleze dhe tjetri për nxënësit pjesë e hulumtimit.

Fjalët kyçe: *Tregimi i historive, Strategjitë, Motivimi, Të folurit, Vështirësitë, Studentët, krijimtaria, Aftësitë, Shkolla e Mesme.*

Tables and Figures

Table 1 – Teacher’s questionnaire.....	52
Figure 1- Storytelling learning phase.....	38
Figure 2- Gender participation Tetovo vs Askim.....	49
Figure 3- The rate of storytelling technique in the classroom.....	53
Figure 4- Frequency in classroom.....	54
Figure 5– Storytelling improves speaking skills	55
Figure 6- Storytelling technique is very important for speaking skills.....	56
Figure 7- Storytelling technique frequency of use in the classroom.....	57
Figure 8 – Visualization of the story through storytelling technique.....	58
Figure 9- Materials and Techniques	58
Figure 10- Improvement of attention and encouragement.....	59
Figure 11- Empathy and understanding between classmates.....	60
Figure 12– Reconstruction of the text and interaction Teacher-Student.....	61
Figure 13- Storytelling technique is more enjoyable.....	61
Figure 14- Vocabulary and linguistic expressions.....	62
Figure 15- Motivation to take turn to ask and answer.....	63
Figure 16- Mental Images and use of metaphors.....	64
Figure 17 –Use of gestures, body language and movement.....	64

Contents

CHAPTER I-INTRODUCTION.....	12
1.1 Background of the research	12
1.2. Statement of the problem.....	14
1.3 Significance of the thesis.....	16
1.4 Research objectives and questions	20
CHAPTER II- LITERATURE REVIEW	20
2.1 Importance of storytelling technique	20
2.2 The teacher as Performance Artist.....	21
2.3 The Concept of Speaking.....	21
2.4 The Concept of Storytelling.....	23
2.4.1 What is Storytelling Method	23
2.5 Storytelling as a Technique in Teaching Speaking	24
2.5.1 Supplied-Content Story	24
2.5.2 Clued Story.....	25
2.5.3 Endless Story.....	25
2.6 Steps of the storytelling strategy	26
2.7 Keeping the classroom interactive	27
2.8 Motivation.....	34
2.9 Benefits of storytelling and feedback.....	37
CHAPTER III -RESEARCH METHODOLOGY.....	41
3.1. Introduction	41
3.2. Participants	41
3.3. Instruments.....	42
3.4. Procedures	42
3.5 Methodology.....	43
3.6 Research Questions.....	45
3.7 Hypotheses	46
3.8 Data collection and instruments	46

CHAPTER IV- RESEARCH RESULTS	47
4.1 Data Analysis	47
4.2 Results from the Teachers Questionnaire	49
4.3 Results from the students' questionnaire	53
CHAPTER V – TECHNIQUE DISCUSSION & BENEFITS AND CHALLENGES ACCORDING WELL-KNOWN AUTHORS..	
65	
5.1 Implementing storytelling in teaching and learning	65
5.2 Challenges of implementing storytelling in the class	68
CHAPTER VI – CONCLUSIONS AND RECOMMANDATIONS	69
Recommendations	72
BIBLIOGRAPHY	74
Appendices	82
Appendix 1	82
Teachers' Questionnaire.....	82
Appendix 2	86

CHAPTER I-INTRODUCTION

1.1 Background of the research

Once it comes to acquiring key communication skills, particularly speaking skills, classroom storytelling technique is very significant. Speaking is a productive skill and, it could not be separated from listening. As is cited in Ikramuddin thesis (2017), in “Storytelling technique, Improving, and Speaking Ability”, writes that speaking is the productive skill. It could not be separated from listening (Tarigan 1990:3-4). Also, Tarigan (1990) as is cited in IKrammudin (2017), express that “when we speak, we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.” (Ikramuddin, 2017).

As cited in (Pdf, page 161, first page) in Australasia Journal of Information Systems, Julie and Kendall, (2012) say that, “some stories are so good, that we hear them told and retold throughout our lives”. Many organizational stories are like this too, taking on a life of their own. Hence, this is the reason that we have chosen this technique and made proper quantitative research about this class activity, that gives the students the opportunity to understand the story and be able to retell the story using their own language progress. Similarly, according to Electronic Journal for Inclusive Education Bucholz and Sheffler (2009), from the University of West Georgia Julie respectively Florida Atlantic University, in their article wrote that this approach comforts communication in the classroom because stories teach us about life, about ourselves, and others. Storytelling is a unique way for students to develop an understanding, respect, and appreciation for others, and can promote a positive attitude toward peers.” (Bucholz and Sheffler, 2009).

Correspondingly, Stoye in a British Council Workshop stated that:

“This technique will perform great in the EFL classes, because telling a story can captivate an audience; that is, with the right techniques and a little practice. In this respect, the language they learn in the classroom is the tool they use to shape their thoughts and feelings. It is more than a way of exchanging information and extending ideas, it is their means of reaching out and connecting with other people.” (Stoye, 2003)

Consequently, according Stoye (2003) as adapted from a workshop (British Council post, 2020) British Council, Jordan, stories can link not only between the world of the classroom and home but also between the classroom and beyond. Stories provide a common thread that can help unite cultures and provide a bridge between different types of learners in a class.” (Stoye 2003)

According to Dujmovic (2006) in Hrcak Journal, (pg.75-87), storytelling is the art of narrating a tale from memory rather than reading it is one of the oldest of all art forms, reaching back to prehistoric times. Storytelling involves two elements -selection and delivery. Many EFL teachers are interested in storytelling as a resource in teaching. The storytelling tips given in this article are meant to help the teacher-as-storyteller as she/he prepares for a storytelling "performance" for students.” (Dujmovic, 2006)

We also cite again Dujmovic (2006) as follows,

“Successful storyteller chooses adequate stories and must be a good performer, for the delivery is crucial and requires both preparation and rehearsal. Storytelling is the original form of teaching and has the potential of fostering emotional intelligence and help the child gain in-

sight into human behavior. Storytelling also promotes language learning by enriching learners' vocabulary and acquiring new language structures. Moreover, storytelling can provide a motivating and low anxiety context for language learning (Page 76).” (Dujmovic, 2006)

1.2. Statement of the problem

In the introductory part, we were focused mainly on describing the storytelling technique as an important device of teaching, and how that leads to the improvement of speaking skills. Also, it contains many definitions given by many prominent linguists and other researches. We tried to elaborate the key elements of this technique, pros, and contras. In addition, my research area is described broadly, as well as, the context and research interest out of border. The review of related literature and to the systematic identification is given importance, for the most part from previous researches on this particular topic. By reviewing the literature, we tried to extend our knowledge and my understanding of this classroom technique. Furthermore, we evaluated very critically previous and current researches carried on this topic. Different perspectives may determine the debate and give us an opportunity for discussions and define properly a topic of inquiry, through relevant and credible available sources. Lastly, you'll find arguments and results that support most of our findings.

The hypothetical part or theoretical part of this research tries to show and convey acceptable outcomes as we initiate on the main research and also given concepts on how storytelling as a teaching and learning technique has an impact on the learning and receiving information of high school students, both in Macedonia/Tetovo and Norway/Askim.

We try to give benefits of telling stories as Boris (2017) wrote in her article in Harvard Business Publishing that storytelling, is one of the most powerful means in class, who said that leaders have to

influence, teach, and inspire. We support the research and findings could agree and give positive feedback to the storytelling technique that might have influence on learning. Same as cite in Page 4. “Positive feedback was considered “positive” reinforcement and negative feedback was considered “punishment” (Brookhart, 2008).

Considering the above-mentioned points, we tried to prove settled hypotheses that support our theory.

In the third chapter about the methodology for the purpose of this research, a descriptive/ comparative method of quantitative research is going to be used. We used questionnaires as instruments for data collection: structured questionnaires and semi-structured questionnaires open-ended (Likert scale). Also, an appropriate database will be established.

Participants- The sample of this research will consist of 3 teachers whose focus is on Teaching English as a Foreign Language in High schools of Tetovo and high school students of respective schools where is considered and one English teacher from Askim School Norway, class level and gender balance as well. For the comparison of our result, we carried also research in Norway with high school students using the same criteria.

In chapter IV we will discuss *contrast the results*. This research will contribute to better understanding this teaching technique and embrace it as a normal tool of teaching in high schools. We hope that this research brings useful results and describes, analyses and contrast our data in favour of this technique. Data from the research will be calculated by frequency and percentage and are going to be reflected in tables and other graphical terms as well. Therefore, the analysed data will help me prove my hypotheses and provide a better explanation of my research questions and fully meet the

terms with the set hypotheses. The collected data will be coded in a particular database for this research and participants' responses will be converted into numbers statistically and easily in graphs. Additionally, descriptive and contrastive statistics will be used, generating a deeper understating of these data. All the previous researches on storytelling techniques will be discussed and interpreted and analysed always considering our findings. So, according to McKinley and Briggs (2020) 'for research in applied linguistics, the successful elicitation, and collection of data is a key challenge to obtaining reliable and valid results in a research project. (pg. 1,2).

1.3 Significance of the thesis

Storytelling means transferring stories through oral language and teachers can include storytelling in their list of teaching tools. Thus, we tried to show the importance of using stories in the class and encourage those teachers who do not admit the practice of telling stories within their classroom. Similarly, the importance of this research is to improve storytelling techniques and further their progress so that all students hear stories and teachers may feel more satisfied using storytelling in the classroom even they are not little children anymore and use storytelling techniques unsurprisingly within their classrooms.

Of course, there have been a lot of researches that have addressed this technique worldwide, and there we can get more information about the usage of this technique and why it is worthwhile to be used as often as we can in our classrooms. As Green, E (1996) cited in her book states;

“Young adults often question the appropriateness of storytelling as an activity for them, but many of the value of storytelling discussed are pertinent to the needs of adolescents. For example, literary fairy tales, with their underlying meaning, humanistic philosophy, and bitter-

sweet mood, are especially meaningful to young people who are becoming aware of their individuality and who find their values in conflict with society. These tales give the young adolescent courage to explore his or her inner space, dreams, images, and feelings, and through imagination, to construct a self.” (pg.138)

The same idea shares Shearer and Burgin (2001),

“Nothing builds the love of story like storytelling. It is the most ancient form of literature and peaks to our primary human need for stories. Like read-aloud, storytelling is often relegated to primary grades and young listeners, when in fact storytelling appeals to people of all ages. In the purest form, storytelling consists of a teller, an audience, and a story. When done in this way, teller and listeners together create a special moment that no other reader’s advisory or sharing technique realizes”. (pg.153).

It is very important to use this technique because through this technique the communication part will contribute to social understanding, mental, and emotional state.

"I'll tell you what I'll do," said the smith. "I'll fix your sword for you tomorrow if you tell me a story while I'm doing it." The speaker was an Irish storyteller in 1935, framing one story in another (O'Sullivan: 75, 264)

The development of communication skills sometimes does not depend all on the teacher; students tend to develop this skill by communicating and discussing with their classmates as well. According to Allwright (1984),

“They may learn directly from each other, or, more likely, they will learn from the very act of attempting to articulate their own understanding” (pg.156).

A positive relationship between students and the teacher sometimes is hard to develop, but with an effort from the teacher and with the desire of the students to learn this can be achieved for both parts. For good communication, the teacher has to use the right methodologies and invite its students to learn. Storytelling is one of the strategies teachers can use to develop students' communication skills. Some of the strategies, teachers may use for the purpose to develop student's communication skills. (Marlene Powell& Murray:2012)

According to Freeman and Buchholz: "Although we do not consider ourselves "master storytellers" or even suggest that our storytelling strategies are the only or best methods for use in online teaching, the following strategies have helped us improve student comprehension in our online classes. A key feature to a good story is the hook. A hook should draw the reader into the story by arousing their curiosity and making them want to hear more (Freeman, 2010; Buchholz, 2011).

Powell and Murray give their time and energy in learning the answers:

"To accomplish this, we use surprising statistics, provocative questions, or interesting contradictions to introduce the stories. These capture our students' attention by illustrating that what "everyone knows" may not be accurate or by presenting ideas they had never considered." For example, in our storytelling version of Hochschild's theory, we create curiosity by asking students whether they realize they will need to use surface acting to be successful in their careers. (Powell &Murray: 2012)

Further Jerz (2011) presented them to some of the interesting contradictions within scientific research also works as a successful catch.

“Once we gain their interest, we provide a connecting framework so the students can understand the material. Students find it easier to understand new material when we connect it to something they already understand. The stories use plenty of analogies and metaphors designed to help students connect new material to previous course material”.

Asefeso on the page 98, says that powerful stories captivate both minds and hearts of the people listening. Scheherazade, the story teller from the One Thousand and One Nights, only survived because she began telling the Sultan an exciting story and he longed to hear what happened next. (Asefeso, 2014) Another statement like “Good stories capture the audience’s imagination by showing them the unfolding of a scene and not by describing the scene” (Jerz, 2011).

Accordingly, as Fisher and Frey (2015) say that, when using oral language to check for understanding, wrote that effective speakers and listeners can move smoothly through the five registers, sharing the variation to fit the context and the informal register, which is used with friends and family results in the kind of shorthand communication that comes from shared experiences and background knowledge. As well, they continue (pg. 17) that speakers often finish each other’s sentence and leave much unspoken because a word or incomplete phrase triggers a shared understanding.” (Fisher and Frey 2015)

According to Johnson ‘s Article (2013) in Edutopia (2021) say that the ultimate engagement is to put the learner in charge of learning. Create a rich learning environment and a motivation to learn, and the students do all the hard work of learning, while the teacher merely facilitates (Johnson, 2013)

1.4 Research objectives and questions

Our research aims are to revise the storytelling technique as an independent activity and a component in the teaching process, stories linked to motivation from the aspect of different books, and find ways to relate practical strategies to encourage students' motivation to speak without hesitation in front of the peer. Our research tries to find out how the teacher uses storytelling as a teaching technique in the classroom above everything. What's more, what do the students think about this technique or how this technique motivates and encourages speaking? What kinds of stories does the teacher prefer to tell in class? Why does he/she use them? Does the teacher use this method frequently in the classroom? Another important aspect that will be analyzed is whether teachers' and students' attitudes differ a lot regarding this technique, and to what extent they implement this approach. Also, to find if there is any variance between students in Macedonia and those in Norway regarding this technique.

CHAPTER II- LITERATURE REVIEW

2.1 Importance of storytelling technique

This chapter explores the importance of storytelling class strategies and techniques and its impact on developing student's communication and speaking skills and other skills. This research analyses the role of storytelling technique in the classroom found in published materials. Materials that were used during this analysis are of different combinations such as books, journal articles, reports, and different articles published on websites.

This chapter presents the theoretical part of researches that have been carried and published from different teachers and other educational resources to improve and recognise this technique both

books, journals, researches and other sources. Learning of English as a foreign language needs great efforts from every student, from the very beginning where one starts to learn the first words, starts to write and read. But as much effort as it takes for a student to learn a foreign language it takes to develop its communication or speaking skills.

2.2 The teacher as Performance Artist

Performers are master at crossing thresholds, drawing people into their work, and erasing divides between people through the power of storytelling. “They begin by connecting with their ideas and emotions, and then creating intersections among self, character and story. After synthesizing those elements, according to Flannagan and Bornczek (2020) they draw audiences into that story so they can experience, share and learn together. Teachers create a goal for each lesson: we craft our choices for how we are going to tell the story and then personally, verbally, and physically embody that story while engaging our students so they can experience, share and learn together (pg. 11). Actors benefit from extensive trainings with multiple approaches to develop skills to effectively create shared experiences. Flannagan and Bornczek (2020) say that teachers also strive to create a personal process that is effective, repeatable, and sustainable. A deeper understanding of an actor’s methods can offer new ideas to support that process-in abundance. (Flannagan and Bornczek, 2020)

2.3 The Concept of Speaking

As a productive skill, speaking is very essential and according to Baker and Westrup (2003) as they stated in their “Essential Speaking Skills” that:

“Fluent speakers can express themselves appropriately and with no hesitation. fluent speakers do not usually worry about making mistakes.” (Baker and Westrup, 2003)

As the interactive process in constructing meaning, speaking skill involves producing and receiving information (Brown 2008) and also according Duzer (1997), where he says that a speaker's skills and speech habits have an impact on the success of any exchange. Similarly, Duzer, (1997) as cited in Brown (2008) stated that speakers must be able to anticipate and then produce the expected patterns of specific discourse situations as in follow (pg.29)

Brown (1994), is cited also in Florez (1999) ESL Resources -Caela Journal, where he states that producing the sounds, stress patterns, rhythmic structures, and intonations of the language are as in follow;

- a) Using grammar structures accurately; (ibid)
- b) Assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives; (Brown, 1994)
- c) Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs; (ibid)
- d) Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension; (ibid)
- e) Using gestures or body language
- f) Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement. (Brown, 1994).

2.4 The Concept of Storytelling

Quoting originally Miller and Pennycuf,

“In order for schools to improve the literacy learning of all students, different pedagogical strategies need to be employed”. (pg. 36)

“Therefore, Miller and Pennycuf (2018), suggest that using storytelling in the classroom is one way to address literacy development by improving oral language, reading comprehension, and writing. Miller and Pennycuf (2018) distinguish of the interrelated nature of the processes involved in reading and writing, think that storytelling is an effective pedagogical strategy that can be woven into instruction to increase students’ competencies in all area. This paper (Vol 1, pages 36 - 43) will address how storytelling can be used as a pedagogical strategy in the classroom to enhance literacy learning in the areas of reading and writing.” (Miller and Pennycuf, 2018)

2.4.1 What is Storytelling Method

According to Melanie Green, article found in Socialization for Psychological Science where she clearly states:

“The lecture itself may be structured as a narrative, or a story can simply be an illustration of a key point. Taking advantage of the natural drama of research stories can help the pacing and flow of your lectures. Imagine yourself as a storyteller, perhaps with your students gathered around a campfire. Rather than marching through the material, fact by fact, you can add storytelling flourishes. Let the suspense build-pause for a moment before revealing the results of the study, to draw in students’ attention. Stories can also be a natural way to introduce humor into your lecture.” (Green, 2004)

Bailey and Savage (1994), and Pellowski (1990), also defined story telling as the entire context of a moment when oral narration of stories in verse or in prose, is performed or led by one person before a live audience and the narration may be spoken, chanted, or sung, with or without musical, pictorial, or another accompaniment. It may be learned from oral, printed or recorded sources. (Bailey and Savage, 1994), (Pellowski 1990) Moreover, according to Morrow (1989), story retelling is post reading or post listening recalls in which readers or listeners tell what they remember orally.

2.5 Storytelling as a Technique in Teaching Speaking

Iskandar in Mariah (2007:35) listed some techniques or procedures of using story telling in classroom environment, namely: supplied-content story, clued story, endless story, and collaborative story.

2.5.1 Supplied-Content Story

Mariah (2007) as is cited in Khaerana & Nurdin (2018), in the English, Teaching, Learning, and Research Journal, Volume 4, (pg.184), writes that this technique as ‘supplied-content’ story, since the content of the story that students will tell, is provided by the teachers. It is the task of teachers to provide stories appropriate to the students. The students’ part may be one or two sentences, or even one or two paragraphs. It may vary; depending on the students’ ability. Teachers may provide stories by writing their own stories or modifying the existing ones. They suggest that in providing the story, teachers take into account the age of the students. Generally, younger children enjoy stories with plot and action. Teenagers like stories with more humor and interplay with characters. (Khaerana, & Nurdin, 2018).

2.5.2 Clued Story

Again, the above-mentioned researchers re-cited Hamilton and Weiss, who said;

“This technique provides some clues for students to tell a story. The clues may be some words, phrases, pictures, or charts. In other words, we have to set the scene of the story. If possible, teachers may include the characters involved in the story when they are providing the clues. The students then follow the frame to do the telling”. (Volume 4, pg. 184)

Likewise, the same authors Hamilton and Weiss (Volume 4, pg. 184), present another form of doing clued story, which is by giving students two or three model characters and having them tell the story by using the characters provided. Hamilton and Weiss (1990) say that, it is also possible to have students prepare cards with various characters, setting, and plot. The cards, then, are placed in boxes that are labelled “character”, “setting”, and “plot”. After that, we may have students choose a card from each box and make up a story incorporating various ideas.” (Hamilton and Weiss, 1990) (Taylor and Francis online)

2.5.3 Endless Story

Further, Khaerana, & Nurdin (2018) as for the endless story recap that in endless story, the students are free to tell the stories to whatever direction they prefer. The procedure is simple. First, point one of the students to begin his / her story. The same authors note that, the student may point out another student to continue the story. At this stage, the student who is pointed out has to begin his story by continuing the previous story told by the first student. After certain extent, he or she may direct the story to whatever he or she wants. Then, it is the turn of another student.” (Khaerana&Nurhidayah,2018)

2.6 Steps of the storytelling strategy

Alkaaf (Par.6 of the article from the Department of Curriculum and Instruction, University in Oman, in her research article clearly states storytelling stages. (Alkaaf 2017)

Pre story-telling stage

As according to Alkaaf (2017), ‘‘pre-story stage is very important to prepare students about new class activity before telling the story, the following pre-activities were conducted: pictures and asking learners warm-up questions related to the story.’’ (Alkaaf, 2017)

During story-telling stage

Continuously according to Alkaaf (2017), in this stage, the teacher uses different voice pitches in order to tell the story, as well as various stress and intonation patterns. Sometimes, s/he may be able to imitate certain voices in the story. The story bag can be used successfully in this stage. Sometimes, the teacher can pause and ask learners about their predictions and expectations of the coming events in the story. In addition, the teacher asks some stimulating questions and asks the learners to participate in some activities such as role-playing, writing and drawing. Finally, the teacher expects that the learners do some homework.’’ (Alkaaf 2017)

Post story-telling stage

According to Alkaaf. &Lu (2017) In this stage, the teacher uses consolidation activities such as: evaluation of writing activities.

2.7 Keeping the classroom interactive

Gate (1980) in Page 18, as is cited in Allwright and Bailey (1991), say that focus on the classroom language has noted, the classroom is the crucible-the place where teachers and learners come together and language learning, we hope, happens. It happens, when it happens, as a result of the reactions among the elements that go into the crucible-the teachers and the learners. As Gate continues, however they do not, go in 'empty-handed' and, the learners bring with them their whole experience of learning and of life in classrooms, along with their own reasons for being there, and their own particular needs that they hope to see satisfied. Allwright and Bailey further describe that the teacher also brings into the classroom the syllabus, often embodied in a textbook.” (Gate, 1980) (Allwright and Bailey, 1991)

Lier (1988), as is cited in Allwright and Bailey, wrote *that*:

“In this special sense interaction is a sort of ‘co-production’ and it is worth spending some time on the complication this idea involves. Lier (1988) said that the main problem is that successful interaction in the classroom, or anywhere, involves everybody managing at least five different things, at the same time. These five factors are listed below as questions, along with the labels they are usually given in the classroom research literature. (pg.19)

1. Who gets to speak? (Participants’ turn distribution)
2. What do they talk about? (topic)
3. What does each participant do with the various opportunities to speak (task)
4. What sort of atmosphere is created? (tone)

5. What accent, dialect, or language is used (Code). ‘’ (Allwright and Bailey 1991) (Lier, 1988)

According to Allwright and Balley (1991), say that if a learner is particularly shy or anxious, teachers may have to work towards a generally more relaxed atmosphere before they can expect the learner to be willing to speak in public, and finally, if all else fails, teachers may have to use the learner's first language just so that the student will at least feel confident that he knows what is wanted of him. And all of this will have to happen in front of the whole class, of course, since the management of interaction in classrooms is necessary. (pg. 20)

Smed at all in their 'Handbook on Interactive Storytelling is that, the most influential method for interactive storytelling is the concept of the holodeck, which was the impetus behind Murray's book (Smed et al 2021)

Murray wrote in her book:

“In trying to imagine Hamlet on the holodeck, I am not asking if it is possible to translate a particular Shakespeare play into another format, I am asking if we can hope to capture in cyber drama something as true to the human condition, and as beautifully expressed, as the life that Shakespeare captured on the Elizabethan stage”. (Murray 1997)

Smed at all say that holodeck was first introduced in Star Trek: The Animated Series episode “The Practical Joker’ in 1974, but enters the public consciousness later in the series Star Trek: ‘The Next Generation (1987-1991) and Star Trek: Voyager (1995-2001). (pg.48) (Smed at all, 2021)

Murray and many others as cited in Smed at all, handbook, regard the concept of the holodeck as an ideal model of interactive storytelling (pg.48). Also, they cite (Ryan, 2008) who collects lessons from Murray's vision of the holodeck as an ideal and proposed the following goals to pursue:

1. Natural interface (e.g., involving language and the human body)
2. Integration of user actions within the story (i.e., the user moves the story forward)
3. Frequent interaction (i.e., the user is not a spectator but can decide whenever)
4. Dynamic creation of the story (i.e., the plot is created as much as possible in real time)
5. Ability to create narrative immersion (i.e., engagement of the imagination in the mental construction and contemplation of a story world) (Ryan, 2008)

All of your classroom is a stage

Flanagan and Bonczek (2020), in their very attractive book say, that the great thing about telling stories around a campfire is that you aren't occupying a physical space that identifies you as a leader. You're a part of a group of shared storytellers leading and following one another on these journeys in the dark. They continue, Flanagan and Bonczek (2020), with literary figures like everyone around the fire is deeply affected by the surrounding darkness and strange noises just outside flickering light. Good storytellers recognize that where you tell a story can affect how you tell a story. They can use all the elements of the environment to give context to the events of the story they are telling. Weaving together an imaginative and visual atmosphere draws the listeners in and connects them to the story, to you, and to each other. (Ibid:49) (Flanagan and Bonczek, 2020)

Flanagan and Bonczek added:

“In a perfect world, we would get to teach in environments that inspire and support the story we’re trying to tell (pg. 50) People experience strong emotional responses to environments and recognize immediately when a place feels homey and warm or mysterious and spooky. All the wonderful preparation and perspective discussed in earlier chapters may run smack into physical and psychological challenges of the physical space. Most of us teach perfectly nice, sometimes lovely campuses, in perfectly functional spaces, but sometimes they are not so nice.” (Flanagan and Bonczek, 2020)

Flanagan & Bonczek (2020) express that even if they teach in a beautiful, clean technological marvel of a classroom in a gorgeous building, the environment won’t do the trick all by itself. Gathering folks in dark wood is a good start for ghost stories, but how we relate to those dark woods-and how these trees and their gnarly, spidery branches add to the story -is what brings it to roaring (or screaming) life. (pg. 50) Environments give feelings and create expectations. Most students enter a classroom expecting the tradition of a real or imagined dividing line: the concept of a front of room or a back of room. (Flanagan and Bonczek, 2020) The traditional classroom design many of us have grown accustomed to create:

- ✓ Walk around in the space. According to Flanagan and Bonczek (2020) just walk even if it’s a room you feel know well, spend time examining every detail, and don’t gloss over the windows, ceiling, or floor. What’s the difference since the last time you taught in here? How are you different since then?” (Flanagan and Bonczek, 2020)

- ✓ If the room is new to you, take as much time as possible to walk every inch of it, and notice everything. What colour are the walls? Is it hot? Cool? What kind of energy do you feel when you walk in? Do you have a desk? Where is it, and would you like to move it? Can the student chairs be moved? What can you use in here to enhance the story?
- ✓ If you had to create a story inspired by this space, what kind of a story would it be? If it's a ghost story, remember how fun and compelling ghost stories can be!
(Flanagan & Bonczek, 2020)
- ✓ If a game were going to be played in that room, what type of game would it best suited? Jeopardy? Hide and seek?
- ✓ "What is available to me?" You wouldn't overlook your relationship with the students, so why would you overlook your relationship to the physical environment, or home, you'll be working together in for the next ten to fifteen weeks?" (Flanagan& Bonczek, 2020)

The era that we are existing in is and will be known as the era of technology, development, and many inventions that in the past were not even imagined that a human being could create such things. Technology is a field that is evolving and improving every day, becoming a part of our daily life, mostly used for work, education, and communication. According to Bankmycell (2020) which is a website for electronics, they claim that in 2020 there are 3.8 billion daily users of smart phones, 44.85percent of the total world population). In this huge number, the majority of users are youngsters, even if they do not own phones; they use them on daily basis. Seeing these results teachers have to take advantage of this, because of the content that students feel when using smart phones and other technology tools as laptops or tablets. Using technology tools in the classroom increases their

awareness, it makes learning more attractive, interesting, effective since they are used to using them in their daily life and at the same time it makes the job the of teachers easier. The influence that technology has made in education is massive; the benefits that have brought with it are quite huge.

But, according to Savvidisi (2020), these are some of the advantages that technology provides in education:

Improves engagement

Savvidis (2020) as is cited in schooljotter.com, tells the benefits of technology when it is integrated into lessons, students are expected to be more interested in the subjects they are researching. Technology provides different prospects to make learning more fun and enjoyable in terms of teaching same things in new conducts. For instance, delivering teaching through gamification, taking students on virtual field trips and using other online learning resources. What is more, technology can encourage a more active participation in the learning process which can be hard to achieve through a traditional lecture environment.” (Retrieved from schooljotter.com:2021) (Savvidis, 2020)

Also according, Savvidis (2020), technology improves knowledge retention:

“Students who are engaged and interested in things they are researching, are expected to have a better knowledge retention. As mentioned before, technology can help to encourage active participation in the classroom which also is a very important factor for increased knowledge retention. Different

forms of technology can be used to experiment with and decide what works best for students in terms of retaining their knowledge”. (Retrieved from schooljotter.com:2021) (Savvidis, 2020)

Similarly, according Savvidis (2020) as is cited in schooljotter.com (2021) believes that it encourages individual learning while no one learns in the same way because of different learning styles and different abilities. Technology provides great opportunities for making learning more effective for everyone with different needs. For example, students can learn at their own speed, review difficult concepts or skip ahead if they need to. What is more, technology can provide more opportunities for struggling or disabled students. Access to the Internet gives students access to a broad range of resources to conduct research in different ways, which in turn can increase the engagement.”. (Retrieved from schooljotter.com:2021)

Encourages collaboration

Further quoting Savvidis, “Students can practice collaboration skills by getting involved in different online activities. For instance, working on different projects by collaborating with others on forums or by sharing documents on their virtual learning environments. Technology can encourage collaboration with students in the same classroom, same school and even with other classrooms around the world”. (Savvidis, 2020)

Students can learn a set of useful skills through technology

Savvidis (2020) is cited in Schooljoter.com (2021) where he states that by using technology in the classroom, students can learn life skill through technology and both teachers and students can develop skills essential for the 21st century and students can gain the skills they will need to be successful

in the future. Modern learning, Savidis (2020) is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity. What is more, technology can help develop many practical skills, including creating presentations, learning to differentiate reliable from unreliable sources on the Internet, maintaining proper online etiquette, and writing emails. These are very important skills that can be developed in the classroom”. (Retrieved from schooljotter.com:2021) (Savvidis, 2020)

Benefits for teachers

Again, according Savidis (2020) as is cited in Schooljoter.com, where he reassures that lot of benefits for teachers with uncountable online resources, technology can benefit in improving teaching. Teachers can use different apps or trusted online resources to enhance the traditional ways of teaching and to keep students more engaged. Correspondingly, virtual lesson plans, grading software and online assessments can help teachers save a lot time. This valuable time can be used for working with students who are struggling. What is more, having virtual learning environments in schools enhances collaboration and knowledge sharing between teachers.”. (Retrieved from schooljotter.com:2021) (Savvidis, 2020)

2.8 Motivation

Ur (2012). in page 18, stated that the level of initial student motivation when they come to study English may vary, but whether the language-learning process in the course of the lesson is interesting and motivating or boring and demotivating is largely up to the teacher. Even students who are at first

unwilling to participate can be motivated to do so if they are given appropriate and stimulating tasks together with the teacher encouragement and support mentioned above.” (Ur, 2012:18))

According to linguists Shaw, Kelly, and Semler (2013) who explain that storytelling within a particular cultural context means that stories shared within a community cultural context repeat in their own idiosyncratic way. People have always told stories. In the oral tradition, storytelling includes the storyteller and the spectators. This unique flow feed in a cultural store of stories that becomes a collective memory, and as such contributes to a collective identity and as a process is therefore intertwined with the ongoing process of social formation. (pg. 44)

Using different strategies may work for many students, but if there is no motivation and a positive environment created by the teacher, the results may not be accomplished. It is known that there are two types of motivation, extrinsic and intrinsic motivation. Very well mind-article, adopted by Chery (2020), states that, extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment. Whereas intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward.” (Stecker, 2016), (Chery, 2020)

According to Wright, reading corner is very motivating and it is very lucky to have your own English room, a corner devoted to books and stories, including published books, books by the children, pictures, toys and curious objects. In the page 22, as well, Wright, suggest that there should be shelves with books, a table, a chair or two, a carpet, some cushions on the floor, and possibly a vase of flowers on the table, which according to him is very attractive (Wright, 1995)

Stories also “develop the different types of ‘intelligences’ that contribute to language learning, including emotional intelligence” (Ellis & Brewster, 2002:2). Stories “develop children’s learning strategies such as listening for general meaning, predicting, guessing meaning and hypothesizing” (Ellis & Brewster, 2002:2). “Learning English through stories can lay the foundations for secondary school in terms of learning basic language functions and structures, vocabulary and language learning skills” (Ellis & Brewster, 2002:2).

Stories can provide natural repetition.

According to Wright (2004) as is cited in Rokhayani (2010), page 32 in pdf, research paper, describes that when the students read the stories, they tend to pay attention to the key words or new language can be naturally repeated in stories. Further according to Wright (2004), children have another instinct in language learning-picking up chunks and children’s listening skill can be developed. The use of storytelling is also enhancing students’ listening skill. While children listen to stories, they try to guess the meaning of the new words and to grasp the main idea. (pg.32) Thus, storytelling develops children’s listening skill-seeking details. Compatibly, he cites Wright that some teachers require children to listen carefully when they begin to say the new sentences or words. While listening, children just concentrate on the pronunciation of the words or sentences, but not the meaning of it or the meaning of a context. From the reasons presented above, storytelling can be used as one of the techniques in TEYL. We found in storytelling the characteristic needed to improve and motivate students of young learners because in the storytelling, most of the children love, some of teachers love too and it doesn’t require a lot of preparation Rokhayani (2010). Motivated students are expected to contribute in every activity in the classroom, and on the other hand those students

who are lack of motivation usually tend to engage with others and as a consequence of this, they don't reach goals.” (Wright, 2004) (Rokhayani, 2010)

2.9 Benefits of storytelling and feedback

Abrahamson (1998) page 6/124, as is cited in Alkaaf and Bulushi (2017) , as an scientific research in Open Journal of Modern Linguistics (Vol. 7,pg 6 pdf), claims that storytelling may have facilitated the survival of some civilizations considering that the experiences of life and death were thus passed on to generations to come. Heo (2004) as cited in Alkaaf and Bulushi,2017, says that the storytelling is also being suggested for online education in order to create more immediate learning atmosphere, thus enabling learners to think deeply as they enrich their existing knowledge (Heo, 2004) (Alkaaf and Bulushi,2017) also state that, storytelling has to be one of the highest forms of art and communication, which justifies why it is becoming such an exceptional teaching/learning tool. In addition, storytelling could be associated with a number of activities (e.g., representation, drawing, concept maps, narrative and descriptive activities) that could be used to help pupils to understand, adopt, and develop story writing skills in Page, 7/125: rows 9-14 in Pdf.”

The learning environment constitutes four phases for supporting the learning activities: telling a story, articulating what the story was, and retelling another story including sharing the story with others (see Figure 1).

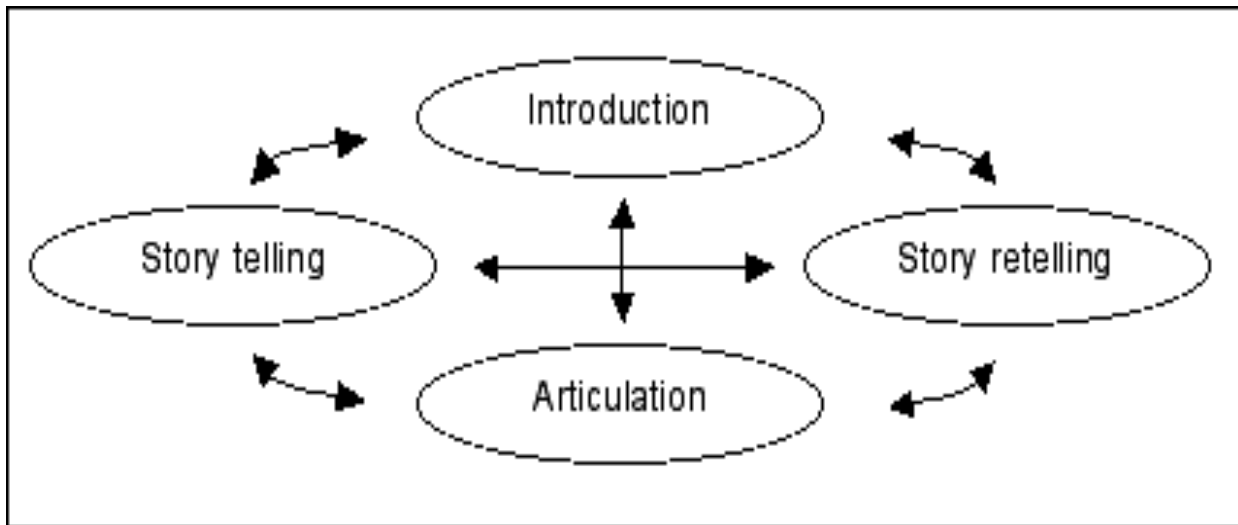


Figure 1. Storytelling learning phases according to Heo (2004)

According to Heo (2017), the whole steps set up in a recursive, non-linear way, which learners can go ahead and back within the learning process by their choice from pdf. Page 233. (Heo, 2017)

- Introduction: the learning objective and learning contexts are explained before getting started.
- Story telling: the pre-designed animation as a story is presented in the interactive mode.
- Articulation: the concepts and principles included in the story are articulated and reviewed in text and graphic styles.
- Story retelling: it requires learners to retelling or creating their own story using writing tools and sharing it with others using communication tools.

Ellis and Brewster (2002) in their handbook made it clear that, young children should both listen to stories and tell stories themselves from the earliest age possible. These early years are of vital importance in a child's development. During these years they think that children grow mentally, physically and emotionally, and acquire attitudes about themselves that may remain with them for the rest of

their lives (page 2-7). In addition, their individual creativity begins to come to the fore as children grow.

Stephanie (1991) states that children change more in these years than at any other time. Kortner (1988) indicates that parents of young children, along with their teachers must take advantage of these crucial years in order to make sure the children are provided with activities that will be of use to them in the future. Kortner (1988) feels that storytelling could be one of these. Cassa (2008) writes that the storytelling builds reading comprehension, vocabulary, concentration, language development, and oral communication skills and further the relationship between storytelling and reading is addressed in *Tales as Tools: The Power of Storytelling in the Classroom*, saying that word recognition is higher too because once children hear a story, they can quickly recognize the words in a text. While Kortner (1988) as cited in Cassa in page 262, in reading for example, a sense of story can help children to predict and know what to expect, and to read with more awareness of cause and effect, sequence, and other story factors related to comprehension.”. And of course, it’s on students to learn and it shows that the teacher is supporting them on what they are doing. (Cassa, 2008)

The amount of Feedback is something that would be hard to be determined, but as professor Susan says that when it comes to the amount of feedback there are some steps to be followed or taken into consideration such as teachers have to judge the right amount of feedback by knowing the topic in general and the learning target, they have to make a typical developmental learning profession for those topics. (Brookhart, 2008:10-11). Feedback can be given in many ways to the students by the teacher. There are many effective ways to feedback to students nowadays, even easier than 20 years ago since we are living in the century of technology. Furthermore, there are many good examples of

good feedback mode but also examples of Bad Feedback Mode. When it comes to examples of Good Feedback Mode, she mentions that teacher can use written feedback, oral feedback, and also demonstrate how to do something if in case the students need to see how to do something, which could be very effective for many students who tend to learn more practically then theoretically. (Brookhart, 2008:16).

CHAPTER III -RESEARCH METHODOLOGY

3.1. Introduction

This research includes theoretical background regarding to teaching EFL, obtaining information from current worldwide studies that address elements of the field and their role enhancing the performance of learners. It also presents teaching methodology using storytelling technique, assessment and evaluation procedures, also, problems on the part of learners and teachers. Thus, this research aims finding out the challenges and difficulties that English language teachers face during the implementation of this technique in the teaching class. Furthermore, it investigates the want of using storytelling technique of EFL in two different states, that of North Macedonia (Tetovo) and Norway (Askim) within high school students.

3.2. Participants

The participants of this research were 4 EFL teachers, who are currently teaching English language, in selected schools for this research. Three of the teachers are from Tetovo and one from Norway, aged between 25 - 50. Selected schools from Tetovo, Macedonia were: Public High School -Gymnasium “7 Marsi” and the Private College “Yahya Kemal”, while another selected school was also High Public school “Askim Videregående Skole” from Askim, Norway. Teachers were chosen randomly at these schools. This is expected to find out a better insight of implementation of their strategies and techniques, the challenges that they face in teaching hours, the methodology which is used

and particularly storytelling technique implementation. As we stated above 20 students from Tetovo High schools and 20 from Askim High School were active participant in this research.

3.3. Instruments

To conduct the research at the above-mentioned schools, both qualitative and quantitative methods were used. Regarding the qualitative method, main instruments is part three of the comments at the end of the questionnaire, which are presented within this chapter.

Questionnaire

A questionnaire was given to the teachers of grades 11th and 12th graders, selected for this research consisted of 13 questions divided in two parts. The first part contained demographic questions, gender, experience, education.

The student's questionnaire consisted of 15 questions. The questionnaire was divided in three parts: The first part contained demographic questions about gender, school, age and grade. The second part included questions about storytelling technique and their role to improve speaking. While the third part required from students to add their further comments on this technique. This is expected to find out a better insight of their views towards the raised questions and counted as qualitative data.

Stakeholders

English teachers of public and private High Schools, Tetovo and an English Teacher from a Public High School in Norway, respectively in the city of Askim.

3.4. Procedures

The questionnaires were distributed to 4 English teachers during their break time in their particular schools. The teachers were informed at the beginning for the purpose of the questionnaire and they

were happy to be part of this research. It took students around 5 or 10 minutes to complete the questionnaire. Also, questionnaires were distributed to the students at the same time and students found the questions easy and with no need for interference since they were with high English proficiency. For the purpose of confidentiality, teachers were named with teacher one, two, three (1,2,3,4). After teachers, students submitted the questionnaires, all answers were collected in order to be analyzed for the research.

3.5 Methodology

For the purpose of this research the descriptive/ analytic and comparative method was prepared through valid references. As for the data collection, we are going to use two forms of structured questionnaires and semi-structured questionnaires with open-ended mode as instruments of collecting the data. Questionnaires will be used to collect data from the high school teachers and high school students of Tetovo and Askim. Data from the research are calculated by frequency and percentage and are reproduced in tables and other graphical expressions as well.

Sample: High school students (ages: 16-17) and High school English language teachers (25-50). For the sake of the research validity, gender equality participation is set as well. My research will be based on valid and credible references from worldwide linguistics researchers. In this way, according to Paltridge and Phakiti (2010), questionnaires can be either closed or open-ended. In their Research Methods in Applied Linguistic book, Paltridge and Phakiti in page 27, wrote that “closed-ended questionnaires have a stimulus and these can be questions or statements. Though, I will refer to these from this point on as question that the participants read and then choose the most appropriate response from a list of possible responses.” (Paltridge & Phakiti, 2010).

These possible responses can be in a variety of formats. According to Allen, M. (2017), One popular and often-used format is a dichotomous question that provides only two possible answers. This type of question is especially prominent in educational assessments. The question becomes a closed-ended question because the choices are supplied by the investigator.; or they can be Likert scale items, in which the respondents have a number of possible responses to choose from. Open-ended questionnaires require the participant to write an answer in response to the stimulus question in our case comments regarding the storytelling technique. The response elicited with open-ended questionnaires can vary from one word (in response to ‘what is your native language?') to extensive written texts (e.g., in response to ‘what is your motivation for learning English?') (Paltridge&Phakiti, 2010).

Considering researches of Heigham and Croker (2009) where they say, “During the class, you listened to what the teacher and other students said; you probably talked to a few people in the class as well, asking them questions to help you understand the developing culture of the class. In this first class, then, you were doing something similar to collecting data, and practicing two of the basic skills of qualitative researchers-observing and interviewing (pg. 3) But, Gass and Mackey (2000: 373) within applied linguistic, think aloud methodology has been mainly used in investigating processes of language learning.

According to Mackey and Gass in the Page, 149, ‘questionnaires and interviews can be employed to collect three types of data about language learners: Factual, behavioral, and attitudinal. Factual questions may include information about age, gender, socioeconomic status, language learning history, and a variety of other types of background information that can help researchers to interpret research results more accurately”. (Mackey and Gass,2007)

Renewed interest in storytelling on the part of adults, and the research that demonstrates a positive relationship between hearing stories in early childhood and later emerging literacy, encouraged public librarians to reorder their story-hour priorities (Greenwood, 1996: XVII).

Using questionnaires helped in providing a broader understanding and account for simplification. By using questionnaires, a larger sample is addressed and this method helped us in testing our set hypotheses. More to the point, everything through these instruments, we tried to verify our hypotheses and exploratory. Also, it will account for the interpretation of data and further analysis and discussions.

3.6 Research Questions

For this research, the following questions will be addressed:

- 1) How teachers describe the process of teaching language by using storytelling techniques in high schools?
- 2) What are the students' perceptions of storytelling technique and the implementation of the same as often in English Classes?

The first question aims to examine whether teachers understand and can implement this class activity or and if they use this technique often or rarely, or do they find it complicated to maintain the audience curious. Further, it aims to investigate if teachers are really creative and are fully involved in this technique to attain students' attention, motivate, speak, and debate. The second questions aim is to investigate students' points of view connected to this technique and show their pros and contras, or what makes this technique a positive approach to promote speaking. Through semi-structured and

structured questionnaires, teachers and students selected for this research gave their contribution that resulted in a helpful and productive outcome of results to improve the way of teaching English language in the classroom.

3.7 Hypotheses

To answer the research questions as appropriately following hypotheses are brought forward:

H1- If speaking offers rehearsal opportunities-chances to practice true speaking, without any problem students will try to use their language acquaintance they know to provide response.

H2- If educators produce a real situation which allows the students to speak without any pause as possible, students find this situation inspiring, thus improving their speaking skills throughout the learning.

H3- If storytelling technique improves speaking skills and advance students' interest in learning verbal story writing, the storytelling technique may include various engagement of social skills.

3.8 Data collection and instruments

This part of the research informs about the data collection methodology. During this research, questionnaires were used as data gathering. The aim of using this methodology of data gatherings was to collect quantitative and qualitative data. Questionnaires were given to students and teachers at the same time during the class.

In conclusion, this chapter summarizes the methodology used during this research and the manner it was used to implement it. It also describes the strategy of the research, the contributors that took part and all the instruments which were used to complete this research.

CHAPTER IV- RESEARCH RESULTS

4.1 Data Analysis

The purpose of the research was to investigate the teachers and students' views towards the process of teaching language by using storytelling techniques in high schools and its use in classrooms. It provides a comprehensive account of the qualitative and quantitative results supported by the examples from the questionnaire, concerning their views towards the use of this technique in the classroom. The findings are categorized into the following main areas: the teaching of English language, teachers' views towards advantages of this technique in improving of speaking skills, motivation, strategies, cultural exchange, storytelling through using technology and other findings of challenges and difficulties in its use in the EFL classes. Below are presented the results based on the collected information from the respondents and they are shown using charts for a better pictured form. As for the students it was to investigate their perception on storytelling technique and whether this technique is in use in their English lesson.

This chapter introduces the overall results taken from the research that has been carried during these last months in the Public High School “7 Marsi” in the city of Tetovo and College “Yahya Kemal”, with the 11th and 12th -grade students and their teachers as well. The questionnaire that was prepared was fulfilled by three English language teachers, two of them who teach 11th grade students and the other who teaches 12th grade students. Also, the result taken from the English language Teacher in Askim Public High School, Norway and 11th and 12th grade students as well. Two of the teachers who took part in the research have a MSc degree in English Language. A fact that was very important for the research to get an interesting result and the other two have a bachelor degree.

Gender participation

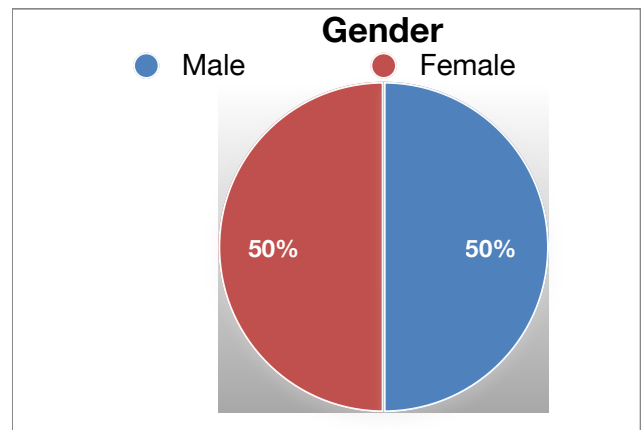
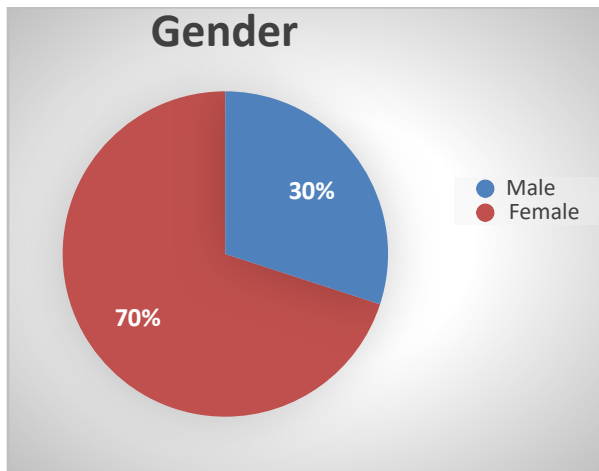


Figure 2- Gender participation Tetovo vs Askim

Selected students in Tetovo schools for this research were taken equally from both genders. 50 percent females and 50 percent of them were males. In Askim secondary school, Norway 70 percent were females and only 30 percent were males.

4.2 Results from the Teachers Questionnaire

We had a previous authorization that was approved from the teachers before we started the research. At the very beginning all necessary instruction were given before they started to fill the questionnaire which consisted of thirteen questions. Since everything was quite clear for them, they completed the questionnaire successfully, and giving their opinions on every single question individually.

Questions	Teachers' Responses
1. Storytelling technique increase the development of students' speaking skills.	Teacher 1: <i>Strongly Agree</i> Teacher 2: <i>Strongly Agree</i> Teacher 3: <i>Strongly Agree</i> Teacher 4: <i>Strongly Agree</i>
2. EFL teachers suggest story telling technique in the classroom.	Teacher 1: <i>Agree</i> Teacher 2: <i>Agree</i> Teacher 3: <i>Agree</i> Teacher 4: <i>Strongly Disagree</i>
3. Students like this class activity in the classroom.	Teacher 1: <i>Strongly Agree</i> Teacher 2: <i>Strongly Agree</i> Teacher 3: <i>Agree</i> Teacher 4: <i>Strongly Agree</i>
4. Use of this technique promotes classroom interaction and speaking.	Teacher 1: <i>Strongly Agree</i> Teacher 2: <i>Strongly Agree</i> Teacher 3: <i>Strongly Agree</i> Teacher 4: <i>Strongly Agree</i>
5. This technique raises motivation and encouragement of students to speak.	Teacher 1: <i>Strongly Agree</i> Teacher 2: <i>Agree</i> Teacher 3: <i>Strongly Agree</i> Teacher 4: <i>Strongly Agree</i>

6. A storytelling technique brings peace and stimulates imagination.	Teacher 1: <i>Strongly Agree</i> Teacher 2: <i>Agree</i> Teacher 3: <i>Strongly Agree</i> Teacher 4: <i>Agree</i>
7. This technique helps teacher to understand the developing culture of the class.	Teacher 1: <i>Strongly Agree</i> Teacher 2: <i>Agree</i> Teacher 3: <i>Strongly Agree</i> Teacher 4: <i>Agree</i>
8. Teacher provides attractive situation which allows the students to speak without any interruption as possible.	Teacher 1: <i>Strongly Agree</i> Teacher 2: <i>Strongly Agree</i> Teacher 3: <i>Agree</i> Teacher 4: <i>Agree</i>
9. Being a teacher involves acting and theatrics.	Teacher 1: <i>Agree</i> Teacher 2: <i>Strongly Agree</i> Teacher 3: <i>Agree</i> Teacher 4: <i>Strongly Agree</i>
10. Which one of the technology sources do you use for storytelling? <i>a) Newspaper</i> <i>b) Internet sources media</i> <i>c) Novels</i>	Teacher 1: <i>Internet Sources</i> Teacher 2: <i>Novels</i> Teacher 3: <i>Novels</i> Teacher 4: <i>All of them</i>

<p>11. What kind of activities do you think encourage students' speaking the most?</p> <p>a) <i>Games</i></p> <p>b) <i>Storytelling</i></p> <p>c) <i>Debates</i></p> <p>d) <i>Reading Dialogues</i></p>	<p>Teacher 1: <i>Games</i></p> <p>Teacher 2: <i>Storytelling</i></p> <p>Teacher 3: <i>Games and Debates</i></p> <p>Teacher 3: <i>All of them except Reading dialogues</i></p>
<p>12. Which of the following forms do you use in the classroom:</p> <p>a) <i>Group work</i></p> <p>b) <i>Pair work</i></p> <p>c) <i>Individual</i></p>	<p>Teacher 1: <i>Group work</i></p> <p>Teacher 2: <i>Individual</i></p> <p>Teacher 3: <i>Group and Individual</i></p> <p>Teacher 3: <i>All of them</i></p>
<p>13. How do you correct your students' mistakes:</p> <p>a) <i>While speaking</i></p> <p>b) <i>Wait for them to finish</i></p>	<p>Teacher 1: <i>Wait for them to finish</i></p> <p>Teacher 2: <i>Wait for them to finish</i></p> <p>Teacher 3: <i>Wait for them to finish</i></p> <p>Teacher 4: <i>Wait for them to finish</i></p>

Table 1 – Teacher's questionnaire

As about the teachers from Tetovo who teach 11th and 12th grades two had a MSc degree, and one had a bachelor degree. The results show that teachers in high school share the same points of view regarding the storytelling technique but have shown some slight differences in materials and sources of learning as well as the methods of teaching. It was even better that two of the teachers had differ-

ent qualifications, higher than the other. But however, their teaching experience and age was almost identical. While we have another teacher from Askim (Norway) with more than 10 years of experience and in his fifties, again seemed to have little or no difference between the storytelling technique preferences except suggestions by the teachers and activities, while in Askim they implement all the forms of activities.

4.3 Results from the students' questionnaire

This part presents the results of the student's questionnaire. The questionnaire consisted of 15 questions in a structured and semi structured form, and one last qualitative question as a comment.

Q1. How would you rate storytelling technique in the classroom?

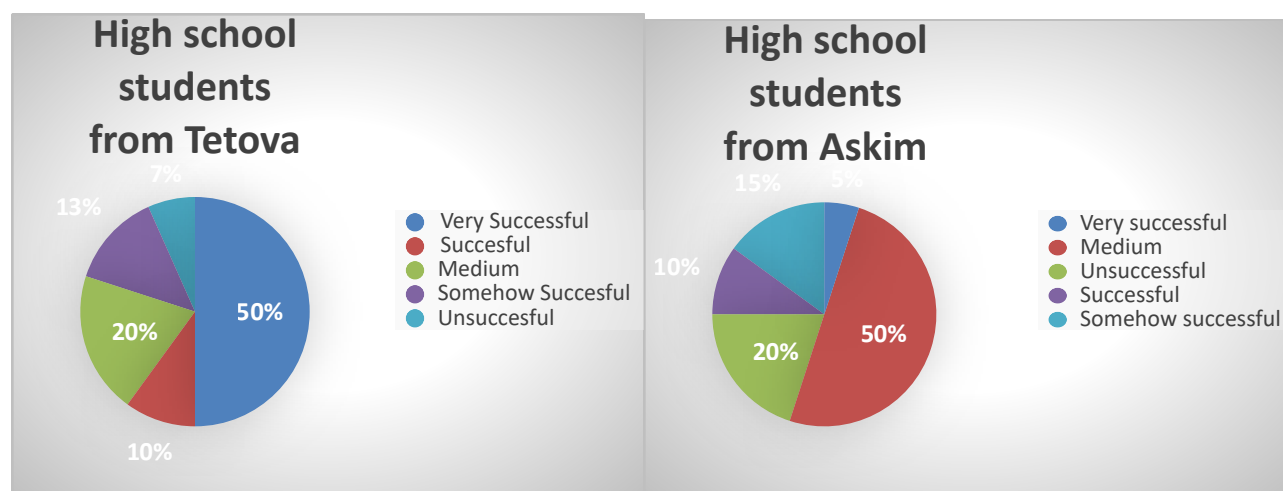


Figure 3- The rate of storytelling technique in the classroom.

As it can be seen, we have a chart that presents different opinions of students towards storytelling technique in their respective classroom. The above results shown in the graph, regarding Tetovo survey, 50 percent of them said that they consider this technique as a very successful whereas other 50 percent is divided between students, with successful 10 percent, medium 20 percent, somehow

successful 13 percent and unsuccessful for just one of the students or 7 percent. While the chart in Askim, Norway survey data is different but again with positive feedback, since 50 percent of the students rate this technique as successful and 15 percent very successful so the contrast between very successful and successful is only 5 percent, so 60 percent in Tetovo and 65 percent in Askim, Norway.

Q2. How often takes place storytelling technique in your classroom?

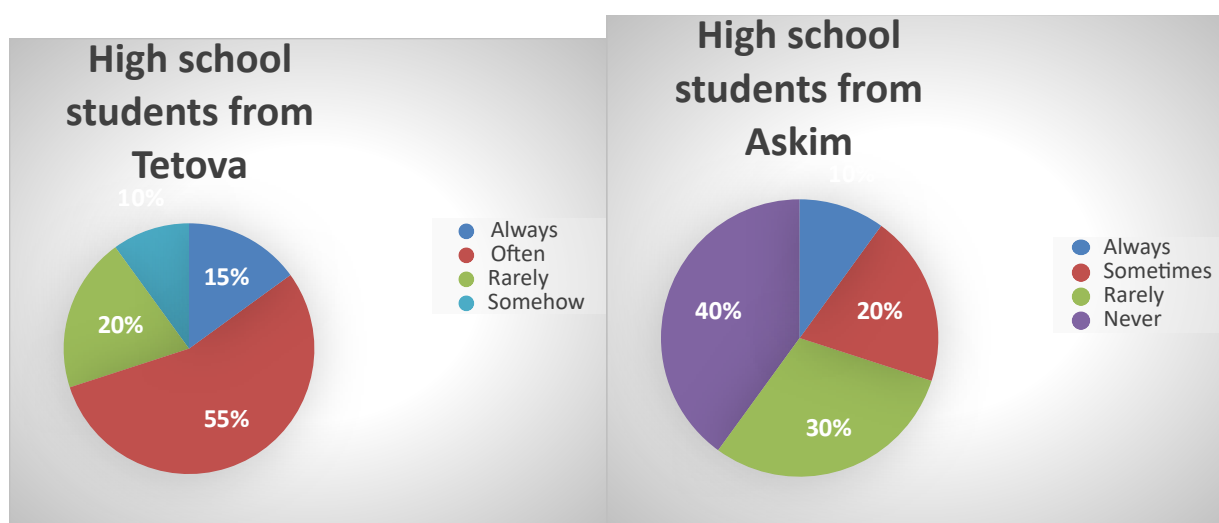


Figure 4- Frequency in classroom

The second question was about the frequency and how often this technique is used in the classroom. Both Tetovo school students and Askim school students had different opinions regarding this where 55 percent of them answered with often and other percentage is divided between rarely, 20 percent, always 15 percent, and somehow 10 percent, on the other hand with the students from Norway only 10 percent of them answered with always and 40 percent answered with never, 20 percent sometimes, and 30 percent rarely. So, the difference is huge, it means that this technique is mostly in use in our schools.

Q3. Does this technique improve student's speaking skills?

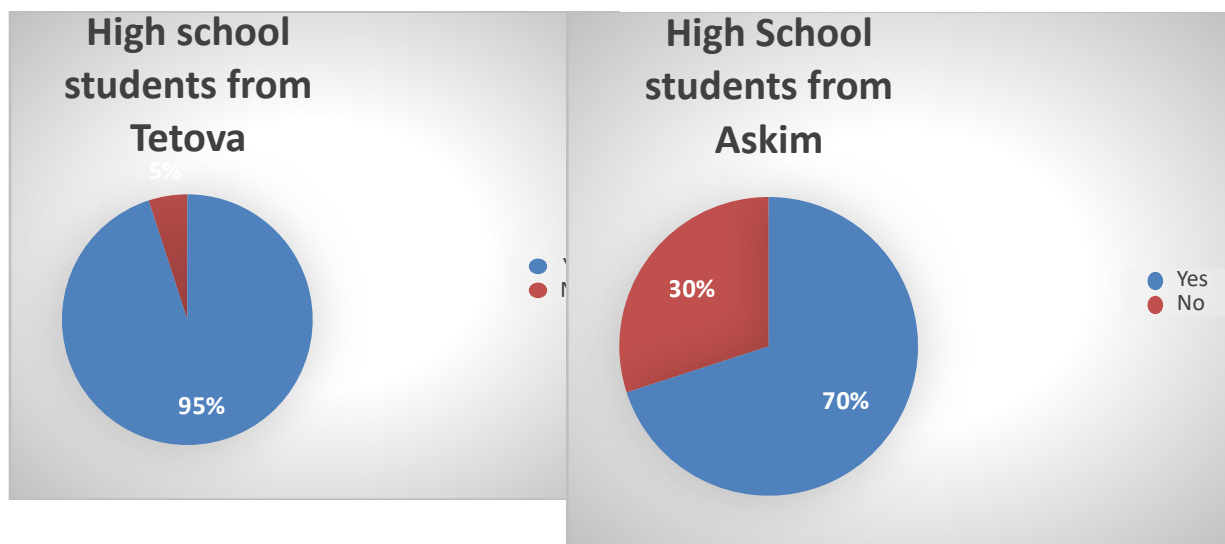


Figure 5– Storytelling improves speaking skills

This question was whether this technique really improves speaking skills. Students from both countries agreed that it helps a lot, improves and develops their communication skill and also it is crucial in learning foreign language. The result of 95 percent in Tetovo and 70 percent in Askim tells a lot.

Q4. Storytelling technique is very important for an increase of speaking skills.

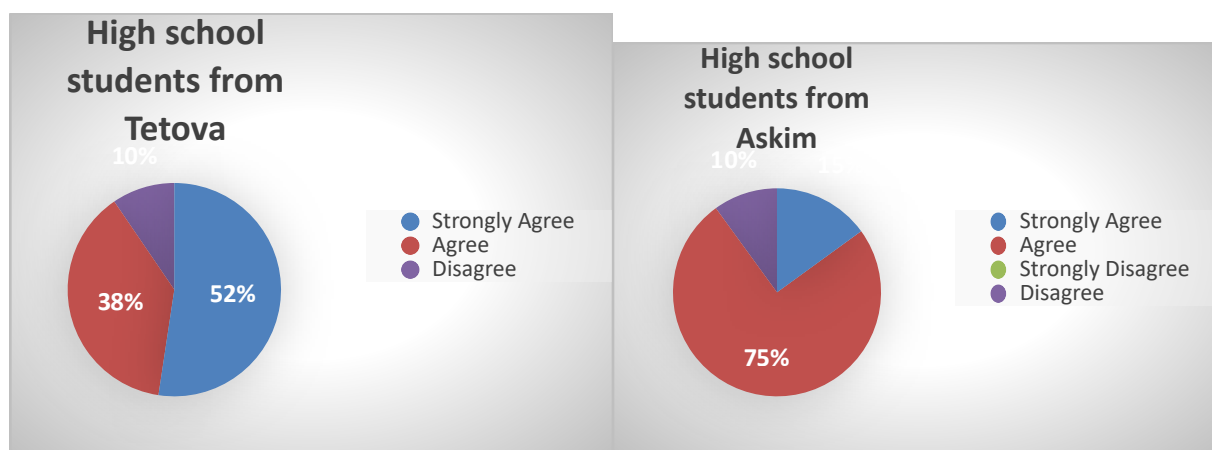


Figure 6- Storytelling technique is very important for speaking skills..

Figure 6. shows the importance of the storytelling technique and the positive feedback we got, in order to increase speaking skills, and its impact on developing speaking skills. Here students strongly agreed with 52 percent in Tetovo and 75 percent of the students in Askim think that this technique is crucial for improving speaking skills, respectively.

Q5. Teachers often use this technique in the classroom.

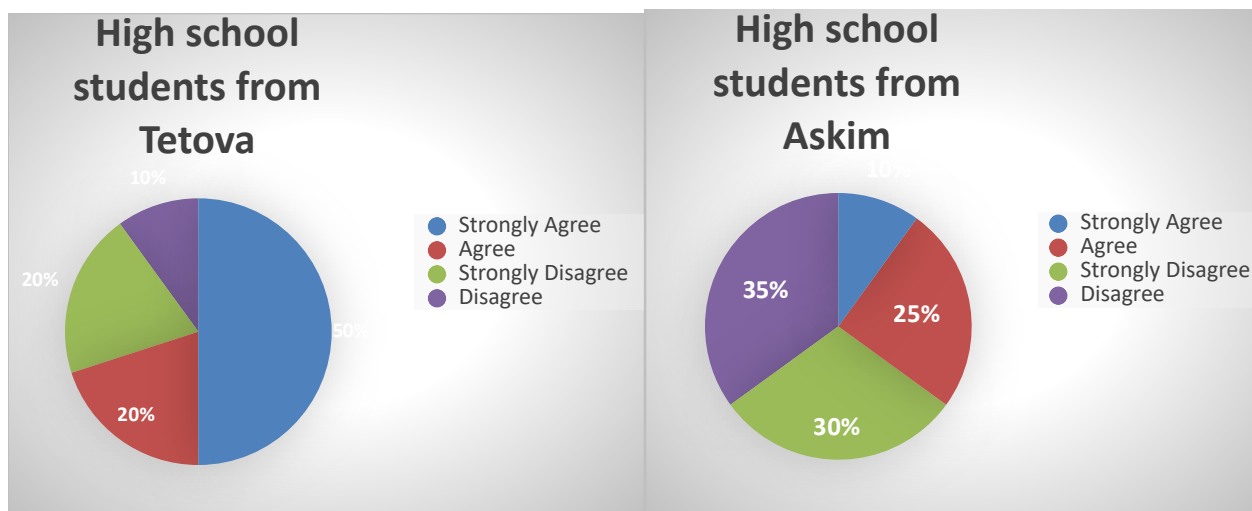


Figure 7- Storytelling technique frequency of use in the classroom.

This question is very important for the research as it is considered very important in teaching and especially in gaining skills in language learning. As for the students from Tetovo, 70 percent of them agreed and we got positive feedback, that their teacher often use this technique in their classroom, while students from Askim agreed only with 25 percent. The difference at this point is again huge.

Q6. I could create a visual aspect of the story such as its characters, setting and or other activities takin place with this technique.

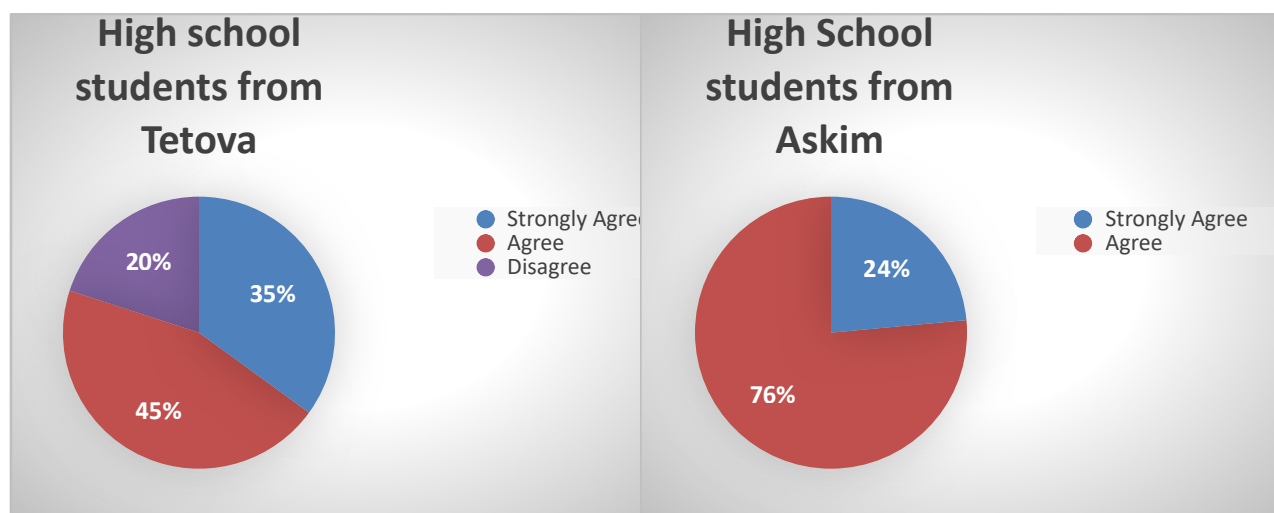


Figure 8 -Visualization of the story through storytelling technique

The 8th question was about if students in the classroom visualise the story through this technique and the result was stunning, so between Tetovo students answers with strongly agree and agree is 80 percent, respectively 85 percent in Askim.

Q7. Classroom interaction depends on teaching materials and techniques.

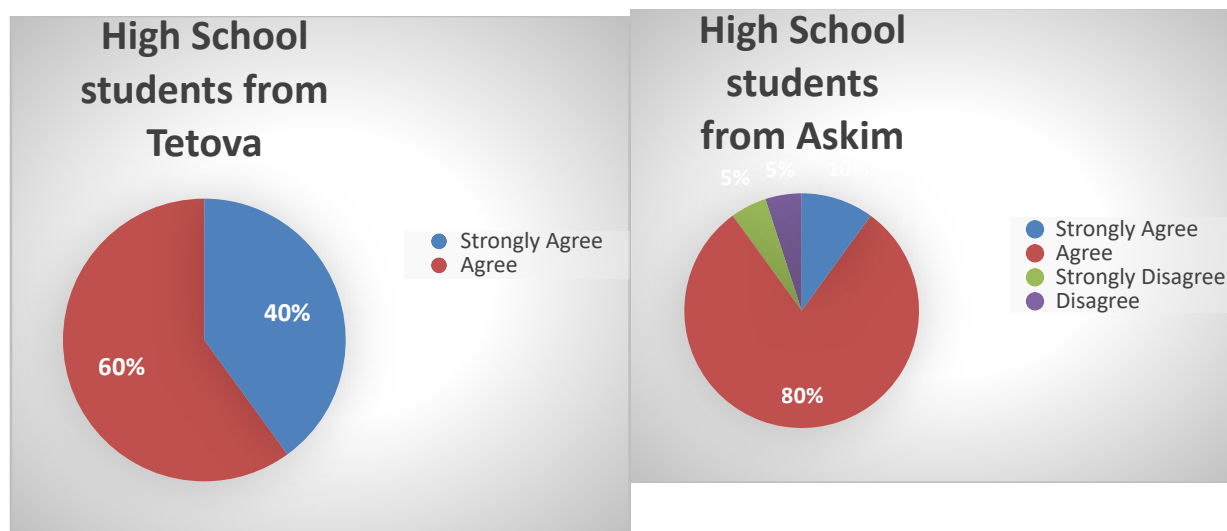


Figure 9- Materials and Techniques

It is known that techniques and materials that teachers use in the classroom are crucial in the aspect of reaching the goals and objectives. Again, all the student from respective schools responded positively, 60 percent in Tetovo, respectively 89 percent in Askim, While the overall positive trend is 100 percent, respectively 90 percent in Askim.

Q8. This technique improves student's attention, and encourages interaction in the classroom.

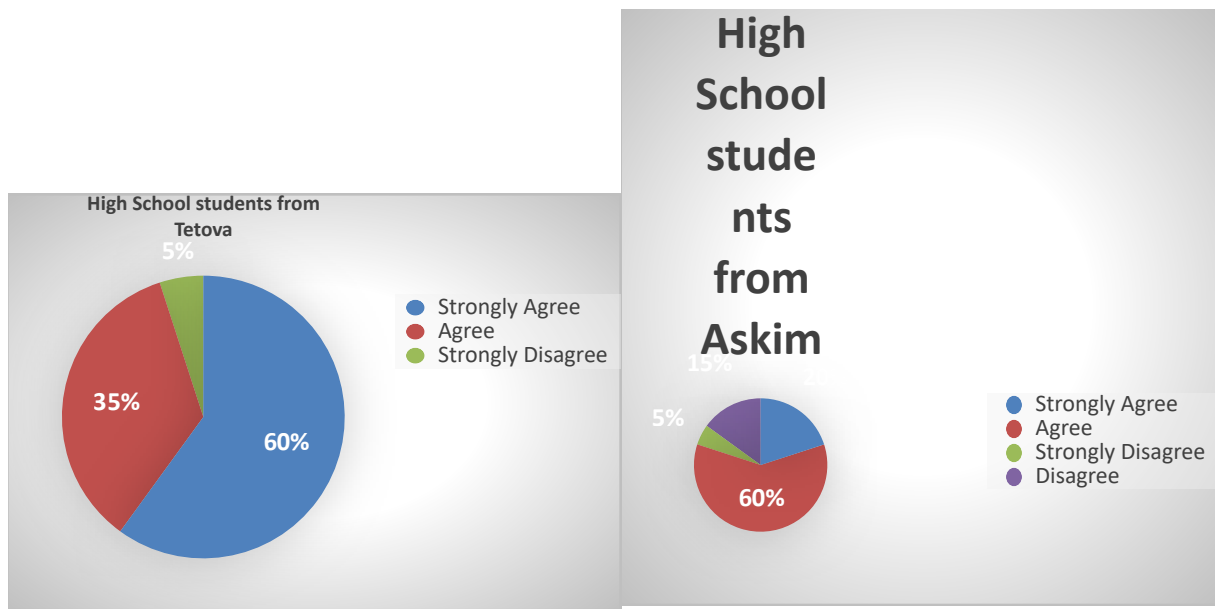


Figure 10- Improvement of attention and encouragement

It is known that the technique a teacher uses when teaching is very important, with each of them having their own benefits. This question was made to know if this technique improves students' attention and interaction as well. Students from Tetovo 60 percent of them strongly agree, and 35 percent agree, while students from Askim 60 percent of them agree, and 20 percent strongly agree. Again, this positive trend is 95 percent versus 80 percent, respectively.

Q9. I will have more empathy and understand better some of my classmate's point of view and experiences by hearing their relevant stories.

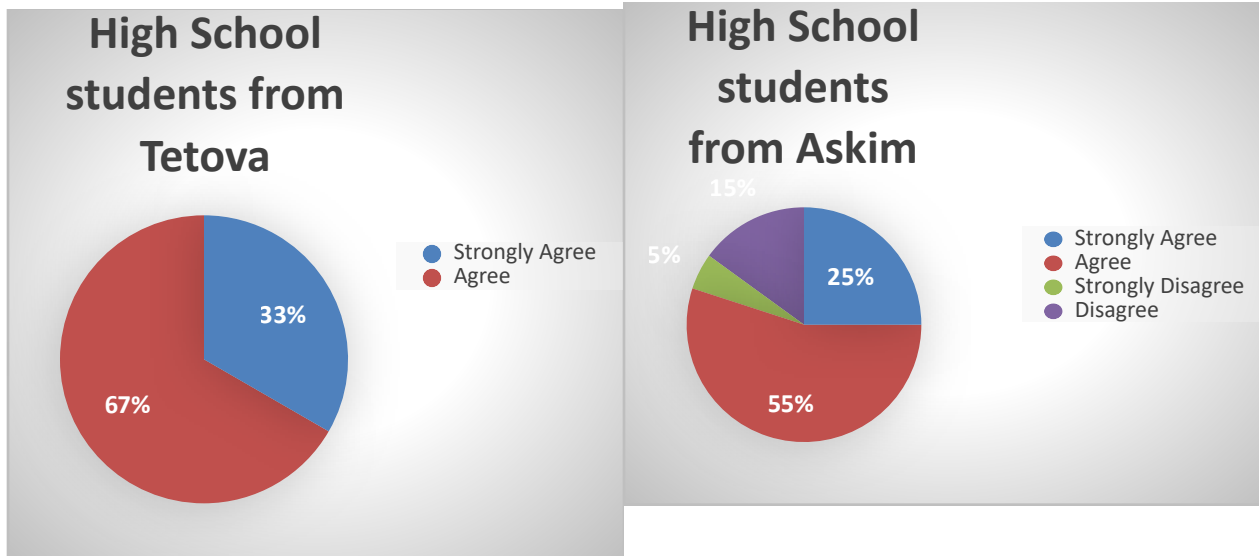


Figure 11- Empathy and understanding between classmates.

As much communication occurs as much development is made. 60 percent of Tetovo students agree that they create empathy through peers' stories, as well as 55 percent had the same answers in Askim School, with strongly agree, they have the same rate of 25 percent both.

Q10. Storytelling is an active process that encourages students to reconstruct the text, and interactions Teacher-Student.

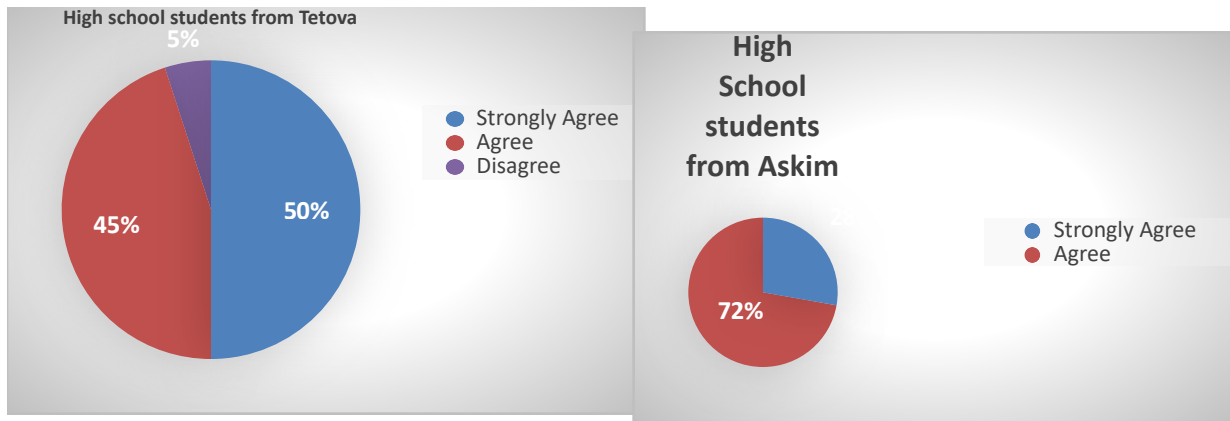


Figure 12– Reconstruction of the text and interaction Teacher-Student.

A positive mood gives positive results. 50 percent of the students from Tetovo said that they strongly agree that this technique has impact on the text reconstruction and interaction teacher-student. 65 percent of students from Askim agreed with this question while the positive trends is 95 percent in Tetovo, respectively 90 percent in Askim.

Q11. By storytelling technique, the student is enjoying the learning process more.

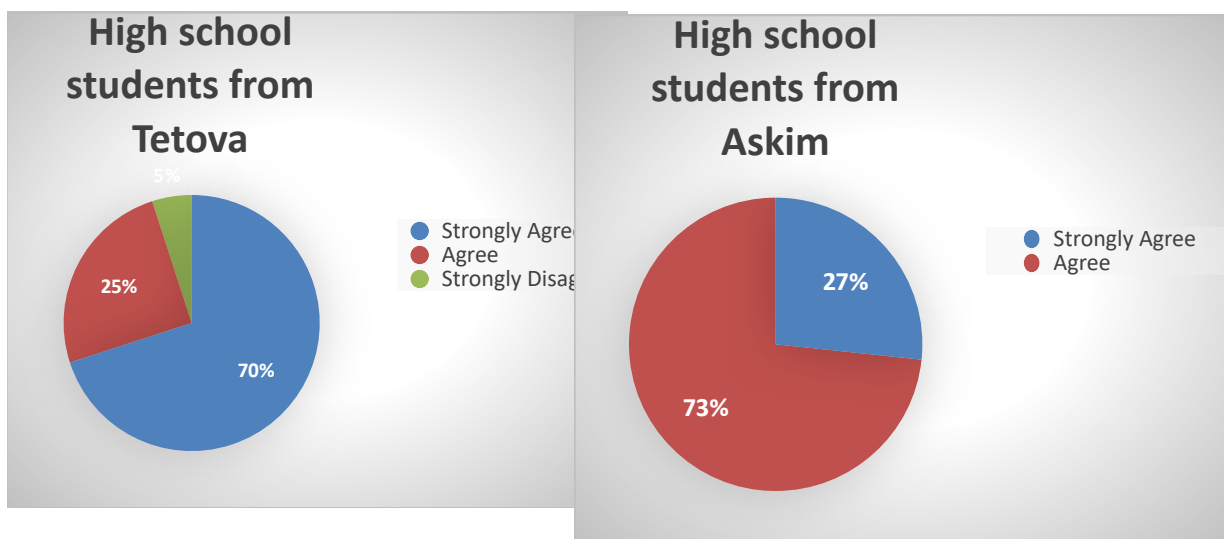


Figure 13- Storytelling technique is more enjoyable.

Once more, positive feedback. As for this question, since 70 percent of Tetovo's students said that they strongly agree, 25 percent said that they agree. On the other side 55 percent of the Askim students said that they agree with a rate of 55 percent and strongly agree, 25 percent. Hence, 95 percent versus 75 percent.

Q12. Vocabulary and other linguistic expressions are learned through storytelling.

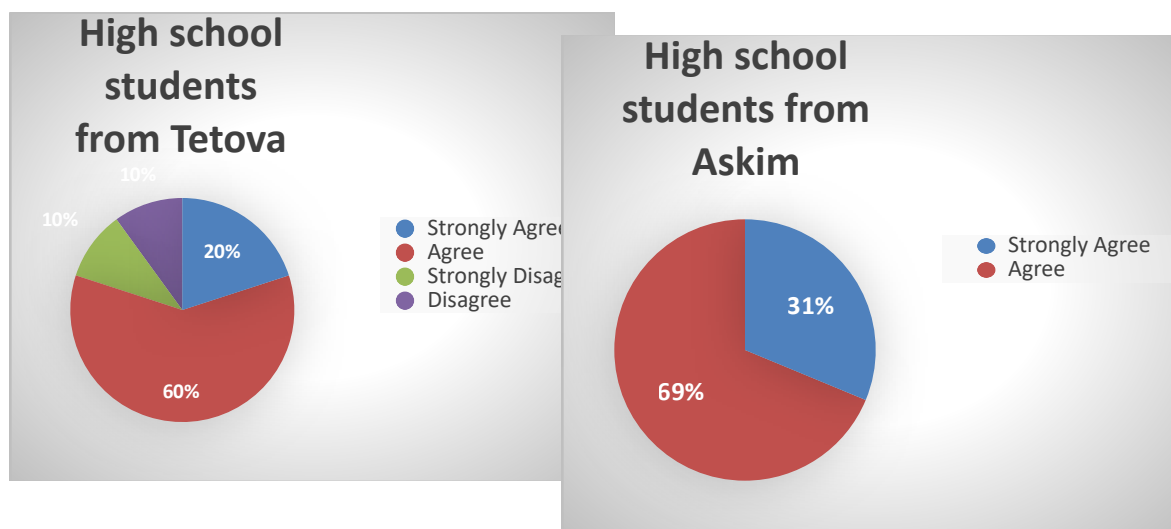


Figure 14- Vocabulary and linguistic expressions.

Vocabulary and daily expression play an important role in learning the language. The idea of using them in the classroom has most of the time led to positive results. This question was made to find out how much helps this technique regarding the vocabulary and other expressions. Results from the Tetovo student show that 60 percent of them agree, 20 percent of them strongly agree. On the other side, we have the same results with the Askim students. 55 percent agree and 25 percent strongly agree. So, they share the same positive feedback 80 percent versus 80 percent.

Q13. Students are very motivated to take turn on speaking and feel free to ask.

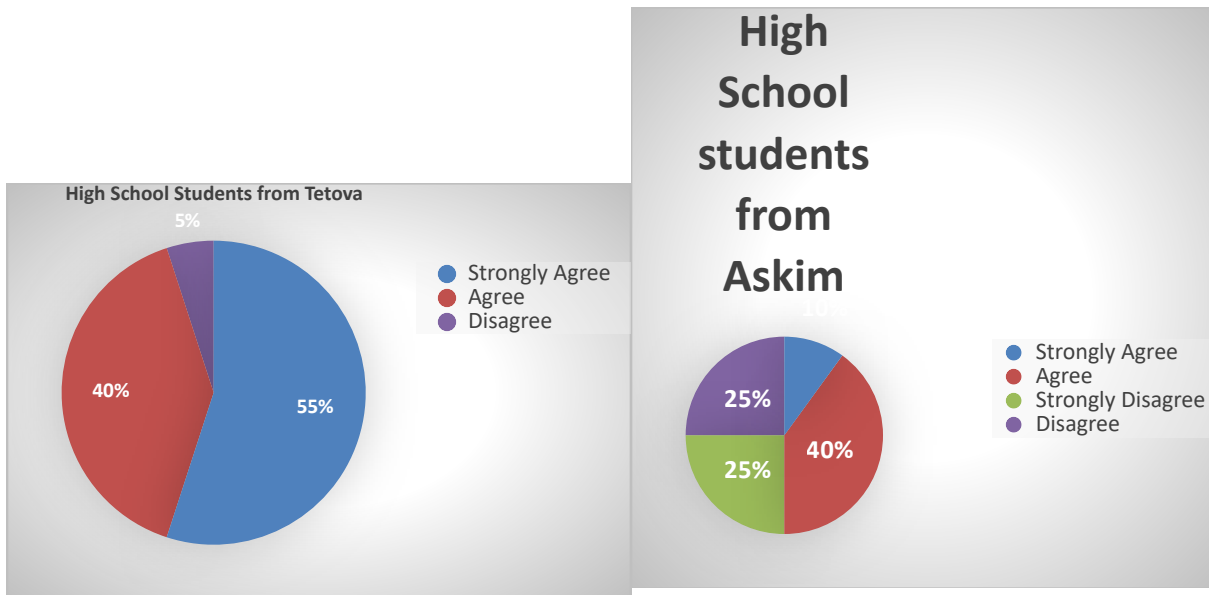


Figure 15-Motivation to take turn to ask and answer.

In this question we have got positive feedback within Tetovo students, 55 percent strongly agree and 40 percent agree, while in the other hand students from Askim had somehow positive feedback with only 10 percent strongly agree and 40 percent agree. It means that the discrepancy or difference is significant 95 percent versus 50 percent.

Q14. Students create mental images through descriptions made with all the senses and use of metaphors.

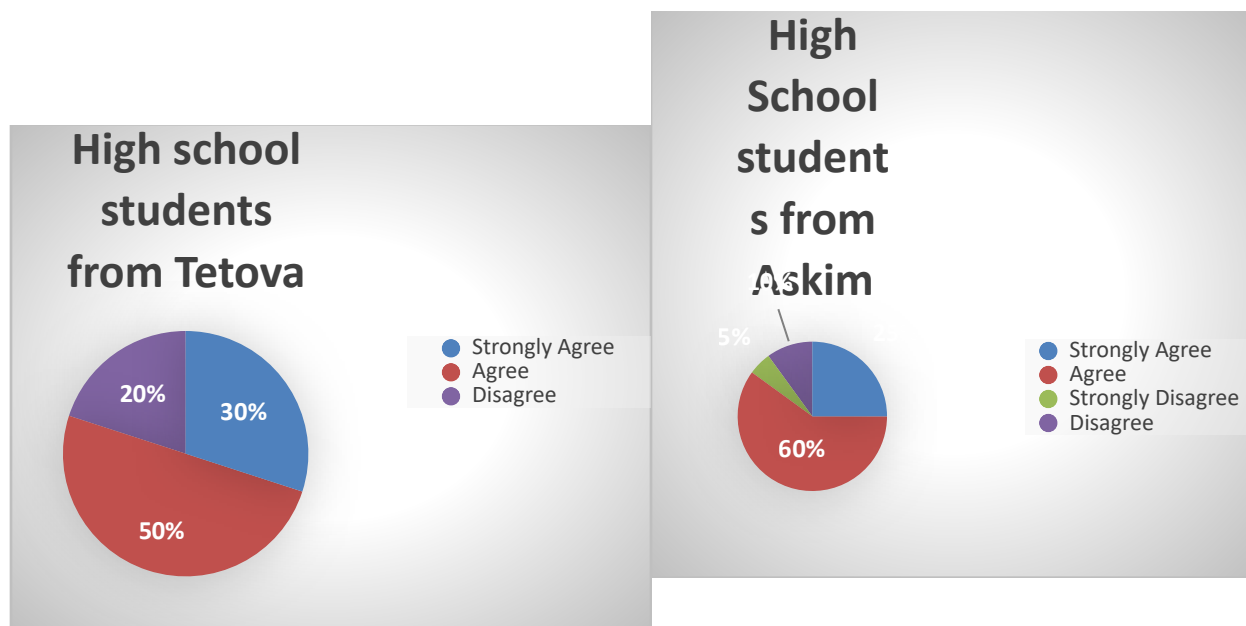


Figure 16- Mental Images and use of metaphors.

Another positive feedback is reached with this question and responses were almost identical. Tetovo student 50 percent agree and 30 percent strongly agree. Results we got within Askim Students, 60 percent of them agreed and 25 percent of them strongly agreed with this.

Q 15. Through storytelling technique students use gestures, body language and movement.

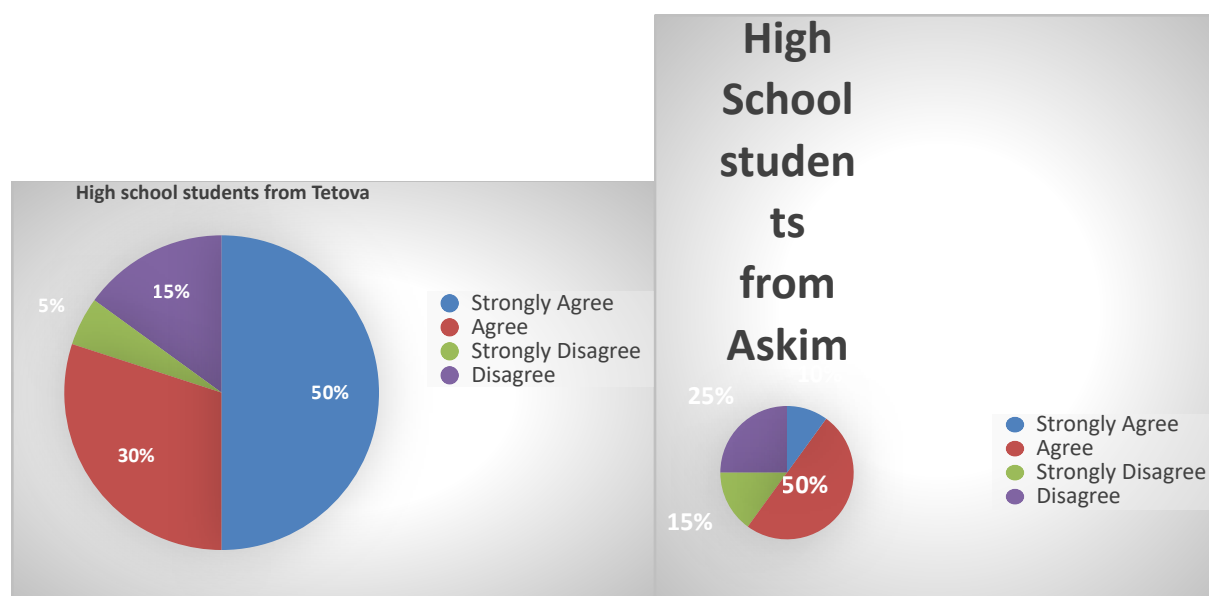


Figure 17 – Use of gestures, body language and movement.

The last question again showed some slight differences, but always getting positive feedback from all the students whether in Tetovo or Askim. 50 percent of the student in Tetovo, strongly agree and 30 percent agree that this technique really stimulate motion and body language and in the other hand 50 percent of student in Askim agree, and 10 percent strongly agree. Hence, the rapport is 80 percent versus 60 percent, respectively.

CHAPTER V – TECHNIQUE DISCUSSION & BENEFITS AND CHALLENGES ACCORDING WELL-KNOWN AUTHORS

5.1 Implementing storytelling in teaching and learning

Feez (2002) as is cited in Intran Satriani Journal article (2019) says that the benefits cover using two languages as the medium of interaction, the provision of suitable learning materials and various media, using dramatization to show a character's expression, asking moral value of the story as an evaluation instrument, developing students' literacy skills, arousing students' imagination, helping students to share their experiences, improving students' vocabulary mastery, and increasing students' reading awareness and interest". (Satriani, 2019)

Further, Feez (2020) as is cited in Satriani, in the Journal of English Education, Volume 8, page 115 the aforementioned benefits are described as below. Using two languages as the medium of interaction and according Feez (2020), before implementing storytelling activities, the researcher informed the students about the teaching program. This activity was intended to realize that what is to be

learnt should be made clear to the students”, due to narrative text is the focus of storytelling, teacher should make students aware about the content of the text. Feez (2020)

Derewianka (1990) as cited in Satriani “Storytelling in teaching literacy” journal article (2019) states that to introduce the author who would be sure to grab students’ interest can be one of ways to make students love of books and enthusiasm for good children’s literature. Derewianka (1990) say that the selection of the stories based on several points; 1) students’ familiarity with the story; 2) the colored picture series of the stories; and 3) teacher’s performance skills in telling the stories (pg. 4 (116), rows 5-13) (Satriani, 2019)

Rahmawati (2014), also suggested that it will be better if the story is the local one with good values. Using dramatization to show a character’s expression and by showing and telling the story expressively, they seemed more motivated to know the content of the story. According to Scott and Ytreberg (1990), character’s expression or gesture can attract students’ interest in comprehending the story. Also, the same above-mentioned authors as cited by Intan Satriani “Storytelling in teaching literacy” journal article (2019) explain that during telling the story, the teacher located the storybook in the location that was visible and moved around so that everyone could see. In the process of storytelling, the teacher invited the class to visualize the vocabulary and to understand the basic vocabulary by using TPR (total physical response) (pg. 4 respectively 115 -rows 26-30).” (Rahmawati (2014)

According to Sherman (2008) ‘The students responded the vocabularies in a physical way by carrying out the instructions, for example “he did some gardening and fishing in his daily life.”

Wright (2008), as is cited in Satriani (2019), through the closest story from students, it can be the best activities for them in obtaining the gist of the story. Related to the literacy, in implementation, students do not only feel interesting and enjoyable with the story, but also their thinking skills can be developed (Slattery & Willis, 2001, pg. 96).

As Davies (2007) explains that finding the story to suit your audience is a little like finding a pair of shoes it has to be the right fit and the only way to endure this is to know your audience, to know their interests, attention span, likes, dislikes, previous experience with stories, level of literacy, etc. you will have an idea of the type of activities your class enjoys, work on this.

Davies (2007) also remind us to Look at the kind of reading material available, to take notes of the stories that are read repeatedly and the ones that get ignored. (pg. 10) Davies say that we should think about possible themes that appeal to your class with questions like, “What worked well in the past? Do they like magic/fantasy or horror, or do they prefer funny tales”? Think about what you want to get across; is there a specific lesson that you would like them to learn. (pg. 10)

Hence, according to Davies (2007) the above mentioned methodology researcher in teaching, obviously when using storytelling technique, teacher can integrate both reading and writing due to reading and writing is the case of learning consolidation. And of course, our research supports the idea that telling stories in the classroom by using expressions and using interesting books makes students enjoy the story better and comprehend it. These data through different books and papers were very productive to recommend others using this technique as often they can.

5.2 Challenges of implementing storytelling in the class

Grugeon and Garder (2013) clearly state the first challenge about the use of oral storytelling technique in classroom, as they confirm that the new millennium stars, it might seem that oral tradition of storytelling has been superseded by electronic media or that it has been pushed out of the way by a rather narrow definition of schooled literacy. (pg. 10). Grugeon and Garder (2013) also added that they might ask nervously where in the National Literacy Framework if is there space for telling stories or if targets are to be met, and their book will suggest that there is not only time and space but that storytelling has a role to play in development of literacy for children at all stages. Grugeon and Garder (2013)

As Wright, (2008) sees a need to facilitate students in understanding difficult words, the teacher should let them to write their stories in their first language before they translated the story into English. Wright (2008) theoritheatheoreticaalso, noted that the length of the texts in addition to students' English proficiency, the length of story is also one of the important things to be considered in implementing storytelling to develop students' literacy skills." As supported by Wright (2008:10).

CHAPTER VI – CONCLUSIONS AND RECOMMANDATIONS

The current findings of the present research showed that the questionnaires designed and used in the research has proven to be reliable and valid because of the widespread research in three schools (one abroad) and four English teachers teaching those students.

This research was about improving English language speaking in the classroom through Storytelling technique and the impact it has on developing student's speaking skills. Many studies on this topic were carried by many Linguistic Pedagogues around the world, but we were interested to emphasize and bring to considering this technique in North Macedonia and Norway, through experimental study in Tetovo high schools and Askim school in Norway. Before the research, two main questions were

raised, and mainly the whole research was based on those questions. During this research, as main instrument is used questionnaire that we thought would be the appropriate ones to find out the answers to the questions that were raised since the beginning of the research, while as about the class observation it was impossible to be carried due to pandemics. To find the answer to the questions raised, questionnaires were prepared for the high school students and their respective teachers. The participants of the research were students from the 11th and 12th grade, half of them from Tetovo students in North Macedonia and half of them from Askim students in Norway, and four teachers who teach the mentioned grades (three (3) from Tetovo and one (1) from Askim).

The first question raised was *“How teachers describe the process of teaching language by using storytelling techniques in high schools?”* The results of the research with teachers showed that use of the storytelling technique in the classroom is preferable to them and the students as well, all of them agreed that this technique increase speaking skills, suggest firmly this activity which is liked by students. Results show that they agreed strongly that this approach promotes interaction, motivates and encourage students to speak, something that brings peace and stimulates their imagination as well as through using creativity both, teachers and student’s day by day. The impact in the classroom is not only a technique that creates and opens doors to achieve the goals of a teacher for a certain lesson, but it also makes students learn that they should respect and listen to others' opinions and learn different values as well.

The second question raised was *“What are the students’ perceptions of storytelling technique and the implementation of the same as often in English Classes?”* The results from the research show that the students are eager to use and implement this technique in class, and they suggest to include this

technique more often in their lesson since it is seemed as an important element to improve their speaking skills.

With a combination of answers taken from the questionnaire and comments it can be said that teachers and students share the same idea that these techniques contribute to creating a classroom where interaction, motivation, positivity, equality prevails.

Besides, hypotheses were a part of this research as well and they were all confirmed. Our questionnaires with teachers and students, added also comments that support all three hypotheses. *If speaking offers rehearsal opportunities-chances to practice true speaking, without any problem students will try to use their language acquaintance they know to provide response.* This hypothesis was highly supported by both grades who participated in the research. A presence of interaction in the classroom with the combination of adequate materials and techniques stimulates students to speak, communicate, and develop their communication skills even from real life speaking and provide real positive feedback.

Another hypothesis, *If educators produce a real situation which allows the students to speak without any pause as possible, students find this situation inspiring, thus improving their speaking skills throughout the learning.* Since students from all schools confirmed by answering positively to the questionnaire questions confirmed that a positive teacher encourages a warm atmosphere, motivates them to speak, absolutely confirm fully this hypothesis.

The third hypothesis was confirmed as well. *If storytelling technique improves speaking skills and advance students' interest in learning verbal story writing, the storytelling technique may include various engagement of social skills.* Feedback is critical, storytelling technique is highly valued by

teachers and students as well. And they thought it is very important to be part of their lesson as an opportunity to improve and develop their speaking skills and broad their knowledge and improve their social skills.

Recommendations

The results of the research provide and support the attention of using storytelling in the language curriculum. Perhaps the most significant pedagogical implication to be drawn from this research is that every language teacher can make a good use of storytelling in the classroom. Sometimes they don't act as performers or they don't use it as a task base, but just as a part of the lesson, as common technique, etc. Based on the findings and conclusion of the research, we recommend that storytelling should have its place in lessons while teaching English as a Foreign Language (EFL), the links among the elements of the language illustrations must be actively encouraged, so that development in one component carries over into another. By this, classroom individual and group work should be encouraged, also debates, pros and contras,

analysing stories and their literature devices like metaphors, and always students have to be in the center of the class, etc.

Expressing own ideas and behaving with creativity in the classroom is very common in every class in nowadays schools around the world. As stated in this research, the benefits of using storytelling technique are uncountable. Interaction in most of the cases is stimulated by the teacher. After the research is completed, recommendations are given. As teachers are the promoters of interaction in the classroom, it is recommended that English teachers who seek to develop their student's speaking skill and should interact more with their students, allow each turn to speak, even if the student is not a good English speaker, but not force them to speak and never correct them while speaking. Feedbacks given to the students should always be positive since they tend to motivate and encourage students to speak or narrate story. Students always welcome a positive atmosphere brought by their teacher and their peers.

A positive atmosphere in the classroom makes students comfortable and confident also, encourages them to listen, speak and express. Using projectors in the classroom is another recommendation to every EFL teacher since that will help them see visually what is being taught and listen. Interaction is a process that promotes communication between two or more people and as a fact of that, the last recommendation to the teachers is to try to make a student-centre classroom where students could spontaneously participate and express their stories, and develop their speaking skills and lesson wouldn't derive boring.

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Appendices

Appendix 1

Teachers' Questionnaire

Improving students' speaking skills through storytelling technique -an experimental study in High Schools of Tetovo and Askim High School, Norway

Dear colleague,

My name is _____. This research is designed to investigate classroom story telling technique and its impact on developing student' speaking skills. This questionnaire will be used for my Master Thesis. Please, be informed that all the collected data is confidential and will only be used for research purposes. So, I will be grateful if you respond to the following sentences honestly as your answers will help me to better understand the process of classroom interaction.

Please, insert (✓) in the appropriate space given:

▪ Age:

a) 20-30 _____

b) 30-40 _____

c) 40-50 _____

d) 50-65 _____

▪ Gender: Male _____ Female _____

▪ Qualification:

Bachelor Diploma BA _____ Master Diploma MA _____ Doctorate Diploma PHD _____

▪ Teaching Experience:

a) more than ten years _____

- b) five-ten years _____
- c) less than five years _____
- d) One or less than one year _____

Please answer with a tick (✓) on the spaces given

Statement	Strongly agree	Agree	Strongly disagree	Disagree
1. Story Telling technique increase the development of students' speaking skills				
2. EFL teachers suggest story-telling technique in the classroom.				
3. Students like this class activity in the classroom				
4. Use of this technique promotes classroom interaction and speaking				
5. This technique raises motivation and encouragement of students to speak				
6. A Story telling technique brings peace and stimulates imagination.				

7. This technique helps teacher to understand the developing culture of the class				
8. Teacher provides attractive situation which allows the students to speak without any interruption as possible,				
9. Being a teacher definitely involves acting and theatrics especially through story				

Please answer with a tick (✓) on the spaces given

10. Which one of the following sources do you use in the classroom for story telling?

a) Newspaper _____

b) Internet sources _____

c) Novels _____

11. What kind of activities do you think encourage students' speaking the most?

- a) Games _____
- b) Story telling _____
- c) Debates _____
- d) Reading dialogues _____

12. Which of the following form do you use in classroom?

- a) Group work _____
- b) Pair work _____
- c) Individual _____

13. How do you correct your student's mistakes?

- a) While speaking _____
- b) Wait for them to finish _____

Thank you for your time!

Appendix 2

Student's Questionnaire 11th to 12th Grade

“Improving students' speaking skill through storytelling technique – An experimental study in High Schools of Tetovo and Askim High School, Norway”

Dear students,

My name is _____ and the aim of this questionnaire is to investigate in close classroom storytelling technique in order to improve student's speaking skills. Of course, this questionnaire will be used only for my Master Thesis. Please, be informed that all the collected data is confidential and will only be used for research purposes. So, I will be grateful if you respond to the following sentences honestly as your answers will help me to better understand the process of classroom interaction.

Thank you.

Age: _____

Institution: _____

Grade: _____

Gender: F M

INSTRUCTIONS: Please rate how strongly you agree or disagree with each of the following statements by ticking or circling one of the given choices,

1. How would you rate your storytelling technique in the classroom? (*circle*)

8. This technique improves student's attention, and encourages interaction in classroom.				
9. I'll have more empathy/understanding of some of my classmate's viewpoint and experiences upon hearing their relevant stories				
10. Storytelling is an active process that encourages students to reconstruct the text, it also allows for interaction between the Teacher and students.				
11. By storytelling technique, the student is more enjoyable during learning				
12. Vocabulary and other linguistic expressions are learned through storytelling.				
13. Students are very motivated to take turn on speaking and feel free to ask.				

14. Students create mental images through descriptions made with all the senses and use of metaphors.				
15. Through storytelling technique students use gestures, body language and movement.				

Comments: | _____

Thank you for your time!

