T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES

TEACHING GRAMMAR THROUGH ORAL STORYTELLING

MASTER'S THESIS

İnci TAŞAR

Department of Foreign Languages Education
English Language Education Program

JULY, 2022

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(Y2012.021004)

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Thesis Advisor: Asst. Prof. Dr. Ayşe Betül TOPLU

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APPROVAL PAGE

DECLARATION

I hereby declare with respect that the study "Teaching Grammar Through Oral Srotytelling", which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the References. (10/06/2022)

İnci TAŞAR

FOREWORD

I would like to thank to my thesis advisor Asst. Prof. Dr. Ayşe Betül TOPLU for her fruitful comments and feedback on this research. I would like to thank to my students who helped me with my research. This thesis could not have been completed without them. Finally, many thanks go out to my husband, who has supported me with his devotion and commitment throughout this long process. I am also grateful to my sons; Ömer and Selim, who has been enough mature to understand the reason of her mother missing out on the late nights and stolen times from them.

JULY 2022   İnci TAŞAR

TEACHING GRAMMAR THROUGH ORAL STORYTELLING

ABSTRACT

In recent years, the interest in teaching and learning English has increased with the developing world. Many studies have been conducted on improving language skills.   But developing some English skills especially grammar skills is still very hard. Students, notably public school students, have a wide range of vocabulary, but they have difficulty to construct even the simplest sentences correctly. Ignoring the teaching or learning of grammar can be said to be one of the reasons of this. In this study, we aim to teach grammar through oral storytelling. Stories have a magical effect on people. We aim to teach grammar to students by taking advantage of this power. This study was conducted as an action research covering the first semester of the 2021-2022 academic year. Fifty-eight 9th grade students studying at Cemil Meriç Science High School in Elazığ participated in this research. 9A was randomly determined as the control group and 9B as the experimental group. While grammar parts of the curriculum were taught via conventional methods in the control group, the students were taught via the oral storytelling method in the experimental group. Before the research, a pre-test was applied to both groups in order to determine the grammar levels of the students. During the treatment, stories were told for four weeks, once a month, and pre- and post-story activities were carried out. At the end of the research, a post-test was applied to the students to see if the storytelling technique was effective in learning grammar. In addition, a group interview was conducted with the students in order to better understand the effect of integrating the storytelling technique into the English lesson and teaching the grammar via this technique on individual basis. Quantitative data for the current study were obtained from the pre-test and post-test. This data was analyzed using the SPSS data analysis program. On the other hand, qualitative data were obtained from the interviews. Findings show that oral storytelling technique has a significant effect on grammar teaching. While the pre-test results showed no

difference between the two groups, the post-test results revealed a significant difference between the two groups. As a result, in this study, it was seen that oral storytelling technique increased students' grammar learning. In this context, it was concluded that the use of storytelling in the English lesson positively affects the academic success of the students.

SÖZLÜ HİKAYE ANLATIMI YOLUYLA DİLBİLGİSİ ÖĞRETİMİ

ÖZET

Son yıllarda, gelişen dünya ile birlikte İngilizce öğretimine ve öğrenimine ilgi artmıştır. Dil becerilerinin geliştirilmesi üzerine çok sayıda araştırma yapılmıştır. Fakat bazı becerilerin özellikle dil bilgisinin geliştirilmesi hala zordur. Özellikle devlet okulu öğrencileri, İngilizce kelime hazineleri geniş olmasına rağmen, en basit cümleleri bile oluşturamamaktadırlar. Dil bilgisi öğretiminin ve öğreniminin gözardı edilmesi bunun nedenleri arasında gösterilebilir. Biz bu çalışmamızda sözlü hikaye anlatımı yolu ile dil bilgisi öğretimini incelemeyi amaçladık. Hikayelerin insanlar üzerinde tılsımlı bir etkisi vardır. Biz bu güçten yararlanarak öğrencilere dil bilgisi öğretmeyi hedefledik. Bu çalışma 2021-2022 akademik yılının ilk dönemini kapsayan bir eylem araştırması olarak yapılmıştır. Araştırmaya Elazığ Cemil Meriç Fen Lisesi'nde öğrenim görmekte olan elli sekiz 9. sınıf öğrencisi katılmıştır. 9/A kontrol grubu ve 9/B deney grubu olarak rastgele belirlenmiştir. Müfredatın dil bilgisi kısımları, kontrol grubunda geleneksel metodlarla öğretilirken, deney grubunda sözlü hikaye anlatımı metoduyla öğretilmiştir. Araştırma öncesinde öğrencilerin dil bilgisi sevilerini belirlemek için her iki gruba da ön-test uygulanmıştır. Deney grubunda, ayda bir hafta olmak üzere, dört hafta hikaye anlatılmış, ardından da hikaye öncesi ve sonrası etkinlikleri yapılmıştır. Araştırma sonunda ise öğrencilere, dil bilgisi öğreniminde hikaye anlatım tekniğinin etkili olup olmadığını görmek için son-test uygulanmıştır. Ayrıca, İngilizce dersine hikaye anlatım tekniğinin entegre edilişi ve dil bilgisinin bu teknik aracı ile öğretilmesinin etkisini bireysel bazda daha derinden anlamak için, öğrencilerle grup ropörtajı yapılmıştır. Mevcut çalışma için nicel veriler öğrencilere uygulanan ön ve son testten elde edilmiştir. Elde edilen veriler SPSS veri analizi programı kullanılarak analiz edilmiştir. Nitel veriler ise, grup olarak gerçekleştirilen ropörtajlar sonucu elde edilmiştir. Bulgular, sözlü hikaye anlatımı tekniğinin dil bilgisi öğretiminde önemli

bir etkisinin olduğunu göstermektedir. Ön-test sonuçları her iki grup arasında hiç fark olmadığını gösterirken, son-test sonuçları bu iki grup arasında önemli bir fark ortaya koymuştur. Sonuç olarak bu araştırmada sözlü hikaye anlatımının öğrencilerin dil bilgisi öğrenimini arttırdığı görülmektedir. Bu bağlamda, İngilizce dersinde hikaye anlatılmasının ve bu tekniğe dayalı etkinliklerin kullanılmasının öğrencilerin akademik başarılarını olumlu yönde etkilediği tespit edilmiştir.

Anahtar Kelimeler: İngilizce dil eğitimi, Hikaye anlatımı tekniği, Dil bilgisi öğretimi

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A. Theoretical Framework

When we observe the general framework of English language teaching in our country, we see that foreign language teaching has been compulsory in the curriculum designed by the Ministry of National Education since 1997. It started to be taught in second grades in public schools after 2012 but it has long been taught at earlier ages in private schools. Moreover, some families are aware of the necessity and the importance of English education and they try to support their children with private courses or private tutors. In addition, if it is possible for the families, they send their children abroad for getting qualified language education. When we consider all these, it can be expected that language learning level should be higher in our county. Unfortunately, the reality is not as expected. Even worse, we are among the countries that are not able to speak English properly and accurately accroding to the report published by EF English proficiency index.[1]

Many researches have been conducted and numerous theses have been written on this fact so far. Mostly, the common goals of all these researches are to reveal the reasons of failure of learning or teaching English and the ways of improving English skills. The following can be indicated as the common reasons of failure:

1-The students start to learn the language at early or late ages.

2-The subjects in the curriculum are not appealing to the students.

3-The methods and techniques are not suitable for the students.

4-The activities in the coursebooks are not related to real life.

5-The weekly-course-hour is not sufficient.

6-The students are exposed to the language insufficiently.

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[1] For the list please consider https://www.ef.com/wwen/epi/

Choosing the right coursebooks is one of the factors that have a great impact on students. The Ministry of National Education should act sensitively in this regard and give the opportunity to teachers to be flexible according to the regions they live in. Since coursebooks are the most significant auxiliary resources in language learning, great attention should be given to language skills while designing them. For exampe, activities should be designed in a way where the students are exposed to the language intensely and then produce it freely. As Iakovos (2011) stated choosing textbooks is an important process when learning a foreign or second language. Because textbooks affect students' engagement, motivation to learn and performance of producing language (Tsiplakides, 2011).

The weekly lesson hour is also an important issue that should be emphasized. For example, the present author works in a high school and four lesson hours are reserved for the English lesson in a week. Due to insufficient time, some skills may be ignored in the curriculum. Especially in the 10th grades, we are not able to do enough speaking activities due to both the intensive curriculum and the insufficient time. In addition, weekly lesson hours vary from school to school and from grades to grades. Some students may have higher language levels than other students because they are more exposed to English. As a result of this, there is a great variation in the success of speaking skills.

From another point of view, we are teachers who constantly improve ourselves thanks to the developing technology. Of course, teachers are in search of other researches in order to meet the requirements of the time we are in. These requirements vary according to the level of the students, their ages, the environment they live in, and the school they study. Even within the classroom, there are many differences among students. Each student's learning style may be different. Therefore, the teachers should know the students very well. They need to design the materials to be used in the classroom to address all students and adapt new or different methods to their class.

As the world continues to improve, the need of communication with the foreigners from different countries has also increased. Language is necessary for effective communication. As a result of this necessity, the role of English language has mostly changed. Both the teachers' and the students' attitudes towards English has also changed. While teacher-centered lesson system was dominant in the past,

student-centered teaching style is preferred now. Teachers are mostly in 'helper' and 'consultant' roles in the classroom. As the students have become more active, more materials are needed. These materials are presented with different methods and techniques. With these changes, language skills began to be taught and improved separately. Main and the sub-skills such as reading, listening, writing, speaking, grammar, vocabulary, pronunciation can be seen in the curriculum separately, but they are all integrated in the units. For instance, each unit begins with vocabulary studying. In this part, students learn the meanings of words, match the pictures with words then they fill the sentences with these words. Meanwhile, they practice reading, listening and also speaking. The unit continues with a reading text. Here, the students practice reading, listening, and especially pronunciation skills. Then it goes on with the listening part. While the students listen to the conversation, they focus on vocabularies, structures, meaning, and also the tone of voices. After the listening activity, the students have writing activities. Then, they practice writing. First of all, the teachers describe how they do that activity, then they help the students as a counselor. In this part students practice all skills. Moreover, grammar knowledge, vocabulary knowledge, punctuation knowledge plays an important role. Grammar section can generally appears in the middle of the units. Grammar is one of the most vital parts of language learning. In each unit, the students have to learn at least two grammar points. Speaking is the last activity. It is expected that the students should gather everything they learn together and produce a dialogue or a short conversation. The system wants the students to gain these abilities in a month. In short, the curriculum is too intensive to digest. That is the why, some sections are ignored in the language classes.

Grammar is essential for learning a language. You can express yourself temporarily or very little by using your body language on the basis of words, but a continuous and effective communication cannot be achieved without knowing the basic grammar rules. When we look at the past, it seems that language lessons mostly consisted of grammar. The teachers or lecturers preferred transfering the grammar points to the students and students were not given many opportunities to practice them. Since grammar was taught in a controlled and limited way by dictation, there was a long-established negative thought on learning grammar. There are several factors in the establishment of this thought. The intensive curriculum and the

intensity of the grammar points to be taught in a semester can be among these factors. Especially the 8th grade students should not ignore the high school entrance exam and exam curriculum. Considering this information, how can the students change their negative thoughts towards language learning and how can we draw the attention of these students to language? In this context, we believe that teachers have a great responsibility. Firstly, it is necessary to raise the awareness that grammar has an important role in language learning. Then, the teachers should reflect the grammar lesson as an enjoyable lesson by using different methods. We should also provide them opportunities to both have fun and learn.

In this study, as a language teacher, the researcher aimed to teach grammar by using a technique that has gained popularity in recent years. We used oral storytelling technique and aimed to teach grammar through the stories. We did not give grammatical rules directly or make a written presentation to the students. The factor that most influenced our choice of this technique was the fact that this generation prefers listening and watching to reading and writing.

Stories are in our life all the time. In fact, there have always been stories since the existence of human beings. Storytelling has always existed in human life, ever since people began to communicate and interact with each other through inner impulse. Cave paintings, traditional dances, poems, songs and hymns can be cited as examples for storytelling. As Katie (2010) claimed stories convey historical, cultural and moral information and provide an escape and relief from the daily struggle for surviving. Storytelling takes place in a variety of different forms in all cultures (Anderson, 2010).

When we think of daily life in the modern world, we can see that we are all intertwined with stories. They come out as a personal story, memory, tale, true life story, dreams, or etc. Stories are our life and we cannot live without them. As human beings, we enjoy listening to or telling stories. We mean, you are either a teller or a listener. However, the story also has a mysterious side. Because everything told through the story is permanently recorded in the mind. Therefore, it is a highly preferred method in education. It is very common especially in foreign language or second language lessons. Storytelling is claimed to be more effective in language teaching than traditional teaching materials, such as coursebooks. Indeed, as it was mostly stated, storytelling is enjoyable, engaging and highly memorable, and it

increases learners' interest as well as their listening, speaking, writing and reading skills (Lucarevschi, 2016).

Many studies have been carried out using the storytelling technique in foreign language teaching. Generally, the result of these studies showed that storytelling has positive effects on acquiring and developing language skills. Students gain achivement in certain language skills such as vocabulary, comprehension, sequencing, and story recall with each storytelling session. As it was indicated in a study by Mokhtar, Halim, & Kamarulzaman (2011) the students also advanced in communication skills such as conveying information and using nonverbal language. It is an undeniable fact that learning how to communicate is a really significant ability in human life.

Listening skill is the first language skill to be acquired in a foreign language. It is even the most dominant skill in communication. In the studies carried out, it was observed that storytelling improved listening skills considerably. For example, when storytelling is presented in class with pictures, its impact on developing listening skills is enhanced (Oduolowu & Oluwakemi, 2014). On the other hand, storytelling is a great source of strength for the teacher in engaging students and adapting them to the lesson. With the benefits of storytelling, students can both get an idea about the external world and express themselves comfortably. As Amru (2016) stated storytelling techniques enhance students' speaking skills. In another study, the storytelling technique let the lesson become student-centered and significantly helped develop learners' oral skills (Kim, 2014). In fact, speaking skill is an important point to be reached in today's foreign language classrooms.

It is almost impossible to teach students to write and read without setting a positive attitude towards reading and writing. Most students find writing and reading not fun or even boring when the content they encounter is not related to real life. However, telling stories to students with meaningful and entertaining content helps them develop positive attitudes towards writing and reading. A study conducted by Roney (1989) demonstrated that telling stories, even in the short term, increase the motivation of the students and encourage them to read and write stories on their own. It can be predicted that storytelling techniques enhance the language proficiency levels of the students and integrate the four main skills. Actually, integration of the skills can be achieved through involving students in interactive language activities.

As it is shown in Atta-Alla (2012), students can learn sub-skills more effectively by meaningful interaction with others around them.

Another crucial point for a language teacher is teaching grammar to the learners. The first neccessity for communication is language. The language is acquired naturally by childen. They learn to speak or communicate quickly, and they master the main grammatical rules without being consciously aware of them. This is true for both their mother tongue and second / foreign language. Especially when communicating in written language, it neccessary to know appropriate words, syntax, morphology, punctuation and spelling rules. In other words, grammar is an inevitable subject in written language. In order to create a comprehensive meaningful text, we should be aware of correct usage of syntax and morphology.

In written language spelling rules, syntax, morphology, words, even punctuation are all codes. For effective communication to occur, the writer and the reader must work with the same codes. If the reader misunderstands the writer's message, communication fails. In short, as it is stated by Roney (1989), we can think of language as a highway, cars as words, and grammar as road signs. We need to obey the traffic rules to go on the road without jeopardizing our own safety and road safety. According to these information, we understand that grammar is necessary for language classes and it is an important element for communication. Beyond these, attitudes towards grammar is a factor that should be considered carefully. Especially teachers' attitudes should be studied. Studies on this subject show that teachers deal with grammar teaching from different perspectives. In this line, the different viewpoint of the teacher causes different effects on the grammar learning of the student. For example, some teachers prefer to teach grammar in the mother tongue, while others see it as an integral part of the language.

As in other countries, the use of grammar translation method is common in teaching grammar in our country. However, different ways of teaching grammar and how to express ourselves in the language effectively and meaningfully have become a consideration in Turkey. As lecturers and teachers, although we ourselves noticed the role of grammar in language learning, we have not been able to increase the awareness of students and parents yet. The parents mostly declare that they want their children to improve their speaking skills and to interact with foreigners or express themselves easily and accurately. However, the parents can not notice that

their needs cannot be fullfilled without teaching grammar rules.

In fact, as language teachers, we are all aware of the sections allocated to grammar in the coursebooks and the extent to which these sections are taken into account, the general attitudes of the students towards the English lesson, the contribution of the parents to the lesson, and etc. Likewise, the differences between the language courses of public schools and private schools are obvious. Students are exposed to different hours of English in the two types of schools. We think that private school students are more fortunate in terms of course hours and materials used. Secondary school students studying in both private and public schools generally come together in the same high schools, especially in the high schools that accept qualified students with high scores. English textbooks in public schools, are determined by the Ministry of National Education and these books are also designed by them. On the other hand, the materials used in private schools... It should not be difficult to estimate the attitudes of the students who came from different schools and gathered in the same class towards the English language.

The current author is a teacher at a high school, she is with these students and she knows that it is so hard to address the needs of these students. It is also too difficult to teach according to each student's proficiency level. Nevertheless, a common path should be found for students and a suitable environment should be created. In this case, the biggest role belongs to the teacher. In this context, we decided to use the storytelling technique in our own class, during which they will both enjoy and learn while having fun. This technique will also increase their language awareness while learning regardless of their proficiency levels.

1. Teaching Proficiency through Reading and Storytelling (TPRS)

James J. Asher created The Total Physical Response method (TPR) in the 1960s and 1970s (Ray, 2008). This method used scripts and actions at the same time to facilitate the learning process for young learners. Stephen Krashen has also been a proponent of the TPR method for the last thirty years. Beside that, Blaine Ray enjoyed this method and wanted to use it, but the students did not want to do the actions repeatedly (Ray, 2008). In 1983 Blaine Ray got inspiration from Stephen Krashen's theories on language acquisition and comprehensible input. Comprehensible input and story context along with TPR would become the basis for

Ray to build the method we know today as TPRS. Initially known as Total Physical Response Storytelling, Ray renamed the method as Teaching Competency through Reading and Storytelling (Ray, 2008).

TPRS is the most preferred method based on comprehension that emerged in the USA recently. Before TPRS, it was based on TPR (Total Physical Response) and Natural Approach. This method focuses on comprehension-based inputs as in previous methods. It does not force the students to speak beyond their current ability or impose dense grammatical structures on the students and does not deal with error correction. TPRS has distinguished itself from other methods by emphasizing the stories that are the most effective and powerful way of language development (Watson, 2009).

Instead of using coursebooks to teach languages, TPRS prefers stories that are told in effective ways such as using body language, gestures, facial expressions. Students and teachers come together to create the content of the stories. Grammatical structures and words that form the basis of all skills emerge as a result of cooperation. TPRS seems a basically different approach when compared to language teaching methods like Grammar Translation, the Direct and the Audiolingual Methods from the early part of the 20th century (Alley, & Overfield, 2008).

Since TPRS has an effect on reading comprehension, it has also been revealed in a study that it is an ideal approach for vocabulary development. The results of this study showed that vocabulary instruction through TPRS has a significant impact on the lexical knowledge. The TPRS method states that second language learners can eventually express themselves fluently and accurately and that means storytelling is an effective way for communication. Because it makes the teaching process enjoyable, TPRS positively affects the creativity of both the teacher and the students. Language teachers should consider that only one method or framework is not enough for all instruction and they also anticipate that adjusting their approach to individual situations emerge more effective results. Teachers who prefer to use TPRS at the basic stage contribute to the development of students' receptive skills. And also with input-style activities, TPRS helps to grasp difficult grammatical structures (Çubukçu, 2014).

A paper presented a study on improving students' speaking skills by utilizing three important steps through TPRS. These steps were showing, telling and reading. The results of the study showed that learners using the TPRS method performed significantly better than the learners using non-TPRS in their speaking performance (Muzammil, & Andy, 2017). A different study investigated the effects of TPRS on very young learners' L2 listening-reading improvement and productive vocabulary acquisition. The results showed that TPRS was an effective method in teaching second language vocabulary to very young children. Furthermore, that study suggested that TPRS had a beneficial effect because of its central technique – storytelling, which provides a variety of activities, presenting target vocabularies in a meaningful and familiar context. The implementation of TPRS clearly had more impact on the learning vocabulary through listening and reading. Considering this finding, it can be claimed that receptive vocabulary is learned faster and easier than productive vocabulary (Kara & Eveyik-Aydın, 2019). Another research investigated the impact of the two methods (TPRS and Grammar-Translation Methods) on the elementary school students' acquisition of English vocabulary and the views of the students on these methods. According to the results, the group using the TPRS method and the group using the Grammar-Translation Method both achieved success in vocabulary acquisition. In addition, most of the students in both groups had positive attitude towards both methods in their diaries (Bulan & KASAPOĞLU, 2021).

2. **Krashen's Theory of Second Language Acquisition**

Stephen D. Krashen is famous in the field of linguistic, educational research, and political activism at the University of Southern California. His theory of language acquisition rests on five hypotheses; acquisition-learning hypothesis, monitor hypothesis, natural-order hypothesis, comprehensible input hypothesis, and affective-filter hypothesis. These five hypotheses focus on the importance of the second language acquisition rather than learning. According to Krashen, language acquisition is a natural process, like learning to speak the native language. Similarly, acquisition of the second language is also a natural process and there is no need to study in a grammar-based way (Raju, & Joshith, 2018). According to Krashen's acquisition/learning hypothesis, both children and adults can acquire the language at the same rate. According to Krashen's monitor hypothesis, learning acts as a

monitor, monitors and reflects the language. For the natural-order hypothesisi everyone has a learning style, but everyone acquires the second language in the same order. Another point is that language acquisition is only possible when the learner gets a free and fearless environment, which he names the affective filter hypothesis. According to Krashen, the comprehensible input hypothesis is one of the most effective one for language acquisition (Raju, & Joshith, 2018).

The comprehensible input hypothesis states that the learner should be exposed to input language that involves structure slightly over her/his current competence. Krashen labels the learner's current level of studying as "i". The next stage of improved language is "i+1". Learners are able to understand complex language that involves hard grammar structures through stories. Another important part of the Input Hypothesis is Krashen's suggestion that speaking should not be taught directly or too soon in the classroom. Learners will produce once the acquirer has obtained enough comprehensible input. Krashen claimed that a language acquisition is an innate mental process both for the first and the second language (Chao, 2013).

Krashen claims that comprehensible input is particularly beneficial and language acquisition is caused by learners understanding input which is slightly above their current level of knowledge. There is no need to try to provide input which specifically aims at the upper stage of the learners (White, 1987). A common assumption is that any kind of input we provide in class is acceptable as long as it provides some comprehensible input. In addition, we can teach through songs, drama and games in our classroom. Because they all have comprehensible input (Krashen & Mason, 2020).

B. Aim of the Study

The aim of this study is to investigate the teaching of grammar to 9th grade students, namely teenagers, through oral storytelling. And it is also to show all teachers how stories contribute to language learning effectively. Although there are great awareness towards language learning and teaching, and researches investigating language teaching from different perspectives have increased in recent years, it is known that most teachers still continue to use traditional techniques, especially in public schools. In our opinion, there is no need to talk anymore about

the effectiveness and suitability of the traditional method. This study is to present an exemplary work to my colleagues and all teachers, to show them how efficient and effective the storytelling technique, which is suitable for all age groups, is also for high school students while learning a language. Beside the scope of language teaching, storytelling includes improving the thinking and self-expression skills of the students, enabling them to have a sense of life or adding an emotion to their perspectives on events, and guiding them to feel or live the event in the imaginary world while listening.

C. Limitations and Scope

This research was conducted in a high school that accepted students with high scores on the high school entrance exam. The class is a mixed class. That's why there are students not only from the province of Elazig, but also from the surrounding provinces. Therefore, the fact that each student has a different proficiency level created difficulties when choosing a story or adapting it. In this research, students' all conditions are accepted as equal.

D. Assumptions

The assumptions of this study can be listed as follows:

1. All participants joined in this study voluntarily.

2. This study was conducted in a not very crowded classroom. But it is possible to generalize to the same age groups studying at a public schools all around the Turkey.

3. All students provide contribution to this study sincerely and accurately.

E. Data Collection

In this study, qualitative and quantitative techniques are used for collecting data. For quantitative data, the students have pre-test before starting the treatment. The aim is to evaluate their placement. They also have a post-test when the treatment process is over. A post-treatment interview is conducted in addition to quantitative data collection to achieve a more reliable result.

II. REVIEW OF LITERATURE

A. Teaching English to Young Learners

Teaching a second language to young learners is a particular task, therefore it requires using different techniques and approaches. In an era where mutual communication is prioritized, using traditional methods or teaching with a single approach is no longer acceptable. It is expected that the language that is taught in the class is used interactively and communicatively, instead of the teacher transferring certain abstract rules to the students and asking them to memorize certain rules. The approach of *using English to learn it* is much more accepted than the approach of *learning English to use it* (Kersten, 2013).

The Common European Framework of Reference (Council of Europe, 2001) provides a comprehensive curriculum with textbooks, activities, and intercultural interaction and communication between European countries. Intercultural competence is the priority of Council of Europe and it combines receptive and productive skills within the same materials (Kersten, 2013).

Compulsory English learning age has begun to decrease to an early age all over the world. While the compulsory English courses used to start in the fourth grade in our country, it now starts at the second grade. It is commonly believed that students who start learning English before the age of 12-13 use English better than others (Shin, 2006). However, exposure to English at an early age has not yet been experimentally proven to produce better English (Nunan, 1999). Sometimes learning English in early ages is not enough for a better learning, therefore EFL teachers have sought different methods and techniques to turn the situation of these young learners into an advantage (Shin, 2006)

Due to many reasons, English is the language that is the most emphasized and tried to be introduced around the world. These reasons may include the demands of economic developments and the guidance of families for their children to improve their skills (Copland, 2014). Controversy continues about how English has become

so popular and how it has reached its current status. It may be regarded as an incentive to teach English at an early age. The arguement states that an economic ideology – neoliberalism – is a secret language policy that fosters the worldwide spread of English (Piller & Cho, 2013).

Another study concerns how policy affects teaching to young learners. The classroom environment of the students, the teachers' own responsibilities or their attitudes towards the young learners, or the pedagogical approaches are among the examples of policies (Copland, 2014).

There are some studies that concern the challenges in teaching English to young learners. One of the challenges is that English course is compulsory in primary school, but it is not questioned whether there is a teacher who is competent to teach the course. Another challenge is about classroom pedagogy. With the developing globalization, the communication aspect of language is becoming more important whereas in the classroom many teachers are far from this reality due to the fact that there is a curriculum to follow. The proficiency levels of teachers is also another factor, this factor causes the teachers to question their own skills (Copland, 2014). Another related issue is large classes. It becomes difficult to reach the student individually and it causes a lot of noise in the classroom (Akram, 2020).

Activities should be more fun for young learners and individual activities should be organized for them. Not only does starting at an early age improve the ability to learn English, but the English content and presentation style offered to the student is also very significant. It is important that the content and the presentation style should be meaningful and communicative (Shin, 2000).

Early age is always advantageous. There is a certain period in language learning, when this period passes, learning becomes more difficult (Moon, 2005). The critical period hypothesis indicates that first language acquisition must occur during this period which ends at about the age of maturity with the establishment of neurological functions (Snow & Hoefnagel-Höhle, 1978). The government lowered the starting age of second language learning but the young learners only have two hours of language lessons per week and with these, it is unrealistic to expect children to be fluent in English (Moon, 2005).

In some countries, teaching a second language has become an educational

tradition. Apart from tradition the second language is compulsory in Turkey and different methods are used for English teaching (Nikolov, 2000). For instance, using technology and its integration with the curriculum has gained popularity, especially using videos as an audio visual material (Cakir, 2006). Additionally, a more student-centered and cooperative approach is being used. Student-centered learning method is defined as an operational process in which students learn actively and where the teacher is an observer, and cooperative learning method is a form of group work which aims to motivate and support the students' learning (Dirlikli, Aydın, & Akgün, 2016).

In fact, young learners have an innate ability to learn languages. However, because of the methods of teaching used, they find the lesson boring and as a result of these, successful learning does not occur. Young learners like to participate in different activities that interest them. When teaching a language, it is easier to reach the goal when songs or games are used. With these tools, they do not feel pressure and feel in a more comfortable environment (Ara, 2017). Young learners are willing to participate in all activities and are much less nervous than adults. They get involved without questioning what to do and how to do (Cameron, 2001).

The need for English teachers has increased gradually, with the introduction of English language teaching in primary schools at an early age in all countries of the world. The Chinese government has tried to remedy this deficiency as follows:

1. Primary school teachers who know English are trained about how to teach English.

2. An English teacher teaches English in more than one school.

3. English teachers who are retired from any school teach English again in other schools.

4. Other teachers control the classroom while watching videos and doing listening activities.

Unfortunately, none of these teachers are fully experienced and trained (Garton & Copland, 2019).

In contexts where English is not the language of the community, the language education received by the student is limited to the teacher, the chosen textbook or the

material that they use in the lesson. In this context, if the student has a limited talent to language learning, the classroom environment, the teacher or all the materials used have a significant role in young learners' language gaining (Bland, 2021). When trying to teach language to young learners, we need to consider all kinds of contexts. Being trained on how to communicate with them should be prioritized. Language should be taught using a variety of methods, techniques and materials.

1. Defining Young Learners

Teaching English to young learners has increased worldwide day by day. The increasing need for English in the developing world has created awareness in all individuals. Governments have lowered the starting age of language learning to early ages. Families have started to send their children to courses at early ages to improve their English learning and speaking skills. Younger learners can be defined as children between the ages of fourteen and fifteen. According to some teachers, the maturity of children should be considered rather than age. Maturity levels may vary according to different factors such as culture and gender. It is necessary to pay attention to these factors when implementing activities organized according to ages (Phillips, 1993). Some researchers classified young learners into groups within themselves and determined the skills that should be acquired for each group. This sharp age distinction is not very suitable, because this distinction may vary within generations (Aldabbus, 2012).

Young learners have distinctly significant characteristics compared to adults. They are energetic and physically very active. When their proficiency level is low, they use body language to communicate and like to learn by repetition. They participate in all play activities spontaneously and have no fear of making mistakes and are more confident. Young learners have an incredible imagination and learning is achieved more easily if games or stories are preferred to teach new words in the class. Young learners are very interested in topics that are related to their own interests. With these issues, we can attract their attention and direct them to questioning and researching. Young learners are distracted in short time, therefore different methods and techniques should be used in the classroom that will keep their attention for longer periods (Vatansever, 2021). Based on this, while teaching language to young learners, different methods such as songs, poems, drama, TPR, craftwork, puppetry or storytelling can be used (Shin, 2000).

For young learners a special curriculum and programs are necessary. Learning is more efffective if materials are suitable for their cognitive and linguistic levels. There is a consensus that experiment-based activities are better suited to them.

For example;

- activity-based

- based on the here and now/use of concrete materials

- contextualised

- focused on communication (meaning) rather than form

- multi-sensory — play and fun-oriented

- socially oriented — content/topic-based or cross-curricular

- with a strong oral emphasis initially, especially with younger learners

- plenty of teacher support and scaffolding

- content chosen on the basis of children's cognitive level

- some age-appropriate language awareness/ 'noticing' activities

The above mentioned activities are preferred as teaching activities for younger learners (Moon, 2005). Young learners are negatively affected by the methods and techniques used for older learners, therefore approaches that meet the needs of young learners should be preferred (Ioannou-Georgiou, 2003).

Students who are in pre-school or in the first couple of years of primary school cannot do language analysis but they get meaningful messages. They do not have much awareness about the learning process. Even in their mother tongue, their reading and writing skills are not fully developed. They are more concerned with themselves. Their knowledge is limited. They like fantasy and imagination (Nunan, 2010). Students under the age of seven are very optimistic about their abilities and learning skills. Children aged between nine and ten are able to make their own assessments, but their assessments are limited to classroom activities (Hasselgreen, 2005).

There is an ongoing debate regarding language learning with children. The age factor and the child's background are among the factors affecting this discussion

(Pinter, 2012). In young learners, age-appropriate curriculum and learning methods are as significant as children's attitudes and learning outcomes. At the same time, even though these children are considered conscious, but they may not fully reflect their level of consciousness (Muñoz, 2014). Classifying young learners with a sharp age may not be entirely accurate. Other variables like gender, culture, country or region that they live in should be taken into consideration, as well.

2. Piaget and Vygotsky

Constructivist ideas are mainly divided into two, pure constructivisim and social constructivisim. Piaget, as an eminent constructivist, finds responses to the question of how cognition develops and changes. Piaget's theory is that acquiring knowledge is a continuous process of self-construction. Knowledge is acquired and developed as the child develops and interacts with the world around him. The focus of the theory is that children actively acquire knowledge through their own efforts. The central focus of this theory is on the principles of the cognitive approach rather than the behavioral approach. The idea is based on the idea that cognitive theory has schemas that refer to generalized behaviors that allow for mental operations. Piaget's theory is for children's acquisition of knowledge, not adults' process of acquiring knowledge (Gruber and Voneche, 1977).

Piaget has three types of knowledge development stages and these include a process. The principles on which this process is based are assimilation, accommodation and equilibration. Assimilation is when a child adds new learning to existing schemas. Adaptation is the stage in which a child changes existing schemas for what he has just learned. Equilibrium is defined as the "principal developmental stage". It includes assimilation and accommodation. The development is clearly monitored at the end of these stages. In the final stage, the child finds about her/his thinking deficiencies. This serves the child to eliminate imbalances in the next step. In other words, the child overcomes the imbalance in one stage and moves to a higher stage in a balanced way (Driscoll, 1994).

Piaget argues that the concept of schema has inseparable elements in his theory. In these schemes, information is encoded and stored in long-term memory, and then recalled from long-term memory, interpreted and reconstructed. When new information comes in, it is evaluated according to how well it fits the existing

schema. In most cases, new information may not fit the existing schema. The reason for this is that the individual does not know the newly received information at all or little is known about that information. At such moments, we either fit the new information into the existing schema or create a new schema. We must assimilate or adapt to achieve a state of equilibrium. (Pritchard & Woollard, 2010).

Many learning theories generally begin with the study of behavior, but Piaget's theory is more widespread (Gallagher & Reid, 2002).

Piaget's constructivist theory is the dominant psychological learning model that inspires education. People's cognitive processes develop through their actions in the outside world. Cognitive structures are more or less fixed principles at a given stage. Development and acquisition occur in certain processes. For example, grasping reflex develops first, then schema grasping, and finally mental manipulation. Knowledge is basically the awareness of the unchangeable characteristics of man.

On the other hand, social constructivists believe that knowledge and learning happen only when we interact with the environment. Social constructivists argue that the role of culture and context is important in making sense of life. According to social constructivists, knowledge is a social product and learning is a social process. Social constructivisim emerged from the work of Vygotsky, Bruner and Bandura. They believe that meaning emerges through social interaction (Pritchard & Woollard, 2010).

The work of Lev Vygotsky became the basis of many research and theories in cognitive development. Vygotsky's theory, known as the Social Development Theory, emphasizes the fundamental role of social interaction in the development of cognition. Vygotsky (1978) believes that the social environment plays a central role in the "meaning making" process. Contrary to Piaget's idea that children's development must come before their learning, Vygotsky argued that learning is a necessary and universal aspect of the culturally organized, particularly human improvement process. In other words, social learning comes first. Vygotsky's sociocultural approach is aimed at improving cognitive development. Vygotsky began to develop his theories at the same time with Jean Piaget. However, as he died at the age of 38, he couldn't complete his theory. He claims that for individual development to occur, the individual must interact with the social and cultural

context. When high mental processes of individuals are examined, it is understood that their origins are in the social process (McLeod, 2014).
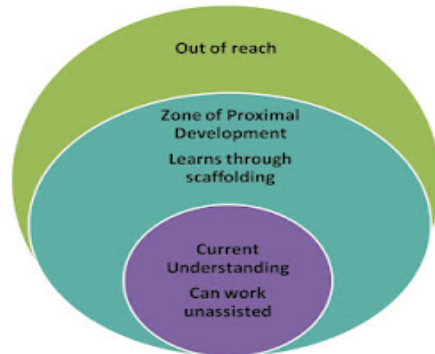
Zone of Proximal Development

Figure 1. Vygotsky's Zone of Proximal Development

According to Vygotsky the basic themes that support concept development and learning are: (a) Socio-cultural interaction is vital for full cognitive development; and (b) The Zone of Proximal Development (ZPD) that exists in the child's performance is improved with the help of someone who has higher knowledge. In this zone, when children interact socially with their peers and elders, their mental progresses increase (Kohler, 2010).

The concept of "zone of proximal development" is the basis of the cultural-historical theory of the cognitive development of the child. The theoretical significance of this zone is that it emphasis the causal-dynamic and genetic connections that determine the zone. The ZPD is tied to the processes of children's academic improvement and cognitive development. The new things in development is always on cycles of development that have already occured, and therefore the ZPD rests on what has already been succeeded, on the real level of development. Demostrating itself through imitation and its special form—collaboration with adults and peers the ZPD is an important process by which children get cultural means of cognitive activity. The most general and significant parts of the ZPD concept were formulated by L.S. Vygotsky (Obukhova, 2009).

Vygotsky (1978) indicated that the development of higher mental functions is occured within the zone of proximal development (ZPD). Learning within the ZPD comes about when pupils take part in tasks or problems that go after their individual abilities, in which teachers or others around them help their performance, or in

collaboration with wiser peers (Albert, 2000). In the transmission approach, the tutor has an important role in providing knowledge to the students in the classroom. Pupils who learn through rote memorization are not successful to combine mathematics in context to real life situations, and their cognitive development is not increased. Vygotskian theory has a very significant role for social interaction that supports cognitive development. First, cognitive development formed socially and then individualized according to the student's field. So, learning takes place at the social level, followed by internalization and personification at the individual level (Vygotsky, 2012).

According to many resources Piaget was a developmental psychologist, but he claimed mostly to be a developmental epistomologist. An epistemologist that uses child development research to answer the questions of origin and the nature of the logic of scientific information. On the contrary, Vygotsky's work is to reveal how individuals are members of a culturally superior society (Matusov,1998). Piaget and Vygotsky have similarities in their work. Both explore the origins of advanced development. This progress has a direction, and that direction is predictable, and that direction has specific purposes. In fact, the definition of advanced development of Piaget and Vygotsky, can be explained like the values of the society to which they belong (Matusov & Hayes, 2000).

Psychologists are increasingly curious about the role of social interaction in mental development, influenced by the work of Piaget and Vygotsky. Although Piaget supports individual development in the beginning, he claims that interaction between children advances mental development in when the children grow up. Vygotsky's work puts cognitive development at the center of social interaction. Social interaction is not said to be fully effective in mental development, but supports mental development under certain conditions (Tudge & Rogoff, 1999). As Piaget said, children are socialized in the same way they adapt to the external environment. Also, increasingly hereditary mechanisms develop from the interaction of individuals with each other in the social environment. With the development of concrete operations, social life increasingly enables the children to cooperate with those around them. Similar to Piaget, Vygotsky combines the child's mental development to the social environment at a very early age. Vygotsky separates lower and higher level psychological functions. The lower level psychological functions are

based on natural biological improvement, while higher level functions are based on sociocultural improvement. According to this, Vygotsky explains that it is supported by cultural and social factors for the transformation of lower psychological functions to this higher level (Lourenço, 2012).

3. Theories for the Education of Young Learners

Educating and teaching young learners is not as easy as it seems. Teachers encounter difficulties while teaching young learners. These difficulties also vary according to the environment in which the young learners live. It is possible to overcome those difficulties. At this point, the trainers or the teachers have a very significant role. There are three kinds of learning theories; constructivism, behaviorism and cognitivisim. They need to know about all these learning theories. In addition, teachers or trainers need to find new ways to keep students in the lesson, motivate them and support and improve their learning. To achieve this, teachers need to prepare blended activities that address the students' needs. Nevertheless, it is not easy to find new methods and activities and adapt them to students needs. At this point, the teachers should be familiar with learning and teaching theories and they should have enough experience with their theorical knowledge.

The implementation of the theoretical knowledge in real classroom settings is a significant point for teacher education, as practice is not always a reflection of the learned knowledge. Whether or not trainees can carry out their "teacher information" in real classroom settings is the concern for most tutor education programs. Nevertheless, the implementation of the theory leans on the good standards of tutor training, trainees' understanding of the concepts, and their teaching philosophy (Gursoy, & Korkmaz, 2012). There are various logical components of the knowledge base for teaching. Tutors need a body of professional knowledge that includes both knowledge of general pedagogical basis and skills and knowledge of the subject matter to be taught. General pedagogical knowledge consists of knowledge of theories, fundamental laws of learning and teaching, understanding of different philosophies of education, general information about students, knowledge of principles and techniques and definition of classroom management. Subject matter knowledge encompasses knowledge of the content of one's subject area, encompassing basic concepts of the field and the relationships among concepts. The concepts include subject matter knowledge, content knowledge, pedagogical content

knowledge, and curriculum knowledge (Gallagher, & Reid, 2002).

Some theories suggested on the education of young learners have emerged from studies of children learning their mother tongue. It is generally said that very young children are like sponges and they learn naturally whatever language is taught. Imagine a child is in a new country, and that country represents a new language. He can learn everything about the language. Since the country is new and he is also a child, he tries to reach and acquire everything that comes his way. As s/he progresses, s/he advances in a hurry without stopping. Exploring new places continues tirelessly. Unwittingly the child becomes part of the context (Yusuf, & Rusdi, 2017).

Many theories emphasize that the individual needs of students are important. One of them is learning styles theory. There are different learning styles theories, but each of these theories say that people learn in different ways and that learning can be optimized for an individual by adapting the instructions according to her or his style. For example, according to one theory, some people learn best by watching (visual learners), some by listening (auditory learners) and some by acting (kinesthetic learners). Students become more successful when they are educated according to their learning styles (Willingham, Hughes, & Dobolyi, 2015). In line with this information, teachers should help students discover their own learning styles.

B. Storytelling

What is storytelling? How can storytelling be defined? What is the meaning of storytelling for human beings? Is storytelling conveying the events that happened to the others through an emotion or is it a simple form of narration? Is storytelling an art or a preferred method of narration? Can anyone tell a story or only those who have been trained in storytelling? We suppose that there are countless questions to ask about storytelling. First of all, let's begin with the definition of storytelling. Storytelling is the oldest and most effective communication tool. Some leaders especially prefer the storytelling method. They combine their organizational goals, missions and values with people's inner need for belonging and contribution, while conveying them to people (Kaufman, 2003). Mental simulations are often created in the form of stories. When we simulate events, we often we think about our own actual or potential behavior and become the protagonist in the story (Escalas, 2004).

Storytelling is sharing knowledge or experience through a story and plot to tell a complicated concept, and casual relation. Today, companies noticed the significance of storytelling for continuity and they began creating visual content using images, graphics, and videos, to improve their relationship with their customers (Hassan, 2020).

Narratives are also stories. Narratives make our experiences meaningful. Actually, stories and storytelling lead us to make sense of our lives (Shankar, Elliott, & Goulding, 2001). Leadership and storytelling is the art of role playing in front of the audience. Both performing arts require thinking as much as acting (Denning, 2005). In fact, our understanding of life is shaped by the stories we hear and listen to from our surroundings on a regular basis. A manager's world view or work organization also benefits from stories. Moreover, stories contribute to the events told and the people who tell them (Hopkinson, & Hogarth-Scott, 2001).

Storytelling is one of the first sources in oral history. Stories have been used for centuries to record significant events, to celebrate the achievements of heroes and heroines, to convey the spirit of an event or an era along with facts and to show changes in behavior or cultural improvement (Zabel, 1991). Our earliest ancestors used to tell stories about the animals they killed for food and about the supernatural world, for example the world that they think the animals go to after they die. People made an attempt to tell stories to come to terms with the world and align their lives with reality (Koki, 1998). Researchers drew attention to the importance of storytelling in oral cultures that endur over time. Stories help tribe members make sense of their collective experiences of illness, and death. Tribe members learn preserving the wisdom of their heritage, skills, maintaining respect for the elderly, and understanding how children are adapting to their lives via oral storytelling (Koki, 1998).

People used to use storytelling as a learning tool while eating, before sleeping or by the fire, but this method has now been forgotten. Storytelling controls cultural behavior and has a role in identity formation. Storytelling improves learning. Storytelling is a traditional art, and it has been practiced for thousands of years in all societies and cultures (Scroggie, 2009). Storytelling is the most effective tool to promote an understanding of self and others (Lenox, 2000).

A story is a wondeful way of teaching religion, values, history, traditions, and

customs; a powerful tool of presenting characters and places; and a creative way to provide hope. Stories lead us to understand who we are and demostrate us what legacies to transfer to future generations. Storytelling is a pedagogical strategy and it is not a new method. Storytelling is as old as the use of verbal language itself (Coulter, Michael, & Poynor, 2007). The art of creative storytelling has existed since the beginning of human oral history. Storytelling is motivating, immediately accessible anytime and anywhere, and it is often interesting (Chalak, & Hajian, 2013). Storytelling enhances students' attitudes toward science and history, and storytelling is more powerful than story reading (Baldwin, & Dudding, 2007). Regardless of the context in which it is told, storytelling is a social and interactive tool (Stone, 1997). Every person can tell stories, but not all of them can tell stories well and correctly. Telling stories requires hard study, practice, and an intense investment of self in each story (Vohs, 2008). Storytelling is essentially an interpersonal activity. It has a role in shaping relationships and our communities (Heathfield, 2014).

1.   Storytelling in the Classroom

If we want that our insights have an impact on management and practice of our life, we need to put more emphasis on storytelling. In academic writing, spelling and grammar are important, however more emphasis should be placed on storytelling elements as they support the development of academic writing (Pollock, & Bono, 2013).

Storytelling is an essential part of the English lesson. Storytelling introduces real-life materials to the lesson. The stories make students work on grammar and vocabulary effectively. They also contribute to the development of productive and receptive skills. Moreover, this method is suitable for all age groups. While listening to stories, their imagination and listening skills develop and their motivation increases. The stories they listen to in different contexts enhance their perspectives of the World (Нишонова, 2021).

Figure 2. Storytelling can support language and literacy improvement. It also makes the lessons much more fun (Peck, 1989).

Stories help us to be better planners in at least three ways: as practical tools, by clarifying our critical judgments, and by expanding our circle of democratic discourse. Stories are central to planning practice for the information it draws on from the social sciences and humanities, the information it produces about the surroundings and the way they move around it (Sandercock, 2003). Storytelling is the process of creating a story and sharing their own experiences or transferring them to the others, being involved in the innovation process (Sergeeva, & Trifilova, 2018).

In fact, all studies or research on story and storytelling indicate that stories are intertwined with humanity. As long as human beings exist, stories and storytelling will also exist.

2. Selecting Stories

There is a trend towards integrating language teaching with literature, which has rich potential to provide a rich use of language in language teaching. Among literary varieties, short stories are believed to be the most appropriate choice because of their potential to help students improve the receptive and productive skills more effectively. In short stories, there is usually a plot, a few characters, and as it is short and intended to give 'one effect', there is no detailed description of the setting. Therefore, it is easy for students to follow it (Pardede, 2011). Theoretically, there are

certain benefits of using literature in language teaching. Cultural enrichment, language development and being effective materials are among these (Ceylan, 2016). The use of stories is a recommended method. Presenting the story and then asking selective questions about the story arouses interest in the student. Thanks to the responses to these questions, their communication skills also improve (Ahmad, 1977).

The teachers have an important role in choosing the stories to be used in the lesson. They should pay attention to the length of the story because the stories must be finished within the lesson hours. In addition, the teachers should be very careful to ensure that the selected stories are suitable for students' level. If the students finish the story during the lesson hours, they experience a sense of achievement and their motivation increases. It is also necessary that the text is suitable for student needs, that the text is structurally appropriate and that they have sufficient background information. Readability is also another factor that should be considered. To meet the readability requirement, using simplified stories is generally the most practical way. The use of 'authentic' texts with less proficient students is often demotivating. Therefore, choosing simplified texts for less proficient students is highly recommended (Pardede, 2011).

There are so many folk tales and shorts stories, so, how can we choose the most appropraite one? At first, we must enjoy the story and feel ourselves in the story. According to the story we choose, the students will attend the lesson willingly, their motivation will be very high, they will empathize with the story characters and present creative ideas (Heathfield, 2014). Some researchers recommend using stories translated from the mother tongue in the lesson. They claim that the familiarity of the story increases the motivation of the students. It also increases the comprehension rate of the story and contributes to the vocabulary knowledge (Erkaya, 2011).

3. The Storyteller

The current author is a storyteller and she has listened to many stories from her precious teachers and world-renowned storytellers. She listens to the same story from as many narrators as she can. She listens with great interest and excitement every time. When she thinks about the reason for this excitement and curiosity that arouses in her, the first answer that comes to her mind is "the narrator". Varied

storytellers re-dress the same story, embellish it, and present it to the audience in different versions. Actually, there are many storytelling techniques and these techniques are well known by the storyteller. The incredible thing happens when each storyteller combines these techniques with their own versions. That's why we feel different pleasures when we listen to the same story over and over. Therefore, the role of the storyteller is very important in the narrative process.

The effectiveness and power of storytelling lies in the fact that the teacher feels and tells the story as her own (Heathfield, 2014). A good storyteller needs to understand how stories touch listeners. Some stories are instant success, while others fail completely. Authenticity is a significant quality of the storyteller. A storyteller must be coherent with his/her story, namely gestures and feet should move in the same direction (Guber, 2007). In some stories, it is seen that the storytellers narrate in different ways. For example, artistic narrative is preferred deliberately. This style of narration is not like the ordinary narration style. In this narration, events follow one another, but they are all intertwined. It is just like a musical fugue (Stibbe, 1994).

a. Before Telling the Story

Storytellers can design different models while presenting the stories of their choice. It can be designed from the easiest to the most complex. However, stories are divided into three stages: Before telling, while telling, and after telling. Stories can be designed for use in the classroom in this order (Zaro, & Salaberri, 1995). The storyteller finds the suitable story for her/himself. The story and its teller, they should be a whole for successful results. Storytelling is an art form, therefore if the narrator tells a story s/he likes, it will be easier to tell. The emotional relationship between the storyteller and the story will be more believable, which will directly affect the listener (Cooter Jr, 1990).

There are some suggestions about what we can do before telling a story. For instance, the teller can give a few sentences about the characters and the main theme to the audience and s/he wants them to ask as many questions as they want in one minute. The narrator answers the questions concisely and accurately, but does not give details about the whole story. According to the answers, the audience is asked to create the story in their minds. Then, they tell their own imagined stories to their partners. Afterwards, they swap partners so that they are allowed to listen to different versions.

Additionally, it is very remarkable to use mimed actions before the story and it makes the story easier to understand. According to the story or according to the situations in the story, the listener is directed by questions and the listener is asked to demonstrate the action using her/his body language (Heathfield, 2014).

In another version, the listeners are asked to create new occasions based on the situation in the story. They are asked to describe where, at what time, what feelings they have, their characters, what they do, how long it will last, and when it will end. This pre-story activity both involves the listener in the process and makes her/him wait for the story with interest (Heathfield, 2014).

b. During the Story

When the storytellers are ready, it means that they have learned the story. One of the easiest ways to convey the story is through illustration. It is necessary to see the most striking scenes and characters of the story with the mind's eye, not to tell the whole story exactly. So the emphasis on the main events is more impressive. For example, the storytellers tell the events that take place in the folk tale as they see it in their minds. Therefore, the narrator sees lots of pictures while telling the story. Storytellers can use eye-catching props when telling their stories, as well (Cooter Jr, 1990).

When the story is close to the end, the story can be stopped and the audience can be asked what will happen next or how this story will end in their opinion, and then they can be asked to share it with their partners. After the ideas are shared with the partners, different ideas are shared as a whole class. This activity makes listeners more willing to listen to the true ending of the story. While the story is being told, the storyteller can change her/his voice according to the characters in it. This also keeps the listener in the story. Additionally, it will be much easier for students to retell the story if the teller is miming the actions while s/he is telling the story.

Students can also be given the role to predict the ending of the story in a different way. It is stopped for a certain minute and questions are asked what they would you do if they were that character in the story. As another activity, the storyteller can encourage students to repeat the rhythmic parts of the story. This method helps the students to remember the story more easily (Heathfield, 2014).

c. After the Story

After the story is told, the audience can be involved in the story. In this process listeners can be given different roles (Cooter Jr, 1990). When the story is over, the students are invited to become pairs and are asked to act out the whole story, but only by miming without speaking. Maybe in this process, the storyteller can tell the story verbally while the students are miming. Since miming is done without telling the story, it encourages the student and increases participation (Heathfield, 2014).

Students can also be asked to create three different tableaux from the story. Students choose three scenes and replace the characters. They have roles and play them in the form of drama within the groups. Once each scene is played more than once in the group, it is now ready to be played in front of the class. Each group presents the scenes to everyone. This activity attracts the attention of the audience and increases the self-confidence of the performers (Heathfield, 2014).

For another post-story activity, students are asked to interpret the story in general. These personal comments are discussed in class, which helps students understand different aspects of the story. In addition, the storyteller asks questions and wants students to respond to the questions silently on a blank piece of paper. For instance,

-Look at the landscape of the story now, where are you standing?

-What do you see?

-Can you hear any sounds? / Where is the sound coming from?

-What are you feeling now?

- Choose a thing or a person or an animal and touch it.

When the activity is over, small groups are formed and these group members share their scenes in drawing or written form within the group. Then, the students stand in a big circle and present their imaginary stories in the middle of the circle by reading them or presenting them in the form of a drama. This activity helps students both to enrich their imagination and gain self-confidence (Heathfield, 2014).

d. Language Skills and Storytelling

Language is one of the most important tools in our life. Even at the onset of time, it had a vital role. Language also has its own requirements. These are reading, listening, writing and speaking. These four skills actually take you to the top of the language. These four skills are separate but intertwined. To achieve success in teaching a language, it is necessary to combine these four skills in the most appropriate way (Sadiku, 2015).

The drama used in language teaching is the integration of four skills; speaking, reading, listening and writing. To tell more clearly, students will need to use their writing skills to read and understand instructions, they present the drama using speaking skills, and use listening skills simultaneously while writing their roles (Nordin, Sharif, Fong, Mansor, & Zakaria, 2012). Writing, speaking and listening are communication skills. They have a very important role in all areas of the curriculum (Wallace, Stariha, & Walberg, 2004). At present, in teaching the four skills, curriculum and instruction seek to balance between the linguistic and schematic aspects of the student's language development. Currently, all teacher education textbooks on the fundamentals of language education contain material on how to address both bottom-up and top-down processing skills (Hinkel, 2006).

The four basic skills are related to each other by two variables; the mode of communication, verbal or written, and the direction of communication, receiving or producing the message (Aydoğan, & Akbarov, 2014). All four skills are supplemental parts of typical language proficiency and use. They can also work together in language acquisition, and the expression "integrated skills" is extensively used to describe curricula that improve those skills (Akram, & Malik, 2010).

e. Listening

Listening skill has a great importance in language acquisition. It contributes a lot to language development like other skills. However, listening skill is the first skill that develops in human beings. Besides being the first condition of communication, listening skill helps students to understand language's beauty. Therefore, language learning is highly dependent on listening. In this way, listening forms the concrete foundation of full language proficiency (Renukadevi, 2014). Listening comprehension lays the foundation for the future speaking skill. Focusing on

listening skills in the early phases of language learning makes speaking much easier (Cheung, 2010). Listening varies from sound discrimination to auditory understanding (Postovsky, 1975). Of the four skills, listening is considered to be the most significant. However, listening activities in the classroom have not been emphasized enough and less research has been done on listening (Goss, 1982).

Listening is indeed a very effective skill in speaking acquisition. In Japan, students at schools stated that although they are very good at English in the classroom, they have very much difficulty in understanding native English speakers. It has been observed that they are not provided with sufficient material on listening (Djabbarova, 2020). Paul T. Rankin, former Supervising Director of Research and Adjustment for the Detroit Public Schools applied a questionnaire on the effect of four skills on communication in schools. It has been observed that the average person spends 9% of his time writing, 16% reading, 30% speaking and almost half (45%) listening (Iwankovitsch, 2001). Listening comprehension is a skill that encompasses many cognitive skills and linguistic processes. Listening comprehension includes vocabulary, background information, and deducing from what is listened (Hogan, Adlof, & Alonzo, 2014).

Stories are the most effective way to develop the listening skill. As the students fall under the magical spells of stories, they improve their language, listening skills, and communication skills (Chenfeld, 2002). Students need to practice more than usual to improve their listening skills, and in this case, they can use the effectiveness of stories.

f. Reading

It is assumed that the learning of written language and spoken language are very close to each other. If it is true, then during storytelling, reading learning takes place at a certain level indirectly. There is an empirical justification for this simple idea that acquiring reading comprehension includes understanding written language as well as understanding spoken language (Perfetti, Landi, & Oakhill, 2005).

There are many studies on reading comprehension. As a result of these studies, it has been observed that good readers have some characteristic features. For instance, from the very beginning, they have clear goals in mind for their reading. They constantly evaluate whether the texts meet their aims. Good readers revise, and

question the meanings of what they read. Good readers can guess unfamiliar words or different structures in the text (Duke, & Pearson, 2009).

Using cooperative learning techniques in language classes support more effective reading comprehension. In addition, the students also stated that they enjoyed and had a chance to know each other better because they always actively participated in the class (Bolukbas, Keskin, & Polat, 2011). Having a conscious approach to advanced reading in a foreign language classroom is new in pedagogy in recent years. With this, teaching reading methodology varies according to the department that they studied (Brumfit, 1977). Learning a field means thinking, writing and seeing the world of experts in the field. Reading academic texts written by these experts leads students to learn that culture and tradition. This makes it easy to learn their conventions, discourses, skills and knowledge. However, this is only possible if students approach reading consciously and work hard; more clearly, when teachers design a cohesive course, and it places academic reading at the forefront of the course with selected classroom activities. It encourages students to use higher-order cognitive skills to construct meaning from academic meanings (Hermida, 2009).

Reading skills, like other psychological constructs, are defined and functionalized to ensure that constructs are measured and interpreted consistently (Paris, 2005). There is a strong relationship between phonological knowledge and word recognition skills, and structural and discourse knowledge have a significant role for reading comprehension (Kamhi, & Catts, 2002). Teachers should use appropriate strategies and be creative in their reading teaching methods, and it is critical in teaching activities to help students become better critical readers. Thus, students can become more successfull in any course they take (Abd Kadir, Subki, Jamal, & Ismail, 2014). The relationship between correct stress generation and decoding (reading) appears to be strong and bidirectional, as well (Jarmulowicz, Taran, & Hay, 2007).

Oral and written texts, in terms of language units, they share similar features. Therefore, oral narrative has great importance in terms of developing reading skills. The connection between narrative language and reading skills seems to be comprehended when using the story-retelling method. In line with these, narrative language is significant in improving reading skills (Mäkinen, Soile, Ilaria, & Sari, 2018).

g. Speaking

Communication is vital in today's world. Language is essential for communication. Learning the speaking skill is an indisputable issue, as we enable communication with speaking. In line with the needs of the modern world, the emphasis is on students' communication skills. Therefore, English teachers teach learners necessary skills to improve their speaking skills so that they can perform well in real life (Rao, 2019). Developing the speaking skill requires using language for a purpose. Instead of giving a number of sentences to the students and asking them to repeat the sentences, we should choose a topic, and ask the students to think about the topic and make them say their own ideas. In real life, no one repeats someone else's sentences (Baker, & Westrup, 2003).

There are three kinds of speaking activities: controlled, guided and creative communication. Speaking is divided into two major categories in terms of communication. These are accuracy and fluency. Accuracy is defined as using correct vocabulary and grammar and being able to pronounce well. Fluency is the ability to maintain a spontaneous conversation (Vilímec, 2006). In many ways speaking is an underrated skill, since we can all speak. However, speaking skill is a skill that needs attention as much as other skills (Bygate, 1987). Most people state that speaking a foreign language is more difficult than listening, writing, and reading. There are two reasons for this. First, the conversation takes place in real time, so your listener is in front of you and waits for you to speak. Second, you can neither repeat nor edit your speech (Bailey, 2003). In a study conducted in Kenya about low communicative and linguistic competence, it has been observed that the speaking skills of learners are very low and this is due to the lack of a real speaking environment both inside and outside the classroom. However, there are many factors that affect the improvement of the speaking skill. Some of these are students using their L1 all the time, the students' negative attitude towards English, and the teachers' use of the mother tongue while explaining some concepts (Gudu, 2015).

To enhance the speaking skills of the students, there are many techniques, such as practicing dialogues, playing games, singing songs, storytelling, oral reporting, role playing or small group discussions. Storytelling is one of the most effective and authentic techniques used to develop speaking skills. The storytelling technique supports the student's speaking skills positively. In addition, the students

state that they have a lot of fun while learning to talk with the story (As, 2016).

Studies have also shown that digital storytelling improves students' speaking skills and even make them gain possitive attitudes towards digital learning. Digital storytelling increases students' motivation to enhance and practice their English speaking skill. This method also encourages students to learn new information and it persuades the students to join in the activities. Moreover, this method makes the activities more enjoyable for the students, it also allows them to believe that they will be able to develop their speaking skills through digital storytelling. Interesting and attractive activities in the classroom also take the students' attention and encourage them to join the teaching and learning in the classroom (Somdee, & Suppasetseree, 2013). The result of the study conducted by Precintha Rubini *et al.* (2019) shows that there is a development in the pupils' speaking skills after the creation of their Scribe videos and that the students have a positive attittude towards digital storytelling. Hence, teachers use digital storytelling as a tool to enlarge their repertoire of teaching strategies and motivate pupils to speak in English Precintha Rubini *et al.* (2019). To support these data, the result of another study conducted by Hwang *et al.* (2016) indicates that the technology-assisted storytelling activity was very effective for improving students' speaking skill.

h. Writing

Writing is one of the basic skills that needs to be mastered for learning a language. For many teachers and students, writing is the hardest of the four main skills. Because the students have little writing experience. Learning a language is to gain and enhance the four skills of listening, speaking, reading and writing. Writing is a skill that should only be approached well after the other three have already been developed. However, as it is the last skill in the series, it is mostly neglected. Moreover, this ability enables students to be independent, understandable, fluent and creative and helps students to explain their thoughts in a meaningful way (Ariana, 2010).

Compared to other basic skills such as listening, speaking, and reading, writing is the most difficult skill because to produce good writing, writers must have a great deal of lexical and syntactic knowledge, as well as second language organizational principles (Tangpermpoon, 2008). In reality, writing is not only limited to being very careful in doing grammar or vocabulary exercises in writing

classes. To reach success in enhancing creative writing skills also requires reading appropriate texts and consulting the teacher for getting information (Pawliczak, 2015). The fundamental reason for why writing is very hard is because of it being a complex process which comprises both creating and organizing ideas, and translating them into coherent texts which are readable (Choudhury, & PGCTE, 2013). Writing has a unique place in language teaching, because the acquisition of writing requires too much practice and knowledge of other three main language skills such as speaking, listening and reading. Also, it is necessary to have some sub-skills such as metacognitive skills. Namely, the students need to learn how to organize knowledge by combining the information learned in school with outside learning. That involves the ability of planning, observing, arranging and judging your own learning process. Actually, this process requires to teach the students how to fish, not how to eat fish (Klimova, 2014).

The storytelling strategy is of special utility when teachers try to enhance students' story writing skills. The storytelling strategy ensures students with a visual layout, almost a graphic organizer, and assists them organize, connect, and remember information. When storytelling strategy is used, writers are guided to explore ideas and to bring a story to life. The storytelling method can easily be adapted and applied in the writing lesson (Alkaaf, & Al-Bulushi, 2017). Digital storytelling also improves pupils' ideas, organization, word choice, sentence fluency, and quality of writing. When the storytelling strategy is used in the class, it generates high interest and development in the students' production of written texts. Digital storytelling assists pupils create more comprehensive and more detailed texts by enhancing the quality of their writing (Yamac, & Ulusoy, 2016). Stories attract the attention of young learners and storytelling even encourages students to write their own stories. As a result, their writing skills are developed. (Fredericks, 1997; Azmi Zakaria & Aziz, 2019). The writing acquisition process is indeed a troublesome one. In this process, story writing activities help students acquire writing (Dunn, & Finley, 2010).

C. Teaching Grammar

There are varied perspectives on the concept of grammar and how to teach it. Some teaching approaches teach grammar rules first, and language performance comes second to grammar rules. This is called the deductive method of teaching.

With this approach, students use or practice the language in accordance with the given rules. In the other approach, students are expected to find out grammatical structures from the examples given. This is known as the inductive approach. Both approaches have been observed to be effective in different contexts and when teaching different grammar points. In grammar teaching, within the inductive/deductive approaches, a variety of different techniques can be used. This shows that adopting a single approach to grammar teaching does not explain many related issues, such as the various reasons and purposes of learning English, the contexts in which it is learned, students' ages, class size or student level (William, (2020).

Some researchers introduced the term 'systemic-functional grammar', which looks at grammar in terms of meaning. This term refers to the grammar that spans the entire text. Functional grammar does not examine the text sentence by sentence, it looks at the features of the whole text and finds the words or important grammatical structures to be used later (Peter, 2014). Studies on developments in the field of second language acquisition are of many types. For example, a development deals with the scope of field research. While others focus on linguistic features or grammatical structures. Learning and acquiring grammar helps students develop their skills, use language correctly, and comprehend syntax (Ellis, & Ellis, 1994). Although grammar teaching is known to be very difficult among teachers, teacher trainers or second language experts, it continues to be the protagonist of second language education around the world. Some grammar textbooks are on the best-seller list despite traditional grammar teaching (Hinkel, & Fotos, 2001).

One significant point of grammar teaching is that it assists students to understand the nature of language, that language involves predictable patterns. Without grammar, there are just individual words or sounds, pictures, and body expressions to convey meaning. Grammar is the weave that makes up the fabric (Azar, 2007). Grammar teaching in foreign language teaching has been done for a very long time. However, the place of grammar in foreign language teaching is a controversial issue. In fact, each approach and method used in language teaching has different importance in grammar teaching (Thu, 2009).

Mastering grammar is essential to proficiency in a language. Grammar teaching is also an important part of language teaching. However, with the

communicative approach, many foreign language teachers gradually do little in teaching grammar (Wang, 2010). In some studies, second language teachers' perceptions and in-class applications of grammar teaching in terms of communicative language teaching were examined. The findings show that teachers' perceptions of grammar teaching are greatly influenced by their L2 learning experiences (Wong, & Barrea-Marlys, 2012).

1. Teaching Grammar at State Schools

The answer to the question of why grammar should be in the curriculum can be defined as the students need to study grammar, the difficulty they have in creating the most basic sentences, the fact that they cannot distinguish what is spoken, or that their speech and writings are full of mistakes. In short, the basis of grammar teaching is to transfer theoretical knowledge about language structures to students or to raise awareness about structures in students. Because theoretical knowledge improves language use (Tabbert, 1984). In most second language classes, grammar structures are given explicitly and errors are corrected (Schulz, 1996).

Grammar teaching is a part of language teaching. Grammar interacts with meaning, social function or discourse, or a combination of these, rather than being taught on its own (Celce-Murcia, 1991). When the role of grammar in the second language curriculum is examined, it is seen that the identifiable constrained rules of grammatical structures in the language classroom are taught directly to the students.

High school state teachers believe in teaching grammar explicitly and the role of instruction to be more powerful. In addition, it can be observed from the experience of teaching coursebook that consist of regular approaches to teaching grammar (Baleghizadeh, & Farshchi, 2009). A great aim of communicative language teaching is to enhance pupils' abilities to communicate in meaningful contexts. In a research by Hilliard (2014), specific features of spoken English grammar is outlined and their usability in meeting the demands of real interactive conversation is indicated. In other words, students need to know certain grammar features in order to speak English effectively.

2.   Techniques in Teaching Grammar

Languages cannot exist without grammar structures. Grammar teaching in language classes in formal education is inevitable. Considering the factors in the past, more emphasis should be placed on grammar teaching. Grammar teaching can never be ignored at any stage and under any circumstances. In line with this information, foreign language teachers should not neglect grammar teaching and should try to improve the existing conditions. In addition to these, teachers need to research and explore grammar teaching methods and techniques to enhance the students' language skills (Wang, 2010).

English coursebooks are given due importance, but the most appropriate techniques are not used while teaching grammar to students. Deductive and inductive methods should be applied to the course according to the subjects. The inductive method goes from the part to the whole, that is, the subject starts from the sentences before the rule being taught. This method is generally based on group work. On the other hand, in the deductive method, the rules are given from the beginning and dictated. Positive effects of the inductive method on language skills have been observed in the studies conducted (Alzu'bi, 2015).

One of the grammar teaching techniques is teaching grammar in context. The teacher hands out the articles to the students. Students first read the article and have a short discussion. Then the teacher hands out the grammar activity, 'Discovering Paragraphs'. With this technique, positive effects have been seen on students' work (Pingle, 2013). Teaching grammar-in-context has been found to reduce grammar errors in pupils' writings (Amin, 2016).

Using videos for teaching grammar also has great effects on pupils' language learning. This technique makes the pupils happy and increase their motivation (Ilin, Kutlu, & Kutluay, 2013). Meaning is an important point in grammar teaching, it helps students to contextualize any grammar point. The songs are the most fascinating and culturally rich resources that can be easily used in language classrooms. They are very valuable resources to enhance students' language proficiency (Saricoban & Metin, 2000). Various techniques can be preferred while teaching grammar. It is even easier for students to adopt structures if grammar is presented in an acceptable way. For instance, the practice part can begin with simple controlled drills, then move onto meaningful guided drills, structure-based sentences

and discourse compositions, and then to free discourse (Trajkova).

III. METHODOLOGY

A. Introduction

In this chapter, the experimental procedure of the present study is clarified. This study was conducted with the 9th grade students of Cemil Meriç Science High School in Elazığ. First of all, the overall methodology is given, then the pre-test and post-test procedures are explained, and finally the procedure of the interview with the students is explained in detail. The aim of the interview is to obtain the positive or negative effects of this implementation on students by taking advantage of the sincerity of face-to-face interaction. In this research we aim to find out the answers to the following research questions:

RQ-1) Is there any significant difference between the grammar scores of the students taught with the oral storytelling technique and those of the students taught with other techniques?

RQ-2) Does the improvement of oral communication skills through storytelling contribute to correct usage of grammar?

RQ-3) Does gender make any significant difference in learning grammar by oral storytelling?

RQ-4) Is oral storytelling an effective method for grammar achievement?

In accordance with the research questions, the following hypothesis is tested:

The difficulties of language learning in our country are known by everyone and many researches and experiments have been done on this subject. The researcher predicts that the students in the experimental group who learn the grammar points through oral storytelling will score higher on the immediate post tests than the students in the control group who learn the grammar points through traditional methods.

B. Participants

This study was conducted at Cemil Meriç Science High School in Elazığ. Fifty-four (54) students participated in this study. Twenty-eight (28) students were in class 9-B and twenty-six (26) students were in class 9-D. One of the class participated in this study as the experimental group and the other class participated as the control group. Which class will be the experimental group or the control group was chosen randomly. The students were 13 or 14 years old with both genders, 34 males and 20 females. All students started to study at this school in the 2021-2022 academic year. In other words, the school and teachers are new to the students. Since this school accepts students with a higher average from the high school entrance exam, academic levels of the students are almost the same. In line with this information, their English proficiency levels were accepted to be almost equal.

C. Procedure

In order to test the hypothesis of the study, an experimental and a control group were formed among 9th grades at the school. 54 students, 34 males and 20 females, participated in this study. This implemantation covered the whole semester. The main focus of our study was learning and using grammar. In order not to disturb the balance between the 9th graders, we found it appropriate to base the study on their own coursebooks. Therefore, we chose the grammar points from the coursebook curriculum of the Ministry of Education. In fact, 9th graders would have covered these grammar points throughout the semester anyway. In other words, we explained the grammar points with a different technique without leaving the curriculum. After the grammar points of the term were determined, a pre-test was administered to define the grammar levels of the students. There were four units bellonging to the first term. The test included 40 questions in total, with 10 questions from each unit. These questions were in the form of multiple choice with five options. Test questions were selected from the questions prepared by the General Directorate of Secondary Education Teaching Materials and Content Development Department (OGM Materyal, 2022). The questions were completely based on their own coursebook chapters. In addition to multiple choice questions, there was also a writing section for the pre-test. In this section, they were asked to complete an unfinished story. The time given for the pre-test was one class hour, so it was forty minutes.

The time allotted to each unit in a semester is one month, which means four weeks. Of the four weeks, we studied normal lessons for three weeks and told a story for one week. There were four course hours in a week, which was one hundred and sixty (160) minutes. For the experimental group, a semester was completed in this way. In the control group, the normal lesson process continued and grammar points were taught using traditional methods. The first story, Chest of Bravery, was chosen among the stories of Turkish author Şermin Yaşar[2]. This story was translated into English by the present author based on specific grammar points.

In the control group, we followed the students' own coursebook. Before the lesson, we did some engaging activities. For example, we asked some questions about their daily life but the topic was related to the lesson. After catching the students' attention, they opened the books. First of all, we talked about the cover page of the unit. This discussion took almost ten minutes. Vocabulary studying followed and they created their own sentences with the new words. At the listening part, they listened to a conversation and read the passage on the book. Grammar was studied according to activities that were in the book. For specific grammar points, we wrote the rules on the board and we wanted the students to fill in the blanks, read the sentences and underline the grammar points, etc. We also gave writing assignments about the things that they learnt in the class. The other lessons were similar.

The first story, Chest of Bravery, was chosen among the stories of Turkish author Şermin Yaşar[3]. This story was translated into English by the present author based on specific grammar points. Before moving onto the procedure of the experimental group, we want to give detailed information about the students' view of the English course and their feelings before starting the storytelling activity. Ninth grade students are always different from students at other grades. Because they spent the previous year intensely studying for the high school entrance exam. Since this difficult process of these students coincided with the pandemic period, they spent almost all of their time at home. When these students began school, they were very

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[2] Sermin Yasar is an author famous for her children stories and tales, for details please refer to Çarkacı, Ş. (2017), Cesaret Sandığı, Ankara, Elma Yayınevi, 1.Baskı. (Çarkacı, 2017)

[3] Sermin Yasar is an author famous for her children stories and tales, for details please refer to Çarkacı, Ş. (2017), Cesaret Sandığı, Ankara, Elma Yayınevi, 1.Baskı. (Çarkacı, 2017)

anxious and intolerant. In other words, they were still living the negative effects of the pandemic. Even though the school was the best public school in Elazig, they were not even aware of it. In such a situation, it was not easy to communicate with the class and raise awareness about the English lesson. Thanks to the brainstorming, it was revealed that they studied one-dimensionally on the English lesson. What we mean is that they could not go beyond the traditional method. After the mutual conversations to increase their readiness, the students were provided with the textbooks. The students were given detailed information about how the English course will be implemented from now on. Four basic skills and sub-skills were explained. Our strugles were to create new perspectives towards the English lesson. We believe that we almost reached our aim. In two weeks, most of the students were ready for English classes. The next step was to introduce the storytelling activities to the students. They stated that they had never listened to stories in English before. We explained the process in the most detailed way. At first, there were negative thoughts as well as positive thoughts about the storytelling activities. We witnessed that their mind changed almost completely in the process. We redesigned the seating arrangement of the classroom according to the story-listening atmosphere, before starting to tell. We believe that the environment has a positive effect on listening comprehension. In order for the story to be felt, the seating arrangement should not be ignored. We chose one of the stories of Şermin Yaşar, a Turkish author, and translated the story into English. The aim here was to enable students to encounter a familiar story from their own culture as they were going to listen to a story in English for the first time, and to facilitate the understanding of the story. The time allotted for this activity was one hundred and sixty (160) minutes. I started with a warm-up activity (The Sun and The Moon). After the warming-up activity, the students were asked if they were familiar with the story that would be told. Then the teacher told the story. While telling, the teacher stopped at some points of the story near the end and asked a few prediction questions about the end of the story with clear grammar points. After telling, the teacher provided the students a few minutes to digest the story. Then, we did some after-telling activities together. One of the activities was an improvisation of the most memorable part of the story. They just mimed without speaking that part. Participation in this activity was not what we expected because they did not have any experience to express themselves in front of the community. As a different activity, they were asked to say any sentence that remained in their

minds from the story. Participation in this activity was more than we expected. This showed that even though it was the first time, they understood the story clearly. Afterwards, we gave them an assignment. We asked them to create small stories inspired by the sentences we used in the story. They would also express their stories verbally. Some of the students had created stories, but mostly they did not use the grammar points that we focused on. At the end of the activity, the purpose of this study was explained again to those students. On the other hand, other students presented great products. We believed that students expressed themselves with short stories, but also thanks to this their self-confidence increased. As a result, we achieved very good results in our first storytelling session.

For the second storytelling activitiy, we redesigned the desks again to reach the most comfortable listening position. The students stated that the seating arrangement was very effective and they felt very relaxing while listening to the stories. For warming-up activity, we decided to implement 'Mirror Hands' to develop concentration and anticipation of what a partner will do next. Then, we chose a personal story that we thought could be of interest to students to prepare and keep them in class. We were so pleased that they listened with interest to our personal story. After telling the personal story, we asked questions to raise awareness by using certain grammar points. Once they were ready for the listening activity, their main story was introduced (The Leopard Woman)[4]. This time the story was from Africa. We asked questions about the traditional life of Africa. The answers showed that the students were highly engaged. In addition to this, we also showed photos about the traditional life. When it came to guessing the plot of the story, fun and creative answers came, but they couldn't guess correctly. While the students watched us with curious eyes, we told the story. We used character voices by creating different intonations in our voice. We had witnessed that this technique attracted students even more. Moreover, when the story was over, the whole class applauded and said that they enjoyed the story very much. Afterwards, we used the question-answer technique for the post-story activity because their understanding was reinforced thanks to this technique. We asked a lot of questions and almost all of the students participated in this activity voluntarily. In the follow-up activities, we

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[4] It is a traditional Affician story that focus on the male and female roles in the society.

asked the students to choose a scene from the story and show it with gestures without speaking. The thing to note here was that the parts the students chose were from certain parts of the story. In other words, these scenes where the narrator made gestures and intonations. In addition, we asked them to present the part they chose loudly. Imitating the narrator and adding their own interpretations in this activity allowed us to have fun moments.

The students were used to our work by now. Since they knew the event time in advance, they settled seating arrangement themselves. In addition, the students expressed that they looked forward to the story days. We believe that storytelling and listening are different arts. The common point of the storyteller and the listener is that they meet in the story. In fact, in this way, the teller and the listener establish a connection. We have 28 students in our class and we knew that we established this connection with most of them. When we entered the classroom, students were ready. We preferred a different warming-up activity, and chose a short and rhythmic story for it. The aims were to develop concentration, to take students' attentions, and also to engage the students into the lesson. Firstly, the teacher told the story for a few times and asked the students to immitiate her. Students were able to memorize the story by telling sentence by sentence and then combining sentences. Then the volunteer students presented the story to the class in a rhythm. Before introducing the third story, students were asked some guestions to raise awareness by using certain grammar points. The name of the third story was 'The Magic Millstone'. It is a traditional Korean folktale. After introducing the story, we made a little conversation about Korea. We also presented some pictures of the figures that exist in the story to facilitate the understanding. The students expressed their opinion on what the story might be about. The comments were discussed and the real story was waited for impatiently. And then we started to tell the story. While telling the story, we paid more attention to emphasize the sentences in certain grammar points. At the same time, character voices were used to attract students' attention. Because in the previous storytelling, the parts that remained in the minds of the students were the scenes where we acted like the characters in the story. We also used the repetition technique. In the follow up, we asked questions about how the story would end. The answers were very different and we discussed these answers together. And then we completed the story. We got great feedback on the story. After reinforcing the story

by using the question and answer technique, we asked them to determine a part from the story and mime it without speaking. Again, as the last activity, we asked the students to tell a story they designed themselves to their friends. We had a pleasant time listening to the stories shared by the volunteer students.

We did the last storytelling activity, close to the end of the first semester of the school. The students were already adapted to the process. We did the storytelling part in the school library. Telling a story in an environment like a book café was as fun as listening to it. In the beginning, we chose a short story (The Coat- a Jewish folk tale) as a warm-up activity. Our aim was to practice miming actions and to take students' interest for keeping them in the lesson. We told the story by using miming actions and body languages. After the storytelling, students tried to imitate miming some parts of the story like their teacher. After that, we gave an occasion to the students and asked them to act out. The students worked with their partners and some of them acted their work to the class. Then, we introduced the main story (Aldar Kose Tricks the Bai - Kazakhstan). We talked about the story and discussed students' ideas. Could something be achieved by pretending when we are in a difficult situation, or if they were in a difficult situation themselves, would they pretend to get out of the situation? Or has anyone else ever played tricks on them? We focused on such questions. After all, we told the story. In this story, many techniques such as intonation, using character voices, emphasizing important sentences, using body language were used. We got many different answers from the question of how the story would end, and these answers were discussed in the class. As a final activity, we asked the students to make up their own stories. They created their own short stories about tricking using the concepts of place, time, person and event. We listened with great enthusiasm to the stories presented voluntarily. The students stated that they were very happy to have this beautiful experience and that these activities should definitely continue.

After all the storytelling activities, we administered the post-test to the students to see if our work was effective in teaching grammar. The test included 40 questions in total, with 10 questions from each unit. These questions were in the form of multiple choice with five options. Test questions were selected from the questions prepared by the General Directorate of Secondary Education Teaching Materials and Content Development Department. The questions were completely based on their own coursebooks. In addition to multiple choice questions, there was also a writing section

for the post-test. In this section, they were asked to write a story by following the given directions. The time given for the post-test was one class hour. It took forty minutes.

D. Data Collection Techniques

1. Pre-test and Post-Test

Assessment has always been an important element in education and especially in academic works that are designed instructionally. However, measurement and evaluation in education is becoming more important increasingly. There are many measurement tools suitable for gauging students' learning. Pre-test and post-test are among the most popular ones. Pre- and post-tests are especially convenient as they can show the degree to which strategies and methods affect students' improvement (Bryan, & Karshmer, 2013). In a study conducted by Boyas, Bryan & Lee (2012), some evidence was found that pre- and post-tests could be useful in assessing students' learning for both higher and lower level students. In the current study, we used pre-test to determine the English levels of both the control group and the experimental group. And we also used post-test to determine the effects of the implementation on student learning.

2. Interview

Interviews are among the most common strategies for collecting data. Individual face-to-face in-depth interview is one of the interview methods that are mostly used for inverstigating the individual experiences and perspectives on any issues (DiCicco-Bloom, & Crabtree, 2006). In order to obtain honest and sincere information while interviewing, the interviewees should feel that they can share their feelings and thoughts without fear (Zambo, 2004). In this research, the interview was used as a complement to our study. After providing the appropriate atmosphere, face-to-face conversations with the students, both individually and as a group, allowed them to express their sincere and honest feelings about the event. In other words, students' deep feelings and thoughts were obtained through interviews. In order to obtain as much information as possible, open-ended questions were preferred. In addition, both individual and group interviews were conducted in order to reach more students in a limited time.

IV. RESULTS

In this chapter, the test scores belonging to control and experimental groups are compared. There are four research questions to be investigated in the current study:

1) Is there any significant difference between the grammar scores of the students taught with the oral storytelling technique and the students taught with other techniques?

2) Does the improvement of oral communication skills through storytelling contribute to correct usage of grammar?

3) Does gender make any significant differences in learning grammar by oral storytelling?

4) Is oral storytelling an effective method for grammar achievement?

As mentioned above the control group and the experimental groups are taught by the same teacher. The gender distribution of the participants are presented in Figure 3 below.
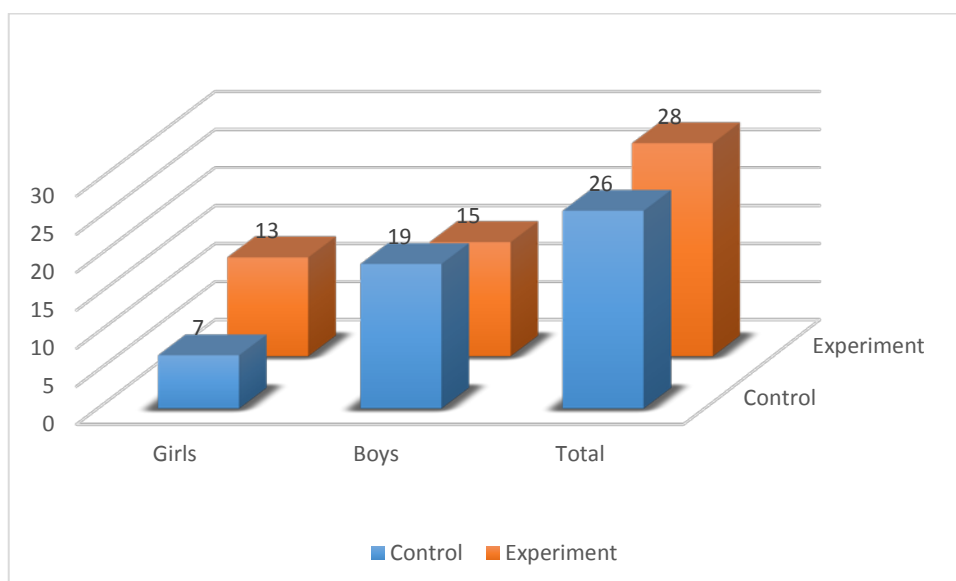

Figure 3. Groups Facts

Source: Own calculations

A. Pre- and Post-Test Results

The control group has 26 participants, 7 girls and 19 boys, whereas the population of the experimental group is 28, 13 girls and 15 boys. The average test scores of the two groups are shown in Figure 4. According to the calculations, the mean pre-test scores of control and experimental groups are 62.31/100 and 61.87/100 respectively. The boys in the control group have higher scores compared to girls, whereas the girls in the experimental group score slightly higher then boys according to the pre-test results.

In order to test the first research question, we assumed that the control and the experimental groups have the same background of English language. In order to test if the begining scores are different, we used a t-test. The null hypothesis arguing that the difference between the two groups' mean scores are not statistically significant is accepted according to the results represented in Table 1. We ran all the tests in SPSS version 22 software.

Table 1. Pre-test and Post-test Comparison of the Experimental and the Control Group

		Levene's Test		T-Test for Equality of Means				
		F	Sig.	t	df.	Sig	Mean Diff.	St. Diff.
Pre Test	Equal Var.	,391	,534	-,121	52	,904	-,4327	3,5644
	Not Eq. Var.			-,122	51,980	,904	-,4327	3,5517
Post Test	Equal Var.	10,206	,002	6,878	52	,000	21,0920	3,0665
	Not Eq. Var.			6,677	30,485	,000	21,0920	3,1591
Pre Writing	Equal Var.	6,748	,012	1,170	52	,247	1,6731	1,4300
	Not Eq. Var.			1,185	48,690	,242	1,6731	1,4122
Post Writing	Equal Var.	,233	,632	4,843	52	,000	7,9505	1,6417
	Not Eq. Var.			4,839	51,522	,000	7,9505	1,6430

According to the results, when the pre-test exam scores are compared for the two groups, there is not a significant difference in the mean scores. If the levene's test is considered in order to check whether the variance is equal or not, the significance value is above 0.05, which means that we will continue assuming the variances as equal. Both under equal variance assumption or not, the value 2-tailed significance is over 0.05 critical value and that approves our assumption.

Each group had 10 weeks of grammar education in English. For the control group, standard methods of English grammar teaching methodology was followed. On the other hand, for the experimental group, grammar was taught via storytelling activities. The stories are presented in Appendix 1. Following that period, both groups were tested again based on the grammar questions, that exam was called the Post-Test.

For Post-Test results, if the levene's test is considered in order to check whether the variance is equal or not, the significance value is above 0.05, that means we will continue with assuming the variances as equal. Both under equal variance assumption or not, the value 2-tailed significance is less then 0.05 critical value, that means the mean scores of the experimental group is statistically different from those of the control group. The storytelling method was performed differently than the regular grammar teaching method. The details of these results and the facts about the pre- and post-tests are as below (see Figure 4 and Figure 5).
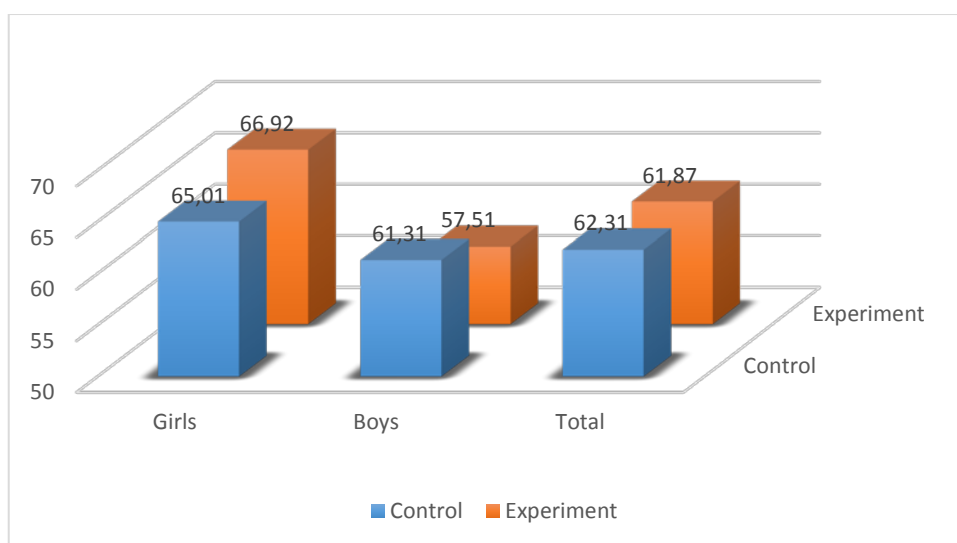

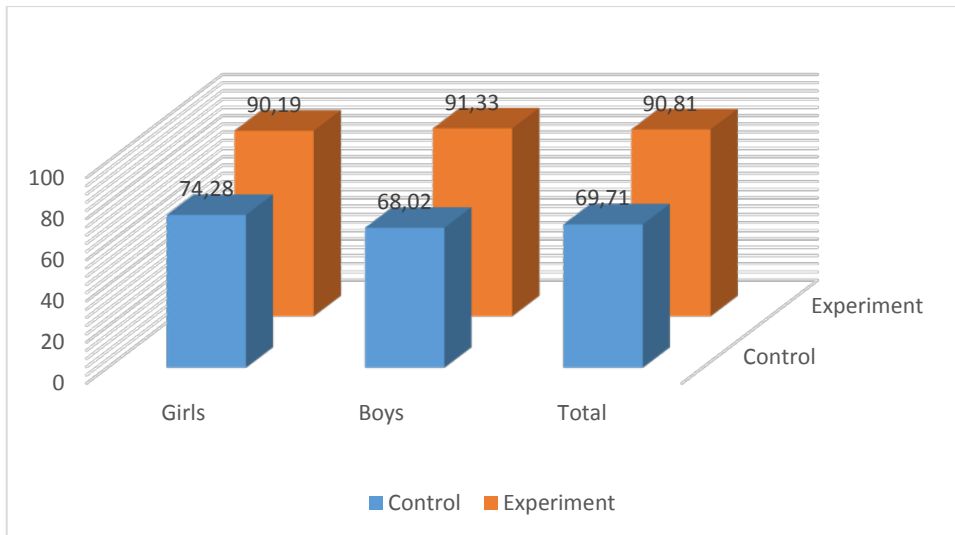Figure 4. Pre- Test Scores

Source: Own calculations

Figure 5. Post - Test Scores

Source: Own calculations

When the post test scores are considered together, the average score of the experimental group has increased 46.78 %, whereas the average score of the control group increased only 11.88 %. That difference in the mean averages gives an idea that the storytelling is a better methodology when compared to the regular methods. In order to check if that difference is statistically significant, we ran a t test. In order to compare the control and the experimental groups' pre- and post test details, please check Figures 4, 5, 6 and 7.
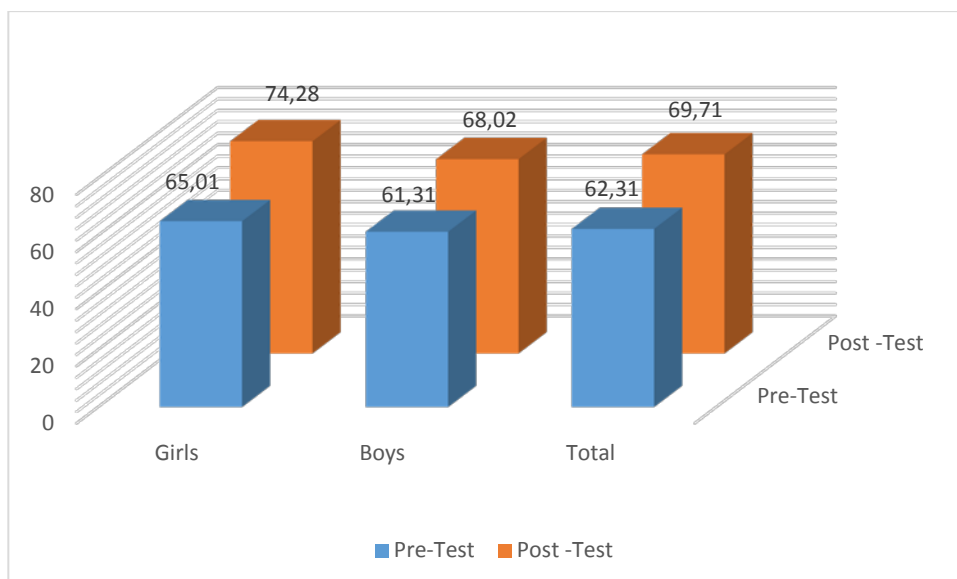

Figure 6. Post and Pre-Test Scores for Control Group

Source: Own calculations

When the pre- and post test results of control group is considered, both boys and girls has an achievement. The average scores for boys in the pre-test was 61.31/100 and increased to 68.02/100. For girls pre-test score average was 65.01/100 and post test average is noted as 74.28/100. In order to see the percentage achievement in control group please refer to Figure 7.
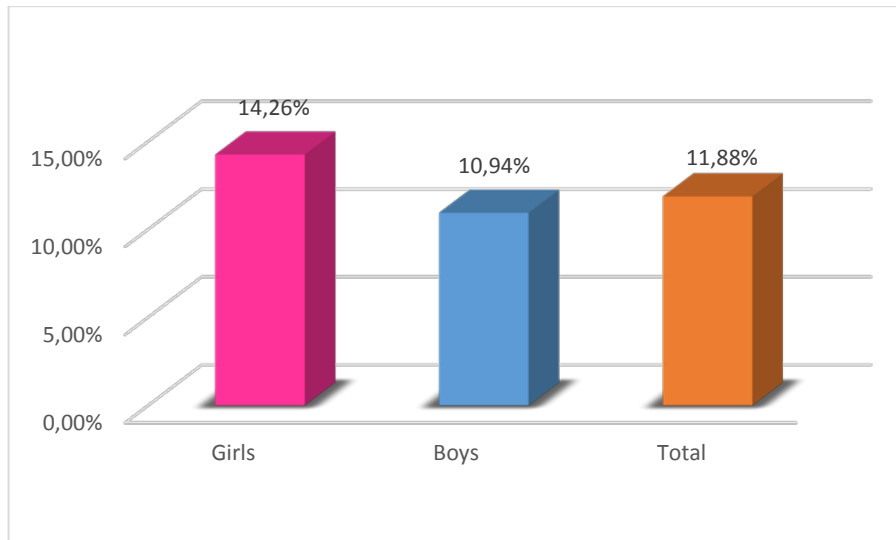

Figure 7. Post Test Achievements for Control Group

Source: Own calculations

According to the Figure 7, the control group performed better in the post test and the achievement ratio is 11.88 %. Girls performed better in regular grammar teaching methodology compared to boys, girls increased their scores 14.26 %. Boys, on the other hand, could increase less, 10.94 %.
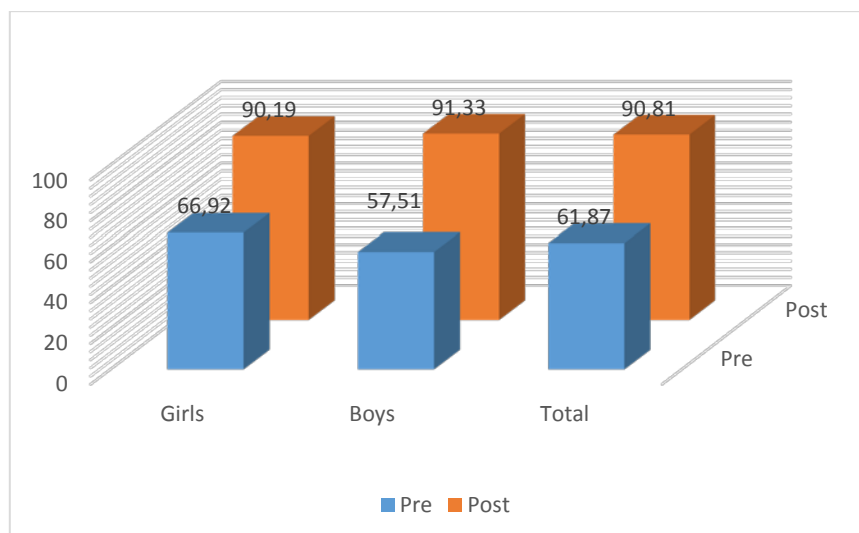

Figure 8. Post and Pre Test Scores for Experiment Group

Source: Own calculations

When the pre and post test results of the experimental group is considered, both boys and girls have an achievement. The average scores for boys in the pre-test was 57.51/100 and increased to 91.33/100. For girls pre-test score average was 66.92/100 and post test average is noted as 90.19/100. In order to see the percentage achievement in the experimental group, please refer to Figure 9.
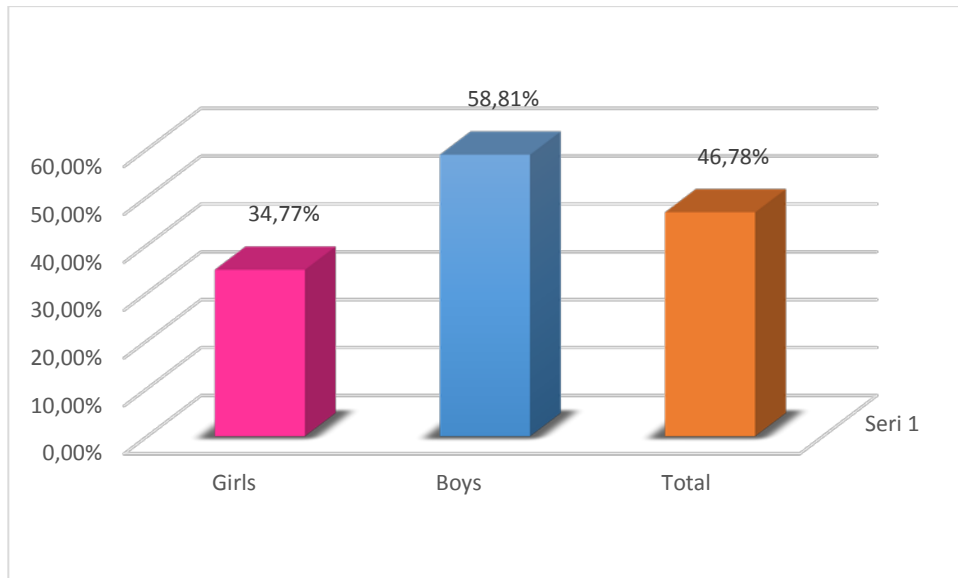

Figure 9. Post Test Achievements for the Experimental Group

Source: Own calculations

The results of the experimental group are quite different when compared to the control group. The increase is satisfying, which is 46.78/100 %. Another difference can be observed when the post-test results of genders are compared. In the control group, girls performed better than boys. In the experimental group, the boys had much more achievement compared to the girls.

B. Results of the Writing Task

In order to find relevant answers to our research question, we considered the writing skills of students. In the experimental group, the correct use of grammar is tested with two writings, one pre-course and one post-course. The same procedure followed for the control group.

Table 2. PreWriting Comparison of the Experimental and the Control Group

		Levene's Test		T-Test for Equality of Means				
		F	Sig.	t	df.	Sig	Mean Diff.	St. Diff.
Pre Test	Equal Var.	,391	,534	-,121	52	,904	-,4327	3,5644
	Not Eq. Var.			-,122	51,980	,904	-,4327	3,5517
Post Test	Equal Var.	10,206	,002	6,878	52	,000	21,0920	3,0665
	Not Eq. Var.			6,677	30,485	,000	21,0920	3,1591
Pre Writing	Equal Var.	6,748	,012	1,170	52	,247	1,6731	1,4300
	Not Eq. Var.			1,185	48,690	,242	1,6731	1,4122
Post Writing	Equal Var.	,233	,632	4,843	52	,000	7,9505	1,6417
	Not Eq. Var.			4,839	51,522	,000	7,9505	1,6430

The analysis so far showed us some details about the groups, and according to the Figures, the experimental group had more achievement in terms of grammar learning. In order to see if that was also valid in correct use of grammar, we referred to t-test. For the T-test, we used the SPSS 22 software.

It is quite important to compare the pre-writing scores of the experimental and the control groups. When the pre-test writing scores are compared for the two groups, there is not a significant difference in the mean scores. If the levene's test is considered in order to check whether the variance is equal or not, for pre-writing the significance value is above 0.05, that means we will continue assuming the variances as equal. Both under equal variance assumption or not, the value 2-tailed significance is over 0.05 critical value, which approves our assumption that both groups perform similarly.

In the comparison of post-writing scores of the groups, the levene's test was considered in order to check whether the variance was equal or not. For post-writing the significance value is above 0.05, which means we will continue assuming the variances as equal. Both under equal variance assumption or not, the value 2-tailed significance is less then 0.05 critical value, that means the mean scores of the experimental group is statistically different from the control group (p=.00). In order to see the details of that difference, we will refer to the tables below.
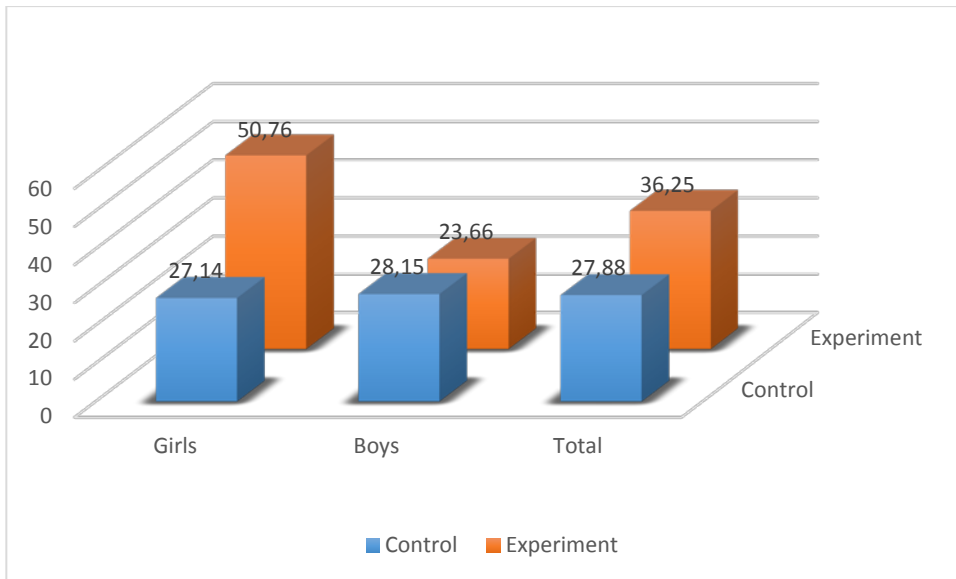
Figure 10. Pre Writing Scores

Source: Own calculations

The experimental group's average is 36.25 whereas the control group has 27.88 as their average writing score. A crucial point about the pre-writing scores is the success of the girls in the experimental group, they score 50.76 over 100.
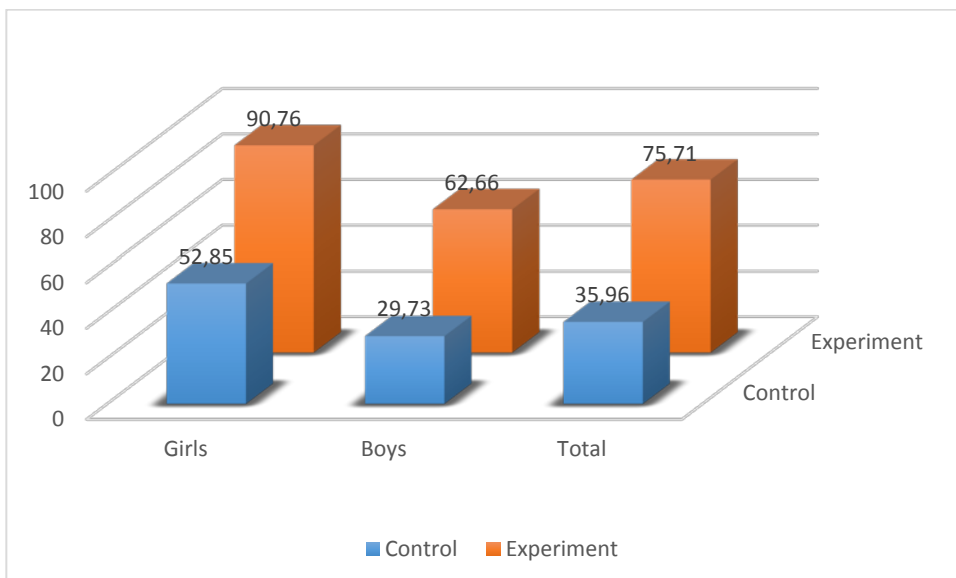

Figure 11. Post Writing Scores

Source: Own calculations

As explained in Table 2, the difference between the post-writing scores of the control and the experimental group are statistically significant (p=.00). When we have a closer look at the scores, the experimental group has an average mean of 75.71 and the control group has only 35.96. For the gender and the within-group

explanations further figures will be guiding.
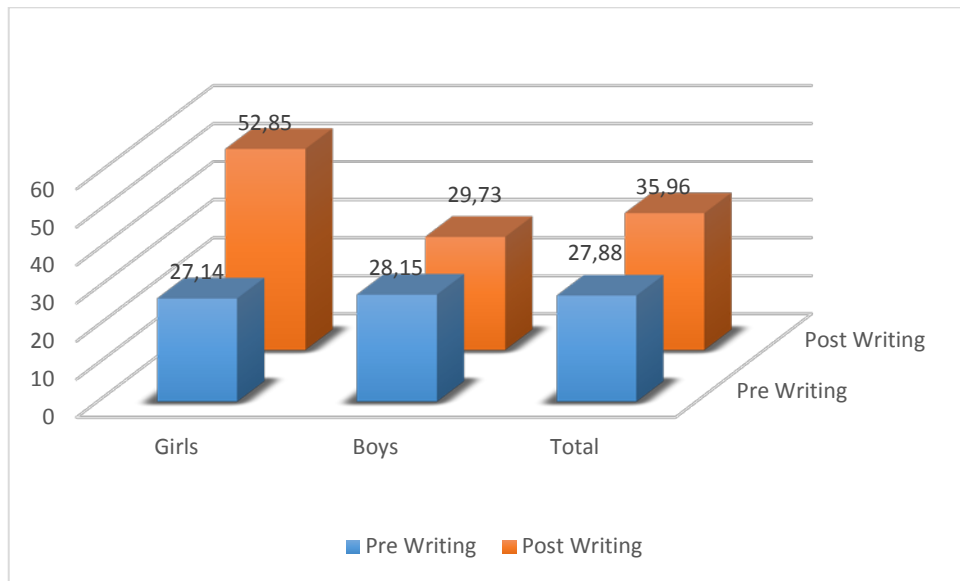
Figure 12. Post and Pre Writing Scores for Control Group

Source: Own calculations

When the pre and post writing results of control group is considered according to Figure 12, both boys and girls has an improvement. The average writing score for boys in the pre-test was 28.15 and increased to 29.73. For girls the pre-test writing score average was 27.14 and the post test average is noted as 52.85. In order to see the percentage increase in the control group, please refer to Figure 13.

Figure 13. Post Writing Achievements for Control Group

Source: Own calculations

According to the Figure 13, the control group performed better in the post writing and the achievement ratio is 28.98 %. On the other hand girls performed much better in regular grammar teaching methodology compared to boys, girls increased their scores, almost doubled their scores and made a 94.73 % increase. Boys, on the other hand, could only have an increase of 5.61 %.
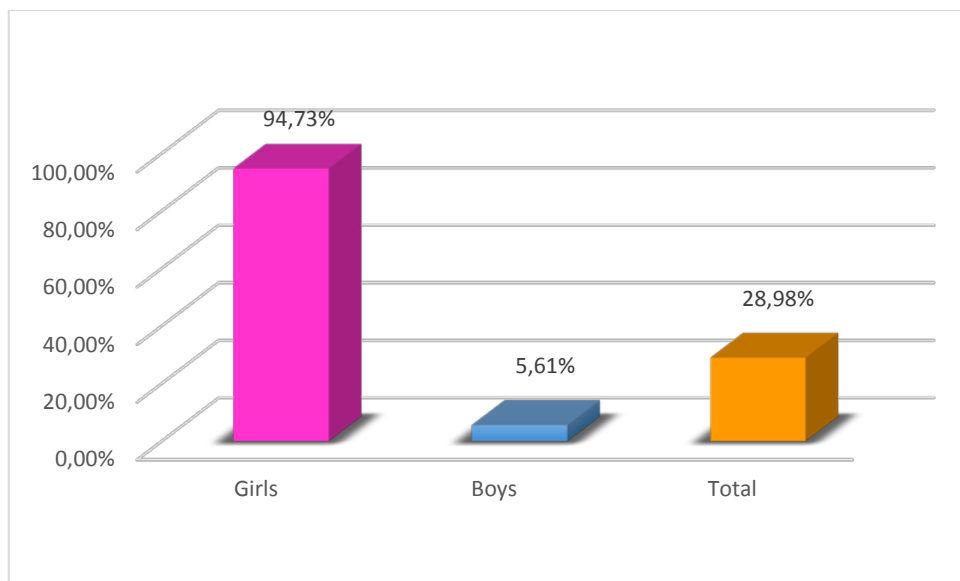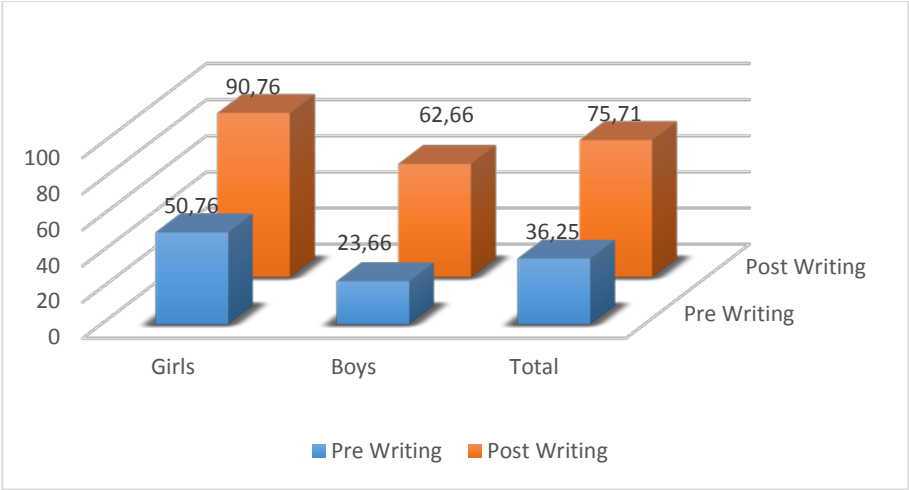

Figure 14. Post and Pre Writing Scores for the Experimental Group

Source: Own calculations

When the pre and post test results of the experimental group is considered according to Figure 14, both boys and girls has an improvement. The average score for boys in pre-test was 23.66 and increased to 62.66. For girls the pre-test score average was 50.76 and the post test average is noted as 90.76. In order to see the percentage achivement in the experimental group, please refer to Figure 15.
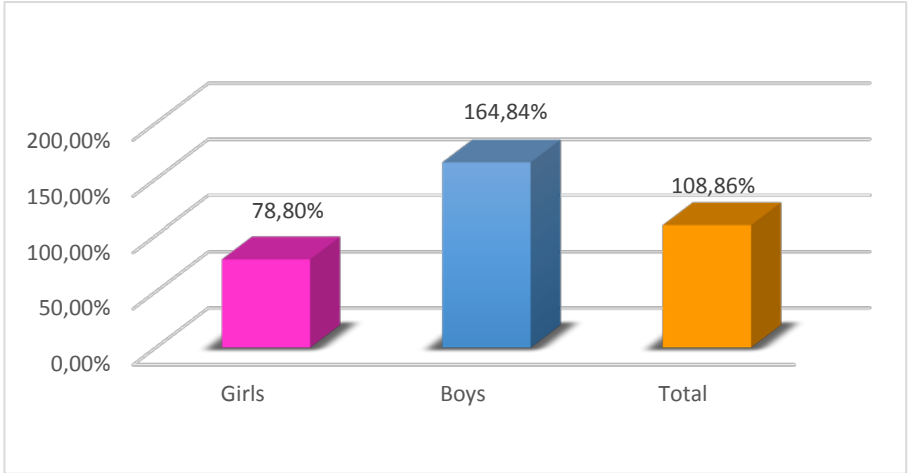

Figure 15. Post- Test Achievements for the Experimental Group

Source: Own calculations

The writing results of the experimental group are quite different compared to those of the control group. The increase compared to the pre- test score is more satisfying, that is 108.86 %. The other difference is the reaction of genders. In control group girls performed better than boys. In the experimental group, the boys had much more achievement compared to the girls, 164.84 % and 78.80 % respectively.

C. Interview Results

1. The content of the interview

We interviewed 24 students in their classroom and they all participated in the interview voluntarily. We also prefered group interview to benefit from peer interaction. We interviewed students in their own classrooms because they feel more comfortable and express themselves better in the classroom environment.

The researcher made the following introductory talk and then asked the interview questions one-by-one:

"As you know, l am conducting a study on the use of oral storytelling techniques in teaching English grammar with you. I would like to learn about your thoughts on the storytelling technique and also get your views on how you felt during the lesson plans applied in the classroom. It is important to obtain your individual ideas on this issue in order to provide more in-depth view. I consider that your views will provide more insight into this reseach. Accordingly, I would like to ask some questions to you. This interview will take a maximum of two lesson hours. Your names will not be seen in any way during the study. Do you have any questions about the interview?"

Questions

1-What have you gained from this project?

2-What were the challenges you've faced during this project?

3-Do you think that storytelling technique is efficient in terms of correct grammar learning?

4-Should the storytelling technique be used in English lessons?

2.   Implications of the Interview

The purpose of the first question in the interview was to learn students' general attitude towards storytelling. In fact, it was to reveal what kind of effects it had on students individually when they evaluated after the activity. We believed that all students answered the question "What have you gained from this project?" sincerely. Because, we got different and hearty responses. Among the popular gains, students responded more in the direction of developing correct pronunciation and listening skills. While some students talked about its social aspect, some stated that they gained good memories. Some students stated that they started to like the language lesson and understand what they heard thanks to the stories. Some students stated that they were able to form sentences, they learned to use their body language, and most importantly, their self-confidence increased. The following students' responses are the indicator of these aforementioned ones.

Student 1: We learned the correct pronunciation of words and our listening skill improved.

Student 2: This project urged us to speak English comfortably in crowded places.

Student 3: Beyond the improvement of my English, it was a nice social event for me. It made me gain a different perspective.

Student 4: As I listened to English stories, I started to love and understand English.

Student 5: This helped me to partially understand what I heard in the lesson.

Student 6: I realized that I can now form sentences.

Student 7: It helped me gain good memories.

Student 8: Thanks to this project, l learnt to use body language and my self-confidence increased.

In order to find out what challenges the students faced during lessons, they were asked the second question related to the challenges. This was the first storytelling event they had ever had, so we were not expecting them to adapt to the event right away and it was normal for them to face a lot of trouble. Most of the students emphasized that it was challenging to express themselves in front of the

class. Some students criticized their friends for being biased towards the event. Additionally, some of the students explained that the words they did not know made the story difficult to understand. The following are the thoughts of the students about these issues.

Student 1: The hardest part for me was expressing my opinion in front of the audience.

Student 2: The only difficulty was that we were new to this event and some of our friends were prejudiced against the event.

Student 3: I had a hard time doing after-storytelling activities in front of the class because I lacked self-confidence.

Student 4: It became difficult for me to understand the story when there were words that I did not know.

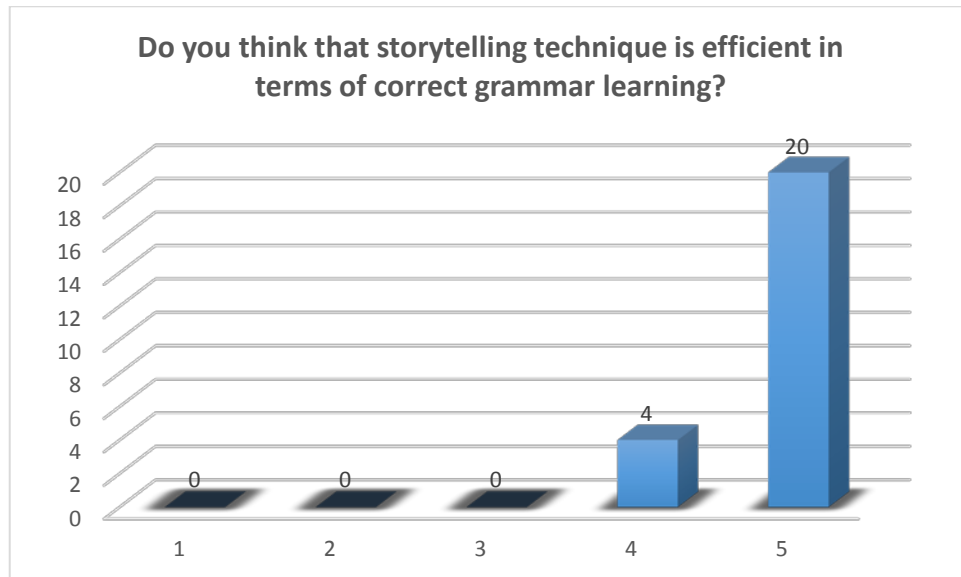Student 5: I missed some parts of the story because my vocabulary knowledge was not enough.

Figure 16. Results for Research Question 3

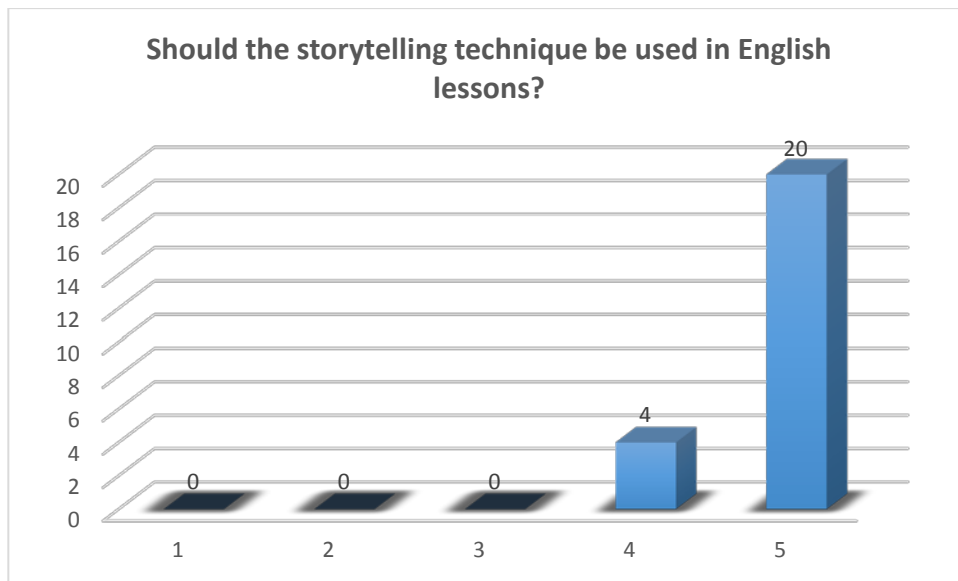**Should the storytelling technique be used in English lessons?**

Figure 17. Results for Research Question 4

Considering the main theme of this study, the third question reflected whether storytelling technique was effective in the terms of correct grammar learning. Majority of the students stated that it was a powerful technique to learn correct grammar learning as it was reflected in Figure 16. Some students claimed that repeated sentences allowed them to focus on sentence structures and let them be more careful while forming new sentences. A few students added that with this way, the sentences could be more memorable that's why they could form the sentences correctly while talking or writing about something. Additionally, some of the students stated that they gained different view point about learning grammar. It was also claimed clearly that listening, watching and being involved in the lesson interactively provided permanent learning. It was even true for grammar learning. As far as it was understood from students' ideas, storytelling technique contributed significantly to students' grammar learning as it was reflected in Figure 17. All the students responded positively to the question whether stortelling technique should be used in English lesson. They stated that it was really necessary to stay far from traditional methods and to involve more interesting and entertaining activities in the lessons, especially while learning a new language. As can be understood from all examples the students enjoyed the lessons and they were engaged in the process willingly. To sum up, we can say that the teacher was able to reach the majority of the students.

V. DISCUSSION

In this study, we chose grade nine students in a state high school as participants. Our main purpose and focus was to find out the effectiveness of using oral storytelling on learning grammar points. The total duration of ten weeks were allotted for the data collection. It involved one experimental class taking the lessons based on stories to learn the grammar. Other class received the same language lessons centered on the traditional teaching method. Results of the analyses of pre- and post- tests will be discussed here one by one in order of research questions.

Research Question 1: Is there any significant difference between the grammar scores of the students taught with the oral storytelling technique and the students taught with other techniques?

The primary purpose of the study was to investigate and find out the difference between the grammar scores of the experimental and the control group. In order to evaluate the grammar knowledge, pre- and post- tests were applied to the students. As it was explain above, test questions were selected from the questions prepared by the General Directorate of Secondary Education Teaching Materials and Content Development Department. The questions were completely based on their own coursebooks. The preparation of the questions by experts increased the validity and reliability of our study. Meanwhile, we assumed that the control and the experimental groups had the same background of English language. The results the of pre-test showed (Figure 4) that there were no significant differences in students' grammar scores in both groups. It was clarified that the mean scores of both groups were almost equal. Each group had ten weeks of English lessons that covered grammar teaching. For the control group standard or traditional methods of English grammar teaching methodology were followed. On the other hand, for the experimental group, grammar was thought implicitly via oral storytelling activities. The experimental group was introduced to storytelling and they did lots of before, during and after-storytelling activities with their teacher. Moreover, they listened to amazing stories. Following that process, post-tests were applied on both groups. As it

was demonstrated above in Figure 5, there were significant differences between the grammar scores of the experimental and control groups in the post-test. The average score of the experimental group increased 46.78 % but that of the control group increased only 11.88 %. The finding revealed that using oral storytelling had a possitive influence on learning grammar points of English language.

A wide range of research all around the world has been conducted on storytelling. Almost all the results indicated that storytelling had possitive impact on teaching main and sub skills. Fabián conducted a study regarding the effectiveness of using storytelling in the language classroom to enhance the grammar learning of young learners in Colombia. The results showed that using storytelling had a great impact on learning sentence structures and grammar points (García, 2017). A different study was conducted by Dannah related to storytelling as a learning tool in architecture design studio class at Okan University. The result of the study indicated that storytelling was an effective learning tool in design studio classes, among other tools, that could help students get effective learning, meaningful learning, deeply understand the design period (Tuffaha, & Batirbaygil, 2021). Another study was aimed to investigate the effect of using storytelling technique to teach grammar for EFL learners and to search if there is a significant difference between the achievements of the students taught with the storytelling technique and traditional method of grammar teaching in Indonesia. The results showed that storytelling technique was more effective in teaching grammar because it increased the students' scores more than the traditional method such as grammar translation method (Fachraini, 2016).

Research Question 2: Does the improvement of oral communication skills through storytelling contribute to correct usage of grammar?

Actually, this question took our study in a different way. In the event process, we did not do almost any writing activities with students. The students only wrote stories in pre- and post-test. With these the students were even learnt how to write a story academically. That is, almost the entire process was based on oral communication skills. This question, which is one of the curious ones, was whether the oral storytelling sessions helped the correct grammar use. It was understood from the analyses made so far that the experimental group was better in the terms learning grammar. It was also true for correct use of grammar. According to the test results, at

the beginning the writing skills of the experimental and control group were not statistically different (*see* Figure 10). However, the results of the post-test writings showed that (*see* Figure 11) there were an evident difference between the control and exprimental groups. Based on this, we can say that storytelling is also an effective method in the use of correct grammar.

The folllowing examples were choosen randomly among the pre- and post-test writings of the experimental group.

Student 1: Pre-Writing

Read the begining of the story and complete. Write maximum 5 sentences.

Once upon a time, there is a man. He lives alone in a village. He has got many neigbours. He helps his neigbours whenever they need help.

One day, the man……..

Student's Answer;

One day, the man go to the forest. He trees cares in the forest.

Student 1: Post-Writing

Read the questions below. According to questions write a short story.

-What is the name of your story?

-Who are the main characters of your story?

-What is your story about?

-When and where does your story happen?

-What happens at the end of your story?

Student's Answer;

Friendship

A journey evening, friends go to their houses. The friends are Maria, Stello and Chloe. They have a strong friendship. They always focus on thier lessons. They do not break each others heart. They always say lovely words to each other.

Student 2: Pre-Writing

Read the begining of the story and complete. Write maximum 5 sentences.

Once upon a time, there is a man. He lives alone in a village. He has got many neigbours. He helps his neigbours whenever they need help.

One day, the man……..

Student's Answer;

One day, the man saw some old photos. He with his old family. They was dead in a earthquake. He started being sad when he saw the photos.

Student 2: Post-Writing

Read the questions below. According to questions write a short story.

-What is the name of your story?

-Who are the main characters of your story?

-What is your story about?

-When and where does your story happen?

-What happens at the end of your story?

Student's Answer;

Mr. John's Cat

There is a cat at Mr. John's house. The cat always wants to go outside, but it cannot. Because the cat is very young for going outside. But one day, the cat escapes from his house. The cat sees a bird at the top of tree. The cat climbs to tree for catching the bird, but the cat cannot get down. Mr. John sees his cat at the top of the tree. He gets panic and calls 911. The fireman comes to his Street and saves the cat.

As can be seen from the examples, it was observed that the students made progress in the use of correct grammar.

Research Question 3: Does gender make any significant differences in learning grammar by oral storytelling?

Based on the grammar tests, considering the results of the study, the average scores of the experimental group increased 46.78 % whereas control group increased only 11.88 %. When we compare post- and pre-test results, both groups were successful in learning grammar rules. However, the experimental group achieved significant success. Students learnt grammar rules with classical methods but when a

different method is used, such as storytelling, remarkable progress in learning was achieved. Considering gender differences of the control group, girls were better than boys. It was true both for the pre- and the post-tests. For the experimental group, however, boys were much more successful than girls. We can say storytelling technique works better in teaching English, but when we consider gender differences of experimental group boys were much more successful than girls. We suppose that having different kinds of intelligents or living in different areas can cause these. Further reseaches can be performed to investigate details.

Many studies have been conducted on gender differences in learning language. For example, one of them aimed at researching the gender diffirences in language learning style and language learning strategies. The study was conducted in Thailand among the university students in 2014. The results of the study showed that gender had effects on language learning styles but for the learning strategies there were no differences (Viriya, & Sapsirin, 2014). Additionally, a study was conducted in Spain among the young Spanish students of EFL in 2012. They investigated the significance of gender in receptive vocabuary size development. Considering gender differences, the results indicated that both male and female students showed similiar behaviour in lexical learning (Llach, & Gallego, 2012).

Research Question 4: Is oral storytelling an effective method for grammar achievement?

This question was one of the major investigation of our study. Teaching English to young learners is very hard in Turkey, but beyond this teaching grammar is also a challenging task. Therefore, this creates a need for investigating influential and powerful teaching methods. We believe that oral storytelling is among the most powerful methods. So, we decided to use it in our study. Initially, both the control and the experimental groups were tested to determine their level of English. According to the pre-test scores, there was not a significant difference between two groups. The mean scores were almost same as predicted. This study took a semester and at the end of the term, the students were tested again. The post-test had equivalent questions to the pre-test. Moreover, the majority of the questions in the tests consisted of questions that students could not do without learning specific grammar points. When the post-test scores were compared for the two groups, there was a significant difference in the mean scores. This indicates that oral storytelling is

an effective method for grammar teaching.

VI. CONCLUSION

In recent years, teaching and learning English has gained more popularity in our country. Due to the new needs, some skills such as communication came to the foreground. In line with the needs, teachers started to give priority to basic skills such as speaking, listening and writing in the classroom. This overshadowed the teaching of some sub-skills, such as grammar. We think that grammar is necessary for correct communication. But in our country, teaching grammar is one of the hardest skills. The reason is unknown but students have negative attitutes towards learning grammar. This is a very challenging situation especially for the teachers who work in state schools. The teachers began to search for new techniques to reach their students.

The aim of our study was to investigate the teaching of grammar through oral storytelling and to propose the oral storytelling techniques as a way of teaching grammar. The process of our study took ten weeks. The students were taught grammar only through oral storytelling and they were tested before and after the intervention. The results of the pre-test were almost same for the control and experimental group. There were no significant differences between them. In the process, while the experimental group learned grammar through oral storytelling, the control group learned it through classical methods. Both groups were successful in learning grammar, but the experimental group was more successful. The results of the post-test analysis showed that experimental group had more achievement in terms of grammar learning. The results of the studies that we have indicated as examples of language skills learning through stories in the literature review section are also in line with our study. All in all, oral storytelling is an effective technique in terms of gaining language skills including grammar.

This study was a ten-week study conducted with a small sample size. However, longitudinal studies with different sample sizes and more than one school with different teachers could be needed to be able to see a bigger picture of the efficacy of oral storytelling in terms of learning grammar. Moreover, studies on the

impact of oral storytelling could be conducted employing other variables like use of correct grammar.

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APPENDIX

Appendix 1- Stories

Appendix 2- Lesson Plans

-The story has been written by Şermin Çarkacı. It has been traslated in English.

Bravery Chest

Once upon a time, there is a fox family. This fox family lives in a cave at the foot of a huge mountain. The family has got three fox children. These three brothers wander all day at the foot of the mountain and lift their heads to try to see the top of the mountain.

But they cannot see it, because there are many clouds at the top; every day they wait with hope for the clouds to go away.

One of these foxes is shy. He is not brave to talk with someone. The second fox is a fearful and he is afraid of everything and cannot be stay alone. The third fox gives up immediately and he does not try again. Behind them, they have got a same dream. They want to be a brave fox.

One day these three little foxes come out of the cave and look at the mountain. That mountain is huge. One of the foxes asks his mother;

'What is there on top of that mountain?'

' Ahh!! There is a wise wolf. That wise wolf is very smart and kind hearted. That wise wolf has got a chest next to him. That chest has got the magic to make all children fearless and brave. That chest's name is Chest of Bravery.' says his mother.

One day and one night, three little foxes they think of the wise wolf and his chest. They want to go there and take some magic and become brave and fearless

foxes. But, how can they do that?

There days and three night, they dream this and the fourth day they wake up early and walk to the mountain. The three little foxes climb, walk and run for hours. They are out of breath. Suddenly, the weather starts to snow and the three little foxes hide in a cave. One of the little foxes scream as soon as goes into the cave. The cave is full of bats. He closes his eyes and waits, waits and waits.. When the little fox open his eyes, the bats just wait without doing anything. His fear is gone and fall asleep watching the bats.

The next morning, the three little foxes go on walking. They walk, walk, and walk… They are too far away from their house. Suddenly they face a snake. Two of them hide but the shy one stands there and he says trembling;

- 'We are going to the wise wolf. Can you get out of our way?'

- 'I can't get out of the way because the wise wolf isn't on this side' replys the snake.

The shy fox is shocked and he should speak again. He asks again with trembling;

-So what side?

- 'If you want l can take you there'. Says the snake.

The fox that gives up immediately, says with exicement.

- 'This way can also be wrong. I think we should go back home.'

-' No, trust me. Go from this way.' Says the snake.

The three little foxes go on climbing. They are hungry and they find something and eat. They are thirsty and they melt the snow and drink. They are cold and they get warm in a cave. They manage to reach the top after struggling with many wild animals.

And now. They are at the top of the mountain. There is a wolf in front of a fire. Finally, he is the wise wolf!! The wise wolf is suprised when he sees the little foxes.

'Nobody has been here for a long time. How do you come here? Come close! Are you hungry? Sit down and get warm. Drink my soup!!' says the wise wolf.

The little foxes tells what they lived. Bats…,cavee…,snakee…dangerous they face…. The wise wolf listens to the little foxes curiously. When they finishes their talking, they look around to see the chest. The little foxes ask the wise wolf about the chest.

'What!! A bravery chest!!! I don't have this king of chest. I have got only this chest. I use it for sitting.' Says the wise wolf.

The little foxes are surprised. We do many things for nothing!! We face dangerous for nothing!!!

The wise wolf open the chest and says;

-'As l see you don't need to a bravery chest. If you are here, you are already brave and fearless. If you want you can give me what you have got!!' he says.

The brave foxes say together –Nooooo- and they say goodbye to the wise wolf and gp back to their house.

-The story has been adapted to better suit to the students.

The Leopard Woman

Once upon a time, a long long time ago, in the great place of Africa. There are a man and a woman, walking. The man carries his spear and a bow and arrow across his back. The woman has a baby and she ties her baby across her back. And they walk through great beautiful plain of Africa. After few hours his husband says:

__ **'**My wife, I am hungry. Turn into a leopard. Then go and hunt a bush cow. When you catch it and kill it, come back. When you bring the meat, you cut it, you skin it, you clean it, you cook it the way l like it, and you prepare it for me.' Says her husband.

__ But, you are the hunter. You has a spear. You have a bow and an arrow

__ I am your husband. You do what l say. If l ask you to turn into a leapard, you turn into a leapard. If l ask you to go and hunt a bush cow, you hunt a bush cow. If l ask you to go and kill a bush cow, you go and kill a bush cow. If l ask you to bring the meet and chop it and skin it and clean it for me, you do it. Because l am your husband.

- If l ask you to cook it, prepare it just like l like it, you do. Because l am your husband.

-And if l ask you to turn back into a woman, you do. Because I am your husband. Said his hushand.

Suddenly, life changes. His wife covers in----------. Her eyes turn into leopard' eyes. Her mouth turns into leopard's mouth. Her hands turn into leopard's claws. Her feet turn into leopard's paws. Her skin turns into leopard's fur. Her heart turns into leopard's heart. (harrrrrrr…) the leopard roared.

Her husband is scared. He starts running and looks for the nearest tree. He climps the tree and goes into the branches and hides. He hides so much that nobody can see him.

The woman, she is now a leopardess, runs and runs and runs until in the distance she can see bush cows all together. She runs towards them. She sperates them and in the middle there is the youngest bush cow. She catches and bites into the neck of the bush cow until the bush cow dies.

The leopardess puts it in her mouth and runs back to the camp fire, carring the bush cow. When she gets there, there is no one.

Suddenly, everything turn into normal. The leapard's skin becomes the skin of the woman. The leapard's eyes become the eyes of her. The leapard's claws become hands of her. The leapard's paws become the feet of her. The leapard's heart becomes the heart of the woman.

The woman gets the meet, she cuts the meet, she cleans the meet and she prepares the meet. She gets the bush cow, puts a stick in the middle and starts to make.

Turn, roasts. Turn, roasts. Turn, roasts.

Ohhh! The bush cow smells delicious and she stops. Where is his husband?

She looks left, she looks right and she gets him. He is up the tree. Why is he in the tree?

My husband! Come down! Your meal is ready. She says. But her husband refuses to leave tree.

At that moment, the baby begans to cry. And the woman picks up the baby and sings. The man in the tree, he notice it is his wife. And climb down and run towards her, grap the meet. He starts to eat it. (ham ham….) it is delicious. After he finishes, he says;

My woman puts out the fire, grabs the meet, rip it up, take the baby, put it back. We must leave now.

'Ofcourse my husband.! Says the woman. She puts out the fire. She rips the meet up. She puts the baby on her back. But before she leaves, she says;

- My husband, there is something l must say. Remember! My name is woman and l can do anything that you ask of me. So, in the future, be careful what you ask!!

-The story has been adapted to better suit to the students.

The Magic Millstone (or Why the Sea is Salty), a Korean folk tale

Long long long ago when the sea is fresh, with water that you can drink, there are two brothers; Han and Soo. Han is the older brother and he is hard-hearted, cruel and selfish. Soo, the younger brother, is kind, giving and generous.

One day Soo is collecting firewood in the mountains. Suddenly he sees an

old, old man lying on the ground, in front of him.

-Help me. I am hungry. I need to eat.

Soo takes pity on the old man. He helps him to walk back to Soo's simple home. Soo gives food to him. Soon the old man is strong and well.

-I must leave now, said the old man, but I have something for you.

And from nowhere the old man produces a millstone.

-Take this millstone. It gives you whatever you wish for. Just say 'Grind, Millstone, grind' three times. And remember when it is time, when you have enough, say 'Millstone, grind no more' three times. Nothing else.

The old man leaves and disappears into nowhere.

Soo looks at the millstone.

-It would be good, thought Soo, to have some rice flour.

So he says:

Grind, Millstone, grind

Grind, Millstone, grind

Grind, Millstone, grind

The millstone begins to turn. And as the millstone turns, rice flour appears comes pouring out from the millstone, more and more rice flour until there is a heap. Soo is amazed:

Millstone, grind no more

Millstone, grind no more

Millstone, grind no more

The stone stops turning. Soo takes that rice flour and makes food with it. There is so much, there is too much for him alone. So he takes what is left and, being kind-hearted, Soo feeds the hungriest people in the community; those who needs it most.

His brother Han sees Soo doing this:

-Where does he get that rice flour?

So Han goes and he follows his brother secretly to his home. Han looks from his hiding place as Soo now sit once more in front of the grinding millstone.

-It would be good to grind some soya beans.

And he says:

Grind, Millstone, grind

Grind, Millstone, grind

Grind, Millstone, grind

And the stone begins to turn. Out from the stone comes ground soya beans, more and more and his brother Han says:

-Well, this is how he does it.

Han does not stay to watch his brother any longer.

Soon there is great heap of ground soya beans. And Soo says:

Millstone, grind no more

Millstone, grind no more

Millstone, grind no more

The stone stops turning. Well Soo, of course, shares the ground soya beans that he does not need himself with the rest of the community, those who are the hungriest.

That night Han, the cruel and selfish brother, comes secretly to Soo's house in the night. He crawls in silently and picks up the magic millstone. He crawls out of the door, but at that moment Soo wakes up:

-Brother, brother, do not take the millstone. Brother, do you know how to use it? You will be in trouble.

Well, Han does not listen. He is already running with the heavy millstone down towards the shore. There he finds his small wooden boat. He climbs onto the boat.

Do you know where this story is going? Can you imagine what happened?

There on the wooden boat Han put down the millstone and he thinks:

-What is the most precious, valuable, expensive thing that I can produce?

Now, in those days the sea is fresh water. You can drink it, it is so clean. Salt is rare. Salt is hard to find. Salt is of great value.

-I will have salt.

As he thinks and wishes for salt, Han says:

Grind, Millstone, grind

Grind, Millstone, grind

Grind, Millstone, grind

And the stone begins to turn in the bottom of the boat. Out from the millstone comes salt in plenty, more and more salt, a great heap of salt.

Han says:

-I will be rich.

As more salt appears and the boat is filling, he says:

-I will be the richest of all. Ha ha!

But the boat continues to fill:

-Enough. Stop, Millstone. Stop grinding. Stop!

He does not know the magic words. The boat fills with salt, gets heavier and heavier. Full to the brim the boat begins to sink down with the millstone and also with the cruel, selfish brother.

There at the bottom of the sea the millstone continues

to grind more and more and more salt. They say in Korea that that stone is turning still, which is why the sea is salty.

-The story has been adapted to better suit to the students.

ALDAR KOSE TRICKS THE BAI

Once upon a time, it is the deepest winter on the Steppes of Kazakhstan, and celever Aldar Kose is on his poor old horse. He trudges slowly through the snow.

His old coat is full of holes, seventy in total, and keep nothing of the cold out.

Aldar Kose sees the Bai. He comes toward him. The Bai is a very rich landowner. He dresses in his thick fur coat and hat. He seats on his horse proudly. Aldar Kose throws his coat open, and sings a song happily.

' Why, Aldar Kose, do you hold your coat open when it is so cold? Aren't you freezing?' asks the Bai.

' This coat keeps me too warm. It is a magic coat. The cold comes in one hole and out another, so all the heat stays in.'

'A magic coat? How do you get this magic coat?'

' My father gave me this fascinating coat to me, so that l can never be cold.'

The Bai looks closely at the coat.

' My coat is made of the finest fur, and l offer it to you in exchange for your magic coat.'

' If l could exchange it, perhaps l would. But this coat is my father's coat. This cannot be easy to give away.'

'l do not ask you to give it away. You can have my hat as well as my coat. Here you can feel the thickness of fur.' Said the Bai.

Aldar Kose have one on the Bai's coat, but the other is on his fine strong horse.

'My father tells me on his deathbed that this coat should stay in my possession. He warns me about the coat…. but now l forget what exatly he warns me…'

' You try my patience. I want to this coat. Take my coat, my hat, and my horse as well, in exchange for yours. This is my final offer.'

'But my father….'

'How dare you refuse me? I am the richest man in the land!! Take this purse of gold coins as well, and give me the coat.'

Aldar Kose finally agrees, and climbs down his poor old horse. He removes his coat and hat, and quickly puts on those of the Bai. He takes hold of the heavy purse of gold coins, and climbs onto the Bai's magnificant horse.

As Aldar Kose rides away, he looks back to see the Bai standing in the deep snow, pulling on the old coat with seventy holes.

The Bai looks confuses.

' I remember my father's warning about the caot. As he rides off.'

' The magic only works for me.'

Apendix 2- Lesson Plans

STORYTELLING LESSON PLAN (1)		
TOPIC	Storytelling: Chest of Bravery	
GRAMMAR STRUCTURES	The verb to be Subject pronouns Have got/ has got Imperatives	
TIME	Four lessons hours.(160 minutes)	
STEPS	PROCEDURES	TIME
WARM UP	The Sun and The Moon The teacher play this with the students to break the ice with the class, encourage quick reaction to verbal stimuli Ss all stand together in the middle of the class and	5minutes
BEFORE TELLING	The teacher arranges the classroom in the most suitable space that the story can be told. The teacher tells the aims and what they are going to learn in the lesson The teacher introduces the story to the classroom. Teacher introduces students to the characters in the story. The teacher asks if they know this story before.	
WHILE TELLING	The theacher starts to tell the story. The teacher stops at some moment and asks questions to the students. The questions are asked with clear grammar points. Is he ……….? How many foxes are there………..? Have the wolf got…………….? Teacher repeats sentences with specific grammar points that he wants students to learn to get their attention. The teacher uses distinct character noices to get students' attention. When she is speaking as a wolf- The teacher stops at some moments and asks; -What is going to happen?- The teacher listens to the students ideas and finishes the storytelling.	
AFTER TELLING	The teacher allow the students a few moments to digest the story. The teacher asks the students if they like the story. The teacher asks some questions about the story; Which character make a strong impression on you? What is the strongest image in your mind during the story? What surprise you in the story?......ect. The teacher wants students to retell some parts of the story. The teacher wants students to tell a little personal story related to story.	

STORYTELLING LESSON PLAN (2)		
TOPIC	Storytelling: The Leopard Woman 	
GRAMMAR STRUCTURES	There is/ There are Possessives (my, your, his, her,…) Object Pronouns (me, you, him, them,…) Singular and Plural Nouns	
TIME	Four lessons hours.(160 minutes)	
STEPS	PROCEDURES	TIME
WARM UP	Mirror Hands Aim: To develop concentration and inticipation of what a partner will do next Procedure: Students stand in pairs facing each other with their hands raised to shoulder height, palms facing outward, and as close to their partner's hands possible without actually touching. One student is the learder and begins to move both hands in a plane, always keeping keeping the palms facing toward the patner's hands. The partner must try to follow the movements as accurately as possible, as if in a mirror. After a few minutes, the other partner takes the role of leader.	5minutes
BEFORE TELLING	The teacher arranges the classroom in the most suitable space that the story can be told. The teacher tells the aims and what they are going to learn in the lesson The teacher tells a personal story to keep the students into the lesson. She takes into account to use clear grammar points. (the teacher tells her one day that lived with her friends when she was abroad. She also prefers to use simple present. Because the class is familiar with this tense.) The teacher asks questions to raise awareness by using certain grammar points. Who is your close friends? Does s/he respect your ideas? Is there any special day that you lived with your friends? What do you do when her/ his idea is not correct for you? The teacher introduces the story to the students. The teacher shows some pictures and ask the meaning of them. Her aim is to engage the students into the story. The teacher also asks some other questions related to characters of the story. What is the role of the wife and the husband in a family? Who is the leader of your family? Do every one have equal rights in your family?	
WHILE TELLING	The theacher starts to tell the story. The teacher stops at some moment and asks questions to the students. The questions are asked with certain grammar points. How many persons are there in the family? What does her husband want his wife to do?	

	Teacher repeats sentences with specific grammar points that he wants students to learn to get their attention. The teacher uses distinct character noices to get students' attention. When the woman and the man is talking The teacher stops at some moments and asks; What is going to happen?- The teacher listens to the students ideas and finishes the storytelling.	
AFTER TELLING	The teacher allow the students a few moments to digest the story. The teacher asks the students if they like the story. The teacher asks some questions about the story; Which character make a strong impression on you? What is the strongest image in your mind during the story? What surprise you in the story?......ect. The teacher asks the students to choose a scene from the story and show it with gestures without speaking. The teacher wants students to tell a little personal story related to story especially using certain grammar points.	

	STORYTELLING LESSON PLAN (3)	
TOPIC	Storytelling: The Magic Millstone 	
GRAMMAR STRUCTURES	Simple Present Tense Wh- Questions Like, love, hate +ing Form	
TIME	Four lessons hours.(160 minutes)	
STEPS	PROCEDURES	TIME
WARM UP	A Rhythmical Short Story Aim: To develop concentration and to take students' attentions. And also to make the students engage into the lesson. Practise telling this short and simple rhythmical action tale until the students know it confidently without looking at the text: Once a poor man dug the ground And what he found was nothing Again the poor man dug the ground And what he found was a box Again the poor man dug the ground And what he found was a key With the key he opened the box And what he found was a mouse's tail And if that tail was longer, this tale would be longer. Procedure: The teacher tells the short story in a rhythmical way and she use the body language. Students watch and listen to the teacher carefully. For the second time the students try to tell the story loudly at same time with the teacher and they also imitate the teacher. For the third time the students practice the story with their patners. Finally, the students come in front of the class and demostrate the story.	5minutes
BEFORE TELLING	The teacher arranges the classroom in the most suitable space that the story can be told. The teacher tells the aims and what they are going to learn in the lesson The teacher asks questions to raise awareness by using certain grammar points. Are you a cruel person? Do you like selfish persons? Do you love being good-hearted person? What is the meaning of being generous? The teacher introduces the story to the students.	

	The teacher shows some pictures and ask the meaning of them. Her aim is to engage the students into the story. The teacher also asks some other questions related to characters of the story. Think about a hard-hearted person. What does s/he do? Do you want to have a selfish friend? Why? What are the characteristic features of a good person?	
WHILE TELLING	The theacher starts to tell the story. Teacher repeats sentences with specific grammar points that she wants students to learn to get their attention. The teacher uses distinct character noices to get students' attention. When the old man are talking The teacher stops at some moments and asks; Can you imagine where is the story going? What is going to happen? The teacher listens to the students ideas and finishes the storytelling.	
AFTER TELLING	The teacher allow the students a few moments to digest the story. The teacher asks the students if they like the story. The teacher asks some questions about the story; Which character make a strong impression on you? What is the most clear scene in your mind in the story? What surprise you in the story?......ect. The teacher asks the students to choose a scene from the story and show it with gestures without speaking. The teacher wants students to tell a little personal story related to story especially using certain grammar points.	

STORYTELLING LESSON PLAN (4)		
TOPIC	Storytelling: Aldar Kose Tricks the Bai (A story from Kazakhstan) 	
GRAMMAR STRUCTURES	Simple Present Tense Adverbs of Frequency Can/ Cannot	
TIME	Four lessons hours.(160 minutes)	
STEPS	PROCEDURES	TIME
WARM UP	The Coat (a Jewish Folk tale) There is time, a father and a son are very poor. They have only one coat to wear. 'I need the coat, all day l sit in the cold house in front of the tiny fire to keep warm.' says the old father. But l need the coat, all day l work outside in the cold wind. You have the fire to keep you warm.' says the son. But l am too old to work. Digging in the field and chopping wood keep you warm. The father and the son argue and argue and never agree, so they go to the wise man. Each of them say why they need the coat. 'You both want to keep the coat, go away and leave the coat with me.' says the wise man. The father returns to house and the son returns the field. The father think about his son working without a coat in the cold wind. The son thinks about his father sitting in front of the tiny fire in the cold house. 'You need the coat' says the father at the end of the day. For your need is greater than mine' 'You need the coat,'says the son. For your need is more then me. The next day they both go to the wise man. Each says why the needs the coat. ' here is the coat' says the wise man.' ' before, each of you want to keep the coat for himself, l want to keep the coat for myself. Now, both of you want to give so, l want to give as well. Take the coat and, here, take my coat as well. Aim: - telling a short story to practice miming actions and to take students interest for keeping them in the lesson. Procedure: The teacher tells the short story by using miming action and the body language. Students watch and listen to the teacher carefully. After listening the teacher, the students try miming action in the story. When the students understand the story complately, the teacher gives a occasion and wants them to act it out. For instance; It is the first visit to the wise one:	5minutes

	-One of you is the old father -One is son - One is the wise one. The father and son are each holding a sleeve of the coat. You are about the knock on the wise one's door. The wise one is going to want to know the reasons why each of you believes you should have the coat, before deciding what to do. Make a still image- find the way this weak old person , this strong young person and this wise person all stand. Be careful with the coat- remember: it is very special for you. Get ready……. Action…. Finally, the teacher invites one or two groups to show their scene to the class.	
BEFORE TELLING	The teacher arranges the classroom in the most suitable space that the story can be told. The teacher tells the aims and what they are going to learn in the lesson The teacher introduces the story to the students. The teacher gives an occasion and want the students act it out for keeping their attention. For example; The teacher says: Imagine you are freezing cold in the snow, wearing a thin old coat full of holes. You meet a rich man wearing a thick warm coat. You really need it. Unfortunately, you are very poor. What can you say to this rich person to get the coat. The students writes their ideas and act them out.	
WHILE TELLING	The theacher starts to tell the story. Teacher repeats sentences with specific grammar points that she wants students to learn to get their attention. The teacher uses distinct character noices to get students' attention. Especially, conversation between Aldar Kose and the Bai; - Why, Aldar kose, do you hold coat open when it is so cold? -This coat keeps me too warm…. The teacher stops at some moments and asks; Can you imagine where is the story going? What is going to happen? The teacher listens to the students ideas and discuss these ideas with all the class.	
AFTER TELLING	The teacher allow the students a few moments to digest the story. The teacher asks the students if they like the story. The teacher asks some questions about the story; Which character make a strong impression on you? What is the most clear scene in your mind in the story? What surprise you in the story?......ect. The teacher asks the students to remember a time they tricked someone , or someone tricked them, or make up their own stories. And the teacher tells them to think about; When and where does it happen? Who is involved? What is the trick? What is the result? How does it maket hem feel? First, the students tell their stories in the groups, then they the whole class.	

RESUME

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