

Storytelling as an Aid in Promoting Oral Proficiency of Grade Eleven Students From Teachers' Perspectives in Tulkarm District

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This study aimed to investigate the role of storytelling in promoting students' oral proficiency from the teachers' perspectives in Tulkarm District. To achieve this aim, the researchers prepared a 30-item questionnaire which was distributed among 50 male and female governmental school teachers, who teach English for Palestine for Grade 11 in Tulkarm District, during the second semester of the scholastic year 2011–2012. The researchers used different statistical procedures which fit the collected data. The results of the study revealed that most of English teachers agreed that storytelling plays a remarkable role in promoting the 11th grade students' oral proficiency in the classroom. In the light of these results, the researchers recommended using storytelling to motivate students to speak in the classroom, and to conduct studies on digital storytelling as an aid in promoting oral proficiency.

Keywords: storytelling, oral proficiency, teachers' perspectives

Introduction and Theoretical Background

One of the major challenges that language teachers face, as Chaney and Burk (1988) stated, is promoting oral language proficiency. Additionally, both language teachers and learners often consider speaking as the most difficult aspect of learning a language. They defined speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”.

There are many reasons for integrating oral language instruction in school settings. According to Cregan (1998):

Oral language is the child's first, most important, and most frequently used structured medium of communication. It is the primary means through which each individual child will be enabled to structure, to evaluate, to describe and to control his/her experience. In addition, and most significantly, oral language is the primary mediator of culture, the way in which children locate themselves in the world, and define themselves with it and within it. (p. 7)

According to Kayi (2006), teaching speaking constitutes an important part of second language learning since the ability to communicate in a second language fluently contributes to the learner's success in school as well as in every phase of his life. Therefore, language teachers should pay attention to teaching speaking.

It has been said that storytelling is one of the earliest forms of folk art. Storytelling probably first consisted

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of simple chants that praised the dawn, expressed the joy of being alive, and were used to ease the drudgery and boredom of laborious tasks. Later, storytelling became the community entertainer by combining their stories with poetry, music, and dance. Storytelling, in the middle ages, was expanded into the art of the traveling troubadour who journeyed across the land. They were welcomed in castle, court, and marketplace. They gathered the news, conveyed the best tales and were expected to know the favorites in each region. The invention of moveable type and the development of the print publishing business led to the decline of storytelling (Ellis, 1997).

Recently, a renewed interest in the art of storytelling has appeared. One aspect of this interest is the emergence of professional storytellers who travel around the United States and Canada. Storytelling conferences and festivals attracted wide audience. Nowadays, in formal storytelling, the teller prepares a story to present to his listeners. Some are from his own imagination; others are gathered, and sometimes are adapted from books and other storytellers. Folklore stories such as myths, epics, legends, and fables are still widely preferred (Stone, 1998; Wilson, 2005; Sobol, 2008; Soleimani, & Akbari, 2013).

According to Pedersen (1995), storytelling is the original form of teaching, and there are still societies in which it is the only form of teaching. Despite the attempts that have been made to imitate or update it, for example, the electronic storytelling of television, live oral storytelling will be never old fashion strategy of teaching. A simple narrative will always be the cornerstone of the art of teaching. Storytelling in the classroom provides a method that every student can connect to, according to Rosen (1991) who stated, “our memories make storytellers of us all” (p. 53).

As a learning tool, storytelling can encourage students to explore their unique expressiveness and can heighten a student’s ability to communicate thoughts and feelings in an articulate, lucid manner. Since people began to communicate with each other, “tell me a story” has been a request to both children and adults. Storytelling is one person telling others of something. The story can be a real event or it can be made up. Storytelling is often a part of our everyday conversation.

As Baker and Greene (1977) asserted: “storytelling brings to the listeners heightened awareness—a sense of wonder of mystery, of reference for life. This nurturing of the spirit-self comes first. It is primary purpose of storytelling, and all other uses and effects are secondary” (p. 17).

Problem of the Study

Teachers and supervisors in schools are in full agreement that students in Palestinian schools suffer great difficulty in expressing themselves. Using storytelling in English classes is said to lessen this difficulty by increasing student’s willingness and desire to make use of storytelling to develop their oral proficiency. Hence, this study investigated the role of storytelling in promoting students’ oral proficiency.

Aims of the Study

This study aimed to find out the effectiveness of using storytelling as an aid of promoting student’s oral proficiency of Grade 11 students from teachers’ perspectives in Tulkarm District.

Significance of the Study

The importance of this study emerged from the fact that it provides the necessary information for showing

the effectiveness of using storytelling in teaching English in general and speaking in particular.

Questions of the Study

This study tried to give reasonable answers to the following questions:

Are there any significant differences at ($\alpha \leq .05$) in the role of storytelling in promoting oral proficiency of Grade 11 Students from the teachers' perspectives due to gender variable?

Are there any significant differences at ($\alpha \leq .05$) in the role of storytelling in promoting oral proficiency of Grade 11 Students from the teachers' perspectives due to qualification variable?

Are there any significant differences at ($\alpha \leq .05$) in the role of storytelling in promoting oral proficiency of Grade 11 Students from the teachers' perspectives due to experience variable?

Hypotheses of the Study

There are no statistical significant differences at ($\alpha \leq .05$) in the role of storytelling in promoting oral proficiency of Grade 11 Students from the teachers' perspectives due to gender variable.

There are no significant statistical differences at ($\alpha \leq .05$) in the role of storytelling in promoting oral proficiency of Grade 11 Students from the teachers' perspectives due to qualification variable.

There are no significant statistical differences at ($\alpha \leq .05$) in the role of storytelling in promoting oral proficiency of Grade 11 Students from the teachers' perspectives due to experience variable.

Limitations of the Study

This study was limited to 50 male and female teachers who were randomly chosen from Governmental schools in Tulkarm District. The chosen teachers were teaching English to Grade 11 during the second semester of the scholastic year 2011–1012.

Definition of Terms

Storytelling is:

An art form by which a storyteller transmits both mental and emotional images to an audience using spoken word, gestures, sign language, and matches the needs of both environment and audience. It reflects all cultures and literature and is used for "educational, recreational, historic, folkloric, entertainment and therapeutic purposes. (Livo & Rietz, 1986, p. 6)

Oral proficiency includes the ability to communicate verbally in a functional and accurate way in the target language. A high degree of oral proficiency implies having the ability to apply the linguistic knowledge to new contexts (topics) and situations (Omaggio, 1986).

Reviewing the Related Literature

By reviewing the related literature, the researchers found out that all the previous research that studied the role of using storytelling in teaching agreed on its usefulness in teaching in general, and in teaching English language in particular. The researchers present summaries of some of these studies as follows:

In a study conducted by Cliatt and Shaw (1988), the researchers reported that storytelling not only helped participants enhance the language and logic skills of the children, but also resulted in the development of positive

attitudes towards instruction. As a result, they concluded that the connection between literacy development in children and storytelling was well established.

Strickland and Morrow (1989), who conducted a study entitled “Oral Language Development: Children as Storytellers”, argued that although storytelling is initially difficult for young children, it is a very beneficial activity to their oral language development. They demonstrated that through scaffolding and the careful structuring of storytelling activities, storytelling can be an invaluable and successful component of a language curriculum for young children.

Meyer (1995) conducted a study entitled “Stories to Teach and Teaching to Story: The Use of Narrative in Learning to Teach”. The researcher offers seven stories about one teacher’s preschool and elementary school children to demonstrate that it is from their students that teachers learn to be better teachers.

In a study entitled “Storytelling in Teaching Children How to Speak”, Malkina (1995) stressed that stories are an effective technique for early language learning. She demonstrated that storytelling should be seen as an essential part of early language teaching as it provides a child with a rich and adaptable experience. She added that storytelling helps children to acquire cultural literacy that makes their language learning meaningful.

Wallace (2000) noted that, “the phenomenon of storytelling actually becomes a common language that facilitates meaningful communication; we can hear and understand each other’s stories because we can usually recognize ourselves in the stories of others—no matter how varied our cultural backgrounds” (p. 436).

In a meta-analysis of eight studies regarding the use of storytelling as a pedagogical strategy, Mello (2001) found that storytelling enhances fluency and improves self-awareness, visual imagery, and cultural knowledge. Her analysis included information from pre and post interviews with participants, student’s retellings, measures of fluency, and writing samples from the students.

In a study entitled “Storytelling as a Constructive Model for Developing Language and Literacy”, Palmer, Hershberger, and Koch (2001) presented observations of two community-sponsored summer programs in which storytelling was used as a vehicle for expanding children’s existing oral language and developing their literacy abilities. They also described how children first participated as attentive listeners to the professional storytellers, then became creative retellers, and finally used story mapping. They found that the children quickly adapted to stories as a vehicle for active learning.

Stoyle (2003) said that stories can link not only between the world of classroom and home but also between the classroom and beyond. Stories provide a common thread that can help unite cultures and provide a bridge across the cultural gap. Among the values that storytelling instills in its participants as stated by Margaret Read Macdonald in *The Storytellers Start-Up Book*, is that “it hones our literary and imaginative skills. We improve our ability to listen, speak, imagine, compose phrases and create stories” (Macdonald, 1993, p. 101).

Isbell, Sobol, Linduar, and Lawrence (2004) studied the impact of storytelling and reading stories on the development of language and comprehension of three to five year old children. Although the participants were divided into two groups, the same 20 stories were heard by all students. The first group had the stories told. While the second group listened to the stories as they were read from a book. The results showed that both groups benefited from the instruction. The group who heard the stories told experienced greater comprehension as demonstrated in their retelling of the stories. The storytelling group was more able to identify the setting, the morale of the story, and the characters from the stories. They also found that storytellers tend to use more

repetition, sounds, and gestures than a person merely reading a story. They added that storytelling is considered as an effective strategy for developing listening skills and keeping students engaged.

Dugan (1997) demonstrated that storytelling utilizes the social element of language since it relies on both the listener and the teller. Researchers have found that literacy instruction is the most effective when developed through social interaction and collaboration with others. Remenyi (2005) reported that storytelling is a fundamental method for sharing knowledge among people as it allows participants to be transported to another time and place.

Hoberman (2004, 2005, & 2007) supported the use of short stories in dialogue form. She argued that these stories, including fairy tales, scary stories, stories from the 21st century and more, are great, and perfect for the students' first storytelling experience because they are very short, simple, fun, and can be told with a partner.

Cheng (2007) conducted a study entitled "The Effects of English Storytelling on Learning Attitudes and English Proficiency of the Sixth-Grade Students". The purpose of this study was to explore the effects of English storytelling on the sixth-grade students' learning attitudes and English proficiency. The results showed that storytelling could help in teaching English to the EFL (English as a Foreign Language) sixth graders. It also revealed that storytelling impacted some students' knowledge as well as their learning attitudes. The study showed that student's learning attitudes had affected their English proficiency after storytelling, and so it was concluded that storytelling was an especially combination of teaching and learning.

Eder's (2007) examination of Navajo storytelling practices revealed that in the Navajo culture, stories are used to help construct important concepts and as the instrument through which knowledge is passed from one generation to the next. She found that the stories, which were primarily told by the elders, focus on key concepts such as respect and moral responsibility to oneself, others, and the environment. She noted that families who have used stories to help their children learn important life lessons are considered to have raised their children properly.

According to Haven and Ducey (2007) storytelling can be used as an effective means to increase early literacy and promote reading comprehension skills through active engagement with the stories which helps students develop of a sense of story. Miller and Pennycuff (2008) stated that using storytelling in the classroom is one way to address literacy development by improving oral language, reading comprehension, and writing. Because of the interrelated nature of the processes involved in reading and writing, storytelling is an effective pedagogical strategy that can be woven into instruction to increase students' competencies in all areas.

Some researchers have focused on the practical application of storytelling as a pedagogical strategy to build reading comprehension. Black (2008), offered techniques for incorporating storytelling into the literature the students are reading in the classroom. Students are asked to read at least five different stories and find one that they would like to tell. After reading the story, the student tries to tell the story to a partner. Following the retelling, students go back to the text to be sure that the important details are included. Students can also work with partners to retell the story using only six sentences—two each for the beginning, middle, and end. Following the six sentence version, students can try to tell the story using only three sentences—one sentence for the beginning, one for the middle, and one for the end. With a partner, the students share their stories. The listening partner offers positive feedback to the storyteller and then they are asked to offer one suggestion that might make the storytelling even better. The storytellers are then ready to begin telling their stories to the class. In her work,

Black has witnessed a growing enthusiasm for storytelling as she helps students experiment to find just the right voice, facial expressions, and gestures to tell a story.

McGuire(1985) mentioned the specific educational and social benefits of storytelling from a child's point of view. Some of the values he touched upon are: helping a child recognize patterns in language, stimulating a child's powers of creativity, providing a child with problem solving and decision making activities, strengthening a child's capacity to form objective, rational, and practical applications, assisting a child to develop skills in dialogue and cooperative interpersonal behavior. It also familiarizes and introduces a child to symbols, and traditions of different cultural heritages shared among the people around them. He stated that there are tremendous gains to be made through storytelling as a strategy to increase the oral language of second language learners in particular.

Archibald (2008) said that stories mirror human thought as humans think in narrative structures and most often remember facts in story form. Facts can be understood as smaller versions of a larger story thus storytelling can supplement analytical thinking. Because storytelling requires auditory and visual senses from listeners, one can learn to organize their mental representation of a story, recognize structure of language, and express his/her thoughts.

According to Andrews and Hull (2009), learning is the most effective when it takes place in social environments that provide authentic social cues about how knowledge is to be applied. In this regard, they demonstrated that stories provide a tool to transfer knowledge in a social context.

Cajete, Eder, and Holyan (2010) overemphasized the role of stories saying that when the story is told using a combination of oral narrative, music, rock art, and dance, it brings understanding and meaning of human existence through remembrance and enactment of stories. People have used the carved trunks of living trees and ephemeral media (such as sand and leaves) to record stories in pictures or with writing. Complex forms of tattooing may also represent stories, with information about genealogy, affiliation, and social status.

Nurussaniyah (2010) stated that storytelling is an effective strategy to help students obtain oral language proficiency. In instructed language learning situations where the exposure to English is only in school, stories and storytelling serve the purpose of not simply promoting listening skills, but also develop oral language proficiency. She added that children may move from being mere listeners of stories to beginning storytellers in an interactive way. She argued that storytelling can be used by using four skills depending on the situation of students and atmosphere of place.

Atta-Alla (2012) said that storytelling is a means for sharing and interpreting experiences. Stories are universal in that they can bridge cultural, linguistic, and age-related divides. Storytelling can be adaptive for all ages leaving out notion of age segregation. Storytelling can be used as a method to teach ethics, values, and cultural norms and differences.

Methodology

Descriptive statistical analysis was used to achieve the main purpose of the study and to answer the study questions.

Population of the Study

The population of the study consisted of 82 male and female teachers of English who teach Grade 11 in 52 schools in Tulkarm District in the second semester of the scholastic year 2011–2012.

Sample of the Study

The sample of the study which formed 60.9 of the whole population consisted of 52 teachers. The teachers were chosen randomly from 25 schools. It is worth mentioning here that the number of teachers in these schools varies from one teacher to three and in two of them the number was four. Tables 1, 2, and 3 below describe the sample of the study according to the independent variables of the study.

Gender Variable

Table 1

Sample Distribution According to Gender

Sex	Frequency	Percentage
Male	23	46%
Female	27	54%
Total	50	100%

Qualification Variable

Table 2

Sample Distribution According to Qualification

Qualification	Frequency	Percentage
Diploma	2	4.0%
B.A	39	78.0%
M.A	9	18.0%
Total	50	100%

Experience Variable

Table 3

Sample Distribution According to Experience

Years of Experience	Frequency	Percentage
1-5 years	3	6.0%
5-10 years or more	47	94.0
Total	50	100%

Instrument of the Study

A five-point Likert scale questionnaire was used to measure teachers' perspectives towards using storytelling as an aid in promoting oral proficiency of Grade 11 students. The questionnaire consisted of 30 items.

Validity of the Instrument

The researchers presented copies of the questionnaire to a jury from the faculty of Education at An-Najah National University and AL-Quds Open University. The jury suggested some modifications which were taken

into consideration in the new copy of the questionnaire.

Reliability of the Instrument

To test the reliability of the questionnaire, Alpha formula (Cranach Alpha) was used to determine the homogeneity of the level of the instrument as a whole. Results showed that the range of reliability of the questionnaire was 0.87. This value was considered to be suitable for the purpose of this study.

Procedure of the Study

The researchers used the following procedures during the application of the study:

(1) After establishing the validity and reliability of the questionnaire by consulting specialists in the Faculty of Education who approved the utility of the instrument for conducting the study, the researchers incorporated the amendments suggested by the specialists;

(2) The researchers brought the population of the study from the supervisor of English in the Directorate of Education in Tulkarm;

(3) The researchers chose the sample of the study randomly, which represented 60.9 from the population;

(4) The researchers themselves distributed the copies of the questionnaire. In order to obtain more credible and valid results, the teachers were given freedom to complete the questionnaire either immediately, while the researchers are away, or at home;

(5) The researchers managed to get back all the questionnaires distributed. Then the data were statistically treated.

Statistical Analysis

In order to analyze the data, the researchers used the Statistical Package for Social Science (SPSS). The following statistics were used:

(1) Means, standard deviation, and percentages;

(2) Independent Samples T-test;

(3) One way ANOVA.

For the purpose of interpreting the results of the study, the following percentages and ranks were used:

Table 4

Likert's Five-Point Scale

Percentage	Ranks
80% and more	Very good
79.9%–70%	Good
69.9%–60%	Medium
59.9%–50%	Poor
Less than 50%	Very poor

Results of the Study

The data of the study were statistically analyzed and the results were as follows:

Table 5

Means, Percentages, Standard Deviation, and the Degree of Significance for Each Item

Scale	%	St. Dv.	Mean	The role of in promoting students' oral proficiency	No.	Sequential No.
Very good	90.00	0.54	4.50	Contributes to a relaxed classroom atmosphere	30	1
Very good	87.60	0.57	4.38	Introduces and expands oral language	4	2
Very good	86.80	0.56	4.34	Stimulates fluency	1	3
Very good	85.20	0.60	4.26	Improves students' communicative performance	5	4
Very good	84.00	0.76	4.20	Stimulates imagination	9	5
Very good	83.20	0.71	4.16	Encourages shy students to speak	2	6
	81.20	0.77	4.06	Creates more attractive learning atmosphere	24	7
Very good	81.20	0.65	4.06	Attracts listeners and promotes communication	27	8
Very good	81.20	0.77	4.06	Develops concentration and attention skills	12	9
	80.80	0.83	4.04	Encourages students to talk and discuss with each other	14	10
Very good	80.80	0.70	4.04	Helps students to be more self-confident to express themselves spontaneously and creatively	15	11
Very good	80.40	0.68	4.02	Fosters vocabulary and structure development	10	12
Very good	80.40	0.80	4.02	Provides a real-life situation	6	13
Good	79.20	0.75	3.96	Heightens students' ability to communicate thoughts and feelings	19	14
Good	79.20	0.97	3.96	Provides intensive and meaningful language practice	8	15
Good	77.60	0.92	3.88	Gives students opportunities to interact with the target language	3	16
Good	77.60	0.85	3.88	Develops critical and active listening skills	11	17
Good	77.20	0.76	3.86	Facilitates recall of content and facts	7	18
Good	77.20	0.76	3.86	Helps information illustration and abstract concepts explanation	28	19
Good	76.40	0.87	3.82	Improves students' pronunciation, stress and intonation	25	20
Good	76.40	0.87	3.82	Encourages children create their own stories and later write and illustrate stories	26	21
Good	76.00	0.90	3.80	Makes language learning meaningful as it helps students acquire cultural literacy	17	22
Good	75.60	0.79	3.78	Promotes whole class participation.	16	23
Good	75.60	0.91	3.78	promotes students' learning attitudes	23	24
Good	74.80	0.90	3.74	Creates reasonable responses even to reluctant students	29	25
Good	74.40	0.76	3.72	Improves students' ability of story structure, comprehension, and oral language complexity	18	26
Good	73.60	0.71	3.68	Encourages students to explore their unique expressiveness.	20	27
Good	73.60	1.06	3.68	Assists in writing development	13	28
Good	72.80	0.96	3.64	Helps students develop higher-level of thinking	22	29
Good	70.80	0.76	3.54	Is a motivational tool that enhances instruction	21	30
Good	79	0.36	3.95	Total degree		

It is clear from Table 5 above that the degree of significance was very good on items (1, 2, 4, 5, 6, 9, 10, 12, 14, 15, 24, 27, and 30) where the percentage of response reached 80% and above. On the other hand, the degree of significance was good on items (3, 7, 8, 11, 13, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 28, and 29). As for the total degree for the storytelling as an aid in promoting 11th grade students' oral proficiency, it was good where the percentage for the response was 79%. This means that a great portion of teachers do believe that using storytelling aids in promoting their students oral proficiency.

In order to test the first hypothesis which states that: "there are no significant statistical differences at ($\alpha \leq 0.05$) for storytelling as an aid in promoting students' oral proficiency due to gender variable". Independent T-test was used as Table 6 shows.

Table 6

The Results of the T-Test for Storytelling as an Aid in Promoting 11th Grade Students' Oral Proficiency Due to Gender

Significance	t-value	Female 27		Male 23	
		Standard deviation	Mean	Standard deviation	Mean
0.46	0.75	0.31	3.99	0.42	3.91

The above table shows that the value of t was 0.75 and this value is less than the value of t for the DF (2.021) which means that there were no significant differences at ($\alpha \leq 0.05$) from the teachers' perspectives due to gender. This means that the teacher's gender does not affect his/her perspective towards the role of storytelling in promoting oral proficiency. Then, the first null hypothesis is valid.

To answer the second question of the study. "Are there any significant statistical differences at ($\alpha \leq 0.05$) from the teachers' perspectives due to experience?", T-test was used as Table 7 shows.

Table 7

T-Test Results That Show the Differences in the Degree of Evaluation by the Teachers in Regard to Experience

Significance	t-value	From 5-10 years and more 47		1-5 years 3	
		Standard deviation	Mean	Standard deviation	Mean
0.29	1.07	0.37	3.94	0.19	4.71

It is clear from the above table that the t value is (1.07) which is less than the value of t for the DF. This means that there were no significant differences at ($\alpha \leq 0.05$) from the teachers' perspectives due to experience. This means that the teacher's experience does not affect his/ her perspective towards the role of storytelling in promoting oral proficiency, and consequently the second null hypothesis is valid.

To answer the third question of the study: "Are there any significant statistical differences at ($\alpha \leq 0.05$) from the teachers' perspectives due to qualification?", ANOVA test was used as Tables 8 and 9 below show.

Table 8

The Means Results That Show the Differences in the Degree of Evaluation by the Teachers in Regard to Qualification

Qualification	Diploma 2	Bachelor 39	Master's 9
Means	3.68	3.97	3.94

Table 9

One Way ANOVA Results That Show the Differences in the Degree of Evaluation by the Teachers in Regard to Qualification

Significance	F	Mean square	Sum of squares	DF	Source of variance
0.56	0.58	0.077	0.155	2	Between groups
		0.133	6.250	48	Within groups
					total

This table shows that the value of F which was 0.58 is less than t-value, which means that there were no significant statistical differences at ($\alpha \leq 0.05$) due to qualification variable. This indicates that the teacher's

qualification does not affect his/her perspective towards the role of storytelling in promoting oral proficiency, and consequently the third null hypothesis is valid.

Conclusion

Based on the analysis of data, the following brief final conclusions were reached:

Teachers have positive perspectives towards using storytelling as an aid in promoting the oral proficiency of their students.

The teacher's gender does not affect his/her perspective towards using storytelling as an aid in promoting oral proficiency.

The teacher's experience does not affect his/her perspective towards using storytelling as an aid in promoting oral proficiency.

The teacher's qualification does not affect his/her perspective towards using storytelling as an aid in promoting oral proficiency.

From these conclusions, storytelling is very effective regardless of all the independent variables included in this research which could be a strong invitation for other researchers to prove or refute the above-mentioned conclusions.

Recommendations

Based on the conclusions made, the following recommendations are forwarded:

The Ministry of Education is recommended to train teachers on the different methods of storytelling.

Teachers are recommended to use storytelling as an aid in promoting their students' oral proficiency along with other language skills.

Researchers are recommended to conduct studies on how can storytelling be an aid oral proficiency in embedded or on-line courses.

Researchers are recommended to conduct studies on the obstacles of using storytelling as an aid in promoting oral proficiency as perceived by teachers.

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Appendix

Part I

This questionnaire aims to collect data necessary entitled "Storytelling as an Aid in Promoting Oral Proficiency of Grade Eleven Students From Teachers' Perspective in Tulkarm District".

Please go through the following questionnaire and put (X) in the place that represents your opinion. Please note that the results will be used for educational purposes.

The first part includes personal information, but the second part includes the items of the questionnaire.

Part 1

Personal information

Qualification Diploma BA MA

School _____

Sex Male Female

Experience a. 1–5 years b. 5–10 or more

Thanks for cooperation.

The Researchers

Part II

Please go through the following questionnaire and put (X) in the place that represents your opinion.

No.	Item	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
	Storytelling is an activity that...					
1.	Stimulates fluency.					
2.	Encourages shy students to speak.					
3.	Gives students opportunities to interact with the target language.					
4.	Introduces and expands oral language.					
5.	Improves students' communicative performance.					
6.	Provides a real-life situation.					
7.	Facilitates recall of content and facts.					
8.	Provides intensive and meaningful language practice.					
9.	Stimulates imagination.					
10.	Fosters vocabulary and structure development.					
11.	Develops critical and active listening skills.					
12.	Develops concentration and attention skills.					
13.	Assists in writing development.					
14.	Encourages students to talk and discuss with each other.					
15.	Helps students to be more self-confident to express themselves spontaneously and creatively.					
16.	Promotes whole class participation.					
17.	Makes language learning meaningful as it helps students acquire cultural literacy.					
18.	Improves students' ability of story structure, comprehension and oral language complexity.					
19.	Enhances students' ability to communicate thoughts and feelings.					
20.	Encourages students to explore their unique expressiveness.					
21.	Is a motivational tool that enhances instruction.					
22.	Helps students develop higher-level of thinking.					
23.	Promotes students' learning attitudes.					
24.	Creates more attractive learning atmosphere.					
25.	Improves students' pronunciation, stress and intonation.					
26.	Encourages children create their own stories and later write and illustrate stories.					
27.	Attracts listeners and promotes communication.					
28.	Helps information illustration and abstract concepts explanation.					
29.	Creates reasonable responses even to reluctant students.					
30.	Contributes to a relaxed classroom atmosphere.					