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Effectiveness of Using Storytelling in Enhancing 9th Grade Students' Listening
Comprehension Skills

Research Paper

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Abstract

This study investigated the effectiveness of the use of storytelling in enhancing the listening comprehension skills to students of Cristo Rey School in San Juan, Nicaragua. The research design was qualitative, and two data collection methods were used: the observation and the interview. Main results revealed that storytelling, as a teaching strategy, has proven effective by many scholars in different contexts. However, the implementation of storytelling at Cristo Rey School in San Juan was challenging and, thus, requires some extent of students' previous knowledge, but also conscious preparation from the English teacher.

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Chapter One: Introduction

1.1. Problem Statement

Storytelling is one of the most common human activities. In fact, their very identity a person is the sum of the stories they tell about themselves and about others. All humans, inherently, is a storyteller and there are few things people love more than to hear a great story and pass it on to others (Baker & Boyle, 2009). This fact applies both to educational and informal settings. The challenge is that English Foreign Language Students (EFL) many times lack in listening comprehension skills, so they perform poorly in the English language and, as a result, they dislike listening classes. Consequently, students cannot understand both native speakers nor new documentary programs and students struggle a lot in learning listening comprehension and they cannot comprehend when listening.

Research has revealed that listening skills are essential in any process of English language learning, and that storytelling can be an effective strategy in teaching this language skill. Phillips (2000) has pointed out that storytelling has proven to have an essential role in education, specifically, for young learners that may be inspired to use their imagination, create their own visual images and ideas. Storytelling is believed to be one of the entertaining strategies that can be used with learners in order to develop their listening comprehension sub-skills (Al & Skhela, 2010).

1.2. Relevance of the Research

Storytelling, the art of narrating a story from memory rather than reading, is one of the oldest of all art forms. Storytelling is the original form of teaching, has the potential of fostering emotional intelligence, and helps the students gain insight into human behavior. The stories contain lessons to their readers and listeners; it also promotes language learning by enriching learner's vocabulary and acquiring new language structures. Moreover, storytelling can provide a motivating and low anxiety context for language learning. The language is an interactive process, children learning a language need many opportunities to interact in a meaningful, interesting context and play with the language while developing vocabulary and structures. They need the collaboration of their peers and teachers in creating meaningful contexts and negotiating meanings in those contexts (Phil & Ed, 2014).

Listening comprehension development is a challenge that demands both the teachers and the learner's attention because of the critical role that listening plays either in communication or language acquisition. (Millrood, 2001). Listening provides the input of the students to the basis for language acquisition and enables learners to interact in spoken communication. For Baker and Boyle (2009) stories facilitate learning and understanding, especially if they are fold in chronological sequences. This is only one benefit of this strategy, and this paper will explore its implementation in a deeper way. Given that fact that the statements above apply to the context of Nicaraguan English language students, this study will focus on the effectiveness of storytelling in enhancing students' listening comprehension skills.

1.3. Background of the Problem

The use of storytelling in teaching listening skills has been the object of research in different levels. Khadeja Abd Al-Rahman Abo Skhela (2010) carried out a story that aimed to investigate the effectiveness of using storytelling technique in enhancing 11th graders' listening comprehension sub-skills in Gaza Middle Governorate. To answer the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of 74 female students from Shohada Al Mgazee secondary school, the sample was divided into two groups; experimental (37) and control group (37).

The storytelling strategy was used in teaching the experimental group, while the traditional method was used to instruct the control group in the second term of the school year (2009-2010). The study examined the improvement shown by the experimental group who received storytelling technique integrated with (9) weeks through the training materials from the first of February to the end of March. Eight stories, which represent the proposed program, were used to measure the four sub-skills; predicting, telling the main idea, recognizing characters and summarizing the events. The researcher used pre- and post-tests as the tools of the research. The data of the study were analyzed, using test paired sample in addition to Eta square (\hat{A}^2) used to calculate the size effect and to identify the effectiveness of using storytelling technique in enhancing 11th graders' listening comprehension sub-skills; predicting, telling the main idea, recognizing characters and summarizing the events.

The study indicated that there were statistically significant differences in the eleventh graders' listening comprehension sub-skills due to storytelling technique. Based on the finding, the researcher has recommended using storytelling as a technique to enhance listening comprehension sub-skills. The study has also suggested that further researches should be conducted on the effect of storytelling technique of learning English skills.

1.4. Organization of the Research Paper

This paper is structured in the following way: Chapter one introduces and characterizes the problem of the study. The second chapter is a literature review, an analysis of the theories associated to the problem. The third chapter is the methodology to be followed. The fourth one presents and discusses the main research results and, finally, the fifth chapter presents the last conclusions from the results presented in the previous chapter.

1.5. Key Terms

- a. Storytelling** can be defined as the conveying of events in word (s), image (s) and sound(s) in the shape of narrative genre, it should include plot, characters and events. It is sometimes called narrative knowledge that attempts to recount events in the form of a story. Moreover, it is the art of bringing a story to life through the inflection in one's vocal rhythm, facial expression and hand movement (Al & Skhela, 2010).

- b. Listening comprehension** is defined as the process of receiving, constructing meaning from, and responding to spoken and/ or nonverbal messages (Worthington & Fitch, 2015).

- c. Effectiveness** refers to the extent to which an entity, which can be animate or inanimate, achieves a goal (Ausenda, 2003).

Chapter Two: Literature Review

Listening is an important and vital process whose impact cannot be ignored; this skill is important for all language skills because if the learners cannot listen well, they cannot acquire other aspects of the language. This chapter will review concepts of listening sub-skills, strategies, approaches, the nature of the listening process, and the stages and domains of listening comprehension. Additionally, it will introduce the storytelling strategy and its effect in enhancing listening comprehension. Furthermore, some activities may help the teachers in teaching listening comprehension will be presented too.

2.1. The Nature of Listening

Listening comprehension is considered as an active process, when one listens to his mother tongue, understanding normally seems effortless because the experience of the spoken language is enormous. Byrne (1986) stated that when going back to the time when one was born, one was exposed to quantities of language and different speakers, and a variety of topics. Because of that experience, listeners can easily identify the message, phonological and grammatical patterns, as well as lexical items. Secondly, the experience of language caused the awareness of all factors that help to predicate what is likely to come next. Thirdly, because there are a number of contextual clues to help the teacher in listening comprehension to know about the participants, the setting, the topic and the purpose.

Byrne (1986) also stated that not all listening situations are easy, especially when one cannot see the speakers' particular facial expression, for example, as on the telephone it requires more concentration to understand the topic. To avoid this problem, the writer suggested two ways of responding. Firstly, interacting: by which the listener participates as a speaker in a conversation or discussion. Secondly, reacting: that is the listener does or says something as a result of what they have heard.

Thompson and Rubin (1996) defined listening process as a process through which the listeners select and interpret information that comes from auditory and visual cues in order to define what is going on and what the speakers are trying to express. In other words, listening comprehension skills should be discussed under two related headings. Firstly, the processing sound by which the listener can recognize word utterance, sentences recognize significance of language – related features such as intonation, pitch

and tone. Secondly, the processing meaning by which the listener can organize the heard speech into meaningful sections, to identify the language data to understand what speakers are going to say and to store information in memory and know how to get them back later, by organizing meaning and details.

The nature of listening comprehension means that the learners should be encouraged to be engaged in an active process of listening for meanings, using not only the linguistic cues but also his nonlinguistic knowledge. They should also be made aware that not every cue is equally important to the message (Littlewood, 1995). Millrood (2001) emphasized that listening is a respective communication process and has a specific product. He mentioned that the ultimate purpose of listening comprehension is to get the identical structures of the messages, which give the whole idea. The identical structures can be defined as the mental representation of the message a listener gets from hearing. The previous coherent process can take several forms on the paper, such as story map, flow diagrams and tree diagrams.

Fang (2008) suggested that listening comprehension in a second language (L2) is the process of receiving, focusing attention on, and assigning meaning to aural stimuli. It includes a listener, who brings prior knowledge of the topic, linguistic knowledge and cognitive processes to the listening task, the aural text, and the listening comprehension in English foreign language teaching as an interaction between both of them. Regarding listening comprehension, defined it as a process by which students actively form a mental representation of an aural text according to prior knowledge of the topic and information found within.

2.2. The difference Between Listening and Hearing

On many occasions, people use listening and hearing synonymously. From the point of view of communications, there is a major difference between the two terms. Listening, as a process, is more complex than hearing and involves an understanding of the spoken words. It is a game of 'mix and match', where the mental faculties of both the sender and the receiver should ideally be functioning from the same platform. Hearing is the perception of all that is being stated in accordance with one's own frame of reference. The interacting in this case, though physically present on the scene, is merely responding to the spoken words without really absorbing the content of the message. Listening, on the other hand, is an accurate perception of all that is being stated (Kaul, 2009).

2.3. Factors that Affect the Students' Listening Process

Thompson and Rubin (1996) stated that listening is an active process of selecting and interpreting information from auditory and visual cues. Most of what is known about the listening process stems from research on native language development; however, as the importance of teaching listening comprehension has increased, so has the inquiry into second language listening comprehension.

Al and Skhela (2010) stated a list of listening components skills. That list includes discrimination between sounds, recognizing words, identifying stress, connecting linguistic cues to paralinguistic cues (intonation and stress) and non-linguistic cues, using background knowledge and context to predict and then confirm meaning, recalling important words, topics and ideas, giving appropriate feedback to the speaker and, finally reformulating what the speaker has said.

2.4. What is storytelling?

A story can be defined as a narrative account of real or imagined events. It is a structure of narrative with a specific style and a set of characters. Additionally, in this strategy 'storytelling' learners may share experience and learn from other wisdom, beliefs, and values. Besides that, stories build blocks of knowledge and it is the foundation of memory and learning. Lastly, stories connect people to the past, present and the future (Barzaq, 2009).

Maynard (2005) defined stories as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the way they make sense of the world and their own position within it. He also stated that stories are important to people, politics and education. In young children's spontaneous stories that they act out as they play, one can see how they believe people relate to one another, who they hope to become, and how they will behave. As adults, the true and imaginary stories people wish to tell, believe and suggest what their most important values are in this world. In a real sense, stories make people. For this reason, stories are political because they address the ways in which peoples' identities, beliefs, attitudes and values, are created and maintained.

These identities determine how people live together in and out of schools as much as school rules or governmental laws (Shannon, 1995). Barzaq (2009) claimed also that storytelling as a knowledge

management strategy, a way of distributing information, targeted to audiences and a sense of information. She added that visual storytelling is a visual way of telling stories through images.

2.5. Types of storytelling

There are many type of storytelling. This section of the literature review will only cover four of the most common ones:

- a. **Stories:** They are pieces of messages that can be found in prose or verse by one author or more collected or uncollected. They are simple narratives, without complicated plot or tight-knit structures, amenable to digressions, and usually with an emphasis on the action-element (Ingram, 1971). Some stories rely heavily on characters thoughts ranging around, across time and place. They include stories with long passages of such rumination, emoting, and remembering if the effect of all that mental activity was in the moment (Bishop, 2007).

A story is a description of something that happened. The description is usually presented in sequence, with a beginning, middle, and end. Stories are shaped to make a point, which should help us understand what happened (Seymour, 2005).

- b. **Anecdotes:** They are short narratives detailing particulars of an interesting episode or event, often in the life of a well-known historical or fictional person (Ingram, 1971). This is a term used by some authors, for the titles of secret histories; that is, of such as relate the secret affairs and transactions of princes; speaking with too much freedom, or too much sincerity, of the manner and conduct of person in authority, to allow of their being made public (Patterson, 1997).
- c. **Fables:** They are brief tales, in either prose or verse, told to point a moral, usually by instructive comparison. They emphasize the message more than the story: a telling of the human condition or social observation; an allegory or parable (Garner, 2006). They are fictitious stories meant to teach a moral lesson. Talking animals are often the characters in the tales, or the fables may be short stories involving the true: a falsehood (Hallenberg, 2008). The name of fables is given to any narration in prose or more generally, in verse, whose protagonist are animals- more rarely men, and rarely plants or inanimate beings, and whose primary object consists in developing a

practical moral lesson, which, in most cases, is condensed at the end, in a few lines named moral (Kaufman, 1996).

- d. Myths:** They are a particular ways of thinking and speaking that, like other such ways, represents the reality presented in one basic mode of human experience. The reality that myth represents is the ultimate reality presented in our original, internal, non-sensuous experience of others, the whole, and ourselves. (Patterson, 1997). Myth are understood, not, as it often has been, simply as story about the gods or God, but, rather, as story about the ultimate reality for which ‘gods’ or ‘God’ is the constitutive concept and term in theistic religions (Patterson, 1997).

2.6. What is the Importance of Storytelling in Learning Listening Comprehension Skills?

Harmer (2004) considered storytelling one form of the intensive listening or the live listening that provides excellent listening material; the students can predict what is coming next, and they can be asked to describe people in the story or to comment on any part of the story. He stated also that stories are important to people and education. Stories are how people make sense of themselves and their worlds. In young children’s spontaneous stories that they act out as they play, one can see how they believe people relate to one another, who they hope to become, and how they will behave.

Barzaq (2009) emphasized that storytelling has been a traditional literary tool that relied on an individual author or storyteller to craft worlds and characters to inhabit them. Even in ancient times, prior to the advent of a literate society, the tradition of storytelling was a vital basis for communicating values. It still required the inspired contribution of an individual to put ink to paper. Collaboration stories that aimed to ease the communication, most certainly took place, usually with one authors chose to simply create new adventures for existing characters, or to create new characters in worlds already written by other authors. For him, that storytelling plays an important role in teaching: thus, more learners remember what they learned easily when it is explained in a narrative way and some specific benefits of storytelling.

In addition, Barzaq (2009) claimed that storytelling sparks students' imagination and interest in the language skills, builds vocabulary, comprehension, story sequencing, improves listening and oral communication skills. He also added that storytelling offers teachers a chance to explore into their students background experience. He also mentioned some benefits of the storytelling technique; firstly, the learners may gain verbal skills that can improve the ability to resolve interpersonal discussion and many other skills. Secondly, it provokes the imagination by either telling that may help the learners to think about new ideas and build self-confidence. Finally, it may help the learners to learn from others experiences and others wisdom in behaving in such situation. Storytelling technique enhances the learner's imagination.

Barzaq (2009) considered storytelling as educational means because they are believable, memorable, and entertaining and because they depend on humans and their experience that is considered as an authentic and credible source of knowledge. He added and related several characteristics of a good story as follows:

- Stories provoke curiosity and compel repetition. Good stories are so gripping that people want to hear them repeatedly. Stories unite people in a holistic way to nature. A good story causes the feeling of connecting to nature and for a believer to the God of nature. That connection makes people have a feeling of holism. Stories are a bridge to one culture and roots.
- One may have common stories that evoke his or her identity to past generations and others roots. Stories bind the listeners to the universal, human family. One may be puzzled especially as believers to discover that other cultures have similar motifs. These stories could have a binding effect and empower people to understand that they are all part of a universal family, regardless of color, race, or creed. Stories help their listeners to remember. The stories that people hear and tell remind them of their roots, those things that they share in common, honor and shame. Stories use a special language. Stories use all kinds of language conventions to make the story vivid and memorable. Stories restore the original power of the word. Spoken and written words carry great power.
- Stories provide an escape; a good story calls the listeners away from the immediate and gives them an opportunity to reenter life. Think of how children forget their hurts by the time a parent tells a story. Stories evoke in the listeners the right-brain imagination. Stories bring about a

balance by calling the listeners to use the right side of the brain. Stories promote healing; they can bring reconciliation and forgiveness. Stories provide a basis for hope and morality, they call their listeners to the imagination of hope, and therefore they must be saved by hope.

Al and Skhela (2010) claimed that reading stories young learners helps them to increase their vocabulary, understand the parts of language and learn the rules of English. They recommended at least thirty minutes a day of reading stories together with children. Finally, they also suggested that stories are motivation since they contain elements of fun and many times magic and even terror.

2.7. Summary of the Chapter

To summarize, the chapter reviewed concepts of listening, the difference between listening and hearing, factors that affect the students' listening process, and introduced storytelling, the different types of storytelling, and its importance in learning listening comprehension skills. The nature of listening comprehension is considered as an active process, where not all situations are easy. Listening is a process through which students select and interpret information. The difference between listening and hearing is that listening is more complex than hearing. Hearing is the perception of all that is being stated in accordance with one's own frame of reference and listening is the accurate perception of all that is being stated.

Storytelling is a knowledge management strategy, a way of distributing information in a meaningful way. There are different types of storytelling: stories, anecdotes, fables, and myths. The importance of storytelling is that it improves the students listening and oral communication skills, language skills, and comprehension skills. Storytelling helps students remember and comprehend more because it keeps students more engaged. It allows students to use the language in a fun way that allows them to express themselves and share their own life experiences.

Chapter Three: Methodology

This chapter will present the research methods and data collection methods used to obtain information on the use of storytelling to help students in the process of learning a foreign language. It will present the different types of research used, and how the subjects were selected for the research.

3.1. Research questions

For purposes of this study, two main research questions will be answered:

- a. *What type of storytelling is the English teacher implementing to teach listening comprehension skills to 9th grade students?*
- b. *How effective is storytelling in enhancing 9th grade students' listening comprehension skills?*

3.2. Research design

This study followed a qualitative design. Scientists and researchers studying human behavior and habits use the qualitative research design extensively. The qualitative research is often used to generate possible leads and ideas, which can be used to formulate a realistic viewpoint of phenomena. These phenomena cannot be comprehensively tested and mathematically analyzed, with standard quantitative research methods (Shuttleworth, 2014).

This study featured the qualitative design due to two reasons: a) No context is similar to another. In other words, the perceptions, experiences, attitudes and feelings of the participants of this study are unique and central. b) This study aimed to investigate the effectiveness of storytelling enhancing students' listening comprehension sub-skills. The focus of research, we believe, cannot be measured in numbers or statistics.

3.3. Subject selection

A subject selection is defined as a subject enrolments, where each subject enrolments is simply one subject from the set, which is a set of all available subjects, constrained by availability and course/subject requirements.

This study was applied in San Juan de Rio Coco, Madriz in the Cristo Rey School. This school is a public school located in the rural community of San Jose del Ojoche to 16 km northwest of the town of San Juan de Rio Coco. The school consisted of 286 students in total; the population consisted of 20 students, which were enrolled, in ninth grade. Finally, the sample of this study consisted of 12 students taken from the sample.

The students of the Cristo Rey School are from low-income families and many do not have the materials necessary to be successful in their learning. In addition, the school does not have the conditions necessary to help make the students learning process successful. There are not enough books and materials for the students or electricity to use digital material to teach. Because of this, teachers have to apply other strategies such as group work and storytelling to help each of the students learn during class time.

3.4. Data collection

Data collection methods in educational research are used to gather information that is then analyzed and interpreted. As such, data collection is a very important step in conducting research and can influence results significantly. Once the research questions and sources of data are identified, appropriate methods of data collection are determined. Data collection includes a broad range of more specific techniques (McMillan & Gogia, 2014).

For the purpose of this research, an interview and an observation were featured as data collection methods. They were designed to know the opinion of the teacher about storytelling and observe the development of the students in their English class.

The method of interview is used very extensively in every field of social research. An interview is a direct method of inquiry. The purpose of interview, however, is not to collect superficial detail about the interviewee but is rather to probe into the inner life of the interviewee (Sharma, 1997)

The method of observation, the type of information noted, and the manner in which the information is summarized are left to the discretion of the observer. The strength of such procedures lies in the flexibility that the observer has in choosing when and how to observe and the minimization of obtrusiveness or reactivity that may occur as a result of the presence of the observer (Spielberger, 2004)

During the observation of the students, I had an opportunity to learn how the teacher taught English class ninth grade. In addition, I observed that the teacher used storytelling as a mechanism to teach the students and I could observe the participation of the students during the process of the English class. In the interview done with the teacher, I was able to learn the thoughts she had about storytelling and that she used it as a tool to help the students be successful during English class.

3.5. Data analysis

Data analysis is defined as researching, organizing and analyzing data in order to bring out the useful information. Data analysis provides evidence that tests the interpretation and hypotheses in a research. Qualitative data analysis includes working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what the researcher will tell others (Creswell, 2009). These are that were followed in this study.

Chapter Four: Results and Discussions

This chapter will present and discuss the main research results. As mentioned in the previous chapter, this study featured the interview and the observation and data collection methods. The data gathered through these methods will be presented and discussed taking the two main research questions as a basis.

Research Question One: What type of storytelling is the English teacher implementing to teach listening comprehension skills to ninth grade students?

According to the observation in the English classes with the ninth grade students, I could observe that the teacher used different types of storytelling in different moments. On some occasions, the teacher used stories, mostly personal narrative, to start the class as a strategy to motivate the class.

On another occasion during the process of the class, the students talked about a sports event they had with another school. The students shared the experiences shared during the activity and the successes and difficulties present during the event. On another occasion, the students told their own personal stories and past experiences that were negative or positive. A story is a description of something that happened. The description is usually presented in sequence with a beginning, middle, and end (Seymour, 2005). This is what both the teacher and the students mostly did inside the classroom.

On the other hand, during the observations, the students in one occasion referred to the real life events occurring in the community and in each of their families too. They referred to fables, and told the story of “El Cadejo” that had appeared to many people during the night. They also discussed a person that converted into a monkey during the nights to rob food in different homes. This activity was realized during the the class where the teacher had given students homework: write a paragraph of 10 lines about what they wanted to tell. With this homework, what the teacher wanted was that the students could express themselves and that they could listen to each other’s stories to exchange their thoughts and comments. The fables are fictitious stories meant to teach a moral lesson. The fables may be short stories involving the true (Hallenberg, 2008).

Research Question Two: How effective is storytelling in enhancing ninth grade students' listening comprehension skills?

As noted in chapter two, storytelling plays an important role in the teaching listening comprehension skills to secondary school learners. It plays a fundamental part in increasing the usage of their imagination and improving their listening skills. The English teacher had a positive viewpoint on this strategy. According to the interview administered to her, storytelling was very beneficial for the students. They were able to form new concepts, ideas, and experiences in their lives. According to the teacher, storytelling is a form of expression in which the students could express their thoughts and feelings. This observation agrees with Harmer's (2007) idea, when he said that storytelling offers students the possibility to express their notions of the world, their opinions and beliefs. Maynard (2005) defined stories as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the way they make sense of the world and their own position within it. This is what the students did in the sessions we observed.

During the observation of the students, listening was challenging for most of them. Many struggled and almost gave up, while others showed enthusiasm and did her best. As also noted in the literature review, storytelling provides excellent listening material, where the students can predict what is coming next, and they can be asked to describe people in the story or to comment on any part of the story (Harmer, 2007). This was a major for the students. As in the case of the class where they were told the fable about 'El Cadejo', they found it very difficult to understand what the story was about. Understanding key words and sequence was no easy task.

Extending the discussion of the difficulties found by the students when listening to the fable about 'El Cadejo', it could be stated that they needed a better preparation from the teacher. He could, for example, started by telling the same story in simpler words. That way the students could understand the set of events in a better way, and then they could get the overall message of the table. Then, the teacher could have told the same story using more complicated vocabulary and structures. This implies that teachers need to plan their lessons according to the level of knowledge of the students.

Taking into consideration the statements above, it can be inferred that storytelling is a challenging and interesting strategy. However, it requires previous knowledge and preparation both from the students and the teacher. The impact of this strategy in enhancing students' listening comprehension is positive if such aspects are analyzed when planning the class.

Chapter Five: Conclusion

Storytelling is a tool that people use day to day in different circumstances. This strategy is very important for students because it is a form of communication and it helps them to enrich their lives. During the observation in the Cristo Rey School, I had the opportunity to observe the students of ninth grade and interview the teacher, which allowed me to know the language level of each one of the students.

Also, I could observe the interest shown in the moment that the students were learning in English class and the knowledge obtained during each one of the sessions. In the classes, few students could understand during listening activities and the majority had difficulty to be successful during the activities realized. The teacher is a dynamic and active person and the classes were motivating. The students had an advantage to help them be successful by participating in an active class. This was very important for my investigation and the results were favorable.

5.2. Limitations

During the observation of the ninth grade students of the Cristo Rey School, I had a few limitations. I couldn't observe all the English classes but I had the opportunity to observe the majority of them. One of the main limitations was that the road was in poor conditions and the bus on two occasions could not arrive. For this reason, I could not observe class. Another obstacle was that there was a holiday in which the town celebrated the Independence Day of San Juan de Telpaneca. On another occasion, class was not held because the teachers went with workers from MINSA house to house to give talks about Dengue and Chinkungunya. However, these occasions did not stop me from observing on various occasions in the English class.

5.3. Further Research

If I have a chance to continue my research, I would observe more classes in other schools. If I had the opportunity to interview more teachers, I could learn if they use other methodologies to practice storytelling. Also, I consider it would interesting to investigate the effectiveness of storytelling in teaching other language skills.

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Appendixes

a. Observation Guide

School: _____

Level: _____

Date: _____

Years of Experience: _____

Number of Students: _____

This observation guide is aimed at getting information about the effectiveness of storytelling in enhancing nine grade students' comprehension skills.

No	Aspect to observe	Always	Sometimes	Never	Observation
1	The teacher used storytelling in his classes				
2	The teacher used storytelling during the class				
3	The students understood what the teacher said				
4	The students understood basic vocabulary				
5	The students practiced different types of storytelling				
6	The students used storytelling to interact with the teacher				

b. Interview Guide

School: _____

Level: _____

Date: _____

Years of Experience: _____

This interview guide is designed at receiving information about the use of storytelling in English class.

- What do you understand by storytelling?

- What type of storytelling do you use in your English class?

- What are the most challenging aspects of developing listening comprehension skills for your students?

- Do you think that storytelling is effective in the development of students' listening comprehension skills? Give examples.

- Do you think that the use of storytelling has any disadvantages when it comes to teaching listening comprehension skills?