

Art of Storytelling: A Critical Perspectives On English Language Teaching

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Abstract:

Storytelling is the actual form of teaching and can nurture emotional intelligence and help the child gain insight into human behavior. It also upholds language learning by enriching learners' vocabulary and acquiring new language structures and sentences. Moreover, storytelling can provide a motivating and a kind of low anxiety context for language learners. This storytelling tips given in this, are meant to help the teacher as a storyteller she or he prepares for a storytelling performance for students. Also, storytelling is even claimed to be more effective in language teaching than traditional teaching materials, such as textbooks. It is a fact, that, the studies generally believe in the effectiveness of storytelling relies on the fact that it is fun, engaging and, raising learners' interest in listening to stories, and in speaking, writing and reading about them.

Introduction: Language is a means of communication where we express ourselves better to the audience. To learn a language, one must be an observer and should know the importance and have the proper exposure towards it. Coming to the language like English, it is playing a phenomenal role in and around the Globe. After Chinese, English is the highest spoken language in the world. As a point, thus, most of the Educands especially those who are in need or seeking jobs are going after Spoken English or English Communication Skills courses or classes after their higher education like B. Tech, M. Tech, MBA, MCA or any other degree. But, most of these Spoken English institutions are still following the old methods like teaching and practicing Tenses and some of the major topics in English Grammar as an essential need to learn the language instead make them of speaking on a topic or issue. One of the national studies say, this year by an employability evaluation company found that half of the graduates, mainly engineers, were deemed unemployable because of poor English Communication skills. A few students sharing their experiences, "We observed many times that we had presentations where teachers would copy and paste passages taken from the internet or web. We don't learn anything necessarily and many students just do mechanical learning."

In our Childhood, we were not taught our mother tongue. We just observed the sounds and pronunciation and tried imitating and started speaking accordingly. Likewise, the instructor must advise and entice his trainees or students to speak. Encourage each of the students to participate in various activities of speaking. Storytelling will improve a student's voice projection and words, articulation and fluency of the language. It involves both the speaker and listener so that the speaker could able to present himself or herself before him or her. Some empirical studies say that storytelling will also improve to project social interactions. English speaking skill is one of the skills which have to be practiced by students. Through this skill, a learner can express what they want orally. Thornbury stated that speaking is so much a part of daily life that we take it for granted. An average person produces ten thousand words a day, although some people may produce even more than that.

A. Scholars' opinions on storytelling.

Dyson and Genishi suggested that storytelling is a process where the speaker uses a narrative structure, vocalization, and or dramatic and mental imagery to communicate with an audience, who also uses psychological descriptions to provide the speaker with verbal and non-verbal feedback.

Hsu defines storytelling as "the use of voice, expression of body language, eye contact, and interaction connect a tale with listeners".

A tale is seen through the interaction between the storyteller and the audience. Thus, while the storyteller uses his voice and gesture to convey a story, then the audience physically reacts to it by either narrowing your eyes, staring or smiling, providing the storyteller with feedback on how storytelling is being received.

In terms of content or essence, storytelling is defined by McDrury and Alterio as Uniquely a human experience that enables us to convey, through the language of words, aspects of us and others, and the world, real or imagined, that we inhabit. A story enables us to come to know these worlds and our place in them given that we are all, to some degree, constituted by stories. The best way to improve one's language is Story Telling.

Most of the students are facing this problem, i.e. they are unable to express themselves in a better with the fine language. They were not given proper exposure towards Speaking skills and also some of the English faculties simply making their students listen to them or engaging them to do some other work instead of making them practice what we're taught in the class, especially in Language labs.

How this storytelling helps someone to improve speaking skills and other things. And before it, let us discuss what does storytelling does?

B. What are Story Telling and the need for it?

It is a process of constructing meaning that involves producing, receiving, and processing the information. Storytelling is an art of using language, voice, and physical moments and gestures to reveal the components and images of a story to a specific, live audience and also encourages the imagination of the audience.

When we are telling a story we make sure of our verbal and non-verbal communication. In the classroom, your lectures shouldn't be bored, but the way you present them matters a lot. We, English faculty, can make most of our English lessons like a story where every student pays attention to your talk.

We have a lesson in B. Tech I English (English for Engineers- the prescribed textbook for I year students) in Unit-IV, i.e. What Should You Be Eating?

In this lesson, instead of discussing or teaching the lesson directly, we can take a story and connect your lesson to this story and tell how your food habits will affect your body and problems that arise.

E.g.: Dave loved eating chocolates, pizzas and everything else that was called junk, eating junk food for every meal of the day. Honey, it's fine to have all of this once in a while, but you must eat healthy foods like vegetables, cereals, pieces of bread, fruits, chicken, fish, etc. Dave just kept misleading any advice. One day his mum decided that she won't cook for Dave. She told him to feed himself. He ordered pizzas, burgers and Chinese. Having the freedom to eat anything made him extremely happy. Every day, Dave would go out and eat chocolates, sweets and all sorts of street food. Gradually, however, he wasn't enjoying outside as much as he did before. He started to feel sick and sluggish and decided to go to the doctor. Because all of his clothes shrunk and started affecting by obesity. And also he told his mom, and she said ' I told you not to eat junk food'. And now look what it has done to you? He was regretting what he has done.

After telling a story like this or it doesn't mean that you have to use printed or typed stories, you can also use the current issue of CORONA and the things that led the entire world into darkness and confinement of bleak of Corona just because of their (Chinese) food habits. And for sure every student in your class pays attention and be active.

Does storytelling improve Vocabulary? Obviously. Because, when we are telling a story we are not going to limit our vocabulary, but going to use different words or vocabulary depending on that story. Not only that but also the proper construction of the sentences and the alignment of the order of the words and the tense that is used during this the story will be learned from them. And it gives knowledge about important aspects of story beggings,

endings, settings, characters and plot lines. Taking the example of the story discussed above, see the new words that a class of students going to learn.

1. Misheed – Ignore
2. Sluggish – Lazy

C. The procedure of Telling a story-

According to Jianing, there are, six steps in conducting storytelling, as follows:

1. Warming Up.
2. Split the students into different groups and each group prepares a story.
3. Ask each student to prepare a story in advance.
4. Instruct the divided students into groups and each group is given an opening of a story and asked to finish the story within fifteen to twenty minutes.
5. Tell each group to hand in an incomplete story or stories and redistribute them among themselves.
6. First, the teacher gives a sentence to the class and then each student adds one more sentence to make a whole story impromptu.

In this process, using the stories, the teacher could, in the different cases, choose to encourage the students to rewrite the stories, using their language or words or ask them to use the original language as much as they can. The best way to encourage the students to understand these stories and adds their attributes to the stories and the latter prompts them to learn to use new words and expressions. Besides, pictures, movies, and other materials would also be a great help in storytelling.

D. Characteristics of Story Telling-

The distinction between fiction and non-fiction stories is a critical one for the students to grasp. It affects every decision that you make about the selection and evaluation of information for messages.

Good storytelling consists of knowing your audience. Is the reader going to be reading the story, hearing it, experiencing it in a non-linear fashion online? What is the background information of the audience for the story already has about this topic?

Good storytelling also begins with a foundation in the subject matter. The storyteller must have a firm grasp of the subject matter to effectively communicate the story to someone else.

Good storytelling demands that the storyteller has command of the mechanics of writing.

Good storytelling will understand how different media elements play into the effective storytelling of the story.

Good storytelling demonstrates moral standards for precision, truth, verifiability, sufficient evidence, and information dependability. Non-fiction stories, especially, require a solid grounding in factual information that can withstand scrutiny by the most skeptical audience members.

- It is connected, to experience or values.
- The story has a subtle takeaway
- Stories force the storyteller to be concrete.
- The stories bring the teller's emotions to life for the audience.
- It forces you to focus your words on very few points.
- Stories provide structure to your data.
- Stories entertain, convincing, sticky and seem real

E. Types of Story Telling.

There are various types of stories. Communication is rich with its stories, myths, values and beliefs and descriptions that serve as a means to exchange the information. And these stories may be used in the age themes, core values, morality, literacy, and history. Often, these stories are used to instruct and teach children about cultural values and lessons. The meaning within the stories is not always unambiguous, and children are expected to make the meaning of the stories.

In North America, in Lakota tribes, young girls are often told the story of the White Buffalo Calf Woman, who is a spiritual figure that protects young girls from the whims of men. And there is a tribe called the Odawa, young boys, often told the story of a young man who never took care of his body, and as a result of that, his feet fail to run when he tries to escape from predators. This type of story serves as an indirect means of encouraging young boys to take care of their bodies.

F. How it's benefiting the learner to improve a language?

Stories are like a vehicle for any language learning in the young learner's life. They help young learners develop listening skills for the English language and its rhythm and sounds. They are also a great facilitator for young learners' overall growth and the development of cognitive skills, thinking, and reasoning and can foster a love for reading and provide opportunities to develop young learners' social and emotional skills through vivid learning. The characters and situations, stories present help students to better understand others. This process of storytelling is allowed as the teller effectively conveys ideas and, with practice, can demonstrate the potential of human achievement. These stories are like a mirror to human thought as humans think in narrative structures and often remember facts in story form. Facts can be understood as smaller versions of a larger story, thus storytelling can also enhance analytical thinking. Because storytelling requires aural and visual senses from listeners, one can learn to arrange their mental image of a story, identifies the structure of language and express their thoughts.

G. The most important advantages of storytelling may be summarized as follows:

- These stories are motivating and fun and can also help to develop positive attitudes towards the language and language learning. They can create a desire to continue learning.
- Stories exercise the imagination. Young learners can easily become personally involved in a story as they identify with the characters and tries to interpret the narrative and examples or illustrations. The imaginative experience helps develop their creative powers.
- Listening to the stories in class you are going to or it gives a shared social experience. Reading and writing skills are often considered as individual activities; storytelling provokes a shared response of laughter, sadness, excitement, and keenness which is not only enjoyable but can help build up students' s confidence and encourages their social and emotional development.
- Young learners enjoy listening to stories over and over again. This habitual repetition allows certain language items to be acquired while others are being overly reinforced. Most of the stories also contain a natural repetition of key vocabulary and structures. This helps students to remember every detail, so that, they can gradually learn to anticipate what is about to happen next in the story. Repetition also encourages participation in the narrative story. Followed by meaning and predicting language are important skills in language learning.

– The teacher should listen to the stories because, it allows the teacher to introduce or revise new vocabulary and new sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich students thinking and gradually enter their speech. Listening to stories develops the child' s listening skills and concentrating skills via:

1. Visual clues (for example, pictures and illustrations),
2. Their prior knowledge of how language works,
3. Their general knowledge.

This will allow them to understand the overall meaning of a story and allows to relate it to their personal experience

Conclusion:

Storytelling is used as a pedagogical tool, teachers should use this to explore cultural diversity, to survey storytelling methods, and to discover a variety of ways to create stories, to integrate curriculum, to foster the imagination, and to investigate the power of plot. It has a place in professional education, outside the classroom as well as in and the teacher, especially, language trainers should create a path to their students to more effective and efficient in their speaking using this Storytelling as a tool.

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