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MAINTAINING INTEREST AND INVOLVEMENT BY USING STORY TELLING APPROACH IN EFL CLASSES

Abstract. The article discusses and analyzes literary stories in a foreign language classes for the purpose of improving the sociocultural, linguistic competence, critical thinking, communicative competence of the learner. Literary works are of substantial benefit for the formation of the literary, cultural competence of a language learner as an authentic material. Award-winning Bookworms Club series have been selected depending on the level of language learners. Thought-provoking stories are about human values variety of challenges facing humanity in real life enable learners interest and gives students a reason to communicate. Working with the group is accomplished through six roles of team members by representing role card tasks.

An excellent story combined with The Reading Circle roles enhances the lesson to be interesting and promote teamwork, exchange views, share personal views, and make conclusions. The use of literary stories as an authentic material in practical lessons or as IWS will tailor and encourage the learners reading skills.

Key words: communicative competence, language competence, critical thinking, role-playing, group work.

Аңдатпа. Мақалада шетел тілін меңгеруде әдеби әңгімелерді топтық жұмыс тәсілімен талқылау және талдау қарастырылған. Жеке тұлғаның әлеуметтік-мәдени, тілдік құзыреттілігін, сыни тұрғыдан ойлау, коммуникативтік құзыреттілігін жетілдіру мақсатында әдеби туындылар аутентикалық материал ретінде тіл үйренушінің әдеби, мәдени құзыреттілігін қалыптасуына айтарлықтай пайдасын тигізері анық. Тіл үйрену деңгейіне қарай құнды әдеби әңгімелер таңдалынып алынған Оксфорд университеті баспасы, Bookworms Club деңгейлі әңгімелер жинағы пайдаланылған.

Таңдаулы әңгімелер жинағы адами құндылықтар немесе шынайы өмірдегі адамзат кездестіретін сан түрлі қиындықтар жайлы. Топпен жұмыста әңгімені алты рөлге бөліп шеңбер құру арқылы рөлде ұсынылған тапсырманы топтық тілдік қатысымға түсу арқылы жүзеге асырады. Әдеби таңдаулы әңгімелер жинағы дәрістің қызықты және ұтымды өтуін, ұжымдасу, өзара пікір алмасу, жеке көзқарастарын бөлісу,

бітімге келу дағдыларын арттырады. Әдеби әңгімелерді аутентикалық материал ретінде практикалық дәрісте және СӨЖ ретінде де пайдалану тіл үйренушіні әдеби құндылықтарды оқуға жетелейді.

Кілт сөздер: тілдік қатысым, тілдік құзыреттілік, сыни тұрғыдан ойлау, рөлдік ойындар, топтық жұмыс.

Аннотация. В статье обсуждаются методы чтения литературных рассказов и работа в группе на уроках иностранного языка с целью улучшения социокультурной и языковой компетенции, критического мышления, коммуникативной компетентности студентов. Литературные произведения как аутентичный материал представляют собой существенную выгоду для формирования литературной, культурной компетенции. Сборники серии Bookworms Club предлагаются в зависимости от уровня знания языка.

Размышляющие истории рассказывают о человеческих ценностях, которые представляют собой различные вызовы, стоящие перед человечеством в реальной жизни, что позволяет интересоваться и дает студентам повод общаться. Работа с группой осуществляется через шесть ролей членов команды, представляя задачи ролевой карты. Интересная история в сочетании с ролями «Reading Circle» повышает интерес к уроку и способствует совместной работе, обмениваться мнениями, делиться личными взглядами. Использование литературных рассказов в качестве аутентичного материала на практических занятиях или в качестве ИРС будет адаптировать и стимулировать навыки чтения.

Ключевые слова: коммуникативность, лингвистическая компетенция, критическое мышление, ролевые игры, групповая работа.

Teaching EFL does not simply consist of explaining grammar and follow the coursebook instruction to EFL learners in the development of linguistic elements, but also helping them understand sociocultural aspects, enabling them to engage in real and effective communication. One way to expose students sociocultural differences is through the use of literature. We are convinced that designing practical English needs professional skills and mobility to train 21st century young learners. Today young learners lacking reading habits due to available digital technology which is full of entertaining apps and games. We find out the Bookworms Club, by Oxford University Press, Reading Circle very interesting and readable to obtain linguistic competence and evolve critical thinking and understand sociocultural aspects.

Joanne Collie – Stephen Slater suggests that literature is beneficial in language learning process to master four basic areas of listening, speaking, reading and writing. Literature has fundamental human issues, a literary work

can transcend both time and culture to speak directly to a reader in another country or a different period of history. Literature is ‘authentic’ material. By that we simply mean that most works of literature are not fashioned for the specific purpose of teaching a language. Recent course materials have quite rightly incorporated many ‘authentic’ samples of language – for example, travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles. Learners are thus exposed to language that is as genuine and undistorted as can be managed in the classroom context. A reader can discover their thoughts, feelings, customs, possessions; what they buy, believe in, fear, enjoy; how they speak and behave behind closed doors. This vivid imagined world can quickly give the foreign reader a feel for the codes and preoccupations that structure a real society. Literary works exposes the student to many functions of the written language, but what about other linguistic advantages? Language enrichment is one benefit often sought through literature. While there is little doubt that extensive reading increases a learner’s receptive vocabulary and facilitates transfer to a more active form of knowledge, it is sometimes objected that literature does not give learners the kind of vocabulary they really need [1].

According to Duff and Maley (1990), the use of literature in the classroom offers advantages of (a) offering a wide range of styles, and vocabulary, (b) dealing with matters that concern students and are related to their personal experiences, and (c) being familiar with multiple interpretations and opinions, bringing about genuine interaction and participation in the classroom [2]. Besides, the analysis of the stories can be a potential tool to improve more critical awareness towards social relation in the society (Faircloth, 2009). The use of stories in the classroom can encourage students to interact with each other and communicate their feelings, ideas and knowledge. Stories give learners opportunities to retell the story and to talk about alternative endings, for instance. As a consequence, stories can help learners increase language fluency and advance in their content knowledge. A story can serve to introduce, practice or review any content covered in the curriculum and related to diverse subjects. In sum, stories become fantastic bridges to use and understand a new language and a great source of content which will progressively prepare students to interaction and global communication about a large variety of themes. In addition, stories can be used to improve students' vocabulary and reading [3]. Lao and Krashen (2000) present the results of a comparison between a group of students that read literary texts and a second group that read non-literary texts at a university in Hong Kong. The group who read literary texts showed improvement in vocabulary and reading. [4]. A story provides the starting point and rich context to develop a wide variety of related language and learning activities involving children creatively and actively in an all-round whole curriculum approach (Ellis & Brewster, 2002) [5]. EFL teachers use stories to supplement their core materials or to create self-

contained units of work that constitute mini-syllabuses (Brown, 2007). Two main sources from which EFL learners receive input are listening and reading. As a result, storytelling becomes a powerful strategy in the early stages of language development, because it provides EFL learners with a lot of interesting and enriching input.[6] Essig (2005) and Katsuhiko (2002) have reported that the sharing of personal stories can have a positive impact on language learning [7]. Mello also conducted a meta-analysis of eight studies regarding the use of storytelling as a pedagogical strategy. Her analysis included information from postinterviews along with the data taken from student retellings, measures of fluency, and writing samples. The study (Mello) demonstrated that the literacy of the participants was enhanced in the academic areas of fluency, vocabulary acquisition, writing, and recall. Additionally, she found that storytelling served to improve self-awareness, visual imagery, and cultural knowledge [8].

The literacy studies affected by storytelling were extended to EFL learning, too, and some scholars tried to use a story telling approach in teaching an EFL. Among these, Hemenover (2003) used stories to enhance the proficiency of EFL learners, and he found that the learners' psychological stress can be decreased and their resilient self-image also can be fostered by sharing personal stories in a safe and trusting environment in the classroom [9]. Valuable authentic material one of the main reasons might be that literature offers a bountiful and extremely varied body of written material which is 'important' in the sense that it says something about fundamental human issues, and which is enduring rather than ephemeral. Cultural enrichment for many language learners, the ideal way to deepen their understanding of life in the country where that language is spoken – a visit or an extended stay – is just not possible. Some may start learning a language knowing that they are unlikely ever to set foot in an area where it is spoken by the majority of inhabitants. For all such learners, more indirect routes to this form of understanding must be adopted so that they gain an understanding of the way of life of the country: radio programmes, films or videos, newspapers, and, last but not least, literary works. Personal involvement above all, literature can be helpful in the language learning process because of the personal involvement it fosters in readers. Core language teaching materials must concentrate on how a language operates both as a rule-based system and as a sociosemantic system. Very often, the process of learning is essentially analytic, piecemeal, and, at the level of the personality, fairly superficial. Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system.

Our literature training classes realized with Bookworms Club reading circle, after reading each story students had accomplished reading role cards as an assignment. Reading Circles are small groups of students who meet in the classroom to talk about stories. Each student has a special role, and usually

there are six roles in the Circle: Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector. Each role has a role sheet with notes and questions which will help you prepare for your Reading Circle discussions in the classroom. The stories in this book have been specially chosen for Reading Circles. They have many different themes, and students everywhere enjoy reading them and talking about the in their Circle. Everybody's ideas are important; there are no 'right' or 'wrong' answers when you are talking about stories. Below has given each roles aim and task;

Discussion Leader's job is to read the story twice, and prepare at least five general questions about it, ask one or two questions to start the Reading Circle discussion. Also make sure that everyone has a chance to speak and joins in the discussion. Usually the best discussion questions come from your own thoughts, feelings, and questions as you read. Questions about characters (like /not like them, true to life / not true to life...?), about the theme (friendship, romance, parents/children, ghosts...?) about the ending (surprising, expected, liked it / did not like it ...?)

Summarizer's job is to read the story and make notes about the characters, events, and ideas. Find the key points that everyone must know to understand and remember the story. Retell the story in a short summary (one or two minutes) in your own word and talk about it to the group, using your writing to help. Reading Circle will find summary very useful, because it will help to remind the plot and the character in the story, if necessity repeat the summary to the group a second time.

Connector's job is to look for the connections between the story and the world outside and make note about at least two possible connections to your own experiences, or to the experiences of friends and family, or to real life events. Tell the group about the connections and ask for their comments or questions and ask the group if they can think of any connections themselves. These questions will help students think about connections while reading : Has anything similar ever happened to you, or to someone you know ? Does anything in the story remind you of events in the real world? For example, events you have read about in newspapers, or heard about on television news programmes. Do any of them remind you of people you know? How? Why? Have you ever had the same thoughts or feelings as these characters have? Do you know anybody who thinks, feels, behaves like that ?

Word Master's job is to look for the words or short phrases that are new or difficult to understand, and choose five words (new or unkown) that are important for the story, explain the meanings of these words in simple English to the group. Tell the group why these words are important for understanding this story. My word Meaning of the word..... Reason for choosing the word.....

Passage Person's job is to find important, interesting, or difficult passages and make notes about at least three passages that are important for the plot, or that

explain the characters who has powerful or interesting language. You might choose passage to discuss because it is: important, informative, surprising, funny, confusing or well- written.

Culture Collector's job is to look for the both differences and similarities between your own culture and the culture found in the story. Make notes about two or three passages that show these cultural points and read passage to the group, or ask another group member to read it. Ask the group some questions about these, and any other cultural points in the story. Questions: Do characters in this story say or do things that people say or do in your culture? Do say or do some things that everybody in the world says or does ? [10].

For the story 'Milly' students of upper-intermediate level prepared Reading Circle cards and here their works: Discussion Leader- Which part of the story was the most absorbing ? Was the ending of the story very surprising to you? (he did not) How do you feel about Millie's decision ? Did she right thing or wrong thing ? (sociocultural concept). What would cause her on one hand to show compassion for killer and on the other hand scream wildly for her husband and his friends to shoot him ? (complex question). All students are involved to groupwork Discussion Leader make everyone speak and monitors group members which facilitates teachers work. Summarizer – Millie in her country yard found a men, and after a few minutes, she had known that he is murder but he didn't tell about him nobody because she saw in him not a murder, she saw in him a lovely kid. Connector- Different treating, gender equality. How parents rise their children ? Mother treats her son better than her daughter ? (relationship) this role need to think what is real and give examples relating to the story we find it thought provoking. Word Master and Passage Person's role card usually is given to students who has limited vocabulary to improve vocabulary. The last member is Culture Collector- Millie helps to young man laying on the ground. (socio norms) What says Willie Cox To his dog ? (message to men). In this story there is queen but we don't have queen. Family photography we have as theirs.

We also experienced that giving students different stories which is not from Bookworms Club also result was amazing. Reading story maintain interest and involvement of learners by tasks of Reading Circle. Each role has meaningful tasks that evolves students linguistic competence, critical thinking and sociocultural differences. Discussion holds at classroom, reading is given as SIW (students individual work). We assume that Reading Circle promotes students interest to the literature, literature is history, culture, ethic, morality which vital for humanity.

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