



THE SIGNIFICANCE OF STORY TELLING IN TEACHING LISTENING

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ABSTRACT

This article deals with firstly storytelling method of teaching and secondly provides some valuable recommendations and helpful suggestions. It also deals with the methodological and practical aspects of activities that are highly useful for listening skills and also motivational tools such as music, song, and video..

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I. Introduction

Storytelling is a creative art form that has entertained and informed across centuries and cultures and its instructional potential continues to serve teachers. Storytelling, or oral literature, has many of its roots in the attempt to explain life or the mysteries of the world and the universe that to try to make sense out of things. In stories, the characters and themes have become cultural and often cross-cultural of historic and continuing importance.

Kortner enumerated several factors about the universality of narrative that merits consideration as follows: 1) human beings dream and speak to themselves in narrative (inner narrative speech), 2) a basic form of narrative is not only telling but also retelling, and 3) narrative is oral in the sense that an individual can engage with it fully without encountering it in written form.

2. Main part

Storytelling, the interaction between teller and listener is immediate, personal, active, and direct. Alparaque noted another important benefit related to the development of the appreciation of literature by the power of storytelling to bind attention and to bridge real and imaginary worlds.

Kortner investigated the effects of three mediums for presenting literature to children and discovered that storytelling and dramatization were significantly more effective in facilitating recall of prose content. These findings indicated that storytelling is a valuable method for stimulating children's

imaginings, ultimately leading to a higher cognitive level in student responses. Kortner discussed ways to use mythic literature to teach children about themselves and to help them write their own stories and legends. For very young children, the sequencing of events or the shaping of stories may be difficult, as children tend to ramble. However, sharing stories can give young children more of a "sense of story"--an awareness that can help them in both reading and writing. In reading, for example, a sense of story can help children to predict and know what to expect, and to read with more awareness of cause and effect, sequence, and other story factors related to comprehension. In writing children learn to apply such structures while telling their own stories and giving shape to their experiences. Perhaps storytelling's greatest value for a teacher is its effectiveness in fostering a relaxed and intimate atmosphere in the classroom.

Anne Pellowski, in her attempt to draft an acceptable definition of storytelling, says that,—storytelling is the art or craft of narration of stories in verse and/or prose, as performed or led by one person before a live audience; the stories narrated may be spoken, chanted, or sung, with or without musical, pictorial, and/or other accompaniment and may be learned from oral, printed, or mechanically recorded sources; one of its purpose may be that of entertainment. The National Storytelling Association came up with a working definition of storytelling which states that,—Storytelling is the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific, live audience (3). It further adds that a central, unique aspect of storytelling is its reliance on the audience to develop specific visual imagery and detail to complete and co-create the story. The teller's role is to prepare and present the necessary language, vocalization, and physicality to effectively and efficiently communicate the images of the story. Benefits of using storytelling: Kortner explained how this practical and general objective can relate to the other benefits from using storytelling. He asserted that it can:

- 1) introduce children to a range of story experiences;
- 2) provide young students with models of story patterns, themes, characters, and incidents to help them in their own writing, oral language, and thinking;
- 3) nurture and encourage a sense of humor in children;
- 4) help put children's own words in perspective;
- 5) increase knowledge and understanding of other places, races, and beliefs;
- 6) introduce new ideas and are used to question established concepts without threat to the individual;
- 7) lead to discussions that are far ranging and often more satisfying than those arising from formal lessons;
- 8) serve as the most painless way of teaching children to listen, to concentrate, and to follow the thread and logic of an argument. But effective storytelling is a versatile strategy that stirs the imagination and enables children to visualize with few or no visual aids at all. For a classroom-teacher who wishes to use storytelling, it is best to begin by choosing a simple story with only a few characters and an uncomplicated plot. The story should have action, the plot should be understandable to the listeners, and the events of the story should have a definite climax that leads to a conclusion the students will find satisfactory. In selecting these or any story, it is important to keep in mind the age of the children in the audience.

Kortner advised the storyteller to be flexible, to expect unexpected reactions, and to remember that enjoyment the first and chief consideration. The second consideration in effective storytelling should be to encourage exploration and experimentation with language. Constructing meaning through use of language is an implicit goal in storytelling. A language development focus can recommend retelling. Stories that are told and retold develop a patina with each new telling.

Children's participation in storytelling provides not only novelty to stimulate the child's curiosity, but also enough familiarity to allow a child to perceive relationships and to experience success at using language.

Digital Storytelling: Rule states that telling stories through digital media has become easier with a variety media tools, and it is an effective way for students to share cultural information. The educational uses of digital storytelling:

- It combines text and images with narration in the student's own voice to form a short digital movie.
- Digital Storyteller is a web-based tool that offers teachers and students' frictionless access to digital images and materials that enable them to construct compelling personal narratives.
- Digital storytelling tools are easy for students to use, so the focus of the activities can be on the storytelling and sharing others' experiences.
- Furthermore, digital storytelling empowers students to share cultural information and stories.
- Digital storytelling gives the students the ability to reach more stories than ever before in history.

Digital storytelling takes many forms. There are stories that are audio only and rely on words, sound effects, field recordings, and music. Web-based media facilitate not only stories with words, but also movies, stills, sounds, and graphics. People have a fundamental desire to tell each other story. Human communication seems to revolve around remembering and sharing experiences.

Today, in technology enhanced learning and teaching environments, storytelling is supported by various multimedia tools that are embedded in the learning channel in visual, auditory and kinesthetic formats. Adding such aids makes a story become more mediated and digitalized through which it becomes richer in content and application. The action referred as to the delivery of the story is known as Digital Storytelling is the modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative and voice together, thereby giving deep dimension and vivid color to characters, situations, experiences, and insights.

In addition, digital storytelling provides rich "teachable moments" in regards to helping students become media literate. We really appreciate the scholar who wrote the following beneficial sides of using storytelling in a classroom.

1. Storytelling is the oldest form of education. Cultures have always told tales as a way of passing down beliefs, traditions, and history to future generations. Stories are at the core of all that makes us human.
2. Stories are the way we store information in the brain. A list of facts will be forgotten, but stories are remembered. Stories help us to organize information, and tie content together.
3. Stories go straight to the heart. Because students are emotionally involved and truly enjoy storytelling, it can help to create a positive attitude toward the learning process.
4. There is a difference between telling and reading. Without the book as a barrier, the teller looks directly into the eyes of the audience and is free to use gestures, facial expression, and body

movements to enhance the telling and help children understand the story better. The reader sees only the words on the page, while the storyteller sees the wonder and excitement on the faces of the listeners.

5. Listening to stories instills the love of language in children and motivates them to read.
6. Storytelling stimulates the imagination. Scientist Albert Einstein said that "imagination is more important than knowledge.
7. Stories teach lessons. Stories are excellent tools for teaching about desirable behaviors and strengthening character.
8. Storytelling develops listening skills. Storytelling helps students develop concentration, and the pure pleasure that they experience while listening to a story helps them to associate listening with enjoyment.
9. Stories act as a humanizing element. They help to counteract the increasing emphasis on technology at home and in school.
10. Telling stories from around the world creates an awareness and appreciation of different cultures.
11. Storytelling by teachers motivates students to tell stories. Students recognize storytelling to be an authentic activity, and a skill that is well-worth acquiring. We have found this to be true whether they are telling world tales, works by other authors, or their own stories. But you, the teacher, must model for them.

Conclusion is that, we found it quite right to give ideas of one of the outstanding scholar. Field maintains that changes to the teaching of listening have occurred as a result of three main developments:—First, there has been a shift in perspectives, so that listening as a skill takes priority over details of language content. Secondly, there has been a wish to relate the nature of listening practiced in the classroom to the kind of listening that takes place in real life. Thirdly, we have become aware of the importance of providing motivation and a focus for listening.

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