



Honors Project Report

Research area: English Language Education

Research topic:

The Perceptions of Teachers and Students on the Effectiveness of
Storytelling in Primary ESL classrooms

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1. Introduction

A story is a narrative, which tells meanings through interpreting story elements such as characters, plots etc. Without past influences, we could not exist in our society. Stories and storytelling are essential to the social development, in which they imply cultural beliefs and moral values in a community. Both can be perceived as ways to educate, to transmit social and cultural values by telling stories. Storytelling requires interaction and communication among storytellers and audiences (Shaw, 2013). It not only is as a means to cultural sharing, entertainment and morality but also could be a potential teaching approach in English Language Learning. Learners make sense of the causality of a series of events; in the meantime, they use language as a tool to process the information which is indeed a language learning activity.

The purpose of this study is to look into the use of storytelling in classrooms of English as a Second Language (ESL) and the perceptions of teachers and students on the effectiveness of storytelling. The study reveals their attitudes towards applying storytelling in everyday classrooms and the contributions to their thoughts behind. Its significance lies in the development of adopting storytelling in ESL classrooms as an effective learning approach that may benefit English Language learning and teaching, by understanding the perceptions of teachers and students.

Research Questions:

1. What are the perceptions of teachers and students on the effectiveness of storytelling?
2. What is the difference between teachers' and students' perceptions on the application of storytelling in ESL classrooms?

Hypothesis

The hypothesis of this study is that some differences exist between students' and teachers' perceptions on the effectiveness of storytelling in ESL classrooms. Teachers transmit knowledge whereas students receive knowledge. Due to their respective roles in classrooms, they perceive storytelling in different perspectives.

The predictable reasons are the school curriculum, educational atmosphere and learning cultures in the context of Hong Kong.

2. Literature Review

English Language Teaching and Storytelling

According to a similar research done by Dolzhykova (2014), she was trying to find out the extend of storytelling being used as a learning tool in teaching English to young learners by interviewing six teachers of English in Ukrainian and Norwegian. It aimed to look at the differences and similarities of all the participants' attitudes towards the storytelling as a teaching technique. It is to investigate the perceptions of teachers on the adoption of storytelling. The results discovered that the lack of focused and structured use of storytelling hindered their willingness to implement storytelling in English classrooms. Most teachers revealed that storytelling was not included in the national curricula and textbooks and lacked relevant adapted materials, which could not match their teaching needs. Another major finding is that time allocation in English lessons was always limited that they often used the first language to increase the understanding of the students although most participants agreed the benefits of using storytelling. Therefore, understanding from the study above, using storytelling in the context of daily classrooms where its first language is not English has uncertainties and limitations that contribute to the implementation of storytelling.

Since teachers may adapt their teaching to storytelling and promote their learning through telling stories. Combining teaching into the storytelling session is always a great way to deliver a concrete and understandable lesson although it is not easy to achieve that. Learners' mental processing is not created deductively or deliberately, but it is more an accidental learning where they are given a language-rich context. To engage more students in class, teachers are advised to provide authentic materials while telling stories. It is easier for kids to capture and sustain their learning especially the young learners. Some research

successfully found out that there was a correlation between students' learning achievement and the use of children literatures. The positively correlated results show that learners are eager to make association of the lessons with their personal experiences whenever teachers make use of stories in their teaching (Collins, 1997).

English Language Learning and Storytelling

To strengthen vocabulary learning, comprehension skills, and written communication, storytelling is a helpful tool that conducts language teaching with the use of a high variety of story texts. Once students understand the plot, characters, setting and visual images of stories, they are convinced to be more aware of the narrative structure. The more solid concept of narratives are built in their minds, and some of the children even then would start with the habit to read by themselves (Isbell, Sobol, Lindauer & Lowrance, 2004). Different language forms are presented in various stories, which effectively enrich learners' exposure to plenty of daily-use of the language. Daily storytelling is convinced to be helpful for structural patterns of the story and different kinds of genres such as mystery, folk tales, romance and adventure (Nicholas, Rossiter& Abbott, 2011).

Furthermore, it is believed that students' listening skills are strengthened because they have to pay attention to teachers' spoken illustration with a lot of details. The gist or some significant events in stories draw students' concentration and attention to the teachers. Not only students' cognitive development but also fluency in speaking English are promoted in storytelling (Theobald, 2011). Throughout the whole process, they have to understand complex meanings, non-verbal cues and make inferences from teachers. The spoken language learnt during the storytelling is relatively different from reading words on books. Students are nurtured to active learners and more engaging in a storytelling classroom (Daniel, 2012). Successful oral language learning accounts for the face-to-face sharing of the content of books and students' involvement in using the target language to retell events of stories or answer storytellers' contextual questions (Grugeon, 2000, p.23).

To present, analyze and measure different learning experience in classroom practice, storytelling as a narrative is powerful. The adoption of storytelling in classrooms is found to be beneficial for teachers to cater for different learning abilities from various cultural backgrounds. Besides, the use of narrative as a learning tool is believed to facilitate the cognitive development of children and prepare them to better make sense of the real-life. In the context of ESL classrooms, storytelling promotes language learning, encourages students' imagination, and brings the two major parties closer together (Rosen, 1988)

Teachers' as Storytellers

It is identified that successful storytellers elicit questions and conversations, usually interact with story recipients in an appropriate time for ensuring audiences to be attentive, as well as foster learners to have a large degree of mental processing stage. Storytelling allows teachers to provide a concrete and understandable lesson on the rewards of virtue (Collins, 1997, P.5). There is a role in being a context navigator that teachers are important to encourage students to initiate conversations and discussions in a meaningful way. Not only students' cognitive development but also fluency in speaking English are promoted in storytelling (Theobald, 2011).

What makes an efficacious and productive storyteller is that they can draw upon students' attention on the repetition of words, phrases and sentence structures which appear as the target language of the story. Storytellers make use of the body gesture and language, not only to create a more enjoyable atmosphere but also to stress on the target language. To make the learning more sustainable and memorable, good storytellers have the ability to stimulate children's imaginations, promote their target learning and connect the abstract language concepts and knowledge with stories. The techniques of storytellers are therefore to a large extent determine the level of success in combining English language learning and storytelling (Zeece, 1997).

3. Methods

3.1 Procedures

There are total three stages for the research process. The pre-survey (see Appendix 1) was first distributed to students in order to know their prior perceptions on the effectiveness of storytelling. A series of classroom storytelling experiments, lasting for two months (once a week), was conducted for students to experience English storytelling lessons. The classroom experiments aimed to provide all students a taste of storytelling, and students are able to share their views on effectiveness of storytelling. Storytelling was conducted in an interactive way which students answered questions or retold some details of stories, with the use of children pictures story books. There were a frequent of questions and answers throughout the process. Instead of using the traditional way of telling stories, the experience was more conversational and interactive. Students were always asked to get involved by doing actions or responding the teacher (See Appendix 7). After that, the post-survey (see Appendix 2) was given to the target students so as to recollect their opinions on the use of storytelling. For semi-structured interviews, six students in different English proficiency levels (2 in each level: low/ medium/ high level) were chosen to share more about their sentiments towards storytelling and English language learning. Besides, eight English teachers were invited to reveal their opinions on the possibility and practicability of putting storytelling in ESL classrooms.

3.2 Data Analysis

In terms of the qualitative methods, the pre-surveys and post-surveys were given to twenty students as my target survey group in primary one in a mixed ability class. Students with different English levels were selected for the semi-structured interviews as the quantitative methods. The pre-surveys and post-surveys were compared to look for the changes in students' perceptions on the effectiveness of storytelling. It was also to analyze students' opinions on the contribution of storytelling on their language learning. For further qualitative analysis, the interviews of teachers and students were recorded and transcribed to discover the more in-depth information regarding the reasons behind their thoughts.

3.3 Ethical Issues

As the study involved all the students who are under 18-year-old, the written consent forms were required from the school. The consent forms were submitted and endorsed by the Institutional Review Board before the research was conducted. In consideration of confidentiality, all the involved participants in the study were anonymous.

4. Results

Research question 1:

What are the perceptions of teachers and students on the effectiveness of storytelling?

4.1.1 Findings from Quantitative Data

Comparison between Pre-surveys and Post-surveys

Attitudes towards Stories

As can be seen from Figure 1, there is an increase of students (85%) who like stories, inclining from 14 students (70%) in the pre-survey.

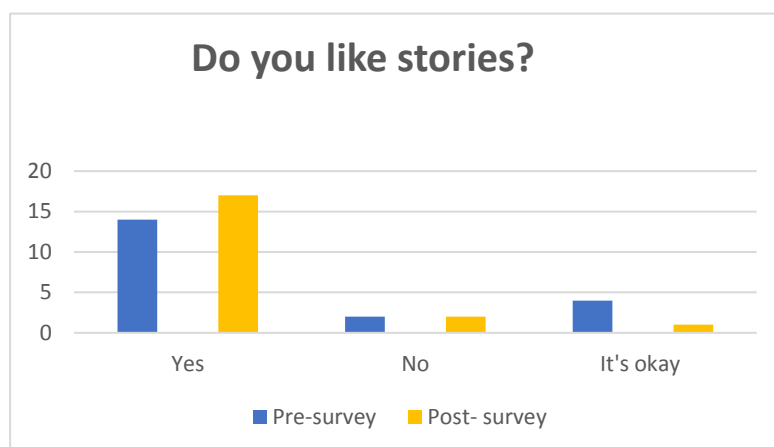


Figure 1: Number of students who like stories

As can be seen from Figure 2, there are more students who like reading stories, from 15 students in the pre-survey to 18 students in the post-survey.

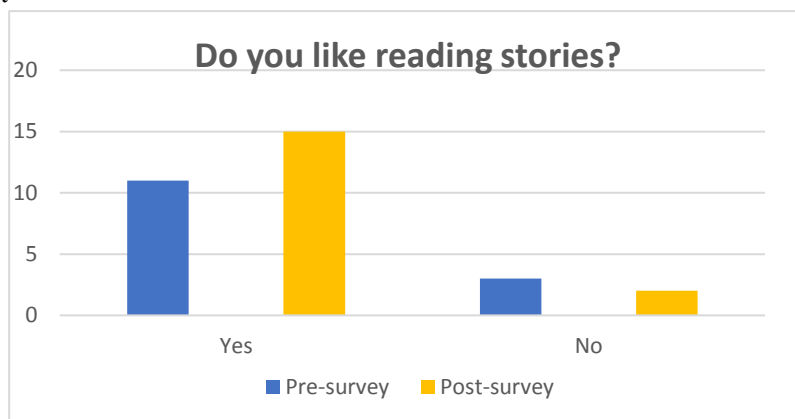


Figure 2: Number of students who like reading stories

The two figures above show a slight increase of the finding regarding the interest in stories. The findings supported that storytelling improves students' attitudes towards storytelling and natures of the use of storytelling in ESL classrooms. Although the variation of differences is not obvious, it indicated that most of target students like story itself since a high proportion of students showed their interest in stories even in the pre-survey.

Vocabulary

As can be seen from Figure 3, there is a rise of students who agreed that storytelling enables them to know more words; meanwhile, less students disagreed or held a neutral opinion on the benefit of storytelling in terms of vocabulary expansion.

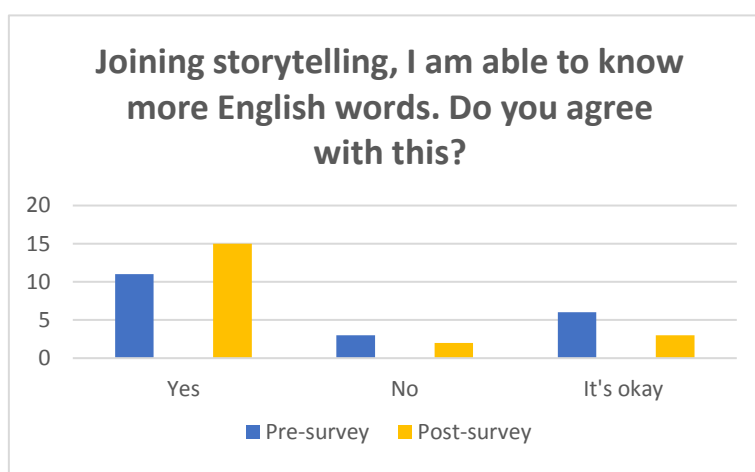


Figure 3: Number of students who think that joining storytelling enables them to learn more English

This is an ascend of the finding considering the effectiveness of storytelling in terms of vocabulary

expansion. This finding may provide a strong evidence to explain for student's perceptions on effectiveness of storytelling that one of the mostly agreeable perspectives is the improvement of their vocabulary bank.

Findings from the Post-surveys

Feelings towards English Stories and Storytelling

As can be seen from Figure 4, 39% and 31% of students respectively felt “Excited” and “Happy” about English stories, whereas only 17% and 13% of students respectively had sad and bad or angry feeling towards English stories.

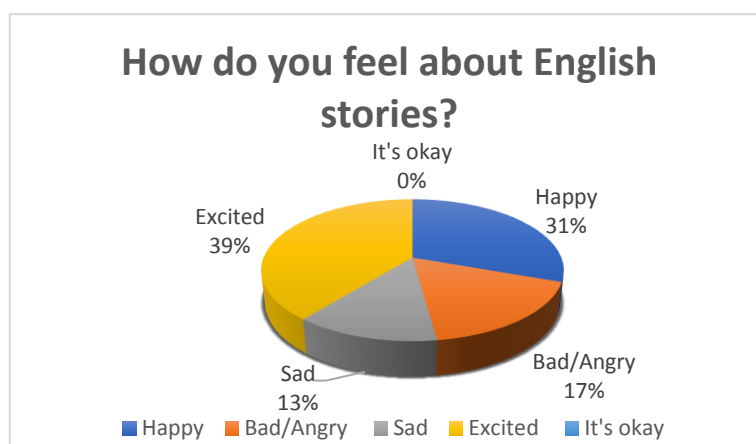


Figure 4: Percentage of students' feelings about English stories

This is a significant finding concerning the sentiments of students on English stories. The proportion of the positive feelings (“Happy”/ “Excited”) is exceedingly more than the negative feelings (“Sad”/“Bad/Angry”), which implies that most students have relatively positive attitudes towards stories in English, with most students feeling happy.

As can be seen from Figure 5, 57% and 19% of students respectively felt “Happy” and “Excited” about English stories, whereas only 19% and 5% of students respectively had sad and bad or angry feeling towards the past experiences of English storytelling

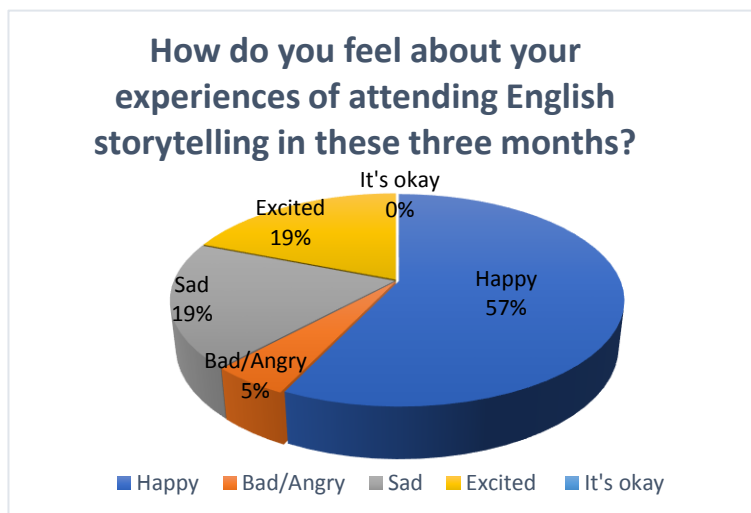


Figure 5: Percentage of students' feelings about their experiences of the English storytelling

This is a critical finding concerning the students' feelings about their storytelling experiences with 76% of students perceiving the storytelling experiences that were pleasant. This finding may also be deemed contribution to students' perceptions on the effectiveness of storytelling that students learn better when they learn joyfully.

4.1.2 Findings from the Qualitative Method

Students' Interviews

Impressions on English Storytelling

All interviewees with three different learning ability in English agreed that they liked the English storytelling experience and claimed that it was due to the enjoyment during the process. "happy", "fun" and "interesting" were the most frequent explanations given with their smiley faces. Despite the fact that two of the interviewees who are girls ever felt frightened owing to the fierce animals ("tiger"/ "shark") which bite humans, they still found the experience memorable and felt good of their experience. The similar responses from the six interviewees present their favourable impressions on storytelling. This is a convincing result that shows the absolute positive attitude towards the storytelling experience

Vocabulary

The five interviewees out of six agreed that they have learnt new English words after attending storytelling. The book covers of the stories were given for students when answering this question. The table shown as below is the list of words that students provided. Most of them are nouns from the themes or titles of the stories. Some answers were the body actions, repetitive phrases and verbs found in some specific stories.

Types of new words:	Students' examples
Nouns	shark, socks, twinkle, spider, black, grey, duck, diamond
Verbs	Beep, cry, climb
Phrases	Round and round, look up and down, left and right

Table 1: A list of new words given by the interviewees

The result shows the fact that students had the new input of new vocabulary and the solid knowledge that students gained after the storytelling experiments. It indicates one of the perspectives that perhaps lead to students' perceptions on the effectiveness of storytelling.

Teachers' Interviews

Learning Motivation

In terms of students' learning motivation, all the eight interviewees shared the same views that students have more interest in learning English after English storytelling. The extracts from the teachers are as follows.

*"As we nurture their interest to read as a **habit** by telling them stories, which is a first step, students are motivated to grab books to read **by themselves**. That's why my kids they are brought to public libraries at*

weekends” (See Appendix 6.1)

*“When they find listening to the monster language is **fun**, they are willing to do more” (See Appendix 6.6)*

*“What I think **the power of stories** is that children have fun while learning” (See Appendix 6.2)*

*“Compared with the normal English language teaching such as grammar rules, vocabulary, sentence structures etc., joining storytelling is more **fascinating and engaging**” (See Appendix 6.1)*

All strongly supported the use of children stories could develop students’ impressions on English which appears to be a difficult and even hateful language to Hong Kong students. Some of them believed that students’ incentives to read books and habits could first be initiated by teachers’ storytelling. Some teachers mentioned the close relationship between the natures of stories and learning interest; meanwhile, some thought it the learning enjoyment and classroom atmosphere during storytelling matter, compared with the traditional English classroom learning.

Moral Education

All interviewees claimed that students not only learn the target language during storytelling but also the morality and ethics which are the essential learning in students’ personal growth, especially in primary education.

*“Kids know plenty of proper values that they can apply in real-life such as how to deal with people from **different background, show respect, be good citizens**” (See Appendix 6.4)*

*“Most of the children literature actually contains **moral and ethical learning** such as *The Lion and The Mouse, The Ant and Grasshopper* etc.” (See Appendix 6.7)*

“Putting themselves into characters’ shoes, they realize the right and wrong as well as the guidance by teachers during storytelling” (See Appendix 6.6)

All the interviewees advocated the use of storytelling that teachers can combine language learning into moral and ethical education. Most of them recognized storytelling as an effective way of shaping children’s characters, values and attitudes. Some interviewees found that English storytelling can convey simple, clear but fundamental messages to kids, which may gradually nurture their appropriate behaviors and attitudes.

Language Skills

Half of the interviewees expressed their views on the improvement of children’s language skills, especially listening and speaking skills. “Children get to concentrate on listening to teachers’ illustration for a period of time...” (See Appendix 6.6), said by one of the interviewees. In times, students’ concentration on listening to the target language English is believed to be improved, as well as their listening accuracy. Another teacher mentioned that “once kids are used to the habitual listening practice, it is beneficial for their listening skills...” (See Appendix 6.8). Along with listening skills, two interviewees talked about the interactive mode during storytelling. “Teachers keep throwing questions while telling stories, which not only gains students’ attention but also get them to speak up and to express themselves in front of others” (See Appendix 6.6). The speaking practice during storytelling is suitable for students with different learning levels. Teachers play a significant role in applying questioning skills and techniques so that all students are able to answer.

Creativity and Problem-solved Skills

Half of the interviewees (teachers) mentioned that storytelling promotes children’s creativity and problem-solved skills since kids are encouraged to imagine themselves as the characters or asked to finish some missions or tasks. “The Dot”, “The Ish”, “Look-Alikes”, “Westlandia” were some examples given by

the teachers. Some also expressed some non-traditional storybooks that can allow more stimulation on children's imagination such as the oversized bigbooks, books with die-cut holes and "toy books. Besides, with the climax or difficulties often found in stories, storytellers elicit responses of resolutions or feelings from kids that can nurture their mental processing, to be more innovative and think out of the box.

Research Question 2:

What is the difference between teachers' and students' perceptions on the application of storytelling in ESL classrooms?

4.2.1 Findings from the Quantitative Method

Comparison between Pre-surveys and Post-surveys

As can be seen from Figure 6, there is a large growth of students' willingness (10 students increased) to attend more storytelling in English classrooms whereas less people showed disapproval and neutral stance.

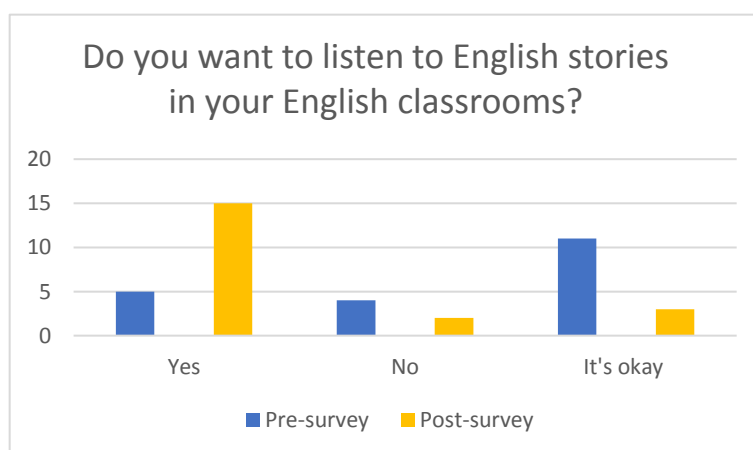


Figure 6: Number of students who want to listen to English stories in English classrooms

This is a significant finding concerning the extent of students' willingness to participate English storytelling in the setting of English classrooms, which could be seen as a clear and convincing evidence on the further explanation of the students' perceptions on the adoption of storytelling in ESL classrooms.

As can be seen as Figure 7, there is a surge of the students' willingness for attending storytelling, from 7 students in the pre-survey rising to 19 students in the post-survey.



Figure 7: Number of students who would like to join to English storytelling

The surge of the students' interest in joining more English storytelling reflected the positive attitudes of the overwhelming majority towards English storytelling and their strong initiatives to participate English storytelling. This result may help support the majority perceptions of students' on the application of storytelling in English classrooms.

4.2.2 Findings from the Qualitative Method

Students' Interviews

Frequency of Storytelling in English Classrooms

All students' interviewees shared the same thought that they would like to have storytelling at least more than 3 times a week, two of whom even chose five times a week in English lessons. The frequency of their preferences on storytelling demonstrated their willingness to join storytelling in the setting of English classrooms and their interest in the activity. It was attribute to students' learning enjoyment and relaxing

classroom atmosphere created, which may attract students' perceptions on the application of storytelling.

Attractive Elements in Storytelling

In addition, as can be seen from the Table 2, stories during storytelling are the most impressive parts. Compared with other suggested parts, the narrative content, stories themes and topics of stories are more appealing to the interviewees who pointed out some names of animals, feelings towards the content of stories etc.

The most impressive parts	No. of students	Some quotes from students
Stories	6 (All interviewees)	“Curious about the endings” (Appendix 5.1)/ “Many interesting animal stories, and pictures are pretty with a lot of colours” (Appendix 5.1)/ “So exciting but sometimes scary when seeing the shark and tiger” (Appendix 5.4) / “I like the cartoons” (Appendix 5.3) / “ The stories of cats and family are my favorite” (Appendix 5.5)
Teacher's voice	3	“The teacher's voice is so soft and sweet. I like it very much” (Appendix 5.1)/ “I like the teacher's singing very much” (Appendix 5.5)/ “Very gentle. Feeling pleasant to hear that” (Appendix 5.6)
Actions (Body language)	3	“Heehee...the actions are so amusing” (Appendix 5.5)/ Teacher's face is so cute “Usually can clap hands with friends” (Appendix 5.6)/ “When the teacher was imitating the tiger, haha...so funny” (Appendix 5.3)
Classroom Interactions	2	“I can have stickers when answering questions” (Appendix 5.4)/ “Sometimes I can share my things with my best friends” (Appendix 5.5)
Others	2	“It's happy to sit on the floor” (Appendix 5.1)/ “The story books are very big and different from the normal ones” (Appendix 5.3)

Table 2: The most impressive parts in their storytelling experience

This is a helpful finding considering the reasons behind students' positive thoughts on storytelling and more importantly the perspectives of the implementation of English storytelling in real classrooms. It also showed the opinions of students on the application such as the most appealing thing during storytelling etc.

Teachers' Interviews

School Curriculum and Syllabus

There is a dominant majority of teachers, 7 interviewees out of 8 mentioning about the difficulties caused by the school curriculum and syllabus.

"Can you imagine if I tell stories every lesson but stories are not the key learning objectives?"

(See Appendix 6.3)

"we every day rush in lessons all the time already" (See Appendix 6.4)

"Storytelling definitely is not our teaching priority if it's not in the curriculum" (See Appendix 6.6)

"We actually cannot have extra time on telling stories, it is not practicable honestly" (See Appendix 6.2)

"To be realistic, English teachers would rather spend time on preparing children for terms assessments, exams and tests" (See Appendix 6.7)

Most interviewees presented their doubts regarding the implementations of storytelling attributable to the fatal problem that storytelling is neither be assessed nor the target learning areas in English curriculum and syllabus. Understandably, teachers therefore have no intention and no reasons to further apply it to regular

teaching. Although one interviewee showed optimism about the application of storytelling, the immense majority of interviewees reflected the impossibilities and limitations by the school curriculum and syllabus.

Personal Attributes and Ability

Half of the interviewees concerned about the quality and ability of teachers as storytellers. Lack of storytelling techniques given to teachers was revealed. “Not every teacher knows how to “tell” stories but the use of storytelling approach, I am sure” (See Appendix 6.7) and “I’m not good at telling stories” (See Appendix 6.1), said by two teachers. The willingness of teachers themselves as storytellers were summarized as the factors contributing to their ambiguity, doubts and disapproval of the application of storytelling in ESL classrooms. “To assure the quality of implementation, teachers’ work performance will probably be assessed, which is an extra work pressure” (See Appendix 6.6), said by a teacher. Some also thought that the implementation of storytelling also causes more work burden on teachers such the preparation of materials, workshops or professional training etc. Add on to that, there was an overwhelming majority of teachers agreeing on the participations with NETs who are believed to have more flexibility, techniques and time on the application of storytelling, supported by a quote “Storytelling as a non-assessed activity is more suitable and reasonable to be conducted by NETs” (See Appendix 6.3)

5. Discussions

Research Questions:

1. What are the perceptions of teachers and students on the effectiveness of storytelling?
2. What is the difference between teachers’ and students’ perceptions on the application of storytelling in ESL classrooms?

5.1 Perceptions on the Effectiveness of Storytelling

Positive Attitudes towards English Learning

Both teachers and students agreed that storytelling develops better learning attitudes towards English which appears as a 'stranger' language to most of students in Hong Kong. The increased learning motivation and more positive attitudes towards English as a second language were significantly shown. The majority of students in the surveys indicated that their enhanced positive attitudes towards stories, the activity of story-reading and their favorable impressions on English storytelling. All these contributed to their motivation to learn English, to get in touch with English and to take the initiatives to use the language. In a condition that the learning enjoyment created during storytelling, students are eager to have more similar experience. This is how the learning interest in English naturally occurs.

In the meantime, teachers attribute the nature of stories and learning atmosphere different from the traditional classrooms to the better learning incentives of English. Stories as an appealing text type in the eyes of children and are put in the special environment, which students find it more fun and entertaining so that they have motivations to pay attention to teachers' storytelling. Morgan (2011) also presented the similar idea that the use of stories and storytelling in language classrooms opened widened possibilities for promoting children's interest in learning the language in the long term. Storytelling functions as a bridge to first bring children closer to the language learning before getting into more in-depth learning exposure.

Improvement on English Language Learning (Vocabulary Learning and language skills)

Teachers as knowledge-transmitters and students as knowledge-receivers both supported that storytelling promotes English language learning but in different ways.

Students agreed the use of storytelling can increase their vocabulary capacity. The learning effectiveness on vocabulary was shown in the detailed examples given by the interviewees. The majority of them remember nouns, especially titles or themes of stories, then followed by some repetitive phrases or sentences and a few

verbs with actions. A wide range of language forms is shown in types of stories, which increase students' exposure to different forms in the English Language. With plenty of literature-based stories, learners are introduced to meaningful language use that students could recall and even sustain the learning of words and sentences (Kirsch, 2016; Isbell, Sobol, Lindauer & Lowrance, 2004).

In terms of teachers' perceptions, they considered the improvement of language skills as the effectiveness of storytelling. The opportunities of listening to the target language can be largely increased and be nurtured as a habitual language acquisition, which in a large extent trains up students listening skills. Besides, the more interactive approach of conducting storytelling can enhance students' speaking skills. It offers students chances to express themselves, to learn from peers and practice speaking. Even though the everyday proportion of speaking is relatively low, the learning progress could be seen with more frequent storytelling provided for students (Marzuki, Johannes & Arwijati, 2016). The results confirm with the past studies about the relationship between oral and listening language learning and storytelling. Storytelling allows a lot of spontaneous oral practice, responses to storytellers' contextual questions, and sustainable listening practices over a period of time, which builds up children's speaking and listening skills (Daniel, 2012; Grugeon, 2000).

Improvement on Students' Non-academic Areas

With findings from some of teachers' interviews, the consistent perceptions of teachers reveal their sentiments on the effectiveness of storytelling in terms of moral education. Being responsible for students' codes of conducts, all of the interviewees advocate the use of storytelling to promote morality and ethics. It was attributable to stories that cover a high variety of topics about morality and ethics. Storytelling is believed as the simplest but the most effective way of delivering abstract moral values and influencing students' further decision-making (Hunter & Eder, 2010). In addition, storytelling indeed equips students with some generic skills (creativity/ problem solving skills) by the use of storytelling stimulates students'

imagination, creativity and visualization through the colors, illustrations, types and themes of storybooks. Through observing the development of characters, conflicts and resolution of stories, children are often placed into situational thinking that promotes their inventiveness and skills to tackle problems.

5.2 Application of Storytelling in ESL classrooms

5.2.1 Similarity

Implementation of Storytelling in School Environment

Both teachers and students acknowledged that storytelling should be held not only in public libraries, educational centers or homes. Concerning the materials, storytellers and peers' learning, all teachers thought about storytelling is better to be conducted in schools, compared with other settings. In terms of students' perceptions, they showed their willingness to participate English storytelling due to the learning excitement and family insufficient support, proved by the surge of their willingness to attend English storytelling and interest in listening stories in ESL classrooms in the two stages of surveys.

5.2.2 Differences

With regard to the application of storytelling in ESL classrooms, students as story-listeners agreed on the use of storytelling in regular English classrooms. On the contrary, the overwhelming majority of teachers as story-tellers disagreed with the adoption of storytelling.

Practicability

In terms of teachers' perceptions, school curriculum and syllabus are the major contributions to their general negative and doubtful thoughts on putting storytelling into everyday English classrooms. The result aligns

with the past similar research was done to reveal teachers' perceptions on the uncertainties and limitations behind the use of storytelling in English classrooms (Dolzhykova, 2014). Despite the fact that all interviewees supported the effectiveness of storytelling, the disapproval of the staggering majority of teachers was shown. Attributable to the current stressful and tight teaching schedules, most teachers found it impossible to conduct storytelling regularly. As long as storytelling is beyond the syllabus and time-consuming, it causes the decline in the motivation of teachers to tell stories. With summative assessments, the teaching content is expected to consolidate students' learning and equip them with skills. It is convinced that the working reality results in most teachers' perceptions that the practicability of applying storytelling to daily classrooms is low. Unless storytelling is included in the curriculum and syllabus, teachers are given a strong reason to merge storytelling into daily language teaching (Baldwin & Dudding, P. 43, 2007).

However, in terms of students' perceptions, the enjoyable learning atmosphere in storytelling classroom contributes to their positive opinions about the adoption of the use of storytelling. Observing the findings of the frequency of storytelling in English lessons, the majority of the interviewees indicated more than three times a week. From the perspectives of a group of primary students, they perceived the learning environment to be more significant, rather than other aspects such as personal learning styles, understanding of English lessons, learning effectiveness etc. With a different role from teachers, the students' participants indeed embraced the application of storytelling in classrooms.

Storytellers and Stories

In terms of teachers' perceptions, storytellers were in a large extent suggested to be the NETs at school. In a condition that the quality of storytellers matters when it comes to actualizing the effectiveness of storytelling, it is necessary to assure that storytellers have the questioning techniques, fluency in English and ability to act out stories. The implementation of storytelling was hence strongly suggested to combine with the NET teaching syllabus. Besides, teachers considered the adaption of stories into curriculum as very important that

stories could be a lead-in text or the target text that gains children's attention or teaches narrative writing etc. Instead of themes of stories, from teachers' perspectives, teachers have strong perceptions on the relationship between teaching content and the use of storytelling, when applying storytelling in classrooms (Jones, 2012). They concern the adaption of storytelling to current teaching curriculum.

Nevertheless, in terms of students' perceptions, they lacked the ability to differentiate the roles of storytellers and identifying the functions of storytellers. Due to their age, the group of story-listeners definitely did not regard storytellers as an important thing to pay attention to. The most stories chosen at their preferences were about their creatures, fairy tales, cartoons and horror etc. Students' participants preferably chose stories with the narrative knowledge about "experiential" and "cultural knowing" (Collins, 1997, P.4), as well as based on their personal experiences. Their concerns were totally contrast with teachers' perceptions on stories because students and teachers play different roles in the implementation.

6. Limitations

The academic level of the school, the English ability and age of the target student participants are the major limitations of the study. Concerning the academic background of the school and students, the results of the research would be influenced.

In terms of the school background, the setting where the study took place in is a CMI school that students are mostly from complex family backgrounds with relatively low socioeconomic status. The school development focuses more on developing students' practical language skills and academic achievements as the long-term educational goals. Therefore, the school's background is an important factor contributing to the perceptions of teachers on the application of storytelling in English classrooms. Since teachers are compulsory to cater for the development of the school curriculum, their opinions to a large extent are affected.

In terms of students' English ability, their general ability of English is low compared with the normal students at the same age. Due to their prior knowledge of English, the effectiveness of storytelling and willingness to attend storytelling vary in students' perceptions. In addition, the maturity of the target P.1 students may not provide more all-round and significant information about the application of English storytelling but the effectiveness of storytelling can still be shown by their feelings, language learning outcomes, preferences for implementation of storytelling etc.

7. Conclusion

As mentioned at the beginning of the thesis, storytelling in ESL classrooms is an effective learning approach in a way that provides rich context, variety in language learning and interactive classrooms. The present study is a modest attempt to investigate the perceptions of the two stakeholders (teachers & students) in the use of storytelling at a local primary school, in terms of its effectiveness and application in ESL classrooms. The findings suggest that their perceptions on the effectiveness of storytelling are positive and similar that the improvement on language learning, learners' attitudes towards English and personal qualities were acknowledged. On the contrary, their perceptions varied in on the application of storytelling in English regular classrooms that the practicability and implementation of storytelling contributed to the differences in their perceptions. It is hoped that these findings provide new insight on the further implementation of storytelling as a teaching approach in ESL classrooms.

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Appendix 1- Pre-survey**Storytelling in English Classrooms**

1. Do you like stories?



2. Have you joined any storytelling (Chinese/ English) before?



3. Have you joined any English storytelling before?

(If yes, please answer question 4; If no, please go to question 5)



4. How did you feel about your last experience of attending English storytelling?



Happy

Bad/ Angry

Sad

Excited

It's okay

5. Do your parents read you stories?



6. Do you like reading stories?



7. Do you like listening to stories?



8. Joining storytelling, I am able know more English words.

Do you agree with this?



9. Joining storytelling ,I am able to get higher marks in

English subject. Do you agree with this?



10. Joining storytelling, I am able to speak better English.

Do you agree with this?



11. If your English teacher tells you English stories in classroom, how will you feel?



12. Do you want your English teacher tells you stories
in English classroom?



13. Will you apply for English storytelling activity
in school if you have a chance?



Well done! Thank you so much for your help!



Appendix 2- Post-survey

Storytelling in English Classrooms

1. Do you like stories?



2. Do you like reading stories?



3. Do you like listening to stories?



4. How do you feel about your experiences of attending English storytelling in these two months?



5. Joining storytelling, I am able know more English words.

Do you agree with this?



6. Joining storytelling ,I am able to get higher marks in



English subject. Do you agree with this?

7. Joining storytelling, I am able to speak better English.



Do you agree with this?

8. Do you want your English teacher tells you stories
in English classroom?



9. Will you apply for English storytelling activity
in school if you have a chance?



Well done! Thank you so much for your help!



Appendix 3- Interview Questions of Students

1. Do you like listening to stories? Why?
2. Do you like the storytelling sessions in these two months? Why?
3. If yes, what is the most impressive part in your storytelling experience?
(e.g. stories/ teacher's voice/ teacher body language/ interactive session: teacher asking questions)
If no, why don't you like it? Any special reasons cause you to have the negative feeling?
4. Have you ever felt frightened to attend the storytelling? If yes, why? When was it?
5. Have you learnt any NEW English words that you haven't noticed before? Could you give me some examples? (Some used storybooks will be provided during the interview sessions)
6. Do you think joining storytelling is able to improve your English? Why?
7. Comparing storytelling with the normal English lessons, which one would you prefer? Why?
8. What kind of stories do you want teachers to talk about? Any examples? (encourage the interviewees to say some examples of stories if they don't know the names of the categories)
9. Do you want the English teachers at school telling stories during English lessons?
10. If yes, why? How many times do you want the teachers to spend on storytelling?
If no, why?

Appendix 4- Interview Questions of Teachers

1. How many year(s) have you been a teacher in English?
2. Have you tried to tell stories (Chinese/English) in English lessons?
3. If yes, can you explain more about in detail about the experiences? Why? How?
If no, why haven't you tried before? (e.g. lack of personal interest or skills to conduct storytelling/
school limitations/ time limitations/ haven't thought about that before etc.)
4. In what extent, do you think attending storytelling sessions (English) helps students to learn? Why?
5. Do you think that schools storytelling should be held in regular English classrooms not only at home,
public libraries or educational centers?
6. Do you think that English storytelling should be used in regular English classrooms? Why?
7. What do you think about the practicability of applying English storytelling in daily classrooms? Why?
8. If yes, in what ways schools can use storytelling as a learning tool? How?
If not, what are the limitations?

Appendix 5- Interview Transcripts of Students

5.1 Student A

I:	Interviewer
A:	Student A

I: Do you like listening to stories? Why?

A: Yes, I like listening to stories. My favorite hobby is reading and singing.

I: Oh I see. Do you like the storytelling sessions in these two months? Miss Li came into this classroom and told you a lot of stories. Do you remember that?

A: Yes! I like it very much. I remember that. Tuesday?

I: Yes! Good girl! What is the most impressive part in your storytelling experience? For example, stories/ teacher's voice/ teacher body language/ interactive session: teacher asking questions etc.

A: Since I like reading a lot a lot a lot of animals' stories. I like the blue one although I was afraid of sharks. It was so exciting too.

I: Oh the blue one? The Shark in the Park?

A: Yes!

I: Any others? And why?

A: Um... I like Miss Li your voice because it is so nice with a lot of smiley faces. I feel very happy to listen to stories. Sometimes we sing songs too. I like singing songs. Singing songs is happy. Many interesting animal stories, and pictures are pretty with a lot of colours.

I: Have you ever felt frightened to attend the storytelling? If yes, why? When was it?

A: Yes, I was scared by the pictures. There was an enormous tiger who was like almost biting me.

I: Oh! Do you remember which book?

A: No, I can't.

I: So, have you learnt any NEW English words that you haven't noticed before? Could you give me some examples? You can have a look at the pictures here.

A: Yes! Shark!

I: Do you think joining storytelling is able to improve your English? Why?

A: Yes. Nobody reads me stories at home. I feel enjoyable to listen to stories. And I can know the pronunciations of some words, which I can't seek help at home. I live my grandfather who does not know English at all.

I: Comparing storytelling with the normal English lessons that Miss Fu teaches you English, which one would you prefer? Why?

A: Miss Fu sometimes was very angry in English lessons. She shouted at my classmates before. I was scared of her loud voice but in storytelling lesson. I felt happier to sit on the floor.

I: How happy was that? Why?

A: Everyone was laughing loudly in the classroom and you don't always shout at us.

I: Haha! What kind of stories do you want teachers to talk about? Any examples?

A: Yes! I want stories about animals. Also, I would like to know more puppies and hamsters. They are so cute. If the teacher choose a book about them, I will be extremely excited.

I: Do you want the English teachers at school telling stories during English lessons?

A: Yes! Yes!

I: How many times do you want the teachers to spend on storytelling?

A: Three times a week!

5.2 Student B

I:	Interviewer
B:	Student B

I: Do you like listening to stories? Why?

B: Yes! I like listening to stories. My favorite teacher often reads me stories and I feel enjoyable to read stories.

I: Do you like the storytelling sessions in these two months? Why?

B: Yes, of course! I always want to know about the ending of stories. Sometimes I feel nervous and exciting!

I: You mean you are curious about the stories' endings, do you?

B: Yes!

I: Apart from this, what is the most impressive part in your storytelling experience? For example, stories/ teacher's voice/ teacher body language/ interactive session: teacher asking questions

B: The teacher's voice is so soft and sweet. I like it very much. I feel so warm to hear that! And Heehee...the actions are so amusing

I: Why do you look embarrassed?

B: Yes, sometimes the actions are so funny! Last time we acted like a piggy in a mud.

11. Have you ever felt frightened to attend the storytelling? If yes, why? When was it?

B: No.

I: Have you learnt any NEW English words that you haven't noticed before? Could you give me some examples?

B: Yes, I remember round and round, cry and beep.

I: Wowwww... excellent! Anymore that is not from this book?

B: Yes, that one I remember the colour horn.

I: Good! You like the book "Wheels on the bus", do you?

B: Yes! I like it !

I: Do you think joining storytelling is able to improve your English? Why?

B: Yes! I can know some new words from stories. And it is fun.

I: Okay! Comparing storytelling with the normal English lessons, which one would you prefer? Why?

B: I like storytelling lessons since it's more relaxing and I can sometimes chat with others.

I: What kind of stories do you want teachers to talk about? Any examples?

B: I like cartoons stories.

I: Do you have some examples?

B: The stories about cars and “ the mini blue monsters in the forest”

I: Umm... Do you mean The Smurfs?

B: Yes! Yes! I really really want the teacher to talk about it. I am very interested in it.

I: Do you want the English teachers at school telling stories during English lessons? How many times do you want the teachers to spend on storytelling?

B: Yes! Sure! 5 times a week please!

5.3 Student C

I:	Interviewer
C:	Student C

I: Do you like listening to stories? Why?

C: Yes! I like listening to stories. Stories are so funny. I remember I read about one about lazy pigs in the farms. They are being ticked by the farmer! Hahaha...

I: Do you like the storytelling sessions in these two months? Why?

C: I do! I like I like looking at very pretty pictures. So colourful!. Miss Li, your books have a lot of pretty pictures. I like it.

I: Only because you like the pictures? Tell more? Any others?

C: Yes! I like haha... when Miss Li you was imitating the monkey, haha...so funny, you and the monkey are so alike. So funny! Also, the story books are very big and different from the normal ones. I felt like I am almost going inside the story.

I: Why? What did I do? Do you remember?

C: Yes! You was stretching and scratching your body. Your face is exactly the same as the monkey.

I: Okay! You like the teacher's actions, do you?

C: Yes! It is so funny! I can't help laughing.

I: Have you learnt any NEW English words that you haven't noticed before? Could you give me some examples?

C: Yes! I learnt spider.

I: Do you remember where you learn this word

C: Yes! I remember the story is about a spider climbing up something when it is raining.

I: Oh! You meant spout?

C: Yes!

I: Do you think joining storytelling is able to improve your English? Why?

C: Yes! I think it improves my English. I know more words and the accurate pronunciations. It is seemingly

mum reads me some weird pronunciations.

I: Comparing storytelling with the normal English lessons, which one would you prefer? Why?

C: I like normal lessons since Miss Fu sometimes assigns us in groups to play different games. I am the team leader so that I would like to join more English lessons than storytelling. She sometimes gives us candies if we do well.

I: What kind of stories do you want teachers to talk about? Any examples?

C: I like adventure stories! For example, going into haunted house, meeting some ghosts. Miss Li, have you been to any haunted houses before?

I: Yes! I have been one before. Do you want the English teachers at school telling stories during English lessons? If yes, why? How many times do you want the teachers to spend on storytelling?

C: Yes! I want Miss Fu to tell us stories! 3 times a week!

5.4 Student D

I:	Interviewer
D:	Student D

I: Do you like listening to stories? Do you like the storytelling sessions in these two months? Why?

D: Yes! It's interesting to listen to different stories. Sometimes they are amusing, which makes me laugh. And I think it is better to listen to stories. I can't understand the words very often.

I: What is the most impressive part in your storytelling experience? For example, stories/ teacher's voice/ teacher body language/ interactive session: teacher asking questions

D: Since the stories of cats and family are my favorite, I felt really enjoyable and excited to listen to stories about these.

I: Any other impressive parts?

D: Yes! I can have stickers when answering questions. I like putting up hands to answer questions of teachers. The teacher praised me in front of the class. I always raise my hands.

I: Have you ever felt frightened to attend the storytelling? If yes, why? When was it?

D: No!

I: Have you learnt any NEW English words that you haven't noticed before? Could you give me some examples?

D: Yes! I do remember some words- diamond & twinkle,

I: Good job! Where are the words from?

D: The book is about stars and we do the action like this.

I: Wow... good memory! Do you think joining storytelling is able to improve your English? Why?

D: Yes! I learn more about English since storytelling is in English, and my father he only reads me Chinese stories. I won't listen to English stories at home.

I: Comparing storytelling with the normal English lessons, which one would you prefer? Why?

D: I choose storytelling. It is so happy that we always laugh. We do not need to always sit on chairs to write!

I: What kind of stories do you want teachers to talk about? Any examples?

D: I want more stories about cats, squirrels and puppies. They are so cute!

I: You like animals' stories the best, do you?

D: Yes! And also about fairy tales and princesses.

I: Any examples?

D: Yes! Frozen! It is so good!

I: Do you want the English teachers at school telling stories during English lessons? How many times do you want the teachers to spend on storytelling?

D: 4 times a week.

5.5 Student E

I:	Interviewer
E:	Student E

I: Do you like listening to stories? Why?

E: Yes! Definitely! I always go to the public library with my parents at weekends. I enjoy listening to stories.

I: Do you like the storytelling sessions in these two months? Why?

E: Yes! I can have chances to listen to storytelling every Tuesday! It is so interesting!

I: If yes, what is the most impressive part in your storytelling experience? (e.g. stories/ teacher's voice/ teacher body language/ interactive session: teacher asking questions)

E: It was so exciting but sometimes frightened when seeing the shark and tiger. They are so scary! They do bite people! But sometimes I can share my things with my best friends. Since sometimes we can talk with our classmates about the stories.

I: So, you actually dislike storytelling, do you?

E: Ummm... I like it but just I don't want stories about that kinds of animals. So horrible!

I: You have felt frightened at that time only?

E: Yes, one time

I: Ate the stories called "Shark in the Park" and "It's a tiger"?

E: Yes! Yes! These ones.

I: Have you learnt any NEW English words that you haven't noticed before? Could you give me some examples?

E: Yes! I remember black and duck.

I: Do you remember where thee words are from?

E: Not really

I: Do you think joining storytelling is able to improve your English? Why?

E: I like English better since it is good to listen to the teacher acting out the story. And I can listen to more words' pronunciations and know more new words.

I: Comparing storytelling with the normal English lessons, which one would you prefer? Why?

E: I like storytelling session since I can sit in a circle with classmates closely nearby. I like sitting on the floor. In Miss Fu's class, sometimes she scolds at us, which I find it scary too.

I: What kind of stories do you want teachers to talk about? Any examples?

E: I like stories about animals under the sea, princess or cartoons. All of them I like to listen to.

I: Do you want the English teachers at school telling stories during English lessons? How many times do you want the teachers to spend on storytelling?

E: 4 times a week.

5.6 Student F

I:	Interviewer
F:	Student F

I: Do you listening to stories? Why?

F: Yes! I like stories! I am always curious about different types of stories. I like having my reading class at school.

I: Do you like the storytelling sessions in these two months? Why?

F: Yes! I like it! Sometimes the teacher allows us to chat with our friends and gives us candies if we answer questions. I feel so excited for the storytelling sessions.

I: What is the most impressive part in your storytelling experience? (e.g. stories/ teacher's voice/ teacher body language/ interactive session: teacher asking questions)

F: I definitely like the voice of the teacher. I feel very pleasant to hear that So happy! Also, I like doing a lot actions. We usually can clap hands with friends. So interesting!

I: Have you ever felt frightened to attend the storytelling? If yes, why? When was it?

F: No

I: Have you learnt any NEW English words that you haven't noticed before? Could you give me some examples?

F: Yes! I remember look up and down and climb with the actions done with the teacher.

I: Do you think joining storytelling is able to improve your English? Why?

F: Yes! My parents cannot read me English stories. I can learn more vocabulary such as the names of some animals by joining storytelling.

I: Comparing storytelling with the normal English lessons that Miss Fu teaches you, which one would you prefer? Why?

F: I like storytelling. It is more relaxing that we can sometimes sing songs and chat with classmates in storytelling but we can't in Miss Fu's class.

I: What kind of stories do you want teachers to talk about? Any examples?

F: I like stories about cars and animals such as the dinosaurs, tigers and lions etc.

I: Do you want the English teachers at school telling stories during English lessons? How many times do

you want the teachers to spend on storytelling?

F: 5 times a week.

Appendix 6- Interview Transcripts of Teachers

6.1 Teacher A

I:	Interviewer
A:	Teacher A

I: How many years have you been a teacher in English?

A: Woww... Probably 12 years.

I: Have you tried to use storytelling in English lessons?

A: No. Honestly speaking, I'm not good at telling stories hahaha. At the same time, I don't have time to tell stories. I would rather spend time on teaching since the teaching schedules no matter in this school or in my previous primary school are so packed. I cannot spare time on telling stories even though I know it's interesting tool to get them learn English. Just like what my children are doing at weekends. They have joined some storytelling programme held in public library. I know it's fun. However, it is impossible to tell stories.

I: Oh I see. So actually you support the use of storytelling but you think it's impossible to do it at school. Right?

A: Yes. Definitely!

I: In what extent, do you think English storytelling sessions helps students to learn?

A: I think, in a large extent, English storytelling undoubtedly helps students to learn such a hateful or resisting language to a lot of kids in Hong Kong. Stories are interesting and amusing that the nature of stories is the most effective to engage students to learn the language.

I: In what ways?

A: What I said "Learn" of course doesn't mean they can remember some specify words right after storytelling sessions. But, it is more a long term learning activity that the effectiveness can be shown. As we nurture their interest to read as a habit by telling them stories, which is a first step, students will be motivated to grab books to read by themselves. The interest in reading stories especially in English actually is a key to their better achievement of English language learning. That's why my kids they are brought to public libraries at weekends. Also, I find that kids nowadays are not like your generations. The way they

deal with their classmates or teachers are so different.

I: Hahaaaa. Why?

A: Now, I am not talking about subject knowledge but their ways of thinking, interacting with others or even facing teachers. Seemingly, they lack teaching on their moral education or ethics. Maybe nowadays parents are busy for work, and they don't have time to spend with kids teaching them how to get along with different people in society. I find them generally more self-centered compared with yours. Haha... So, I think through stories kids can learn more the must-have nonacademic skills. Most of the children literature are meaningful and educational.

I: What is your opinion about having storytelling in regular English classrooms? Why?

A: I disagree. Just what I have mentioned before it is impossible to do it during in the class. We teach English instead of storyteller, don't we? The objective of academic English classrooms should stick with learning the subject knowledge which also is included in the assessment part. I know it's very direct! Teachers are stressful to keep pace on the teaching schedule so as to prepare kids for exams. How impossible can we put storytelling in English lessons? Hahaha...

I: Oh I see, which means the practicability is low if putting it in daily English classrooms?

A: Yes! Of course low! Can you imagine if every lesson spends time (let's say 10mins) on stories which are irrelevant to our learning and teaching? And after stories or before stories, we needa assign homework, distribute homework or even go through some questions with them. No more time left haha... Also, I believe there must be some teachers like me who actually is not good at telling stories and use such teaching approach. The quality of storytelling matters and influences the effectiveness of storytelling. Thus, lack of qualified storytellers can be another reason.

I: Oh I see. So, in what ways, schools can use storytelling as a learning tool? How?

A: Just like what the school is doing. Students attend storytelling during the morning assembly, once or twice a month. NET is responsible for the storytelling. Add on to the current arrangement, I think schools can arrange some teachers to help NETs at school when doing storytelling because very often they cannot have time on the storytelling of the whole school. Local teachers can shift the role of storytelling with NETs so that more students can attend storytelling, not only the junior students but also the senior forms.

6.2 Teacher B

I:	Interviewer
B:	Teacher B

I: How many years have you been a teacher in English?

B: Ummm This is my fourth year of teaching.

I. Have you ever tried to use storytelling in English classrooms?

B: Yes! Absolutely! As you now that our school uses the English curriculum designed by the CECES that teaches kids English through the use of children literature. It does not have academic text but stories in primary 1 to 3. Normally, we do tell the story using the big book as the lead-in of the chapter. The story is the target text of the chapter. But, once when we start the chapter, we won't do storytelling until the new chapter begins. This kind of storytelling experience is included as a part of the curriculum, which isn't the kind of storytelling held in morning assembly by NET.

I: In what extent, do you think English storytelling sessions helps students to learn?

B: With no doubt, English storytelling gives more chances for kids to learn English, to speak and more importantly to listen to English. Storytelling provides kids another way of learning English, not necessarily done in the English classrooms. Also, in the eyes of kids, storytelling isn't the normal learning in English classrooms, even the P.1 kids they have noticed the truth. The learning atmosphere is so different from the regular English lessons, which effectively develop kids' positive attitudes towards English. At least, positive! Hahaha... isn't it very important?

I: Yes! I agree with that too.

B: Especially, you know the ability of our students. I think storytelling should be a way to develop their positive attitudes. When children find it appealing and fun, they are willing to have more storytelling experience. It results in students' motivation of learning English. Even though the language is English, storytelling emphasizes rather on the understanding on meaning of the stories, characters, development of stories and morality etc. With teachers' body language, illustrations and actin out, children are able to interpret stories easily and feel happy, relaxing and interesting when attending storytelling. What I think the power of stories is that it's activity which children have fun while learning. Also, it allows their creativity too! Although with the use of big book children are given pictures, they are still encouraged to use their

imagination when answering the questions by teachers and sometimes help the characters solve problems. Just like me, I always ask them questions and foster them to express themselves based on the development of stories. It equips their problem-solving skills too.

I: Do you support the use of storytelling should be adopted in regular English classrooms? Why?

B: What do you mean by regular English classrooms?

I: Basically, it means during the normal English classrooms where students learn their subject knowledge. It is not during assembly or in special occasion such as English week, but more a regular-base.

B: Umm.. Of course I personally support that because it gives another effective learning tool for our kids. However, I don't think most of schools can implement it in regular classrooms.

I: Why? Can you explain more about the practicability?

B: It's hard I am afraid. We teachers have a lot of teaching responsibility, let alone those administration work. A lot of teaching routines and key learning areas of teaching that we need to take into account are undoubtedly the most important learning we as teachers have to achieve. If we spare time on storytelling, the teaching schedule is fuller than the current one. Storytelling as a learning beyond the English syllabus, it definitely cannot be regarded as a must-have teaching during English lessons. As we actually cannot have extra time on telling stories, it is not practicable honestly.

I: In order to use storytelling as a learning tool, can you suggest some ways that schools can use storytelling?

B: I think schools can still keep the storytelling but not during lessons probably. During morning assembly or even after-school, kids can be arranged to different storytelling sessions. Add on to the current Miss Ellen's storytelling, there could be more provided to students. I think NETs they are more professional than us hahaha... with better accent, fluency in English and more interactive teaching approach that they have been adopting. The implementation is however impossible to conduct in normal English lessons.

6.3 Teacher C

I:	Interviewer
C:	Teacher C

I: How many years have you been a teacher in English?

C: I have been an English teacher for 8 years.

I: Have you tried to use storytelling in English lessons?

C: Yes! But only a few times. I am not sure if I remember clearly. The main reasons for the previous storytelling were the special occasion that it was better for me to introduce some new target learning texts by telling kids stories. I am sorry that I could not provide much more details since it was long time ago.

I: No, don't say that. It's okay. In what extent, do you think English storytelling sessions helps students to learn?

C: In a large extent, English storytelling helps students to learn since story itself is very attractive. With all the colourful pictures, illustrations and vividly written words, I am quite sure most of children love stories, especially listening to stories. For those of whom with low ability in English, they like listening to stories and teachers' voice as well as their body language. Compared with the normal English language teaching such as grammar rules, vocabulary, sentence structures etc., joining storytelling is more fascinating and engaging.

I: So you support the use of storytelling at school. Right?

C: Sure! Storytelling is a good tool to help build up positive attitudes towards English. The further goal must be their learning interest in English. Once students think stories are exiting to read about, they will have the initiative to read more by themselves. "By themselves" is very essential as students can pick up the knowledge and even learn something new through the children literature. In addition to learning motivation, teaching moral values and ethics through storytelling is a great way. When storytellers ask students to put themselves into their shoes, they not only are facilitated to think more but also learn the right and wrong! Observing the characters in the story, students are guided to learn from others and in the meantime not to follow some of the inappropriate behaviors of the characters. Personally, I love teaching kids using some moral and ethical stories, which is effective to indirectly convey some key principles to students.

I: What about conducting storytelling in normal lessons?

C: Hahaaaa... Sorry for being honest that I always rush to get everything done in English lessons. Very often, I need to leave the teaching for another time as students' concentration and productivity vary. It depends on students' discipline that determines the content of the English lesson. As a responsible teacher, I have to at least finish all the teaching before the exam preparatory week or revision week.

I: As you said, your concern is about the quality of teaching which might be affected due to the frequent storytelling in English class. Am I right?

C: Yes! The current everyday teaching is already limited with a lot of teaching routines to be done. Besides, I have to spare some buffering time. Can you imagine if I tell stories every lesson but stories are not the key learning objectives? Does it make sense? Hahaaa... I don't think it's appropriate. And it consumes time indeed. Add on to that, what about the assessment? If storytelling is totally excluded in the curriculum, would students still be assessed for their learning in storytelling sessions? If their learning progress is not assessed, is it rational to have the storytelling done in regular classrooms?

I: Can you suggest some ways that schools can use storytelling?

C: I think NET is more appropriate to take the role to do the storytelling. First their teaching schedules are more flexible than ours. Second the implementation of storytelling is easier to be done with their use of teaching approaches. Third, storytelling as a non-assessed activity is more suitable and reasonable to be conducted by NETs.

6.4 Teacher D

I:	Interviewer
D:	Teacher D

I: How many years have you been a teacher in English?

D: 8 years

I: Have you tried to use storytelling in English lessons?

D: Yes! I did for a year when I was teaching primary one. Oh... it was the first year of my teaching career. I remembered the text was exactly extracted from an original story that we used the storybook for teaching kids the whole chapter. It was enjoyable because we did not have normal English lessons with a lot of PPP (presentation, practice, production) elements. Students were more obedient as I remembered clearly and willing to express themselves based on the story. It barely lasted for a chapter.

I: In what extent, do you think English storytelling sessions helps students to learn?

D: Ummm... I think it depends on the ways you use storytelling as a teaching approach. There are a lot of learning areas that stories cover such as the high variety of words, complexity of sentence structures, even morality, ethics etc. If teachers do not simply finish stories by revealing the ending but consolidating their learning and getting them to practice, it is a very efficacious way to learn. Kids know plenty of proper values that they can apply in real-life such as how to deal with people from different background, show respect, be good citizens. Sorts of things can be known by books. Also, I am sure children like reading stories which are exciting, unimaginable and full of curiosity. And if children can be nurtured the interest in reading English stories, it will be very successful towards their second language learning, not only for that particular learning moment but also a far-reaching success. Interest is always the most influential power that fosters children to flip through pages filled with English words. When it comes to a different purpose of reading English, they can read more and more.

I: What about putting it in English classrooms? What do you think?

D: Ummm... I think it works in a condition that stories are emerged in the target text or used as the target text. After the lead-in or introductory sessions, storytelling stops until another commencement of a new chapter. Teachers as storytellers can refer to the big-book at any time. It is definitely a good material.

However, it is only suitable for the junior levels, actually P.1-2. As children grow, their learning targets are

then different, no longer narratives. Storytelling actually cannot directly be connected or adapted to their advanced learning.

I: Do you mean in practice storytelling can only be adopted in regular classrooms in such way of teaching approach? Do you mean that the practicability is low?

D: Yes! You are right! To be simple, everything we do in the English lessons should be somehow correlate with their language skills or specially referring back to the learning targets of the chapters, units and levels. That's the reality! Teachers have to monitor students' learning progress, assess their learning ability and in order to equip them with skills for further learning. When the learning outcome does matter, storytelling is not with focused areas of learning. Teachers are difficult to use it in classrooms where we every day rush in lessons all the time already haha... to keep pace with teaching schedules. Storytelling is more likely to be an extra learning activity or I should say optional that it is not a must-do learning which prepares students to learn better.

I: So how can we use storytelling as a learning tool at school?

D: There are two approaches which one of them I mentioned before- the adaption to the current curriculum and syllabus. Students are assessed on their knowledge of stories (target texts) and teachers consolidate students' learning and skills. Another way is the "reading to learn" culture that schools can promote by the use of storytelling. It can be included in one of the objectives in English curriculum that schools allocate more resources on the implementation of storytelling so as to build up the reading atmosphere.

6.5 Teacher E

I:	Interviewer
E:	Teacher E

I: How many year(s) have you been a teacher in English?

E: 2 years

I: Have you tried to tell stories (Chinese/English) in English lessons?

E: No. Ummm... As I am on my second year of teaching, I have not had a lot of experience. For the storytelling, I haven't thought about that before at all.

I: In what extent, do you think attending storytelling sessions (English) helps students to learn? Why?

E: Personally, I like reading stories since I was small. I always ask my students to read books, and most of my junior students they are willing to listen to advice and borrow some books from the library. Only those of older kids who have their interest in reading books usually go to the school library. They tend to have higher academic achievements, from my classes. Therefore, I support the use of children literature helps student learn better. And actually storytelling is the first step nurturing small kids to fall in love with reading stories. After they find stories are interesting, they would definitely borrow some books by themselves.

I: Any other aspects that can help students learn?

E: During storytelling, they cannot only listen to teachers' reading aloud of stories, but also practice their speaking skills when answering teachers' questions. Very often, questions are simple, direct and frequent that I think many chances for most of the kids to speak up. Umm... if it continues for a consecutive period, it will enhance students' language skills definitely. Also, the use of the oversized books I think gains kids' attention on the stories, illustrations and teachers. Compared with textbooks, I am sure children wants to look at some colourful books, which can stimulate their visualization. Some books with various fabrics encourage students to touch things with their hands, to be more engaging and concentrate on the story-reading. The benefits of books full of colourful picture allow creativity that kids have a lot of interpretations in their minds such as "The Dot" and "Look-Alikes". They are a kind of untraditional stories promoting problem-solving that children need a complete task instead of being a listener.

I: There are a lot of effectiveness you mentioned. You support the use of storytelling in local English

E: I am not quite certain about this.

I: Why? What are the limitations?

E: Storytelling does not have a language focus, which means after storytelling, what the exactly things (knowledge) we have taught them? I am doubtful. Our school curriculum require consistency of language learning that we have to keep pace with the teaching schedules.. It's impossible to have storytelling based on our interest. It means even though we personally like the use of storytelling we have no choice. We cannot do whatever we want. We are responsible to follow the school curriculum and syllabus that facilitate students' language learning. Also, is it suitable for every teacher? I mean storytelling doesn't mean equal to read aloud stories, which I find most of teachers agree. Are we qualified to do storytelling with a quality? The ability is the most concerning thing to me.

I: In your perspective, how can the use of storytelling be implemented in the school setting?

E: I agree to implement it in schools so that all kids are able to experience such a helpful literacy learning activity that is entertaining. I think schools can ask some teachers to assist NETs at school when doing storytelling since they cannot have time on the storytelling of the whole school. Local teachers can shift the role of storytelling with NETs so that more students can attend more storytelling. Both of the junior students and the senior forms should be encouraged to join more storytelling. The reading to learn culture should be widely constructed in the setting of schools.

6.6 Teacher F

I:	Interviewer
F:	Teacher F

I: How many year(s) have you been a teacher in English?

F: 5 years.

I: Have you tried to tell stories (Chinese/English) in English lessons?

F: No! Personally, I haven't had any experience of using storytelling as a teaching approach in classrooms. Sometimes, the publishers gave us some online-learning resources that have a lot of clips that show the recap of stories. I would rather use those since it's more convenient.

I: In what extent, do you think attending storytelling sessions (English) helps students to learn? Why?

F: I think story itself is a very attractive written text that gain their attention. Children like to figure out how stories end. The most frequent thing that kids wonder, so the nature of stories is powerful that children like it. Stories is therefore bringing children close to the English language. I am teaching the students with low ability of English, and they are so concentrate when I played story clip. So, it tells the power of stories! When they find listening to the monster language can be fun, they are willing to do more. The motivation to get in touch with English inclines. Also, teachers keep throwing questions while telling stories, which not only gains students' attention but also get them to speak up and to express themselves in front of others. The communication part which I believe is the most valuable and effective session towards storytelling.

I: Any others effectiveness you discover?

F: Yes, sure. One more thing about children personal growth is that they can gradually learn a lot of concepts that are often by adults such as modest, patient, polite etc. If you go and ask P.1 kids, can they explain to you? You see what I mean?

I: Yes! Yes!

F: Stories have a variety of topics about morality and ethics, indirectly teaching kids what can they do to show their love, appreciation and caring to others? Through putting themselves into characters' shoes, they realize the right and wrong as well as the guidance by teachers during storytelling by getting to know the characters with different personalities, features, strengths and weakness.

I: Do you think that schools storytelling should be held in regular English classrooms not only at home, public libraries or educational centers?

F: In regular classrooms? You mean we tell stories?

I: Yes, English teachers tell stories within lesson period. What do you think about the practicability of applying English storytelling in daily classrooms? Why?

F: Honestly, it is rather ideal. Why should we do that? Hahaha... There is a lot of things to keep up with. We don't have enough time textbook learning! How could it be possible if there is 20 minutes in each lesson spent on storytelling? Ummm, it is not about the time actually. Even let's say once or twice within a week, it makes no sense. Storytelling definitely is not our teaching priority if it's not in the curriculum. Okay! As you said, if the situation really occurs, to assure the quality of implementation, teachers' work performance will probably be assessed, which is an extra work pressure. That is a disaster haha I am afraid.

I: How can use storytelling as a learning tool? How?

F: I would suggest having a try on putting storytelling into English curriculum is the most far-reaching or possible in terms of using this teaching strategy. Let's say! There are a certain amount of stories for each level of students every year. For example, P.1 Little red riding hood / P.2 Jack and the Beanstalk and so on. The target text could be the stories. But, the thing is stories may not be appropriate for Senior kids who have higher English ability. Since there are a lot of language learning found in stories which have rich context, it is not a bad idea to merge it in the school curriculum. This might need further discussions.

6.7 Teacher G

I:	Interviewer
G:	Teacher G

I: How many year(s) have you been a teacher in English?

G: 6 Years

I: Have you tried to tell stories (Chinese/English) in English lessons?

G: I cannot spare time on telling stories even though I know it's interesting tool to get them learn English. So much to do in every lesson. Even asking to do corrections takes a half of the class maybe. Just like what my children are doing at weekends. They have joined some storytelling programme held in public library. I know it's fun. However, it is impossible to tell stories. Haha

I: In what extent, do you think attending storytelling sessions (English) helps students to learn? Why?

G: The big differences between textbooks and stories increase children's interest to flip through storybooks, even in English. The happiness they gained while reading can allow their further motivation to read more. It is undeniable that learning interest is always a key to better learning. Also, most of the children literature actually contains moral and ethical learning such as The Lion and The Mouse, The Ant and Grasshopper *etc.*“, have you heard about it before? Also, it creates a platform for kids to think, process and express. Sometime, guided by storytellers, they will need to always process such as identifying things, solving problems *etc.* They are not only passive listeners but very actively participating in storytelling. The questioning techniques offer a lot of learning for kids even it is seemingly they are not understanding concrete English learning like grammar, vocab. Indeed, their brains are processing.

I: No! What are the features of these stories?

G: They ask children to create things, complete things on their own or with peers, teachers or parents. Unlike the normal stories, they involve students' real actions and interactions with others. This kind of stories make students to think more!

I: Any others?

G: Yes, I think students' listening skills can be benefited by storytelling. Children get to concentrate on

listening to teachers' illustration for a period of time and they are actually practicing their listening skill which is always neglected in the school curriculum. Umm... It could be helpful.

I: Do you think that schools storytelling should be held in regular English classrooms not only at home, public libraries or educational centers? Can you explain more about the practicability of storytelling?

G: I am doubtful about it! When it comes to the learning priority, storytelling is apparently not as important and necessary as the normal English lessons. Although I know the implementation doesn't mean to replace the original teaching approaches, it still takes about some time during the rushing lesson time. To be realistic, English teachers would rather time on preparing children for terms assessments, exams and tests. Another thing is about the techniques that we teachers have. Not every teacher knows how to "tell" stories but the use of storytelling approach, I am sure. I think storytelling is like a kind of performing art. It needs practices, trainings and techniques, not simply the implementation, right?

I: In order to use storytelling as a learning tool, can you suggest some ways that schools can use storytelling?

G: Just like what the implementation is like at school. Miss Ellen is doing the storytelling for all the primary one kids during morning assembly. I think we can keep this. Or we could try asking the senior students to tell stories to the junior forms, and which is also a learning too that they can practice their speaking and in the meantime, young kids enjoy stories and learn English. However, there is a need for teachers to train up the students how to do storytelling. Haha... Sometimes, we teachers may not be necessarily good storytellers.

6.8 Teacher H

I:	Interviewer
H:	Teacher H

I: How many year(s) have you been a teacher in English?

H: 8 years.

I: Have you tried to tell stories (Chinese/English) in English lessons?

H: Yes, in Chinese. When I was a class teacher of a junior form, I was trying to convey them some moral values as a non-academic area of education. I found it helpful to try to deliver some abstract values and ideas to children. It is better than directly forcing them not to do it. Through stories, you can try to persuade and explain to them why you should not imitate the characters by showing them the consequences. It is easier to interpret the meanings created.

I: So, you think storytelling helps teaching morality, do you?

H: Yes! Very! Also, not the moral education and ethical learning, once kids are used to the habitual listening practice, it is beneficial for their listening skills since it results in their more comfortable feelings when listening to English. Not necessarily the instant learning outcome of students, but more important is the habit they can further develop with the help of storytelling. What also is a significant factor is problem-solving skills that students can have more practice one. Some stories require a lot of imagination and practices of solving problems from students such as “Westlindia”, or the “The Ish”. I tried to tell my young nephews. A lot of thinking and development of stories and difficulties in stories encourage them to switch on their brains and do a lot of processing. Students are indeed not passive but active mentally.

I: Do you agree with applying storytelling to every-day classrooms? It means English teachers tell stories during normal lessons?

H: Although there are a lot things to do in every lesson, I still think storytelling especially to the junior forms is very effective and beneficial for children in the long term. What I meant it is very challenging to implement but it is worth-trying. If we put into practice, the learning effectiveness may be imaginable. Actually, I am personally keen on learning language through the use of children literature since the nature of stories attract kids, promote their curiosity of exploring the sea of stories and function as a first step to develop their better attitudes towards English. Not only can schools continue the NETs’ storytelling

programme, but also start let's say once a week for a trial period in normal lessons. Children can take turn to bring books back for storytelling session, which is more engaging than teachers we choose books. It takes a lot of time on implementation though.

Appendix 7- One of the Storytelling Sessions

Date: 6th December 2016

Story: Shark In The Park (Nick Sharratt)

