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RESEARCH ARTICLE

TEACHING ENGLISH VOCABULARY AND GRAMMAR THROUGH STORIES AT PRIMARY STAGE

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Abstract

Story is the best approach to get students of any age group to practise vocabulary and grammar. Furthermore, children do the tasks independently, promoting cooperation among students and teaching students to study for themselves. Its application is critical, given the peculiarities of the pupils and in the formal environment of the classroom. The present paper reflects at how stories are used in primary school English lessons. It instructs the teacher on how to select stories based on the age of the pupils, the materials to use, the classroom layout, and so on. It also gives the teachers with a number of exercises based on the story that may be used to incorporate meaningful learning into the classroom.

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Introduction:-

Using a story as the foundation for a teaching unit allows teachers to create a variety of language learning exercises to break up the monotony of the classroom. Stories can be used to illustrate even the most difficult and abstract subjects, not simply literary ones. Storytelling has long been recognised as a highly effective way of human communication. The most prevalent technique of organising experience is through narrative. As a result, even very young children will know a lot about stories, what to expect, and how to respond intuitively. This is a skill that the school should be able to capitalise on. Stories simultaneously engage our mind, emotions, and imagination. As listeners, we participate in the story with both our minds and bodies as we enter and react to the narrative universe. Storytelling is a kind of human expression that educates about the human condition. As a result, even subjects like math and science are part of the human experience and the art of storytelling. They're woven into the fabric of our life in ways we don't even realise. Other dry, mechanical, deductive tactics fail to reach novices in the same way that stories do. They integrate diverse pieces of information in a meaningful way.

Teaching English through Stories

Children appreciate hearing stories in their native language. Storytelling is an excellent way to introduce a youngster to a foreign language since it provides a familiar environment. Furthermore, if teachers wish to keep children's attention, they should provide a motivating activity like tale telling. Children begin to like literature at a young age as a result of their teacher's constant reading of stories. They hone their literary skills, which include linguistic, sociocultural, historical, and semiotic awareness. Good stories do more than just make you feel connected. They foster familiarity and trust by allowing the listener to enter the story at their own pace, making them more receptive to new information. Because good stories can have several meanings, they're surprisingly efficient at delivering complicated ideas in an understandable manner. And stories are more interesting than a dry list of facts or a discussion of abstract concepts. In general, literature helps students comprehend and respect cultures and ideas that

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are different from their own. As a result, children learn to respect and participate in diverse cultures. Storytelling also gives contexts for talking, listening, reading, writing, and other activities like dance and drama.

The following are the reasons for using stories as a medium to develop English literary skills in the students:

1. The language learning device is triggered through stories, and it is simple for the students to infer language elements from the data provided by the stories.
2. Using story to establish a positive learning environment and deliver meaningful and comprehensible material is beneficial.
3. Because they are believable, memorable, and amusing, stories are effective educational aids. The believability arises from the fact that stories deal with human-like experiences, which we prefer to see as genuine and trustworthy sources of information. Because they interest us in the actions of the characters, stories help us recall information. Stories encourage active meaning making in this way.
4. Stories are both motivating and entertaining, eliciting a desire to communicate. They foster positive attitudes in students and encourage them to continue learning. The acquisition of a second language is aided by positive affective variables. Children will learn more effectively if they have a good attitude toward their work.
5. Stories are beneficial to language learners because it helps them strengthen their capacity to absorb spoken language and engage in critical thinking.
6. Stories are a valuable resource for learning about human societies since they provide insights into living in a variety of communities and cultures.
7. The imagination is stimulated by stories. Children create scenes, characters, and other details for a story. For instance, if individuals become emotionally invested in a novel, they may be able to empathise with certain characters.
8. The stories help students become more aware of cultural values other than their own, improve their memory, and strengthen their ability to predict and infer. Students can use stories to express themselves creatively in a foreign language, combine facts and knowledge from various sources, and gain confidence in their ability to express themselves spontaneously.
9. Stories can help children connect fantasy and imagination to the real world. As a result, students can make meaning of their daily lives. Stories assist children in comprehending the world and sharing it with others. Children aged nine to twelve are learning to appreciate different points of view. Stories about family and friends at this age should not only reassure students about themselves, but also give them new insights into how other families and children deal with different situations. This age group enjoys stories that broaden their horizons. On the other hand, it is necessary to make language learning easier for young children by connecting it to their everyday experiences.
10. Storytelling is something that children like doing again and over again. This allows for the acquisition of some language skills while others are reinforced overtly. They gradually make sense of what they're hearing. Furthermore, repetition stimulates participation in the story, giving a form of pattern rehearsal in a meaningful setting.
11. Storytelling is a strong tool for assisting students in learning across the curriculum. The explanation is that narrative is a universal technique of organising events and ideas. Stories that are appropriate for the pupil's cognitive level might be chosen to consolidate learning in school subjects across the curriculum.

Storybooks can be utilised to add variety to the classroom and provide extra language work. However, the teacher should not utilise story telling solely to teach grammar and vocabulary, as students would be less inclined to listen to a story.

Essence and Importance of storytelling

Storytelling allows students to gain new experiences while also allowing them to create relationships with their classmates. They may socialise and establish characters based on the stories they are told. Storytelling is an effective approach to exchange information, shape experiences, and understand yourself in connection to others. Students improve their ability to communicate, convey thoughts, and feelings. One of the most prevalent language-learning approaches is storytelling. Storytelling is an oral activity, and stories have a particular shape because they are intended to be heard, and they feature a variety of settings and participation. This suggests that storytelling is an oral activity with its own form, as it is performed in a variety of settings with audience participation. Students need to be able to tell stories in order to master their mother tongue as well as foreign languages. Storytelling appeals to multiple cognitive domains, including spatial, linguistic, interpersonal, and intrapersonal intelligence, as well as aural, visual, and kinesthetic learning methods. As a teaching technique, storytelling is a natural and extremely

successful way of teaching, learning, and remembering knowledge. Listening to and telling stories increases imagination, language, and motivation, as well as acting as a link between fantasy and reality. Using stories in school can help with not just cognitive development and effective curriculum acquisition, but also communication in another language and cultural learning. Storytelling is the oldest form of instruction. Various types of intriguing storytelling are employed in various contexts, depending on the students' age and situation. The use of storytelling in English classrooms is one of the best activities for inspiring pupils to learn English. Storytelling can also help students feel more confident in their ability to express themselves freely and creatively.

The Elements of a Good Story

In professional literature, there are a range of views concerning how stories are written to maximise learning. According to Morgan and Denehy (1997), there are five sequential components to an effective story:

- 1) The setting: provide a description of the time, place, characters, and context so that the viewer may imagine themselves as a part of it.
- 2) Build up: a series of events that alerts the listener to the impending occurrence of something (typically a conflict). Suspense, intrigue, and attention are all created as a result of this.
- 3) Crisis: the story's climax or high point. This is also a good spot to introduce a new element or make a pivot.
- 4) Learning: emphasize what the central character(s) have learned. The moral of the story can be found here.
- 5) How did the character(s)' actions, awareness, and talents change as a result of the story: the storyteller concentrates on the learning that the audience will retain and is admonished not to assume that the listener will always understand the story's lesson.

Accurate Selection of Storybooks

The age and linguistic level of the students must be taken into consideration when selecting stories. Furthermore, when choosing a narrative, there must be a specific aim in mind so that it conveys the themes that the teacher desires to emphasise. Another significant consideration is whether to select children's storybooks that are simplified or authentic. There are numerous real storybooks written for English-speaking students that are also appropriate for English language learners. Furthermore, true storybooks are rich in instances of real language, despite the fact that simplified stories may be easier for primary school students.

If a child is familiar with the story in his native tongue, he will be able to follow the English version. S/he is already familiar with the plot, and the teacher can aid his/her comprehension by employing body language or graphics. To facilitate a cross-curricular teaching approach, stories can be chosen. They have the ability to produce ideas in a range of topic areas. They can demonstrate topics by using examples from real-life situations.

The teacher must rate the information given to the students through stories, ranging from simple to complex. The teacher can change or simplify the story if it is too difficult to comprehend. The text's intelligibility and vocabulary must be checked by the teacher. As a result, it may be necessary to substitute more common terms or expressions with those that are less familiar. When it comes to idioms, this is frequently the case. They are difficult for children to understand, so the teacher will substitute simpler language.

It's also worthwhile to double-check the word order, as it can be confusing. To make the meaning more obvious, the teacher can sometimes conduct actions. It's preferable to avoid using too many tenses or complex structures. Because it is easier to understand a short statement, the teacher must double-check the sentence (length and complexity). As a result, a long sentence can be broken into two. Furthermore, the teacher must examine how ideas are presented in order for students to comprehend them. If there are too many concepts, the teacher can eliminate some of them to shorten the story without compromising the overall effect. Aside from that, the storybook chosen must have a solid storyline that will engage the children because they will be able to predict what will happen next. The story should not only be simple to follow but also enticing to children.

Another crucial factor to consider is the quality of the illustrations. They appeal to young readers and assist them in comprehending the story's purpose. Children enjoy stories with brightly coloured graphics and intriguing characters. They make the story's meaning easier to grasp than a story with no illustrations at all. For students learning English, a tale with images is accessible, practical, and relevant because they can interpret the story on their own.

The story should be appropriate for the children's age, linguistic ability, and maturity level. It is necessary for the schoolchildren to comprehend it in order to enjoy it. They will have the opportunity to listen to English as a result of

the story. The paragraphs should not, however, be excessively long or descriptive. Those paragraphs can easily lead children astray. Because the characters' conversations are more concrete and closer to the pupil, it is simpler for them to understand what they are saying. Furthermore, the tale must be relevant for the learner as well as the concepts that the teacher desires to emphasise. Finally, it is preferable if the schoolchildren enjoy the storyteller. The teacher must choose the right time and venue for tale telling, ensuring that there will be no disruptions.

Conclusion:-

It is a stimulating activity to use tale telling. Most of the educational objectives for the English subject in Primary Education are met by the English teacher. There are, however, additional reasons to use them in the classroom. Stories help students learn in many areas of their curriculum while also exercising their imagination. However, it is not a simple task. To strengthen his or her narrative, the teacher must develop a number of talents. Furthermore, the students must improve their concentration and listening abilities through the use of pictures or listening stage assignments. The teacher must provide a variety of story-based exercises for his or her students. The four abilities of listening, speaking, reading, and writing are all developed in children, with an emphasis on oral skills. Children complete the tasks independently, which encourages student cooperation and, as a result, pupil-to-pupil interaction. Children grow to learn for themselves as they become more autonomous in their learning processes.

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