The Role of Storytelling Aloud on the Accuracy of Pre-Intermediate Iranian EFL Students' Spoken Language in the Classroom

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چکیده

This study investigated the use of purposive storytelling aloud as a creative teaching technique in the educational programs for pre-intermediate Iranian EFL learners at Sadra language institute. Iranian EFL learners' difficulty in producing grammatically correct utterances was the main problem addressed in the present study. Language learners' evaluations after 9 sessions of treatment showed overwhelming support for the inclusion of storytelling into the accuracy of speaking. Three groups of 15 language learners were involved to obtain the goal of this study. While control group just received common traditional methods of grammar teaching, the two experimental groups, in addition, went through treatment sessions of storytelling in the way that the first experimental group went through teacher's storytelling and the second one received both teacher's and students' storytelling aloud. Data was gathered from two structured interviews, one as a pretest and the other one as a posttest, two raters rated each participant's recorded interview. After gathering data, no difference was indicated in the performance of the participants on the pretest. On the posttest results, a one way ANOVA, and a paired sample t test was carried out and showed significant difference between the three groups' performance. Multiple comparisons showed that the second experimental group outperformed when compared with the first experimental and control groups. Better performance of the two experimental
groups was evidence to the efficacy of storytelling aloud on the accuracy of pre-intermediate Iranian language learners' oral production