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Hai Phong, June, 2009

Student

Vu Thuy Dung

PART I: INTRODUCTION

1. Rationale

A developed society is a society of which there is not only a developed economy, a stable politics but also a scientific and progressive education. And it is true that the scientists, economists or politicians they all had a good educational background or they all were well-educated. Those days, education plays an important role in developing country, mainly in developing human forces.

In the 21st century, the countries all over the world are tending to develop basing on international cooperation and for Viet Nam, the event of joining to WTO in 2007 indicated a new stage of development. However, this also raised an issue that foreign language education should be taken seriously in which English is the most popular language in use. It is the fact that students become more and more intelligent, active, creative, motivated in learning foreign language, so getting a successful and attractive English lesson is always everyday- wish of all teachers of English. All these factors make me think about an idea that English lesson should be renewed and made more lively by using others techniques; methods from outside resources_ materials, of course still ensure the content of textbook and curriculum.

Therefore, in this graduation paper I would to further study about one method to consolidating English lesson, that is telling English short stories to students, especially the 6th graders in Hai Phong city where I am living and studying. Not only children but adult as well are interested in stories. Stories reflect the real life through characters and their relationships, situations, conflict, and solution. A good story can attract reader from beginning to an end. Each story has its own setting, plot, process...and it will stay in readers' mind in different impress. As a

result, reading stories can not only enrich human spiritual life but also create a positive habit. And it is one of the most critical purposes of applying story-telling in education, especially in English lessons.

Story-telling to children is a social practice and it positively related to their future linguistic and academic development. The frequency of story-telling by adult to children during school years is positively associated with children's language development and school progress. Reading to children has been a typical form of social interaction between adults and children. During the process of reading stories, adults do not simply read but often describe pictures, name objects, explain facts, ask children questions, and associate stories with children's experiences. Thus, they create a context that enhances children's development and promotes linguistic and intellectual development, beyond what children can achieve by themselves. On the other hand, their active involvements in telling stories is instrumental in first-language learning and make children familiar with language which is essential to literacy.

Learning foreign language is completely not easy. The more practical the lessons are, the more effectively students can study. Apart from the lesson given in the textbook, consolidation activities are really necessary. And telling English short stories can be one of them with many benefits. The teachers can use stories as teaching materials in terms of grammar structures, vocabulary, and the ways the natives use proverbs or idioms... and the students learn much from stories: the way the characters make dialogue to each other, or the moral summarized... Telling stories can help students to practice the ability to present in front of many other people. So far by applying story-telling in English lessons, learning and teaching English will become more and more interesting and effective.

From my point of view, story-telling is rather new in education program at many secondary schools in Hai Phong city. However, during my study, I

found that it can possibly affect on the students' ability of gaining knowledge and practicing many skills which are very necessary in using English as a mean of communication.

2. Aims of the study

The main goal of this research is to provide some suggested techniques for story-telling in an English lesson of 6th form to make them more interested in lesson as well as master gained knowledge of that lesson. In order to reach that aim, the specific objects of the study are:

- ✓ To study and analyze story-telling, its roles in a lesson and the benefits it can bring about, and some techniques for teachers to apply.
- ✓ To get to know the reality and condition of learning and teaching English at some secondary schools in Hai Phong city with specific figures and facts and currently techniques in used for story-telling to the students.
- ✓ To provide some typical techniques and methods for story-telling in English lesson including suggestions and application examples for teachers.

3. Scope of the study

As mentioned in the aim of the study, this research probably focus of story-telling to 6th graders, so all the study as well as the application must be concentrate on this target learners. However, English short story is rather wide-ranged, so in this graduation paper I want to focus on folktales and fables along with attractive techniques and of course applying to the material of 6th graders. The folktales and fables were written about animals act like human being, and they live in the world of wonder and magic. They all have a single, short and simple plot. Basing on the characteristics of folktale and fable, the teacher (the story-teller) can find out the best way to tell the stories that best suit the 6th graders' mind as well as their degree.

The 6th graders_ the children at the age of 11, their way of thinking is very simple and sensitive. So far the more simple the technique are, the more they can learn and practice. Listening to stories can be a vivid creative experience. Most of a story told takes place in the imagination of listener. Through the magic language and the story-teller's skill, stories can come to life with landscape and costumes as colorful and complex as the creative listener devise.

4. Methods of study

- ❖ Collected references, book, magazines, websites related to teaching English, especially story-telling in education to form the theoretical background.
- ❖ A survey questionnaire was conducted for students of 6th graders and teachers of English at some secondary schools in Hai Phong city. The information from which has provided invaluable.
- ❖ Suggestions and experience from my supervisor Ms. Nguyen Thi Huyen, M.A, other teachers and my understanding at Hai Phong Private University and gained experience in training course.

5. Design of the study

My study consists of three parts: Introduction, Development, and Conclusion

Part 1: Introduction indicates the reason to choose the study, the aims, scope, methods and design of the study

Part 2: Development include three chapters

Chapter 1: Theoretical background presents the concepts of English short story, classification of short stories, story-telling, aims and roles of story-telling in education as well as some guide-lines to become a good story-teller.

Chapter 2: The study on learning and teaching English at some secondary schools in Hai Phong city refers to the survey questionnaire and analyzed finding of the questions' results

Chapter 3: Story-telling_ an effective consolidation activity provides some typical techniques and examples for teachers to apply basing on the design and focus of English textbook 6 as well as the degree of the 6th graders.

Part 3: Conclusion summarizes the discussed parts and some suggestions for further study.

PART II: DEVELOPMENT

CHAPTER I: THEORETICAL BACKGROUND

1. English short stories

Andrew Sanders has marked in “The short Oxford history of English literature”, 2002, p.10: *“English literature is a collection of works of art that reflects the development of the UK’s society in every fields. From the Middle Age to the 20th century is a long period for English literature to develop and bring about thousands of brilliant authors and works.”*

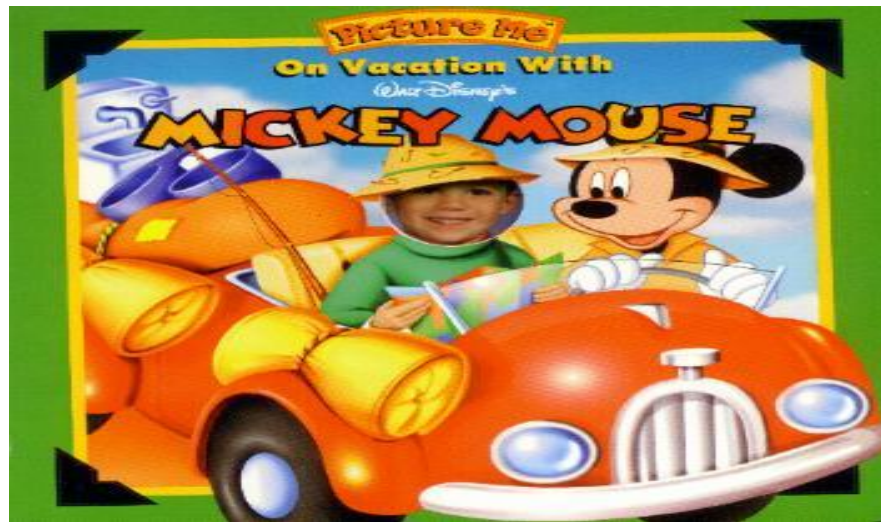
Mentioning English literature, we have a diversified of genre, such as: story, novel, science fiction, poem, drama....Each genre has its own characteristics and ways to communicate with readers or audiences. Phases to phases, English literature develops more and more, along with this is the number of author and works. One of the audiences that literature tends to is children who access literature with their imagination and love for everything surrounded and even life. A lot of authors who spent all their life to write for children, like Andersen, Brother Grim..., their name and their works live with history and time forever.

Stories for children not only interest children themselves but also adult who had chance to live with stories’ lives. Simple setting, plot, characters, dialogue or monologue, lively lesson with plenty of pictures that make stories more and more attractive and interesting to children.

As we all know that, children can easily gain information or knowledge through images, pictures, games and mostly stories. Short stories and story-telling activity are considered to apply to English lesson at school.

Before coming to detail, there should be some understanding about English short story.

English short stories – Some concepts to overview:



As one of literature's genres, short stories are very popular with not only adult but children as well. To study further more about short story, firstly let's consider what is short story. There are some of points of view about short story, including:

- Edgar Allan Poe, in his essay "The Philosophy of Composition" (1846), said that: *"A short story is fictional work of prose that is shorter in length than novel."*
- *" A short story is a short piece of fiction aiming at unity of characterization, theme and effect"* (By Mini Rothschild – *" Story for kids"*, 1998)
- *" The short story is a piece of art that tries to give us a specified impression of the world we live in. It aims to produce a single narrative effect with the greatest economy of means and utmost emphasis"* (

according to Sara Cone Bryant – “ How to tell stories to children and some stories to tell”- University of Virginia Library, 2000: 67)

In short, from these above ideas we have a final concept of short story: short story is a short work of fiction with narrative format, in which the theme, plot, setting and characterization are unity at the aim of creating the most communicative effect, as well as make its own difference from the other genres.

Story that always has introduction of setting, conflict and then solution. However they are more simple than long story or novel. Let's go to more specific characteristics of short story.

1.2. Characteristics of English shot stories:



Short stories tend to be less complex than novels. Usually a short story focuses on only one incident, has a single plot, a single setting, a small number of characters, and covers a short period of time.

- Form: Stories tend to contain certain core elements of dramatic structure: exposition(the introduction of setting, situation and main characters); complication(the event that introduces the conflict); rising action, crisis(

the decisive moment for the protagonist and his commitment to a course of action); climax(the point of highest interest in terms of the conflict and the point with the most action); resolution(the point when the conflict is resolved); and moral.

- Length: Determining what exactly separates a short story from longer fictional formats is problematic. In contemporary usage, the term short story most refers to a work of fiction no longer than 20,000 words and no shorter than 1,000.

- Genres: Short stories are most often a form of fiction writing, with the most widely published form of short stories being genre fiction such as science fiction, horror fiction, detective fiction, and so on. The short story has also come to embrace forms of non-fiction such as travel writing, prose poetry and postmodern variants of fiction and non-fiction such as ficto-criticism or new journalism

(*From “ The short Oxford history of English literature, 2003, p.112 by Andrew Sanders*)

2. Classification of English stories

2.1. Folktale

Folktales are stories made by cumulative authors, about common folks, specialized in traditional narrative.

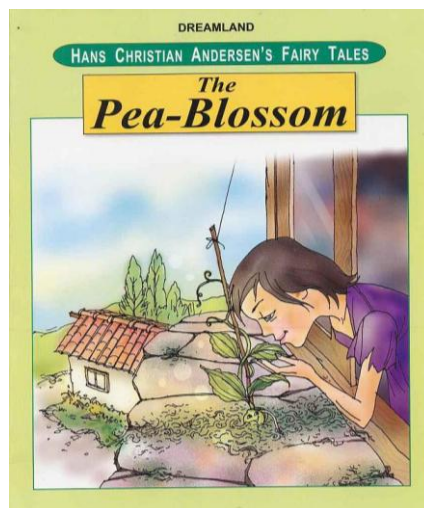
- Setting: The setting of the folktale is non-specific in terms of time and space.
- Characters: They are not complex. They do not mature or become wiser during the course of the story. They are usually stereotyped characters

that fall into one of the two groups: the good characters are rewarded while the wicked are punished.

- Plot: The plot usually involves the movement from powerlessness to power, and poverty to wealth. A man or woman is helped, often through magic, to gain power over the person who is oppressing them. The evil oppressor sometimes receives a gruesome punishment.
- Animal: Animal in folktale often talk and act like human being, many act as “ Magic helpers” to the human hero or heroine of the tale.

2.2. Fairytale

Fairytales have existed for thousands of years, this name was first ascribed to them by Madame d’ Aulnoy. Literature fairytales are found over the centuries all over the world, and when they collected them, folklorists found fairytales in every cultures.



Fairytale is simple narrative typically of folk origin dealing with supernatural beings. Fairytale may be written or told for the amusement of children or may have more sophisticated narrative containing supernatural or obviously improbable events, scenes, personages and often having a whimsical, satirical, or moralistic character.

The most famous fairytales: Aladdin, Alice in wonderland, the Brother Grimm, Snow White.

- Special beginning and/ or ending words: once upon a time, long long ago, once long ago.....and they lived happily ever after.
- Good characters and bad characters(many of them are animals or members of royalty).
- Magic happening
- Story-setting is usually in a castle, forest or town.
- Problem and solution

2.3. Myths

Myth is the imaginative fiction of the minds of the ancient natives of a country who believed that there were some kinds of nature Gods who were involved in the creation, maintenance and destruction of the world, and in some way they also influenced the social life of the people.

- Myths teach a lesson or explain the natural world
- Myths have Gods and Goddesses
- Gods and Goddesses are super-human and have human emotion
- Myths contain magic

2.4. Legend

Legend is story handed down for generations among a people and popularly believe to have historical basic, although not verifiable.

Legend often have a regional connection. They are associated with a particular event or person. Both myths and legend may have religious content, but myths take place outside time, while legends are rooted in a particular time and place. Legend originally denoting a story concerning the life of a saint, is applied to any fictitious story, sometimes involving

supernatural, and usually concerned with a real person, place, or other subject.

2.5. Fable

Fable are short story that contain a moral about human behavior.

Fable attempt to teach their audience how to behave in daily life by simple messages. Fable and folktale share the character of the talking beast, but in folktales the beast is usually a secondary characters and human character are also present. In fable, animal character is used instead of human being, representing a person, rather than interacting with them.

3. Storytelling:

*“Storytelling is an interactive performance art form” (by Sara Cone- “**How to tell stories to children**”, 2000)* Direct interaction between the teller and audience is an essential element of the storytelling experience. An audience responds to the teller's words and actions. The teller uses this generally non-verbal feedback to immediately, spontaneously, adjust the tones, wording, and pace of the story to better meet the needs of the audience.

“Storytelling is, by design, a co-creative process”.(**The Oxford History Of Short Story, 2003**) Storytelling audiences do not passively receive a story from the teller, as a viewer receives and records the content of a television program or motion picture. The teller provides no visual images, no stage set, and generally, no costumes related to story characters or historic period. Listeners create these images based on the performer's telling and on their own experiences and beliefs.

“Storytelling is, by its nature, personal, interpretive, and uniquely human”(by Helen Keller_ *“The story of my life”*). Storytelling passes on

the essence of who we are. Stories are a prime vehicle for assessing and interpreting events, experiences, and concepts from minor moments of daily life to the grand nature of the human condition. It is an intrinsic and basic form of human communication. More than any other form of communication, the telling of stories is an integral and essential part of the human experience.

“Storytelling is a process, a medium for sharing, interpreting, offering the content and meaning of a story to an audience” (The short stories in English, 1981- W. Allen) . Because storytelling is spontaneous and experiential, and thus a dynamic interaction between teller and listener, it is far more difficult to describe than is the script and camera directions of a movie, or the lines and stage direction notes of a play. Storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience.

In sort, since people began to communicate with each other, “ Tell me a story” has been a request of both children and adults. Storytelling is one person telling others of something. Storytelling is often of a part of our everyday communication, in which both teller and listener get involve so that they both feel it, respond to it. Telling is a live, oral presentation by one person to another. It involves a direct contact between the teller and the listener. Also involved in any telling is physical presence and presentation by the teller

4. Story-telling in education



“In addition to being entertaining, however, quality story-telling is also beneficial to the cognitive to the development of children” (from “Endangered minds”, P.46 by Jane M.Healy)

That means story-telling can be used as a teaching method in school, in order to help children prove some of their skills in learning English, such as listening, reading, speaking...

Aims of story-telling in education:

According to Mimi Rothschild in “ Story-telling in education”, *in English teaching, story-telling plays as an important role. Stories can provide rich materials of language teaching, and stimulate children’s study motives. They also help children to understand their world and share attainments with others. Children always look forward to hear more marvelous plots from the teachers and are always curious with stories. When children concentrate their attention to listening to stories, it will be the best encouragement and feedback for story teachers.*

“.... Listening to stories build vocabulary, enhance memory, imagination, and listening skill; help children think more complex, abstract and creative ways; broaden children’s range of experience; and help children develop phonemic awareness through rhythm and rhyme...” (from

Thirteen core understandings about learning to read, Northwest Regional Education Laboratory-1995).

Or “ *Listening to stories is the easiest, most natural way for young children to learn language, and it is language that follows us to organize, structure, manipulate, think about and make sense of our world.*” (from “ The story of my life”, p.23 by Helen Keller

“.... *Storytelling is an essential, perhaps an essential activity of human being. It serves a myriad functions for the young child. Story allow children to learn about their culture, but also serves as a kind of passport into the culture*” (from The Northwest Regional Educational Laboratory Language and Literacy Team)

Establish good listening and speaking ability. For getting good listening ability, children need to practice constantly. We should encourage children to understand by themselves when they listen to stories. It is helpful if they have active attitude.

Be familiar with English when listening to stories, children would be familiar with pronunciation, intonation and usage of English. They would contact with vocabulary, phrase and grammar structure then could speak English better.

“....*Children who listen to stories are exposed to many new words. They may not know all the words mean, but hearing or reading stories helps them to understand the meaning through the context. The teacher take advantage of children’s curiosity to understand the story, and children are more motivated to consult a dictionary or use the new words in the story of their own creation*” (by Linda Fredericks – North Central Educational Regional Laboratory)

Arouse speaking and writing output. After finishing the story, teacher may bring up some related questions, ask children to write down their feelings, and encourage children to express their opinions. Teacher could also stimulate higher- degree children to say the story, even arrange the story. In the study process, the class could be divided into groups and they would learn how to cooperate and communicate with others. It would be meaningful on language learning.

5. How to become an attractive story-teller:



Effective story-telling is a fine and beautiful art. A well-developed and presented story can cut across age barriers and will hold the interest and reach its listeners. Stories will be remembered long after other other orations. Knowing and applying the basics of story-telling will strengthen your stories.

Now the story-teller, who give the listening children such pleasure, open up new windows to the imagination, and add some line or colour to the ideal of life and art which is always taking form in the heart of a child. He/she, in sort, accomplish the one greatest aim of storytelling- to engage and enrich the child's spiritual experience and stimulate healthy reaction upon it.

The teller uses gestures to reinforce and enhance the words he or she speak
(James Foster Robinson)

Telling story is an art, so that story-teller is an artist. A good story-teller will decide the success of story-telling. In *Effective storytelling- A manual for beginners*, 1998, p.34, Barry Mc William stated that: “ *Breathe the breathe of life into them, until they become so real to you that you feel like they are people you know. If you are convinced – Your listeners will be too.*”

Finding story

There are many kinds of stories you can work with. Start with simple stories, then as your experience grows, be sure to explore and branch out. With time you will probably find many kinds of tales that will interest you personally. All sorts to choose from including folktales, fairytales, legends, myths, funny tales, wonder tales.... With time and experience you will want to try a variety of stories and perhaps even branch out into telling your own personal stories or giving improvisational storytelling a try.

When choosing story, you should base on the characteristics: A good story combines lots of factors like a single theme and clearly defined, or a well developed plot. As we know the plot and theme are most important to build up a story. Together with them, style is not less necessary- use of word (vivid words), sound (pleasing, live, colorful...). Characterization contribute to the decision of succeed and effectiveness.

In short, the story-teller should know how to choose appropriate stories. The stories should suit the children's degree and be able to attract children's interest and attention. There should be correct value in the

stories and children would get the enlightenment. If it is easy to extend related activities like painting, writing a letter or performing about the stories. That would be nice.

Preparation

Before telling stories

Once you settle on a story, you will want to spend plenty of time with it. It will be a considerable period of time and a number of settings before a new story becomes your own.

Read the story for several times, first for pleasure, then with concentration. Before let story coming to listeners, the story-teller should learn the story as a whole rather than in fragment. Master, and then simplify, its structure to a simple outline of scenes. Don't try to memorize it, though you should always know your first and last lines by heart! Then analyze its appeal, the word picture you want your listeners to see, and the mood you wish to create. From that point, the story-teller should map out the story line: The **beginning**, which sets the stage and introduces the characters and conflict; the **body**, in which the conflict builds up to the **climax**; and the **resolution** of the conflict. Observe how the actions start, how it accelerates, repetition in actions and how and where the transitions occur. If simplifying or adapting a story, do not alter the essential story lines. When the story is clarified, its background and cultural meanings should be considered. Each work of art has its own way to transfer the cultural value and short stories are not the exception. A good story-teller not only can make the stories interesting with listeners but also help them to acknowledge the deep value of the stories. To retain the original flavor and vigor, learn the characteristic phrases which recur throughout the story. Observe the sentence structure, phrases, unusual words and expressions. Practice the story often – to the mirror, your cat, driving in the car, with friends, or

anyone who will listen. Even when telling an old and familiar story, you must use imagination and all the story-teller's skills to make it come alive. Use your imagination to make the story come alive as you prepare.

Live with your story until the characters and setting becomes as real to you as people and places you know. Other while you should imagine the sounds, taste, scents, colors. Only when you see the story vividly yourself can you make your audiences see it.

Beginning a story:

Storytelling is best done in a relaxed atmosphere free of distractions. The audience ought to be comfortable and close. Candle light and campfires are ideal situations for telling stories, but often impractical. The teller needs to give careful attention to the setting before hand - and be prepared to rearrange a room to bring his listener closer, or use a backdrop or hangings to create atmosphere - especially in classroom settings. Props, costumes, or some getting acquainted patter may also help in getting and keeping attention and creating a mood.

Storytelling traditionally begins with a "Once upon a time..." opening. and then a storyteller's silent pause to gather his thoughts. The traditional openings, of which there are many (often with responses from the audience), were "rituals" that served as a signal that the teller was suspending "time and space" as we know it and transporting the audience to a world of imagination and play. They identified the teller and established the audience's commitment to accept for the moment that imaginary world and its "rules". Similar "rituals" also signal the end of the story and their return to reality. Many adults today have forgotten these "rules of the game." There are online lists of Beginnings and Endings.

Many factors affect the attention of your listeners. A storyteller always

needs to be sensitive to his audience and may need to regain their attention before continuing.

Involvement or participation. Use volunteer(s) from the audience in your story. Or have the audience participate in hand motions or making sound effects. Or responding with "chants" or refrains

A distinct change in your pace, voice, or mood.

An unusual or unexpected twist in the narration.

Throw-away lines or asides work well as does comic relief.

Be especially prepared to deal with disruptions with groups of children. There is always one or two children that want the attention. Sometimes you can just ignore it; sometimes it make take a stare, or a pause till the disruptive behavior ends, sometimes maybe involving a child in your story - whatever you do - do not speak harshly or in anger, or you will lose the audience.

Concluding:

Once you finish the story - stop! Don't ramble on. Leave their thoughts lingering over it. Don't feel you have to explain everything, or tie together all loose ends. Let them go away thinking about what has been said, and drawing their own meaning from it!

Applause is no measure of the effectiveness of a story presentation. Sometimes it will be exuberant, but other times the audience is quietly savoring and treasuring the story. An attentive audience and the feeling you "told it well" are the best reward you can have.

Finally...and most importantly: The more you practice- the more skilled you will become. Don't be afraid to try different methods. Be creative. As you do learn from your experiences. Expect to flop, the best of us do. Don't be overly self- conscious. Have fun and share the joy of story.

In the end, it is most important that you should tell your story in your own words with sincerity and enthusiasm and....

Tell stories! Tell stories!! Tell stories!!!

(By Barry Mc Williams, in “Effective storytelling- A manual for beginners”, 1998, p.40-46)

So far, English short stories in English literature and story-telling in education has been clearly discussed. In addition to transferring literary value, stories and story-telling also play an important part in contributing and enriching the human’s spiritual life. A consideration of the feasibility for the story-telling in Vietnam school environment seems to be raised. However, this consideration needs times and method to decide whether it is appropriate with the learners. To that point, chapter two will gear its objectives to study the situation of learning and teaching English in Hai Phong city as well as the expectation, attitude of teachers and students towards this activity

CHAPTER II

THE STUDY ON LEARNING AND TEACHING ENGLISH AT SECONDARY SCHOOLS IN HAI PHONG CITY

I. Reality

1. Teachers

In general, the teachers of English at secondary schools in Hai Phong city they all graduated from universities and most have experience in teaching for more than five years. During this period of time teaching, they are all active and creative teachers to find out more and more new methods, techniques in order to get better result. Teaching English to children at age from 10 to 14 is not easy, so it takes them a lot of time to match and transfer the knowledge with the degree of learners. In addition to the English textbook 6, they have also to combine with many other materials and resources to diversify program. From the point, that the methods of teaching should be refreshed day by day is necessary to avoid boredom.

2. Students

Each secondary school in Hai Phong city normally has four 6th classes. They have been learning English for 1 year. For them, English is still a new subject and somehow difficult for them to study. It is absolutely not like learning the mother tongue, because they just have 6-8 periods a week on English lesson and they do not practice every day. However, they always make their best efforts to learn English.

According to the learning English program, the 6th graders focus on grammar and vocabulary. Nevertheless, they seem to be very interested in speaking English. I can find their activeness and eagerness in an English

lesson. It could be clearly found and demonstrated in the next part of the chapter.

3. Teaching and learning condition

A survey questionnaire and an observation were made at the aim of studying learning and teaching English condition currently at secondary schools as well as the difficulties that students and teachers facing with. In a general point, schools are well-equipped with teaching aids and space. All infrastructures are in good condition: classroom large and bright enough, chairs and table are quite comfortable and wide enough, 40-45 student class is not difficult for teachers to control. In addition, teaching aids are always available when necessary such as cassette players, micros, pictures and others...

Teaching English of the teachers are facilitated: not only good working environment but good equipments as well. As the teachers of the second language to students, they have to spend much more time on preparing materials and arranging them in terms of time, methods, techniques... in order to ensure the program. However, they also give out some challenges in teaching English. It is not easy at all to arrange all the content of one lesson in a certain period of time (45 minutes for instance). Due to this point, some of their technique are restricted and limited. On the other hand, for the 6th graders English is still somehow strange, new and complicated, so that the teachers have to make sure to transfer updated knowledge without making their student be shocked. Some teacher mentioned that they actually have to study English together with their student rather than teaching them.

About learning English of the 6th graders, generally they have all the best condition and background to gain knowledge and improve their skills. Each week they have 4 or 5 periods of English lesson in which they are focused on grammar and vocabulary. They spent more time to learn by

themselves at home than in class. One of the difficulties mentioned by the learners is the amount of knowledge distributed in such a short period of time. It is really hard for them to remember all and then streamline them in system. Moreover they have to learn by heart rather than apply in practice. One more point, the curriculum of the student at the moment with so many subjects that they can not spend much time on English because literature and mathematics are still the main subjects at school.

In spite of these challenges that both teachers and students have to cope with, the program is improving in a positive way. The teachers tend to spent much more time for student to practice English or make the lesson more attractive to the students. For example, before finishing the lesson, they tell stories related to the topic or let the students play games to develop their skills (speaking, reading, writing, listening). And the students tend to be more eager in learning English. Some students collect the topic, pictures or stories by themselves to share with their friends.

Dealing with the situation of learning and teaching English, a fact raised here is that secondary schools are good environment for both teachers and learners. The teachers are always encouraged to find out more effective technique to enhance quality of education. Students are motivated to get better result in studying and practicing.

4. The design and focus of the English text book 6

Nguyen Van Be and David Crabbe made a presentation at The Fourth International Conference on Language and Development, Hanoi, Vietnam October 13-15, 1999, about “The design and use of English language textbooks in Vietnamese secondary school.”

They have claimed that:

“ As the dominant international language of science and technology, business and international relation, English is recognized by the Vietnamese government as important tool in Vietnam’s national strategy

for socio- economic development. For this reason, the teaching of English in Vietnam begins at secondary school and effort has already been made to enhance the quality of learning in that context. If a strong foundation in English can be developed at secondary level, it will contribute to the quality of tertiary of future employment.

The Ministry of Education and Training in Vietnam sets curriculum goals for English at secondary schools and these goals are embodied and communicated to teachers in the form of teaching materials. Textbooks thus provide a backbone to classroom practice in the context of limited access to English as a language of communication.

In designing any new materials, it is important to understand and take account of how current materials (a series of seven textbooks) are actually used by teachers and students. This paper offers a preliminary representation of the cultural and practical dimensions of materials use in Vietnamese secondary schools. By matching the principles of second language acquisition to the context, it suggests types of design criteria that materials would need to meet in order to contribute to the successful achievement of the national curriculum goals. It concludes by outlining further enquiry that is needed in a very under-researched sector- the Vietnamese secondary school.”

- ❖ Reading: presents a 150-200 words text to help students get acquainted with the theme, the topic of the unit. They are sometimes a short dialogue, paragraph, or just a series of sentences, in which provide new words, grammar structures... and develop reading skill.
- ❖ Speaking: includes activities like pair work, group work...in making conversation (use new words and grammar structure): or individual (making a small speech related to the unit, topic...) to practice speaking skill.

- ❖ Listening: provides records with short conversations, or paragraph about the theme of the unit. This part helps the students enhance listening, pronunciation skill.
- ❖ Writing: This part is in form of exercises. Generally, students are required to write a topic or a short paragraph related to the unit or even topics assigned by teachers (of course they have to use new words and grammar structures to write).
- ❖ Language focus: Grammar and vocabulary
 - Grammar: refers to tenses like present simple tense, present progressive tense, past simple tense, and others grammar structures such as: commands, comparatives, superlatives, indefinite quantifiers... They are performed both in theory and exercises.
 - Vocabulary: provides students with a certain amount of new words in each unit in terms of noun, verb and adjective.

II. Survey questionnaires

The study on learning and teaching English at some secondary schools in Hai Phong city will be a helpful tool to consider if story-telling is appropriate to the 6th graders. However, in order to find out the most effective story-telling, it is necessary to get understand the attitude as well as the expectation of teachers and student towards English learning, especially story-telling activity in English lesson.

1. Method of survey

In this survey, I used survey questionnaires to get information in which two sets of questionnaires are conducted (one for students, one for teacher)

- For students: there are 8 questions to find out
 - + Their general attitude towards English.
 - + Their attitude towards story-telling in English lesson (importance, effectiveness...)

- + Their expectation towards the activity.
- For teachers: 8 questions to study on
- + Their attitude towards Story-telling in English lesson (importance, effectiveness...)
- + Teachers' feedback on students' answers and its effectiveness.

2. Objectives of the survey

That the survey is conducted aims at having a right view on current situation of story-telling activity in English lesson at some secondary schools in Hai Phong city in order to find the most effective method and technique.

The purposes of this survey are:

- To find out teachers' and students' attitude towards the activity in English lesson
- To study how the activity is going currently in terms of effectiveness, frequency and techniques used
- To explore students' and teachers' expectation for better and more attractive activity.

3. Data analysis

This survey questionnaire were distributed among 150 students from four 6th classes and 10 teachers of English at Le Hong Phong secondary school; 100 students from three 6th classes and 7 teachers of English at Ngo Quyen secondary school; and 70 students from two 6th classes and 10 teachers of English at Chu Van An secondary school.

Surveyed students' general attitudes towards English

Students' interest in learning English and story-telling in English lesson.

(question 1- Appendix 1)

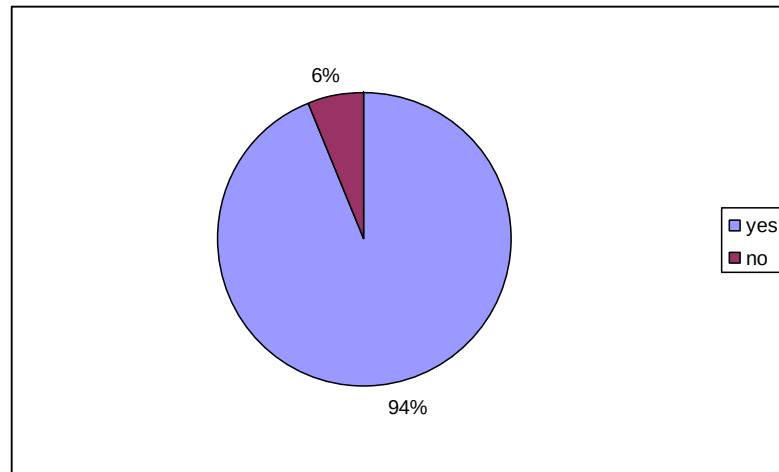


Chart 1 – The students’ interest towards learning English

This question is to find how students are interested in learning English. The pie chart show us that 94% like learning English and just 6% gave negative response to this question. Being asked about this matter, most students see the importance and the demand of English in the context of our society so they are interested in learning English. The negative responses from those who do not like English were explained that learning English is difficult and complex. From that point, we teachers should have useful techniques to transfer.

(question 2- Appendix 1)

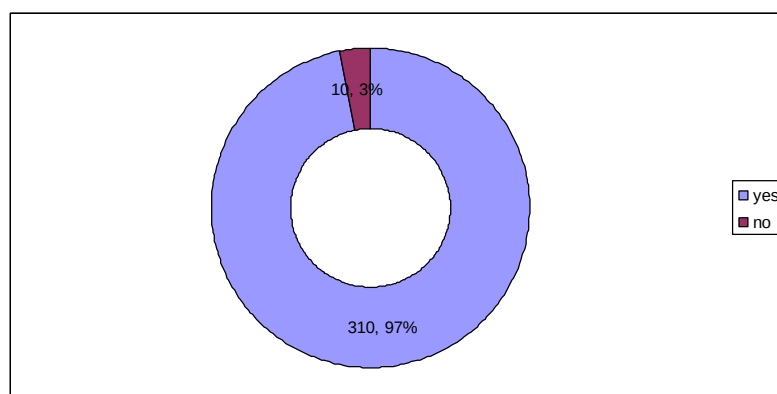


Chart 2 - Educational story-telling in students’ favor

Story attracts the majority (97%) who were asked and it is reflected in the above doughnut chart. The percentage shows us that they are fond of story, more over story-telling can create exciting atmosphere for them to learn English. 97% is a reliable data to adjust the effectiveness of story-telling in education.

3.2. The importance of story-telling in improving English.

(question 7- Appendix 1; question 1- Appendix2)

	Very necessary- effective	Necessary- effective	Normal	Not necessary- effective
Teachers	22 %	49 %	19 %	10 %
students	30 %	47 %	21 %	2 %

Table 1 – The effectiveness of English improvement

Studying students and teachers' attitude towards the effectiveness of story-telling is a critical step to reach the decision of applying story-telling as a consolidating activity in English lesson. Statistically, they have the same point of view about storytelling's effectiveness and necessary: 49% teacher and 47% student (necessary- effective). Teachers can uphold their student ability in learning English and students can uphold their creation, dynamic and interest to learning English as well. In addition, some other ideas are: 19% teachers and 21% students found that it is normal; and even not necessary- effective according 10% teachers and 2% students.

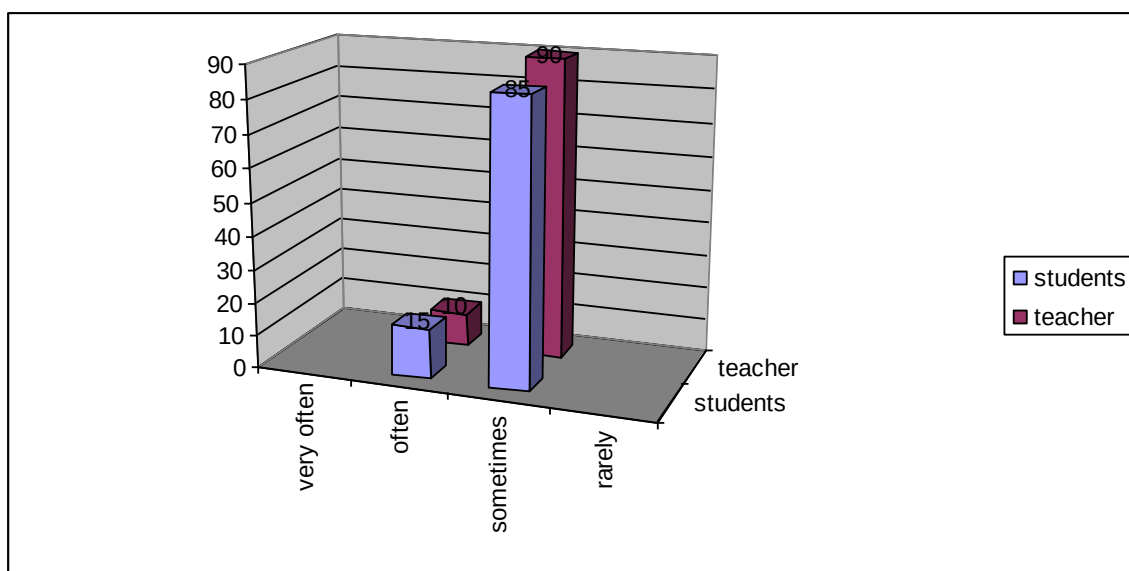
Including, there is not a complete unification of teachers and students' idea. There should be a more serious consideration of necessary improvement of methods and techniques in story-telling in order to bother teachers and learner can get the most advantage of the activity.

3.3. The current situation of story-telling in English lesson:

3.3.1. The frequency

(question 3- Appendix 1; question 2- Appendix 2)

Both students and teachers were asked the same question?



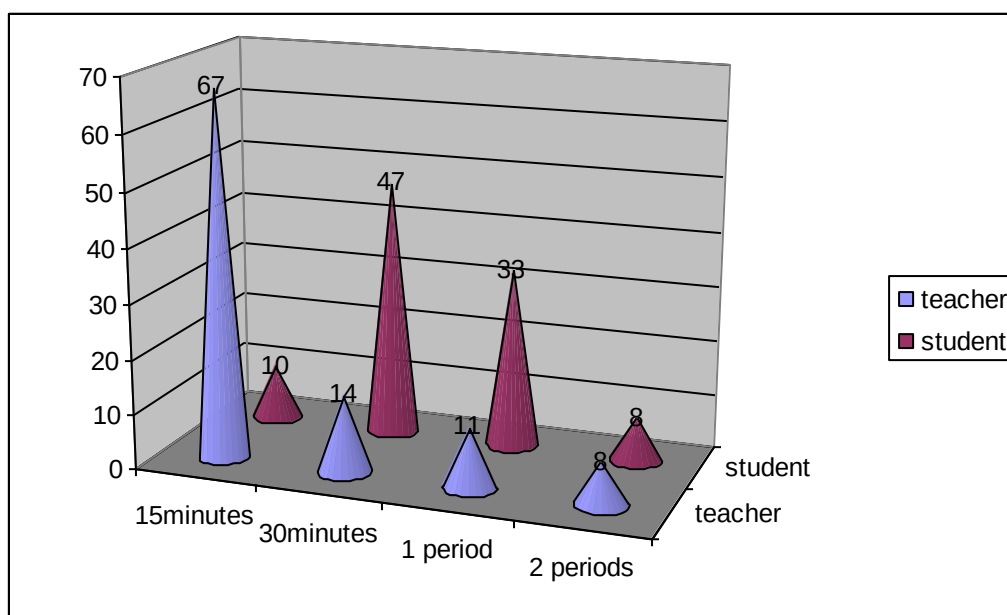
Graph 1 – Story-telling frequency in English lesson

The purpose of this question is to study how often the activity takes place in English lesson. Both students and teachers gave the equal answer. The bar chart shows that 90% teachers sometimes tell stories to their student in English lesson, and it was also recognized by 85% students. Just 15% students and 10% teachers claimed that the activity often take place in English lesson. And of course none said hat it rarely happen.

Nevertheless, the statistic figures out the fact that story-telling should be held more frequently in order to get the most effectiveness.

3.3.2. Time spent on story-telling

(question 9- Appendix1; question6- Appendix 2)



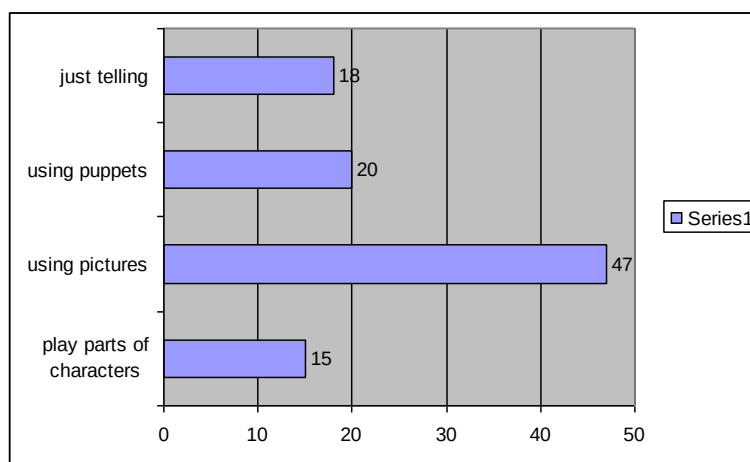
Graph 2 – Story- telling time spending

Time distribution is always the most important part of lesson plan. One comparison was conducted between realistic and expectation. In general, 67% teachers spend 15 minutes on telling stories to their student. As they explain, the curriculum focusing on grammar teaching, the other activities including story-telling can not take so much time. However, it is one of good ways to consolidating lesson which interest a lot of student compared with others like playing game, do exercises...Otherwise, this is not as what students expected. Just 10% who want their teacher spend 15 minutes on story-telling.

We can find out from the cone chart, students want spend more time on story-telling: 47% for 30 minutes, 30% for 1 period. As for them, story-telling not only is interesting, attractive, but help to change the atmosphere of seriously learning hours as well. Further more, they do not joint story-telling just for entertain only, but to practice some skills like speaking, listening, reading... However it is just their expectation because only 11-14% teachers spend 30 minutes and 1 period on story-telling. The reason for this choice was clearly explained above. 2 periods seem to be so long for story-telling as both students and teachers suppose.

So far, there is a little bit difference between the two choice of students and teachers about the matter of time distribution. The teachers or education programmers should base on their students' expectation to consider arranging time for consolidating activities like story-telling.

3.3.3. The techniques and methods in use (question 4- Appendix 1)



Graph 3 – The techniques in used

The question is to study the techniques used in story-telling in English lesson. From the bar chart, we can easily find out the technique of using picture is used the most (47%). This shows us that as a traditional technique, but using picture is still useful to help learner to access knowledge. In addition to that, some other techniques being in use like playing parts of character (15%) and using puppets (20%), and small rate (18%) of the technique “just telling”. Therefore, currently the teachers are using some different technique in story-telling and some how they bring about some certain results.

(question 6- Appendix 1; question 4- Appendix 2)

Both students and teachers are asked the same question.

These questions were conducted to study the techniques in using currently at secondary schools in story-telling. In order to get the complete information, one table and one chart built both for students and teachers. The first one made from students' answers, and the second one from teachers' answers.

(from students)

Activities	Frequency			Effectiveness		
	Often	sometim es	Rarely	Effective	normal	Not effec ve
Answer questions	80%	20%		68%	22%	10%
Retell story	57%	30%	13%	63%	22%	15%
Summary story	70%	25%	5%	72%	25%	3%
Learn by heart	36%	55%	9%	39%	46%	15%
Give message	48%	52%	%	40%	45%	15%
Find new word-structures	50%	20%	30%	56%	44%	
Play roles	20%	40%	40%	30%	65%	5%

Table 2 – Story-telling feedback

After telling stories, the students are required some activities like: answering questions, retelling story, summarizing story... The techniques

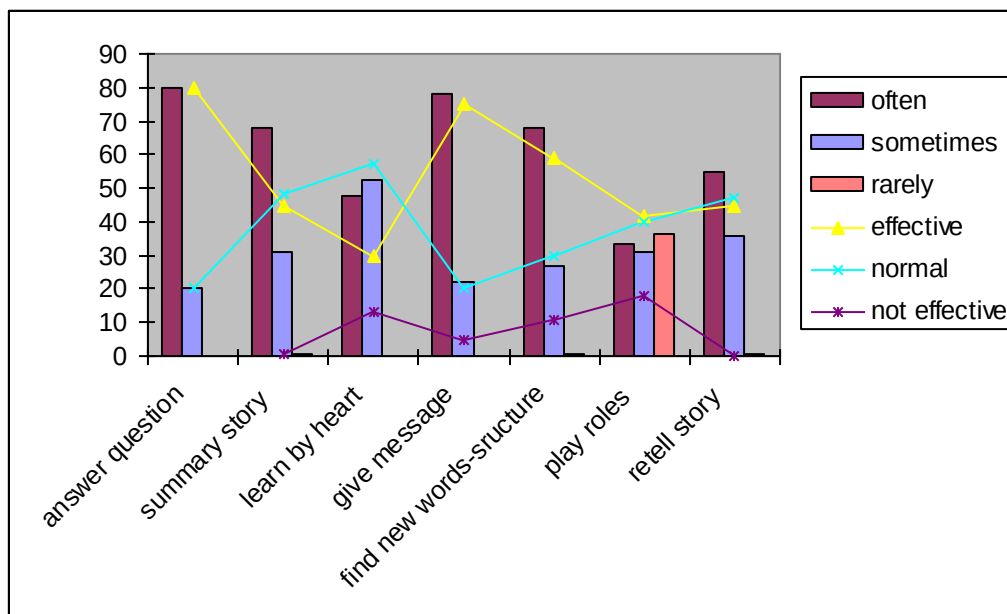
have been chosen time to time in order to get the best result. They marked in their answers, the most popular activities they do are answering question (80%), retelling (57%), summarizing (70%), finding new words-structures (50%). As for them, these requirements are not so difficult for them to do, because the questions given by teachers related to stories, new words and new structures are quite easy to find out, for example...

The others like learning by heart, giving message or playing roles are not as popular as those mentioned above. On one hand, learning by heart is not interesting and attractive enough for them, they somehow want to gain every thing they have heard from stories.

Being asked about the effectiveness of those activities, they also based on the frequency and of course their point of view about it. Most students also admit the effectiveness of the activities that happen frequently. They admit, it was because they have learned a lot through those activities. Answering questions (68%) for comprehensive understanding, retelling (63%) and summarizing (72%) help them to practice speaking skill, and finding new words- structures (64%) enhance their grammar...

However, the majority recognizes the effectiveness of those techniques and appreciate them. Each of them has its own advantages and disadvantages. And the teachers can base on these statistics to improve for better techniques.

(from teachers)



Graph 4 – Story-telling feedback

On teachers' side, we can see there are no big differences from the students'. They also clarify that giving questions, asking to summary, message given, and find new words- structures, in which the most effective techniques are answering question (80%), and giving message (80%), they suppose.

With the line- bar chart performed in this way, we can easily compare the two criteria: frequency and effectiveness. The change in line performance shows us the evaluation of teachers to wards the techniques in use. Once again, they focus on the activities happen mostly. The other with less frequency will have less effectiveness: playing roles (30%). The reason as they know that the students are still so shy to adapt as a role of the stories, they lack of confidence and presentation skill...

Nevertheless, when giving the actions or activities to their students, the teachers have to consider seriously if they appropriate with their ability and whether they can bring good result or reaction from students. In addition to that, the teacher are tending to develop other actions equally with the good ones, so that learning English by story-telling will be more efficiently.

**3.3.4. The expectation towards story-telling in improving skills:
(question 8- Appendix 1)**

skills	very important	important	normal	not important
reading	45%	36%	12%	7%
listening	80%	20%		
speaking	54%	35%	11%	
writing	28%	20%	48%	4%
pronunciation	60%	31%	9%	
communicating	60%	30%	8%	2%

Table 3 – Skills improved and their importance

This question aims at students' acknowledgement toward the importance of proving skills by the activity- story-telling.

From the table we can recognize that most students think story-telling helps them improve the most in listening (80%), speaking (54%), pronunciation (60%) and communicating (60%) skill. Reading and writing skills just account for a minor rate: 45% for reading and 28% for writing.

Therefore, mentioning story-telling, they pay much attention to listening and communicating skills that they want to improve. However, they also admit the importance of the other skills.

(question 8- Appendix 1)

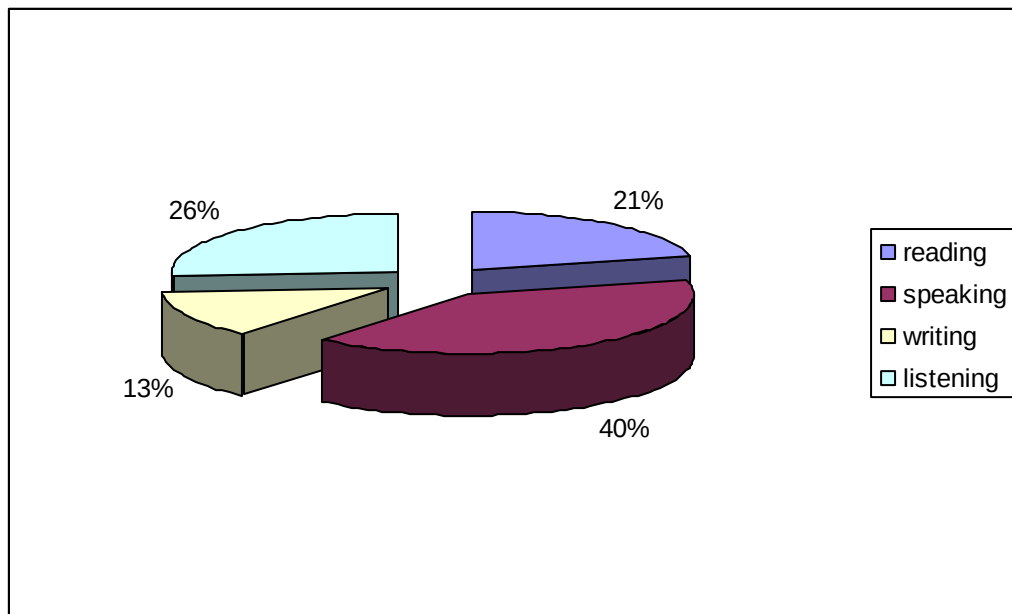


Chart 3 – Skills improved (continue)

Children are very interested in stories and story-telling. However, when story-telling are applied in education at school, they also recognize their benefits towards their studying English. We can see here are the skills improved by story-telling, as for the 6th graders. The distributions are not equal among the four skills: reading, speaking, listening and writing. The speaking skill is improved the most (40%). It is quite easy to understand, because story-telling relates the most to moral activity. That means they have to retell the story, communicate with teacher and friends to gat understand the stories... Reading and listening are also remarked with rather the same percentage: 26% for listening and 21% for reading. A very small rate for writing (13%), as for them they do not have so many activities to enhance this skill. From these elements analyzed, a fact has been raised that story-telling should be more effective to help children improve all these important skills.

(question 7- Appendix 2)

Which skills would you like to help students to improve by stoy-telling?

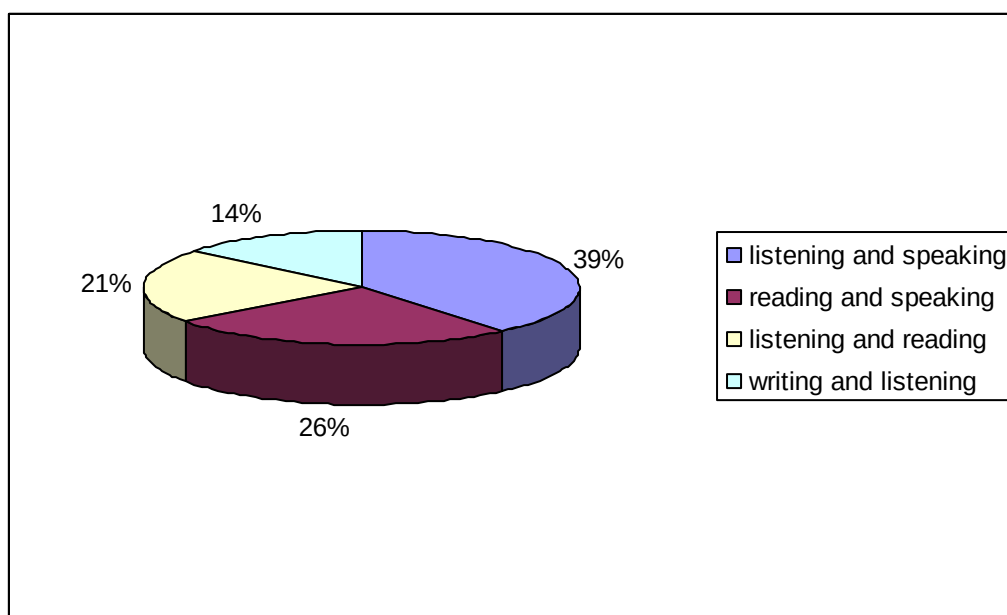


Chart 4 – Skills improved (continue)

Linking with the question8- Appendix 1), I made a same question but to find out the possibility and expectation of the teachers in helping their student improve skill by Story-telling. Compared with the other pie char, we can find out that, the teachers have the same idea and vision when they choose speaking and listening skill(39%) to improve for students. According to them, speaking and listening are very necessary for the general communication skill. Therefore, in another survey question mentioned here already, they claim that after story-telling they would to concentrate on some activities related to speaking and listening skill. The other, speaking and reading also account for a considerable rate (26%), the next is listening and reading (21%), and the last is writing and listening (14%).

In short, the study of learning and teaching English in terms of real condition, textbook 6 displayed and the attitude, expectation of teachers and students through survey questionnaire are hoped that will help teachers to find out more and more effective techniques in a particular teaching. From the points of findings and discussions above, this chapter is a back-borned preparation for the next chapter with practical solution and application.

CHAPTER III

STORY-TELLING PERIOD IN AN ENGLISH LESSON



I. **Story-telling_ an effective consolidation activity:**

Educators have long known that the arts can contribute to student academic success and emotional well being. The ancient art of story-telling is especially well-suited for student exploration. As a folk art, story-telling is accessible to all ages and abilities. No special equipment beyond the imagination and the power of listening and speaking is needed to create artistic images. As a learning tool, story-telling can encourage students' ability to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feeling in an articulate, lucid manner. These benefits transcend the art experience to support daily life skills. Story-telling can be a nurturing way to remind children that spoken words are powerful, that listening is important and that clear communication between people is an art.

From the survey's result in the previous chapter I have got, the technique in students' favor is rarely used by teachers, that is telling stories. So far, in this chapter I would to further come to detail of story-telling in English lesson as a consolidation activity.

It is not easy to have a successful, effective and attractive story-telling time in an English lesson. The teacher (story-teller) has not only to be well-prepared but also get her listeners involve in her stories. It was also mentioned in chapter II (to become a good story-teller), that is 3 phases

should be well followed: pre story-telling; while story-telling; post story-telling. Here I will discuss more about these three.

II. Techniques in telling story for the 6th graders:

Story-telling is one of our oldest art forms. Long before modern media entertained us, story-telling was a common pastime, and a good story-teller was a valuable attribute to the community. Folktales and fable are one of the oldest educational tools through which have passed down

1. Pre _ story-telling

This is the first and important step to begin telling story, just like many other activities. Pre story-telling means before telling story, it is somehow teachers' preparation for what they are going to do with their students.

Objectives: to make a back ground preparation for students in order to help them get acquainted with the story.

Procedures: Teacher_ give out some concepts related to the story (with pictures or key words...)

_ ask students the grammar in the last lesson that will occur in the coming story.

_ introduce new words, structures before hand.

By giving out some information beforehand, the students can have a good back ground in both vocabulary and grammar. So that they can keep track of the story better, as well as keep them in memory longer. Some examples are suggested:

Ex 1: In the story that teacher is going to tell to his students, there must be some key words that may contain interesting concepts and students may interested in.

princess... and ask student about them, like:

- *Do you know “prince”?*

- **Who are they?**
- **Where do they live?**

_ Teacher gives out some pictures related to the story: Children are very interested in images, they can imagine from what they see and somehow the content transference from images is more effective than using words or other actions. When the teacher gives some pictures or images, even if student know already or not, they still can make their all idea, and then the exact concept will be better remembered by students.

Before going to the story (*“The ant and the dove”* by Lida Brown McMurry), the teacher can show a picture like this:



And ask students:

Do you know these two kinds of insect? (bee and ant)

What is the characteristic of ant's life? (they live together in a nest under ground or on the tree...)

After some small question, the teacher can give out some more information, like:

“ As you can see and watch ant everyday, they not only live but work together as well. They are very good at team work and group work, and they help each other whenever something endanger their fellows. More over, ant is small but they are very useful and willing to help the others. In the story I am going to tell to you today, we will learn a good characteristic from ant....”

It is undeniable that using pictures or images in story-telling is very effective. It stimulates the students' imagination, and they will become easier to get acquainted with the story told by their teacher.

Ex 2: There are many way to help the student review the grammar structure in the previous lesson. To ensure they are stucked in students' memory, the best way is doing exercises.

Before coming to the story (“The ant and the dove” for instance), the teacher can list some verbs and ask the student to give the right form of verbs in the past tense:

Calls volunteering students to the board to fill the list of these verbs, then during the story, they will find out what tense these verbs are used in the story and easy to keep track of it:

Go_ went

Cry_ cried

See_ saw

Rush_ rushed

Wash_ washed

Fly_ flew.

By doing such kind of exercise, the students not only review the grammar knowledge but also get acquainted with the story in advance. This will also become easier for teacher while telling story for not having to explain so much about the usage of verbs occur in the story.

Ex 3:

The teacher can play himself as a character like this, his direction to the story will become more interesting and attractive. The custom help to create the atmosphere of story-telling time, make the listener comfortable just like they are living in the story.

The teacher can start with:
" let's guess who am i?"
_ the answer from listener will be the beginning of the story.



2. While _ story-telling:

Telling or reading stories to students is quite unlike the all other kinds of reading. The difference is decided by the way or the action of story-teller to attract or get attention from the students. There are many way or methods in telling stories, but whatever way, the same rule is the story-teller must change his pitch of voice, emotion, all the time and movement or body language are always effective. The teachers can choose or consult one of these following examples:

Stories to play with pictures:

Using pictures in story-telling is often the first choice of teacher to their students. It is understandable because pictures are the important link from what the teacher tells and the imagination of students. By seeing pictures,

students can easily keep track of the continuing of the story, and the teacher won't have to explain so much if there are some new words or concept need to be clear to students.

Ex 4:



The teacher can round students up like this and use pictures to tell story. When you are the narrator, make sincere eye contact with the audience. Let your imagination make your body and face respond to the tale as you imagine it.



Or the teacher can use projector to show the pictures. This can help them more active while telling story: body language, facial expression are more available.



Ten steps from the porch and twenty steps from rose bushes”, growled Bluebeard in Jimmy’s dream on night. “there be treasure there! Aawrgh

Ex 5:

The teacher can start with: This is a dream of a little boy name Jimmy...

(in “Pirate’s treasure” story)

The teacher improvises language while describing the events in a story in order to help the students picture the tale clearly. Unlike forgetting the words to a poem or a song, you can never forget the words to a story if you confidently know how one event leads to the next. After many tellings of the same tale, the words you use may become familiar.

While telling story, the teacher should use descriptive language as words paint picture. The story-teller’s words are like a painter’s colors. Changing just one word in a sentence can alter the picture or detail that a listener is imagining. For example, construct a sentence without adjective. Then more generous, add some descriptive words and see how the picture evoked by the words changes. The more story-teller says the more listeners will “see” in their imagination.

Ex 6:

No adjective: ***A man walked down the road.***

Adjective added: ***A tattered old man walked down the hot dusty road.***

A young man walked down a crowded city road.

Adding dialogue between characters (letting the characters speaking too!), makes the story lively and interesting. The story-teller is the narrator of the tale, but for variation and to keep listener’s attention, it is interesting to allow yourself to pretend to be a character in the tale and express the plot in dialogue.

Ex 7: In stead of saying: “***They had a loud argument,***” the story-teller could create lines for each character to say as if, for a moment, the tale were a play. As in a literary form, phrases such as: “***He shouted,***” or “***They moaned,***” help to identify which character is speaking.

Stories to play with hand puppets:

Apart from using pictures, hand puppets are very popular too. Puppetry is the art of bringing inanimate objects alive. Whether you are using a stage or a lap, be sure that your puppet's eyes look at the audience, not at the ceiling or elsewhere. Even if the puppet is speaking to you, have it look at the audience. Some kinds of puppet like :



If you are in full view of audience, not behind the stage, when your puppet is speaking, do not make eye contact with the audience. Look at the puppet, draw attention to the character. If you are using “mouth” puppet, open the mouth on the important words or syllables. Otherwise, it looks like your puppet is eating the words. This is counterintuitive so practice until it comes naturally. Speaking of movement have your puppet move slightly when it's on your hand to keep it



looking alive. When you remove the puppet put it down gently.

Some other examples:

If you are doing a stage show, one puppet speaking to another puppet will still face the audience then turn to the other puppet. Have the other puppet stay almost still, so it doesn't distract from the speaking puppet.



A small stage can be set up in the centre of the classroom and the student will gather around it for story-telling time. It is really a close atmosphere between the teacher and students.



Puppets are powerful. Children may feel more comfortable talking to the puppets than with people and may even confide secrets to a puppet. If you have puppets for students to use, ask them questions about the characters, to encourage them to move through the instinctive hitting and biting stage quickly.

Multi-voice story-telling:

Story-telling is an interaction between story-teller and listeners, so the participations from listeners into the story are very helpful for the success of story-teller as well as the story-telling time. The participation here means while the teacher is telling story, the students make some sound like: the sound of the wind, water, or imitate sound of animals...or even sing a song as a background for the story. Of course this will be arranged before hand and well prepared.



Different sound and textures are interesting to the listeners and will help hold their attention. Variation in volume and temp also help hold attention. Silence, in form of a pause, can also be effective.

Beyond word (Nonverbal communication) that means allowing the body to reflect the story being told can enhance story-telling. As words are spoken, vividly imagine the setting and characters of the story and let your body speak too. In our everyday life, we speak with our bodies, faces and gestures as well as our voices. The meaning of what we say is subtly altered by how we stand, move and geture while we speak.

Even in complete silence, we speak.

Ex 8: How could you say the following sentences without words?

“It is so hot”

“It is so cold”

“SSHHHH! Be quite”

“I’m tired”...

Interactive extratextual:

This is the technique in which the teacher gets the whole involved from students. They not only can listen to the story but also live with it as they are playing or pretending as characters in the story being told.

Objective: help student practice self-confidence performance before public.



Or:



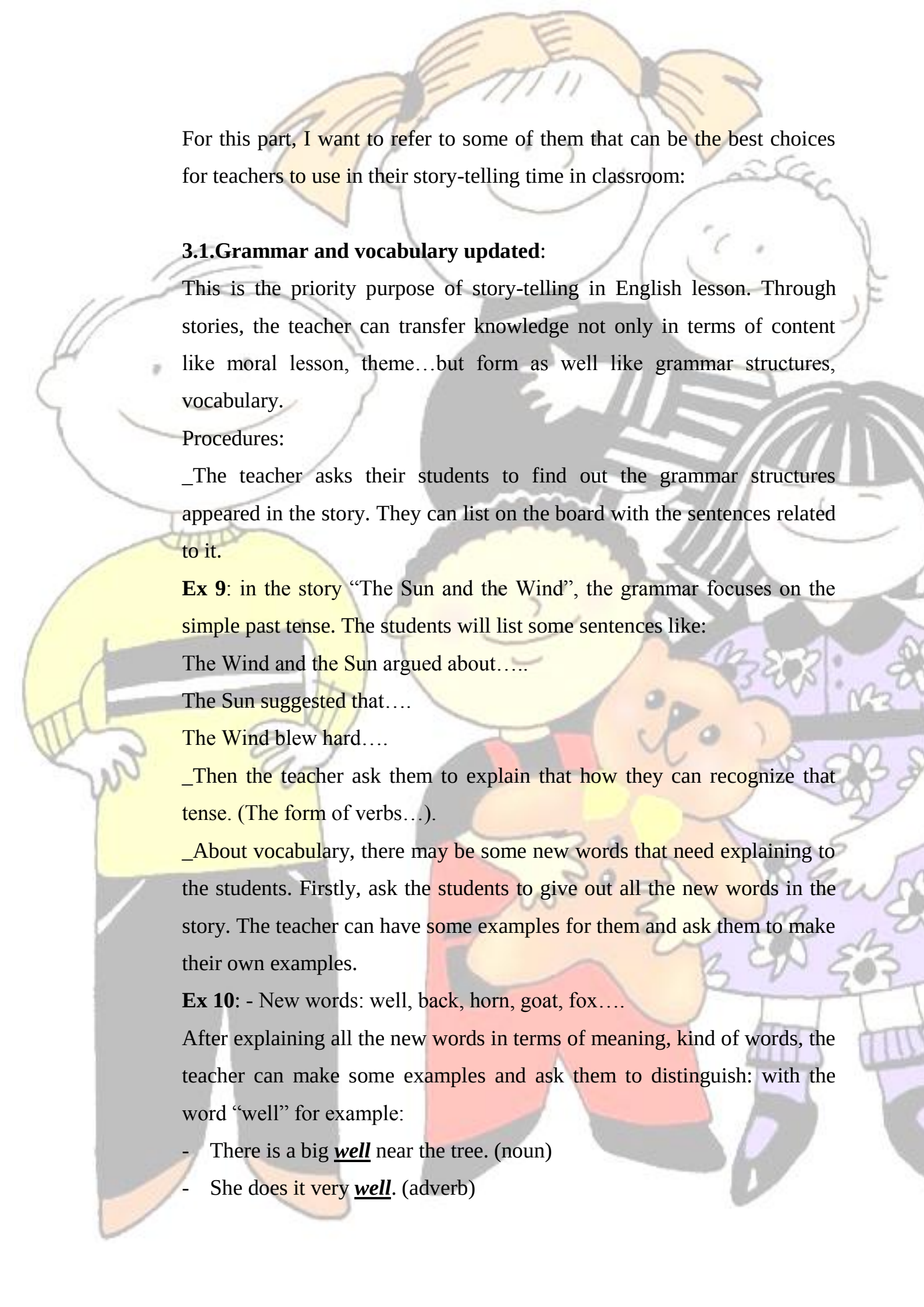
The teacher tells the story while calling volunteers to play as characters in the story. This will be a little bit difficult as the teacher has to focus on the important actions or words of character and speaks them out loud so that the volunteers can keep track of and play it.

And:



3. Post_story-telling:

Apart from entertain purpose, the teachers hope that their student can learn something after listening to the stories. Many post_story-telling activities are being in used and they seem to be very effective. However in order to help students get the most from story-telling time, it should be practice times to times. Basing on the following Evidence of story-listening skills, the teacher can step by step choose an appropriate activity for students.



For this part, I want to refer to some of them that can be the best choices for teachers to use in their story-telling time in classroom:

3.1. Grammar and vocabulary updated:

This is the priority purpose of story-telling in English lesson. Through stories, the teacher can transfer knowledge not only in terms of content like moral lesson, theme...but form as well like grammar structures, vocabulary.

Procedures:

_The teacher asks their students to find out the grammar structures appeared in the story. They can list on the board with the sentences related to it.

Ex 9: in the story “The Sun and the Wind”, the grammar focuses on the simple past tense. The students will list some sentences like:

The Wind and the Sun argued about....

The Sun suggested that....

The Wind blew hard....

_Then the teacher ask them to explain that how they can recognize that tense. (The form of verbs...).

_About vocabulary, there may be some new words that need explaining to the students. Firstly, ask the students to give out all the new words in the story. The teacher can have some examples for them and ask them to make their own examples.

Ex 10: - New words: well, back, horn, goat, fox....

After explaining all the new words in terms of meaning, kind of words, the teacher can make some examples and ask them to distinguish: with the word “well” for example:

- There is a big well near the tree. (noun)
- She does it very well. (adverb)

- How are you today? Not so well. (adverb)
- ➔ Which word has the same meaning with the “well” in the story?

3.2. Information recalling :

Retelling stories is one way help student to keep the stories' content in their minds longer and improvising language especially with folktale skeletons. Story skeletons are the bare bone of the tale, or the plot. Additional details, setting and characterization can be added to flesh out the story. Be generous and reader or listener will see the tale in their mind's eye. Everyone's imagination is different, so retellings will differ from teller to teller. Students could retell one of the tales in their own words, improvising language and adding dialogue between characters.

Ex 11: Here is a simple skeleton of an Aesop's fable “The Sun and the Wind”. Following it is an example of how just a small amount of dialogue can further elaborate the plot.

A skeleton:



The Sun and the Wind ...an Aesop's fable

The Wind and the Sun argued about which of them was the strongest. They decided to hold a contest. The Sun suggested that they see who could take the coat off of a man walking along the road below them. The Wind blew hard, but the man, feeling chilly, hold his coat tightly around him. The Sun then became gently warmer and warmer. The man felt so hot, he took off his coat. Sometimes, they say, you can get your way more easily with gentleness than by force.

With additional dialogue

The Sun and the Wind...an Aesop's fable

The North Wind boasted of great strength. The Sun argued that there was great power is gentleness.

*"We shall have a contest", said the Sun.
winter coat.*

"As a test of strength", said the Sun, "let us see which of us can take the coat off that man".

"It will be quite simple for me to force him to remove his coat," bragged the Wind.

The Wind blew so hard, the bird clung to the trees. The world was filled with dust and leaves. But the harder the wind blew, the tighter the shivering man clung to his coat.

Then, the Sun came out from behind a cloud. The Sun warmed the air and the frosty ground. The man on the road unbuttoned his coat.

The Sun grew slowly brighter and brighter.

Soon the man felt so hot, he took off his coat and sat down in a shady spot.

"How did you do that?" said the Wind

"It was easy," said the Sun "I lit the day. Through gentleness I got my way."

Sóc muốn ăn hạt dẻ nhưng trên cây
chỉ còn quả đầu. Boubi khuyên:
nên ăn nhiều loại thực phẩm khác nhau để có đủ chất.

The squirrels want to eat chestnuts but
there are only glands. Boubi advises
you should diversify your food.

So far, it will be a good idea for the teacher to hold a Story-telling festival day after ever 3 weeks for their student. Have each student prepare to present a short oral story (5-7 minutes), of course they can choose the story they would like to tell from those they had listened for past 3 weeks. Firstly, they will tell to one other student, and then to larger group, until the telling is done for the entire class. Adding to this, the students can become a story-teller by using pictures or hand puppets like their teacher does. This will encourage them to do their best in story-telling.

3.3. Creative story-telling:

Joining to the story-telling time means the students can let their imagination fly, they live with the stories-world in which their favorite characters express their hope and dream. And we all know that almost the folktale and fables have a moral lesson, the students can learn a lot from them. So after telling the stories, why don't the teachers let their students' imagination continuing fly? _ By asking them to build up a new story in their own word, mind, and expectation basing on the moral lesson of the stories.

Ex 12: Basing on a story like this:

The Fox and the Goat



By an unlucky chance, a Fox fell into a deep well from which he could not get out.

A Goat passed by shortly afterwards, and asked the Fox what he was doing down there.

“Oh, have you not heard?” said the Fox, “there is going to be a great drought, so I jumped down here in order to be sure to have water by me. Why don’t you come down to?”

The Goat thought well of this advice, and jumped down into the well.

But the Fox immediately jumped on her back, and by putting his foot on her long horns managed to jump up to the edge of the well.



“Good bye, friend,” said the Fox, “remember next time,

“Never trust the advice of a man in difficulties”. (From Aesop’s fables)

After telling such a story, the teacher may divide students into small groups of 5 or 6 and ask them to discuss to build a new story with the same content and moral lesson but in their own words and then one representative retell it for the whole class.

And here is a new story re-built:

Fox Tale

The Fox and the Goat

MICHAEL FOREMAN

One day, the Fox carelessly fell down to a deep well.

He tried many times to climb up but the well was too steep. The Fox was exhausted.

The Goat walked by and saw the Fox in the well, he asked curiously, "Hello, friend, what are you doing?"

The Fox suddenly got a trick. He pretended to drink water and said, "Oh! It is very refreshing! Come on, if you want to drink, I can share with you."

The Goat believed that was true. He jumped into the well without thinking.

The Fox got a chance. He quickly jumped on the Goat's head and sprang upward from the well.

"Ha...ha...ha... Stupid Goat! Try to climb up!"

The Fox laughed and ran away, leaving the Goat to find a way up alone.

Moral "Consider the other's words before believing"

The 6th graders can completely do this with their knowledge of grammar structure and vocabulary source they have. Their teacher can guide them by giving some suggested phrases or single words that can help.

By applying this method, the story will stay in students' mind longer both in original words and their own.

PART III CONCLUSION

In conclusion, my graduation paper has been conducted at the aim of studying and giving out some techniques to help the 6th graders learn English better. Basing on the teaching and learning English situation of the students as well as their expectation in teaching's techniques, I have suggested some specific techniques that may help in teachers' lesson plan in order to have a successful English lesson.

The theoretical back ground has been introduced in chapter I. In order to help the readers have a full understanding, we have a basic theory including concepts from many authors' points of view as well as the characteristics and classification of English short stories.

The chapter II has drawn an overview of teaching and learning English at secondary schools. The survey questionnaire has been conducted to find out the situation and expectation of students and teachers towards effective learning English. A series of chart, graph or table data analysis has provided situation, reasons and evidences (statistics) which made the study more practical and persuasive.

Finally, chapter III has provided techniques and practical examples in stories-telling for teachers as consolidation activities in English lesson. All the techniques have been introduced including objectives, procedures. In addition, a typical lesson plan has been conducted for teachers to consult.

However, the shortcomings are unavoidable. Due to limitation of time, the study just focused on the target learner_ the 6th graders but not all the grades at secondary school. More over there have been still few techniques and examples to help teachers have more choices in consolidating English lesson and help student be more interested in learning English, and they can be useful for further studies of the next year students. Finally, I hope that there will be more and more studies developing this topic or not only about story-telling but other methods as well to contribute to a more diversified teaching and learning English program

APPENDICE

APPENDIX 1 (Survey questionnaire for syudents)

Dear student!

This survey questionnaire is designed to find out your attitude and expectation toward improving your English by storytelling activity. Your answers will be used for studying purpose of the graduation entitled “ How to tell English short story most effectively to the 6th graders in Hai Phong city”.

Thanks for your contribution!

Complete the following questions by circling the answer you choose

Các em lớp 6 thân mến!

Phiếu điều tra này được thực hiện nhằm tìm hiểu thái độ và những mong muốn của các em trong việc nâng cao kỹ năng học tiếng Anh trong nhà trường THCS. Những câu trả lwoif của các em sẽ được dùng cho mục đích nghiên cứu khoa khóa luận tốt nghiệp “Đề tài về kể truyện ngắn bằng tiếng Anh cho học sinh lớp 6 tại các trường THCS tại thành phố Hải Phòng”.

Cảm ơn sự đóng góp của các em.

Em hãy khoanh vào câu trả lời em chọn.

1. Do you like learning English?

a. Yes

b. No

2. Do you like learning English through story picture books?

(Em có thích học tiếng Anh qua truyện tranh không)

a. Yes

b. No

3. How often does the storytelling activity take place in your English lesson?

(các em có thường xuyên nghe kể truyện tiếng Anh ở lớp không)

- a. Very often b. Often c. Sometimes d. Rarely

4. Which technique does your teacher use to tell stories?

(Cô giáo các em thường dùng phương thức nào để kể truyện)

- a. Playing the part of characters
- b. Using pictures
- c. Using puppets
- d. Just telling

5. What are you often asked to do before storytelling time?

(Cô giáo thường yêu cầu các em làm gì trước khi nghe kể truyện)

- a. Learn by heart at home
- b. Read for several times at home
- c. Find new words and new structures in the story

6. What does your storyteller ask you to do after telling the story? Its frequency and effectiveness?

(Sau khi nghe kể kể truyện, cô giáo yêu cầu các em làm gì, hãy đánh giá mức độ thường xuyên và hiệu quả của nó)

Activities	Frequency			Effectiveness		
	Very often	Sometimes	Rarely	Very effective	Normal	Not very effective
answering question						
Retell story(kể lại)						
Lean by heart (học thuộc)						
Find new words-structures						
Play part of characters(đóng vai)						
Repeat some important sentences						

7. In your opinion, how is storytelling activity necessary in improving English skills?

(Theo em nghe kể truyện tiếng Anh quan trọng như thế nào trong việc nâng cao các kỹ năng học tiếng Anh)

a. Very necessary b. Necessary c. Normal d. Not very necessary

8. As for you how are the following skills improved in story-telling in English lesson?

(em hãy đánh giá việc nâng cao các kỹ năng sau đây qua giờ kể truyện tiếng Anh trên lớp)

Skills	Very important	Important	Normal	Not important
Reading				
Listening				
Speaking				
Writing				
Pronunciation				
communication				

9. When would you like storytelling activity to take place?

(các em muốn giờ kể truyện tiếng Anh diễn ra khi nào)

a. After each lesson b. A whole lesson (2 or 3 times a week)

c. Whenever

APPENDIX 2 (Survey questionnaire for teachers)

Dear teachers!

I am Vu Thuy Dung from Hai Phong private university. This questionnaire is conducted for my graduation paper entitled “ How to tell English short story most effectively to the 6th graders n Hai Phong city”. It will be very useful and necessary for me to find out some techniques in teaching English in class.

Your contribution in this questionnaire is highly appreciated!

1. Do you think storytelling is necessary and effective in teaching English?
 - a. Very necessary and effective
 - b. Necessary and effective
 - c. Normal
 - d. Not necessary and effective
2. How often does the story-telling take place in English lesson?
 - a. Very often
 - b. Often
 - c. Sometimes
 - d. Rarely
3. When do you often tell story to your Student?
 - a. When students ask
 - b. After the lesson
 - c. When I found a new interesting one
 - d. when the grammar of the lesson is difficult to the students
4. What do you get feedback from students after the stories? Frequency and effectiveness?

Activities	Frequency			Effectiveness		
	Often	Sometimes	Rarely	Effective	Normal	Not effective
Giving question						
Ask to retell						
Ask to summary						
Ask to give message						

5. What technique do you use to tell story?

- a. Just telling
- b. Using pictures
- c. Using puppets

6. How long do you spend on telling a story?

- a. 15 mins
- b. 30 mins
- c. 1 period
- d. 2 periods

7. which skills would you like to help student prove by storytelling activity?

- a. Listening and reading
- b. Reading and speaking
- c. Speaking and listening
- d. Writing and listening

8. Do you think your students are interested in English story?

- a. Very interested
- b. interested
- c. Normal
- d. Not interested

Appendix 3

Lesson plan

Unit 3: *At home.*

Story: An old English folktale “Mouse Deer and Crocodile”

The grammar focus : _ How many...

_ There is/ There are...

_ Personal pronouns

_ Possessive pronouns.

1. Objective.

After learning grammar structure, a lot of example given in the story which help the students have deeper understand and can distinguish them. Addition to this, there are some reviews of the present simple tense and the past simple tense.

2. **Time allowance:** 45 minutes

3. **Target learner:** the 6th graders in Hai Phong secondary schools.

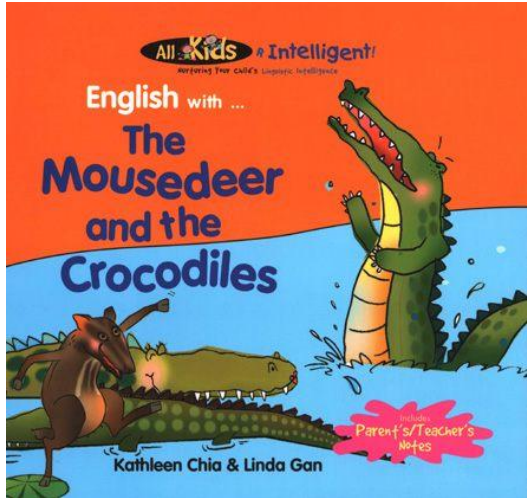
4. **Teaching aids:**

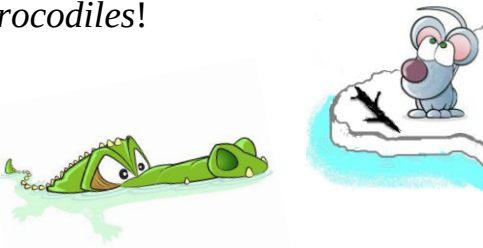
_ Using projector to show pictures

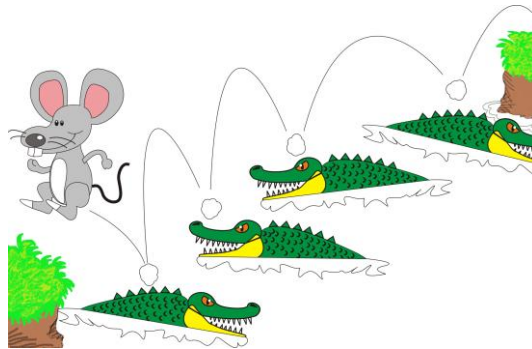
5. **Procedures:**

Stage/ minutes	Teachers' activities	Students' activities
1) Pre- telling (5-7 minutes)	Review grammar structures _Simple past tense Give out some words and ask student to give the right form of verbs in past tense Go_ Say_ Do_ Dink_	_The student give the form of verbs in past tense Go_ went Say_ said

	Find_ Laugh_ _ There is/ There are Ask student to distinguish “there is” and “there are”, examples Make some brief forewords or introduction _ Do you know mouse and Crocodile? Show students pictures of mouse and crocodile. Ask students to make some descriptions of the two animals	Do_ did Drink_ drank Find_ found Laugh_ laughed _ The student answer: “There is” goes with single nouns “There are” goes with plural nouns Ex: -There is a big clock on the wall. -There are some students studying in the classroom. _ Student answer Yes or No _ The student who say Yes may answer: Mouse is a very small animal. They eat rice, vegetable and other things... They are very smart
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	_ To day I would like to tell you a story about the two animals, and we will see which is smarter. And we will find out whether body size decides the strength. Let's get it started... New words introduction - Explain the new words in terms of meaning and kind of words: Loud: to, lớn (về âm thanh)_ Adjective Count: Đếm (số lượng)_ Verb...	Crocodile is a big, cruel animal They eat human and every thing live coming into their mouth Crocodile is very smart too.
2) While-telling (10-12 minutes)	(Looking at the picture)  _ Can you see the two animals? What are they? This is the mouse. His name is Mouse Deer. <i>One day, Mouse Deer went to the river.</i> _ No, he didn't want to drink	_ Yes. Mouse and crocodile. _ He wanted to drink water?

	water. <i>He wanted to cross the river.</i> – Yes, and <i>he didn't want crocodiles to eat him first.</i> <i>He had an idea. He called : hey, crocodiles!</i>  <i>I have orders from the King. He wants me to count all the Crocodiles”.</i> –Ask the students: You know the King? Explain: The King is the most powerful person who rules the whole country. – So as for you, how the Crocodile will respond to Mouse Deer's words. – you are right: <i>“The King!” said Crocodile.</i> <i>“Tell us what to do”</i> <i>“You must line up from this side of the river to the other side”.</i> <i>Crocodile got all his friends and family. They lined up across the river.</i>	– But there is crocodiles in the water. – What does he has to do? Whether he had to take a boat to cross the river? – No (for example) – They will believe Mouse Deer. – How can Mouse Deer count all the crocodiles?
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_ He count them by jumping on the crocodiles' backs and

One...two...three...

_ Let's count with me, come on...

_ After getting to the other side of the river.

The Crocodile asked Mouse Deer:
How many are there?

*Just enough. Said Mouse Deer.
And all stupid crocodiles.*

And he ran away singing his song.

*"I'm quickly and smart as I can
be...*

*Try and try, but you can't catch
me!"*

_ Ask student questions related to the story:

▪ Where did the story

One...two...three

...

_ Students answer:

- The story

3) Post- telling (25 minutes)

	happen? ▪ As for you Mouse Deer and Crocodile, who is smarter? ▪ What did Mouse Deer do to make Crocodile believe him? (Call volunteers) _ Ask student to give moral of the story (they may not know. The moral is “ Bigger doesn’t mean stronger” _ <i>Grammar consolidation</i> Divide in to small groups of 5,6 student, ask them to discuss in 5 minutes to retell the story	happened by the river. - Mouse Deer is smarter than Crocodile. - Mouse Deer firstly pretended to put his leg into the water and made the Crocodile appear. The other time, he pretended that he made the duty to count all crocodile for the king and made Crocodile line up to help him cross the river without any danger. _ Student may not know and listen to teacher’ guide.
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4) Homework: _ Summarize the story in 10 sentences, using grammar structure learnt in the unit 3 _ Collect other folktales for the next story-telling time.	including some key words given: there is/ or there are, drink water, eat, river, say... _ Divide them into roles of the two characters and retell the story	_Students discussing _ Students are divided into three: one as Mouse Deer, one as Crocodile and a guide teller.
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