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STORY TELLING METHOD: AN INSTRUCTION AID FOR TEACHING & LEARNING: A LITERATURE REVIEW

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ABSTRACT

It is found that the story telling method, is indeed an effective instruction aid for teaching and learning. Storytelling is a viable method for stimulating children's imaginations and ultimately leading to a higher cognitive level in student responses. Therefore, the present education system should encourage the use of the aid in the classroom settings in higher classes too so as to further enhance leaning to take place in students along with other teaching aids and methods. Teacher education should be encouraged to further research and explore the wide areas of storytelling method, with other related variables.

KEYWORDS

teaching aids, story telling method.

INTRODUCTION

Stories form an integral part and are deep rooted, in almost all culture, tradition and across the races. Story telling or listening to stories is a part of human nature and will continue to remain so till apocalypse. In fact stories in each culture safeguard and display beliefs, rules of that society. Jung (1969) identifies a series of specific and formal elements within world mythologies that have become primary archetypes. Each archetype represents a core psychological function common to all humans, they become heroes in their own right either for what is view as good or bad demonstrating and encouraging inculcation of particular virtues or desirable traits of character, such as honesty, civility, courage, perseverance, loyalty, self-restraint, compassion, tolerance, fairness, respect for the worth and dignity of the individual, responsibility for the common good, and so forth Leming 1996; Lickona 1991). Our modern literate culture retains oral practices and narrative continues to play a vital role in teaching and learning (McEwan, and Egan, 1995) as they form the intellectual and practical nourishment of oral cultures. It is not just a manner of speaking but foundational to learning as a whole. Through storytelling individuals can learn to express themselves and make sense of the external world. Clandinin and Connelly (2000). Various definitions are coined to define 'Storytelling' method, and is said to be an effective tool and an instruction aid for teaching & Learning. Egan, (1995 & 1999) defined storytelling, as a linguistic activity or an educative ability that allows individuals to share their personal understanding with others, thereby creating negotiated transactions. Acc to Bruner (1986) storytelling is a socially desirable and accepted way to express an individual's personal experience. Though having its own effectiveness it is light weighted and has not received much due importance as an instruction aid for teaching and learning. The present paper is an attempt to highlight the effectiveness and importance of story –telling method, as an instruction aid for teaching learning.

PAST RESEARCHES

It has been an area of interest but not much explored, in recent years, the reflective movement has done much to advance the notion that we each carry within us creative learning capabilities. Storytelling is one of these capabilities and when it is used in thoughtful, reflective and formalized ways, significant learning is possible Clandinin and Connelly (1998); McDrury and Alterio, (2002); McEwan and Egan(1995); Pendlebury (1995); Witherell & Nodding, (1991). Storytelling also has the capacity to support and enhance the relationship between students creating new knowledge and learning from others. In addition, sharing and reflectively processing stories provides students with opportunities to develop authentic relationships with their peers. Storytelling is an ideal teaching and learning tool, for it takes seriously the need for students to make sense of experience, using their own culturally generated sense-making processes (Bishop and Glynn, 1999). According to Beatty, (2000); and Mulligan, (1993) story telling method as a culturally situated, collaborative and reflective learning and teaching tool, it addresses educator's concerns regarding how to encourage students to integrate feeling and thought, the subjective and objective ways in which we make judgments' about our world. Alparaque (1988) notes another important benefit related to the development of the appreciation of literature—the power of storytelling to bind attention and to bridge real and imaginary worlds. Wyatt, et al. (1986) describes the application of storytelling in teaching children to write as though they were doing so for media. George and Schaer (1986) investigated the effects of three mediums for presenting literature to children and discovered that storytelling and dramatization were significantly more effective in facilitating recall of prose content than was television. These findings indicated that storytelling is a viable method for stimulating children's imaginations, ultimately leading to a higher cognitive level in student responses. Reinehr (1987) discussed ways to use mythic literature to teach children about themselves and to help them write their own stories and legends. For very young children, the sequencing of events or the shaping of stories may be difficult, as children tend to ramble. However, sharing stories can give youngsters more of a "sense of story"—an awareness that can help them in both reading and writing. In reading, for example, a sense of story can help children to predict and know what to expect, and to read with more awareness of cause and effect, sequence, and other story factors related to comprehension Kempter (1986); Trabasso & Van Den Broek (1985). In writing, children learn to apply such structures while telling their own stories and giving shape to their experiences. Tway (1985) Narrative is a powerful tool for teaching and learning. Joanna.S & Mindy.T (2013).

CONCLUSION

From the above, we can conclude with the parallel findings by George and Schaer (1986) that story telling method, is indeed an effective instruction aid for teaching and learning. Storytelling is a viable method for stimulating children's imaginations and ultimately leading to a higher cognitive level in student responses. Therefore, the present education system should encourage the use of the aid in the classroom settings in higher classes too so as to further enhance leaning to take place in students along with other teaching aids and methods. Teacher education should be encouraged to further research and explore the wide areas of story-telling method, with other related variables.

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