

THE EFFECT OF TEACHERS IN USING E-LEARNING STRATEGIES IN TEACHING STORY

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ABSTRACT

Stories have captivated us as a species since the dawn of man. Through stories, we have passed on traditions, remembered the past, and carried information across the millennia and it's not just our ancestors who harnessed the power of stories, either. Stories still work to reach people, which is why we see businesses turning to the power of storytelling in branding efforts, marketing campaigns, corporate strategies, and even eLearning courses and business presentations

Stories guide us through our whole life - from the moment we were born and it does not change when we become teenagers or adults. When we are children, our parents tell us or read us stories and fairy tales. When we are older we can hear stories in radio or watch them on TV. As students we have to create our own stories at school from time to time. As adults we like listening to songs with strong stories in them, watch soap operas or films or read books or magazine stories. Stories are for all of us, not just for children.

Key Words: *E-Learning, Stories, Teaching .*

SECTION ONE: INTRODUCTION

The British philosopher Francis Bacon stated, already in the 1600s, “Knowledge is power”. The one who has knowledge thereby has power – the unskilled is powerless. But power is also knowledge. The one that has power also has power over the knowledge – power over what knowledge that is to be developed and power over how this knowledge should be used. It concerns power over nature, power over people and their thoughts, power over what is believed to be knowledge (Therein, 2007, p. 147, translation ours.) E-learning is one of the means that supports the educational process and its transformation from the stage of indoctrination to the stage of creativity, interaction and skill development, and collects all electronic forms of teaching and learning, where the latest methods are used in the fields of teaching, publishing and entertainment by adopting computers, storage media and networks. The rapid transfers in the field of technology have led to the emergence of new patterns of learning and education, which have further entrenched the concept of individual or self-education, whereby the learner continues his learning according to his energy, ability and speed of his learning according to his previous experiences and skills.

There is always a teacher or professor interacting / communicating with you and grading your participation, your assignments and your tests. eLearning has been proven to be a successful method

of training and education is becoming a way of life for many learners. From what we said above, we can define the e-learning as, It is an interactive system of education that provides the learner with the use of communication and information technologies and depends on an integrated digital electronic environment that displays the courses across the electronic networks and provides guidance and guidance, organizing tests as well as managing and evaluating resources and processes.

As adults we like listening to songs with strong stories in them, watch soap operas or films or read books or magazine stories. Stories are for all of us, not just for children. We learn our mother tongue through stories. So, it is natural to learn foreign language through them as well. Teachers should try to teach their students about language, life and culture through stories. With the advanced technology, the teaching methods must also be developed to cope with increasing development of technology. By merging e-learning with teaching of the new language, the students will benefit more and learn quickly. So, teachers must link language teaching far more closely to the students' everyday interests, they must be encouraged to respond to texts and situations with their own thoughts and experience, rather than by answering questions and doing abstract learning activities. Teenagers address learning issues directly in a way. They need constructive feedback on whatever they do (Harmer, 2005:5).

THEORETICAL BACKGROUND

Stories are very important for people to learn their mother tongue and they are important in learning any foreign language as well. That is why it is good for using stories in teaching English. "Repetition also encourages participation in the narrative" (Ellis and Brewster, 2002:2). Stories are very motivating, challenging and great fun for learners. They "can help develop positive attitudes towards the foreign language, culture and language learning" (ibid:1). Using "stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the students to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech" (ibid:2). "Listening to stories helps students become aware of the rhythm, intonation and pronunciation of language" (ibid:3). Stories also provide opportunities for developing continuity in our learning. Teachers can link English with other subject areas across the curriculum.

When students listen to stories in class they share social experience, it provokes a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help to build up the student's confidence and encourage social and emotional development. Stories are a useful tool in linking fantasy and the imagination with the child's real world. They provide a way of enabling children to make sense of their everyday life and forge links between home and school. Accordingly, the teacher has to find new methods to teach stories, the new method of teaching story is by using e-learning; therefore, here must be some information about e-learning. According to Welsh et al., (2003:245) e – Learning means, the use of computer network technology, primarily over or through the Internet, to deliver information and instruction to individuals. E-Learning comprises all training activities that use Web technologies.

THE AIM OF THE STUDY

The main aim of this study is to equip students of primary school age with the necessary language, thinking and study skills to communicate effectively and understand competently spoken and written English. It aims to give students the necessary experience and confidence to apply these skills both inside and outside the classroom and beyond school in their current and future lives. New language, skills and topics are introduced gradually and practiced thoroughly, so that students have the chance to learn and use the language before they move on. There is a focus on preparing students for the modern world as future employees and citizens so that they can effectively deal with today's challenges. This study achieves this by integrating 21st-century skills (such as communication, problem-solving and critical thinking skills) into the learning material and by engaging students with 21st-century issues and established values. Life skills, Values and Issues are integrated into the study topics all the way through.

LIMITATION

The current study is limited to preparatory school teachers

SECTION TWO: TEACHING ENGLISH LANGUAGE THROUGH STORIES

According to the Indian Proverb: "Tell me a fact and I'll learn. Tell me the truth and I'll believe. But tell me a story and it will live in my heart forever." Stories can offer a valuable way of contextualizing and introducing new language, making it comprehensible and memorable (White, 1993: 305-306). Stories are associated to daily life experiences, people's feelings and memories, and to cultural and intercultural values which enrich and expand the classroom world. They also deal with a variety of topics which directly relate to curricular content: animals, family, traditions, emotions, environment, history, experiments, etc. Linguistically, stories present grammar, vocabulary, and formulaic speech within a meaningful and structured context that supports comprehension of the narrative world (Wasik and Bond (2001:243-250).

Just as sentences have a certain grammatical structure nouns, verbs, etc, stories too have a structure (characters, setting, a problem and a solution, resolution) that is called story grammar. Understanding story grammar enhances students' ability to comprehend narrative text. Story grammar can also be used as a pre-reading activity (Amer, 1992:711). A story grammar consists of rules that build a story hierarchy. The major top level components according to Stein and Glenn's example are setting and episode. At the lower levels are the actions of characters which contribute to the solving of a problem and the achieving of a goal.

A story grammar is the system of rules used for describing the consistent features found in narrative texts and helps the students in recognizing the elements of a narrative text and the knowledge of these elements which are used to improve their comprehension (Dymock, 2007 "Learning English through stories can lay the foundations for secondary school in terms of learning basic language functions and structures, vocabulary and language learning skills" (Ellis and Brewster, 2002:2). It is obvious that we

should choose different types of stories and different topics for secondary school students. Also the sources of stories are different. Students are able to create their own stories if they have the right input.

METHOD OF TEACHING STORIES VIA E-LEARNING

When we create a story-based lesson plan or syllabus, we need to know what aim we want to achieve and think about activities that will be used not only during the students work with the story but also about activities that begin and activities that end the work with the story. These activities are known as pre-reading or before reading activities, while- or during reading and post- or after reading activities. It is good to change several activities during the lesson and keep students in constant interest. Of course stories need not to be only read but also heard or created:-

Pre - Storytelling Activities

Pre-storytelling activities are important because they introduce the topic, they motivate the students to read or listen to a story, they provoke initial interest in the topic, students start to think about it, they prepare their minds and show what they know about it. These activities help teacher anticipate problems in terms of language and concepts and give space to pre-teach complicated language . Warming up activities relax students. For example an informal chat can build up and maintain good relation between a teacher and students. Questions that introduce the topic are good to use, but not too many. Or students can guess the title of the topic of the lesson. We can show students a picture or watch a video extract to provoke their interest. A newspaper article or just a newspaper title as well as a song may lead on to a brief discussion about students related personal experiences. (Ellis and Brewster, 2002,4).

Concrete Pre - Storytelling Activities

- a-** Students may guess the topic by saying an alphabet, every wrong letter is making a part of a hangman.
- b-** Warming-up- discussion - brief discussion about students' own personal experiences.
- c-** Answer - each student has a piece of paper and must answer a question and pass it on, another student will answer a second question and pass it on, etc. Example of questions are - who, where, when , what is he / she doing.
- d-** brainstorming - we can ask students to think about a topic and write down all their ideas.
- e-** Asking questions – which is a good activity and we can use it a lot.

While Story-Telling Activities

When we have involved our students in the lesson by pre-storytelling activities, we can start reading or hearing the story. The way we choose to present and tell a story affects the content and the style of telling. We should offer activities to all our students. There are three types of learners:

a) V - visual learners, who

- ☒ learn by seeing, they need real items, pictures, colours, etc. in learning,
- ☒ like reading books,
- ☒ create an orderly environment,
- ☒ watch the teacher's face,
- ☒ are appearance orientated,
- ☒ are good spellers, remember what was seen, and understand directions, use colours, shapes and physical position as memory aids.

b) A - auditory learners, who

- ☒ learn through listening, like dialogues, plays, they move lips when reading,
- ☒ like songs, sounds, sound effects, chants, rhymes, etc.
- ☒ they are usually class clowns, chattering, whispering,
- ☒ speak in rhythmic patterns,
- ☒ remember what was heard, they have short concentration span,
- ☒ can retell a story or message with high accuracy.

c) K - kinaesthetic learners, who

- ☒ learn through doing, they like a moving plot, reflect action in story with body movement,
- ☒ they gesture when speaking and like to be active,
- ☒ move around a lot, like to do things with hands, they are good at taking things apart,
- ☒ -remember overall impression, want to start the activity immediately, impatient,
- ☒ learn best with quiet periods followed by active ones, they gesture when speaking and like to be active.

Concrete While - Storytelling Activities

During the story the teacher might like to see if the learners understand the language of the story and might ask them to mime what is going on or use other activities.

a- what is going to happen next - we can stop the reading and ask questions to provoke students think about what they have been reading.

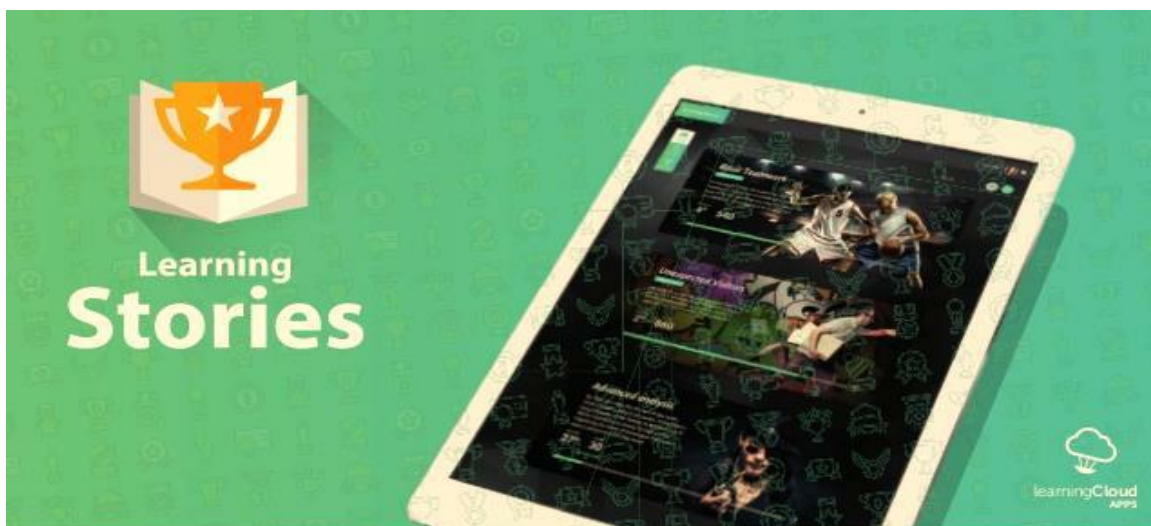
b- yes/no questions - e.g. a teacher think about a character or a place mentioned in the story and students have to find out who or what it is by asking only „yes/no“ questions.

c- hot seat - a teacher is one character from the story, and students have to ask questions to find out, what has happened, or why, etc.

d- a part of a story - students have one part of a story - first, last, or middle and they are asked to complete it or continue it (based on: <http://www.storyarts.org/lessonplans/newstandard/index.html>).

POST - STORYTELLING ACTIVITIES

“Stories may bridge the gap between language study and language use and also to link classroom learning with the world outside. Some of the activities do not always have a very large language element but are nevertheless important in creating a feeling among the pupils that learning English means fun, activity, creativity and enjoyment”. (Ellis and Brewster 2002: 17). Students will be much more involved and motivated to the teaching process when they see that their hard work in lessons has been leading somewhere. That is why follow-up activities are so important for students.



SECTION THREE: RESULTS OF THE STUDY

According to the questionnaire of the E-Learning story a tool of technology supports the student's opinions and directions in learning the English language perfectly. Also, it helps students to exchange ideas and information among them. therefore, E-Learning story engage in autonomy learning because the students will search and solve the required tasks and activities by themselves.

PROCEDURES

- ☒ This study was able to develop students in communicative skills and was able to improve students' level of speaking skills and vocabulary .
- ☒ It has managed to make students feel confident and dispose of anxiety and fear when they want to speak English in front of students or with the teacher.

- ☒ It was able to make students exchange their culture with other people or with the students.
- ☒ It helped students develop their listening skill
- ☒ It was able to get students to use the second language in the classroom. especially, when the teacher speaks English, the students can understand what he says?
- ☒ Finally, it has proven that technology is very important in teaching English or other languages and that the use of technology with students gives great and successful results.

I used a questionnaire to know the opinions of teachers about the effectiveness of using E-Learning to teach Story in learning the English language, and the analysis of the questionnaire came according to the main principal axes of the questionnaire:

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Arithmetic Average	%	
1	By listening to story the learners will be able to pronounce in a good way.	3	12	2	1	0	3.6	36,00 %	4.73
2	By listening to story, the learners can correct their defects of speech.	4	11	3	0	0	3,4	34,00 %	4.53
3	The story helps learners to develop the speaking skill	5	8	2	3	0	3,2	32,00 %	3.93
4	The story develops reading skill of learners	5	7	4	1	1	3,2	32,00 %	3.86
5	The story helps learners to enrich their imagination and creativity	6	10	4	1	0	3	30,00 %	3.86
6	The story helps the learners to express their ideas properly.	5	8	4	1	0	3,2	32,00 %	4.06
7	The story helps develop creative thinking for the learner	3	10	9	1	0	3,2	32,00 %	4.2
8	The story helps learners to understand and explain the behavior of others	3	5	9	1	0	4	40,00 %	4.66

9	The story provides the learner with many ideas and information	3	13	2	0	0	3,6	36,00 %	4.53
10	The story helps learners to develop their ability to observe, research and discover	5	8	4	1	0	3,2	32,00 %	4.13
11	The story helps enrich imagination and creativity	7	11	0	0	0	3,8	38,00 %	4.93
12	The story helps learners to be a good listening	4	11	3	0	0	3,2	32,00 %	4.86

According to the questionnaire of the E-Learning story a tool of technology supports the student's opinions and directions in learning the English language perfectly. Also, it helps students to exchange ideas and information among them. therefore, E-Learning story engage in autonomy learning because the students will search and solve the required tasks and activities by themselves

METHODOLOGY

This study used a qualitative case study approach, seeking to investigate teachers in teaching English using the e-learning story. Targeted sampling was taken to identify a group of English language teachers. The chosen teachers were working in secondary and middle schools. The study included interviews with selected teachers regarding their experience with the assignment. Only observational and interview data are taken into account at this initial stage of the analysis.

Through 12 questions and five levels, the following is evident:

- 1- The result of the listening to story the learners will be able to pronounce in a good way was 4.73.
- 2- The result of listening to story, the learners can correct their defects of speech 4.53.
- 3- The result of the story helps learners to develop the speaking skill was 3,93.
- 4- The result of the story develops reading skill of learners was 3,86.
- 5- The result of The story helps learners to enrich their imagination and creativity was 3.86.
- 6- The result of the story helps the learners to express their ideas properly was 4.06.
- 7- The result of story helps develop creative thinking for the learner was 4.2.
- 8- The result of The story helps learners to understand and explain the behavior of others 4.66

- 9- The result of The story provides the learner with many ideas and information 4.53.
- 10- The result of The story helps learners to develop their ability to observe, research and discover 4.13.
- 11- The result of The story helps enrich imagination and creativity 4.93.
- 12- The result of The story helps learners to be a good listening 4.86.



RECOMMENDATIONS

Of me I recommend the followings, If this study will repeat to arouse further significance, it should some changes be make, Experiment should be conducted over a longer period that enables students to get rid of the traditional ways of learning English vocabulary and become more acquainted with the using of online story.

- 2. The study should be performed on other samples of teachers and students to examine if there is a significant effect of using storyline for teaching vocabularies

CONCLUSION

Stories are an ideal tool in learning language as they guide us through our whole life. So, not only learning our mother tongue, but also other foreign languages through stories that can make our effort more interesting, amusing and memorable. Students have an amazing ability to absorb language when activities are familiar and enjoyable to them. Teaching foreign language on the base of storytelling is exactly the activity which is both familiar and it is fun.

Stories may link English with other subjects across the curriculum. All skills, functions and structures may be taught by stories. Vocabulary, pronunciation and creativity may be developed.

It is important to link teaching stories to e-learning because using both will extend the students' knowledge and by using the internet, the students comprehension also will be increased to the benefits that e-learning will provide them with.

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