

Юсупова А.З.

## ВЛИЯНИЕ ПЕРЕСКАЗА ТЕКСТА В ПРОЦЕССЕ ОБУЧЕНИЯ

Yusupova A.Z.

### THE IMPACTS OF STORYTELLING IN TEACHING

*Trainers use different methods of language learning. One of the main methods of the English language learning is narration of a text, story, novel, fairy tale. Stories help us to understand the world around and to interpret the importance of decision making.*

*Преподаватели применяют разнообразные методы при обучении языку. Одним из главных методов при изучении английского языка является важность умения пересказа текста, рассказа, романа, сказки. Рассказы помогают нам понять мир и осмыслить важность принятия самостоятельных решений в жизни.*

There are many methods of teaching and learning English. The impacts of storytelling in teaching is very great. There are many reasons why students want to tell stories in classes. Stories provide students with opportunities to listen language in context rather than in bits and pieces. Stories also introduce new vocabulary and language forms within rich networks of association. Equally important, stories can have a deep impact on a person's construction of knowledge. Stories help us to make sense of our world. Stories also have the power to reach deep within us into areas that regular teaching may not visit, thereby validating the language classroom for reasons that go beyond language learning. Our students tell us and show us that they have changes beliefs, attitudes and behaviors after hearing the stories. This deep impact makes language learning an enriching experience that students find intrinsically valuable. Why giving a course depth through storytelling is important. There are some ways of helping teachers deepen the impact of storytelling through language and thinking activities that include shadowing, summarizing, students retelling and newslettering. Each of these activities could be applied for classroom material as well. The group of activities can work together and be sequenced. We want to share one "split" story and student reactions to it as a way of exemplifying our ideas. Part one of the story is below. Read it and think about it.

#### Part 1: Lancelot and The Essential Question

We have read and heard different versions of the Sir Lancelot story and it has been adapted.

Many years ago, in England, there was a castle-town called Camelot. One day Sir Lancelot went out riding on his horse from Camelot. Sir Lancelot was not very smart and so he forgot to take his sword. Suddenly on a narrow path, the Black Knight appeared. The Black Knight was Sir Lancelot's enemy.

He said, "You have no sword. I could kill you easily now. But I am a playful fellow. So I will give you a question. If you can answer this question, I will not kill you. But you must promise to return here soon." Sir Lancelot said, "ok, I promise." The Black Knight then said, "The question is, 'What do women want most?'"

Sir Lancelot didn't know the answer. But he had lots of friends back at Camelot and they were always talking about women. He thought surely they would know. So he turned and started riding back to the castle.

Suddenly, on the path an ugly old woman jumped out and stopped him. She said, "I heard your conversation with the Black Knight. I know the answer to the question. Find me a husband and I will tell you the answer." Sir Lancelot felt she was right but said, "excuse me" and he rode around her and went on the castle.

At the castle he asked all the fellow knights "What do women want most?" they all had different answers, some said chocolate, some said money, some said diamonds, some said "me". Sir Lancelot was not very smart, but he did have good intuition. His intuition also told him that the old woman he met on the path really did have the right answer.

Lancelot said to the knights, "The person who I think really knows the answer is an ugly old woman. But she won't tell me the answer unless I find her a husband. Would any of you marry her?" Immediately all of their heads dropped as if a teacher had asked a difficult question. But one of the knights, Sir Gawain, was a very nice fellow and he stood up and said, "If it will save your life, I will marry any woman." So the two of them rode out to the forest. They found the old woman and quickly told her that Sir Gawain would marry her. Then Sir Lancelot said, "please tell me, what do women want most?"

The ugly old woman said, "women want \_\_\_\_\_."

This is a handout for homework. After having Part 1 of the story in class and interacting with others about it, students are given a copy. Their assignment is to retell this part of the story to a few people and then ask as many people as possible the question, "What do women want most?" They then write about what they learned in their action logs.

#### Going deeper with stories

A depth factor in language learning in which certain kinds of teaching can reach into the emotional and affective realms of student. For instance, after hearing a story in which someone makes a mistake, they may come to believe that mistakes are

opportunities and evidence of learning instead of catastrophes: “Your story was so funny that I couldn’t help laughing. It showed me a new way of thinking. I was afraid and ashamed of making mistakes and of being laughed at, but now I learned how to take advantage of mistakes” (Azamat). Other stories may encourage students to take more risks in learning: “I learned believing in myself it is important in today’s story” (Zamir). Stories can lead students to be more aware of the limitations of their beliefs and can offer alternative ways of being and thinking. Interestingly, these shifts are quite noticeable for us and students become more active and enthusiastically engaged in class. To experience this kind of deep learning, it is crucial that learners first understand the story, then have opportunities to share their reactions and perceptions with others. It is for these reasons that we do shadowing, summarizing, student retelling and newslettering.

#### **Shadowing**

Shadowing is simply repeating language after someone either silently or out loud. When students do this silently, as they listen to a story, they are hearing the story twice: once from the speaker and once in their internal voice. This makes it easier to reproduce the story later. Beginners often shadow completely, while intermediate and advanced learners tend to shadow selectively. A quick demonstration with students helps to get them used to shadowing.

After students learn to shadow, we still find it helpful to remind them, “As you listen, remember to shadow my story because it will help you to relax and enjoy it more.” Students regularly inform of the value of shadowing: “Repeating was the most important learning for me. It help me to remember” (a son). Teachers can encourage students to do it more by shadowing their own speech in a whisper at the beginning of storytelling and by chunking or breaking up, to give time for students to silently shadow in their minds.

#### **Summarizing**

Before telling a story, students are informed that at the end they will retell the story to their partners by summarizing it in their own words. This gets them to pay more attention and to shadow more. Breaking the story into two or more parts as “split story” allows students to process smaller chunks more completely and involves them in imagining what happens next. Summarizing helps students to show each other what they understood and where they had difficulties. Working in pairs or small groups increases the opportunity for each partner to fill in the blanks where the other may be struggling. A low-level pair may also simply overhear others retelling the story borrows bits from them. As Nurbek says, “to teach my partner is good for improving English. When I teach my partner, I can know my comprehension and I am taught by him or her.” In addition to providing opportunities to check comprehension, summarizing

also allows for expanding one’s views: “I couldn’t understand the story meaning at first but after talking with my partner now I can understand it and get different meanings” (Nuraida)

#### **Retelling stories outside of class**

For homeworks teachers would ask students to retell the stories in the target language to others outside of class. Then they tell how useful it is. Telling a story is a good way to start a conversation and facilitate discussion. One of the difficulties of trying to converse in their target language is that often they can’t express as easily as in their native language because they are lack of words and grammar structures that represent their feeling and opinions. Therefore, potential topics of conversation are limited. However, with ‘storying,’ because they already know what they are going to say during the story and they already know the vocabulary and grammar beforehand, they are much better equipped to continue discussing the topics along the same line, and thus they have a higher level of conversational interaction with their partners. To create interest in the listener in what they are saying, so that they respond interactively, you can stop at a crucial point and ask them what happens next. They will never be lost for conversation topics and waste valuable interaction time in their target language!

#### **Part 2: Sir Lancelot and The Essential Question**

So there were Sir Lancelot ad Sir Gawain in front of the old woman, waiting for an answer to the question, “What do women want most?” the old woman said, “Women want....(pause).... choice.” Both Sir Lancelot and Sir Gawain were confused by this answer but they accepted it. The old lady and Sir Gawain then went back to Camelot to get married. Sir Lancelot went to meet the Black Knight. “What was the answer?” said the Black Knight. “ch...ch...ch...choice?” said Sir Lancelot stuttering in fear. “Damn! You got it right. How did you know?” “Oh, I’m just smart,” replied Lancelot. Then Sir Lancelot rode back to Camelot. The old lady and Sir Gawain had just gotten married and they went up to the wedding room at the top of the castle. The old lady jumped on the bed and Sir Gawain went to the window to get some fresh air. Suddenly, there was a very sweet breeze that came through the room and he turned and saw that the old lady had turned into a young beautiful woman. “what happened?” he wondered.

The young lady explained that a wicked witch had put a spell on her and the only way to break the spell was to marry a knight. Gawain was very excited and started toward the bed, but the young lady said, “wait, it is not completely over. I can be beautiful like this only half of every day. Do you want me to be beautiful in the day or in the night? The rest of the time I will be that old lady.” Sir Gawain thought long and hard. And finally he said, “\_\_\_\_\_.”

Note: After they tell the story to several people, students then ask them what they think Sir Gawain said and what they would choose.

#### **Newslettering**

“Newslettering” involves choosing comments and putting them on a handout or internet group letter anonymously. The newsletter is then given to the entire class to read, think about and comment on in subsequent logs. Newsletters help the students build report and community, enable them to learn from each other. The newsletters create a mental playing field where many students’ comments scaffold learning from each other. Storytelling allow students to notice how others interpret the stories and encourage students to “try on” other ways of thinking.

#### **Part 3: Sir Lancelot and The Essential Question**

Sir Gawain didn’t know what to say for the longest time. It was hard to choose between night or day. Finally, he said, “I don’t know, you decide!” and suddenly ZZZAGABOOM! Lightning struck the castle and the young lady said to sir Gawain, “You did it! You gave to a woman what she wants most: choice. Now the whole curse is off and I can be beautiful both night and day for as long as I live!”

#### **Part 4: Sir Lancelot and The Essential Question**

Note: This is an optional ending for cotinuing the story with advanced classes. Now some people say that at the end of the story the beautiful woman and Sir Gawain lived happily. But others say that Sir Gawain thought things over and he realized that the woman had had no choice when she married him. So he too came to think that choice was important, for women and men. So he decided to get a divorce and gave her the choice of meeting him if she wanted to. After telling the end of the story the students will have group discussion. They would understand the importance of choosing their own life, their own way

to live. They would decide what to do for themselves and they would find their own way, choice and own colour. They would do what they can do. Storytelling engages our narrative minds in the service of language learning in the classroom. Tools such as shadowing, summarizing, retelling and newslettering increase students’ comprehension, negotiation of meaning and feeling the community. These intensifying activities allow learners multiple opportunities to respond deeply to stories and expereince shifts in their beliefs and attitude. This leads to more lively participation in and out of class. Teacher’s choices for stories are endless. For example, stories may be based on personal experience, traditional fairy tales, etc. They may even be taken from internet. We often borrow our colleagues’ stories and have made up some for specific purposes. Whatever the source of the stories, we find it crucial to practice telling them and tell them by heart. We also notice that the more we tell certain stories, the more we realize that we can find our own way, choice and colour in life.

#### **References:**

1. Canfield, J. And M. Hansen. 1995. Chicken soup for the soul. Deerfield Beach, FL: Health Communication.
2. Murphey, 1995a. Conversational shadowing. Proceedings of the 6th Conference on Second Language Research.
3. 2000. Shadowing and Summarizing. University of Hawaii, Second Language Teaching and Curriculum Center.
4. Pavlenko, A. and J. Lantolf. 2000. Second Language learning as participation and the reconstruction of selves. In Sociocultural theory and second language learning, ed. J. Lantolf. Oxford: Oxford University Press.
5. Revell, J. and S. Norman. 1997. In your hands: NLP in ELT. London: Saffire Press.
6. Stevick, E. W. 1996. Memory, meaning and method. Boston, MA: Heinle and Heinle.

Рецензент: д.пед.н., профессор Байгазиев С.Б.