The Usefulness of Storytelling Follow-up Activities for Supporting Speaking in EFL Learners

by

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Submitted to the School of Human Sciences

in partial fulfillment of the requirements for

the degree of B.A. in the Department of

Linguistics and Languages

Universidad de Nariño

November, 2016

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November, 2016

Las ideas y conclusiones aportadas en el siguiente Trabajo de Grado son responsabilidad

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Artículo 1 del acuerdo No. 324 de octubre 11 de 1966 emanado del Honorable Consejo Directivo

de la Universidad de Nariño

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San Juan de Pasto. Noviembre del 2016

Este trabajo quiero dedicarlo a mi familia, mis padres Álvaro y Cristina y a mis hermanas

Marcela y Maritza que me han apoyado incondicionalmente a lo largo de mi carrera. Agradezco

a Dios por darme un hogar en donde he crecido personalmente y profesionalmente, en donde

creo en mi misma y seré capaz de sobrellevar las complejidades y triunfos en mi vida futura.

Martha Paz Gustin.

Resumen

Este artículo describe la utilidad de ocho actividades después de la narración de cuentos que tienen como objetivo promover las habilidades de habla de los alumnos. El profesor de Inglés como Lengua Extranjera (EFL) puede carecer de orientación sobre la aplicación de las actividades sin un documento que exponga sus objetivos, paso a paso y estrategias. Por lo tanto, este trabajo de investigación busca definir el método, estrategias, técnicas y objetivos para las actividades. En primer lugar, fue necesario seleccionar las actividades relacionadas con la narración y modificarlas para desarrollar habilidades de habla tales como pronunciación, entonación, categorías gramaticales y fluidez. Igualmente, se definió un método compatible, estrategias y técnicas específicas que ayuden a lograr el objetivo de cada actividad. Finalmente, con esta información fue posible determinar sus posibles efectos, algunas recomendaciones y limitaciones en el contexto del Inglés como Lengua Extranjera. En resumen, este artículo describe cómo aplicar las estrategias y técnicas de las actividades de seguimiento para reforzar la narrativa como una actividad de habla interactiva y extensa, al igual que las habilidades de habla en los estudiantes.

Palabras clave: narración de cuentos, actividades de seguimiento, profesor y entorno del Inglés como Lengua Extranjera.

Abstract

This paper describes the usefulness of eight follow-up activities for storytelling that aim to promote learners' speaking skills. English as a Foreign Language (EFL) teacher may lack of guidance regarding the activities' application without a paper that exposes their objectives, step by steps and strategies. Therefore, this research paper intends to define the method, strategies, techniques and aims for the follow-up activities. First, it was necessary to select the activities related to storytelling and modify them in order to develop speaking abilities such as pronunciation, intonation, grammatical categories, stress patterns and fluency. Then a compatible method was defined and so specific strategies and techniques to support each activity's aim. Finally, with this information it was possible to determine their possible effects, some recommendations and limitations in EFL settings. In brief, this paper describes how to apply the follow-up activities' strategies and techniques to reinforce storytelling as an interactive and extensive speaking activity and students' spoken production.

Keywords: storytelling, follow-up activities, EFL teacher and settings.

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The Usefulness of Storytelling Follow-up Activities

for Supporting Speaking in EFL Learners

Interaction in English as a Foreign Language (EFL) classroom could be a deciding factor in the enhancement of speaking skills. However, teacher-student interaction becomes impossible if students do not participate in class (Choudhury, 2005). Therefore, it is important that teachers apply activities that set students on participating actively. This research paper brings the description of interactive activities after storytelling and their usefulness in supporting speaking skills. The objective of this paper is to expose the advantages and limitations of the activities in order to work as guidance for EFL teachers. The pedagogical activities in this document propose appealing and entertaining techniques to promote students' oral skills by allowing them to take part in the creation and socialization of a story. The activities demand that students perform as storytellers by using body language and changing their voices in such a way the comprehension of the stories is achieved. The follow-up activities permit students to express individually and listen to each other which make them more confident and improve their academic performance (de Andres, 1999).

The importance of this research paper for EFL teacher is explained next. According to Tsou (2006) the lack of experience in applying storytelling in EFL contexts has made teachers doubt about the implementation of storytelling activities in their classroom. In order to promote storytelling in EFL classrooms, it is necessary to provide teachers with a set of activities to reinforce storytelling and inform them about their possible effects on language skills specifically speaking skill. This could give them strategies and techniques to work with stories that guide students in their preparation and performance as storytellers. Besides, by means of these activities, teachers could promote classroom interaction. The realization of the activities involves

a permanent oral communication where students could practice their speaking micro skills such as pronunciation, stress patterns of English and their macro skill specifically fluency.

On the other hand, the basic material of these activities could be defined as an authentic material because it exposes students to real language (Richards, 2001 cited in Kilickaya, 2004). Consequently, teachers could help students learn and practice language forms and functions in different interaction contexts. Equally, the stories components such as characters, places, emotions and values offer students contextualized vocabulary and content. This could give teachers the opportunity to practice memorizing techniques and strategies in the classroom (Wright, 2009). Storytelling could support a significant learning when it works with creative, dynamic and motivational activities to achieve students' story comprehension and participation.

Storytelling in the English Teaching Context

Storytelling could be considered as a creative and appealing way to introduce human interaction. This activity could go forward by becoming a procedure with techniques that assure the objective of achieving language acquisition in EFL learners. Storytelling is defined as narrating a tale to an audience by means of voices and gestures (National council of teachers of English, 1992) and has an important practice in the teaching of a foreign language. Therefore, its popularity could increase if it is defined and organized by stages that accomplish the basic needs of learners in terms of creating and socializing their stories. This activity also helps student in their construction of appropriate and coherent speech, and knowledge about language usage (Wright, 2009).

Storytelling works with true or fictitious stories with interactive visual aids. Stories can be used to teach more than a foreign language, they are opportunities to set social interaction in the classroom. This material involves reading abilities in order to comprehend a story. Without a comprehensible input, it could be impossible to foster students' classroom interaction. Moreover,

when teachers encourage students to learn a language by means of stories, they promote a constant learning habit out of the classroom (Morrow, 2001). In this way, storytelling should be conceived as an in and out classroom activity.

The aim of storytelling activities is to get students talking in class by making them take part in the narrative flow, make predictions or negotiations from the story. According to Charney (2002) stories help readers analyze the impact of characters' behavior which is useful to make predictions. By encouraging students to be storytellers, storytelling may support speaking skills, specifically pronunciation, stress patterns, intonation and fluency. On the other hand, students' spoken participation is essential for teachers in order to know if the story is understood and their instruction and performance are assertive. Teachers should consider students' participation as a self-evaluation process and source of information about activities' fulfillment. If the activity is interactive and students respond constantly in the narrative process, the activity could be considered meaningful to learn a foreign language (Wallace, 2000).

Storytelling Follow-up Activities to Promote Speaking Abilities

The activities after storytelling could be an opportunity for students to show and increase their spoken abilities. The speaking micro skills of pronunciation, intonation and grammatical categories uses could be promoted. The teaching of these skills offers students the possibility to acquire basic knowledge about oral production. In order to be understood by an audience it is necessary to pronounce English sounds accurately as well as tonal distinctions and stress or rhythmic patterns. Equally, the use of English intonation helps define communicative functions such as apologizing, suggesting or planning and some other functions (Lackman, 2010).

It is important that students know grammatical word categories (e.g. noun, adjectives, verbs and adverbs) in such a way they use them correctly in spoken communication. Finally, they may need to be instructed in terms of small speeches functions such as elaborating main and

supporting ideas. In this way, they will be able to produce non shifting discourses in order to make the audience follow a speech.

Micro skills could be reinforced by means of interactive speaking which is more appropriate to make students practice limited and specific oral production. This way of communication can be defined as transactional language where students discuss specific information or interpersonal exchanges where students practice sociolinguistic conventions, humor, slangs and colloquial language (Sulispriyanto, 2015). Slower speech, face to face interaction, body language, speech clarification and pauses help students use their micro skills always monitored by teachers. Interactive language could work as a preparation stage where learners would practice and reinforce their performance as storytellers. Therefore, it is necessary to describe five follow-up activities that guide students in the preparation of their speeches

Activities for Building up Students' Interactive Speech

The objective of the following activities is to support students in the preparation of their discourses and increase their confidence as storytellers. By allowing students to control their own discourse, teachers resort to students' intrinsic motivation to discover the foreign language in context and not in language instruction (Choudhury, 2005). Students will be the center of the building process because they will need to understand, interpret and deconstruct the story in order to complete each task.

Group storytelling with cards is a modification of group conversations with cards, created by Lackman (2010) who suggested teachers to organize the class in groups of three students in the first place, and then give them a card which contains the section of the story that they will retell with a set of vocabulary from the story and a timer. The teacher could also assign them a strategy in order to deliver the story. This could be an emotion or a technique such as joy, sadness, angriness or drawing, role playing respectively. It is equally important that the rest of the

class interact with the group by guessing what section of the story is. The groups can perform

again by switching cards.

Story recall is an activity where students are asked to identify the gist of the story, based

on key points, for example, characters, events and their goal and problem (Wright, 2009). Its

main objective is to assure students' comprehension of the story firstly by recognizing, organizing

and sequencing the stories' parts, then by explaining a story's language expressions and language

functions. An advantage of this activity is that students can recreate the language' structures

from the story and use them again which help them comprehend the components and complexity

of a sentence. (Tsou, et al, 2006). When students are not able to build sentences to make story

recalls because of their non-proficiency language skills, drawing word webs could be an

alternative to recall the story. They would also organize and classify story's components by

means of a chart. (See table 1)

Table 1
Story's components and organization

Characters (Brief description)		Place (Brief description)	Events (List in chronological order)
Name	Personality	1.	1.
			2.
		2.	3.
			4.
		3.	5.
			6.

Note. Adapted from *Storytelling with children,* p.15, by A. Wright, 2009. Oxford: Oxford University Press

Storytelling grid is an activity by which students can be aware and utilize emergent

vocabulary from a story in order to retell or create alternative stories (British Council, 2004). The

teacher must select a group of words that could cause a lasting impact on telling a story. Then he

writes them in a set of grids on the board by classify them into grammatical categories such as

names, adjectives, verbs or adverbs. In this way, students can choose and mix the words from the

grids to retell their stories. The objective is creating a story by using all the words in the grids.

Students will be asked to tell their stories in class and also make the story grids.

Editing story works as a filter by which students tell a story to the teacher or classmates

and receive their opinions that help as feedback. This activity could be developed orally and

teachers could organize students in pairs with the roles of editor and storyteller. Both should

know the story in order to produce reliable feedback and also the editor could help tell the story

(Wright, 2009). In addition, the storyteller is allowed to use body language in case he does not

remember a word. Teachers are the ideal alternative to be the listener in the editing process,

nevertheless it is important that teachers will resort to students' collaborative attitude towards

themselves and implement peer editing. Guided by a suitable checklist, students as editors would

help each other achieve a coherence and accurate story (see table 2).

Table 2
Storytelling checklist

Requirement	Achieved	Missed
1. Did students explain vocabulary and phrases of the story in advance?		
2. Did students bring realia or any material?		
3. Did students make stories their own with natural speech?		
4. Did students use multi-tones?		
5. Did students perform dramatically?		
6. Did students use softness, hardness volume, rhythm, pause in her voice appropriately?		
7. Did students get engaged and act during the performance?		

8. Did students use body language or mime in the performance?
9. Did the story have a coherent sequence?
10. Did the story have an understandable climax?
Comments:

Note. Adapted from *Storytelling with children,* p.15, by A. Wright, 2009. Oxford: Oxford University Press

Draw and guess the story is an interactive version of picture narrating. Teachers start telling the story and ask students to take relevant notes which summarize main events of the story. It was created by Wright (2009), and it is geared towards intermediate level students. Having told the story, teachers draw something that describes a part of the tale and set students on guessing which part of the story is. Then students work in pairs drawing and guessing between them. In this way, students would practice the story and learn how to express their ideas.

After the development of these activities, it is necessary to propose activities that carry out students' unlimited and uninterrupted speaking production. The achievement of the activities would be influenced by the macro skill, fluency. In order to practice fluency, it is mandatory that students practice their storytelling permanently. Fluency is also related to accuracy. Nation and Newton (2009) established that activities fostering fluency and accuracy can work hand by hand so that students can produce speed speeches without hesitations and grammatical errors. Furthermore, by performing the language in real time, students could realize how accurate they are in terms of grammar.

In order to create activities that prompt larger oral production, it is important to define extensive speaking. This type of speaking involves a complex and long discourse in which students may produce a monologue almost without oral interaction. Even though oral production

is not controlled or predictable, it should have a planning process beforehand (Brown, 2004). For that reason, extensive speaking should be prepared by means of the previous interactive activities and then developed by the following procedures that promote unlimited students' speeches in storytelling.

Activities for Socializing Extensive Oral Performance

In these activities group work is involved in order to demonstrate students' oral skills and give a rise to interaction. With these activities the whole class is engaged by students' active participation and teachers are able to address students' speaking ability.

Retelling a whole story is defined as telling a tale already told to an audience by means of voices and gestures (National council of teachers of English, 1992).Teachers whose purpose is to improve speaking skills in the classroom should consider this activity due to its emphasis on collaborative work by making the whole class pay attention to each classmate's larger performance and authentic materials. This activity should be carried out in an unusual way in order to avoid telling the story as a monotonous class. Therefore, the class arrangement would be a circle or semicircle to set students on paying attention to the storyteller. Other considerations are suggested such as bringing a special accessory for the storyteller (e.g. a colorful hat or jacket), starting to tell the story in total silence and using dramatic rhythms of voice such as suspense pauses, softness and harshness.

Circle storytelling is a modification of the activity Circle time by White (1992), it consists in teachers telling a story to all the students in the circle and stop at a convenient point, and then they assign each student to continue it by adding from four to ten sentences with a description about the characters, the places or action until they finish it off. This is one of the activities that promotes and exposes students' creativity and imagination because they are in charge of creating a story. In addition, teachers who develop this group activity are enhancing tolerance and respect

to others in the classroom. Teachers' interventions are made when students need help with the right sequences, based on a story's parts, its beginning, climax, problem or goal and ending with a solution.

Picture narrating is an activity where based on teachers' rubric, students are asked to tell a story follow a set of sequential pictures. Teachers tends to provide vocabulary and language structures that are suitable to be used in the narrations (Kayi, 2006).   Being one of the picture-cued tasks, the activity's objective is to promote intensive and extensive language. According to Brown (2004) the former involves students' knowledge of grammatical forms, lexical, phonological relationships and prosodic elements in short samples of the language. In this way, with picture narrating teacher could know in detail what to expect from students' performance because these specific competencies.

Storytelling Follow-up Activities on EFL Classrooms

Storytelling follow-up activities are defined in this paper as convenient procedures to set students on interacting in the EFL classroom. These activities also provide the context of students' learning process. This context aims to establish a natural way to learn a foreign language. In other words, storytelling and its follow-up activities are proposed to achieve a replication of the way how students learn and interact with the first language by means of tales. Therefore, it is suggested for EFL teachers to develop the activities based on a teaching method that achieves basic similarities with the follow-up activities' step-by-step and techniques. The direct method is recommended because it intends to make students to link their thoughts directly with language expressions and their experience with language. A common objective of this method and the follow-up activities is to foster verbal interaction in the class which could result in positive effects on speaking abilities. Interaction in classrooms always exposes students' speaking skills and helps them recognize their strengths and limitations. In accordance with the

direct method a good interactive class is the one where English is used the whole time by

students and they were set on thinking in English to communicate instead of its translation

(Richards & Rodgers, 2001). In this way, interaction is the opportunity to discover the language

by practice before theory.

Having defined the teaching method to support the follow up activities in this paper, a

description about the effects of the follow up activities on speaking skills is necessary to see their

adaptations and limitations in the EFL learning context.

Effects and Aims of Storytelling Follow-up Activities on Speaking Skills

To describe more specifically the effects of the follow up activities, it is important to

classify them in two groups. Both groups define this proposal in two stages, the preparation of

students by assisting them in the understanding, creation and interaction of a story and then the

presentation as storytellers with their extensive oral production.

The first group of follow up activities develops interactive speaking skills in students in

order to understand, interact and compose a story. In the following chart, some procedures and

strategies are suggested in order to achieve some subsidiary aims in the EFL classroom.

Table 3
Short oral production activities' procedure, strategies and aims

Follow up activity	Procedures and strategies	Aims
Group storytelling with cards (Lackman, 2010)	1. Group work 2. Discuss a story	1. Students assign and play roles 2. Create a context
Story recall (Wright, 2009)	1. Discuss, summarize and recognize a story' gist and components 2. Remember relevant information by drawing a mental map 3. Repetition of useful	1. Understand and create awareness about the story, identify its main and supporting events and foster interaction. The recreation of the language' structures in the story and comprehension of the complexity of a sentence. (Tsou, 2006) 2. The creation of bonds between

	expressions from the story. Drill these expressions	the characters and actions. The interpretation and integration of story's sequence in a schema (Kayi, 2006). 3. The support for students in their task of retelling the story by familiarized expressions. Draw students' attention on the target language, stress and intonation patterns.
Storytelling grid (British Council, 2004)	1. Identify grammar categories 2. Practice vocabulary and meaningful repetition. 3. Use words associations and words families 4. Pausing and backtracking	1. Support for create complete and coherent sentences. 2. Words' sound awareness, use the vocabulary in different context and language combinations. 3. Selection of relevant vocabulary for students' task and foster rapid mnemonics. Linguistic and meaning associations of words by letters' combinations and words' context 4. Stimulate interaction and accurate responses (Choudhury, 2005)
Editing story (Wright, 2009)	1. Students comment about their classmates' performances and their own. 2. Q&A from students' stories	1. Foster Peer correction, self-correction and collaborative learning 2. Foster interaction and guide students in achieving accurate responses
Draw and guess the story Wright (2009)	1. Rephrasing a story 2. Pausing production	1. Practice the story with some of its specific events 2. Students receive teachers' feedback

Note. This is a summary about useful procedures, strategies and objectives of the follow up activities to build up students' speech.

Other recommendations in the activities' adaptations and the practice of micro skills are

discussed next. Group storytelling with cards is an interactive activity that involves the

participation of the whole class at guessing the story. Teacher could do it as a game with points

and rules, using competition in order to call students' attention. In terms of speaking micro skills,

this activity asks students to rephrase the story which is good for practicing pronunciation and stress or rhythmic patterns (Lackman, 2010). The use of the cards is helpful for teachers that want students to practice certain vocabulary, for example transitional words. Story recall aims student's ability to summarize the story in mental maps or teachers' charts. However, it is suggested that teacher become flexible by permitting students to create their own mental maps or schemas and give students the opportunity to find their own means to understand the story. This flexibility and freedom could ensure a productive environment (Brown, 2001). Storytelling grid is suggested in order to promote the use grammatical categories and to make students aware of pronunciations changes by transferring written English to spoken performance. Editing a story brings teachers a resourceful material, checklist. This could help teachers explain how to tell a story successfully and students how to use a checklist. Besides, it is appropriate to promote listening skills in the classroom. Finally, draw and guess the story should be considered as an activity of preparation of the extensive activity, picture narrating. This interactive version of picture narrating helps students transfer listening to speaking. There may be many different techniques for these interactive activities; however teachers could use dialogs and repetitive passages taken from the story to reinforce pronunciation, intonation and stress patterns (Isbell, 2002). These techniques may be implemented in all these activities.

The second group of activities is extensive follow-up activities whose aim is to encourage students to deliver their stories fluently. In the following chart, some procedures are recommended for teachers to achieve aims and positive effects in EFL classroom and some strategies are for students in their performance.

Table 4

Long oral production activities' procedures, strategies and aims

Follow up activity	Procedures and strategies	Aims
Retelling a whole story (Wright, 2009).	1. Students retell a story 2. Use body language and eye contact 3. Role playing, using dramatic rhythms of voice and suspense pauses. 4. Pausing in the performance and Q&A with the audience	1. Promote a nonstop speech, practice of fluency 2. Improve audience' comprehension, overpower the story and attention, create a bond with the audience (Berkowitz, 2011). 3. Achieve the audience's interest and engagement in the story 4. Generate predictions and audience's affective and experience associations with the story
Circle storytelling (White, 1992)	1. Story completion in group with teacher's intervention and feedback 2. Creating a story 3. Use of cultural content and morals	1. Collaborative work, listening comprehension, coherence in the story 2. Expose students' creativity and permit them to express individually 3. Cope with groups' diversity and encourage every student to participate (Choudhury, 2005)
Picture narrating (Brown, 2004)	1. Tell a story based on pictures 2. Use of visual aids	1. Assessing students grammar, vocabulary and prosodic elements 2. Practice vocabulary; create mental linkages between word and drawings.

Note. This is a summary about useful procedures, strategies and objectives of the follow up activities to perform extensive speeches.

These activities have been defined as learned-centered. They represent the last stage of

this proposal where students have been provided with storytelling strategies and assisted to find

their way of telling a story. However, they would hardly be applied in groups with many students

because they demand more time, individual attention and an ongoing monitoring by teachers. Develop these activities only with advanced students is an alternative to cope with big groups of students. Teachers would have more possibilities to develop the activities successfully and would not be stressed by an overwhelming number of students. Circle storytelling promotes cooperative work, students' creativity and listening skills. However, in this type of activity where students create the story, it is necessary that teachers guide students in the sequence of the story. As a result, teachers avoid irrelevant information for the story and show students its right sequence. Picture narrating is appropriate to classes where students need to practice intensive and extensive language. For this reason, it is recommended to apply this activity after the interactive activity draw and guess a story.

Follow-up Activities for Storytelling in Colombian EFL Classrooms

The methodology, procedures, strategies and all above the monitored process offered for EFL students in these activities have not been found in other research papers. Therefore, it could be said that Colombian EFL educational settings lack experience in applying these activities after storytelling as supporting procedures. There is no evidence of implementation of these activities that firstly aim to prepare and support students in their tasks and then demonstrate the results in their performance. Then it is necessary to determine some possible problems and alternatives in the application of these activities in Colombian's classrooms.

EFL classrooms in Colombia are divided in two sectors, public and private settings. The common problem that both educational settings face is tales' designs. Tales are designed as authentic materials for native speakers (Hammer, 1991 cited in Kilickaya 2004). Then tales could not be appropriate for non-native speakers because of their cultural contents and language expressions such as idioms. In order to overcome the differences in terms of cultural content in

the stories, teacher should apply Q&A strategy focused on making students aware of their culture contextualization.

There are more students in a public classroom than private schools. Due to the fact that most of the activities especially story recall, grid storytelling, editing story, storytelling and picture narrating requires teachers' individualize attention for students, big group of students could represent an issue for them. Therefore, it is necessary to assign advanced students to help their classmates in the development of the activities. This provides teachers with the opportunity to have a better control of the activities. Similarly, English level differences in students of private schools' classrooms represent an issue for the activities. In an intermediate level group, it is possible to find elementary and advanced students. Elementary or pre-intermediate English level learners are not prepared to accomplish every task in the procedures. However, a possible solution is teachers' ongoing monitoring that helps identify students' level and so their strength or difficulties to perform. Then teachers would make intermediate and elementary students develop advanced and basic tasks respectively. Advanced students could concentrate on the extensive activities and elementary students focus on the interactive activities.

General recommendations to facilitate the applications of the eight activities are brought to discussion. Students and teachers must tolerate errors in the performances and they should avoid interrupting the storyteller unnecessarily. On the contrary, teachers should provide the correction as a choice. This strategy could maintain students' self confidence and foster the practice of self-correction. A successful storyteller dramatizes their role in order to keep the audience engaged to the story. Acting may be very demanding for students and sometimes it is not possible because of students' embarrassment. As a solution, students may be encouraged to sell the story as their own. If it is necessary, they must experience an emotional set in order to deliver emotions and roles successfully. This challenges all students to find their own style of

telling a story and be genuine or resourceful when acting is not an expertise. In order to achieve the audience's engagements in the extensive activities, teacher may make students consider two important factors, energy and enthusiasm in their performance (Lewis, 2002). The engagement of the audience is important in the activities' application, classroom management and understanding of the story.

Conclusions

The main objective of this paper is to describe how useful are the follow-up activities in reinforcing storytelling and so speaking skills specifically pronunciation, stress patterns and fluency.

Storytelling is a potential activity to foster classroom interaction when students are encouraged to become storytellers and interact in the narrative flow. In a similar way, this activity may be used to teach non shifting speeches' formation.

The follow-up activities such as group storytelling with cards, story recall, storytelling grid, editing story and draw and guess the story are useful to teach basic knowledge about oral production specifically pronunciation, intonation, grammatical categories and stress patterns. These activities also help students plan and build up their speeches as storytellers. It is highly recommendable to use the following techniques rephrasing, pausing, repetitive passages and strategies such as visual aids or charts. They promote pronunciation and stress patterns as well as the story's comprehension.

The second group of follow-up activities specifically retelling a story, circle storytelling and picture narrating get students performing as storytellers. These activities are useful to make students practice fluency. They challenge learners to produce a coherent story but also to combine many resources in order to sell the story and engage the audience to pay attention.

However the follow-up activities may face some limitations regarding their application in EFL classroom. The first one is the classes with a big number of students. The second group of activities may not be achieved in these groups because they demand much time and an intensive monitoring of teachers for each student. The second limitation is the diverse levels of English in one classroom. The first set of activities is flexible to be developed with elementary and intermediate students. Nevertheless, the second group only should be developed with advanced students.

In brief, by mean of the activities' descriptions regarding their step by steps, aims, strategies and techniques in this paper, it is possible to affirm that they are helpful to support learners' spoken abilities and encourage them as potential storytellers.

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