

## STORY READING IMPACT ON EFL LEARNERS' LANGUAGE DEVELOPMENT AND COMPREHENSION

### *IMPACTO DA LEITURA DE HISTÓRIAS NO DESENVOLVIMENTO E COMPREENSÃO DA LINGUAGEM DOS ALUNOS DE EFL*

### *IMPACTO DE LA LECTURA DE HISTORIAS EN EL DESARROLLO Y LA COMPRENSIÓN DEL LENGUAJE DE LOS APRENDICES DE EFL*

Samira GHAREMANI<sup>1</sup>  
Shadi GHAREMANI<sup>2</sup>

**ABSTRACT:** While there are numerous studies of educating EFL learners in the literature, story reading has gotten little study attention. However, just a few research studies have looked into story reading and its potential impact on EFL learners' language development. The impact of English Story Reading instruction on EFL learners' performance was investigated in this study. According to the findings, story Reading training increases student engagement, facilitates EFL reading and story-recall compositions. On the other hand, we are dealing with Storytelling, not just for pleasure. This study aims to diagnose the impacts of Storytelling on students' linguistic components of communication abilities and assess the extent to which Storytelling may assist students in improving their communication skills. The results demonstrate that Storytelling improves reading abilities by allowing kids to correlate meanings and emotions with words. Students expand their vocabulary and learn when and how to utilize specific words and phrases.

**KEYWORDS:** Story Reading. Scaffolding interaction. Classroom participation.

**RESUMO:** Embora existam numerosos estudos de educação de alunos de EFL na literatura, a leitura de histórias recebeu pouca atenção do estudo. No entanto, apenas alguns estudos de pesquisa analisaram a leitura de histórias e seu impacto potencial no desenvolvimento da linguagem dos alunos de EFL. O impacto da instrução de leitura de histórias em inglês no desempenho dos alunos de inglês como língua estrangeira foi investigado neste estudo. De acordo com os resultados, o treinamento de leitura de histórias aumenta o envolvimento dos alunos, facilita a leitura de EFL e as composições de recordação de histórias. Por outro lado, estamos lidando com Storytelling, não apenas por prazer. Este estudo tem como objetivo diagnosticar os impactos da Contação de Histórias nos componentes linguísticos das habilidades de comunicação dos alunos e avaliar em que medida a Contação de Histórias pode ajudar os alunos a melhorar suas habilidades de comunicação. Os resultados demonstram que o Storytelling melhora as habilidades de leitura ao permitir que as crianças correlacionem significados e emoções com as palavras. Os alunos expandem seu vocabulário e aprendem quando e como utilizar palavras e frases específicas.

<sup>1</sup> University of Neyshabur, Neyshabur – Iran. English Department. MA student in TEFL. ORCID: <https://orcid.org/0000-0002-9769-1463>. E-mail: [ghahremanisamira399@gmail.com](mailto:ghahremanisamira399@gmail.com)

<sup>2</sup> University of Neyshabur, Neyshabur – Iran. English Department. MA student in TEFL. ORCID: <https://orcid.org/0000-0002-5269-4409>. E-mail: [ghahremanishadi6@gmail.com](mailto:ghahremanishadi6@gmail.com)

**PALAVRAS-CHAVE:** *Leitura de histórias. Interação de andaimes. Participação em sala de aula.*

**RESUMEN:** *Si bien existen numerosos estudios sobre la educación de los estudiantes de inglés como lengua extranjera en la literatura, la lectura de cuentos ha recibido poca atención en los estudios. Sin embargo, solo unos pocos estudios de investigación han analizado la lectura de cuentos y su impacto potencial en el desarrollo lingüístico de los estudiantes de inglés como lengua extranjera. En este estudio se investigó el impacto de la enseñanza de la lectura de cuentos en inglés en el rendimiento de los estudiantes de inglés como lengua extranjera. De acuerdo con los hallazgos, el entrenamiento de lectura de cuentos aumenta la participación de los estudiantes, facilita la lectura de inglés como lengua extranjera y las composiciones para recordar cuentos. Por otro lado, estamos ante Storytelling, no solo por placer. Este estudio tiene como objetivo diagnosticar los impactos de Storytelling en los componentes lingüísticos de las habilidades de comunicación de los estudiantes y evaluar hasta qué punto Storytelling puede ayudar a los estudiantes a mejorar sus habilidades de comunicación. Los resultados demuestran que Storytelling mejora las habilidades de lectura al permitir que los niños correlacionen significados y emociones con palabras. Los estudiantes amplían su vocabulario y aprenden cuándo y cómo utilizar palabras y frases específicas.*

**PALABRAS CLAVE:** *Lectura de cuentos. Interacción de andamiaje. Participación en el aula.*

## Introduction

This research aims to see how English Story Reading teaching affects EFL learners' performance. In English-speaking countries, stories are extensively utilized for literacy development. They are said to have several benefits in language development, including improving motivation, engaging the imagination, and developing fluency in language abilities. Grammar-focused games and pattern drills, on the other hand, are the dominant teaching techniques in English classrooms in some countries, such as Iran. Teaching English through stories is not a popular strategy in all English learning contexts, especially adult education. The following study investigates the efficacy of Story Reading for promoting interaction in English classrooms and other settings where communicative language teaching is not widely implemented (GHORY; GHAFORY, 2021). It demonstrates its benefits as a novel approach with the potential for broader adoption.

## Story Reading Impact on Language Development and Production of EFLs

One of the most researched forms for improving language learning among EFL students is storybook reading. Many studies have demonstrated that shared storybook experiences help EFL learners make considerable progress in various areas. EFL learners gain from story reading

in two ways: language acquisition and literacy acquisition. EFL students not only improve their language and literacy skills, but they also expand their vocabulary, learn how to handle books, and develop a variety of other skills. As they debate the text and images, story reading can provide an opportunity for young EFL learners to communicate.

During story reading in the classroom, language development is a significant priority. According to researchers, EFL learners with strong language competencies have been exposed to most literature, such as story reading. Chomsky (1972), a linguist, argued that the adult-child reading experience increased syntactic complexity and vocabulary in early EFL learners.

Many studies have discovered significant links between reading aloud to preschoolers and their subsequent literacy success (SEE LARSARI, 2021). According to related studies, the number of hours a kid is read in preschool is the best predictor of later reading school achievement. Reading books aloud improves reading skills and listening and speaking skills. EFL learners exposed to storybook reading regularly are more likely to employ complex sentences, improve their literal and inferential comprehension skills, develop tale concepts, recognize letters and symbols, and develop favorable attitudes about reading. Neuman (1999) discovered that literacy scores improved dramatically when basic teacher training was supplemented with book readings in childcare centers for low-income EFL learners.

The text is the critical reference for the communication activity when a story is read as fixed on the page. The words are not remembered at a Storytelling activity because they are daydreaming and getting drowned in the story. The researchers describe the models as oral interpretative and oral traditional forms of Story Reading performance. In an oral traditional Story Reading event, the tale, in its emergent, imaginative core, and the relationship between reader and listeners, are the primary references in performance's fluid, interactive space.

Although the substance of Story Reading and Story Telling is similar, they differ in critical ways in their execution. One distinction is the level of audience participation. EFL students are encouraged to join in on repetitive phrases or refrains during tale reading. They are given the option to suggest variants in specific free story segments. Academics have labeled these aspects of Story Reading as co-creative and a form of two-way communication. One of the essential benefits of reading stories has been considered to be the development of imagination. Participation in story reading usually entails a discussion of the book artwork.

Both telling stories and reading good EFL books can help students develop their imaginations and encourage them to draw mental pictures. On the other hand, story reading necessitates more concentration without imagination.

According to Ellis (1997), story reading is the most effective approach to improve reading skills.

Learners can learn about the differences between reading silently and aloud by engaging in the story reading process. Story Reading also assists in training EFL learners to read and develop written communication skills and an understanding of story structure.

Story reading's theoretical and practical implications are becoming better recognized. Collins (1999) discovered that story reading might teach EFL students in various ways. She concluded that tales provide a conceptual framework for thinking, allowing EFL students to put their experiences together in a logical order. Reading stories provides EFL students with a language and cognitive model that they may imitate, allowing them to map experiences and see visuals in their heads mentally.

Another research claims that Story Reading can help with fluency and vocabulary development. According to Maguire's (1985) research, Story Reading helps EFL learners strengthen their capacity to think symbolically and metaphorically and increase their vocabulary and attentiveness. Reading stories in the classroom also helps students' oral and written language and reading comprehension. According to Malo and Bullard (2000), story reading may be more helpful than other mediums in developing talents that prepare EFL students.

Another study indicated that partaking in a Story Reading activity increased EFL learners' narrative ideas, comprehension, vocabulary, and other skills. Myers (1990) researched with EFL learners in grades 2 through 5, in which some stories were read, and others were narrated. During her research, she discovered that EFL learners and storytellers liked and interacted more during Story Reading than Story Telling. However, during Storytelling, the EFL learners fidgeted, turned away, and drowned in daydreaming.

Another study investigates whether EFL students who heard stories told they performed worse on comprehension and vocabulary tests than students who heard stories read because they were distracted by their imaginations. The stories were told differently to the EFL students, who ranged from 7 to 11. The Story Reading group of EFL learners had considerably superior comprehension and vocabulary scores.

In addition, listening to tales has been shown to positively impact children's language development in various ways (ISBELL *et al.*, 2004). Storytelling is a process in which a teller delivers a narrative in a realistic setting, utilizing gestures, vocalizations, and pictures to communicate a message to the audience (MELLO, 2001). Brewster *et al.* (2002) found that Storytelling has the power to directly engage learners, motivate them, and pique their interest

in the subject matter (WRIGHT, 2013). Storytelling has been shown to improve children's oral and written language development (FIEN *et al.*, 2011; BAKER *et al.*, 2013). Information and vocabulary may be better memorized via Storytelling (WAJNRYB, 2003). Lenhart *et al.* (2018) investigated the effect of story listening on vocabulary acquisition. They discovered that vocabulary was acquired incidentally without any word explanation with a moderate effect ( $d = 0.37$ ) that was not stable over time (age 3–6), implying that incidental vocabulary training alone may not be sufficient. Mello (2001) found that employing narrative improved vocabulary, fluency, and writing abilities, among other things, in a meta-analysis. Suggate *et al.* (2013) looked at Storytelling in second and fourth-grade German readers and found that speaking stories more freely had more significant advantages than merely reading them. In first graders, reading aloud has been proven to improve vocabulary, comprehension, and narrative language, as well as phonological awareness (BAKER *et al.*, 2020). (SWANSON *et al.*, 2011). Because Storytelling is an implicit approach, adding flashcards to it to teach components would be a further rise in efficacy, according to Marulis and Neuman (2010). Barwasser *et al.* (2020) and Knaak *et al.* (2021) looked at the effects of a combined storytelling intervention with implicit and explicit components on vocabulary acquisition in students with and without learning disabilities in English language learning. They found that this combination is effective in the context of vocabulary acquisition. Anwar, S. (2017) and Barwasser *et al.* (2021) took a step further and looked at the impact of the combined storytelling technique on vocabulary and reading in German second language learners in elementary school.

### **Why is Story of such importance?**

Perhaps the stories (actual and imagined) that each of us carries within us are what makes us human. Many people believe that the ability to tell stories is reserved for authors, shamans, and the elderly. The truth is that we have all been telling stories since we were kids. Blind and visually impaired children, as well as deaf-blind children, have tales inside them. It is critical for their social, emotional, and cognitive development, particularly communication and literacy, to assist them in telling their experiences.

Stories come in a variety of kinds. Poetry, singing, dancing, drawings, dramas, and even Dad jokes are all types of Storytelling. The storytellers employ various methods to convey their experiences with others, including braille, sign language, film, and dance.

Some stories have a dynamic quality; we hear or feel them and then vanish. When we write stories down or record them in some form to return them repeatedly, they become

stagnant. Suppose the materials used to take a bath are placed in an experience box or bag. In that case, visually impaired or deaf-blind children can tactually explore objects acquired on a stroll or play with the materials needed to take a bath and experience a tale. Another youngster with reduced eyesight could like simple image books with small font. Other means for sharing a narrative with others include audio and braille.

The tale itself, or its production, is more essential than the form or medium.

Stories assist us in coping. The tales we learn or tell ourselves help us make sense of our life events. Consider a narrative that a small child may make up and then return. "It is dark and stormy outside." I am terrified. In my closet, I believe I see a monster. Is it going to hurt me? If I scream enough, Dad or Mom will rush to my rescue."

The youngster does not know if the narrative is fiction or nonfiction when he repeats it to himself. He is just making up a narrative about what occurs when he calls out in the middle of the night. The force of that narrative, on the other hand, could be able to help him relax and take action to satisfy his own needs. Many stories we read or hear might fall into this category. Even stories that worry us a little help us cope since the protagonist or hero's fate is eventually positive. So, when we confront difficulties in our own lives, we may believe that all will work out in the end if we take action.

According to research, expressive writing may help us cope with stressful and traumatic experiences and have a favorable influence on our health (PENNEBAKER; SMYTH, 2016).

Stories assist us in remembering and imagining. Humans are always making up new stories. Before we go to work, we make up tales in our thoughts about how our day will go. We tell ourselves stories about the amazing destinations we will see and the fascinating activities we will participate in as we plan our vacations. We make up stories about how other people treat us and how we treat them in our thoughts. We are the protagonists of our narratives.

Although many people do not consider this to be storytelling, many of us learn about our memories and imagination. Year after year, stories that have been passed down through a family or a community become even more compelling. They become a part of who we are, what we believe, and how we see the world.

People from various eras and locations can exchange stories that have been preserved in some static form, such as a book, a recording, or a movie. Many of these tales instruct whole communities on spending their lives (e.g., religious and spiritual texts, the Constitution). Using our imaginations to change an old tale or construct a fictitious universe helps us develop new answers to issues or conceive new scenarios. We may use stories to help us solve difficulties and try out different solutions. Stories also assist us in solving difficulties by allowing us to test

out various behaviors that may result in different results. This is especially true if you are co-creating the plot with someone else.

When someone collaborates with us on a tale, he or she may recommend a different action than we would. What will the story's outcome be now that this fresh twist has been added? What can I take away from their advice or solution? Writing or constructing a tale might help us get through an issue or situation.

Our attention is drawn to stories. When we are stuck in an airport or waiting to see the dentist, reading a magazine or book keeps us occupied and allows us to quickly pass the time. There is no better way to escape for many of us than to bury our heads in a book and disappear into the tale. Many of us now listen to stories while jogging, walking, driving, or flying, thanks to the invention of audiobooks and podcasts — many of us like reading or listening to stories as a source of entertainment.

Stories assist us in comprehending others. Stories have the power to teach us about individuals while also allowing us to comprehend and empathize with them and their situations. Hearing someone's tale creates emotions in us, regardless of whether we know them or not. In order to build social skills and make friends, it is critical to learn to relate to people and sympathize with them.

We require narratives. In our daily lives, stories serve a variety of functions. There is much more to stories than merely reading or listening to them. They play an essential role in cognitive, social, and emotional growth.

Literacy begins with tales told to us by others or by ourselves. Our children and students may begin to construct tales they can share by co-creating them with an adult or classmates.

Nursery rhymes, lullabies, and bedtime tales are common ways for adults to begin "storytelling" with newborns and toddlers. Then we assist them in learning to read and write their own stories.

Stories assist us in comprehending others and ourselves. In tales, we develop empathy for the characters we meet. Our pupils' capacity to learn from tales will serve them well throughout their lives. Stories enhance lives and advise on life in addition to academic aims.

## The Benefits of Storytelling

It is critical for a child's growth to develop a love of reading at an early age, and it is also enjoyable!

Children are naturally drawn to books and stories because they are introduced to new and exciting ideas, locations, and animals. Children may learn more about life, the world, and themselves by listening to tales. Reading with your child has several advantages and provides a bonding opportunity.

It is critical to be culturally aware. Listening to stories may teach children about different worlds, places, and traditions. It can contribute to developing a global perspective and knowledge of other cultures. Storytelling has been demonstrated to help children develop empathy by enabling them to put themselves in the shoes of the story's protagonist and analyze their actions and emotions and the reasons for their actions.

Curiosity, ingenuity, and communication are all desirable traits. Reading to a child can encourage them to express themselves and communicate their thoughts and feelings. Inquire about the plot and characters in the story and how each of the characters might advance the plot, and why they believe the character acted the way they did. Children should be encouraged to ask questions and express their feelings when telling a tale. Reading is an excellent technique for children to expand their vocabulary since they learn new words as they hear them (SUK, 2017). If they do not understand something, they will almost certainly ask for an explanation, so encourage them to do so. Storytelling also promotes youngsters to be imaginative by seeing the environment, characters, and plot as the narrative progresses. Rather than being provided pictures to go along with the words, as is the case while viewing a movie, the youngster can create the universe in which the story takes place.

Concentration and social skills are other critical points. Children are encouraged to listen to others via Storytelling, whether the storyteller or people who listen to the narrative. They learn to be more patient and allow people to speak for themselves, realizing that not everyone views things the same way they do. They improve their attention and listening skills by concentrating on what the storyteller is saying since if they do not, vital plot points will be missed. For children, storytelling offers gateways to other realms. It helps youngsters absorb new concepts and information while listening to an engaging, exciting story. They are unwittingly learning important life lessons.



## Practical Ways to Keep Learners Interested in Reading and Storytelling

It might be challenging to stimulate a child's reading interest, but it is critical in ways we do not often consider (CHEN *et al.*, 2013). Reading and Storytelling are essential for the preservation of cultural identity, the development of healthy minds, and the development of curiosity in children.

1. Storytelling is more than simply reading! Listen to podcasts and radio broadcasts on Storytelling, such as The Moth. In the car, listen to audiobooks. Retell traditional tales, fairy tales, urban legends, and family folklore. Keep your child involved when telling or reading a story by asking open-ended questions regarding the characters or narrative that they cannot respond with a yes or no.

2. Do not give up if your child dislikes reading. You have not discovered the correct book. Explore fiction, poetry, graphic novels, books of world records and strange facts, biographies of presidents and sports figures, and gross-out scientific books, among other genres. Seek advice from a knowledgeable teacher or librarian. If your child has a learning handicap or just does not like reading independently, read aloud to them, tell tales to them, and listen to audiobooks with them for as long as they will let it.

3. It is impossible to go wrong with a good laugh. Rhyming novels are ideal for younger children because they may guess each rhyme, which adds to the tension. When reading aloud, do not be embarrassed to use accents. Make a lot of dramatic pauses. To create narrative momentum, modulate your voice by raising and decreasing it. Allow your children to make fun of you.

4. Make reading a priority. Make it a habit. Make it a regular part of your routine. Even 15 minutes of reading a day are better than nothing if your child is not a sit-still youngster. Again, it is possible that you are not reading an excellent book.

5. Use peer pressure to your advantage. Children take book suggestions from other children more seriously than adult ones. Josie obtained book recommendations from her friend Nora while she went through a sci-fi and fantasy phase, a topic about which I know nothing.

6. Introduce your child to a series of novels. They are not the best works of literature, but they generate a sense of expectation and affinity with returning characters. Instead of thinking about a cocktail than children's literature, you can always blindly borrow or purchase the next one in the series.

7. Children are perceptive. "Do as I say, not as I do," says the narrator. Model the conduct you would like to see in others. Invite your child to sit on the sofa with you while you

both read. Place books in baskets, on shelves, and on coffee tables to keep them out of the way. I took Harry Potter on vacation, left it on the coffee table of our rental property, and said nothing to get Josie to read it, which I knew she would enjoy but which she steadfastly refused to do since she is contrarian like her mother.

8. Telling a narrative with "two truths and a lie" is an intelligent way to persuade grumpy twins to tell one. Here is how it works: At supper, everyone must recount three events from the previous day, two of which must be accurate and one must be false. The rest of the group then needs to figure out which lies are true. It is a clever approach to get tales from your children other than "How was your day?" "Fine."

### **Story Reading Impact on EFLs' Production**

The educational value of story reading is generally recognized, especially compared to Storytelling. However, what are the benefits of reading books aloud to children? Adults read to children hoping that they will be motivated to read for themselves by reading the exciting stories. Reading aloud from a book, on the other hand, has been proved to help children in a variety of ways.

According to several experimental studies that looked into the effects of storybook reading as an everyday classroom routine on child development, learners in the treatment groups produce higher scores in the areas of vocabulary, story comprehension, and decoding than learners in the non-read to groups (MORROW, 1996, p. 56).

According to Snow (1983, p. 131), reading is "the most researched format for language learning". According to this expert, reading books to students aids in the development of comprehension skills as well as the development of both "At the same time, language and literacy skills and production."

Speech-language pathologists and clinical scientists are increasingly advocating for shared storybook reading as an intervention environment for EFL learners to improve their oral performance. "Adult-child book reading provides a flexible framework that can be tailored to a specific child's language ability and intervention goals." "One of the reasons for this recommendation is based on one of the grounds.

Storytelling is also thought to have societal implications. Reading allows students to evaluate their thoughts and feelings while improving speaking skills. According to the same source, reading stories can educate learners to have "respect for the beliefs of others" and "encourage the learners to reflect on other points of view." As a result, their manufacturing rate

can be enhanced in this manner. Story reading helps students become better language producers and communicators, impacts EFL students' overall academic accomplishment in oral productions, and may help students become more-understanding citizens. In terms of literature on the multiple benefits of tale reading, all of this is just the tip of the iceberg.

Many scholars believe that reading stories can help EFL students enhance their oral production skills (SEE AHMED; GANAPATHY, 2021). Nowadays, story reading is increasingly seen as having significant theoretical and practical implications. This remark applies to a wide range of situations. Story reading is the pinnacle of whole language education. It allows for cooperative learning and the development of social skills through oral output (communication with others).

Many of the benefits of reading aloud, which combines spoken language, also include a written text. This means that both oral and written language are imitated during story reading simultaneously.

## **Purpose**

The following are the research questions for this study:

1. When pupils are trained to read stories, does the nature of the classroom conversation change?
2. Is using story reading to motivate students to participate, read more, and recall stories a good idea?

The following sections provide a rapid overview of critical studies in Story Reading and Classroom Interaction.

## **Method**

### **Study Population**

Data were acquired from individuals recruited from Tehran EFL learners' institutes in the spring of 2020. The study included 54 kindergartens, first, and second-grade pupils. During the study, two kids moved away from the area, and the data of the other three students were withdrawn from the pool due to frequent absences during story sessions. A total of 49 students finished the treatment.

Thirty of the study's participants were female, while 19 were male. Participants were placed into two groups based on their grade level: tale readers and storytellers. Twenty-four

pupils were assigned to the story reading group, while 25 were assigned to the storytelling group.

Additional data cited in this book were collected from students in the fall of 2020. Several researchers are still compiling and interpreting some sorts of data acquired at this school. The information presented in this text is about story comprehension and other skills. The project will involve two kindergarten classrooms, two first grade classrooms, and two-second grade classrooms. The researchers had a total study population of roughly 79 students at this location.

### **Story Selection**

A panel of specialists chose the stories for the study. Each storybook had to be likely to engage a child of the target age (about 6-8 years old). Each book had to have appealing graphics. Most crucially, each story had to be suitable for both readings aloud narrating. The selection panel included an elementary school teacher, an EFL learners' librarian, an early childhood education professor, and a professor of storytelling.

### **Procedures**

Following their agreement, the researchers read a story aloud to all participants in both groups to provide a baseline from which pretest data could be collected. Following the story's reading, each participant was interviewed separately. The same researcher did all pre-and post-treatment interviews for both groups. Students from both the reading and telling groups were interviewed in turn. Students were asked to retell the tale they had heard in each interview. This account was recorded to be listened to and examined later. Two days following the initial narrative reading, the treatment began. As part of the treatment, the researchers read stories to the students. For 12 weeks, students were offered Storytime twice a week. Each story was provided by two different researchers, who switched roles. The exact format was used for all treatment sessions. Before each story session, the researchers transported the participants in the group from their classrooms to the school library. At the time, Storytime was held at the library. Each story session lasted approximately 25 to 30 minutes. At the start of each story session, the storyteller asked each group a series of questions. These questions were created to pique students' interest while also pushing them to exercise critical thinking abilities (MOHAMMADI; POUYA, 2020). The day's tale was then read or told by a researcher

(depending on the group present). Following that, the students were asked a series of follow-up questions on the story they had just heard, including literal, inferential, and analytic inquiries.

Finally, the students engaged in an activity, project, or craft related to the day's story. Students were then taken back to their classrooms.

It is worth mentioning that the same researcher told the reading and groups the same story each time. The format of both groups' narrative sessions was always the same. The only difference between the two methods was that the readers heard stories while the tellers did not. Because the same presenter constantly gave the same story to both groups, both groups could not have Storytime at the same time. The telling group's presentation, on the other hand, started within 10 minutes of the reading group's one. Each participant was interviewed once again at the end of the therapeutic session.

### **Data collected**

A wide range of data was collected at the research sites. The recordings of each student were transcribed after the interviews. The researchers then analyzed the transcripts, which compiled a variety of data.

This project also gathered information on the effects of Storytelling and story reading on the language development of EFL learners and the findings given in this study.

Three types of data were pertinent to the research subjects discussed in this thesis:

1 - What the kids remembered: recalling story characters and episodes is one of the criteria.

2 - Learners' story structure to improve their speech abilities is discussed.

### **Goal attainment or problem resolution**

Following the therapy, 18% more students in the reading group explained how the story's dilemma was resolved. The telling group exhibited a 4% decrease in this parameter between pre-and post-treatment samplings. Like one of the other variables, this change implies a decline of uncertain significance in a group the size of the research population.

## **Pros and Cons of storytelling vs. story reading:**

### **Pros of storytelling**

1. Captivate readers and funnel them into your book's funnel: A good tale will hook readers into the characters you have developed and entice them to read your subsequent books.

2. Open access: Your storybook can be accessed by a large number of individuals. Your book may be duplicated and disseminated to a broad audience in many areas.

3. Documentation: A written document is a long-term document. Referencing written tales is a fantastic way to do so. Readers will be able to reference facts from your storybook or novel quickly.

4. Trustworthy: A written account is more trustworthy and has more weight and validity than an oral story.

5. More precise: The storyteller is clear about the message he wants to convey or what he wants the readers to take away from his work. The story's goals are more defined and specific.

6. Convenient reading: Many consumers read the information on their tablets, cellphones, and other gadgets. If it is a short tale, they can read it over their lunch break; if it is a novel, they can reserve it for later in their spare time.

7. Use in the future: Written stories can be used. They serve as a permanent record that may be retrieved at any time. If you enjoyed a particular tale, you may store it and reread it later.

8. Interact with more writers and readers: Written tales allow you to interact with more readers and other authors that value your work. It also allows you to collaborate on short tales with another author. More people will learn about you and your other books.

9. Experiment with other genres: Storytelling allows you to practice and experiment with numerous genres. You may discover how to improve your narrative by doing the additional study.

10. Gain perspective: It helps the author dive into certain emotions related to the recounted incident. The story's specifics will be remembered or recalled by the readers.

### **Cons of storytelling:**

1. Time-consuming: Writing a book takes a significant amount of time. If you write short tales, you may require a collection of them to publish a book of short stories.
2. No instant clarification: There is no immediate clarification in a written narrative if the reader requests it. It might take days or weeks to obtain a response from the author.
3. Strict: Because written stories are not malleable, they are a rigid kind of Storytelling.
4. Poor writing skills: Your ability to tell stories effectively might be hampered by poor writing abilities. Your stories may perplex the reader if they are poorly thought out or punctuated. This gives the storyteller an unfavorable impression.
5. Expensive: It may be too expensive to write, publish, and distribute tales.
6. Only literate individuals can read and write: Written stories are only available to those who can read and write. Illiterate people will be unable to read the stories.
7. Different interpretations: Different people read written stories in different ways.
8. Writing challenge: When writing short tales, specific standards must be observed. You are only allowed to use a few characters and scenarios.
9. Passive readers: The written storytelling style tends to generate passive readers who read the stories without considering the characters or the stories' motivations.
10. No emphasis: In oral Storytelling, the storyteller might use gestures, facial expressions, and other nonverbal communication strategies to stress the narrative and characters so that the audience understands and is delighted. Nonverbal language is not employed in a written tale.

### **Pros of story reading:**

1. Finish skimming them, often in one session. Some people are unable to devote the time necessary to read a novel. Perhaps they are overworked and do not have time to become emotionally invested in the characters in a tale for a lengthy period. Perhaps they do not have time to read regularly and do not want to forget what happened midway through a book.
2. New plot lines and characters keep things interesting. Instead of reading about the same narrative and characters for the length of time, it takes to read a novel, a series of short tales provides greater variety.
3. Another advantage is that reading short fiction by a new author allows you to become acquainted with their style and tone. This helps you determine if you would like to read more from them in the future.

4. The last advantage is that short stories frequently have unexpected endings.

### **Cons of story reading:**

1. One disadvantage is that it is often a crapshoot, especially if you are reading a collection of short tales by multiple authors. Some of them will catch your interest, while others will not.

2. Another disadvantage is that there is not enough time to create the type of tension you would find in a novel. Some are not well-developed and deal with subjects and circumstances better suited to a novel.

### **Conclusion**

In conclusion, this study demonstrates that reading aloud allows students to communicate with others while reinforcing their English skills. When offering their opinion about the narrative, children who attended the reading sessions learned new terminology in context and developed speaking abilities using the language they already knew, regardless of their English ability. The emphasis on communication rather than error correction offered students the confidence and motivation to express themselves in English. This confirms the communicative language teaching theory (LOTFI *et al.* 2020; RICHARDS, 2006; TANG *et al.*, 2019). Language production occurs when the teacher guides pupils but does not control their speech. Other research suggests that reading a book aloud in two languages allows for story comprehension rather than inhibiting language growth in the other. Reading comprehension boosts motivation, and pupils fully immersed in the text will feel compelled to communicate.

Finally, the various uses of resources and instructional material, such as visual organizers, assisted youngsters in better comprehending and interpreting the stories. In general, reading aloud promotes children's thinking. It allows them to discover new expressions and express themselves while engaged in the beautiful world by utilizing their oral talents. According to the final findings, storytelling appears to provide educational benefits to youngsters, many of which are similar to the benefits of reading aloud but some of which may be unique to the medium. Simultaneously, storytelling cannot and should not be used as a substitute for reading aloud to children.

On the other hand, our findings support the idea that story reading and Storytelling may be employed in an effective program for developing readers. It is hoped that the findings of this



study will not be taken as a proposal that our nation's dedicated and overworked educators be forced to spend even more of their valuable time learning yet another new teaching approach.

Instead, it is anticipated that this research would prove that individuals who like Storytelling, many of whom have been telling stories to children for years, are not wasting their time. On the other hand, Storytellers participate in an entertaining activity for children while also contributing to the educational process. In light of these findings, it is hoped that people who tell tales to children will continue to be welcomed as partners in the crucial role of assisting children in learning.

All in all, Storytelling is an excellent instructional approach that integrates aesthetic ways of knowing. Storytelling has the power to strengthen the arts in education, encourage children to engage with their learning, and enhance student's academic achievement in reading and writing. In order to achieve lifelong literacy, we must keep in mind what (1985) said: "The enduring consequences of education are found in. The joy of the voyage, not just arriving at the goal." (p. 35). We hope that Eisner's vision is accepted as teachers discover new methods to include Storytelling in the classroom. Scholars continue to examine the benefits of this pedagogical technique on reading and writing proficiency.

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