

Teacher's English Storytelling Stories and skills to tell

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【抄録】 I'm a non-native English speaker. The non-native English teacher's role in the classroom is very important in that foreign language learners need a good near peer role model. Storytelling can bring students and their teacher joy of the true communication.

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1 What is storytelling?

Storytelling is one of the oldest art forms anywhere in the world. It was a common pastime long before modern media has become peoples' entertainment. A good storyteller was valuable to the community. Folktales and fables are one of the oldest educational tools through which cultures have passed down values and knowledge from one generation to the next.

Effective storytelling is a fine and beautiful art. It can be used for a wide variety of purposes. In education, teachers as tellers who plan to work with audiences in a learning environment can use stories and instill the love of language in their students.

In an EFL environment, though my students and I are non-native English speakers, I risk failure in performing English storytelling in my classes. There are several advantages in telling stories in the language classroom and it has more than just English as well.

2 Why is storytelling important?

Last year, I often saw my students not show their interests to listening to audio tapes recorded by native English speakers. As soon as I played the audio tape deck to have the students listen to English, some students began to open their notebooks to prepare for translation, some to write a letter, some to play with their pencils, some to read a comic book and others to have a chat.

This salient matter in my teaching experience means that an event occurred with episodes full. I thought a taped English couldn't enhance the students' motivation to listen to English as a live language. According to my process thinking, a taped English doesn't work upon students' feelings and it's natural that they don't have

much interest in listening to English. What I am afraid of about their present attitudes toward English is their automatic rejection of any English listening as a result. I think some emotions must be critical to learning a foreign language.

I considered it as an exigence that the students would not listen to English as a live English when it was a taped oral English. I feel as if there were a big wall between the speaker, whether or not he/she is in a face-to-face situation, and receivers, who are students in this case. What can I do to change this situation? I argue that to give them live and face-to-face situations is the best way when they listen to English, because they have learned that the voiced English coming from a machine is not human, and therefore I'm afraid they may take all the English for a machine-like one.

One of the choices I made as a strategy to solve the situation was teacher's English storytelling, though there were many ways of raising student's listening competence. Stories attract many people. Are there any people who don't want to know what happens, who does it, why he/she does it, and when he/she does it when they meet a certain amount of sentences which are placed in prose style as a story, especially when it is given in a live and face-to-face situation? They receive stories with some certain emotions. They feel happy, sad, angry, courageous or fun after they listen to any story.

There are also other reasons why I have chosen storytelling as a means of teaching a foreign language. They include:

- (1) Every human being has a narrative mind to want to begin a contextual search when something is told even in a foreign language.
- (2) Teacher's storytelling can be an interactive listening

activity for students if they contrive ways of asking comprehension questions.

- (3) Teachers can make good rapport with students by telling their personal experiences with the techniques, pacing, leading, future leading, which are full of educational purposes.
- (4) Japanese teachers, who are non-native English speakers, can be near peer role models more easily than native speakers, when students listen to their English, which is different from that of natives, and then feel, "I may also be able to tell a story."
- (5) Teachers can adjust or modify stories in any way according to students' levels, targeted grammatical items, and vocabulary because the teaching material is teachers themselves.

The goal of my teaching English through storytelling is to change students' present beliefs or attitudes into the ones to listen to English as a live language. By doing this, I can also develop students' love for the target language because they will be able to feel English as a live language.

One day I told to my students in English what had happened to me when I had mistakenly eaten my neighbor's lunch in the Shinkansen. I saw them laughing at the story in English. It was unbelievable for me to see the students respond in such a way when they listened to English. Had they ever laughed at English from the tape recorder?

Needless to say teacher's storytelling is far from an eloquent address. It doesn't have any elaborate scheme and rich vocabulary. Instead, it has a single theme and small vocabulary but it should be based on day-to-day communication between a teacher and his/her students. Students and their teacher meet every day and have practical activities and talks. Through this, a teacher get to know who his/her students are, what they do, what they like, what they want to know and so on. Teacher's hidden intention behind everyday contact with students is pacing, leading and future pacing, which have very educational purposes. A teacher paces students in order to build rapport, trust, and ease in the classroom. Once rapport is established, the teacher leads or guides the students to the desired state for learning. And then the problem state has been overcome. The teacher suggests images of possible successful future applications or expressions. In EFL storytelling, these steps can be applied. Especially, the second one, pacing and leading need some help of rhetorical strategy when the teacher as a rhetor tries to change the students' attitudes by mainly using verbal

symbols.

3 What do I do in my English classes?

- (1) Mistakes stories: I often make small funny mistakes in my daily life. The stories about them make the students laugh heartily. Sometimes I borrow the mistakes my colleagues have made. When I performed the first storytelling, I did it as a mistake story.

A Mistake Story

One day in April, I came back from Tokyo. I had a very important meeting there in Tokyo. I took the Shinkansen as usual to come back to Nagoya. Before I got on the Shinkansen, I bought Oyakodonburi as my lunch. I was going to eat it in the Shinkansen. I put my lunch on the shelf. I sat down. A man sat down next to me. I was very sleepy in my seat because the meeting was very boring. I began to fall asleep. The train started Tokyo Station.

One hour later, I woke up. The man who sat next to me was not there. Probably he went to the restroom. I picked up my lunch which was put on the seat next to me. I began to eat it. Suddenly the man appeared and shouted, "That's my lunch! Why are you eating it? It's mine." "Eh. Oh, it's not my lunch? My lunch is Oyakodonburi. It's Unagidonburi. I'm very sorry. I'll give you my Oyakodonburi." "All right. Give it to me." "I'm sorry. Thank you."

Unagidonburi was 1,500 yen. Oyakodonburi was 600 yen.

The following tips are helping me to tell better stories:

- a) Choose your small mistakes, not serious, in your daily life and make them English mistake stories. First, tell them to yourself and others. Don't hesitate to modify or exaggerate it to get others to understand and laugh at it.
- b) If you don't have any good mistakes, borrow them from people around you, but don't forget to pretend it is your own when you tell the students.
- c) You can use a small number of stage props, pictures, Japanese words, and so on, but they must be simple and few.
- d) Repeat the words or paraphrase them when the students seem not to understand your story.

Redundancy is often useful in language teaching.

- e) Your English is OK. It may be better to speak falteringly rather than fluently.

Classroom observation: At first they seemed amazed, quietly looking at me while I was telling. I had never done this kind of thing. After the speech, some said in Japanese, "Was that a real story?" "You got a better deal!" It showed that they had surely listened to my English. Some students clapped as soon as I finished my story. On the other day when I dealt with free English composition about childhood experiences, some students wrote about their mistakes stories.

Students' opinions about my mistakes stories: They could understand and enjoy my stories than I had expected. Their advice to my story telling to improve is to speak with more gesture or body language.

From the questionnaires: I compared No.1 Questionnaire with No.2 Questionnaire as pre and post questionnaires before and after the three consecutive classes in which I told my mistakes stories. I made another kind of No.3 questionnaire after each of my performance. See the results below.

A. Questionnaire No.1(pre) / No.2(post) 40students in all, but 1 to 3 absent

- 1) Do you like English?
(a. Yes. 19/22 b. No. 9/8 c. Indecisive. 11/10)
- 2) Have you ever listened to English speeches?
(a. Yes. 18/29 b. No. 21/11)
- 3) Do you want to listen to English speeches?
(a. Yes. 12/19 b. No. 12/8 c. Indecisive. 15/13)
- 4) Suppose you listened to English speeches, who would you like to listen to? Choose less than 3 from the following list.
(a. friends 5/5 b. teachers 4/7 c. native speakers 21/19 d. non-native but foreigners 14/18 e. others 4/3)
- 5) Suppose you listened to English speeches, what would you like to listen to? Choose less than 4 from the following list.
(a. self introduction 5/6 b. mistake story 4/10 c. secret story 8/9 d. family introduction 3/1 e. hobby 7/6 f. food 2/2 g. latest things 5/5 h. fun story 17/14 i. horrible story 5/7 j. foreign country 12 / 8 k. others 2/0)
- 6) Do you want to make a speech?
(a. Yes. 4/5 b. No. 28/28 c. Indecisive. 7/6)

7) If you answer 'No.' in No.6, tell me the reason.

Choose less than three from the following list.

- a. I am not good at speaking in front of many people. 11/13
 - b. I am ashamed if I make a mistake. 3/8
 - c. I have never made a speech. 9/2
 - d. I am not good enough at English to make an English speech. 13/13
 - e. Making an English speech has nothing to do with English proficiency. 1/1
- 8) If you made an English speech, what would you talk about?
- | | |
|----------------------------|----------------------------|
| a. self introduction 19/16 | b. mistake story 0/2 |
| c. secret story 1/3 | d. family introduction 6/1 |
| e. hobby 9/12 | f. food 3/0 |
| g. latest things 7/7 | h. fun story 5/4 |
| i. scary story 4/5 | j. foreign country 1/0 |
| k. others 0/0 | |

B. Questionnaire No3

1) Have you understood what the story was like?

	1st	2nd	3rd
a. Completely	26	27	28
b. Almost	9	8	9
c. Half	0	1	1
d. A little	0	2	0
e. None	2	0	1

2) Was it fun?

	1st	2nd	3rd
a. Much fun	24	16	20
b. A little fun	8	12	12
c. Indecisive	4	8	5
d. Not much fun	0	2	2
e. No fun	1	0	0

3) What do you think I should do to make the story more understandable and fun?

	1st	2nd	3rd
a. Make the English words easier.	6	6	8
b. Pronounce clearly	7	6	5
c. Speak with more gesture or body language	10	16	12
d. Use pictures or figures	6	3	7
e. Ask the students to check their understandings	4	3	5
f. Others	9	2	5

The number of the students who gave the answer 'yes' to the question, 'Do you like English?' has increased a bit in No.2 questionnaire, compared with No.1 questionnaire. Those who want to listen to more mistakes stories have increased a little. More than half want to listen to fun stories, including mistake stories. About 40% of the students want to be able to introduce themselves in English, if they have a chance to make a speech. But they still hesitate to make English speeches because they feel inferior in speaking English.

It shows they want to listen to fun stories like mistake stories more. If they make English speeches, in what field or area are they interested? Self introduction and hobby are the best two. But making a speech and listening to a speech are different stories. 70 % of the 40 students say, "No" when they are asked whether they want to make a speech or not. It seems that much more inputs are needed until they begin to make speeches automatically.

About whether they could understand my stories. 85 % of the students say "Yes." The result was better than I had expected. It seems that much use of short sentences and redundant expressions made the stories more understandable. And 80 % of the students said the stories were fun.

We know giving the students authentic English with audio tapes is important. But if you forget what a language teaching is for, you should remember we can share happiness through language communication. What I want to say here again is that letting the students listen to your own English can motivate the students to listen to English as communication. So you can get a good relationship between you and your students. Your students will respect you even if your English is a little strange or incorrect. That's the authentic communication.

(2) Nagoya-ben and other dialects stories: I named this project "Save Nagoya-ben in danger of extinction campaign." The number of young students who can't understand their dialect is increasing, though their grandparents speak and their parents understand but not speak. They feel Nagoya-ben or other dialects like a foreign language. In the classroom, I deal with Okinawa-ben, Seto-ben, and Mikawa-ben except Nagoya-ben. But I teach this in English.

Save Nagoya-ben through EFL Classes Campaign

Nagoya-ben is a dialect which we can listen to in Nagoya district. The number of people who use the dialect has

been getting smaller. Only a small number of elderly people can speak Nagoya-ben these days, and we can't hear young people speak it. Naturally, the number of people who cannot understand what elderly people say is getting bigger.

My old mother is very sick in bed in the hospital. One day I saw her tell a young nurse to ask something in Nagoya-ben, but the nurse could not understand what my mother was saying. So I translated the words my mother had said to her to standard Japanese. Middle aged people like me know Nagoya-ben but never speak it in their daily life.

I want to help Nagoya-ben, which is in danger of extinction.

In the English classroom, I teach my students Nagoya-ben as a means of English instruction, using English to make input rich environment.

I'll show how I taught my students Nagoya-ben through English.

Procedure:

- 1) Introduce the target Nagoya-ben of the day
- 2) Tell a story as an example to have the students understand when it must be said.
- 3) Ask the students what it means in English, showing the three choices.
- 4) Have the students move their bodies as I say. (TPR)

"Yattokame"

I am going to teach how to say Nagoya-ben, the dialect in Nagoya area, in English.

Today's Nagoyaben is "Yattokame".

What does this sentence mean in English? First of all, you have to be careful this is English class, not Japanese class. Please allow me to use English when I teach you Nagoyaben.

I can show you an example when you have to say, "Yattokameda namo".

Imagine that I meet a friend of mine who I have not seen for a long time because he was sick in bed in the hospital for a month, or he was in prison for several years.

I say, "Yattokameda namo."

Choose appropriate one from the following three choices.

A. Hello. How are you? B. Where were you?

C. How have you been?

If you think Yattokame means "Hello. How are you?" raise your left/right hand/both hands.

If you think Yattokame means "Where were you?" raise your both shoulders.

If you think Yattokame means "How have you been?" stand up and jump one time, and then hit the top of your desk many times.

"Eryaa"

Today's Naoyaben is "Eryaa".

Do you know when you have to say this word?

When you are very exhausted because you worked very hard yesterday, or you run a long distance, you will say, "Eryaa."

I have another story which I really had.

Ten years ago I went to Yamaguchi to stay in a hotel for a couple of days.

I wanted to visit a hot spring resort with my family.

We took a taxi there and talked with the taxi driver.

I wanted to say to him, "I was very tired because I made a long trip from Nagoya to Yamaguchi." So I said, "Eryaa." But the taxi driver didn't understand what I said.

He replied like this. "Who is "erai"? Are you? Are you a famous person or an important person.

Why? What is your job?" He took my words like I said, "I am great." So he asked why I was great.

Can you guess what "eryaa" implies in English?

Choose appropriate one from the following choices.

A. Great B. tired C. Miserable

To Survive in Okinawa:

My students are going to visit Okinawa for a school trip. Okinawa-ben is totally different from the standard Japanese. Okinawa-ben has a very similar situation to Nagoya-ben. It is also in danger of extinction.

History of Okinawaben:

Okinawaben has a very sad history during WWII. Japanese government tried to throw away Okinawaben. Why did they do such a thing? Okinawaben is very different from the standard Japanese. So the soldiers from Japan's main islands could not understand what people in Okinawa were talking about. It sounded like a foreign language to the soldiers. Then they made people stop talking in Okinawaben. They forced them to talk in the standard Japanese.

At school, a student who spoke Okinawaben in his classroom was put a sign on his chest saying, "I'm sorry I talked in Okinawaben." He was not allowed to take it off until a second student said Okinawaben. Even today some elderly people are afraid of speaking Okinawaben because of its sad history.

Today, we are going to learn four Okinawaben words.

うきみそーちー (Good morning.) ちゅううがなびら (Hello.) めんそーれー (You are welcome.) にふえーでーびる (Thank you.)

When you get to Okinawa by plane, many people come to the airport and say, "めんそーれー."

You are very happy to hear that. People look pleased to receive you. At the hotel, you also listen to the same words hotel people saying, "めんそーれー."

In the morning, when you meet someone you can say, "うきみそーちー.". In the same situation but in the afternoon, you can say, "ちゅううがなびら.". People will smile when you say, "うきみそーちー" in the morning and "ちゅううがなびら" in the afternoon.

When you are lost in Okinawa, you ask someone the way back to the hotel. The man or woman you ask kindly tells you the way. You have to say, "にふえーでーびる."

Choose the right answers from the following sentences.

Link the same things by line.

めんそーれ	Thank you.
うきみそーちー	You are welcome
ちゅううがなびら	Good morning.
にふえーでーびる	Good afternoon.

(3) Guided fantasy stories: Nothing is more important to the students than motives for studying a foreign language. But unfortunately, in reality, they often lose their motives. In order to enhance positive images about learning English, I tell stories becoming a boost in motivation.

Lyn Freeman Dhority wrote about guided fantasy in his book, Joyful Fluency, as follows.

I often begin classes in the beginning weeks of a course with guided relaxation or fantasy loaded with

positive images and affirmative suggestions. This serves to help the entire group unify for the purpose of being fully ready to learn.

My becoming an English teacher story

When I was a senior high school student, my grade of English was terrible and very bad. I couldn't get good marks at any English tests. I didn't want to study English any more those days. I wanted to throw away learning English. I was really going to decide to give up English.

But before giving up learning English, I tried visiting my English teacher. I asked him how I should study English. He said, "Read interesting English books." To my surprise, he spent a lot of time selecting one from many English books. He earnestly looked for a book for me.

He said to me, "This book is very good for you. You can study basics of English with this book. Do it and you can."

After that, I tried to read the book. I read and read it, but the result did not change. It was the same as usual. My grade was as low as usual. But I felt very happy because he encouraged me to study English. English was the subject that I hated most, but the teacher of English treated me kindly. I got to like him.

After graduation from the high school, he often gave me some English books.

My English was still very bad when I was a college student, but I decided to become an English teacher. I wanted to become an English teacher like him. I told him what I had decided. And I studied English as hard as possible at college. And I really became an English teacher. I told him I became an English teacher. He was very delighted to hear that. He often gives me some English books and magazines even after I became an English teacher. English is not so difficult as you think. You can expand your world through English. Relax.

- (4) Short short stories: When I began to tell stories in the classroom, too long stories made students tired or frustrated. I should have started with short stories at first. Sometimes when I didn't have enough time to tell a long story, I should have prepared mini stories beforehand. But now short short stories which I made or borrowed from others are available. How short?

"One day I woke up. I looked at the clock. I was late! I panicked! And then I laughed. Why? It was Sunday."(Murphey, 1996) "Little Billy ran into the living room and said to his mother, "Anne broke the window!" The mother asked, "How did she do that?" He replied, "I threw a rock at her and she ducked."(Butovsky, 1994)

- (5) Found-in-media stories: In the media like TV, radio, magazines, newspapers and so on, I can find a number of wonderful, interesting, strange, mysterious, unbelievable things happening in the world. Some of them can turn out as mistakes stories, guided fantasy stories and so on.

A Husband Killed in the Traffic Accident

A man was killed in the traffic accident. The police came to the site to check the accident. One of the police officers happened to know the poor dead man very much because he lived near his house and often met him on the street. He let his family know the fact that the husband had been killed. The abrupt news made the family very sad. When his family were crying in front of the coffin in which their husband was laid, suddenly a man came in the house. They were surprised to look at him. And the man was also surprised to see the sight.

Guess why?

4 How do I tell stories?

In rhetorical act, the interaction between a rhetor and audience is very important. In EFL storytelling, is there any interaction between a teacher teller and students? Of course, yes. The teacher uses various kinds of techniques to give them stories. Effective interaction boost students' understanding the stories. I'll show a few examples about what I do to have students interact with their teacher or each other.

- (1) Interactive Retelling: The number of students who can understand the story told by their teacher for the first time is very small. Only one time of performing storytelling might raise the number of the students who are frustrated in their grasping the story. So the teacher chooses one or more from the students in the classroom and retells the story asking several questions or having some students ask the teacher just as they have a conversation.
- (2) Split Storytelling: Students have to guess the end of the

story because the teacher doesn't tell how the story ends. Students can creatively participate in making the story. The teacher will be able to know to what extent students comprehend the story.

- (3) Say Your Opinion: After telling a story, the teacher asks, "What do you think of it?" "If you were in my place, what would you do?" or things like that. Students go on to talk with their neighbors to say their opinions.
- (4) Speed Dictation: "What did he say? Write it down on a small sheet of paper and give it to your partner." Students have to remember what a specific character said in the story and write it down on the paper. They show the paper to each other and correct it themselves.

Just telling a story is OK. Student's smile is good proof that they have understood and enjoyed the stories. But a language teacher should check how much the students understand the stories. So the techniques written above will be beneficial.

There are some constraints in telling a story in the classroom at the stage where pacing and leading are needed. In rhetorical theory, constraints mean not only limitations but also opportunities. English itself, the target language used in the classroom, is a salient condition. It has both sides of a limitation and an opportunity. As a limitation, English is an obstacle in communication because it's a foreign language. As an opportunity, it leads to great pleasure when they can communicate to each other.

English has psychological constraints, too. Students feel anxious when they listen to unknown English. Not understanding English forces them to feel like running away. To ease them, the teacher as a teller performs storytelling with a lot of gestures, good eye contacts, exaggerated or sometimes redundant expressions. He/she paces and leads the students.

The example of "Interactive Retelling"

"Hitomi's Story" (This is one of Found-in-Media Stories.)

Hitomi Suzuki is a beautiful fashion model. Her slender body is very attractive. One day she was spotlighted on the stage of the fashion show in Tokyo. She was among many beautiful fashion models on the gorgeous stage. She especially got people's eyes on all over her body.

There was one thing which was different from the other fashion models. All she was different from the other fashion models was that she was in a wheelchair. She can't walk because of the traffic

accident which had happened 16 years ago.

She had to quit her job. She had never stood on the stage since then. But she again showed up on the stage that day for the first time in 16 years. A fashion company asked her to appear on the stage as a fashion model because they wanted to know what kind of clothes the disabled want.

After the show, one disabled came up to her and said, "I felt as if I had been spotlighted on the stage." She was delighted to hear that and tears came into her eyes.

When I happened to listen to the radio in my car on the way to school, Hitomi was being interviewed on the radio program. I was very impressed by her story. Immediately after the program had finished, I made a story about her.

When I told this story, my students in the classroom very quietly listened to me. The quietness showed what extent they could understand the story. But I noticed some were in trouble to understand my story. So I did "interactive retelling" by asking several questions about Hitomi. It's something like oral interaction.

T: Hitomi is a disabled fashion model. She can't walk. Why?

S: She had a traffic accident.

T: When?

S: 16 years ago.

T: Hitomi is disabled because she had a terrible traffic accident 16 years ago. She didn't keep on her job. She quit a fashion model because she couldn't walk. But she appeared on the stage of the fashion show again. How did she show up on the stage? What was she like?

S: She ...

T: Did she walk on the stage?

S: No. She was ...in... a wheel chair.

T: And why did she start her job again? Why did she become a fashion model again?

S: Because a fashion company asked her.

T: Hitomi is disabled because she had a terrible traffic accident 16 years ago. Though she was a fashion model, she didn't go on with her job. She quit a fashion model because she couldn't walk.

But she appeared on the stage of the fashion show again. She was in a wheelchair on the stage. A fashion company asked her to show up on the stage, but why did they ask her who is disabled?

S: Because they wanted to know what kind of clothes the disabled want to wear.

T: After the show, someone came to her? Who? What did she say to her?

S: One disabled came up to her and said, "I felt as if I had been spotlighted on the stage."

T: Hitomi is a disabled because she had a terrible traffic accident 16 years ago. Though she was a fashion model, she didn't go on with her job. She quit a fashion model because she couldn't walk. But she appeared on the stage of the fashion show again. She was in a wheelchair on the stage. A fashion company asked her to show up on the stage. They wanted to know what kind of clothes the disabled want to wear. After the show, one disabled came up to her and said, "I felt as if had been spotlighted on the stage." Hitomi was happy to hear that and tears came into her eyes.

I often reuse the stories I made. The stories are recyclable. Only one time of exposure to the stories is not enough in EFL classes. I retell the same stories again and again in different ways.

The example of "Say Your Opinion"

After telling a story, I ask the students whether they agree with me or not. Then I say, "Tell your friends why you agree or disagree."

"To-walk-or-not-to-walk story" (This is one of Short short stories.)

Yesterday when I was walking on the street, the traffic light turned red. I stopped. I was waiting for the green light. Suddenly two men who were behind me began to walk across the road, though the light was still red. There was no car around there. The road was narrow. When I saw them go away, I was wondering whether I should walk across the road or not.

If you were in my shoes, what would you do? Would you walk across the road? Would you wait for the green light? Talk with your neighbors. Tell each other why you would do so.

5 How do I make stories?

There are many books about storytelling. Baker and Greene show us seven points to remember as characteristics of a good story. In order to make good

stories, keep the following in mind.

- A single theme, clearly defined
- A well developed plot
- Style: vivid word pictures, pleasing sounds and rhythm
- Characterization
- Dramatic appeal
- Appropriateness to listeners

(Baker and Greene. *Storytelling Art and Technique*, p.28)

In EFL environment, I need to add several more from the point of NNS storyteller.

- Redundancy in expression
- Grammatical choices
- Words choices
- Exaggerated gesture
- Anchoring
- Props

Storytelling in the EFL classrooms is not passive learning for students. It is the live, person-to-person oral presentation to the students as an audience. "Telling" involves direct contact between teller and listeners, in this case, teacher and students. The teller's role is to efficiently communicate the images of a story. The listener's role is to actively create the vivid images, actions, characters, and events of the story in their mind based on the performance by the teller, and on their past experiences, beliefs, and understandings. The completed story happens in the mind of the listener, unique and personal for each individual.

Let me allow to excerpt long quotation from one of the storytelling web sites so as to make the relationship of a storyteller and audience clear.

Storytelling is an interactive performance art form. Direct interaction between the teller and audience is an essential element of the storytelling experience. An audience responds to the teller's words and actions. The teller uses this generally non-verbal feedback to immediately, spontaneously, and improvisationally adjust the tones, wording, and pace of the story to better meet the needs of the audience.

Storytelling is, by design, a co-creative process. Storytelling audiences do not passively receive a story from the teller, as a viewer receives and records the content of a television program or motion picture. The teller provides no visual images, no stage set, and

generally, no costumes related to story characters or historic period. Listeners create these images based on the performer's telling and on their own experiences and beliefs.

Storytelling is, by its nature, personal, interpretive, and uniquely human. Storytelling passes on the essence of who we are. Stories are a prime vehicle for assessing and interpreting events, experiences, and concepts from minor moments of daily life to the grand nature of the human condition. It is an intrinsic and basic form of human communication. More than any other form of communication, the telling of stories in an integral and essential part of the human experience.

Storytelling is a process, a medium for sharing, interpreting, offering the content and meaning of a story to an audience. Because storytelling is spontaneous and experiential, and thus a dynamic interaction between teller and listener, it is far more difficult to describe than is the script and camera directions of a movie, or the lines and stage direction notes of a play. Storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience.

(http://www.seanet.com/~eldrbarry/roos/st_defn.htm)

Some may assert that the above description can be true in the native language environment. If we seek a communication oriented language teaching by setting the situation of authentic communication, storytelling can be the authentic language teaching method. Add a few words to the first word, storytelling, in each paragraph of the quoted. It goes like this. Storytelling in the target foreign language is an interactive performance art form. Storytelling in the target foreign language is by design, a co-creative process. Storytelling in the target foreign language is, by its nature, personal, interpretive, and uniquely human. Storytelling in the target foreign language is a process, a medium for sharing, interpreting, offering the content and meaning of a story to an audience. Even in EFL environment in the classroom, the above can be said to be not unnatural but true.

6 What is feedback?

When I didn't perform storytelling for a while for some reason, one boy student came up to me and told me that he was looking forward to listening to my stories. He was

interested in Nagoya-ben Stories. He told me young people don't understand Nagoya-ben as much as I said. He advised me to tell more about other dialects than Nagoya-ben, for example the words in Okinawa, where the students would go for a school trip.

One student teacher introduced herself in English at her first class. The students suddenly ceased to talk to each other, looked up and began to listen close to her as soon as she began to speak in English. Later she told me that she was surprised to see the students open their ears to her English self-introduction. She analyzed that the students had been well motivated to listen to English by my stories.

One day when I was rehearsing the story at the corner of the corridor which would be told in one class, some students, who were not in my classes, came up to me and gathered around me, saying, "Interesting." "And then what happened?" "Tell us more."

I let the students write their impressions of my stories. Most of the students showed their interests to listen to them and affirmative reactions. Here are some typical comments on my storytelling.

- *I was amazed I could understand your English stories.
- *The contents of your stories are very familiar to us.
- *I would like to make stories by myself.
- *I was thinking that I could never understand spoken English.
- *I am looking forward to listening to another story next time.
- *You look very active in teaching English.

7 Conclusion

As I mentioned in the introduction, there was a big wall between speakers and receivers. After I introduced teacher's storytelling in the language classrooms, students have come to feel English as a language which includes some message the speaker wants to convey, in hope of receiving some response from receivers. Naturally, the interaction between the speaker and receivers has come to play an important role. In storytelling, to make the situation where interaction is needed, I invented several techniques of telling stories.

Storytelling in the EFL classrooms is not passive learning for students. It is a live, person-to-person oral presentation to the students as audience. "Telling" involves direct contact between a teller and listeners, in this case, a teacher and students. The teller's role is to efficiently communicate the images of a story. The listener's role is

to actively create the vivid images, actions, characters, and events of the story in their mind based on the performance by the teller, and on their past experiences, beliefs, and understandings. The completed story happens in the mind of the listener, unique and personal for each individual.

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Referenced web sites

Effective Storytelling

<http://www.seanet.com/~eldrbarry/roos/eest.htm>

Story Artas Online

<http://www.storyarts.org/>

Storytelling in the Classroom

<http://www.storyarts.org/classroom/retelling/index.html>

The Joy of Story Listening

<http://www.seanet.com/~eldrbarry/rabb/joy.htm>

The Storytelling FAQ

<http://www.lilliput.co.uk/faq.html>

What is Storytelling?

http://www.seanet.com/~eldrbarry/roos/st_is.htm