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**Regular Article**

**The Effectiveness of Using the Story Telling Approach in Developing Some of the Speaking Skills for Primary School**

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**Abstract**

The current research aimed to investigate the effectiveness of a program on Storytelling Approach on enhancing speaking among first graders. Lists of these skills were extracted from a diagnostic test, followed by constructing a program for teaching these two skills embedded with teacher's book and all were submitted to the Jury for modifications and validation .A pre-test was made for one group. After teaching the selected group using the program. A post-test was made for them. The results showed a clear progress in the performance of the selected group. Thus the program proved effective in enhancing these skills .Results were put in tables, analyzed and followed by the final conclusion of the research, recommendations and suggestions for further researches

**RESEARCH KEY WORDS**Storytelling Approach, speaking, First Graders

## مستخلص الدراسة

هدفت الدراسة الحالية إلى اثبات فاعلية استخدام اسلوب السرد القصصى فى تطوير بعض مهارات التحدث فى اللغة الانجليزية لدى طلاب الصف السادس الابتدائى وقد تم تصميم قوائم بهذه المهارات ثم اختبار تمهيدى لبعض المهارات ، وبعدها تم تنفيذ برنامج حول اسلوب سرد القصص وتعليم هذه المهارات وقد تم اجراء اختبار قبلى على اساس البرنامج وتقديمه الى لجنة تحكيم لإجراء التعديلات والتحقق من صدقه وثباته ثم تعليم العينه باستخدام البرنامج ثم اجراء اختبار بعدي من مجموعه وقد اظهرت النتائج تقدما واضحا فى اداء المجموعة بعد تلقى برنامج السرد القصصى وهكذا اثبت البرنامج فاعليته فى تعزيز هذه المهارات ووضعت النتائج فى جداول وتم تحليلها وتحليل الاستنتاجات النهائية للبحث والتوصيات والاقتراحات لما يستجد من البحوث فى هذا المجال

الكلمات المفتاحيه

أسلوب السرد القصصى

مهارات التحدث

طلاب الصف السادس الابتدائى

## **Background and Problem**

### **Introduction**

The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages.

. Business managers, educators, military leaders, lawyers, and politicians, among others, seek to develop their speaking skills to such a level that they are transformed into master communicators. Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known. Wise is the speaker who gains and then holds the attention of an audience, with well-chosen words in a well-delivered presentation, forming a message that is effective, informative, and understood.

When one thinks of speaking skills, one tends to think of it as a common skill. Think again. The ability to stand before others and speak effectively is not an ordinary ability. Many people are deathly afraid of public speaking; others have little ability to form thoughts into sentences and then deliver those words in a believable way. The bad news is that at any given moment the world has precious few with the speaking talents of, say, Winston Churchill or John F. Kennedy. The good news is that a speaker whose skills are honed and developed with constant application and hard work can stand out.

Well-developed verbal skills can increase one's negotiation skills. Self-confidence is improved. A growing sense of comfort comes from speaking in front of larger and larger audiences. A reputation for excellence in speaking can accrue over time, thereby imparting certain credibility to the speaker. Employers have always valued the ability to speak well. It is, and always will be, an important skill, and well worth the effort in fully developing.

Speakers who have experienced a connection with an appreciative audience through a well-composed and well-delivered presentation often find a deep level of fulfillment that is seldom achieved in other forms of communication. The normal sense of nervous tension can give way to feelings of accomplishment and exuberance when an audience expresses its outward appreciation to a speaker. It's a reward, of sorts, for all the hard work and preparation that goes into honing your skills. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life and thereby bring about the well-rounded growth that we should all seek.

Speaking has received a great attention from researchers in language studies. For instance, the Study of Abul Qasem, Ayman (2009) Abdel Ghany, Hana (2013): The Effective Competition Strategy for Developing Speaking Skills to Five Level Pupils and select the speaking skills suitable for them. The research make a list of

speaking skill that suitable for five level , then she make a competition strategy and put it in teacher's guide

Storytelling predates writing. The earliest forms of storytelling were usually oral combined with gestures and expressions. In addition to being part of religious rituals, some archaeologists believe rock art may have served as a form of storytelling for many ancient cultures. The Australian aboriginal people painted symbols from stories on cave walls as a means of helping the storyteller remember the story. The story was then told using a combination of oral narrative, music, rock art and dance, which bring understanding and meaning of human existence through remembrance and enactment of stories. People have used the carved trunks of living trees and ephemeral media (such as sand and leaves) to record stories in pictures or with writing. Complex forms of tattooing may also represent stories, with information about genealogy, affiliation and social status.

With the advent of writing and the use of stable, portable media, stories were recorded, transcribed and shared over wide regions of the world. Stories have been carved, scratched, painted, printed or inked onto wood or bamboo, ivory and other bones, pottery, clay tablets, stone, palm-leaf books, skins (parchment), bark cloth, paper, silk, canvas and other textiles, recorded on film and stored electronically in digital form. Oral stories continue to be created, improvisationally by impromptu storytellers, as well as committed to memory and passed from generation to generation, despite the increasing popularity of written and televised media in much of the world.

The story telling approach increase motivation of pupils to express about story and heroes of story and use vocabulary in expressing about your understanding of story that increase academic achievement of pupils, know the main ideas and arrange the sentences from pronunciation, so pupils interest collect vocabulary and roles it in sentences that short story and roles of heroes and use vocabulary helps them to increase academic achievement.

This study aims to use story telling entrance in developing speaking skills in English language for preparatory stage that speaking is received skill and pupils find problem in English courses. speaking skill requires that pupils listen, understand the text individually, understand what the speaker says and follow the text by the end to understand the whole idea. Although speaking skills become the important aim in different educational stage from preparatory stage, pupils need some ways and rules to improve their education and storytelling Approach improves the creative writing being the main skill the pupils can learn easily.

Ameen, Amany suggested a program for pupils of fifth primary stage New Valley University. The study aimed to describe a program to develop speaking skills on sixty pupils and used test to measure speaking skills applying the test before and after the implementing the program. The results showed a great improvement in the performance of the pupils in the post measurement. They used words which express the meanings properly and arranged thoughts.

Mohammad, Heba (2010) made a study which came as a presentation of early treatment program with storytelling entrance aiming to increase the practical values treat the readable comprehension. The researcher made a list and a practical difficulties diagnostic test in addition to students' book which contained the exercises required for the treatment and a teacher guide in Arabic language. She made an intelligence test and participants of the research were divided to experimental and control. Experimental group was treated through program based on story telling approach and the control one studied with the traditional way.

The researcher sees that Story-Telling approach is able to enhance speaking skills among the learners increasing in turn intellectual as well as linguistic abilities and their repertoire. It will be a way of entertainment which will help enhance the imagination of the learner and strong observation. He will also be accustomed to voluntary attention which helps him to good understanding. He will be motivated to learning and will love his school. It will increase his repertoire and he will love reading and vocabulary and meanings and therefore increases his academic achievement in English Language which includes in its syllabuses many subjects in which the storytelling approach works encouraging the student to speak and gain many experiences and skills like speaking. Using the storytelling approach in the presentation in an effective way also helps the teacher to teach in an attractive way (Shehata.H, 1995, 53)

### **Context of the Problem**

The sense of researcher emanated from Primary Education pupils weakness in some speaking skills .The researcher found a clear weakness in the speaking skills under the regular methods of teaching. She noticed that through their weak performance and low marks in the diagnostic and pre-posttests. The researcher applied a pre-test to his pupils to know something about their skills in speaking and expressing their thoughts. She found that the pupils deal with the vocabulary weakly aspect they didn't invest it properly in spoken sentences nor put it in its proper place that is why she thought of using this new procedure. She found a clear weakness in their speaking through the results of the preposttest. She began a whole program based on short stories and different activities to develop their speaking skills Through observations and questionnaires in addition to her career as a teacher she noticed that most of the teachers suffer from this problem in their pupils. When the teacher asks his pupils to express some ideas or subjects he finds a clear weakness in their speaking,

### **The pilot study**

The problem appears in the primary stage, therefore the researcher made a checklist for the sub skills of speaking at groups teachers sub and targeted of English language and made the diagnostic test which contained the sub skills of speaking and applied it to the pupils of sixth primary stage; their number was 70 pupils.

### **Interviews With Supervisors**

- Storytelling approach is used in lessons which include a lot of vocabulary
- Storytelling approach is used in lessons which are related to the pupils' ideas or anything they like in their learning stage being better than any other kind of lessons.
- At the end of each lesson the teacher is expected to have written down all the new vocabulary with its translation on the board.
- The story is repeated many times to fix the storytelling in their mind and make them accustomed to Storytelling approach and using the vocabulary they have gained many times.
- The expected pre knowledge from the previous lessons about a new exciting story . That would attract them and the teacher may add his comments.
- The teacher should use the pictures and other media which attract his pupils.
- When the teacher use storytelling approach for a long time it gives good results which improve speaking skill among his pupils.

### **Statement of the Problem**

The research problem can be stated in the fact that Sixth Grade Primary pupils generally have a deficiency in speaking skills under the regular methods of teaching.

### **Questions of Research**

The current research seeks to answer the following question:

- 1- What is the effectiveness of using the storytelling approach in the development of the speaking skills among Primary Education pupils?
- 2- What is the proposed program on using the story telling approach to improve some speaking skills among Primary Education pupils?

### **Hypotheses of Research**

In order to answer the previous questions the following hypotheses were formulated:

1. There will be a statistically significant difference in speaking mean scores between the experimental group and the control group after the treatment in favor of the experimental group.
2. There will be a proposed program on using the story telling approach to improve some speaking skills among Primary Education pupils?

## **Variables of Research**

The research has one independent variable which is the storytelling approach and two dependent variables represented in developing speaking skills among the sixth grade primary pupils.

## **Objectives of Research**

This research aims to:

1. Improve speaking skills in which there are deficiencies among grade six primary pupils of Arab El-Trabeen Primary School.
2. Design a proposed Storytelling Program intended to develop speaking skills among grade six pupils of Arab El-Trabeen Primary School.
3. Investigate the effectiveness of a proposed Storytelling Program intended to develop speaking skills among grade six pupils of Arab El-Trabeen Primary School.
4. Recognize and define speaking skills required for grade six primary pupils of Arab El-Trabeen Primary School.
5. Recognize and define the bases of choosing the stories which can be used in teaching speaking skills
6. Enable the pupils to master the speaking skills through teaching by the use of Storytelling Program

## **Significance of Research**

The research may be highly significant for the following categories:

### **Pupils**

- 1- Explaining of any story he could hear, and translating it in proper sentences.
- 2- Enabling them to organize their thoughts and express them.
- 3- Helping them to discover different aspects in their personality through telling the story.
- 4- Developing the speaking skills among them.
- 5- Discovering the creative abilities among them.

### **Teachers**

- 1- Through training them to teach their pupils with different teaching patterns.
- 2- Through training them to use the narrative method for teaching
- 3- Through providing them with new vocabulary that enriches their stock.

### **Supervisors**

Through using the storytelling approach activity within different classes for all grades.

### **Researchers**

Through providing them with different ways to improve the speaking skill for opening a new area for different studies in the field of teaching English.

### **Delimitations of Research**

1. Two equivalent groups in grade six pupils of Arab El-Trabeen Primary School
2. The second term of School Year.
3. The following sub - skills : Short dialogue - Answer on question -Role play - The production of formulations -Using words in a proper way -Telling a story
4. Drawing conclusion – time management - specific information – note taking.  
Summarizing – logic organization – vocabulary – narrate

### **Participants of Research**

The research will be applied to 70 students from grade six pupils of Arab El-Trabeen Primary School, divided into two groups( experimental group and control group ) ; each group consists of 35 pupils.

### **Instruments of Research**

#### **Measuring Instruments**

- 1- An observation card to measure speaking skills
- 2- Pre-posttest prepared by the researcher for the group.
- 3- Note cards prepared by the researcher for the speaking skills. .
- 4- A scale prepared by the researcher to evaluate marks in the speaking skills.

#### **Learning Instruments**

1. Paper works
2. Teacher's Guide.
3. Activities notebook
4. A list of speaking skills by observation card
5. A list of selected suitable stories

### **Design of Research**

The researcher will use a quasi –experimental design with two equivalent groups; an experimental group and a control group. They are selected randomly and were exposed to pre-post tests for measuring both speaking. The control group was exposed to regular teaching and the experimental group was exposed to the storytelling method of teaching to develop speaking skills and academic achievement among them.

### **Definition of Terms**

#### **Storytelling Approach**

- Storytelling describes the social and cultural activity of sharing stories, sometimes with improvisation, theatrics or embellishment. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view.( Wikipedia, 2020).
- The operational definition: Storytelling is the conveying of events in words, and images, often by improvisation or embellishment. Stories or narratives have been



shared in every culture as a means of entertainment, education, cultural preservation, and to instill moral values. Crucial elements of stories and storytelling include plot, characters, and narrative point of view. (Wiktionary, 2021)

- The word storytelling pretty much speaks for itself. Storytelling is about telling stories. It is about using stories to engage your audience, or to make something more clear. Photos, pictures and film of course really help to tell a good story too. You can even create your very own digital story with the use of storytelling. (M.V. de Rakt.2021)
- What we often lack in branding today is meaningful storytelling with an ability to drive a real impact and social change. Due to an absence of a relevant cause, purpose or a powerful narrative, a lot of brands today still suffer from a preoccupation with the form, design, aesthetics and mode of content delivery (marketing channels), without having anything meaningful to say. This further inhibits their ability to make a difference and a positive impact in the world. (Olbertova M.,2021)
- It is one of the famous approaches used with children where the information, facts, and concepts are presented in a way which attracts the little learner. It includes some elements which increase the power of personification through the characters, the setting and episodes.( Raslan, 2002, 15)
- The researcher defines it as the educational translation of the known theory in the form of programs in which educational foundations are found with an impact so, the story is considered a significant educational meaning. It presents the experiences and ideas in vivid and expressive mode and shares in providing children with the skills of speaking and enhance their academic achievement

### **Speaking Skills**

- The researcher adopts this definition: Speaking skills are defined as the skills **which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.** Retrieved 2020 from <https://www.twinkl.com/eg/teaching-wiki/speaking-skills>
  - **Having a population that speaks a specified language** —usually used in combination *English-speaking countries*
  - That involves talking or giving speeches *a speaking role a speaking tour*
  - Resembling a living being or a real object (Merriam Webster, 2017)
- 
- **The importance of speaking skills :-**
  - The researcher defines them as expressing the ideas in the form of sentences, in a grammatical way. It also introduces ideas and develops it through description and explanation. It is an interactive dialogue between the parts of speech.
  - Speaking is probably the least rigorously taught aspect of the communication skills, for Learning English as a second language and

foreign language. However, developing speaking and listening skills is also vital for first language speakers. Despite the importance of good abilities in speaking and listening to success at work and in everyday life, there is little, if any, development of learners' skills in this area for people whose first language is English. While speaking and listening forms part of the national adult literacy standards, the communication key skill and the functional English standards, contact with the field suggests that the areas that are taught tend to be limited to talks, presentations and formal discussion. (Debbie Cole et al 2007, p.5)

- Speaking can be considered the most important skills to be taught for communication at the age of globalization and clash of civilizations which has influenced all the fields of life from the influx of information, the transfer of civilization and cultures to the transfer of articles. The learner should master the different skills of this language if he wants to master it. Of these skills and most important are listening and speaking skills which form a part of the material of the current research. Suffice to say that they are vital to the process of positive communication between the sender and receptor. Hence that research comes aiming to investigate the development of speaking skills in the light of an integrative program based on Story Telling Approach which enhances these skills among the Pupils of Primary School
- Some researchers stated that speaking is one of the least taught skills of the interaction skills, for EFL. However, developing these skills is also important for EFL learners. In spite of the vitality of them to everyday interaction, there is a little consideration to teaching or learning them. While they constitute a part of national civilization, being the main skills for interaction and co-existence, they seem to be restricted to mere oral presentations and formal dialogues." (Cole et al., 2007, p. 5).
- Despite the importance of Speaking skills , they has received little attention in schools and universities .There may not be lectures allocated to teach students the strategies and skills of speaking, and if allocated its time is little and the learners do not have the opportunity of practicing these strategies with the processes involved in speaking, and rehearsing them. It is expected then that students will be only receptors of information like water containers without the least degree of imagination or creativity.

- Children are considered natural language learners; according to the natural approach, they can learn faster and with much less difficulty than adults, but they should be exposed to natural learning environments and to special teaching practices that make learning a meaningful, enjoyable, and lifelong process. Such aspect proceeds in coincidence with the principles and concepts of brain-based learning strategy Teaching should be focused on children and on the development of their communicative skills that will enable them to communicate meanings and messages in real social contexts (Faircloth, 2009) (Krashen, 1982, p.20).
- The importance of developing proficiency in speaking as proposed above must reflect many advantages to the English learning process, especially in speaking skill. However, some classroom instructions suffer from limitation of the learners' communicative interaction and that is clear in many schools in Egypt. Some research projects in Indonesian EFL learners, such as that of conducted by Efrizal (2012) and Akhyak & Indramawan (2013) Richard & Renandya (2002) and Graham (2007) found different circumstances. Those research projects display some conditions where the EFL learners' speaking skill is still unsatisfactory. Many learners, in learning process, were unmotivated in bearing their speaking in classroom activities. The learners seemed reluctant to reveal their thought when they had something to speak and that will be expected under traditional methods of transferring the information to the learner Another problem that made them difficult to convey their ideas and notions was that they did not feel confident in themselves or in the percussions of the content or syllabus they deal with. Some of them might try to speak but then got stuck when they found that it was difficult to keep on conveying their ideas in English, they then switched to their native language to continue expressing their ideas, (Juhana, 2012) (Faulin & Soefendi, 2013).
- Looking at the difficulties and challenges above and through the teaching career, a suitable approach need to be applied to involve the learners in the speaking activity, as well as having them build up conversation based on the topic given to them. Moreover, it seems urgent to provide an interesting material, which is well known by the learners so that they can easily get in touch with that material. The obvious condition regarding the EFL learners in the schools, a remote area school in Bombana, Indonesia,

was that the learners had low speaking ability. They hardly proposed their ideas or reasons in their speaking activities. Therefore, it was advantageous to apply an interactive speaking strategy to improve their speaking (Katsara, 2015).

- Some clear and outstanding methods such as the Total Physical Response Approach and the Natural Approach help little children to learn the language in such a way. The natural approach which is more comprehensive is based on the following five hypotheses: the input hypothesis, the natural order hypothesis, the acquisition-learning hypothesis, the Monitor hypothesis and the affective filter hypothesis. These hypotheses are taken from the computer systems approach. In recent years, the applied researchers have become increasingly interested in improving learners' communicative competence and EFL proficiency in English language teaching and learning. Therefore, many researchers take learners' speaking involvements as their research as well as to find a strategy how to improve the learners' speaking capacity, such as that of and. Consequently, this view has been receiving a considerable support widely in the world. For example explains that learners' speaking ability is an important skill to be improved to make the learners conduct communication directly. In the same track, reveals that the teacher's effort in proposing learners to articulate and reveal their notions and opinions are highly expected. Therefore, the communicative ability becomes an important goal in the process of teaching and learning (Krashen & Terrell, 1983) (Roof & Kreutter, 2010). (Boonkit, 2010) Shahini & Riazi (2011) Razmjoo & Ardekani (2011) Farida & Sofwan (2012), Koşar & Bedir (2014).
- What is clear in this context is that learners, in the same way, want to be proficient in speaking skill. Many of them try to focus on their speaking rather than other skills and that is a rather good aspect that should be encouraged, enhanced and developed. Numerous numbers of language learners have been emphasizing their attention in mastering speaking competence. This is in line with the study explains that most learners believe that the important goal in learning English is how to be able to sustain the flow of conversation orally. By mastering this skill, learners will actively get involved in the run of conversation as well as reciprocating the information in their interaction with others (Richard & Renandya, 2002) Graham (2007) (Rohmah, 2012).

## **Subskills of speaking**

- Use vocabulary suitably.
- **Arrange** phrases and words together in correct order.
- Utter the sounds of a language clearly enough so that people can fully understand them.
- Use stress, rising and falling tones, rhythms, and intonation patterns of the language clearly enough so that people can understand what is said.
- Put the correct forms of words in their appropriate use.
- Use the register or language variety that is appropriate to the situation.
- Make clear to the listener the main sentence parts like subject, verb, object, by whatever means the language uses.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together in an entire entity  
(Carol,1999,p.5)

### **Discussion Starter Story Technique**

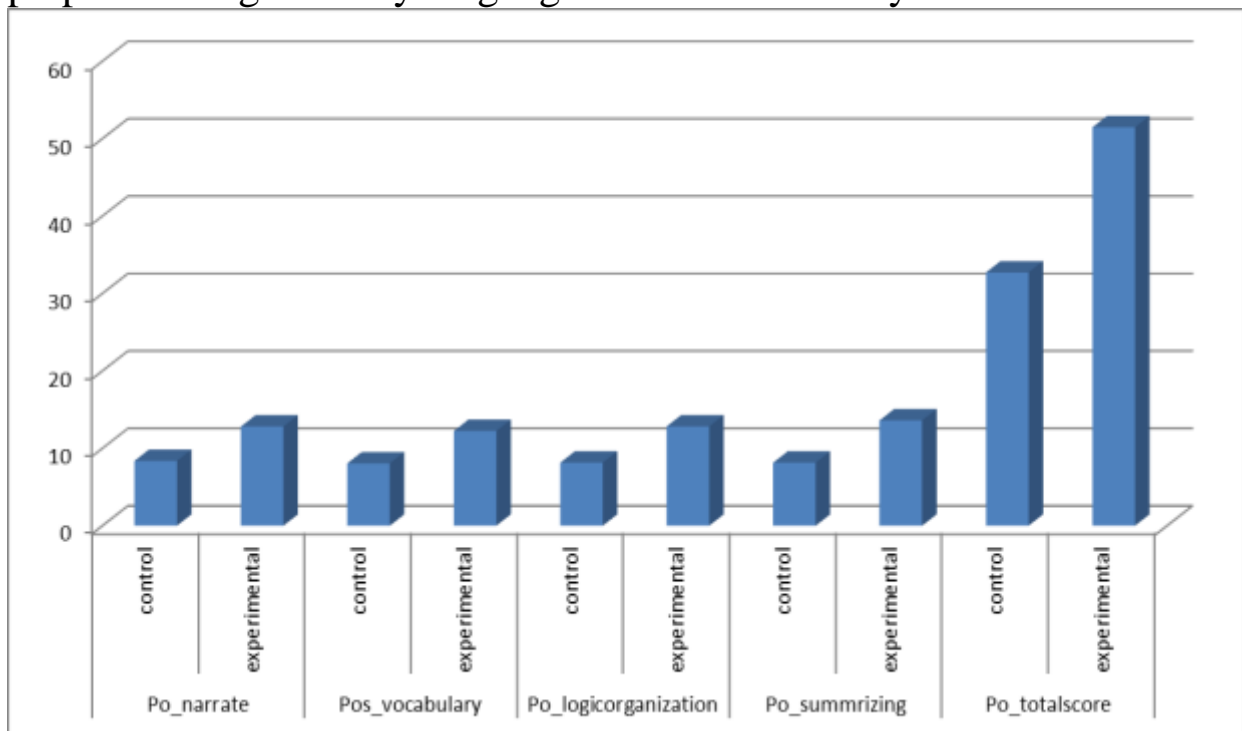
Discussion starter story technique is one of the group learning techniques that involves the learners directly because it requires direct their thinking that are closely related with the students' writing skills in solving the problems.

Seniawan states that discussion starter story is a method of learning which is the teacher gives or presents stories associated with the first learning materials then the learners can continue in the discussion.

Discussion starter story technique has many benefits for a child. These benefits include: 1) to develop a fantasy, 2) to hone emotional intelligence, 3) to construct closeness and harmony, and 4) to foster the interest in reading.

Discussion starter story should be related to the problem or issues associated with effort that affects people's lives and issues. Similarly the content of the story must be attract the attention and can foster the excitement in discussing it. It includes a description of the activities performed by a person or the audience. Descriptions of the story are

prepared using ordinary language so it is more easily understood



**Difference between the pre and post test for experimental group**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pr_narrate	7.63	35	1.374	.232
	Po_narrate	12.80	35	2.888	.488
Pair 2	Pr_vocabulary	7.69	35	1.952	.330
	Pos_vocabulary	12.23	35	2.474	.418
Pair 3	Pr_logicorganization	7.63	35	1.864	.315
	Po_logicorganization	12.83	35	2.738	.463
Pair 4	Pr_summrizing	7.46	35	1.755	.297
	Po_summrizing	13.60	35	2.681	.453
Pair	Pr_totalscore	30.40	35	4.480	.757

5	Po_totalscore	51.46	35	9.328	1.577
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### **Findings**

The research resulted in the following findings:

- (1) There was a statistically significant difference in speaking mean scores between the experimental group and the control group after the treatment in favor of the experimental group
- (2) The proposed program based on storytelling approach was effective in improving speaking skills among the sixth grade pupils in El-Tibeen Primary School
- (3) The proposed program based on storytelling approach was effective in improving among the sixth grade pupils in El-Tibeen Primary School

### **Conclusions**

Based on the above findings and the background of literature related to the research, the following conclusions can be drawn:

1. The proposed program based on storytelling approach is effective in developing speaking among the sixth grade pupils in El-Tibeen Primary School and gives a valuable outcome.
2. The implementation of storytelling approach program enhances fluent speaking in pupils; this is proved clearly in the interactive competence skills.
3. The storytelling approach program stimulates pupils towards independent practice of English language instead of direct instruction.
4. The storytelling approach activities are worth implementing in an EFL environment. They give extensive opportunities for the learners and provide an active experience in real life situations. They are very effective in motivating shy pupils and low achievers towards participation and interaction both in synchronous and asynchronous activities. The learners are given the immediate feedback which gives the learner a chance for confidence and self-evaluation

Based on the data on the improvement of speaking the pupils showed a notable improvement in speaking learned during the program which had a positive impact on their social interaction

### **Suggestions for Further Researches**

At the end of that treatment the following suggestions can be provided for further research:

- (1) Implementing the proposed program based on storytelling approach in developing different language skills.
- (2) Implementing the proposed program based on storytelling approach of students in other languages.
- (3) Implementing the proposed program based on storytelling approach in fields other than Education like Engineering, marketing, policy and economy.
- (4) Exploring other factors that affect students speaking skills such as duration of engagement on-line, gender, background knowledge, motivation, language proficiency and age.
- (5) Exploring other factors that affect students speaking skills such as duration of engagement on-line, gender, background knowledge, motivation, language proficiency and age.
- (6) Implementing all the principles, fundamentals, fields and strategies of storytelling approach during the training sessions.
- (7) Blending storytelling approach with other branches like speech therapy in dealing with learners with learning disabilities.
- (8) Implementing the co-researcher system in further storytelling approach researches.
- (9) Implementing storytelling approach on-line and off-line.
- (10) Implementing storytelling approach Philosophy at all the fields of life as a moral lesson to the learner.

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