The Role of Storytelling Aloud on the Accuracy of Preintermediate Iranian EFL Students’ Spoken Language in the Classroom

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This study investigated the use of purposive storytelling aloud as a creative teaching technique to address preintermediate Iranian EFL learners’ difficulty in producing grammatically correct utterances. Three groups of 15 language learners were randomly assigned to 2 experimental and one control groups. Whereas the control group just received common traditional methods of grammar teaching, 1 of the 2 experimental groups were exposed to teacher’s storytelling and the second one received both teacher’s and students’ storytelling aloud. The data were gathered from 2 structured interviews (i.e., one as a pretest and the other as a posttest), and 2 raters rated each participant’s recorded interviews. Whereas no difference was observed in the performance of the participants on the pretest, one-way ANOVA, paired samples \(t\)-test, and multiple comparisons on the posttest scores showed overwhelming support for the inclusion of storytelling into the accuracy of speaking. Also, the results revealed that the second experimental group outperformed the first experimental group which confirmed the efficacy of storytelling aloud on improving the accuracy of preintermediate Iranian language learners’ oral production.