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Abstract
ABSTRACT
The purpose of this study was to investigate students' learning outcomes in the storytelling classes and to understand students' responses toward storytelling. The participants were twenty-five 8th grade students from a junior high school in Tao-Yuan County. The data include worksheets and questionnaires from the students. The results of this study are stated as follows:
a. 88% of the students stated that they enjoyed the storytelling classes. They felt that they can learn the four skills of English including listening, speaking, reading and writing through these classes. They also enjoyed discussing the contents of stories with other students.
b. The students generally like these storytelling sections. They believed that they can benefit from these sections. Furthermore, 92% of the students indicated that they preferred this style (storytelling) of English classes.
c. After the storytelling sections, gradually, the students became more positive toward reading English and were able to overcome psychological barriers of learning English. 20 students (80%) were much less afraid of listening to other people in English and 68% of them were even less afraid of speaking to other people in English and were able to express their feelings.
d. About 16 % of the students believed that the story contents were too difficult and 12% of them would like to have a slower teaching pace. This might be due to the time limitation for this study. Although there were five English classes per week, only two of them were allowed for storytelling classes. Thus, the teacher should speed up the pace of storytelling to the students.
e. Storytelling is a very useful method for teaching English in junior high school. In the research, twenty-four students (96%) believed that the storytelling method would allow them to learn new knowledge. Furthermore, these students also liked to recommend this lesson style to other people.
It is therefore recommended that storytelling can be used as a technique in English teaching for junior high school students. When storytelling is generally accepted by the majority of the students as a part of curriculum, their English learning outcomes would be greatly improved in the four language skills including listening, reading, speaking and writing and so on. However, due to the limitation of this study, the researcher was only able to provide suggestions found within this research that were based on the limited amounts of data.
Advisory Committee Chen, I-Chen - advisor

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