

# TEACHER ATTITUDES AND USE OF STORIES AND STORYTELLING IN FINNISH FOREIGN LANGUAGE EDUCATION

BACHELOR'S THESIS

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| <p>Tiivistelmä - Abstract</p> <p>Tarinat ja tarinankerronta ovat keskeisiä käsitteitä kielen tutkimuksessa ja kielten ilmenemisessä jokapäiväisessä elämässä. Rakenteena tarinat näkyvät paitsi kulttuurissamme ja historiassamme, myös sosiaalisissa kanssakäymisissämme ja siinä miten jäsenämme tietoa. Tarinoilla ja tarinankerronnalla on myös perinteisesti ollut keskeinen rooli opetuksessa jossa niiden käytön on havaittu tuovan monia hyötyjä.</p> <p>Tämän tutkimuksen tarkoitus on selvittää kuinka tämä teoreettinen tietämyksemme tarinoiden hyödyistä opetuskontekstissa heijastuu käytännön toimintaan ja ajatteluun suomalaisten vieraiden kielten opettajien keskuudessa. Kyselylomake lähetettiin sähköpostin välityksellä 25:lle vieraankielen opettajalle Kotkan ja Jyväskylän kaupungeissa, joista 6 vastasi kyselyyn. Vastaukset analysoitiin kvantitatiivisin ja kvalitatiivisin menetelmin. Vastauksista ilmeni että suomalaiset vieraankielen opettajat arvostavat tarinoita ja tarinankerrontaa kieltenopetuksessa ja suurin osa käytti niitä monipuolisesti opetuksen apuna. Opettajat pitivät tarinoita myös rakenteellisesti tärkeinä kieltenopiskelussa ja suurin osa pitikin tärkeänä tavoitteena että oppilaat kykenisivät kertomaan tarinoita opiskelemallaan kielellä.</p> <p>Kyseisen kaltaista tutkimusta tiettyyn ilmiöön (tarinat ja tarinankerronta) liittyvien metodologioiden käytöstä suomalaisessa kontekstissa ei ole aiemmin tehty, joten kyseisellä tutkimusalueella on paljon kysymyksiä jotka vaatisivat lisätutkimusta. Opettajien tarinankerronnallisten taitojen kehittämisen opettajakoulutuksessa tai jatkokoulutuksessa voisi potentiaalisesti olla paljon positiivisia vaikutuksia, mutta jotta tämän kaltaista koulutusta voitaisiin antaa, tulisi ilmiöitä tutkia huomattavasti enemmän.</p> |  |
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## 1. Introduction

Storytelling is a skill that has been, and still is, a very important part of human culture. It is one of the oldest methods of passing on knowledge, and innumerable mythologies and tales have survived for thousands of years through its application. Even today, storytelling continues to be a culturally relevant topic in a very universal manner. Finnish people, for example, have plenty of stories relating to their history and relations with their neighboring countries, the knowledge of which would often be essential if one wanted to understand much of their everyday discourse. Stories can also be used to tackle a variety of issues. For an example, multiculturalism and its growth, a topic very central in an ever globalizing world, can be approached by using stories, as they offer us a way to connect with each other, in and outside of the classroom. Furthermore, studies have found that we are very adept at remembering information when it is stored in story-form (Kim 1999). This, combined with the importance of stories in human culture, has led to the point where humans have been called storytelling animals (Gottschall 2012). Abrahamson (1998: 1) goes as far as saying that “Storytelling can clearly be viewed as the foundation of the teaching profession”.

Storytelling is also a useful skill to possess, and as a teaching method it is especially suited for language education. People constantly tell stories during social interaction and stories also have the power to influence people’s opinions on an emotional level, which is why they are often used for various effects in the working life. As a foreign language teaching method, storytelling can be used to teach various aspects of the language, as well as having other positive effects for further language education. All this will be covered more thoroughly in the following sections.

Considering the evidence showing the benefits of using storytelling in foreign language education, one has to wonder how Finnish foreign language educators feel about it and its usefulness, as well as whether they are using this teaching method to its full potential. The purpose of this small scale study is, in short, to see how the theoretical ideas of storytelling and its importance for language education are reflected in teacher attitudes and actual teaching practices in Finland.

In this study I aim to justify the use of storytelling as a method of foreign language education and ask what Finnish teachers think about the importance of storytelling as a method of teaching a foreign language, whether they use it or not, and if not then why not. It is my hypothesis, based on my own personal experiences, that the teachers of foreign languages are not making the most of storytelling as a teaching method.

In section 2 I show some of the reasons why storytelling is an important and useful method of language education. In chapter 3 I list ways in which storytelling can be used in foreign language classrooms. In sections 4 and 5 I describe my research methods, data, and its analysis. In sections 6 and 7 I go through the results of my study in relation to the research questions posed and offer a brief discussion based on the general area of study: its importance and the usefulness of further research. The questionnaire sent to Finnish foreign language teachers, as well as its translation into English, is included in Appendix A. Appendix B includes the answers received for the questionnaire.

## **2. Benefits of using stories and storytelling in language teaching**

It is important for the students to learn not only stories from different places and times, but also more generally how to understand and tell stories themselves. This is because stories are, one way or another, a fundamental part of all human culture. Since language teachers are also teachers of the cultural aspects of language, to completely dismiss stories and storytelling would be inexcusable. Stories from a culture relating to the language being taught can help the student relate to it, as well as ensuring that they are able to compare the stories from their own language environment to those of the target language. Stories are very useful when teaching about the history, or the legends and myths relating to the target language and its native speakers. Textbooks often contain stories of native speakers and their culture for exactly this reason.

Stories are not only present in history and legend, they also play a large part in social interaction (Ochs & Capps 2002) and are useful in a number of contexts. When one meets up with their friends and start telling them about one's day, or when a person has to explain to his or her boss why they were late for work, they are telling a story. Many of these social activities are fundamental building blocks of social interaction in general, and

being able to tell and listen to stories plays a central role in them. Because of this, any teacher aiming to increase the communicative competence of his or her students should pay some attention to storytelling abilities and skills. Stories are also useful in the workplace: they can draw people's attention and help change their opinions and are thus often used by people in leadership positions (Guber 2007) as well as in advertising (Legorburu & McColl 2014). As a fundamental language skill one might argue that storytelling and related skills should be taught mostly in native language classrooms, but there is no reason why foreign language education should not tap into and attempt to enhance storytelling skills and abilities.

Knowledge that is presented in the form of a story is often easy to remember. Much of human experience is stored in the form of a story and narrative psychologists argue that when people experience new things they relate these experiences to their own personal story. Thus our memory is specially geared to remember and store stories. A story creates links in memory between situations, people, surroundings, and objects among other things. These links are often causal, meaning that if one remembers any part of the story the rest can often be recalled by thinking what came before and after. Bewernick (2010: 9) points out that "Storytelling and remembering rely on similar practices: they both arrange images in an ordered structure".

Stories also work very well as teaching material. Their complexity can vary almost infinitely, providing challenging material for any level of learner. The level and content can also be altered by the teacher, if necessary, to better suit the needs of the learners. Studies have shown that the learners themselves also consider the use of stories and storytelling to be interesting and motivating (Nicholas et al. 2011). This means the learners often engage more with the learning material and recall it better if stories are involved.

Personal stories, told by both the teachers and the students, can be used for various learning benefits. Teachers sometimes use personal stories and anecdotes to make their point clearer. In the case of language teachers this may mean telling stories about their travels to a native or non-native speaker country in order to teach about the cultural aspects of the language, or about the different contexts and registers of language use. These personal stories serve more than one purpose. When told by the teacher, they

provide information in an easy-to-remember context as well as giving the students a window into the teacher's life and history. When told by the students, personal stories can help to increase the student's language awareness as well as giving the teacher some insight into the mind of the learner.

### **3. Different methods of using stories and storytelling in language teaching**

Storytelling is closely related to language and thus foreign language teaching is a subject where storytelling can be especially beneficial for learning. Storytelling is a flexible and multifaceted teaching method. It can be used to create effective listening comprehension exercises as well as aid in vocabulary retention and general written language skills. Exercises involving storytelling have also been found to be effective in motivating the students, as well as providing further benefits for general education (Ya-Ting & Wan-Chi 2012). Furthermore, the ability to tell and understand stories in a given language is a very beneficial skill and practicing it in language class is unlikely to be wasted effort.

In most language textbooks each chapter has a central body of text which is then analyzed and studied in the exercises of that chapter. The body of text usually tells a story of some kind and these stories contained in textbooks can thus be considered the most common kind of stories used in the classroom. In light of the importance and the beneficial effects of stories in teaching, the fact that stories are in this way included in the learning process no doubt has positive effects in relation to learning goals. However, it can be questioned whether the stories in the textbooks are enough and even if they were, whether they are used to their full potential as learning tools. Although stories play a central role in foreign language education, it is my view that written storytelling by the students seems to be rare and oral storytelling by the teacher in the target language even rarer still, when it comes to Finnish foreign language education. No research seems to have been done in relation to this topic, however, so it is difficult to make claims with a strong level of certainty.

Oral storytelling by the teacher seems to be fairly rare in foreign language education, although its benefits, especially for first language development, have been shown in

studies (Isbell et al. 2004). An exception might be personal stories, where the goal might not be to teach aspects of the language directly, but more about the cultural aspects of the target language, meaning that, in a classroom in Finland, the story could equally be told in Finnish without a significant loss in meaningfulness. It would seem that the more general kind of storytelling has a reputation for being more suited for the teaching of younger learners, in the form of reading fairytales or similar stories to the children in the target language. Nevertheless, oral storytelling by the teacher is a good listening exercise, especially when the teacher does not read directly from a book, resulting in authentic material. Oral storytelling by the learner is perhaps most common in cases of reading out loud from the textbook, but authentic storytelling is rarely used.

Classroom exercises where learners read and write stories themselves are also useful for foreign language learners. Reading stories can be used to increase reading comprehension as well as providing the learners with an opportunity to practice their pronunciation. In some cases it has been argued that reading stories is good for one's imagination (Sumara 2002). Writing stories can have a myriad of educational benefits as well. Writing a story can be a rather time consuming task and thus it cannot be continuously used. Then again, a story written by the language learner can tell a lot about the learner's vocabulary, understanding of grammar and syntax, and general ability to convey meaning through their use of the language being learnt. So writing stories is not only an interesting and worthwhile exercise from the students point of view, as it allows them to use their imagination and makes them use their written language skills, it is also a useful tool for assessment. Writing stories based on personal experiences can offer further benefits as it requires introspection on the part of the student and offers the teacher some insight into their interests and character. However, a learner's willingness to write a personal story can vary greatly, based on their personality, age, and other factors.

Stories can also be included in the foreign language classroom in a more general way. The whole lesson, for example, can be centered around an overarching story or theme. The students can be told they are on holiday in a foreign country and asked to fulfill certain tasks that they might face during such a holiday. Linking the exercises to a backstory in such a way can help the students see their value and thus motivate them. Drama can also

be used by acting out stories in the classroom, thus including physical activity to the learning process. Using drama in in this way carries many benefits for language learning, such as supporting communicative competence and allowing language to be used with a clear context in interaction with other learners (Boudreault 2010, Belliveau & Kim 2013: 10-11).

New and emerging technologies can also be used as an aid and a method in storytelling. Digital storytelling and other modern media mediated storytelling tools have been widely studied in the recent years as a method of integrating old fashioned storytelling with the use of recent multimedia tools (Ya-Ting & Wan-Chi 2012, Tsoua et al. 2006, Casta 2013). In digital storytelling the learner is asked to create a story by using pictures, videos, music, and speech. The story is then often shown in class, analyzed, or evaluated in some way. Digital storytelling can be used to tackle more or less any subject matter, so in the context of language learning it might be useful to lay some ground rules as to what the story should be about, or what it should contain.

#### **4. Research questions and previous studies**

This study seeks to find out what Finnish foreign language teachers think of storytelling as a teaching method and to what extent they use storytelling in their classrooms. Since there has been no similar research it is difficult to give a description of the term that would be based on anything but personal choice. In the context of this thesis I adopted a broad view where storytelling covers a wide range of practices, including, but not limited to, exercises involving oral storytelling by the teacher, having the students read and write stories to each other, drama exercises where the students act out a story and stories told using multimedia tools such as pictures and video and audio clips. The definition of storytelling in foreign language education was intentionally left as wide as possible to allow the respondents to give a wide array of answers. The research questions this study attempts to answer are:

- What do teachers think is the importance of stories and storytelling in foreign language education?
- Do they use storytelling and if so in what ways?

- If they do not use storytelling, then why not?

Not much study has been done on the preferred teaching methods of Finnish teachers. As such, this study targets an area with previously very little data, making it potentially useful for the practice and research of teaching related methodologies. The results of the study could be used to enhance teacher training and to inspire future research on similar topics. Furthermore, the study highlights the usefulness and need for using stories and storytelling in language learning classrooms and the need for further research on the topic of teaching methodologies and their use.

## 5. Data collection and analysis

A questionnaire was sent to 25 foreign language teachers from Kotka and Jyväskylä, cities with a population of 54 000 and 137 000 people respectively, via email using Google Forms, a free online questionnaire program. The questionnaire was sent twice, once in January and again in February of 2016. The first round received three answers and the second round received three more, making an overall of six respondents. In retrospect there was no good reason to limit the number of possible respondents this way and the questionnaire would have served its purpose better, had it been sent to a larger group of teachers. During the first round one of the questions *Mitä kieliä opetat? What languages do you teach?* appears to have been corrupted at some point during the sending process, and as a result only four out of the six respondents were able to answer it. The Google Forms platform that was used to send the questionnaires seems to be to blame for this and it was not a practical choice overall. Webropol, for example, would have been a better choice of platform.

The respondents had graduated from teacher training between the years of 1984 and 2016. This gave the data some good variability in terms of the teacher training they had received etc., although only one teacher had graduated before 2003. Of the four teachers that were able to tell what languages they were teaching, all were English teachers, and one taught

both English and French. Two of the teachers taught in elementary school, but most taught in high school and middle school.

The questionnaire was on the use of stories in Finnish foreign language classes at various levels of education in Jyväskylä and Kotka. Both qualitative and quantitative data was collected. The questionnaire had a five point Likert scale with nine statements and two open ended questions, all of which can be found in the appendix A. The answers, which were analysed by means of both qualitative and quantitative analysis, can be found in appendix B.

## **6. Results**

The data collected in the study was relatively small, with only six respondents. As such any results and conclusions derived from said results cannot be considered to have a very strong validity under scrutiny. However, the data does seem to provide some answers to the research questions posed in the study.

The answers to the Likert scale questions, shown in Graph 1, seem to support the idea that the teachers in the study had a very positive attitude towards the use of storytelling in foreign language classes. Five respondents (83%) at least somewhat agreed that the ability to tell stories is an important skill for a teacher and three (50%) felt at least somewhat confident in their storytelling abilities. Three (50%) of the teachers also agreed completely that storytelling is an important skill for a language learner to master in the foreign language they are studying. All of the teachers felt that storytelling works with students of all ages, though one thought that traditional storytelling probably works best when the students are children. This preconception is perhaps linked to the idea of reading bedtime stories and fairytales to children. The benefits for reading stories to children have been widely studied (González 2010, Swanson et al. 2011) so the idea is not without merit, though the fact that storytelling is beneficial to children does not mean it would not be beneficial to older learners as well. Four (66%) of the teachers also agreed that storytelling is a good way to train both written language and spoken language skills. Based on these answers it seems that teachers view storytelling as both an important teaching method and as an ability that is important for people to learn when studying a new language.

It would also appear that this appreciation for stories and storytelling in foreign language education is at least somewhat reflected in the teaching methods used by teachers. Personal stories, both those told by the teacher and those told by the learners, seemed common. One teacher also mentioned using stories in order to make the learners remember grammar rules. The teachers own personal stories were often linked with cultural learning, meaning the teacher was telling stories about his or her own experiences in the native country, or instance of foreign language use. Stories created by the learners were also commonly mentioned, though they were more likely to be fiction than the stories told by the teachers. The teachers in the survey also used some additional tools like computers, and they seem to take their stories from a variety of sources like books, magazines, and letters. All of the teachers used some stories and storytelling in their classes, though a few were not very confident in their storytelling abilities. One such teacher said they tried to bring stories into their classrooms through other means, such as documentaries and movies, to compensate for their own abilities. Another teacher also combined stories and storytelling with multimedia tools in order to enhance learning as follows:

(1) Uuteen teemaan mentäessä kerron itse oman tai kuvitteellisen pienen tarinan, kun oppilaat ovat omaksuneet uuden aihepiirin sanaston he voivat tehdä oman tarinan iMovieilla, suullisesti tai sim. [sic] ensin vihko/tietokonetyönä ja sitten esittää sen luokalle.

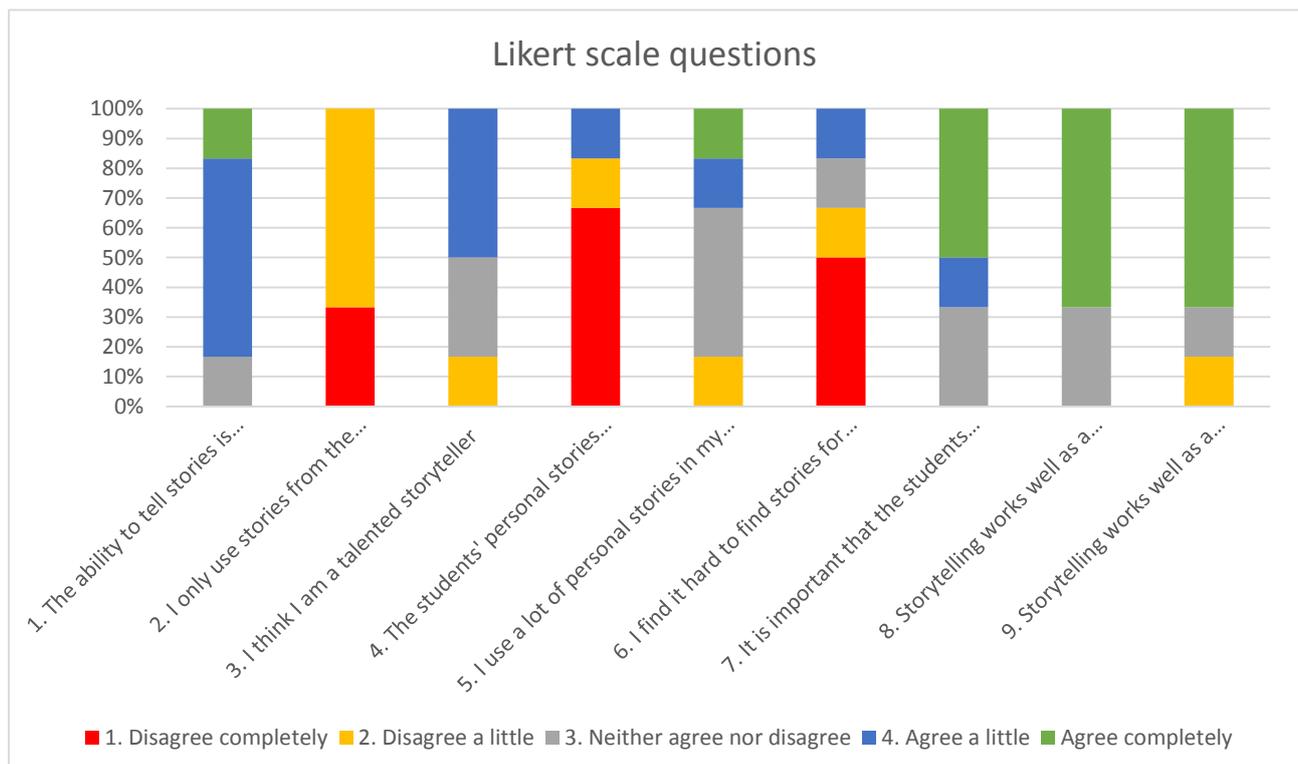
(1) When introducing a new theme I tell a small story, personal or fictitious, when the students have learned the vocabulary of the new topic they can create their own story using iMovie, orally, or for example first in their notebooks/on a computer, and then present it to the class. (Translation by Lauri Eela)

Use of personal stories was also common among the teachers, though there some differing opinions were visible. When asked whether teachers often used their own personal stories, three (50%) of the teachers felt they did not use them overly much, nor very little. Two (33%) felt that they used their own personal stories often or very often in their teaching. Four (67%) felt that it was important to use the learners own personal stories in the language classroom. One teacher, however, felt it was not very important. This seems to imply that there are differing opinions as to the importance

of the privacy the learners should be entitled to, as well as differing beliefs about how willing the learners are to share or explore their personal stories in a language classroom.

Teachers did not appear to be having any significant problems in relation to using storytelling their foreign language classrooms. Three (50%) disagreed completely with the claim “I find it hard to find stories for my language classroom” and four (66%) agreed that storytelling exercises works well for teaching both written and spoken language skills. Three (50%) also felt that they were at least to some extent talented when it came to storytelling ability. It must be pointed out, though, that most of the teachers who answered the survey were English teachers. The only one who admitted at least some problems in finding suitable stories for their language classrooms taught both English and French. There is not enough data to make strong conclusions, but at least the data provided by the study does not directly contradict the commonsensical argument that the difficulty of finding suitable stories increases the less widely spoken the language being taught is.

Graph 1: Answers to Likert scale questionnaire found in Appendix A



## 7. Discussion

It is important to ask ourselves whether using stories and storytelling is something that needs to be taken into account when training new teachers. Most of the teachers in this data seem to not need any specific instruction on the topic, but some teachers do not feel as comfortable using stories and storytelling in their language classrooms. Every teacher has their own preferred teaching methods so this discrepancy is by no means something alarming. However, if the teacher feels he or she would like to use more stories and storytelling in their teaching but cannot use these particular teaching methods because of lack of instruction, lack of experience, or possibly flawed reasoning about the attitudes of the learners, having the topic covered in teacher training could be of real help to the teachers.

Personal stories in foreign language teaching have some specific problems relating to them, both in the case of stories told by the teacher and in the case of student's own stories. Whether teachers use personal stories in their teaching or not seems highly dependent on personal preferences. It is highly likely that some teachers do not wish to include their personal lives in their teaching or feel that they have nothing relevant to add in the form of personal stories. Some teachers may also feel that asking students to write about or otherwise divulge their personal lives for the teacher's perusal would be more than the learners are comfortable with. I feel this depends very much on the general relationship the teacher has with their students, and the teacher's character and teaching philosophy, as well as the characteristics and level of the language learners. All of the teachers in the study agreed that storytelling was a working method of language teaching for learners of all ages, but it would be interesting to see whether this attitude is reflected in actual practice. The act of storytelling is often linked to the idea of reading fairy tales to children so it might be that teachers actually use storytelling more when teaching younger learners.

Based on this study it is difficult to pinpoint the exact problems teachers are having with their use of stories and storytelling in foreign language education. One could argue that it would have been better for the study if the teachers had been from a more varied in terms

of the languages they were teaching. It would have been particularly interesting to see whether non-English foreign language teachers would have found it more difficult to find material for storytelling exercises than their English teaching counterparts.

In relation to the question of problems teachers may be facing when using stories in their teaching, there are some questions one might want to consider; questions that would certainly warrant further study. One could ask what kind of stories teachers are telling in their classrooms and where they are getting them from. It would also be useful to know what kind of stories are the most common, or the most memorable. Perhaps it would be necessary to provide teachers with a database of some kind in order to make it easier for them to find suitable stories for use in foreign language classes. The current study seems to imply that such a database would be largely unnecessary, but there seem to be some teachers who are having trouble with finding suitable stories for teaching purposes. The suitability of stories for foreign language education is not only a matter of the required skill level, but also a matter of topic. One might pose the question what kind of stories, with regards to their topics and general content, are best when teaching a foreign language. One could also ask the students what kind of stories they remember being used in their foreign language classrooms. This would give insight into the kind of stories that are most memorable and common in foreign language classrooms.

## **8. Conclusion**

Based on previous research it can be concluded that for a large part stories and storytelling are a central part of teaching, especially in the case of foreign languages. As a teaching method, they are useful for a number of reasons: they are interesting and motivating for the language learners, they make the topic more tangible and easier to understand, they are memorable, suitable for all ages and levels of proficiency, and they make the material easier to remember. Furthermore, stories are also important due to their salience in our culture and everyday social interactions, meaning it is worthwhile not only to teach by using stories, but also to teach how to better understand and tell stories. There are also a large array of ways to integrate stories and storytelling into foreign language learning. Stories can be in written or spoken form, as well as making use of drama and a number of

multimedia resources. They can be told by the teacher or by the students, or by a third party. Stories and storytelling may be used to create individual learning tasks, or the context provided by a story may be used to ground a lesson, or an entire foreign language course. Based on this it would seem reasonable to assume that teachers should make use of stories and storytelling in their teaching.

This study seems to support the idea that teachers largely agree with the research when it comes to the positive effects of stories and storytelling in language classrooms. They find stories and storytelling to be important tools for language learning as well as agreeing that storytelling ability is a useful skill to possess in a foreign language. Teachers seem to be capable and willing to use stories in a variety of different ways. They do not seem to be having any significant problems with their use of stories and storytelling. However, perhaps the main importance of this study are not the findings themselves, but rather the attention given to the lack of research on the actual classroom practices of teachers in relation to storytelling in foreign language classrooms. The theoretical studies paint a very positive picture of stories and storytelling as useful tools for language learning, but there is little research on how these findings are reflected in actual classroom practices.

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## Appendix A: Kysely/Questionnaire

### Tarinankerronnan ja tarinoiden käyttäminen vieraiden kielten opetuksessa.

Tämä kysely koskee tarinoita ja tarinankerrontaa kieltenopetuksen välineenä.

Tarinankerronnalla tarkoitan oppilaan tai opettajan sekä suullisesti kertomia, että kirjoitettuja tarinoita. Tarinankerronnan apuvälineenä voi käyttää kuvia, musiikkia, tai muuta multimedia välineistöä. Tarinat voivat olla sisällöltään tosia tai fiktiivisiä.

- Mitä kieliä opetat?
- Minkä asteen opiskelijoita opetat?

Alakoulu

Yläkoulu

Lukio/ Ammattikoulu

Yliopisto/ Ammattikorkeakoulu

Joku muu

- Minä vuonna valmistuit opettajaksi?

### Likertin asteikko: 1-5

1. Kyky kertoa tarinoita on opettajalle tärkeä taito.  
Eri mieltä o<sup>1</sup> o<sup>2</sup> o<sup>3</sup> o<sup>4</sup> o<sup>5</sup> Samaa mieltä
2. Käytän opetuksessa vain oppikirjasta löytyviä tarinoita.  
Eri mieltä o<sup>1</sup> o<sup>2</sup> o<sup>3</sup> o<sup>4</sup> o<sup>5</sup> Samaa mieltä
3. Olen mielestäni taitava tarinankertoja.  
Eri mieltä o<sup>1</sup> o<sup>2</sup> o<sup>3</sup> o<sup>4</sup> o<sup>5</sup> Samaa mieltä
4. Oppilaiden henkilökohtaisia tarinoita ei kannata käyttää opetuksen välineenä.  
Eri mieltä o<sup>1</sup> o<sup>2</sup> o<sup>3</sup> o<sup>4</sup> o<sup>5</sup> Samaa mieltä
5. Käytän paljon henkilökohtaisia tarinoita kielten opetuksessa.  
Eri mieltä o<sup>1</sup> o<sup>2</sup> o<sup>3</sup> o<sup>4</sup> o<sup>5</sup> Samaa mieltä
6. Kieltenopetukseen soveltuvien tarinoiden löytäminen on minulle vaikeaa.  
Eri mieltä o<sup>1</sup> o<sup>2</sup> o<sup>3</sup> o<sup>4</sup> o<sup>5</sup> Samaa mieltä

7. On tärkeää, että oppilaat oppivat kertomaan tarinoita opiskelemallaan kielellä.

Eri mieltä o<sup>1</sup> o<sup>2</sup> o<sup>3</sup> o<sup>4</sup> o<sup>5</sup> Samaa mieltä

8. Tarinankerronta soveltuu hyvin suullisen (puhuminen/kuullun ymmärtäminen) kielitaidon opetukseen.

Eri mieltä o<sup>1</sup> o<sup>2</sup> o<sup>3</sup> o<sup>4</sup> o<sup>5</sup> Samaa mieltä

9. Tarinankerronta soveltuu hyvin kirjallisen (kirjoittaminen/lukeminen) kielitaidon opetukseen.

Eri mieltä o<sup>1</sup> o<sup>2</sup> o<sup>3</sup> o<sup>4</sup> o<sup>5</sup> Samaa mieltä

### Avoimet kysymykset:

- Millä eri tavoilla käytät tarinoita oppitunneillasi? Anna esimerkkejä.
- Soveltuuko tarinankerronta mielestäsi parhaiten jonkin tietyn ikäryhmän opettamiseen? Jos kyllä, mikä tämä ikäryhmä on? Miksi?

- Jos sinulla on palautetta kyselystä tai haluat tarkentaa tai selittää joitain vastauksiasi, tee se tässä:

## English translation of questionnaire

### Using storytelling and stories in foreign language education

This questionnaire concerns the use of stories and storytelling in foreign language education. By storytelling I mean both oral and written stories, told by the students as well as the teachers. Pictures, music and other multimedia tools can be used to enhance the storytelling experience. By their content the stories can be either factual or fictitious.

- What languages do you teach?
- At what level do you teach?

Elementary school

Middle school/junior high school,

High school/vocational school,

University/University of applied sciences,

Other

- When did you graduate from teacher education?

Likert scale: 1-5

1. The ability to tell stories is important for a teacher.  
Disagree  <sup>1</sup>  <sup>2</sup>  <sup>3</sup>  <sup>4</sup>  <sup>5</sup> Agree
2. In my teaching I only use stories from the textbook.  
Disagree  <sup>1</sup>  <sup>2</sup>  <sup>3</sup>  <sup>4</sup>  <sup>5</sup> Agree
3. I believe myself to be a talented storyteller.  
Disagree  <sup>1</sup>  <sup>2</sup>  <sup>3</sup>  <sup>4</sup>  <sup>5</sup> Agree
4. The student's personal stories should not be used in language education.  
Disagree  <sup>1</sup>  <sup>2</sup>  <sup>3</sup>  <sup>4</sup>  <sup>5</sup> Agree
5. I use many personal stories in my language education.  
Disagree  <sup>1</sup>  <sup>2</sup>  <sup>3</sup>  <sup>4</sup>  <sup>5</sup> Agree
6. Finding good stories for language education is difficult for me.  
Disagree  <sup>1</sup>  <sup>2</sup>  <sup>3</sup>  <sup>4</sup>  <sup>5</sup> Agree
7. It is important that students learn to tell stories in the language being taught.  
Disagree  <sup>1</sup>  <sup>2</sup>  <sup>3</sup>  <sup>4</sup>  <sup>5</sup> Agree
8. Storytelling is a good method for teaching oral language skills (speaking/listening).  
Disagree  <sup>1</sup>  <sup>2</sup>  <sup>3</sup>  <sup>4</sup>  <sup>5</sup> Agree
9. Storytelling is a good method for teaching written language skills (reading/writing).  
Disagree  <sup>1</sup>  <sup>2</sup>  <sup>3</sup>  <sup>4</sup>  <sup>5</sup> Agree

Open ended questions:

- In what ways do you use stories in your language classes? Give examples.
- Does storytelling work best when teaching students of a certain age group? If yes, what is this age group? Why?
- If you wish to give feedback concerning the questionnaire, or wish to elaborate on some of your answers, do it here:

## Appendix B: Vastaukset kyselyyn/ Answers to questionnaire

### Mitä kieliä opetat?

1. Englanti, Ranska      2. -      3. -      4. Englanti      5. Englanti  
6. Englanti

### Minkä asteen opiskelijoita opetat?

1. Yläkoulu, Lukio/ Ammattikoulu      2. Yläkoulu, Lukio/ Ammattikoulu  
3. Lukio/ Ammattikoulu      4. Alakoulu      5. Alakoulu, Yläkoulu  
6. Yläkoulu, Lukio/ Ammattikoulu

### Minä vuonna valmistuit opettajaksi?

1. 2003      2. 2004      3. 1984      4. 2005      5. 2010      6. 2016

### Likertin asteikko, Eri mieltä 1 - 5 Samaa mieltä

#### Kyky kertoa tarinoita on opettajalle tärkeä taito.

|   |   |       |
|---|---|-------|
| 1 | 0 | 0%    |
| 2 | 0 | 0%    |
| 3 | 1 | 16,7% |
| 4 | 4 | 66,7% |
| 5 | 1 | 16,7% |

#### Käytän opetuksessa vain oppikirjasta löytyviä tarinoita.

|   |   |       |
|---|---|-------|
| 1 | 2 | 33,3% |
| 2 | 4 | 66,7% |
| 3 | 0 | 0%    |
| 4 | 0 | 0%    |
| 5 | 0 | 0%    |

#### Olen mielestäni taitava tarinankertoja.

|   |   |       |
|---|---|-------|
| 1 | 0 | 0%    |
| 2 | 1 | 16,7% |
| 3 | 2 | 33,3% |
| 4 | 3 | 50%   |
| 5 | 0 | 0%    |

**Oppilaiden henkilökohtaisia tarinoita ei kannata käyttää opetuksen välineenä.**

|   |   |       |
|---|---|-------|
| 1 | 4 | 66,7% |
| 2 | 1 | 16,7% |
| 3 | 0 | 0%    |
| 4 | 1 | 16,7% |
| 5 | 0 | 0%    |

**Käytän paljon henkilökohtaisia tarinoita kielten opetuksessa.**

|   |   |       |
|---|---|-------|
| 1 | 0 | 0%    |
| 2 | 1 | 16,7% |
| 3 | 3 | 50%   |
| 4 | 1 | 16,7% |
| 5 | 1 | 16,7% |

**Kieltenopetukseen soveltuvien tarinoiden löytäminen on minulle vaikeaa.**

|   |   |       |
|---|---|-------|
| 1 | 3 | 50%   |
| 2 | 1 | 16,7% |
| 3 | 1 | 16,7% |
| 4 | 1 | 16,7% |
| 5 | 0 | 0%    |

**On tärkeää, että oppilaat oppivat kertomaan tarinoita opiskelemallaan kielellä.**

|   |   |       |
|---|---|-------|
| 1 | 0 | 0%    |
| 2 | 0 | 0%    |
| 3 | 2 | 33,3% |

|   |   |       |
|---|---|-------|
| 4 | 1 | 16,7% |
|---|---|-------|

|   |   |     |
|---|---|-----|
| 5 | 3 | 50% |
|---|---|-----|

**Tarinankerronta soveltuu hyvin suullisen (puhuminen/kuullun ymmärtäminen) kielitaidon opetukseen.**

|   |   |    |
|---|---|----|
| 1 | 0 | 0% |
|---|---|----|

|   |   |    |
|---|---|----|
| 2 | 0 | 0% |
|---|---|----|

|   |   |       |
|---|---|-------|
| 3 | 2 | 33,3% |
|---|---|-------|

|   |   |    |
|---|---|----|
| 4 | 0 | 0% |
|---|---|----|

|   |   |       |
|---|---|-------|
| 5 | 4 | 66,7% |
|---|---|-------|

**Tarinankerronta soveltuu hyvin kirjallisen (kirjoittaminen/lukeminen) kielitaidon opetukseen.**

|   |   |    |
|---|---|----|
| 1 | 0 | 0% |
|---|---|----|

|   |   |       |
|---|---|-------|
| 2 | 1 | 16,7% |
|---|---|-------|

|   |   |       |
|---|---|-------|
| 3 | 1 | 16,7% |
|---|---|-------|

|   |   |    |
|---|---|----|
| 4 | 0 | 0% |
|---|---|----|

|   |   |       |
|---|---|-------|
| 5 | 4 | 66,7% |
|---|---|-------|

**Millä eri tavoilla käytät tarinoita oppitunneillasi? Anna esimerkkejä.**

1. En mielestäni käytä paljon tämän tutkimuksen kysymiä tarinoita. Oppilaiden tarinat ovat kyllä tärkeitä, kielen käyttämisenä oman henkilökohtaisen tarinan kertomiseen kussakin tilanteessa, asioiden liittämisenä kokemusmaailmaan. Tehtävässä voi olla tarina, mikä tarkoittaa minulle sitä että se liitetään johonkin ilmiöön ja siitä kerrotaan.
2. Uuteen teemaan mentäessä kerron itse oman tai kuvitteellisen pienen tarinan, kun oppilaat ovat omaksuneet uuden aihepiirin sanaston he voivat tehdä oman tarinan iMoviella, suullisesti tai sim. ensin vihko/tietokonetyönä ja sitten esittää sen luokalle.
3. Tarinoita omista kokoemuksista esim. kulttuurin tai matkailun yhteydessä. Opiskelijoiden tarinoita, suullisesti ryhmissä tai pareittain. kirjoitelmissa.
4. Puen kielioppisiat tarinoiksi, jotta ne jäävät mieleen. Kerron tilanteista ulkomailla kulttuuriopetuksessa jne.
5. Kyselemällä oppilaiden kokemuksista, kertomalla omista kokemuksistani, lukemalla ja luettamalla kirjoja ja lehtiä, kirjoittamalla ja lukemalla kirjeitä, kirjoittamalla tarinoita nuoremmille oppijoille
6. Omat esimerkit elävöittämään opetusta, auttamaan oppimaan joku asia ja painamaan se mieleen.

## **Soveltuuko tarinankerronta mielestäsi parhaiten jonkin tietyn ikäryhmän opettamiseen? Jos kyllä, mikä tämä ikäryhmä on? Miksi?**

1. ehkä alakoulu, jos puhutaan perinteisistä tarinoista , esim. lukemista lapsille kirjoista.Mutta jos mielletään tarina kontekstin luomisena ja siitä kertomisena, se sopii minne vain.ja sitä voi tehdä muutkin kuin opettaja. Pidän enemmän ajatuksesta että oppilas kertoo tarinan toisille oppilaille käsiteltävän asian puitteissa, tarina keksitään itse, kenties porukassa tuntitilanteessa, se elää porukan myötä. Pidän myös opetuksessa tärkeänä näyttää hyvin valittuja elokuvia ja dokumentteja jotka kertovat tarinan. Itse en koe olevani kovin hyvä tarinankertoja, joten koitan keksiä muita keinoja tuoda tarinoita tunnille, harvemmin ne kuitenkin ovat kirjoitettua tekstiä.
2. Tarinan kerronta soveltuu ja on tärkeää kaiken ikäisille.
3. Sopii kaikille.
4. Kukaan tarinoita ei kuuntelisi. Sopii kaikille.
5. Se soveltuu kaikille ikäryhmille
6. Ei