



An-Najah National University
Faculty of Graduate Studies

**IMPACT OF STORYTELLING ON
ENHANCING 5TH GRADERS' EMOTIONAL
INTELLIGENCE AND SPEAKING SKILLS IN
YA'BAD SCHOOLS**

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Dedication

I am so delighted to dedicate this academic endeavor to the ones who raised me well, my lovely parents. It is also dedicated to the one who always prayed for my success, my mother, and to the one who worked day and night to provide me an honorable prosperous life, my dearest father.

I also dedicate this thesis to my husband who always encouraged me with his sincere words and smiles while experiencing suffering to complete this work. Furthermore, I cannot forget my beloved sisters, brothers, and friends who were on my side at all times. Finally, to those who helped me in every single moment of my life, I dedicate this academic work.

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I am also grateful to An-Najah National University professors for their hard work and efforts.

“And the last of their call will be, “Praise to Allah, Lord of the worlds!”. Amen, Amen.

Declaration

I, the undersigned, declare that I submitted the thesis entitled:

IMPACT OF STORYTELLING ON ENHANCING 5TH GRADERS' EMOTIONAL INTELLIGENCE AND SPEAKING SKILLS IN YA'BAD SCHOOLS

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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19/06/2022

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Abstract

This study investigated the impact of storytelling on enhancing 5th graders' emotional intelligence and speaking skills in Ya'bad schools. To fulfill the objectives of this study, 44 students participated in this quasi-experimental study. The participants were divided into two groups: experimental and control. The study was conducted over six meetings of teaching one short story included in the 5th grade English textbook. To this end, two instruments were used, including classroom observations and teacher's reflections, to collect qualitative data on the impact of storytelling on student's emotional intelligence and speaking skills. Besides, a speaking post-test was used to collect quantitative data on the impact of storytelling on the EFL students' speaking skills. After data collection it was found that storytelling had a positive impact on the students' speaking skills. The arithmetic mean of the experimental group was higher than the arithmetic mean of the control group. Moreover, storytelling had a positive impact on the student's EI, self-awareness, motivation, and social relationship as well as speaking skills (fluency and comprehensibility). Further, the EFL teacher's reflection was in favor of using this strategy for its effectiveness in the EFL classroom. Therefore, the researcher recommends that EFL teachers start using this strategy, Ministry of Education organize workshops for teachers to develop EFL teaching and learning processes, curriculum designers include moral stories, and other researchers conduct further research on storytelling and explore other variables.

Keywords: storytelling; strategy; English teaching method; emotional intelligence; speaking.

Chapter One

Introduction and Theoretical Background

1.1 Introduction and Theoretical Background

In this global era, the ability to master the English language is considered an important factor for personal, academic and professional success in one's life. It cannot be denied what a significant role English plays in the modern world as it gives numerous opportunities to communicate with people in most countries of the world. The Ministry of Education in Palestine stresses the essential role of English in achieving a respectable life for its people. Therefore, it tries to put high weight on updating the Palestinian curriculum by introducing more literature to enrich the EFL students' abilities and prepare them for the new world (Ismail & Sharan, 2020).

Literature is an imaginary work with extraordinary use of words, whether written or spoken, and it inspires lots of anecdotes to create an exciting atmosphere as well as impart valuable information to students (Onuekwusi, 2013). The main genres of literature used in pedagogy are poetry, drama, and fiction which benefit English learners in different ways. Firstly, poetry improves the students' thinking skills by eliciting various interpretations. Secondly, drama introduces diverse idiomatic expressions in an authentic context that aid students to be active. Finally, fiction excites the students to know more about the story and characters which makes the text comprehensive and applicable for storytelling (Alenezi & Al-Saeed, 2020).

Using literature in teaching English to foreigners is a substantial move towards learning in a meaningful and authentic context. A study conducted by Abd-Algane & Ali (2013) pointed out that unlike traditional methods of teaching English, using literature in curricula strengthens students' communication skills as well as their English and study skills. Unlike old methods of teaching English, genres of literature require teachers to implement various and creative methods of teaching English whereby students are exposed to effective language resources.

This concurs with Dweikat & Shbietah (2014) who stated that using literary materials in EFL classrooms provides resources for emotional expressions and enhances students' linguistic knowledge as well as communicative aspects that help them master the English language. Nevertheless, researchers claim that there seems to be a gap between English and literature in the Palestinian curriculum when it does not focus on using literature in the early grades.

English for Palestine for the 5th grade incorporates literary texts in five units in the form of stories with morals. These are distributed over two semesters. Specifically, *English for Palestine-5* presents two stories in the first semester: "The Rabbit" and "The Tortoise" in unit 5, and "The Cats" and "The Monkey" in unit 9. In the second semester, Unit 11 includes a story entitled "The Wolf's Shoes", while Unit 14 presents "The Princesses and the Three Friends". Unit 18, furthermore, presents an authentic story entitled "A Rescue". Nevertheless, the speaking tasks and activities in these units are limited to simple tasks, such as retelling the story, discussion, pronouncing specific words correctly, and using them in a meaningful context.

Rabaa (2014) claims that teaching English as a foreign language in the Palestinian context through literature is neither easy nor effective due to the limited part it plays in the curriculum. In this regard, Yunus, Salehi & John (2013) stated that literature needs to be taught carefully because EFL students usually lack the needed motivation to learn as a result of their limited awareness of the importance of English literature and because of learning materials and methods that do not take into consideration their age, needs, and their thinking styles.

It is assumed that each age group entails specific teaching methods that must be chosen carefully in line with their mental abilities, characters, and needs. According to Setiaryni (2011), young children, teenagers, and adults differ in terms of the teaching methods they need since they differ in their abilities to read and write in English, with different cognitive levels, motives, and interests. So it is essential to infuse the classroom with subjects and methods that suit individual differences. Teaching young learners requires enjoyable methods to create a child-friendly environment with fun and motivating

activities like using storytelling to promote students' learning. Meanwhile, helping EFL students to speak English requires applying a suitable strategy with acceptable and interesting materials that suit their ages and needs. Thus, the storytelling strategy has the potential to raise students' motivation to speak up without hesitation/fear (Akhyak & Indramawan, 2013).

In this respect, storytelling, or telling stories in words and actions, is an enjoyable strategy that captures the audience's interest (Soleimani & Akbari, 2013). It is a tool that links people to language in a way that enables them to express their emotions, experiences, expectations, beliefs, and hopes. In the context of teaching EFL, storytelling plays an extraordinary role in motivating students to learn and participate in the classroom actively (Ellis & Brewster, 2014). Besides, storytelling has the potential to promote students' comprehension and attitudes (Gonzalez, 2010). Another important feature of storytelling can be seen in its potential to enhance learning by designing meaningful tasks that pave the way for an active learning environment where speaking takes place as a natural acquisition of language. Hence, it can raise students' sense of cooperation and self-confidence (Le, 2020).

It seems difficult to give an exact date for the first use of storytelling in teaching. However, it is well known that the old generations used to share their knowledge and history with the next generations through storytelling in addition to telling fables. People throughout history have used the skill of telling stories from the very beginning since they could analyze any situation in life by using their imagination. Spaulding (2011) asserts that storytelling is centralized to discover one's attitudes and emotions. Therefore, it gives students the chance to learn better and to know them while learning a new foreign language like English.

This tradition exists even before the written language. After that, stories were included in written sources to be shared along in different places in the world. Nowadays, storytelling plays a significant role as a teaching strategy within EFL teaching. According to Sanchez (2014), storytelling can improve speaking skills when it is used to share experiences, can

benefit students socially and emotionally, and help EFL teachers in designing more productive materials and creative activities.

Roof & Kreutter (2010) maintained that storytelling works to introduce students to a second language. It provides students with the necessary amount of input they need to learn English. Al-Azri and Al-Rashdi (2014) assert that this input has to be natural and comprehensible to decrease the gap between the authentic language that is used in real-life situations and the language the students are supposed to learn in the classroom. Such a claim is confirmed by Taylor (2015) who calls for exposing students to meaningful language from the beginning of the school year. This paves the way for them to learn advanced English skills as upcoming graders. Besides, storytelling provides them with the opportunity to listen to a large number of vocabulary in a context that stimulates and navigates their emotions. Throughout the act of telling stories, children have the chance to intervene in a healthier community that shows more compassion for one another since it could help them to become attentive to the emotion of other people.

Regarding, the types of intelligence, Gardner pioneered the theory of multiple intelligences in the 1970s and 1980s. This theory involves spatial, naturalistic, logical-mathematical, musical, bodily-kinesthetic, linguistic, interpersonal, and intrapersonal intelligence (Gardner, 1999). Gardner (2011) also focused on the need to draw on learners' intrapersonal intelligence which means the skill to discern and comprehend their attitudes, ambitions, motivations, and emotions to create connections and figure out solutions to problems they face as citizens and learners in and out the classroom.

Emotional intelligence is defined as the skill, mastery, capacity, or self-efficacy to observe, stimulate, and control the emotions of other people besides one's own emotions. It also has a considerable function in one's achievement, motivation, judgment, successful leadership, and administration (Tripathy, 2018). Furthermore, it is believed that people who are equipped with high emotional intelligence (EI) are more aware of themselves and can express their emotions in a clear way that enables them to be more productive than those who have less EI (Serrat, 2018). By promoting the EI of young learners and

by exposing them to precise language through storytelling, their ability to communicate precisely and clearly will develop.

According to Zarezadeh (2013), storytelling helps students to avoid stress and fear of failure, so learners tend to work on their mental health to control their stress to adapt themselves to better learning situations through being emotionally aware of the significant position of language learning. Henceforth, English teachers are required to teach in a way that nurtures EI so they can improve important and related skills including comprehending their own and others' feelings, having sympathy with other people as well as the ability to manage anxiety and pressure. This can be a motive to encourage students to practice speaking skills.

Speaking involves the ability to observe language functions, morphemes, social interaction as well as pragmatics, so it does not only cover correct grammar (Kurum, 2016). However, Gan (2012) pointed out that it is not easy to be able to communicate in a foreign language due to some challenges. First, the process of teaching speaking does not give enough opportunities to speak English. Second, the curriculum lacks adequate strategies to enrich spoken English. Third, the classroom atmosphere does not motivate the students to speak. Finally, students' lack of ample vocabulary leads to an insufficient amount of speaking.

To compensate for these inadequacies, storytelling helps to create a context where students practice in a communicative setting to speak about experiences related to the stories. Therefore, this study becomes increasingly significant to be applied among Palestinian EFL students to enhance their emotional intelligence along with their speaking skills. Broadly, this study calls for more studies to update new pedagogical strategies for EFL language learning (Nikolov & Djigunovic, 2019).

1.1.1 Social Constructivist Theory

The Social Constructivist Theory is directed toward learning collaboratively because learning develops from interacting with each other. Abderrahim & Gutiérrez-Colón (2021) discussed that this theory considers the learning process as naturally social and that knowledge is a social phenomenon that is attained through collaborative work.

Accordingly, education is influenced by social factors which require learners to work together to learn in an environment that encourages them to be ethical learners who are responsible for their choices inside and outside schools. Hereafter, this theory instigates strategies that relate content to the learners' prior experiences and build on it to deepen the connection with the new information.

An important aspect of this theory is that it centers the learners and encourages them to articulate their thoughts along with the teacher who acts as a facilitator and guides them with his knowledge (Talebi, 2015). Through storytelling, learners have the chance to tell and listen to stories in terms of an infinite number of topics with one another. It follows the constructivist theory in a way that links the lessons with their personal experiences that build their characters by focusing on good behaviors, let alone motivating them to use English while enhancing their life and critical thinking skills with the teacher's guidance.

1.1.2 Bloom's Taxonomy

Since learning is not simply about recalling information, but about transmitting it to different situations, it is vital to graduate students with high thinking skills. According to Wilson (2016), and regarding the cognitive area, Bloom's taxonomy in 1956 aimed to cover knowledge, comprehension, application, analysis, synthesis, and evaluation. Following this taxonomy, EFL learners should be motivated to think of solutions for problems including their problems in learning English.

Regarding Bloom's theory, Hasan & Pardjono (2019) called teachers to work towards improving students' speaking skills by helping them to express their viewpoints and ideas. Hence, when practicing storytelling, students tend to use their left and right hemispheres connectively by narrating and imagining the sequence of events as well as the character's emotions. Therefore, it brings beneficial outcomes by relating the students' abilities and thoughts to their thinking and analysis abilities as an audience or even narrators.

1.1.3 Sociolinguistic Theory

Bayyurt (2013) stated that the Sociolinguistic Theory in EFL education is related to the association between language, culture, and society. Also, it has three dimensions: opinions on learning a new language, the way of including culture in lessons, and language planning in EFL teaching. Thus, curricula need to be carefully chosen to enhance positive opinions toward foreign language learning. Additionally, the clear presentation of cultural elements in the EFL curricula aids students to comprehend new language concepts in new contexts, so it is highly important to teach the use of the foreign language in different social contexts properly.

This theory encourages students to express their thoughts in proper expressions. Hence, with the inclusion of lessons with a functional strategy like storytelling, teachers can heighten the students' sociolinguistic comprehension. Moreover, using stories and storytelling can work as an effective source for delightful material with engaging exercises since it offers a great various number of situations, characters, and dialogues which in turn enable learners to get to know cultures of foreign languages more deeply as well as to learn language functions like when and how to use language appropriately.

1.2 Review of Related Studies

For the sake of clarity and organization, the researcher classified the studies topically: storytelling and learning in general, storytelling in learning English, emotional intelligence, interaction between storytelling and emotional intelligence, speaking skills, and interaction between storytelling and speaking skills.

1.2.1 Storytelling and Learning in General

Storytelling is seen as a teaching strategy that suits both young and adult learners. The act of telling stories to one another can motivate learners to discover their distinctive characteristics and can strengthen their communication skills to the extent they can rationally convey their unique opinions and emotions. According to Tanni & Rabaa (2015), storytelling encourages learners to talk about stories from either actual events or stories they create by using their imagination and depending on daily-life situations. It

also brings notable effects on learning since telling stories represents a familiar behavior practiced by people in daily conversations.

Storytelling is a significant educational strategy because stories can be linked to human experiences and knowledge and can be unforgettable and entertaining. Students usually use their vocal skills which develop their participation and communication. Meanwhile, storytelling arouses students' ability to imagine situations which helps them to think about new notions and to be confident in their abilities. Consequently, stories could teach the correct way to behave in various situations according to the characters' roles (Barzaq, 2009).

1.2.2 Storytelling in Learning English

There are many objectives behind employing the storytelling strategy in foreign language teaching. According to Wright (2013), storytelling creates an atmosphere where the storyteller and audience are engaged in the experience of perceiving messages while producing special mental symbols from the words they hear. In teaching EFL, storytelling is considered a primary source of words and thoughts that represent crucial inputs for young learners. Additionally, this strategy can encourage students to learn more, build their imagination, and increase their willingness to learn a new language.

Rokhayani (2012) adds that storytelling is a powerful means that help the students to learn a new language in contexts with realistic repetition, interesting characters, plots, and catching events that boost students' thinking and imagination. Taking into consideration that young learners are characterized by their auditory skills, they prefer to listen to stories, comprehend the plot, and enjoy learning in this way. Furthermore, this strategy can help them to be autonomous learners by arousing their inner motivation to learn and by understanding what they are learning throughout this meaningful context.

Yang (2011) lists several advantages for using storytelling in EFL classrooms. Firstly, storytelling is more improved than traditional methods in enriching the students' listening comprehension. Secondly, storytelling provides a more relaxed setting for the students to participate as much as they want. Thirdly, storytelling stands well for getting the students to love interacting with each other. Fourthly, storytelling enables EFL students to get high

marks by providing them with enjoyable learning experiences. Fifthly, storytelling is advantageous in activating the students' imagination via thinking of mental pictures for the scenes. Finally; storytelling can be implemented as an instrument to link concepts and scenes to aid EFL students in comprehending vocabulary as well as remembering them.

Through the act of telling stories, students become familiar with values from others which promote prediction skills because of the input it provides. Storytelling enables students to communicate in English creatively, share their experiences and information, and build more confidence in expressing their ideas. Through this context, students can easily comprehend the meaning due to its relevance to real-life situations as well as the use of body language and gestures (González, 2010).

According to Mahmoud & Nazzal (2010), there is no single method to teach English. Thus, there is an urgent need to adopt new methods to promote learners' autonomy in the process of learning. To empower the students to communicate effectively, exposing the students to literary texts like stories help students in learning speaking and writing skills. Additionally, literature-based strategies are based on autonomy, entertainment, clarity, and appropriateness which are urgently needed to teach literature in the early stages.

According to Mixon & Temu (2006), stories are a beneficial source to learn for all age. Moreover, teaching through stories can provide students with a fun learning process but it should be followed with fruitful activities that suit the lesson objectives and the students' level to be valid for teaching a foreign language. In addition, stories which are based on real-life situations can help students to learn values and any culture background which reduces fear and anxiety in the EFL classroom.

Brumfit & Johnson (1979) adds that learning English in the EFL classroom can occur naturally by learning through storytelling. Hence, it can be a natural process by reading or telling stories comprehensibly and by being involved in personal situations by personalizing the theme of the story to the students' lives or to act as if he was the person in the story to talk without being shy.

1.2.3 Stages of Storytelling in the EFL classroom

To benefit from the possible advantages of storytelling strategy, it must be implemented systematically by a specific procedure. Berman (2006) suggests a specific procedure to carry out storytelling in an EFL classroom which includes three phases:

Before the storytelling phase: At this stage, the teacher is advised to read the story aloud using appropriate intonation and rhythm. The teacher is also advised to emphasize the themes and moral values within the story. The class atmosphere must be friendly to encourage the students to participate with seats closer to each other for the students to listen to each other. To help the students comprehend and interact with the story, real objects, cards, wall charts, and projectors can be used. Besides, vocabulary in the story should be taught using different techniques. Brainstorming can also be used to activate students' background knowledge.

During the storytelling phase: At this stage, the teacher is advised to speak in a tone that is clear and slow, use visual aids to promote comprehension, use the whiteboard for further explanations, use body movements, facial expressions, eye contact, ask students to predict what will happen next...etc.

After the storytelling phase: At this stage, the teacher can provide the students with more opportunities to use their thinking skills through meaningful tasks such as working in groups to discuss their thoughts and opinions, and creating situations where they can provoke their emotions, carry out activities to solve some problems, ask them to retell the story individually or in groups, ask them to choose a picture from their favorite part and talk about it, or a certain character to role-play, act the story by changing the plot or even the characters.

1.2.4 Emotional Intelligence (EI)

Emotional intelligence differs from one person to another. Emotions affect the way individuals behave in their lives. The existence of EI is linked to individuals' ability to control their behaviors and emotions to increase their performance in certain fields. The ability to realize this factor as the central facet of interior feeling empowers people to

comprehend and interpret varied circumstances to take better decisions (Simamora, 2018).

Emotional intelligence is not a new concept; nevertheless, it withstands serious basis in the field of pedagogy. Emotional intelligence refers to the skill of reasoning efficiently along with emotions and implementing them both to expand more ideas. These skills encompass observing emotional messages, fostering thinking, and empathetic sense, controlling perceiving emotions, and enabling exploiting emotions with reasoning (Mayer, Caruso, & Salovey 2016).

Afshar & Rahimi (2014) argued that emotional intelligence correlates highly with critical thinking skills, such as positive emotions, problem-solving, making decisions, empathy, and self-actualization. The researchers recommend that teachers support their students in controlling their emotions, besides thinking analytically to gain successful learning.

Bora (2012) observed that students who possessed high degrees of emotional intelligence tended to be more active in conversations and collaboration activities because of their high self-esteem and social abilities. In contrast, students with low degrees of emotional intelligence seem to be unsociable and less cooperative. Accordingly, it is effective not to neglect the role of students' emotions in learning as it can cultivate their abilities in learning English and improve their communication skills in particular. Thus, these skills are correlated with the five EI components: self-awareness, empathy, social abilities, self-regulation, and enthusiasm (Jadhav & Gupta, 2014).

According to Goleman (1998), students' success cannot stand alone without the existence of high emotional intelligence. Furthermore, EI competence allows learners to easily adapt to fluctuations in learning, to be more relieved, and be able to monitor pressure, which also impacts positively language development and life skills. For instance, EI enhances communication, compassion, self-respect, and respect for others. Moreover, it empowers the ability to recognize weaknesses and strengths to solve classroom problems.

There are five essential dimensions for EI. First of all, the self-awareness dimension implies that an individual is completely aware of his/her feelings and can employ this

ability to make the right decisions. Second, the self-regulation dimension is the ability to handle one's feelings rather than let them interfere badly with any of his/her situations. Third, there is the inner motivation dimension that drives the person to take the first steps, handle the fears, and move forward to the most desired objectives. Fourth, the empathy dimension is about accepting other people's perspectives and being able to sense their feelings. Finally, there is the relationship management dimension which indicates that a person can handle relationships and emotions among groups as well as lead, participate, interact, negotiate, and persuade smoothly in teamwork. (Ugoani, Amu, & Kalu, 2015).

Stories can be seen as fundamental sources for social life due to the meaningful situations they can provide. Also, stories deal with many issues of the affective side and can solve them. For instance, emotions, doubts, relationships, beliefs, and even dilemma. Additionally, stories stimulate principles to organize one's thinking and actions to own a clear mind to handle with life's problems (Cortazzi, 2008).

1.2.5 Storytelling and Emotional Intelligence

A recent study has shown that one of the new ways of teaching English to elementary levels is to employ stories for the sake of the emotional characteristics of children. The study was conducted to investigate the impact of storytelling on enhancing 3rd-grade female students' emotional intelligence in Iran. The researchers conducted a quasi-experimental study with the Bar-on EI questionnaire to measure the various students' EI aspects. Stories were taught over 4 sessions by implementing various guiding stories to learn how to manage emotions and how to be attentive to people's behaviors in particular situations. The right way to act in conflicts, and friendly replies to unexpected responses is a case in point. To this end, the researchers participated and helped the teacher with some procedures. For instance, the atmosphere was peaceful and the researchers always encouraged students to speak; the activities were stimulating like group discussions, and the teacher was a facilitator and clarified some concepts in Arabic. Subsequently, the control group learned the same concepts but traditionally. Then, the questionnaire was administered to the two groups. The findings were in favor of the experimental group and so with learning EI through storytelling. The students' stress and fear of talking in English became less and EI increased in identifying and controlling their personal feelings which

were significant to their social skills and life skills as well. (Zarifsanaiey, Mehrabi, Naeeni, & Mustapha, 2022).

Viñuales (2020) investigated the impact of emotional intelligence on the acquisition of English for infants, especially through storytelling. He selected adequate stories and developed lesson plans based on comprising a theoretical review for mutual relations between EI, storytelling, aspects of communicative teaching, and task-based learning in infant learning. Additionally, he provided EFL teachers with a set of rubrics to assess the students' EI. Hereunder, the results led to a conclusion that emotional intelligence can be increased not only through the plot of the stories but also through the teachers' planning for adequate activities and story-based tasks. While concentrating on positive emotions when teaching a foreign language, young learners will be able to communicate more effectively.

Sumartono, Jamaludin, & Sulistianingsih (2018) examined the impact of implementing storytelling on students' emotional intelligence. The researchers used a questionnaire and observations to collect data from 4th graders. The questionnaire consisted of five sections on EI aspects: realizing one's feelings, controlling feelings, dealing with relationships, motivation, and empathy. The study revealed that storytelling was an effective instructional strategy to enhance students' emotional intelligence since it usually involved morals and human values including empathy and sympathy. It showed that teaching English as a foreign language could make teaching morals and group work easier when teachers avoid relying on traditional materials and give chances for implementing new methods of teaching such as the storytelling pedagogy.

Hibbin (2016) explored the privileges of using oral storytelling in teaching English to young learners in elementary schools as well as its impact on expression, sympathy, and relations with other people. A qualitative paradigm was used and the teachers' perception provided the needed data to assess the students' emotional intelligence through teaching various stories, using different techniques. These techniques included retelling the story in a few minutes, completing the story after each other, and acting out the characters all in pairs, groups, or as a whole class. It was found that storytelling was effective in aiding

students to be conscious of human thoughts and relationships. In some ways, it increased students' talking time when it sustained their emotional status of students and promoted their autonomous learning.

Shirvan, Rahmani, & Sorayyae (2016) examined the role of storytelling on children's emotional intelligence in learning English. The researchers conducted a qualitative content analysis. The data were collected over 6 months by interviewing eight EFL teachers in six sessions; they were also asked to write journals about what they observed in the class regarding EI. Findings revealed that teaching English through bilingual stories could have a positive effect on their language learning, stimulate their interest in learning and expand their attention, creativeness, and compassion. Moreover, teachers were motivated to teach through storytelling and this increased the students' motivation to share and collaborate.

High emotional intelligence is linked with high leadership skills, independence, and collaboration. Pieterse & Quilling (2011) investigated the effect of stories on students' emotional intelligence in South Africa. The participants were in four classes: 9th and 10th graders; they were divided into experimental and control groups and were tested through pre-writing and post-writing tests to evaluate their experiences on EI through using storytelling. Also, it provided the reader with qualitative information via recording comments after collecting data from self-reports and questionnaires. Results showed that storytelling enhanced students' feelings about one another as they became like a unified community. Also, storytelling changed their preconceptions of each other, so they were more compassionate and liked to work collaboratively more than individually.

1.2.6 Speaking Skills

Speaking is an important skill for human beings to be used as a means to get their needs. Thus, it must be given priority in learning English as a foreign language. Rao (2012) described speaking as the ability to learn a foreign language naturally and as the most reasonable way to introduce and teach the other skills of the new language. Also, speaking is significant since it allows students to practice English as they put into consideration speaking fluency, correction, and accuracy.

Hue (2010) argued that speaking skills are uneasy to master in EFL learning for some reasons. Firstly, negative feedback would inhibit them as they might become unmotivated to express their thoughts next time. Secondly, students became uncomfortable due to calling them quickly and haphazardly without an opportunity to get ready. Thirdly, the absent-minded students will be humiliated, and this might prevent them from speaking completely. Hence, EFL students tend to get frustrated and frightened to speak up. In response to these challenges, Huang (2010) suggested some tips to develop EFL learners speaking skills. One of these tips is for EFL learners to work on their listening skills in addition to speaking skills. Besides, students are advised to practice more and more to activate their long-term memory. Learners also can narrate texts to learn new words about numerous topics to get a diversity of phrases, idioms, and vocabulary.

1.2.7 Storytelling and Speaking Skills

Ibrahim (2022) conducted a study to check the impact of storytelling on 6th EFL students' speaking skills in elementary schools for boys in Sudan. He used a quasi-experimental approach to identify the role of storytelling in improving English speaking skills for young foreigners. This study took the latest grades to set two homogeneous groups. The sections A and B were randomly divided into experimental and control groups. Storytelling was taught by asking the students questions to check their understanding of the story, modeling the story through narrative procedures to keep the students' attention, and interrogating the students to retell the story by talking about different situations to increase the students' talking time. Moreover, the researcher depended on an observation checklist to investigate the storytelling strategy's impact on the 5 aspects of speaking skills: pronunciation, accuracy, vocabulary, interaction, and fluency. After teaching the experimental group via storytelling and the control group via traditional methods, the researcher gave the two groups an oral post-test to get the final findings. The findings revealed that traditional teaching did not meet the students' needs like the storytelling techniques which proved their efficacy after the whole experiment.

The following study examined the influence of storytelling on developing foreigners' speaking skills because the researcher provided a solution for the lacking of English speaking in Egypt's schools. Mohamad (2022) conducted a quasi-experimental study

with two homogeneous groups regarding language proficiency. The participants were 60 young female and male students: the experimental group had 30 students and the control group also had 30 students. After the intervention, a speaking post-test was administered to both to collect the needed data. The intervention lasted for two weeks with six sessions. The researcher depended on the same textbook material and the post-test contained open-ended questions and was developed based on the PET test criteria. Accordingly, the experimental groups' findings showed an enhancement in their speaking skills after learning with storytelling activities which occurred because of learning vocabulary through performances and games not by memorization. Furthermore, the interaction was between the speaker and the listeners as this process used more gestures, sounds, and tones which allowed them to create a cognitive image for the vocabulary. Also, students were allowed to change the events and characters, or even to personalize the text to talk about themselves in distinct situations.

An action research study was conducted based on a model of 4 stages: planning, acting, observing, and reflecting. James, Yong, & Yunus (2019) used the school-based oral evaluation to

Test and collect data on the impact of storytelling on speaking skills from twenty students participated in the study. The school test was used as a pre-test to choose students with the same level of skills. Then, the students were taught the act of telling stories and were allowed to create a story about their friends within two weeks. At the end, the students were motivated to tell their stories in front of the class and they were evaluated again with a post-test. Also, the students were interviewed to investigate their perceptions towards the previous intervention. The researchers concluded that low-level students needed specific strategies that would suit their age and mentality. When dealing with young pupils, storytelling can be an effective strategy to support young learners to become more active and excited to enhance their oral skills. Therefore, the researcher recommended that teachers should be trained in employing different techniques while teaching storytelling to cope with learners' needs.

In addition, Fikriah (2016) used classroom action research to point out if storytelling could enhance EFL students speaking skills in the form of correct grammar, fluency, pronunciation, and understanding of sentences. The procedures were done throughout two cycles by planning, implementing, observing, and reflecting on the actions. Also, the teacher was provided with creative activities which were designed after the implementation cycle. It depended on a questionnaire and speaking tests for the students and observation sheets for both the students and the teacher. The tests showed that the students' speaking skills improved after the implementation of the storytelling strategy. Also, the responses collected from the observation sheets indicated that the students were satisfied with their development, participation, and solving of their learning problems. Besides, the teachers were totally satisfied with their performance. It is recommended that further researchers investigate if storytelling could improve other speaking skills aspects, such as accuracy and interactions.

As's main objectives (2016) were to assess whether storytelling could be used to solve the problems students encounter in learning EFL speaking skills in real-life situations and to find out the perspectives of students towards using such a strategy. This experimental study used speaking tests and a questionnaire to collect data. After data analysis, it was found that the experimental group's speaking skills, taught with the storytelling strategy, were better than the control group's speaking skills. The results indicated that storytelling enabled the EG students to gain information about significant characteristics of stories, such as timeline, plot, and characters. The researchers suggested using storytelling since it can lead to developing critical thinking skills besides improving the speaking skills and creating an interesting atmosphere for the students to interact with each other.

Hwang, Shadiev, Hsu, Huang, Hsu, & Lin (2016) investigated the impact of interactive storytelling on students' speaking performance and language learning. The participants were asked to create animated stories individually. The results revealed that storytelling tasks helped students in enhancing their speaking skills. Besides, using animations in the stories helped them to recall vocabulary easily, study enthusiastically, enhance speaking skills, create creative interactive stories, and score higher marks on the final exam.

Moreover, the EG students were more concentrated and motivated to keep focusing on the teacher than the CG students.

Chuang (2011) investigated the EFL Taiwanese students' perspectives towards the most effective tasks for enhancing their speaking skills. The study ranked open discussions and storytelling as the best and most preferred oral practices as these tasks encouraged the students to use their imagination and express their opinions willingly and creatively. Storytelling was also found to be useful, attainable, and applicable within the timeframe of the classes. In addition, the researcher recommended further studies to be conducted on the correct ways to use storytelling in EFL young learners' classes. Furthermore, the researcher suggested that teachers should use new and various in-class materials, engage, motivate, and provide the learners with constructive feedback for the performance.

Through a mixed-method study, Baghdasaryan (2011) revealed the impact of storytelling on EFL students' speaking skills. He investigated the students' perceptions towards using storytelling in the learning process, and observing the students' behaviors while using storytelling as a way to teach the experimental group in seven weeks. A quasi-experimental design was adopted since the students were chosen purposefully. The researchers depended on using pre-test and post-test, a questionnaire, and interviews to fulfill the three stated objectives. The study showed a positive impact of storytelling on students' oral skills, positive perceptions towards learning via storytelling. Consequently, some recommendations were offered including respecting students' learning strategies. For instance, the students needed more training to get used to this strategy to tell their stories confidently. Also, the students preferred to get extra time before telling their stories to have them fully organized.

Li and Seedhouse (2010) examined the impact of the storytelling strategy in developing oral interaction for young learners in Taiwanese EFL classes. A multiple case research paper was developed with the help of two teachers from two different schools who agreed to teach for 2 months. Each teacher taught two stories and the lesson transcripts were analyzed through a specific conversation analysis. Moreover, the data were explained through conducting structured interviews and observations with the two teachers. The

results showed a significant improvement in students' English speaking skills including vocabulary and representations of various language functions in the storytelling strategy. In addition, the strategy developed a delightful atmosphere which led to an increase in the status of intrinsic motivation and involvement among the students.

1.2.8 Comments

In the previous section, the researcher examined several related studies and benefitted from them in a way that suits the objectives of this study. All of the related studies investigated the impact of storytelling either on EFL students' emotional intelligence or speaking skills. Also, the studies took the youngest age groups as the population ranged from 1 to 15. Besides, two of the studies were two qualitative, nine quasi-experimental, two action research, and 2 mixed-method studies. Hence, the instruments can be listed as follows: questionnaires, interviews, observation checklists, pre-post speaking/writing tests, EI rubrics, self-report, and teacher's reflections. The participants consisted of not only EFL students but also teachers in some studies to check their reflection towards using the storytelling strategy in their classes.

In the related studies, the researchers were very attentive to the classroom atmosphere, classroom arrangement, activities, lesson plans, and the materials in strengthening the students' emotional intelligence and speaking skills. There were activities to direct the students' attention to their emotions and how to manage them. Also, there were activities to motivate the students to speak: modeling, retelling, creating stories, role-playing, and discussing situations. In the previous studies, the researchers were participative or non-participative. Moreover, the treatments included various procedures. For example, there was group work to ease communication, create a friendly atmosphere, an attentive selection of stories, instruments to test the aspects of EI and speaking skills, bilingual and animated stories, and constructive feedback.

In this study, the researcher adopted a mixed-method study with a quasi-experimental design. The researcher took the students' latest grades to ensure their homogeneity and divided the sections to control and experimental groups like in Ibrahim's (2022) study. Besides, the material was the story from the same pupils' textbook as in Mohamed's

(2022) study which did not depend on stories from outside the curriculum. The researcher developed adequate lesson plans to help the teacher and to raise the validity of the data as in Viñuales's (2020) study. Also, the researcher used speaking post-tests like in Baghdadaryan's (2022) study, and teacher's reflections to increase the instruments' reliability like in Hibbin's (2016) and Shirvan's (2016) studies. Further, the researcher observed the 5 aspects of EI like in Sumartono's (2018) study and the aspects of speaking skills like in Seedhouse's (2010) study during the teaching process. Furthermore, the related studies helped the researcher in meeting the students' needs by developing a lesson plan comprising of fun games to learn vocabulary, group work for motivation, animation to grasp attention, drawing stories and hiding objects for performance, situations to personalize learning, and modeling to learn the art of storytelling.

1.3 Statement of the Problem

Although the speaking skill is seen as an important productive skill that enables speakers to express their thoughts, beliefs, needs, and interests, EFL students in the Palestinian context still do not practice their speaking skills enough. According to Al-Muhtaseb (2015), most students are not motivated to learn English and do not use it outside the classroom. Some teachers are still using traditional methods of teaching regardless of the bountiful number of strategies that can be used in the field of EFL teaching. Thus, there is a need to try more adequate strategies rather than only depend on the traditional ways that do not give sufficient attention to the distinct characteristics of the students' ages, especially the younger ones.

To the best of the researcher's knowledge, one of the main problems is that students' ability to communicate and express their feelings in English is limited and does not meet the standards of fulfilling the expected level of learning in Palestine as seen in schools and even at universities. In most cases, students lack inner motivation and self-esteem when it comes to expressing their thoughts in English. On the other hand, literary texts are not given priority in the EFL classroom. Stories, for example, are usually presented to the students following traditional methods with limited opportunities for students to enjoy and benefit from their social concepts. Accordingly, the researcher insisted that

there is a need to investigate the impact of storytelling on enhancing the 5th graders' emotional intelligence and speaking skills.

1.4 Objectives of the Study

This study addresses the following objectives:

1. To investigate the impact of implementing storytelling on enhancing the 5th EFL graders' emotional intelligence.
2. To find out the impact of implementing storytelling on enhancing the 5th EFL graders' speaking skills in Ya'bad schools in Palestine.
3. To find out the teacher's self-reflection of the 5th EFL on implementing storytelling.

1.5 Questions of the Study

1. What is the impact of storytelling on enhancing the 5th EFL graders' emotional intelligence?
2. What is the impact of storytelling on enhancing the 5th EFL graders' speaking skills?
3. What is the teacher's reflection towards the impact of storytelling on enhancing 5th EFL graders' emotional intelligence and speaking skills?

1.6 Hypotheses of the Study

1. There are no statistically significant differences at $\alpha = 0.05$ in the impact of storytelling on enhancing the 5th EFL graders' emotional intelligence.
2. There are no statistically significant differences at $\alpha = 0.05$ in the impact of storytelling on enhancing the 5th EFL graders' speaking skills.

1.7 Definition of Terms

1.7.1 Operational Definitions

Storytelling: For the purpose of this study, it refers to a strategy that increases the possibility for students to learn in a creative way that would create a link between them and the language emotionally so they can be better learners and speakers of English.

Emotional Intelligence: For the purpose of this study, it refers to skills which enhance the EFL students' ability to learn efficiently with each other and help them to be

autonomous learners. It includes sympathy, self-respect, respect for others, and motivation.

Speaking Skills: For the purpose of this study, it refers to the skills which allow learners to speak fluently in English and to communicate their emotions and express thoughts, feelings, objectives, fear, and hopes without fear or hesitation.

1.8 Significance of the Study

It is hoped that this study provides information about the impact of storytelling on enhancing the 5th EFL graders' emotional intelligence and speaking skills in Ya'bad schools, and it is hoped that it can help in stimulating teachers to implement storytelling to help students to be better speakers and learners of English. Also, to motivate the curriculum designers to include more literary texts like stories to enable students to speak English as well as to express their emotions easily. In addition, the results of the study might encourage other researchers to conduct similar studies on other levels and other variables.

1.9 Limitations of the Study

This study considered the following limitations. Firstly, locative limitations: the study was restricted to Ya'bad Schools, Jenin, Palestine. Secondly, temporal limitations: the study was conducted in the second semester of the scholastic year 2021/2022. Thirdly, human limitations: The sample was restricted to 44 female students from 5th grade in Ya'bad schools. Fourthly, topical limitations: the study investigated the impact of storytelling on enhancing the 5th-grade EFL Palestinian students' emotional intelligence, and speaking skills only. Finally, the study lacked a long-time intervention because of the teachers' strike and so the lesson plans were meant to be developed for three stories from the pupil's book but there was no time to teach except for one story over six sessions.

1.10 Summary

The chapter introduced the storytelling strategy along with related theories: Social Constructivist Theory, Bloom's Theory, and Socio-linguistic Theory. The chapter also reported results of related studies on implementing storytelling in teaching the English language to foreigners. Furthermore, it covered the questions of the study, statement of the problem, objectives, significance, hypotheses, and operational definitions of the study. The operational definitions of the key terms were provided to help in identifying what each variable means in this study.

Chapter Two

Methodology and Procedures

2.1 Introduction

This chapter presents the procedures and methodology used in this study. The chapter falls into six sessions: study design, population and sample, study variables, instructional materials, instrumentation, and description of the procedures used in the study. The chapter also concludes the methods of data collection to get the required data needed to address the proposed questions using appropriate statistical analysis.

2.2 Setting and Study Design

The current study was conducted over two weeks during the second semester of the school year (2021/2022) in a public school in Ya'bad, Jenin. The subjects of the study were 44 female students. The researcher chose the school and the sample randomly by putting their names in a box to choose only one school out of five as well as to choose one class as an experimental group and the other class as a control group.

To investigate the impact of using the storytelling technique on the 5th-graders' speaking skills and their emotional intelligence, the current study utilized the quasi-experimental design. In this regard, the study investigated the impact of one independent variable (storytelling) over two dependent variables; students' speaking skills and emotional intelligence. According to Hatch and Farhady (1982), the quasi-experimental design is a practical approach used to observe true experiments as well as the behavior of natural human languages. Furthermore, this design allows the researcher to investigate cause-effect relationships. The present study employed a mixed-method approach that utilized both quantitative and qualitative data collection. The quantitative data involved using a speaking post-test while the qualitative data utilized classroom observation and a collection of teacher's reflections to fully examine the impact of using storytelling techniques on the 5th-graders' speaking skills and their emotional intelligence. According to Creswell (2007), the most informative qualitative research comes from interpretations of what researchers (observers) see and hear. In this study, the classroom environment represents one appropriate natural setting for the qualitative approach since it enables the

researcher (observer) to note what the EFL teacher and 5th-grade students were performing in the classroom during the implementation stage of this study.

Study Design:

EG: Experimental Group

CG: Control Group

O1: Pre-test

O2: Post-test

X: Experimental intervention (Teaching through storytelling)

EG: _ X O2

CG: _ _ O2

2.3 Population of the Study

The study population comprised all the 5th graders in Ya'bad schools during the scholastic year (2021/2022). The number of the schools was 180 according to the statistics of the Ministry of Education.

2.4 Sample of the Study

The sample comprised 44 female students who were chosen randomly from the 5th grade in Ya'bad schools in Jenin. These students were divided into two equal groups randomly after ensuring their homogeneity by checking the students' previous grades in English. The first group (experimental group) was taught through storytelling by telling the story with various materials like using animations and by developing different speaking activities like the 3/2/1 repetition and role-playing activities. The second group (control group) was taught through the traditional method and the teacher centered approach without depending on the storytelling strategy but by only sticking to the textbook and its activities.

2.5 Variables of the Study

1. Independent variable:

- Impact of storytelling

2. Dependent variables:

- Enhancing emotional intelligence
- Enhancing speaking skills

2.6 Materials

The teaching materials included a story in *English for Palestine-5B*. The story is “The Princess and the Three Friends”.

To employ the storytelling strategy, the researcher with the help of the teacher in Ya’bad school devised several activities and tasks: Pictionary game, treasure hunt, animation, reading with emotions, drawing the opposite, 3/2/1 repetition, storytelling and role-playing.

2.7 Instrumentation of the Study

To collect the data, the researcher developed a speaking post-test to examine the impact of storytelling on the students’ speaking skills. Besides, two observation checklists were utilized to observe the students’ development throughout the teaching of the stories to investigate the impact of storytelling on the students’ emotional intelligence and speaking skills. The classroom observations were conducted in every class meeting that dealt with the story in the curriculum. Furthermore, the teacher’s reflection was used to find out the 5th EFL teacher’s reflection towards the implementation of storytelling.

2.7.1 Speaking Post-Test

By the end of the intervention, the post-test was conducted in one phase: There were two open-ended questions about the story “The Princess and the Three Friends” with telling the story for the speaking post-test (Copy of the post-test appears in Appendix A).

2.7.2 Classroom Observations

Classroom observation is one primary instrument for collection and explanation of the data intrinsically. Observing the students' behaviors was noted throughout the six days of implementation. Each session lasted for the whole class duration: forty minutes. Throughout the intervention, the researcher played the role of an observer and helper by taking notes and helping the teacher with the pre-planned activities. The researcher went on to observe the students' emotional intelligence and speaking skills through in-depth classroom observations in 3 stages: pre-activity, while activity, and post-activity. They were developed in a lesson plan (see Appendix B).

The researcher took notes on the behaviors of the experimental group through two rubrics to explain the overall process. The emotional intelligence rubric focused on the elements of EI proposed by Goleman (1998): motivation, empathy, self-regulation, self-awareness, and social relationships. Because they are young students are still discovering their characters, it is extremely important to set an explicit basis to recognize their emotions (see Appendix C). Second, the speaking skills rubric enabled the researcher to focus on the students' accuracy, fluency, and comprehensibility (see Appendix C).

2.7.3 Teacher's Reflection

To collect further qualitative data that could provide explanations aligning with the researcher's observations for the quantitative data, the teacher's reflection was facilitated in a way that the 5th-grade teacher could provide her opinions regarding the observation sheet to enhance the reliability of the qualitative data by checking the researcher's notes from the observation rubrics and the teacher's reflection on the enhancement of the students' EI and speaking skills. The teacher was asked to answer your questions about using storytelling and its impact on the students' EI and speaking skills in her classes. Moreover, this kind of reflection aimed to record the teacher's thoughts and insights during the implementation stage (See Appendix D).

2.7.4 Emotional Intelligence Rubric

The emotional intelligence rubric was constructed by developing the rubric (Kagan & Kagan, 1995). This rubric was modified to suit the students' level and age. This rubric helped the researcher in observing the participants' emotions and speaking as well as commenting on their behaviors during the pre-planned activities.

2.7.5 Speaking Skills Rubric

The speaking skills rubric was constructed using the analysis techniques of (Heaten, 1988). Therefore, these rubrics were modified to suit the student's level and age. This rubric assisted the researcher in assessing the students' improvement in speaking skills and responses during learning through storytelling.

2.8 Validity

To ensure their validity, the instruments of the study were presented to a jury of experts in the field of English Language Teaching (ELT) and *English for Palestine-5* curriculum. These included (1) EFL supervisors, (3) EFL teachers, and (3) university professors. The experts were asked to review and comment on the instruments. Their comments and suggestions were taken into account when the last versions were made. For example: the jury asked to delete two questions which were difficult for the students' level like asking them to talk about another story they imagine in their mind, and to give reasons behind the action and intention of each character.

2.9 Reliability

Cronbach's Alpha was used to measure the post-test reliability and the extent of similarity between the two rounds of analysis. Cronbach's Alpha's demonstrated that the range was convenient for the study since the result was 0.84. Also, the teacher's reflection and the observation notes were designed similarly for the researcher and the teacher to increase their reliability.

2.10 Study Procedures

1. Collecting data and developing the instruments from the relevant literature review on the impact of storytelling on the emotional intelligence and speaking skills of the students.
2. Submission of the instruments to a jury of experts to ensure their validity.
3. Using Cronbach's Alpha to measure the instruments' reliability.
4. Developing the instruments according to the referees' notes, observing their behaviors, then testing the students, and conducting the teacher's reflection to get more explanations.
5. Ensuring that the control and experimental groups were homogeneous by checking their marks and averages from the previous semester regarding the English discipline.
6. Teaching the experimental group through storytelling according to a lesson plan that the researcher developed to increase the reliability of the data and depending on traditional methods to teach the control group.
7. Teaching the story from *English for Palestine-5B* 1. Starting with music to create a "story mood" 2. Teaching vocabulary with games and group work 3. Presenting an animation video for the story. The teacher tells the stories, using body language and rhythm 4. Observing EI aspects throughout the sessions by taking notes following the observation rubric 5. Using different speaking activities including storytelling for formative and summative evaluation.
8. Testing the participants after the sessions individually through a speaking post-test.
9. Asking the teacher to fill out the-self-reflection about her perspective towards using storytelling in her classes.
10. Calculating the average of the post-test grades via SPSS.
11. Presenting and discussing the findings obtained from each instrument.
12. Presenting conclusion and recommendations in the light of the findings.

2.10.1 Procedures of Classroom Observations

The procedures of classroom observations included several processes so that the researcher herself went to assess the students' emotional intelligence and speaking skills, and they were written down in the form of a table. Also, the notes were divided into

several sections; sessions, aims, procedures, activities, and results which took place during the treatment and teaching through storytelling, see table (1) appendix (I).

2.11 Data Analysis and Statistical Processing

The statistical analyses for this study were performed using SPSS. The means, standard deviations, and percentages were used to examine the impact of using storytelling on the 5th-grade students speaking skills. Moreover, the independent test and Cronbach's Alpha which were used to test the reliability of the speaking post-test. On the other hand, the classroom observation was analyzed by using descriptive analysis that included a thorough review of all notes taken during all six sessions. The reflection questions were submitted to the teacher for any possible comments, additional feedback, and assurance of accuracy and reliability.

2.12 Summary

The researcher devoted this chapter to study design, population, sample, study variables, materials, instrumentation, validity, reliability, and the procedures used in this study along with the ones used while the teacher was teaching storytelling in the 5th classroom. The researcher also gave a detailed description of classroom observation, speaking post-test, and teacher's reflections. She concluded the chapter with data analysis and statistical processing.

Chapter Three

Results of the Study

3.1 Introduction

This chapter presents the results regarding the questions and the hypothesis of the study. The results were the outcome of using diverse instruments including classroom observations, a speaking post-test, and teacher's reflection. To answer the three questions, the researcher presents and discusses the collected qualitative and quantitative data about the impact of storytelling on the 5th EFL students' emotional intelligence and speaking skills as well as the 5th EFL teacher's reflections on the impact of using the storytelling strategy on her students' emotional intelligence and speaking skills. The data are presented in the form of statistical and descriptive analysis to suit the various types of the collected data.

3.2 First Question Results

What is the impact of storytelling on enhancing 5th EFL Palestinian students' emotional intelligence?

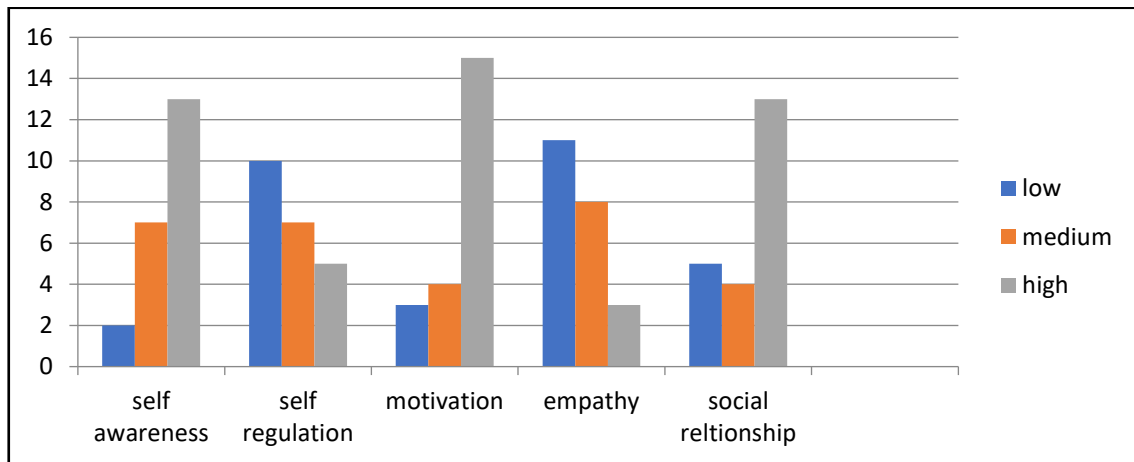
The researcher used in-depth classroom observation to answer the above question and recorded all of the students' emotions and behaviors that were related to the objectives of this study. The researcher presented and classified her notes that were collected from the six sessions she attended into these two branches. First, the five aspects of emotional intelligence were self-awareness, self-regulation, motivation, empathy, and social relationships. Furthermore, the researcher presented the data in a chart according to the observational rubrics (see Appendix C).

The chart classifies the 5th EFL students' emotional intelligence into low, medium, and high for the sake of further clarifications. In the following chart, the horizontal line represents the aspects of EI while the vertical line represents the number of students who are equipped with these aspects.

3.2.1 Emotional Intelligence

Figure (1)

Students' EI from the Observational Rubric



3.2.1.1 Self-Awareness

The above chart shows that the majority of the students' self-awareness was high. The students were able to talk about situations when they got presents same as the princess and were able to talk about their emotions then. Some students were aware of their emotions and could talk about their feelings firmly, and some illustrated the situation in a humorous sense. For example, one gift was money, and the student bought an iPhone for herself which was an imaginary act to do. However, most of the students were shy and could not mention their experiences with the presents for unknown reasons. Moreover, the students were fully aware of their strengths and weaknesses during the drawing of the opposite scene activity as the teacher asked them to give each other a suitable role to perform the activity.

3.2.1.2 Self-Regulation

The above chart shows low self-awareness for the class in general. Self-regulation was shown in the role-playing activity as the students were asked to act like the characters in the story. Most of the students were able to recognize their basic emotions while reading with emotions activity. In this activity, each student began reading and the rest were asked to guess the emotion. Some students were apparent in their reading as their voices were high and their facial expressions were angry which eased the mission for the class to

identify the emotion, so the class could regulate their emotions to read in sad or happy tones, but this was not the case with anger except for two students who showed their anger through facial expressions and tone. Further, the minimum numbers of students were aware of the reason behind experiencing several feelings and could control and show them with different techniques. For example, they were aware of the princess' emotions and why she chose Murad and could act this scene by bringing real objects like the presents in the story and even sleeping on a table to deliver the princess' illness to the audience. However, the rest of the class was not quietly able to manage their emotions before acting the scenes.

3.2.1.3. Motivation

This aspect was unpredictably high in this class. The students had inner motivation to achieve the activities and participate without the teacher's help. During the six-sessions, the students showed their enthusiasm and willingness to do further activities or accomplish the previous ones. For instance, they obliged the researcher to complete the 3/2/1 repetition activity for them even at the expense of their time. Also, the students liked to draw and guess the words as their participation was high. The majority of the class was eager to ask the researcher about ways to enhance their performance and reduce their mistakes. All in all, the stories, games, pictures, videos, music, materials, and activities could catch the students' attention to participate more and more.

3.2.1.4 Empathy

Empathy means that one is aware of other people's emotions whether they expressed their emotions or not. In this class, the minority of students were aware of their colleagues' emotions while the majority did not care about each other's emotions. For example, after telling the story, the researcher gave each of the students her marks based on the quality of her speaking skills and delivering the right emotions, but some students showed selfishness and anger toward the researcher's decision on giving them high marks because they made some speaking mistakes, so the researcher clarified the scoring form again but to no avail. Similarly, when the students were asked to correct their colleagues, their comments were accurate but mostly harsh, so the researcher asked them to be gentler.

Nonetheless, the students were empathetic with the princess and the three friends in a way they brought solutions for other happy endings for each character in the story.

3.2.1.5. Social-Relationships

The chart shows the percentage of students who had low, medium, or high social relationship skills. This aspect was only seen while observing the students' behaviors and actions in group work, so the researcher noted their behaviors while doing several activities as well as by assigning some missions to them, such as joining specific groups, dividing their roles, discussing some concepts, correcting each other, and helping each other. Accordingly, the researcher observed that the majority was skillful in leadership and social relations and some were careful while dealing with their friendships, but could not deal with other relationships. A minority were unable to have good relationships in the classroom alone group showed selfish acts since they were fighting over their roles and did not get to a result until the teacher divided them.

3.3. Second Question Results

The researcher used the independent sample t-test and showed the results in Tables 1-4 to answer the following question of this study and test its hypothesis. Besides, she observed the students' speaking skills: fluency, accuracy, and comprehensibility. The researcher presents the data in a chart according to the observational rubric (see Appendix C). The chart classifies the 5th EFL students' speaking skills into excellent, very good, good, poor, and fair for the sake of further clarification. In the following charts, the horizontal line represents the aspects of speaking skills while the vertical line represents the number of students who had these aspects.

What is the impact of storytelling on enhancing 5th EFL Palestinian students' speaking skills?

- There are no statistically significant differences at ($\alpha=0.05$) in the impact of storytelling on enhancing the 5th EFL Palestinian students' speaking skills.

Table (2)*Group Statistics for Marks of the Experimental and Control Groups*

Students	N	Mean	Std. Deviation	Std. Error Mean
Control group	22	38.1364	8.85086	1.88701
Experimental group	22	38.3000	9.05796	1.93116

Table (3)*Results of the Independent Samples Test*

Marks	Leaven's Test for Equality of Variances		T-test for Equality of Means					
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower
Equal variances assumed	.245	.623	-.061	42	.952	-.16364	2.70004	-5.61253
Equal variances not assumed			-.061	42	.952	-.16364	2.70004	-5.61262

In the second table, the independent sample test indicated no significant differences between the control and experimental groups regarding their marks in the English language, at the $p < 0.05$ for the three conditions: $-.06 (42) = .95$. Moreover, the mean and standard deviation of the control group were 3.8 and 8.8 in the first table, while the mean and standard deviation of the experimental group were 38.3 and 9.0 which indicates that the two groups were close to each other. In addition, testing homogeneity using Leaven's test shows that there was equality of error variance as $0.62 > 0.05$. Hence, the groups were acceptable to compare their results in the speaking post-test authentically.

Table (4)*Group Statistics of the speaking Post-Test*

	student	N	Mean	Std. Deviation	Std. Error Mean
Speaking	Control group	22	7.5909	12.28019	2.61814
	Experimental group	22	8.4318	1.39979	.29844

Table (5)*Results of the Post-Test of the Independent Samples Test*

		Leaven's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Speak -ing	Equal variance assumed	.405		-2.11	42	.040	-.84091	.3974	-1.6429	-.0398
	Equal variances not assumed	.706		-2.11	42	.040	-.84091	2.63510	-1.6429	-.0385

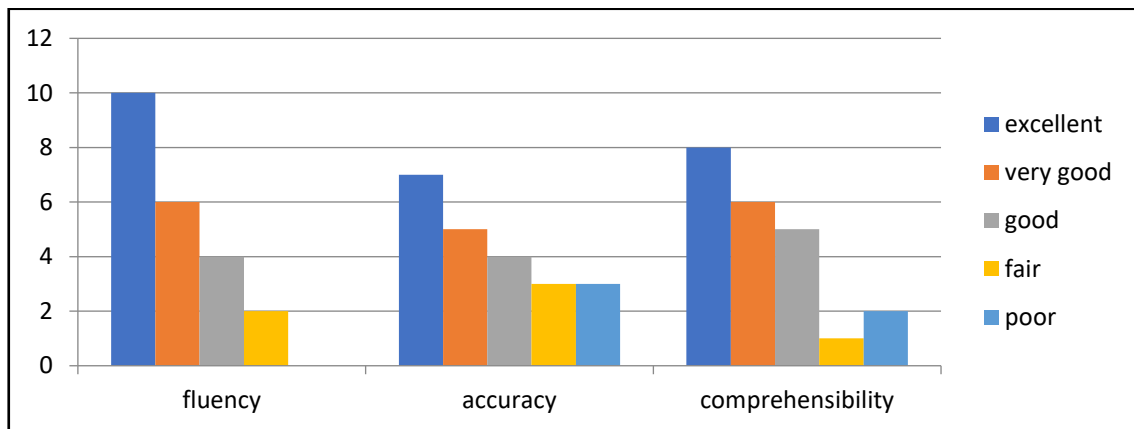
The above tables present the results of the control and experimental groups after doing the speaking post-test which investigated the impact of storytelling on the students' speaking skills. There were differences in the speaking post-test of the control group (M= 8, 4, SD= 2.6) as the means were less than the means in the speaking post-test of the experimental group (M=10.2, SD=.29). Hence, the researcher depended on the independent sample t-test to investigate if the differences were significant or not.

The Independent sample test indicated that there were significant differences between the control and experimental groups regarding their marks in the speaking post-test, at the $p < 0.05$ for the three conditions: $-2.11 (42) = 0.04$. Therefore, the researcher accepted the null hypothesis which implies there were statistically significant differences between the control group who learned traditionally and the experimental group who learned through storytelling. Henceforth, the final results were in favor of the experimental group regarding improvement of their speaking skills by implementing storytelling.

3.3.1 Speaking Skills

Figure (2)

Students' Speaking Skills from the Observational Rubric



3.3.1.1. Fluency

In general, the above chart shows that the 5th graders' fluency in English was excellent. And only 2-6 students were considered to be fair and poor according to the speaking skills rubric (see Appendix C). The researcher observed this aspect by asking several questions. For instance, the teacher asked them about situations when people gave them presents and what they loved or hated, what the present was and what they felt and why. And the students' answers were almost satisfying. Half of the class had little need for help as they spoke smoothly using different expressions, occasionally needed words, and were clear in delivering their thoughts, but with some unnatural pauses to think. Yet, few of them needed help in choosing the suitable words to deliver the correct meaning. Also two poor students gave up on speaking in English as they suffered from making too many pauses while trying to remember words and kept asking for the teacher's help.

3.3.1.2 Accuracy

The researcher noted the students' accuracy in speaking while doing different activities. For instance, during the 3/2/1 repetition activity, the researcher noted the way they pronounced the words. Few of them had serious problems pronouncing some words like *people*, *flew*, *princess*, and *present*. Their pronunciation was very good and they did not speak in their mother tongue; they also spoke in complete sentences and made no mistakes except for one word (better). In addition, the researcher observed speaking accuracy

during the reader's theatre; they had almost made no phonological errors and did not fear speaking in English. Nevertheless, there were three poor students whose pronunciation was completely influenced by Arabic, with a lot of grammatical and linguistic errors.

3.3.1.3 Comprehensibility

Observing this aspect can be seen through small group discussions. The teacher asks the students to draw another scene and explain why they chose to draw this specific ending. After this, they had to talk about several things they have learned. The students drew different scenes like specific characters giving the princess either money, iPhone, medicine, or bringing her a doctor. The students started explaining these endings. Two groups out of four had clear intentions with rare interruptions; one group was fairly obvious in delivering the meaning with few interruptions by the audience as there was no need for interpretation; one group suffered from interruptions because their intention was not completely clear, and the rest of the class were in between making inadequate long sentences or short sentences with the help of the teacher. The researcher asked the students to talk about their experience in the previous activity and their answers; they learned to listen to their friends to not repeat the same mistakes. Also, they learned that each member can have a role and can do something, and the presents had to be related to the person's needs.

3.4 Third Question Results

That is the teacher's reflection towards the impact of storytelling on enhancing 5th EFL Palestinian students' emotional intelligence and speaking skills?

The researcher answered the third question of this study by using the teacher's reflection instrument. The 5th EFL teacher was asked to answer your questions related to the classroom observation after fulfilling the intervention.

1. What is your viewpoint towards using storytelling in your classes? Did you find it beneficial? Why?

From the beginning, I always had an enthusiasm for using various strategies in my classrooms, but I had a kind of fear that the students would not welcome them. So

the researcher's study was an opportunity for me to see the impact of new strategies on my students. I think storytelling would certainly be a strategy full of positive influences if it was applied appropriately. In my classroom, I worked as a model to tell the story in a perfect tone, rhythm, body movements, and facial expressions. I think this way increased the students' comprehensibility of the story and enabled them to remember the events. Also, the researcher showed them an animation video which was a second model. I noted the student had never shown this kind of enthusiasm for learning before. I think that the story, pictures, and activities that were related to storytelling made them more active and attached to the text. Moreover, the storytelling strategy gave me the opportunity to hear the opinions and emotions of my students and get to know them more. I think this strategy is an anchor for identifying students' emotions and needs to use suitable materials and activities in the future.

2. How does storytelling affect the students' emotional intelligence and speaking skills?

The storytelling strategy is centralized on telling the story in an artistic way rather than the usual boring reading which does not help in creating a comfortable atmosphere for learning. The teacher can take advantage of this feature by personalizing the topic and bringing the students to talk about their lives. Also, it enables shy students to talk while imitating other characters to improve their speaking. Moreover, moral stories teach students how to act and solve problems. Subsequently, it increases the cooperation part so that this strategy supports collaborative work and helps the students in understanding their desires and needs, which leads to building independent students and human beings who seek the best for their lives.

3. What are the positive/negative effects of storytelling on students' emotions and performance?

It permitted students to express their opinions and feelings while answering questions. Also, it raised inner motivation to speak up and participate in all the sessions. The concept in the story was to prefer those who gave us all that they had over money

and wealth, so the students learned that expensive presents are not always precious, and even an apple can make us happy. However, while doing the activities, the students showed negative emotions toward each other as they did not want to work with weak students and some students wanted to be in groups only with their friends. Also, their behaviors were harsh to the students who got high marks which were a sign of letting feelings interfere badly with their learning process.

4. What was your impression when you listened to your students' storytelling?

After the intervention the students were asked to tell the story for the speaking post-test. I noticed the students were talking as if they were in the story. The students showed marked improvement in their pronunciation and comprehension. Also, through listening to each other, the students improved their vocabulary as well as narration. Unfortunately, two groups of students were not good at body movements and high tone which are necessary for a storyteller to master storytelling. I think this may be because they were still shy or afraid of the test. For fluency, I was not always fully satisfied with their performance because some students made too many pauses while trying to remember words which caused fragmented sentences and little use of expressions.

3.5 Summary

The researcher presented the results of the three questions of this study with the hypothesis related to the second question. The results of the study were presented in tables for the quantitative data and charts and paragraphs for the qualitative data. The researcher concluded with the teacher's reflections.

Chapter Four

Discussion of Results

4.1 Introduction

This chapter has four sections: results of the three questions of this study and related studies, conclusion of this study, some recommendations to EFL teachers, the Ministry of Education, curriculum designers, and further studies.

4.2 Discussion of Study Results

4.2.1 Discussion of First Question Results

What is the impact of storytelling on enhancing 5th EFL Palestinian students' emotional intelligence?

The first objective of this study was to investigate the impact of storytelling on the 5th EFL students' emotional intelligence. According to the researcher's observation during the intervention the students showed three positive emotional intelligence aspects out of five aspects. These aspects were self-awareness, motivation, and social relationships. Yet, self-regulation and empathy were low for the majority of the class. They can be ranked from the highest to lowest as follows: Motivation to participate and do the activities without the teacher's request was high which means they had the inner motivation needed to learn topics in new ways. Then, there was self-awareness in which the majority was fully aware of their emotions and could express them from their personal lives. Subsequently, the social relationships of the students showed an ongoing improvement since the students liked to learn in groups, assigned tasks, and collaborated to complete the activities successfully but with some problems like their desire to join their friends. However, the self-regulation rank was low since they could not regulate their feelings in the classroom like letting their emotions control their behaviors and not accepting others to have higher marks than them. Few students showed empathy toward the characters; their minds were directed to money and wealth, not the purest intention from giving the present.

This particular finding might be attributed to the students' age since they were at a stage in their lives when they need to be directed on how to deal with their relationships, behaviors, and emotions. They need moral stories, activities, and situations to teach them how to deal not only with their surroundings but also with themselves. For this reason, students have to integrate with others in a context full of social concepts to learn moral values and manners in real life. Moreover, the storytelling strategy creates a trusting atmosphere that gets rid of any negative emotions like tension and fear which works well with their self-Image and telling personal stories, and it is a joyful experience that stimulates students to work with each other. Pahwa & Khan (2022) consider fear, stress, and lack of surrounding support as adversaries to emotional intelligence foster and consider learning through a story as an enhancement step due to learning vital skills that are necessary to improve in life. For instance, they learn how to lead and deal with people, how to gain from problems, how to achieve goals, and how to adapt to the environment to achieve goals.

Furthermore, the storytelling strategy evoked a meaningful context throughout the six sessions to establish a "story mood" setting for the students to be attached to share social experiences and comprehend the story easily. Accordingly, students learned by being at the core of the learning process, learning through pictures and realia, playing games, watching animation videos, talking about personal situations, telling stories, and doing role-plays. Besides, English was contextualized through the story or the real-life situation which was developed to contextualize the "the princess and the three friends" story. Young students are full of energy and are motivated to learn through actions and realia, so vocabulary was learned by drawing and guessing as well as by hiding objects and naming them. The students were attracted to the story themes by handling situations that stimulated the same feelings which they needed to recognize. Also, group work allowed them to get more open to each other, and role-playing enabled them to become more familiar with the story and characters to unleash their feelings.

This concurs with Erickson (2018) who described storytelling as a reflection of people's thoughts and emotions. The target language in stories is rich and full of vocabulary that can render students in their ability to talk about themselves, deal with life circumstances,

and appreciate themselves. When students listen to and tell stories about feelings they attain a deeper level of understanding of their emotions and can value others' emotions. Besides, storytelling provides contexts and activities for experiencing similar emotions that they can relate to and discuss.

Storytelling also empowers the students with the vocabulary they can use regardless of the circumstances they face in their lives, whether they are good or bad. Also, it fosters students' skills to the extent they can learn and act well in groups whether inside or outside the classroom.

4.2.2 Discussion of Results of Second Question and Its Hypothesis

What is the impact of storytelling on enhancing 5th EFL Palestinian students' speaking skills?

There are no statistically significant differences at ($\alpha=0.05$) in the impact of storytelling on enhancing the 5th EFL Palestinian students' speaking skills.

To answer the second question about the impact of storytelling on the 5th EFL students' speaking skills, the researcher used the speaking post-test after teaching the experimental group with storytelling and teaching the control group without this dependent variable. The researcher used the independent sample t-test for the means of both groups. The means in the speaking post-test of the experimental group (10.2) was significantly higher than the means of the control group (8, 4). The final results for the speaking post-test indicated that there were significant differences between the two groups at the $p<0.05$ for the three conditions; $-2.11 (42) = 0.04$. The results showed that there was a favorable impact on the implementation of storytelling on the 5th EFL students' speaking skills.

Additionally, the researcher depended on an observation rubric to investigate the impact of storytelling on the 5th EFL students' speaking skills during intervention. The researcher noted that the majority of the class was excellent and very good in fluency and comprehensibility aspects and only two students were considered to be poor, but their accuracy was in between as half of the class considered to be poor, fair, and good while the other half was nearly very good and excellent. In general, the students were fluent and

their responses tended to be in various expressions, smoothly speaking, and with rare pauses, since they were aware of their emotions and thoughts so they did not need much time to think but to remember words only. The students' comprehensibility was noted through the students' explanations of their drawings for the final scene in the story. The researcher observed that most of the groups were clear in their answers and had almost no interruptions except for a few students who suffered from their classmates' interruptions as their answers did not make sense for being too short or too long and using unsuitable vocabulary. Moreover, based on the researcher's observation of the students' accuracy, it was found that they handsome pronunciation mistakes but did not speak in their mother tongue and had no fears of telling long sentences in English.

Speaking in a foreign language like English needs a lot of work and practice. For this reason, teachers need to come up with suitable and motivating strategies to encourage the students to use this language. One of the hardest missions for teachers who teach young children is to grab their attention and keep it. Thus, through the act of telling stories, teachers can catch the young ages' attention effortlessly. Stories are a good material to learn emotional vocabulary and express feelings and opinions as the adequate choices of stories provide students with moral lessons for the social situations in life and the events in the stories teach them how to respond and react appropriately to different circumstances. Further, storytelling provides opportunities to personalize the language and relate it to personal topics so the students can feel they are at the center of the lesson and can talk about their opinions in their way as active students who have concerns in the lesson. Furthermore, storytelling is an engaging activity that allows students to tell stories and even be engaged in other activities like role-playing and discussions which motivate them to speak.

This result concurs with Somdee and Suppasetsee (2013) who found lack of social spaces to communicate with English speakers in schools, and EFL teachers did not speak English all the time and did not provide enough practice to use this language orally, so students may be unmotivated. They also found limited interesting materials to stimulate students to speak English since most of the activities concentrated on developing reading and writing skills which makes it challenging for the students to learn speaking skills.

Similarly, Al-Asmari (2015) found out that the advancement of satisfactory speaking skills imposes using meaningful language like the one used in stories which can function as stimulating topics and as an engaging activity by telling the story and relating it to their experiences as well. Besides, due to the activities that do not consider students' interests, students may not put out efforts to speak up, which hinder their capacity to interact and use English fluently and productively. Al-Asmari (2015) also stated that in schools where students study English as EFL, it is necessary to enrich speaking skills by using authentic topics, real-life situations, engaging activities, and proficient English models to develop speaking, so it is the teachers' job to promote their mastery, knowledge, and abilities through professional improvement of teaching English.

4.2.3 Discussion of Third Question Results

What is the teacher's reflection towards the impact of storytelling on enhancing 5th EFL Palestinian students' emotional intelligence and speaking skills?

The teacher's reflection instrument aimed at finding out the 5th EFL teacher's reflection on using the storytelling strategy on her students' emotional intelligence and speaking skills. The teacher's responses were positive and agreed to implement this strategy in her classes in the future. The teacher described this strategy as an effective strategy that motivated students to participate in varied activities and talk about their emotions as well as speak and perform the story in English. From the teacher's perspective, the kids liked to learn through the story and their attitudes toward learning English became more satisfying since activities were developed in adequate and productive ways. Besides telling the story by snatching facial expressions, rhythm, tone, animations, and body movements were efficient in learning vocabulary and keeping events of the story in minds. The teacher concluded that teaching through a story, developing suitable activities and games for their age, and a meaningful story to learn moral behaviors worked well in raising participation, acquiring new vocabulary and comprehension of the theme of the story because the storytelling strategy linked their lives and concerns with the English language.

This specific perception might be interpreted that the story provided the students with emotional language that was meant to be personalized and listened to many times in different ways like listening to the teacher, animation videos, or classmates' retelling the story. They had several chances to focus on the events of the story, the character's emotions, and language of the story which means they had many chances to focus on different speaking aspects along with emotions that allowed vocabulary, pronunciation, meanings to stick in their minds to produce correct sentences.

The 5th EFL teacher's reflection agree with the study conducted by Connie (2017) who concluded that storytelling enhanced moral values in students since teachers can benefit from the stories in teaching good behaviors and shaping the students' characteristics since values are sufficiently taught through stories. Also, it is unwise policy to neglect the students' social improvement and morals because teaching is associated with graduating high moral students who understand themselves and care about the surrounding people. Moreover, stories are a powerful resource for getting the students' attention and enthusiasm to listen and learn English.

Additionally, the teacher's perspectives concurred with Jakarta (2018) who observed that storytelling increased the students' interest in speaking the English language due to many reasons: storytelling helps students comprehend what they hear, hear content multiple times, share opinions, and enjoy their time in class. Thus, students attempt to speak the sentences they hear based on their memorization and comprehension of the story. Furthermore, storytelling makes students act as active participants who can interact and share their emotions as well as raise their confidence in speaking through the different activities the teacher develop that suit this strategy like role-playing which aids students to speak up and so it promotes students who are not confident.

4.3 Conclusion

This study was conducted to investigate the impact of storytelling on enhancing the 5th EFL Palestinian students' emotional intelligence and speaking skills in Ya'bad schools. The results of the speaking post-test indicated there was positive increase in the means of the experimental group over the control group after teaching the former with storytelling

and the latter with only traditional methods. Also, the researcher's observations and the 5th EFL teacher's reflection concluded the valuable benefits of implementing the storytelling strategy in teaching emotional intelligence and speaking skills to foreigners.

The results revealed that the experimental group's success was better than that of the control group. The students in the experimental group were interested, encouraged, active, cooperative, motivated, and eager to speak more. Besides, the researcher observed that not only did their ability and desire to speak English enhanced, but they also became more aware and cooperative for the benefit of the group. Further, the storytelling group had more comprehension of the events and characters of the story as it was ascertained in their retelling of "The Princess and the Three Friends".

Telling stories inside the EFL classroom can be organized into 3 stages. First, pre-telling-initiates an entertaining step in learning English by developing lead-in activities that enable students to be prepared for learning by teaching vocabulary through real life like images and music to lessen anxiety and effortlessly seize their attention. Second, telling the story with body movements and adequate tone enables them to comprehend it by standing in the middle of a relaxed and joyful environment. Third, post-telling includes follow-up activities such as asking the students to retell the story via getting benefits from their imagination to nurture their abilities. Accordingly, the strategy and the use of various materials led to the improvement of emotional aspects which was not only gained by the story but also by the storytelling techniques and the adequate activities used.

The students' speaking skills were promoted by telling stories and retelling them. Further, activities such as group discussions, recreating the last scene, and role-playing the story assisted students in strengthening their accuracy, fluency, and comprehension. In this case, the students' psychological anxiety was diminished while their self-esteem was developed by talking about private stories in a comfortable and trusting atmosphere. Consequently, the researcher concluded that storytelling has a positive impact on the student's emotional intelligence and speaking skills.

4.4 Recommendations

4.4.1 Recommendations to EFL Teachers

EFL teachers are advised to:

1. Start using telling stories in creative ways and encouraging their students to retell them.
2. Personalize the stories and linking them to the students' personal lives.
3. Develop speaking activities; storytelling, role-play, dramatization, or discussions that suit the young ages like also asking them to imitate characters that model the manners we want them to learn.
4. Use animations, realia, and games that boost the effectiveness of teaching of young students.

4.4.2 Recommendations to the Ministry of Education

The Ministry of Education is advised to:

1. Organize workshops for EFL teachers on learning the art of telling stories to implement it and teach it in their classes.
2. Organize workshops for EFL teachers on the importance of using new strategies that concentrate on the affective side of students to learn how to improve their personalities.
3. Organize workshops for EFL teachers about the techniques they can use to improve the students' speaking skills through storytelling.

4.4.3 Recommendations to Curriculum Designers

Curriculum designers are advised to:

1. Update the English language textbooks while integrating short stories that deal with local values and social norms.
2. Include tasks like 3/2/1 repetition that raise emotional intelligence and speaking skills by concentrating on a variety of techniques for telling the stories.

4.4.4 Recommendations for Further Studies

Researchers are advised to:

1. Conduct studies regarding storytelling concerning a large number of samples and comparing female and male students of different ages.
2. Investigate more about storytelling since this study was limited to examining two dependent variables: emotional intelligence and speaking skills.
3. Conduct studies on the appropriate ways to implement storytelling for young and adult students for the sake of EFL learning.
4. Conduct studies to compare between public and private schools regarding storytelling.

List of Abbreviations

EFL	English as a Foreign Language
EI	Emotional Intelligence
ELT	English Language Teaching
MA	Master
SPSS	Statistical Packages for the Social Science

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Appendices

Appendix (A)

Speaking Test Scoring Form

The speaking test was developed and tested according to the following rubrics:

Excellent	Very good	Good	Fair	Poor
Score 5	Score 4	Score 3	Score 2	Score 1

Appendix (B)

Lesson Plans

Unit Title : “The Wolf’s Shoes”

<p>Intended Learning Outcomes (ILOs):</p> <ul style="list-style-type: none"> -to read aloud the story in pairs. -to summarize the story in four sentences through writing. -to retell the story using narration. -to role play the story in groups. -to find out positive morals in the story. -to describe characters’ feelings and emotions. 	
<p>Required materials and resources: flashcards, LCD, pupil’s book, PowerPoint, whiteboard, cassette, real objects.</p>	
<p>Lead-in: (the mime): to engage the students and be familiar with the topic of the story as well as to learn and say new vocabulary.</p>	<p>Procedure: the teacher:</p> <ul style="list-style-type: none"> - Greets the students and maintains eye contact. - Arranges the students to set in semi-circles. - Puts a set of flashcards that contain actions from the story like hiding, stealing, and walking. - Asks one student to mime an action without saying it to the class because they need to guess it. - Brings the student who guessed it correctly and gives her another card to mime and so on.
<p>Pre-activity</p>	<ul style="list-style-type: none"> - Shows the characters’ pictures and tells they are the ones who the students were miming earlier. - Asks general questions: <ol style="list-style-type: none"> 1. What do you think the wolf wants to take? 2. Who is the owner of the goat? 3. Why has the goat in the end as you can see in the pictures? - Ensures them to listen carefully to the cassette before opening their books if they want to know the correct answers (curiosity is created).
<p>While activity</p>	<ul style="list-style-type: none"> - Narrates the story by herself while using real objects representing the characters and focusing on the body movements, facial expressions, and changing her tone and intonation when it’s necessary. - the teacher asks the class to read aloud altogether in pairs in different moods, such as happy/ sad voices. - and then to read it individually using one emotion so that the other students can listen carefully and identify the emotion. - If they couldn’t identify it, they had to pinpoint the reason and what to do to promote the performance.
<p>Post activity</p>	<ul style="list-style-type: none"> - The teacher writes 4 sentences that summarize the story. - Asks them to rewrite them in the correct order in their pairs.

	<ul style="list-style-type: none"> - after finishing this task, the teacher has to erase 1-3 words slowly. - Then asks them to read the sentences but not to rely on their memory as its ok to use other suitable words from their mind.
Summative Assessment	<ul style="list-style-type: none"> - The teacher classifies the class into 2 teams. - The students are required to discuss the pictures presented in the PowerPoint. - The discussion is about the good/bad behaviors of the farmer and the wolf. For example, asks them to think like these characters to defend their acts by giving a report about the farmer and the wolf and why they were fighting over the big goat. After that, they can do role-play.

Unit Title: “The Princess and the Three Friends”

<p>Intended Learning Outcomes (ILOs):</p> <ul style="list-style-type: none"> -to read aloud the story in pairs. -to retell and report the story. -to link the story with personal situations. -to tell another ending for the story. -to role play the story in groups. -to find out positive morals in the story. 	
<p>Required materials and resources: animation, LCD, video, pupil’s book, realia, cassette.</p>	
<p>Lead-in: (Pictionary game): to prepare the students for the story and learn the required vocabulary.</p>	<p>Procedure: the teacher:</p> <ul style="list-style-type: none"> - Greets the students and maintains eye contact. - Arrange the students to set in groups - Presents pictures for the required vocabulary (princess, rug, present, palace, marry, mirror...). - Put them in a bag and ask each group to choose one picture randomly. - To draw the picture in hand so the other groups would tell what it is.
<p>Pre-activity</p>	<ul style="list-style-type: none"> - The students are asked to play a game that is “treasure hunt”. - The teacher instructs: - You have to search for 3 presents for the princess in today’s story. - A hint: none of you own these objects, you have to search carefully. - The teacher will talk about situations when someone gave her a present. - The teacher asks them to mention situations when they had presents, what were they? did they love them/hate them? Why?
<p>While activity</p>	<ul style="list-style-type: none"> - Presents an animated video without sound to catch their attention and check if they have found all of the presents. - Ensures them to listen carefully to the cassette before opening their books to list the presents with their owners. - Tells the story through animation and realia that students found. - Then ask the students in pairs in different moods, such as happy/ sad voices. - and then to read it individually using one emotion so that the other students can listen carefully and identify the emotion. <ol style="list-style-type: none"> 1. the teacher instructs: 2. You need to listen again to the scene I will read. (the last scene)

	<ol style="list-style-type: none"> 3. Draw the opposite of what you heard in groups, such as another present the princess would choose and another person to marry. 4. Clarify why you chose to draw this specific ending. 5. The winning team is the one that creates the most creative ending.
Post activity	<p>(3/2/1 repetition): the teacher instructs:</p> <ol style="list-style-type: none"> 1. The students are asked to tell the story to one student in their groups in 3 minutes at first and you can look at the pictures to remember. 2. tell it to another listener in 2 minutes. 3. Then, to another listener in 1 minute.
Summative Assessment	<ul style="list-style-type: none"> - Asks them, in their groups, to write another ending for the story while looking at their books. - Read what they wrote aloud, and perform dramatization. - The winning group will have a gift.

Unit Title : “A Rescue”

<p>Intended Learning Outcomes (ILOs):</p> <ul style="list-style-type: none"> -to read aloud the story in pairs. -to retell the story using narration. -to find out positive morals in the story. -to discuss characters’ feelings and behaviors. -to describe their personal feelings. -to distinguish correct and wrong sentences by telling the correct ones. -to practice dialogue role play. -to summarize the story as a small teacher. 	
<p>Required materials and resources: flashcards, pictures, pupil’s book, whiteboard, cassette.</p>	
<p>Lead-in: (racing for the correct words): to teach and say new vocabulary.</p>	<p>Procedure: the teacher should:</p> <ul style="list-style-type: none"> - Greet the students and maintain eye contact. - Arrange the students to set in groups. - Set away from the students holding flashcards and pictures from the story for each vocabulary. She instructs: <ol style="list-style-type: none"> 1. Each group will have a picture. 2. Each group should come to me to see the flashcards and choose the one they think that matches their picture. 3. After you have finished, we will present the correct answers.
<p>Pre activity</p>	<ol style="list-style-type: none"> 1. Show them the pictures again and ask: 2. What do you think this woman is doing? 3. Where is she? Is she in a science lab? 4. Does she feel well? Do you all feel well or sick? 5. Who are these people? (the police). 6. What do you think they are doing to the scientist Tara? <ul style="list-style-type: none"> - Ensure them to listen carefully to the cassette before opening their books to check their answers quickly.
<p>While activity</p>	<ul style="list-style-type: none"> - after telling the first scene the teacher will tell a right and wrong sentence from it. - asks the students to repeat the sentence by only saying the right one and do this with the rest scenes. - The sentences are: - Tarja worked in a science lab or hospital/she wrote an email to say goodnight to a friend or to ask for help/the boy or the mother called the police/the police rescued Tarja/the boy. - After the teacher tells the whole story, the students need to read it aloud in chorus.
<p>Post activity</p>	<ul style="list-style-type: none"> - Asks the students to arrange the pictures on the whiteboard according to their order in the story. - To answer the following questions: <ol style="list-style-type: none"> 1. What can we do to help Tarja? 2. Does the boy make the right decision? 3. What would you do else if you were the boy? 4. How can you help Tarja?

	5. What will be your feeling when you save Tarja?
Summative Assessment	<ul style="list-style-type: none"> - Dialogue role play: - The teacher distributes flashcards with situations/problems from the story and asks them who is she? what happened? - after they answer the teacher keeps asking why she feels sick. Who helped her? How does it end? And so on. - They can answer in pairs according to the flashcards. - Small teacher: - The teacher asks some students to summarize the story for the class.

Appendix (C)
In-depth Class Observations

The observation all through the treatment will be bound to this rubric which is designed to be interrelated to the objectives of the study. This rubric is developed for the impact of storytelling on the students' emotional intelligence.

Table (A): Impact of storytelling on enhancing 5th EFL students' emotional intelligence.

Emotional intelligence aspects	Low	Medium	High
Self-awareness	Shows feelings unconsciously.	Acknowledges basic emotions only.	Recognize and identify various feelings.
Self-regulation	Acting without awareness.	Aware and usually can control feelings before acting.	Aware of why experiencing several feelings and can control them with different techniques.
Motivation	Depressed and not motivated.	Seeks for goals but with the teacher's motivation.	Inner motivation and concentrates on goals.
Empathy	Unaware of other people's emotions.	Understands expressed people's emotions.	Understands unexpressed people's emotions.
Social relationships	Unable to conserve interpersonal relationships.	Conserves friendships, but cannot maintain other relationships.	Skillful in leadership and social relations.

The observation all through the treatment will be bound to this rubric which is designed to be interrelated to the objectives of the study. This rubric is developed for the impact of storytelling on the students' speaking skills.

Table (B): Impact of storytelling on enhancing 5th EFL students' speaking skills

Speaking skills aspects	Classify-action	Score	Criteria	Activity
Accuracy	Excellent	5	Pronunciation is excellent, speaking is not affected by Arabic, and phonological errors are rare.	<p>-3/2/1 repetition: it enhances students' fluency by telling the story and repeating the same topic and words which allows them to focus on their pronunciation, especially if their voices were recorded. The students are asked to tell the story in less than three minutes.</p> <p>-Reader's theatre: it allows the students to comprehend the story better and be confident in speaking while acting as other characters. After explaining the story, the teacher arranges the students into groups and asks them to look in their books and write scripts for the story, read what they wrote aloud, and do role play.</p>
	Very good	4	Pronunciation is very good, with rare effects from Arabic, and the speaker shows confidence in pronouncing words.	
	Good	3	Pronunciation is good but influenced by Arabic, the speaker doesn't fear speaking, and there is a limited range of phonological errors.	
	Fair	2	Pronunciation is affected by Arabic but with many phonological errors which are unclear and confuse listeners.	
	Poor	1	Pronunciation is completely influenced by Arabic, with a lot of grammatical and linguistic errors, and word use is not suitable.	
Fluency	Excellent	5	Speak smoothly with different expressions, occasionally need for words, and only 1-2 unnatural pauses.	<p>-reading with emotions: the teacher asks the class to read aloud altogether using various emotions, such as guilty/happy voices, and then asks them to read it individually</p>
	Very good	4	Little need for help to get words, but clear in delivering the while meaning. Little unnatural pauses.	

	Good	3	Needs help to search for words, delivering the whole meaning is not smooth but it is clear, also there are many unnatural pauses	using one emotion so that the other students can listen and identify the emotion. If they couldn't they have to point out the reasons and what the reader can do to improve the performance.
	Fair	2	The speaker needs crucial help with using correct words, sentences are fragmented and very little use of expressions.	-Using pictures: motivates the students to talk, especially about themselves while using visual aids from the story. The teacher shows them a picture from the story and asks some questions. For instance, to mention situations about people who gave those presents and what did they love or hate.
	Poor	1	Too many pauses while trying to remember words and asking for help and even gives up on talking with suitable words.	
Comprehensibility	Excellent	5	The intention and general meaning are clear, with rare interruptions.	-listen and draw another ending: the teacher asks the students to listen carefully to the scene she will read from the story, then she asks them to draw the opposite of what they heard and explain why they choose to draw this specific ending.
	Very good	4	The intention and meaning are fairly obvious, with little interruptions by the audience as there is no need for clarifying.	
	Good	3	The speech is understandable but many interruptions are crucial to enable him to convey/clarify the meaning.	-A treasure hunt: children love to play games to learn new things and link them to their personal
	Fair	2	The audience mostly asks for clarification due to the speaker's	

			inadequate/long sentences.	lives. Ask them to search for 3 gifts like the characters in the story. Then. The teacher mentioned situations when she had a present to motivate them to speak. After that, asks them to mention situations when they had presents and give some details to the class.
	Poor	1	Only short sentences can be comprehended and only through asking for help.	

Appendix (D)
Teacher's Reflection

The following questions are designed for the teacher of the 5th EFL graders to investigate her perspective on the impact of storytelling on the student's emotional intelligence and speaking skills.

1. What is your viewpoint towards using storytelling in your classes? Did you find it beneficial? Why?
2. How does storytelling affect the students' emotional intelligence and speaking skills positively?
3. What are the positive/negative effects of storytelling on students' emotions and performance?
4. What was your impression when you listen to your students' storytelling?

Appendix (E)

Post-test

This instrument is designed to collect the needed data for finalizing the MA thesis entitled “Investigating the Impact of Storytelling on Enhancing the 5th EFL Palestinian Students’ Speaking Skills in Ya’bad Schools”. Please have a look to check its validity. Thank you for your collaboration.

Palestinian National Authority السلطة الوطنية الفلسطينية
Ministry of Education وزارة التربية والتعليم
Directorate of Education-Jenin مديرية التربية والتعليم-جنين
Palestine Secondary School for Girls مدرسة بنات فلسطين الأساسية



5th Grade 25 marks

Name:

Task one Read and put True/false: (4.pt)

1. Hassan found a mirror ().
2. Murad married the princess ().
3. The princess did not marry at all ().
4. Hassan gave the princess his watch ().

Task two: Circle the correct answers: (4.pt)

1. In his mirror, Hassan saw:
a.) nothing b.) a child c.) his friend. d.) everything
2. The princess married:
a.) Murad b.) Hassan. c.) Omar d.) Majed
3. The princess asked the three friends for a:
a.) rug. b.) present. c.) window d.) mirror
4. The princess got better because Murad gave her a/an:
a.) rug b.) orange c.) egg d.) apple

Task three: Fill in the blanks with the suitable words:(4.pt)

1. The three friends saw the princess. She was not _____.
2. Hassan found a _____. He could see all things in it.
3. They flew very fast to her palace on the _____.
4. The princess said: I am going to marry _____.

Murad
Mirror
Well
Rug
Ring

Task four: describe the pictures using the given words to form a meaningful statement

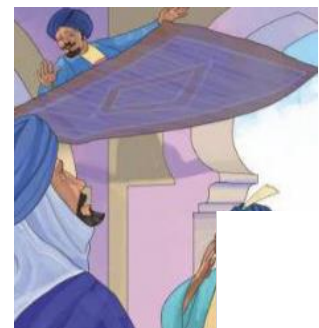
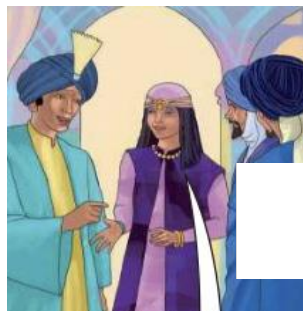
A.) Not well, Apple, gave, princess, Murad, wants. (2.pt)



B.) Flew, friends, rug, princess. (2.pt)



Task five: Number the following pictures according to their order in the story (6.pt)



Task six: answer the following Wh-Questions: (3.pt)

1. What did Hassan see in the mirror?

2. Who did the princess marry? Why?

Appendix (F)
Validation Committee

Dr. Khalid Dweikat, Methods of English Language Teaching, Al-Quds Open University.
Dr. Monther Zyoud, Methods of English language Teaching, Al-Quds Open University.
Dr. Majed Hasaneen, Methods of English language Teaching, Al-Quds Open University.
Hanan Abu Hassan, Supervisor of English.
Amany Hamaesheh, Teacher of English, Palestinian Girls School.
Oraib Abbadi, Teacher of English, Palestinian Girls School.
Naba' Mohammad, Teacher of English, Al-Fatimah School.

Appendix (G)

Letter of Approval from An-Najah National University

جامعة النجاح الوطنية
النجاح الوطنية
كلية الدراسات العليا
مكتب العميد

جامعة النجاح الوطنية
Faculty of Graduate Studies
Dean's Office

التاريخ: 2021/12/23

حضرة الدكتور فايز محاميد المحترم
منسق برنامج ماجستير اساليب تدريس اللغة الانجليزية
تحية طيبة وبعد،

الموضوع: الموافقة على عنوان الأطروحة وتحديد المشرف

قرر مجلس كلية الدراسات العليا في جلسته رقم (413) المنعقدة بتاريخ 2021/12/6، الموافقة على مشروع الأطروحة المقدم من الطالب/ة زهر اسامة حسن ناصر، رقم التسجيل 11952707، تخصص ماجستير اساليب تدريس اللغة الانجليزية، عنوان الأطروحة:
استقصاء أثر السرد القصصي على تحسين الذكاء العاطفي ومهارات المحادثة لدى طلاب الصف الخامس الاساسي في مدارس يعبد

Investigating the Impact of Storytelling on Enhancing the 5th EFL Palestinian Students' Emotional Intelligence, and Speaking Skills in Ya'bad

بإشراف: د. خالد دويكات (اصبح عبء الاشراف لديكم 2 ساعات على الفصل الاول 2023/2022)

ملاحظة: لاعتماد الأطروحة وتسجيلها على الفصل الثاني 2022/2021.

يرجى اعلام المشرف والطالب بضرورة تسجيل الأطروحة خلال اسبوعين من تاريخ اصدار الكتاب. وفي حال عدم تسجيل الطالب/ة للأطروحة في الفترة المحددة له/ها ستقوم كلية الدراسات العليا بإلغاء اعتماد العنوان والمشرف وتفضلوا بقبول وافر الاحترام،،،

عميد كلية الدراسات العليا
أ.د. وليد صويخ

نسخة : د. رئيس قسم الدراسات العليا للمعلوم الانساني المحترم
: عميد القبول والتسجيل المحترم
: مشرف الطالب

23. 12. 2021
كلية الدراسات العليا

جامعة النجاح الوطنية من أفضل 500 جامعة على مستوى العالم في تصنيف التايمز البريطاني 2022

فلسطين، نابلس، ص.ب 7.707 هاتف: 2345115، 2345114، 2345113 (09) (972) * فاكس: 2342907 (09) (972)
Nablus, P. O. Box (7) *Tel. 972 9 2345113, 2345114, 2345115 هاتف داخلي (5) 3200
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Appendix (H)

Letter of Approval from the Directorate of Education, Jenin

State Of Palestine
Ministry of Education
Directorate of Education – Jenin

دولة فلسطين
وزارة التربية والتعليم
مديرية التربية والتعليم - جنين

الرقم : م/ج 1 / 30 / 620
التاريخ : 2022/4/4 م
الموافق: 3 / رمضان / 1443 هـ

حضرة مديرة مدرسة بنات فلسطين الأساسية المحترمة
تحية طيبة وبعد

الموضوع : تسهيل مهمة بحثية
أرجو تسهيل مهمة الباحثة " زهر أسامة حسن ناصر " استكمالاً للحصول على شهادة الماجستير من جامعة النجاح الوطنية، في تنفيذ دراستها بعنوان " استقصاء أثر استراتيجية السرد القصصي على الذكاء العاطفي ومهارة المحادثة لدى طلبة الصف الخامس في مدارس يعبد " .
عن طريق جمع البيانات والمعلومات من خلال الملاحظة وامتحان بعدي لمهارة المحادثة للصف الخامس الأساسي في مدرستكم، بما لا يؤثر على سير العملية الإدارية والتعليمية .

مع الاحترام

أ. حلام الطاهر
مدير عام التربية والتعليم

دولة فلسطين
وزارة التربية والتعليم
مديرية التربية والتعليم - جنين

18/4/2022
ن. ع. ع.

التعليم العام
04/2 503 503
32 جنين
04/2 438 567, 04/2 501 138 , 04/2 501 061

Appendix (I)

Table (1)

Procedures of classroom observations

Session (Date)	Aim	Procedures	Activities	Results
Session 1 (May,11,2022)	To prepare them for the lesson and help in comprehending the vocabulary. To simulate the story and linking it to their personal lives.	The researcher began the class with animation music to create a “story mood” and prepare the students to join a new experience. After this, the teacher arranged for the class to sit in groups.	-Pictionary game: The researcher gave the teacher a bag full of pictures for the vocabulary to ask each group to take one random picture and draw it on the board so the other groups can tell what it referred to. -‘A treasure hunt’ game: The teacher had 3 presents from the story. The students were asked to find the presents and give them to the princess and they succeeded in it. Wh-Questions: the teacher talked about situations when someone gave her a present and asked the students to do so. The teacher asked questions; what the present was. What did you feel? Why?	All of the groups succeeded in the first activity except one because the picture was an emoji for ‘not well’, but the students thought it was a person who was smoking. Another student couldn’t draw a palace, but with a clue from the teacher, the students could discover it in English. The students liked to draw and guess the words as their participation was high. However, the students had difficulties in promoting a person to get up and draw. In the last activity, the students’ answers were almost satisfying. Some students were aware of their emotions and could talk about them firmly, and some illustrated the situation in a humorous sense as one gift was money, and the student bought an iPhone for herself which was an imaginary act. Most of them could not mention their experiences for being shy.
Session 2 (May,12,2022)	To check their memory and understanding of the story and its vocabulary. To watch and listen carefully to the story with sound and without.	The researcher began the class with animation music to create the “story mood”. The students were arranged to sit in groups. The teacher refreshed their memories of vocabulary	Provide them with an animated video without sound to check if they found all of the presents when they played the treasure hunt game. The students were motivated to watch the video two times. The second one was with sound to list the presents with their exact owners.	In the first activity, the students were motivated and curious as they could list the presents with their owners successfully. The class could answer the questions except for the second question because it depended on their analytical skills. The students get bored at the end and so their participation became less because of sticking to the

		they learned. Then, she presented an animated video without sound to check if they found all of the presents. Then, she started telling the story several times by using realia, body movements, and rhythm to deliver the meaning.	-The teacher asked the students some questions from the story to check their understanding briefly. For example, she asked them the following questions: where does the princess live? Why does she live in the palace? What did Hassan find? What did Murad find? What did the friends do with the rug?	same pattern in these questions.
Session 3 (May,15,2022)	To read with any emotion they choose. To check their imagination, thinking skills, and social relations To manage themselves and decide each member's role.	The students sat in their groups even before the teacher and the researchers showed up. At first, the teacher refreshed their memories of the vocabulary, characters, and presents. Then, The teacher played the role of a model and read the passage with emotions, so the students could learn from her reading.	-Read with emotions: to notice the willingness of the students in expressing and identifying various emotions while they were speaking. These emotions were happiness, sadness, and anger. Each student came in front of the class, began reading, and the other students started guessing the emotions. - draw another ending: They had to write a reason for drawing such a specific ending in groups.	Their participation was excellent as some students were clear in their reading as their voices were high and their facial expressions were angry which eased the mission for the class in realizing the emotion. However, six students were reluctant how to express. Their behaviors were positive and negative since the majority were smart enough to write and express their opinions while the rest were only suggesting ideas for the draw. One group showed selfish acts as they were fighting over their roles and did not get to a solution until the teacher divided them.
Session 4 (May,16,2022)	To activate the students to speak and pay attention to their fluency, accuracy, and comprehensibility. To observe the interaction	The researcher began the class with animation music to create the "story mood" like in the previous sessions. The students sat in their groups and were happy to see	Small-discussion group: the students discussed the previous activity and their drawings with the teacher. In the last of the session, the teacher asked the students what they learned after doing the previous activities.	The work of the first three groups was good because the drawings were completely related but the reason was irrational since they suggested a mobile phone, money, and again money. The researcher explained to them these things was already with the princess. The fourth and fifth groups understood

	Between the students and their empathy toward the characters.	the teacher and the researcher coming to the class because they were eager to present their drawings from the last session.		the situation very well and their presents were medicine and a doctor which were perfect for the princess' circumstance. The students learned to listen to their friends to not repeat the same mistake and that each member could have a role and could do something.
Session 5 (May,17,2022)	To tell the story. To practice pronunciation. To correct each other.	The researcher began the class with animation music as usual. The classroom was arranged to sit in groups in circles. In this session, The 3/2/1 repetition activity took the whole 40 minutes. The teacher asked the students to read the story in less than three minutes. To excite the students, the teacher instructed them she would write the names of the top three girls on the board for their achievement.	-3/2/1 repetition: the students were asked to read the story one after the other. -Storytelling: twelve students out of twenty volunteered to tell the story in front of the class, the rest of the class was asked to correct their classmates.	None of them exceeded three minutes. Further, five girls read in less than one minute and the winning girls were 37, 38, and 50 which was more than excellent for 10-year-old girls. The researcher noted the way they pronounced the words. Few of them had serious problems pronouncing words like <i>people, flew, princess, and present</i> . The teacher asked some students to do storytelling. The students were attentive to their body movements, tone, and facial expressions. Also, their pronunciation was very good and they did not speak in Arabic. The others were paying attention to speaking errors and they were excellent at identifying and correcting their colleagues. The teacher noticed a few students were harsh in judging their colleague's performance, so she asked them to be gentler.
Session 6 (May,18,2022)	To practice speaking. To do role-playing. To stimulate the characters and their movements.	In the beginning, the teacher told the students to prepare themselves to do a role-play in five groups; she divided them and gave	-Role-Play: each member in all of the groups had a character according to their choices and arrangements without any help from the teacher. There were five characters: the princess, the three	The first group made no attention to their body movements and tone at all. The second had no phonological mistakes and the performance was excellent because they did not forget their roles and were attentive to their movements and

them some time to be ready. Meanwhile, one student raised her hand and told the researcher she forgot to play the music. The students felt fear of not being able to do role-playing, so the researcher spent a few minutes encouraging and advising them on how to do it correctly.

friends, and the narrator.

rhythm. The third brought presents and a girl slept on one table like a sick princess, their voices were high, spoke in complete sentences, and made no mistakes except for a word: "better". The fourth was afraid of speaking but three out of five students performed with no help, the listeners understood them and had no problems with hearing the words. The last had a joyful learning as the last member told the last line in a pleasant and happy voice as if she were the princess herself.



جامعة النجاح الوطنية
كلية الدراسات العليا

أثر استراتيجية السرد القصصي على تحسين مهارات الذكاء العاطفي والمحادثة لدى طلبة الصف الخامس في مدارس يعبد

إعداد
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د. خالد عبد الجليل دويكات

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في برنامج أساليب تدريس اللغة الإنجليزية، بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس - فلسطين.

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الملخص

بحثت هذه الدراسة في أثر إستراتيجية السرد القصصي على تعزيز الذكاء العاطفي ومهارات التحدث لدى طالبات الصف الخامس في مدارس يعبد. لتحقيق أهداف هذه الدراسة شبه التجريبية، شاركت (44) طالبة من الصف الخامس في مادة اللغة الإنجليزية حيث تم تقسيم الطالبات إلى مجموعتين. المجموعة التجريبية والمجموعة الضابطة. أجريت الدراسة في ست جلسات (حصص صفية) لتدريس قصة قصيرة من منهج اللغة الإنجليزية للصف الخامس الأساسي. ولتحقيق أهداف الدراسة تم استخدام ملاحظات الباحث خلال التجربة التعليمية وتأملات المعلمة حول استخدام هذه الأستراتيجيه في الصف من أجل جمع بيانات نوعية حول تأثير السرد القصصي على الذكاء العاطفي للطلاب ومهارات المحادثة لديهم إضافة إلى استخدام اختبارات بعدية لجمع البيانات الكمية حول تأثير سرد القصص على مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية. أشار اختبار اذلك،ثة البعدي إلى تأثير إيجابي للسرد القصصي على مهارات المحادثة بحيث كان متوسط المجموعة التجريبية أعلى من متوسط المجموعة الضابطة. علاوة على ذلك، ووفق ملاحظات الباحثة، لوحظ أن رواية القصص كان لها تأثيراً إيجابياً على الذكاء العاطفي للطالبات، وخاصة الوعي الذاتي والتحفيز والعلاقات الاجتماعية بالإضافة إلى مهارات المحادثة لاسيما فيما يتعلق بمظاهر الطلاقة والفهم. بالإضافة إلى ذلك، جاءت تأملات المعلمة اللغة الإنجليزية للصف في صالح استخدام هذه الإستراتيجية لفعاليتها على المجموعة التي تم تدريسها عن طريق إستراتيجية السرد القصصي، وعليه أوصت

الباحثة باستخدام إستراتيجية سرد القصص لتطوير عمليات تعليم وتعلم اللغة الإنجليزية كلغة أجنبية وإجراء المزيد من الأبحاث بهذا الخصوص للوصول إلى تقنيات أكثر فعالية تناسب الأعمار المختلفة للطلبة.

الكلمات المفتاحية: سرد قصصي؛ إستراتيجية؛ طريقة تدريس اللغة الإنجليزية؛ الذكاء العاطفي؛ المحادثة.