



ความสัมพันธ์ระหว่างการอ่านนอกเวลาในฐานะกิจกรรมนอกหลักสูตรของโรงเรียนกับความสามารถใน
การเล่านิทานเป็นภาษาอังกฤษของนักเรียน : กรณีศึกษาโรงเรียนพระหฤทัยดอนเมือง

The Relationship of Extensive Reading as a School's Extracurricular Activity and the
Students' Ability to Perform Storytelling in English:

A Case Study of Phraharuthai Donmuang School

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บทคัดย่อ

งานวิจัยนี้เป็นการศึกษาถึงความสัมพันธ์ระหว่างการอ่านหนังสือนอกเวลาในฐานะเป็นกิจกรรมนอกหลักสูตรของโรงเรียนกับความสามารถในการเล่านิทานเป็นภาษาอังกฤษของนักเรียน โดยมีวัตถุประสงค์เพื่อ 1) ค้นหาว่ากิจกรรมการอ่านนอกเวลามีส่วนช่วยเสริมสร้างความสามารถในการเล่านิทานเป็นภาษาอังกฤษอย่างไร และ 2) ศึกษาว่านักเรียนใช้กลยุทธ์อะไรในการถ่ายทอดสิ่งที่อ่านออกมาเป็นภาษาพูด งานวิจัยนี้ใช้กรณีศึกษา ซึ่งคัดเลือกจากนักเรียนผู้ชนะในการแข่งขันเล่านิทาน ปีการศึกษา 2557 จำนวน 3 คน ประกอบไปด้วย นักเรียนระดับประถมศึกษาปีที่ 1 นักเรียนระดับประถมศึกษาปีที่ 5 และนักเรียนระดับมัธยมศึกษาปีที่ 3 โรงเรียนพระหฤทัยดอนเมือง และครูต่างชาติที่รับหน้าที่เป็นกรรมการในการตัดสินการแข่งขันเล่านิทานปีการศึกษา 2557 จำนวน 3 ท่าน งานวิจัยนี้ใช้การสัมภาษณ์แบบทั้งครูและนักเรียนและหลักฐานจากใบรายงานการให้คะแนนในการแข่งขันเล่านิทานเป็นภาษาอังกฤษ โดยการวิเคราะห์ข้อมูลใช้การบรรยาย ผลการวิจัยพบว่ากิจกรรมการอ่านนอกเวลามีส่วนช่วยเสริมสร้างความสามารถในการเล่านิทานเป็นภาษาอังกฤษได้และกลยุทธ์ในการถ่ายทอดสิ่งที่อ่านออกมาเป็นภาษาพูดนั้นกรณีศึกษาใช้การแปล การจินตนาการ และสื่อต่าง ๆ เช่นรูปภาพ บทพูดจากการใช้กลยุทธ์ดังกล่าวช่วยให้กรณีศึกษาเล่านิทานได้อย่างมั่นใจและถูกต้อง

คำสำคัญ : การอ่านหนังสือนอกเวลา, กิจกรรมเสริมนอกหลักสูตร, การเล่านิทานเป็นภาษาอังกฤษ

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Abstract

This study was to study the relationship of extensive Reading as a school's extracurricular activity and the students' ability to perform storytelling in English: A Case Study of Phraharuthai Donmuang School. This study aimed to 1) explore how extensive reading program can help enhance students' performance in storytelling; and 2) investigate the strategies the students use to transfer what they read to spoken text in the storytelling. The case studies were three students chosen from the students from the first grade, fifth grade and ninth grade who participated in the reading club and won the storytelling contest 2014. And three English native and non-native speaking teachers who were the judges for the story telling contest 2014. The instruments used were: 1) semi-structured interview with the three cases to explore their perception and attitudes towards extensive reading and the comments from the story telling contest 2) semi-structured interview to explore the process of preparing the story, telling the story, and the tools for storytelling semi-structured interview to investigate the strategies the students use to transfer what they read to spoken text in the storytelling. The result found that extensive reading can enforce students to perform storytelling in English, and the strategies students used to transfer what they read to spoken text in the storytelling compose of translation, imagination; props like pictures, and dialogues. These strategies could enforce them to tell the story with confidence and accuracy.

Keywords: extensive reading, extracurricular activity, storytelling in English

Introduction

Extensive reading (ER), an approach to reading pedagogy that encourages students to engage in a large amount of reading, is an instructional option that has been steadily gaining support and recognition in the field of second language (L2) reading pedagogy (Day & Bamford, 1998; Grabe, 2009; Grabe & Stoller, 2011).

Sometimes ER is called by alternative terms such as pleasure reading, sustained silent reading, free voluntary reading or book flood. Furthermore, ER means reading in quantity and in order to achieve a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a linking for reading (Richards & Schmidt, 2002).

ER operates best under the following conditions: a variety of reading materials that are available on a wide range of topics at different levels of linguistic difficulty; students choose what they want to read, read unassisted, and view reading as its own reward, providing benefits such as pleasure or new knowledge; students often read at a faster pace because they can choose materials of interest for them at an appropriate level of difficulty; teachers become model readers, guiding the students rather than teaching them explicitly

(Day & Bamford, 2002). Similar to what Davis (1995) defined ER as a means of giving students “the time, encouragement, and materials to read pleurably, at their own level, as many books as they can, without the pressures of testing or marks.

Extensive reading can help improve other language skills

We learn language by understanding messages, that is, when we understand what people say to us and when we comprehend what we read. Positive effects of ER on facilitating growth of learners’ attitudes toward reading and increasing their motivation to read have also been reported (Cho & Krashen, 1994; Mason & Krashen, 1997; Hayashi, 1999; Hedge, 1985; Constantino, 1995; Day & Bamford, 1998). With specific reference to reading fluency development, ER has shown to be effective in increasing reading speed and comprehension (Bell, 2001; Elly & Mangubhai, 1983; Robb & Susser, 1989). It was said that by reading extensively, these learners recognize that they can improve their vocabulary and comprehension, and also recognize the need to read something they can easily understand and have an interest in. Brown (2000) insists that the more learners read, the more skillful and fluent they become. He argues that the bottom-up process of instantaneous word recognition, upon which true comprehension depends, is the result of practice. Similarly, (Schackne, 1986) concluded that there is evidence that ER promotes language level increase within a short period of time as measured by cloze. Learners can develop their language knowledge through ER which is attractive for several reasons. First, reading is essentially an individual activity and therefore learners of different proficiency levels can learn at their own level without being locked into an inflexible class program. Second, it allows learners to follow their interests in choosing what to read and thus increase their motivation for learning. Third, it provides the opportunity for learning to occur outside the classroom (Nation, 1997).

Dao (2014) commented that ER benefits students’ learning of English in a variety of ways: 1) reading speed and reading comprehension; 2) vocabulary growth; 3) improvements in the other language skills of listening and speaking as well as writing; and, 4) positive changes in motivation and attitude toward language learning in general and reading in particular. Sheu (2003), Iwahori (2008) and Bell (2001) found that the result of ER can increase in reading rate and general language proficiency. Moreover, Horst (2005), Lai (1993) and Hafiz & Tudor (1990) along with Cho & Krashen (1994) explored the benefits of ER to increase vocabulary knowledge .

Many researchers work on the benefits of ER. Positive results are reported in every research. Regarding the results, it is no doubt that ER can improve other skills. Storytelling for example, is one of the activities that gain the benefits of ER. In light of these benefits, Phraharuthai Donmaung School (PTD) has implemented the policy to include ER as an extracurricular activity, called the Reading Club.

Storytelling

Storytelling is the oral presentation of a story from memory by an individual to a person or group. In this case, storytelling specifically refers to the presentation of a story without the presence of a picture book. Movements, sound effects, and the use of props often accompany the oral elements of the story presentation (Gallets, 2005). A number of researchers have reported that children who are good readers recognize the underlying structure of stories, referred to as story grammar (Golden, 1981; Laughton & Morris, 1989). Caraway (1994) examined fourth and sixth grade African-American children who were achieving normally in school and found a relationship between their skill at applying story schema while orally telling a story and school achievement as defined by reading comprehension ability. Students in both the reading and storytelling groups improved on most measures. However, on some measures, notably those regarding recall ability, students in the storytelling group improved more than students in the reading group (Gallets, 2005).

As a leader of Reading Club organization, the researcher has organized some other English activities which initiated from ER. Storytelling in English is one of the popular activities which connect with the ER activity with the Reading Club. A Storytelling contest is held once a year at PTD for the purpose of allowing students who have capacities to present, act, and tell a story to the audience. Students at the primary level are working mostly on their own but they have a teacher to assist them if needed. Students at the upper level work entirely on their own for this activity. To support this idea, Day & Bamford (1998) agree that teachers orient students of the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program for both levels, teachers as facilitator are still needed for any kind of activities to guide students.

The basic goals of reading are to enable students to gain an understanding of the world and themselves, to develop appreciation and interests, and to find solutions to their personal and group problems. Moreover, storytelling is a perfect avenue to explore when searching for ways to develop the oral language skills of second language learners in a

classroom. Crevola and Vineis (2005) stated about the strategies to use storytelling to increase language skills, develop personal relationships among all the children, provide daily opportunities for language development, create opportunities to interact regularly on a one to one basis, challenge students to talk, think, and explore their knowledge of the world, and support students as they develop the language and learning strategies necessary to articulate and extend their interactions with the world.

Storytelling has many crucial values for both the individual telling the story and the people listening to the story being told. Among the values that storytelling instills in its participants as stated by Macdonald (1993). The storytellers start-up book, states that it enhances our literary and imaginative skills. We develop our ability to listen, speak, imagine, compose phrases and create stories. Macdonald continues on in her book saying that storytelling broadens our awareness, allows us to understand ourselves better, gives us a sense of belonging to a group and increases our vocabulary. Maguire (1985) presents the benefits in his book, *Creative Storytelling*, by stating, the specific educational and social benefits of storytelling from a child's point of view are numerous and well documented Krashen (1993), as a result of an examination of research on in-school reading and "out of school" self-reported free voluntary reading conducted in many different countries, concludes that free voluntary reading or sustained independent reading results in better reading comprehension, writing style, vocabulary, spelling, and grammatical development.

Loucky (2005) found that retelling orally, writing outline summaries, completing exercises, Graphic Organizers (GOs), or other elaboration activities serve to extend comprehension and communication skills. According to Strong & Hoggan (1996), storytelling is a process that offers opportunities to practice organizing, categorizing, and remembering information concurrently with practice in predicting, summarizing, comparing and contrasting information. Haag (2015) said that students build on their knowledge of retelling to recall important details. Students learn to discern what is most important to use in the retelling. Learning to retell a story thoughtfully is critical to learning to write a story and to build comprehension. Sometimes the student practices, referring to the book constantly, until the story is learned and the student feels confident enough to share. Students can use retelling cards, small props, puppets, story guideline posters, and even the book to help them as they learn to retell. As an assessment of what the student understands about the story, the student retells without rehearsing.

From extensive reading to storytelling

Storytelling is a powerful way to present the training content and the use of interactive stories, it encourages the participants to actively work individually to create stories, modify stories, share stories, make appropriate decisions at critical junctures in stories, debrief stories, and analyze them. According to Swain (1995), the integration of speaking and reading activities can be used in ER activities. After reading students are able to act out a story they read and they are able to represent through dialogues, imagine and make changes to the plot and dialogues in their performance (Zhang, 2009). It was studied by Lindle (2014) that after reading, students could create their own story for retelling by drawing before writing, create images to convey meaning and use visual images to communicate their ideas. Soundy (2007) found ER students are able to learn to express ideas with writing. Reading is a process in which one creates meaning from written language; writing, on the other hand, is an encoding process in which one puts meaning into written text (Hetzroni, 2004).

Moreover, retelling builds reading comprehension (Gallagher, 2005). For a student to learn to read and write, the student must develop an understanding between the words and the concepts the words represent (Hetzroni, 2004). The Association of American Colleges and Universities' Greater Expectations report (2002) asserted that one of the core characteristics of an "empowered learner" would be the capacity to "effectively communicate orally, visually, in writing, and in a second language" (as cited in Felten, 2008, p. 60). Students draw as a preparation before they write (Manning & Manning, 1996). Because humans have created images to convey meaning for thousands of years (Felten, 2008); students begin to write by using visual images to communicate their ideas. To support this idea, (Soundy et al., 2007) proved that retelling a story is when the students make connections between language and expressing their ideas through creating pictures. Retelling provides on-task practice of a range of literacy skills including, reading, writing, listening, talking, thinking, interacting, comparing, matching, selecting and organizing information, remembering and comprehending (Robertson et al., 2006).

Objectives

This study aimed to 1) To explore how extensive reading program can help enforce students' performance in storytelling; 2) To investigate the strategies the students use to transfer what they read to spoken text in the storytelling.

Methodology

Participants

The Three case studies were the primary and secondary school students of Phraharuthai Donmuang School.

Table 1

Participants' information

Name	Grade	Length of reading club member	English achievement
Jaja	1	9 months	Excellence in English skill from intensive program, KG level 2013
Aom	5	1 year and 5 moths	Certificate of best in class of semester 1/2014
Claudia	9	1 year and 5 moths	Certificate of best in class of semester 1/2014

Moreover, this research included three teachers who were the judges for the story telling contest 2014. They were one native speaker of English and two native speakers of English.

Research instruments

This study used the two main instruments. There are the semi-structured interview and the data from the school. 1) The semi-structured interviews to explore their perception and attitudes towards extensive reading and to investigate the strategies the students use to transfer what they read to spoken text in the storytelling. 2) The data from the school in order to present the books and the number of times students check out , to present how they choose the story for storytelling contest and to describe the comments of scoring sheet from the storytelling contest day.

Research Procedures

The data collection for this study was conducted between March to July 2015 and was carried out in three stages of this research.

First, to explore how extensive reading program can help enhance students' performance in storytelling, the researcher collected the following data: 1) semi-structured interview was conducted with the three cases to explore their perception and attitudes towards extensive reading, 2) the comments of the scoring sheet from the three judges on the actual day of storytelling contest

Second, to investigate the strategies the students use to transfer what they read to spoken text in the storytelling, the researcher collected data as follows: 1) semi-

structured interview was conducted with the three cases to explore the process of preparing the story, telling the story, and the tools for storytelling, 2) another semi-structured interview to ask about the strategies the three cases use to transfer what they read to spoken text.

Data analysis

The data obtained from the semi-structured interview of the three case studies and the comments of the three's judges on the storytelling contest day.

According to the objectives of this research, the finding was presented as follows.

1. To explore how extensive reading program can help enhance students' performance in storytelling

In order to explore how extensive reading program can help enhance students' performance in storytelling, the researcher provides three topics of data to make connection between extensive reading and storytelling contest.

1.1 The choice of the books for the story telling and the number of times the students checked out the same book from the reading club.

Table 2

Records of students visiting the Reading club and the books that they borrow they read.

Names	Books	Number of times
Jajar	Meet molly	4
	Little red riding hood	<u>3</u>
	Jack the hero	3
	Aladdin	3
Aom	Vampire killer	4
	Little red riding hood	<u>3</u>
	The wizard of Oz	3
	Around the world in 80 days	2
Claudia	A little princess	3
	Pocahontas	3
	The canterville Ghost	2
	Little red riding hood	<u>2</u>

Table 2 displays the number of times each student's case study checked out books from the reading club. The students can borrow one book per week. The table shows the frequency of the books they borrowed. It was found that the students

borrowed 'Little Red Riding' which they use as a topic of their storytelling. It found that they borrowed Little Red Riding Hood for more than one.

1.2 The scenes that the students chose to perform storytelling were from the book and students paid particular attention to this page. They can imagine the scenes telling a story when they read the page. Some of the word choices and experiences came directly from the book.

Table 3

Excerpt from script and from the book

	Excerpt from the book	Excerpt from the script
Jajar	"Don't dawdle along the way and please don't talk to strangers! The woods are dangerous."	But remember! Rule number 1: Keep to the path! Rule number 2: Don't talk to wolves!
Aom	Grandmother opened the door, he gobbled her whole. He then disguised himself and hid in Grandmother's bed.	When Grandma opened the door, he locked her up in the cupboard. The wicked wolf then wore Grandma's clothes and lay in her bed, waiting for Little Red Riding Hood.
Claudia	Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, the little girl wore a red riding cloak, so everyone in the village called her Little Red Riding Hood.	Once upon a time there was a very beautiful blond girl who lived in a village near the forest with her mother. One day her grandmother gave her a very nice red riding cloak, that is why everybody in the village called her Little Red Riding Hood.

From table 3 it was evident that students have changed wordings from the book by using their own words, paraphrases, changing the word choices to make the story more interesting, exciting and easy to understand. In addition, the changes of wordings made the storytelling become more interactive with the audience.

At this point, one of the judges said that Aom knew the story well and she used some words to help her remember the story. Props, acting which are satisfying. Jajar prepared the story well. She had confidence to express the story. She had props to help her. She remembered the story well. Claudia used a clear, constant voice on the stage. She was confident to speak out loud and moved naturally. Props were useful for her show. She could explain the story well.

1.3 Perception and attitude of the students visiting the reading club

The interviews of the three cases reflect the students' perception and attitude toward extensive reading as follows:

"I'm happy every time I visit the reading club. There are various books. I also have my freedom to choose the books." (Jajar, personal communication, July 10, 2015)

"I think there are lots of books to read and most of the books are enjoyable, interesting, fun and some books are challenging. I feel happy every time I join the reading club." (Aom, personal communication, July 10, 2015)

"Most of the books I check out from the reading club are enjoyable, interesting, easy to comprehend. I can choose as many books as she wants. I also find that some books are challenging which encourage me to read more." (Claudia, personal communication, July 10, 2015)

From the above interviews, all three cases felt happy and enjoyable when they visited the reading club. They agreed that they could choose the books they wanted to read and there were several books for them to check out. Their perception and attitude were positively leading them and gave them the desire to read more and wanted to share the story they read to others.

2. To investigate the strategies used to transfer what they read to spoken text in the storytelling text.

From the semi-structured interview, the data showed that students used many strategies to transfer that they read to spoken text, for example, create visual image, make connections between language and visual from the book, create dialogue, find the gist of what to tell and use translation, script and storyboard from written to spoken language.

2.1 Create visual image

They all created image with visual image and draw storyboard with description each story.

2.2 Make connection between language and visual from the book

They were able to express the story from pictures, pops from the book.

2.3 Create dialogue

They used dialogue based on the story from the book as in following examples.

Jaja “My! What big eyes you have, grandma!”, the girl said in surprise. “All the better to see you with, my dear!”, replied the grandma.”

Aom “Take this basket of goodies to your grandma’s cottage, but don’t talk to strangers on the way!”

Claudia “On her way she met the Big Bad Wolf who asked, “Where are you going, little girl?” “To my grandma’s, Mr. Wolf!” she answered.”

Discussion

The purposes of this study were to explore how extensive reading program can help enforce students’ performance in storytelling and to investigate the strategies the students use to transfer what they read to spoken text in the storytelling by both students and teachers as judges at Phraharuthai Donmuang School. The findings were discussed in two main aspects based on the two questions proposed in the study as follow:

Students’ perception and attitude toward extensive reading

The findings showed that when students have positive attitude and perception toward extensive reading, it will encourage and enforce them to read more and improve other skills. As Brown (2000) insists that the more learners read, the more skillful and fluent they become. The descriptive data were described and proved that extensive reading can help enforce students’ performance in storytelling. Vocabulary growth, writing ability, speaking ability, creative thinking, and confidence are gained from extensive reading.

The strategies the students use to transfer what they read to spoken text in the storytelling

The finding showed that translating from English into Thai then translate back to English was one of the strategies. Also drawing was adopted in this study (Lindle, 2014; Manning & Manning, 1996). Additionally, creating images to convey meaning and use visual images to communicate your ideas (Felten, 2008) could enhance students’ abilities. And when students understand the meaning in the context of the story, they can perform very well. (Gallager, 2005) express ideas with writing (Soundy, 2007) develop an understanding between the words and the concepts the words represent (Hetzroni, 2004). At the stage of telling story, some aspects from the books can help students to tell the story and they make connections between language and express their ideas through creating pictures as mentioned by Soundy et al. (2007). Moreover, students were able to tell a story because they understood the stories well. They were able to tell a story when they saw the image.

Applying the knowledge of extensive reading to use with storytelling steps was helpful. Acting out a story they read enabled them to represent through dialogues and imagination and make changes to the plot and dialogues in their performance after reading. A tool for storytelling was found that using the prop to help students remember the story was very effective for them. (Stadler and Ward, 2010). Additionally, using retelling cards, small props, puppets, story guideline posters, and the book to help them as they learn to retell was useful for this process. Using props to assist in retelling stories aided in using correct pronouns and names to describe the characters in the stories.

In conclusion, when students have positive attitude towards extensive reading, extensive reading can help enforce students' performance in storytelling. Moreover, the strategies they used for telling a story are about imagination, pictures, retelling cards, storyboards, and some other aspects were from the book they read. This shows that there is the relationship of extensive reading as a school's extracurricular activity and the students' ability to perform storytelling in English.

Recommendation for future research

According to the results discussed in this study, some suggestions are proposed for further study. First, extensive reading can be organized in many ways depend on each school's preference. Second, the activity to prove if students who engage in extensive reading are able to relate to other language skills can be performed in many other activities more than storytelling contest.

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