depedbataan.comPublications

THE JOYS IN THE SELECTION (WHY STORY TELLING IS BENEFICIAL IN LEARNING)

by: **Ermina B. Santinas** Teacher II, Legua Integrated School

Storytelling is an important aspect in a child's education. Learners, especially those who are in their kindergarten, are being taught about children's stories. Teachers find time in reading aloud stories from the local and foreign literature.

Foreign literature includes fairy tales like those from Brothers Grimm. Children are also familiar with Disney fairy tales. Selections like Cinderella, Snow White, Sleeping Beauty, etc. In the local literature, we have the folktales (alamat, pabula, kwentong-bayan) Adarna story collection (Ibong Adarna, Makisig, Si Tik Tak Tok at Pik Pak Bum, etc) and even Biblical stories (The Creation, Abraham, Moses, Noah and The Ark, etc)

Now, why we ask, why is story telling beneficial in the educational process?

Here are some benefits of the storytelling that may help you appreciate it.

Imparts Values and Virtues

Usually, children's stories come with good morals. These ethics are inculcated to learners when the teachers tell these stories to the learners. Good manners are indirectly implied to learners from these stories.

Improves listening abilities.

There are different types of learning skills. These include auditory (by hearing), visual (by seeing), tactile (by touching), kinesthetic (by moving). The auditory skills are honed



dependent and the official Website of DepED Division of Bataan

when teachers tell stories. The pupils' listening abilities are improved when kids regularly listen to stories.

Develops imagination

By listening to stories, learners have mental picture of the things they hear and learn. It improves their imagination. It also develops their creativity.

Cultivates cultural knowledge.

Different stories like fairy tales introduce the culture, tradition, beliefs and ways of life of other ways of the regions and provinces here in our country. When children are exposed to these stories, they also get acquainted with these culture and they develop awareness and understanding of these culture.

Makes learning enjoyable through stories, learning becomes less boring. It also becomes an avenue for kids to enjoy new learning styles.

References: ial Website of DepED Division of Bataan

Ajideh, P., Ansarin, A. A., & Mozaffarzadeh, S. (2020). A shift in cloze procedure usage: A new tool for activating ZPD. Indonesian Journal of Applied Linguistics, 9(3), 646-656. Ardoin, S. P., McCall, M., & Klubnik, C. (2007). Promoting generalization of oral reading fluency: Providing drill versus practice opportunities. Journal of behavioral education, 16(1), 54-69.

Hobsbaum, A., Peters, S., & Sylva, K. (1996). Scaffolding in reading recovery. Oxford Review of Education, 22(1), 17-35.

McNiff, K. (2020). Aiming for Inclusivity: Teaching Reading Comprehension in First-Year Composition and Across the Curriculum. Currents in Teaching & Learning, 12(1). Neumann, M. M. (2020). Teacher scaffolding of preschoolers' shared reading with a storybook app and a printed book. Journal of Research in Childhood Education, 34(3), 367-384.



Ricci, L. A. (2011). Exploration of Reading Interest and Emergent Literacy Skills of Children with Down Syndrome. International Journal of special education, 26(3), 80-91.

Dependent and Services The Official Website of DepED Division of Bataan

