

The Effect of Storytelling through Puppets on Speaking Fluency and Motivation of pre-intermediate Iranian English as Foreign language learners

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Abstract

Among many factors affecting learning a language, motivation is the most well- documented in theory and less operationalized in practice entity and it calls for consideration when it comes to learn speaking skill in English as Foreign Language (EFL) education ecology. This study investigates the effect of storytelling through puppets on 60 Iranian pre -intermediate EFL learners' Motivation and speaking fluency. Gardner's Attitude/Motivation Test Battery (AMTB) and speaking part of Preliminary English Test (PET) were used at pretest and posttest stages of experimental and control groups. The stories were selected on the basis of their difficulty level to ensure their concordance with proficiency level of the students. The puppets were designed to represent the characters of the stories. The results of Analysis of Variance indicated that storytelling through puppets have not only affected learners' speaking fluency but also motivation. This suggests that language teachers should make principled decisions about the techniques by which they build confidence for the most motivation requiring classroom skill; speaking.

Keywords: Storytelling, Motivation, Speaking Fluency, English Teaching and Learning

1. Introduction

Speaking plays a significant role in daily communication and educational purposes. Unfortunately, despite its pragmatic importance, speaking skill receives inadequate emphasis in language instruction. It is, therefore, important to prepare students for successful speaking in the academia by implementing authentic speaking materials in the English as a foreign language (EFL) classes. Speaking in a foreign language has been considered the most challenging of the four skills because it is a complex process of constructing meaning. It involves a dynamic interaction between speakers and hearers. According to Rickheit & Strohner (2008), speaking is speech with the purpose of having the intention to be recognized by the speaker and the receiver processes the statements in order to recognize their intentions. Hughes (2006) stated that speaking is the first mode in which children acquire language; it is the prime motor of language change. According to Hui (2011), speaking includes pronunciation, grammar, and vocabulary as it includes the use of the right words in the right order with the correct pronunciation.

"For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication" (Lazaraton (2001, p. 103).

A wide variety of teaching aid is needed in the foreign language classroom. One of them is the physical world. It is the main means of conveying meaning to students. Teaching a language without effective materials is not possible. Therefore, incorporating puppet, and computer, storybooks etc. can be helpful for authentic conversations to enhance students' speaking capabilities (Setyarini, 2011; Ab Rashid, 2011& Dolakova, 2008). How this instructional technique along with affective factors work best in providing a medium for language learning is an area calling for attention.

1. Background and Purposes

"Storytelling is a task shared by storyteller and story listeners, it is the interaction of the two that makes a story come to life" (Baker & Greene, 1985, p. 28). They also state that if the story telling accompanies pictures, sound, and rhythm, they will have greater impact.

The number of studies investigating the role of storytelling in language learning is overwhelming. Denning (2005) states stories can have different roles in helping language learners. Learners use their cognitive abilities more when they are involved with problem solving as they related the stories to their personal life experiences. Besides, Hansen (2008) state that personal component of understanding and connection are the entities never can be achieved by the statistics.

According to Khatib, Derakhshan, & Rezaei (2011), events in novels, stories, or poems are similar to the events in real life. Therefore, they are enjoyable topics for discussion in the language class and valuable sources to encourage learners to speak.

Gorjian, Moosavinia, & Shahramiri (2011) state that one of the challenges that teachers deal with is encouraging students to take part in classroom activities for which they do not have any information and interest. Among many ways teachers use to overcome this challenge, storytelling is proved to be the strongest as it promotes learners' motivation and interest in classroom activity. Likewise, Khosravani and Ganji Khoosf (2014) report positive effect of reading simplified short stories on learners' speaking ability the technique of reading simplified short stories so that it enhances the learners' speaking skill as a result of being exposed to written authentic texts as short stories. Besides, the results also confirmed higher syntactic knowledge and vocabulary size.

Ahmadi (2013) emphasizes the positive effect of using digital storytelling in the EFL classes in comparison with the classes where digital story telling was ignored. In addition, in a study by Rokni and Qarajeh (2014), the effect of two story telling methods; traditional technique of teachers'

reading the story aloud and digital storytelling, on oral performance of Iranian EFL learners were investigated. The results were in favor of digital storytelling not only because of its role in improving oral abilities but also in promoting motivation.

Al-Mansour and Al-Shorman (2011) witness a better performance in elementary stage students as a result of using storytelling technique. Al-Rahman Abo Skhela (2010) approved the positive effect of using storytelling technique in enhancing eleventh graders' listening comprehension sub-skills: predicting, telling the main idea, recognizing characters, and summarizing the events in Gaza Middle Governorate.

Eck's study (2006) indicated how storytelling as a teaching and learning method has an impact on the learning and information retention of adult students enrolled in the Supervisory Management Program at Western Wisconsin Technical College. Henniger (2005) stated that, in the storytelling classroom, activities are planned to inspire learners' writing and speaking skills through meaningful real-world experiences.

Furthermore, Haven (2000) argues storytelling is a powerful, motivating and effective activity in the EFL classrooms because "factual and conceptual information are learned faster and better, and will be remembered longer, recalled more readily, applied more accurately when that information is delivered as a well-told story" (p.75). Besides, Hemmati, Gholamerzpour and Hessamy (2015) advocate the role of relaxed classroom environment created by stories and this helps to remove affective filters. This also is supported in the study by Weiss (2000) in which the students learned and retained better due to the association of learning with emotions evoked by stories. Similarly, Green and Brock (2000) emphasize the effectiveness of stories in engaging the students' thinking, their emotions, and imaginations.

The role of affective factors in either facilitating or debilitating the process of language learning has been around for many decades. According to Shand (2008), three psychological factors mediated language learning more than the rest.

1) Anxiety: many researchers emphasize the role of anxiety in language performances (Dornyei, 2005; Horwitz, 2001) especially in output language abilities such as writing and speaking than in input abilities (Chiu et al., 2010). “Speaking is the most anxiety-provoking activity in second language acquisition; half of their students reflected the use of speaking skills as confidence-building experience” (MacIntyre & Gardner, 1991 p.303). One of the determining factors in provoking anxiety is self-confidence; the lower the level of self-confidence, the higher the level of anxiety (Atas, 2015; Park & Lee, 2005; Zheng, 2008; Ohata, 2005; Woodrow, 2006; Ohata, 2005; Ay, 2010; Aydın, 2008).

2) Confidence: Krashen and Terrell (1983) state that self-image; one's personal beliefs about himself, is the other determining factor in language performance. Clement, Dornyei and Noels (1994) argue that self-confidence is the most important factor that affects the motivation of second language learners.

3) Motivation: According to Dornyei (2005) motivation is the most important factor in foreign language learning because it is driving engine for any learning to take place and it can take the form of beliefs in their abilities and their belief in the importance of learning a foreign language (Dornyei, 2005).

The initial research about the L2 motivation was done by Robert Gardner and Wallace Lambert (1979). The learners with higher levels of ability are more successful than the learners with lower levels of ability and learners with higher levels of motivation do better than the learners with lower levels of motivation.

In the EFL context, a few related studies have been carried out to investigate how motivation mediates language learning. Qashoa (2006) examines the students' instrumental and integrative motivation for learning English recognizes the factors affecting learners' motivation. The findings showed that students have a higher degree of instrumentality than integrativeness. The findings also suggest that vocabulary, structures and spelling were found to be the most demotivating factors for the students.

Likewise, Al-Quyadi (2000) reports a high level of both instrumental and integrative motivation towards English language by Sana'a University English majors students in Yemen.

Also in a recent study carried out by Karahan (2007) in the Turkish EFL context, he found that Turkish students having low proficiency level had mildly positive attitudes. Although the Turkish students recognized the importance of English language and have positive attitudes towards English culture, they showed low orientations towards learning it.

On the other hand, Iranian students showed high instrumental motivation and positive attitudes towards learning English (Vaezi, 2008). In addition, Moiiinvaziri (2008) claimed both instrumental and integrative orientations in Iranian EFL learners in her study. Likewise, Muftah and Rafik-Galea (2013) approve both instrumental and integrative motivation towards learning English language in Malaysian pre-university. The learner who has a specific goal for learning a language learns better than the other learners.

On the other hand, Dornyei et al (2001) define demotivation as, "those environmental stimuli and classroom events that cancel out even strong existing motivation in the students" (p. 3). Dornyei et al (2001) states "public humiliation, devastating test results or conflicts with peers" (p. 141) are negative external forces that demotivate the learners.

Falout, Etwood & Hood (2009) suggest teacher styles, learning contents and materials, and test-related pressures as the most demotivating factors in high school students. Ushioda (2003) states demotivation factors come more from the language learning environment such as course book pressures, institutional policies, and teaching methods than personal circumstances like self-confidence and feeling depression.

As teachers, language teachers should make principled decisions on what to be included in teaching materials and what not. As mentioned before, storytelling seems to provide a number of functions including helping children to develop an awareness of narrative discourse structure, as well as stimulating their interest and motivation (Edelenbos, Johnstone, & Kubanek, 2006; and Cable et al., 2012).

Storytelling to children is very popular in Iran. In fact, storytelling is a tradition in Iranian families. Children are familiar with lots of archetypes, plot structures, different types of characters and themes, and they also know a lot of fables and anecdotes which they inherited from their ancestors. In spite of such familiarities with various kinds of stories, unfortunately, it is not popular to use them in English class. The materials used in English classes are the commercial course books available in every book stores.

Teaching speaking is usually based on free discussion classes. In these classes, the teacher selects a topic and asks the learners get ready to speak about it for next session. The positive side of these classes is learners are free to choose a topic and they have enough time to get information about the topic. The negative side is some learners do not have the confidence to speak and not the ability to argue as well because of low knowledge of vocabulary.

Therefore, researchers decide to examine another way of teaching speaking to learners which is storytelling. Storytelling is real experiences and it is enjoyable and interesting. Retelling the story

is more enjoyable than the listening story for learners. Learners know what they want to tell for these reasons teachers have more control their speaking without misunderstanding. If the teacher tells a story by a puppet is more interesting because they have a good relationship with them. Puppets affect learners' motivation and encourage them to retell the story especially the learners who has not enough confidence. There are a lot of research about the positive impact of telling the story on speaking and other skills. Based on the purpose of the study, the following questions were formulated:

1. Do telling and retelling stories by puppet have a statically significant effect on speaking fluency?
2. Do telling and retelling stories by puppet have a statically significant effect on motivation?

3. Methodology

3.1 Participants

The subjects of this study were 60 Iranian pre-intermediate male EFL learners studying at two language institutes in Karaj, Iran. They were chosen from two foreign language institutes. 30 participants were chosen from Poulad institute and 30 participants from Barbod institute. Although these EFI learners were from two different institutes, they had the same English teacher and they were equivalent in their English language achievement in accordance with the result of PET (The Preliminary English Test). They were not chosen randomly. Participants were between the ages of twelve to fifteen and all of them were male. The participants were divided into two groups; the experimental group which consisted of 30 learners and the control group which consisted of 30 learners. The learners who were in Poulad institute formed the experimental group and the learners of Barbod institute were the control group.

3.2 Instruments

3.2.1 The Preliminary English Test (PET)

As the first instrument, PET (The Preliminary English Test) was used in order to measure the learners' language proficiency. It was administered to the students exactly at the beginning of the study in order to have a homogeneous sample for the two groups. PET is one of the Cambridge English exams. The test has three sections. The first section is reading and writing. They are taken together 90 minutes. Reading and writing are each worth 25% of the total score for the exam. Each of the 35 reading questions has one mark. In writing, questions of part 6 have one mark each, part 7 and 8 is marked out of 5 and 15. The next part is listening. This section is worth 25% of the total score for the exam. Each of the 25 listening questions has one mark. The last section is speaking and it is worth 25% of the total score for the exam. The participants did not have this section because this section was selected as pretest and posttest of the study.

3.2.2 Speaking Test

Then, speaking part of Preliminary English Test (PET) was used as pretest and posttest to evaluate the speaking proficiency of learners in control and experimental group before and after the treatment. The Speaking section has four parts and is conducted face-to-face, with one or two other candidates and examiner. Candidates are expected to demonstrate conversation skills by answering and asking questions and talking freely about their likes and dislikes. Part 1 is a general conversation with the examiner. Candidates give personal information about themselves, e.g. talk about their daily life, studies, plans for the future, etc. Part 2 is a collaborative task with the other candidate(s). The examiner gives the candidates some pictures and describes a situation. The

candidates discuss the issues and decide what would be best in the situation. Part 3 is completed individually. Each candidate has one minute to describe a photograph provided by the examiner. Part 4 is a discussion with the other candidate(s). The candidates discuss the topic related to the photographs they were given in Part 3 of the exam, talking about their opinions. The interviews were recorded by mp3 player and scored according to the scale (i.e., including communicative success, grammar, vocabulary, and fluency). Two raters evaluated the interviews of students before and after treatment. Marks were considered between 16-99 for the oral participation of learners in control and experimental groups. The learners' performance was divided into five areas: Accent, Grammar, Vocabulary, Fluency, and Comprehension and assessed by the scale.

3.2.3. Attitude/Motivation Test Battery (AMTB)

A questionnaire adapted from Gardner's AMTB (1985) was used for the present study. Integrative and Instrumental Orientation scales of the original 6-point Likert Scale format of Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985) were used as pretest and posttest, ranging from 'Strongly Agree' to 'Strongly Disagree'. The questionnaire had 13 items. The AMTB is reported to have good reliability and validity (Gardner, 1985). A thirteen-item questionnaire was constructed based on the Language Learning Orientations Scale presented and used by many SLA researchers, including Noels et al. (2000) and Vandergrift (2005). The questionnaire consisted of two parts: items 1-9 on motivation and items 10-13 on the learning environment. Specifically, items on motivation represented three different types of motivation: extrinsic motivation (items 1-5), intrinsic motivation (items 6-8), and motivation (item 9). Extrinsic motivation has been classified into three subscales: external regulation (items 1 and 2), interjected regulation (items 3 and 4) and identified regulation (item 5). For intrinsic motivation subscales, each of the three items

(6, 7, and 8) represented knowledge, accomplishment, and stimulation, respectively. The remaining item (item 9) represented motivation. Since the participants were all students of English, the questionnaire was administered in English. The students were asked to complete the questionnaire in the class during a session. They were also asked to check the questions carefully, read them thoroughly and if there were some questions regarding the comprehension of the questions, they were allowed to ask them either in the native language (NL) or English target language (TL). Respondents had enough time to complete the task and all the questionnaires were collected at the end of the session. There was no missed or distorted questionnaire. It should be mentioned that some minor changes were made in the wordings of the questionnaire by using synonyms to make it more comprehensible for the Iranian students. Moreover, as the accumulation of answers given by the students were mostly on two ends of Likert scale, all the items were classified in two general scales of agree and disagree.

3.3 Materials

Short stories and puppets were used in this study. The stories were chosen from "The Snow Goose" and other Stories by Gallico (2007) and some of the stories were chosen from "Stories of Courage" by Gray (2007). The readability of stories was checked by readability formula. The teacher made or bought some puppets. The stories were told by the teacher without any puppet in the control group but in the experimental group, the teacher told stories by puppet. In order to measure the progress of the control and experimental groups, the teacher used a recorder and two raters.

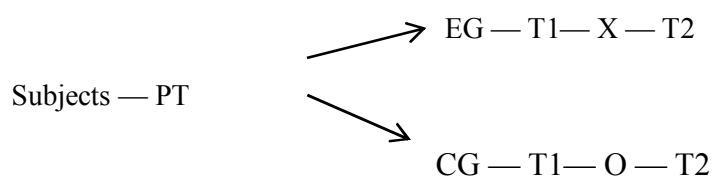
3.4 Procedure

At the start of the study, 60 male participants were selected at the same level of proficiency from two different institutes. Participants were homogenized by a PET; the test was reliable and valid. This test was used in order to have a homogeneous sample for the two groups. Then, participants were divided into experimental and control groups. In the next stage, one speaking part of PET was used as a pretest to evaluate the speaking proficiency of learners in control and experimental groups before the treatment. The interviews were recorded by mp3 player and scored according to the scale (i.e., including accent, grammar or structure, vocabulary, fluency, and comprehension). Each interview was checked by two raters. Also, a questionnaire of motivation adopted from Gardner's AMTB (1985) was used as the pretest to evaluate their motivation before treatment. The questionnaire had 13 items. Participants were asked to read the questions carefully and if there were some questions regarding the comprehension of the questions, they were allowed to ask them either in their native language (NL) or Target language (TL). Participants had enough time to complete the task and all the questionnaires were collected at the end of the session.

After the pretest, the control group received placebo which was telling a story without a puppet and then students retell the story without puppet. However, the experimental group received treatment. Treatment in the current study was telling and retelling the story by puppet. Stories were chosen by readability formulas for the level of students. Stories which were assigned to experimental and control groups were the same. The students in both control and experimental groups were to improve their speaking ability in research sessions that were held three sixty minute sessions per week during 5 weeks. In the experimental group, the story was told by puppets but in the control group, the teacher told the story without puppets. Telling and retelling story by puppets was as a treatment that was assigned to the experimental group. Control group's members used

short stories (reading short story books and listening to short stories telling by the teacher) in their classes. In two groups the teacher taught the keywords, used visual aids, and nonverbal cues to help students follow the story line. During telling a story, the teacher asked questions to check the listening comprehension. The teacher asked students to predict the next happening. The next session in the control and experimental groups, participants retold the story. In contrast, the control group received the same stories without puppet and retold the story without the puppet. For the experimental group as the control group, there were three sessions a week, for sixty minutes, in 5 weeks, but in the experimental group, the teacher told the story by puppet and the students retold the story by the puppet.

Finally, two groups were given the above mentioned speaking part of PET as a posttest to determine the effect of using storytelling by puppet on their speaking ability. Two raters evaluated the speaking fluency by the Foreign Service institute (FSI) checklist to determine S- Rating after treatment. Also, a questionnaire of motivation adopted from Gardner's AMTB (1985) was used as a posttest to evaluate their motivation after treatment. All items were classified in two general scales of agree and disagree. If they were agreed they had one point but if they disagreed they did not have any point. After collecting data from the performances of control and experimental group, the researcher analyzed the data of research groups' performances by using SPSS (Statistical Package for Social Science) software. A one way ANOVA was conducted to compare the means of the experimental group with the control group in pre- test and posttest and to get the final conclusion and to test the two null hypotheses. These steps were illustrated as follows:



PT stands for Proficiency Test

EG stands for Experimental Group

CG stands for Control Group

T1 stands for Pretest

X stands for Treatment

O stands for Placebo

T2 stands for Post test

4. Data Analysis

To answer the research questions, several statistical analyses were used to summarize, to ensure no violation of required assumptions and to test the null hypotheses.

Descriptive statistics is used to display the sample data as far as different variables of the participants have been taken into consideration. For the ease of description, these variables are explained one by one, and the numerical information related to each is represented in a separate table.

4.1 Descriptive statistics on PET

Before students are divided into two groups, the researcher took the PET between eighty students and chose sixty of those whose scores were between one standard deviation below the mean to represent pre-intermediate participants. Table 4.1 shows descriptive statistics of PET Scores.

Table 4.1

Descriptive statistics on PET scores							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
PET	60	20	20	40	29.02	6.532	42.661
Valid N (listwise)	60						

According to the table 4.1, The PET scores demonstrate a mean of 29.02 with the standard deviation of 6.532.

4.2 Descriptive statistics on the speaking and motivation scores across groups

Table 4.2 indicates the descriptive statistics of speaking fluency in the experimental and control group in pretest and posttest stages.

Table 4.2

Descriptive statistics on speaking fluency across the groups at different phases of the study

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre experimental	30	16	62	38.97	11.400	129.964
Post experimental	30	47	86	66.80	9.072	82.303
Pre control	30	16	65	42.27	12.244	149.926
Post control	30	33	72	55.73	9.741	94.892
Valid N (listwise)	30					

As it is shown in Table 4.2, the mean of posttest in the experimental group is higher than that of pretest in the experimental group (Mean posttest= 66.80; SD=9.072 > Mean pretest =38.97; SD= 11.400). And the mean of posttest in control group is higher than that of pretest of the same group (Mean posttest=55.73; SD=9.741> Mean pretest=42.27; SD=12.244).

Table 4.3

Descriptive statistics on motivation across the groups at different stages on the study

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre experimental	30	2	8	5.73	1.530	2.340
Post experimental	30	6	10	8.33	1.322	1.747
Pre control	30	3	9	6.03	1.866	3.482
Post control	30	4	10	7.37	1.732	2.999
Valid N (listwise)	30					

According to Table 4.3, the mean of posttest in the experimental group is higher than that of pretest in the experimental group (Mean posttest= 8.33; SD=1.322 > Mean pretest =5.73; SD= 1.530). And the mean of posttest in control group is higher than that of pretest of the same group (Mean posttest=7.37; SD=1.732> Mean pretest=6.03; SD=1.866).

4.2.1 Testing normality of the data assumption and homogeneity of variances

The researcher should be sure about if the data is normally distributed and the variances are homogeneous before doing any inferential statistics. If data is normally distributed, the results can mirror the larger population. And if the variances are equal one can attribute the differences to the treatment rather than any preexisting differences. Table 4.4 shows the skewedness and kurtosis indexes which are indicative of normal distribution. According to Larsen Hall (2011), if these indexes are less than 1, then there is no concern for normality and the researcher can assure that the data is normally distributed. In this study, all the kurtosis and skewedness indexes are less than one. Therefore, there is no concern for normality assumption.

Table 4.4

Normality assumption (skewedness and kurtosis)

		Speaking				Motivation			
		experimental		Control		experimental		Control	
		Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test
N	Valid	30	30	30	30	30	30	30	30
	Missing	0	0	0	0	0	0	0	0
Mean		38.97	66.80	42.27	55.73	5.73	8.33	6.03	7.37
Std. Deviation		11.400	9.072	12.244	9.741	1.530	1.322	1.866	1.732
Skewedness		.185	-.007	-.219	-.567	-.569	-.476	-.018	-.058
Std. Error of Skewedness		.427	.427	.427	.427	.427	.427	.427	.427
Kurtosis		-.317	.064	-.568	.064	-.037	-.842	-1.095	-.978
Std. Error of Kurtosis		.833	.833	.833	.833	.833	.833	.833	.833
Minimum		16	47	16	33	2	6	3	4
Maximum		62	86	65	72	8	10	9	10

Although lower than one skewedness and kurtosis indexes on speaking fluency and motivation show no violation of normality assumptions, normal distribution curve on histogram and Kolmogorov Siminov were also implemented to ensure normal distribution.

The sample data elicited from the participants about the two main variables under the study; that is, their motivation and their speaking fluency presented in the following histograms.

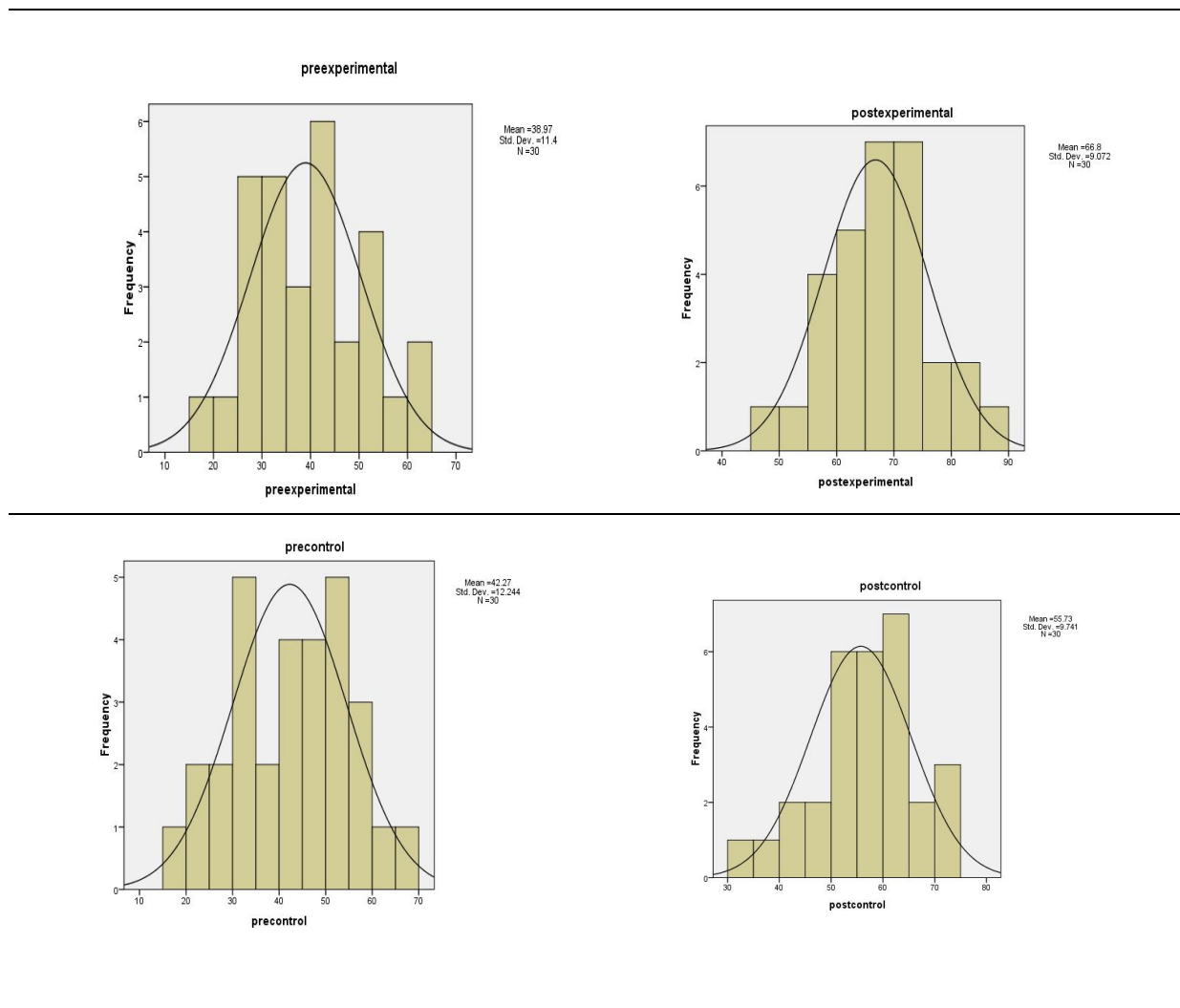


Figure 4.1 Bell-shaped curves on the distribution of speaking fluency across the groups at different stages of study.

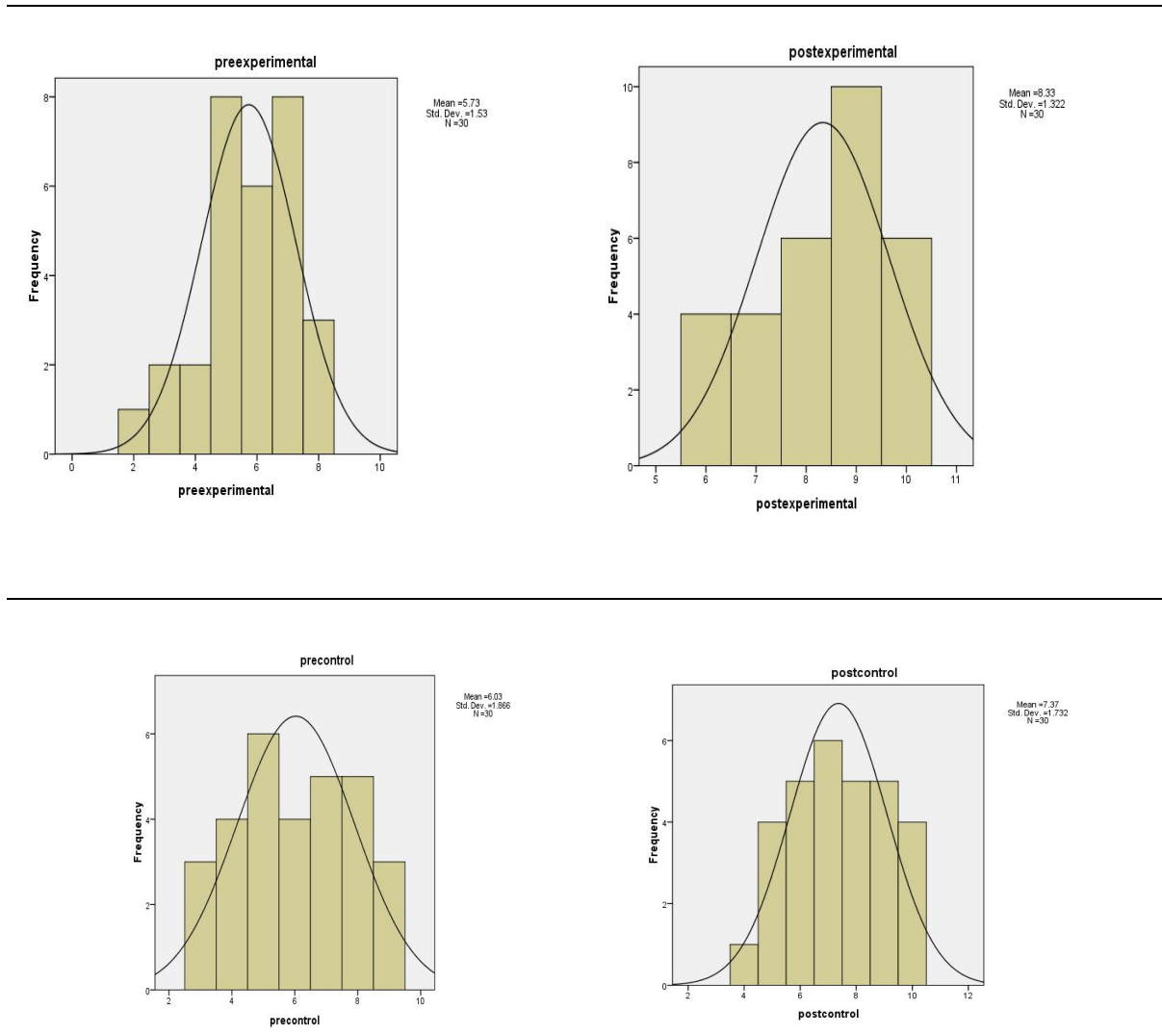


Figure 4.2 Normal distribution curves on motivation across the groups at different phases of the study

Kolmogorov Smirnov test was also used to check the normality assumption across the groups.

The results are indicated in table 4. 5.

Table 4.5

Kolmogorov-Smirnov Normality Tests

		speaking				Motivation			
		experimental		control		experimental		Control	
		pre	post	pre	post	pre	post	pre	Post
N		30	30	30	30	30	30	30	30
Normal	Mean	38.97	66.80	42.27	55.73	5.73	8.33	6.03	7.37
Parameters	Std. Deviation	11.400	9.072	12.244	9.741	1.530	1.322	1.866	1.732
Most	Absolute	.069	.083	.084	.085	.163	.226	.143	.127
Extreme	Positive	.069	.083	.084	.071	.117	.110	.143	.118
Differences	Negative	-.067	-.071	-.076	-.085	-.163	-.226	-.131	-.127
Kolmogorov-Smirnov	Z	.380	.456	.458	.466	.892	1.240	.786	.697
Asymp. Sig. (2-tailed)		.999	.985	.985	.982	.404	.093	.567	.717

a. Test distribution is Normal.

The results of Kolmogorov-Smirnov normality checks in table 4. 5 show that the data of experimental and control group is normal since they are greater than the research confidence interval (0.05).

As it was mentioned before, another important assumption for inferential tests is the homogeneity of variances. To test this assumption, two numerical and pictorial ways are used; Levene's test of homogeneity and box plot. The results of Levene's homogeneity of variances are indicated in table 4.6.

Table 4.6
Test of Homogeneity of Variances

	Levene			
	Statistic	df1	df2	Sig.
Speaking score	1.320	3	116	.271
Motivation score	.721	3	116	.542

If the Sig level of Levens' test of homogeneity of variances is greater than the research confidence interval (0.05), one can say that there is no preexisting difference among the groups. Since the sig levels of Levens' test of homogeneity for speaking (0.271) and motivation (0.542) in this study are more than the research confidence interval (0.05), the homogeneity of variances assumption is met. The box plot results in figure 4.3 and 4.4 are also indicative of this point. As it is clear in the box plot, the whiskers are at the same length and the median line is at the center of each box.

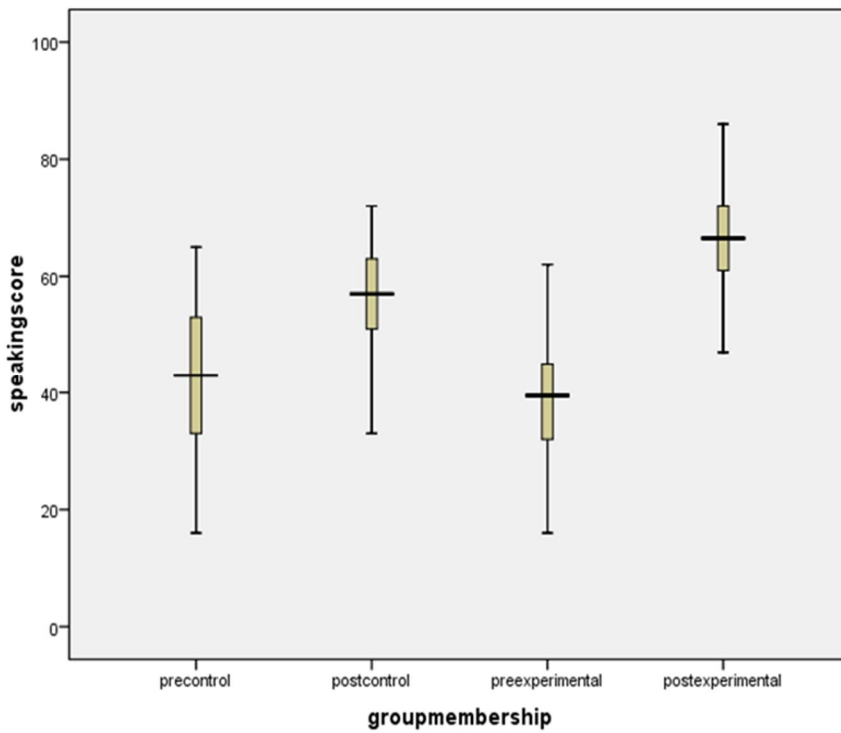
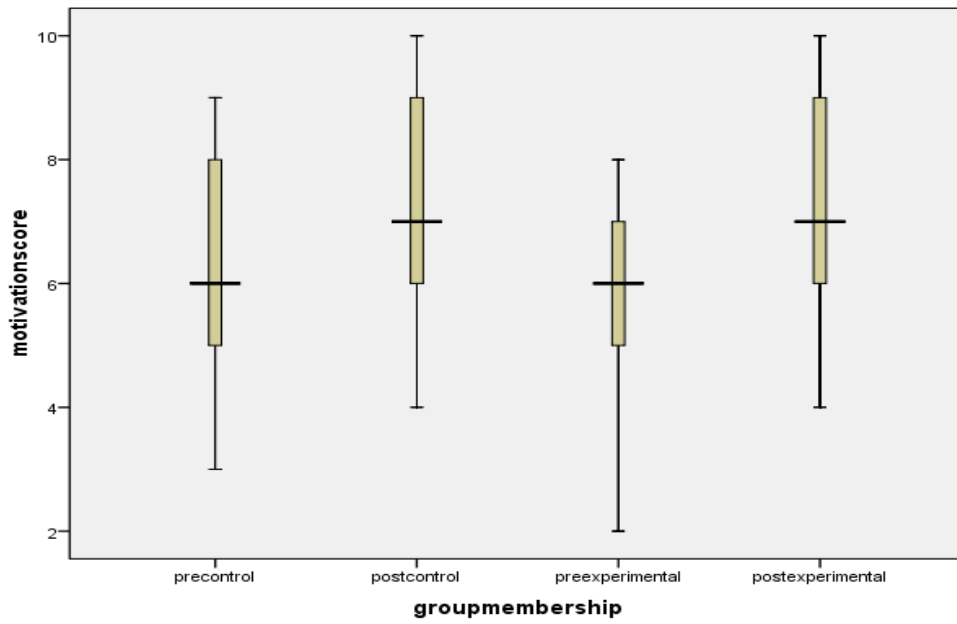


Figure 4.3 Box plot results of homogeneity of variances in speaking test

Figure 4.4 Box plot results of homogeneity of variances in motivation test

4.3 Testing the Research Null hypotheses

Having described the sample data through descriptive statistics, the researchers attempted to test the two null hypotheses. The first null hypothesis, stated as “telling and retelling stories by puppet have no statistically significant effect on speaking fluency” and the second null hypothesis, stated as “telling and retelling stories by puppet have no statistically significant effect on motivation” are tested using ANOVA (Analysis of Variances). The results of mean comparison across the groups are displayed in table 4.7.

Table 4.7

Mean Comparison across the groups

		Sum of				
		Squares	df	Mean Square F		Sig.
Speaking score	Between Groups	14793.092	3	4931.031	43.152	.000
	Within Groups	13255.500	116	114.272		
	Total	28048.592	119			
Motivation score	Between Groups	67.358	3	22.453	7.599	.000
	Within Groups	342.767	116	2.955		
	Total	410.125	119			

As it is shown in table 4.7, there is a significant difference in the speaking scores and motivation scores of the participants in the sig of the one way ANOVA (0.000) is less than the research confidence interval (0.05). Therefore, the two research null hypotheses which say telling and

retelling stories by puppet have no statistically significant effect on speaking fluency of Iranian EFL learners and telling and retelling stories by puppet have no statistically significant effect on the motivation of Iranian EFL learners are rejected and the alternatives are accepted. The results are also cross validated though mean plot in figure 4.4.

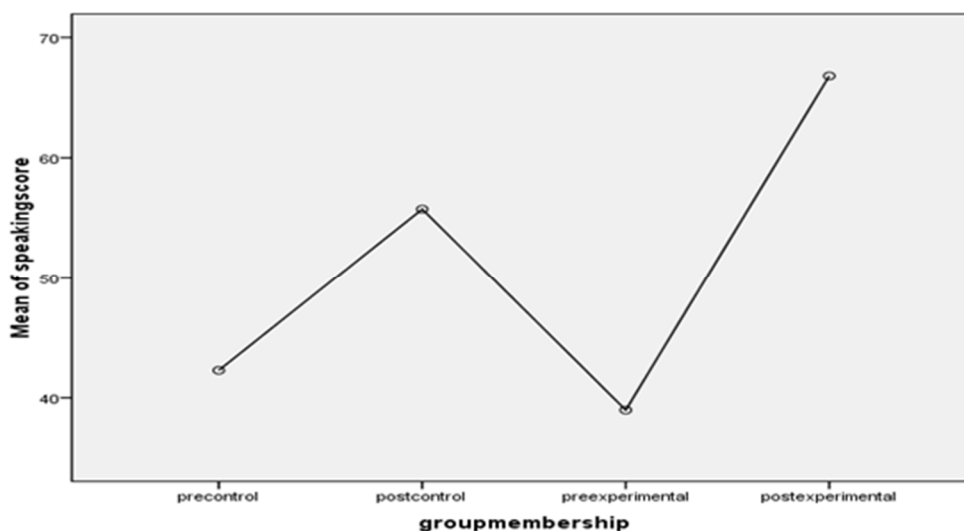


Figure 4.4 Mean plot of the performances across the groups

5. Discussion

Having collected the data and done the data entry, the researchers went through data analysis procedure. The first research question was concerned with whether the telling and retelling stories by puppet have any statistically significant effect on speaking fluency. The second research question was about whether telling and retelling stories by puppet have any statistically significant effect on motivation.

The analysis of the data shows that telling stories by the puppet developed speaking fluency and motivation among pre intermediate EFL learners. Most of the learners involved in this study scored higher marks in the post-test. It also should be considered that the mean of posttest was higher than

the mean of the pretest which indicates that the stories may have had a positive influence on learners' speaking fluency and motivation. To some extent, this result reflects the effectiveness of storytelling by puppet to develop pre-intermediate student's speaking fluency and motivation which is claimed to be the most important element in second language learning. The result in Table 4.7 shows the significant (2-tailed) which is 0; these results confirmed the positive effects of storytelling on learner's speaking fluency and motivation.

Such finding confirms the findings of Maghfiroh (2008; 2009) in which he used short comics to arouse students' motivation in learning reading comprehension. Khosravani and Ganji Khoosf (2014) approved that the technique of reading simplified short stories can enhance the learners' speaking skill. McKeough, Bird, Tourigny, Romaine, Graham, Ottmann, and Jeary (2008) support early literacy development through a developmentally and culturally appropriate oral storytelling instruction program. McAsuncion Baraaers Gomez (2010) examined the use of tales in Primary Education English classes children do the activities autonomously so that cooperation among pupils is promoted and children learn to learn for themselves. Gorjian et al. (2011), the instruction of the cognitive strategy of oral summarizing of short stories did affect the pre-intermediate language learners' speaking skill. Ebrahiminejad et al. (2014) studied the effects of using short stories in English as a foreign language (EFL) learners' speaking skill and as a result mentioned that a significant role for using simplified short stories in improving the speaking skills.

The findings of this study concur with the results of the studies conducted by Elley (1991), Meyer (1995), Vivas (1996), Amer (1997), Troustle and Hicks (1998), Blaisdell et al. (1999), Beck and Mckeown (1999), Bartolomei (2000), Jacobs et al. (2000), Walker, (2000), Campbell (2001), and McCarthy et al. (2001). All of these studies showed that using storytelling in English language

instruction has positive effects that helped students improve their language skills. They also found that storytelling does offer children certain educational benefits.

The present study attempted to investigate the effect of telling and retelling stories by puppet on speaking fluency and motivation. “Motivation and attitude are the two key factors that affect EFL learning” (Dornyei, 2005; p.65). According to Gardner (1985), motivation is “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (p.10). A motivated person is a person who wants to achieve a goal and who is willing to invest time and effort in reaching that goal. On the other hand, attitude is defined as the set of beliefs that learners maintain towards members of the target language group as well as their own culture (Brown, 2007). Attitudes are shaped by the social factors which, in turn, influence the learner’s outcome. Wenden (1991) considers attitudes as a component of motivation in language learning but the question is how they could be measured.

The present study was quite harmonious with some previous studies. Different aspects of motivation have been studied such as the relation between attitude and motivation (Donitsa-Schmidt et al., 2004; Bernaus et al., 2004), the relationship between motivation, attitudes and learning strategies (Williams et al., 2002), the relationship between motivation and level of achievement (Graham, 2004), self-reflection about target language use, first language use and anxiety (Levin, 2003), attitudes to language and language learning at secondary and tertiary levels (Yang & Lau, 2003), motivation and attitudes toward English- language usage among peers (White, 2002), the relationship between negative attitudes toward non-native speakers and poor comprehension of those speakers (Lindemann, 2002), attitudes toward debatable usages between teachers and their students (Lee, 2001a), attitudes of native speaker teachers and non-native speaker teachers toward disputable usages (Lee, 2001b), the relationship between attitudes toward

ideology, culture, people, language and factors affecting motivation (Flaitz, 1988). Like these studies, the present study attempted to study the relationship between motivation/resilience and self-reflection.

The present study highlights the importance of some more studies such as those studies done by Marley (2004); Malallah (2000), focusing on the attitude and motivation in learning different languages, and those done by Karstadt (2002); and Hoffman, et.al. (2001), focusing on motivation and attitudes toward different varieties of English and other languages.

The findings of this study are helpful for the groups involved in the process of language teaching and learning in an educational setting. First of all, for EFL learners since they are involved in learning a process and this will pave the way for their deeper understanding of the text. This leads to a cooperative approach to successful communication as an accomplishment jointly achieved and approved. Instead of being silent and reticent in the classroom, several learners become simultaneously involved in speaking. In addition, encouraging learners to use this cognitive strategy in particular along with short stories and other types of speaking strategies is fruitful for both teachers and learners to be successful in their jobs.

The next community which can use this study and its findings are language teachers who are interested in mixing educational tools with their teaching procedures in school classrooms or institution classes. Referring to this study, foreign language teachers can benefit from a reliable and authentic source of information about the short story for managing teaching classes by using short story as an instructional tool. One another aspect of usefulness of the results of this study for language teachers is that by relying on the procedures and findings of this research, by using storytelling by puppet in their English teaching classes, and by using retelling the story by puppet would help the students to be more confident than before.

Since motivation is a very important part of learning a second language, a teacher must equip him/herself with up-to-date techniques and methods of motivating students. It is usually helpful for the teachers to touch base with their students from time to time to be sure that they do not lose track of their motivations towards learning the language.

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