

Storytelling as a Pedagogical Tool to Learn English Language in Higher Education: Using Reflection and Experience to Improve Learning

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Abstract : The purpose of this research study is to determine how educators, students at the university level are using storytelling to support the educational process. This study provides a general framework about educational uses of storytelling as a pedagogical tool to learn English language in the higher education and describes the different perceptions of people (teachers and students) at different levels. A survey is used to collect responses from a group of educators and students in educational settings to determine how they are using storytelling for educational purposes. The results show the current situation of educational uses of storytelling and explore some of the benefits and challenges educators face in implementing storytelling in their institutions. The purpose of our research is to investigate the impact of storytelling as a pedagogical tool to learn English language in higher education and its academic achievements on ESL students. It highlights findings that address the following questions: (1) How has storytelling been approached historically? (2) Is storytelling beneficial for students in early grades at university? (3) To what extent do teacher and student prefer storytelling as a pedagogical tool to teach and learn English language in higher education?

Keywords : storytelling, teacher's beliefs, student's beliefs, student's academic achievement, narrative, pedagogy, ESL

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