

EFFECT OF USING STORY-TELLING TEACHING APPROACH IN CORRECTING PRE-PRIMARY PUPILS' LISTENING SKILLS DEFICIENCY IN YOLA METROPOLIS, ADAMAWA STATE

Esther Lawrence Takipi

Department of Early Childhood Care Education, Federal College of Education, Yola
esthertakipilawrence@gmail.com, 07036420582

Abstract

This study examines the effect of using story-telling teaching approach in correcting pre-primary pupils' listening skills deficiency in Yola metropolis, Adamawa State. The study adopts experiment design. The study randomly sampled 70 pre-primary pupils from seven public primary schools in Yola metropolis, Adamawa State. Thus, 30 pupils from three school where storytelling was used as teaching method were considered as experimental group while the remaining 40 pupils from remaining four school where other method were used for teaching served as control group. The study used listening skill observation scale for data collection. Data were analysed using descriptive analysis which include frequency count, percentage and mean. The study found that pupils taught using storytelling had better improvement in their listening skill compare to those taught using other methods. Gender does not significantly influence listening skill development among pre-primary pupils. Storytelling teaching method has significant effect on pupils' academic achievement in pre-primary school compare to other method. The practical activities during storytelling significantly improves listening skill of pre-primary pupils. The study concluded that adoption of story-telling teaching approach significantly corrected pre-primary pupils' listening skills deficiency in Yola metropolis, Adamawa State. The study recommended among others that the head teacher in primary school need to encourage teachers to use storytelling in order to address listening skill deficiency among pupils.

Keywords: Story-telling, Pre-Primary Pupils, and Listening Skills Deficiency.

Introduction

Listening skill of individual pupils determine their hearing attentiveness and their ability to respond positively. It is also a process similar to reading which should possess knowledge of phonology, syntax, semantics and text understanding. According to Markgraf (2019) listening is one of the fundamental language skills. It is a medium through which children, young people and adults gains a large portion of their education, information, understanding of the world and of human affairs, their ideas, sense of values, and appreciation. In this day of mass communication (much of it oral). It is of vital importance that our pupils be taught to listen effectively and critically.

Storytelling is known to be the oldest method of education. It is worthy to be wondering on the rationale behind global practices of people where by tales is always use as a way of passing down their cultural beliefs, traditions, and history to future generations. The fact remains that stories are considered as the core of all that makes us human. Storytelling is still largely featured in both entertainment and communication, with a firm footing in every human

institution: churches of all kinds, schools and universities, businesses and families (Paquette, 2019). All kinds of stories are to be found on television, film, email, magazines, books and in the press amongst others. Storytelling is also a means through which people communicate with one another by telling stories about their day-to-day existence, giving advice or telling children what will happen if they misbehave. In addition, researchers have found that storytelling is coming back as a teaching and learning tool in both education and businesses (Alkaff, 2018). There is a growing number of national and international storytelling guilds, indicating a gradual expansion of oral storytelling into diverse realms, encompassing political and cultural domains. Nowadays, children who are active listeners can incorporate the things they hear faster in their framework of knowledge than a more passive counterpart. In his own view, Rankin (2019) observed that children can also exhibit better concentration and memory when they develop good listening skill. Listening is very important because of all the language skills that young children develop, listening is the one that develops earliest and is practiced most frequently (Cherry, 2018). Studies conducted on children's listening, both in and outside school, estimated that between 50 and 90 percent of children's communication time is devoted to listening (Alkaff, 2018). Listening is central to a child's development of other skills, including survival, social and intellectual skills. Listening comprehension is considered one of the skills most predictive of overall, long-term school success (Oduolowu, 2019). In their studies, Rankin (2019) and Dairo (2019) revealed that storytelling improves the listening skills of children. In spite of many advantages embedded in teaching and learning activities for the children at schools, the initial observation in our primary schools revealed that most pupils are not actively participating in classroom activities, which could be attributed to lack of learning interest that can result from poor listening skill. This supports the report of Papa and Glenn (2019) that despite the fact that teachers are rigorously changes styles of their teaching to get best out of their learners, the interest of most learners is not within the lesson and most at time the attention is seem lacking. Thus, this could show that method of teaching chose by teachers are not influencing listening skills among learners. Specifically at primary school level where pupils need to be actively involved in classroom activities so that learning will effectively take place. In Nigeria, especially in northern part of Nigeria, the participation of pupils in the school activities is not at best (Sadik, 2018). There are several factors earlier identified as causes of less attentiveness and low participation among pupils at primary education which include teachers' competency, school factors, parental background, environmental factors, pupils' factors, peer-pressure among others, less research attention has been paid toward the listening deficiency among primary school pupils as one of factors that can lead to overall poor language competency among pupils. Therefore, this study is an attempt to determine whether using storytelling as teaching approach could correct pre-primary pupils' listening skills deficiency in Yola metropolis, Adamawa State.

Statement of the Problem

One of the oldest means of transmitting ideas and visuals is via storytelling (Gocen- & Duman, 2020). Parents, grandparents, uncles and aunts used to tell stories to young children in ancient African civilizations. Children's stories and tales are powerful and valuable listening materials for developing listening comprehension and literacy (Zazkis & Liljedahl, 2020). Folktales, according to Dairo (2019), played a significant part in Nigerian communal life. Despite the fact that the stories were never written, they have been passed down through the centuries without

losing their uniqueness.

The purpose of teaching young children at early education is to increase their development and language competency. However, the trend of less attention by most young learners and poor language development pointed at the possibility of having pupils with poor listening skills. Evidences from earlier studies have shown that pupils are presently less concentrated at schools (Dairo, 2019, Güler & Bilal, 2020). Likewise, Zazkis and Liljedahl (2020) have shown that special teaching skills need to be adopted in order to increase the listening skills among young learners. Therefore, Oduolowu (2019) and Cherry (2018) have suggested storytelling as one of the teaching approaches needed to be introduced back to school especially in the early education in order to develop learners listening skills.

In Adamawa State including Yola metropolis, the need for improving pupils learning attention through correction of listening deficiency has made it important for the teacher to try other teaching method such as storytelling method. Therefore, this study attempts to determine the effect of using story-telling teaching approach in correcting pre-primary pupils' listening skills deficiency in Yola metropolis, Adamawa State.

Objectives of the Study

The specific objectives of the study are as follows;

- i. To ascertain whether storytelling improve pupils' listening skills of pre-primary pupils in Yola metropolis, Adamawa State.
- ii. To examine the effect of gender on the listening skills ability of Pre-Primary pupils in Yola metropolis, Adamawa State.
- iii. To ascertain the impact of stories on pupil and their academic performance in Yola metropolis, Adamawa State.

Research Questions

The following research questions were answered in order to achieve the objectives of the study.

The questions include:

- i. Does storytelling improve pupils' listening skills among pre-primary pupils in Yola metropolis, Adamawa State?
- ii. Does gender have effect on the listening skills of pre-primary pupils in Yola metropolis, Adamawa State?
- iii. Does storytelling have any impact on pupil's academic performance in Yola metropolis, Adamawa State?

REVIEW OF LITERATURE

Concept of Listening

Needham (2015) considered listening as an active process, he added that when one listens to his mother tongue, understanding normally seems effortless because the experience of the spoken language is enormous. Calvin (2019) mentioned further that when going back to the time when one was born, s/he was exposed to quantities of language and different speakers, and variety of topics. Because of that experience the listeners can easily identify the message, phonological and grammatical patterns, as well lexical items. Secondly, the experience of language caused the awareness of all factors that help to predicate what is likely come next. Thirdly, because there are a number of contextual clues to help the teacher in listening

comprehension to know about the participants, the setting, the topic and the purpose. Not all listening situations, are easy, especially when one cannot see the speakers particularly facial expression. Needham (2015) expressed that the length of time of listening without participating may cause memory problems. To avoid this problem, the writer suggested two ways of responding; firstly, interacting by which the listener participates as a speaker in a conversation or discussion. Secondly, reacting that is the listener does or says something as a result of what he/she has heard.

Listening Strategies

Productive listening can also be represented in terms of the strategies and techniques the listener uses during the process of listening. A pondering looks on how to listen raises the issues of listening strategies. Chikamadu, Chidi-Onwuta and Nkem-Iwe (2022) specified two kinds of strategies in listening:

- i.) Cognitive Strategies:** These strategies represent mental activities related to the processes in which the brain comprehends and stores input in the working memory or long-term memory for later retrieval to be used in the future. Thus, these strategies include comprehension processes that related to operating linguistic and nonlinguistic input by the listener. Also, cognitive strategies include storing and memory processes that related to the storing of linguistic and nonlinguistic input in the working memory.
- ii.) Metacognitive Strategies:** These strategies represent conscious or unconscious tasks related to the brain performing an executive function in the management of cognitive strategies in reality.
- iii.) Assessing the Situation:** Through a group of conditions and procedures surrounding a language task by assessing the learner's knowledge, his available internal and external resources, and the limits and barriers of the situation before getting to the task.
- iv.) Monitoring:** Determining the effectiveness of one 's or another 's own performance while engaged in a task.
- v.) Self-evaluating:** Through stating the effectiveness of the performance of a learner or his peers after getting to the task.
- vi.) Self-testing:** Here there is a test to the learner to determine the effectiveness of his own language use or the lack he may have (Chikamadu et al., 2022).

Concept of Storytelling

Story is unique and most children love stories. Stories use in an approach to language learning leads to unconsciously language development in learners. Thereby, teachers need to formulate storytelling activities that will foster this kind of acquisition. Teachers can use stories to help children practice their reading, writing, speaking and listening skills. Story time also creates a safe space for young learners and provides listening experiences with fun activity. People in all times and places have told stories. In the oral tradition, storytelling includes the teller and the audience. The story teller creates the experience, while the audience perceives the message and creates personal mental images from the words heard and the gestures seen. Most of the children love stories, and storytelling was regarded as a learning tradition (Fryer, 2018). It plays a very important role in children's language learning. With meaningful contexts, natural repetition, lovely characters and interesting plots, stories can be used to develop children's language skills, such as listening, imagination and predicting. Young learners exercise their imagination through stories. They can become personally involved in a story as they identify

with the characters and try to interpret the narrative and illustrations (Eder, 2019). This imaginative experience helps pupils develop their own creative potential. Stories also “develop the different types of ‘intelligences’ that contribute to language learning, including emotional intelligence” Stories “develop children’s learning strategies such as listening for general meaning, predicting, guessing meaning and hypothesizing”.

Importance of Storytelling on Learners’ Listening Skills

According to Paquette (2019), teaching a foreign language requires strategies in order to allow the child to become a more efficient learner. When teaching listening, storytelling is one of the methods teachers can use as it is assumed to promote skills such as listening and speaking (Mittelstadt, 2018). During storytelling, the teacher is able to center learners’ attention on the target language and work together with pupils while in a warm and happy atmosphere (Kolb, 2019). Moreover, young learners do not get bored listening to the same story several times, and this repetition can create opportunities to introduce or review vocabulary or sentence structures (Mittelstadt, 2018). Pupils acquire new information and are able to consolidate what they already know through listening to stories told by their teachers, if suitable to their language level. It is also important to bear in mind that storytelling is not a passive activity. According to Dennehy (2019), when being told a story, children listen and observe the storyteller’s gestures and movements. This enables them to notice subtle differences in her/his voice and they are able to match any visuals shown to the language they are hearing, which allows them, in turn, to build up their own pictures in their heads, predicting what comes next, guessing the meanings of new words and so on.

In short, while listening to a story, a great deal of information-processing takes place in learners’ heads and it stimulates the pupils’ awareness regarding sentence construction in the target language (Kolb, 2019). Furthermore, storytelling encourages and enhances children’s listening skills. Usually, children talk a lot more than they listen which can be a problem especially in the classroom, due to their short attention span (Mittelstadt, 2018). However, if listening to stories becomes a habit, it can help them become better listeners as it provides them the necessary training to listen and understand more, while becoming aware of rhythm, intonation and pronunciation of the target language (Fortunes, 2020).

RESEARCH METHODOLOGY

Research Design: This study adopted the experimental research design. The choice of descriptive survey design in this study is to enable the researcher to critically and objectively describe the effect of using story-telling teaching approach in correcting pre-primary pupils’ listening skills deficiency in Yola metropolis, Adamawa State. This design is also considered very appropriate for this study because the researcher will not manipulate any of the variables in the study.

Population: The target population of this study was 458 pre-primary pupils across the 7 public primary schools running early childhood education in Yola metropolis, Adamawa State.

Sample Size and Sampling Technique: The sample size for this study is 70 pre-primary pupils from across seven public primary schools in Yola metropolis, Adamawa State. Thus, 30 pupils from three schools served as experimental group while remaining 40 from other four

schools served as control group. The researcher apply systematic random sampling technique to rationalise participants into 5 groups for easy data collection.

Research Instrument: The instrument used for the data collection in this study was an observation scale which considered aspect of pupils' listening skills. The observation scale contained subjective that is researcher as well as class teacher were used to rate the listening skills of each pupil during lesson.

Method of Data Collection: Data were primarily collected through observation by the researcher who observed the listening skills of pupils while in the classroom at rate of 10 pre-primary pupils per class. Thus, the experimental group were taught using storytelling while other methods were used in remaining control group. The observations of pupils were repeated across all the seven pre-primary classes in the selected primary schools in Yola metropolis, Adamawa State. Data collection exercise was completed within 2 weeks.

Method of Data Analysis: The responses were analyzed using the descriptive statistical tools which include frequency count, percentage and mean, as means to provide answers to the research questions.

RESULTS

Research Question 1: Does storytelling improve pupils' listening skills among primary pupils?

Table 1: Mean Rating of Teacher on Pupils' Listening Skills while Using Storytelling and Other Methods

Method of Teaching	Scale	Frequency	Percentage	Grand Mean Rating	Remark
Storytelling	3.6 – 5.0	10	33.3	3.56	Average Skill
	2.6 – 3.5	12	40.0		
	0.0 – 2.5	8	26.7		
Other Methods	3.6 – 5.0	5	12.5	2.45	Below Average Skill
	2.6 – 3.5	12	30.0		
	0.0 – 2.5	23	57.5		

The result on table 1 reveals the teacher rating for their pupils on listening skills for those taught using storytelling and those taught using other conventional method. The results shows that 33.3% of pupils were rated between 3.6 – 5.0 indicating above average skill, while 40.0% of pupils were rated between 2.6 – 3.5 indicating average skill and remaining 26.7% were below average (0.0 – 2.5). The grand mean value 3.56 indicates that pupils in the storytelling classes averagely recovered in listening skills.

Also, in the category of those pupils taught using other conventional method 12.5% were rated between 3.6 – 5.0 indicating above average in listening skill, while 30.0% were rated between 2.6 – 3.5 indicating average listening skill and remaining 57.5% were below average (0.0 – 2.5). More so, the grand mean rating of 2.45 reveals that pupils taught using other method are

below average in listening skills development. Therefore, the researcher is of the opinions that the storytelling skills improves pupils' memories and reading skills. Though, other methods show some level of improvement, compare to storytelling significantly influence pupils listening skills beyond average level. This implies adopting storytelling teaching approach for primary schools' pupils especially those in the lower classes, could boost their listening skills and addresses listening deficiency usually observe among early school children.

Research Question 2: Does sex have effect on the listening skills of primary pupils?

Table 2: Effect of Gender on Listening Skills among Primary Pupils

Teaching Method	Gender	N	Mean Rating	Remark
Storytelling	Male	15	3.53	Average
	Female	15	3.59	Average
Other Methods	Male	20	2.21	Below Average
	Female	20	2.69	Average

The result on table 2 show mean rating of pupils on listening skills based on gender for those taught using storytelling and those taught using other method. Thus, in the category of those pupils taught using storytelling, male pupils were rated 3.53 indicate average listening skills, while female pupils rated 3.59 indicates average listening skills.

In the category of those pupils taught using other method, male pupils were rated 2.21 indicating below average while female pupils were rated 2.69 average skill. This shows that female pupils in both categories are fairly rated higher than their male counterpart only that their respective rating are not significantly higher. The responses above shows that female pupils concentrate more than their male counterpart in the area of listening skills. Though, the difference is not statistically significant when consider those male and female pupils taught using storytelling.

Research Question 3: Does storytelling have any impact on pupil's academic performance?

Table 3: Academic Performance of Pupils Taught Using Storytelling and those Taught Using Other Method

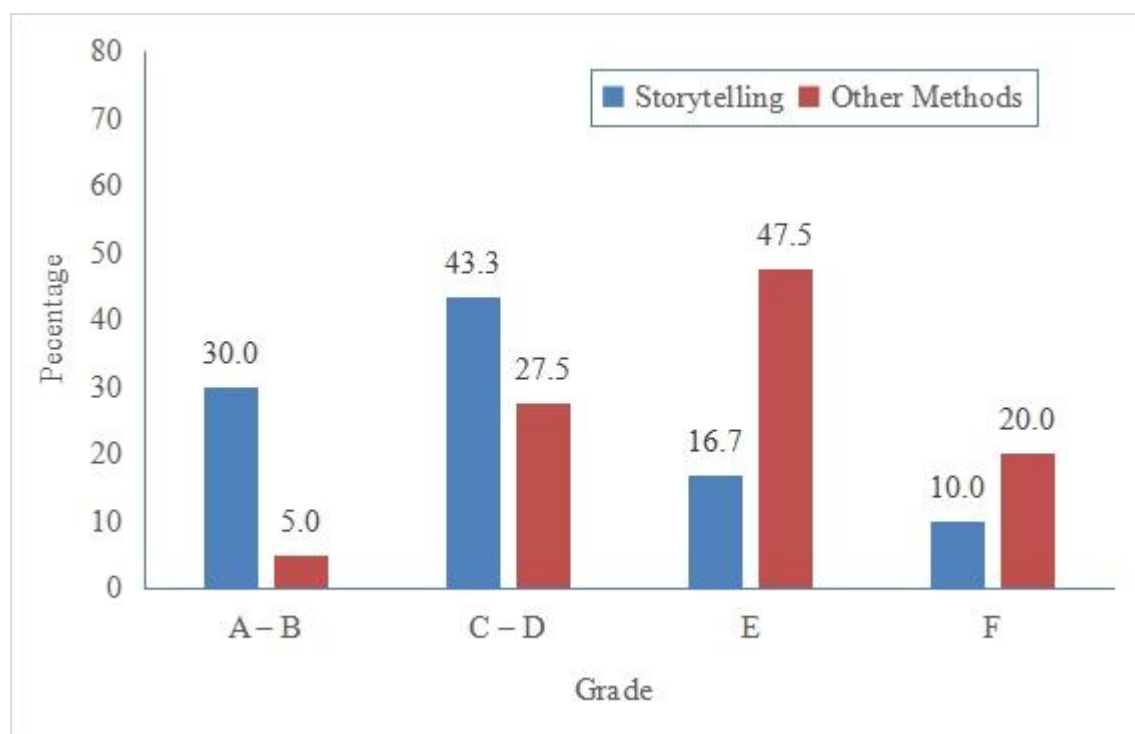


Figure 1: Distribution of Pupils According to Grade of Performance

The distribution of academic performance of pupils are presented in Figure 1 above. The results show that in the category of those pupils taught using storytelling dominated grade A – B by 30.0% compare to those taught using other method with 5.0%. Similar, pattern was obtained in Grade C – D dominated by those pupils taught using storytelling 43.3% to 27.5% of those taught using other methods.

Also, it is observed on the chart that pupils in the other teaching methods dominated Grade E and F with 47.5% and 20.0% respectively. This result show that pupils in the category of storytelling have higher proportion of A – B and C – D grade than those taught using other methods that have higher proportion of E and F grades. This imply that pupils who are taught using storytelling happen to perform far better than those taught using other method. Thus, the storytelling method yield more result than other method in academic performance as well as listening skill. This further suggests the consistency of storytelling as teaching approach that can be used by teacher to boost the listening skill as well as academic performance of primary schools' pupils.

Discussion of Findings

Findings from this study show that pupils taught using storytelling had better improvement in their listening skill compare to those taught using other methods. This may not be unconnected with the fact that using storytelling appeal to different pupils' listening modes. This concurs

with the finding made by Murat (2020) and Watson and Barker (2019) that adopting storytelling as teaching method directly uncluck active listening among learners such as keeping attentive focus on teacher during lesson. Likewise, Susanti (2020) found that using storytelling improve learners' skills of listening of paying attention to teachers' non-verbal cues. The effectiveness of listening skills among early education pupils was reported by Papa and Glenn (2018) creating open mindedness among young learners such as listening to the end of story without interruption. Thus, one of the beauties of storytelling is that listeners will always want to hear the end-tail of the story, which encourage patience among them. Finding by Murat (2020) and Fryer (2018) has established direct linkage between storytelling and empath listening skills among learners, where pupils listening with emotion or pretend to be part of the story. Though, studies by Susanti (2020); and Phillips (2018) found that effect of storytelling are less among pre-primary pupils. However, their studies measured advanced listening skills such as biased listening, discriminative listening, false listening, partial listening and relational listening which require high cognitive capacity of learners.

Findings from second research question of this study shows that gender does not significantly influence listening skill development among primary pupils. This may be due to fact that listening is one of human attribute irrespective of gender that make them relevant to various happening within their environment. This finding is in accordance with the earlier finding by Sadik (2018) that gender does not significantly influence listening skills among learners. Likewise, Markgraf (2019) found that male and female equally develop listening skills irrespective of method of teaching. Thus, male and female learners can listen equally well and the listening ability appears to be more due to individual differences and circumstances than gender. Likewise, Oduolowu (2019) found that gender is not a bias factor for listening skills among learners irrespective of method of teaching. Pupils have diverse learning styles, and storytelling accommodates visual, auditory, and kinaesthetic learners. A well-told story can cater to different preferences and effectively convey information. Both male and female pupils benefit from the critical thinking skills that storytelling promotes. Phillips (2018) expressed that it is important to consider the diversity within a classroom and ensure that stories are inclusive and free from gender stereotypes. Educators can choose a variety of stories that reflect a range of experiences and perspectives, making the learning experience enriching and relevant for all pupils. Additionally, creating a supportive and inclusive learning environment contributes to the overall effectiveness of teaching methods, including storytelling.

The findings from third research question of this study show that storytelling teaching method has significant effect on pupils' academic achievement in primary school compare to other methods. This could be attributed to development of retention and recall rate among pupils as they are listening to their teacher telling the story. This finding is in line with the finding by Murat (2020) that storytelling promotes academic achievement of pupils due to high retention and recalling rate. The positive contribution of storytelling to academic achievement of learners could be linked with pictorial effect of story, where each learner develops particular picture representing the story in their minds, thereby allow for mapping and recalling later days. Similar finding was made by Benjamin (2019) and Olajide (2015) that storytelling directly influenced academic achievement of learners. Tuba and Okur (2021) found direct relationship between storytelling rate and academic achievement.

Conclusion

The relevancy of storytelling on listening skill of primary pupils has been established in this study. Specifically, this study through its findings has reiterated that storytelling had better improvement in pupils listening skill. Likewise, it has been proved by the findings of this study that gender does not significantly influence listening skill development among pre-primary pupils.

It has also been evidently shown through the findings from this study that storytelling teaching method has significant effect on pupils' academic achievement in primary school when compare to other method. Thus, adopting storytelling significantly influence learners listening deficiencies among primary pupils.

Recommendations

Based on the finding and conclusion from this study the following are the recommendations

- i. The head teacher in primary school need to encourage teachers to use storytelling in order to address listening skill deficiency among pupils
- ii. Adamawa state Ministry of Education should organize training workshop for teachers on best ways of using storytelling approach with pre-primary school pupils.
- iii. Storytelling method can be integrated with other teaching method in order to further improve academic achievement of primary school pupils.

Reference

- Alkaff, A.A. (2018). Storytelling and preschoolers' attitudes and language relational. *Arabian Journal*, 4(2), 106-121
- Benjamin, B. (2019). The case study: Storytelling in the industrial age and beyond. *On the Horizon*, 14(4),34 – 45.
- Calvin, B. (2019). Best storytelling practices in language education. *Pepperdine Digital*, 4(09),344 – 354.
- Cherry, K. (2018). Storytelling in modern schooling. Retrieved from <http://psychology.about.com/od/leadership/a/transformational.htm>
- Chikamadu, P.C. C., Chidi-Onwuta, G. & Nkem-Iwe, N. (2022). The role of storytelling in literacy development among Nigeria primary school pupils. *International Journal for Humanities and Social Sciences (IJHS)*, 02(02), 79 – 86.
- Dairo, M. (2019). Media, tradition and folktales in Nigeria. *Media, Human Person and Society*, 2(01),23 – 45
- Dennehy, R. (2019). The power of organizational storytelling: A management listening development perspective. *Journal of Management Perspectives*, 16(7), 494-501.
- Eder, D. (2019). The role of storytelling in understanding children's moral/ethic decision-making. *Multicultural Perspectives*, 12(4), 223-228.
- Fortunes, A. (2020). Storytelling and its transformative impact in the Italy. *Conflict Resolution Quarterly*, 29(3), 333-348. doi:10.1002/crq.21043
- Fryer, B. (2018). Storytelling that moves people, *Harvard Business Review*. Retrieved from: <https://hbr.org/2003/06/storytelling-that-moves-people/ar>
- Gocen-G. & Duman, B. (2021). The effect of digital storytelling method on learning and study

- strategies. *International Journal of Technology in Education (IJTE)*, 4(4), 681-694.
- Güler, G.K. & Bilal, D. (2020). Digital storytelling method and learning strategies. *Journal of Education*, 12(01), 871 – 884.
- Kolb, D. G. (2019). Seeking continuity amidst organizational change: A storytelling approach. *Journal of Management Inquiry*, 12(2), 180-183.
- Markgraf, B. L. (2019). Listening pedagogy in teacher-training institutions. *Journal of Communication*, 12(3)41 – 43.
- Mittelstadt, J. (2018). The ways of the storyteller: Child listening development. *Reading Teacher*, 56(7), 680-682.
- Murat, B. (2020). The use of storytelling methods by teachers and their effects on children's understanding and attention span. *Asia Early Childhood Journal*, Vol. 9 (1), 75-84.
- Needham, A. (2015). Listening exercises with a purpose. *International Journal of Social Education*, 75, 311-315.
- Oduolowu, E. (2019). Effect of storytelling on listening skills of primary one pupil in Ibadan North LGA, Oyo State, Nigeria. *Educational For Early Children*, 56(4), 487-506
- Olajide, S. B. (2015). Folklore and Culture as Literacy Resources for National Emancipation. *International Education Series* , 3 (2), 200-205.
- Papa, M. J., & Glenn, E. C. (2018). Listening ability and performance with new technology: A case study. *Journal of Business Communication*. 25, 5-15.
- Paquette, J. (2019). Storytelling, organizations, and the coherent self: The chronotope of childhood in professional life histories. *Culture and Organization*, 19(2), 146-161.
- Phillips, L. (2018). The role of storytelling in early child development. *Educational Review*, 4(41),47 – 53.
- Rankin, P. T. (2019). Listening the ability to understand spoken language (Doctoral dissertation, University of Michigan. Dissertation Abstracts, 12, 847.
- Sadik, A. (2018). Digital storytelling: A meaningful technology-integrated approach for engaged student learning. *Educational Technology*, 56(4), 487-506
- Susanti, R. (2020). Effect of using storytelling technique on interactive performance of pre-schoolers at Bandar Surabaya central Lampung. *Metro Journal of Early Education*, 3(10),34 – 45.
- Tuba, D., & Okur, S. (2021). The effect of teaching using storytelling on cognitive development of primary pupils, *Research Education Quarterly Reviews*, 4(02), 562-578.
- Watson, K., & Barker, L. (2019). Listening assessment: The Watson-Barker Listening Test. *Journal of The International Listening Association*, 2, 20-32.
- Zazkis, R., & Liljedahl, P. (2020). *Teaching listening as storytelling*. *Education Today*, 56(4), 487-506.