

Transforming Readers into Storytellers: An Investigation of Storytelling Ability among B.Ed. Students

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Abstract

Storytelling for learning defined the use of narratives and stories as a pedagogical tool to facilitate learning and engage learners. Stories have the power to transform ordinary events into interesting ones by creating fresh perspectives, feelings, and thoughts. It can guide us on wonderful journeys and teach us empathy. In addition to being a powerful educational tool, storytelling also teaches children about ethical values, morality, cultural norms, and traditions. This article will guide you through our insights on why storytelling is so important in a school setting and the several ways it benefits students. The key benefits of Storytelling like Enhanced Retention and Learning, Deeper empathy, Mental Wellbeing and Cognitive & Language Development. This article discusses the major strategies of Storytelling like Photo-Based Narratives, Pattern Stories and Collaborative Tales. The finding of study reveals that the storytelling ability of B.Ed. students is Moderate level. Also the B. Ed students showing that Photo based narrative storytelling as the predominant storytelling strategy and Pattern story was the least preferred storytelling strategy.

Keywords: Readers, Storytelling Ability, Teaching Learning Process, B. Ed. Students

1. Introduction

Storytelling for learning defined the use of narratives and stories as a pedagogical tool to facilitate learning and engage learners. This includes presenting information or lessons in such a way that engages students and is memorable for the long run. This kind of learning experience is more relatable, memorable, and enjoyable for all kinds of learners. Children have a strong attraction to and enjoy stories. Stories have the power to transform ordinary events into interesting ones by creating fresh perspectives, feelings, and thoughts. It can guide us on wonderful journeys and teach us empathy. In addition to being a tool, storytelling also teaches children about ethical values, morality, cultural norms, and traditions. By presenting students with a variety of morality-based tales, it also helps in the development of better citizens. Let us go beyond traditional conventions to create an environment that encourages students to realize their full potential. The teacher education programme plays the best role in molding the future teachers and hence considers storytelling to be one of the many effective

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strategies for fostering young students' cognitive and literary growth.

Storytelling simplifies the communication process between teachers and students. It encourages a sense of belonging and community, allows for interpersonal networking, encourages sense-making, assists in the development of compassion and self-confidence, and enhances learning, among students.

1.1 Importance of Storytelling in Teaching Learning Process

Storytelling is one of the oldest and most effective teaching methods. Ancient education system used this method to teach students. It transforms abstract concepts into meaningful experiences, making learning engaging, memorable, and learner-centered. In teaching learning process, storytelling promotes cognitive, emotional, social, and linguistic development while creating an enjoyable classroom environment.

Encourages Creative Thinking

One of the main advantages that emphasizes the significance of storytelling to children is the ability to think creatively. Storytelling is an excellent way to foster the imaginative abilities of the child. Furthermore, narrative can teach students to think logically. Children can develop their problem-solving and creative thinking skills by examining stories and studying other interpretations. Story telling offers a stimulating learning atmosphere with an element of creativity, making the classes more interesting, enjoyable, and participatory.

Enhances interpersonal skills

By telling stories, we can introduce your child to phrases, syllables, and ideas they might not typically hear in conversation. As kids acquire new words as they hear them, this broadens their vocabulary. Students should be enthusiastically encouraged to ask questions and discuss their feelings, the story's narrative, and the characters when stories are being presented. They are going to be more inclined to convey their ideas and emotions with the help of storytelling.

Helps in the Learning phase

As storytelling makes learning simpler and more engaging, it's an excellent approach to explaining difficult topics in an interesting manner. Additionally, it enhances a child's focus, which is advantageous for academic success. Children's growth through storytelling is a vital human undertaking. Literacy initiatives that actively use storytelling to educate students and help them in their academic development. The use of stories in schools contributes to closing learning gaps among primary and pre-primary kids and makes learning enjoyable for the students.

Building emotional intelligence

Students may discover how to recognize and manage their emotions through stories, as well as how to handle challenging circumstances. Children can learn coping mechanisms by reading stories about characters who are dealing with difficult situations. Children can also learn to understand the emotions of others through storytelling. The School fosters a nurturing educational atmosphere that raises student achievement while helping in children's

development of social and interpersonal skills that last a lifetime. Children can learn how to empathize with others by listening to stories about kind, helpful, and forgiving characters.

Promotes Language Development

Stories offer a wide range of chances for language acquisition. They can help with a child's vocabulary acquisition, grammatical development, and reading proficiency. Stories not only give youngsters opportunities to learn new words but also to utilize them in a variety of situations.



Figure 1: Importance of Storytelling in Teaching Learning Process

1.2 Digital storytelling

It is a form production that enables individuals to create and distribute their narratives through online platforms. Digital storytelling in early education builds literacy by blending traditional narrative skills with digital media, empowering children to create content rather than just consume it. It enhances reading, writing, speaking, and listening through tools like Storybird and Wixie, engaging students through images, audio, and video to make abstract concepts concrete. Digital storytelling is the practice of using digital media tools to tell stories, such as images, audio, videos, animation, and text to effectively tell a story. It focuses on emotional engagement, artistic endeavours, personal expression, and creativity. "Digital stories" are "short vignettes that combine storytelling with still pictures, video clips, music, and text using a variety of video software".

1.3 Key Benefits Storytelling

Enhanced Retention and Learning:

Story telling organises information, builds connections and transforms facts into relatable narratives making concepts memorable. This weaving data into a narrative helps cognitive structure to process and store information.

Deeper empathy:

Listening to the character driven stories triggers the release of oxytocin in the brain. This will help peoples to relate to diverse culture and experiences.

Strong interpersonal bonds:

Stories act as social glue, whether in personal relationship or corporate environments, they help trust, establish community and inspire collective action.

Mental wellbeing:

Sharing personal stories aids in emotional processing, reduces stress and helps individuals to find redemptive meaning in past adversity to build mental resilience.

Cognitive & Language Development:

For younger audience, storytelling builds vocabulary, improves concentration and stimulates imagination. It helps the students to understand story structure (beginning, middle, end). Story telling enhances language skills through narration, visual storytelling, scriptwriting and voice recording, even for emerging readers.

1.4 Strategies for Implementation of Storytelling:

- **Photo-Based Narratives:** Young children can dictate stories about personal experiences or field trips, which educators turn into short story books.
- **Interactive Whiteboards:** Use screen-casting apps to allow children to draw and narrate simultaneously.
- **Pattern Stories:** Utilize familiar pattern books to let children adapt stories, building confidence in creating their own short stories or works.
- **Digital Storybook Creation:** Incorporate tools such as Storybird or Wixie to create, share, and publish digital stories.
- **Collaborative Tales:** Group projects allow children to create stories together, fostering communication skills.

2. Review of Related Studies

Muller, I. (2025) conducted a study on Storytelling: A Teaching Technique to Infuse Indigenous Knowledge in Physical Science Pre-service Teacher Training. he infusion of indigenous knowledge in academic subjects is often problematic due to personal perceptions or little experience with indigenous knowledge in a teaching and learning environment. The aim of the research was to indicate the experiences of pre-service teachers when infusing indigenous knowledge via storytelling in Physical Science. This study reports on the personal experience (s) of pre-service teachers in training at a higher education institution where indigenous knowledge was infused into the teaching and learning of Physical Sciences. The implementation of Ethnophysics as a teaching strategy, storytelling as a teaching technique, contextualised - and project-based learning as teaching methods and approaches and

reflection on experiences when implementing participatory action learning and action research indicated a transformative way to embrace indigenous knowledge in the teaching and learning of Physical Science. Stories, related to the concept of heat in physical science were collected by the pre-service teachers from trusted adult members in their local communities. The pre-service teachers analysed the stories and reported their interpretation of scientific and indigenous knowledge in the stories. Inductive, thematic analysis was used to interpret pre-service teacher reflection on the experience and the Cultural Historical Activity Theory was used to indicate an overview and the connection between different elements of the research. The participating pre-service teachers indicated that storytelling, as a teaching technique, adds value to how they interpret concepts in Physical Science related to their unique culture. The pre-service teachers gained research skills regarding qualitative research and showed the ability to identify the contribution of both scientific and indigenous knowledge.

Bloome, D (2014) investigated on Spoken and Written Narrative Development: African American Preschoolers as Storytellers and Story makers. In this study present findings from an ongoing study of young African American children's spoken and written narrative development. The findings, combined with those of other recent studies, suggest that children (a) adopt and adapt extant stories and recounts of experiences to accomplish a broad range of in situ social goals, and (b) develop a repertoire of narrative styles and structures. These two findings are consistent with calls for reconceptualizing spoken and written narrative development (Champion, 1995, 1998; Champion, Seymour, & Camarata, 1995; Dyson, 1991). The linkage of narrative development and literacy is based on our findings and recent research that has linked narrative development with reading and writing development.

Carstens, A. (2014) conducted a study on Through the lens of B. Ed. students' self-narratives: The motivational roles of significant others in literacy acquisition. According to the Policy on Minimum Requirements for Teacher Education Qualifications, the acquisition of academic literacies lays the foundation for effective learning in higher education. However, one of the major challenges for designers of academic literacies programmes is to accommodate culturally and linguistically diverse student groups. In response to this challenge the academic literacies curriculum for B.Ed. students overtly draws upon the multiple languages and literacies students bring to the university, using these as a foundation for initiating them into the literacy practices of academia. One of the methods used to operationalise this strategy was to introduce literacy narrative pedagogy, and to gain insight into students' acquisition of literacies by analysing their self-narratives. This study describes students' construction of the identities of significant others in their narratives. New literacy studies serve as the theoretical foundation for the pedagogy, and is used in combination with Self-determination Theory as a theoretical framework for the data analysis. The analysis shows that relatedness is the most salient catalyst of motivation in the acquisition of literacies, and parents as well as other primary caregivers feature as the most important sponsors of relatedness. The study concludes with a reflection on the value of the research for curriculum review.

Weber, S. (1993) carried out research on the narrative anecdote in teacher education. The study reports thoughtful use of the narrative anecdote can be an important tool for pedagogical research, theorizing and the curriculum of teacher education. The epistemological objective of the narrative is meaning; the narrative anecdote condenses meaning, simultaneously incorporating particularity and universality as well as the theoretical and the practical. Each retelling of a narrative anecdote provokes further reflection and raises questions, becoming part of the research process and a form of pedagogical theorizing. Through an illustrative telling of anecdotes, it is suggested that the discerning use of the narrative is one way in which we can construct and assimilate our knowledge base in teacher education.

3. Objectives of the Study

1. To assess the level of storytelling ability among B.Ed. students.
2. To find out which storytelling strategy is predominant among B, Ed students.

4. Methodology

The study employs the Descriptive Survey Method as it aims to assess the existing level of storytelling ability among B.Ed. students and identify the storytelling strategies predominantly used by them.

4.1 Tools Used for the study

The present study adopts a Self-Assessment Storytelling Questionnaire (SASQ) was used for collecting the data. The Questionnaire consists of 22 items having 10 common items and 12 items having weightage to three types of storytelling strategies.

4.2 Population and Sample of the study

The present study investigating the story telling ability of B. Ed. students of the Kannur University and the present study the sample was collected from Kannur University Teacher Education Centre, Dharmasala. The convenient sampling technique was used for the selection of B. Ed. college. Total of 77 B.Ed. teacher trainees were participated in the study.

5. Analysis and Interpretation of Data

Story telling ability questionnaire was distributed to B.Ed. students of Kannur University Teacher education centre, Dharmasala. 77 B.Ed. trainees were participated in this survey. The scores were tabulated and analysed using the statistical techniques. The distribution of storytelling ability scores was examined using skewness and kurtosis (by checking the acceptable range of ± 1). If the score distribution is approximately normal, the levels of storytelling ability were categorized using the Mean and Standard Deviation method. Scores below one standard deviation from the mean were classified as Low, scores within one standard deviation of the mean as Moderate, and scores above one standard deviation from the mean as High.

Table 5.1

Storytelling ability of B.Ed. students

Group	N	Mean	SD
II Year B. Ed Students	77	17.22	3.22

From table 5. 1 showing the story telling ability level a high mean value of 17.22 and SD 3.22 The mean value is more than 78.28%. This reveals the sample of students having moderate level of storytelling ability. The analysis of storytelling ability scores revealed that the majority of B.Ed. students possessed a **Moderate level of storytelling ability**. Out of 77 participants, 19.48% exhibited a high level of storytelling ability (Score > M+SD), 68.83% showed a moderate level ($M-SD \leq \text{Score} \leq M +SD$), and 11.69% demonstrated a low level (Score < M–SD) of storytelling ability. The distribution was approximately normal, as indicated by the skewness (–0.33) and kurtosis (–0.59) values, both of which fell within the acceptable range (± 1).

The findings indicate that most B.Ed. students possess an average capacity to narrate stories effectively. Their storytelling skills are reasonably developed through classroom activities and pedagogical training; however, there is scope for further improvement through structured storytelling practices and language enrichment programmes.

Table 5.2

Comparison of storytelling strategies among B. Ed. students.

Pre dominant Style	N	Percentage
Photo-Based Narratives	53	68.83
Pattern Stories	7	9.09
Collaborative Tales	17	22.08

From table 5.2 lists the values of students’ predominant story telling strategies as Photo based narrative, Pattern stories and Collaborative tales. From the above table it can be observed that majority of students use Photo based narrative strategy (68.83%) as their predominant storytelling style.

6. Findings and Conclusion of the study

- The majority (68.83%) of B.Ed. students possess a moderate level of storytelling ability.

- Among the B.Ed. students only 19.48% demonstrate a high level of storytelling ability.
- Photo based narrative storytelling emerged as the predominant storytelling strategy among B.Ed. students (68.83%).
- Pattern story was the least preferred storytelling strategy (9.09%).
- The findings suggest that EPC (Enhancing Professional Capacities) course strengthens storytelling capability of B. Ed. Students, which is an essential quality of a good teacher, through story-based activities during EPC hours and workshops.
- Only 44.16% of students had attended storytelling sessions before participating in the B. Ed's Reading and Reflecting on Text (RRT) sessions.

So the study recommends to include RRT sessions in their school curriculum. That will encourage a sense of belonging and community, allows for interpersonal networking, encourages sense-making, assists in the development of compassion and self-confidence, and enhances learning, among students.

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