

Application Of Story Teaching Method In Primary School.

Abstract

The origins of human teaching are in the transmission of stories. The storytelling method is still used in many teaching processes. In this new era, there are many different forms of language teaching, and they are constantly being innovated and improved, but teachers still teach in a way that is unidirectional, with students accepting what they are told and little interaction between teachers and students, making it difficult to create emotional resonance. So the language classroom demands innovative teaching methods, and the use of story teaching may have very promising results. The story teaching method is student-oriented and focuses on students' emotional experience, which can promote students' imagination and exercise their thinking skills. It also helps to stimulate students' curiosity and is of great significance in changing the status quo of stereotypical text analysis in the language classroom.

Based on an understanding of the value of the story teaching method, it is understood that there are still problems with the use of story teaching in primary school language classrooms today. To this end, this paper explains the strategies for applying the story teaching method in primary school language teaching. The researcher found, through an interview survey with teachers in a primary school in China, that there are still some problems when the story teaching method is applied in primary school language teaching. For example, the teaching concept is vague, detached from the teaching task, applied less frequently, applied in a monotonous way and ignoring students' experiences. To address these problems, the storytelling method should be improved in primary school teaching. This includes strengthening teachers' theoretical training, improving their teaching skills, integrating textbook content to facilitate effective teaching and learning, and combining a variety of teaching formats to create a context for story application.

Keywords

Story teaching method; primary school; application strategy

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1.Introduction

I. Origins and significance of the topic chosen

In the theoretical aspect, the concepts and principles of the story teaching method are studied and discussed in depth to enrich its theoretical foundation. In this paper, Professor Kieran Egan's theory of cognitive tools is studied and summarised, and the relevant research and theoretical foundations of the storytelling approach are summarised and integrated into a sound systematic theoretical system (Kieran Egan, 2000). Secondly, the research on the application of the storytelling method in this study will play an important role in teaching and learning and greatly enrich the research findings of storytelling theory. The successful application of the story teaching method to new ideas in teaching will enable primary school language teachers to gain the latest ideas and provide theoretical guidance for primary school language teachers in their teaching work.

In practical terms, the storytelling approach is of great value to both teachers and students, as many of the stories themselves contain elements of interest and a wealth of knowledge. From the teacher's point of view, the storytelling method can facilitate the diversification of teaching methods, enrich the classroom, expand teaching ideas, enhance the effectiveness of teaching and improve teaching efficiency. From the students' point of view, students have a strong desire for exploration and curiosity. The story teaching method can help students develop their language skills, guide them to form correct values, meet their psychological needs, promote the development of logical thinking, help them spread their imagination in the classroom, activate their emotional experience and truly enhance their learning initiative.

2. Literature Review

(i) Research on the principles of storytelling pedagogy

According to Robin (2008), there are two principles of storytelling: one is the teacher-led storytelling classroom; the other is the student-based story text classroom. It has been found that when students are the main subject of basic teaching, they actively request story texts and participate in the classroom, which is a great improvement both for the language classroom as a whole and for the students themselves as individuals (Robin, 2008).

Werle outlines the storytelling method as a pedagogical tool at the end of the commune, and argues that the storytelling method has corresponding stages, and that it is used to varying degrees at each stage (Werle, 2004).

Nguyen Stanley has also studied the teaching of Chinese in his country and suggests that the use of the storytelling method is based on the principle of perception: through the perception of basic words and phrases in the story text, one can perceive more of the vocabulary and

sentences that appear in the teaching of Chinese; the principle of constructiveness: through the continuous learning of Chinese, one can relate more aspects to it. The principle of plurality: in a classroom where the story teaching method is actually applied, students can discover that the stories are varied and that the truths behind the stories are multifaceted, and that there is no single educational meaning (Nguyen, 2014).

(ii) Research on the form and the role of the storytelling method

In Martinez's view, teachers can use simple, easy-to-understand English story texts to get students interested and motivated when teaching in the classroom. He has shown through a series of classroom studies that it is important to be engaged in learning, and that teachers can motivate and develop students' creativity in the process of explaining the story text, and in the process get them motivated to learn. He emphasises that when using the story teaching method, the story topic chosen by the teacher must be educational, so that students clearly understand the connection between this English story text and the Chinese knowledge they are learning, and make full use of their own conceptions based on their actual level of learning life and experience to compose the English story text into a Chinese story of their own understanding (Martinez, 2007).

Nessel has conducted a detailed study on the unique advantages of the story teaching method and suggests that the application of the story teaching method in the classroom can relax students' minds and bodies through the use of interesting story texts and a humorous and witty tone of voice. The teacher's orderly rhythm of teaching keeps the students' attention in the classroom, so that they are not afraid to let up and lose track of the teacher (Nessel, 1985).

McGrath Speaker has conducted research into the practical application of storytelling in education. It has been found that the storytelling method has improved students' cognitive receptiveness and learning-related skills by enhancing their listening and reading skills, sequencing sentences and paragraphs in textbooks, developing students' ability to spot clever uses of language, learning to appreciate the meaning of words and phrases, and improving their writing skills through practical learning and applying what they have learned to their writing (McGrath, 2000). Mello conducted a data analysis study of the storytelling method based on students' completeness, fluency and practical application of the story text in the writing process. In her study, eight story texts were selected and the participants were given some actual data to meta-analyse and combine the data results with their application to actual classroom teaching. The results of the study showed that the student subjects' spelling-writing skills improved to a great extent when they showed smoother reading, more appropriate use of vocabulary and better grasp of emotions in their writing assignments (Mello, 2001).

Ellis, Gail and Jean Brewster feel that stories are an intermediary between individual students and the environment in which they live. In the classroom, teachers help students to improve their dictation skills by retelling the story text over and over again and by giving them the space to share and discuss freely with each other (Ellis & Jean Brewster, 2002).

(iii) Research on the application of the storytelling method

A review of the literature shows that the storytelling method has been used in both the educational and psychological fields. In psychology, storytelling is used as a teaching tool in early childhood education, teacher education and higher education in schools.

Alisha McCabe suggests that the storytelling method is a teaching tool that elaborates on ancient events and promotes the development of values through the recreation of scenarios that took place in ancient times, taking into account the actual learning experience of the students and through means that are appropriate to their age (Bergman, 1999).

Kersh and Young's (2004) area of research is how to improve students' action learning in mathematics through the storytelling method. Combined with examples of relevant action research, the story-based approach is used to investigate how well it can contribute to students' ability to learn mathematics (cited in Casey, 2004). It was not until the 1970s that Rudilen Diagram taught the Russian language in the classroom with the help of explaining to students the English story text and the Russian story text on the basis of which they could acquire Russian vocabulary and learn to express themselves in Russian. In less than a semester, significant progress was made, particularly in promoting the students' oral skills and interest in Russian (Luwisch, 2000).

In 1990, William, a famous English educator, discovered and proposed the story teaching method in the classroom. He believed that the story teaching method could be used to enhance foreign students' interest in learning Chinese, improve their ability to listen and read Chinese, improve their oral expression skills, and eventually become fluent in Chinese. He does this by designing the teaching content into stones, in which the teaching content includes vocabulary, words, sentences and paragraphs, in order to get the students interested in what they are going to learn. This in turn allows the students to discover the hidden knowledge of the language textbook in the story as they listen to the teacher tell it. In other words, the intuitive way in which students get to know the stone is through the text of the story that the teacher says is elaborated. Teachers should encourage students to create new story texts based on the relevant and learning-meaningful images that are established in the story text. It is believed that the basic principle of the storytelling approach is interesting that the teacher inputs positive, educational story texts to the students through the actual teaching, and then outputs to the students through a series of classroom lessons the positive practical value behind the selected story texts and the content of the textbook. The main steps in its practical application include writing the story text, explaining the content of the story, elaborating the storyline and communicating the development of the story (Grassley, 2009).

Tounigny and Jeary argue that the storytelling approach is as important to the progress of reading aloud and writing skills in the early years as it is to building a house with a good foundation. The story text itself is a direct representation of the expression of a person's thoughts, and it is considered very important when doing actual classroom teaching to tell the steps of the story text, to remember the text itself through the understanding of the story text, and then to form a memory of the facts behind the story. The story text is a small collective, whereas real events are generally interpreted as a large collective, a reduced version of the small collective, so that when applying the storytelling method, a large collective is formed through the continuous analysis and addition of the story text. During practical application, students are fully motivated to learn not

only to listen but also to see, to combine what they hear with what they see to form a story chain, to use their own associations, to interpret what the story text has to say and to form their own linguistic structures when interpreting it (McKeough, 2008).

British educators, represented by Andrews, have also used the storytelling method in the Chinese language curriculum in Hungary, arguing that the storytelling method actually fits well with students' cognitive development and life experiences, and that it promotes their understanding of the world as a whole (Wright, 1995). In the process of exploring and discovering, he is happy to share with other students, friends and family members. They construct the storytelling method as a method that facilitates the implementation of classroom teaching. Teaching through the storytelling method both increases students' motivation and adds a very meaningful input process to their language knowledge experience. This requires teachers to take a new perspective on and understanding of the storytelling method and to apply it more often in the actual teaching classroom, which is also a new stepping stone to previous classroom teaching methods and promotes progress in teachers' own professional development.

There is a wealth of research on storytelling models and methods, and the theoretical results are very fruitful and have great relevance to storytelling in primary schools. However, these models and methods may not be directly applicable to story teaching in primary school, and we need to make adjustments according to the characteristics of primary school language teaching.

(iv) Overview of the Storytelling Method

The storytelling method is a teaching method that assists the classroom through stories and is an educational medium. The story teaching method in this study is also an educational medium in which, according to the basic elements of education, the educator uses stories as material and employs storytelling as a means to guide the educated in the development of knowledge, skills, ideology and moral character.

There are three types of story teaching methods according to the purpose of story teaching (Yang Qing, 2020). one is the story teaching method that promotes students' knowledge and understanding; the second is the story teaching method that shapes students' ideology and morality; and the third is the story teaching method that creates a learning atmosphere. Usually, these three types of teaching methods have simultaneous nature, and these three purposes are achieved through story teaching.

There are four types of story teaching methods according to the subject matter and sources of the stories in the story teaching method (Ren Pingmin, 2019). One is the mythological story teaching method, among the Chinese and Western mythological stories selected, mainly Chinese mythological stories are the main ones, which have distant backgrounds and bizarre stories, especially in line with the sky-rocketing thinking of children: two is the fable story teaching method, which can cleverly integrate narrative and reasoning together, not only exercising students' imagination, but also The third is the folk tale method, which is more authentic and gives students a sense of closeness to life. The storytelling method uses stories as teaching content, and students read, sort through and discuss the story to clarify the plot and its thematic meaning.

There are two types of teaching method according to the process of its application: one is the use

of story teaching method in a certain teaching session, which aims to motivate students to learn or promote the understanding of new knowledge; the other is the overall use of stories, which is used throughout the whole education and teaching process as its teaching background (Zhang Li, 2011). Therefore, in the actual teaching, teachers can use the story teaching method flexibly according to the actual situation.

There are three characteristics of the story teaching method when compared with traditional teaching methods. Firstly, the story teaching method, as the name suggests, uses stories as a carrier, either at the beginning or at the end of the story; secondly, the story teaching method focuses on the integrity of language expression and the infectious power of language, which also allows students to feel the charm of language; finally, the story teaching method should pay attention to the repetition of language knowledge points, through meaningful and timely language repeated over and over again, so that students are familiar with the teaching content (Tian Zengling, 2019).

The anthropologist Bruner divided human thinking into two categories, namely paradigmatic thinking (also known as scientific thinking) and narrative thinking (Bruner, 1986). Narrative thinking is a form of thinking that is always present for children as they grow and develop, and children use it to recognize and understand unfamiliar things and the wondrous world. Sabine has also noted that "human beings imagine, perceive, think and make moral decisions with the help of narrative structures." Narratology is primarily the study of how ideology is expressed through narrative, the process of narrative as a form of communication, and its object is the story. Story teaching is a way of teaching based on narrative theory, which includes communication between teachers and students, as well as dialogue between teachers and students and the text. Therefore, teachers need to actively use stories as an important point of exploration and as important learning content for students, in addition to actively exploring how to transform the content of the curriculum into stories so as to promote smoother learning for students (He Wen, 2020).

"The essence of metaphor is to understand and experience the already in the light of the A thing." (Lakoff & Johnson, 1980). In Layperson's terms, this means learning something by analogy with something that is by learning something A. The story is a metaphorical presence. In the process of teaching stories, it is not a stereotypical attempt to instill knowledge, but a subtle attempt to influence students. This does not cause resentment and is more effective than teaching knowledge or reasoning directly. Because the stories are hypothetical, students are not forced to face the situation without choice, but are looking at the story from the position of an outsider, so that they can have a safe distance from which they can open up and face their true selves. Thus, the anthropologist Gertz has stated that humans use metaphors to think, and stories to learn (Gertz, 1999).

Kieran Egan places great emphasis on the linguistic and symbolic nature of cognitive tools, and along this line he develops cognitive tools into five coherent subsystems, including bodily cognition, mythic cognition, romantic cognition, philosophical cognition, and ironic cognition. (Donaldson, 2000). The story is one of the cognitive tools in this system of mythological cognition, which is of great importance to the cognition of primary school children. According to Kieran Egan, "stories are a rewriting and reworking of our real lives through narrative" and "stories are one of the most powerful cognitive tools for students and can be highly imaginative in stimulating their interest in learning. Stories contribute to an emotional understanding of their content. Stories can be both real-world and fictional material. It is this real-world origin of stories

that has the greatest inspirational value for teaching and learning."

The storytelling method has a very important value in teaching. In the previous chapter, the author focused on explaining the basic concepts and the theoretical basis of the story teaching method. In this chapter, the value of the story teaching method in primary school language teaching is discussed in terms of the psychological characteristics of primary school students, the characteristics of the language subject and the relationship between teachers and students.

No matter what age they are, children love to listen to stories. Primary school students' physical and mental development is not yet perfect, and their thinking and senses, perception and memory are still stuck in superficial images, yet they have a rich imagination. Story teaching can take advantage of the above psychological characteristics of primary school students and mobilise their interest in learning. Firstly, primary school students have difficulty concentrating on their studies for a long time. In the teaching process, teachers can attract students' attention by telling stories when they are not concentrating, and secondly, primary school students' comprehension ability is weak and there are many places they cannot understand, so teachers can assist in explaining by inserting stories, which can not only enhance students' interest in learning, but also deepen their understanding. . Primary school students' thinking ability is limited, but their imagination is sufficient. In the teaching process, teachers can stimulate students' imagination and develop their thinking ability by creating story situations and letting students make up stories (Jin , 2014).

From the perspective of language curriculum resources, stories are an important language curriculum resource. They are rich in content, widely drawn and full of interest, and are an important learning element in the language classroom. Language textbooks contain a wealth of story-based texts. From the perspective of the basic features of the language curriculum, story teaching can reflect the basic features of the language curriculum and realise the unity of instrumentality and humanism. By using stories in language teaching, students can be motivated to use language effectively through the use of vivid stories, which is its instrumental nature. Stories contain rich emotional elements, and story teaching focuses on students' emotional experience, which is conducive to the realisation of emotional attitudes and values, demonstrating its humanistic nature. Therefore, story teaching can highlight the characteristics of the language subject and is an effective teaching method that fits the language subject (Zhong Huiping, 2013).

Traditional teaching methods are teacher-centred, and students are often in a passive position, while the story teaching method focuses on the main position of students. Teachers use story-telling and communication and discussion in the classroom to transform language teaching methods and enhance the interaction between teachers and students and between students. And in the traditional primary school language classroom, students have a sense of fear of the teacher and it is difficult to establish a harmonious relationship between teachers and students. Therefore, the introduction of vivid stories into teaching will help to enhance students' interest in learning, prompting teachers and students to communicate in a relaxed environment that is conducive to equality between teachers and students and the building of an open and vibrant language classroom. Students' rich imagination and diverse interpretations of the stories will also bring inspiration to teachers and help to realise teaching and learning (Lei Wen, 2022)

3. The current situation of the application of the story teaching method in language teaching in lower primary schools.

This study takes a primary school in Xi'an, China, as the investigation field and uses the interview method to investigate and analyse the current situation of the application of the story teaching method in language teaching in lower primary schools, in order to provide a new perspective on the practical application of the story teaching method in language teaching in lower primary schools.

I. methodology

(I) Interview survey design

1. Interviewees

The interviewees for this study were six teachers of Year 1 and Year 2 in primary schools in Xi'an, China. Four of the teachers were language teachers and classroom teachers, while the other two teachers were general teaching posts and the teachers' names were changed.

2. Interview content

Whether and how the storytelling method is used in the lower primary language classroom depends on the language teacher.

The language teachers are the direct targets in the language classroom.

The survey questions were designed to take into account the cognitive level of the respondents and the actual teaching situation. The questions were designed to find out whether and how the storytelling method is used in the lower primary language classroom. The questions were designed to find out teachers' understanding of the storytelling method and how often it is used, the difficulties teachers encounter in using the storytelling method in language teaching, the factors that influence it and how to solve them.

The questions are divided into three main parts (Turner, 2010). The first part is a survey of the basic information of the research participants, such as: What grade level do you teach? Which teaching method do you use in your daily language teaching activities? The second part of the survey was about primary school teachers' knowledge and attitude towards the storytelling method, Do you know anything about the storytelling method? How do you think the story method is used in language teaching? Do you use storytelling in your classroom? How often do you use it? The third section is about the implementation of the storytelling method by teachers in practice. Include the difficulties encountered, the factors affecting them and how they were resolved. For example, after you have applied this method in your classroom, has it changed the effectiveness of your classroom teaching? Did it help to improve students' learning ability? What do you think are the factors that influence the use of the storytelling method in teaching

language in the lower grades? What difficulties have you encountered in using this method in the classroom? How did you resolve these difficulties?

3. Interview process

To ensure the quality of the interviews for this study, one-to-one interviews were conducted in the teachers' offices.

The duration of the interview was determined by the depth of the interview.

II. Survey results on the application of story teaching method in language teaching in lower primary schools

(i) Survey on the basic knowledge of the story teaching method

In order to find out the extent of primary school language teachers' awareness of the application of the story teaching method in language teaching, the researcher conducted interviews with relevant teachers in a lively and relaxed atmosphere. During the interviews, the researcher found that the language subject teachers and the school presented a positive attitude towards the application of the story teaching method in language teaching in the lower grades. The results of the interviews are as follows.

When the researcher asked, "How do you think the storytelling method is used in language teaching?" Teacher W (a regular teacher) said, "The story teaching method is to put stories in interesting situations with vivid language to help students enter the story situation and learn with understanding. It is not a direct transposition of the story, but a combination of living and breathing stories and real life, applied in the teaching of language in the lower grades after the time."

According to Mr G, "The story teaching method is based on the phonetics, vocabulary and children's songs to be taught in the textbook, creating a The story teaching method is a way of teaching the phonetics, vocabulary and children's songs that are taught in the textbook and creating a certain teaching situation to link them together.

Teacher L says: "The storytelling method is a way of teaching in the language classroom".

Teacher M (who has been teaching for 28 years) thinks: "When language teachers teach language classes, they use some colourful pictures, some The teacher then shares the text of a story that has been chosen during lesson planning and is related to the textbook. The students are asked to answer the questions, to give initial answers to the questions asked by the teacher, to listen to the story text again and to give additional answers to the questions. Sometimes a series of scenarios are performed on the story text to provide intensive training on the content of the language class. The story teaching method is one such method'.

According to Mr T: "The story teaching method is a way of teaching a language class in which the teacher tells short stories in order to inspire students' It is a teaching method used to inspire students' confidence and enthusiasm for learning."

Teacher X: "In a language lesson, a story is chosen to explain the topic of the lesson around a point of knowledge. A method of teaching is the story method".

From these interviews, it is clear that teachers have a basic understanding of the storytelling method, but not a comprehensive understanding. Some of the teachers had some misconceptions about this teaching method and were unsure of what it was. The storytelling method is a way of teaching in the language classroom," says Ms L. It was evident that some teachers did not have a clear understanding of the meaning of the story teaching method and had too one-sided an overview of this teaching method. It is clear from the results of the interviews with the language teachers at Primary School A that most of the language teachers felt that the storytelling approach was a method that tended to teach the content of language textbooks in specifically relevant storytelling situations, but some of them felt that this method was actually a way of using storytelling texts to draw students' intentional attention to the value of promoting students' The value of active language learning. Therefore, teachers do not have a deep enough knowledge of the storytelling method and do not have a clear understanding of its concepts.

(ii) Survey on attitudes towards the storytelling approach to language teaching

The frequency with which language teachers apply the story teaching method in their actual classroom teaching can visually indicate whether language teachers approve of This is why the researcher interviewed language teachers. When interviewing language teachers, the researcher set the following three questions: "Do you use the story teaching method in your classroom?" "How often do you use it?" "Can you tell me how the effectiveness of your classroom has changed after you have applied this method in your actual classroom teaching?"

Teacher L spoke, "When I teach a language class, I basically tell a story text in every lesson that is related to the content of the textbook. I think that when a language teacher tells a story text, the students will like it and will take the initiative to communicate, share and be friends with the teacher. language classes to be happy to learn about the language textbook and the efficiency of language classroom teaching will reach a very great improvement."

Mr W said, "When teaching the language in the classroom, the storytelling method is usually used five times a week. I use it about five times a week in the context of the textbooks for the lower grades, many of which are story texts themselves. I just combine it with some other forms of application to show that the classroom is well taught and that the students are actively participating and answering questions."

Teacher T talks about, "I have actually applied this teaching method in order to make students less sleepy in language classes, but not It's not very frequent. I would use the whiteboard to show short, dynamic videos that the students really liked to watch to get their attention, but of course they were related to the content of the class, and then I would ask brief questions about the videos in a graphic way and get the students to discuss the text of the story told in the group video to deepen their impressions. But having not chosen a relevant extra-curricular story text would probably have caught the students' attention more and promoted the idea that they were willing to learn the language."

Teacher M spoke of "using this teaching method quite frequently in the classroom, but expanding

on the story text is only limited to It is not enough to expand on the central theme within the textbook content so that students understand what the central expression is about. This teaching method does get the students' attention and focuses them on the language lesson without bringing the 10-minute recess into the classroom, and it makes a good transition to it"

Teacher G says: "I often use the story method in my language classroom and I feel that since I have applied this method, the language lessons have been more effective. I feel that since applying this method, more and more students are raising their hands to answer questions in language classes. Students are quicker to digest the content of the textbook, they pay more attention in class, they are less fidgety and their interest in language knowledge has increased. I think it's worthwhile to use this method more widely as it allows students to write their own story text, explain the story, elaborate on the plot and communicate the development of the story in the classroom."

Teacher X said, "I don't use the storytelling method very often in practice, but only occasionally in the classroom. I think that when using this method in the classroom, the text chosen for the story must be complete, but there are some differences between the textbook and the story text that is used in the school. Whether it is appropriate for the various parts of the textbook is something that remains to be explored."

From these interviews, it is clear that teachers are positive about the effectiveness of the storytelling method in the classroom and will continue to use it in their classrooms. The teachers were positive about the effectiveness of the storytelling method in the classroom and would use it in the classroom. In response to the question, have you seen any changes in the effectiveness of this method in your classroom? The majority of the language teachers felt that the storytelling method promotes active participation in class, answers questions and deepens their enjoyment of learning the language. As the level of interviews with language teachers continued, the researcher found that a significant proportion of language teachers at Primary School A were completely unaware of the storytelling method, for example, Teacher T stated in her interview, "It probably gets the students' attention more." Teacher x spoke in the interview, "The story text is something that can arouse students' interest, but it is still an open question whether it will promote students' mastery of the content of the textbook. c" It is clear to understand that teacher T had a one-sided view of the story teaching method and its effectiveness after carrying out practical application, and teacher x had a one-sided view of the practical application of this teaching method The teacher x expressed uncertainty about the effectiveness of this teaching method in the classroom, which could lead to the teacher applying this teaching method with a focus on stimulating students' interest in knowledge of the language to the neglect of all other aspects of students' development, falling short of the language teacher's previous expectations.

(iii) An investigation of the difficulties encountered in applying the storytelling method to language teaching

Every teaching method has its shortcomings, and problems and difficulties arise in the process of

its application. The researcher set the following two questions to find out what difficulties language teachers have in applying this method. "What difficulties have you encountered when applying this method in the classroom?" "And how did you solve these difficulties?"

Teacher L said, "I would tell my students a story text that was relevant to the textbook, but I had no way of measuring whether the students had understood it, how much they had understood it, and whether I could show the whole story text by acting it out. In the classroom, the language teacher has to decide how to guide the students and what specific skills to develop through this method of teaching. For the younger students, they are not yet able to understand the values behind the story."

Mr W said, "I believe that the application of the story teaching method in the actual classroom should be based on the language teacher's proficiency in the use of multimedia. With the development of society and the rapid development of many kinds of high-tech technologies, teachers should use a variety of media means appropriately to facilitate teaching and learning, so that the effect of classroom teaching can meet the expectations realized by the language teacher. The language teacher should select a story text that actually matches the basic cognition of the students so that they can be curious about the story text and exercise their learning. I believe that when applying this teaching method in practice, the selection of story texts that are generally detached from the students can make the students less active in specific classroom activities and ultimately not achieve the desired results."

Teacher T said, "I spend a lot of time in the classroom to let students watch the teaching materials, using multimedia teaching tools to arouse students' interest, directing their attention to watch various pictures and animations, but not guiding students to participate in communication and express what they see, ignoring the subjectivity of students "

When applying the storytelling method to the actual classroom, the teacher must always pay attention to the students' dynamics and see how the feedback on the whole class is, mainly focusing on whether the students are able to follow the teaching rhythm well, because each student has different cognitive levels and differences in their ability to accept new knowledge. This is a difficulty that I often encounter when teaching in the classroom. I usually choose story texts that are easy for students to understand and make it less difficult for them to understand them."

Teacher G says: "I have two difficulties when applying this method in the classroom. Firstly Firstly, I don't know how to strengthen the students to present the story text by means of performance. To be a qualified language teacher, I think that firstly, I need to know how to properly understand the students' ideas in the classroom, to capture the ideas in the students' minds, to tell the story in an interesting beak, to exaggerate, and not to stop halfway: secondly, I don't know how to be innovative, neither to follow the footsteps of my predecessors, but also to do so to promote balanced development of all aspects of the students."

Teacher X said, "When I was applying this teaching method in practice, I was also confused in two aspects, one was not how to One is not how to grasp the extent to which it is most appropriate to choose how many story texts to use, as more or less would not meet my expectations for the effectiveness of the classroom teaching. Secondly, they do not know how to choose a story text that is very relevant to the content of the textbook, and they are not able to grasp the choice of story text very accurately, sometimes deviating from the content of the textbook, and sometimes not finding a story text that is relevant to it at all. How can we talk about applying it?"

From the results of the above interviews, we can understand that language teachers still have difficulties in applying the story teaching method to the actual classroom teaching of languages. There are certain difficulties. Firstly... Teachers tend to ignore the subjective factor of students when teaching, neglecting the fact that the story texts quoted should be integrated with students' real life and conform to their perceptions of actual experience. Secondly, teachers do not integrate the content of the textbook with the story text when applying the story teaching method, and students have difficulties in grasping the content of the story text.

4. Analysis of the findings

The story teaching method has been effective in exploring the practice of language teaching in the lower primary school, but there are also some problems. The following researcher will delve into the problems that emerged when the story teaching method was applied in the teaching of language in the lower grades of this primary school from the interview findings.

(i) Ambiguity in teaching concepts

A clear, logical and complete teaching concept plays an important role for students at the lower primary level. Firstly, it can motivate students to learn language knowledge actively, thus fostering their interest in learning language knowledge and promoting their good development; secondly, it also places higher demands on language teachers' educational and teaching standards and enables the effectiveness of language classroom teaching to progress. Through the analysis of the content of the previous interviews, we can understand that some primary school teachers do not have a clear understanding of the story teaching method itself, and directly transpose stories in the teaching process without any deletion or adjustment to the plot content of the stories. The attention span of students in the lower grades is already susceptible to other factors, and excessively long stories or stories that everyone knows can make students feel that language lessons are boring and uninterested in learning the language. This in turn can make students not feel the appeal of using the story teaching method in language lessons.

A complete and clear teaching philosophy can help students to recognise content, provoke more thinking and touch on more knowledge based on the stories cited in the teaching, which can be very helpful in training students' thinking skills. At the same time, a complete teaching model can help teachers to combine teaching content with specific contexts so that students can improve their ability to identify and solve problems while gaining knowledge.

(ii) Detachment from the teaching task

The story teaching method differs from other teaching methods in that it emphasises the direct experience of language classroom teaching that is centred on the content of the teaching. The main role of applying the storytelling method in language teaching in the lower grades is to better help students understand the content and form memories.

However, when analysing the results of the interviews, the researcher found that most teachers' main aim in applying the story teaching method in language teaching shifted to motivating students and only considered how to attract students' attention at the beginning of the class, while the stories chosen were not well integrated with the class content ignoring the main purpose of the teaching, resulting in low student engagement in the second half of the language class. This results in poor language teaching.

(iii) Low frequency of application

In language teaching, the frequency of application of the story teaching method is relatively low compared to other language teaching methods. Teachers need to improve students' language literacy, get them excited about learning languages, and develop their curiosity and imagination. Therefore, teachers need to be innovative in their delivery methods and experiment with a variety of delivery methods for language teaching. In the language classroom, in order to help students understand and remember the content effectively, teachers should use teaching methods that they are more confident with and that students can easily understand and master, such as the lecture method, question and answer method, class discussion method and demonstration method. After repeated practice and in the classroom, these teaching methods are relatively proficient and allow for better control of the classroom.

In general, in the actual language teaching classroom, students are not very familiar with the traditional classroom, are not very engaged and do not respond positively to the teacher's teaching. Some teachers felt that the storytelling approach was used less frequently in the lower grades than in the upper grades. Some teachers felt that the storytelling approach was introduced later than other teaching methods and that there were not many examples for teachers to learn from. The storytelling method requires a strong knowledge base and accumulated teaching experience, a language lesson lasts only 40 minutes, and students in the lower grades are inattentive and have active minds. Therefore, the story teaching method is less commonly used in language teaching in the lower grades.

(iv) Monotonous application

Teachers often use myths, fables, folk tales and fairy tales in the lower secondary classroom, but seldom come across other types of stories and do not apply them in practice. Most teachers prefer to tell stories that they are familiar with, which are easy for students to understand and which the teacher can tell without making mistakes. There are many stories that students are very familiar with before they go to school, and monotonous story material, especially without the help of other teaching tools, will make it difficult for the stories to capture students' attention and will not be beneficial to the development of their thinking and will not reflect the usefulness of applying the story teaching method.

The way teachers use the storytelling approach to language teaching is usually through direct teacher dictation, animation or pictures, and rarely goes for innovation. This is because this traditional approach makes it easier to control the direction of the class, to organise class discipline and to keep students' minds in step with the teacher at all times.

(v) Ignoring pupils' experiences

The nature, mission and objectives of the primary school language curriculum and the new curriculum philosophy require that teachers should respect students' needs when teaching. The content of the teaching materials should be integrated with the realities of students' lives. Such a language classroom will meet the needs of students and will also, to some extent, resonate with them emotionally, allowing the classroom to burst into life and vitality.

In the survey, the researcher found that the stories used in the lower level language classrooms were largely dependent on the content of the textbook, and did not extend their horizons to the students' real lives. Students' initial learning contexts come from real life, and students' lives implicitly influence all aspects of their development. Most teachers apply the story teaching method to language teaching by simply interspersing stories based on the content of the textbook, without incorporating students' actual life experiences, which serves to whitewash the classroom and makes teaching activities formal. Under such circumstances, students who were originally interested in the application of the story teaching method in the language classroom also become repulsed by the classroom and lose their original initiative and enthusiasm for learning.

5. Discussion

I .Causes of problems in the application of story teaching method in language teaching in the lower primary school

One of the conditions for the successful application of the story teaching method in language teaching in the lower grades is that teachers should have professional knowledge. The teacher's professionalism is a direct reflection of the teacher's understanding of the practical application of the storytelling method in the classroom. The researcher's interviews with teachers revealed that the application of the storytelling method to the lower grades was not effective.

On the one hand, teachers had a basic understanding of the storytelling method and saw its importance, but were prone to deviations in its implementation due to a lack of specialist knowledge. Some teachers are conservative and conformist, unwilling to innovate and change (Sun Qiaoling, 2012). In the survey, the researcher found that many teachers do not break through and innovate, and it has become the norm to take the previous teaching design and teach it. Teachers do not take the initiative to explore the application of storytelling in the teaching of language in the lower grades.

On the other hand, teachers' lack of professionalism and weakness in their ability to apply the storytelling method to language teaching in the lower grades has led to. For example, when teachers tell stories, they repeat them in a calm tone, which does not arouse students' interest; the stories chosen are too simple and students' expectations of the story are too high, which does not satisfy students' curiosity and the teaching effect does not meet the teachers'

expectations; due to the limited time available in the classroom, teachers do not use storytelling in order to. Due to the limited time available in the classroom, the teacher, in order to achieve the formulated teaching objectives, introduces the story in a self-conscious manner without communicating with the students, and the students do not easily understand the content of the story and the teaching effect is not obvious. In this regard, the teachers' lack of professionalism in teaching the storytelling method was one of the factors limiting the application of the storytelling method in language teaching in the lower grades.

Language teaching is a slow process, and teachers need to spend a lot of time and energy on studying and researching the materials in order to achieve the teaching goals of easy learning and efficient literacy for students (Chenlin lan, 2018). On the one hand, it takes a day for a teacher to design a lesson using other traditional teaching methods, and even longer to design a language lesson using the storytelling method. This may be enough time for an ordinary language teacher, but for a language teacher who has several jobs, it is a bit overwhelming.

For example, the language teacher of the class in which the scholar was on placement - Mr T was the class teacher - had to manage the whole class in a day, taking care of the students' morning reading, lunchtime reading, recess, eye exercises, lunchtime and afternoon school, designing the content of the Monday afternoon class meeting, holding class meetings, and spending half a day or more just marking these assignments. In addition, teachers have to face the usual surprise attacks of open classes, teaching inspections, meetings and so on, as well as the usual school activities, such as sports day, classical recitation and so on, these tedious things will consume a lot of time and energy of language teachers, which can still find time to apply the story teaching method to design language teaching.

On the other hand, a lesson lasts only 40 minutes, and students in the early grades are active and have weak discipline. Although the story teaching method may arouse students' interest in learning, it also liberates their active nature, and teachers will spend more time on maintaining order in the classroom, making it difficult to achieve the teaching objectives of a lesson and allow students to fully understand the content. Thus, teaching time becomes a limitation of the story teaching method in language teaching practice.

The researcher found that most teachers neglected the cultivation of students' awareness of independent learning, and that language teaching is basically about teachers' teaching and students' learning, with students passively accepting the content taught by teachers. As the attention span of students in the lower grades is short, when teachers apply the story teaching method to the actual teaching of language in the lower grades, they should make reasonable use of the psychological characteristics of the students in the lower grades and combine it with them to select stories that are appropriate to the level of the students in the lower grades, so that the students can easily understand and grasp them, reflecting the significance of the story teaching method applied in the teaching of language in the lower grades and achieving the teaching effect. Therefore, the neglect of students' subjectivity in the application of the story teaching method in language teaching is also one of the factors that limit the application of the story teaching method in lower grade language teaching.

II .Strategies for applying the storytelling method in primary school language teaching

There are three ways in which stories can be applied to teaching; the first is to use stories as a teaching tool. The second is to use stories as teaching content, and the third is to use stories as a teaching process. In this chapter, the author will explain the strategies for applying the story teaching method in primary school language teaching from these three different perspectives. It is worth noting that these three approaches are not exclusive, and can sometimes be used in combination.

(i) Using stories as a teaching tool

There are two types of story teaching: one is the use of stories in a piecemeal fashion to motivate students or to promote understanding. More commonly, stories are used to introduce new lessons and to stimulate students' curiosity and curiosity. In this type of teaching, the story is not used continuously, but as a tool to introduce the lesson and explain the concept in the service of other teaching methods and strategies. Another type of storytelling is the holistic use of stories as the background to teaching activities. In this case, the use of stories is no longer scattered throughout the teaching and learning process, but is integrated throughout the whole process of teaching and learning.

The story-staging strategy means that teachers intersperse short stories in various teaching sessions to achieve their teaching objectives. For example, when teaching a new lesson, teachers can choose a suitable story to introduce it, attract students' attention and stimulate their interest in learning. During the teaching process, teachers can insert stories to promote students' understanding or to regulate the learning atmosphere. When at the end of the lesson, teachers can use stories to enhance students' exploration skills.

Strategy 1: Introduce a new lesson with a story to raise learning expectations (Renping ming, 2019).

A good start is half the battle. A good classroom introduction can play a major role in the effectiveness of a lesson. The first few minutes of class are the time when students' attention is most focused, and if you can arouse their curiosity and desire to learn in these minutes, it will help the lesson to proceed smoothly. Therefore, teachers should be aware of this at the beginning of their preparation so that they can collect more lively stories to attract the interest of their students. Using the story format will make teaching more lively and interesting, meet the psychological needs of primary school students and stimulate their interest in learning. It is worth noting that a subtle story introduction requires the teacher to pause near the climax to draw out the content and to permeate the story with the following story in the process of teaching it.

Strategy 2: Story-assisted explanation to increase interest in learning (Renping ming, 2019).

In the teaching process, there are some points of knowledge that are relatively obscure and difficult to understand. If they are not handled effectively, they will not only hinder classroom teaching, but also deplete students' motivation to learn. This requires teachers to intersperse the teaching process with short stories related to the knowledge learnt, which not only deepen

students' understanding, but also improve their memory effect and learning motivation. Apart from interspersing short stories related to what they have learnt, teachers can also promote students' understanding of the text by explaining the background story and the author's story. In addition, teachers can also tell short stories to enliven the classroom atmosphere when students are not motivated to learn and when they are tired of learning, so as to relieve students' tiredness and increase their motivation to learn.

Strategy 3: Extending the story to promote students' thinking (Renping ming, 2019).

Extending a text can be understood as a radiant story reading of the text, with the help of stories related to the theme or author of the text, broadening the knowledge dimension of the text, broadening students' horizons, spreading students' thinking, and thus cultivating students' creative thinking and building students' creativity in reading. To extend with stories is to end the class with a story on a related topic or a short story related to the content of the teaching to compare and contrast the reading, allowing students to analyse the similarities and differences between the texts from the perspectives of language, content and form of expression, which not only accumulates a lot of material, but also expands students' thinking and enriches their perspectives on exploring the texts, achieving the effect of flexible thinking and touchy-feely reading.

The choice of stories is a very important issue in the story-staging strategy. When teachers intersperse small stories with teaching aids, only stories that are interesting and in line with students' age characteristics and that closely follow the teaching theme can resonate with students, stimulate their emotional experiences and achieve good teaching results.

In contrast to the story-staging strategy, which looks at each part of the teaching process, the story-context strategy looks at the teaching process as a whole. Difficult or boring learning content is placed in a story context to enhance learning. Story contextualisation is the teaching of stories as a backdrop for activities or as a point of origin for problems. It is used throughout the student learning process and is a simulated cultural or physical environment loaded with problem-solving conditions. It is used with non-story texts to create a new story context that allows the activity to run smoothly, rather than to recreate the original story context in the text. By creating a story context that is not in the text, the content is made less boring and more interesting.

The "story context strategy" is widely used in subjects such as mathematics and physics. By setting up a story environment, boring reasoning and arithmetic can be made less boring. This strategy is not so widely used in language subjects because most of the texts are story-based, and even if they are not, they are still narrative works. However, in learning activities such as Pinyin and Chinese characters, the story context strategy can be used.

(ii) Using stories as teaching content

The author has found that there are many story texts in primary school textbooks. The term "story text" refers to a category of literature that is mainly children's stories, including fairy tales, fables and mythological stories. Their common features are that they are suitable for the age of primary school students, with a focus on vivid and fascinating events, colourful content, reflecting the connotations of truth, goodness and beauty in life, and allowing children to receive a variety

of lessons in a subtle way; their structure is complete and coherent, with clear and simple clues, generally in the order of beginning, development, climax and ending, with a tightly knitted ring and layers of advancement; and their language is close to the spoken language, in line with The language is close to the spoken language and is in keeping with children's language habits. The language is close to the spoken language and is in keeping with children's language habits. Even if some of the textbooks are not story texts, they are narratives. This makes the use of stories as teaching content feasible (Wang Lijuan,2019).

The simplest, most direct and most common way of using stories as teaching content is to tell the knowledge contained in the story itself. In addition to this, stories as cognitive content are also used to learn the principles or truths involved.

In practice, teachers can also make active use of story texts from outside the classroom. The choice of stories should be interesting and be based on the students' learning and their cognitive and thinking development, so that the best stories for learning are chosen. The selection of stories should still follow the principles of interest, student agency and relevance.

There are two strategies for using stories as content in primary language teaching: story reduction strategies and story creation strategies. The story-reduction strategy focuses on the recreation of the conflict and the plot of the story in the classroom. The story creation strategy is applied after the story is restored, usually at the end of the class, to allow students to use their imagination to rework the story.

The story reduction strategy is used for story texts or other story-based learning content in primary language textbooks. Story restoration means restoring and recreating the story scene in the language classroom, when teaching, teachers need to restore the conflict and plot of the story by reading or playing aloud in roles, teacher narration and other methods, together with various means such as multimedia, to lead students to experience the story together. There are various means of implementing story restoration strategies.

From the students' side, the story can be restored by having students read aloud or play alongside each other in character. Teachers can recreate the story in the text by asking students to play the characters in the story, interpret the development of the story and create a story situation to deepen their experience and feelings (Huang Xuemei, 2021). As primary school students are full of expectations and aspirations for performance, teachers may wish to grasp this psychological characteristic of students by distilling the text into a story outline or by arranging important episodes of the text into a small drama suitable for primary school students to perform, with some students role-playing and the rest acting as judges to judge and analyse whether the performers have performed the story characters well.

When the students play the characters in the book, they are no longer outsiders, but they are part of the story. There are many different ways to act out a story, such as students reading aloud in character, or acting out a drama in small groups. Multimedia technology can also be used to present the story in a visual, vivid and intuitive way, helping students to experience the story visually and aurally, to learn, to improve their skills and to develop their thinking skills in the subject (Sun Wenyan, 2019).

Secondly, teachers can capture the main dichotomous categories in the text and restore the story conflict. There are many storytelling texts that contain distinct categories of dichotomy, or, in the most straightforward terms, conflict, where two or more opposing sides clash. This confrontation and conflict between the two sides, which creates constant tension and suspense, is a key factor

in capturing students' interest and raising their expectations.

Again, teachers can use multimedia to create situations. Teachers can use music, insert pictures or use illustrations from the textbook to create a story context to give students a more visual experience. In addition, teachers can also choose the right moment to stimulate students' imagination. There is a limit to what can be written in pure text, so in order for students to understand the richness of the text, it is necessary to stimulate their imagination, allowing them to recreate the scene through their imagination and then describe it through language. It is important to choose the right moment to stimulate students' imagination. Before doing so, the teacher must make the necessary preparations and provide some information. In practice, these approaches can be used individually or in combination. Generally speaking, a combination of approaches can achieve better results (Zhou Xingyun, 2021). In the classroom, it is important for language teachers to make the story the main theme of the classroom, so that the theme of the text and the truth of the text are reflected in the story and the main lines of the text are weaved into the classroom story.

Story reduction is only the first step in our learning of a story. After understanding the content of the story, teachers should lead students to continue or adapt the story as a way to develop their imagination and improve their thinking. The strategy of story creation is to use imagination to rework the story based on the teacher and students working together to restore the story. Storytelling is closely linked to children's thinking and imagination, and creating stories is an open-ended form of learning that students enjoy participating in. By extending and imagining the story, students can develop their imaginative skills, make the classroom more interesting and increase their motivation to learn (Qin Yinggu, 2014).

At the end of a lesson, teachers can add background to the text according to the development of the plot, providing students with more information and a certain basis and platform to develop their imagination. There are many stories that end with what appears to be an epilogue, but in fact leaves room for the imagination. But sometimes it is not very obvious and needs to be tapped by the teacher. At this point the teacher needs to give provide students with a hypothesis and then ask them to imagine what will happen afterwards. This one hypothesis is like a fuse that quickly ignites a series of other questions. Teachers can also help students to broaden their ideas, relate to their lives and enrich their experiences so that they are not stuck in their old ideas and can let their imaginations fly (Zhou Yanyan, 2016). Swapping character roles and personalities is one strategy that works very well.

Through story creation, students form correct value judgements while understanding and consolidating their knowledge. On the other hand, story rewriting meets the psychological needs of students, who are creative and imaginative for, their ideas are peculiar and their minds are active, and story creation brings into play students' imagination and creativity and is more likely to stimulate their interest and motivation .

III. Constructing a path for the effective application of story teaching method in primary school language teaching

(i) Strengthen teachers' theoretical training and enhance their teaching level

As the guide of classroom teaching, the teacher plays an important role in the teaching process. This study above learns that teachers' lack of knowledge about the story teaching method can affect teaching to a certain extent. Therefore, if teachers want to apply the story teaching method effectively in lower secondary language teaching, they must first strengthen their theoretical knowledge.

Most language teachers are so busy with all kinds of assessments and teaching activities in their daily lives that they basically have no time to recharge their own learning, so their knowledge structure is ageing and cannot keep up with the pace of educational development. Therefore, when applying the story teaching method in the lower grades of language teaching, some teachers do not know how to integrate it into the classroom. Therefore, language teachers learn to establish the concept of lifelong learning and learn more in their free time to enrich their knowledge. Insist on writing a little something every day, such as teaching fact sheets and teaching reflections; insist on reading a few pages every day to expand your knowledge and horizons, and insist on browsing some educational websites on your mobile phone every day to discover the current hotspots of research in the subject and improve your teaching (Rakhimbaeva, 2019).

At the same time, some new teachers can learn from some of the best veteran teachers, learning from their unique teaching qualities and teaching experiences in teaching. At the same time, teachers can share good teaching resources and teaching cases with each other, learn from each other and study together, explore together how to apply the story teaching method in the actual classroom teaching of languages, make suggestions to each other, learn together, make progress together, and solidify the teachers' teaching theory and practice level (Steinert, 2016).

A good teacher-student relationship is one of the most important factors in the success of classroom teaching, especially for younger students who are more capable of imitation. In the traditional language classroom, the teacher is the transmitter of knowledge and the students are always in a passive position of acceptance. In contrast, with the progress and development of the times, emphasis is placed on teachers and students making progress together to promote learning and to achieve the goal of teaching and learning together. Students in the lower grades have a one-sided cognition and will go on to enjoy learning a subject because they like a teacher. The application of storytelling and teaching brings students and teachers closer together and promotes communication between teachers and students. This kind of teacher-student relationship is conducive to motivating students to learn, and the learning effect will be enhanced, which is also a side-by-side affirmation of the teacher's teaching ability. Therefore, a good teacher-student relationship contributes to the normal and smooth progress of teaching.

(ii) integration of textbook teaching content, to promote the effective implementation of teaching

Teachers should dig deep into the textbook content, present the boring teaching content to students through vivid language and exaggerated actions, and choose suitable stories around the textbook teaching content to enrich students' emotional experience.

Language teachers can intersperse some story content with teaching knowledge in classroom teaching to attract the attention of lower grade students, so that they can deepen their memory of the teaching content, and then understand what they have learnt and master what they have learnt. For example, when students in the lower grades are new to vocabulary, they simply cannot understand the meaning of the words. Teachers can teach students some children's songs and short stories about learning vocabulary to make the words interesting, deepen students' impression of the words and strengthen their knowledge of the teaching content (Short, 1991).

In the process of language teaching, teachers can quote some short stories to combine with the teaching content. Students in the early grades lack self-control and are more concentrated in the first few minutes of the language class, but if they are not interested in the middle and later parts of the class, they will show small movements and lose concentration. At the beginning of a language lesson, the teacher uses a story text that is of interest to the students and is related to the content of the textbook to get their attention and interest in the lesson. However, as students' comprehension skills are limited in the early grades, they may encounter some words and phrases that are difficult to understand. Teachers can also combine stories related to the text with content that is difficult for students to grasp to help them understand and deepen their knowledge of the content. Teachers can also quote a short story at the end of the class to review and extend the language lesson, deepening students' memories and improving their language comprehension, as well as allowing them to experience the meaning behind the story and develop their language literacy.

Language teaching content comes directly from textbook knowledge. Based on their understanding of the acceptance level and basic learning conditions of students in the early grades, teachers adapt or create stories with interesting characters and episodes to engage students in language learning.

In some cases where the content itself contains a story, teachers can guide students to rewrite the story, role-play the story, retell the story and continue to write the story, in order to engage students throughout the class. In the retelling of the story, students deepen their understanding of the content, which in turn deepens their grasp of the teaching content, and in the process they develop their understanding and expression skills. When continuing to write conjectures about the content of the story, students' imagination is used to make associations with the story and to develop their ability to apply their knowledge in order to improve their attention span in language learning and to understand the meaning of the story through their own experiences. When teaching non-story content, such as short poems or other content, teachers should use the textbook as a basis and encourage students to use their own imagination to create content, in the process deepening students' understanding of the text and also better grasping the ideas to be expressed in the content (Hunt&Touzel, 2009).

(iii) combined with a variety of teaching forms, to build the story application context

Primary school teachers play a very important role in the physical and psychological development of students in the early years, so it is even more important for them to look at students in an encouraging way. When using storytelling in the early years, there are a number of steps that students need to be involved in, and teachers should be aware of the need for more collaborative communication with students when telling stories.

The language teacher should encourage students when they are presenting the characters in the story, or when they are writing and explaining what they understand about the story, so that they have the courage to express themselves. When asking questions in class, the teacher should also envisage a series of guiding questions to guide the students to start a dialogue so that they can participate more enthusiastically in the actual language classroom(Rasmussen, 2008).

Multimedia tools are a good support for the storytelling method in language classroom activities. When preparing lessons, teachers can prepare teaching texts with the help of teaching tools based on the content of the stories in the textbook and try to include the main elements of the relevant stories in the teaching texts using animations and other elements that are related to the stories themselves and that can be fun for younger students. When explaining, play the lesson in sequence so that students not only hear the story crafted by the teacher, but also engage them through visual interest. In this way, students are better able to absorb the teaching content. At the same time, the teacher can also insert animations or videos related to the teaching content to make the teaching content more vivid and the whole class more interesting, so that students can have a deeper understanding of what they are learning (Qiu Yinggu, 2014).

Many of the contents of primary school language textbooks are taken from real life, so the content of the stories is often written by full association with their actual life experience, rather than made up. The ability to turn life experience into art needs to be developed, and writing creative stories is a good way to do this. Teachers should advocate that students observe and discover more in their real lives and everyday learning, and become literate about things that interest them and that they find interesting, and further make them the material for their own story writing. This will not only make the language classroom more varied, but will also be very beneficial to the students' personal development.

Through the above narrative, we know that applying the story teaching method in lower primary language classes not only improves the effectiveness of language teaching in lower primary schools and creates a good language classroom environment, but also helps to improve all aspects of students' development as a way to develop their memory and knowledge application skills, and this teaching method has a clear effect on improving a boring learning environment. At the same time, this teaching method places higher demands on language teachers, so they must improve their own teaching quality to adapt to the needs of newer developments in teaching.

6.Conclusion

The storytelling method is a very important teaching method for language teaching, and it can promote the overall development of students in the early grades. The use of storytelling in language teaching is not an added burden for language teachers, but rather a way for students to experience the meaning of stories in specific language lessons and learn to learn languages, which is not only the purpose of using storytelling, but also a requirement for students to learn languages.

Research has shown that language teachers who are classroom teachers have not only teaching tasks but also classroom management tasks, and have to undertake various teacher training to improve themselves in addition to teaching and management, so primary school language teachers have a heavy burden. In the actual language classroom, primary language teachers are not very interested in the story teaching method, and some of them apply it with little difference from other teaching methods, which are almost all teacher-led and student-led. The storytelling method is a teaching method that is in line with the state of knowledge received by students in the lower grades, and this is therefore why the researcher chose the storytelling method to conduct a relevant classroom teaching study. It is hoped that the effective application of the story teaching method can be constructed through theories such as Krashen's input hypothesis theory and constructivist learning theory, so that the story teaching method can be used more often in language classroom teaching.

(1) According to Piaget's theory of children's cognitive development, kindergarten students' cognition is in the "concrete operation stage", in which children's cognition is in the stage of maturity and development, and some cognitive characteristics will appear, such as distraction, weak willpower and strong desire for knowledge. Attention span in preschool students occurs as a result of a number of factors. Firstly, there is normal distraction, with an average attention span of 20 minutes for children aged 6-10 years and approximately 25 minutes for 10-12 years. Secondly, in the external environment of the classroom, preschoolers' intentional attention is developing but has not yet improved and unintentional attention still plays an important role. Although the storytelling approach has the greatest impact on students, teachers need to be aware of the loop in their instructional design and choose stories that meet the interests of their students in their instructional design. In addition, primary school students are inherently weak-willed and need to develop an active learning mentality. It is easy to encounter difficulties and stop moving forward in the classroom as you take in new knowledge. When designing a storytelling approach, we can make the most of students' desire to learn by designing designs that provoke thought and limit their ability to think. For example, questions about knowledge of the text; questions about the development of the story, etc.

(2) The results of the study show that the situational approach has its unique advantages: firstly, primary school students have a low interest in stories, so the situational approach can easily attract their attention and develop their interest in learning. Secondly, learning in context not only enhances the pragmatics and communication of English, but also promotes emotional education and the development of students' non-intellectual factors.

(3) The experimental results show that the storytelling method has practical teaching effects. Students in the classes where the storytelling method is implemented have a more pronounced change in their attitude towards learning, and the implementation of the storytelling method is conducive to stimulating students' interest in learning and developing their language comprehension skills. It also creates a harmonious and orderly classroom and reduces the

difficulty for teachers to manage and control the classroom.

(4) To a large extent, this study proves that the storytelling method is effective and provides a reference teaching method for most teachers. The authors will continue to explore, reflect, summarise, enrich and develop the storytelling approach to teaching and learning in their future teaching careers.

the barriers to successful story telling are summarised as follows:

(1) Teachers are faced with a variety of unexpected questions and interruptions during the storytelling process. They can help children to concentrate by asking questions or approaching them when they are not concentrating on the story, rather than interrupting them so as not to disturb other children.

(2) Teachers should be aware of the speed, voice and rhythm of their speech. When telling a story, teachers should pay attention to pronunciation, intonation, speed and volume and should imitate voices with dramatic effect as required by the characters in the story.

(3) Facial expressions and body language are not sufficiently rich. In the process of teaching stories, teachers should follow the teaching principles and place words and sentences in vivid stories according to the age, psychological and physical characteristics of children. The moving episodes in the stories attract children and also greatly stimulate their interest in learning and inspire them to learn. In primary school teaching, the content and the storytelling approach are truly integrated so that children are excited by the content and thus promote learning.

ii.Recommendations.

These limitations will undoubtedly serve as a new starting point and entry point for the authors to carry out subsequent research, which should be more comprehensive and in-depth in their future teaching practice. At the same time, teachers should pay attention to hot issues in society at home and abroad, read foreign literature and books, learn advanced educational concepts, and possess good organisational, management and communication skills. Therefore, teachers should not only improve their professional quality, but also master the theoretical knowledge of education and teaching. They should also read books on children's education and psychology to understand students' psychological conditions and psychological problems, so as to improve the efficiency of classroom teaching.

All in all, the primary school storytelling model focuses on developing students' expressive skills and improving their spirit of cooperation, creativity and overall quality. Although some problems will inevitably arise during the actual operation, we believe that its superiority and feasibility will gradually manifest as the classroom teaching reform progresses, which will be conducive to enhancing students' learning abilities.

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