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Research on the application of Story Teaching Method to English reading teaching in primary school

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Research on the application of Story Teaching Method to English reading teaching in primary school

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原创性声明

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Abstract

Reading is an important skill in foreign language learning as well as a major teaching activity in English class. Many teachers only focus on the teaching of English words, and lack the awareness of fostering interest, habit and ability in English reading, which leads to students' weak English reading ability and fear of difficulties in English reading. Therefore, primary school English reading teaching is not optimistic. It is necessary to explore an effective teaching method to improve students' reading interest and reading level. Story Teaching Method has been proved to be an effective new teaching method in the field of education. With the deepening of research, the advantages of Story Teaching Method have also been verified, but the research of this method in the field of primary school English reading is still insufficient.

This study takes primary school reading teaching as the research direction, aiming to answer the following questions:

Question 1: What are the effects of Story Teaching Method on students' English reading interest？

Question 2: What are the effects of Story Teaching Method on students' English reading proficiency？

In this experiment, 93 students are taken as experimental objects from two parallel classes of Grade 6 in Nanlou Primary School in Yingkou City, Liaoning Province. There are 47 students of Class 1 served as the experimental class and 46 students of class 3 set as the control class. The two classes are taught by the same teacher, and the teaching material is published by People's Education Press. The only difference is that Story Teaching Method is used in the experimental class, while the conventional teaching method is used in the control class.

The study lasts for 18 weeks. All the data is collected through questionnaire, test and analyzed by SPSS 23.0 statistical software. At the end of the experiment, interview is used to obtain supplementary information about students' attitude towards Story Teaching Method. The results show that after the application of Story Teaching Method, students in the experimental class are more willing to read in English, and their reading time and frequency are increased. At the same time, the reading speed and accuracy of students in the experimental class are also greatly improved, and their reading scores are higher than those in the control class. However, due to its inevitable limitations, it is hoped that this experiment should be further studied in English reading teaching to provide more creative and practical suggestions for the future Story Teaching Method.

Key words: Story Teaching Method; Primary English；reading interest; reading proficienc

摘　　要

　　阅读是外语学习的一项重要技能，也是英语课堂教学的一项重要活动。不少教师仅关注英语字词教学，缺乏培养学生英语阅读兴趣、习惯与能力的意识，导致学生英语阅读能力薄弱、英语阅读有畏难情绪。因此，小学英语阅读教学不容乐观。探索一种有效的教学方法来提高小学生的阅读兴趣和阅读水平十分必要。故事教学法在教育领域已被证实是一种有效的新型教学方法。随着研究的深入，故事教学法的优点也得到了验证，但该方法在小学英语阅读领域的研究依然不足。

　　本研究以小学英语阅读教学为研究方向，旨在回答以下问题：

　　问题 1：故事教学法对学生英语阅读兴趣的影响是什么?

　　问题 2：故事教学法对学生英语阅读能力的影响是什么?

　　本实验以辽宁省营口市南楼小学六年级两个平行班的 93 名学生为实验对象。1 班设为实验班，共 47 人; 3 班设为对照班，共 46 人。两个班由同一位老师授课，教材均由人民教育出版社出版。实验班采用故事教学法，对照班采用常规教学法。

　　研究共持续了 18 周。所有数据均通过问卷调查、测试收集，使用 spss23.0 统计软件进行分析。在实验结束时，采用访谈的方式获取学生对故事教学法态度的补充信息。结果表明，故事教学法实施后，实验班学生更愿意进行英语阅读，他们的阅读时间和频率都有所增加。同时，实验班学生的阅读速度和准确性也有了很大的提高，阅读成绩也高于对照班。然而，由于调查具有不可避免的局限性，研究者希望故事教学法能在英语阅读教学中得到进一步的研究，为今后的英语教学提供更具创造性和实用性的建议。

关键词：故事教学法;小学英语;阅读兴趣;阅读能力

Contents

Chapter One Introduction

This opening chapter gives a brief introduction to the thesis. This part will introduce the research background, research purpose, research significance and framework of the thesis.

1.1 Research background

In the 21st century, there is an increasing need for excellent English language speakers, so English learning is becoming more and more important. In China, learning English from an early age is the prevailing trend. A common phenomenon, however, is that as students enter primary school, there is a gradual increase in the amount of language knowledge they learn, while their interest in learning English decreases. Since the primary school is the basic stage for students to learn English, teachers should make teaching methods work better to learn and boost their academic performance by arousing students' interest in learning. The reform of the English curriculum standard has prompted us to think about innovations in English teaching, and Story Teaching Method is a pursuit in this context. English learning contains four basic skills, namely listening, speaking, reading and writing. Reading is one of the important input ways for language learners, the amount and quality of useful information, students can absorb, is depended on English reading ability. Therefore, it is essential to enhance students' English reading ability from the beginning of English learning.

Wang (2017) indicates that reading plays an important role in English learning, especially for growing primary school students. Learning to read in English is not only an important way to form their language skills, but also lays the foundation for their overall physical and mental development. Therefore, primary school English teachers should work on how to guide students in reading and create the conditions for them to read as soon as possible.

Guo (2013) believes that reading is not only an important means for people to acquire knowledge and information, but also an important way for people to improve their English. However, for the current primary school students, they have been affected by the traditional English teaching mode for a long time, and their interest in English is reduced, so they seldom spend time reading English. Most students read English at the request of their teachers or family members. It is not only because the traditional teaching mode is boring, but also because the primary school students do not have good English reading habits and can not find

their own learning methods. In the process of reading, it is inevitable that there will be problems such as slow reading speed and weak understanding ability. As a result, many students in the upper grades of primary school are still poor at reading.

In order to solve the current problems in primary school English teaching, the author believes that it is urgent for teachers to find an effective teaching method in class. Interest is the crux to have a good knowledge of language, and boosting students' interest in learning English is an important task in English teaching. Only by stimulating students' interest for learning English reading and mobilizing their enthusiasm can we change the current situation of high input and low efficiency in English reading class.

According to *Compulsory English Education Curriculum Standards for (2011 Edition)*, at the end of primary school, students are required to achieve the second-level reading requirements. In addition, in the description of the overall goal of the course and the description of the language skills goal, it has been mentioned for many times that the primary school students should understand simple stories. Therefore, it is very important for primary school students to learn English with the help of stories. In the process of learning stories, students can grasp the language points more firmly and improve their learning interest and efficiency.

1.2 Research significance and purpose

Theoretically speaking, the development of English education in China needs the innovation of English teaching methods. In recent years, some new teaching methods have emerged, such as situational teaching method, interactive learning method, cooperative learning method, independent learning method, inquiry learning method and so on. The vigorous development of the field of educational theory has promoted the innovation and development of English teaching methods, one of which is Story Teaching Method. However, English education in primary schools has been popular for a short period of time, and the theory of story English teaching is not perfect and systematic enough. On the foundation of literature research, this paper analyzes and summarizes the domestic and foreign journals, papers and reports related to Story Teaching Method, and clarifies the development background of Story Teaching Method. The relevance of this study is aiming to supplement the current teaching methods of primary school English reading and to develop Story Teaching Method in primary school English reading teaching.

Practically speaking, it can first promote teachers to reform their teaching methods and seek their professional growth. In the traditional primary school English classroom teaching

mode, the basic process is usually to solve the new words first, then let the students practice the dialogue, then read the text together, and finally do the related exercises to consolidate. The lack of interest in class leads to students' inactive English learning. Primary school students are likely to be lively and active, have strongly concrete thinking ability, but their attention can not be maintained for a long time. In English reading teaching, if the traditional English teaching mode is adopted, it can not play a good teaching effect according to the physical and mental characteristics of students. Story Teaching Method can make the teaching content vivid, stimulate students' interest and enthusiasm in English reading. Therefore, students will take the initiative to participate in classroom activities and finally achieve a good learning effect.

The goal of this study is to deal with the following two questions:

1. What are the effects of Story Teaching Method on students' English reading interest

2. What are the effects of Story Teaching Method on students' English reading proficiency？

It is hoped that Story Teaching Method will stimulate students' interest in reading English as well as improve their English reading proficiency. From the teacher's perspective, the author hopes that the teachers can have more knowledge about Story Teaching Method, and can provide reference for future primary school English reading teaching.

1.3 Overall structure of the thesis.

Guided by Constructivist Learning Theory, Cognitive Development Theory and Multiple Intelligences Theory, the researcher conducts an 18-week English reading teaching experiment in primary school, aiming to improve students' reading interest and reading level. This study is divided into five chapters.

Chapter One is the introduction of the whole research. In the first chapter, it introduces the research background, significance and purpose, as well as the structure of the whole paper.

Chapter Two is the literature review of this study, which firstly introduces the previous research on story teaching and reading teaching. Then it introduces the research of using Story Teaching Method for reading teaching, and then introduces the theoretical basis of Story Teaching Method. Finally, this chapter is summarized.

Chapter Three is the research design part. The research problem, research object, research tool and research process are introduced in detail.

Chapter Four is devoted to the analysis of the results of the questionnaires, tests and interviews using SPSS.

Chapter Five is the summary of the paper, including the major findings, the implication and limitations of the research, and the suggestions for future research..

Chapter Two Literature Review

This chapter firstly introduces the definition, characteristics and teaching steps of Story Teaching Method, and then presents research related to Story Teaching Method and reading teaching. The third presents research related to teaching reading through Story Teaching Method. The fourth is the theoretical basis of Story Teaching Method and concludes with a summary.

2.1 Previous studies on Story Teaching Method

2.1.1 Definition of Story Teaching Method

Story Teaching Method has a deep history, even going back to ancient Greece. Socrates, Plato, and other philosophers use stories to spread their ideas. In ancient China, Confucius uses storytelling to inspire students to think. While the ancient philosophers don't propose Story Teaching Method, their educational philosophy is contained in stories

Andrew Wright (1995) points out that stories are especially important in a child's life, and that stories help children cognize their world and share it with others. It is William Smith, a leading British educationalist, who first articulates the storytelling approach as a specific method to be applied in the classroom. He believes that Story Teaching Method involves designing a complete story with relevant knowledge to attract students' attention and encourage them to use their imagination to create new stories. The specific implementation is divided into four steps: preparing the story, telling the story, retelling the story, and discussing the story.

Domestic scholars have different definitions of Story Teaching Method due to different research situations. Zhang (2011) identifies stories as a literary genre closely related to the language subject and something with a plot that people often verbalize. Wang (2008) suggests that stories may come into reality in students' future lives, that they are linked to students' life goals, and that it is what students get along with or work with in the classroom that makes a real difference to their future. Yu & Lin (2010) state that Story Teaching Method is a specific teaching method with some practical feasibility to accomplish teaching and achieve teaching goals through stories in the teaching process. Zhang (2020) points out that Story Teaching Method is to use stories to create an English learning context, using complete stories and

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scene settings to provide students with an authentic language environment, and ultimately to make students learn to respond and communicate in English, thus achieving the purpose of exercising English proficiency.

From the discussion of different scholars on the concept of story teaching, Story Teaching Method can be summarized as an extension of storytelling or reading. It is implemented by teachers according to students' experience and learning features. It focuses on the creation and integration of story scenes and allows students to learn slowly in an atmosphere of English communication. Story Teaching Method is used in the specific teaching process to teach stories as the center of instruction and to motivate students to learn English in the context of stories.

2.1.2 Characteristics of Story Teaching Method

According to Ji (2000), the following characteristics of Story Teaching Method can be summarised compared to the traditional teaching method:

Firstly, an integrated story runs through the beginning and end of the class, and the ending of the story represents the completion of this lesson. The presentation of reading text is often integrated and coherent, while the story, as a reading text with plot, can guide students to understand its meaning from the perspective of the whole story.

Secondly, Story Teaching Method focuses on the integrity of English learning atmosphere, integrating the learning of language knowledge into the story naturally, so that students can find the role of foreign language in the story.

Thirdly, in Story Teaching Method, the same words and sentence patterns appear repeatedly, which ensures that the teaching materials are presented in large quantities and students can master them skillfully. However, it should not be a simple repetition but a meaningful repetition, which help students acquaint the knowledge they have learned through the repetition of the story. By listening to the whole story, the teacher divides the story into several parts, and then asks the students to read the story as a whole, act out the story in sections and act out the story as a whole, finally achieving the predetermined teaching goal. Through the repeated process to achieve the teaching purpose, which also reflects the characteristics of story teaching. In story teaching, the learning of sentence patterns is naturally mastered by students through repeating plots, imitating, elaborately designing questions, telling stories, choosing roles and acting out stories.

2.1.3 Teaching steps of Story Teaching Method

Story Teaching Method is based on a storyline throughout the teaching process. The steps of its implementation are as follows.

Step 1: Teachers read the textbook carefully and incorporates the knowledge in the textbook into the story design to ensure the logic of the story.

Step 2: Teachers design the story. For the purpose of creating an authentic and natural story situation, there are cards, pictures and other teaching aids that teachers can use to make it easier for students to understand.

Step 3: Teacher direct students to experience the storyline, which is the most essential part of using Story Teaching Method. In this part, teachers are required to output knowledge and language materials to the students and prepare them for smooth interaction. By conveying the large number of words, phrases and sentences needed in the story, teachers encourage students to imitate them and lays the foundation for subsequent independent completion of the story by the students.

Step 4: Teachers should interact with students depending on the actual situation. Students can complete the story independently after they have been given enough language output materials for life experience.

2.1.4 Previous studies on Story Teaching Method aboard

Story Teaching Method has a long history of research in foreign countries, especially in the UK, the US and New Zealand. The concept is first introduced by William Smith, whose original intention is to improve Chinese students' English listening and speaking skills. Andrew Wright (1994) argues that story teaching is a practical and effective method of operation in the classroom. Nessel suggests that " during storytelling, students are more relaxed but highly concentrated." (1985, p. 379)

Grainger (1997) makes the point that telling stories to children is an effective way to bring out their imagination. Davidson (2004) argues that Story Teaching Method is helpful in stimulating students' interest in learning in the classroom. By teachers making up stories, students can easily understand what they are learning. Ellis (2012) points out that stories are interesting. Teaching stories can motivate students to learn English and stimulate their interest in learning English, which creates a lot of ideas for teachers.

Jayne Moon (2005) argues that the mental and physical development of children is still immature, and they learn foreign languages with less purpose, often with the characteristics of

learning by doing, meaning first, using creative language, and having a rich imagination. Story Teaching Method is characterized by teaching foreign languages through vivid stories, and teaching new knowledge by listening to and acting out stories, which is very suitable for teaching foreign languages to children. As a specific teaching method, Story Teaching Method has some practical feasibility. Rita Collins (2009) examines the application of story boxes in language learning, observing that story boxes are an interactional approach to language learning that promotes discussion and writing, facilitates vocabulary acquisition, and provides learners with multisensory instructional activities that enhance students' reading experiences and make language learning more concrete and tangible.

Malo (2000) uses storytelling as a teaching strategy and finds that students' vocabulary learning and writing skills are enhanced after analyzing their retelling, fluency and example writing. She also argues that Story Teaching Method is beneficial in improving students' self-awareness, visual expression and cultural knowledge.

McGrath Speaker (2000) argues that Story Teaching Method has considerable benefits for children's cognition and learning, which can improve children's listening skills, enhance language appreciation, and strengthen students to think more in writing. Ellis and Jean (2002) state that story teaching can be considered as a link between children and their environment, where students can use stories, through repetitive statements that allow students to have more autonomy and thus improve their learning.

According to Eleni Griva (2007), storytelling activities allow students to use vocabulary, grammar, and creative use of limited English under the influence of diverse and interesting contexts, and students develop attentional skills through visual cues and auditory activation. At the same time, students' thinking strategies and cognitive strategies are enhanced.

R.C. Schank (2007) presents a story-centered curriculum, in which he proposes that the curriculum should be student-centered and practice-based, holding each character in the story accountable. This model of teaching no tonly emphasizes the importance of context in teaching and learning but also is a latest pattern for the development of contextual language teaching.

Morgan & Rinvolucri (2012) argue that teachers should broaden their ideas and express stories in different formats. Henricsson Ola & Claesson Silwa (2019) argue that teachers tell stories in order to provide an answer to a pedagogical question about how to make teaching more relational, emotional and ethical. Dhani (2018) applies collaborative storytelling strategies to improve the speaking skills of second-year high school students in Nepal.

R. Andayani (2019) describes a seven-week English classroom program in which English teachers create a digital storytelling instructional program. English teachers believe

that incorporating technology into storytelling activities facilitated language learning and also increased English teachers' design of future. Tú Anh Hà & Andrea Roxana Bellot (2020) explores the role of storytelling in primary English in helping children read and comprehend English, finding that storytelling helps children remember, understand, and use topic-specific vocabulary and specific grammatical structures, and confirming the benefits of storytelling in improving children's reading skills, especially independent sentence comprehension skills. His findings have important implications for ESL teachers, especially those who teach English to children.

2.1.5 Previous studies on Story Teaching Method at home

Many academic achievements and theoretical guidance on the research of Story Teaching Method appeared in China.

Professor Ji (1996) from Xiamen University publishes the paper *Teaching Chinese Children English with Sandwich Stories*, and innovatively proposes the Sandwich Story English Teaching Method. Then he practices the English story teaching model for four years.

Ji & Xu (2002) firmly believe that by selecting and writing stories according to students' age level and cognitive characteristics, they can arouse students' interest and enthusiasm in learning. As long as the words, sentence patterns, and texts in the story are moderately difficult and meet the students' knowledge level, students can understand and read, and they have the passion and motivation to continue learning English.

Chen (2005) points out that Story Teaching Method make a great difference in teaching English, which is divided into four basic steps: warm-up - presentation - practice - follow-up. In addition, she analyses the selection and techniques of using Story Teaching Method. She argues that Story Teaching Method develops the four skills of listening, speaking, reading and writing for primary school students.

Lin (2006) provides a discussion on how to select stories suitable for teaching English in primary schools in terms of story theme, language complexity, reading time, repetition rate of language points, and interaction between teachers and students. Cheng and Wang (2008) elaborate on the educational significance of stories, arguing that stories are contextualised and relatively complete language materials. Learning a foreign language through meaningful, contextualised language materials can help students understand the meaning of the language and the specific contexts in which the language is applied. Stories are interesting learning materials for primary school students because of their rich plots, interesting content and rich language, and because they correspond to the physical and mental development of primary

school students. Learning English through stories can stimulate students' enthusiasm for learning and increase their interest in learning English. By arranging for students to read and act out some simple short stories, students can get more language input.

Story Teaching Method accommodates the general psychological characteristics of children. The application of Story Teaching Method promotes students' active participation, intensifies the interaction between teachers and students, enhances students' subjective initiative and improves teaching efficiency. As a concrete teaching method, it is feasible in practice.

Wang (2008) finds that adopting Story Teaching Method in English class can help students better understand the specific application of language and understand the meaning of language itself.

In the primary school English teaching, Story teaching method uses stories as clues in English teaching to improve students' English skills by listening, speaking, reading and then writing stories to bring primary school English teaching to life with knowledge (Liang, 2019).

Cheng (2011) clearly points out that there are two main modes of story teaching in primary school, which are story-based teaching and story reading teaching. He puts forward the main objectives of story teaching. Firstly, students should understand the story. Secondly, students should master and understand the language knowledge in the story. Thirdly, students should be able to read the story independently. Finally, students are asked to act out stories.

Zhang (2012) believes that story teaching makes learning materials richer, logical and intelligent, and reading training in story teaching can help students give full play to their ability of reading comprehension. It also provides conditions for meeting students' needs from learning words and sentences to learning paragraphs and chapters, and from simple following to reading with greater difficulty. Students can also retell and act out stories to show their imagination and creativity. By analyzing the relationship between Story Teaching Method and Grade 3 students' English learning adaptability, Wu (2013) proves that Story Teaching Method has a significant effect on promoting grade 3 students' English learning adaptability.

Liao (2013) analyzes the reasons for using English stories to teach young children, then discusses how to use English stories to teach English to young children, and finally put forward the teaching model. Yan (2014) proposes a reading training model based on language stories as a supplement to the traditional English reading teaching in senior high schools. And the experiment proves that the introduction of story reading teaching mode into high school English teaching is significant and feasible.

By combining Story Teaching Method with the vocabulary teaching practice in secondary vocational schools, Wang (2016) points out that Story Teaching Method is not

simply telling stories, but using stories and language materials as a carrier, making full use of the situational, character, interesting and implicative features of stories, and carrying out various teaching activities related to stories to improve students' English reading, critical, appreciative and thinking ability, and promoting the development and improvement of humanistic literacy.

Wang (2017) introduces the important role of story in English teaching, analyzes the teaching strategies and methods of story teaching in primary school, and probes into the specific teaching methods of story teaching in primary school English class. The results show that the application of story teaching in primary school English classroom has obvious advantages, which is in line with the learning interests and nature of primary school students. It can not only arouse students' curiosity in learning English, but also improve their learning passion and efficiency.

Duan (2018) conducts an experimental research to prove that students' learning motivation and knowledge input are influenced by story teaching to a certain extent. By using story teaching, students' reading scores have been improved to a certain extent, students are more interested in English learning, and the classroom atmosphere is more positive and active. It shows that Story Teaching Method is worthy to try. Jia (2019) focuses on the significance, principles and strategies of story teaching in primary school English reading teaching.

Mei (2020) believes that reading is an effective way to learn English knowledge and can lay a foundation for students' comprehensive language application. Therefore, English teachers in primary schools should pay attention to reading teaching in teaching. Based on the analysis of the shortcomings of traditional primary school English reading teaching methods, this paper points out the advantages of using stories in primary school English reading teaching.

Liu (2020) explores the relationship between Story Teaching Method and students' interest in learning and vocabulary acquisition, as well as the impact of Story Teaching Method on teaching and learning. It is proved that after the use of Story Teaching Method, students' vocabulary has significantly increased and they can flexibly use the learned words. Aiming at how to effectively carry out the teaching of English story reading in primary school under the "whole-part" teaching mode, Chen (2020) discusses the basic teaching process of this teaching model. At the same time, she explains the basic teaching process of the model with classroom teaching examples, and clarifies the teaching tasks that should be completed in the "whole-part" teaching model .

Taking practical teaching as an example, Xu (2020) discusses the ways to improve the

classroom teaching efficiency through stories in primary school English teaching. He believes that teachers can combine the story content to create suspense and attract students' attention. Through story teaching, teachers can increase students' participation in class, guide students to rewrite stories so as to consolidate what they have learned, and make English teaching more dramatic and interesting, so as to achieve the goal of cultivating students' core quality of English subject.

In conclusion, the results of these studies indicate that Story Teaching Method is an effective teaching method for teaching activities. A new teaching method adapts to the requirements of the current educational reform to the diversified teaching methods, and has achieved some productive consequences. Nevertheless, there are still some problems and deficiencies, which are worth further study to provide the basis and direction for the research.

2.2 Previous studies on reading teaching

2.2.1 Related concepts

2.2.1.1 Reading and reading teaching

In *Encyclopedia of China (Education)*, reading is defined as follow " Reading is a mental process of obtaining information from printed or written linguistic symbols. At the same time, reading is a basic intellectual skill of human beings, which is a prerequisite for individuals to acquire knowledge and ability. Reading is the sum of a series of processes and behaviors." (1985, p. 505).

Goodman (1967) points out that reading is a form of information processing for symbolic, syntactic and semantic information. Downing (1982) believes that reading is an interpretation of symbols. We can learn more about the influence of processing symbols on people's psychological characteristics and process of psychological activities through reading. Nuttall (2002) uses these keywords to define reading: decode, judge, identify, interpret, speak, pronoun, understand, respond and meaning. By summarizing various definitions of reading, it can be found that reading is a process of acquiring information, understanding meaning and reconstructing meaning.

Reading as an essential part of language learning, is the most universe and basic way to gain knowledge and information. Zhang (1999) argues that reading is an important means to obtain information in writing. The " Reading" in this paper refers to the English reading based

on the "Read and Write" part of PEP English textbook. Using these materials, students can obtain information through their senses, process information, change their thoughts and behaviors, and improve their reading ability.

Reading teaching is a process of reading through teaching and learning. From a macro point of view, the process of reading teaching includes teaching objectives, teaching contents, teaching objects, teaching modes and methods, teaching practice and teaching evaluation. From the micro point of view, it refers to the process of teaching and learning in the classroom with reading materials as the carrier.

Language learning theories show that language output needs a lot of language input as support. Students need to get a lot of language input through a lot of reading to learn English. Reading teaching directly affects the quality of English teaching. Relying on the principles of language teaching, from the input to the effective output of language, the teaching design and related teaching activities are managed in a meticulous way, so as to improve the quality of teaching, develop students' compentence to use English and successfully output language.

The teaching of English reading in primary school includes identifying words, guessing the meaning of new words, understanding the relationship between sentences in context, deciding and summarizing the controlling ideas and information of paragraphs, cultivating basic reasoning skills and reading skills. In the process of reading teaching, English teachers need to use a lot of language materials to input a lot of language information. Therefore, primary school English reading teaching is not only for students to acquire language, but also for students to absorb new knowledge, raise their cognitive level, and strengthen their ability to analyze and solve problems.

2.2.1.2 Reading interest

Interest, in the category of psychology, refers to the consciousness tendency of people to know certain things and engage in certain activities. It is manifested as people's selective attitude and positive emotional response to a certain thing or activity. Interest makes a great difference in people's practical activities. It can help people focus on and produce a happy state of mind.

Dewey (2001) is one of the famous theorists of interest studies. In his book *Democracy and Education*, he supposes that interest is the driving force of all kinds of things in any purposeful experience. Bruner (1982) points out that interest is the best stimulus to learning, and the best way to get students attracted by a subject is to make students feel worthy of learning. Herbart (1990) regards the development of a wide range of interests as one of the

main goals of education, and believes that interest is mainly caused by the correct and comprehensive understanding of objects, it can lead to meaningful learning, promote the long-term maintenance of knowledge, and provide motivation for further learning.

Chinese scholar Pan (1983) believes that interest is the most realistic and active factor in learning motivation, and it is a conscious activity with emotional color that seeks to understand the world, desires to acquire scientific and cultural knowledge, and constantly explores the truth.

In reading, interest is the tendency of people to voluntarily spend time looking for and reading material. Interest in reading includes two meanings. On the one hand, it refers to the reader's interest in the reading activity. On the other hand, it refers to the reader's interest in the reading material and the desire to read that particular reading material.

Mei (2005) analyzes the meaning of reading interest. She proposes that reading interest refers to one's interest in reading activities, which is gradually formed and developed through practical activities on the basis of certain needs and under the influence of certain objective environment.

Yang (2003) believes that reading interest includes two aspects. The first is the degree of love for reading, that is, the direct reading interest, which is generated in the process of learning and directly caused by the influence of knowledge content. The second is the tendency to choose some typical or certain content of reading materials, that is, indirect reading interest, which is mostly an interest generated in order to get good grades.Yang (2017) further limits the scope of reading interests, specifically referring to students' enthusiasm for reading books that are more literary than professional skills or tools.

Zhang (1999) conducts a study on the relationship between interest and understanding of articles, and the results prove that interest can significantly promote the individual's understanding of articles. Readers with high interest have higher metacognition level and show stronger reasoning ability for the content they read. In her research, Dai (2016) divides reading interest into students' love for reading, students' confidence in English reading and their confidence in overcoming difficulties in English reading.

Reading interest is the driving force of reading activity. Interest in reading materials and participating in reading activities is a psychological tendency to actively participate in reading activities and actively explore the content and significance of reading materials. Reading interest can improve the effect of reading. With a strong interest in reading, students will concentrate their attention in the process of reading, have a deep impression on what they read and improve their comprehension ability. In English teaching, there is a positive correlation between reading interest and reading effect. Psychology has proved that reading interest is the

most realistic and active psychological factor that affects reading enthusiasm. It can help students eliminate fatigue, reduce anxiety and restore psychological balance.

Compulsory English Education Curriculum Standards (2011 Edition) advocates that the main goal of teaching English at the primary is to cultivate students' interest in learning, and story teaching is an excellent way to adequately mobilize students' enthusiasm for learning, as well as to feed them with a large amount of language materials, improve their reading ability, and develop students' creative ability in acting.

2.2.2 Importance of reading teaching in primary school

According to Cognitive Development Theory, primary school students are at the stage of concrete image thinking. Language is an abstract knowledge. Therefore, teaching English in primary schools must rely on concrete contexts in order to effectively help students understand language. Specifically, primary school English teaching must provide primary school students with a concrete or simulated language context in which they can learn and understand during the activity. In addition, teaching activities must be organized in a way that students in primary school can understand and enjoy. Only in this way can students' interest and curiosity be stimulated. The purpose of an English course in primary school is to develop positive emotions in learning English, to form an initial sense of English language, to provide a good foundation in phonetics and intonation, and ultimately to equip students with the initial ability to communicate in the English they have learned.

Reading, which is one of the four basic skills of English learning, reading is an activity in which the reader communicates with the author through words and pictures. It is not only a process in which the reader extracts and analyses information, but also a process in which the reader achieves semantic regeneration. Developing students reading ability is one of the main aims of foreign language teaching. Therefore, teaching English reading should not be a simple transfer of knowledge by the teacher, but a process of independent discovery, analysis and exploration by students through their interaction with textual materials under the guidance of the teacher. Reading is therefore conducive to increasing students' interest in independent learning and inquiry and promoting positive changes in their learning styles. In addition, reading also plays an important role in training thinking, developing personality and improving humanistic qualities. Bruch (1991) points out that a lot of reading ensures that students have more time to come into contact with English, increases their enthusiasm for learning English, and motivates them to learn English, among other things. He also argues

that supplementary reading materials for reading instruction are also very important for students' attitudes towards learning.

Reading, as an important aspect of language learning, expands students' vocabulary and is a prerequisite for the development of their English writing skills, so developing students' English reading skills should not be overlooked.

The teaching of English reading in primary schools clarifies the requirements of the curriculum standards for the teaching of English in primary schools, especially the basic requirements for reading, so that the teaching of English reading in primary schools can be carried out effectively. By exposing primary school students to English reading as early as possible and by using their interest as an entry point for reading training, primary school students develop the ability to acquire written information effectively as well as the ability to analyse, reason and evaluate information.

2.2.3 Previous studies on reading teaching at home

Through sorting out and analyzing the literature, it can be found that the domestic research on English reading teaching in primary schools mainly includes the following aspects.

Firstly, the study of primary school English reading teaching mode. At present, the most widely used reading teaching mode in primary school is PWP mode. It is divided into three stages: pre-reading, while-reading and post-reading. " Pre-reading " is the preparation stage of reading, which generally focuses on stimulating students' interest in reading, introducing the background of reading materials, and teaching students words or sentence patterns. " While-reading " is the stage when students read and learn reading materials. Teachers help students understand the meaning of words and learn to use reading strategies through different reading activities. " Post-reading " is the stage of consolidation and expansion.

Secondly, the strategy research of primary school English reading teaching. Wang (2001) indicates principles related to reading instruction that teachers should provide clear objectives and tasks in the teaching process, a greater focus on the integrity of students' intellectual growth in the design of reading instruction, the selection of reading materials and the requirements of reading tasks should be in line with students' current level of English learning, students' reading skills need to be focused on, and teachers should focus on the development of students' independent reading skills in every aspect of teaching. Zhang (2009) points out that at present, there are three kinds of common primary school English reading teaching strategies in China, namely, teacher-student interaction strategy, active participation strategy

and active participation strategy.

Thirdly, the development and application of primary school English reading resources. Curriculum resources are the starting point of effective English reading teaching in primary schools. Geng (2016) puts forward two ideas of curriculum resources development, namely, the concept of returning to students' life and the concept of developing English curriculum resources. Sun (2009) combines her experience in practice to explain the ways and methods of developing English curriculum resources, and finally points out the principles of developing English reading resources in primary school. Hu (2011) believes that reading teaching resources can also come from the textbook itself. Hou (2017) thinks that the development of school-based English textbooks can be used as a supplement to English reading materials. Liu (2017) points out that wechat public platform can be applied to primary school English teaching, and open up a new way for primary school students to learn English. Some previous studies on story teaching in English reading teaching contribute to the development of reading teaching. However, there are few researches on Story Teaching Method in English reading teaching.

Fan (2012) elaborates on the insights of story reading teaching in the context of schema reading theory. She points out that before instructing students to read a story, teachers should activate students' existing knowledge by using the predictive function of schema. In the process of students reading a story, teachers should guide students to use schema to extract information and process information. At the end of story reading, teachers should guide students to use schemas to store memory and to master and internalize relevant reading skills and strategies.

Other scholars have linked the storytelling approach to reading instruction in their practice. Li (2007) conducts a research on story-based English reading teaching in the senior grades of primary school, and determines that Story Teaching Method plays a certain positive role in improving the speed of reading, enhancing reading comprehension ability and the ability to use reading strategies, improving reading interest, expanding vocabulary and forming certain reading habits. In her study, Li (2013) discusses the use of story reading instruction in English classroom practice in five areas: methods, behaviour, motivation, thinking and skills. She argues that the above aspects are an organic whole integrated with each other, and that they must be properly integrated in specific teaching practices before being applied in the teaching process to more effectively improve students' English language skills and reading levels.

Hu (2015) conducts a research from two aspects: one is to compile a resource based on

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stories, and the other is to use stories to expand the practical application of reading teaching. From the perspective of students' reading life and teachers' reading teaching, it is found that expanding reading teaching with stories promotes the improvement of students' reading ability, and at the same time improves the efficiency of reading teaching. Zhang (2016) discovers that story-based reading instruction is a necessary step to meet the needs of the new curriculum and to improve students' English reading skills. The current teaching philosophy is to be student-centred, and the story-based reading teaching mode is student-centered and meets the characteristics of students' physical and mental development. During the teaching process, Story Teaching Method allows students to increase their knowledge through language input, carry out meaningful teaching activities, activate students' thinking, and develop their interest in reading.

Duan (2018) focuses on the effect of Story Teaching Method in English teaching practice, and studies students' learning motivation and knowledge input by means of test and questionnaire. It is found that the reading performance of the experimental class is better than that of the control class. When Story Teaching Method is adopted, the students in the experimental class are more interested in English learning, and the classroom atmosphere is more positive and active, which shows that Story Teaching Method is a teaching method worth trying.

Zhang & Zhu (2018) explore the relationship between Story Teaching Method and primary school English teaching, determines the management system of the research on the application of Story Teaching Method in primary school English reading teaching, and forms a reading expansion teaching system. They compile a school-based textbook on the application of Story Teaching Method in primary school English reading teaching, and summarize the evaluation methods of the application of Story Teaching Method in primary school English reading teaching. Finally, it affirms that Story Teaching Method can improve the reading ability of primary school students.

Xiang (2019) conducts a study based on Story Teaching Method with the aim of exploring the feasibility and practical effects of teaching English short story reading in high school. She finds that the English reading pedagogy based on the three-stage, four-step framework of the English short story is affirmed by most students, indicating that the English reading pedagogy based on the English short story is effective. Yan (2019) takes the relationship between Story Teaching Method and primary school English reading teaching as the breakthrough point, based on the application of Story Teaching Method in primary school English classroom reading teaching, and makes a prospect on the application of Story Teaching Method in primary school English reading teaching.

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A total of 386 papers are found on CNKI with the keyword "story reading teaching in primary school English". Most of the authors of these articles are teachers of English in primary and secondary schools, and their research summarizes their experiences and reflects on story reading teaching activities by combining their own teaching practices. Therefore, the overall level of research on story reading teaching in China is still at a low level, and the research is still fragmented and not very systematic, which needs to be further researched and improved by other researchers in order to achieve a more effective integration of story reading teaching at the theoretical and practical levels in elementary school English.

Previous research on story reading instruction in primary schools has emphasized relying on the method to help students understand and master English knowledge and related skills, neglecting to think about and explore students' reading ability, individual experiences, and ability to use English holistically.

2.2.4 Previous studies on reading teaching aboard

Foreign scholars study the nature, process of reading from the aspects of linguistic psychology and cognitive psychology. A new focus, transfer to the study of reading with the development of linguistics and cognitive science. The study of reading process has promoted the emergence and development of reading model.

In the 1960s, Gough proposes the bottom-up reading model, which is questioned because it emphasizes the important role of language knowledge and ignores the reader's existing background knowledge. Then, Goodman (1975) proposes the top-down reading model, that is, the process of making predictions based on the existing knowledge of phonology, syntax and grammar as well as relevant cultural background, and then using various information obtained from the text to confirm and modify the predicted meanings, and eventually obtaining the meaning. In the mid-1960s, psychologists pay attention on the relation between reading comprehension and background knowledge, which is similar to Goodman's view. Ausubel David (1968) emphasizes that background and language knowledge are inseparable in the process of reading, and discusses that to some extent, the lack of language knowledge can be made up by background knowledge.

In the 1930s, Britain and United States began to study English reading teaching in primary schools. Over the years, many experts and scholars have published monographs with great reference value in the field of English reading teaching in primary schools. Anderson (1977) refers that the main obstacle to reading comprehension is due to the short of background knowledge. All of these scholars believe that the process of reading is the process

of dialogue between the reader and the text.

Ruelbart (1977) proposes interactive reading mode on the basis of the previous two reading modes. In this mode, reading is the intersection of top-down and bottom-up modes, and it is also the combination of visual processing and non visual processing. Oller. (1983) believes that interactive reading complements available from the text and the known information of the reader, activating the original knowledge in the reader's mind. Readers actively use these knowledge, modify and extend the information in the discourse, and then reason, construct and interpret, and finally enrich the reader's background knowledge.

In primary reading teaching, Gower & Waiters (1995) mention two teaching methods of reading. Factor analysis method and holistic reading method are often used in the teaching of lower grades. Factor analysis method requires students to first know the pronunciation of letters and letter combinations, and then synthesize these phonetic groups into words, while holistic reading method means to read the words as a whole. The elementary school higher grades of reading teaching is given priority to with interactive dialogue, story, dialogue and reading of the story is an intrinsic link process as the prerequisite. Sometimes people treat dialogue as listening material, but both dialogue and stories should actually be treated as reading material, designed to develop reading skills through activities.

For a long time, the teaching mechanisms and methods regarding the development of reading skills for primary school students have been well established in foreign education systems. In foreign countries, especially in United States, the teaching of reading in primary schools pays more attention to students' independent learning. Teachers stimulate students' interest in various ways, so that students take the initiative to engage in daily reading. In primary school reading teaching in United States, there is no unified reading materials. Instead, students choose books independently according to their own interests and abilities. In the teaching process, teachers pay more attention to impart reading methods and reading strategies to students, and students can master the articles by themselves through reading comprehension. For students with low reading ability, teachers should play the leading role correctly, guide and help them, so that they can give full play to their respective strengths in reading.

This thesis breaks through the shortcomings of previous studies, and follows the principle of linking theory to practice on the basis of theoretical research. It conducts in-depth research on the actual situation of applying the story teaching method to the reading teaching for sixth grade in elementary school, and combines it with specific teaching practices to think about and improve the teaching design and operation methods of the relevant classrooms, so as to enhance the teaching efficiency.

2.3 Theoretical foundation

Story Teaching Method is theoretically based on Constructivism Learning Theory, Cognitive-Development Theory and Multiple Intelligence Learning Theory.

2.3.1 Constructivism Learning Theory

In the theory of constructivism proposed by Piaget (1966), a Swiss pediatrician, the formation and development of cognition is a constructive process in which learners are gradually constructing knowledge by the mutual influence of their surroundings, thus enabling the development of their own cognitive structures.

Constructivism view of knowledge is that knowledge is not an accurate and objective reflection of reality. It is an interpretation, hypothesis or hypothesis of the objective world, and it is not the final answer to the question. It will always be deepened and updated, sublimated and changed as people's understanding changes, and new interpretations and hypotheses will appear one after another. Furthermore, knowledge does not completely and accurately summarize the rules of the world and provide solutions to all problems or activities. Knowledge is also flexible in solving problems, and deep processing of knowledge and problems is required according to the specific situation.

Constructivism view of learning assumes that students construct meaning through interpersonal and collaborative activities in a sociocultural context. As can be seen from its definition, the theory emphasizes the student as the central focus of learning, cognition, and processing of information. The ability of learners to construct relevant knowledge from their own experience determines the amount of knowledge acquired, and teachers can only play a role in helping and facilitating the construction of meaning for students.

Constructivism view of teaching is that teaching cannot ignore learners' existing knowledge experience and directly impart knowledge into learners from the outside, instead, what should be done is to take learners' original knowledge experience as the basis and guide learners to adopt new knowledge experience from their existing knowledge experience. Instruction is not the transfer of knowledge, but the processing and transformation of knowledge. Teachers should not only be the transmitters of knowledge, but also accept and focus on student' own understanding of various phenomena, give more attention to their views on issues, consider how these ideas come from students' perspectives, and guide students to enrich or adjust their understanding of new knowledge according to their ideas.

Constructivism Learning Theory provides teachers with a new view of knowledge and

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learning. In the process of English story teaching in primary schools, teachers' teaching is student-centered and subject, so as to create and construct the story situation of learners. With the help of the designed story situation, students complete a set of effective knowledge construction and achieve the learning goal with the development and advancement of the story plot. In the process of learning, teachers should stimulate students' interest in learning, help them complete knowledge construction, and be the guide and helper of knowledge construction. Therefore, the teaching mode of constructivism is student-centered. In the teaching process, the teacher as an organizer and guide, promotes students' active learning and stimulating their initiative and enthusiasm through the construction of learning environment such as context, communication and collaboration.

2.3.2 Cognitive-Development Theory

Piaget (1980) believes that children's cognitive development is different at each stage of intellectual development. In his book *Child Psychology*, he points out that cognitive development is actually the result of the interaction between mature brain and nervous system and individual's experience of adapting to the surrounding environment.

Piaget divides cognitive development into four stages: perceptive operation stage, pre-operation stage, concrete operation stage and formal operation in segment. The ages of primary students are between 7-12, which are in the concrete operational stage, at this time, children already have abstract concepts in their cognitive structure, so they can make logical reasoning.

Zhu (1993) a famous psychologist in China, points out that the basic characteristics of the development of primary school students' thinking is a gradual transition from concrete image thinking to abstract logic thinking. However, this kind of abstract logic thinking is still directly related to perceptual experience to a large extent, and has a large component of concrete visualization.

Students in Grade 6 are in the concrete operation stage, where concrete image thinking is dominant and abstract thinking is in its infancy. Reading as an abstract skill is difficult for primary school students to master, and especially text-based reading materials are more difficult for primary school students to learn. Story Teaching Method is in line with the cognitive development of primary school students. With an active and curious mind, students are easily interested in stories. The colourful images and vivid descriptions in stories can stimulate students' curiosity and draw their attention more. The plots in the stories are not limited to people and events in their lives and provide students with a lot of room for

imagination. After the teacher's narration, students are naturally engaged in the story, following the background and trends of the story and developing their thirst for knowledge. The visual and situational nature of stories facilitates the development of abstract logical thinking. Story Teaching Method creates a learning environment for primary school students, reflects students' curiosity and imagination in story teaching, conforms to the law of students' cognitive development, and addresses the issue of motivation and interest in learning very well

2.3.3 Multiple Intelligence Learning Theory

Howard Gardner (1983), a leading American psychologist, first introduces the theory of multiple intelligence in his book *The Structure of Intelligence: The Theory of Multiple Intelligence*, and gives a detailed account of it. Intelligence is the ability that an individual needs to solve problems or produce and create products under the values of a certain social and cultural environment (Gardner, 1993).

Gardner classifies human intelligence into eight different types, which are verbal intelligence, mathematical and logical intelligence, spatial intelligence, musical and rhythmic intelligence, physical and motor intelligence, interpersonal intelligence, introspective intelligence, and naturalistic intelligence. He believes that each person has his or her own uniqueness, and each person has different amounts of eight kinds of intelligence. The different permutations and combinations of various kinds of intelligence make each person show his or her own unique differences in intelligence. Teachers should capture the intellectual strengths of each student and combine them.

Story Teaching Method is suitable for the psychological characteristics of children and teenagers. First of all, it is conducive to the development of students' language intelligence. Students can read and observe on the spot, through pictures and narrative texts. Teachers can arouse students' enthusiasm and teach students according to their aptitude while guiding and protecting students' different observations and curiosity.

In English teaching, Story Teaching Method is conducive to cultivating students' comprehensive learning ability and promoting the improvement of students' comprehensive English ability. In the teaching of stories, teachers read the original texts by themselves or play multimedia recordings, which is beneficial to train students' listening ability. Explanation of new words in story teaching can enrich students' vocabulary accumulation and improve their reading ability. It is beneficial to cultivate students' thinking ability to guide students to integrate into the story situation, feel the story emotion and think about the related

problems in the story teaching. After the end of story teaching, students should be organized to carry out corresponding training activities, and role-play based on the story, which is conducive to training students' acting ability and language expression ability.

If we can grasp the intellectual advantages of each student and combine them, then students will have a better effect in their learning. Story Teaching Method is suitable for the psychological characteristics of children and teenagers. Teachers create appropriate contexts according to the content of the story, and by acting out the story, in the medium of sound, images and movement, they engage the students' senses of hearing, sight and touch so that they can fully perceive and communicate using the language they have learnt. While guiding and protecting students' diverse powers of observation and curiosity, students can be motivated and taught according to their abilities. In this way, Story Teaching Method can promote the gradual improvement of students' overall skills.

2.4 Summary

In conclusion, great progress has been made in the study of Story Teaching Methods. These have contributed greatly to the teaching of English and have guided certain aspects of language learning. Researchers have offered different interpretations of this method. It has indeed had some impact on English language teaching. But it is still not enough. Most of the current research on English reading teaching and English story reading teaching is focused on theoretical aspects, and mainly on teaching models and organisational forms, while neglecting the study of students' individual experiences and quiet attitudes in story reading teaching.For example, research should be conducted from the perspective of combining method and practice. To sum up, domestic and international research has had an impact on English language teaching. This paper is based on theoretical research, which is mainly concerned with teaching models, organisational forms and so on, but ignores research on students' individual experiences and attitudes in story reading. Researchers can do more research in different aspects.

Chapter Three Research Methodology

In this study, Story Teaching Method is applied to primary school English reading teaching, and a traditional reading class is compared with story teaching in order to find out the effect of Story Teaching Method in primary school English reading teaching. Therefore, this research mainly adopts the research method of combining quantitative research and qualitative research. Students in both classes participated in relevant questionnaires, and other data comes from personal interviews and the comparison of students' reading scores. This chapter gives a detailed introduction to the research questions, research design, research participants, research instruments and research process.

3.1 Research questions

It has been proved by theory and practice that the application of Story Teaching Method to English teaching makes a great contribution. Thus, the researcher proposes a hypothesis that the Story Teaching Method can stimulate students' interest in reading and enhance their reading proficiency. In order to study the role of Story Teaching Method in primary school English teaching, the researcher sets up the following two research questions:

(1)What are the effects of Story Teaching Method on students' English reading interest？

(2)What are the effects of Story Teaching Method on students' English reading proficiency？

3.2 Research design

In order to solve the research questions, the experimental class and the control class are taken as the research objects. This study mainly takes Story Teaching Method and traditional lecture teaching method as independent variables, and students' interest in English reading and reading achievements as dependent variables. The data are collected and analyzed by the combination of quantitative research and qualitative research. The purpose of this study is to draw a conclusion and put forward corresponding suggestions. In the process of the experiment, the primary school students' English reading interest questionnaire is adopted, and the reading scores of the two tests are used as the pre-test and post-test. Finally, the interview is used as a supplementary means to make the research more convincing.

3.3 Research participants

The participants of the experiment are 93 students from two parallel classes of Grade 6 in Nanlou Primary School in Yingkou City, Liaoning Province, including Class 1 and Class 3. Class 1 is the experimental class with 47 students, and Class 3 is the control class with 46 students. The students in the two classes are between the ages of 11 to 12. According to the pre-test results of the experiment, the English level of students in the two classes is basically the same. There is the same teacher for the two classes, and both classes have adopted the PEP English textbooks, so the educational background of the two classes is nearly the same. The only difference is that the experimental class adopts Story Teaching Method to teach reading, while the control class adopts the traditional teaching method.

Table 3.1 Basic description of participants

Class	Gender	Number	Total	Average age
The EC	Boys	23	47	11-12
	Girls	24		
The CC	Boys	23	46	11-12
	Girls	23		

3.4 Instruments

There are four research instruments used in this study, which are questionnaire, test, interview and SPSS statistical analysis software.

3.4.1 Questionnaire

The purpose of this questionnaire (see AppendixⅠ) is to understand the influence of Story Teaching Method on the interest of Grade 6 students in English reading before and after the experiment. In the first week of the experiment, the questionnaire is distributed to the students in the experimental class and control class. After the experiment, the same questionnaire is distributed to the students in the experimental class and control class again. This questionnaire is completed after referring to Xue (2013)'s questionnaire.

There are 15 questions in this questionnaire. Questions 1-5 focus on students' typical behaviors in learning English reading, questions 6-10 focus on students' feeling

characteristics in learning English reading, and questions 11-15 focus on students' learning willingness in English reading .

The second part of statements are given a certain value based on five-point Likert Scale: 1=strongly disapprove, 2=disapprove, 3= neither disapprove nor approve, 4=approve, 5=strongly approve. Participants are asked to rate the scale which ranges from 1-5.

With regard to the reliability of the questionnaire, Cronbach Alpha of the questionnaire is tested, which is one of the most commonly used methods for measuring internal consistency. The results are shown in the table below.

Table 3.2 Reliability Statistic

Cronbach's Alpha	N of Items
.989	15

A widely acceptable rule for describing internal consistency by using Cronbach's alpha is that when $\alpha > 0.9$, the internal consistency is excellent; $0.7 < \alpha < 0.9$ indicates good internal consistency, $0.6 < \alpha < 0.7$ means the internal consistency is acceptable; $0.5 < \alpha < 0.6$ reflects poor reliability; $\alpha < 0.5$ is unacceptable (George & Mallery, 2003). The data in Table 3.2 shows that the Cronbach's Alpha is 0.989, ($\alpha > 0.9$) which substantially indicates that the questionnaire is reliable.

3.4.2 Test

The second research instrument is testing. During the whole experiment, the experimental class and the control class are tested twice respectively. The form, difficulty and distribution of scores   of the two test papers are same. Before the experiment, a pre-test is conducted in both classes at the same time to see whether there is a significant difference in English reading scores between the two classes. The pre-test (see appendix Ⅱ) adopts the final examination paper of the second semester of Grade 5 in Yingkou in 2019, so the pre-test paper has good reliability and validity. The researcher collects the reading scores of all the participants and take them as the pre-test results. The full mark for reading is 40. At the end of a semester teaching experiment, the experimental class and the control class are tested again (see Appendix III). The purpose of the test is to test whether Story Teaching Method improves English reading performance. The results of the reading section of the English test paper at the end of the first semester of Grade 6 in Yingkou are used as the post-test results, so the

post-test paper also have good reliability.

3.4.3 Interview

In addition to questionnaires and tests, interview is also used to determine whether Story Teaching Method has an effect on students' English reading interest and proficiency. Teacher can deeply understand students' specific and real thoughts by interviewing. In order to study the changes in students' reading interest and reading proficiency during the teaching process, the researcher selects three students from each group, including excellent students, intermediate students and poor students, and conducts a face-to-face communication after class to explore the actual feelings of students after the application of Story Teaching Method.

3.4.4 SPSS

The researcher inputs the collected questionnaire scores, pre-test scores and post-test scores into SPSS 23.0 software for analysis, in which the independent sample t-test and paired sample t-test are further discussed and analyzed.

3.5 Research procedure

The whole experimental period is 18 weeks, divided into three stages.

The first stage is preparation: prepare the stories and complete the questionnaire design.

In the second stage, teaching experiments are carried out.

1. At the beginning of the semester (1th week), the questionnaire and pre-test are organised in the experimental and control classes respectively to investigate students' interest in reading English and to collect reading scores from the two classes as the pre-test.

2. Then adopting Story Teaching Method and traditional teaching method to teach in experimental class and control class respectively.

3. At the end of the teaching experiment (17th week), the English reading interest of these two classes is investigated again, which is used as the post-questionnaire. At the same time, the reading scores of the Grade 6 final exam of the experimental class and the control class are collected as the post-test.

4. At the end of the teaching experiment, a face-to-face interview is conducted with a sample of students in the experimental class to gather more information about their perceptions of Story Teaching Method.