



# Teacher knowledge about language stimulation by storytelling

## Conhecimento de professores sobre estimulação da linguagem via narração de histórias

## El conocimiento de los maestros sobre la estimulación del lenguaje a través de la narración de historias

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### Abstract

**Purpose:** This paper investigates the behavior of storytelling by teachers and their preparation to use it as entertainment and as a language stimulation tool. **Methods:** 19 kindergarten teachers were interviewed regarding: 1) Training and preparation for storytelling; 2) Storytelling objectives 3) Language acquisition and development; and stimulation activities. **Results:** The data indicates that teachers perform storytelling activities in their daily practices with high frequency; they believe that such activity is positive for oral and writing language development, stimulates creativity, imagination and memory. However, they have sparing knowledge about the preparation of the stories, language development and on how to operationalize the inclusion of intentional language stimulation activities in the oral narrative. **Conclusion:** teachers carry out storytelling in their daily practices and believe it to be a fundamental factor in the development of oral and written language of the child, as well as creativity, imagination, learning and

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ARAC: conception, planning of the research project, data collection, analysis and writing the first version of the manuscript.

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memory, but the professionals have received little or no formal preparation and do not expose themselves to professional presentations.

**Keywords:** Language Arts; Child Development; Storytelling.

### Resumo

**Objetivo:** Este trabalho investigou o comportamento de contar histórias de professores e o preparo para a utilização das mesmas como entretenimento e como ferramenta de estimulação da linguagem. **Métodos:** 19 professoras de ensino infantil foram entrevistadas quanto a: 1) Formação e preparo para contar histórias; 2) Objetivos ao contar histórias; 3) Conhecimentos sobre aquisição e desenvolvimento da linguagem e atividades de estimulação. **Resultados:** Os dados revelam que as professoras realizam atividades de contação de histórias em suas práticas cotidianas com alta frequência, creem que tal atividade se destaca positivamente no desenvolvimento da linguagem oral e escrita da criança, assim como na estimulação da criatividade, da imaginação e da memória. Porém, apresentam pouco conhecimento sobre como realizar o preparo das histórias e o próprio preparo para realizar a atividade, sobre desenvolvimento de linguagem infantil e sobre como operacionalizar a inserção de atividades intencionais de estimulação de linguagem na narrativa oral. **Conclusão:** os professores realizam atividades de narração de histórias em suas práticas cotidianas e acreditam ser fator fundamental no desenvolvimento da linguagem oral e escrita da criança, bem como a da criatividade, imaginação, aprendizado e memória, porém, os profissionais receberam pouco ou nenhum preparo formal e não se expõem a apresentações profissionais.

**Palavras-chave:** Estudos de Linguagem; Desenvolvimento Infantil; Contar histórias.

### Resumen

**Objetivo:** En este estudio se investigó el comportamiento de cuentacuentos de los maestros y la preparación para su uso como entretenimiento y como herramienta de estimulación del lenguaje. **Métodos:** 19 maestros de infantes fueron entrevistados con respecto a: 1) Formación y preparo para cuentacuentos; 2) Objetivos al contar historias; 3) Conocimiento sobre adquisición y desarrollo del lenguaje y actividades de estimulación. **Resultados:** Los datos muestran que los profesores realizan actividades de cuentacuentos en sus prácticas diarias con alta frecuencia, creen que tal actividad se destaca positivamente en el desarrollo del lenguaje oral y escrito del niño, así como la estimulación de la creatividad, la imaginación y la memoria. Pero tienen escaso conocimiento sobre cómo llevar a cabo la preparación de las historias y su propio preparo para realizar la actividad, sobre el desarrollo del lenguaje infantil y sobre como poner en práctica la inclusión de actividades intencionales estimulación del lenguaje en la narración oral. **Conclusión:** Los maestros llevan a cabo las actividades de narración de historias en sus prácticas cotidianas y creen que es un factor fundamental en el desarrollo del lenguaje oral y escrito del niño, así como de la creatividad, la imaginación, el aprendizaje y la memoria, pero han recibido poca o ninguna preparación formal y no se exponen a presentaciones profesionales.

**Palabras claves:** Estudios del Lenguaje; Desarrollo Infantil; Cuentacuentos.

## Introduction

From early age children learn how to tell what happened at school or at the weekend and it is the swap roles (sometimes listener, sometimes narrator / speaker) that allow knowing other universes, people, ideas, to expand vocabulary, to understand the language uses and to know different cultures and points of view. The narrator behavior is naturally learned, being molded get in touch with other members of the verbal community in an incidental context. This kind of narration (oral registration) was the only one in antiquity, when all stories were perpetuated orally<sup>1</sup>. Some members of the communities that perpetuate their stories by oral tradition are called storytellers. Their narrations are differentiated by the care with the text presentation mode, that is, with variables that can have a great impact on the listener's behavior. For example, the alteration in height and vocal frequency, the interaction with songs and the change of rhythms and intonations that can increase the duration of the listener's behavior to pay attention to the narrator's speech.

The act of storytelling can be naturally learned, however it is plausible to suppose that there will be a great gain in the refinement of this learning if there is also the exposure to situations previously and intentionally prepared for one or more members of the verbal community, proficient in the activity of storytelling. Because although being an activity understood as fun<sup>2,3</sup>, given the high probability of children engaging in activities around storytelling wheels, there are still many children who have the minimal contact with books<sup>4</sup>. Thus, the knowledge of systematic studies that have already investigated the behavioral dimensions affected by storytelling, as well as specific variables of storytelling which produces such effects allow us to think in adequate strategies and materials so that it can narrate with different purposes, among them, the stimulation of child language<sup>5-6</sup>.

For example, recently Horst, Parsonse and Bryan<sup>7</sup> and Horst<sup>8</sup> demonstrated that three-years-old children learn a greater amount of new words from shared reading books – reading activity in which one or more children listen to a story read aloud by an adult<sup>5</sup> when three story books are read repeatedly, than when nine different books are read. Other authors who affirm that children expand vocabulary while listening stories are El-

ley<sup>9</sup>, Feitelson, Kita and Goldstein<sup>10</sup>, Souza and Bernardino<sup>11</sup> and Wells<sup>12</sup>. The last one investigated the frequency with which children listen to stories, which was positively associated with the evaluation performed by their teachers, the vocabulary size at 10 years.

The act of storytelling has also been pointed as an activity with great potential to generate experiences that favor the understanding of the alphabetical principle (Knowledge that each phoneme relates to at least one grapheme and vice versa) for children attending primary school (3 to 5 years)<sup>13-14</sup>. Girolametto, Weitzman and Grenberg<sup>15</sup> affirmed that there are several skills, acquired before exposure to a formal method of literacy, which prepares young children for the acquisition of proficient reading and writing (concepts about written text, narrative awareness, phonological awareness, vocabulary and oral language).

It can also prepare the construction of a critical-reflexive posture that is extremely relevant in stimulating of reading comprehension<sup>16</sup>. For example, in the called reading or dialogic storytelling, an adult and a child change roles so that the child has the opportunity to become the storyteller with the assistance of an adult, which works as an active and questioner listener<sup>17-18</sup>.

In addition, Abramovich<sup>16</sup> states that it is very common that the first contact of the child with a written text occurs through the voice of relatives. This activity does not cease to occur with the child's entry into school, but it is common to occur concurrently at home and at school, especially in kindergarten. Thus, it seems plausible to argue that the maximum use of this strategy can favor the learning of language and academic content in a continuous, familiar way, preventing the use of unknown, mechanical activities with only content purposes, encouraging the understanding and appreciation of cultural practices of reading and writing. Counting without the presence of the "book" element brings the possibility of selecting texts of interest to achieve specific goals depending on the age and year of the kindergarten. The act of narrating to the child with the book in hand presents the reading behavior, extremely important in the early years of childhood, when much of the child learning occurs through imitation<sup>19-20</sup>. According to Contini<sup>21</sup>, a child exposed to an environment that allows access to written material and people who

handle it would already be learning its uses and functions as a form of communication, the so-called literacy, before even two years old.

On the other hand, Mol, Bus and Jong<sup>22</sup> affirm that the effect of reading/storytelling tends to be less expressive when the intervention is performed by teachers than when it is carried out by researchers, and they emphasize the importance of studying the reason for this difference. One possible explanation for this is that educational professionals may be performing the activity with less control over the positive results in the literature than would be the researchers. Belet and Dal<sup>23</sup>, who investigated teachers' opinions about storytelling activity, reported that they were supportive, but they emphasized the need for training. In this sense, Girolametto, Weitzman and Greenberg<sup>15</sup> pointed out the need to investigate the knowledge of early childhood educators and to develop actions that favor the development of professionals in this area in a study in which they investigated the effectiveness of a program developed in a partnership between educators and speech therapists, which involved training of educators for the stimulation of basic skills related to written language through the reading of history books. The results showed that the teachers of the experimental group used more stimulation strategies than the professionals in the control group, who had not participated in the program.

The participation of speech therapists in studies such as the one described above has been defended in the national literature, such as the work of Neto, Silva and Arruda<sup>24</sup>. According to Leite, Bittencourt and Silva<sup>25</sup>, the language is directly linked to the profession of speech therapist, considered as an area that studies human communication. The authors emphasize that it is not up to the speech-language pathologist to only treat pathologies or to guarantee the rehabilitation of functional aspects of the patient, but that there are other forms of this professional's performance. They point to the fact that a greater insertion of the speech-language pathologist in the school field has recently been observed, the Educational Speech-Language Pathology.

Another example can be seen in a study accomplished<sup>26</sup>, which pointed out that conducting the mediation speech-language pathologist / teacher focusing the narrative led to change in the way of narrating and not only from the teacher, but also in children's narratives, pointing out the importance

of advising the teacher, by the speech-language pathologist in his practice, in order to offer new theoretical subsidies.

After all these reflections and understanding that the acts of storytelling and listen to stories can present great impact in the development of oral and written language, this study proposes to investigate its use in the school environment.

## Method

The study was approved by the Ethics Committee for Research in Humans of the Bauru School of Dentistry FOB-USP – CAEE N. 13260713.4.0000.5417. This study had exploratory character and made use of qualitative method of data analysis.

That is, content analysis was performed and the frequency of emerging categories was tabulated and available descriptively in tables.

Participated in the study active educators in two children's education schools of a medium size county situated into the interior of São Paulo estate, who agreed to participate in the study, through their boards. An invitation was made to all active educators for their participation and after reading and signing the Informed consent forms (ICF, according to resolution MS/CNS/CNEP N. 196/96 of October 10 1996), in which all signed, it was scheduled an individual horary for the data collection which occurred in silent room in the University of São Paulo State-Bauru dependencies.

The data were compiled from a semi-structured interview, which is guided by a script of open questions previously elaborated, which allows a flexible organization and expansion of the questionings as the information are provided by the interviewed.

The script was initially constructed with twelve questions, and then two other steps, called steps for adequacy, were conducted, as suggested by Manzini<sup>27</sup>. The first step was the evaluation of the script by four external judges, two pedagogues and two university professors in the field of speech and hearing. The script was sent to the judges along with a brief description of the research (problem, objectives, and population to be interviewed) and questions to be answered about it. These questions asked the judge to evaluate the script: its clarity, order of questions and adequacy to achieve the objectives. All suggestions were taken into account.

After the evaluation by external judges and the rewriting of the script, the second step was carried out: pilot application of the interview with three teachers. All the teachers answered without presenting difficulties of understanding. However, the need for rapport (familiarization with the situation) was observed before the interviews began. Thus, it was standardized that prior to the beginning, the interviewer would explain to the interviewee how he had been selected, return to the fact that the answers are anonymous, that his opinions are very important for the study, that we expect him to feel completely at ease to interrupt, ask for clarification, and even criticize questions.

Participants' responses were recorded with the consent of the interviewees and transcribed

*ipsis litteris*. The final questionnaire used in the semi-structured interviews is presented in Annex 1.

## Results

19 interviews were performed, there were 9 teachers of public elementary school and 10 teachers of private elementary school, and the mean of students per classroom was 20 children.

A summary of the characterization of the participants (performance in public or private school, time of action, number of children with which it operates) is presented in Table 1. Each participant was identified with the letter P and a number from 1 to 19.

**Table 1.** Characterization of the participants of the study as to the type of school in which they work, the time of action in early childhood education and the number of children with whom it currently operates. The participants are identified as the letter P and the number 1 to 19

Identification	Private schools		Identification	Public schools	
	Time	No.Children		Time	No. Children
P1	1 year	6	P11	1 months	12
P2	2 years	24	P12	2 meses	26
P3	2 years	14	P13	2 years	14
P4	9 years	21	P14	2 years	15
P5	14 years	20	P15	3 years	24
P6	17 years	20	P16	3 years	24
P7	20 years	17	P17	5 years	25
P8	24 years	22	P18	8 years	22
P9	25 years	19	P19	11 years	23
P10	28 years	11			

After the interviews, a categorical analysis was conducted. The analysis was always qualitative; however, the frequency of some answers was presented descriptively, as for example, the register of the professionals who present previous experience to the magisterium with the storytelling. The nature of the problem made it necessary to use a qualitative analysis method for the items investigated. Qualitative research allows a better understanding of aspects whose data could not be fully collected by other methods due to their complexity. The object of this type of research is characterized by the universe of human production synthesized in the world of relations, representations and intentionality<sup>28</sup>.

In the analysis and interpretation of the information produced by a qualitative research, it's necessary to seek opinions, ideas, group homogeneous beliefs and those that differ according to the singularity of each human being<sup>29</sup>.

Next, the results of the semi-structured interviews according to the three categories surveyed are presented:

### *Category 1: Teacher training and preparation to tell stories*

Regarding academic education, all participants working in private schools reported having education, nine at college level and one at the high school

level. More specifically, seven participants are graduated in the pedagogy course, one is trained in the courses of pedagogy and humanities, one has taken the course of pedagogy and postgraduate in psychopedagogy and a second grade (Technical training for teacher).

Unlike the private school teachers, not all participants from the public school reported having a complete education-oriented formation (pedagogy

or teaching). Six are graduated in the pedagogy course, one is formed in letters, two have a full second degree, one of which was an Administrative Assistant course and another one worked for 12 years with Music Production. Both are pursuing pedagogy.

Table 1 summarizes the data of participants' academic training.

**Figure 1.** Training of private school and public school participants

Level School Area	Postgraduation		Higher education		High school	
	Public	Private	Public	Private	Public	Private
In the area of education	-	1 Pedagogy – Educational psychologist	6 pedagogy 1 Bachelor in teaching Portuguese	7 Pedagogy 1 Pedagogy and Bachelor in teaching Portuguese	-	1 teaching
Outside the area of education	-	-	-	-	2 common	-

When questioned about the habit of hearing stories, 12 pointed out that they do not have the habit (seven from the private school and five from the public school). Of the other three private school educators: two hear stories in the church and one hear their children telling stories to her; three public school attendees listen to their children and husband tell stories and one of them reports she hears in college.

Relevant data is related to the act of storytelling, 18 teachers report having a habit of telling stories, only one teacher (from the public network) is not in the habit (this is one of the participants who is not in the habit of hearing stories and her educational level is High school). Regarding the situations in which they tell stories, all 18 reported doing so in the classroom, two of which do it for their children (at home) as well.

Regarding the participation in courses or workshops on storytelling, only two (from the private school group) responded positively, the other teachers said that although they had already had the opportunity to do so, they did not do it because of

lack of time or financial difficulties. Three public school participants attended a lecture on the subject.

No teacher performs vocal and body preparation before counting. Only one of them report that has knowledge about the subject, for being part of a group of choirs, but believes that the exercises are not suitable for the school environment.

Among the specific materials cited by the 18 participants who said they tell stories are: books, hat, fingertips, puppets, aprons, musical instruments and figures. Despite citing the materials, all participants reported that they most often use the book, doing the reading.

The private school educators pointed out that the selections of the stories are made as follows: one chooses the story in the book cabinet without repeating it, one chooses according to the request of the teaching material - subject that is working, three participants select according to the interest of the students and four participants reported that they select according to the age range of the students.

For the stories selection, public school participants reported the following: three participants reported that they or students choose the story of

the day shortly before reading, two select according to the interest of the students, one according to the interest of the students or she reads the books that the students take from home, two choose according to the commemorative date or the students' choice.

They all denied repeating stories, and stated that they are always looking for new stories, and 11 of the 18 teachers who use strategy do not prepare the story before counting. The seven teachers (three from the private school and four from the public school) who reported that they are preparing the story described how they understand how to read it, for the purpose of choosing some material to use when counting and / or deciding whether the story is appropriate.

### *Category 2: The teacher's goals in telling stories*

Private school professionals responded that the goals of telling a story are to broaden the vocabulary (9), increase the repertoire of stories (1), stimulate the child's imagination (5), work with playful activities, (3) pleasure in reading (10), stimulating oral language (3) and understanding the moral of the story (2); public school professionals quoted: make the child understand the moral of the story (5), calm children (8), to arouse curiosity (2), to expand vocabulary (3), to associate with school content (8), to reinforce values and to highlight routine situations (8), to stimulate creativity (4), to stimulate interaction by the reading (9). Table 2 summarizes participants' responses.

### *Category 3: The teacher's knowledge about the acquisition and development*

*of oral and written language during the first years of life and their stimulation activities.*

15 participants consider their knowledge like good (eight from private school and seven from public school); the other four participants consider it regular knowledge.

In relation to the acquisition of knowledge on the subject, five private school teachers reported that knowledge was acquired through experience, two point experiences and lectures, one participant reported having this knowledge through experience and readings, one with lecture and one reported all the options, that is, experience, courses, readings and informal conversations. As for the public school teachers, six participants reported having acquired knowledge through informal courses and conversations, one through course and experience, one through course and one through course and informal conversations.

All the participants agree that they did not remember having learned content related to the subject in their initial training courses, two of them pointed out having had some classes in different disciplines that approached child development, but did not remember the content.

Finally, all the participants affirmed that they believe that it is possible to stimulate the development of language through the activity of storytelling. That this can be a strategy of great value in the daily school and/or family.

**Table 2.** Number of teachers who indicated goals to perform storytelling activity inserted in each category

Number of teachers – school:		Category of answers	Examples of answers included in the categories
Public	Private		
3	9	Expand vocabulary	Teach names, increase vocabulary, enrich vocabulary
-	1	Increase the repertory of stories	Tell different stories of told by parents
6	5	Stimulate the imagination / creativity / curiosity	Make them curious to know things, teach that can go to other places
-	3	Working with ludic activities	Playful activities, use a fun strategy, mix toys, games and content
9	10	Stimulate the pleasure by reading	Stimulate Reading, teach reading is good, get them to enjoy reading
-	3	Stimulate oral language	Teach sentence formations in the cultured norm, expose different uses of the language
5	2	Understand the moral of the story	Teach values , teach to find the moral of the story
2	-	Calm down	Calm down when they're widely dispersed
8	-	Associate with school programmes	Teach skills, work concepts, illustrate the content that I'm working
8	-	Strengthen values and highlight routine	Teach what is right or not, explain concepts such as what is right and wrong
2	-	Stimulate interaction	Make that interact among them properly

## Discussion

This study aimed to investigate the use of storytelling activity in the school environment as well as get information about the preparation and knowledge of educators for the realization of the activity as a tool for language stimulation in children's education.

The characterization data of the participants of this study reveal that, on average, the number of children present in the classrooms of teachers of private school and public school is right next to, around 20 children. However, private school teachers have more experience in working with children's teaching than public school teachers.

Most of the teachers, except for two from the public school, have training in higher education in the area of education; these data are of great interest since, at first, graduation in this area should contemplate the study focused on child development, important knowledge to obtain repertoire that allows the selection of the book and if the story is suitable for children according to different age groups<sup>30</sup>.

The impact that the absence of formal instruction on child development in the vocational training of early childhood education may mean for the teaching work with children has already

been reported in the literature<sup>31</sup>, a matter being investigated pertains specifically to the impact of the lack of such instruction in the use of the strategy of storytelling by these professionals.

Another relevant data for the formation of repertoire of narrator relates to exposure to situations in which the model is held, other storytelling people, especially those who do it professionally.

Thus, despite the facts: 1) the members of a verbal community usually present a speaker's repertoire compatible with storytelling and 2) most people actually become narrators of at least everyday stories for members of their verbal communities (parents, siblings, friends), in order to develop this repertoire and refine it in order to attract and keep the attention on the other, it's important to be a good listener.

It is the listener behavior that enables learning in addition to the content of stories, the speaker's repertoire, and variations in intonation, accents, prosody, do different facial expressions, and body gestures<sup>16</sup>.

In the study of Cunha et al<sup>32</sup>, it was observed that there is a need to empower individuals who want to learn the art of storytelling, because there are different resources and ways to use them in practice.



Most of the teachers said that do not have the habit of listening to stories (12) and those who responded positively (7) do it in everyday situations with their relatives. No teacher reported exposure to professional and specialized storytelling groups that are well-known and easily accessible (for example: in internet's sites called "tempo de brincar", "opera na mala", available in <http://www.tempodebrincar.com.br/>, <http://www.operanamala.com.br/pt/>; in entities that have in their permanent schedules theatrical presentations and storytelling for free, for example, SESC; television programs which present matters for this purpose, as "Sr. Brasil" for a Brazilian television channel called Rede Cultura). The teachers do not take advantage, therefore, of the observation of other members of the verbal community in the development of the activity, which would have great impact on the learning of this task<sup>2</sup>.

Although not in the habit of exposing themselves to situations where others tell stories, the fact of 18 teachers declare telling stories suggests that the use of the strategy of storytelling in the classroom suffers more influence in the history of family life on storytelling (parents / uncles / grandparents or teachers storytellers) and less of the participation as a listener of theater and wheels and formal contests, by professionals.

This data, the wide use of strategy by almost all teachers interviewed, confirms that the literature has shown the importance that the activity of storytelling is acquiring in recent years, especially in educational situations, and confirms the need to understand the profile of this activity<sup>30</sup>.

It is possible to agree with Barroso and Silva<sup>20</sup> that in the absence of observation or formal preparation, each accountant creates his personal form, tries to put their experiences and manage as best as possible, deciding on every detail of the activity. For example, if it is possible to tell if there is a need to read or to memorize the entire text.

The lack of training specific to the activity (of the 18 teachers that use the strategy of storytelling, 13 never held any type of training) justifies the failure to prepare for the same lack of specific repertoire<sup>5-6</sup>; examples of this are some reports of teachers that don't prepare the stories and don't realize vocal care or exploration of the vocal apparatus (important tool of storytelling), of familiar materials to storytelling (It can be assumed that the courses explored the possible materials for

the accomplishment of the count, and/or that the knowledge of materials has been fostered by the directions of the schools and their presence in toy stores, especially those aimed at educators), but most of the time they use only the book; they do not use simple strategies like repetition of the same story.

On the other hand, there are five teachers who said they had participated in a course or lecture on the subject, but also stated that they are not prepared for it, which leads to the suggestion of the need to investigate the content and methodology of these courses, as well as the impact they have on training for the practice of storytelling.

Another aspect that may be due to the lack of preparation is the fact that they perform the activity of storytelling only in the classroom (sic), the teachers demonstrate that they do not see themselves as storytellers, but that doing so is only possible in the classroom environment, as part of the activities as teachers, as a teaching strategy.

Even though the act of counting is used only as a strategy for teaching, the preparation and selection of stories to be told to a group of children, or even for a single child, need to take into consideration several aspects. It is important to know the age group, the interest of the students and be consistent with the proposal being developed at the time of the story (the pedagogical material). In addition, it is important to know the group, adjust to its profile and needs. Use positive results of research that showed ways to encourage the learning of vocabulary, phonological and syntactic, pragmatic refinement. Tell the same story over and over again, for example, in different ways and with the help and participation of children promotes understanding, learning, and elaboration of string<sup>16</sup>. The results of this study, however, illustrate the impact that the lack of knowledge may imply, since all the teachers reported that they do not repeat stories, precisely contradicting results available in the literature in the area, in which the repetition of stories is favorable, especially for the learning of vocabulary<sup>7</sup>.

In this sense, it is valid to highlight the importance of partnership between professionals of education and speech therapy, that is, the performance of school speech therapy can fill many of the gaps, since the scientific knowledge about language is deepened by this professional. And how important are the reports on this partnership, so that scientific

evidence can be obtained on the best formats of this interaction.

Despite little knowledge about preparing the stories, teachers reported that they tell stories with many different purposes: discussion of content, expansion of linguistic repertoire, stimulation of reading pleasure, entertainment, among others. This finding is quite satisfactory, since reading can really fulfill not just one, but many functions in people's lives and this exposure during the early years of school life can greatly promote the development of the habit of reading in different everyday situations. However, an interesting line of research would be to keep track of the readings and counts carried out by teachers during a school year and to verify if they are really achieving all the objectives, in the sense suggested by Girolametto, Weitzman and Greenberg<sup>15</sup>.

Part of the participants, both from the public education and private education reported their knowledge about acquisition and development of language is good, another part described it as regular. Several pointed out that knowledge was acquired informally in conversations and experiences. It would be important to know the real repertoire of teachers related to the theme, since all of them consider that the storytelling strategy can be used with the purpose of children's language stimulation. And then, if necessary, propose strategies that favor not only the expansion of the repertoire on the theme (since none considered it great), but also the use of the repertoire in the storytelling activities which are already made by all of them.

## Conclusion

From the results, it is concluded that the teachers perform activities of storytelling in their daily practices, they believe that such activity stands out as a fundamental factor in the development of oral and written language of the child, as well as the creativity, imagination, learning and memory, and they believe that by telling stories are supplying the goals: entertainment, teaching of certain content, vocabulary expansion, encouragement of reading, among others. However, the data indicate that they have received little or no formal preparation specific to develop the activity of storytelling and not to expose the professional presentations that would be important models in the acquisition and refinement of the repertoire of storyteller. So, it

would be important to investigate whether teachers, in fact, can do these different uses throughout the school year, since they show little knowledge about the preparation of the stories, their own preparation to perform the activity, language development and how to operationalize the insertion of language stimulation activities in oral narrative; such skills could easily be identified and optimized by the joint work of the speech therapist and educational staff at the school.

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**Annex 1**

<b>ROTEIRO DE QUESTÕES</b>	
IDENTIFICAÇÃO	
NOME: TEMPO DE ATUAÇÃO COMO PROFESSOR NO ENSINO INFANTIL: INSTITUIÇÃO ONDE TRABALHA: COM QUANTAS CRIANÇAS TRABALHA:	IDADE:
<b>QUESTIONÁRIO</b>	
1. Qual sua formação? Como foi a sua história até chegar ao seu fazer nesta profissão?	
2. Você costuma ouvir histórias? Em quais situações?	
3. Você conta histórias? Se sim:	
3.1- Em qual(is) situação(ões)? 3.2- Já fez algum curso, leitura, oficina sobre contação de histórias? Onde? 3.3- Faz algum tipo de preparo vocal e expressão corporal antes da Contação? Qual? 3.4- Que tipos de materiais específicos utiliza para a Contação? 3.5- Como é feita a seleção de histórias? 3.6- Qual o objetivo ao contar uma história?	
4. Como você considera seu conhecimento sobre Aquisição e Desenvolvimento de Linguagem Oral e Escrita durante os primeiros anos de vida? ( ) BOM ( ) ÓTIMO ( ) MUITO BOM ( ) REGULAR ( ) AUSENTE	
5. Como seu conhecimento sobre: "Aquisição e Desenvolvimento de Linguagem Oral e Escrita durante os primeiros anos de vida" foram adquiridos? ( ) Na vivência (observação de filhos, alunos, crianças que cuidou) ( ) Em cursos de formação ( ) Em leituras de textos técnicos ( ) Conversas informais	
6. Você acha que é possível influenciar o desenvolvimento da linguagem por meio de contação de histórias? Se sim, como?	