STORYTELLING WITH FINGER PUPPETS IN PRIMARY EDUCATION: IDENTIFYING STORY ELEMENTS AND LISTENING STRATEGIES

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Abstract

It is possible for students to listen to the texts selected in a way that can attract their interest in accordance with their level and to share the main points in the text with their friends and teachers through narration. It is important to determine which elements primary school students utilize in the process of understanding the stories they listen to and which strategies they use in the listening process. In this study, it was aimed to determine which listening strategies third grade primary school students used to understand the stories they listened to from their classmates in the oral storytelling process and which story elements they identified in the listening process. In this direction, using finger puppets, the students were asked to be paired with their classmates and to tell the stories they read to each other in turn. Then, in the listening process to understand the story; "what are the listening strategies they use?" and "what are the story elements they can detect?" questions were sought to be answered. The research was conducted as a cross-sectional survey design. The study group of the research consisted of 100 students studying in the 3rd grade of primary school. A form consisting of closed and open-ended questions was used as a data collection tool. Two narrative texts were used in the data collection process. Descriptive analysis was used to analyze the research data. According to the results of the research, it was determined that the majority of the students had deficiencies in using listening strategies. While they could more easily identify the character, place, and time elements in the story they listened to, it was observed that they could not pay attention to the initiating event, plot, and sequence of events. It was also determined that some students were confused about the story elements. This situation suggests that students' active listening skills should be improved and suggestions for future studies are presented in this context.

Keywords: Finger puppets, oral telling, listening strategies, story elements.

INTRODUCTION

Language is a skill that has certain rules and shows continuous development with the learning of letters and numbers. Beginning from birth, people use language skills for human relations as well as for their academic and professional development. Language skills consist of two dimensions: comprehension and expression. Comprehension is defined as "the work of examining the information received through listening and reading in the light of preliminary information, thinking about it, investigating its causes, drawing conclusions and making sense again" (Güneş, 2013, p.209). Expression is the expression of feelings, thoughts, ideas, or information by individuals in spoken or written form. According to Morrow (1989), retelling is the verbal or written recall of what readers or listeners remember after reading or listening. It is also a useful activity for teachers to help students summarize the information they have read or listened to and show that they have understood it because it requires students to be active in the listening or reading process and to memorize the information in the text they have listened to. It helps students recognize text structures (Ekaningrum, 2017) and supports critical thinking and communication skills. Therefore, in order for students to be able to narrate, teachers need to select memorable texts that appeal to them or contain rhyming and instructive messages (Morrow, 1989). Aktaş (2018) stated that stories are more familiar and easily understood among text types. For this reason, stories are among the more preferable text types for students in expression activities.

Narrative texts that tell what happened to one or more people at a specific time and place are defined as stories (Kaya, 2006). Stories are effective texts that provide the listener with opportunities for understanding, remembering, telling and problem solving (Akyol, 2014). They consist of certain elements such as character, setting and theme (Ekaningrum, 2017). It can be understood through story elements whether students understand the important information in the text. Story elements can be used as a guide to share the main points by retelling the story and can also be used for children to better understand what they listen to (Morrow, 1985). According to Pellegrini and Galda (1982), children can learn all story elements by the age of eight or nine. While Tompkins (2008) emphasizes the following elements in story elements: chain of events, setting, characters, theme, author's point of view; Akyol (2008, p.157-159) mentions the following elements for story elements:

1. Time and Space: It includes the characteristics of the physical environment such as the season, period, and place where the event takes place.

2. Primary and secondary characters: These are the people who take part in solving the problem in the story by being at the center of the events. They can be humans, animals, or imaginary characters with extraordinary powers. They enable the reader or listener to connect with the story and can support empathy.

3. Initial event: The event or events that start the problem.

4. Problem: The main problem in the story. It is the unknown that needs to be solved.

5. Initiative: These are the activities that the main character resorts to in order to solve the problem by ensuring the progress of the story.

6. Conclusion: It gives information about whether the solution attempts have achieved the goal or not.

7. Main idea: The central theme of the story conveys a meaningful lesson to the reader or listener.

8. Reaction: Affective and cognitive behaviors exhibited by the main character or the reader about the event.

Various studies conducted to improve students' story writing skills (Kirby et al., 2021; Özkan & Karasakallıoğlu, 2018; Polat, 2023), evaluate their comprehension and retelling skills (Çelebi & Ateş, 2021; Lynch et al., 2008), and support their vocabulary (Çetinkaya et al., 2018) show the importance of story elements. Pickert and Chase (1978) "suggested narration as an approach to assess language skills, emphasizing that in this approach, students' comprehension and expression skills can be evaluated under the control of their teachers with stories selected to suit the student's interest and ability" (p. 529). At this point, retelling comes to the fore in skills such as remembering and memorizing story elements. To be able to make a good narration, students need to be effective listeners and comprehend what they listen to. In this process, listening strategies have an important place (Süğümlü & Yüce, 2020). Because listening strategies are used to improve comprehension skills by contributing to the listener's planning, monitoring, and evaluation of their own listening process (Kurudayıoğlu & Kiraz, 2020). Students' effective use of listening strategies in the listening process helps them to rephrase the information they receive (Vandergrift, 2008). There are many classifications about listening strategies in the literature (e.g., Doğan, 2018; Katrancı, 2012; Melanlıoğlu, 2011; Tompkins, 2009; Vandergrift, 2008). According to Tompkins (2014), the listening strategies that students use to control their comprehension skills and become more effective listeners differ according to listening types. Listening strategies can be categorized under three headings as pre-listening, during listening and post-listening (Melanlıoğlu, 2011, 2012; Katrancı, 2012) based on the fact that listening skill is realized in a process and that listeners' mental activities continue before, during or after listening (Yıldız, 2015). Within this classification, Table 1 illustrates strategies created by various researchers (Aktay, 2018; Rixon, 1986; Temur, 2010; Tompkins, 2018; Yıldız, 2015).

Table 1. Listening strategies.

Listening Strategies	Learning Stages
Pre-listening strategies	Preparation Using prior knowledge Generating pre-listening questions Forecasting Goal setting
Strategies to use during listening	Taking notes Question and answer Checking forecasts Listening again Relating to life
Strategies to be used after listening	Summarization Retelling Making inferences

Listening skills are necessary in language development and communication, and listening is at the forefront in classroom activities. Studies on listening strategies show that students should use listening strategies at primary school level (e.g., Colognesi, 2023: Karatay & Uzun, 2019; Maeng, 2007; Robillos & Bustos, 2022; Yıldız & Kılınç, 2015). At the same time, listening supports students' reading comprehension skills. It helps them develop cognitive skills such as critical thinking, prediction, and rephrasing. They need to use listening strategies for academic and social development, and in this study, the strategies given in Table 1 were utilized in accordance with the level of primary school students.

Students need to understand what they listen to and rephrase it in their own words. In particular, to be effective listeners, students need to take control of listening by using all the information in and out of the text to reach the meaning of a text (Vandergrift, 2008). "In this way, they can reconstruct the meaning of stories in their own words" (Morrow, 1989, p.51) and can retell. Hagtvet (2003) stated that teachers can assess students' story comprehension skills by having them retell oral narratives, conveying important events and details in a coherent and sequential manner, and making logical connections between events. In the narration process, students' prior knowledge, text type and the strategies they use to verbally reconstruct the information obtained from the text are important (Gambrell et al., 1991). At this point, listening strategies come to the fore. When the studies on listening strategies are examined, it is seen that they are generally related to upper grade levels and second language / foreign language learners (e.g., Berne, 2004; O'Malley et al., 1989; Kurudayıoğlu et al., 2021; Liu, 2008; Soruç et al., 2018; Wipf, 1984; Vandergrift, 2006, 2007; Vandergrift, & Baker, 2015). For this reason, it is thought that emphasizing the use of listening strategies at the primary school level in native language in this study will contribute to the field. However, listening skills are critical for primary school students for different reasons such as acquiring and processing new information, understanding the teacher's instructions, participating in class or small group discussions, and developing other language skills (Acat et al., 2016; Bourdeaud'Hui et al., 2021; Marx et al., 2017; Wolfgramm et al., 2016). In this period, story understanding and storytelling with the help of finger puppets can be useful (Morrow, 1989). In the process of understanding and interpreting a story, students need to sort, summarize, and interpret. These are also necessary for narrative skills. The organization of a series of events or actions in a certain order in stories through narration by students allows the story to be understood effectively from beginning to end. This requires the story elements to be known or remembered by the students. However, when the studies on storytelling and finger puppets in Turkey are examined, it is seen that preschool children are generally researched (e.g., Buzlugöl et al., 2019; Varol et al., 2020; Yekeler & Cengiz, 2018). However, listening strategies, together with story elements, are important factors that are worth examining at different grade levels, especially for the comprehension skills of primary school students. The main problem of the research is to figure out which elements primary school students benefit from in the process of understanding

the stories they listen to and which strategies they use in the listening process. Therefore, in this study, it was aimed to determine which listening strategies third grade primary school students utilized to understand the stories they listened to in the oral expression process and which story elements they identified in the listening process. In this direction, finger puppets were used and the students were asked to be pairs of classmates and to tell the stories they read to each other in turn. Then, what are the listening strategies used by third grade primary school students in the listening process to understand the story they listened to from their classmates?

1. What are the listening strategies they use?

2. What are the story elements they can identify?

METHOD

The study was conducted in a cross-sectional survey design. A survey design is a design in which researchers collect information to explain the characteristics of a population or sample group (Creswell, 2020). Cross-sectional survey design, on the other hand, is a type of survey in which the data collection process is carried out at one time (Fraenkel & Wallen, 2013), and its aim is to determine the status of the phenomenon at any given moment (Metin, 2014). In this way, it can be ensured to determine the views of the participants on a subject or event and their characteristics such as interests, skills, abilities, and attitudes (Büyüköztürk et al., 2012). This design was preferred in order to determine which listening strategies primary school students use to understand the stories they listen to and which story elements they identify during the listening process. Accordingly, the steps followed while conducting the survey design are as follows:

1. Selecting the research design: The survey research is suitable for determining the characteristics of the study group (primary school students) because it is implemented in a short time and the data collection process is fast and economical.

2. Identifying the research questions: What are the listening strategies that primary school students use in the listening process to understand the story they listen to from their classmates and what are the story elements they can identify?

3. Determining the research sample group: The researcher aimed to provide diversity in the data obtained by choosing different primary schools where students from many different socio-economic levels study.

4. Deciding on the research design and data collection process: In order to be able to examine the listening strategies and story elements used by the students immediately and quickly, a cross-sectional process was required face-to-face with the students.

5. Developing a data collection tool: A form data collection tool consisting of open and closed questions developed by the researcher was used to measure or determine the variables of the study.

6. Data analysis: Based on the research questions, descriptive statistics (number and percentage) were utilized. In addition, the responses to the research questions were presented in the form of direct quotations.

Working Group

The study group consisted of 100 students (55 girls, 45 boys, 8-10 years old) in the third grade of primary school. The students were selected from four different public schools in the central district of Giresun in the spring semester of the 2023-2024 academic year. The reason why third grade students were selected for the study is that students should have sufficient skills to outline what they have read, answer questions about what they have listened to, and determine the main idea and subject of what they have listened to (Turkish Lesson 3rd Grade curriculum, for learning outcomes see MoNE, 2024). In addition, in line with their writing skills, they are expected to fill in the forms in accordance with the instructions to determine the story elements they can identify in the stories they listen to (MoNE,

2019). For this reason, it is thought that the third-grade level is appropriate for the study of listening strategies and story elements at the primary school level. In other words, primary school students at the appropriate grade level were included in the process. The study group aimed to provide diversity in the data obtained by choosing four different public schools where students from many different socio-economic levels study in the context of maximum diversity sampling method.

Data Collection Tools

As a data collection tool in the study, the form titled "I Listen to Stories from My Friend" developed by the researcher was used to identify the listening strategies used by the students before, during and after listening and the story elements in the stories they listened to from their classmates. The form includes sentences about listening strategies and story elements. The students were asked to mark the sentences as yes / no and to make a sample explanation under the sentence (See: Appendix).

In the first part of the form, it was aimed to determine which strategies the students used before, during and after listening to their classmates who gave oral storytelling (See: Appendix, Data Collection Tool Part I). Based on the idea that elementary school students can use different comprehension strategies while listening (Yıldız, 2015), it was sought to determine the preferences that could facilitate the construction of meaning for the story as yes / no. Students were asked to explain their choices in one sentence and write the strategy they used.

Before listening, the following sentences (key phrases) were used for students to set goals, mobilize prior knowledge and make predictions (Tompkins, 2009):

> 1. I thought about what I might know about the story I am going to listen to (activating prior knowledge).

> 2. I determined my purpose of listening to the story (purpose setting).

> The following sentences (key phrases) were used to ascertain which listening strategy students used during listening (Tompkins, 2009):

> 4. I took notes to understand the story while listening.

> 5. I asked questions to understand the story while listening.

> 6. While listening to the story, I wanted to listen to it again to understand it.

After listening, the following sentence (key phrase) was used for students to construct information by establishing relationships between situations and events based on the information in the text and to determine whether they reached new information (Tompkins, 2009):

> 7. I paid attention to find the intended message in the story (inference).

Then, in the second part of the form, the students were asked to indicate the story elements used in their friends' narration as yes/no and to make a sentence explanation underneath (see Appendix, Data Collection Tool Part II). They were also asked to evaluate whether they could understand the story based on these elements. Koskinen et al., (1988) stated that "teachers can provide guidance to their students by using a response table while they are narrating" (p. 895). The statements in this table are as follows:

> 8. I listened to the story from my desk mate named ....

> 9. He talked about the characters in his story.

> 10. In the story, he mentioned the time and place where the story takes place.

> 11. He mentioned the events in the story.

> 12. His/her story had a starting point.

> 13. His/her story had a conclusion.

14. Tell the storyteller something positive/negative about his/her story.

15. I understood the story I heard from my friend.

In the data collection process, two stories written by Çetin (2020) were used by the researcher for children to narrate. The names of these stories are "Unexploded Corn and Milk Bottle" and "Alphabet." In the selection of the stories, the number of words that third grade students can read (200-400 words) was taken into consideration and the opinions of two experts in the field of children's literature were consulted. Among these stories, "Alphabet" has 328 words and "Unexploded Corn and Milk Bottle" has 355 words. The stories consist of a main character, at least two supporting characters, a setting, time, a problem, a starting event, a plot, and a resolution (Çetin, 2020). In order for the students to find the message intended to be given in the stories through inference, care was taken in the selection of the stories to include a message (See Appendix).

Data Collection Process

In the data collection process, the researcher first obtained the necessary permissions from the Provincial Directorate of National Education and identified four different public schools in the central district where students from different socioeconomic levels study. The data of the study were collected in two stages. In the first stage, third grade primary school students were asked to specify the listening strategies they used in the listening process to understand the story they listened to from their classmates. In the second stage, it was tried to determine which story elements they were able to identify in order to understand the story. For this:

1. Finger puppets were distributed to all students in the classes and they were asked to read two predetermined narrative texts (Unexploded Corn and Milk Bottle and Alphabet) and tell them to their classmates using finger puppets. This process was conducted with groups of two in the classrooms. The data of the storytelling process was recorded and the students were asked to make explanations to justify the yes option they chose in the form and their statements were trusted.

2. While one student was telling the story in finger puppets, the other student was asked to report which listening strategies he/she used and the elements he/she could identify to understand the story. In other words, a reciprocal process was managed as one student narrated and the other listened, then the other student narrated and the first student listened.

3. In this process, in order to determine which listening strategies the third-grade students used, they were asked to give an explanation about the strategy they used after answering the yes or no questions in the "I Listen to a Story from My Friend Form - Part I". As it was not enough for them to declare "yes" that they used a strategy that they did not use in the data collection tool.

4. During the data collection process, children were asked to tell the stories they read to their classmates. Since the incomplete narration, misrepresentation, etc. of the student who is the storyteller is determined by his/her desk mate, it is also important how well the student in the listening role is an effective listener or how well he/she understands.

Data Analysis

Descriptive analysis was used to summarize the data obtained in the study. Descriptive analysis is a deductive way of interpreting data (Güçlü, 2021). In the research, the data was interpreted according to the categories determined before the application. Thus, the data (distributions according to categories) was summarized. Since the main purpose is to convey the obtained data to the reader in an organized and interpreted manner (Yıldırım & Şimşek, 2013), direct quotations were included in order to reflect the expressions obtained from the analysis in a complete and accurate manner. In addition, the findings obtained from the descriptive analysis were reported in tables by calculating frequency and percentage values without relying on statistical inferences.

Validity and Reliability

For validity in the analysis of the research data, it was examined whether the results of the analysis were compatible with the results of other studies on the subject, and attention was paid to ensure that the categories used for analysis were clear and understandable based on theoretical foundations. To ensure reliability, the students' narratives were audio-recorded. The analysis and coding were checked by listening again and again. In addition, the student forms were recorded by the researcher at different times to ensure that the results obtained were consistent. Thus, consistency was checked and it was aimed to present the findings obtained with direct quotations in a clear and understandable way (Cresswell, 2007).

RESULTS

As a result of the analysis of the research data, the listening strategies used by primary school students and the rates of specifying the story elements that they were able to identify during the listening process were first shared in tables in the form of percentage and frequency analysis. Then, the answers given by the students are given as sample quotations according to the stories.

The listening strategies used by third-grade primary school students in the listening process to understand the story they listened to from their classmate and the percentages of their responses to the "I Listen to Stories from My Friend" form in Part I are presented in Table 2.

Table 2. Findings on listening strategies.

Listening Strategies	Yes (*f*/%)	No (*f*/%)
1. Pre-Listening Strategies		
1.1. Think about what you might know about the story you are going to listen to	12	88
1.2. Determining the purpose of listening to the story	25	75
2. Strategies During Listening		
2.1. Taking notes while listening to the story	-	100
2.2. Asking questions while listening to the story	1	99
2.3. Listening again while listening to the story	3	97
3. Strategies to be used after listening		
3.1. Finding the important message of the story	37	63

According to Table 2, more than half of the primary school students did not consider what they might know about the story they were going to listen to (88%), did not determine the purpose of listening to the story (75%), did not take any notes during listening, very few asked questions or took notes, and many could not find the message intended to be conveyed in the story (63%).

Students who thought about what they might know regarding the "Alphabet" story expressed their opinions as follows: *"I thought it could be about our alphabet"* (Student 1, girl- ö1f), *"The letters of the alphabet are behaving as if they are naughty"* (ö5f), *"I thought something happened at the beginning of our alphabet"* (ö11f), *"I thought about the beginning of the vowels in our alphabet"* (ö68k).

Students who considered what they might know about the "Unpopped Corn and Milk Bottle" story shared their thoughts as follows: *"The taste of unpopped corn"* (s4f), *"I thought it took place in a field"* (s7m), *"the story might be about the events involving unpopped corn and the milk bottle"* (s8f), *"I thought it might be related to popcorn in the cinema"* (s32f), *"I thought it took place in a kitchen"* (s40m), *"I thought a mother was cooking in the kitchen"* (s67f).

Students stated their purposes for listening to the story as follows: *"to be curious about the story"* (s1f, s98f), *"I love listening to stories"* (s3m), *"to have fun"* (s4f, s5f, s60m), *"to do an activity"* (s5f,

s6e, s8f, s9f, s11f, s12f, s13f, s32f, s45m, s56m, s63m, s68f, s74f), *"to gain knowledge"* (s7m, s36m, s40m), *"to listen quietly and nicely"* = attentive listening (s14f), "*to complete the questions completely"* = discriminative (s67f).

It was observed that the number of students who asked questions and wanted to have the story retold during listening was quite low. After listening, students who identified the intended message in the story related to the "Alphabet" expressed their inferences as follows: *"to help others"* (s1f, s33m), "*if there is no letter a, there is no alphabet"* (s10m), *"we should not go anywhere without informing anyone"* (s5f, s34m), *"not to be alone again"* (s36m), *"to help the disabled*" (s41f). In relation to the "Unpopped Corn and Milk Bottle" story, they stated: *"we should not waste"* (s3m, s7m, s14f, s18m, s19m, s27m, s42m, s50f, s62f, s80m), "*we need to pay attention to what we eat"* (s4k), *"we should be economical"* (s8f, s13k, s30m, s82f, s84m, s89f), *"conscious consumption*" (s29f), *"Ali learning a lesson from extravagance"* (s32k), *"we need to eat healthily"* (s69m), *"we should value our food"* (s67f).

The percentages of the responses given by third-grade primary school students regarding the story elements they were able to identify during the listening process to understand the stories they heard from their classmates are presented in Table 3, based on Part II of the "Listening to Stories from My Friend" form.

Table 3. Findings on story elements.

Story Elements	Yes (f/%)	No (f/%)
1. Characters	88	12
2. Place and Time of the Story	65	35
3. Events in the story (in order)	34	66
4. The Beginning of the Story	46	54
5. Conclusion of the Story	47	53
6. Understanding the Story	58	42

According to Table 3, the majority of the students stated that the narrator mentioned the characters (88%) and time and place (65%) in the story. In addition, more than half of the students (58%) stated that they understood the story they listened to from the narrator. However, according to the students' evaluations, the beginning of the story (46%), the conclusion of the story (47%) and the events in the story (34%) were the story elements that were mentioned less by the storyteller. According to 66% of the students, 58% of the students stated that they understood a story whose beginning or end or both were not told, although their friends who gave oral narration with finger puppets did not tell the events in the story in order, 54% did not understand the beginning of the story and 53% did not understand the end of the story. In this case, the high rate of those who answered that they understood the story even though they did not understand it correctly from beginning to end shows that there is no logical and consistent integrity among the students' answers.

Examples of the responses given for the characters from the story elements that the students were able to identify during the listening process in order to understand the story "Alphabet" told by their classmates; *"the letters a, f and r"* (s1f, s2m, s7m, s30m, s33m, s33m, s41f, s47m, s48m, s49f, s51m, s53m, s81f), *"the letters a, r, f, polar bear and donkey"* (s3m, s11f, s35k, s45m, s61m). Examples of the responses given for the characters from the story elements that the students were able to identify during the listening process in order to understand the story "Unpopped corn and milk bottle" that they told to from their classmates; "*Ali, his family, milk bottle, unpopped corn and Zıp Zıp"* (s4f, s6m, s8f, s9f, s10m, s12f, s13f, s14f, s16m, s25m, s28m, s29f, s44f, s46m, s50f, s52f, s62f, s64m, s67f, s78f, s79m, s98f).

Examples of the answers given for the place and time in which the story takes place among the story elements that the students were able to identify during the listening process in order to understand the story "Alphabet" that they listened to from their classmates are; *"alphabet city"* (s2m, s35m, s37m, s48m, s53m, s77f), *"alphabet city and morning"* (s5f, s17f, s18f, s47m), *"village of speech impaired"* (s11f, s61e, s64e). Examples of the answers given for the place and time in which the story takes place among the story elements that the students were able to identify during the listening process in order to understand the story *"Unexploded corn and milk bottle"* that they listened to from their classmates; Examples of the answers given for the characters in the story *"Unexploded corn and milk bottle"* are "*Ali's house*" (s12f, s52m, s58m, s58m, s63m, s70m), *"Ali's house and evening time"* (s9f, s32f, s43f, s44f, s69m, s80m).

The examples given for the order of events in the story to understand the story "Alphabet" that the students listened to from their classmates are generally *"The letter A disappears"* (s2m, s3m, s5f, s15k, s37m, s82m*), "The letter A disappears and other letters look for it*" (s1f, s35f, s68f). In order to understand the story "Unpopped corn and milk bottle" that the students listened to from their classmates, the examples given for the order of events in the story are generally *"Ali's not being thrifty & not eating healthy and what happened to him"* (s8f, s13f, s14f, s50f, s67f, s71f, s96m), *"Ali pouring the unpopped corn out of the window & putting the unfinished milk bottle outside"* (s12f, s14f, s71f).

In order to understand the "Alphabet" story that the students listened to from their classmates, their response to the beginning of the story was usually *"the letter A disappears"* (s1f, s5f, s7m, s17m, s18m, s32f, s30m, s34m, s36m, s38f, s45m, s48m, s60m, s65f, s68f, s72f, s74f, s75f, s77f). In order to understand the story "Unpopped corn and milk bottle" that the students listened to from their classmates, their responses about the beginning of the story were generally "*one evening, Ali and his family popped corn to watch TV*" (s4f, s6m, s8f, s10m, s12f, s13f, s14f, s16m, s39f, s52f, s67f, s70f, s77f).

Examples of the answers given by the students about the conclusion of the story in order to understand the story "Alphabet" that they listened to from their classmates; *"all things can be solved with benevolence"* (s1m), 'strength comes from unity' (s7m), *"we should not go somewhere without informing"* (s2m), while the answers of the majority were "finding the letter A" (s5f, s17m, s20m, 30m, s36m, s47m, s48m, s61m, s65f, s68f, s74f, s75f). Examples of the answers given by the students about the outcome of the story in order to understand the story "Unpopped corn and milk bottle" that they listened to from their classmates are as follows: *"The milk bottle and unpopped corn teach Ali a good lesson not to waste"* (s10m, s14f, s26m, s42m, s62f, s70f).

DISCUSSION, CONCLUSION, and SUGGESTIONS

The findings of the study conducted to determine which strategies primary school students use in the listening process and which elements they can identify in the process of understanding the stories they listen to are presented under two headings within the framework of the research questions.

Conclusion, Discussion and Suggestions for Listening Strategies

As a result of this study conducted to determine which listening strategies third grade primary school students use to understand the stories they listen to in the narration process, it is seen that students are inadequate in terms of listening strategies. Nevertheless, based on the findings of the study, while the purpose of listening to the story beforehand was primarily reported by the students as engaging in activities and obtaining information, repetition and asking questions emerged as the most frequently used strategies during the listening process. After listening, it was concluded that the students attempted to retell the intended message of the story briefly and concisely. This supports the need for teachers to teach students different listening strategies to remember story characters and objects or to make inferences about thoughts and feelings, which in turn helps to ensure that students remember as many events in the story as they can (Paris & Paris, 2016).

In order to awaken prior knowledge before listening, the title of the story was given to the students as "information" that they could make an idea about the content of the text. Based on the title of the text, it was aimed to recall the information they already knew about the subject of the text. However, this worked as a strategy of guessing rather than activating prior knowledge. For example: "I thought it was in a field" about the story of "unpopped corn and milk bottle" and "the letters of the alphabet" about the story of "alphabet." Nevertheless, it was thought that most of the predictions were not related to the content of the text and did not enrich comprehension. Before listening, it was seen that for both stories, the students' purpose of listening the story was to do an activity. The number of students who identified the purpose of listening and expressed this purpose as being curious about the story, liking to listen to stories, doing activities, and being able to answer questions correctly is minimal. However, students need to pay attention before and during listening. This can ensure selective and purposeful listening, as well as activating students' prior knowledge and enabling them to predict and check the accuracy of their predictions. This situation supports the necessity of listening strategies for students since the main purpose of listening is comprehension. When the experimental studies on primary school students' listening skills in the first language are examined, it is noteworthy that listening skills are evaluated as the ability to remember, understand or interpret the message heard (Brownell, 2012). In addition, studies have focused on variables such as gender and first language in the primary school context (e.g., Yıldız & Kılınç, 2015) or language skills such as vocabulary (e.g., Hagvet, 2003; Stæhr, 2009, Wolfgramm et al., 2016). However, teaching listening strategies positively affects listening skills (Bourdeaud'Hui, et al., 2018). Because having reasons before listening or setting a purpose can enhance students' comprehension skills by allowing them to anticipate what will occur in the text (Aarnoutse & et al., 1998). Associating what they listen to with their prior knowledge and experiences can help them better understand the text they encounter, whether it is narrative or informative. Effective listening comprehension skills are an important prerequisite for primary school students' academic achievement (Bourdeaud'Hui et al., 2021). Whether in Turkish or other subjects, listening is essential for comprehension, and students need to have clear listening goals. Apart from repeating and asking questions during listening, there are very few students who do not know any strategies for listening and very few students who can benefit from strategies. In a similar study conducted by Gökmen, Çetin, and Ulusoy (2019), it was stated that "the vast majority of students lack pre-listening, during-listening and post-listening strategies". However, in order to facilitate the comprehension of an oral story, listeners should use basic strategies such as note-taking, visualization, asking questions, prediction, comparison, and finding the main idea while listening along with their linguistic knowledge (Liu, 2008). In that way, the topic and main idea of the text can be determined by obtaining meaning in the listening process.

As a result of the research findings, the number of students who found the message given in the story after listening is small. However, if students listen efficiently, they are able to actively connect new information to their prior knowledge, which enables them to make inferences about the text and monitor their own comprehension (Bourdeaud'hui et al., 2018). Students' ability to outline what they listen to helps them organize and remember information. Similarly, summarizing, inferring, and rephrasing are necessary as a result of listening. Gaining the habit of summarizing what they listen to in their own sentences can help them think about what they can do to be an effective listener while developing their expressive language skills. When the related literature is examined, it is seen that there is a limited number of studies on listening strategies for primary school students in native language (e.g., Acat et al., 2016; Katrancı & Yangın, 2012; Yıldırım et al., 2010; Yıldız & Kılınç, 2015). For this reason, future studies can be conducted on the teaching and development of listening strategies.

Conclusion, Discussion and Suggestions for Story Elements
As a result of this study, which was conducted to determine which story elements third grade primary school students identified during the listening process, it was seen that the majority of the students identified the characters and the setting of the story (place & time) based on the narration process. The fact that the elements that the students included in the listening comprehension process were

characters and setting may suggest that these are the most memorable / focused elements in the story. As a result of the study conducted by Özkan (2016) with primary school fourth-grade students, it was seen that in the study conducted by Ulu (2019), in which the creative writing skills of primary school fourth-grade students were examined, students mostly included character, place and time elements in the stories they wrote. In the study conducted by Gökmen, Çetin, and Ulusoy (2019), it was stated that students gave the most space to the character among the story elements. In a story, the character is the either a person or people at the center of the story. It is more useful to have interesting characters for children as getting to know the characters supports their social and emotional development such as empathizing and taking examples. The unusual characters in the stories presented in the study are inanimate objects (such a milk bottle, unpopped corn, letter A) and individuals that children can put in their own shoes (Ali, his family, etc.). This is useful in terms of identifying text types. Different characters can form the basis for children to recognize text types (fables, stories, fairy tales, etc.) and distinguish the differences between them.

In the process of understanding the story, some of the students confused the events in the story with the beginning of the story. In the story, an initiating event that enables the main character to form a purpose is replaced by sequential attempts to realize his/her purpose. However, the plot has a structure that attracts the attention of the reader or listener, arouses curiosity, and includes a beginning, development, and solution. For example, students characterized the initial event of the story such as "the disappearance of the letter A" as sequential events in the story. However, after listening to the narration of their classmates, they were asked to retell this in writing to show that they understood the story. This situation can be considered as a result of not using listening strategies such as taking notes, asking questions and repetition during listening. Because it is thought that they can remember the sequence of events more clearly and accurately by using appropriate strategies. Plot is important because it develops children's ability to establish cause-effect relationships and problem-solving skills. For example, Pellegrini and Galda (1982) found that children do not fully remember stories until they are about 8 years old, but they can answer questions about many aspects of the story and retell the story in an organized order. However, the event that starts the story can sometimes be retold as a problem situation for the characters. The ways in which characters cope with the problems they face can support children's problem solving and stress coping skills. Baştuğ and Keskin (2013) conducted a study with 2nd, 3rd, and 4th grade primary school students and found that the students in the research group had quite low success in identifying the problem in narrative texts.

As a result of the research, some of the students confused the message of the story with the outcome of the story. The conclusion is directly related to the problem and expresses what the actions taken by the character reveal. However, the message of the story reveals what kind of lesson should be learned. To give an example of this confusion, the statement "it is important to be economical when consuming food and beverages" is a message, while the protagonist of the story "Ali learned his lesson and never left his food half-finished again" is a result. Similarly, as a result of the study conducted by Şahin (2012), it was stated that primary school students were quite inadequate in terms of their ability to find main ideas. Again, as a result of the study conducted by Yekeler and Cengiz (2018) with preschool students, it was stated that the majority of the students could not reach a conclusion in the story. Brown (1975) argued that the explanation skills required in storytelling tasks show a significant development between kindergarten and second grade and stated that kindergarten students could not recall the stories verbally in order, while second graders could. She emphasized that children's comprehension skills, not their ability to remember the story, were responsible for the age differences. This situation supports the necessity of using reading and listening strategies for children to know the story structure better.

Although more than half of the students stated that the events in the story were not told in order and that the story did not have a beginning and an end, more than half of the students stated that they understood a story that did not have a beginning or an end or both. This situation shows that they could not make a healthy self-evaluation. It is thought-provoking that the students answered yes to the option "I understood the story I listened to from my friend" when they stated that they understood the

story without the place, time, beginning, events and conclusion of the story in the process of listening comprehension, that is, most of the elements were missing. Similarly, it is necessary to understand the story in order to find the intended message in the story. In order to understand the story, the story elements must be complete and clear. This situation was also reflected in the students' inference/message sentences with the story. For this reason, "story structures should be fully taught and especially the problem should be emphasized" (Baştuğ & Keskin, 2013). Because stories can contribute to creative thinking and problem-solving skills by developing children's imagination, language skills, social skills, and cognitive skills. They can instill in children's basic values such as right and wrong, good, and evil, justice and compassion. This applies to both the comprehension and narration process. Therefore, story comprehension and retelling are important activities that support children's cognitive, emotional, social, and moral development. They can improve their vocabulary through the stories they listen to from their friends. It also allows them to make peer evaluations.

Studies on story elements are generally on writing skills (Baştuğ & Keskin, 2013; Chen & Lui, 2021; Özkan, 2016; Şahin, 2012; Ulu, 2019; Yasul, 2014). While narrative skills can be supported through activities such as story writing, oral storytelling is important as a skill and needs to be worked on. At the primary school level, activities related to the story can be out of the ordinary, and instead of listening to and reading the story, various activities related to story animation, storytelling using finger puppets, story visualization, and vocalization can be done. This can provide a rich learning experience by improving their comprehension and expression skills by enabling them to use oral, dramatic, visual, musical, and digital formats rather than written texts.

Limitations

This research is limited to 100 students studying in the 3rd grade of primary school in the city center of Giresun. The process of primary school students telling the stories they read to each other in turn with finger puppets is reciprocal. The narrating student's incomplete narration, incorrect narration, etc. were determined by his/her desk mate. At this point, it is also important how well the listening child is an effective listener or how well he/she understands. The reason third grade students were selected for the study is based on the general assumption that students are capable of describing what they have read in outline and determining the main idea and subject of what they listen to. The students' determinations about the beginning, place, time, characters, events in the story, message/conclusion, etc. related to a story they have not read and listened to, and their determinations about whether they understand the story or not are limited to their written statements and voice recordings.

Ethics and Conflict of Interest

In this study, I declare that the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" are complied with and that we do not take any of the actions based on "Actions Against Scientific Research and Publication Ethics". For the research, at the meeting of Giresun University Social Sciences, Science and Engineering Sciences Research Ethics Committee Commission dated 03.01.2024 and numbered 01/09, it was unanimously decided that there was no ethical objection with the research code 19237. The author declares that they have no conflict of interest.

Data Availability Statement

Data generated or analyzed during this study should be available from the author on request.

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APPENDIX

Appendix 1. Data Collection Tools

LISTENING TO A STORY FROM MY FRIEND - PART I
BEFORE LISTENING TO THE STORY;
1. I thought about what I might know about the story I am going to listen to: Yes No
....
2. I determined my purpose for listening to the story: Yes No
....
DURING LISTENING TO THE STORY;
4. I took notes to understand the story while listening to it: Yes No
....
5. I asked questions to understand while listening to the story: Yes No
....
6. While listening to the story, I wanted to listen to it again to understand it: Yes No
....
AFTER LISTENING TO THE STORY;
7. I found the intended message of the story: Yes No
....

I LISTEN TO A STORY FROM MY FRIEND - PART II
AFTER LISTENING TO THE STORY;

8. I listened to the story from my class mate ....
Choose the good thing(s) that your classmate who told you the story did;
9. He/she talked about characters in his/her story. Yes No
....
10. In his/her story, he/she mentioned the time and place where the story takes place. Yes No
....
11. He talked about the events in the story. Yes No
....
12. His/her story had a starting point. Yes No
....
13. His story had a conclusion. Yes No
....
14. Tell the storyteller something positive/negative about his/her story:
....
15. I understood the story I heard from my friend: Yes   No

Appendix 2. Stories

ALPHABET
Like every morning, the city of Alphabet woke up this morning happy for the new day. But unlike every morning, this happiness was short-lived this morning. On the day of the census, they saw what they saw. The letter A was nowhere to be seen. The letters R and F, the city's population officials, immediately got to work and started looking for the letter A with other employees. First, they went to the polar bear. The bear brother, who was terribly upset, said that he had last seen the letter A yesterday and had not heard from him since. The polar bear, who was obviously in a panic, said that he wanted the letter A to be found as soon as possible, otherwise it would never snow again, so he might die. However, just like the polar bear, the donkey said that the last time he saw the letter A was last night. He was very scared just like the polar bear. He said that he wanted the authorities to find the letter A as soon as possible, that he could not make a sound without the letter A and that his other

friends did not believe that it was a donkey. They all started looking for the letter A. They knew that without the letter A, they would never be able to eat fruits like apples and pears again. That is why they took their work very seriously, looking under every stone and at the top of every tree. Although the surrounding cities were informed and they searched for days together, the letter A could not be found. A few weeks later, news spread in the Alphabet City that the letter A was heading towards the city of people who could not speak (people with speech impediments). They immediately took a bus and traveled to the city to meet people who could not speak without wasting any time. When they reached the city, they saw the letter A sitting under a tree and immediately went to him. They told him one by one what difficulties they had experienced without him and asked him to return to the city. Letter A told them that he had not left to upset them, but that he had come here because he wanted the people here to be able to make at least one sound, even if they could not make a sound. The other letters were very touched by this noble act and could not hold back their tears. They agreed among themselves and told letter A that they had decided to stay in the city of non-speaking people to support him. At the end of the story, the non-speaking people were able to understand each other, taste all kinds of fruits and hear the voices of all other living things.

UNEXPLODED CORN AND MILK BOTTLE

Ali and his family were going to watch a good movie on TV that evening. The popcorn that would be eaten while watching the movie was in the pot waiting for the moment when it would pop. One corn kernel, called Zıpzıp by his friends, was about to pop when Ali's mother turned off the stove and the popcorn was left unpopped. After Ali and his family watched the movie, when his mother went to clean up the garbage and dishes that had accumulated while popping the popcorn, she emptied the pot of popcorn out the window. The Zıpzıp who was left at the bottom of the pot jumped out of the window. Zıpzıp, who was incredibly sad and separated from all his friends, suddenly started to cry. He started walking in this city where he knew nowhere. Suddenly he felt someone calling him. He looked around but saw no one. Then the same voice came again. Who is it with a little fear? He said, but he was waiting for the answer with fear. Then a half-empty milk bottle appeared in the corner. Hello, said the Zıpzıp. How you know me, said the Zıpzıp. The milk bottle said, "Is that a question? Of course I know you from Ali's house. Until last night, I was milk that lived there, too. Last night Ali drank some of me and then threw the rest of me into the street, fortunately I survived without breaking. Then the children in the street played with me like a ball and I was dragged all the way here. Zıpzıp suddenly realized how much waste Ali and his family was causing and decided to teach Ali and his family a lesson with the milk bottle. The two, who were exceptionally good friends, immediately went to Ali's house. They secretly carried everything in the refrigerator out of the house. Ali, whose parents were not at home, opened the fridge when he was hungry and his mouth dropped open. How could this have happened? The fridge was empty. Since his family was not at home and he did not have his own key, he could not go out and get something. When his family arrived, Ali was about to faint from hunger. As he waited for his family, he thought of the milk, half of which he drank and threw the rest out. I wish I had not wasted it. I would drink that milk now, but it was too late. When Ali was hungry until the evening that day, he realized some things. He thought that nothing should be wasted. From that day on, he never left anything he ate or drank unfinished. The unpopped corn and the half-finished bottle of milk were proud of themselves for teaching Ali such a lesson.