

The Effectiveness of Storytelling on Improving Auditory Memory of Students with Reading Disabilities in Marivan City, Iran

Fatemeh Ghaderi¹, *Yahya Yarahmadi², Badriyeh Ghavami³

¹M.A of Clinical Psychology, Department of Psychology, Kurdistan Science and Research Branch, Islamic Azad University, Sanandaj, Iran. ²Department of Psychology, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran. ³Assistant Professor in Persian Language and Literature, Department of Persian Literature, Islamic Azad University, Sanandaj Branch, Sanandaj, Iran.

Abstract

Background: Students with learning disabilities often encounter problems with their lessons due to the disorder in reading and writing and face to some challenging situation such as auditory and visual memory problem, sustaining attention, inhibiting impulses, motor coordination, auditory and visual perception and discrimination. The purpose of this study was to investigate the effectiveness of storytelling on auditory memory of students with reading disabilities of Marivan city, Iran.

Materials and Methods: The research method was quasi-experimental with pretest-posttest design with a control group. Sampling method was replaced in this study using an available sampling method on 30 students in two groups (15 experimental and 15 control people). The experimental group test abilities were trained in 12 one-hour session. Inclusion criteria were having a learning disorder (only dyslexic), third grade elementary school and having no other abnormalities and exclusion criteria were students who did not attend the regular sessions. Digit span subtest the Wechsler figures Fourth Edition were used to collect data. Collected data were analyzed by using SPSS version 21.0 software in two levels of descriptive and inferential statistics (ANCOVA).

Results: The results showed that 66% of participants were female, also, according to the parents' literacy level, the results showed that the highest level of fathers' literacy was between high school and diploma (46.7%) as well as the highest level of mothers' literacy was under diploma (50%). The results showed that storytelling had a significant impact on improving dyslexic students' auditory memory ($P < 0.05$).

Conclusion: Auditory processing is not only a skill, but it also includes a combination of skills that are basic to the processes of listening, communicating and learning, as well as higher level skills such as synthesis and integration of auditory and auditory memory which rely on healthy auditory processing system. The results of this study confirmed the effectiveness of storytelling on the aural memory.

Key Words: Auditory memory, Children, Dyslexia, Storytelling, Students.

*Please cite this article as: Ghaderi F, Yarahmadi Y, Ghavami B. The Effectiveness of Storytelling on Improving Auditory Memory of Students with Reading Disabilities in Marivan City, Iran. Int J Pediatr 2017; 5(8):5515-24. DOI:10.22038/ijp.2017.23877.2019

*Corresponding Author:

Yahya Yarahmadi, Assistant Professor of Psychology, Department of Psychology, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran.

Email: Y.yarahmadiiii@gmail.com

Received date: Apr.23, 2017; Accepted date: Jun.22, 2017

1- INTRODUCTION

Dyslexia is a term that is used for children that are not able to read the contents correctly despite the normal Intelligence Quotient (IQ) and adequate training (1). Learning disorders are mostly detected in the stage of entering the school and after that, though some symptoms may be observed in children before the age of primary school (2). Many children are facing with learning difficulties at school and this sometimes leads to academic failure and school dropout. In this group, despite the fact that in most cases they have normal intelligence, cannot have good academic achievement and they difficulty continue their education or drop out of school; in turn, this has consequences such as social, economic, cultural and emotional-psychological damages for them and society. Students with learning disabilities encounter problems because of impaired reading and writing or calculations of their lessons (3).

These children have no problem in hearing or sharp-audio, but their inability in the audio comprehension, recognition's ability, or interpretation of the heard materials. Because listening comprehension abilities would have been created during the early years of growth, many school teachers mistakenly thought that all students enjoy these skills; auditory perception skills include phonemes, auditory discrimination language, auditory memory, auditory sequence, and auditory combination (4). So the memory forms one of the foundations of learning, thinking, creativity, planning and our everyday behavior (5). Methods and techniques that can improve memory are very important; in the meantime, storytelling is one of the innovative techniques used recently to strengthen memory. Employing the storytelling technique has recently been considered by many researchers in the treatment of learning disorder. Researchers have used children's storytelling ability to

evaluate and assess their different problems and abilities; for example Gutierrez-Koln and Decortiz (6), have considered the analysis of children's stories as an appropriate method for assessing language skills. Storytelling as a collective game is a tool to strengthen senses, and mental faculties and social development of children in the learning process; so it can eliminate the memory problems (7). Central auditory processing disorder is sensory disorder which usually makes problem the listening skills, learning and understanding the language; and it occurs when the ear and brain are not fully coordinated with each other. Sensory system (here, the ear) correctly receive speech, but the parts of the brain, which analyze and interpret these data, do not function properly. This disorder caused by a deficiency in one or more central auditory processes that produce auditory evoked potentials and their subsequent behaviors. In fact, auditory processing is what we hear and how we behave. This is not only hearing the audio signal, but it is its collective with visual data and other sensory and important inputs of voice message. Central processing disorder is when a person is unable to take full advantage of the heard signal (8).

Chermak and Musiek stated that auditory processing disorder is usually a benign problem in children, and its base is often a cortical/subcortical disruption that may arise after the delay mature or morphological abnormalities (9). The real reason of auditory processing problem of children has never identified in most cases. It is not clear whether the disorder is a deviation from the normality or something like a brain injury. But often there are subtle microscopic differences in the structure of the central nervous system in these people, especially in the receiving time area in the left hemisphere and visual-spatial area in the right hemisphere compared to the normal people. In general,

it is more appropriate to consider the problem as a defect not a disease (10). Some dyslexics are less able to distinguish the non-speech sounds with different frequency range (i.e. frequency difference) even when the sounds are slowly received (11). Sharma et al., reported the problem in 65% cases (12). Only subgroup of people with dyslexia showed problems with rapid auditory processing or frequency's distinction. Some researchers have been in favor of particular speech hypothesis in which dyslexia is caused by problems in encoding the language; some have problems of processing simple speech sounds (consonant-vowel or vowels), though their ability is apparently not damaged to process similar non-speech sounds. The ability is important to learn language and reading skills and its deficiency may lead to impaired language skills, including reading. 23% and 18% of dyslexia, respectively, have poor performance to distinguish vowel and vowel-consonant. Researches in the field of neurological dysfunction of dyslexia suggest that phonological problems may result from more fundamental deficiencies in basic cognitive mechanisms that are responsible for processing auditory time information. Time differentiation or low frequency can be justification for weak distinguishing speech sounds.

Weak speech perception creates vague phonological representations due to auditory processing deficits that cause the awareness phonological defects. Phonological deficit hypothesis is the leading cause of the disorder in reading. Lerner and Kline (4), suggests storytelling as an approach to help students with learning difficulties to help them to understand themselves and their problems. Lerner believes that, in the process, students acquire skills with modeling story's characters in encountering similar problems; stories can lead to changes in their attitudes towards themselves because

awareness of pleasant and unpleasant experiences of others causes to release from suffering and increases the hope. Children learn effective strategies via assimilating a fictional character who is confronted with the problem. According to the researches which have been conducted about the effectiveness of non-pharmacological and psychological treatments on memory as well as supporting the research results related to the role of auditory memory in learning and the difference in the performance between students with learning disabilities and normal children in auditory memory task, it can be said that if the cognitive strategies such as storytelling is effective, this methods can be used as an effective effort to improve the conditions of the children in schools with the lowest cost. In other words, the results can be considered as a tool to help students with learning disabilities, especially to increase the auditory memory by administrators, teachers, and parents.

Some researches that have been conducted in this area, have found similar to the study of Alikhani et al. (13), research that revealed a significant difference between the experimental and control groups in the rate of improvement of auditory discrimination. As well as, the research of Taghizadeh et al. (14), demonstrated that the auditory and visual working memory's performance is improved in children of school by increasing age which shows the related functional maturation of cognitive processes and brain structures. Jakivline et al. (15), in the study of auditory memory showed that failure in the auditory peripheral is mostly the result of a defective system of input and stored data in memory. Andrea et al. (16), in examining the impact of multi-sensory storytelling to support the learning of people with intellectual disability in an educational-exploratory study showed that the use of multi-sensory contents are

effective in improving intellectual disability. The results of Marina Fridin (17) showed that she used storytelling as a constructive paradigm. The results showed that children enjoy interacting with the robot in storytelling, as well as the benefits of combination of synthetic aperture radar (SAR) type is effective in pre-school education. Research by Keoch and Hebbel (18), showed that children with specific learning impairments are experiencing difficulties in assignments related to the hearing in both ears and tasks that require the hearing attention.

Zimmermann et al. (19) also pointed out that nerve neuron does not affect the improvement of auditory memory, which is more effective in sensory memory and cognitive skills. King and Neglean (20) suggested that the primary auditory cortex is actually the process of the primary visual acuity and works more easily on hearing to organize memory processing in the first stage of the visual acuity. Burt et al. (21) showed that if new sensory stimuli (such as smell and touch) be added to the learning process in individuals and learning can be strengthened by that method, thus it can strongly affect memory retention. Matos et al. (16) in the study of multi-sense storytelling to support the learning of people with intellectual disability in a study of educational exploration investigated that subjects were found to be better by using multisensical content in their training. Using multi-sensory stories, the reactions will be responded easier to provocations.

Miller and Penikaf (22) concluded that storytelling is an effective strategy and it includes the beauty ways to understand tutorial. In addition, it develops students' performance in reading and writing. Mahmoudi (23), found that storytelling as a class activity has been effective to enhance the ability of listening comprehension in language learners. According to researches on the

effectiveness of non-pharmaceutical and psychological treatments on memory, also support of the results of research on the role of auditory memory in learning, it can be said that if the use of cognitive strategies such as storytelling is effective, it is possible to use these methods in schools with the least cost in improving the condition of these children. In other words, the results of this research can be used as a tool for helping students with learning disabilities, especially their auditory memory, by their principals, teachers and parents.

2- MATERIALS AND METHODS

2-1. Study Design and Population

The research method of this cross-sectional study was applicable in terms of purpose, and it was quasi-experimental in the type of pretest-posttest with control group. The study population consisted of 30 students were chosen purposefully that were all elementary school students with learning disabilities in reading during 2 months from the city of Marivan, Kurdistan province, Iran, that the students were enrolled in the academic year 2015-2016.

2-2. Methods

According to official statistics, the center of learning disorders in the Marivan city, Iran, had 150 male and female students. To select sample size, first, after visiting the center of learning disability and identifying, the third grade students (according to gender and school); thirty students were chosen purposefully. Then, 15 students in the experimental group and 15 students in the control group were statistically selected by alternative sampling method, so that, in total there were 18 (60%) females and 12 (40%) males. Independent variable was storytelling and the dependent variable was auditory memory.

2-3. Measuring tests

Collecting the data tool was the subtest of Wechsler auditory memory in this study. The auditory memory of children older than two years is measured with the test in the production of continuous, accurate, and reloading string of numbers and words which they hear. The test consists of a list of numbers that its numbers are gradually increased. Examiner counts each batch of numbers with precision and states the right time (one second for each word and number) for the participants; and the participant should recite the words and the numbers and put positive sign into the opposite column and put negative sign if he/she fails. After two consecutive negative sign, the test is stopped and the number of last positive words is recorded as the number of words which a child can remember and express them; after finishing the direct numbers, reverse numbers are also performed like that (30).

The subtest is provided for children 6 to 16 years old. This test has been adapted and standardized by Abedi et al., on a sample of Iranian children. Subtests' reliability has been reported in the retest ranging from 0.65 to 0.95 and split-half coefficients from 0.86 to 0.71 (24). Before beginning intervention in the experimental group, both groups were evaluated in a meeting with the tested research tools (pre-test); and after finishing intervention in both groups (control and experimental groups) were again evaluated in a separate meeting with the research tools (post-test). For non-interference of independent variable in the control group, participants of the experimental group were asked to teach only their family what they learnt and they must not define elsewhere. In the first session, necessary justifications were explained for implementing intervention and the benefits and objectives of the intervention; and rules were formally recorded on the boards; stories are selected in such a way that the words were used with closely phonemes to each other such

as "d, t", etc. Storytelling was presented in the Green style (25). That is, after submitting stories to children, the meeting was ended with finishing the story, and no question was asked about the story. In fact, the children were allowed to leave the meeting with their own thoughts; the privacy of children does not be invaded according to Greene (25); of course, the children were asked to tell stories to two members of the family. In subsequent meetings, storyteller told the summary of previous stories and one of the participants said a summary of the story of the previous meeting. The duration of each session was 20 to 30 minutes according to the story. In all the stories, sentences were uttered in such a way that the phonemes had a lot denominator and observed frequent repetition in them with the aim of strengthening students' auditory memory. At the end, the post-test was taken from both groups.

2-4. Inclusion Criteria

Inclusion criteria for students were: having learning disability (dyslexia only), third grade of primary school, not having associated disorders and satisfaction to participate in the study.

2-5. Exclusion Criteria

Exclusion criteria as well as for students were: students who did not attend the sessions regularly and students who did not recite the given assignments (fiction) to the families at home and unwillingness to continue the participation in the study.

2-6. Ethical Considerations

This study was approved by the Ethics Committee of Sanandaj University of Medical Science (ID Code: 61520701942042), and the objectives of the study were explained to all participants and their parents and all of them accepted to participate and were assured of the confidentiality of their individual

information as well as the voluntary nature of participating in the study.

2-7. Data Analyses

Collected data and analysis were analyzed by using SPSS version 21.0 software in two levels of descriptive and inferential statistics (ANCOVA). Univariate covariance test was used for the impact of storytelling on improving auditory memory in dyslexic students. The significance level of $P < 0.05$ was selected.

3- RESULTS

The mean of auditory memory was 8.000 and 8.533, respectively, in dyslexic students of both the experimental and control groups before intervention in the auditory memory variable. As well as the mean of the two groups after intervention in auditory memory was equal to 11.000 and 10.066, respectively. It can be said that storytelling has been effective on dyslexia students' auditory memory due to the increase in the mean of two groups after intervention. Storytelling is effective on improving the auditory memory in dyslexic students (**Table.1**). The post-test mean of experimental group is compared with the control group and pre-test scores were used as an auxiliary variable. According to the amount of $F = 3.726$ and

being larger the level of significance in Levene test than 0.05%, it can be said that the homogeneity hypothesis has been met in post-test (**Table.2**). The interaction between group and pre-test of auditory memory is not significant. In other words, the data support the homogeneity hypothesis of regression slopes ($P = 0.069$ and $F = 2.951$). So it can be stated that the regression slope is homogeneous; and the assumption of homogeneity of the slope of the regression line is met. Therefore, the default of analysis test of covariance is realized for auditory memory (**Table.3**).

The obtained value of F-test was 10.022 for storytelling impact on auditory memory of dyslexic students and its significant level was ($P < 0.05$). So, it can be stated that with the error probability of 1%, the effect of storytelling on auditory memory of students with dyslexia was significantly enhanced. The value of F-test was also 4.383 for interaction of auditory memory of dyslexic students in groups and its significance level was 0.046 in $P < 0.05$. Therefore, with the error probability of 5%, it can be stated that storytelling interaction has a significant effect on auditory memory in dyslexic students (**Table.4**).

Table-1: Mean of scores of auditory memory in both control and experimental groups

Variables	Group	Number	Pre-test (Means± SD)	Post-test(Means± SD)
Auditory memory	Experimental	15	8.000 ± 0.925	11.000 ± 1.732
	Control	15	8.533 ± 1.125	10.066 ± 1.222

SD: Standard Deviation.

Table-2: The result of Levene test

Variable	F-test value	df1	df2	Significance level
Auditory memory	3.726	1	28	0.065

Table-3: Homogeneity test of the regression slope

Changes' source	Sum of squares	Degree of freedom	Mean of squares	F-test value	Significance level
Modified model	12.463	2	6.231	2.951	0.069
Constant value	20.439	1	20.439	9.681	P<0.00
Groups	12.463	2	6.231	2.951	0.069
Error	57.004	27	2.111	-	-
Total	3398.000	30	-	-	-

Table-4: Univariate covariance test for the impact of storytelling on improving auditory memory in dyslexic students

Changes' source	Sum of squares	Degree of freedom	Mean of squares	F-test value	P-value
Modified model	11.760	2	5.880	2.751	0.082
Constant value	21.421	1	21.421	10.022	<0.000
Auditory memory	5.227	1	5.227	2.446	0.129
Groups	9.367	1	9.367	4.383	<0.000
Error	57.706	27	2.137	-	-
Total	3398.000	30	-	-	-

4- DISCUSSION

Storytelling like a collective game is a means to strengthen senses and mental faculties and social development of children in the learning process. Therefore, it can eliminate the memory problems acceptably. Storytelling prepares the way for comprehension by providing questions and answers atmosphere and helps memory to strengthen the encoding; all of these are possible through listening to the storyteller. So, storytelling is an inhibitory factor for memory problems and is a tool to eliminate the weakness of accountability to assignments. Stories act such as video games when are provided as the musical stories and images that are actions to improve memory, concentration, and

executive management (26). In the present study, there was not any significant difference between the mean score of intervention and control groups before holding the sessions for students with dyslexia, but the difference was significant after holding classes for participants, which the mean of post-test of experimental group was compared with the control group and pre-test scores were used as an auxiliary variable. Significant difference was 10.022 for storytelling impact on auditory memory of dyslexic students, as well as its significant level was equal to P<0.00. So, with the error probability of 1%, it can be said that this has significantly enhanced the effect of storytelling on auditory memory of dyslexic students, and this result can be

generalized to the statistical population. As well as the F-test value was 4.383 for interaction of auditory memory of dyslexic students in groups and its significance level was 0.046 in $P < 0.05$. Therefore, with the error probability of 5%, it can be stated that storytelling interaction has a significant effect on auditory memory in students with dyslexia. In line with the results of this hypothesis, Vally (27), study can be pointed out that its result was that the impact of storytelling was more than simple lecturing on increasing medical students' knowledge. Therefore, it is recommended to use this method for teaching the rare and genetic diseases.

As well as the results of Shamsian (28), on the (center) auditory processing disorder in speech-language pathology showed that auditory processing is a complex process and speech-language pathologists play an important role in screening, differential diagnosis, and treatment of people with Auditory Processing Disorder (APD); and the professionals should especially considered APD (C) when there are learning or attention problems in school children. Another study which is consistent with the results of this hypothesis is the study of Anderia Matosa et al. (16), that in the impact of computer-based auditory task training on sustained attention in children with attention deficit/hyperactivity showed that auditory practices in comparison with the control group could significantly reduce visual and auditory sustained attention deficiency in children with attention deficit along with hyperactivity.

The results of Wauters et al. (29), revealed that despite the word recognition of hearing impaired children is roughly equal with hearing counterparts; their reading comprehension scores are much lower than hearing children. NikiRavesh et al. (30), assessed auditory processing in children with language-specific damage that the results showed that abnormalities can be

observed in auditory processing of children with language-specific damage. These children also have differences in function and anatomy of parts of central auditory nervous system towards their peers that show that the auditory processing disorders may be the cause of Specific Language Impairment (SLI). Zimmermann et al. (19) also pointed out that nerve neuron does not affect the improvement of auditory memory, which is more effective in sensory memory and cognitive skills. King and Neglean (20), suggested that the primary auditory cortex is actually the process of the primary visual acuity and works more easily on hearing to organize memory processing in the first stage of the visual acuity. Burt et al. (21) argued that new sensory stimuli can be strengthened through other senses and can improve memory and memory retention. In the present study, storytelling was used as a manufacturing paradigm. The results showed that children enjoy interacting with the robot in storytelling, as well as the benefits of combination of SAR type is effective in pre-school education.

4-1. Limitations of the study

One of the limitations of this study is that since this study was only conducted at a small sample size of students with reading learning disability and it was only conducted on third-grade students, it is essential that such research will be performed on larger samples and other levels of education.

5- CONCLUSION

Given the impact of the intervention that was took place in this study, it can be concluded that storytelling is effective on improving auditory memory in dyslexic students. From this, we can conclude that knowledge and application of learning strategies can increase the aural memory. In fact, the acquisition of learning skills

(both cognitive and meta-cognitive skills) makes learning easier for students. Therefore, it is suggested that storytelling technique is employed in learning centers and primary schools to improve and strengthen auditory memory; so that the positive changes can be created in the performance of children in learning.

6- AUTHORS CONTRIBUTIONS

- Study design: FG, YY, BG.
- Data Collection and Analysis: BG, AYYF.
- Manuscript Writing: YY, FG.
- Critical Revision: FG, BG.

7- CONFLICT OF INTEREST: None.

8- ACKNOWLEDGMENTS

The present article was extracted from MSc. thesis approved and sponsored by Sanandaj University of Medical Sciences, Iran (ID Code: 61520701942042). Hereby, the authors would like to thank the mothers and all the individuals who helped in conducting the study. The assistance of the head office of the Education Ministry of Tabriz City, the personnel from the girls' secondary schools, and participating students this study was greatly appreciated.

9- REFERENCES

1. Ganji M, Zahed-Babelan A, MoeiniKia M. Meta-analysis of studies carried out regarding the role of teaching models in students' academic achievement. *Journal of School Psychology* 2012; 1(1):93-107.
2. Huntington DD, Bender WN. Adolescents with learning disabilities at risk? Emotional well-being, depression, suicide. *Journal of learning disabilities* 1993; 26(3):159-66.
3. Serman MB. Physiological origins and functional correlates of EEG rhythmic activities: implications for self-regulation. *Applied Psychophysiology and Biofeedback* 1996; 21(1):3-3.
4. Lerner JW, Kline F. *Learning disabilities and related disorders: Characteristics and teaching strategies*. Houghton Mifflin College Div; 2006.
5. Valizadeh R, Taymoori P, Yousefi F, Rahimi L, Ghaderi N. The Effect of Puberty Health Education based on Health Belief Model on Health Behaviors and Preventive among Teen Boys in Marivan, North West of Iran. *Int J Pediatr* 2016; 4(5): 1795-1805.
6. Gutiérrez-Iellen VF, DeCurtis L. Examining the quality of children's stories: Clinical applications. *Seminars in Speech and Language* 2001; 22(1): 79–89.
7. Mahjor R. *Educational evaluation (ideas, concepts, principles, patterns)*. Shiraz: Saman publishers; 1997.
8. ChErMak GD. Central resources training: Cognitive, metacognitive, and metalinguistic skills and strategies. *Handbook of Central Auditory Processing Disorder, Volume II: Comprehensive Intervention* 2013; 6: 2:243.
9. Chermak GD, Musiek FE, editors. *Handbook of (Central) auditory processing disorder. Comprehensive intervention*. San Diego: Plural Publishing; 2006.
10. irMahdi SR, Alizadeh H, Saif Naraghi M. Training of executive functions in mathematics and reading performance of elementary school students with specific learning disability. *Res except Child* 2009; 9:1–12.
11. McArthur GM, Ellis D, Atkinson CM, Coltheart M. Auditory processing deficits in children with reading and language impairments: Can they (and should they) be treated? *Cognition* 2008; 107(3):946-77.
12. Sharma M, Purdy SC, Newall P, Wheldall K, Beaman R, Dillon H. Electrophysiological and behavioral evidence of auditory processing deficits in children with reading disorder. *Clinical neurophysiology* 2006; 117(5):1130-44.
13. 1. Alikhani M, Bazrafshan S, Noroozi D. The Import of Improvisation Processing Training on Writing Skills of Hearing Impaired Children. *Journal of Exceptional Education* 2014; 2(124):42-52.

14. Taghizadeh T. Investigate the evolution of auditory and visual working memory in primary school students. *Research in Rehabilitation Sciences* 2014; 10 (2): 249-39.
15. Zimmermann JF, Moscovitch M, Alain C. Attending to auditory memory. *Brain research* 2016; 1640:208-21.
16. Matos A, Rocha T, Cabral L, Bessa M. Multi-sensory storytelling to support learning for people with intellectual disability: an exploratory didactic study. *Procedia Computer Science* 2015; 67:12-8.
17. Fridin M. Storytelling by a kindergarten social assistive robot: A tool for constructive learning in preschool education. *Computers and education* 2014; 70: 53-64.
18. King EB, Hebl MR, George JM, Matusik SF. Understanding tokenism: Negative consequences of perceived gender discrimination in male-dominated organizations. *Journal of Management* 2010; 36(2):537-54.
19. Zimmermann JF, Moscovitch M, Alain C. Attending to auditory memory. *Brain research* 2016; 1640:208-21.
20. King AJ, Nelken I. unraveling the principles of auditory cortical processing: can we learn from the visual system? *Nature neuroscience*. 2009; 12(6):698-701.
21. Burt JL, Bartolome DS, Burdette DW, Comstock Jr JR. A psychophysiological evaluation of the perceived urgency of auditory warning signals. *Ergonomics* 1995; 38(11):2327-40.
22. Miller S, Pennycuff L. The power of story: Using storytelling to improve literacy learning. *Journal of Cross-Disciplinary Perspectives in Education* 2008; 1(1):36-43.
23. Hamid Mahmoudi. The effect of storytelling on the auditory learning in Iranian language learners. Thesis of Ph.D. Mashhad University of Medical Science, 2012.
24. Abedi MR, Sadeghi A, Rabiei M. Standardization of the Wechsler Intelligence Scale for Children-Iv in Chahar Mahal Va Bakhteyri State. *Journal of Personality and Individual Differences* 2013; 2(3): 138-58.
25. Greene E. Storytelling: Art and Technique: Art and Technique. ABC-CLIO; 1996 Jan 30.
26. Eisenberg D, Schneider H. Perceptions of academic skills of children diagnosed with ADHD. *Journal of Attention Disorders* 2007; 10(4):390-7.
27. Vally A. Effective Method for Teaching Complicated Concepts in Medicine. *Journal of Science Education* 2007; 7(17): 155-60.
28. Shamsian F. Auditory Processing Disorder (center) in Speech-Language Pathology, *Journal of Research in Rehabilitation Sciences* 2011; 7(2): 23-31.
29. Wauters LN, Van Bon WH, Tellings AE. Reading comprehension of Dutch deaf children. *Reading and Writing* 2006; 19(1):49-76.
30. NikiRavesh M, Foley DK. Distribution and capacity utilization: conceptual issues and empirical evidence. *Metroeconomica* 2012; 63(1):200-29.