

# CHAPTER-ONE

## INTRODUCTION

This is the research work entitled” **Use of Storytelling Technique in Developing Speaking Skill of the Ninths Graders**”. This section consists of general background of the study, statement of the problems, objective of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms.

### **1.1 Background of the Study**

In general, speaking is the ability to say, address, make known, use or be able to use a given language in the actual communication. It is a productive language skill through which one can share their ideas, feelings, experiences, knowledge, interests, attitudes, opinions etc. with others. Regarding speaking skill, Khaniya (2005), writes “Speaking is a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking”. The primary goal of teaching speaking is to enable students to communicate in foreign language.

Teaching speaking is a crucial aspect of foreign language teaching. Through teaching speaking, one can teach different features like pronunciation, rhyme, rhythm, stress, intonation, tempo, juncture and other language aspects. Despite this importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition or memorization of dialogues in our schools. However, today’s world requires that teaching speaking should improve student’s communicative skill. Because only in that way students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance.

In natural spoken language, students are required to be aware of characteristic of fluent speeches such as reduced forms, use of slang or idioms, fixed phrases, collocations and most importantly the pace of speech. All of these factors have

to be taken into consideration while practicing conversation in the class. Without these our spoken language would be bookish and unnatural. To avoid this, it is essential to introduce and practice storytelling technique in the classroom. It is because storytelling captures the imagination engaging the emotions and opening the minds of listeners. Storytelling first requires learners to listen and speak something after what they hear. Similarly, they will be motivated to create their own personal stories that they have heard or faced in their own life and present in the class. Even the shy and weak students are likely to take part in the context of storytelling that will no doubt enable learners to interact in spoken communication.

To conclude, storytelling no doubt, plays very important role in teaching. It sparks student's imagination and interest in the language skills either by listening or telling that may help learners to think about new ideas and build self-confidence. In the same way, learners can also be helped to build new vocabularies, comprehension, story sequencing abilities and enhance social lives. Additionally, it improves listening and oral communication skills offering teachers a chance to explore into their students' background experiences. So, If it is neglected it may be a reason why students are often shocked and disappointed while using foreign language in foreign environment.

## **1.2 Statement of the Problems**

Language learning is not a simple task. It is a challenging job for learners who do not have English as a mother tongue. Language learning takes place only when the learners are motivated and participated in the communicative tasks in ESL\EFL contexts. However, in our context, teaching of speech does not get much priority. The textbooks, workbooks and teaching mostly concentrate on reading and writing. Similarly, teacher-centered methods have been used in the field of language teaching giving first priority to the exam where learners have no chance to speak. As a result, students lack speaking ability. They often dislike the English speaking classes as well. Then, how they can achieve the goal of English as English for communication. Thus, I am keen to develop the

neglected skill in learners by applying communicative approach, i.e. Storytelling Technique.

### **1.3 Objectives of the Study**

The objectives of this study are as follows:

- To find out the role of storytelling in developing students' speaking skill.
- To suggest some pedagogical implications based on findings.

### **1.4 Research Questions**

The problems of the study can be stated in the following questions:

- Does storytelling technique develop the speaking skill of the students?
- What are the challenges and strengths in the application of storytelling technique in language teaching?

### **1.5 Significance of the Study**

This study provides information about organizing and conducting the communicative activities in language classroom. Nepali learners of English have difficulties in developing speaking skill. So, this research aims at reducing such difficulties faced by the students at government-aided school especially of grade IX. More specifically, this research is significant in the following manner:

- The research finding will help the teachers to organize their teaching speaking through storytelling technique.
- It will convince the headmasters to provide their school libraries with stories and CDs in order to help students to listen, comprehend and speak.

- Curriculum designers may consider storytelling technique in the syllabus in the light of the study.
- Educational supervisors may concentrate on using this technique in the curricular, give recommendations related to this issue and they may supply the schools with their needs of material and facilities.

So, it is significant for the teachers, learners and other concerned authorities who are directly or indirectly involved in teaching and learning of speaking skill.

## **1.6 Delimitations of the Study**

This study consisted of the following limitations:

- The study was limited to sixty students.
- It was limited to speaking skill only.
- The teaching learning activities were limited only to 4 weeks.
- Only pre-test and post-test were used for the data collection.

## **1.7 Operational Definition of the Key Term**

**Storytelling technique-** It can be defined as the conveying of events in words, images and sounds in the shape of narrative genre. It should include plot, characters, and events, it is sometimes called narrative knowledge that attempts to recount events in the form of a story. Moreover, it is the art of bringing a story to life through the inflection in one's voice, rhythm, facial expression and hand movement.

**Government – aided school-** Schools that are funded by the government. The school where I conducted my research is Adarsha Higher Secondary School of Dhading District.

## **CHAPTER-TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This section includes the following theoretical and empirical reviews and their implication on the study.

#### **2.1 Review of Theoretical Literature**

Previous researchers developed theory for later researches. So that reviewing the literature facilitate the researching process. Here, I will make the review of related literature related to my topic. It will consist of the theses, book dissertation, presentation etc. It will be presented in the following subsequent sections:

##### **2.1.1 An Introduction to Teaching Speaking**

Speech is the primary manifestation of language. It is the productive skill and has second position in its order of presentation. We speak when we want to express our ideas, opinions, desires and to establish social relationship and friendship. When we are trying to teach our learners speaking skill, we have to make them able to communicate what they desire to express.

The fundamental purpose of teaching speaking is to develop oral fluency, to express intelligibility, to develop reasonable accuracy, to make the students hesitations free etc. These factors can be promoted by dialogues, information gap activities, role-play, pattern practice and group discussion.

Mumby 1997, (as cited in Sharma and Phyak, 2003,p.214), has identified the followings as sub-skills of speaking:

- Articulating sounds in isolated forms.
- Articulating sounds in connected speech.
- Manipulating variation in stress in connected speech.

- Manipulating the use of stress in connected speech.
- Producing intonation patterns and expressing attitudinal meaning through variation of tone or nuclear shift.
- Expressing attitudinal meaning through variation in pitch, height, pitch range and pause.

### 2.1.2 Characteristics of a Successful Speaking

According to Ur (1996), characteristics of a successful speaking activity are as follow;

**Learners talk a lot:** Learners are involved in talking as much as possible of the period of time allotted to the activity.

**Participation is even:** Classroom discussion is not dominated by a minority of talkative participants. All learners get a chance to speak. Contributions are fairly distributed.

**Motivation is high:** Learners are interested to speak because they are interested in the topic and have something new to say it because they want to contribute to achieve a task objective.

**Language is of an acceptable level:** Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

### 2.1.3 Elements of Speaking Skill

Elements are the essential parts of speaking on the basis of which we judge one's speaking. Harmer (2001), has presented the following necessary elements of speaking skill.

#### **Connected Speech**

Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying *I would have gone*) but also the use of fluent connected speech (as in *I'd've gone*).

## **Expressive Devices**

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed and show by physical and other non-verbal means how they are feeling. The use of these devices contributes to the ability to convey meanings. Students should also be able to use at least some of such supra segmental features and devices in the same way if they are to be effective communicators.

## **Lexis and Grammar**

Spontaneous speech is marked by the use of a number of certain language function. Therefore, teachers should supply a variety of phrases of different functions like agreeing or disagreeing, expressing surprise, shock or approval.

## **Negotiation Language**

Effective speaking benefits from negotiatory language we use to seek clarification and to show the structure of what we are saying. For this, the teacher should offer them phrases such as following:

(I am sorry) I didn't quite catch that.

(I am sorry) I don't understand.

Could you explain that again, please?,.....etc

Likewise, speakers also need to structure their discourse if they want to be understood. So, we can help our students to structure discourse by giving them language such as the following;

The important thing to grasp is that.....

What I'm trying to say is that.....

What I mean is.....

The point I'm trying to make is that.....etc.

## **Language Processing**

Language processing involves the retrieval of words and phrases from memory and their ordering into appropriate sequence. For this purpose, speaking activities are included in language lessons to help students develop habits of rapid language processing.

### **2.1.4 Stages of Teaching Speaking**

Every language skills are taught in stepwise procedures. It means teaching speaking also follows some stages through which a teacher can go. According to Harmer (1991) those stages are as follows:

- **Presentation**

The introduction of new language is frequently an activity that is non-communicative in nature. Here, the teacher will work with controlled techniques asking students to repeat and perform in drills. At the same time, the teacher will insist on accuracy, correcting where students make mistakes. This stage is important in helping the students to assimilate facts about new language and in enabling them to produce the new language correctly.

- **practice**

At this stage, students perform some activities in pairs or in group and the teacher may intervene slightly to help guide and to point out in accuracy.

- **production**

At this stage, students are involved in variety of communicative activities independently. They have now arrived at a degree of language autonomy.



### **2.1.5 Problems in Teaching Speaking**

There are some problems in getting learners to talk in the classroom. According to Penny Ur (1996), the main problems with speaking activities are as follows:

#### **Inhibition:**

Learners avoid talking in the foreign language classroom feeling hesitation. They are worried about making mistakes, fearful of criticism or simply shy of the attention that their speech attracts.

#### **Nothing to say:**

Some students think they should listen to others, and what others say they will agree. They have no motives to be expressed themselves beyond the guilty feelings.

#### **Low or uneven participants:**

Some students don't want to participate in classroom discussion. Only talkative participants talk most of the class time.

#### **Mother tongue use:**

The use of mother tongue while taking part in the speaking activities is very frequent and usual in the foreign language context. This has been seen as learners' problems associated with speaking skill.

#### **Classroom size:**

When the classroom size is big, all the students don't get chance to take part in speaking activities. It is because of the fact that classroom period is not enough to provide chance to speak to all the learners equally.

Ur simultaneously suggests the following ideas to overcome the problems mentioned above;

**Use group work:** Group work is very useful to apply in a large class.

This increases the amount of learners' talk going on a limited period of

time and also lowers the hesitation of learners who are unwilling to speak in front of the class.

**Base the activity on easy language:** The level of language used in a discussion should be easily recalled and produced by the participants so that they can speak fluently with the minimum of hesitation.

**Make a careful choice of topic and task to stimulate interest:** To stimulate interest of the learners, the topics and tasks should be carefully selected for discussion.

**Give some instruction or training on discussion skill:** If the task is based on group discussion then include instruction about participation when introducing. Appoint a chairperson to each group who will regulate participation.

**Keep students speaking the target language:** The best way to keep the students speaking the target language is simply to be there ourselves, as much as possible, reminding them and modelling the language use.

### **2.1.6 Activities used in Teaching Speaking**

A number of activities can be used in second language classroom for speaking practices. The teacher should know what materials and classroom activities will enable the learners' skill to develop as intended. Some of the activities which are done for teaching speaking are as follows:

#### **Imitation and repetition**

Here the teacher presents the language item and the students imitate or repeat the given model. This is the simplest type of activity which can be used in the early stage of teaching speaking.

### **Role play**

In this activity students are given a situation plus problem or task along with individual roles which may be written out on cards. And, the students should play the role. It can offer enjoyment and also a mental escape from the classroom.

### **Group discussion**

In this type of activity, the teacher first decides the topic and performs short presentation on it. The students are asked to discuss on the given topic. Time should be fixed for discussion. The teacher does not comment during discussion but he makes notes of their strengths and weaknesses. After the completion, he can comment.

### **Information gap activities**

In an information gap activity, different students are given different bits of information and by sharing this information, they can complete a task.

### **Communicative games**

Games which are designed to provoke communication between students are called communicative games. eg. solve a puzzle, describe and draw, find similarities and differences between pictures etc.

### **Prepared talks/ speeches**

One popular kind of activity is the prepared talk where students are given freedom to speak on their own topics. They prepare whatever they want to speak.

The other activities for teaching speaking are:

Pair work

Group-work

Dramatization

Simulation

Debate

Interview etc.

### **2.1.7 Storytelling**

Simply speaking, storytelling is the art of telling a story that includes telling a story with the use of written words, with the use of songs, acting, mime, dance and other mediums.

Regarding this, Dudley (1997) writes:

Storytelling is the art in which a teller conveys a message, truths, information, knowledge or wisdom to an audience- often subliminally-in an entertaining way using whatever skills or props he chooses to enhance the audience's enjoyment, retention and understanding of the message conveyed. Stories are sometimes told purely for joys and delights.

By analyzing the view expressed by Dudley we can say that English language learners can receive message, truths, information, knowledge or wisdom expressed by a teller in an entertaining way.

Accordingly, McKay (1997), writes:

Storytelling is a measure of magic shared between the teller and audience. It is a meeting of minds where visions, values and memories are passed on in words. Storytellers send out words showing their vision and receive feedback from their listeners in the form of body language. When this connection works, a special

form of energy is present.

Likewise, Bishop and Glyn,(1999) say, “storytelling is an ideal teaching and learning tool, for it takes seriously the need for students to make sense of experience using their own culturally generated sense-making processes”. Storytelling has the capacity to enhance the relationship between students creating new knowledge and learning from others.

Storytelling is an ancient and intimate tradition in which the storyteller and the listeners are physically close and often seated together in a circular fashion. Through the telling of the story people become physically close developing a connection to one another through the use of communal experiences. The storyteller reveals, and thus shares himself or herself through his or her telling and the listeners reveal and share themselves through their reception of the story. The intimacy and connection is deepened by the flexibility of oral storytelling which allows the tale to be molded according to the needs of the audience or environment of telling. Listeners also experience the immediacy of a creative process taking place in their presence, and they experience the empowerment of being a part of that creative process.

There are several types of stories available to storytellers. They are as follows:

- **Fable:** a short moral story not based on fact, using animals as characters, such as, Aesop’s fable-The Fox and The Grapes, Lion and Mouse and others.
- **Fairy tale:** the best known would be Grimm’s fairytales about imaginary folk such as elves, giants, witches, gnomes and fairies.
- **Folktale:** a traditional story in which ordinary people gain special insight, transforming them and enabling them to overcome extraordinary obstacles. eg, The magic orange tree and other Haitian folktales by Diane Wolkstein.

- **Legend:** a story based on the life of a real person in which events are depicted larger than life. eg, the stories of king Arthur and the knights of the round table.
- **Myth:** a story about gods and heroes, explaining the workings of nature and human nature. eg. Psyche and Eros by Dian Wolkstein.
- **Parable:** a fictitious story told to point to a moral.eg, A sewer and seed from the new treatment of the bible.
- **Personal story:** a life story of your own or your family's experience.
- **Religious story:** a historical and philosophical story based on a particular culture and religious persuasion.
- **Tall tale:** an exaggerate story often humorous.
- **Traditional tale:** a story handed down from generation to generation.

### 2.1.8 Purpose of Storytelling

Storytelling serves a variety of purposes and motives:

- Storytelling is an activity that can transfer emotions and feelings and also can boost thinking capacity.
- Storytelling introduces a lot of new vocabularies.
- Students with low motivation and weak academic skills also are likely to listen, read, write and put forth greater effort academically in the context of storytelling
- ) Storytelling tends itself to the creation of mental pictures that make the story vivid and meaningful.
- Storytelling can provide wonderful bridges on which information can travel to the learner's minds.

- This technique provides the input to the students on the basis of language acquisition and enables learners to interact in spoken communication.
- Apart from the aforementioned purposes, Sean Buvula (1986), mentions the following benefits of storytelling:

- **Emotional connection**

Storytelling is like opening a window into the minds of the learners. Stories provide a chance to experience a variety of emotions without the risk of those emotions themselves. For small children, emotions like wonder of fear or courage can be tested out in their minds as they listen to a story. Adults may remember the feelings of emotions which can trigger memories or create resolve as a result of hearing stories. For youth and young adults, the experience of hearing story can awaken portions of emotional lives that may have lain dormant or have not yet been explored.

- **Understanding others**

Well-told stories can help us to learn about their culture, ideas and ways of thinking. They can provide opportunities to know how past generations responded to challenges. They can also let us to know how new generations are encountering and dealing with similar opportunities or brand-new challenges they face. Stories can help non-profit organization to connect the lives of those they serve that support and organization. With children storytelling provides soil empathy and for others takes roots and grows.

- **Growing intimacy**

People are thirsty to know that they are seen and heard in our over stimulated society. When personal and life stories are shared, there is a chance to know that “I am not alone”.

To conclude, storytelling technique requires the students to retell the stories they have heard and eventually search for their own story. So they begin to

develop better understanding of themselves and their world. That's why the teacher should make the use of this technique in educational situation that may develop the learner's abilities and competencies in such skill as well as enjoyment.

### **2.1.9 Testing Speaking Skill**

Those who are against oral tests claim that testing speaking is the most complex task to access with precision. Many teachers often feel uncomfortable when handling speaking test since it is often difficult to be subjective and consistent when testing large number of students. However, it does not mean that speaking test cannot be measured in a correct way.

Though speaking tests are difficult to design and judge, they are important in teaching practices. Based on appropriate criteria, test result describes level of performance and provide useful information of teachers, students, parents and other interested in understanding the quality of performance that might be improved in the future.

Regarding this, Hughes (2003, p.53-55) lists three general formats of testing speaking ability:

Interview

Interaction with peers and

Responses to tape recording

Likewise, Brown (1994, p.4) lists the five components of testing speaking skill which are as follows;

**Comprehension:** Oral communication certainly requires a subject to respond to speech as well as to initiate it.

**Grammar:** It is needed for students to arrange a correct sentence in conversation, or the students' ability to manipulate structure and to



distinguish appropriate grammatical forms in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

**Vocabulary:** One cannot communicate effectively in oral or written form if they don't have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

**Pronunciation:** Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determine how sounds vary and pattern in a language.

**Fluency:** Fluency is the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses.

To conclude, providing students with as many opportunities to practice the language orally as possible is an essential aspect of teaching of this productive skill. The classroom should be learner centered. Teacher's role is to facilitate students' communication. While providing speaking practices in the classroom, teachers need to ensure that students have motivation to speak and exchange some information. Therefore, designing speaking activities and creating or exploiting communication can provide reasons to speak.

## **2.2 Review of Empirical Literature**

Every new task needs the knowledge of previous background which can help and direct to each new target for finding out new things or ideas. Many articles, books, reports have been written on the area of teaching skills. Some of the articles, reports and books that are published in the printed form or can be found in the websites have been helpful to complete the research work. Some of the related literature which facilitated in my study have been reviewed here.

Thapa (2002) has carried out research on “the effectiveness of songs and rhymes in teaching pronunciation”. The objective of this study was to find out the effectiveness of songs and rhymes in teaching pronunciation. The researcher used pre-test and post-test for primary data collection. The sample of this study was only limited to 29 students of grade three of Jana Jyoti Higher Secondary School, Gajul, Rolpa. Random sampling procedure was used for dividing two groups in his study. The study was found that using songs and rhymes techniques in teaching pronunciation has relatively better impact on teaching pronunciation.

Bhandari (2005) conducted an experimental research on “Effectiveness of pair work and group techniques in teaching communicative functions of English”. The objective of this study was to compare the effectiveness of two techniques: pair work and group work in teaching communicative functions of English. The researcher used pre-test and post-test for primary data collection by choosing the pairs i.e. experimental and controlled. Only 32 students were taken as the sample of this study. The findings of the study was that pair work technique was more effective than group work technique in teaching communicative functions of English in general.

Parajuli (2008) carried out the research on “Teaching of speaking at the lower secondary level: An analysis of classroom activities”. The objective of the study was to identify the activities used in teaching speaking for lower secondary level classroom. The sample of the study was only the 20 teachers teaching English at lower secondary level at Parbat district. Judgmental non-random sampling was selected for sampling procedure. Ten teachers were selected from private schools and ten were selected from public schools in his study. The researcher prepared a checklist and a set of questionnaire as research tools for this study. It was found that discussion, pair work, group work and picture description were more commonly used speaking activities in the classroom of lower secondary level.

Likewise, Basnet (2009) carried out research on “Strategies employed in teaching speaking skill”. The objective of his study was to find out the technique of teaching speaking adopted in language training institutes. Twenty institutes from Kathmandu valley were selected as the sample of the study. Class observation and questionnaire are the research tools to collect the primary data for this study. Judgmental non-random sampling was used as sampling procedure for this study. Study found out that discussion, role play, pair works and dialogues were more common techniques of teaching speaking.

Karki (2011) carried out a research on “Use of language games on teaching speaking skill”. The objective of this study was to find out the effectiveness of language games in developing grade 9 students’ proficiency in speaking skill. The researcher used pre-test, interval test and post-test for primary data collection. Only 34 students of grade IX of Shree Saraswoti Secondary School, Sunsari district were taken as sample of this study. He used non-random purposive sampling procedure for dividing groups for this study. He found that language games were effective in teaching speaking skill than without using them.

Similarly, Timalina (2014) carried out research on “Developing oral proficiency through communicative activities”. The objective of this study was to find out the effectiveness of communicative activities in developing oral proficiency. The researcher used pre-test and posttest for primary data collection. Only thirty students of grade X of Chandeshwory Higher Secondary School, Ramechhap district were taken as sample of this study. Random sampling procedure was used for dividing groups for this study. It was found that students who were taught by using communicative activities progressed relatively better in their speaking proficiency than the students who were taught using explanation technique.

The review above shows that still none of the researchers have been carried out on the effectiveness of storytelling technique in developing speaking skill. So, the researcher has selected this topic for the study.

### **2.3 Implication for the Study**

In literature review, our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of this information to our own research. This review of the study is obtained from variety of sources including books, journals, article, theses, report etc. This entire source helps to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research.

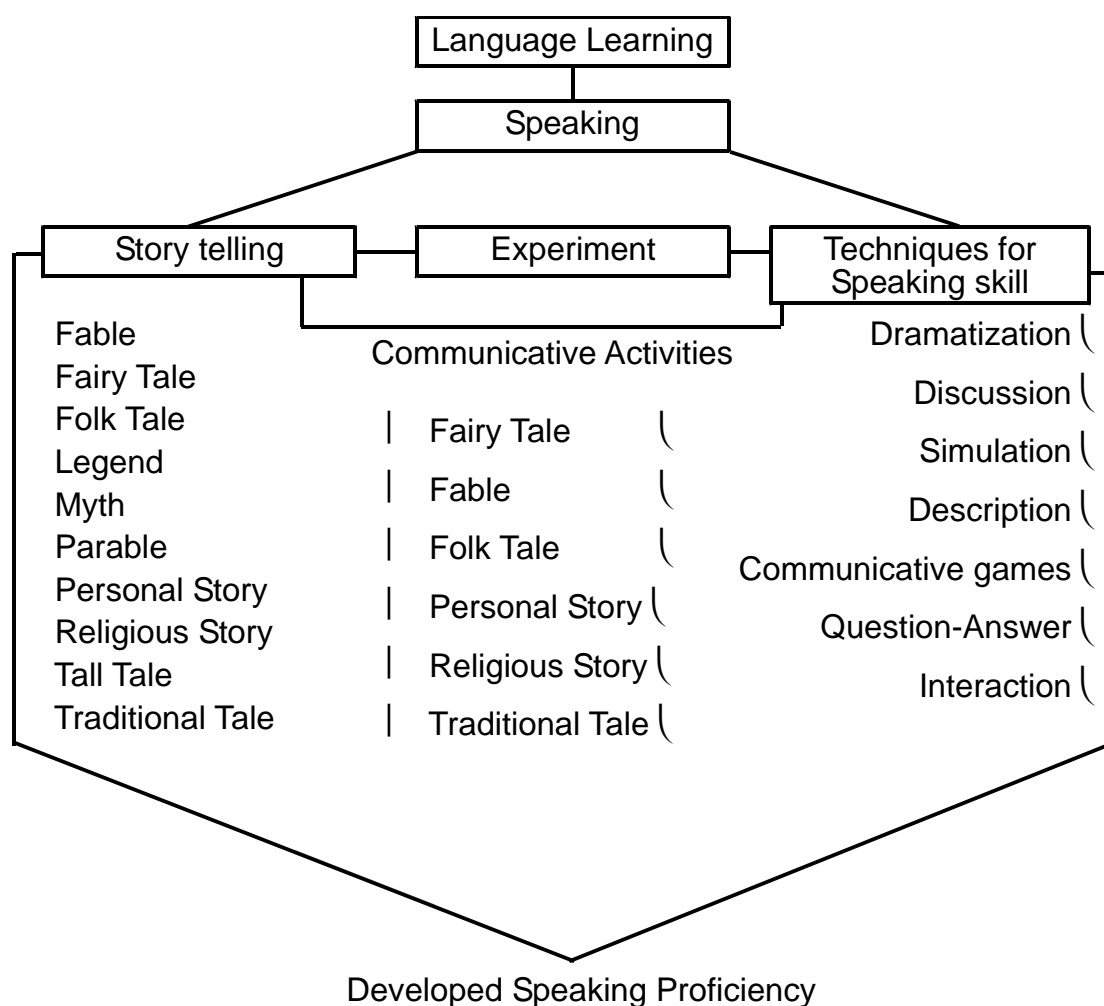
To develop the theoretical back up to this study, theoretical and empirical literatures were reviewed. This is related to speaking activities, teaching speaking skill, testing and evaluation of the speaking proficiency of the students. The role of students and teacher is different in teaching language in different context. Here, language teaching is context-sensitive and situation specific. The theoretical literature provided the theory to the study. Likewise, empirical literatures are reviewed for the fulfilment of the needs of background knowledge of the study. The knowledge of the previous study provides the ideas and areas to be filled up. That's why, the previous studies are reviewed to facilitate the researching process to my study.

Thapa (2002) has found that songs and rhymes have significant role in teaching pronunciation. Bhandari (2005) has found that pair-work technique is relatively more effective in teaching communicative functions of English than group work technique. Similarly, Karki (2011) has found that using language games were effective in teaching speaking skill. Likewise, Timalsina (2014) has found that students' oral proficiency can be developed through communicative activities.

The aforementioned study shows that different researchers have investigated different techniques for developing the same skill i.e. Speaking skill. They have their own value and importance in their respective fields. By analyzing these, I

found out that none of the researchers have applied storytelling technique for developing students' speaking proficiency. So, I can claim that my study is new in the field of English education. And as being a student of department of English Education, I have selected this topic.

## 2.4 Conceptual Framework



The aforementioned framework shows that apart from storytelling technique, students' speaking proficiency can be developed through different communicative activities like dramatization, discussion, simulation, interaction, questionnaire, communicative games, and so on.

## **CHAPTER-THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter deals with the methodology applied during the study. For the fulfillment of the objectives, the researcher adopted the following methodology.

#### **3.1 Designs of the study**

A research design is a plan, structure and strategy of investigation so conceived as to obtain answer to research questions or problems. The plan is the complete scheme or program of the research. It includes the outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data. (Kerlinger, 1986, p.279).

There are several research designs. Among them, my research was completed with the help of experimental research design, i.e. pre-test, post-test equivalent group design. Experimental research is a systematic and logical method for manipulating the research questions. In such type of research, certain hypothesis is verified or tested by setting up an experimental situation. It requires an artificial situation to test or verify its presumption which is created by introducing an independent variable. Its main purpose is to find out the cause –effect relationship between the dependent and independent variables either by testing the hypothesis or verifying the existing theory.

Regarding this Best and Kahn, (2006, p.181) write:

In this research design pre-tests are administered before the application of the experimental and control treatments and post-tests at the end of the treatment period. Pre-test scores can be used in analyses of covariance to statistically control for any differences between the groups at the beginning of the study. This

is a strong design, but there may be a possibility of the influence of the interaction effect of testing with the experimental variable.

The above explanation shows that experimental research is one of the important research method used in educational investigation. It is mainly carried out to find out the cause-effect relationship between two or more variables. The findings of this research will offer useful imports to the teacher and also some insights on whether he should continue the way he teaches or change it. For this reason, I select experimental research design in my study

### **3.2 Sources of Data**

This research study made use of both primary and secondary sources of data.

#### **3.2.1 Primary Sources of Data**

The primary sources of data was the students of grade nine of Shree Adarsha Higher Secondary school at Dhading district.

#### **3.2.2 Secondary Sources of Data**

Various books, articles, journals, websites and theses of related field were used as secondary sources of data.

### **3.3 Population and Sample**

The population of the study consisted of sixty students of grade IX.

### **3.4 Sampling Procedure**

The population of the study were divided into two groups i.e. experimental and controlled groups by using simple random sampling (odd-even ranking) procedure.

### **3.5 Data Collection Tools**

I conducted pre-test and post-test for the data collection. The test items were designed to assess the speaking comprehension. The test paper of 25 full marks

were prepared. The test paper included five different test items. The test items and their marks allocation were as follow;

**Table No. 1: Test Items**

S.N	Types of test items	Number of Question	Marks per item	Total marks
1	General Questions	4	1	4
2	Free Answer Question	1	4	4
3	Picture Description	4	2	8
4	Future Inquiry	1	4	4
5	Essay Type Question	1	5	5

Accordingly, for assessing and scoring the aforementioned test items I used the following analytical marking scheme;

**Table No.2: Marking Scheme**

Question No.	Category/Mark				
	Pronunciation	Grammar	Vocabulary	Accuracy	Fluency
1	1	0.5	0.5	1	1
2	0.5	1	0.5	1	1
3	2	1	1	2	2
4	0.5	1	1	0.5	1
5	1	1	1	1	1



### 3.6 Data Collection Procedure

In order to collect the required data, the researcher applied the following procedures:

- At first I visited the selected school and requested concerned authority for the permission to carry out the research.
- Then, I established rapport with subject teacher and explained the purpose of research
- After that I administered an oral pre-test to find out their existing level of proficiency in speaking skill.
- Accordingly, I divided the class into two groups i.e. experimental and controlled groups by using simple random sampling procedure (odd and even method).
- Then, I started treatment for the experimental group and controlled group was taught in natural classroom under teacher centered technique.
- Both groups were taught for four weeks and at the end, I administered the same test item as a post-test, used in pre-test for both groups.
- Tape recorder was used to record the test.
- Finally, the performance of the groups were compared and analyzed to find out the impact of storytelling technique in teaching speaking.

Their performance were compared on the basis of fluency. To measure the students' fluency level, I used a sample speaking rubric, i.e. rating scale for fluency activities is listed below;

#### Comments

- You used correct expression to introduce someone.

- You need to work on verb forms.
- Your sentences were usually complete and clear, but you hesitated a lot.
- You did a great job keeping the conversation going by asking questions.
- Make sure to pronounce the ends of words clearly.

**Table No. 3:**

**Rating Criteria for demonstrating competencies**

Rating	Demonstrated Competencies
4	<ul style="list-style-type: none"> <li>• Uses of variety of vocabulary and expressions.</li> <li>• Uses of variety of structures with only occasional grammatical errors.</li> <li>• Speaks smoothly with little hesitation, that doesn't interfere with communication.</li> <li>• Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction.</li> <li>• Pronunciation and intonation are almost always very clear.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Uses a variety of vocabulary and expressions, but makes some mistake in word choice.</li> <li>• Uses a variety of grammar structures, but makes some errors.</li> <li>• Speaks with some hesitation, but it doesn't usually interfere with communication.</li> <li>• Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develop the interaction.</li> <li>• Pronunciation and intonation are usually clear with a few problem area.</li> </ul>

2	<ul style="list-style-type: none"> <li>• Uses limited vocabulary and expressions.</li> <li>• Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors.</li> <li>• Speaks with some hesitation which often interferes with communication.</li> <li>• Tries to communicate but sometimes doesn't respond clearly.</li> <li>• Pronunciation and intonation errors sometimes make it difficult to understand the student.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Uses only basic vocabulary and expressions.</li> <li>• Uses basic structures, makes frequent errors.</li> <li>• Hesitates too often when speaking, which often interferes with communication.</li> <li>• Purpose isn't clear; needs a lot of help communicating; usually doesn't respond appropriately or clearly.</li> <li>• Frequent problems with pronunciation and intonation.</li> </ul>

*Source: <http://www.freewikipedia.org>*

Thus, writing out notes and giving each student a rating is a more formal way of evaluation. It provides simple description for vocabulary, grammar, pronunciation, fluency and interaction. The purpose of this kind of evaluation is to give fair and clear feedback to the students, and to give students some specific points to work on to improve their fluency.

## **CHAPTER-FOUR**

### **ANALYSIS OF DATA AND INTERPRETATION OF THE RESULTS**

This chapter deals with the analysis and interpretation of the data obtained from the primary sources. This study was carried out to find out the effectiveness of storytelling technique for developing speaking skill of grade nine of Shree Adarsha Higher Secondary School of Dhading district where I taught twenty lessons through the storytelling technique.

#### **4.1 Analysis of data and interpretation of the results**

The individual scores obtained by the students in pre-test and post-test are tabulated under each heading group wise. The average scores are computed out of the individual scores tabulated. The difference between pre-test and post-test is computed. The group which got higher marks is thought to have better proficiency than that the one which got lower marks.

Throughout the study, **Group A** refers to experimental group and **Group B** refers to controlled group which was taught the free passage from the textbook of grade 9.

The data have been analyzed and interpreted under the following headings.

##### **4.1.1 Holistic Analysis**

Pre-test was conducted before starting any experimental teaching. After teaching twenty lessons through storytelling technique to develop the students' proficiency on speaking skill, the post-test was administered. The test items of both the tests were same having same full mark i.e.25. It consisted of five different questions that are required to be spoken. The comparison between these two tests have been presented holistically in the following table:

**Table No 4:**

**Holistic Analysis between Group A and Group B**

Group	Av. score in pre-T	Av. score in post-T	Difference
A	11.17	17.37	6.2
B	11.26	14.57	3.31

The above table shows that Group A has the average score of 11.17 in the pre-test and 17.37 in the post-test. The average score is increased by 6.2. Group B has the same score of 11.26 in the pre-test and 14.57 in the post-test. This group here made very slow progress. Only 3.31 of average score is increased.

Thus in my research Group A made relatively better progress in all the aspects of spoken language than group B.

**4.1.2 Item wise Comparison.**

Item wise analysis of the spoken language of the question are as follow.

*a) Pronunciation*

This category consisted of five items. Each item carried 1 mark.

**Table No.5:**

Group	Av. score in pre-T	Av .score in post-T	Difference
A	2.0	3.5	1.5
B	2.0	2.0	0

The above table shows that Group A has the average score of 2.0 in the pre-test and 3.5 in the post-test. The average score has increased by 1.5. Group B has the same score of 2.0 in the pre-test and post-test.

In my research most of the students committed mistake pre-test in pronunciation aspect in the words like *gnawed* as /gnawd/, *wagon* as /wagan/, *paw* as /pau/, *wakened* as /wakend/ and so on. After teaching Group A made progress in pronouncing the words that they failed in pre-test. However, Group B made no progress at all. Therefore, the result shows that storytelling technique can be used for effective teaching of pronunciation.

*b) Grammar*

This category consisted of five items.

**Table No.6:**

Group	Av. score in pre-T	Av .score in post-T	Difference
A	2.0	4.0	2.0
B	2.0	2.5	0.5

The above table shows that Group A has the average score of 2.0 in the pre-test and 4.0 in the post-test. The average score is increased by 2.0. Group B has also the same score of 2.0 in the pre-test and 2.5 in the post-test. This group here made very slow progress.

Thus, the result of my research shows that we can exploit storytelling technique for teaching grammar communicatively.

*c. Content*

This category consisted of five items. Each item carried 1 mark.

**Table No 7:**

Group	Av. score in pre-T	Av. score in post-T	Difference
A	3.5	4.5	1.0
B	3.5	4.0	0.5

The above table shows that Group A has the average score of 3.5 in the pre-test and 4.5 in the post-test. The average score has increased by 1.0. Group B has the same average score of 3.5 in the pre-test. The average score is increased by 0.5 in post-test.

The result shows that storytelling technique is effective for teaching the contest knowledge of any kinds of discourse.

*d. Vocabulary*

This category consisted of five different items.

**Table No: 8**

Group	Av. score in pre-T	Av. score in post-T	Difference
A	3.0	4.5	1.5
B	3.0	3.75	0.75

The above table shows that the average score obtained by Group A is 3.0 in pre- test and 4.5 in the post-test. The group has increased by 1.5. The average score obtained by Group B is 3.0 in pre-test and 3.75 in the post-test. The group has increased by 0.75.

The result shows that Group A who were taught with storytelling technique made better progress in grasping different vocabulary items and their contextual use than those who were taught with only textbook.

*e. Accuracy*

This category consisted of five different items.

**Table No 9:**

Group	Av .score in pre-T	Av. score in post-T	Difference
A	5.0	8.5	3.5
B	5.0	6.5	1.5

The above table shows that the average score obtained by Group A is 5.0 in pre-test and 8.5 in post-test. The group has increased the marks by 3.5. In the similar way, the average score obtained by Group B is 5.0 in pre-test and 6.5 in post-test. The group has increased the marks by only 1.5.

Therefore, the finding shows that to make the students able to pronounce the words accurately, we can exploit storytelling technique.

*f. Fluency*

This category consisted of five different items

**Table No 10:**

Group	Av .score in pre-T	Av. score in post-T	Difference
A	2.0	3.5	1.5
B	2.0	3.0	1.0

The above table shows that the average score obtained by Group A is 2.0 in pre-test and 3.5 in post-test. The group has increased the marks by 1.5. In the similar way, the average score obtained by Group B is 2.0 in pre-test and 3.0 in post-test. The group has increased the marks by only 1.0. Therefore, I can claim that we can create fluent English speaker if we use storytelling technique for teaching speaking.

From the analysis and interpretation of the tests result, it has been proved that the experimental group who were taught with storytelling technique has relatively better result than the controlled group who were only taught with textbook materials for developing speaking comprehension.

**4.2 Summary of Findings**

The research was carried out to find out the effectiveness of storytelling technique in teaching speaking comprehension. In order to fulfil the objectives, a particular study was carried out in which two groups of students were taught



two different types of materials with two different techniques. Group A was taught with different stories whereas Group B was taught free passage from the textbook only of grade nine.

To conduct the research pre-test and post-test were administered before and after the real classroom teaching respectively. The result of both groups were computed and tabulated. After analysis and interpretation of data, the researcher found that the experimental group got better progress who were taught with different stories such as fables, fairy tales, personal stories, religious stories and traditional stories. Since telling different stories tends to have simple grammar and vocabulary items, students with low motivation and weak academic skills are also likely to listen, read, write and put forth greater effort academically in the context of storytelling. Though controlled group was also benefitted, comparatively they were in slow progress.

The findings revealed that large class size, use of native language by ELT practitioners, shyness, students' unwillingness to complete tasks, inadequate of resources, lack of accountability towards teaching and learning etc. are the affecting factors in teaching speaking.

## CHAPTER-FIVE

### CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher has presented the conclusions of the research and recommendation of the study on the basis of presentation, analysis and interpretation of the collected data. The following conclusions and recommendations have been drawn on the basis of analyzed data.

#### 5.1. Conclusions

The major conclusions of the study are as below;

- ) The research shows that Group A performed relatively better result in every cases of speaking comprehension. Therefore, storytelling technique is effective.
- Telling different stories tends to have simple grammar. Such specialty of the technique makes easier to understand the various level of grammatical difficulty provided in natural links for lower level of students.
- While telling different stories, they are exposed with different terms that make them rich in vocabulary.
- Students with low motivation and weak academic skills also are likely to listen, read, write and put forth greater effort academically in the context of storytelling.
- Storytelling technique provides the input to the students on the basis of language acquisition and enables learners to interact in spoken communication.

Thus, making the use of storytelling technique in the language classroom makes the classroom effective, creative and easier.

## **5.2 Recommendations**

On the basis of above mentioned conclusion, the following things have been recommended.

### **5.2.1 Policy Related**

- ) Story telling technique is seen as one of the most effective technique for teaching speaking comprehension for lower level of students. Therefore, the concerned authorities should concentrate on using this technique in the curricular and they may supply the schools with different related materials.
- ) Because of the lack of teachers' adequate proficiency in spoken English, they hesitate to manage the communicative class. In this case, school management committee, district Education office should make provision for ELT teachers to be involved in different sorts of seminar, workshops as the part of teachers development program where they get chance to discuss current issues in ELT and may find a concrete solution for the betterment.

### **5.2.2 Practice Related**

- ) It is found out that most of the teachers feel difficult to implement student centered technique of teaching speaking. In this case, they are offered to manage their speaking classes with storytelling technique.
- ) It is essential to make communicative approach socially accepted by school authority.
- ) Students should be encouraged to take active role in storytelling activities.
- ) Language learning should be made as fun and interesting by using storytelling technique by the teachers.

- ) The teachers are required to teach English through English by making the proper use of storytelling technique.
- ) Time spent in preparing for a lesson and number of teaching hours assigned to the teachers are also found to be one of the main causes that prevent teachers to make the effective communicative class. So, there need to be the overall evaluation of the number of teaching hours the teacher can deliver in effective way and they need to be assigned the teaching hours accordingly.
- ) Physical facilities of the classroom should be managed properly.
- ) There should be limited students in the classroom where teacher may apply storytelling technique effectively.

### **5.2.3 Further Research Related**

- ) This research will provide a valuable secondary source for the other researchers who want to conduct research regarding other techniques for developing speaking comprehension.
- ) It will provide new research area which are left to be investigated.
- ) It will also be equally beneficial to include the respondents from other parts of the country to get more comprehensive picture of the existing situation of methodological aspect of communicative language teaching.

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<http://www.freewikipedia.org>

## Appendix I

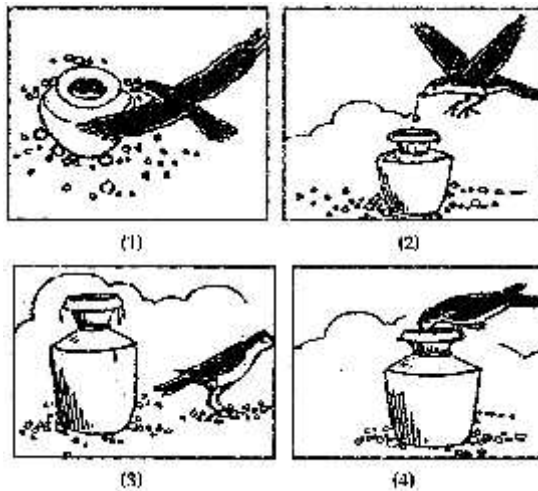
### Test items for pre-test & post-test

1. **Interview:** Ask these general questions to the students: 14=4

- What's your name?
- Where are you from?
- What's your favorite subject?
- How much mark do you expect to get in English?

2. Tell me any four results that we facing with load-shedding. 4

3. Look at the following pictures and describe them in the past tense. 8



4. Tell any four things that you are going to do after the SLC exam.4

5. Deliver a short speech on any one of the following topics: 5

My family

My school

My country

## Appendix II

### Transcription of the Students Speech in Pre-Test

*Student No. 1*

**1. Interview**

a) What is your name?

My name is Pashupati Shrestha.

b) Where are you from?

I am from Gajuri.

c) What is your favorite subject?

My favorite subject name is English.

d) How much mark do you expect to get in English?

I expect above 60 marks.

**2. Tell any four results that we are facing with load shedding.**

a) We can't read and write.

b) We can't iron the clothes.

c) We can't see TV.

d) We can't turn on fan.

**3. Look at the following pictures and describe them in past tense.**

In the first picture the crow was thirsty. He *find* a water pot. But water was very low in a pot. Luckily he saw small stones and *pick up* them and *fell down* in the pot.

In the second picture he *fell down* the small stones regularly.

In the third picture *the water came up from the pot* and again he was *felling down* the stones.



In the fourth picture he drank water.

**4. Tell any four things that you are going to do after the SLC exam.**

- a) I will go Kathmandu.
- b) I will go Mama's house.
- c) I will go computer class.
- d) I will work at home.

**5. My School**

My school name is Shree Adarsha Higher Secondary School. Here are many beautiful environment. Here are 30 teachers and 1000 students. Here are three buildings and four toilets. Teachers are very helpful. They love us. I love my school very much.

*Student No. 2*

**2. Interview**

a) What is your name?

My name is Alisha Thapaliya.

b) Where are you from?

I am from Gajuri-pinda.

c) What is your favorite subject?

My favorite subject name is Maths.

d) How much mark do you expect to get in English?

I expect above 55 marks.

**2. Tell any four results that we are facing with load shedding.**

a) We can't read and write.

- b) We can't listen radio.
- c) We can't see TV.
- d) We can't switch on fan.

**3. Look at the following pictures and describe them in past tense.**

In the first picture the crow was thirsty. He *find* a water pot. But water was very low in *a* pot. Luckily he saw small stones and *carry up* them and dropped in the pot.

In the second picture he carried and dropped the small stones in the pot regularly.

In the third picture *the water came up from the pot* and again he was putting down the stones.

In the fourth picture he became able to drink water.

**4. Tell any four things that you are going to do after the SLC exam.**

- a) I will go to visit pokhara.
- b) I will go to visit Kathmandu.
- c) I will read English language.
- d) I will help my at home.

**5. My Family**

There are four members in our family. They are father, mother, me and sister. My father works in the field and my mother works at home. I read in class 9 and my small sister *read* in class 5. We are happy family.

## Transcription of the Students Speech in Post-Test

### Group-A

#### 3. Interview

a) What is your name?

My name is Pashupati Shrestha.

b) Where are you from?

I am from Gajuri, Dhading.

c) What is your favorite subject?

English is my favorite subject.

d) How much mark do you expect to get in English?

I expect above 75 marks.

#### 2. Tell any four results that we are facing with load shedding.

The result of load shedding are;

a) Load shedding disturb our study.

b) Load shedding makes our lives difficult.

c) Load shedding keeps us away from information because we cannot see TV, we cannot listen radio etc.

d) Factories cannot be run.

#### 3. Look at the following pictures and describe them in past tense.

Once upon a time there was a crow. He was very thirsty. He flew in search of water but he couldn't get water. He flew here and there and he found a pitcher. He looked in the pitcher but the water was very low. He couldn't drink water. He *saw* here and there. He saw pebbles around the pitcher. He thought to pick up them and drop into pitcher. He did so regularly and he saw the water rising. He *drink* water and *kill* his thirst.

Moral: we can fulfil our needs if we want.

**4. Tell any four things that you are going to do after the SLC exam.**

After my SLC;

- a) I will visit beautiful places.
- b) I will join computer class.
- c) I will join English language class.
- d) I will help my parents in the housework.

**5. My School**

Adarsha Higher Secondary School is the name of my school. It is located in Dhading district, Gajuri VDC. It is one of the best school of my district. There are thirty teachers in my school. More than 1000 students read here. Here are the students of different casts, ethnicity, and religion. Physical facilities of my school are very attractive. I like my school very much.

*Group-B*

**1. Interview**

- a) What is your name?

My name is Alisha Thapaliya.

- b) Where are you from?

I am from Gajuri, Dhading.

- c) What is your favorite subject?

Math's is my favorite subject.

- d) How much mark do you expect to get in English?

I expect to get in English more than 60 marks.

**2. Tell any four results that we are facing with load shedding.**

The result of load shedding are;

- a) Load shedding gives us darkness.
- b) We cannot read and write.
- c) We cannot iron clothes.
- d) We cannot run factories.

**3. Look at the following pictures and describe them in past tense.**

Once upon a time there was a crow. He was very thirsty. He flew in search of water but he couldn't get water. He *flew* here and there and he *got* a water pot. He looked in the water pot but the water was very low. He couldn't drink water. He saw here and there. He saw small stones around the water pot. He thought to pick up them and drop into pitcher. He did so regularly and he saw the water rising. He *drank* water.

**4. Tell any four things that you are going to do after the SLC exam.**

After my SLC;

- a) I will visit Pokhara.
- b) I will join computer class.
- c) I will join English language class.
- d) I will work in the field with my parents.

**5. My Family**

I live in a small family. There are four members in our family. They are father, mother, me and sister. Agriculture is my father's occupation while housewife is my mother's occupation. We two children read in Adarsha Higher Secondary School. I read in class 9 and my small sister *reads* in class 5. We help our parents in their work while we have leisure time. We are happy family.

## Appendix III

### The Result of The Individual Students of Group A In Pre-Test and Post-Test.

SN	Name of the Students	Pre-test	Post-test
1	Pashupati Shrestha	16	23
3	Radhika Shrestha	15	21
5	Shiva Pandey	13	18
7	Rijan Dallakoti	17	24
9	Asmita Shrestha	12	17
11	Krishna Shrestha	10	16
13	Anil Tamang	9	15
15	Sapana Baraily	8	14
17	Krishna Tamang	9	15
19	Sarita Shrestha	12	17
21	Mira Chepang	10	18
23	Sushma Ghimire	10	18
25	Manju Chepang	8	14
27	Parwoti Lamichhane	12	19
29	Menuka Chepang	7	13
31	Pragya Chepang	8	15
33	Sadikshya Nepal	11	17
35	Rupa Shedain	13	19
37	Ranjita Gurung	10	19
39	Umesh Shrestha	14	21
41	Sudip Magar	13	18
43	Raj Kumar Shedain	12	17
45	Sandip Lama	8	13
47	Ajit Panta	10	16
49	Kamala Tamang	14	21
51	Asmita Tamang	12	18

53	Sunita Ghimire	11	17
55	Indira Baramu	8	14
57	Bijula Mijar	11	16
59	Saroj Pathak	12	18

**The Result of The Individual Students of Group B In Pre-Test and Post-Test.**

<b>SN</b>	<b>Name of the Students</b>	<b>Pre-Test</b>	<b>Post-Test</b>
2	Alisha Thapaliya	16	20
4	Basanta Rijal	14	18
6	Sangita Dallakoti	13	16
8	Sneha Dallakoti	16	20
10	Nirajan Thapaliya	12	16
12	Satya Man Tamang	9	13
14	Saraswoti Bhandari	10	14
16	Swikriti Mijar	8	12
18	Suja Majhi	9	13
20	Karkyun Tamang	14	17
22	Bikash Magar	10	12
24	Dipa Shrestha	9	11
26	Manish Shedain	10	15
28	Robin Baraily	13	15
30	Prakash Lamichhane	11	14
32	Sudip Adhikari	10	13

34	Saraswoti Nepal	12	15
36	Reshant Tamang	13	16
38	Rabina Shrestha	10	14
40	Sailendra Rai	7	10
42	Dina Khawas	15	17
44	Surendra Tamang	7	10
46	Arati Khatiwoda	9	12
48	Santosh Shrestha	10	13
50	Sunil Rai	12	15
52	Sunil Tamang	11	14
54	Sova Ghimire	12	16
56	Bipana Koiral	13	16
58	Sandip Magar	10	14
60	Anju Tamang	13	16



## Appendix IV

### List of Lesson Plan

#### Lesson Plan No.2

School: Shree Adarsha HSS

Date:2072/9/15

Teaching item: story telling (a fable)

Class: IX

Topic: The Lion and the Mouse

Time:45 mins

Focus element: Speaking

#### Group-A

1. **Teaching Objectives:** On completion of the lesson, the students will be able to;
  - I. Tell the same story in their own words.
  - II. Create their own imaginary stories.
2. **Teaching Materials:** The slips of the story.
3. **Presentation and practice:**
  - ✓ First, the teacher will divide the class into pairs and distribute the slip of the story to each group. To motivate them, she will simply ask the students if they have ever seen the Lion or the Mouse.
  - ✓ After that they will be asked to skim the story and to discuss with their partner about it as they know.
  - ✓ Then after, she will tell the story sequentially. While telling the story, she will also put some comprehension questions.
  - ✓ For practice she will divide the class into pairs then they will be asked to practice the story orally.
  - ✓ Finally, they will be asked to tell the same story in their own words.

**4. Evaluation:** To evaluate she will ask the students individually to tell anyone of the imaginary story using animals as characters.

### **Group-B**

**1. Teaching Objectives:** On completion of the lesson, the students will be able to;

I. Tell the same story in their own words.

II. Answer the questions based on the story.

**2. Teaching Materials:** The slips of the story

**3. Presentation and Practice:**

✓ At first, the teacher will write the topic on the board and ask them to discuss about the topic if they have heard.

✓ After that she will distribute the slip of the story individually and ask them to skim the story.

✓ Finally, she will describe the story line by line helping them with the difficult term. During the explanation, she will also ask some comprehension questions.eg.

) Who was the king?

) Why did the little Mouse ask for excuse?

) What did hunters do to catch the Lion?

) Who saved the Lion while he was tied to the tree?

) Did the Lion swallow to the little Mouse?

**4. Evaluation:** The teacher will ask the students to tell the story in their own words.

## Lesson Plan No.4

School: Shree Adarsha HSS

Date:2072/9/17

Teaching item: story telling

Class: IX

Topic: Stonecutter

Time:45 mins

Focus element: Speaking

### Group: A

1. **Teaching Objectives:** At the end of the lesson, the students will be able to:
  - Answer the questions based on the story.
  - Tell the story in their own words.
2. **Teaching Materials:** the usual classroom materials
3. **Presentation and Practice**
  - First of all, the teacher will introduce the topic by writing it on the board and to motivate them, she will simply ask if they have ever seen a stonecutter.
  - After a short discussion, the researcher will ask them to skim the story and to recognize major characters and their major roles.
  - Finally, the teacher will teach the story helping them with difficult terms in the story. During the explanation he will also put some comprehensive question.
  - To practice she will divide the class into pairs and ask them to practice the story orally in their own words.
4. **Evaluation:** The students will be evaluated by asking them to summarize the story in their own words.

## Group- B

### Topic: The Little China Chip

1. **Teaching Objectives:** At the end of the lesson, the students will be able to:
  - a) Answer the questions based on the text.
2. **Teaching Materials:** the usual classroom materials
3. **Presentation and Practice**
  - First of all the teacher will write the topic on the board and ask the students to share their comprehension about the topic if they have any.
  - After this, the teacher will ask them to list the difficult vocabulary or terms from the text.
  - Then the teacher will explain the text by helping them with difficult vocabulary and other terms.
  - Finally, the teacher will create an environment for discussion among the students. He does it by making questions about the text.  
e.g.
  - What fascinated the writer?
  - Why did the writer's mom keep a little china chip with her?
  - Tell the love story of the writer's mom.
4. **Evaluation:** to evaluate the students the teacher will ask the following questions;
  - What did the writer find when she opened the dresser?
  - What important relationship is in between the writer's mom and the little china chip? etc.

## Lesson Plan No. 6

School: Shree Adarsha HSS

Date:2072/9/19

Teaching item: story telling

Class: IX

Topic: The Perfect Wife

Time:45 mins

Focus element: Speaking

### Group-A

1. **Teaching Objectives:** At the end of the lesson, the students will be able to;
  - a. answer the questions based on the story.
  - b. tell the story in their own words.
2. **Teaching Materials:** the usual classroom materials, some photocopies containing the story.
3. **Presentation and Practice:** the presentation and practice to be followed for this lesson will be as below.
  - The teacher will write the topic of the story on the board and ask the students to make any prediction about the topic.
  - After this the teacher will provide each student the sheet containing the story and ask them to skim the story.
  - Finally, the teacher will explain the main characters named Mulla Narrudin. And she will summarize the story including a brief historical background of it.
  - They will be asked to summarize the story in their own words.
4. **Evaluation:** To evaluate the students, the teacher will ask following questions.
  - Why was the first lady Mulla didn't meet a perfect?
  - How many girls did Mulla meet?
  - Summarize the story in your own words.

## **Group B**

### **Topic: Dance**

- 1. Teaching Objectives:** At the end of the lessons, the students will be able to:
  - a. Answer the questions based in the text
- 2. Teaching Materials:** the usual classroom materials and a picture of dancing people.
- 3. Presentation and Practice:**
  - The teacher will motivate the students by showing picture of dancing people and write the topic DANCE on the board.
  - After this the teacher will tell the students to go through the text quickly and to find the gist.
  - Then the teacher will encourage to express what they have comprehended from the text.
  - Finally, the teacher will give a detail description of the text. During his explanation, he also puts some comprehension questions.eg.
  - How did the lady feel when she went disco for the first time?
  - How many young men did propose her to dance with?
  - Why did she reject each of them?
- 4. Evaluation:** The students will be evaluated by asking them above mentioned questions.

## Lesson Plan No. 8

School: Shree Adarsha HSS

Date:2072/9/21

Teaching item: story telling

Class: IX

Topic: Cakes and Cinder an Urban Legend

Time:45 mins

Focus element: Speaking

### Group-A

**1. Teaching Objectives:** At the end of the lesson, the students will be able to:

- a) Answer the questions based on the story.
- b) Tell the story in their own words.

**2. Teaching Materials:** The usual classroom materials

**3. Presentation and Practice:**

- ) The teacher will commence the class with the revision of the previous class in brief.
- ) Then, she will introduce new story writing its title ;Cakes and Cider' on the board
- ) After this she will encourage the students to share their ideas about legend if they know.
- ) After a short discussion the teacher will provide each of them a sheet containing the real story. The teacher then will ask them to skim the story.
- ) Finally, the teacher will give detail explanation helping them with difficult terms from the text. Her explanation will be followed by some comprehension questions.
- ) Students will be asked to practice the story orally with their own friends.

- 4. Evaluation:** to evaluate the students the teacher will ask the students to tell the story in their own words.

### **Group B**

#### **Topic: My Little Sister (a passage)**

- 1. Teaching objectives:** at the end of the lesson the students will be able to:  
Answer the questions based on the passage.
- 2. Teaching Materials:** the usual classroom materials.
- 3. Presentation and practice:**  
The teacher, at first will ask some students to read the passage quickly and answer the questions short questions;
  - What is the name of the writer?
  - What surprises her most?
  - Why does she wish to be like her sister?

) After this the teacher will ask them to list the difficult terminologies from the passage.

) Finally, she will explain passage helping them with the difficult terms.
- 4. Evaluation:** to evaluate the students, she will ask the following questions.
  - Why does the writer sometimes envy her little sister?
  - Why do people find the baby lovable and fascinating? etc?



## Lesson Plan No. 10

School: Shree Adarsha HSS

Date: 2072/9/23

Teaching item: story telling

Class: IX

Topic: The man who was found in the well

Time:45 mins

Focus element: Speaking

### Group-A

1. **Teaching objectives:** at the end of the lesson the students will be able to;
  - a) Answer the questions based on the story
  - b) Tell story in their own words
2. **Teaching Material:** the classroom materials and picture of a well.
3. **Presentation and practice:**
  - ) The teacher will motivate the students by showing the picture of well and ask them to name the picture.
  - ) Then she will introduce the topic by writing it on the board.
  - ) After this she will ask the students to go through the story silently but quickly. And she will also ask them to find out the major characteristics.
  - ) The teacher will also ask them to underline the difficult diction from the story.
  - ) Then, she will also explain the story along with the solution to difficult words the students have underlined.
  - ) Students will be asked to tell the story in their own words.
4. **Evaluation:** Summarize the story in your own words.

## Group-B

### Topic: A Mother's Warning

1. **Teaching Objectives:** at the end of the lesson the students will be able to answer the questions based on the text.
2. **Teaching Materials:** The usual classroom materials
3. **Presentation and Practice:**

First of all, the teacher will introduce the topic by writing it on the board.

) Then she will ask the students to skim the text and to underline the difficult terms.

) To check the students' level of understanding she will ask some students to answer these questions.

- Who is telling the story?
- Who said good bye to whom?

) Finally, she will explain the text in detail helping them about their difficulties.

4. **Evaluation:** The students will be evaluated by asking the following questions.
  - What according to the police was the cause of the accident?
  - What is the mother's message?
  - How long did the nightmare last? etc.

## Lesson Plan no-12

School: Shree Adarsha HSS

Date:2072/9/25

Teaching item: story telling

Class: IX

Topic: The Lost Son

Time:45 mins

Focus element: Speaking

### Group-A

1. **Teaching Objectives:** at the end of the lesson the students will be able to:
  - a) Answer the questions based on the story
  - b) Summarize the story in their own words
2. **Teaching Materials:** the usual classroom materials
3. **Presentation and Practice:**
  - ) The teacher, with some reference to the story will provide the sheet containing the story to each student and ask them to go through the story. She will also ask them to underline the difficult words.
  - ) After this she will make explanation about the story with the solution to the difficult word. Her explanation will be followed by some comprehension question.
  - ) Finally she will ask some of the students to tell the story and others have to listen carefully.
4. **Evaluation:** the students will be evaluated by asking them to summarize the story in their own words.

## Group-B

### Topic: Trip to Ilam

1. **Teaching objectives:** at the end of the lesson, the students will be able to  
Answer the questions based on the text.
2. **Teaching Materials:** the usual classroom materials
3. **Presentation and practice**
  - ) The teacher will divide the class into 5 groups and ask them to skim the text.
  - ) Then they will be asked to share and discuss their understanding among their respective groups.
  - ) After this the teacher will also ask some questions e.g.
    - o What are women doing?
    - o What is Ilam famous for?
  - ) Finally, the teacher will make a detail explanation about the text.
4. **Evaluation:** The students will be evaluated by asking them the following questions;
  - o What are the five stages of the manufacturing tea?
  - o What causes the leaves to become withered? etc

## Lesson Plan No.14

School: Shree Adarsha HSS

Date:2072/9/27

Teaching item: story telling

Class: IX

Topic: The Strong Wind

Time:45 mins

Focus element: Speaking

### Group-A

**1. Teaching Objectives:** at the end of the lesson, the students will be able to;

- a) Answer the questions based on the story.
- b) Tell summary of the story.

**2. Teaching Materials:** the usual classroom materials.

**3. Presentation and Practice:**

- ) The teacher will give quick revision of the previous lesson in brief.
- ) Then she will introduce the next story writing its title on the board.
- ) After this she will divide the class into four groups and ask them to skim the story and have discussion about it.
- ) Some of the students will be asked to share their answers to the questions i.e.

Why do you think or not the title of the story is appropriate?

- ) She will explain the story helping them with difficult terms from the story.
- ) Finally, some of the students will be asked to explain the story and rest of the students have to listen carefully.

**5. Evaluation:** to evaluate the students the teacher will ask the following questions;

- ) What is the name of the great warrior?
- ) Why did the youngest daughter of the chief marry to strong wind?
- ) Summarize the story in your own words.

## Group-B

### Topic: A Suitable Boy

1. **Teaching Objectives:** at the end of the lesson, the students will be able to;

Answer the questions based on the passage.

2. **Teaching Materials:** the usual classroom materials

3. **Presentation and Practice:**

) The teacher, at first, will provide different roles of the characters to perform.

) Then they will be asked to perform the role.

) The students who were only observers will be asked if they understood anything from the performance.

) Finally, the teacher will help the students on difficult diction and explain the text.

4. **Evaluation:** to evaluate the students the teacher will ask following questions;

) What is the name of the woman?

) Why does the man feel ashamed?

) How does he support equality for men and women?

## Lesson Plan No.16

School: Shree Adarsha HSS

Date:2072/9/29

Teaching item: story telling

Class: IX

Topic: The Strong Wind

Time:45 mins

Focus element: Speaking

### Group-A

**1. Teaching Objectives:** at the end of the lesson, the students will be able to;

- a) Answer the question based on the story.
- b) Summarize the story in their own words.

**2. Teaching Materials:** the usual classroom materials

**3. Presentation and Practice:**

) The teacher in the beginning will provide some reference to the story and the name of main characters by creating some questions e.g.

- o Do you have any friends who never lies?
- o Do you like to lie? etc.

) Then the teacher will introduce the title of the story by writing its title on the board.

) After this the teacher will say to the students to listen the story carefully and he will explain the story. During her explanation, he will also some comprehension questions.eg

- o What type of person was George Fox?
- o Why did the two men make plan? etc.

) She will divide the class into pairs and ask them to practice the story in their own words.

5. **Evaluation:** The students will be evaluated by asking them to summarize the story

### **Group-B**

#### **Topic: A Payment Greater than Money**

1. **Teaching Objectives:** at the end of the lesson, the students will be able to;

Answer the questions based on the text.

2. **Teaching Materials:** the usual classroom materials

3. **Presentation and Practice:**

) First of all, she will ask the students to clarify the topic if any know.

) Then they will be asked to skim the text and find the gist. They will also be asked to highlight the difficult dictions from the text.

) Finally, the teacher will help them to comprehend the text in detail. He also ask some questions during her help.eg

- What does the writer do for his living?
- How old is she now?etc

4. **Evaluation:** The students will be asked the following questions;

- Was the writer paid for his job by Mr. Chhetry? How?
- Do you think the title is suitable? Why?



## Lesson Plan No.18

School: Shree Adarsha HSS

Date:2072/10/1

Teaching item: story telling

Class: IX

Topic: The Gothic Ballad

Time:45 mins

Focus element: Speaking

### Group-A

1. **Teaching Objectives:** at the end of the lesson, the students will be able to;
  - a) Define what a ballad is?
  - b) Interpret the poem.
  - c) Answer the questions based on the poem.
2. **Teaching Materials:** usual classroom materials and some photocopies containing the poem.
3. **Presentation and Practice:**
  - ) First of all the teacher will write the term BALLAD on the board and asks students if they could say what it meant.
  - ) If any students try the teacher will encourage him or her. If not she herself will explain the term.
  - ) Then she will distribute the photocopies containing a ballad to each of the student and ask them to recite it one by one.
  - ) After this she will also ask them to highlight the difficult terms from the poem.
  - ) Finally the teacher will interpret the poem helping them with the solution to the difficult terms. During her interpretation ,the teacher will ask the following comprehension questions;
    - o Why did the poet walk down the dark road?
    - o What is the ballad about? etc.

4. **Evaluation:** the teacher will ask them to interpret the poem in their own words.

### **Group-B**

#### **Topic: The Donkey Boys**

1. **Teaching Objectives:** at the end of the lesson, the students will be able to;
  - a) Answer the questions based on the text.
  - b) Interpret the poem in their own words.
2. **Teaching Materials:** the usual classroom materials.
3. **Presentation and Practice:**
  - ) At first the teacher will ask the students to guess about the poem on the basis of the given pictures.
  - ) Then she will ask one of the students to recite the poem.
  - ) Next time she will ask all the students to read the poem silently and to find the difficult dictions from the poem.
  - ) Finally, the teacher will interpret the poem helping them with the solution to difficult terms. During the interpretation of the poem she will also ask some comprehension questions.eg.
    - o Why do the boys come to the seashore?
    - o Why do they bring donkey with them?
4. **Evaluation:** for the evaluation she will ask some students to interpret the poem.

## Lesson Plan No.20

School: Shree Adarsha HSS

Date:2072/10/3

Teaching item: story telling

Class: IX

Topic: The Little Flower

Time:45 mins

Focus element: Speaking

### Group-A

1. **Teaching Objectives:** at the end of the lesson, the students will be able to;
  - a) Interpret the poem
  - b) Answer the questions based on the poem
2. **Teaching Objectives:** the usual classroom materials and some photocopies containing the poem A Little Flower.
3. **Presentation and Practice:**
  - ) First of all she will introduce the poem writing its title on the board and distributes the photocopies to each students.
  - ) Then she will ask some of the students to recite it. Next time, she will ask all the students to read the poem and underline the difficult terms.
  - ) Then she will interpret the poem helping them with the solution to difficult terms. During her interpretation she will also ask some comprehension questions.
  - ) Finally she will ask the students randomly to interpret the poem in their own words.
4. **Evaluation:** the teacher will ask the students individually to interpret the poem in their own way.

## Group-B

### Topic: Touch

1. **Teaching Objectives:** at the end of the lesson the students will be able to;  
Answer the questions based on the poem.
2. **Teaching Materials:** the usual classroom materials.
3. **Presentation and Practice;**
  - ) First the teacher will ask the students to guess about the poem from the given pictures in the book.
  - ) After they guess about the poem she will ask one of the students to recite the poem.
  - ) Then she will again ask the students to read the poem and to underline the difficult words.
  - ) Lastly, she will interpret the poem helping them with the solution to difficult terms. During her interpretation she will ask some comprehension question;
    - o Where was the poem written?
    - o What does the poet want?
4. **Evaluation:** she will ask if they can to interpret the poem.

## Appendix V

### A List of Sample Stories

#### **The Lion and The Mouse:** *Aesop's Fable*

Once when a Lion was asleep, a little mouse began running up and down upon him, this soon wakened the Lion who placed his huge paw upon him and opened his big jaws to swallow him. "Pardon O king" cried the little mouse: forgive me this time, I shall never forget it. Who knows but what I may be able to do you a turn.

Some of these days? "The Lion was so tickled at the idea of Mouse being able to help him that he lifted up his paw and let him go. Sometime after the Lion was caught in a trap, and the hunters who desired to carry him alive to the king, tied him to a tree while they went to search of a wagon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the lion was, went up to him and soon gnawed away the ropes that bound the king of the Beasts. "Was I not right?" said the little Mouse.

**Moral:** *Little Friends may prove great friends.*

#### **The Three Brothers** *'The Legend'*

Over one thousand years ago, there lived a king who ruled over the lands that lay near the mouth of the Vistula River. When the king died, his wealth was left to his three sons, Lech, Czech, and Rus. Their father's kingdom was not large enough to be divided between the three brothers. So, they decided to set out in search of other lands.

Lech was the oldest and became the new chief. His brothers were jealous and the often quarreled over which of them would make the best leader. After months of weary travel, the three brothers came upon a hill in a land of green meadows. At the top of the hills stood a giant Oak tree, and above the tree flew a great white eagle.

“That eagle is a good sign from Gods!” Lech told his brothers. “I am going to climb this tree and have a look around”. As Lech climbed up the tree he saw eagle’s nest high in the branches. The eagle flew near him and would not let him come close to the nest. But he had climbed high enough to see for miles in every direction.

To the north Lech saw a large body of water. To the east he saw an endless plain of flat and fertile land and to the south were hills where sheep and cattle could graze. To the west was a thick, dark forest.

Lech came down and told his brothers what he had seen. Czech wanted to go south and Russ argued that east would be better. Finally, the three brothers decided to separate. The people who agrees with Czech went with Czech. The people who agreed with Russ went with Rus. But most of the people remained with Lech and asked him which way he planned to go.

“We will stay right here!” Lech told them. Thus, Lech became the first Duke of Poland and he assumed leadership of the western slays. So, the people began to build a town there on a hill, and Lech chose the white eagle with its wings spread wide as their emblem. They called their town Gniezno, which means ‘ A Nest’ in the Slavic language. The town became the capital of their nation. As time went, their country became known as Poland.

### **The Perfect wife:** *The Folktale*

Mulla Nasrudin was sitting in a tea shop when a friend excitedly came in. “I am so happy, Mulla” his friend blurted out, “ I am about to get married. Mulla, have you ever thought of getting marry?”

Nasrudin answered, “ I did think of getting marry. When I was young, I very much wanted to. I set out in search of the perfect wife; I travelled far and wide to find her. I went first t Damascus. There I met a beautiful woman who was gracious, kind, and deeply spiritual, but she had no worldly knowledge, so I decided she was not the perfect wife. I travelled further and went to Isphahan. There I met a woman who was both spiritual and wise in the ways of the

world.....she was beautiful in many ways. But we didn't communicate well. Finally, after much searching in Cairo I found her. She was spiritually deep, graceful, and beautiful in every way, at home in the world and at home in the realms beyond it. I knew I had found the perfect wife".

His friend started at home, "Then why did you not marry her, Mulla?"

"Alas," said Nasrudin, shaking his head, "she unfortunately, was waiting for the perfect husband".