

IMPROVING NARRATIVE WRITING SKILLS THROUGH STORIES AT ELEMENTARY LEVEL

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Abstract

As a productive skill, writing is a crucial skill to master in order to be successful in one's academic pursuits. Due to its importance, writing is an important skill cultivated in an English language classroom at elementary level. The impact of materials upon the development of Second language teaching and learning is unavoidable. On the other hand, the commercialization of education has resulted with a plethora of materials flooding the language development arena, each claiming to be effective in its own way. As a result, field practitioners are facing a new dilemma; identifying the 'best' materials for their classes. Thus, it is beneficial for practitioners to acquire the knowledge of how such materials are produced. Such knowledge would develop the teachers' ability to evaluate the potential of a teaching material and perhaps develop oneself. Stories are considered by many to be an important skill for narrative writing, and some have argued that the teaching of stories might help students avoid copying from source texts. This research work presents the results of using stories in the classrooms to improve the writing skills of the students. The students in the study found the skills taught to them useful, and they were able to apply them in a limited way. However, the results from the study indicated that the skills did not help the students equally. Students' perception of their confidence in their learning abilities and the task assigned may not accurately reflect their writing skills. The researcher highlighted students' perception of the skills taught to them and whether these skills actually helped them to become better narrative writer. Furthermore, stories are even claimed to be more effective in language teaching than traditional teaching methods. It was concluded that story telling is a potential source for the students to improve their writing skills. Based on the findings, the researcher recommends that English language teachers should use stories for teaching English in general and for teaching writing skills in particular at elementary level.

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DEDICATED TO

Hazrat Muhammad (Peace Be Upon Him)

Who is forever a torch of guidance and

Knowledge for humanity as a whole!

And

Our beloved Quaid Muhammad Ali Jinnah

Who taught us unity, Faith and Discipline!

Moreover to,

My affectionate and loving Husband

And

My Worthy Supervisor: **Sir Safdar Bhatti**

Who encouraged me at each step of life

To face the challenges bravely!

Acknowledgement

In the name of Allah, the most Beneficent and the most Merciful. Billions of Darood O Salam upon the merciful Prophet (Peace Be Upon Him), the one and the only cause of creation of this beautiful world.

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Chapter 1

INTRODUCTION

1.1 RESEARCH BACKGROUND

English has won the status of International language. Due to its pivotal status, many nations are adopting it as their second language. English is taught as a compulsory subject in Pakistani educational institutions. A great many efforts have been made to boost up the standard of English Language teaching and learning in Pakistan. Despite the fact that the students study it over several years, English may not have many applications beyond school settings. Several studies have revealed that the students do not have enough exposure to English language. As a result, their English language skills remain poor when they drift into college. This may be due to the methods of language teaching and learning environment which may be unsuitable for learning a foreign language. English has been extensively recognized as an international language. Therefore, many countries endorse English efficiency. Writing skill in English is acknowledged one of the most important skills that students need to develop as early as at elementary level. Reckoning the important influence of the gadgets on the new education, Children should be skilled with the opportunities in the new learning from earlier stages of their childhood. Story telling is actually ritual of generations. Today contemporary story telling begins with digital story telling which amalgamates picture, music and audio through computers. Multimedia story telling is the present day utterance of an ancient art. A variety of studies stipulates that story telling enhances the learning environment which intensifies motivation of students to exalt their self-confidence. Writing skill is the base of learning English language. No, language can be learnt without strong command on the knowledge of its basic writing. Students are expected to write appropriately by the teacher but unfortunately vocabulary words, grammatical constituents and linguistic proficiency and their usage is not being taught effectively.

The use of Storytelling as a teaching method is on the rise. Yet, not much is known about how the approach affects language development in a foreign language classroom environment (Dawkins & O'Neill 2011; Ghosn 2002; Roney 1996). Roney (1996) defines Storytelling in this way, "In its most basic form, Storytelling is a process where a person (the teller), using vocalization, narrative structure, and mental imagery, communicates with the audience who also use mental imagery and, in turn, communicate back to the teller primarily through body language and facial expression in an ongoing communication cycle. Storytelling is co-creative and interactive. It is one of the most powerful forms of art/communication known to humans and this explains why it possesses such great potential as a teaching-learning tool."

The ability to communicate in written English is closely related to the reading skills, as one of the four skills of English teaching and learning process. The ability to read opens up new avenues of knowledge and opportunities. It enables students to gain information, to get some pleasure, and do many things that are part of modern life, such as, reading newspapers, magazines, maps and so on. That is why reading plays important role in teaching and learning process of English. The target of the English teaching and learning is to enable students to gain the functional literacy which is the ability to communicate both in simple oral and written English to deal with the daily life contexts, such as reading and understanding newspapers or manuals. In other words, students are expected to be able to comprehend English texts in order to learn new knowledge, ideas and concepts. In Pakistan, English is positioned as a Foreign Language which is taught from kindergarten to graduation level as a compulsory subject. In learning English, there are four skills: listening, reading, speaking, and writing. The students have to master all skills in English, but the most important skill is writing because the success of students' learning depends on the greater part of their ability to write. Writing has always been

seen as an important skill in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students. It is the area in which learners need to be offered adequate time to develop their writing skills, therefore more time should be devoted to it in classrooms containing ELLs so that they will be prepared to effectively communicate in real life as well as academic situations (Ismail, 2011). Exposing them to the writing process itself through various venues is an excellent way to reach this goal. Additionally, writing skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing (Ismail, 2011). Because one of the main goals of ESL students is to learn to produce a well-thought-out piece of writing, a specific writing program must be in place in order to meet the needs of these learners. After careful evaluation of the literature, it was found that numerous researchers discovered the need for elementary students to be exposed to a variety of genres, strategies, and methods in order to succeed in the writing of English.

1.2 STATEMENT OF THE PROBLEM

This study intends to reveal the significance of storytelling at the elementary level student's writing skills in rural areas. Counterproductive teaching and assessment methodologies were thought to be the difficulties in improving the writing skills of the students. Thus, the researcher looked for the solution of this drawback in writing skills. Many methods were studied and observed by her. So, the technique of storytelling is an attempt to develop the writing performance of students.

1.3 OBJECTIVE OF THE STUDY

The objectives of the current study were:

- To investigate the effect of storytelling for improving writing skills of the students.
- To develop the interest of students in creative writing through story telling.
- To enable the students to write themselves instead of cramming the long narratives.

1.4 RESEARCH QUESTIONS

The current study answered the following questions:

Q: 1 How does story telling improves the process of narrative writing skills?

Q: 2 What is the effect of the story telling in improving the writing of elementary level students?

Q: 3 How does story telling enhance the interest of pupils in narrative writing?

1.5 HYPOTHESIS OF THE STUDY

In this investigation, the researcher attempted to give a tentative solution to the problems, the hypothesis could be stated as follows: the writing skills of the elementary level students can be improved through storytelling technique.

- 1 There is no difference between scores of controlled group and experimental group in pre- test.
- 2 There is difference between scores of controlled and experimental groups in post-test.

1.6 DELIMITATIONS OF THE STUDY

The current study was delimited to:

- The Kids Care School Kehror Pacca and The Knowledge School Kehror Pacca.
- Only the elementary level students and teachers of the selected school were focused.

1.7 SIGNIFICANCE OF THE STUDY

This study will show the practicality of using stories in teaching and learning the narrative writing skills. This study may also motivate the students to create their own stories. This study may develop the interest of students in novel on narrative writings. The positive results of this research can support the English teachers to apply this method in teaching writing skills and teachers can change their methods to make the students motivated and relaxed in teaching learning process. Teaching writing skills through stories can make students comfortable in teaching learning process because with this method the students can improve their narrative writing skills by catching the message from the teacher.

Chapter 2

LITERATURE REVIEW

2.1 LANGUAGE AND ITS LEARNING

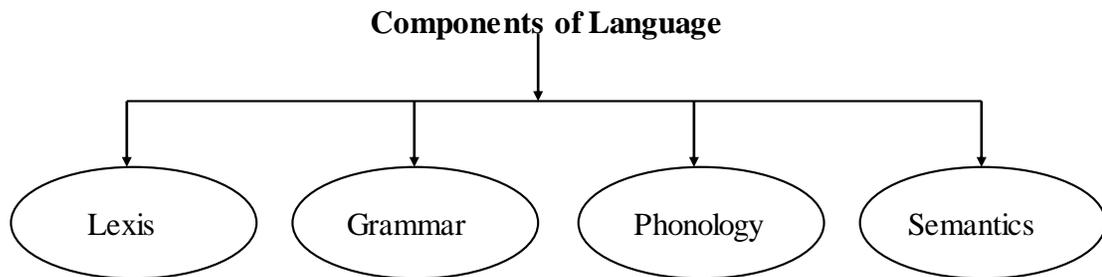
The gift of gab is a special blessing of the Creator to mankind. This quality distinguishes the human beings from animals as, according to Chomsky (1988), the learning of a language is an exclusive faculty of human beings and does not exist in any other species. Although animals like monkeys, dolphins and some others can communicate with one another through language yet they cannot use language as creatively as the human beings can do. They can communicate only in a fixed way by using certain specific signals.

According to Nunand (2003), language is the best taught when it is used to communicate messages, not when it is explicitly taught for conscious learning. Language acquisition can only take place when a message, which is being transmitted, is properly understood, and the focus is on what is being said rather than on the form of the message.

According to Rehman (2003), language is a cultural symbol that preserves and transmits culture to the coming generations and it is also a means of systematic communication by vocal symbols. “Language is a system of arbitrary, vocal symbols, which helps all people in a given culture to communicate”. Language is a learned behavior. All normal children are born with the ability to make sounds but sounds take the shape of language and become meaningful only through constant hearing and repeating them. The sounds may be taught first in isolation but must instantly be inserted in words and phrases etc.

Culture and language are so closely inter-connected and inter-dependent that their independent survival is almost impossible. Nunand also points out that features of a language are not inherited in a biological sense. Any hereditary difference in the structure of a larynx, mouth and lips does not influence the action, which makes up a language. A child learns to speak like other people who are around him.

According to Moeen (1992), the child uses noise and loudness with a rudimentary system of information before he learns specific words, uses utterances for a period and develops intonation akin to the intonation of his parents. Development of his intonation may go far ahead of other elements and units of the language. The components of language are as under:



(a) Lexis

Lexis carries great significance in a language. It is just like the flesh of a living organism, and it gives richness and extensiveness to a language.

(b) Grammar

According to Michael (2005), Grammar gives structure and form to a language. It is just like a network of bones within the body of an organism. Combining together Lexis and Grammar, they give birth to a language and almost all the languages have the following systems:

- a. Grammatical system
- b. Phonological system
- c. Lexical system

(c) Phonology

It is the system of sounds in a language. Any message conveyed by a language has to be first converted into words put together according to the grammatical rules and these words are then conveyed by sounds.

It is a broader study of the major speech sounds and their organization in a particular language. Moreover, it deals with how English organizes elements of speech into an integrated system. Accuracy, fluency, and intonation are the main purposes of phonology. Intonation is concerned with the pitch of the voice, the musical feature of the voice(Michael, 2005).

(d) Semantics

Semantics is the study of meanings in a language. And a language in itself is very sensitive to the situation. So it is rather difficult to reach at the exact meanings of words in a sentence. The aim of semantics is, to explain and clarify the nature of meaning (Shams, 2003).

2.2 LEARNING ENGLISH AS A SECOND LANGUAGE

Language is considered as means of communication that is used to interact with others. We share our feelings and opinions, to make contact with others and so on. The philosopher Wittgenstein (1921) said that the limits of his language are limits of his own world. All he knows is what he has words for. It revenues that our understanding of this world is set to by way of the limits of our language. So it can be said that language is a part of our lives and it is hard for us to be away from it and to reproduce and inspect it. English is chosen as an international language. It means that every country uses English to interact with other people who come from other countries. English cannot be separated from people's activities now-a-days because it helps them to communicate or to give information broadly. People can follow the modern technology development and increase their knowledge. Furthermore, people can see now, many books are written in English, every product including services and goods use English. It is clear that English cannot be separated in our daily life. English is very important and popular. Learners of foreign language also compete to learn English. They learn English for many reasons such as with English they can go abroad in order to continue their study. But, in learning and using the foreign language the learners should have a hard effort. Nations and people use English for communication either formal or informal in education.

According to French (2000), learning a second language is more important than learning a description of it. It involves imitating, practicing, memorizing, listening, interpreting, reading, writing and speaking etc. Further stated that pupil's learning of the new language and teaching of

a language should be based on word groups. It is the phrase-pattern and sentence pattern that are of primary importance. According to him, there are three basic principles: Word order is the first principle, word's structure is the second principle and inflexions or changes or a difference in the form of words is the third principle.

2.3 FOUR ENGLISH LANGUAGE LEARNING SKILLS

Harris (1969) narrated as, "Two linguistic activities, which are associated with both speech and writing, are encoding and a decoding processes. Speaking and writing themselves are the encoding processes whereby everyone communicates one's ideas, thoughts, or feelings in one or the other form. Listening and Reading are the parallel decoding processes by which everyone understands either spoken or a written message". According to Harris "language includes four skills, or complexes of skills: Listening, Speaking, Reading, and Writing. It is perhaps in this order that everyone originally learns one's native language".

2.3.1 Teaching Listening Skills

Huckleberry and Strother (1966) while dealing stated that. The quality of a student's work will be correspondingly linked with his ability to listen. In a broader sense, listening is actually learning. While dealing with the subject of listening, a great care is taken to maintain distinction among its different kinds. There is, for example, casual listening, which takes place when the sound stimulus is pushed into the background of the senses where it receives little attention from the active intellect. There is also captive listening that takes place when the audience is forced to listen whether willingly or unwillingly. These two kinds of listening are often associated with unmotivated listening, which, is the opposite of motivated listening.

It is observed that listening as a skill was not taught in the present educational system. Students learnt it themselves deliberately as they used to listen to their teachers in the class. The main reason of it is that it cannot be easily tested or our assessment has no place for it.

2.3.2 Teaching Speaking Skills

Fries (1998) described that speech is the most important aim of language teaching and a means of communicating thought and feeling with voice and body to secure a desired response. A teacher should prepare himself to begin speech training of his students in the lower classes. Teacher should select suitable speech content, arrange it logically, and should choose appropriate language at the time of delivery. Teachers should be prepared to have a rudimentary knowledge of the speech mechanism and its sounds. Teachers must know how to assist the children who are deficient in speech and he should use the speech arts to improve the speech of children in a pleasing and effective way. It is observed that our examination system did not allow the testing of speaking, and listening. In Pakistani schools, the emphasis is on accuracy and the competence of the grammatical rules. That is why, students feel shy to speak English in the class.

2.3.3 Teaching Reading Skills

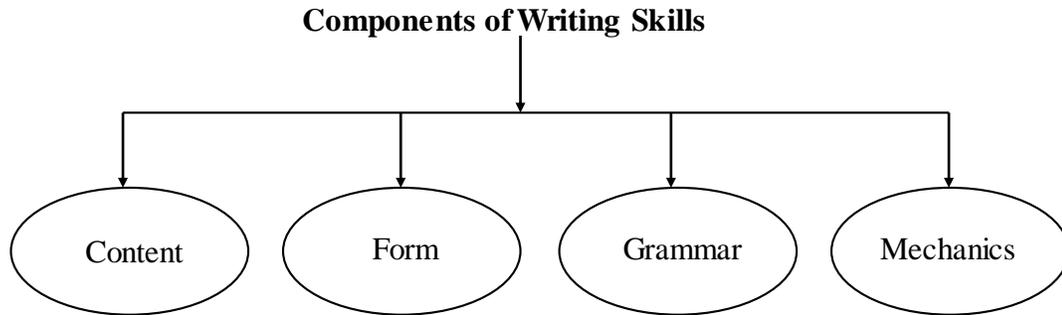
John and Waseem (1987) stated that reading was an important skill for learning. They defined it in this way:

1. Reading is an ability to recognize the letters of the alphabet.
2. Reading is an ability to pronounce written symbols.
3. Reading is to make sense of the text.

It is observed that practice of Reading skills at school level was mostly in the form of reading aloud. But the modern approach towards reading is that reading aloud does nothing to promote Reading skill. Reading involves not only the recognition of letters and words in addition to speaking the written text but also to understand it.

2.3.4 Teaching Writing Skills

Harris (1969) described that as the student's writing ability was tested through various methods, so the majority of teachers were in favor of the following components:



Haq (1995) engaged a class of ten mixed ability students of a Secondary School to do activities based on control, guided and free writing. Their activities enhanced the development of writing skills in the learners. He observed that the majority of teachers were themselves poor in the writing skill. Due to this reason, they could not become a model for their students. They did not know the modern techniques of teaching writing. They were also not aware of the modern methodology of writing that included guided, controlled and free writing.

2.4 THE NATURE AND SCOPE OF WRITING SKILLS

Writing skill is defined as the creation of written work of ideas, thoughts imagination with correct grammar, spelling, vocabulary and punctuation. Writing skills is the ability which students need to write a meaningful text, compose a meaningful piece of writing; it is needed for better sentence length or longer sentences. It is required for communicating ideas and messages on paper (Fraenkel&Wallen, 2007). Writing skill is referred as the writing competence in work context, in writing notes to co-workers, supervisor or staff, for log books entries or record statement and accident investigation are included in writing skills (Murray D., 1972). In some English departments it is a common practice to use diagnostic exercises in the starting days of the first year to assess the language learning skills levels and support requirements (Hanson J. M. & Sinclair K. E., 2008). Pakistan is a developing country and still there is a need for improvement in many fields. While talking about education, we need more developed teaching methods and materials. Now time has come when some attention is required towards importance

of writing skills of students. Now-a-days student is being considered successful having ability of speaking and writing in English (APA Manual Guide, 2010). The constantly developing internet technologies allow us to disseminate our views to millions of people and exchange our ideas. We can learn what is happening even in the remote parts of the world in a short time. The opportunities of information and communication technologies emphasize the social and cultural aspects of writing skills. Individuals construct their identities on contexts and experiences, and they intrinsically do not discriminate their identities apart from social context and interaction (Vasudevan, Schultz, & Bateman, 2010). Students can make a story of the experiences on their cultures and histories by forming a composition with digital storytelling.

Writing skills is the ability to express oneself effectively and creatively in writing. Listening and reading with comprehension are receptive skills. Speaking and writing are productive skills. Children must be able to understand the oral language before they can speak it. Similarly they must have a firm foundation in reading the language before they can write it. Children cannot write what they cannot read. When teaching writing skills, the teacher and the children should be clear about the purpose (objective) of the lesson. Some lessons will focus on forming letters correctly, some on spelling, and some on using specific structural patterns, forming sentences or writing a short story or rhyme. A crucial ability that is tough to learn is writing. It is difficult to learn because it requires a lengthy time of training and practice before mastering it, especially if it is being practiced as a second language. According to Farooq (2001), one of the most difficult skills to acquire is communicating in another language completely different from the mother tongue. Additionally writing is considered an alternative skill of the skill in writing. This is because writing can lead to other talents such as creative writing. According to McDonough and Shaw (1993), developing writing in general will then enable you to continue to develop it for

further writing skills such as creative writing. It is extremely common for individuals to write at most points of their lives. While it is also very common for individuals to write in their mother tongue, it is even less for these individuals to write with another language. For majority of people, writing in a second language is only part of our education and doesn't apply to real life situations. As explained by Farooq (2001), academic success is brought by writing and it also assists in improving spoken work, comprehending texts through reading, and it also showcases intelligence of a certain language.

According to Khan (2008), instructors often are uninterested in the improvement in English as a writing skill. As a result, they avoid giving constructive eroticization whenever their pupils make mistakes in their English writing. Because of this, pupils resort to accumulating notebooks that are trending as well as using material made by their private instructors and remember details that are important and part of their tests instead of actually learning the skill itself.

Writing in a different language is a challenge for most pupils because they don't think that they are competent enough whenever they write or speak in it. This often results in most pupils finding it to be a chore rather than a learning opportunity. According to McDonough and Shaw (1993), the learning potential that pupils usually have is not used as much because they would rather memorize the answers in a writing test rather than learning the actual language itself.

In addition, Khan (2007) explains that, in the secondary level of school in Pakistan, sentence level accurateness or word level accurateness becomes a compulsory subject. The most common way of teaching the writing skill is providing more prominence in precision. Giving more attention to the end-product as a whole is an example. When the product is accomplished, it is the job of the instructor to analyze the work and to tell if it is good or not. According to Millen and Jump, as cited by McDonough and Shaw (1993), the writing skill mostly has a combining

purpose. Farooq (2001) explains that the concern of most people is not very much when it comes to the sentence level skill of writing in the schools of Pakistan. Students are unable to develop the writing skills and the recommendation for this issue is to stop using the product model and to start using the process model in writing.

Moreover, Pakistan experiences three issues in ELT. The first issue is that there is a deficiency in adequate consciousness regarding the important difference of literature and language of a second language. The second is that there is an absence in motivation to learning modern English in both writing and speaking because of an unhurried progression of semantics in Pakistan. The third issue, as further explained by Yasmin (2006), is that the administration does not want to give importance to the lack of English writing skills, and so they do not involve themselves in developing it. Amin (2005) explains that educating and learning about writing in a second language, especially English, is not really a priority for most students in Pakistan. Instead, the goal of most students is to pass the tests provided by the curriculum. English does not really have a role in any social or educational aspect in Pakistan, despite the language being considered an important requirement that most occupations are looking for nowadays.

According to Chishti and Hashmi (2010), who are the writers of Punjab Textbook Board in English, a good way to acquire the skill of English writing in the country is by using the communication method as a way of educating the pupils. This approach mostly focuses on the provision of visual materials that require writings, discussions, photographs, activities, tasks, and reading in order to learn the English language. Such material used for educating pupils in the writing skill have been created to target four fundamental skills which are speaking, reading, writing, and speaking. Despite this, Pakistan is still unable to make the skill a common skill of their citizens. This is simply because educators are not effective in motivating their pupils to

learn the skills. Mariam (1999:215) also found that learning English as a second language has not been successful and that there should be suggestions in fixing this issue. SSC and HSC, which are two public tests given in Pakistan, has found that the lowest scores in these exams were found to be in the English writing section. Whenever there are failing pupils in the exams, majority of the failures are due to the English subject, according to the Pakistan Educational Statistical Book (2005). The instructions that have been developed by Syllabus Committee and PTB depended upon the outcome that is disgracefully low because there is a deficiency in an adequate guideline for the use of that language. Instructors are meant to pick the adequate teaching programs that pupils require in order to learn about such topics within the classroom (Ara, 2005). Additionally, it is the job of the instructor to become more inclined to being a guidance counselor and not just a teacher. However, in Pakistan, instructors rarely are able to provide their pupils with options to be able to train more regarding English writing simply because they are unsure of how to handle the issue. Most of the time, instructors have been using the approach of using lectures for their pupils. The pupils usually commit the answers to the tests to memory in order to pass the subject. To add to this, the instructors do not usually involve their students in the activities of the class as well. In addition to this, instructors now have the problem of trying to keep the class behaved, especially in classes that contain a large number of students. They also find it hard to keep the students quiet during classes. However, it can also be noted that students may only be able to learn in an atmosphere where the instructor is competent about the subject he or she is teaching.

2.5 IMPORTANCE OF WRITING SKILLS

National Commission on Writing (NCW) declare writing as the most neglected domain among reading, writing and arithmetic research in its 2003 report. Today, the importance of writing has gradually been increasing in terms of self-expression and communication with world. Although

the role of writing is emphasized in professional and academic achievement (Graham & Perin, 2007a; NCW, 2003-2004), many studies in Turkey and other countries have reported the students' insufficiencies in their writing skills (Arıç1 & Urgan, 2008; NCW, 2003; National Center Education Statistics [NCES], 2012; Salahu-Din, Persky, & Miller, 2008). In writing performance storytelling is a natural way for students to build literacy skills (Gare, Kozolvick & Kelvin 2008) Madelin (2013) confirms that digital storytelling is mirroring the writing process. National Commission on Writing (NCW) declare writing as the most neglected domain among reading, writing and arithmetic research in its 2003 report. Today, the importance of writing has gradually been increasing in terms of self-expression and communication with world. Although the role of writing is emphasized in professional and academic achievement (Graham & Perin, 2007a; NCW, 2003-2004), many studies in Turkey and other countries have reported the students' insufficiencies in their writing skills (Arıç1 & Urgan, 2008; NCW, 2003; National Center Education Statistics [NCES], 2012; Salahu-Din, Persky, & Miller, 2008). Writing research was influenced by the methods of psychology and anthropology in the last century (Prior, 2006). At first, writing research was under the influence of cognitive models and theories. Some of these models were the ones proposed by Hayes and Flower (1980), Bereiter and Scardamalia (1987), and Hayes (1996). After the criticism that the scientific paradigm of cognitive fail to understand the context of writing, the studies (e.g. Englert, 1992; Englert, Mariage, & Dunsmore, 2006; Prior, 2006; Russell, 1997; Schultz & Fecho, 2000) headed for examining the effect of social, historical and political contexts on writing. Then, researchers have tended to study on the socio-cultural aspect of writing.

2.6 DEFINITIONS OF STORYTELLING

Firstly, a story is defined as a narrative account of a real or imagined event(s), it is a structure of narrative with a specific style and a set of characters. Additionally, in this technique 'storytelling'

learners may share experience and learn from others' wisdom , beliefs , and values .Besides that , stories build blocks of knowledge and it is the foundation of memory and learning , lastly , stories connect people to the past , present and the future (Barzaq, 2009:6-7).

Maynard(2005:1) defined stories as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the way they make sense of the world and their own position within it. Maynard (2005:2-3) stated that stories are important to people, politics, and education. Stories are how people make sense of themselves and their worlds. "Storytelling is a task shared by storyteller and story listeners, it is the interaction of the two that makes a story come to life"(Baker and Greene,1985:28).

The writer emphasized that the story has its own components; storyteller, story listener and a topic, and most of the stories are taken from real life.

Stories paint word pictures and use the sound and rhythm and repetition of words. In developing and learning a story concentrate on its visual and audio aspects: either assemble it into a series of visual pictures like a filmstrip, or consciously absorb the rhythm and arrangement of the sounds of the words (Baker and Greene, 1985:28).

The writer assured that stories have great effect when they are visualized or pictured and when someone wants to present stories in teaching listening comprehension, they should be purposeful to applicable in teaching; additionally, they should have a rhythmic arrangement.

"The ability to visualize, to create images in the mind, is at the very heart of storytelling, not just for the listener, but also for the teller"(Cooper, Collins& Saxby,1992:9).

This means that when storytelling is visualized, it will be more achievable to its aims to the learners.

Baker and Greene (1985:28)stated several characteristics of a good story to have a single theme, clearly defined , a well-developed plot ; the style should contain vivid words and pictures, having pleasing sounds and rhythm , should have characterization, be faithful to source , have dramatic

appeal , be appropriate to listeners , be short and contains simple words and sentences, be effective, contain active verbs, avoid adjectives, contain expressions of opinion, cite quotes, facts, sources, be edited with appropriate punctuation, grammar and capitalization.

Barzaq (2009:7) defined storytelling as a knowledge management technique, a way of distributing information, targeted to audiences and a sense of information, she added that stories provide natural connection between events and concepts and finally , she added that visual storytelling is a way of telling stories through images .

"Telling is the live, person to person oral and physical presentation of a story to an audience

"Telling" involves direct contact between teller and listener. It mandates the direct presentation of the story by the teller. The teller's role is to prepare and present the necessary language, vocalization, and physically to effectively and efficiently communicate the images of a story."(Barzaq, 2009:7)

She emphasized that the listener's role is to create a vital images, actions, characters, and events.

The story in the listener's mind is based on the teller's performance.

Additionally, she cited in (Egan.1995:116-125) that storytelling is a linguistic activity that is educative because it allows the listeners to share their personal understanding to other people and that it is a performance art that has been revitalized in recent years, and in these days storytellers perform texts that listeners have learned it from books.

2.7 IMPACT OF DIGITAL STORIES

With the advent of technology, the quality of teaching along with learning has become superior.

Digital storytelling (DST) emerged from the work of Joe Lambert and Dana Atchley at the Center for Digital Storytelling (CDS) at U.C. Berkley in 1993 (Robin, 2008). Thus, DST emerged as a powerful storytelling tool. According to Liu, Tong Zhou, Lu, and Sun (2014), storytelling is a teaching method which is based on a carefully chosen story to show and explain

the things that teachers want students to know. Furthermore, this teaching method helps students think deeply about ideas, characters, feelings, and experiences that cover the whole story. It is believed that DST has the potential to enhance oral skills. According to Normann (2011), these oral skills can be pronunciation, intonation, stress, rhythm, and pacing. In line with this fact, improving listening skill is the most important point. First of all, in the process of DST, students who fear listening to their voice, find themselves in a vulnerable situation when their recordings are being presented. According to Jakes and Brennan(2005 cited in Abdollah pour & Asadzadeh, 2012, p.41),"Information literacy in listening, visual literacy, being creative in speaking and taking risks, and using the latest technology to communicate effectively can all be achieved when students actively participated in creation process of digital storytelling".. In addition, encouragement and support by instructors should not to be neglected. In a study by Solverg (2003), students enjoyed using computers and digital software and he found it to be a positive motivation for students and an indicator of students' achievement, and their learning. A few numbers of studies have been conducted on the impact of DST on oracy skills from 1980s and 1990s until now. According to Dorner, Grimm, and Abawi (2002), compared to conventional storytelling, DST audiences are viewed not only as listener, but also as active learners who can interact and shape the story. Another study which was conducted by Maier and Fisher (2006) demonstrated the successful integration of DST in a middle school classroom. Sadik (2008) conducted an experiment to investigate DST as an integrated approach. The result of the study indicated that the digital story projects implemented by Egyptian teachers supported students' understanding of specific content in an academic course. In addition, the result showed that teachers were willing to use DST content and provide more effective instruction. A small number of researches show the impact of DST instruction on learners' motivation. For example,

in a study which was conducted in New Zealand by McKinnon, Nolan, and Sinclair (2000), they investigated student attitudes toward computer use and motivation. Their data were gathered through an attitude survey, a motivational questionnaire, and interviews. The findings demonstrated an overall enhancement of student motivation. In another study which was conducted by Yang and Wu (2012), they evaluated the effect of DST on academic achievement for English language learning, critical thinking and learning motivation and announced positive outcomes on all variables. It is found that DST has been treated as an effective approach in promoting oral skills and motivation in classrooms; however, the effects of integrating DST on promoting these skills in Iran have not been investigated yet English language learning, critical thinking and learning motivation.

2.8 CHARACTERISTICS OF GOOD STORY

Barzaq (2009:15) considered storytelling as educational means because they are believable, memorable, and entertaining and because they depend on humans and their experience that is considered as an authentic and credible source of knowledge.

Bausch (1994:29-80) added and related several characteristics of a good story as follows:

1-Stories provoke curiosity and compel repetition. Good stories are so gripping that people want to hear them over and over again.

2-Stories unite people in a holistic way to nature. A good story causes the feeling of connecting to nature and for a believer to the God of nature. That connection makes people have a feeling of holism.

3-Stories are a bridge to one's culture and roots. One may have common stories that evoke his or her identity to past generations and others' roots.

4-Stories bind the listeners to the universal, human family. One may be puzzled especially as believers to discover that other cultures have similar motifs. These stories could have a binding

effect and empower people to understand that they are all part of a universal family, regardless of color, race, or creed.

5-Stories help their listeners to remember. The stories that people hear and tell remind them of their roots, those things that they share in common, honor, and shame.

6-Stories use a special language. Stories use all kinds of language conventions to make the story vivid and memorable.

7-Stories restore the original power of the word. Spoken and written words carry great power.

8-Stories provide an escape; a good story calls the listeners away from the immediate and gives them an opportunity to reenter life. Think of how children forget their hurts by the time a parent tells story.

9-Stories evoke in the listeners the right-brain imagination. Stories bring about a balance by calling the listeners to use the right side of the brain.

10-Stories promote healing. They can bring reconciliation and forgiveness.

11-Stories provide a basis for hope and morality. They call their listeners to the imagination of hope. Therefore they must be saved by hope.

2.9 IMPORTANCE OF STORYTELLING IN LEARNING WRITING SKILLS

Harmer (2004: 231) considered storytelling one form of the intensive listening or the live listening that provides excellent listening material; the students can predict what is coming next, and they can be asked to describe people in the story or to comment on any part of the story.

Armstrong By (2010:80) emphasized that storytelling technique has been a traditional literary which relied on an individual author or storyteller to craft worlds and characters to inhabit them.

Even in ancient times, prior to the advent of a literate society, the tradition of storytelling was a vital basis for communicating values, but it still required the inspired contribution of an individual to put ink to paper.

Collaboration stories that aimed to ease the communication, most certainly took place, usually with one author expanding on, or adapting the work of another.

Barzaq (2009:21) mentioned that stories can achieve several functions and purposes as follows:

-Stories create interest; the writers of journal articles are advised to write their findings into a story form due to the stories' effects that makes a suspense by the chain of the events that the writers can create that evoke the learners' interest and suspense to know the other details about that issues.

-Stories provide a structure for remembering course material, it is not easy to the learners to remember the concepts in isolation, but if the concepts and the difficult definitions existed in the flow of a story, it will be easier for the learners to remember them additionally stories may also help to create vivid mental images.

- Stories are a familiar and accessible form of sharing information; the stories may help the learners to ease their learning in mastering and understand the material, and a narrative opening in any scientific task simplifies allows the learners to grasp a concrete example before moving to the most difficult points.

Stories are considered to be means of comprehension, and it existed from the existence of human beings and still until now. Additionally, Sunna (the life's way of the prophet Mohammed peace of Allah be upon him) contains different types of stories that attract people towards Islam and its principles .These stories affected the construction of Islam invitation to the listeners which deals with the soul and the mind at the same time. Moreover, these stories contain lessons to their readers and listeners. The Quranic stories mix many positive ideas through an easy way that affects the humans' behaviors. Storytelling technique suits all the people in the society either old or young.

Considering storytelling technique affects human beings, specialists recommended this technique by the following:

Firstly, providing several purposefully stories at homes, schools , educational centers that aims to make a habit of reading useful stories.

Secondly, to read different realistic stories to the children before sleeping that helps them to understand whatever happens around them. Finally to encourage the students to write their own stories and to consider them, Barzaq (2009:5) stated that storytelling plays an important role in teaching: thus more learners remember what they learn easily when it is explained in a narrative way and she specified some benefits of storytelling technique as follows:

- 1- It sparks students' imagination and interest in the language skills.
- 2- It builds vocabulary, comprehension, story sequencing.
- 3- It improves listening and oral communication skills .She also added that storytelling offers teachers a chance to explore into their students' background experience.

She also mentioned some benefits of the storytelling technique, firstly, the learners may gain verbal skills' that can improve the ability to resolve interpersonal discussion and many other skills .Secondly, it provokes the imagination by either telling or listening that may help the learners to think about new ideas and build self-confidence. Finally, it may help the learners to learn from others' experiences and other's wisdom in behaving in such situation .Storytelling technique enhances the learners' imagination (Raines & Isbell, 1994:264-265), additionally, it supports and extends children's social lives (Britsch,1992:80).

2.10 THE EFFECTS OF STORYTELLING ON THE LEARNERS

Shelly (2010: 1-2) claimed that reading stories to one's kids is a crucially important part of his or her job as a parent. As a baby and toddler, the little one is picking up language skills at a phenomenal rate. She added that reading stories to young people helps them to increase their vocabulary, understand the parts of language, and learn the rules of English. There is nothing else one can do that has more of an impact on the child's future ability to read and learn than a

daily story time. Finally she recommended at least thirty minutes a day of reading stories together even with children. One may conclude that stories affected the listeners either adult or kids by teaching them the language; the structure, new vocabulary, the grammar, and to help the children to think about different new ideas. When one points to objects and name them, his or her toddler can quickly learn to identify many more objects than s/he can verbalize. She asked any parent to ask his or her pre-verbal little one to point to the ball or shoe and the parent will be amazed at how much he can comprehend, even before he can speak. As one's child grows, story time becomes a bonding, connected time that his or her child can count on. The emotional security that can grow from taking the time to sit down and read together is truly priceless. It lets the child know first that s/he is important to her or his parents and second, that reading and learning are fun. And by pointing to the words on the page as the parent read, s/he is helping the child learning to recognize words. Before the parent knows it, the child will be sight reading several words just because the child has had the repetition of hearing the word and seeing it on the page so many times before. By using story to discuss moral lessons, develop problem-solving skills, and improve comprehension, one can have a deeply meaningful conversation with the child every day. This can discover more about the child is and what s/he values by asking questions about the story that indicates the importance of the stories. Young people can come up with some pretty creative solutions when given the opportunity to brainstorm with an open, accepting adult.

2.11 IMPACT OF STORY TELLING

Regarding story telling many researchers have different views. It enriches readers and helps their development (Gantley& Vila 2006). Stories have been used to teach morals and values of different cultures (Techan 2006) and have been around for thousands of years as a means for exchanging information understanding as well as means to share knowledge, wisdom and values

(Malita& Martin 2010).A good digital story covers all the elements of traditional stories (Bran 2010).It helps to address all language skills quite effectively (Cennamo, Ross &Ertmer 2010). Digital storytelling is a process that blends media to enrich and develop spoken language. Multimedia storytelling is the modern expression of an old art (Frazel, 2010). For Ohler (2008), “digital storytelling (DST) uses personal digital technology to combine a number of media into a coherent narrative” (p.15). According to Robin (2006), the common definition focuses on the blend of storytelling with multimedia elements such as pictures, audios and videos. Thus, all digital stories combine digital graphics, audios, videos and music to present information, and they have a certain theme and viewpoint as in the traditional stories. Stories are usually a-few minutes-long, and can be used for various purposes, including the telling of personal narrative story, the re-telling of historical events, or as a means to inform or instruct. A variety of studies indicated that digital storytelling enriches learning environment, curriculum and learning experiences (Sadik, 2008), develops the technical, presentation, research, organization and writing skills (Dogan& Robin, 2009), enhances learning motivation and problem-solving capacities (Bumgarner, 2012; Hung, Hwang, & Huang, 2012), develops academic achievement, attitude, motivation and learning strategies (Kahraman, 2013; Demirer, 2013), makes students gain self-confidence (Yüksel, 2011), and strengthens the sense of voice, story organization, multimedia literacy skills and writing skills (Bumgarner, 2012; Kulla-Abbot, 2006; Sylvester & Greenidge, 2009).

2.12 CURRENT STATUS OF ENGLISH LANGUAGE IN PAKISTAN

Amid the periods between 1947 and 1973, English appreciated the status of a different language in Pakistan. It was utilized as a part of the organization, advanced education and furthermore utilized as a most widely used language between the informed speakers of Urdu, Sindhi, and Punjabi. After the development of Pakistan as a free country, English endured a genuine

misfortune. One reason for this was a solid nationalistic feeling for the primary language like Urdu, Punjabi, Sindhi or Balochi. The new constitution declared in 1973 by Pakistan Government, made it obligatory for representatives in government, semi-government and independent establishments to utilize Urdu in official updates, authoritative records and correspondences aside from in the event of correspondence with remote governments, nations, and associations. Because of authorization of this law, Urdu started to be utilized as a part of all fields of national life. Consequently, English lost its past status as a moment dialect/language and came to be dealt with as a remote dialect/language. The outcomes started to be felt in all segments, particularly in the field of advanced education. Notwithstanding, it was soon understood that English couldn't be disregarded by Pakistan for the national advancement and participation and business with the outside world a large portion of the educationist and political pioneers started to feel that English ought to be given due significance. There is currently a more inspirational state of mind advances English both at the legislature and private establishments. Endeavors are under the approach to enhance the instructing of English of all levels of training. This new acknowledgment has given a new status of English in Pakistan. Pupils in Pakistan need to enhance their capability in English and notwithstanding ready to pay high costs where quality is included, yet in current circumstance pupil discover a few challenges of learning English (Rahman, 1999: 13).

According to Haque (1988: 2), English was obligatorily acquainted from class one up until class twelve. Dialect/language reading material was produced by nearby specialists. A few clues by the method for philosophy in the matter of how to utilize the books and treat every individual lesson were consolidated. Hypothetically, the reading material that is considered the educator's guide and the preparation of instructors should give some positive contributions to learning. However, the genuine circumstance is not yet so acceptable. Educators ought to apply appropriate strategies while instructing is an essential issue (Sadat, 2004: 98). An educator needs

to consider his uniformity and the emphatically of utilizing legitimate procedures. When the pupils are not given the methods for guidelines most appropriate to them, there is plausibility that educating would be a disappointing result. As a rule, utilizing appealing techniques is missing in the educational practice and it is a troublesome circumstance for pupils to be able to learn. As time passes by in Pakistan, English language has been showing better development, which occurred in 1997. It has been an achievement in several ways. To begin with, it perceived the requirement for an intelligible established structure of Pakistan's ELT. In this moment, there is no organization in the country that aims to focus on the improvement of English as a second language, especially in teaching. Furthermore, the guidelines in educating pupils about the English language have assisted a lot in the advancement of CLT in Pakistan. The development is mutually financed by the Government of the United Kingdom and the Government of Pakistan and various nearby and researchers from the United Kingdom have added to it. Both the British Council and the Punjab Textbook Board are the authoritative assortments of English Language Teaching Improvement Project. To guarantee a superior ELT and TLL circumstance at optional levels, this nationwide venture has concentrated on three primary areas: showing materials, educator's preparation and the transformation of the examination framework. Keeping in mind the end goal to prepare English language instructors, as the piece of unique arrangement, the English language Teaching Improvement extend has built up various asset focuses: four provincial assets emphasis in Teacher preparing universities and ten satellite Resource focuses in Government High Schools. As of late, the British financing stage has been finished and the Government of Pakistan has demonstrated an enthusiasm to keep up the English language Teaching Improvement venture's presence (English dialect/language Teaching Improvement extend, 2001). According to Yasmin (2006), it is right around ten years that English

dialect/language Teaching Improvement development has begun its work and it has passed just the underlying stages yet, and its future effect relies upon the level of its continuation and future exercises. The recently created Pakistan and the beginning of ELT did not easily succeed due to the fact that, subsequent to accomplishing freedom in 1947, Urdu was proclaimed as the state dialect/language of Pakistan and the purpose behind this presentation was communally and diplomatically beached. According to Yasmin (2006), subsequent to accomplishing freedom, individuals of Pakistan were candidly appended with the national dialect/language or their mother tongue and the legislature did not make any strides about dialect/language approach since the administration of Pakistan did not need any assistance in the development, but rather the expert individuals were worried about the impact of dismissing English in spite of the fact that the non-proficient individuals were overlooking the long haul impact of disregarding English as a result of their feeling of National dialect/language and for this severe ignorance of ELT, that came about the poor state of English dialect/language instructing. Pakistan's ELT confronts three primary difficulties (Yasmin, 2006). The principal challenge is the absence of adequate mindfulness about the huge distinction amongst dialect/language and writing instructing. A greater part of instructors, arrangement creators and English language educators in Pakistan have deficient information about this distinction and this has brought about a muddled circumstance of Pakistani English dialect/language educating. The national educational modules and the course readings of ELT have centered for a drawn out stretch of time on English writing instead of the English dialect/language; they even did not receive the approach of showing dialect/language through writing. The nonattendance of concentrating on current English is an additional testing issue. Majority of the time, the English dialect/language that previously been educated in Pakistan and it is somewhat antiquated. English was properly presented in

instruction roughly two hundred years back. Throughout the years the English dialect/language has transformed, though in Pakistan, as a rule, the two hundred-year-old types of English still control. For instance, the phrase “he is known to me” can be “we can be contemplated upon.” This latent phrase can be considered an ancient form of English. “He is introduced to me” can be used as a modern form of English. Between the phrases, instructors normally make use of the old form of English when teaching their pupils. However, there is a developing worry in presenting the current type of English in the nation, which has likewise been reflected in new reading material. Despite this, numerous senior instructors, particularly in remote territories are as yet having an issue to educate the new reading material which has high lit the cutting-edge English. The advancement of semantics in Pakistan is lower than moderate and this might be an explanation for the previously mentioned circumstances. Because of this unhurried advancement, fulfilled mindfulness about dialect/language showing strategy at all level of educating is truant. The inability to showcase the present thoughts and advancements of semantics to hone ones and non-proficient individuals is another reason since dialect/language instructing and dialect/language learning is nearly connected with phonetics, mindfulness raising about etymology could add to the change in this circumstance. The next problem includes the abnormal state of administrative association, which is hence a political issue. In the talk of Pakistani ELT, it is advantageous to recollect the socio-political setting of this nation. In the same way as other Asian nations, administrative inclusion in numerous regions of the general public is extremely directed and high, the field of instruction and ELT are no special cases. The profundity of this contribution could be comprehended from the withdrawal of the 1973 English reading material. Also, for the most part, because of the poor working connection between the administration and the resistance parties the execution of any venture endures.

2.13 METHODS AND APPROACHES OF TEACHING ENGLISH

According to Asher and James (1982), methods are the combination of techniques that are used in the teaching system, and are practiced by the teachers in the classroom whereas approaches are the language teaching philosophies that can be and applied in variety of different ways in the classroom. Different teaching methods demand different linguistic skills of the teacher. A teacher who lacks the language proficiency cannot use any of the teaching methods with success. A mild-natured teacher can impart more to his students as compared to a hard rigid teacher.

2.13.1 The Substitution Method

Haq (1995) narrated that the Substitution Method aims at taking a structure or phrase and using it in a model sentence. Thus, the sentence is practiced again and again till it is well mastered. The structure is graded according to the abilities of the students. When pattern or structure is mastered; the problem of vocabulary building is accomplished.

The method is based upon the following principles:

- Sentence is the basic unit of language.
- The language should first be taught orally.
- Language should be built up step by step.

2.13.1.1 Advantages of the Substitution Method

- i. In substitution tables the linguistic material is arranged in a systematic way.
- ii. The learner learns a large number of sentences without memorizing the grammatical rules.
- iii. It is a natural way of learning a language.
- iv. This method corrects pronunciation.
- v. In this method much more opportunities are provided to the student for writing and reading.
- vi. The mother tongue is frequently used that helps to save time.
- vii. It improves the thinking power of the students.

2.13.1.2 Disadvantages of the Substitution Method

- i. It is impossible to explain the rules of grammar by this method.
- ii. By this method the pupils learn only isolated sentences.
- iii. It puts more emphasis on written work.
- iv. This method cannot be used to teach poetry and composition.
- v. Formation of linguistic habits is possible only after long time. There is a need of special teachers to teach by this method.

2.13.2 The Grammar Translation Method

Nazir (2000) narrated as, “Translation is the best way to interpret foreign phraseology and in the process of interpretation the foreign phraseology is assimilated. The structure of a foreign language is best learnt when compared and contrasted with that of the mother language”.

2.13.2.1 Advantages of the Grammar Translation Method

According to Ishtiaq (2005), Grammar-translation is, of course, grammatically sequenced; the majority of texts attempt to proceed from what the author considers easy rules to more complex. Each lesson introduces certain rules and these rules dominate the lesson.

Larson (1986) narrated importance of grammar-translation method as, “In Grammar-translation method, students are made to learn new words. Therefore, this method helps in improving vocabulary. Reading and writing are the two primary skills which are developed most so as to enable the student to read literature in the target language. Grammar is taught deductively and it makes a great use of student’s mother tongue”.

2.13.2.2 Disadvantages of the Grammar Translation Method

Ishtiaq (2005) narrated that it develops “reading” and “writing” with little attention to “Listening” and “Speaking” which are equally essential for the learning of a language. The teacher is the authority in the classroom. Students do as he says, so they learn only what he knows. Student

memorizes vocabulary and grammar rules. Most of the interaction in the classroom is from the teacher to the student. The meaning of the target language is made clear by translating it into the student's native language. But it is almost impossible to translate completely every word/phrase from one language to another language. The Grammar Translation Method fails to inculcate the communication skill in the students.

2.13.3 The Direct Method

According to Larson (1986), this method is based on the principle that the foreign word and its idea should be associated directly with each other without the intermediary link of the mother tongue. In other words meaning is to be connected directly with the target language without going through the process of translating into the students' mother tongue.

2.13.3.1 Advantages of the Direct Method

The native language is not used at all in the class while using the Direct Method. The student is given practice to speak the target language automatically. They are able to think in the target language. Grammar is taught inductively. In this method the students are taught to use the target language for the purpose of communication. It provides a lot of opportunities of teacher-student and student-student, interaction in the classroom (Larson, 1986).

2.13.3.2 Disadvantages of the Direct Method

Neilson (2003) stated that in this method oral communication is emphasized, and some other language skills like "Reading and Writing" remain less developed as compared to "Listening" and "Speaking". Because of the total ban on the use of mother tongue, many words and phrases, which can easily be explained and understood in mother-tongue, go unexplained. For example, truth, honesty, etc. can easily be explained in the mother tongue of a student. It requires a lot of models, pictures, charts and a host of other things to conduct teaching in the classroom. It requires rather smaller classes for its effective implementation, which is impossible in majority of our schools.

2.13.4 The Structural Approach

According to Finocchiaro and Brumfit (1983), the following are the main features of this approach:

- Speech is regarded as the basis of a language whereas the structure plays basic role in developing the speaking ability.
- Material is taught orally before its presentation in the written form.
- Contrary to the Grammar Translation Method recourse to meanings is considered unnecessary.
- New language points are introduced and practiced according to the situation.
- Language units are presented in terms of sentence patterns. The learner is more concerned with sentence building than analysis.
- Grammar is taught inductively.
- Vocabulary and grammar items are carefully selected on the basis of frequency, usefulness and simplicity, and these are systematically graded on the basis of ease and simplicity.
- Accuracy in both pronunciation and grammar is considered important.
- Errors are avoided at all costs.
- Automatic control of basic structures and sentence patterns is considered as fundamental and is achieved through oral work.
- Oral composition precedes the written composition.

2.13.4.1 Advantages of the Structural Approach

Neilson (2003) narrated that the structural approach makes the teacher's task clear and definite.

The teachers are happy with the results. Though greater emphasis is laid on speech, but the other language skills i.e. Reading and Writing are not ignored in this approach. The principles of selection and gradation make the teacher's job much easier. Quality textbooks using controlled vocabulary and structures are produced and this facilitates the teaching-learning process. This is the first approach which has been developed on the basis of research of some seasoned linguists

and behavioral psychologists. Teachers and subject specialists have a great liking for this method and quite scientifically use it in the classroom.

2.13.4.2 Disadvantages of the Structural Approach

Teacher dominates in the class and the learner's role becomes extremely passive. The learner is required only to imitate and repeat. Pupil's thinking and creative faculties are curbed. Meaningless and mechanical repetitions are accepted as a sound procedure of habit-formation in the structural approach. Too much emphasis is laid on rote memorization without understanding what is being memorized. Over learning causes boredom and monotony in the class (Ishtiaq, 2005).

2.13.5: The Audio Lingual Approach

According to Finocchiaro *et al.* (1983), the Audio-Lingual approach is a reaction to the Reading approach. The teacher's role is central and active. It is a teacher-directed method and learners are viewed as organisms that can be directed by skilled training techniques to produce correct responses. Structure and form are more emphasized than meaning. Memorization of the structure-based dialogue is considered essential. There is not any or a little grammatical explanation. The vocabulary is strictly limited and learnt in the context. There is much use of tape recorder, language labs and visual aids. The cultural background of the target language is stressed by a limited use of mother tongue.

2.13.5.1 Advantages of the Audio Lingual Approach

Rivers (1981) while counting the advantages of audio-lingual approach stated that this method develops fluency in speaking the target language. Auditory memory is improved and the students can make fine auditory discriminations. The Structural patterns are systematically introduced and practiced. Reading and writing are not neglected. Students experience a sense of achievement in their preliminary studies and participate actively in all the classroom activities. Oral responses protect the shy and weak students against embarrassment. Individual differences in learning the potentials are taken care of, through individualized studies conducted in the language laboratories.

2.13.5.2 Disadvantages of the Audio Lingual Approach

Finocchiaro *et al.* (1983) pointed out some negative aspects of this method. They said that everything is rigidly controlled and directed by the teacher, so much so, those learners are often prevented from saying what they want to say. The students are generally unable to use the memorized materials in the contexts other than the ones they have already learnt. Memorization and drills generally become mechanical and boring, exercises causing fatigue and distaste. Only innovative and resourceful teachers can handle this method successfully. This method has not proved to be effective with the adult learners who are allergic to drilling and miming. Gifted students do not benefit much from this method and get bored with meaningless repetition of structures and substitution drills. Grammar receives much less attention and grammatical patterns are presented in isolation.

2.13.6 The Communicative Approach

According to Richards and Rodgers (1986), the communicative approach aims at developing communicative competence and procedure for teaching of four skills that acknowledge the interdependence of language and communication. It doesn't lay any emphasis on acquisition of grammatical rules. According to Hajjaj (1985), the communicative approach is concerned with situations, which culturally and intellectually bring the learners to use target language in the process of learning. This approach is concerned with activities, which create realistic situations for the language work. It is a student-centered approach and students learn language behavior. Its teaching techniques are flexible enough to attain this objective.

2.13.6.1 Advantages of the Communicative Approach

The communicative approach sets realistic tasks in which full-class or individualized instruction may be utilized. It creates situation for the use of, real world language in a variety of socio-cultural situations in which features of pronunciation, vocabulary, grammar and culture are

selected, and graded according to their priority in actual communication. It lays stress on using grammatically and semantically appropriate language in particular situations (Finocchiaro *et al.*, 2002).

2.13.6.2 Disadvantages of the Communicative Approach

Hajjaj (1985) narrated disadvantages of the communicative approach as, “The communicative approach assumes the availability of a competent language teacher, having excellent command of language both standard and colloquial. Though desirable, it is however difficult to find such teachers. The communicative approach leads to producing learners with a native-speaker’s communicative competence. Theoretically it is desirable, but practically it is almost impossible, particularly in the present set up of the developing countries of the world. The communicative approach lays emphasis on using language in real situations. Such real situations can hardly be found in a traditional classroom atmosphere. This approach assumes that a learner who already has an advanced knowledge of the lexical and grammatical systems of a language can himself go a long way towards inferring the communicative functions of utterances to which the systems are applied.

2.14 ENGLISH LANGUAGE TEACHERS’ PROBLEMS & THEIR CAUSES

2.14.1 Lack of Fluency in English

Wilkins (1978) stated that it should be unrealistic to expect a teacher to set objectives which he himself is not capable of reaching. A teacher who himself has difficulty in speaking the language cannot succeed in giving his pupils a command of spoken English.

2.14.2 Lack of Audio-Visual aids

Ashfaq (1998) concluded that charts, maps and graphs were not utilized fully by the Secondary School Teachers. The heads of the institutions and teachers both were of the opinion that supplementary books were being utilized but these books were insufficient. Majority of respondents negated the availability of radio, TV, VCR and computer in schools. Funds are not being provided adequately for purchase of A.V. aids. Teachers are incompetent in using A.V. aids. Effectiveness in using A.V. aids in teaching-learning process was confirmed by all the respondents. Teachers were not competent enough to prepare A.V. aids themselves.

2.14.3 Lack of Specialized Teachers

Bahlol (1998) observed that every graduate is considered fit for language teaching regardless of the fact whether he has as an aptitude for language teaching or not. To teach a language demands some typical attitude from the teacher. In government schools, Secondary School Teachers have neither the training nor the professional competency for the teaching of English subject. Malik (1996) analyzed that the majority of teachers in government schools had the qualification of M.A., M.Ed., or B.A., B.Ed. Though their level of general education was high as compared to their post but proficiency in English was not ensured by their qualification. This lack of proficiency was a major factor in deteriorating standards of English in the country. Data collected showed that 77% teachers were untrained, a limited number of teachers (23%) had received training and of these only, a few had received training in teaching English. In government schools pre-service training in language teaching was not a requirement for the teachers and untrained teachers were inadequately equipped to teach English language. The fundamental approach for the teacher in the classroom was teacher-centered approach; where teachers used to stay or in some cases sit on the chair in front of the class. There was hardly any interaction between the students and teacher. There was no student-student communication.

2.14.4 Faulty Methods of Teaching English

Nangia (2002) observed that in Pakistani schools, teachers are still using the old faulty “Translation-cum-Grammar” method of teaching. The new approaches, structural and situational are not popular among English teachers. Due to use of G.T.M method, the ability of verbal expression in English is ignored in the language teaching lessons. Oral work is totally ignored and the students do not have any opportunity to hear or speak the language. The teachers dictate compositions, the textbook is translated and the entire emphasis is on passing the examination.

2.14.5 Defective Evaluation Procedure

English Language is the major issue of the educational system in Pakistan. Evaluation depends on subjective questions and it is difficult to evaluate the achievement of the child in English. The prevalent evaluation system is limited to measure knowledge but not the skills (Nangia, 2002).

2.14.6 Unproductive Supervision

The supervisory staff is far from latest training to maintain and improve teaching standards in English. Most of them are totally unaware of the new structural syllabus in English. And still more are those who themselves had received training in the hey-day of G.T.M (Naeem, 2002).

2.14.7 Unsuitable Textbook

As indicated in a report, Govt. of Pakistan (1998), inadequacy of text books is due to strict control over text books' prices, non-provision of incentives to the textbook boards and poor writing skills of textbooks.

2.14.8 Economic Problems

Zehra (1997) pointed out that the economic problems and lack of facilities had contributed a lot to the adversity in the process of teaching/learning of English language. Due to lack of funds, schools are without audio-visual aids and proper furniture. Long desks and benches are the most commonly used furniture in government schools. Due to financial problems, the induction of fresh teachers is far the less than it is actually needed. In this situation teachers do not find themselves able to do their job properly.

2.14.9 The Teacher

DOV (1986) reported that teacher's qualification, teaching experience and his improved classroom behavior had a quite positive impact on students' learning. Similarly, International Development Research Center (IDRC) sponsored and organized a research studies in Latin America, Sub-Saharan Africa, the Arab Middle East and North Africa, India, Thailand, Malaysia

and Philippines. These studies indicated that by creating better professional attitudes and relationship, teachers training produces a positive effect on pupil's achievement

2.14.10 The Syllabus

Malik (1996) observed that in school, teachers were given a fixed syllabus. Most of the teachers were not satisfied with the given syllabus. But they were bound to follow it. In fact, some constraints like the examination system did not allow the teacher to ignore or by-pass the given syllabus. Teachers and students were completely aware of what they had to deliver or grasp for passing the examination and any deviation or change from the given line, in their opinion, was no more than a futile effort. In the government schools, all the classes were over-crowded and the very small time was allotted to the teaching of English. The teachers tried to cover the syllabus in the given period of time. Teachers did not have any professional training to handle the situation. Due to lack of teaching aids, teachers did not try to do something new other than the prescribed syllabus. Textbooks were uninspiring which held the nerves of both the teachers and the students. Lack of a clear-cut language policy, the syllabus designing especially at the middle and secondary level was quite adversely affected. Consequently the level of the prescribed syllabus was below than the required standard.

2.14.11 The Material

At school level teachers did not use any authentic material during teaching. Teachers and the students prepare themselves to fulfill the demands of their text books materials. Now it is the teacher who has to decide how sensibly and enthusiastically he/she has to exploits that material. It's also up to the teacher to decide which material is useful and which is not (Lado, 2005).

2.14.12 Un-equal distribution of Periods

Shirani (1995) analyzed that the time duration of English language class was equal to the period fixed for the teaching of theoretical subjects, like sociology political science etc. As a result, the

practical skills of the language viz. Speaking and Listening had almost been discarded due to the constraints of period allocation in our English language classes.

2.14.13 Over-crowded Classes

Khan (2000) concluded that teachers could not check the students' homework daily due to overcrowded classes. Some teachers did not create flexible environment in the class. They were fond of inflicting corporal punishment on the students. Many teachers were reluctant to teach English subject. There was a heavy load of periods on teachers, so the teachers, could not teach satisfactorily. Every trained graduate is called upon to teach English, irrespective of the fact whether he possesses an aptitude for the subject or not.

Chapter 3

RESEARCH METHODOLOGY

INTRODUCTION

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample and the instrumentation in the study and the research design. Moreover, it introduces the statistical treatment for the study findings.

3.1 RESEARCH DESIGN

The study was designed according to the experimental approach .Two groups of the students were assigned as the participants of the study: an experimental group and a controlled group. The purpose of this research was to study “**Improving Narrative Writing Skills through Stories at Elementary Level**”. This research was conducted at The Kids Care School Kehror Pacca and The Knowledge School Kahror Pacca. In order to check the effectiveness of the relevant variable, the most suitable research form is experimental research which is the part of quantitative research. For this study, the researcher has chosen “Randomized controlled group pre-test post-test design”. As all the conditions are same for the controlled and experimental groups, with the exception that the experimental group is exposed to a treatment while controlled group is not.

Time 1	Time 2		
Experimental Group R	O	X	O
Control Group R	O		O

Where,

O = Observations

X = Exposure to independent variable or treatment

R = Random assignment each group

For the observation purpose, pre-test and post-test were taken. At the same time, a questionnaire was also prepared for the teachers to collect information about the effectiveness of storytelling technique on the students for learning English language.

3.2 RESEARCH TOOLS

1: Questionnaire for teachers working at elementary level. 2: Lesson Plans

3: Pre-test and Post-test for checking the progress of both groups.

3.2.1 Questionnaire (Annex A)

Questionnaire was used as a tool in this research for the teachers, working at elementary level. It consisted of 15 questions. All the questions were objective type questions. The main purpose of this questionnaire was to know how many teachers think that the use of storytelling technique is necessary in the classroom for improving narrative writing skills of the elementary level students. These questionnaires were supplied to the teachers personally. After getting the views through questionnaires, the data analysis was carried out. As researcher gave this questionnaire personally to every teacher so the received data was correct. After getting data, percentage was made and described with the help of graphs.

3.2.2 Lesson Plans

The researcher used lesson plans in order to remind the activities which should be done during the observation. In the lesson plan the researcher could find each activity as well as the estimated time, so the researcher could manage the time well. These lesson plans found really helpful because they consisted of the objective of the study as well as the material and rubric to score the students' progress.

3.2.3 Pre-Test and Post-Test

In order to compare the controlled and experimental groups, the researcher made pre-test (Appendix B) and gave it to both controlled and experimental groups. Soon after the treatment of experimental group was over, the researcher made post-test (Appendix C) and gave it to the

participants of both groups. The purpose of this test was to measure the achievement of the students constituting the sample. The reliability and validity was checked by making the test accordingly. The researcher made these both tests with the help of her supervisor after a thorough review of the techniques of test construction and related units stories. Both the pre-test and post-test were almost parallel with same difficulty level. Each test was composed of multiple choice test items, matching items, pertaining to combination of learning domains. These tests were based on the selected stories of 8th class English. Concept mapping was used in teaching the subjects of the experimental group while the traditional method was used with the controlled group subjects and were intended to measure the learning out comes.

3.3 POPULATION OF THE STUDY

The population of the study consisted of all the elementary level teachers and students of The Kids Care School Kehror Pacca and The Knowledge School Kahror Pacca. The population of the study was (150) students who were randomly selected in the scheme of research.

3.4 SAMPLE OF THE STUDY

The sample of the study consisted of (10) teachers and (50) students distributed into two groups: The experimental group which consisted of (25) students and the controlled group which consisted of (25) students. The groups were randomly chosen from a purposive sample from The Kids Care School Kehror Pacca and The Knowledge School Kahror Pacca.

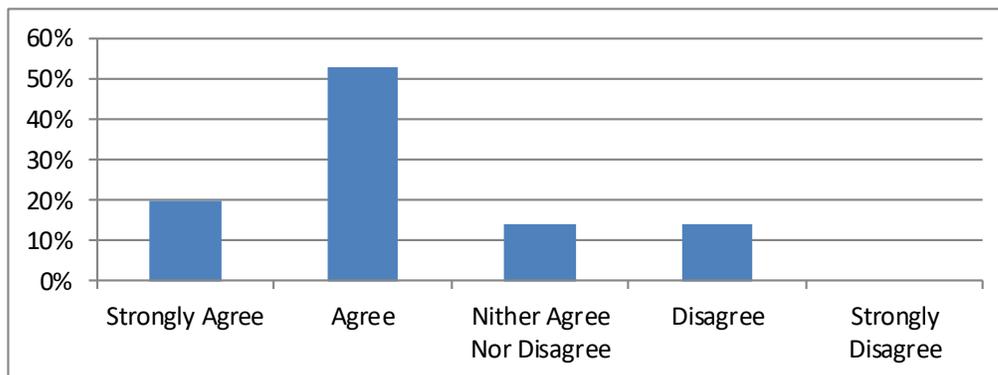
Chapter 4

RESULTS AND DATA ANALYSIS

4.1 ANALYSIS OF QUESTIONNAIRE FOR TEACHERS

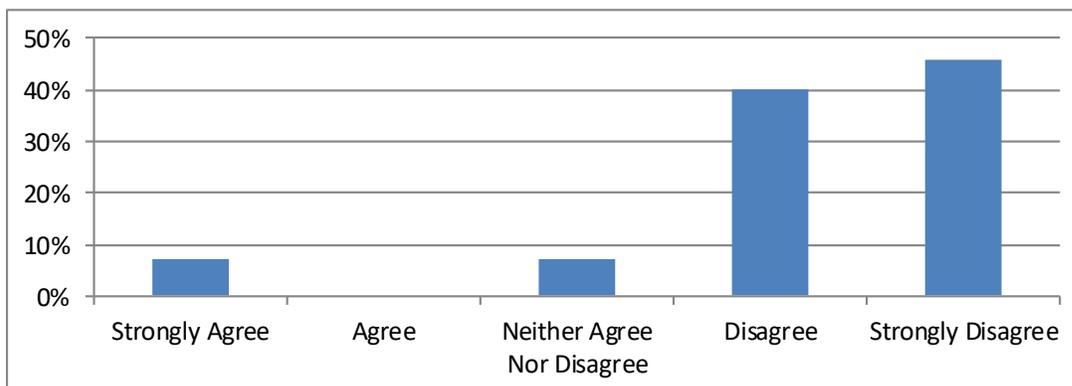
The researcher gave the questionnaire to 10 teachers and they were asked to tick the option they consider right. Each questionnaire had 15 questions and these questionnaires were distributed among the selected teachers personally. The teachers of elementary level were chosen from The Kids Care School Kehror Pacca and The Knowledge School Kahrora Pacca.

Q1: Learning English language will guarantee a better future.



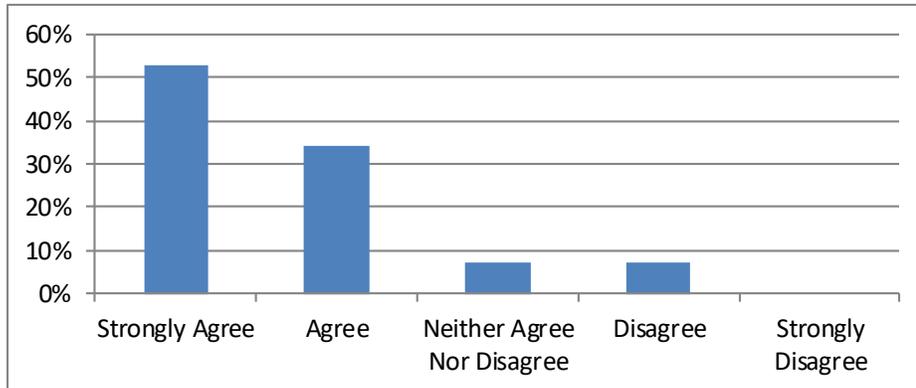
From the above data we can see that 52% teachers consider English important for the betterment of future and 20% consider it must for future improvement. While only 14% teachers do not consider it important and 14% do not even think about it.

Q2: There is no difference between teacher centered and student-centered classroom.



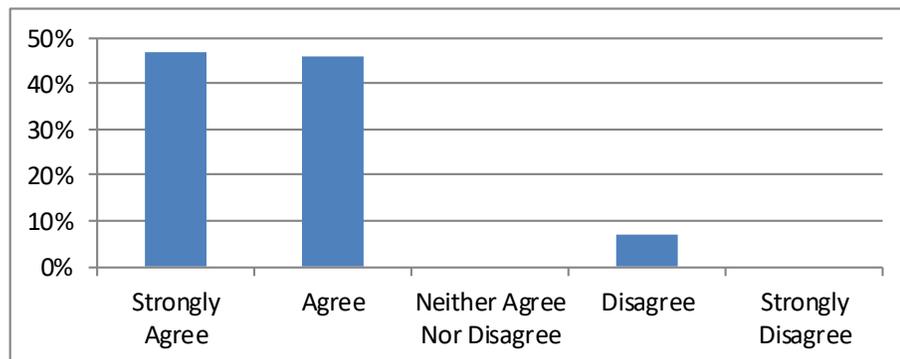
From the above-mentioned data, it is clear that 40 % teachers have knowledge about the backwardness of old teaching methods and 46% think that there is essentially a change in both old and new methods. Only 7% consider both methods same and 7% do not have any idea about the use of both methods.

Q.3 I always use storytelling technique in my class.



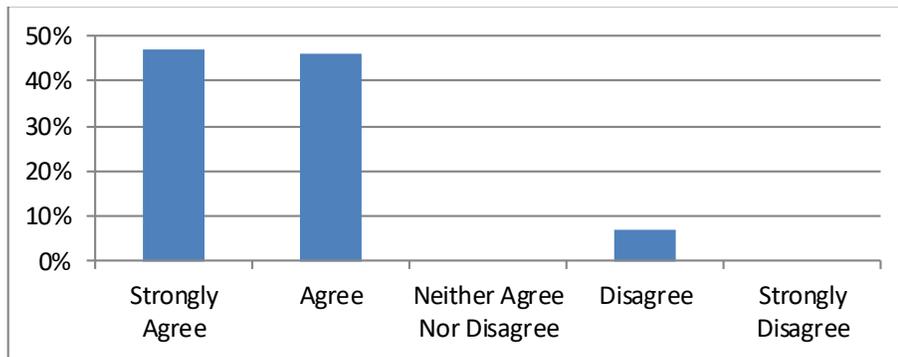
From above mentioned data we can see that 47% teachers use storytelling technique in their class and 46% teachers are also agreed. Only 7% do not use it.

Q.4: Students are usually very confused in writing classes.



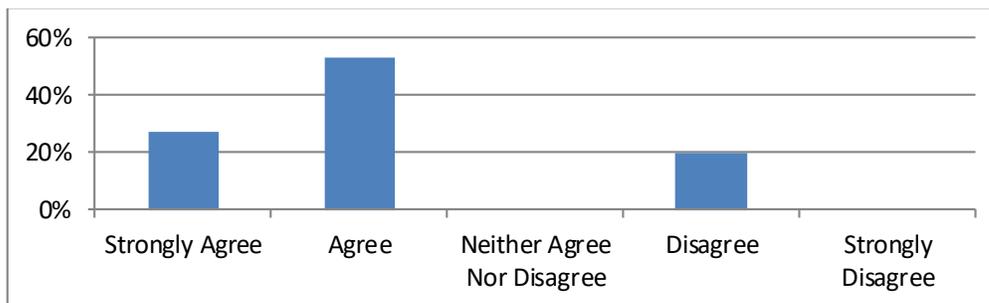
From above data we can see that students are confused in writing classes. That is why 93% are agreed that students do not participate in the class due to their embarrassment. Only 7% do not think that students are confused in English language classroom.

Q.5: I encourage my students to participate in discussion.



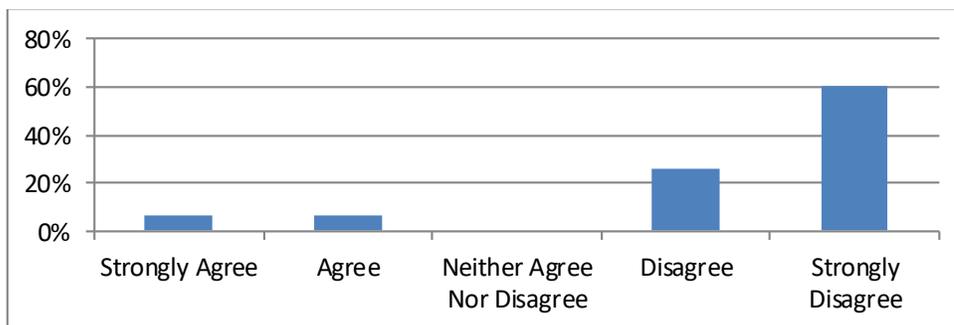
Above mentioned data shows that 100% teachers encourage their students to participate in the discussion of English class.

Q.6: I let my students ask questions during my lecture.



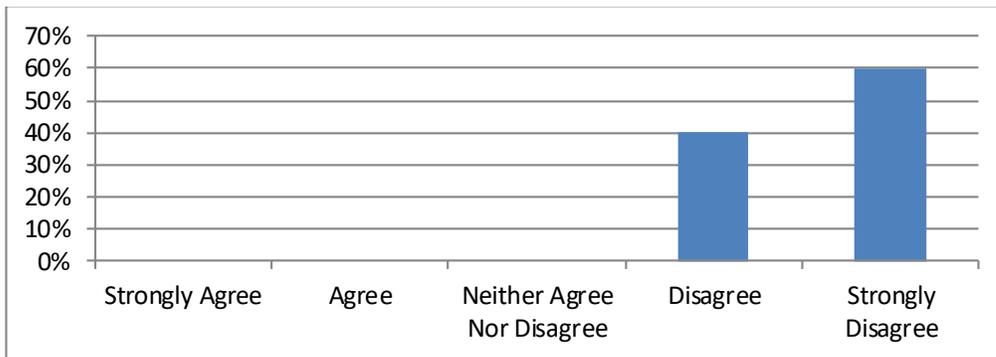
28% teachers are strongly agreed that students can ask questions during the lecture and 52% teachers let their students ask the questions that is also a good way. Only 20 % teachers do not consider asking questions during the lecture important.

Q.7: Use of storytelling technique is useless.



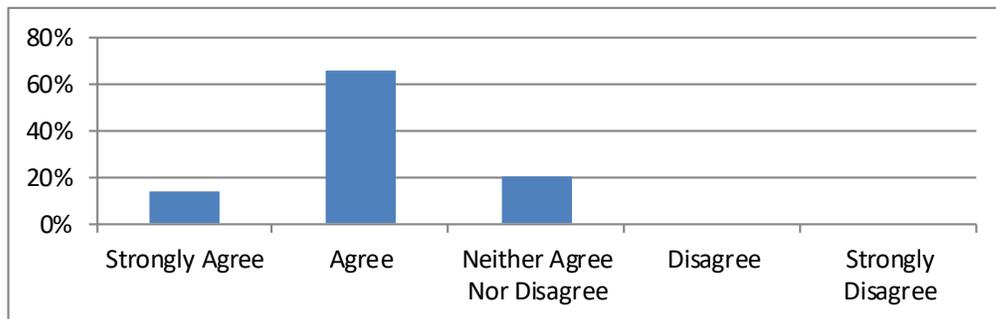
From above mentioned data this thing becomes clear that 86% teachers consider using storytelling technique very important in the class. Only 14 % are not agreed with the usefulness of this tool in the class.

Q.8: There is no difference in the progress of students after using storytelling technique.



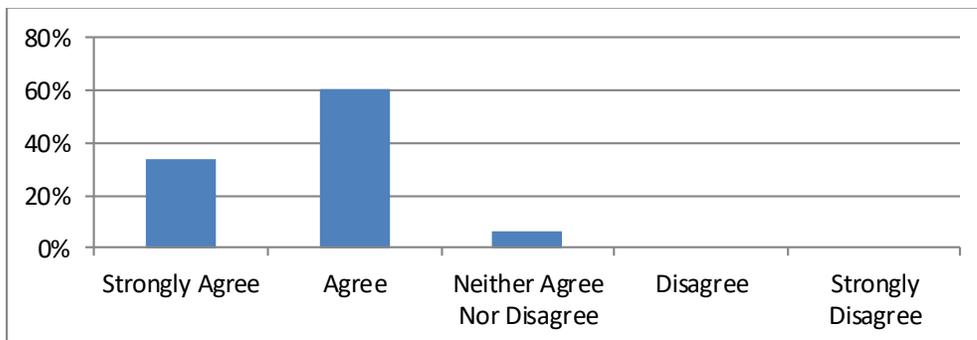
From this data we analysis that 40 % teachers are disagreed that storytelling technique does not create change in the students and 60% are strongly disagreed that use of storytelling technique does not encourage students to become more active in the class.

Q.9: Teaching writing skills through storytelling technique makes learning everlasting.



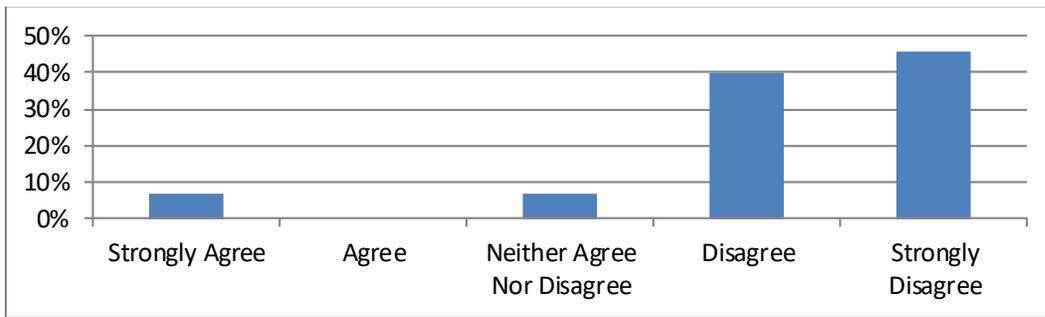
From the results we can see that 80% teachers think that through storytelling technique, learning can be made everlasting. Only 20% teachers do not have any idea about it.

Q.10: Its use keeps students active in the class.



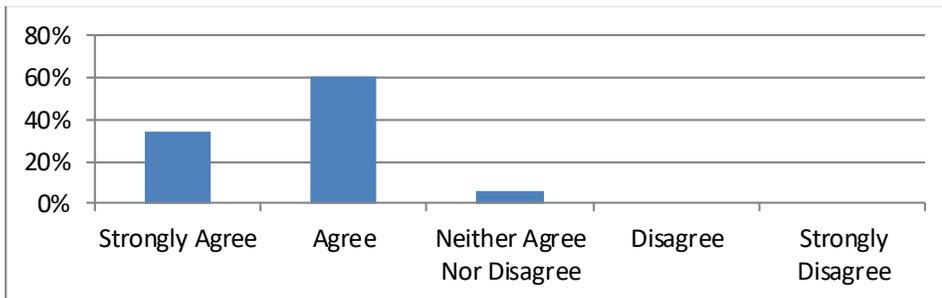
94% teachers were strongly agreed that storytelling technique keeps students active in the class while only 6% teachers never thought about its benefit.

Q.11: Traditional and old teaching methods are satisfactory in Pakistani classrooms.



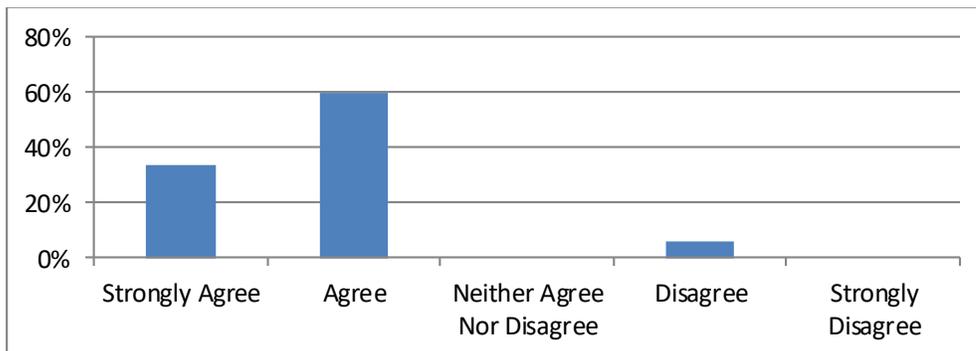
86% teachers said that they were not satisfied with the old traditional methods of teaching English in Pakistan. Only 7% teachers were strongly satisfied with their use while 7% teachers had no idea about it.

Q.12: I appreciate my students to give me every type of answers during activities.



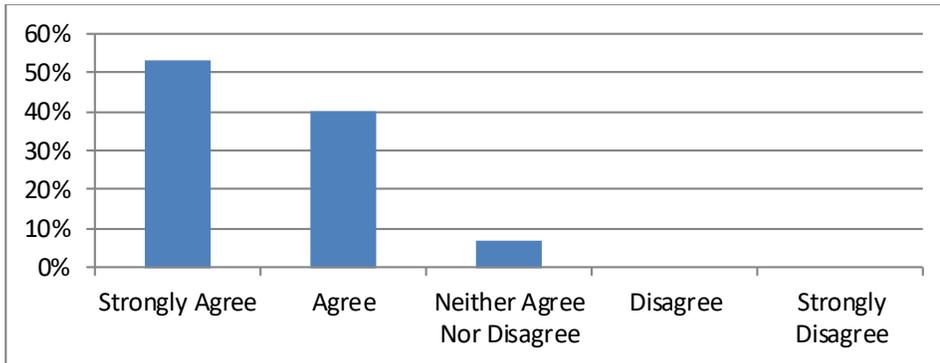
Above results show that 96% teachers appreciate their students in their classes. Only 4% teachers were neither agreed nor disagreed with this notion.

Q.13: Storytelling technique brings good change even in dull students.



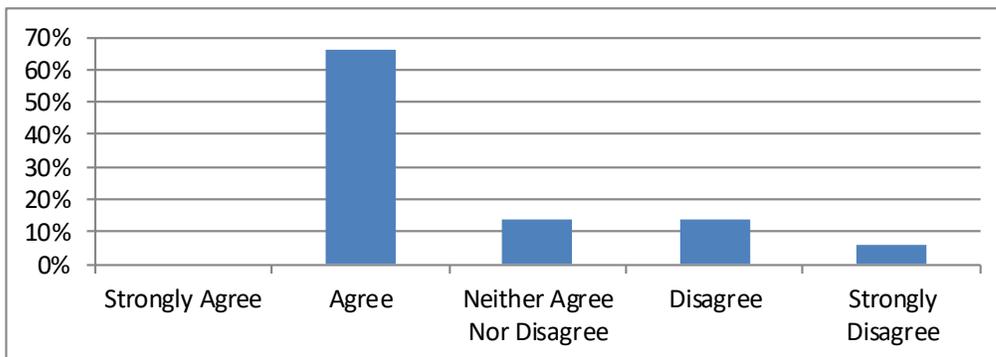
34% teachers were strongly agreed that storytelling technique brings positive change even in dull students. While 60% were agreed. Only 6% teachers were disagreed with this point of view.

Q.14: Storytelling facilitates me to focus my students' attention towards learning narrative writing skills.



From above result 92% teachers gave answer in support of the question while only 8% teachers did never think about it.

Q.15: My all students take interest in learning English language skills.



68% teachers were agreed that their students show interest in learning English language skills. 14% were disagreed and 4% were strongly disagreed with this notion while 14% had no idea about it.

4.2 ANALYSIS AND FEEDBACK OF LESSON PLANS

Twelve lesson plans were made to check that storytelling activities can bring change in students' writing skills. The main focus was to check whether students show better performance during their class when they are given proper exposure. All the lessons plans were full of interesting activities and motivational. The researcher did an experiment on experimental group while teaching these lesson plans and was able to prove that students showed good results in learning narrative writing skills when they were taught through storytelling activities.

4.3 ANALYSIS OF PRE-TEST AND POST-TEST FOR STUDENTS

Raw scores were obtained from pre-test and post- test. For the manipulation of data, the means, standard deviation and differences of means were computed for each group. Significance of difference between the mean scores of both experimental and controlled groups on the variable of pre-test and post test scores were tested at 0.05 level by applying paired t-test. SPSS (Statistical Package for Social Sciences) was used for the analysis of the experimental and controlled groups pre-test and post-tests scores.

These terms are used as:

Control group= Pre-test score of control group

Experimental group= Pre-test score of Experimental group

PT Control group= Post-test score of control group

PT Experimental Gr = Post- test score of experimental group

Statistics				
	Control Group	Experimental Group	PT Control Group	PT Experimental Group
Valid	25	25	25	25
Missing	0	0	0	0
Mean	24.48	24.24	30.96	37.88
Std. Error of Mean	1.715	1.705	1.795	1.504
Std. Deviation	8.574	8.526	8.974	7.518
Variance	73.510	72.690	80.540	56.527
Range	35	34	35	32
Minimum	9	8	12	17
Maximum	44	42	47	49

Table 1 & 2:

Significance of difference between the mean scores of experimental and control groups in pre -test.

**Table 1
Paired Samples Statistics**

	Mean	N	S.D	Std. Error Mean
Pair 1 Control Group	24.48	25	8.574	1.715
Experimental Group	24.24	25	8.526	1.705

Table 2
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95 % Confidence Interval of the Difference				
				Lower	Upper			
Control group Experimental group	.240	.523	.105	.024	.456	2.295	24	.031

Table 3 & 4:

Significance of difference between the mean scores of experimental and control groups in Post-tests

Table 3
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 2 PT Control group	30.96	25	8.974	1.795
PT Experimental Gr	37.88	25	7.518	1.504

Table 4

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the Difference				
				Lower	Upper			
PT Control group PT Experimental group	-6.920	2.216	.443	-7.835	-6.005	-15.615	24	0.000

4.4 DISCUSSION AND RESULT

Prior to the beginning of the study, 50 students were randomly selected and divided into controlled and experimental groups, pre-tests and post-tests were conducted to check whether there was any effect of storytelling technique on experimental group. Examination of the means, standard deviation and t test is mentioned here.

Means, Standard Deviation and T tests for Control and Experimental Groups			
Groups			
Score	Control Group	Experimental Group	t
Pre- Test			
Means	24.48	24.24	2.295
SD	8.574	8.526	
Post- Test			
Means	30.96	37.88	
SD	8.974	7.518	-15.6

Df = 24

Table value of df = 2.064

As t value of pre-test is greater than degree of freedom table value $2.064 < 2.295$, so we will reject this hypothesis that “There is no difference between control group and experimental group scores in pre- test.” In post-test t value is less than df table value $2.064 > -15.6$. So we will accept this hypothesis “There is difference between scores of controlled and experimental groups in post-test.”

So from the results, it is obvious to accept the general hypothesis that “Storytelling technique enhances students’ performance in learning narrative writing skills.”

Chapter 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

Finally, one may conclude that paraphrasing is an effective way which develops the students' ability in writing skills. This chapter presents the findings, conclusion and recommendations of the study.

5.1 FINDINGS

From the analysis and interpretation of the information and data, the researcher has found that there were several causes that made students' writing skills unsatisfactory. Those factors can also influence the learners' problems in writing skills which are as follows:

- First, students argued that reading an English story is very difficult activity. It might be caused from the learners' lack of linguistic competence, such as vocabulary and structure. Learners with limited vocabulary and lack of structures will be difficult in comprehending the content of the text. Most students do not know how to use structure well. Structure plays an important role in reading English text. Without using grammar well, the communication will be misunderstanding between writer and reader. A number of students also directly open their dictionary to find out the meaning of words that they do not know yet. By contrast, the students who do not have any dictionary will do nothing with the text.
- Second problem is that learners have no motivation and interest in learning a new language. It can be caused by the learners themselves who have no willingness in learning English. It comes from the teachers' teaching strategies which has no variation so the learners get bored.
- Third problem came from the teacher. The teacher always teaches through cramming. It is an age of scientific and technological development. Most of the scientific literature is found in English language. Majority of the natives in Pakistan are not enough familiar

with English language. So the natives find it difficult to understand the scientific concepts properly. So stories help the Pakistani learners to understand the scientific and technical terminology. Because of this reason, the teachers need to polish the writing skills of the learners to bring positive effects on them.

The researcher has also found that:

- Story telling had the superiority over the traditional method of teaching writing skills.
- It provided the learners with a better learning environment which reflected in their responses.
- It was very effective in motivating the learners towards participation and interaction.
- It provided the learners with enjoyment and pleasure that affected their achievement positively.
- It was an excellent teaching technique because it evoked students' interest, helped students to create vivid mental images which activated their thinking process.
- The students were involved and even participated in the class work.
- Their vocabulary was expanded by new words throughout the study.
- Proper illustrations about the text brought desirable positive changes among the students.

5.2 CONCLUSIONS

Based on the above mentioned findings, it can be said that through stories, the students are hoped to get the information from the text well in learning foreign language. The researcher assumes that stories will bring some benefits for the students and the teachers. The teachers can use this media to increase the students' motivation and make the students more challenging in narrative writing. So, when the students read the stories, they are curious about the meaning of the content. Story telling requires the teacher to be more creative to prepare the teaching material. To attract the students' attention, the teachers can create their lesson by using stories for writing skills according to the students' level. So, the students are not bored in learning process. Story telling can increase students' linguistic competence especially in vocabulary and structure. The students

will get many words when they read the text and the students also will get much knowledge about the structure of the sentences based on real life text. It also teaches the students about the culture of the target language. It will teach how people in the target language use their language to communicate. It can be concluded that the learners' ability to get the gist of narrative writing was high. Classroom environment was changed from a dry boring one to a warm environment full of students' concentration, participation and production. The development that the target learners achieved is a motivator for teachers to incorporate writing in their lessons and to utilize the benefits of this skill in their classrooms. The researcher of this study tried to explain that story telling has unlimited benefits such as new vocabulary, idioms, grammar, sentence structure, values and beliefs. In short, stories can improve students' writing skills and the vocabulary as well. However, in order to ensure successful teaching program, involvement from the teachers is required in going through the articles and exercises with the students consistently.

5.3 RECOMMENDATIONS

Based on the current research findings, a number of recommendations can be derived as:

1. English is an interesting subject not mere name of rote learning so it should be taught with different activities so that the students may develop their interest in it.
2. The students should be taught through story telling as well.
3. The old and traditional teaching methods should be avoided.
4. The students should be encouraged to share their thoughts in the target language.
5. Teachers should use and adopt new and innovative learning strategies in their classes.
6. Teachers should motivate their students to participate in the class on equal basis.
7. Stories can reveal students hidden talents regarding writing skills. It needs to be highly promoted in the teaching and learning process.

8. Instant instructor's feedback is very advantageous in this mode of learning. It is highly recommended. It keeps the learning process streaming throughout the day.

9. It is bad luck of Pakistan that mostly teachers, who are appointed in schools, are untrained and don't have enough professional qualification. It has been observed that many teachers themselves are very poor in writing and reading not only in English but also in Urdu. In this current phenomenon, how one can expect that such teachers will produce better students. In this case, local government should organize some teachers' training programs so that the teachers should be trained according to the challenges of modern era.

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Appendix- A QUESTIONNAIRE FOR TEACHERS

Improving Narrative Writing Skills through Stories at Elementary Level

Name: _____

Gender: _____

Female	Male
--------	------

Name of Institute: _____ Age _____

Tick the box that indicates your opinion for each statement below.

SA= Strongly Agree A= Agree NADA= Neither Agree nor Disagree D= Disagree

SD= Strongly Disagree

Sr. No	Statement	SA	A	NADA	D	SD
1	Learning English language will guarantee a better future.					
2	There is no difference between teacher centered and student-centered classroom.					
3	I always use storytelling technique in my class.					
4	Students are usually very confused in writing classes.					
5	I encourage my students to participate in discussion.					
6	I let my students ask questions during my lecture.					
7	Use of storytelling technique is useless.					
8	There is no difference in the progress of students after using storytelling technique.					
9	Teaching writing skills through storytelling technique makes learning everlasting.					
10	Its use keeps students active in the class.					
11	Traditional and old teaching methods are satisfactory in Pakistani classrooms.					
12	I appreciate my students to give me every type of answers during activities.					
13	Storytelling technique brings good change even in dull students.					
14	Storytelling facilitates me to focus my students' attention towards learning narrative writing skills.					
15	My all students take interest in learning English language skills.					

Appendix-B

Pre-Test

Name of Student:

Roll No.

Name of School:

Grade:

Gender:

Group:

THE GOLDEN EGGS

Once upon a time, there lived a cloth merchant in a village with his wife and two children. They were indeed quite well off. They had a beautiful hen which laid an egg every day. It was not an ordinary egg, rather, a golden egg. But the man was not satisfied with what he used to get daily. He was a greedy person. The man wanted to get all the golden eggs from his hen at one single go. So, one day he thought hard and at last clicked upon a plan. He decided to kill the hen and get all the eggs together. So, the next day when the hen laid a golden egg, the man caught hold of it, took a sharp knife, chopped off its neck and cut its body open. There was nothing but blood all around and no trace of any egg at all. He was highly grieved because now he would not get even one single egg. His life was going on smoothly with one egg a day but now, he himself made his life miserable. The outcome of his greed was that he started becoming poorer and poorer day by day and ultimately became a pauper. How jinxed and how much foolish he was.

Moral: One who desires more, loses all. One should remain satisfied with what one gets.

Q.1 Examine the story and put true or false: (10)

- (i) A cloth merchant lived in a village. ()
- (ii) The hen laid a silver egg daily. ()
- (iii) He decided to kill the hen to get all the eggs. ()
- (iv) He found all the eggs when he slaughtered the hen. ()
- (v) He became poorer and poorer day by day. ()

Q.2 Examine the story and complete the following sentences: (10)

- (i) There lived a..... in a village.
- (ii) He had a hen who laid a egg daily.
- (iii) He decided to the hen to get all the eggs.

- (iv) He foundwhen he slaughtered the hen.
 (v) He was..... over his misfortune.

Q.3 Match the column A with column B:

(10)

A	B
golden	Children
cloth	knife
Rich	Merchant
two	Trice
sharp	egg

Q.4 Circle the correct option:

(10)

(i) What is the moral of the story?

A. Grapes are sour

B. Union are strength

C. The golden eggs

D. Greed is a curse

(ii) Which is called fable?

A. Great Expectation

B. The golden eggs

C. Population

D. My school

(iii) Correct option for meaningful word is "M-s-ort-ne"

A. i,s,t

B. i,f,u

C. u,f,n

D. o,o,o

(iv) Correct meaning of the word "found" is

A. to go

B. to want

C. to meet

D. to work

(v) Bunch of _____

A. Birds

B. Clothes

C. Flowers

C. Kites

Q.5 Listen to the story and answer the following questions :

(06)

(i) What is the story about? (ii) Who are the main characters in the story?

Q.6 What lesson do you learn from the story?

(04)

Appendix –C

Post-Test

Name of Student:

Roll No.

Name of School:

Grade:

Gender: Group:

Q.1 Examine the story and put true or false: (10)

- (vi) A cloth merchant lived in a city. ()
- (vii) The hen laid a golden egg daily. ()
- (viii) He decided to kill the hen to get all the eggs. ()
- (ix) A farmer had four sons. ()
- (x) He became richer and richer day by day. ()

Q.2 Examine the story and complete the following sentences: (10)

- (vi) There lived a..... in a
- (vii) He had a.....who laid a egg daily.
- (viii) He decided to the hen to get all the
- (ix) He foundwhen he slaughtered the
- (x) He was..... over his misfortune.

Q.3 Circle the correct option to fill in the missing letters. (10)

(i) P_l_i_e

- A. o,c B. i,o C. o,e D. e,o

(ii) C_r_t_a_n_l_y

- A. u,a B. i,o C. o,e D. e,i

(iii) F_o_

- A. o,l B. e,l C. u,u D. o,o

(iv) O_r_c.....a.....d

- A. h,r B. e,l C. u,u D. b,l

(v) S_h.....p_h_e.....d.

- A. o,l B. e,l C. e, r D. o,o

Q.4 Circle the correct option: (10)

(i) What is the moral of the story: A farmer and his sons?

- A. Grapes are sour B. Union are strength

Appendix D

(Schedule, Plan, Stories and Activities)

1st week schedule

Time Duration: 35 minutes

Mon	Tues	Wed	Thurs	Fri
Introduction Brainstorming Pre-test of all selected students	Story: The Golden eggs Students will be able to write story comprehensively, identify characters, find moral.	Students will be able to rearrange letters to make meaningful words.	Students will be able to identify true false and also be able to find the answers of given questions.	Students will be able to match the columns appropriately.

2nd week schedule

Time Duration: 35 minutes

Mon	Tues	Wed	Thurs	Fri
Story: The camel and fox Students will be able to write the story comprehensively, identify characters, find moral and rearrange letters to make meaningful words.	Students will be able to find the answers of the given questions	Students will be able to identify sub-skills of listening.	Story: The Serpent and an Eagle Students will be able to listen the story comprehensively, identify characters, find moral and also able to make sentences from given words.	Students will be able to fill in the blanks with appropriate words.

3rd week schedule

Time Duration: 35 minutes

Mon	Tues	Wed	Thurs	Fri
<p>Story: The boy who cried wolf</p> <p>Students will be able to write the story comprehensively, identify characters, find moral.</p>	<p>Students will be able to find the answers of given questions.</p>	<p>Students will be able to fill in the missing letters.</p>	<p>Story: The Ant and the Grasshopper</p> <p>Students will be able to write the story comprehensively, identify characters and their role.</p>	<p>Students will be able to find the answers of given questions.</p>

Final week schedule

Time Duration: 35 minutes

Mon	Tues	Wed	Thurs	Fri
<p>Story: The Old man and His Sons</p> <p>Students will be able to write story comprehensively, identify characters, find moral & rearrange letters to make meaningful words.</p>	<p>Students will be able to find the answers of given questions. Role play activity will also be performed in pairs.</p>	<p>Students will be able to identify sub-skills of listening skills.</p>	<p>Students will be able to match the column. And communicate with each other how do they feel like.</p>	<p>Post- test & closing ceremony</p>