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**THE USE OF CONVERSATIONAL STORYTELLING TECHNIQUES TO
DEVELOP ENGLISH LANGUAGE SKILLS.**

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Penggunaan kaedah bercerita dalam perbualan untuk pengajaran kemahiran Bahasa Inggeris.

Abstrak

Kajian ini telah dijalankan untuk meninjau keberkesanan penggunaan cerita dalam perbualan dalam pengajaran kemahiran Bahasa Inggeris. Sebuah kelas yang mempunyai 42 pelajar yang berkemahiran sederhana dalam Bahasa Inggeris, disebuah sekolah luar bandar, telah dipilih sebagai sampel untuk kajian ini. Pelajar-pelajar tersebut telah diajar teknik bercerita dalam bentuk perbualan. Selepas itu pelajar, dalam kumpulan atau berpasangan telah diberi masa untuk merancang satu dialog yang menggunakan penceritaan dalam perbualan. Perbualan tersebut telah direkodkan dan ditranskripsikan. Satu soal-jawab and temuduga secara kumpulan telah dijalankan untuk menyokong dapatan daripada kajian. Satu kumpulan perbandingan yang tidak diajar teknik bercerita dalam perbualan juga telah diminta untuk menyampaikan cerita dalam bentuk perbualan dan perbualan mereka juga telah direkodkan dan ditranskripsikan. Dapatan daripada kedua-dua penceritaan tersebut telah dikaji untuk mendapatkan corak jalan cerita yang digunakan dalam cerita mereka. Model penceritaan yang dipolori oleh Labov, yang telah diubahsuai oleh Eggins dan Slate telah digunakan. Corak penceritaan yang diklasifikasikan oleh Peterson and McCabe juga telah digunakan untuk menentukan bentuk penceritaan yang berhubung dengan struktur jalan cerita. Untuk menjawab soalan kedua kajian, tindakbalas pendengar seperti “back-channel noises”, jenis soalan yang ditanya, penyambung ayat dan penceritaan dalam cerita telah dikaji. Dapatan menunjukkan bahawa pelajar menggunakan corak penceritaan berbentuk klasik, mengikut urutan masa dan primitif. Dapatan daripada kajian menunjukkan adanya pemahaman pada pelajar terhadap elemen yang perlu ada dalam penceritaan dalam perbualan dan peranan pencerita dan pendengar untuk menjayakan penceritaan tersebut.

Abstract

This study hopes to investigate the use of conversational storytelling techniques to develop English Language skills, especially speaking and listening skills. The students were 42 average ability students from a rural school. The students were taught conversational storytelling techniques using consciousness-raising activities. After that, in pairs or groups they were asked to engage in storytelling in conversation. A questionnaire and group interviews were also carried out to triangulate the findings. A control group was selected and they were asked to engage in conversational storytelling. The narratives from the experimental and controlled group were audio-recorded and transcribed. The narrative structure was analysed using Labov's modified narrative model by Eggins and Slate. The narrative patterns were analysed using narrative patterns proposed by Peterson and McCabe. To answer the second research question, the listeners' responses like back-channel responses, questions and response stories were analysed. The third research question concerns conversational storytelling techniques employed to teach the students in this study. The findings showed that most of the students used a particular narrative structure depending on their narrative patterns. The common narrative patterns used were the classic, chronological and primitive narrative patterns. The listeners played a part in structuring the narratives, which influenced the narrative patterns, by giving appropriate back-channel noises, requests and response stories. In summary the teaching of conversational storytelling techniques showed that the students were aware of the generic features in conversational storytelling and knew their roles as storytellers and listeners.

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I would like to thank my family, especially my husband and my father for their undivided contribution in managing the children and the household chores while I was completing my Master's programme. The knowledge and experience gained while going through the programme was a real "eye-opener" to me. Nevertheless no words can describe the help and sincere assistance given by my friends. All those moments spend discussing and venting - of our anger, disappoints, frustrations and happy occasions, under the "tree", around the round table will be, in my memory, forever.

Table of Contents

	Page
Title Page	i
Abstrak	ii
Abstract	iii
Acknowledgements	iv
Table of Contents	v
List of Graphs	vi
List of Tables	vii
List of Appendices	viii
Chapter 1	1
Introduction	1
Developing Spoken and listening skills	1
Spoken Language	2
Conversational Storytelling	4
Storytellers and Listeners	5
Statement of the problem	6
Purpose of the study	7
Research Questions	7
Definition	8
Significance of the study	9
Limitations of the study	9
Chapter 2	11
Introduction	11
Narrative Structures	11
Labovian Model	11
Modified version of Labov's narrative structure	13
Polanyi "Main time line" or key story events	14
Story Grammar	15
Narrative Patterns	16
Conversational Storytelling	17
Story recipients' response	19
Teaching conversational storytelling skills	23
Summary	24
Chapter 3	26
Research Methodology	26
Introduction	26
Aims of the study and research questions	26
Research Methodology	27
Procedure	27

Subjects	29
School	29
Data Analysis	30
Transcription convention used	30
Model of Narrative Structure	31
Structural patterns of narratives	32
Recipients Response to Storytelling	34
Conversational Storytelling Techniques	35
Questionnaire	35
Interview	35
Chapter 4	37
Analysis of Findings	37
Generic features in conversational storytelling	37
Abstract	38
Orientation	39
Remarkable Events	40
Reactions	41
Coda	42
Evaluation	42
Narrative Patterns	44
Classic Pattern	45
Ending-at-the-high-point Pattern	47
Leap-frogging Pattern	48
Chronological Pattern	49
Impoverished Pattern	50
Disoriented Pattern	51
Miscellaneous Pattern	52
Story recipients' responses	55
Back-channel responses	55
Types of questions	57
Response Stories	60
Discussion	62
Conversational Storytelling Techniques	70
Summary	70
Chapter 5	71
Conclusion, Implications and Suggestions for further study	71
Summary of findings and conclusions	71
Patterns in narrative structure	71
Story recipients' responses	72
Teaching of conversational storytelling	73
Implications of findings	74
Suggestions for further studies	76

References
Appendices

vii
77

(Appendix A- Lesson Plans)

(Appendix B- Representative Transcriptions of Stories-Experimental Group)

(Appendix C- Representative Transcriptions of Stories-Controlled Group)

(Appendix D- Frequency Table- Generic Features and Types of Narrative Patterns
for Experimental Group and Controlled Group)

(Appendix E- Questionnaire)

86-118

List of Graphs:

Graph 1: Bar Graph shows Generic Features in Conversational Storytelling in Experimental group.

Graph 2: Bar Graph shows Generic Features in Conversational Storytelling in Controlled group.

3: Narrative Patterns of Conversational Storytelling of Experimental Group.

4: Narrative Patterns of Conversational Storytelling of Controlled group.

Lists of Tables:

Table 3.1: Conventions used in the transcription

Table 3.2: Generic features of conversational storytelling

Table 3.3: Structural Patterns of Narratives

Table 3.4: Classification of questions

Table 4.1: Back-channel responses

Table 4.2: Types of requests

Table 4.3: Percentage of generic features in the narratives

Table 4.4: Percentage of narrative patterns found in the narratives

Table 4.4: Percentage of generic features found in the narrative patterns