

Lesson Outline 1

Subject: English Language

Form : 1 Raya

Level : Average

Time : 80 minutes

Topic : Introduction: Conversational Storytelling

Focus : Conversational Storytelling

General Objective: To expose students to conversational storytelling techniques

Specific Objectives: At the end of the lesson, students should be able to:

1. study a series of pictures and discuss them.
2. read and understand two types of storytellings.
3. state the differences between the two tellings.
4. answer some comprehension questions.

Teaching Aids: Handouts (Picture series, Dialogue, Comprehension questions)

Moral value: Do not make fun of people

Stages/Time	Content	Rationale
Set Induction (5 minutes)	Students are questioned on the types of exercises that they can do in the evenings. For example, go jogging, play badminton.	To introduce the topic of the lesson.
Body of Lesson Stage 1 (10 minutes)	Teacher gives out a picture series (Handout 1) and asks the students to study the pictures. Students take turns to describe them. The words used during the discussions are written on the board.	To elicit vocabulary from the students.

<p>Stage 2 (15 minutes)</p>	<p>Teacher gives a situation: Imagine that the main character is your uncle, and you are to relate the incident to your friend.</p> <p>Students complete this activity in pairs.</p> <p>Teacher monitors and gives feedback on grammar and vocabulary.</p>	<p>To let students practise telling the story using their own words.</p>
<p>Stage 3 (30 minutes)</p>	<p>Teacher gives out Handout 2 to the students and a student is asked to read it out, aloud.</p> <p>Teacher gives out Handout 3. Two students are asked to role-play the dialogue.</p> <p>Students are questioned regarding the two versions of the story.</p>	<p>To expose students to two versions of a story.</p> <p>Students should be able to differentiate the two versions of the story.</p>
<p>Stage 3 (30 minutes)</p>	<p>Teacher distributes some comprehension questions and in-pairs students answer them.</p> <p>Teacher discusses their answer.</p>	<p>To enable students to recognise the different features in the two versions of the story.</p>
<p>Closure (5 minutes)</p>	<p>Teacher concludes the lesson by questioning the students about their preference, regarding the two versions of the story.</p>	<p>Students should be able to recognise the interesting and engaging version.</p>

Handout 1



Handout 2**Transcript (Version 1)**

My uncle was fat and he was worried about it, so he bought a keep-fit book and went jogging. He looked funny, and a lot of people laughed at him. He turned a corner and there were two women with a dog, but he didn't notice them. He tripped over the dog's lead and banged his knee. The dog bit him. Then he started walking home, and it began to rain. By the time he got home he was very wet. He threw the keep-fit book into the bin.

Handout 3**Transcript (Version 2)**

Speaker 1: Oh, talking about losing weight, did I tell you about my Uncle John? 1

Speaker 2: No, I don't think so.

Speaker 1: Well, you see, my Uncle John's quite a bit overweight and he's always been
worried about it, so erm... the other week he decided he was going to do
something about it. 5

Speaker 2: Uh huh.

Speaker 1: So, anyway he got himself a keep-fit book and then one morning he stood in
front of the mirror and he put on his vest, his shorts, his running shoes... you
know all the er... gear...

Speaker 2: (all the gear, yeah) 10

Speaker 1: and out he went. Now you can just imagine it, can't you? This big fat guy
who's never been jogging in his life before. He goes running down the road
and all the kids stand there laughing at him but y'know, he doesn't take any
notice, he just keeps on running and then he comes to a corner, right?

Speaker 2: Uh huh. 15

Speaker 1: So, he jogs round the corner and there are these two women standing there
with a dog. Anyway, he was so busy running that he didn't even notice them
and he tripped, right over the dog's lead and bonged his knee.

Speaker 2: Hah.

Speaker 1: So the dog got angry, turned round and bit him on the hand and the two 20
women started shouting at him.

Speaker 2: Good grief!

Speaker 1: So, there's my uncle John, blood coming out of his hand and blood coming

out of his knee. He starts limping home and then, just to make matters worse, it starts pouring with rain.

25

Speaker 2: Hah hah oh no.

Speaker 1: So, by the time he got home he was absolutely drenched. He walked straight over to the kitchen table, picked up the keep-fit book and tossed it straight into the bin.

Speaker 2: Hah hah. So I don't suppose he'll be going jogging again then, will he? 30

Speaker 1: Well, what do you think?

Handout 4**Questions on the transcript (Version 2)**

1. What topic were S1 and S2 discussing before they started talking about Uncle John?

.....

2. Why does S1 begin the story with a question (lines 3-5)?

.....

3. What do we learn about Uncle John in lines 4-6?

.....

4. In lines 7-9, S1 gives a detailed description of Uncle John getting dressed. Does this add any interest to the story? Why/ why not?

.....

.....

5. Would it be possible to replace 'you see' (line 3) with 'you know'? Could 'you know' (lines 8-9) be replaced with 'you see'?

.....

.....

6. Why does S1 say 'So, anyway' (line 7)?

.....

7. Does S1 try to make S2 feel sorry for Uncle John?

.....

8. How many disasters occur in this story?

.....

9. Underline the following words and phrases in Version 1: *walking, began to rain, very wet, threw*. What are the equivalent words and phrases in Version 2?

.....

.....

.....

10. Compare the end of the story in Version 1 with lines 31 in Version 2. What differences do you notice?

.....

.....

.....

.....

(Jones, 2001)

Lesson Outline 2

Subject : English Language

Form : 1 Raya

Level : Average

Time : 80 minutes

Topic : Telling stories

Focus : Relating a 'story'

General Objective: To practice conversational storytelling.

Specific Objectives: At the end of the lesson, students should be able to:

1. read and understand an article.
2. answer some Wh- questions, orally.
3. write out a dialogue using the information from the article.
4. role-play the dialogue.

Teaching Aid: A newspaper article (Handout, 2004)

Moral value: Be Polite

Stage/Time	Content	Rationale
Set Induction (10 minutes)	Teacher questions students about the previous day's headlines, in the newspapers.	To lead the students into the lesson.
Stage 1 (15 minutes)	Teacher gives out a copy of a newspaper article. Students read it silently. Teacher questions the students regarding the article.	To check the students understanding regarding the article.
Stage 2	Teacher gives a situation: Imagine that	Students practise telling and

(30 minutes)	<p>you read the article yesterday while your friend did not. Tell your friend about the news.</p> <p>Teacher reminds the students about yesterday's exercise so that students would use such techniques while doing the activity.</p> <p>Teacher monitors and assists students when necessary.</p>	listening to the "story".
Stage 3 (20 minutes)	Students take turns to role-play their dialogue in front of the class.	To expose students to different techniques used by other students in relating the Story.
Consolidation (5 minutes)	Teacher gives feedback and concludes the lesson.	

Man marries grandmother

PANCHPARA: A 25-year-old Indian man has married his 80-year-old grandmother because he wanted to take care of her.

“I felt she needed extra care as she is old. I can look after her better as a husband than as a grandson,” Narayan Biswas said.

“As a husband, I am with her all the time, to care for her,” said the high school graduate, who farms rice fields also works as a tutor.

The grandmother, her back bent with age, says she is “Happy” with her young husband whom she married in a traditional Hindu ceremony near Panchpara, near Calcutta. Her first husband died more than 30 years ago.

Lesson Outline 4

Subject: English Language

Form : 1 Raya

Level : Average

Time : 80 minutes

Topic : Telling True Stories

Focus : Basic structure and expressions in telling true stories

General Objective : To expose students to the basic structure and expressions used when telling true stories.

Specific Objectives: At the lesson, students should be able to:

1. listen to a story..
2. based on the structure given, arrange a text in correct sequence.
3. answer some comprehension questions.
4. tell their own stories.

Teaching Aids: Handouts

Moral Values : Sharing experiences

Stages/Time	Content	Rationale
Set Induction (5 minutes)	Teacher tells a story that has happened to her.	Introduce the topic.
Body of lesson Stage 1 (10 minutes)	<p>Teacher explains the structure of a story, which consists of 5 elements:</p> <ol style="list-style-type: none"> a. Introduction (Introduce the story by telling what kind of story it is) b. Beginning (How the story started) c. The story (The main events related-in order) d. The ending (What has changed or how things are now) e. Moral of the story (Final comment or moral conclusions about the story) <p>Teacher asks the students some comprehension questions, orally.</p>	<p>Introduce the structure of a story.</p> <p>To check the students understanding of the 5 elements.</p>
Stage 2 (10 minutes)	<p>Teacher distributes a reading text (Handout 1).</p> <p>In-pairs, students read and arrange the reading material in correct order.</p> <p>Teacher discusses their answer.</p>	<p>Students should be able to recognise some or all the elements in the story.</p>

<p>Stage 3 (10 minutes)</p>	<p>Students read the story again and underline key words in the elements that relates to the sequence of events.</p> <p>Teacher discusses the key words.</p>	<p>To elicit information from the students.</p>
<p>Stage 4 (15 minutes)</p>	<p>Teacher gives out another worksheet. In-pairs, students answer the comprehension questions (Haandout 2).</p> <p>Students present their answer.</p>	<p>To give students more practise in identifying the basic structure in conversational storytelling.</p>
<p>Stage 5 (25 minutes)</p>	<p>Teacher asks students to review the storytelling structure.</p> <p>In-pairs, students take turns to tell each other a story.</p> <p>Teacher reminds the students to help each other in relating the story by using back-channel noises or by asking questions related to their friends' story.</p> <p>Teacher monitors and gives feedback.</p>	<p>To give students an opportunity to tell their stories in the English Language.</p>
<p>Closure (5 minutes)</p>	<p>Teacher concludes the lesson by going through the 5 elements in storytelling.</p>	

Handout 1**True Stories**

Put the following six texts into the correct order.

1

It concerns my best friend at college who became a famous rock and roller after he had failed completely at trying to become a stock broker on Wall Street.

2

I guess this all just shows how you can never stop believing in believing in yourself, even if everyone around you thinks you are crazy!

3

This is a great story about a guy who everyone said was a loser.

4

First of all, Jack immediately went to New York after he had graduated. He then got a job as a stock broker in a small trading company. After a few months, and a lot lost money, he decided to bet his future on a new Internet company by convincing his clients that it was a fantastic investment.

5

In the end, he decided to start playing his guitar again in a nightclub with a group of friends. Well, they were discovered and signed a contract with a major recording company three months later! The rest is history and Jack is currently enjoying a wonderful career as a rock and roll star.

6

Unfortunately, that was in April of 2001 - right at the Internet bust! Needless to say, the company went bankrupt and all his clients were furious with him! he eventually was fired and found himself in New York City without a job.

Handout 2

Answer the following questions.

1. Think of a story that has happened to you or a friend that is remarkable. What happened?

.....
.....

2. Was this a happy or sad story?

.....

3. Why do you think it was a happy or sad story?

.....

4. What were the main events of the story?

.....

5. In what order did they happen?

.....

6. How have things changed because of this story?

.....

7. What are things like now?

.....

8. What lessons did you learn from the story?

.....

(Beare, from the internet: <http://esl.about.com/library/lessons/bitellingstories.htm>)

Lesson Outline 4

Subject: English Language

Form : 1 Raya

Level : Average

Time : 80 minutes

Topic : Telling True Stories

Focus : The use of basic structure and expressions in telling true stories.

General Objective: To use the basic structure and expressions in telling true stories.

Specific Objectives: At the end of the lesson, students should be able to:

1. answer some comprehension questions.
2. take turns to tell their friends about themselves.
3. select a topic and tell another friend a story based on the chosen topic.

Teaching aids: Handouts

Moral values: Cooperative, Helping each other

Stages/Time	Content	Rationale
Set Induction (5 minutes)	Teacher selects students at random to tell their story from the previous lesson.	To check students knowledge.
Body of lesson (10 minutes)	Teacher asks some questions, orally. A handout (Handout 1) is distributed and students answer the questions on their own.	To guide students on the “simplest” stories available to start a conversation.
Stage 2 (10 minutes)	Based on their answer, in-pairs, students tell each other about themselves.	To give students practice in telling about themselves.
Stage 3 (10 minutes)	Teacher asks students to retell their friends “story”. The other students (listeners) can also ask questions during the telling.	To share interesting “stories”.
Stage 4 (15 minutes)	Teacher explains explains that students can tell their own stories based on their personal experiences. Teacher goes through the list of topics. Teacher elicits other interesting topics that the students would be interested to tell their friends.	To expose students to the wide range of topics available for personal storytelling.
Stage 5 (10 minutes)	Students select a topic and plan how they would like to a story based on the topic.	Students must plan their story before telling it to their

		friends.
Stage 6 (10 minutes)	In-pairs, students take turns to tell each other their stories. Teacher monitors and gives feedback.	To enable students to tell their stories.
Stage 7 (10 minutes)	Students volunteer to tell their story in front of the class.	To encourage sharing of interesting stories.
Closure	Teacher gives feedback regarding the storytelling techniques used by the students.	

Handout 1

Topic: Telling stories

The most successful storytellers are those who can take the ordinary things that happen in their lives and turn them into exciting adventures.

A. Things you do everyday:

1. Where do you live? In a house in town? In a city apartment? On a farm?

.....
.....

2. With whom do you live? With your parents? Grandparents? Uncle and aunt?

.....
.....

3. Do you have a room of your own? Or share one with a brother or sister?

.....
.....

4. What things of your own do you keep in your room? List as many as you can?

.....
.....
.....

B. Other ideas.

- 1. Home
- 2. School
- 3. Hobbies
- 4. Religion and culture
- 5. Experiences
- 6. Dreams
- 7. Feelings and relationships
- 8. Other

(Dubrovir, 1995)

Lesson Outline 5

Subject: English language

Form: 1 Raya

Level: Average

Time: 80 minutes

Topic: Conversational Storytelling

Focus: Speaker's and Listener's role

General Objective: To expose students to the language features used by tellers and listeners in conversational storytelling.

Specific Objectives: At the end of the lesson, students should be able to:

1. read and understand a typical story telling structure.
2. scan a dialogue and highlight the elements.
3. read and understand several ways people show they are listening to a storytelling.
4. study the same dialogue and highlight - the ways people show they are listening to a storytelling.

Stages/Time	Content	Rationale
Set Induction (5 minutes)	Teacher questions students regarding the previous lesson.	To enable students to remember the previous lesson.
Body of lesson Stage 1 (20 minutes)	Teacher distributes Handout 1 to the students. Students read the content. Teacher explains the typical storytelling structure which has 5 elements. Teacher also explains “evaluation” another element which can occur throughout the story, to maintain interest, make the story worth telling and to help the listener(s) appreciate that something is funny, embarrassing, humiliating or unusual.	To expose students to the 5/6 elements in the storytelling.
Stage 2 (20 minutes)	Teacher distributes Handout 2. Students in pairs scan through the dialogue and highlight the 5 elements and evaluative expressions. Teacher discusses the students answer.	To enable students to recognise the elements in context.
Stage 3 (25 minutes)	Teacher gives out Handout 3, and explains the ways people acknowledge that they are listening to a	To make students aware of the

	<p>storyteller.</p> <p>Students look for these features in the same dialogue. They highlight these features with a different colour highlighter.</p> <p>Teacher goes through their answer.</p>	<p>language features.</p>
<p>Closure (10 minutes)</p>	<p>Teacher summaries the lesson by explaining that both tellers and listeners have to play their role in conversational storytelling, in order to make the storytelling a success.</p>	<p>To summarise the lesson.</p>

Handout 1

Telling Stories (Typical Structure)

<p>Abstract (Optional)</p> <p>Opening, at the beginning of a telling, summaries for listener What the story is about.</p>	<p>I'll always remember the time... Have you heard about the time I I must tell you about the other day... You'll never guess what happened yesterday... I had a funny experience last week...</p>	<p>E</p> <p>V</p> <p>A</p>
<p>Orientation</p> <p>Near beginning of story to tell the listener(s) about people involved, time, place.</p>	<p>You know that secretary in our office, well, last week...</p>	<p>L</p> <p>U</p>
<p>Remarkable event</p> <p>Temporally ordered actions, outlining a remarkable event which the narrator wants to share his reaction to.</p>	<p>And then, suddenly... Next thing we knew... Then you'll never guess what happened... But wait, there's more! Anyway, to get back to the point... Oh, by the way...</p>	<p>A</p> <p>T</p> <p>I</p>
<p>Reaction</p> <p>How the characters in the story or the listener(s) react to the events related. Typical reactions include expressions of anger, fear, amusements etc.</p>	<p>And you know what? So I ... What amazed me was ... I couldn't believe me eyes/ears! I was over the moon!</p>	<p>O</p>
<p>Coda (Optional)</p> <p>Its function is to round off the story by building a bridge between the story world and moment of telling. It may focus on progress of one of the characters or the lasting effect of one of the incidents in the story.</p>	<p>Makes you wonder. So, there we are. And that was it, really. Looking back, it was all very ...</p>	<p>N</p>

Handout 3**Active Listening**

There are several ways people can show they are listening:

<p>Reacting</p> <p>Back-channel responses (I am listening)</p> <p>To evaluate and summarise</p>	<p>Oh dear, I'm sorry to hear that...</p> <p>How funny!</p> <p>Oh no!</p> <p>Yeah!</p> <p>Uh huh</p> <p>Really?</p> <p>Ah!</p>
<p>Repeating</p>	<p><i>Vocabulary or expressions or ideas</i></p> <p>"raring to go"</p>
<p>Interrupting</p> <p>Be careful!</p>	<p>Asking questions to fill out details:</p> <p>What happened next?</p> <p>Did you.....?</p> <p>And they did?</p> <p><i>To check details:</i></p> <p>Hang on...I didn't catch that!</p> <p>So you...</p> <p>So the whole family...</p>

Handout 2**Conversational Storytelling (Transcript)**

Jane: Easter isn't a religious festival any more is it, in Britain?

Mary: No, probably, unless you...unless you're involved in the church. My sister's become quite...quite involved in the last few years.

Jane: Uh huh

Mary: Did I tell you about what happened at East, at Easter I was going to say, in February? I went back for her baptism, do you call it baptism? Yeah baptism.

Jane: Ah Yeah I remember you taking some time off.

Mary: Yeah in the middle of February it was and er it was so funny.

It was on the Sunday morning and and I think the baptism was at..the servise started at one o'clock and the baptism was

Jane: mmm

Mary: at the end of the servise...by half past ten we were all ready, waiting for this big event..

Jane: raring to go

Mary: ..I'm never usually up before half past ten but..but there, with the children and everything, we'd been up since 8, and my uncle...Roy and Valerie,..my cousin turned up at quarter past twelve

Jane: Oh, so the whole family were involved then?

Mary: Yeah family erm and we were having a drink and anyway I nipped..up to the toilet..and suddenly,...I was in the in the toilet,...the next thing, everything went quiet and

Jane: Yeah?

Mary: and I thought that's strange, especially with the children.

Jane: Yeah

Mary: Anyway I open the door, go downstairs, nobody around, er...go into the front room and Stella is backing off the drive in the car.

Jane: You're joking!

Mary: I'm not, no, and she's so busily talking

Jane: oooo! Ssshhh! Aargh!

Mary: to my cousin..chatting away..doesn't see me standing there, waving, shouting "Hey, hey I'm here!" Oh I couldn't believe it, so I thought well..what do I do next? So, go to the front door..locked, go to the back door..locked, all the windows had these special locks on them..couldn't get out of the house.

Jane: Did you panic?

Mary: Well, I was a little bit, just shocked I think, that could forget me. Just shocked!

Jane: guest of honour!

Mary: Well yes, some guest of honour. Anyway then I realised that everybody has mobile phones so I rang my cousin Valerie, no answer, I rang Stella's sister-in-law erm..., she'd..left a little bit earlier, Linda, no answer, anyway finally I got through to Stella's and there was a ..to leave a message.

Jane: Ah!

Mary: So I left this really weird message of me shouting down the phone

"Hey I'm here, in the house, when are you going to come and come get me?", laughing hysterically.

Jane: Aha!

Mary: Anyway I thought there's no point getting all worked up about it, might as well just stand by the window

Jane: uh hum

Mary: and hope that somebody will come soon...come to get me.

Jane: And they did?

Mary Yeah about, it must've been..about ten.. fifteen minutes later..

Jane: What a relief!

Mary: ..my brother-in-law came back, David, big grin on his face as he walked down the path

Jane: yeah

Mary: and me at the window, looking stupid.. But anyway he asked what had happened, and I told him what had happened. Anyway, silly really but...

Jane: yeah

Mary: and fortunately we arrived at the church just in time

Jane: Great!

Mary: Well it'd started a little bit but in time to see most of the service.

Jane: So a happy ending?

Mary: Yeah there was and I think it was good for Stella in the end because she'd been quite nervous and I think that made her, well.. it certainly calmed her down, I don't think she'll forget her baptism in a hurry

Jane: Ah so you've got a good family story now to....talk about

Mary: Yeah, I don't think she'll forget er the incident.. I certainly won't let her forget it easily. Yes it was nice,

Jane: Good

Mary: we had a nice afternoon..

(Bradwell,from the internet:

http://www.developingteachers.com/plans/video1ppf_sandra.htm)

Representative Transcribed Stories**Appendix B****S1**

Thilak and Vahid: Ha ...ha.... (laughing)

Riva : Hi, friends. How are you?

Thilak and Vahid : Fine.....

Riva : Eh..why you are laughing?

Vahid : No...Thilak, just told me a funny story to me...

Riva : Funny story?

Thilak : Yeah!

Riva : What...what is that?

Thilak : Last week I...I ... go back to my home after tuition...on the way we're very hungry...so we decide...decided to go to a...stall...but we never have a money...so...eh...suddenly we saw.. a note near the... road...without wasting time we rushed to the ...near to the... road...

Riva : and then what happened?

Thilak : We fought to take the... note. Suddenly...

Riva : Finally who get the note?

Thilak : Finally I get the note...then I opened.. my hand ... I saw the note...

Riva : How much is it?

Thilak : That...that not a note...that is a rubbish!

(Laughter)

Vahid : Oh...Eh...that is funny...

Riva : Oh... Yeah... funny... Vahid, do you have any funny story?

Vahid : No...Oh, yes, I've got ...it was a windy afternoon...so my father asked to pick out the rubbish the swimming pool...so I also went

to pick out the rubbish the swimming pool... when I was picking
 out rubbish I saw a crocodile near the swimming pool... so I
 rushed to ... I rushed to tell my mum and call my father and asked to
 called Bomba... Bomba... My father also called the Bomba ... when
 the ... Bomba... returned to the scene... it was not... they took the
 crocodile... when they saw... when they saw it... it was a not a
 crocodile... it was just... a log!

(Laughter) Ring.....(The school bell rings.)

Vahid : Oh! The bell just ring... come let's go...

Riva : OK, bye... we'll see you after the class...

Vahid : After the class...

S3

Enn Enn : Did I tell you about my new puppy?

Geok Hui: So, where you buy the puppy?

Enn Enn : I am not buy the puppy...

Geok Hui: So ... When...so... when...so... when ...you got the puppy?

Enn Enn: I got the puppy from a drain... I ...at that time ... I...at that time it was wet and
 dirty...

Geok Hui: So you took it home...

Enn Enn: Yes... and then I fed it with milk and meat...

(Pause)

Geok Hui: What his name?

Enn Enn: His name was Jack.

Gek Hui: What colour of it?

Enn Enn: It is white in colour.

Geok Hui: So what happened next?

Enn Enn: I took it to the park...it was running by itself...I was very happy...I had already...

Geok Hui: I want to see it...can I go to your house... now?

Enn Enn: Sure...let's go...

S4

Hasnida: Do you bought the newspaper yesterday?

Seri : No...I don't buy it... Why?

Hasnida: Because I read an interesting article in the newspaper...I think you'll be shocked...

Seri : What's the article about?

Hasnida: The article is about a man marries his grandmother!

Seri : Oh! I cannot belief it!

Hasnida: You must believe it although it really happened in this world!

Seri : Why he...why he... married with his grandmother?

Hasnida: Because he wants to take care of his grandmother...in addition to that her first husband was died almost 30 years ago...

Seri : So the grandmother stay alone...stay alone for a long time?

Hasnida: Yes...and she was very happy with her new life...

Seri : How old they are?

Hasnida: The man is 35 years old and the grandmother was 80 years old...

Seri : Oh...this case is very interesting...

Hasnida: Yes...Oklah, Nida...I want go home now...

Seri : Ok ...bye...

Hasnida: Bye....

Representative Transcribed Stories (Controlled Group)**Appendix C****G1**

A: Hey, Mar! Where are you going in the holiday?

B: Oh, I'm going to Pulau Pangkor.

(Pause)

AQ: At the resort, are you enjoy?

B: Yeah. Yes, I am very enjoying. The Pulau Pinang is very beautiful.

A: Yes, that's right.

B: Eh, in the Pulau Pinang, I went scuba diving.

A: Oh! That's interesting.

B: Yes! Oh! I have to go back to my house.

A: Oh, ok. Bye

G2

A: Hello, Hari. How are you? What are you doing now?

B: Hi, Nisha. I'm fine. Thank you. Now I'm studying hard for my exam.

A: What subject are you studying now?

B: I am studying Bahasa Inggeris.

A: What the teacher's name?

B: My...my teacher's name is Puan Ho.

(Pause)

A: Ok. Bye. You can continue your subject.

B: Ok. Bye.

G3

A: Yesterday, I go to [~]

B: What you buy?

A: I buy some clothes for Hari Raya.

B: Eh, what are...where you go?

A: I go to [~]

B: What you buy?

A: I buy some fruits.

Frequency Table

(Experimental Group)

No	Elements	Groups																	Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	Abstract	/		/	/	/		/		/	/	/	/	/		/			11
2	Orientation	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	17
3	Remarkable Event	/		/	/	/				/		/	/	/	/		/		10
4	Reaction	/	/	/	/	/	/	/		/	/	/	/	/	/	/	/	/	16
5	Coda				/			/								/			3
6	Evaluation	/	/	/	/	/	/	/		/	/		/	/	/	/	/	/	15
	Total	5	3	5	6	5	3	5	1	5	3	4	5	5	4	5	5	3	72
	Overall	83.3%	50.0%	83.3%	100.0%	83.3%	50.0%	83.3%	16.7%	83.3%	50.0%	66.7%	83.3%	83.3%	66.7%	83.3%	83.3%	50.0%	70.6%

Abstract	11	64.7%
Orientation	17	100.0%
Remarkable Event	10	58.8%
Reaction	16	94.1%
Coda	3	17.6%
Evaluation	15	88.2%

Narrative

(Experimental Group)

No	Patterns	Number of groups	%
1	Classic	4	23.5%
2	Ending	2	11.8%
3	Leap-Frogging	3	17.6%
4	Chronological	3	17.6%
5	Impoverished	2	11.8%
6	Disoriented	1	5.9%
7	Miscellaneous	2	11.8%
	Total	17	100.0%

Frequency Table

(Controlled Group)

No	Elements	Groups																	Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	Abstract	/		/		/		/	/		/				/				7
2	Orientation				/	/	/				/	/		/				/	7
3	Remarkable Event	/				/	/	/			/	/			/				7
4	Reaction					/		/				/					/		4
5	Coda																		0
6	Evaluation	/					/	/	/			/		/		/			7
	Total	3	0	1	1	4	3	4	2	0	3	4	0	2	0	3	1	1	32
	Overall	50.0%	0.0%	16.7%	16.7%	66.7%	50.0%	66.7%	33.3%	0.0%	50.0%	66.7%	0.0%	33.3%	0.0%	50.0%	16.7%	16.7%	31.4%

Abstract	7	41.2%
Orientation	7	41.2%
Remarkable Event	7	41.2%
Reaction	4	23.5%
Coda	0	0.0%
Evaluation	7	41.2%

Narrative Patterns

(Controlled Group)

No	Patterns	Number of groups	%
1	Classic	1	5.9%
2	Ending	5	29.4%
3	Leap-Frogging	0	0.0%
4	Chronological	0	0.0%
5	Impoverished	1	5.9%
6	Disoriented	0	0.0%
7	Miscellaneous	10	58.8%
	Total	17	100.0%

Student Questionnaire

Tick (/) the space where necessary or write your answer in the blanks provided.

1. How old are you?
2. What is your parents' occupation? Father Mother
3. What type of primary school did you attend?
 - a. SK
 - b. SRJ©
 - c. SRJ (T)
4. When did you start to learn the English Language?
 - a. Year 1
 - b. Year 2
 - c. Year 3
 - d. Year 4
5. What language do you use when speaking with:
 - a. your parents? BM English Chinese Tamil.....
 - b. your siblings? BM English Chinese Tamil
 - c. your friends? BM English Chinese Tamil
 - d. your teachers? BM English Chinese Tamil
6. What type of story book do you like to read?
7. In what language do you prefer to read?
8. What is your favourite TV programme?
9. Do you go for holidays with your family?
10. If you have just read an interesting book or have seen an interesting movie or TV programme or have just returned from an interesting holiday, what would you do?
 - a. Tell a friend
 - b. Write in my diary
 - c. Do not do anything
11. In what language do you like to learn Mathematics and Science?
12. What do you like about learning the English Language?
 - a. the lesson?
 - b. the activities?
 - c. the exercises?
 - d. others?(Please state)
13. How do you think English can be an interesting language to learn?

- a. By having more writing exercises?
 - b. By having more reading exercises?
 - c. By having more listening and speaking exercises?
 - d. Others?(Please state)
14. Do you like to do activities during the English Language lesson?
- a. Individually?
 - b. In-pairs?
 - c. In groups?
15. What problems do you face when your teacher teaches in the English Language?
- a. Do not understand anything.
 - b. Can understand a little.
 - c. Can understand the teacher.
16. How do you prepare for the oral test?
- a. I will read and memorise a story.
 - b. I will read and memorise my friend's story.
 - c. I will think of an interesting story about myself and tell it during the test.
 - d. Others.
- (Please state)
17. Do you think your speaking has improved by preparing and taking the test?
- a. Yes.
 - b. No.
 - c. Others.(Please state)
18. Do you think having oral tests six times a year is a waste of time?
- a. Yes.
 - b. No.
 - c. Others.