



RESEARCH PAPER**Appropriacy of “The Prince and the Pauper” for Teaching Writing Skills at the Elementary Level**

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ABSTRACT

This study was quantitative and an experimental technique was used to collect data. A total of 40 students at the elementary level as participants were selected for the study from Moon System of Education Bahawalpur. These students were divided into two groups. 20 students were in the control group and 20 students were in the experimental group. Pre-test and post-test as research tools were taken to assess whether students use figurative words in their story or not and a checklist was designed to find out the pattern of story writing and scores were given to the students according to it. A statistical package of social sciences was used to analyze the data. The conclusion showed that teaching stories by providing students understanding of figurative words is very helpful for the improvement of their writing skills in 8th standard.

KEYWORDS 8th Standard, English, Figurative Words, Teaching Skills

Introduction

The use of stories is a good technique for teaching listening, speaking, reading, and writing Cameron (2001). Through stories, teachers can teach students writing skills and other language areas like vocabulary, grammar, spelling, sentence structure, and pronunciation. In schools, it is very popular to teach English through stories nowadays (Nunan, 1990). Figurative words help students to write a story in a fun and meaningful way. With the help of figurative words, students can create stories based on their likes and interests (Maley, 1989).

Literature and Story Writing Skills

For 8th-standard students, literature is a powerful motivating source for story writing. Literature is a good method for teaching writing skills (Collie & Slater, (1990). It as a model occurs when students' writing becomes thoroughly similar to their original work. For writing stories students imitates their content, theme, organization, and style (Murray, 1972). Literature helps as subject matter at the time when students writing exhibit their real thinking such as interpretation and analysis. Student's writing skills are creatively stimulated by their reading skills (Felicia Lincoln, 2015). Literature serves a variety of themes like writing stories, terms, creative writing, freewriting, control writing, and many other types of writing (Custodio & Sutton, 1998).

Use of Figurative Language in the story "The Prince and the Pauper"

The term figurative language covers a wide range of literary devices and techniques.

IMAGERY

Words that create mental pictures and often appeal to the senses (sight, sound, taste, smell) Textured images of life in court- clothing or decoration. "Tom opened his eyes and saw the beautiful furniture and pictures in the palace." A servant poured water into a golden bowl. Another servant held a silk towel. A servant knelt and put on his shoes. "Tom had a long boring meeting with his ministers." In the above mention text Tom Canty who was a pauper, and a poor beggar was in the palace of King Henry the Eighth of England, the father of Prince Edward. A reader can imagine the situation of Tom when by mistake (due to his resemblance with Prince Edward) he is considered Prince Edward. When Tom opened his eyes he saw very beautiful pictures and furniture around him. To wash his face servants are holding a golden water bowl and silk towel, and one servant is to put on his shoes. The reader feels that all these scenes are happening in front of him. "The river itself, as far as the eye could reach city wards, was so thickly covered with watermen's boats and with pleasure barges, all fringed with colored lanterns, and gently agitated by the waves, that it resembled a glowing and limitless garden of flowers stirred to soft motion by summer winds." In the above mention text, Mark Twain used descriptive language. A reader can just picture the busy river full of blue water, and the colorfully decorated boats. There are beautiful water waves in the river that looks like glowing flowers moving by summer winds on a vast area of the garden. When a reader reads these lines the entire scenario moves around his/her eyes. Twain has beautifully penned pictures of these beautiful scenes. A reader without imagery wouldn't be able to enjoy "The Prince and the Pauper" because the reader wouldn't be able to see the pictures that Twain is trying to paint for his readers. In doing this, Mark Twain sort of acts like the illustrator of his own story "The Prince and Pauper"

Metaphor

A metaphor is a noun. A metaphor is a figure of speech that makes an implicit, implied, or hidden comparison between two unrelated things, but which share some common characteristics (e.g. my brother is the black sheep of the family). In this example, the brother is neither a sheep nor black. There are two types of metaphors direct metaphor and indirect metaphor. The direct metaphor states both things are being compared. The indirect metaphor states one thing and leaves the reader or audience to infer the other. It implies the comparison word such as, throughout the story "The Prince and the Pauper" death word is not directly mentioned. The words doom and execution were used as a metaphor. The example of the word doom instead of death is presented in the sentence of King Henry when he says, "Warn my Parliament to bring me Norfolk's doom before the sunrise again, else shall they answer for it grievously!"

Alliteration/Repetition

Alliteration is the repetition of a letter or letters such as the use of the same word or phrase for emphasis, when words in speech or text are repeated, the reader's brain may likely remember those words. Alliteration is the repetition of a sound at the beginning of closely connected words such as, "There was but one person in it who offered a pleading word for the captive, and he was not heeded; he was hardly even

heard, so great was the turmoil." In the span of nine words such as, he was not heeded, he was hard, even heard, the "h" sound in the text is repeated five times. Alliteration makes the sentences more amusing to speak or read and this flavors the text to a great extent. "This speech infuriated the swine to such a degree that they set about their work without waste of time. Between them, they belabored the boy right soundly, and then gave the girls and their mother a beating for showing sympathy for the victim." In the above-mentioned first sentence, a reader may observe the repetition of the "W" sound in the text repeated five times such as the swine, working without waste of time, between them. Readers can observe the repetition of the "B" sound in the second sentence such as, between them, they belabored, the boy, a beating.

Parallelism

The parallelism between hardships that Edward experienced while living as Tom. The way he rules the nation once becomes king- Kind and benevolent empathetic. "England had so longed for him, and hoped for him, and prayed God for him, that, now that he came, the people went nearly mad for joy." The above mention text is a good example of parallelism such as, longed for him, hoped for him, and prayed to God for him. These phrases are similar in structure and sound. Similar structure and sound repetition in the phrases create rhythm in the sentence. "Everybody took a holiday, and high and low, rich, and poor, feasted and danced and sang, and got very mellow, and they kept this up for days and nights together." The word "and" is repeated eight times in the above text such as high and low, rich and poor, feasted and danced and sang, and got very mellow, and they kept this up for days and nights. The repetition of the "and" sound is creating a very bouncy tone. When a reader reads this text his voice goes up and down again and again. This repetition of voice going up and down is a good example of parallelism. Mark Twain used parallelism to create flow among sentences and to get the words to flow together.

Paradox

Each boy is dissatisfied with his life and wants the life of others. As Prince Edward is fed up with his royal lifestyle, dress, and restrictions. He wants to enjoy life like a common man by playing in the street and getting rid of royal clothes and shoes. Similarly, Tom feels the same to get rid of their dirty life. He wants to take off his dirty clothes and shoes and wants to live a life that is full of comfort and peace. Edward Tudor said "Nobody lets me get my clothes dirty. I'd like to take my shoes off and feel the cool mud between my toes. I'd like to take off these good clothes and play in the street, just once!" Edward doesn't want to allow anybody to dirty his clothes, he likes to take off his shoes to feel the cool mud between his toes. He wants to take off his clothes to play in the street with other poor children. Tom Canty said, "And I'd like to wear beautiful clothes like yours-just once...." "Then put them on --- and I'll try your clothes too. Let's have some fun!" Edward is paradoxical in person because he wants to experience a life that nobody wants to live. Whereas Tom is expressing his desire to Prince Edward to exchange his royal clothes with his rags just once. And they both are thinking to enjoy this activity of exchanging their identity and enjoying the status of each other.

Irony

Prince was well educated and spent all his time learning various subjects, but he knew nothing about the real world "Take that!" shouted the soldier, hitting Edward again. The prince fell in the mud." Prince Edward shouted at the soldier

Satire

“In 1537, in the city of London, a baby boy was born. His name was Tom Canty. His family was poor, and they did not want him at all. Tom was a Pauper, a poor beggar. Another baby boy was born on the same day. His name was Edwar Tudor, and he was not a Pauper. He was a prince, a king’s son, and his family wanted him very much”

Similarity

(same birthday, entered the world in the same manner) Mark Twain satirizes the social construction that condemns Tom and Prince Edward. Mark Twain’s satire is a social condition that fails to honor the individual sense of character.

Allegory

..... Dirt is an allegory of backwardness, “Fish Street was a noisy, dirty place. People drank and fought all night.” Edward Tudor said “We run races, and we play football up and down the street with a ball made of rags. We play in the sand, and the mud.” “Both boys began to undress. The young prince took off his silks and jewels and his little red hat and dressed in Tom’s dirty, torn old rages.

Oxymoron

Oxymoron is a noun and a figure of speech in which contradictory terms appear in conjunction. The common oxymoron phrase is a combination of an adjective proceeded by a noun with a contrasting meaning. In an oxymoron, two opposite ideas are joined to create an effect. The common oxymoron phrase is a combination of an adjective proceeded by a noun with contrasting meaning (e.g. cruel kindness, living death, alone together, bittersweet, darkly sweet, definitely maybe)

Literature review

Story writing is a good activity in the English as a second language classroom. It creates a positive learning environment. Story writing provides meaningful and comprehensive input. According to Ariogul (2001) through stories, the language learning process is activated. Story writing activity in a language class is easy for learners. According to Castro (2002), story writing is a pedagogical, second-language teaching process in the class. Teaching English through story-writing activities with the help of figurative language learners is an interesting and meaningful way. Writing stories develops students’ concentration skills. Students develop the ability to understand information conveyed in words. With the stories, students develop four learning strategies, listening, speaking, reading, and writing. Compared to other literary works story writing is so easier and simple for students. Story writing helps students to understand the surface meaning and deep meanings. Stories help students to understand their positions of themselves. Students transfer their gained knowledge to their fellows. As stories have a universal language so story writing helps students of different backgrounds to communicate with each. Story writing makes students feel free (Ellis & Brewster, (2002). Tell it again: The new storytelling handbook for primary teachers. Teachers feel comfortable teaching foreign cultures through stories. Stories serve as a valuable tool to gain cultural knowledge. Story writing creates critical thinking skills among students. Story writing practice provides students the chance to use their imaginative powers and creativity Badger (1999). Story writing offers a world of imagination, wonders, and mystery. Teachers motivate students to read more and

more stories because stories are authentic material for acquiring knowledge and understanding (Krashen & Terrell, 1983). Stories are a big source for observing not only language but life itself (Rossiter, M. 2002). In stories, characters act out all the original acts people carry out in their everyday lives. People act in a variety of registers and tones. Stories are like mirrors that may illuminate our lives. English has gained much importance in every field of life it is also important for language teaching and learning (Hyland, 2003). In Pakistan, English language learning is too much necessary for every learner.

Material and Methods

This study was quantitative and focused on gathering data. This study was designed to compare the traditional approach of teaching writing skills and teaching story writing skills through the use of figurative words. A total of 40 students in 8th grade were selected through random sampling techniques from Moon System of Education Bahawalpur. One hour of story writing practice through the use of figurative words was done in the class. The present research was experimental research in which the association between variables is established. To conduct this experimental study, the researcher prepared a lesson plan for one week to teach students. 'The Prince and the Pauper' story with the help of ten figurative words like imagery, paradox, metaphor, alliteration, parallelism, irony, satire, similarity, allegory, and oxymoron was selected to teach story writing skills to students. Pre-test and post-test were conducted to assess student's knowledge about the use of figurative language in the story 'The Prince and the Pauper.' An award list was used to award marks to the students. 'The Prince and the Pauper' story was selected to assess students' knowledge of figurative language. Pre-test and Post-test were used as research tools to assess either 8th-grade students use figurative words in their stories or not. A checklist for the story was made by the researcher. With this checklist, the researcher checked the written story of the students and numbered the progress of figurative words used in the story.

The researcher designed a checklist to assess students' scores in the pre-test and post-test. Scores of pre-test and post-test were compared by the researcher.

Table 1
Pre-test for Control Group for writing story "The Prince and the Pauper"

Figurative words	Number of Students	Mean	Std. Deviation	T-test	Sig, Value
Imagery	20	1.9	0.0046	15.8	0.000
Metaphor	20	1.9	0.0046	1.925	0.010
Alliteration	20	1.925	0.0021	14.9	0.010
Parallelism	20	2.075	0.0129	16.3	0.000
Paradox	20	1.8	0.0146	13.7	0.020
Irony	20	2.325	0.0379	15.8	0.000
Satire	20	1.91	0.0036	13.7	0.000
Similarity	20	1.925	0.0021	14.9	0.000
Allegory	20	1.75	0.0196	16.3	0.000
Oxymoron	20	1.95	0.0004	13.7	0.000

Table 2
Pre-test of Experimental Group for writing story "The Prince and the Pauper"

Sub Skills	Number of Students	Mean	Std. Deviation	T-test	Sig, Value
Imagery	20	1.9	0.0046	15.8	0.000
Metaphor	20	1.9	0.0046	1.925	0.010
Alliteration	20	1.925	0.0021	14.9	0.010

Parallelism	20	2.075	0.0129	16.3	0.000
Paradox	20	1.8	0.0146	13.7	0.020
Irony	20	2.325	0.0379	15.8	0.000
Satire	20	1.91	0.0036	13.7	0.000
Similarity	20	1.925	0.0021	14.9	0.000
Allegory	20	1.75	0.0196	16.3	0.000
Oxymoron	20	1.95	0.0004	13.7	0.000

Table 3
Pre-test Comparison of control and Experimental groups for writing the story “The Prince and the Pauper”

Figurative words	Number of Students	Pre-Test Control		Pre-Test Experimental	
		Pre-Test Control Mean	Pre-Test Control Std. Deviation	Pre-Test Experimental Mean	Std. Deviation
Imagery	20	1.95	0.0098	1.9	0.0046
Metaphor	20	1.925	0.0073	1.9	0.0046
Alliteration	20	1.8	0.0052	1.925	0.0021
Parallelism	20	1.85	0.0002	2.075	0.0129
Paradox	20	1.825	0.0027	1.8	0.0146
Irony	20	2.025	0.00173	2.325	0.0379
Satire	20	1.975	0.0123	1.91	0.0036
Similarity	20	1.625	0.0227	1.925	0.0021
Allegory	20	1.7	0.0152	1.75	0.
Oxymoron	20	1.85	0.0002	1.95	0.0004

Table 4
Post-test of Control group for writing story “The Prince and the Pauper”

Sub Skills	Number of Students	Mean	Std. Deviation	T- test	Sig, Value
Imagery	20	3.75	0.031	12.9	.000
Metaphor	20	2.59	0.19	13.3	.000
Alliteration	20	2.1	0.015	11.7	.000
Parallelism	20	3.1	0.012	12.9	.000
Paradox	20	2.73	0.021	11.3	.000
Irony	20	2.83	0.006	13.7	.000
Satire	20	2.67	0.0023	16.3	.000
Similarity	20	1.85	0.001	13.7	.000
Allegory	20	2.35	0.007	15.8	.000
Oxymoron	20	2.98	0.0128	0.222	.000

Table 5
Post-test of Experimental Group for writing a story “The Prince and the Pauper”

Sub Skills	Number of Students	Mean	Std. Deviation	T-test	Sig, Value
Imagery	20	3.75	0.1749	11.5	.000
Metaphor	20	3.51	0.028	14.9	.000
Alliteration	20	3.25	0.177	16.3	.000
Parallelism	20	3.31	0.0261	.000	.000
Paradox	20	3.14	0.0154	.582	.000
Irony	20	3.60	0.017	2.52	.000
Satire	20	3.17	0.037	11.5	.000
Similarity	20	3.75	0.116	14.9	.000
Allegory	20	4.0	0.002	16.3	.000
Oxymoron	20	3.51	0.032	13.7	.000

Table 6
Post-test comparison of the control and experimental group for story writing “The Prince and the Pauper”

Sub Skills	Number of Students	Post Test Control		Post Test Experimental	
		Mean	Std. Deviation	Mean	Std. Deviation
Imagery	20	3.75	0.031	3.75	0.1749
Metaphor	20	2.59	0.19	3.51	0.028
Alliteration	20	2.1	0.015	3.25	0.177
Parallelism	20	3.1	0.012	3.31	0.0261
Paradox	20	2.73	0.021	3.14	0.0154
Irony	20	2.83	0.006	3.60	0.017
Satire	20	2.67	0.0023	3.17	0.037
Similarity	20	1.85	0.001	3.75	0.116
Allegory	20	2.35	0.007	4.0	0.002
Oxymoron	20	2.98	0.0128	3.51	0.032

Conclusion

Imagery

It was observed at its normal level in both the pre-test of the control group and the experimental group. The pre-test comparison for the control and experimental groups showed the same mean score of 1.9 percent. In the same way, post-test comparison for the control and experimental groups showed the same mean score of 3.75 percent. It showed that all the students needed to progress their story writing skills through the use of figurative words.

Metaphor

It was seen at a moderate level in both the pre-test and post-test. Metaphor is needed to make students aware of their story writing. In the pre-test comparison, the control group showed the same mean score of 1.95 percent. The post-test comparison for the control and experimental groups showed the same mean score of 3.75 percent. It showed that students improved their story-writing skills through the use of figurative words.

Alliteration

It was found better in post-test than pre-test among students which shows their improvement in their writing skills. In pre-test comparison for the control group and experimental group showed the same mean score of 1.92 percent. The post-test comparison for the control group showed a mean score of 2.1 percent while in the post-test of the experimental group mean score was 3.25 percent. It showed that students improved their story-writing skills through the use of figurative words.

Parallelism

It was observed that this practice was very helpful in story writing skills. In pre-test comparison of the control group and experimental group showed the same mean score of 2.0 percent. The post-test comparison for the control group showed a mean score was 3.1 percent while in the post-test of the experimental group mean score was 3.31 percent. It showed that students' percentage improved in their story writing skills through figurative words.

Paradox

It was seen at a normal level among the students. In pre-test comparison of the control group and experimental group showed the same mean score of 1.8 percent. The post-test comparison for the control group showed a mean score was 2.73 percent while in the post-test of the experimental group mean score was 3.14 percent. It showed that students improved their story-writing skills through the use of figurative words.

Irony

It was at a moderate level in the pre-test while at a prominent level in the post-test. In pre-test comparison of the control group and experimental group showed the same mean score of 2.32 percent. The post-test comparison for the control group showed a mean score was 2.83 percent while in the post-test of the experimental group mean score was 3.60 percent. It showed that students' percentage improved in their story writing skills through figurative words.

Satire

It was an average level in the pre-test and post-test. In pre-test comparison of the control group and experimental group showed the same mean score of 1.91 percent. The post-test comparison for the control group showed a mean score 2.67 percent while in the post-test of the experimental group mean score was 3.17 percent. It showed that students' percentage improved in their story writing skills through figurative words.

Similarity

This skill was at a moderate level in the pre-test while at the highest level in the post-test. In pre-test comparison of the control group and experimental group showed the same mean score of 1.92 percent. The post-test comparison for the control group showed a mean score of 1.85 percent while in the post-test of the experimental group mean score was 3.75 percent. It showed that students' percentage improved in their story writing skills through figurative words.

Allegory

This skill was very slightly above in the pre-test and post-test. In pre-test comparison of the control group and experimental group showed the same mean score of 1.75 percent. The post-test comparison for the control group showed a mean score of 2.35 percent while in the post-test of the experimental group mean score was 4.0 percent. It showed that students' percentage improved in their story writing skills through figurative words.

Oxymoron

The pre-test comparison for the control group showed a mean score of 1.85 percent and the experimental group revealed a mean score of 1.95 percent. There was a difference in mean scores. The post-test comparison for the control group showed a mean score of 2.98 percent while in the post-test of the experimental group mean score was 5.51 percent. It showed that students' percentage improved in their story writing skills through figurative words. This study showed that if during English language teaching, stories teaching activities are used, stories exhibit a great impact on the writing skills of 8th-standard students. With the help of figurative words, and stories teaching activities improves students' writing skills. The results indicated that the post-test result

was significant as compared to the pre-test result. Stories teaching activities involved figurative words affect students' performance and they became efficient in their writing skills.

Recommendations

Figurative language improves the readability of the text while also allowing the reader to better grasp what the author is attempting to convey. This is accomplished by infusing emphasis, comparisons, and humour into your writing. It can even help bring musicality and rhythm to a piece of writing. According to the study's findings, teachers should teach literary texts to students by elaborating on figurative language so that students can learn and understand the text's full meaning.

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