

**Storytelling as a Pedagogy: Secondary-Level English Language Teachers'
Perspectives and Practices in Sunsari District of Nepal**

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Abstract

Storytelling is a very old human practice. However, its recent popularity as a classroom method has drawn the attention of many teachers across the globe. They have been exploring storytelling as an effective pedagogical tool. In Nepal, it has been included as a teaching method in school level curricula. Therefore, this study aimed at exploring how English language teachers in Nepal perceived storytelling and how they have been practicing it in their classrooms. The study used interpretative phenomenological analysis (IPA) as its research design to collect the lived experiences of 5 secondary-level English language teachers of Sunsari district of Nepal. The study revealed that the teachers were aware of the effectiveness of storytelling as a method for enhancing students' critical thinking skills. However, the study found that the teachers had been facing many problems while storytelling in their classrooms.

Keywords: storytelling, pedagogy, interpretive phenomenological analysis

Introduction

Storytelling is a primitive means for human beings to continue their existence in the world. Our ancestors have used storytelling for connecting with each other for ages (Bayer & Hettinger, 2019). Since the beginning, storytelling has helped humans survive in the world with its positive and realistic energy because it has the power to persuade the audience in the form of idea linked with emotion (Fryer, 2003). However, the targeted achievement through storytelling is not easy since it demands high skills to mix insightful idea with emotion (McKee, 2003). Nevertheless, the product, in the form of story, remains in one's mind for long with the moral of changes that come in life.

Since storytelling is intersubjective, it has been used as a teaching tool for long in the human history. Storytelling helps students learn even complex subject matter easily, with long-term memory and engagement (Landrum et al., 2019). So, it has been identified as an effective pedagogical approach.

Storytelling has been used in different forms, such as myths, legends, folktales, fairytales, fables, and hearsay, in Nepal's tradition of oral communication for ages. These oral forms of storytelling have mainly been used for entertainment. However, as Dura (2025) claimed, these storytelling forms also encode social values, long-term human memory, and human view of the world.

In the diverse culture of Nepal, such storytelling practices flourished mainly in joint families with elderly members in all cultures and ethnicities across Nepal. Moreover, communities like the Gandharavas or Gaines opted storytelling in the form of singing ballads to spread news and cultural messages (Baral & Paudyal, 2025). Therefore, storytelling is a traditional lifestyle, not a new concept, in Nepali society.

On this context, this study is concerned with the presence of storytelling in the pedagogical practices of English language teaching in Nepal where English is taught as a compulsory subject from Grade One to the Bachelors level (Curriculum Development Centre [CDC], 2020a). In school curricula, students' reading skill has been given high priority (Shrestha, 2024). In basic level (up to Grade Eight), reading has 25 marks in external assessment. In secondary level, the National Curriculum Framework (NCF) 2020 has given a high importance to reading skill. Reading has 40 marks in external assessment of Grades 9 and 10 and 35 marks in Grades 11 and 12. Therefore, reading

skill has been identified an important skill that school students must develop.

Among the different kinds of texts used for reading comprehension passages, story has always been an essential text included in almost all kinds of English language textbooks in Nepal. The stories are chosen as per the level of the students and the difficulty level of the text. The stories as reading texts, a written form of storytelling, are mainly focused on developing the students' reading and writing skills.

At present, storytelling as an English language classroom method has been adopted in Nepal's school level curricula. However, it has not been sufficiently discussed and identified as a prominent method of teaching and learning. The word “story telling” (CDC, 2020a, pp. 23 & 24) has been mentioned three times as a classroom activity in the Class 1-3 curriculum; however, it lacks explanation what that means. Similarly, it has been mentioned only once in the curriculum of Grade 4-5 (CDC, 2022a, p. 58). Secondary Education Curriculum (for Grades 9 & 10) is also not different in this case. It has one word - “storytelling” (CDC, 2022b, p. 50) - as a method of teaching, and one phrase - “story telling” (CDC, 2022b, p. 51) - as a tool for formative assessment. The same case is of Secondary Education Curriculum for Grades 11 and 12 with just one entry - “story telling” (CDC, 2020a, p. 56) - as a tool for formative assessment. This gives the impression that storytelling is a method of teaching and learning, but it is not so much identified and practiced by English language teachers in Nepal.

Therefore, this study aimed at exploring how much English language teachers in Nepal are familiar with storytelling as a teaching method. This study will reveal the real perception of English language teachers towards storytelling as a teaching method. It will also highlight the common practices of storytelling in the English language classrooms. Therefore, this study is guided by mainly two research questions: 1) How do English language teachers in Nepal perceive storytelling as a teaching pedagogy? And 2) How do English language teachers in Nepal conduct storytelling in their classes?

Literature Review

Storytelling has a long history as a medium of communication for human beings. They started storytelling even before they started speaking. The oldest form of storytelling, i. e. visual storytelling, has been found to be 36 thousand years old. It has

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been discovered in the Chauvet cave in France in the form of cave paintings on volcanic eruptions (Pelt, 2018). After human beings learnt speaking, they might have started telling stories to transfer message from one generation to another. However, after the human invention of writing, they started recording those stories in the written form. It made the transfer of messages from one place to another much easier and quicker.

Nowadays, storytelling is being used for various purposes. It has been used mainly for three – emotional exploration, vocabulary development, and enhancement of cognition – purposes (Pelt, 2018). However, the way we tell stories today has been much more advanced and varied with the development of technology. Modern humans have developed and used the visual form of storytelling with the help of photography technology which is, as (Mendoza, 2015) opined, once more back to the primitive form of storytelling. Nowadays, various social media platforms have enabled their users to write anonymously. That capacity of the social media users to write with anonymity has revolved the history.

Empirical Studies on Storytelling

Recently, the academicians and the researchers have been fascinated to storytelling as a method for classroom teaching and learning activities. Mostly, the African-American academics and researchers have been found attracted to this ancient form of communication. They have attempted to explore the connection between storytelling and critical thinking of a person. They have found storytelling effective in growing resilience of the people in their community. The studies, conducted primarily on the school and university students, have contributed in preserving the traditional cultures and identities, and proved storytelling an effective tool to increase the participants' knowledge, courage, and power to deal with their lived experiences in a better way.

Most studies conducted in the US (Angay-Crowder et al., 2013; Baker-Bell, 2020; Chess, 2013; Davaslioglu & Lizarazo, 2022; Desai & Marsh, 2005; do Amaral & Windchief, 2019; Enciso, 2011; Groshans et.al., 2019; Locklear & Hunt, 2021; Maddin, 2012; McKay, 2010; Meyer et al., 2009; Sutcliffe, 2015) were focused on digital storytelling. The digital storytelling is a way of storytelling using multimedia (*What is digital storytelling?* 2023).

Digital storytelling has been found effective in raising “criticality” (Davaslioglu & Lizarazo, 2022; Locklear & Hunt, 2021), exploring “identity” (Angay-Crowder et al., 2013) or “culture” (Locklear & Hunt, 2021), lessening “ethical confusion” (Gachago & Livingston, 2020), examining the “relationship between anti-Blackness and language” (Baker-Bell, 2020), conversing about “difference and inherent power structures” (Gachago et al., 2014), and increasing “students' interest in their studies” (Raffone & Monti, 2019). Therefore, the digital storytelling has so far been used with multiple objectives.

Oral storytelling, another popular form of storytelling, has also been found effective in strengthening students' “capacity to communicate” (Russell, 2018), developing “critical thinking skills in young children” (Shank, 2016), exploring “silenced consciousness” (McKay, 2010), shaping the students' “perceptions, behaviors, and characteristics” (Meyer et al., 2009), facilitating teacher-student “critical engagement” (Desai & Marsh, 2005), and promoting “critical thinking and problem solving skills in students” (Pavlou, 2019). Therefore, the oral storytelling has been mainly useful for raising criticality through communication in students.

Storytelling can also be in the form of “self-reflective writing” (Chess, 2013) and “critical reading and journal writing” (Sutcliffe, 2015). These forms of storytelling can be used to develop students' emotional balance and resilience. Similarly, Mabingo (2019) studied storytelling in the form of African neo-traditional dances. He found them beneficial for enhancing students' cultural and artistic knowledge.

Storytelling in ELT in Nepal

Some previous studies, conducted in English language classrooms in Nepal, showed that the use of storytelling is beneficial for various purposes. Bhatta (2016) analyzed the video-recorded data of three Nepali and Japanese school teachers conducting their English language classes. While conducting their classes, each consisting 25-30 students of 14-17 age group, the teachers were found using narrative format of conversation with their students. After analyzing the teachers' conversations, the researcher found that stories add clarity and legibility to the teachers' conversation. Therefore, the teachers included stories in their classroom conversation as pre-teaching activity.

In another study, Sharma (2018) observed how cooperative storytelling strategy could improve his students' speaking skills. After the intervention, he conducted storytelling contest and speaking test, and he found that his students had improved their proficiency in speaking skills. However, the study is not clear how the researcher implemented his intervention. The researcher has also not elaborated about the cooperative storytelling strategy.

Similarly, Adhikary (2020) conducted a case study in Banke district of Nepal involving two secondary English language teachers to observe how they teach short stories to their students. After observing 30 classes, 15 classes of each teacher, he concluded that the teachers used 70 percent of their class period in lecturing; whereas, just 30 percent time they spent on activating their students in various activities, such as guessing about the story, brainstorming about the questions related to the stories, summarizing, and developing similar stories. The study demonstrated that English language teachers in Nepal still depend on lecture method for the class delivery.

An action research conducted by Sunar et al. (2023) among 15 upper kindergarten learners and 3 parents for two weeks using virtual classroom settings found that digital storytelling supported language development with activities, such as watching, listening, and interacting. The study also found that storytelling helped the children learn vocabulary. However, parental support seemed as an important factor in this research.

Recently, Thapa and Basnet (2025) explored the effectiveness of ethnic stories to enhance writing skills of school students. They conducted a participatory action research (PAR) for eight weeks among 70 students, 8th and 9th graders, of a school in Hetauda. Their intervention was focused on improving the students' grammar, organization, coherence, and cohesion in writing. When they analyzed the data, collected via classroom observation, focus group discussion, and students' writing samples, they concluded that ethnic stories increased the students' engagement and writing proficiency.

Though a lot of researches have been conducted to explore the effectiveness of storytelling, in different forms, using different media, in English language classroom, what the teachers actually think about using storytelling as a teaching method is yet unexplored. Similarly, how the English language teachers in Nepal understand and

implement, in general, storytelling as a teaching method is still beyond the scope of many previous studies. Therefore, this study has attempted to explore the level of awareness of secondary-level English language teachers of Nepali schools regarding the use of storytelling as a classroom technique for teaching and learning. Why and how the teachers have been using storytelling in their classrooms is the main concern of this study. The findings of the study will help the educators and the education policy makers identify the real problems in English language classrooms in Nepal regarding storytelling practices and find how the current practices could be made more effective.

Methods and Materials

The study explored storytelling experiences of some English language teachers in Sunsari district in Nepal. 5 teachers teaching English as a compulsory subject in grades 11 and 12 in different schools shared their lived experiences through interviews. Their opinions were collected via semi-structured in-depth interviews with open-ended questions (Creswell, 2013), conducted face-to-face, online (via Facebook Messenger), and using mobile phone. The participants' ideas were collected without any distortion or persecution to ensure fair analysis in the study (Alase, 2015).

The study has used interpretive phenomenological analysis (IPA) as its research design. While interviewing the participants, I, an English language teacher at a secondary school in Sunsari district in Nepal, bracketed my personal experience to avoid my preconceived ideas so that the participants would not feel any hindrance, any external pressure, or any fear of distortions, while expressing their lived experiences (Chan et al., 2013). All the participants' expressions were collected in their originality (Smith et al., 2009).

The participants were chosen through purposive sampling, suitable to the research design (Welman & Kruger, 1999). The participants, 4 males and 1 female, English language teachers at different schools in Sunsari district, taught Compulsory English in the 11th and 12th grades. 2 participants were fresh MPhil graduates in English Language Education, 1 was pursuing PhD in English Education, 1 was in the final semester of MPhil course, and 1 was an executive member of NELTA (Nepal English Language Teachers' Association) Sunsari. Their prior consents were taken before conducting the study.

The participants' opinions were analyzed as interview transcripts. The initial codes were organized into themes and meaning categories. The categorized meaning units were used for thematic description of the data. The study has maintained all its ethical considerations – trustworthiness, member-checking, triangulation, and auditing – along with the participants' anonymity and privacy for its trustworthiness.

Results and Discussion

After data collection and data processing, I applied the process of cohesive data analysis to dig out the phenomenological bases (Alase, 2017). For the final presentation of the data analysis, as Creswell (2013) recommended, the study presents its detailed elaboration of the phenomenon on the basis of its patterns of meaning. For this purpose, I adherently performed the rigorous process of interpretive phenomenological data analysis.

Teachers' Perception of Storytelling

The participant English language teachers were found well-aware that storytelling is a useful technique that can be used for various lesson purposes in their classrooms. They had found storytelling beneficial mainly for three purposes: teaching language skills, enhancing students' critical thinking skills, and supporting in teaching culture.

Storytelling is Effective in Teaching Language Skills

Mostly, the participant English language teachers had experienced that storytelling was effective in teaching language skills to their students. Storytelling had primarily helped them enhance their students' English speaking and listening skills.

Nair and Yunus (2021) conducted a systematic review of research papers published in Google Scholar and ERIC between 2017 and 2021 using PRISMA (preferred reporting items for systematic review and meta-analysis) method to explore how the researchers had treated digital storytelling in them. After performing descriptive comparison on the data collected from 45 scholarly articles, the researchers reached to the conclusion that digital storytelling had been accepted as effective in improving all-level students speaking skills as well as their inquiry skills.

Swari (2022) conducted an action research on oral storytelling, another form of storytelling, among 19 university students, and found it effective in improving students'

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speaking skills along with their vocabulary, fluency, and pronunciation. The same was the case with another study with tenth graders (Siavichay-Marquez & Guaman-Luna, 2022). In the study conducted with 20 eighth-grade students, storytelling significantly improved their speaking abilities with fluency, confidence, and expressivity (Pakpahan et al., 2025).

All five participants, Gagan, Kanti, Keshab, Tanka, and Bheshraj (pseudonyms for the teachers, whose 'lived' experiences have been explored in this study) had experienced that storytelling made the lesson fruitful while teaching the students listening and speaking skills with the enhancement of their imagination power. They agreed with Gafar (2024) that storytelling improved students' speaking, listening, and reading skills in English language. In their experience, the students were also more motivated and more engaged in the lessons with more interactivity in higher contextuality. Therefore, in their opinion, storytelling could be a reliable alternative teaching method for developing language skills in students.

Storytelling Enhances Students' Critical Thinking Skills

Meanwhile, Kanti had observed that storytelling could also enhance students' questioning skills in students. "Stories are helpful in enhancing students' critical thinking skills." She opined, "The storytelling teaches the students about raising questions." In her classes, she had seen her students enhancing their power to think critically via asking more and more questions.

As Nair and Yunus (2021) found in their analysis of 45 digital storytelling articles, storytelling supported students increase their expression and questioning skills. The students who could ask questions, especially 'Wh-questions', such as 'why,' 'how,' 'how if,' etc., had already developed their higher order thinking skills (HOTS) (Setyarini et al., 2018). When the students had their HOTS developed, they could argue, comment, express opinions, and provide reasons. The students with increased critical thinking could also make decisions and communicate effectively (Santhi et al., 2024).

A study conducted using a survey questionnaire among undergraduate management students found that digital or visual storytelling would be particularly effective in developing their critical thinking (Lysenko et al., 2025). They developed their skills in analyzing, ethical thinking, and communicating along with a high level of

comprehension. Therefore, storytelling was an effective method that English language teachers could apply in their classrooms for helping their students enhance critical thinking skills.

Storytelling Supports for Teaching Culture

Storytelling conducted in English language class supports in teaching cultural contents to the students. Keshab and Tanka believed that storytelling is a convenient way of teaching cultures to the students. Keshab had observed, “Stories included in EFL textbooks are found presented and recorded with clear cultural concepts and people's lifestyles.”

Similarly, storytelling, in Tanka's opinion, was delivering certain culture to the students particularly focusing upon the content. Grant and Bolin (2016) conducted a survey after providing their 96 undergraduate students of a large Midwestern university a digital storytelling project at a diversity course. The end-semester survey revealed that the students had developed their awareness about social issues and their knowledge on social contents. As a result, the students had been able to correct their prejudgments and misperceptions.

In a case study, conducted in Indonesia, about story-making and storytelling, the findings showed that storytelling could develop cross-cultural understanding through telling daily-life stories and discussions on shared and different values (Stevenson, 2019). The study also found that storytelling increased moral responsibility in students through reflexivity and critical thinking about culture. Digital storytelling engaged students more with their imagination and creativity to grow their cultural awareness (Karakus et al., 2020). After all, culture is interconnected with nature (Hofman-Bergholm, 2022). Therefore, cultural understanding ultimately supports students develop their knowledge on sustainability.

Thus, my participants, the five Nepali teachers of English language, had found storytelling useful in their classrooms. They had been using storytelling to achieve various lesson goals, mainly for teaching thinking and cultures.

Teachers' Practice of Storytelling in their ELT Classrooms

Yang (2011) opined that storytelling contains narrative that the teacher may apply consciously or unconsciously in his/her class. It is actually the narrative that

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makes storytelling effective and different from other teaching methods. Dujmovic (2006) also thought that storytelling has narration which is done with memory, not by reading. For him storytelling always occurs with two elements – selection of details and delivery. He believed that delivery or performance is more important in story than content, so a storyteller must always be like a teacher, and a teacher is always a storyteller. Bala (2015) also considered storytelling as mainly speaking activity based on imitation and repetition. However, she thought that storytelling also contains the acts of writing, reading, and listening.

On this context, the participants were found well-aware about the importance of storytelling in English language classroom. However, the ways they had been conducting storytelling in their classrooms were found different from person to person. Their application of the storytelling method in their individual classroom showed their understanding about storytelling was not uniform. Some of them were even found misled about the implementation of the method in their classroom. Nevertheless, the participant teachers mostly applied oral storytelling in their class.

Reading/Oral-Storytelling Most Preferred

While conducting the storytelling activities in their classrooms, the English language teachers were found to have preferred the traditional form, i. e. oral storytelling. In this form of storytelling, the storyteller uses words, sounds, and language patterns along with voice modulation, facial expressions, and hands and legs movements for sharing emotions and thoughts (Choo et al., 2020). The story is modified each time it is told according to the context. The audience hears the story and imagines the events taking place mentally.

Reading stories is another preference among the teachers. They choose reading most because it is the most convenient form of storytelling to practice in the classroom. By choosing the students who can read well, they can easily conduct story reading in class. Or, the teachers themselves can read the stories to the students. Reading story in class helps students grow vocabulary and knowledge about sentence structure along with the improved understanding of culture (Chusniawati et al., 2025). Keshab had found both oral storytelling and reading stories as very useful means of storytelling due to various classroom situations, which are not comfortable for a teacher to conduct his

or her lessons.

Both reading and retelling versions of storytelling are the least costly and least time-consuming ways of storytelling. Therefore, Keshav mostly told stories to the students, or sometimes made his students tell the stories. In his opinion, most English language teachers retold the summary of the textbook stories for the classroom storytelling purposes.

Summarizing and Backgrounding in Teaching Story

While conducting storytelling, the teachers preferred giving the students the background knowledge of the story first. Gagan shared, “First, I brainstorm my students with some questions related to the story. Sometimes, I also show them pictures. I prepare them first. Then, I start telling the stories.”

Gagan had an experience of having a smooth storytelling class with this kind of preparation. Brainstorming is a way of student-centered learning that helps the English language learners be motivated and participate in the activities confidently (Unin & Bearing, 2015). The participant teachers had almost a unanimous modus operandi of conducting their storytelling classes. While conducting the storytelling sessions, they focused their special attention to plot, characters, setting, events, and moral or message of the story. They had experienced that students' understanding of the story improved with this activity.

Using Different Supportive Techniques and Tools

English language teachers had also been using various techniques and tools while conducting storytelling in their classroom. Gagan used non-verbal means of communication such as his body gestures, postures, voice modulations, etc. Bheshraj, on the other hand, had also devised some extra techniques such as story illustration and prediction of the events while storytelling. He remembered using story illustration, “While I am narrating a story, my learners draw the picture based on the story.”

Story prediction was another technique Gagan had used. His students predicted what would happen next in the story. Since a well-designed story contains a predictable sequence of plots and events, students can practice story-prediction by catching the flow of emotions in the story (Too et al., 2023). Moreover, Gagan had an experience of making an extensive search for stories to tell in the classroom. For this, he used to

search interesting stories at various internet sources and downloaded them.

All the participant teachers had the experience of observing their students enjoying stories linked with their everyday experiences. Students enjoyed those stories more because they had been familiar with the situation and the characters in them.

Teachers' Problems while Practicing Storytelling

Though storytelling is an interesting activity for both the students and the teachers, it had not always been, in the participant teachers' experience, as smooth as we generally expect. While storytelling in the classrooms, the teachers often had had to deal with many kinds of hurdles. According to them, any English language teacher in Nepal might face basically two problems: oversized classrooms and low student participation.

The mixed-ability students and the lack of proper facilities, such as audio-visual devices, are also big problems for English language teachers.

Mixed-Ability Students

“Most of the students prefer classes in Nepali medium,” Keshab revealed his observation, “and they are unwilling, or lack confidence to speak English.” Bheshraj, on the other hand, had observed that some students were shy, and participated little. He mentioned that he applies different techniques to address the problem. He said:

Some students are shy and do not show any active participation. For activating them, I make an inclusive group in which there are students of various backgrounds and capacities. According to the work division in the group, each student has to speak. So, each student can contribute in his or her own way. Think Pair Share (TPS) technique also helps promote group work.

Group work can help teachers in making students active and engaging in English language lessons a lot. Group work provides chance to students to learn together using the targeted language to interact among group members (Kasim, 2015). This kind of interaction among the learners help them enhance their speaking fluency and autolearning practices (Wahyurianto, 2018). In a classroom with mixed-ability students, group work is one of the best methods an English language teacher can apply.

Oversized Classrooms

Yahaya (2009) identified many problems and challenges of teachers teaching in big or oversized classrooms, such as use of traditional 'talk and chalk' method, students' absenteeism, shortage of instructional materials, lack of teacher's attention to students, and overburden of syllabus to students (pp. 33&34). Similar is the experience of the participant teachers.

Tanka had been so much frustrated while tackling with the issue of oversized classroom that he felt guilty as a teacher for not being able to support in his students' study as per their expectation. In his observation, the issue of oversized classrooms is really hindering for English language teachers in schools in Nepal. His view was:

I am not satisfied with myself while delivering the lessons. Most of my classes have been theoretical and based on formality because of the oversized classes. I am teaching story as an academic topic. And mostly I take storytelling as a way of delivering the content.

Big or over-sized classroom increases stress in both teachers and students, and affect the teaching-learning activities negatively (Mokhtar, 2019). The teachers find it difficult to maintain discipline in the classroom and teach effectively; whereas, students cannot learn skills and competencies they require.

Besides this, English language teachers are also facing the lack of equipment/other facilities in Nepal. Therefore, storytelling cannot be as effective as possible. Many classrooms lack audio-visual devices which help students boost their language competencies and vocabulary (Felcida & Deepa, 2022). The students are engaged actively in classroom with audio-visual equipment.

Benefits of Storytelling in Classroom

The participant teachers did not deny that there are some important benefits of storytelling in their classrooms. Since stories are interesting and easy to understand and remember, storytelling has been, in the participants' observation, helpful in enhancing the language skills. Bala (2015) and Satriani (2019) discussed many advantages of storytelling for English language students, such as learning English language skills, using imagination or identifying with a character in the story, learning new vocabulary or sentence structures, increasing reading competency along with listening and speaking abilities, and increasing knowledge of grammar and syntax.

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Moreover, in Keshab's observation, storytelling can also enhance students' critical thinking abilities. He thinks:

... storytelling is supportive not only for teaching language skills but also for developing students' critical thinking skills. It helps students develop the capacity for the judgement of the society.

Thus, storytelling is not only problem-laden for English language teachers in Nepal but also beneficial for students to broaden their horizon of thought and better understanding of themselves and their society.

Conclusion

Storytelling is not a new concept for English language teachers in Nepal though they practice it very little as a teaching method in their classrooms. Storytelling has remained an under-practiced method in Nepal due to many obstacles, such as over-sized classrooms, lack of proper audio-visual materials, pressure to complete the courses on time, students' low language competency and low participation, etc. Therefore, storytelling has been limited only to oral storytelling or story retelling in the form of summarizing. However, the teachers are well aware of the benefits and utilities of storytelling as a pedagogy. In their experience, storytelling improved students' speaking, listening, and reading skills in English language. Similarly, the students were also more motivated and more engaged in the lessons with more interactivity in higher contextuality. Therefore, storytelling could be a reliable alternative teaching method for developing language skills in students.

On the other hand, the English language teachers' lived experiences about storytelling reveal that just knowing about something and no practice cannot bring any change in the academia. So, the focus of the English language teachers should be on how to increase storytelling activities in classrooms for promoting critical thinking in their students while minimizing the challenges regarding its implementation.

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