

**STRATEGIES USED FOR COMPREHENDING SHORT STORY  
BY STUDENTS OF GRADE ELEVEN**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Chhatra Bahadur Bist**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu  
Nepal, 2013**

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**T.U. Regd. No: 9-2-268-7-2005**

**Date of Approval of the Thesis**

**Campus Roll No: 2303**

**Proposal: 2069-11-15**

**Exam Roll No: 280379/2067**

**Date of Submission: 15 July 2013**

## DECLARATION

I hereby declare to the best of my knowledge that this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date: .....

.....  
**Chhatra Bahadur Bist**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify **Mr. Chhatra Bahadur Bist** has prepared this entitled "**Strategies Used for Comprehending Short Story by Students of Grade Eleven**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date: .....

.....  
**Dr. Tapasi Bhattacharya (Guide)**  
Reader,  
Department of English Education  
T.U., Kirtipur, Kathmandu, Nepal.

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee**.

**Dr. Anjana Bhattarai**

Reader and Head,  
Department of English Education  
Tribhuvan University, Kirtipur

.....

Chairperson

**Dr. Tapasi Bhattacharya (Guide)**

Reader,  
Department of English Education  
Tribhuvan University, Kirtipur

.....

Member

**Mr. Resham Acharya**

Teaching Assistant  
Department of English Education  
Tribhuvan University, Kirtipur

.....

Member

Date: .....

## EVALUATION AND APPROVAL

The thesis has been evaluated and approved by the following **Thesis Evaluation Committee.**

**Dr. Anjana Bhattarai**

.....

Reader and Head,  
Department of English Education  
Tribhuvan University, Kirtipur

Chairperson

**Dr. Chandreshwar Mishra**

.....

Professor,  
Department of English Education  
Chairperson,  
English and other Foreign Languages Education Subject Committee  
Tribhuvan University, Kirtipur

Member

**Dr. Tapasi Bhattacharya (Guide)**

.....

Reader,  
Department of English Education  
Tribhuvan University, Kirtipur

Member

Date: .....

## **DEDICATION**

Dedicated to my parents **Mr. Nawal Singh Bist** and **Mrs. Goma Devi Bist** who, even under a very difficult situation, devoted a great span of their life in making me what I am today.

## ACKNOWLEDGEMENTS

I would like to extend my sincere and profound gratitude to my thesis guide **Dr. Tapasi Bhattacharya**, Reader of the Department of English Education, who provided me with valuable guidance, encouragement, co-operation, suggestion and all kinds of help in spite of being very busy during the preparation of this thesis. I am deeply indebted to her for providing me with necessary reference materials and for inspiring me to complete the work on time.

I would also like to thank **Dr. Anjana Bhattarai**, Reader and Head of the Department of English Education, T. U. for her suggestions, instructions and encouragements. I am very grateful to **Dr. Chandreshwar Mishra**, Professor of Department of English Education and Chairperson of English and other Foreign Languages Education Subject Committee and **Mrs. Hima Rawal**, for their genuine suggestions, encouragements and recommendations to make this study complete with exceptive mode.

I cannot remain without thanking my teachers who taught me in different levels because of them I am now about completing my degree. My special thank goes to my friend **Mr. Ganesh P. Upadhyay, Meen B. Shah and Hirdaya R. Bhandari** for their support for accomplishing this research study.

I would also thank grade eleven students of the selected schools of Kailali district for their active participation in the administration of the test, without them, this study would have been impossible. I would like to express sincere gratitude to my friends who directly and indirectly helped me to accomplish my research successfully.

Finally, I wish to thank **Mr. Dharma Raj Upadhyay** for his excellent support in computer works.

**Chhatra Bahadur Bist**

## ABSTRACT

The present study entitled '**Strategies Used for Comprehending Short Story by Students of Grade Eleven**' is an attempt to find out the comprehending strategies used by the higher secondary level students. The main aim of the study was to find out the strategies used for comprehending short story by students of grade eleven. To meet the objectives of the research, forty students from four different schools of Kailali district viz. Shree Arunodaya Higher Secondary School, Birendra Vidya Mandir School, Saptarishi Higher Secondary School and Jana Jagriti Higher Secondary School were selected which were accessible to the researcher for this study. The researcher used systematic sampling procedure to select the students. The researcher also used the equal number of students from each school. A set of questionnaires containing both closed and open ended questions was used as a main instrument for the data collection to elicit the required data for the study. The collected data were analyzed using the percentage and table. It was found that the students used ten different strategies i.e. synonym, antonym, definition, guessing, asking, exemplification, gesture, avoidance, translation and explanation.

This thesis consists of four chapters with references and appendices at the end. The first chapter deals with the introduction part which mainly includes general background, review of related literature, objectives of the study, significance of the study. The second chapter i.e. methodology focuses on the sources of data, sampling procedure, tools for data collection, process of data collection and limitation of the study. Similarly, the third chapter is concerned with the analysis and interpretation of data. And findings and recommendations are given in the fourth chapter. On the basis of the findings some recommendation and pedagogical implications are drawn. Finally, the reference and appendix are the concluding parts of the study.

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## LIST OF ABBREVIATIONS

Dr.	-	Doctor
Ed.	-	Education
EFL	-	English as the Foreign Language
ELT	-	English Language Teaching
ESL	-	English as the Second Language
et al.	-	And others
etc.	-	Etcetera
Freq	-	Frequency
H.S.	-	Higher Secondary
i.e.	-	Id est (that is to say)
M.Ed.	-	Masters in Education
Mr.	-	Mister
No.	-	Number
P	-	Page
Per	-	Percent
S.N.	-	Serial Number
SLA	-	Second Language Acquisition
TU	-	Tribhuvan University
VIZ	-	Namely

# CHAPTER ONE

## INTRODUCTION

The present study attempts to investigate **Strategies Used for Comprehending Short Story by Students of Grade Eleven**. A number of research works have already been conducted in the Department of English Education, T.U. Kirtipur regarding learning strategies. In this research, the researcher aims to find out the comprehending strategies used while studying stories by higher secondary level students of Kailali district. So, this research is a new effort in this area.

### 1.1 General Background

Human life is full of ideas, thoughts, emotions, feelings and joys. Language is such a means of communication through which human beings can share their ideas, thoughts & feelings. It is a unique feature of human beings and a most widely used means of communication among people. It is especially human possession and versatile tool to fulfill their needs. After the acquisition of first language, human beings learn other languages too. In this regards, Second Language Acquisition (SLA) occurs after acquiring the mother tongue.

SLA is a relatively young field. Although some interests had been seen in the past, the study of SLA has expanded and developed significantly only in the last 40-45 years. Since that time, the body of knowledge of the field has vastly increased. SLA is the process by which people learn languages in addition to their native language.

The term Second Language (L2) is used to describe any language whose acquisition starts after early childhood. The language to be learned is often referred to as the "target language" or "L2", compared to the first language. Generally, SLA refers to the process of acquiring the language other than the first language. Gass and Selinker (2008, p.7) define SLA as the process of learning another language after the native language has been learned.

According to them, SLA sometimes refers to the learning of a third or fourth language, too. Similarly, Ellis (1985, p.6.) says, "Second language acquisition refers to the sub conscious or conscious process by which a language other than the mother tongue is learnt in a natural or a tutorial setting." From this definition we understand that SLA is used as a general term that includes the acquisition of second language either in natural setting or in formal setting.

Both Ellis (1985) and Gass and Selinker (2008) define SLA in a similar way though the wordings they use seem different. The important aspect is that SLA refers to learning of a non-native language after learning the native language.

The term "Language Acquisition" is commonly used after Krashen (1981) contrasted it with formal and non-constructive "Learning" (Krashen as cited in Richards and Rodgers, 2001, p.181) makes distinction between acquisition and learning. According to him, we get mastery over to procedures, acquisition and learning. Acquisition occurs subconsciously in natural setting in which the focus is on meaning whereas learning occurs consciously in a tutorial setting in which the focus is on form or structure.

The study of a foreign language, like that of most other disciplines is both progressive experience and acquisition of a skill. And the progress made in a language when properly taught will not only have positive values but will also lay a foundation upon which further progress can be built. Progress is relative to the emphasis given to the instructional program and to the interests and aptitude of the learner.

Stern (1983) argues that in the twentieth century the concept of learning as it is understood today, has been greatly influenced by the psychological concept of the learning of skills or the acquisition of knowledge, it also refers to learning to learn and learning to think; the modification of attitudes, the acquisition of interests, social values or social roles and even changes in personality.

Stories at the intermediate stages of language learning could be beneficial since literature has the quality of being universal and short stories may allow the teacher to deal with human problems. Very often class discussions make a student to think, to do away with misconceptions that he has gained and enhance an international feeling of understanding many misunderstood concepts and may even perhaps help gain some new perspective on them. Students voice their feelings about many issues and are earnest to look for the information that could promote a better understanding of the world in which we as human beings live in.

The notion that the main objective of EFL teaching is to help students to communicate fluently in the target language because many teachers still believe that an EFL class should focus on mastering linguistic elements only. However, recent trend in EFL teaching indicates the necessity of integrating literature because of its rich potential to provide an authentic model of language use. Among literary genres, short stories seem to be the most suitable choice for this due to its potential to help students enhance the four skills- listening, speaking, reading and writing- more effectively because of the motivational benefit embedded in the stories. The purpose of this thesis is to familiarize EFL instructors with the effectiveness of using short stories in EFL instruction. After presenting criteria for selecting a short story, discussion is focused on how to exploit a short story, for enhancing students' language skills.

In the nineteenth century, the Grammar Translation Method (GTM) predominated ESL\EFL teaching. During the era, translating literary text from the second language to the students' native language was one of the main learning activities. Therefore, literary works were a notable source of material in ESL\EFL teaching (Prodromou, 2000). But when GTM was replaced by the Structuralism Approach in 1960s to the end of 1970s, literature was no longer used. Structuralism was concerned with the correctness of grammatical form and not with content or interpretation of the written word or style. In other

words, teaching a foreign language was regarded as a matter of linguistics. Then, when the Direct Method, the Audio-lingualism, Community Language Learning, Suggestopedia, the Silent Way, Total Physical Response, and the Natural Approach successively dominated ESL\ EFL teaching, literature was not utilized. Later on and with the appearance of the Communicative Approach in the late 70's and very early 80's, also literature was ignored. The tendency in the EFL classroom was to teach "usable, practical" contents. Thus, literary works had no place in the curriculum. During this period most EFL courses were mainly aimed to enable the students to communicate orally. Consequently, dialogues dominated the curriculum.

However, since the 1980s the situation changed quite radically when literature has found its way back into the teaching of EFL. But, different from the way it was used with the GTM, the current use of literary works in ESL EFL classes is to improve communicative competence and providing "a springboard for the development of critical thinking and aesthetic appreciation" (Bretz, 1990: 335-338 ) and create students' awareness on the culture and society of the relevant country. Since then, literature is undergoing an extensive reconsideration within the language teaching profession. Literary works used in ESL EFL classes has attracted more interest among teachers, and more and more studies on how to use literature in EFL\ ESL classes are conducted. The results of some studies, like those of Lazar (1993), Cook (1994), and Shanahan (1997), for instances, strongly recommend the integration of literary texts into the SL\FL curriculum that includes literature (Kramsch, 1993; Liddicoat & Crozet 2000).

Theoretically, using literature in language teaching is very advantageous for it offers four benefits: authentic material, cultural enrichment, language advancement, and personal growth (Collie & Slater, 1991). This is in line with Erkaya (2005) who notes four benefits of using of short stories to teach

ESL/EFL, students i.e. motivational, literary, cultural and higher- order thinking benefits.

Second, containing real examples of grammatical structures and vocabulary items, the literary texts raise learners' awareness of the range of the target language and advance their competence in all language skills (Povey, 1976). Literary texts are not written for the specific purpose of teaching. Instead, they deal with "things which mattered to the author when he wrote them" (Maley, 1989, p.12).

So, compared to the language samples in the textbooks, the language is far richer and more varied. Many genuine features of the written language such as "the formation and function of sentences, the variety of possible structures, and the different ways of connecting ideas" are assigning learners to explore the literary language, they have been at the same time been encouraged to think about the norms of the language use (Widdson, 1975, cited in Lazar, 1993, p.18). Learners are encouraged to familiarize themselves with different language uses, forms or conventions. Such exposure is essential for the learners especially for their language development. Thus, they can appreciate the richness and variety of the language and become more sensitive to the features of it.

A major problem of language teaching in the classroom is the creation of an authentic situation for language. All language classroom, especially those outside the community of native speakers, are isolated from the context of events and situations which produce natural language. Literature can overcome this problem because, in literary works, language creates its own context. The actual situation of the reader becomes immaterial as he or she looks on the events created by language. These events create, in turn, a context of situation for the language of the book and enable it to transcend the artificial classroom situation. Based on these ideas, it is obvious that literary works undoubtedly

enable students to understand the language better by providing them with real world experiences, relationships between society and people where the target language is spoken, even if they are fictions.

### **1.1.1 Language and Literature**

Language is a means of communication. It has different varieties called register. One of the varieties of the language is literary language i.e. literature. It is the mirror of the society which reflects all its social properties. It is an art by means of which people express their thoughts, feelings, imaginations and emotions. But the mode of expression is different in different forms of literature. There seems similarity in the functions of language and literature. Both of them are used to express human desires. So literature is a full- fledged discipline of language. Literature has mainly four genres to be completed in itself. They are poetry, prose, fiction and drama. Each discipline has its own essential quality. The essential qualities of poetry, prose, fiction and drama are meditation, persuasion, narration and interaction respectively. Literature increases the interest of students towards abstract and tangible aspects of life. It stretches students' imagination, widens their insights, deepens their experiences and heightens their awareness. A language can not be a competent learner unless s\ he knows the culture and literature of its native speakers. To learn a language competitively, one should be familiar with the culture and literature of the target language. The relationship between language and literature is apparent from the following statements.

- ) Literature makes language teaching lively and interesting.
- ) It provides varieties of inputs of language learners.
- ) It promotes language awareness.
- ) It develops proficiency in language skills.
- ) It provides authentic materials to language learners.
- ) It encourages learner to think about the norms of language use.
- ) It illuminates learners' self- awareness (Lazar, 2009).

In Nepal, English has long been taught as a foreign language in all schools starting from grade one to the bachelor's level. English is the appropriate international language for Nepal and a vital tool for any students to become successful in local, national and international communication. Language and literature are always regarded as two inseparable entities. Literature has been regarded as a mirror of a society. Whatever changes the society undergoes, they will be reflected in contemporary literature in one way or the other. Literature includes various genres such as story, drama, essay, novel and poetry. Story is one of the important genres of literature. It has become one of the successful and effective aspects of teaching literature.

The short stories belong to fiction. They are short and simple enough by nature. They are accounted of invented or imagined events in chronological order. They are ranging from 500 to 1500 words and usually limited to a very few characters, a single setting and a single incident (Regmi). According to Abrams (1993), "A short story is a brief work of prose fiction and most the terms for analysis the component element, the types and the various narrative techniques of the novel are applicable to the short stories as well" (p. 193).

In the present curriculum of higher secondary level, stories have been included to teach like other genre. There might be various strategies and problems in course of teaching and learning the stories at that level.

### **1.1.2 Value of Literature in Language Teaching**

The value of literature in language teaching is crucial. Language teaching without literature will remain incomplete and handicapped. Literature provides knowledge regarding various culture of the world, which enables students to impart useful and often surprising perceptions of the foreign culture. Language learning involves learning its culture as well. And it is only the literature that provides an opportunity for the learners to be familiar with the foreign culture. So, we cannot minimize the value of literature in language teaching.

The language used in native culture situation creates lively teaching and learning in the classroom. Developing linguistic competence, the learners get mastery over all the language skills and the capacities of understanding culture. Literature develops the learners aesthetic and critical perceptions of the language presented in different styles. So, literature has become a good source for developing students holistic capacity to infer meaning and making interpretation. Therefore, literature has been proved as an essential element for students in language teaching.

Lazar (1993) has put forward some reasons for using literature with the language learners. He argues that literature is motivating material, it has general educational value, and it is authentic material. It helps students to understand another culture and encourages students to talk about their opinions and feelings. There is wider educational value of literature in language teaching. We can undoubtedly say that literature is only one way of acquiring the advanced command of languages. Similarly, Collie and Slater (1987, p.3-6) have discussed the value of literature in language teaching in the following ways.

### **Valuable Authentic Material**

They opine that literature offers a large and extremely varied body of written materials. Literature is authentic material because the texts related to literature include the authentic sources from the particular society, culture and environment. Literature says something about the fundamental human issues and which is lasting for a long time rather than used for a short period of time. Its relevance moves with the passing of time but seldom disappears completely. In reading literary texts, students have to cope with languages intended for native speakers and thus they gain additional familiarity with different linguistic uses, forms and conventions with written mode.

### **Cultural Enrichment**

Literature is more valuable in language teaching because students acquire and grasp new information about the culture they are not familiar. Reading

literature in English encourages students to become broadly aware of the social, political, and historical events. At the same time, literature provides a way of contextualizing how a member of a particular society might behave or react in a specific situation.

### **Language Enrichment**

Literature provides a rich context in which individual, lexical and syntactical items are made more memorable. Literary language is somehow different from other forms of discourse in that it breaks usual rules of syntax, collocation, cohesion. Students get familiarity with many features of language by reading a substantial and contextualized body of text, which broaden and enrich their writing skills. The learning of such materials develops the students language awareness and involves them to discover the different features of language rather than the rigidly governed language by grammatical rules and regulations.

### **Personal Involvement**

Literature can be more valuable in language learning process because of the personal involvement it develops in the readers. "Engaging imaginatively with the literature enables learners to shift the focus of their attention beyond the more mechanical aspect of the foreign language system" (Collie & Slater 1987, p.5).

### **1.1.3 Aims and Objectives of Teaching Literature**

Literature has played a significant role in the teaching of language. There are different views on aims and objectives of teaching literature. Long and Carter (1991) have suggested the following three models for teaching literature in language teaching.

#### **The Cultural Model**

Language cannot be learnt in isolation. Learning a language involves learning the culture of that language too. Literature is closely related with culture so that it provides enough cultural materials that a second language learner has to cope with and it develops the learning ability of the learners.

## **The Language Model**

Learning the language does not mean only learning the plain language for communication but it also involves learning the special form, deviated form as well. Literary language reflects aesthetic properties of language by using figure of speech. Literature rather includes prosodic features and deviation in different literary genres of literature which provide enough samples of materials that the learners get chance to expose with.

## **The Personal Growth Model**

This model aims to motivate the students to read by relating the themes and topics depicted in a literary text to her/his personal experience. Literature develops learner's personal skill like critical thinking, critically appreciating the text and presenting their creative writing in good manner. Literature can also help to stimulate the imagination of the learners, to develop their cultural abilities and to increase their emotional awareness.

### **1.1.4 Genres of Literature**

Literature is a full - fledged discipline of language. It is complete in itself with its many genres. They are drama, short story, novel, essay and poetry. The researcher has selected only the short story as the area of research.

The same is discussed in the following subsections.

#### **Poetry**

Poetry is one of the important genres of literature. It is a piece of creative writing which is also composed in verse. The language of poetry is connotative and figurative which is different from prose. Poetry requires meditation on the part of the reader. So, meditation is the essential quality of poetry. There are different forms of poetry such as epic, ballad, lyric, odd, elegy, and sonnet.

#### **Drama**

Drama is a piece of creative writing which is composed to be performed on the stage. Especially, drama is not for reading purpose but to be performed on the stage and to give entertainment to the audience. So, it is not complete until it is

staged. Interaction is the essential quality of drama. Mainly there are three types of drama viz. tragedy, comedy, tragic comedy.

### **Essay**

Essay is one of the important genres of literature which is written in prose and moderate in length. Essay is not fictional but it expresses the authors' ideas and views directly to the readers. Essays can be written using different modes of expression, description, narration, argument and dramatization for varieties of purposes. Persuasion is the essential quality of essay.

### **Short Story**

Short story is one of the important forms of literature. A short story by its name is short and simple enough by nature. It is work of prose fiction which can be read at one sitting from half an hour to two hours. A short story is centered on a single main event. According to Abrams (1993), "A short story is a brief work of prose fiction, and most of the terms for analyzing the component elements, the types and the various narrative techniques of the novel are applicable to the short story as well" (p. 1993). By the definition, we can say that short story is like the novel on a reduced scale. Narration is the essential quality of short story and plot, character, setting, dialogue, language style, theme are the element of short story.

#### **1.1.5 Elements of the Short Story**

The followings are the elements of short story:

##### **Plot**

Plot consists of chain of events. Every event in plot is part of carefully designed pattern or process. To quote Abrams (1993), "The plot in a dramatic or narrative work is constituted by its events and ordered towards achieving particular emotional or artistic effects" (p.159). Plot is a wholly interconnected system of events which are carefully selected and arranged. In the plot of short stories, the writer introduces a very limited number of persons, their less elaborated explanation and development of character.

## **Character**

In a story, the character is a compulsory element. Character can be human or non-human. The character in a story can either be protagonist or antagonist or main or subsidiary according to the roles. The character through dialogues performs action that is physical or visible. Character is the determination of incident.

## **Dialogue**

In a story, dialogue is an utterance of the character. It makes plot dynamic and interesting. The dialogue of short stories should be simple and brief.

## **Setting**

It is the place and time at which the story takes place. Setting often advances theme by providing an appropriate situation or by symbolically reflecting relationships in action or plot.

## **Language Style**

The use of simple, effective language with well-selected dictions is one of the elements of short stories.

## **Theme**

A particular piece of literature is written with a special aim and objective. Such aim and objective is the main intention of the author. The theme is the main message and philosophy of the story that the author wants to convey.

### **1.1.6 Characteristics of the Short Story**

Short story represents very limited parts of human life. Short stories are absolute and spontaneous form of literature. They differ from novel in their length and the representation of human life. The following are the main characteristics of short stories:

#### **Brevity**

Short story is the prose tale as a narrative which can be read at one sitting from half an hour to two hours and is limited to a certain unique or single effect to which every detail is subordinated. It has the brevity in the number of characters, their dialogues, selection of words and the details about them.

### **Singleness of Unity**

The short story does not represent the various aspects of human life. Very limited aspects of human life are presented in short story. Plot, setting, and characters are less elaborated in a short story.

### **Simplicity**

Simplicity and economy are the important features of short story. It has the use of simple, communicative and effective language.

### **1.1.7 Types of Short Story**

Short stories are of various types. The types of short stories are described in the following subsections:

#### **Myth and Legend**

Myth is a short story which is not true and involves supernatural beings. Myth is always concerned with creation. It explains how something came to exist. In Abrams' (1993, p. 121) words, "A myth is one story in a mythology". Myth is transmitted from one generation to the other through oral saying. Legend is a popular short story handed from earlier times whose truth has not been found. It is a story about the life and deeds of a saint, a folk hero or a historical figure. Legend is also transmitted from one generation to the other through oral saying.

#### **Fable**

Fable is a type of short story that teaches a moral lesson. It exemplifies an abstract moral thesis and principle of human behavior. The character in fable is often animals and they exhibit human standard.

#### **Parable**

Parable teaches a moral or spiritual lesson. It uses familiar events to illustrate a religious or ethical situation. The parable is one of Jesus favorite devices as a teacher.

#### **Folk Tale**

Folk tale is a short narrative in prose of unknown authorship which has been transmitted orally. Folktales are found among people everywhere in the world.

They include legends, fables, ghost stories, stories, stories of giants and saint's devils' and spirit's, husband and wife tales, master and slave tales.

### **Fairy Tale**

Fairy tale belongs to folk literature and it is a part of the oral tradition. It is about the fairies or other mythical or magical beings. It tends to be a narrative in prose about the fortunes and misfortunes of a hero and

### **1.1.8 Learning English through Short Stories**

Today, EFL students comprise a great part of the college population. In order to attain their academic goals, these students need to prove their second language proficiency in the four basic skills, i.e. listening, speaking, reading and writing. Teachers of college level EFL students are faced daily maximizing students' progress in these skills and at the same time, with keeping students interested and motivated in their lessons. Drawing upon the importance of text choice and studying literature in SLA the results of the study showed that the narrative text genre and language proficiency level were influencing factors in not only improving the participants reading comprehension but also somehow helped the students to acquire native like competence necessary for communication.

### **An Integrated Approach to Literature in ESL/EFL**

Stern (1983, as cited in Celce- Murcia 1991), believes that literature offers potential benefits of a high order for English as a second or a foreign language. Linguistically, literature can help students master the vocabulary and grammar of the language as well as activate the four language skills: reading, writing, listening, and speaking.

In recent years, many scholars and educators have acknowledged the academic, intellectual, cultural and linguistic benefits of the study of literature. Micheal Long in his paper supports this idea by saying that, "Both literature and language involve the development of a feeling for language, of responses to

texts- in the broadest sense of the word that is used both in written and spoken discourses" (cited in Brumfit and Carter, 1986, p.42).

Widdowson (1975) says that literature should be viewed as discourse. The student's aim should be to learn how the language system, the structures and also the vocabulary and concepts of English are normally used in communication. The world created in the work of literature is the foreign world, and literature is a way of assimilating the knowledge of this foreign world, and of the view of reality which its native speakers take for granted when communicating with each other (Rivers, 1981).

Literature is a vehicle for learning the differences between language varieties and the form that is used. It not only introduces to the reader the different styles and registers found in different varieties of English which authors adopt according to text and purpose but also the correct form of language in discourse and it illustrates a particular register embedded within a social context and thereby, provides a basis for determining why a particular form is used. Scholars believe that the language used in literature is authentic, real language in context, to which we respond directly and which if selected appropriately can be an important motivation for study and also can be lead on naturally to an examination of the language. Literature also fosters an increase in reading proficiency, and in this way contributes to academic and occupational activities. Students' authentic responses to the literary tradition will both assist the development of appropriate syllabuses, through carefully graded sequence of texts.

The EFL teacher can encourage students to be efficient readers by introducing effective strategies when reading in a second language. The learner no doubt, brings with him strategies which have a purpose, full of procedures to facilitate deeper and better understanding (Alexandar & Jettson, 2000).

When teachers of second language reading recognize that each reader brings to the reading process a unique set of past experiences, emotional and mental processes, level of cognitive development and interest level in the topic, they also recognize that not all teaching strategies will be effective for all students. Dubin & Bycina (1991), argue that academic reading is a cover term for a variety of strategies that bring together advanced study skills, vocabulary building and even writing activities such as note-taking, summarizing and underlining. Teaching an L2 classroom is totally different from teaching native born students (cited in Cecle-Murcia, 1991). Different strategies are appropriate with different text types.

Learning is an active process in which the learners construct ideas or concepts based upon their current knowledge. The demands of the changing world impose on learners the need to take increasing responsibility for their learning and to exercise more control. The main goal of modern approaches to language teaching is to enhance student autonomy and control over the language learning process.

As Richards & Rogers believe, questions of immediate concern will focus on who the learners are, what their current level of language proficiency is, what sort of communicative needs they have, the circumstances in which they will be using English in the future, and so on.

### **Short Stories and Language Skills Development**

Short stories allow teachers to teach the four skills to all levels of language proficiency. Murdoch (2002) indicates that " short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency" (p.9). According to him, short stories could be very beneficial materials in ELT reinforcement by using them in learning activities such as, discussion, writing and acting out dialogues.

In the following sections, while showing how to exploit a short story to develop language skills, a series of activities is presented as a sample so that teachers get concrete ideas about how to use short stories in their EFL classrooms. A student- centered approach is presented in this sample. This approach allows more exploration of the short story, offers the students more opportunities to formulate their own ideas or feelings about the issue as well as to improve their basic skills in the language learning process. To cater various learning styles, it is necessary to devise various kinds of tasks and activities. All of them are carried out in English to immerse students in an English- Speaking environment.

### **Writing**

Short story can be a powerful and motivating source for writing in ESL\ EFL, both as model and as subject matter. Short story as a model occurs when students' writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and or style. However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by, the reading, literature serves as subject matter. In accordance with this, Oster (1989) affirms that literature helps students to write more creatively.

### **Speaking and Listening**

Short story can also be a powerful and motivating source for teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, reenactment, and discussion are some effective learning activities which center on a short story EFL classes can use for enhancing these two skills. Asking students to read story aloud can develop speaking as well as listening skills. Moreover, it also leads to improving pronunciation.

Since the objective of EFL teaching is to help students to communicate fluently in the target language, teachers should provide an authentic model of language use. To do it, she\he should focus not only on linguistic but also literary and cultural elements. Since short stories offer these elements, they are highly

beneficial to use in ESL EFL teaching programs. However, the selection of short stories should be done in reference to the course objective, the learners' profile, and the story content in order to make the best of it. Since every teaching situation is unique, the use of one single piece of literature varies from classroom to classroom and from teacher to teacher.

Like what the discussion in this paper shows, short stories can be used to provide different activities for reading, listening, writing and speaking classes. Short story creates a meaningful context to teach different language focuses and to improve the students' interpretative strategies. Last but not least, the same story may also serve for some other language focuses or skills such as vocabulary development.

### **1.1.9 Learning Strategies**

The word 'strategy' comes from the ancient Greek word 'strategia' which means steps or actions taken for the purpose of winning or war. Research into learning strategies in SLA emerged in the late 1970s. It reflected a concern to identify what it was that made some people more successful learners than others.

Learning strategies refer to the technique or deliberate actions that the learners use to make language learning successful and enjoyable. According to Mayer (1998, as cited in Cluston, 1997), "Strategies are the behaviors of learners that are intended to influence how the learner processes information." There are the plans intended to achieve a particular purpose. Brown (1993, p.104) defines strategies as "Specific methods of approaching a problem or task, mode of operation for achieving a particular and planned designs for controlling and manipulating certain information." "Strategies are contextualized "Battle Plans" that might vary from moment to moment or day to day. According to Rubin (1987, as cited in Griffiths, 2004), learning strategies are strategies which contribute to the development of the language system, which the learner construct and affect learning directly". The process of planning something or

carrying out a plan in a skillful is known as Learning Strategies. As O' Malley and Chamot (1990, as cited in Griffiths, 2004, p.5) put, "Strategies are the tools for active, self -directed involvement needed for developing 12 communicative ability."

A common observation is that not only are some language learners more successful than others but also those good language learners, sometimes do different things than poorer language learners. These differences that the learners do are termed as learning strategies. Cohen (1958) defines language learning strategies as " those processes which are consciously selected by learners and which may result in action takers to enhance the learning or use of a second or foreign language through storage, retention, recall and application of information about that language " (as cited in Gass and Selinker, 2008, p.439).

In a similar way Oxford (1990) refers to learning strategies as "specific actions, behaviours, steps or techniques that students are to improve their own progress in developing skills in a second or foreign language."

### **1.1.9.1 Characteristics of Learning Strategies**

Some characteristics of learning strategies include such nations as effortless, goal oriented intentional. Strategic learning involves overall goal i.e., learn to vocabulary words a day, and the steps needed to achieve the goal i.e. coloring, flashcards. Oxford states the characteristics of language learning strategies:-

- allow learners to become more self -directed
- expand the role of language teachers
- are problem-oriented
- involve many aspects, not just the cognitive
- can be taught
- are flexible
- are influenced by a variety of factors (Cluston,1997).

### **1.1.9.2 Importance of Learning Strategies**

The importance of language learning strategies is now widely recognized in all areas of education. As Oxford (1990, p.23) says, "Under various names such as learning skills, learning- to -learn skills, thinking skills, and problem- solving skills, learning strategies are the ways students learn a wide range of subjects from native language reading through electronics trouble- shooting to new language."

Clouston (1997) uses the term "language learning strategies more generally for all strategies that second language learners use in learning the target language, and 'communication strategies' as just are type of language learning strategies. For all second language teachers who aim to help develop their communicative competence and language learning, then and understanding of language learning strategies is crucial. In addition to developing students' communicative competence, language learning strategies are important the use of language learning strategies can help the students become better language learners. Language learning strategies are the good indicators of how learners approach tasks or problems encountered during the process of language learning.

Thus, language learning strategies are very much important for language learners. Being specific actions, behaviours, tactics or techniques. Learning strategies facilitate the learning of the target language of language learners. All language learners, needless to say, use language learning strategies in learning process.

### **1.1.9.3 Types of Learning Strategies**

Language learning strategies have been classified by many scholars. However, most of the attempts to classify language learning strategies reflect more or less the same categorization without any radical changes. Stern (1992, as cited in Hismanoglu, 2000) has classified learning strategies into five types as follows:

***(i) Management and Planning Strategies***

- decide what to communicate to make language learning
- set himself reasonable goals
- decide on an appropriate methodology, select appropriate resources and monitor progress
- evaluate his achievement in the light of previously determined goals and expectations

***(ii) Cognitive Strategies***

- clarification | verification
- guessing | inductive inferencing
- deductive reasoning
- memorization
- monitoring

***(iii) Communicative / Experiential strategies***

- circumlocution
- guesstimation
- paraphrase
- asking for repetition and explanation

***(iv) Interpersonal Strategies***

***(v) Affective Strategies***

O' Malley and Chamot (1990) classify learning strategies into three types:

***(i) Meta-cognitive Strategies***

- selective attention
- planning
- monitoring
- evaluation

***(ii) Cognitive Strategies***

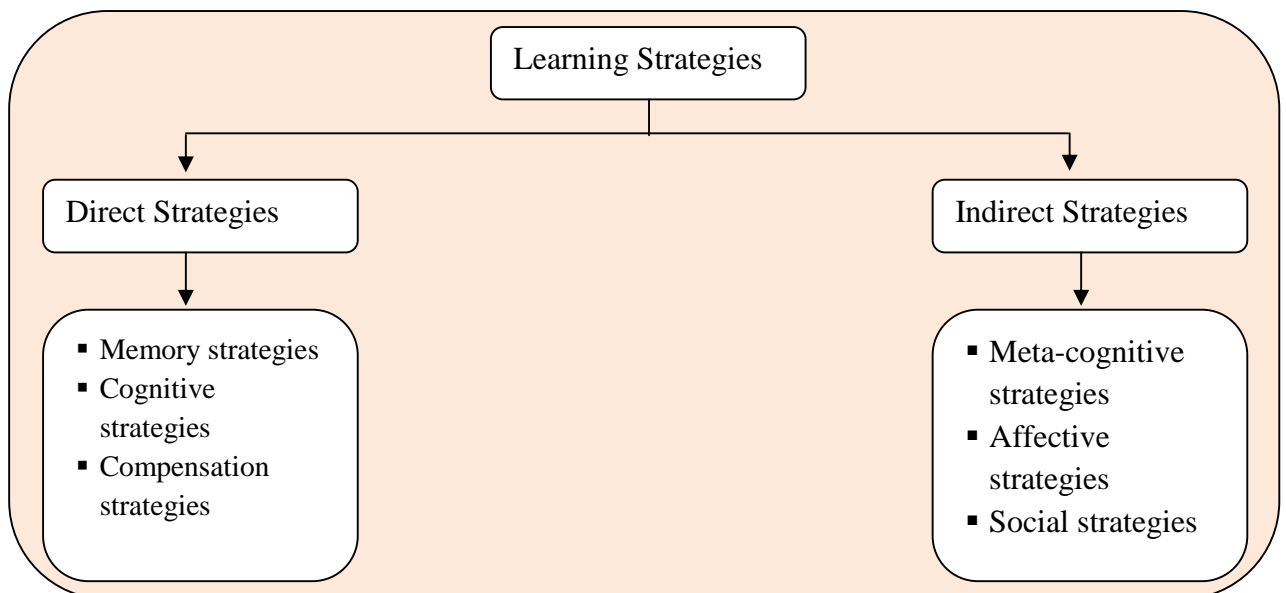
- rehearsal
- organization
- inferencing

- summarizing
- imagery
- transfer
- elaboration

**(iii) Social or Affective Strategies**

- co-operation
- questing for clarification
- self-talk

Another more comprehensive classification of learning strategies is provided by Oxford (1990). Her taxonomy of learning strategies is presented in the following figure:



*Source: Oxford (1990)*

**1.1.9.4 Description of Learning Strategies**

Here, learning strategies have been described being based on the O'Malley and Chamot (1990s) classification.

**(i) Cognitive Strategies**

They refer to the steps or operations used in problem - solving that require direct analysis, transformation and synthesis of learning materials. They have an operative or cognitive processing function e.g., inferencing, rehearsal, deducing.

*(ii) Meta-cognitive Strategies*

They constitute an attempt to regulate language learning by means of planning, monitoring and evaluating. They have an executive function e.g., selective attention, planning, evaluating.

*(iii) Social / Affective Strategies*

They concern the ways in which learners interact with other learners and number of students e.g., co-operation, question for clarification.

## **1.2 Review of Related Literature**

Different researches have been carried out in various fields of English language. Few researches have been done on the effectiveness of learners using a variety of strategies in their quest for language competence. In order to gather some ideas and information, the researcher has gone through some of the related previous researches and reviewed them.

Rain (2006) conducted a research on "Learning strategies used by Maithali learners of English at secondary level". His study was centered on how Maithali learners of English learn English as their third language. He used questionnaire, structured interview and class observation as the tools for the study. He found that the learners used very few techniques to learn English language. He concluded that teachers and learners do not use communicative strategies in classroom.

Similarly, Bist (2008) carried out and research on "Reading strategies employed by the Ninth graders". Her objective was found out the reading strategies by the government aided school student. The study found out that all students use guessing strategy, asked question to themselves while reading, read determining the important points and made notes for exam.

Dahal (2008) carried out research on "communication strategies used by the Secondary level English teachers and students". The purpose of the study was

to find out the types of communication strategies used by the secondary level students and teachers. She used interview and observation as research tools. She found out that guessing is the most frequent communication strategy used by the students whereas asked strategy is frequently used by the teachers.

Another study was carried out by Chaudhary (2009) on "Learning strategies used by the class toppers." She aimed to find out the learning strategies used by class toppers to learn the English language. She used a set of questionnaire as a tool for data collection. She found out that meta-cognitive strategies were used by the class toppers of higher education to a great extent. She conducted that the class toppers had a strong desire to communicate and are willing to guess meaning when they are not sure.

In such a way, Dhital (2011) carried out a research on "Learning strategies used by language learners In English." The objective of the study was to find out the strategies used by SLC distinction holders. She wanted to know whether the students who are studying English in +2 level are adopting the strategies adopted by distinction holders or not.

Finally, Gautam (2011) conducted research on, "learning strategies used by the students of Higher Secondary Level." She aimed to identify the learning strategies used by the learners of higher secondary level. She carried out a survey research and used questionnaire the tool for data collection. She has suggested some pedagogical implications for the important of teaching learning process.

Although some researches have been conducted on the area of learning strategies, no research study on "strategies used for comprehending short story by students of grade eleven" is carried out so far. Thus the present research aimed to identify the comprehending strategies used for story by the students of

grade eleven. This research was carried out as the survey research and questionnaire was used as the tool for data collection.

### **1.3 Objectives of the Study**

The objectives of the study are as follows:

- To identify the strategies used for comprehending short story by students of grade eleven of Kailali district;
- To suggest some pedagogical implications for the improvement of teaching learning process while using stories as language learning material.

### **1.4 Significance of the Study**

The study is supposed to be significant to the students who are studying English at higher secondary level. It will let them know whether they are adopting the strategies adopted by other learners in learning English. A poor learner can adopt the strategies used by successful learners. Similarly, it will be significant to the teachers to teach according to the strategies that the learners adopt while learning English. They can also suggest their students to use effective learning strategies. Brown (1993) says. "Teachers, therefore can benefit from an understanding of what makes learners successful and unsuccessful and establish in the classroom a milieu for the realization of the successful strategies". The findings and recommendations of the study will be helpful to the real classroom teaching.

Moreover, the findings of the study will be beneficial to the course designers, textbook writers and material producers. They can design course and materials according to the strategies that the students use while learning English. Likewise, it will be equally helpful to the teachers, trainers, counselors, subject experts, parents and others who are directly and indirectly involved in language teaching learning activities.

## **CHAPTER TWO**

### **METHODOLOGY**

#### **2.1 Sources of Data**

To carry out this study, the researcher adopted the following methodology.

##### **2.1.1 Primary Sources of Data**

The primary sources of data for the study were 40 students who were studying in grade eleven at Arunodaya Higher Secondary School, Khairiphanta; Birendra Bidhya Mandir, Tikapur; Saptarishi Higher Secondary School, Tikapur; Jana Jagriti Higher Secondary School, Chauri of Kailali district. There were 10 students from each school. A questionnaire was used as the primary sources of data for this study. (See Appendix-1)

##### **2.1.2 Secondary Sources of Data**

To widen the knowledge and insights in the related area, the researcher used some related books, articles, journals, encyclopedia, dictionary, dissertations, websites etc. Some of them are: Ellis (1985), Skehan (1989), Brown (1993), Clouston (1997), Griffiths (2004), Gass and Selinker (2008), <http://iteslj.org/>; <http://www.google.com/language> learning strategies and so on. All these sources were used as the secondary sources of data.

#### **2.2 Sampling Procedure**

The sampling procedure to this research was systematic. Altogether, forty (40) students studying in grade eleven at the aforementioned schools of Kailali district were selected for this research. Thus, the magnitude of the sample population was forty. The researcher used systematic sampling procedure to select the students of different position with the equal number of students from each selected school.

### **2.3 Tools for Data Collection**

The researcher used a set of questionnaire as the tools for data collection containing both open-ended and closed-ended questions provided to the students only.

### **2.4 Process of Data Collection**

Simply, process refers to the action done one after another. The researcher collected the data from the primary sources by forming a set of open-ended and closed-ended questionnaire. For this purpose, the researcher adopted the following steps:

- The researcher visited the concerned schools and build with rapport with concerned people after getting permission from concerned authority.
- The researcher observed each class and selected 10 students studying in grade eleven from each school explaining about the purpose of the study.
- The researcher administered the questionnaire and explained them what they were supposed to do.
- After then, the researcher collected answer sheets for analysis and those analysis were assessed.

### **2.5 Limitations of the Study**

The proposed study had the following limitations:

- i) The study was limited to only four schools of Kailali district.
- ii) It was based on only 40 students.
- iii) It was limited to grade eleven only.
- iv) The study was limited to only the learning strategies for the story.
- v) Only two types of tools were used in the study.

## **CHAPTER THREE**

### **DATA ANALYSIS AND INTERPRETATION**

This chapter incorporates analysis and interpretation of the data collected. The researcher had attempted to investigate the students' strategies to comprehend the short story. The data were collected by using questionnaire. The researcher mainly used simple statistics like percentage and table to analyze and interpret the collected data.

#### **3.1 Identification of Comprehending Strategies Used by the Students**

The students said that they employed many strategies while comprehending short story. The strategies that the students of grade eleven used while comprehending the short story were identified on the basis of responses collected through the questionnaire distributed to them.

#### **3.2 Strategies Used for Comprehending Short Story**

The comprehending strategies used for short story by the students of selected schools have been presented in the following table:

**Table No. 1**

**Strategies Used for Comprehending Short Story**

<b>S.N.</b>	<b>Strategies</b>	<b>S.N.</b>	<b>Strategies</b>
1.	Guessing	6.	Synonym
2.	Asking	7.	Antonym
3.	Exemplification	8.	Definition
4.	Gesture	9.	Avoidance
5.	Translation	10.	Explanation

The above table presents that there were only ten comprehending strategies used by the students of selected schools.

### 3.2.1 Strategies to Comprehend the Short Story

There were four distractors in the questionnaire to find out the strategies that the students used to comprehend a short story. From the careful observation of the responses given by the students, the following frequencies and their percentage were found. In the table the schools consulted for primary sources, are symbolized as School-A, School-B, School-C, School-D referring to Arunodaya H. S. School, Birendra Vidya Mandir H. S. School, Saptarishi H. S. School, and Jana Jagriti H. S. School respectively.

The students were asked what they did if they did not comprehend the story. The ideas of the students are given in the table below:

**Table No. 2**  
**Strategies to Comprehend the Short Story**

S.N.	Strategies	Schools									
		A		B		C		D		Total	
		Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per
1.	Asking the teacher	3	30	4	40	4	40	4	40	15	37.5
2.	Asking the Friends	3	30	2	20	1	10	3	30	9	22.5
3.	Skipping the lessons	2	20	1	10	1	10	2	20	6	15
4.	Any other.....	2	20	3	30	4	40	1	10	10	25

Table no. 1 shows the students strategies to comprehend the short story. It is clear that 37.5 percent of participants found asking the teacher, if they didn't comprehend the story whereas 22.5 percent found asking the friends, 15 percent found skipping the lesson likewise, 25 percent found using other strategies. Besides that they were found taking tuition classes, using internet, asking the seniors, reading related books etc. It can be observed that most of the students found asking the teachers to comprehend the short story. Whereas a few number of students found skipping their lessons. In such a way, 40

percent students of B, C and D were found asking the teacher but 20 percent students of A and D were found skipping the lessons. And more students of urban schools were found using other strategies than village schools.

### 3.2.2 Strategies of Clarifying Confusion

The students were found clarifying their confusion by asking question with others. The following table shows the students about the clarification of their confusion using different strategies:

**Table No. 3**  
**Strategies of Clarifying Confusion**

S.N.	Strategies	Schools									
		A		B		C		D		Total	
		Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per
1.	To ask to their teacher	5	50	4	40	4	40	4	40	17	42.5
2.	To ask to their friend	3	30	2	20	2	20	3	30	10	25
3.	To ask to their parents	1	10	3	30	3	30	2	20	9	22.5
4.	Any other persons	1	10	1	10	1	10	1	10	4	10

Table no. 3 shows 42.5 percent of the students were found preferring to ask with the teachers to clarify their confusion, 25 percent found asking the friends, 22.5 percent found asking their parents, whereas only 10 percent found asking other persons. It clarifies that most of the students were found clarifying their confusion by asking teachers. But a few number of students were found clarifying their confusion by asking any other persons.

In such a way, more than 40 percent of students were found clarifying their confusion by asking their teachers. Among the four schools, most of the students were found clarifying their confusion by asking teacher but only 10 percent found asking any other persons like senior students, educated person of their own village etc.

Urban schools' students were found preferring to ask to the teachers and their parents more but village schools' students were found preferring to ask more to the teachers and their friends.

### 3.2.3 Strategies of Comprehending the Story ‘The Loving Mother’

The students were asked how they comprehended the story ‘The Loving Mother’ before narrating it. It was found using different strategies by the students which are given in the table below:

**Table No. 4**

**Strategies of Comprehending the Story, ‘The Loving Mother’**

S.N.	Strategies	Schools									
		A		B		C		D		Total	
		Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per
1.	Use gesture	3	30	3	30	4	40	3	30	13	32.5
2.	Avoidance	2	20	1	10	2	20	3	30	8	20
3.	Translation	3	30	4	40	3	30	3	30	13	32.5
4.	Any other.....	2	20	2	20	1	10	1	10	6	15

Table no. 4 clarifies that 32.5 percent of the students were found using gesture and Translation. Similarly, 20 percent found avoiding the subject matter and 15 percent found using other strategies such as asking their friends and seniors to comprehend the story ‘The loving Mother’.

The above table also makes clear that the majority of the students were found using both gesture and translation. But only 15 percent of the students were found using other strategies. Village schools' students were found avoiding the subject matter more than the urban schools' students.

### 3.2.4 Strategies of Understanding the Meaning

The students were asked which of the following strategies they used to understand the meaning of ‘Recurring’. They were found using different strategies to understand the meaning of words.

The strategies used by them are given in the table below:

**Table No. 5**

**Strategies Used for Understanding the Meaning of ‘Recurring’**

S.N.	Strategies	Schools									
		A		B		C		D		Total	
		Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per
1.	Synonym	2	20	2	20	2	20	2	20	8	20
2.	Antonym	2	20	1	10	1	10	1	10	5	12.5
3.	Definition	3	30	3	30	2	20	3	30	11	27.5
4.	Guessing from Context	3	30	4	40	5	50	4	40	16	40

The above table shows that 40 percent students were found understanding the meaning of ‘Recurring’ by guessing from the text. Similarly, 27.5 percent found understanding the meaning by using definition and 20 percent of the students found understanding the meaning by using synonyms.

But 12.5 percent students found using antonym to understand the meaning of the words. Out of 40, 16 students were found understanding the meaning of the words by guessing from the text, but only 5 students found understanding meaning by using antonyms.

Most of the students (50 percent) of C were found understanding meaning by guessing the context. And 20 percent of the students were found using synonym in all the four schools. So, the majority of the students were found using synonym to understand the meaning of words.

**3.2.5 Strategies of Solving the Problems**

Here, the respondents were asked what they did if they couldn’t complete their written assignment.

The following table shows the strategies they used to solve the problems:

**Table No. 6**  
**Strategies of Solving Problems**

S.N.	Strategies	Schools									
		A		B		C		D		Total	
		Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per
1.	Asking the friends	3	30	2	20	3	30	4	40	12	30
2.	Asking teacher to explain again	4	40	5	50	4	40	3	30	16	40
3.	Avoidance	2	20	2	20	1	10	2	20	7	17.5
4.	Others	1	10	1	10	2	20	1	10	5	12.5

The above table displays the strategies used by the students to solve their problems. 40 percent of them were found asking their teacher to explain again if they face any problems whereas 30 percent of them found asking their friends. Some of the students (17.5%) were found avoiding the problems and some of them suggested some new strategies for solving their problems like -

- Study harder
- Look at the previous model
- Find from the guide, guess paper or from other related books.

### 3.2.6 Usefulness of Narrating the Story

The students were asked how useful narrating a story was to comprehend it.

The ideas of the students are given in the table below:

**Table No. 7**  
**Usefulness of Narrating a Story**

S.N.	Strategies	Schools									
		A		B		C		D		Total	
		Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per
1.	Not useful	3	30	2	20	2	20	5	50	12	30
2.	Useful	3	30	4	40	3	30	2	20	12	30
3.	Very useful	2	20	2	20	4	40	2	20	10	25
4.	Extremely useful	2	20	2	20	1	10	1	10	6	15

The above table illustrates that 30 percent of students were found expressing the narrating a story not useful and 30 percent of the students were found with an expression of usefulness of narrating a story, 25 percent of students were found with very useful, and only 15 percent of them were found with extremely useful to narrate a story.

### 3.2.7 Strategies to Understand the Lesson Clearly

Here, the students were asked in which of the following situation they comprehended story clearly. The strategies used by the students are given in the table below:

**Table No. 8**  
**Strategies to Understand the Lesson Clearly**

S.N.	Strategies	Schools									
		A		B		C		D		Total	
		Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per
1.	If teacher teach with example	3	30	4	40	4	40	2	20	13	32.5
2.	If teacher teach with explanation	3	30	3	30	2	20	3	30	11	27.5
3.	If teacher teach in first language	3	30	2	20	2	20	4	40	11	27.5
4.	Any other.....	1	10	1	10	2	20	1	10	5	12.5

The table shows that 32.5 percent of the students were found understanding the lesson clearly when teacher taught with example. Likewise, 27.5 percent students were found understanding the lesson clearly when teacher taught with explanation, and the same percent (27.5%) of the students were found understanding the story when teacher taught in first language. But a few number (12.5%) of students were found using other strategies like – teaching by using different facial / body expression, playing dramas etc.

### 3.2.8 Types of Story the Students Like the Most

The students were asked what types of story they liked most.

The responses of the students are given in the table below:

**Table No. 9**  
**Types of Story the Students Like the Most**

S.N.	Strategies	Schools									
		A		B		C		D		Total	
		Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per
1.	Supernatural story	3	30	2	20	3	30	3	30	11	27.5
2.	Love story	3	30	2	20	2	20	2	20	9	22.5
3.	Comedy	3	30	5	50	3	30	4	40	15	37.5
4.	Women	1	10	1	10	2	20	1	10	5	12.5

The above table clarifies that the comedy stories were liked by 37.5 percent of the students, the supernatural stories were liked by 27.5 percent of the students. Likewise, 22.5 percent of the students were found interesting in love stories, and only 12.5 percent of the students were found interesting in women related stories.

It is also clear that more than 30 percent students of each school were found interesting in comedy except C and 10 percent students of other schools were found interesting in women based stories.

### 3.2.9 How often the Students Translate the Story in their Native Language

The students were asked how often they translated the story in their native language.

The students had given different responses which are given below:

**Table No. 10**

**How often the Students Translate the Story in their Native Language**

S.N.	Strategies	Schools									
		A		B		C		D		Total	
		Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per
1.	Sometimes	3	30	4	40	3	30	3	30	13	32.5
2.	Always	5	50	4	40	2	20	2	20	13	32.5
3.	Never	0	0	1	10	2	20	1	10	4	10
4.	Rarely	2	20	1	10	3	30	4	40	10	25

The above table shows that 32.5 percent of the students were found always translating the story in their native language, 32.5 percent of them found translating sometimes, 25 percent of them found translating rarely, and only 10 percent of them found never translating the story in their native language.

**3.2.10 Strategies to Comprehend Culture Specific Part of the Story**

The students used different strategies to comprehend culture specific part of the story. They were asked how they comprehended the culture specific part of the story. The different strategies used by them are given in the table below.

**Table No. 11**

**Strategies to Comprehend Culture Specific Part of the Story**

S.N.	Strategies	Schools									
		A		B		C		D		Total	
		Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per
1.	Asking teacher to say in Nepali	5	50	2	20	3	30	4	40	14	35
2.	Asking teacher to explain it	2	20	4	40	4	40	3	30	13	32.5
3.	Asking teacher to tell in simple language	3	30	3	30	2	20	2	20	10	25
4.	Any other...	0	0	1	10	1	10	1	10	3	7.5

The above table shows that 35 percent of the students were found asking the teacher to say in Nepali to comprehend culture specific part of the story. Similarly 32.5 percent of them found asking the teacher to explain again, 25 percent of the students found asking the teacher to tell in simple language, and only 7.5 percent of the students were found using other strategies like using dictionary to know meaning of the word, reading the biography and cultural background of the story etc .

### **3.3 Students' Suggestions for Comprehending Short Story**

At the end, the researcher tried to collect the students' suggestions regarding the use of strategies for comprehending short story. The suggestions of the students are listed below:

- i. The teacher should encourage the creativity of students.
- ii. The teacher should take test time and again.
- iii. The teacher should be friendlier to the students.
- iv. The teacher should create the natural environmental in to the class.
- v. The teacher should use these strategies mostly while teaching the short story because students can learn by gesture, demonstration, synonyms, simplification and explanation effectively.
- vi. Teacher and students both should follow the technique of learning by doing.
- vii. The teacher should give more questions on the related contents.
- viii. The teaching learning activities should be focused on meaning.
- ix. Students should read the texts several times until they can understand.
- x. Students should read author's biography to understand the text.
- xi. Students should listen English news more often on radio and television.
- xii. Students should listen English stories.
- xiii. Students should often read English newspaper and magazine.
- xiv. Students should do homework regularly.
- xv. Students should read own notes.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The study mainly focused on investigating the students strategies used for comprehending short story by the students of grade eleven. The purpose of the study was to identify the strategies used for comprehending story lessons by higher secondary level students in Kailali district.

The researcher selected two community based schools and two private schools of Kailali district. The students from different rank of grade 11 were selected by systematic sampling procedure. This chapter includes findings and recommendations or pedagogical implications of the study.

#### **4.1 Findings**

On the basis of the analysis and interpretation of the data, the following findings have been derived:

- i) There are ten strategies used for comprehending the meaning of the words in a short story (grade 11 students) i.e. synonym, antonym, definition, guessing, asking, exemplification, gesture, avoidance, translation and explanation.
- ii) The study shows that the students were found asking their teacher when they didn't comprehend the short story to a great extent.
- iii) Forty two percent of the students were found clarifying their confusion by asking to their teacher.
- iv) Forty percent of the students were found understanding the meaning of the words by guessing from the text.
- v) Forty percent of the students were found asking their teacher to explain whenever they had problems. They suggested for studying harder, looking at the previous model and find the guide, guess paper or from other related books.

## 4.2 Recommendations

On the basis of the findings obtained from the analysis and interpretation of the collected data, some recommendations for pedagogical implication have been suggested.

The suggested recommendations are as follows:

- i) The study shows that the strategies viz. synonym, asking, gesture, translation and explanation were found mostly used for comprehending the short story by the students to a great extent. So the teacher should be conscious about such strategies while teaching and learning.
- ii) Strategies viz. asking, gesture, translation and explanation should be used to comprehend the story.
- iii) The students should use different types of strategies such as synonym, antonym, gesture, translation, definition, guessing, asking, exemplification, avoidance, explanation to comprehend the story.
- iv) The teachers should ask questions to the students to make them interactive and participate them in the teaching learning process.
- v) The teachers should provide sufficient opportunity for practicing English language by creating different real life situations.
- vi) The teachers should motivate the students to initiate classroom discussion on different topics.
- vii) They should suggest students to consult library regularly and read prescribed authentic and reference materials as well.
- viii) The teachers should encourage their students to read English texts several times and try to understand themselves.
- ix) Teachers should teach the students with example and explanation in order to make the students understanding better for comprehending stories.
- x) Teachers should narrate the story before teaching.
- xi) All the language skills should be equally emphasized by the teachers and learners in teaching learning activities.

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**APPENDIX-1**  
**COMPREHENDING STRATEGIES QUESTIONNAIRE**

Dear respondents,

The questionnaire is part of a study titled "**Strategies Used for Comprehending Short Story by Student of Grade Eleven**" conducted by **Chhatra Bahadur Bist**, Student of Tribhuvan University, Kirtipur. The questionnaire will help us learn about the strategies you are using in your story class of Grade XI.

There is no right and wrong answer and your answers will remain strictly confidential. Your experiences and opinions are important and will help us understanding teaching from your viewpoint. Please answer the questions as follows:

**Part-A: Personal Information**

Name:

Age:

Class:

Gender:

School's name:

**Part-B: Questions**

Students are requested to answer the following questions according to their own experiences:

1. If you don't comprehend a short story what would you do?
  - a. I ask the teachers.
  - b. I ask to my friends.
  - c. I skip the lesson
  - d. Any other.....

2. If you are confused about your lesson whom do you prefer to ask?
  - a. To my teacher.
  - b. To my friends.
  - c. To my parents.
  - d. Any other person.....
3. How do you comprehend story 'The Loving Mother' before narrating it?
  - a. Use gesture.
  - b. Avoidance.
  - c. Translation.
  - d. Any other.....
4. To understand the meaning of 'Recurring', which of the following do you use?
  - a. Synonymous.
  - b. Antonym.
  - c. Definition.
  - d. I guess from the context.
5. If you can't complete your written assignment, what would you do?
  - a. I ask to my friends.
  - b. I ask to the teacher to explain it again.
  - c. I don't do it.
  - d. Any other.....
6. How useful use narrating a story to comprehend it?
  - a. Not useful.
  - b. Very useful
  - c. Useful.
  - d. Extremely useful.
7. In which of the following situation do you comprehend story?
  - a. If teacher teaches with example.
  - b. If teacher teaches with explanation.
  - c. If teacher teaches in first language.
  - d. ....

8. What do you do before reading the story?

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

9. Do you translate the story in your native language?

- a. Some times.
- b. Always.
- c. Never.
- d. ....

10. Which of the following is easy for you to narrate?

- a. Summary.
- b. Characters.
- c. About the writer.
- d. Any other.....

11. What types of story do you like the most?

- a. Supernatural story.
- b. Love story.
- c. Comedy.
- d. Men, Women and Children.

12. Which of the story do you like the most from 'The Magic of Words'?

- a. The Recurring Dream.
- b. The Loving Mother.
- c. The House Call.
- d. The Lost Doll.

13. How do you comprehend culture specific part of the story?

- a. I ask the teacher to say in Nepali.
- b. I ask the teacher to explain about it.
- c. I ask the teacher to tell in simple language.
- d. ....

14. What do you want to suggest to your friends regarding the use of learning strategies?

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

**Thank You for your participation.**