ACTIVITIES IN TEACHING SHORT STORIES

A Thesis Submitted to the Department of English Education in Partial Fulfilment for the Master of Education in English

Submitted by

Janga Bir K.C.

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2010

ACTIVITIES IN TEACHING SHORT STORIES

A Thesis Submitted to the Department of English Education in Partial Fulfilment for the Master of Education in English

Submitted by

Janga Bir K.C.

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2010

DECLARATION

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

Date: 2067/02/06 ....

Janga Bir K.C.

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Janga Bir K.C.** has prepared this thesis entitled **'Activities in Teaching Short Stories'** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2067/02/07   ....

Dr. Chandreshwar Mishra (Guide)

Professor and Head

Department of English Education

Faculty of Education,

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

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

                                                        Signature

Dr. Chandreshwar Mishra (Guide)   …………………….

Professor and Head   Chairperson

Department of English Education

T.U., Kirtipur

Dr. Jai Raj Awasthi   ...…………………….

Professor   Member

Department of English Education

T.U., Kirtipur

Mrs. Tapasi Bhattacharya   .. ………………..

Reader   Member

Department of English Education

T.U., Kirtipur

Date: 2067/02/11

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Thesis Evaluation and Approval Committee'.

	Signature
Dr. Chandreshwar Mishra (Guide)	………………..
Professor and Head	Chairperson
Department of English Education	
T.U., Kirtipur	

Dr. Jai Raj Awasthi   ....

Professor   Member

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

Dr. Anjana Bhattarai   ..……………..

Reader   Member

Department of English Education

T.U., Kirtipur

Date: 2067/02/12

DEDICATION

Dedicated to

My Parents and Teachers

ABSTRACT

The study is about the" Activities in teaching short stories". The objectives of the study is to find out the activities used in teaching short stories at lower secondary level and to suggest some pedagogical implications for enhancing teaching learning process of the story at lower secondary level. For this study 40 students and 20 lower secondary level English teachers, from both public and private schools were purposively selected. In order to collect relevant data, two sets of questionnaires were distributed to the teachers and students and ten classes of the teachers were observed by using class observation form. After analyzing the data collected through questionnaire and class observation, it has been found that most of the teachers always explained the title of the story before teaching it. Furthermore, 40% students replied that their teachers never used pictures and postures to describe the story.

This study is divided into four main chapters. The first chapter encompasses the introduction of the story. It incorporated general backgrounds, literature, genres of literatures, literature and language teaching, value of literature in language classroom, approaches to teaching literature, activities used in teaching short stories, short stories types of short stories , review of related literature, objectives of the study and significance of the study. The second chapter deals with the methodology used for the study described in terms of the sources of data collection, tools used for collecting data, procedure of data collection and limitations of the study. The third chapter deals with the

presentation of the analysis and interpretation of the data. The data were analyzed and interpreted by using simple statistical tool of percentage. Based on the analysis and interpretation of chapter third, the fourth chapter regards with the findings and recommendations of the study. The concluding chapter is followed by the references and appendices that are used in the thesis.

TABLE OF CONTENTS

Page

CHAPTER TWO : METHODOLOGY

CHAPTER THREE : ANALYSIS AND INTERPRETATION

CHAPTER FOUR : FINDINGS AND RECOMMENDATIONS

LIST OF TABLES

LIST OF SYMBOLS AND ABBREVATIONS

NELTA   : Nepal English Language Teachers' Association

OUP   : Oxford University Press

T.U.   : Tribhuvan University

M.Ed.   : Master of Education

CUP   : Cambridge University Press

UN.   : United Nations

AD   : After the Death of Christ

NESP   : National Education System Plan

VIZ.   : Namely / Videlicet

i.e.   : That is

e.g.   : For Example

etc.   : Etcetera

BC   : Before the Birth of Christ

T/F   : True False

No   : Number

%   : Percentage

et.al.   : And other people

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is a means of communication. It is a unique form of communication that sets human beings apart from rest of the living beings. It is a dynamic and open system that allows human being to communicate their thoughts, desires, feelings, emotions, experiences and ideas. It differentiates us from other animals. Language shows the past, present and future of human race. Linguistically language has been defined as voluntary vocal system of human communication.

It is said that a life without language has been equated with speechless death. Language is a system of communication by sound, operating through the organs of speech and hearing among members of a given community, and using vocal symbols possessing arbitrary conventional meanings. Wardhaugh (1972) states that "Language is a system of arbitrary vocal symbols used for human communication" (as cited in Brown, 1994, p.4). Sapir (1978, p.8) expresses a similar view in more elaborated form as "language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". Stressing on the importance of language, Lyons (1991) says," Man is most clearly distinguished from other animal species … by this captivity for language " (p.10). Likewise, Richards et. al. (1999), define language as"… the system of human communication which consists of the structural arrangement of sound (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances." (p. 196). By these definitions, language is a blessing among human beings and a unique gift to them. Human

beings have been accustomed to follow this system of communication. It is also complex phenomenon used for human communication.

In Nepal, English has long been taught as a foreign language in all the schools starting from grade one and up to graduation level in colleges. English is the appropriate international language for Nepal and a vital tool to become successful in local, national and international communication. This proves its need, significance and popularity.

1.1.1. Literature

Literature refers to the piece of writing that is valued as work of art, e.g. poems, dramas, essays, novels and short stories. It is an art that expresses life in words of truth and beauty. It is the written records of man's spirit, his thoughts, emotions, aspirations; it is the history of the human race. Literature offers hints, suggestions and flashes of insight in our life. According to Collie and Slater (1987 p.2) :

> Literature speaks to the heart as much as to the mind provides material with some emotional color, that can make fuller contact with the learner's own life and can thus counterbalance the more fragmented effect of many collections of texts used in the classroom.

Similarly, Lazar (1993) defines "literature as a world of fantasy, horror, feelings, visions... put into words" (p.1). Literature is an imaginative fact, it is a creation but we get realistic flavors in it; literature encompasses all the aspects of human life. Total picture of the society gets reflected in literature. So, it can be regarded as the mirror of society.

1.1.2 Genres of Literature

Literature is a full fledged discipline of language. It is complete in itself with its many genres. Literature specifically, displays its two forms: prose and poetry. The prose form has different disciplines: dramas, essays, movies and short stories. Each genre has its own special features which help to understand the language easily. A short description of each genres has been presented below:

A. Poetry

Poetry is a piece of creative writing which is generally composed of verse. Poetry in a general sense, may be defined to be " the expression of the imagination" and poetry is connate with the origin of man. Man is an instrument over which a series of external and internal impressions are driven (Abram,1957, p 212). The poetic language is different from prose and the language of daily use. Due to the deviation of linguistic form, poetry is different from other genres of literature. The main elements of the poetry are rhythm, meter, rhyme, forms, alliteration and assonance. There are different forms of poetry such as epic, sonnet, ode, ballad, elegy, lyric, pastoral etc.

b. Essay

Essay is a short prose work. The main purpose of writing essay is persuasion. Essay is not fictional but it shows the writer's own ideas on a particular subject matter. There are different forms of essays according to their nature. They are descriptive essays, reflective essays, narrative essays, persuasive essays, argumentative essays and so on. Abrams (1957, p. 87) views that essays is any short composition in prose that undertakes to discuss a matter, express a point of view, persuade us to accept a thesis on any subject or simply entertain.

c. Story

Story is a creative writing which narrates the past events and incidents systematically. Stories may be long or short. The short stories are those stories that can be read easily in a single setting. There are different elements of a story. They are plot, character, setting, style and theme. There are different forms of stories according to their nature. They are myths, legends, fables, fairy tales, folk tales etc.

d. Drama

Drama is the literary form designed for the theatre in which actors take the roles of characters, perform the indicated action and utter the dialogues. It is composed either in prose or in verse. The drama is the art of representing for the pleasure of others events that happened or that we imagine and that shows the relationship between drama and life. The common alternative name for a dramatic composition is a play. To quote Styan (1975), "... drama is not made of words alone, but of sights and sounds, stillness and motion, noise and silence, relationship and responses" (as cited in Lazar 1993, p.133). Likewise to quote Evans (1977) "However familiar or unfamiliar of the world of a tragedy, comedy, farce or melodrama may be, everything that we experience has its source, in the long run, in words. (as cited in Lazar, 1993, p.133). The essential factors of the drama are plot, characters, dialogues, conflict, setting and the theme.

e. Novel

Novel is a long narrative writing in style, rich in characters and with a single plot. Novel might be fictional and non-fictional. The fictional novels are written with imaginary character and events but non-fictional novels narrate the truth history of someone or something. There are

different elements or a novel i.e. plot, character, setting, style and theme.

The above (poetry, drama, essay, novel, short story) are not only the broader forms of literature but also literary texts. They are literary fields under literary studies. Further, Scholes (1997) has broadly divided the four genres of literature in the following diagram:

Fiction
(narration)

Poetry
(Meditation)   Drama
                     (interaction)

Essay
(Persuasion)
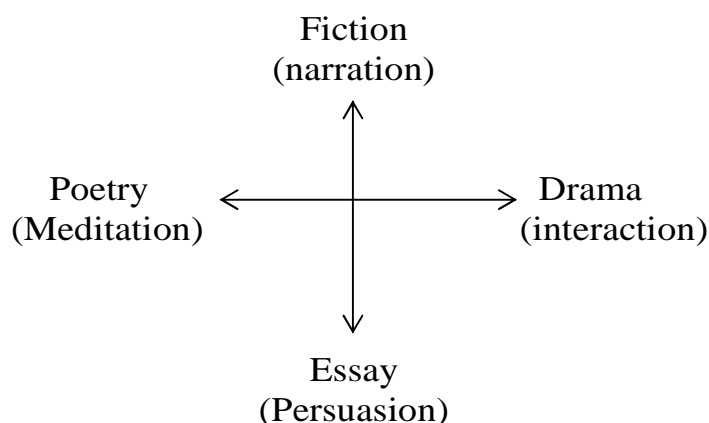
(Adapted from : Pokharel, 2008, p. 4)

1.1.3 Approaches to Teaching Literature

Teaching Literature in language classroom is a very skillful job. It needs wide consideration. Teachers should be very careful about the needs, interests and level of students and also try to bridge the gap between their linguistic and cultural knowledge that will help the learners to know the use of linguistic items according to the context.

To quote Collie and Slater (1987, pp. 8-10), the following aims have provided a rational for the kind of activities to put fresh momentum into the teaching of literature.

⌡ Maintaining interest and involvement by using a variety of students centered activities.

⌡ Supplementing the printed page.

) Tapping the resources of knowledge and experiences within the group.

) Helping the students to explore their own responses to literature.

) Using the target language.

) Integrating language and literature.

Lazar (1993, pp. 23-24) has proposed the three approaches to using literature with the language learners.

1. A language based approach,

2. Literature as content.

3. Literature for personal enrichment

Along with a combination of the three approaches, the teacher may resort to the metalanguage of criticism or literary terminology. Furthermore, there are two approaches to literary text analysis: Textual and Non-textual approach.

1. Textual Approach

It is text dominated approach. This approach represents the microscopic analysis of a literary text while analyzing a literary text. Using this approach we should bear the following items in mind.

) Language (form, structure, imagery, allusion).

) Content

) Theme

) Plot

) Character

) Style

2. Non-Textual Approach

This approach follows the general background information of an author as well as of the text. The background information includes the following things.

- ⟩ Trends of writing
- ⟩ Time and age
- ⟩ Idea / attitude about life
- ⟩ Author's childhood and upbringing
- ⟩ Social-economical-political situation
- ⟩ Subject and topic
- ⟩ Love, Humanity and Morality

1.1.4 Literature and Language Teaching

Literature is a key to language learning. Language and literature are always regarded as two inseparable entities. It is the soul of language. It is the true manifestation of human language. Every human language has its literature, either in oral or written form. Without literature, the fragrance of language is lost. No language can be alive without literature. So, there is a close relationship between language and literature. The literary language is a variety of language. The literary figures express their thoughts, feelings, emotions, imagination, etc. through the different genres of literature.

Language teaching is a matter of pedagogy. It is an art. Language teaching is a way of spreading the skills, abilities and proficiencies in language. Language teaching receives implications not only from linguistics, psychology, sociology pedagogy but also from literature. The aim of language teaching is to impart linguistic skills to the language learners i.e. to help the learners to acquire competence in

language use. Language learning involves learning the different aspects like vocabulary, structure, skills, (listening, speaking, reading and writing) and functions of language. Literature stretches students' imaginations, widens their insights, deepens their experiences and heightens their awareness. A second language learner is not considered to be a competent language learner unless s/he knows the cultures and literature of the target language. Therefore, a language learner must learn the target language literature. A learner can find out the feelings, emotions, thoughts, customs, and possessions, etc. of the target group with the help of the literature. Thus, language learning is incomplete without learning literature. Besides this, studying literature develops the four skills of language: listening, speaking, reading and writing.

1.1.5 Value of Literature in Language Classroom

Literature is a discipline that helps creative writers bring out their inner feelings, emotions, experiences, ideas and opinions in an artistic way that pleases and instructs the reader at once. Thus, literature has been provided an essential element in language classroom. It is an art of writing especially in the tactful and joyful diction that express not only emotive feelings, opinions and experiences but also reflect social realities through figurative language. It reflects human civilization, life styles of contemporary people either in oral or written form. Literature has the use of language, wherever, literature exists, there is language. It is the use of language that makes literature beautiful, symmetrical and elevated. So, literature is a valuable source that proves effective and reliable materials to language teaching. It can have several values to language teaching. Collie and Slater (1987, p. 3-6) have discussed the value of literature in language teaching in the following ways.

a. Valuable Authentic Material

Literature offers a beautiful and extremely varied body of written material which is important in the sense that it says something about fundamental human issues, and which is enduring rather than ephemeral. Literature is authentic materials because the texts related to literature include the authentic source from the particular society, culture and environment. In reading literary texts, students have also to cope with language intended for native speakers and thus they gain additional familiarity with different linguistics uses, forms and conventions with written mode.

b. Cultural Enrichment

Literature is more valuable in language teaching because students acquire and grasp new information about the culture they are not familiar by studying it . Reading literature encourages students to become broadly aware of the social, political and historical events. Literature is perhaps best seen as a complement to other materials used to increase the foreign learner's insight into the country whose language is being learnt.

c. Language Enrichment

Language enrichment is one benefit often sought through literature. 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 and 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.

d. Personal Involvement

Literature can be helpful in the language learning process because of the personal involvement it fosters in readers. Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system.

Similarly, Lazar (1993) provides a list of reasons for using literature in the language classroom which are as follows.

Literature should be used with students because:

a. It is very motivating.

b. It is authentic material.

c. It has general educational value.

d. It is found in many syllabuses.

e. It helps students to understand another culture.

f. It is a stimulus for language acquisition.

g. It develops students' interpretative abilities.

h. Students enjoy in it.

i. It is highly valued and has a high status.

j. It expands students language awareness.

k. It encourages students to talk about their opinions and feelings. (pp. 13-14)

1.1.6 Activities Used in Teaching Short Stories

In this modern period, the main goal of language teaching is to foster students communicative ability. Modern linguistics viewed that the

meaning of a text is determined by negotiation between readers and text like developing communicative competence: the ability to negotiating meaning, Literature, like other forms of discourse, displays the language function: emotive connotative, poetic, met lingual, phatic and referential. Using literature to language teaching facilitates modern approaches, methods and technique by providing useful resources to carry out communicative activities like discussion, communicative games, problem solving, talking about yourself, simulation, role play, etc which helps to perform different exercises: summarizing unscrambling, comprehending, completing, creative writing, etc.

It is found that role play, creative writing, improvisation, questionnaires, visual aids, etc. can work as an stimulation for active participation of the students. Teachers should try to exploit the emotional dimension of the literature, which is very intergral part. Group work is a means of increasing students' confidence and personalizing their contact with literature. Shared activities can help the students to find a way into authors' link or fill in an appropriate meaning of crucial work. The students must be given maximum chance of entering the universe of any literary text.

Different scholars have listed different language teaching activities. Brumifit and Carter (1996, p. 110) state four activities of teaching language. They are:

      (i)   Prediction: What comes next?

      (ii)   Summary: What's it all about?

      (iii)   Forum: debating apposing viewpoints?

      (iv)   Guided re-writing.

There might be various activities in teaching short stories, these might be differences according to the individual. Lazar (1993, p. 83) has given the following three activities of teaching short stories.

A. Pre-reading Activities

-) Helping students with cultural background.
-) Stimulating student interest in the story.
-) Pre-teaching vocabulary.

B. While-reading Activities

-) Helping students to understand the plot.
-) Helping students to understand the characters.
-) Helping students with difficult vocabulary.
-) Helping students with style and language.

C. Post-reading Activities

-) Helping students to make interpretation of the text.
-) Understanding narrative point of view.
-) Follow up writing activities.
-) Follow up fluency practice.

There is a debate between teaching activities used in most facilitated areas like Kathmandu valley and out of the valley. So, to find out the various activities used in teaching short stories at lower secondary level in different public and private schools of Dang district is the main objective of my research.

1.1.7 Short Stories: An introduction

Short stories are simple and short in their language and length. They are the account of invented or imagined events or set in chronological order.

The characters in the short stories are limited and mostly, the setting and incident is also single. According to Abram (1957, p. 28), " A short story is a brief work of prose, fiction, and most of terms for analyzing the components, the types and various narrative techniques of the novel are applicable to the short stories as well". The main essential components of a short story are plot, characters, dialogue, setting style and theme. The short stories are categorized under fairytales, parables, fables, legends, myths and so on.

Short stories are often ideal ways of introducing students to literature in the foreign language classroom for following reasons (Collie and Slater, 1987, p. 109).

(a) They can usually be dealt in a single class.

(b) They are less different for foreign learners to read on their own.

(c) They offer greater variety for teachers to choose varieties of short text according to the interest of the students.

(d) They can be used not only in long terms courses but also in short term courses as well.

1.1.8 Types of Short Stories

Short stories are one of the genres of literature. They can be categorized under fairytale, parable, legend, myth and so on.

a. Myth

Myth is unknown narrative originated in the ancient legends of a race or a notion that explains the origin of life, religious beliefs and the forces of nature as some kind of supernatural occurrences that counts deeds of traditional superheroes. Generally, a myth is a story which is not true and involves supernatural beings or at any rate supra human beings. It is

always concerned with creation. It focuses and explains how something comes to exist. Myth is transferred to another generation through oral sayings.

b. Fable

It is usually a short and simple story that exemplifies an abstract moral thesis or principle of human behaviour. The main characters in fable are often animals and they exhibit human frailties. In other words, animals talk and act like the human types they represent. The fables in western cultures derive mainly from the stories attributed to Aesop, a Greek slave of the six century B.C.

c. Legend

A popular story handed down from earlier times whose truth has not been ascertained. It is a story a part of fact and part fiction, about the life and deeds of a saint a folk hero or a historical figure. Legends are also transmitted orally from one generation to the next. For example, the story of Beowulf.

d. Fairy Tale

It is a type of story that is related to fairies or other mythical or magical beings. It belongs to fold literature and is a part of the oral tradition. It tends to be a narrative in prose about the fortunes and misfortunes of a hero or heroine who has experienced with various adventures of a more or less supernatural kind.

e. Parable

A short story that uses familiar events to illustrate a religious or ethnical situation. According to Abrams (1957) A parable is a very short narrative about human beings presented so as to stress the tacit analogy, or parallel, with a general lesson that the narrator is trying to bring home

to his audience. The parable was one of Jesus' favorite devices as a teacher (pp.5-8).

1.2 Review of Related Literature

Literature has broad area. No one can complete the study of all literary texts. In the field of literature, different types of researchers have carried out their research activities. The research should draw knowledge from the previous studies since they provide foundation to the present study. Therefore, an attempt is made here to review the books, journals and researches that are related to the research topic.

Lazar (1993) says that stories tend to present fully developed plots with sequences of actions with discernible beginnings, middles and ends. He has presented three stages to teach the story viz., pre-reading, while-reading and post-reading activities. He more specifies the following activities.

     (i)   Helping students with cultural background.

     (ii)   Stimulating student's interest in the story.

     (iii)   Pre teaching of vocabulary.

     (iv)   Helping (the) students to understand the plot.

     (v)   Helping students to understand the characters.

     (vi)   Helping students with difficult vocabulary.

     (vii) Helping students to make interpretation of the text.

     (viii) Understanding narrative point of view.

     (ix)   Follow up the activities and follow up fluency practice.

Marton (1998) has mentioned about four overall teaching strategies: the receptive strategy which focuses primarily on listening, the communicative strategy in which students learn by attempting to communicate the reconstructive strategy in which the students

participate in reconstructive activities based on a text and the eclectic strategy which combines two or more of the other

In the context of Nepal, a few research studies on activities are used in teaching short stories have been carried out under the Department of English Education. Some of them are presented below:

Jha (1999) has carried out a research in the central department of English, on "Teaching of English through literature". His objectives were to find out ways of teaching of English through literature and to suggest some pedagogical implication for enhancing teaching learning process. He concluded with remarks that the literature is the dispensable part of language.

Gyawali (2004) has carried out a research on 'A study on teaching poetry at secondary level'. His objectives were to find out the strategies used in teaching poetry at the secondary level and to suggest pedagogical implications. The researcher has found out that the strategies used by the teachers were different from one to another. Despite many problems, teaching poetry at the secondary level helps more in language learning that bridges the gap in curriculum, motivates the students, expands the language awareness and gives entertainment to the students.

Lamsal (2006) has carried out a research entitled on "A study on the strategies in teaching story at secondary level." The objectives of his study were to explore the strategies used in teaching story and to find out the significance of teaching story at the secondary level. The researcher presented the findings that 50% of secondary English teachers in Kathmandu district are not using the three activities needed for teaching story properly, poor in pre-reading activities and post-reading activities. Teachers themselves are more active rather than making their students active. Further more they found that teaching

story at secondary level is relevant to develop reading skill, grammar, creativity, moral lesson, and cultural awareness to learn the literature.

Adhikari (2008) has carried out a research study on the title" Techniques used in teaching poetry. "The objectives of his study were to find out the techniques used in teaching poetry in grade XII and to compare the teaching techniques used in urban and rural areas. He has concluded the difference between the techniques used by the teachers in urban area and rural area of the Panchthar district.

Lohani, (2008) has carried out a research under the title 'Strategies used in teaching drama at secondary level'. Her objectives were to find out strategies used in teaching drama at secondary level and to enlist some pedagogical implications while teaching drama. She has found that 10% teachers motivated their students excellently whereas 70% did so in a good and 20% of them were found in an average condition in motivating the students.

Pokharel (2008) has also carried out a new research on the topic 'Strategies used in teaching fiction'. His objectives were to find out the strategies adopted in teaching fiction at Master's level and to list some pedagogical implications for enhancing teaching learning process of the fiction. He recommended that every teacher needs to brainstorm before going through the text and translations should be minimized as it decreases fluency and proficiency. And lecture should be used as a technique but not as a method.

Many researchers have been carried out on different aspects of language and literature, e.g. attitudes, problems, techniques, relevance of teaching poems, drama and short stories under department of English Education but no research work has been carried out activities adopted in teaching short stories at lower secondary level. Therefore, I have selected to carry out a research work entitled 'activities in teaching short story'.

Short story is one of the genres of literature and is included in courses of study of almost all the levels and faculties either in compulsory or specialization courses. And no doubt short story is important for the language classroom so I have selected Dang district to complete my research.

1.3 Objectives of the Study

The objectives of the study were as follows:

(a) To find out the various activities used in teaching short story at lower secondary level.

(b) To suggest some pedagogical implications for enhancing teaching learning process of the story particularly at lower secondary level.

1.4 Significance of the Study

The findings of the research will be mainly beneficial to the English teachers and students of the lower secondary level. This research will also be fruitful for the researchers, examiners, textbook writers, curriculum designers, subject experts, language trainers and those who are directly and indirectly related to teaching learning activities.

CHAPTER – TWO

METHODOLOGY

To achieve the objectives of the study the researcher adopted the following methodology:

2.1   Sources of Data

In this research, the researcher used mainly the primary sources of data. However, secondary sources were adopted.

2.1.1 Primary Sources of Data

The research study was mainly based on the primary sources of data. The primary sources of data were lower secondary level English teachers and the students of grade eight from both private and public schools. The data from the primary sources were collected by administrating questionnaire, and class observation.

2.1.2 Secondary Sources of Data

The secondary sources of data were literature books, textbooks, journals, articles, and curriculum of lower secondary level, reference materials, course of study, informal interviews with the teachers and talk to the seniors. Mainly the related books, e.g. Brumfit and Carter (1986), Collie and Slater (1987), Lazar (1993), Cook (1996) and Marton (1998) were consulted.

2.2   Population of the Study

The English teachers and students of lower secondary level, especially grade eight in Dang District were the population of the study.

2.3 Sampling Procedures

The sample population of this study consisted of forty students and twenty lower secondary level English teachers from different public and private schools of Dang district. The selection was done through judgmental sampling under non random sampling procedure. In this procedure, the researcher went to those people whose opinions were likely to have required information and be willing to share it. Moreover, questionnaires were given to the teachers and students. Then after ten teachers' classes were observed by using class observation form.

2.4 Tools for Data Collection

Questionnaire and observation were used as the research tools for data collection. The questions used in the questionnaire were both closed ended and open ended. (See Appendix I, II and III).

2.5 Process of Data Collection

The researcher collected data from the primary sources by using questionnaire and observation. For this purpose, he followed the following steps:

a) At first, the researcher visited the selected lower secondary level schools of Dang District and talked to the authorized persons for their permission to carryout the research and informed the purpose and process of the research to them.

b) Then the researcher consulted with the lower secondary level English teachers and students of grade eight to inform them about the purpose and process of the research.

c) After that, the classes of English teachers were observed by the researcher while teaching short story and then questionnaires were provided to the teachers for responding them to them.

d) Then, the required students were selected by using judgmental non-random sampling procedure and distributed the questionnaire to response them.

2.6 Limitations of the Study

The study had the following limitations:

(a) The study was limited to identify the activities of teaching short stories at lower secondary level adopted by lower secondary level English teachers.

(b) The study was only limited within forty students and twenty English teachers of different public and private schools of Dang district.

(c) Only 10 teachers' classes were observed using class observation form.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter incorporates analysis and interpretation of the data collected from different sources. Here data were collected by using two tools, viz. questionnaire and observation. Descriptive approach was used to analyze and interpret the collected data, then the statistical tool like percentage was used to analyze the data vividly .The data were presented analytically by using tables. So, this chapter includes the analysis and interpretation of data collected from the different sources to fulfill the specified objectives. The data were analyzed and interpreted under the following headings.

1. Analysis and Interpretations of Students' Responses.

2. Analysis and Interpretation of the Teachers' Responses.

3. Analysis and Interpretation of Observed Informants.

3.1. Analysis and Interpretations of Students' Responses

This section deals with the analysis and interpretation of the data obtained from the questionnaire to the students .The researcher purposively selected 40 students studying at grade eight in different public and private lower secondary level schools of Dang district (see Appendix I).

The researcher administered the questions the students non-randomly and collected the required data through close ended responses (see appendix I).The responses collected from the questionnaire and their frequencies were counted and changed into numerical values. Then the numerical values were converted into percentage and presented in the following table.

Q.No.1. Students' interest towards the genre of literature plays the vital role in understanding the particular text. They should be interested and enjoy to be taught. Regarding the students interest towards the different genres of literature the responses given by the students are presented in the following table.

Table No. 1

Students' Interest Towards the Genre of Literature

S.N.	Genre	Frequencies	Percentage
a	poetry	11	27.5
b	story	21	52.5
c	essay	2	5.
d	drama	6	15

The above table clarifies that 27.5% students responded that they are interested in poetry and 52.5% in story. Similarly 5% interested in essay and only 15% in drama.

Q.No.2. The performance of the students in particular genre of literature depends on the student's difficulty level. This question tries to find out the difficulty in understanding the genre of literature.

Table No. 2

Students' Difficulty Towards the Genre of Literature

S.N	Genre	Frequencies	Percentage
a	poetry	7	17.50
b	story	5	12.50
c	Essay	18	45.00
d	Drama	10	25.00

The above table shows that 17.50% students felt difficulty in poetry and only 12.50% felt difficulty in story. Likewise, 45.00% felt the most difficulty in essay whereas 25.00% in drama.

Q.N.3. Motivation and interest play the vital role in the field of pedagogy. Regarding this question the students at lower secondary level may not be self motivated and interested towards the short story. Both the motivation and interest add plus points in teaching learning activities.

Table No. 3

Students' Interest in Story Class

S.N.	Options	Frequency	percentage
a	Always	23	57.5
b	Usually	5	12.5
c	Sometime	9	22.5
d	Never	3	7.5

The above table shows that 57.5% students were always interested in story and 12.5% were usually interested in it. Likewise 22.5% of them sometimes interested and only 7.5% never did so.

Q.No.4. The background of the story helps the students to be familiar and understand the story. Without background of the story the teaching learning process of the story might not be completed.

Table No. 4

Providing the Background of the Story

S.N.	Options	Frequency	Percentage
1	Always	9	22.5
2	Usually	13	22
3	sometimes	15	48
4	Never	3	7.5

The above table shows that 22.5% of the students responded that their teachers always started teaching story from general background and 22% of them usually did so. Similarly, 48% of them replied that their teachers sometimes and 7.5% never started story from general background.

Q.No.5. Teaching material makes the story interesting and meaningful. Especially, at primary and lower secondary level, pictures and postures makes the story understand clearly.

Table No. 5

Use of Pictures and Postures in Teaching Story

S. No.	Options	Frequency	Percentage
a	Always	5	12.5
b	Usually	8	20
c	Sometimes	12	30
d	Never	16	40

The above table shows that 12.5% of the students responded that their teachers always described the story by using pictures and postures whereas 20% of them usually did so. Likewise, 30% of them responded that their teachers sometimes used pictures and postures but 40% of them responded that they never did so.

Q.No.6. Teaching vocabulary is regarded as one of the best techniques of the teaching story. Without the meaning of new vocabulary, it is more difficult to understand the story clearly for the students. This question tries to find out whether the teachers teach vocabulary items of the story or not.

Table No. 6

Providing the Meaning of Difficult Vocabulary

S. N.	Options	Frequency	Percentage
a	Always	22	55
b	Usually	9	22.5
c	Sometimes	9	22.5
d	Never	-	-

The above table shows that fifty five percent students responded that their teachers always taught difficult vocabularies of the story and 22.5 % of them taught them usually and sometimes.

Q.No.7. It is necessary to read the story line by line and explain the meaning in simple language at lower secondary level. Regarding this aspect, the following table shows the actual classroom behaviour of the lower secondary level English teachers responded by the students.

Table No. 7

Explanation of the Story

S. N.	Options	Frequency	Percentage
a	Always	26	65
b	Usually	5	12.5
c	Sometimes	9	22.5
d	Never	-	-

The above table clarifies that 65% of them responded that their teachers always read the story line by line and explained its meaning. Similarly, 12.5% of them responded that their teachers usually read the story and 22.5% of them sometimes did so.

Q.No. 8**.** Although translation is regarded as the traditional and out dated method, it cannot be avoided in teaching. It helps the students to

understand the difficult terms, abstract concepts and cultural aspects of the text and grasp the meaning of literary text, so the translation can be used as a strategy rather than method as a last option when the other techniques fail to deal with the story.

Table No. 8

Translating the Major Aspects of the Story in the Nepali Language

S.N.	Aspects	Frequency	Percentage
a	Whole Text	24	60
b	Difficult Words and Phrases	11	27.5
c	Central theme	-	-
d	Summary	5	12.5

The table shows that 60% students responded that the teachers translated the whole text into the Nepali language, 27.5% responded the difficult words, phrases and only 12.5 % translated the summary.

Q. No.9. It is said that students centered activities are more fruitful than teacher centered activities in teaching. Regarding this involvement of the students in pair works, group discussion, role play and individual works, this question is asked to find out whether the teachers actively participate the students in different activities or not.

Table No. 9

Involving the Students in the Classroom Activities

S.N.	Activities	Frequency	Percentage
a	Group discussion	10	25
b	Pair work	16	40
c	Role play	4	10
d	Individual work	10	25

The table shows that 25% students replied that the teachers involved the students in group discussion and 40% responded that they conduct pair works. Similarly, 25% students opted for that the individual work and only 10% responded the role play.

Q.No.10. Techniques, methods and strategies are taken as synonymous so this question is asked to find out about the techniques and activities used in short stories by the teachers. The following table shows actual classroom activities of the teachers at grade eight.

Table No. 10

Techniques Used by the Teachers in Teaching Story

S.N.	Method/techniques	Frequency	Percentage
a	Lecture	7	17.5
b	Translation	19	47.5
c	Audio-lingual	6	15
d	Communication	8	20

The table shows that 17.5% students responded that the teachers mostly used the lecture method and 47.5% replied the translation method. It shows that most of the teachers used teacher centered techniques instead of students centered technique.

Q.No.11. Motivation is a strong device in teaching learning process. So, the question related to the motivation, was asked to find out the teachers' ability to motivate them.

Table No. 11
Teachers' Motivation Towards Students

S.N.	Option	Frequency	Percentage
a	Always	12	30
b	Usually	11	27.5
c	Sometimes	15	37.5
d	Never	2	5

The table shows that 20% students replied that they were always motivated and 47.5% were usually motivated in the class when their teachers taught the story to them. Similarly, 27.5% students replied that their teachers sometimes motivated the students and only 5% of them never did so.

Q.No.12. Teaching Grammar is one of the major aspects of teaching story which helps the students to correct and improve their language. Regarding this question, students responded the following activities:

Table No. 12

Teaching Grammatical Aspects

S.N.	Option	Frequency	Percentage
a	Always	12	30
b	Usually	11	27.5
c	Sometimes	17	42.5
d	Never	-	-

 The above table shows that 42% students responded that their teachers sometimes taught grammatical aspects before teaching short story. Likewise, 30% always did so and 27.5% usually taught the grammatical aspects.

Q.No.13. Talking about the subject matter is the joint venture of the students and teachers. Talking and interaction help the students to develop their confidence, competence and performance. This question tries to find out whether the teachers encourage students to talk in the classroom or not.

Table No. 13

Encouraging the Students in Classroom Talking

S.N	Option	Frequency	Percentage
a	Always	8	20
b	Usually	9	22.5
c	Sometimes	11	27.5
d	Never	12	30

The above table shows that 20% students responded that their teachers always encouraged them to talk in the classroom, 22.5% usually, 27.5% sometimes and 30% never did so. Here, it shows that most of the teachers were found active and dominant instead of involving the students in talking classroom interaction.

Q.No.14. Reading makes the students grasp the meaning of particular events of the story. For this, students should go through the different texts similar to the selected ones. Thus, the teacher should encourage the students to read the story in their own choice at the end of teaching particular story.

Table No. 14

Developing Reading Skills of the Students

S.N.	Option	Frequency	Percentage
a	Always	18	45
b	Usually	12	30
c	Sometimes	8	20
d	Never	2	5

The above table shows that 45% of the students always encouraged the students to read the story, 30% responded usually, 20% sometimes and

only 5% responded never. It shows the fact that most of the teachers always encouraged the students to read the story and develop their reading skills.

Q.No.15. This question tries to get the students opinion towards the problem in reading story. Reading short stories means not only enjoying with the story but also facing a couple of problems.

Table No. 15

Facing Problems by the Students

S.N.	Aspects	Frequency	Percentage
a	Complicated Vocabulary	19	47.5
b	Complicated Structure	7	17.5
c	Complicated theme	6	15
d	Complicated Spelling	8	20

The above table shows that 47.5% students responded that the main problem in reading short story is complicated vocabulary,17.5% responded the complicated structure, 15% the theme and 20% spelling. From the above fact, the main problems in studying short story is complicated vocabulary.

Q.No.16. Teaching is regarded as an idiosyncratic style, an art of individual teachers. The style of teaching plays the vital role in effective learning. Regarding this assumption, the question tries to find out the teachers way of teaching story.

Table No. 16

Teachers' Way of Teaching

S.N	Option	Frequency	Percentage
a	Interesting	24	60
b	Average	8	20
c	Poor	5	12.5
d	Good	3	7.5

The table shows that 60% students responded that the teacher's way of teaching is interesting and 20% of them are in average. Similarly, they replied that only 12.5% teacher's way of teaching is poor and 7.5% good.

Q.No.17. Summarizing the plot, theme, style and other aspects of the text at the end of the teaching story is the main task of the teachers. It gives the gist of the story. This question tries to find out whether the teachers always summarized their teaching at the end or not.

Table No. 17

Summarizing the Story at the End of the Teaching

S.N	Option	Frequency	Percentage
a	Always	22	55
b	Usually	7	17.5
c	Sometimes	9	22.5
d	Never	2	5

The table shows that 55% students responded that the teachers always summarized their teaching at the end of the story, 17.5% responded usually, 22.5% sometimes and 5% responded never. The above fact shows that the majority of the teachers always summarized the story whereas a few of them did so never.

Q.No.18. Giving homework is also one of the student centered activity which helps the students to be busy in their homely task. Regarding this assumption, the question tries to find out whether the teacher gave homework to their students or not.

Table No.18

Giving Written Homework After the Completion

S.N.	Option	Frequency	Percentage
a	Always	23	57.5
b	Usually	7	17.5
c	Sometimes	10	25
d	Never	-	-

The above table shows that 7.5% students replied that the teachers always provided the homework to the students after the completion of the story, 17.5% usually and 27.5% sometimes provided the homework. It shows that no one was there to provide the written homework to the students.

3.2 Analysis and Interpretation of the Teachers' Response

This section deals with the analysis and interpretations of the collected data in terms of activities used by the teachers while teaching short stories. The researcher distributed the questionnaires to the teachers and collected the required data through close ended questions and open-ended responses (See Appendix II). The close ended responses collected from the questionnaire and their frequencies were counted and changed into numerical values. The numerical values were converted into percentage and presented in the table. Similarly, the open ended responses of each question were analyzed and interpreted descriptively as well as pointwise.

Table No.19

Teachers' Response in Percentage

Q.N.	Activities / Feeling difficulty in teaching short story	Yes (25%)		No (75%)	
		Always	**Usually**	**Sometimes**	**Never**
1	Preferring in teaching story	35	30	35	-
2	Providing general background	55	20	25	-
3	Description of the title	80	20	-	-
4	Description about the writer	30	25	45	-
5	Brainstorming on the topic	55	15	25	5
6	Reading the story	30	25	45	-
7	Explaining the whole text in Nepali	30	20	45	5
8	Translating the story in Nepali	45	5	25	20
9	Use of signpost questions	50	25	20	5
10	Use of picture and postures	15	25	60	-
11	Summarizing the whole story	50	5	45	-
12	Providing written exercise	55	15	25	5

The above table shows that 25% teachers felt difficulty while teaching short story whereas 75% teachers did not feel. From the questionnaire for English teachers of lower secondary level the researcher found that 35% of them always preferred teaching story in the class. Similarly, fifty five percent teachers responded that they always started teaching story from its general background whereas 25% of them responded that they sometimes taught the story from general background. Eighty percent teachers responded that they always described the title before teaching the story. The table clarifies that 55%of the teachers always brainstormed the topic but 5% never did so. Regarding the sign post questions related with the story, 50% replied that they always used the

sign post question to grasp the events of the story whereas only 5% of them reported that they never used them and 60% teachers reported that they sometimes used pictures and postures related with the story given in the text book. Furthermore, 30% teachers mentioned that they always made their student read the story. Thirty percent teachers responded that they always read the story line by line and explained its meaning into the Nepali language whereas only 5% of them never explained the story into the Nepali language. It reported that 45% teachers always translated the story into students' mother tongue especially in the Nepali language and 20% of them never did so. In this context, 5% of the teachers replied that they usually translated the story into the Nepali language whereas 25% of them sometimes did so. Fifty five percent of the teachers always asked the students to summarize the story and no one was found to ask them the students to summarize the story. At last, it was reported that 55% teachers always provided the written exercises on the review of the story whereas 5% teachers never did so.

Q.No.15. Which skill of the language do you focus more while teaching short story in the classroom?

The researcher found that 70% teachers focused reading skills. Nearly about 20% percent teachers answered that they focused on both reading and listening skills and only 10% teachers responded that they focused on four language skills viz. listening, speaking, reading and writing equally. Some of them mentioned sub skills to be focused while teaching story in the classroom. These sub skills were discussing, question- answering, summarizing, completing and so on.

Q.No.16. What techniques/ strategies do you apply very often in teaching story?

The researcher found that 60 % teachers applied teacher-centered technique (e.g. translation and lecture) and only 40% replied that they

applied student centered techniques (e.g. role play, group discussion, individual work).

Q.No.17. How do you teach grammatical aspects in the story?

Regarding this question, 80% teachers answered that they taught grammatical aspects by applying inductive method and the rest of them mentioned that they taught grammatical aspects through deductive method. It also clarifies that majority of the teachers had agreed to use inductive method for teaching grammatical aspects in the story. Furthermore, they said that a tense aspect of the grammar was easy to teach in the story.

Q.No.18 How do you motivate your students while teaching short stories?

Regarding this question, the majority of the teachers (about 60%) responded that their students were motivated by asking cross question in the classroom. About 40% of the teachers replied that their students were motivated by telling interesting and real events, jokes and using non verbal language which were related to the story.

Q.N.19. Do you think teaching short story is different than teaching any other text why or why not ?

Regarding this question the researcher found that 90% teachers responded that teaching short story is different than teaching any other genre. They also responded that story is itself different genre of literature which has plot, character, setting and scene. Only 10% teachers responded that the teaching story is not different than teaching any other genre and they said that there are some common points which are related with the other genres of literature.

Q.N.20 How do you evaluate teaching short story?

The researcher found that 60% teachers evaluated their students by asking cross questions. Only 20% teachers used objective type questions, e.g. T/F items, matching, cloze and reordering. Furthermore 20% used vocabulary items and guided writing to evaluate the students.

Q.No.21. What problems do you face while teaching short stories?

Most of the teachers responded the following problems while teaching short stories.

) It is difficult to handle the large class.

) As a lack of the audio-visual materials, it is difficult to conduct listening and speaking skills of the students.

) It is more difficult to contact previous and later part of the story.

) It is difficult to manage the classroom

) Discipline problem.

) It is difficult to evaluate the whole students in a short period.

Q.No.22. what do you do in the following stages while teaching short story?

(a) Pre - Reading Activities

Here, the researcher found striking points and valuable information given by the lower secondary level English teachers which are given as follows:

➢ Motivating and providing key concept.

➢ Encouraging students to read the story.

➢ Talking about the story.

➢ Telling them to give the title.

➢ Brainstorming over the topic and title.

➢ Showing related teaching materials.

➢ Giving general background of the story.

➢ Asking previous questions.

➢ Ask them whether they knew story earlier or not

The above list shows that the activities vary from one teacher to another. All of them have used different types of activities. Most of the teachers were found using question and answer activities based on the text, talking and telling about the topic and motivating them.

(b) While-Teaching Activities

In this presentation stage, the researcher found the different types of activities responded by the teachers. These are listed as follows:

➢ Introducing the characters and their relations.

➢ Make the students read the story loudly.

➢ Underline the new vocabularies.

➢ Helping them writing the meaning of new words and phrases.

➢ Presentation of the story in detail.

➢ Make the students guess what will happen afterwards.

➢ Conducting cross-questions between students and teachers.

➢ Group discussion.

➢ Introducing students in different evaluation activities like T/F, cloze test, matching, reordering and short wh and yes/no questions.

(c) Post-Reading Activities

It is the last stage of teaching short story and mainly follow-up activities are conducted at this stage. It is also productive phase of teaching where students produce some sentences or tell the summary related with the story. The researcher found the following follow-up activities given by the teachers:

➢ Asking questions related with the story.

➢ Asking students to tell the story in their own words.

➢ Making the students write down the answer of the given questions.

➢ Discussing about the plot, scene, characters and summary of the story.

➢ Feedback and Remedial teaching.

➢ Giving home work.

From the above points, the researcher found that the activities done in the post-reading were different from one to another. No one was following the same activities. It was also found that a very few teachers were aware of the above mentioned activities systematically and they were not properly familiar with the stages of teaching. The researcher also came to conclude that instead of focusing students to summarize the story the teachers themselves were involved in it. So, more students were deprived of developing their all round skills. Majority of the

teachers were found using teacher-centered activities viz. lecture, translation, illustration and explanation. It was found that a few teachers focused on student centered techniques, viz., group discussion, role play, individual work and so on.

3.3 Analysis and Interpretation of Observed Information

In this stage, the researcher observed the 10 teaching story classes of grade eight with the help of class observation form (see appendix III) while teaching short story. The activities applied by the teachers are clearly analyzed and interpreted by using simple statistical tool of percentage.

Table No. 20

Pre-Teaching Activities

S.N.	Activities	Excellent	Good	Average	Poor
1	Motivation	40	60	-	-
2	Introduction of the topic	10	70	20	-
3	Providing useful background	20	80	-	-
4	Dealing with the topic	40	30	20	10
5	Guessing subject matter	20	40	30	10
6	Teaching vocabulary items	60	15	10	15

The above given table shows that 40% teachers motivated the students in a excellent way whereas 60% of them motivated them well. Only 70% teachers provided the introduction of the topic properly. Similarly 80% teachers provided useful background information about the story properly whereas 20% of them did it in a excellent way. The researcher found that 40% teachers were dealing with the topic in a excellent way

whereas 30% of them did it properly and 10% in average way. Twenty percent teachers asked the questions about the story to guess the plot of the story in a excellent way, 40% well, 30% in average way and 10% of them were poor. Only 60% teachers taught new vocabulary of the story in a excellent way whereas 15% of them taught well but 10% of them were average and only 15% poor.

The researcher found that most of the teachers started their class without strong motivation, without using teaching/learning materials and using sign post questions which are proved to be the best activities of teaching. Here, the researcher found that the activities conducted in the classroom in pre-reading activities were sufficient.

Table No. 21

While Reading Activities

S.N.	Activities	Excellent	Good	Average	Poor
a	Dealing with cultural aspect of the story	-	40	60	-
b	Dealing with the different vocabulary	30	60	10	-
c	Helping the students to understand topic	40	60	-	-
d	Use of non-verbal language	30	50	20	-
e	Translation into Nepali language	20	80	-	-
f	Giving significance of the story	30	60	10	-
g	Giving summary of the story	20	40	-	40

Regarding the while reading activities, the researcher found that 40% teachers helped the students to deal with cultural aspect of the story

properly. Similarly, 30% teachers helped the students to deal with difficult vocabulary in a excellent way whereas 60% were dealt them well and only 10% did so in average situation. Sixty percent teachers helped the students to understand the topic properly whereas 40% of them did so in a excellent way. Only 30% teachers used non-verbal language (e.g. gesture) in a excellent way, 50% good and the rest of average in this regard. It was found that 80% teachers translated the story into the Nepali language properly and only 20% did so in a excellent way. Giving main theme and significance of the story is also relevant factor of teaching a story. Regarding this assumption, 30% of the teachers gave significance of the story in a excellent way, 60% good and 10% average. Similarly 20% teachers told the summary in a excellent way, 40% well and 40% were found poor in this activities. In this stage, it was also found that most of the teachers did not ask cross questions to the students; the teachers were active but the students were not so active. The communicative method of teaching and co-operative learning was not applied in the classroom which is said the best activity of teaching learning.

Table No. 22

Post Reading Activities

S.No.	activities	Excellent	Good	Average	Poor
1	Asking some oral questions	60	10	30	-
2	Discussion	10	80	10	-
3	Giving overview of the text	-	70	20	10
4	Interpretation of the main theme	25	55	20	-
5	Providing feedback	-	45	20	35
6	Giving different types of exercises	60	40	-	-

The above table shows that 60% teachers asked the students oral questions in a excellent way, 10% good and 30% average. Discussion on the given topic is one of the major student centre techniques. In this case 10% teachers discussed the topic in a excellent way, the majority of the teachers (80%) did so good and only 10% average. Similarly 70% teachers provided the overview of the text properly (good), 20% average and 10% poor. Regarding the main interpretation of the story, 25% interpreted the main theme of the story in a excellent way, 55% good and 20% average. Likewise, it was found that 45% teachers provided the feedback to the student well, 20% did so in average and only 35% poor. At last the majority of the teachers (60%) gave the different types of exercises in a excellent way whereas 40% did so good. In this way, the overall follow-up activities adopted by the teachers in teaching short story were found teacher centered.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter consists of the findings based on analysis and interpretation of the data. It also incorporates some recommendations for pedagogical implications on the basis of the findings of the study.

4.1 Findings

The objectives of this research were to find out the activities used in teaching short story at the lower secondary level and to suggest some pedagogical implications for enhancing teaching learning activities. To be specific, the various activities while teaching a story by the teacher is given as follows:

4.1.1. Findings Based on the Questionnaire to the Students

(1) A majority of students. (52.5%) were most interested in story whereas only 5% were interested in essay.

(2) Nearly half of the students (48%) replied that their teachers sometimes provided general background of the story.

(3) Forty percent students replied that their teachers never used pictures and postures to describe the story.

(4) More than fifty percent students (55%) replied that their teachers always taught vocabulary items of the story before teaching the story.

(5) Majority of the students (60%) replied that their teachers translated the whole text into student's native language.

(6) Forty percent students responded that their teachers involved the students in their pair work rather than group work.

(7) Almost half of the students (47.5%) replied that their teachers mostly used translation method while teaching short story.

(8) Less number of students (27%) replied that their teachers usually motivated the students whereas only 5% of them replied that their teachers never did so.

(10) Almost half of the students (47.5%) replied that they faced major problems in complicated vocabulary.

(11) It was found that 60% teachers' ways of teaching were more interesting.

(12) It was found that 55% teachers sometimes summarized the story and only 5% of them never did so.

(13) More than fifty percent students (57.5%) replied that their teachers always provided the written homework after the completion of the story.

4.1.2. Findings Based on the Questionnaire to the Teachers

(1) It was found that 55% teachers always provided the general background of the story.

(2) Almost of the teachers (80%) always explained the title of the story before teaching it.

(3) Nearly half of the teachers (45%) sometimes described about the writer of the story.

(4) More than half of the teachers (55%) always brainstormed about the title before teaching the short story.

(5) It was found that 45% teachers sometimes made the students read the story.

(6) Nearly half of the students (45%) always translated the story into student's mother tongue.

(7) It was found that 50% teachers always used sign post questions to handle the story in a correct track.

(8) It was also found that 60% teachers sometimes used pictures and postures which are related to the story.

(9) It was also found that only 5% teachers did not provide the written exercises.

(10) Regarding the skills of the language teaching, the majority of the teachers (80%) focused on reading skill.

(11) It was found that 60% teachers used inductive method while teaching grammatical items in a story.

(12) It was found that 55% teachers always summarized the whole story.

(13) It was found that most of the teachers used the following evaluation techniques.

) Providing oral and written exercises.

) Involving students in classroom discussion.

) Asking cross questions.

) Checking/testing the students' vocabulary power, pronunciation and reading competency.

(14) The researcher found the following techniques/ activities very often used in teaching short story.

) Translation

) Lecture

) Question - Answer

) Demonstration

) Discussion

) Role Play

) Communicative Method

(15) Regarding the pre-reading, while reading and post reading stages, the real activities given by the teachers in each of the stages are given below:

A. Pre-Reading Activities

) Warming up

) Encouraging students to read the story

) Giving general background of the story

) Asking previous questions

) Classroom management

) Predicting about the topic and events of the story

) Discussion on the characters, plot and setting of the story.

B. While Teaching Activities

) Reading the story (presentation the story)

) Translating the story into Nepali language

) Focusing on setting and characters of the story

) Discussion on the plot, characters, events and meaning of the story

) Classroom interaction on major issues/facing problems

) Asking cross questions and feedback

) Summarizing the whole story in a simple language.

C. Post- Reading Activities

⟩ Evaluating the students using oral and written questions

⟩ Asking students to summarize the story

⟩ Discussion difficult issues of the story and feedback

⟩ Remedial teaching

⟩ Review of the major direction of the story

⟩ Providing homework

4.1.3. Finding based on the Classroom Observation

(1) It was found that 10% teachers gave the introduction of the topic vividly.

(2) Less number of teachers (20%) provided the historical, cultural, social and political background of the story in a excellent way whereas 80% of them did so well.

(3) Most of the teachers (10%) were found poor in encouraging students to predict possible guessing about the event of the story.

(4) It was found that less number of teachers (60%)were found average in dealing with the cultural aspects of the story.

(5) It was found that (80%) teachers translated the story into Nepali properly.

(6) Thirty percent of the teachers used non-verbal language in a excellent way to clarify the story.

(7) It was found that 30% teachers gave the significance of the story in a excellent way.

(8) A few numbers of teachers (20%) summarized the story in a excellent way.

(9) Most of the teachers were found poor in group discussion, asking cross-questions and providing feedback.

(10) It was found that 35% teachers were poor to provide the feedback to the students.

(11) Most of the teachers (60%) provided different types of exercises as a homework /in a excellent way.

4.2 Recommendations

On the basis of findings obtained from the analysis and interpretation of the collected data, the researcher has put forward the following recommendations for pedagogical implications:

(1) The teacher should start the class by motivating the students towards the related subject matter while teaching short a story.

(2) Every teacher should brainstorm before going through the text.

(3) The teacher should highly encourage the students to guess the subject matter to be taught.

(4) It is better to teach difficult vocabulary of the text before teaching it.

(5) The teacher should use appropriate teaching learning materials related with the story according to the size and number of students.

(6) The teacher should adopt different updated and recently developed techniques and methods instead of using translation and lecture method all the time.

(7) The class must be interactive and communicative to break down the monotony of the teachers.

(8) It is better to translate the story in the Nepali language only in difficult situation.

(9) It is necessary to compare the story teaching activities between trained and untrained teachers, private and public schools of rural and urban areas.

(10) The teacher should play the role of a facilitator but not a translator.

(11) It is necessary to give the significance of the story to the students.

(12) The teacher need to encourage students to predict possible guessing about the event of the study

(13) Different authentic parts of the story (fiction and novel) should be included in the course of lower secondary level curriculum.

(14) Students should be encouraged to read aloud at lower secondary level to enhance students' pronunciation.

(15) Teachers should reinforce and feedback the students.

Reference

Abrams, M.H. (1957). *A glossary of literary terms*. Singapore.

Awasthi, J.R. (2003*), Teacher education with special reference to English language teaching in Nepal. Journal of NELTA*, 8, 17-18.

Bhattarai, A. (2001). *Writing a research proposal. Journal of NELTA,* 6, 45-51.

Brown, D. (1994). *Principal of Language Learning and Teaching*. London: Prentice Hall.

Brumfit, C. and Carter, R. (1996). *Literature and Language Teaching*. New York: Oxford University Press.

Collie, J. and Slater, S. (1987). *Literature in the language classroom UK*: Cambridge University Press.

Cook, V. (1996). *Second language learning and language teaching*. London: Edward Arnold.

Gyawali, K. (2004). *A study on teaching poetry at secondary level*. An unpublished M.Ed. Thesis. T. U., Kirtipur.

Kumar, R. (1996). *Research Methodology*. London: Sage Publications.

Lamsal, R. (2006). *A study on the strategies in teaching story of secondary level*. An unpublished M.Ed. Thesis. T. U., Kirtipur.

Lazar, G. (1993). *Literature and language teaching*. Cambridge: CUP.

Lohani, S. (2008). *Strategies of teaching drama at higher secondary Level*. An unpublished M.Ed. Thesis. T. U., Kirtipur.

Lyons, J.(1991) Language and linguistics. Cambridge : CUP

Marton, W. (1998). *Method in English language teaching*. Hemel
Hempstead: Prentice Hall.

Pokharel, T.P. (2008). *Strategies used in teaching fiction*. An
unpublished M.Ed. Thesis. T.U.

Richards, J.C. and Rodgers, T.S. (2002). *Approach and method in
language teaching.* Cambridge: CUP.

Sapir, E. (1978). *Language: An introduction to the study to speech*.
London; Granada publishing.

Sharma, K. (2005). Teaching of literature in language class: Problems,
Prospect and Perspicuity. *Journal of NELTA*. Vol, 10, p6-9

Questionnaire to the English Teacher

Dear Sir/Madam,

This questionnaire is part of my research study entitled "strategies used in teaching short/story at lower secondary level." At master level under the guidance of Dr. Chandreshwar Mishra, Professor and Head of the Department of English Education, T.U. Kirtipur. This questionnaire is presented to you under the assumption that practical experiences are the best clues in the implementation of a programme. The fruitfulness of the study will depend on your unbiased and accurate responses. I assure that your response will be completely anonymous.

The researcher will be grateful if you could return the questionnaire, presented here with duly filled in at your earliest convenience.

Researcher

Janga Bir K.C.

T.U., Kirtipur, Kathmandu.

Name of teacher: Date:

School:

Type of School Community Private

A. Teachers are kindly requested to give answers of the following questions according to your own experience.

(1) Do you feel difficulty while teaching short story?

    (a) Yes   (b) No

(2) Do you prefer teaching story in lower secondary level?

(a) Always (b) Usually (c) Sometimes d) Never

(3) Do you give background information of the text and the writer while teaching short story?

(a) Always (b) Usually (c) Sometimes d) Never

(4) Do you describe the title of the story before teaching it?

(a) Always (b) Usually (c) Sometimes d) Never

(5) Do you describe about the writer of the story?

(a) Always (b) Usually (c) Sometimes d) Never

(6) Do you brainstorm about the title before teaching the short story?

(a) Always (b) Usually (c) Sometimes d) Never

(7) Do you make your students read the short story?

(a) Always (b) Usually (c) Sometimes d) Never

(8) Do you read the whole text and explain its meaning in Nepali?

(a) Always (b) Usually (c) Sometimes d) Never

(9) Do you translate the story in Nepali?

(a) Always (b) Usually (c) Sometimes d) Never

(10) Do you use sign post questions related to the story?

(a) Always (b) Usually (c) Sometimes d) Never

(11) Do you use pictures and postures which are related with the story given in the textbook?

(a) Always (b) Usually (c) Sometimes d) Never

(12) Do you translate only difficult words, phrases or some part of the story?

(a) Always (b) Usually (c) Sometimes d) Never

(13) Do you ask the students to summarize the whole story?

(a) Always (b) Usually (c) Sometimes d) Never

(14) Do you provide written exercises on review of the story?

(a) Always (b) Usually (c) Sometimes d) Never

B) *You are kindly requested to answer the following questions.*

(15) Which skill of language do you focus more while teaching short story in the classroom?

(16) What techniques/strategies do you apply very often in teaching story?

(17) How do you teach grammatical aspects in the story?

(18) How do you motivate your students while teaching short story?

(19) Do you think teaching story is different than teaching any other text? Why or why not?

(20) How do you evaluate teaching short story in the classroom?

(21) What problems do you face while teaching short story?

(22) What do you do in the following stage while teaching story?

(a) Pre-teaching activities (before reading)

(b) While –reading activities (while reading)

(c) Post –reading activities (after reading)

(23) Apart from these, what activities do you prefer in teaching short story? Please write some comments.

Informant Researcher

 Janga Bir K.C.

Appendix – I

Questionnaire to the Students

Name of the Student:

Name of the School: Date:

Type of school: Community Private

Class: Time:

Students are required to give their answers according to their experience

(1) Which of the following genre of literature are you interested most?

    (a) Poetry   (b) Story   (c) Essay   (d) Drama

(2) Which of the following genre is the most difficult for you?

    (a) Poetry   (b) Story   (c) Essay   (d) Drama

(3) Do you get interest when your teacher teaches story in the class?

    (a) Always   (b) Usually (c) Sometimes d) Never

(4) Does your teacher start teaching story from some general background?

    (a) Always   (b) Usually (c) Sometimes d) Never

(5) Does your teacher describe the posture and picture of the story before teaching it?

    (a) Always   (b) Usually (c) Sometimes d) Never

(6) Does your teacher teach difficult vocabulary items of the story?

    (a) Always   (b) Usually (c) Sometimes d) Never

(7) Does your teacher read the story line by line and explain the meaning of it?

    (a) Always (b) Usually (c) Sometimes d) Never

(8) Does your teacher translate the story in Nepali?

  (a) Whole text in Nepali (b) Difficult words and phrases in Nepali

  (c) Central theme in Nepali (d) Summary in Nepali

(9) Which of the following activities are you involved in the story teaching class?

(a) Group discussion (b) Pair works (c) Role play

(d) Individual work

(10) Which techniques/strategies does your teacher apply most often while teaching short story?

(a) Lecture (b) Translation (c) Audio-lingual (d) Communicative

(11) Are you well motivated in the class when your teacher teaches story?

(a) Always (b) Usually (c) Sometimes (d) Never

(12) Does your teacher teach you grammatical aspects given in the story?

(a) Always (b) Usually (c) Sometimes (d) Never

(13) Does your teacher encourage you to talk in the classroom?

(a) Always (b) Usually (c) Sometimes (d) Never

(14) Does your teacher make you read the story?

(a) Always (b) Usually (c) Sometimes (d) Never

(15) In your opinion, what is the major problem in learning a short story?

(a) Complicated vocabulary (b) Complicated structure

(c) Complicated theme (d) Complicated spelling

(16) How is your teacher way of teaching?

(a) Interesting (b) Average (c) Poor (d) Good

(17) Does your teacher summarize the story?

(a) Always (b) Usually (c) Sometimes (d) Never

(18) After completion of the teacher story, does your teacher give you homework?

(a) Always (b) Usually (c) Sometimes (d) Never

Appendix – III

Class observation form

(To be filled after every class observation)

Name of the teacher:

Name of the school:

Type of School: Community ☐ ate Date: ☐

Qualification:

Experience: class:

Time:

1. **Pre-teaching Activities**

Activities	Existing Situation			
	Excellen t	**Good**	**Average**	**Poor**
a. Motivation				
b. Providing useful background information				
c. Dealing with the topic				
d. Giving introduction of the story				
e. Prediction guessing subject matter				
f. Teaching vocabularies of the story.				

2.While – Reading Activities

Activities	Excellent	Good	Average	Poor
a. Dealing cultural aspect of the story.				
b. Dealing with the difficult vocabulary				
c. Helping students to understand the plot				
d. Translating it into Nepali Language.				
e .Giving the significance of the story.				
f. giving the summary of the story				
g. Use of non-verbally				

3. Post-teaching Activities

Activities	Excellent	Good	Average	Poor
a. giving overview of the text				
b. Interpretation of the main theme of the story.				
c. Asking some questions				
d. Providing feedback				
e. Discussion				
f. Giving different type of exercises				

Appendix - V

LIST OF ENGLISH LANGUAGE TEACHERS

1. Giri Prasad Bhattarai

2. Shanta Gautam

3. Prakash Thapa

4. Phanendra Raj Devkota

5. Naresh Thapa

6. Pragya Pokhrel

7. Khimananda Kalathoki

8. Shyam Raimajhi

9. Dhanraj Basnet

10. Ramchandra Neupane

11. Kashiram Nepali

12. Sita Bhandari

13. Raj Kumar Bistae

14. Krishna Prasad Neupane

15. Nab Raj Sharma

16. Shiba Raj Pokhrel

17. Kalicharan Chaudhary

18. Guru Prasad Acharya

19. Chitra Bahadur Dangi

20. Hira Malla

Appendix -IV

List of Visited Lower Secondary Schools

1. Shree Guru Jajur Higher Secondary School, Rakshachaur, Dang

2. Mahendra Ma.Vi. Tulsipur, Dang

3. Madhyamik Vidhyalaya Kalakhola.

4. Shree Prithvi Janata H.S.S. Shreegaun, Dang

5. Padmoday Higher Secondary School Bhartpur, Ghorahi, Dang

6. Shree Jana Kalyan Ma.Vi. Simsundarpur, Dang

7. Shree Birendra Higher Secondary School, Bheundharsunpur, Dang

8. Ammar Secondary School, Urahari, Dang

9. Jana Kalyan Ma.Vi. Hapure, Dang

10. Saraswati Secondary School, Damargaun, Dang

11. Little Flower Boarding School, Bijauri, Dang

12. Adarsh Academy School, Tulsipur, Dang

13. Tulsi Higher Secondary School, Tulsipur, Dang

14. Deep Jyoti Lower Secondary School, Ghoraneti, Dang.

15. Hindu Vidhyapith Nepal, Ghorahi, Dang

16. Shree Deukhuri Valley Secondary School, Bhalubang, Dang

17. Ma.Vi. Dhikpur, Dang

18. Shree Pashupati Ma.Vi. Haripauri, Dang.

19. Ideal English Boarding School, Tulsipur, Dang.

20. Rosebatika Secondary School, Deukhuri, Dang.