

Teaching Vocabulary through Short Story at Secondary Level

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

**Submitted by
Kabita Niroula**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023**

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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: 16/09/2023

.....

Kabita Niroula

Recommendation for Acceptance

This is to certify that **Ms. Kabita Niroula** has prepared her M.Ed. thesis entitled **Teaching Vocabulary through Short Story at Secondary Level** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 17/09/2023

.....

Dr. Renu Singh (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur.

Recommendation for Evaluation

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

Signature

Dr. Gopal Prasad Pandey

Head and Reader

Department of English Education

T.U. Kirtipur, Kathmandu

.....

Chairperson

Dr. Renu Singh (Supervisor)

Lecturer

Department of English Education

T.U. Kirtipur, Kathmandu

.....

Member

Mr. Guru Prasad Poudel

Lecturer

Department of English Education

T.U. Kirtipur, Kathmandu

.....

Member

Date: 16/06/2023

Evaluation and Approval

This thesis has been evaluated and approved by the following **thesis**

Evaluation and Approval Committee:

Signature

Dr. Gopal Prasad Pandey

Head and Reader

Department of English Education

T.U. Kirtipur, Kathmandu

.....

Chairperson

Dr. Ram Ekwāl Singh

Reader

Department of English Education

T.U. Kirtipur, Kathmandu

.....

Member

Dr. Renu Singh (Supervisor)

Lecturer

Department of English Education

T.U. Kirtipur, Kathmandu

.....

Member

Date: 17/09/2023

Dedicated**To**

My father, Mr. Ambar Bahadur Niroula , my mother, Mrs. Yadav Maya Shrestha who sacrificed all their life for making me stand alone and believing me and my siblings Rekha Niroula, Shanti Niroula, Saroj Niroula and Sunita Niroula as well as my beloved husband Mr. Ramesh Khadka who supported me to chase my dreams.

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Abstract

The present study entitled “Teaching Vocabulary through Short Story at Secondary Level” was carried out to explore teachers’ strategies for teaching vocabulary through short story in the EFL classroom. I used case study research design in order to carry out this research. I had collected the data from 5 English teachers of community secondary schools of the Kathmandu Valley using purposive non-random (convenience) sampling strategy. The data were collected through semi-structured interview and class observation. Those data were analyzed through transcribe and prepared the theme. The findings show that the teachers’ have positive responses towards teaching vocabulary through short story. The major findings of the study show that short story was used for teaching vocabulary to the students, to improve students’ vocabulary knowledge, to inspire and motivate to students, to develop the vocabulary in their mind and use in day to day communication with native speaker, to promote the effective way of teaching vocabulary, to engage the students’ with their study. In my findings most of the teacher’s emphasis on teaching vocabulary through short stories because students learn vocabulary easily while learning short stories. Most of the school teacher’s emphasis on reading passage and get the meaning after read the passage but they don’t emphasis on reading vocabulary separately.. They are avoiding to translation in students’ native language. Some of the school’s teachers are using smart board for teaching short stories and students are enjoying teaching through the smart board. They are developing the word meaning searching skills as well as pronunciation, synonyms, several sentences.

This thesis has been divided into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, and significance of the study and operational definitions of the key terms. Similarly, in the second chapter includes to the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, third chapter deals with methods and procedures of the study under which design of the study, population, sample and sampling strategy, data collection tools, data collection procedures, analysis and interpretations of data. The fifth chapter includes the findings, conclusion and implications of the study, along with references and appendices.

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Chapter One

Introduction

The background of the study, a statement of the problem, study objectives, research questions, significance of the study, study delimitations and operational delimitations, and operational definitions of key terminology are all included in this chapter.

Background of the Study

Vocabulary is the foundation of all languages. Vocabulary is an important because it is basis of all language. Whereas, when you have wider vocabulary in your target language it also helps to support all four language skills: reading, writing, listening and speaking. According to Nation (2015, p.201) noted in his paper on vocabulary learning “Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform.”

Vocabulary can be defined, roughly as the words we teach in Second language learning class. Technically, vocabulary refers to a set of Lexemes including single words, compound words and idioms. This means that a new item of vocabulary may be more than a single word. Father in law and multi-word idioms like “call it a day” have meaning that cannot be determined from the analysis of the component words.

The role of vocabulary in learning a foreign language is paramount. Thornbury (2007, p.1), “All languages have words, language emerges from first as words both historically,” “he means to say that every language emerges with words and learning language means producing a single rather than a complete form of sentence. Therefore, the language teacher should focus on vocabulary before teaching other skills of language. There are several reasons and importance to know vocabulary because we need unlimited number of vocabulary in our store to communicate with the people or express our thoughts in target language. Vocabulary teaching cannot have separated from language teaching because of interrelationship between these two roots of language. Meara (1997) presents that despite the abundance of research on vocabulary acquisition that has been conducted by linguists, psychologists and

theorists of L2 acquisition, there is still no generally accepted strategy of vocabulary acquisition. Some of the examples of strategies are repeating new words aloud when speaking, repeating words mentally, testing oneself, making words lists, translating words into L1, regularly reviewing outside classroom, planning for vocabulary learning and so on. This fact may partially attribute to the lack of co-operation or agreement among experts.

Vocabulary is one of the most important parts of language acquisition of the speakers. Without vocabulary, people will be unable to exchange the message as well as communication will be useless. Therefore, Target language students' need to develop their vocabulary in order to be able to communicate in target language. I read a lot of research but I find a gap between those researchers so, their finding is not sufficient regarding this issue that is why I came this side of where enhancing teaching vocabulary through short stories. In nutshell, development of vocabulary is essential for getting the proficiency in all the four language (listening, speaking, reading and writing) skills. Therefore, as an English language teacher they must know relative techniques of teaching vocabulary through short story.

Statement of the Problems

The teaching vocabulary through short stories goes beyond the four walls of classroom and different techniques must be required. Short stories only provide the imaginary plot but how we can help our students to learn those words which are used to describe the imaginary plot by the writer is an important thing to do by the teachers. Students can learn so many words from the short story if the teacher teaches consider this because students always want to listen and read the story they enjoy a lot. Therefore, through story telling we can teach our students' vocabulary as well as increase their imaginary power for creative writing too. Short story has a key role on shaping the values, attitudes and social skills essential to achieve the proficiency in language skills.

There are a number of studies that have been carried out on short story analysis but most of them focus on physical aspects, language skills and academic aspects of the short story. According to Abdurrahman (2021) states "literature helps learners learn the meaning of the words in context" (p.4). Ghanbari and Marzban (2014, p. 3855)

mention that “vocabulary can lead the learners to be more confident in using the language.” Wei and Attan (2013, p. 1) claim that “upon knowing a sufficient number of words, learners would be able to chain these words together to construct meaning for communication.” As Barton (2001, p. 88) mentions “And, the more they read, the more their vocabularies will grow.” When students have enough words, they will be able to read more. Once they do this, they will learn and understand better. Without enough words, comprehension is not going to happen. Vanisree and Charyulu (2015) insert that “vocabulary creates opportunities for the learners to communicate effectively in English. It also helps the learners to absorb the value expressed in literature and also stimulates the interest in the extensive reading of literature” (p.39). Again, students learn new words if they are exposed to authentic materials.

According to Wei and Attan (2013, p. 2), when students are exposed to a plethora of input, this will contribute to “vocabulary gain.” Based on what these scholars have written, the instruction of vocabulary works to strengthen both receptive and productive skills. When integrating literary genres in ELT, material adaptation is very crucial. Teachers should consider the level of their students and their interests. Students can show their interest in the selection of the materials. In the context of Nepal ELT classroom, short story in some literary texts, there is a lot of graph logical deviation, so it is better to avoid these materials. The deviations can be in spelling of the words, sentence structure, capitalization, and punctuation. Sometimes authors have their own style of forming new words. In addition, the texts chosen should not have vernacular language or a lot of slang and informal language.

This is since the learners will absorb these spellings, structures, and deviant styles as formal and academic style, especially for elementary and intermediate learners. All of these happen without realizing that literary language and formal language are two different registers. It happens that they claim that this is the right style because that author has used it somewhere in his/her work. So, most of the times learning without knowing and understanding the linguistic rules leads to confusion and creates problems for the learners. Therefore, it is the duty of language instructors to select the short stories carefully to avoid demotivation and anxiety from the language learners’ part. Moreover, the content of the stories must match their age and interest.

Above all, the meaning of the work should be suitable for them as cultures are different. So I became very interested and I feel I need to study on teaching vocabulary through short story at secondary level.

Objectives of the Study

The objectives of my study were as follows: -

- To explore the teachers' techniques/strategies of teaching vocabulary through short stories.

Research Questions

This study had followed the following research questions: -

- What are the teaching techniques or strategies do teacher use to teach vocabulary through short story?

Significances of the Study

The findings of this study will be beneficial for the curriculum designers and syllabus designers. They can take advantage of this research to find out the including short story in the textbooks and to advantages of it. Furthermore, they can pay close attention to the suitable short story mentioned in our ELT curriculum. Similarly, the results of this study will be equally significant for the textbook writers refers author of the short story. Textbook writers can be more conscious while the writing story where try balanced suitable of vocabulary during the developing plot and setting of the story in textbook.

Moreover, this study will be significant for the teachers, trainers, institutions, supervisors, subject experts, evaluators, policy makers and others who are directly and indirectly related and involved in the process of the textbook designing, writing, developing and teaching. Last but not the least this study will be highly significant for the students and the researchers who are interested in study on teaching vocabulary through short story at Secondary level.

Delimitations of the Study

Without study and investigation can be made limitation free because of several constraints such as economic, social and constraints of time. So this study cannot be an exception. The study had followed the following limitations: -

- This study was based on the teaching vocabulary through short story in grade nine.
- This study was based on the analysis of the English textbook of grade nine only.
- Observation checklist and interview guideline were the tools for study of teaching vocabulary through short story in grade nine.

Operational Definitions of the Key Terms

Central theme. While short stories of the past often revolved around a central theme or moral lesson, today it is common to find stories with ambiguous endings.

Contextual. Depending on or relating to be the circumstances that form the setting for event, statement or idea. For example, “They included contextual meaning in the footnotes.”

Literary device. most short story authors still work to create a distinct mood using classic literary devices (point of view, imagery, foreshadowing, metaphor, diction/word choice, tone, and sentence structure).

Main character. one or two main characters may be introduced without full backstories.

Plot. Short stories typically focus on a single plot instead of multiple subplots, as you might see in novels.

Setting. The setting of a short story is often simplified (one time and place)

Short Story. A *short story* is fictional work of prose that is shorter in length than a novel. Edgar Allan Poe, in his essay "The Philosophy of Composition," said that a short story should be read in one sitting, anywhere from a half hour to two

hours. Because of the shorter length, a short story usually focuses on one plot, one main character (with a few additional minor characters), and one central theme, whereas a novel can tackle multiple plots and themes, with a variety of prominent characters. There is some key element of short story which are: -

Synonym. a word or phrase that means exactly or nearly the same as another word or phrase in the same language. for example, beautiful is a synonym of attractive or appealing.

Textbook analysis. Textbook analysis refers to the process of examining the different aspect of textbook to find out whether it is relevant, suitable, appropriate and effective for the target readers. Moreover, it aims at finding outs the strengths and weakness of the textbook.

Textbook. In this study textbook refers to the prescribed textbook for grade nine in Nepal.

Vocabulary: Vocabulary forms an integral part of the process of reading and readers' comprehension. It implies receptive vocabulary and expressive vocabulary. Receptive vocabulary refers to the words that we hear and read while expressive vocabulary implies the words that we speak and write. It is rightly said that without vocabulary, it is not possible to convey anything. Vocabulary is denoted as "the group and collection of words that are known and used by a particular person". It can also be defined as "a list or collection of words or phrases that are normally alphabetically arranged and defined or explained".

Chapter Two

Review of Related Literature and Conceptual Framework

This chapter includes the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

Review of the Theoretical Literature

Literature review includes the scholarly writings of different people in the related field. It also includes the review of books, articles, journals, and other sources relevant to a particular issue, areas, or research or theory and provides description, summary and critical evaluation of these works in relation to the research problem being investigated.

Short story as means of learning vocabulary. Literature is mirror of society. There are different types of literature we can find in our textbook where, short story is one kind of literature. Among those all literature short story is different and help to understand the particular nature of society. According to Abram's (2001, p.198) short story is a brief work of prose fiction and its most of terms for analyzing the component elements, the types and the various narrative techniques of the novel are applicable to short story as well short stories are those stories that can be read easily in a single setting. There are different elements in a story. They are plot, character, dialogue, setting, language style and theme.

Technically, vocabulary refers to set of lexemes including single words, compound words and idioms. This means that a new item of vocabulary may be more than a single word. For example, post office and brother in law which are made two or three words but expresses a single idea. Meara (1997, p.21) presents that despite the abundance of research on vocabulary acquisition that has been conducted by linguists, psychologists and theories of acquisition, there is still no generally accepted strategy of vocabulary acquisition. A vocabulary of language conveys a particular meaning, which is one of the most powerful means of use it. Vocabulary has considered as other words; no language can be formed without the existence of vocabulary. Richard and Renandya (2002, p. 33) states that in the past, vocabulary teaching and learning

were often given much little priority in second language programmers, but recently there a has been renewed interest in the nature of vocabulary and its role in learning teaching.

Using short stories is an effective way to learn vocabulary in EFL It is argued that students who read widely have extensive vocabularies (Blachowicz & Fisher, 2004, p. 123). Stories allow the readers to use their imagination to possibly engender new option and hopefully act with foresight. Learning vocabulary through short stories also helps the teachers create different contexts where students should use the language to communicate, exchange information and express their ideas. Paredes (2010, p. 56) study revealed that the majority of English preservice teachers found short stories interesting to use both as materials for self-enjoyment and as the components of language skill classes. In short, short stories are teaching media that can facilitate the students to learn more about vocabulary.

Al-Dersi (2013, p. 89) listed several strengths of short story use in language learning. First, a short story makes learning English an enjoyable and attractive process for learners. Second, a short story stimulates learners' curiosity about the target culture and language. Third, the short story encourages language acquisition and the learners' language awareness. Fourth, a short story offers new words with the actual usage in many forms, thus learners can understand the meaning and the usage in the context of the new words. Fifth, the short story makes the readers guess what would happen next and therefore involve them in that process actively and help them understand the meaning of new words they encounter through context. Sixth, a short story offers opportunities for EFL teachers to integrate them with productive skills like speaking and writing. Seventh, the short story makes the students can bring it everywhere; it does not need much time to read it. Eighth, creative opportunities: it encourages the students to be creative students. From the statements above, it can be concluded that the short story technique has many advantages, such as increasing vocabulary, enjoyable method, offers the usage in context, and not consuming much time. Brabham & Villaume (2002) asserted that a thoughtful assurance to reducing gaps in vocabulary and comprehension includes instruction allowing all students to learn and use strategies that will enable them to discover and develop understandings of words throughout the independent reading.

Types of short story. Different scholars have categorized short stories into different types being based on different basis. But here I have mentioned some types of short story mentioned in our text book which are as follows: -

Anecdote. An anecdote is a short account of something interesting and amusing, which usually tells a story about a real person and/or incident. Often, anecdotes are used to illustrate or support a point in an essay, article, or chapter. They are very short, but have no specific limits. An example anecdote about Ralph Waldo Emerson: “In [Ralph Waldo] Emerson’s later years his memory began increasingly to fail. He used to refer to it as his ‘naughty memory’ when it let him down. He would forget the names of things, and have to refer to them in a circumlocutory way, saying, for instance, ‘the implement that cultivates the soil’ for plow. Worse, he could not remember people’s names. At Longfellow’s funeral, he remarked to a friend, ‘That gentleman has a sweet, beautiful soul, but I have entirely forgotten his name.’ Perhaps most touching was his term for umbrella– ‘the thing that strangers take away.’”

Drabble. A drabble is an exceptionally short piece of fiction, usually of exactly 100 words in length not including the title. The purpose of a drabble is extreme brevity and to test an author’s skill at expressing himself/herself meaningfully and interestingly in very confined space.

Fable. A fable is succinct story featuring anthropomorphic creatures (usually animals, but also mythical creatures, plants, inanimate objects, or forces of nature) to tell a story with a moral. Often the moral is explicitly told at the end. A fable is similar to a parable, but parables do not. The most well-known example of a fable would be any of the many told in Aesop’s Fables. The one I always remember the best is The Ant and the Grasshopper.

Feghoot. A feghoot is an interesting short story type also known as a story pun or a poetic story joke. It is a humorous piece ending in an atrocious pun. It can be very short, only long enough to sufficiently illustrate the context of the piece enough to lead up to pun. I found an interesting blog of all feghoots. This one is a good example and totally groan-worthy as the format requires: The Buck of the Draw.

Flash fiction. Flash fiction refers to an extremely short piece of literature. It has no widely accepted length, but has a debated cap of between 300 and 1000 words. I found a whole webpage of flash fiction, called Flash Fiction Online. It has a small section of fantasy and I thought this one a good example to share: One Last Night at the Carnival before the Stars Go Out.

Frame story. A frame story is also known as a frame tale or a nested narrative. It is a literary technique of placing a story within a story, for the purpose of introducing or setting the stage for a main narrative or a series of short stories. A few good example of a frame story would be a flashback within a larger piece or a quest within a larger game environment.

Story sequences. A story sequence, also called a short story cycle or a composite novel, is a group of short stories that work together to form a longer piece, while still functioning as complete short stories on their own. It would be hard to link to an example, but the best I can think of are several of the works of Isaac Asimov – the Foundation books and I Robot (the original book, NOT the story portrayed in the Will Smith movie) in particular. They are not a novel in the traditional sense, but instead a collection of short stories in chronological order that both tell small stories and one larger one.

Vignette. And finally, we come to the vignette, which started this whole post in the first place! A vignette is a short, impressionistic piece that focuses on a single scene, character, idea, setting, or object. There is little emphasis on adhering to conventional theatrical or literary structure, or story development. ‘It’s hard to believe,’ he said, ‘that after all these years I still got to write the word “Providence” in here every time I make out one of these things. Now, there’s no possible conceivable way you could make this journey *without* going through Providence, yet the Company wants the word written in here just the same. O.K., here she goes!’ He gravely wrote ‘Providence’ in the proper space, and we experienced anew the reassurance that rail travel is unchanged and unchanging, and that it suits our temperament perfectly—a dash of lunacy, a sense of detachment, not much speed, and no altitude whatsoever.”

Vocabulary and types. Teaching is significant when we are going to teach vocabulary in ELT classroom. Therefore, vocabulary is essential for communication process. There are several kinds of vocabulary but here we categorize vocabulary items from different perspectives in general.

Active and Passive vocabulary. Active vocabulary comprises words that learners understand and use in speaking or writing. So, it is known as productive vocabulary. Doff (2003, p. 46) states that words which students will need to understand and also use themselves are called active vocabulary. In teaching active vocabulary, it is usually worth spending time giving examples and asking questions, so that students can really see how the word is used.

Passive vocabulary comprises words that learners understand when they listening to speech and when they read but do not use yet. Therefore, it is also known as receptive vocabulary. Doff (2003, p.48) express that words which we want students to understand but which they will not need to use themselves are called passive vocabulary. We can assume that students have a store of words but it would be difficult to say which active vocabulary are. A word if it is not used. A word that situation or the context provokes its use. In other words, the status of a vocabulary item does not seem to be a permanent state of affairs.

The primary aims of foreign language teaching should be to convert passive vocabularies to active vocabularies. It is also true that some vocabularies that are active in the beginning may become passive with the time gap, if not revised repeatedly. Therefore, the more the student play with the new words, the more they learn and increase the store of their active vocabulary.

Content words and function words. Word are classified in different ways. However, the major categories are content words and function words. Content words are words which refers to a thing, quality, state or action and which have meaning when the words are used alone. Richards and Schmidt (1958) states, “the words which refers to thing, quality, state or action and which have meaning in isolation are known as content words and the words which have little meaning on their own, but show grammatical relationship in between sentences are known as function words: content words are mainly nouns, verbs, adjectives and adverbs. Content words are also called

lexical words connections, prepositions, articles, etc. Function words are also called grammatical words, form words, structural words, or empty words. Content words convey the primary meaning entire area. They have thus great extensions. The content words can be further divided into common core and specialized vocabulary. Lado (1964, p.29) makes the similar distinction into three levels; (a) vocabulary to operate the patterns and illustrate the pronunciation of the language (b) vocabulary to communicate in different areas of wide currency and (c) aesthetic and technical vocabularies.

Actually, a word is supposed to be a perfect word if it has its own meaning. Nevertheless, function words are almost meaningless in isolation. Therefore, they cannot share the quality to the perfect word. On the other hand, content words are independent and have quality that is more meaningful. However, only literal denotation or dictionary meaning is not always complete meaning of words because they have different connotations, which are obvious by situational use.

Strategies of teaching vocabulary items. Introducing new vocabulary items may require either explicit instruction or implicit discovery techniques. Harmer (2007) presents some explicit techniques such as elicitation, miming, demonstration and modeling. These techniques, which are used for introducing new vocabulary, are useful to develop various aspects such as spelling, pronunciation, meaning, use etc. Harmer presents various examples to show how new vocabulary can be introduced. Firstly, he suggests that elicitation techniques can be used so that some of the students may show their acquaintance with the new word or vocabulary being introduced.

Techniques of teaching short stories. A comprehensive taxonomy of common short story teaching techniques are as follows:

- a) Narration
- b) Participation
- c) Visual aids
- d) Character stories (focused on the story or a puppet as a character)
- e) Dramatic
- f) Role playing
- g) Play activities

- h) Puppets
- i) Using flannel Graph

Importance of short story in classroom. According to Collie & Salter (1987, p.109) short stories are often ideal ways of introducing students to literature in ELT classroom for following reasons:

- They can usually be dealt in single class.
- They are less difficult for foreign learners on their own.
- They offer greater variety for teacher to choose varieties of short texts according to the tastes and interests of the student.
- They can be used not only in long term course but in short term courses as well.

Importance of teaching vocabulary in classroom. The most natural building component of language is vocabulary. In contrast to words, which always have meaning, sounds have no meaning at all on their own. Without words, we are unable to communicate, hence verbal communication is necessary for conversation. In order to master the lexis of a language, language learners must choose their words carefully. A speaker makes a positive impact on the listener. Thus, vocabulary instruction is crucial.

Regarding the importance of teaching vocabulary, harmer (2003, p. 153) asserts that if language structure makes the skeleton of language, then it is vocabulary that provides the vital organs and shape. Similarly, Thornbury (2002) says: without grammar very little can be conveyed, without vocabulary nothing can be conveyed. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. Most learners acknowledge the importance of vocabulary acquisition.

From the above description, we can say that vocabulary is the basic unit of language. It should not be neglected in teaching and learning. Nowadays, it is widely accepted that vocabulary teaching should be the part of the syllabus and taught in the well-planned and regular basis.

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

- They are usually being dealt in single class.
- They are less difficult for foreign learners on their own.
- They offer greater variety for teacher to choose varieties of short texts according to the tastes and interests of the students.
- They can be used not only in long term course but in short term courses as well.

According to the Toastmaster international offers the following points are considering as if we are using an existing story, the workbook “Storytelling” we must:

The age of the audience. Are your listener adults, teenagers or children?
Different age group prefer different types of stories.

The type of audience. Are your listeners’ boys, girls, and men women?

The social and intellectual levels of your listeners.

Generally, younger children enjoy stories with plot and action. Older children and adults like stories with more humor and interplay with characters. All ages enjoy rhythm and movement of event in stories. Stories should be well paced, with few slow and no dull spots.

Likewise, Lazar (1993, p.83-84) discusses the following assignments and activities for teaching short stories that are frequently utilized in story presentation.

Pre- reading activities. It is the initial phase of short story instruction in the classroom. The instructor help the pupils get ready for the class and the assignments. The teachers can use questions about the story at this point to get the kid’s attention, or they can be asked to describe the images that go with the stories.

The following are the activities of this stage.

- Aiding kids from different cultural backgrounds
- Pique pupils' interest in the narrative
- Introducing vocabulary

While-reading activities. At this stage, the teacher presents the task to be performed. The students read the story silently and answer the questions or perform the task specified. The teacher is required to watch students and evaluate their activities being silent but attentive. At this stage, the following activities are done.

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

Post-reading activities. At this stage, the students' answers are checked by the teacher directly or indirectly. The teacher clarifies the ambiguities if the students are confused at some points. The following activities are included in this stage:

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

Teaching vocabulary strategies

Take students perspectives. Adjust lesson plans to accommodate any problems that students encounter as they learn new words. Show them how to take a word they've never heard of before, sound it out and show its use in a sentence or two. They will pick up on its meaning through the sentences.

Try using word wall. A word wall encourages kids to focus on learning new words. Word walls are easy to create! Simply type or handwrite a list of words in large letters and hang them up on a bulletin board or a wall where students can see it every day. Be sure to add new words throughout the year so that your students deepen

their knowledge of unknown words and their meaning. Invite your students to take part in creating a bigger wall and add pictures, synonyms and antonyms to each word. If they are having trouble grasping the meaning of specific words, adding synonyms can help ease confusion. Word walls provide a fun way to increase your students' vocabulary skills.

Create vocabulary notebook. Vocabulary notebooks encourage students to expand their prior knowledge and boost their English language proficiency. Hand out notebooks so that they can jot down new words and their meanings. You can motivate students to think about writing synonyms and antonyms beside each new word. And speaking of opportunities, a perfect time for students to practice their language with vocabulary notebooks is during writing periods. A regular cadence of writing periods coupled with their vocabulary notebooks will encourage students to reflect on the words they've learned and to actively use them in their writing to get additional practice. These vocabulary word books remind students of their advancement. It'll help them realize just how much they've progressed throughout the year.

Connect the word meaning with semantic mapping. Semantic mapping is a type of graphic organizer that displays a relationship between specific words and phrases. Select one student to draw a keyword on the chalkboard. Next, encourage students to participate in creating the map and write words that are connected to the keyword. For example, a student or teacher could write the keyword "farm" on the chalkboard. Your students would take turns writing words such as cow, barn, horse, hay and farmer. Semantic maps help build students' vocabulary and reading comprehension. Teachers can add more challenging words each week. As students grow their vocabulary, they will become confident in their reading and writing abilities.

Encourage to reading comprehension. It's crucial to every student's academic success to develop reading comprehension abilities. A variety of teaching methods, combined with consistent reading assignments, should help build comprehension and vocabulary development.

Here are the mentioned some tips to help strengthen your students' reading comprehension skills:

- **Class discussion about books they are reading.** Talking about books helps students to remember the stories and promotes comprehension.
- **Phonics.** Practicing phonics is a fun way for kids to build their vocabulary skills. Phonics helps students master sounds and differentiate between letters that sound the same as "s" and "th".
- **Reading grade-appropriate books.** Give your students books suited for their grade level. Books should be easy enough for kids to understand the story's meaning but challenging enough to expand their vocabulary.
- **Read aloud.** Get students to take turns reading aloud to help them see words and to hear them, too. They can learn how to pronounce the words as they go. Be mindful of students who might find reading aloud in front of the whole class to be daunting. If any students come to mind, it can help them to read aloud to a partner, teacher, parent or small group.

A brief review of present grade nine English textbook. The present grade nine English textbook is published Government of Nepal, Ministry of Education, Science and technology, Curriculum Development Centre (CDC). This book has all rights reserved, no part of this publication may reproduced, transmitted in any other form or by any means without the written permission of the publisher. This book first edition was published on 2022 AD. However, this does not prohibit making photocopies of its pages for teacher training or other non-profit making purpose. This textbook has wide that the learning English should be based on authentic materials, they retrieved and adapted the texts and tasks including the audios from various authentic sources.

Therefore, the center intends to extend its acknowledgements to all of them who guide during the development of this texts book. The textbook includes altogether eighteen units and contains variety of materials from various genres and the engaging exercise which help learners to achieve the competency and learning outcomes set in the curriculum. In order to make it user friendly as much as attempt has been made. Different pictures can be seen in the textbook.

In each unit, there are various activities for the students to develop language skills and aspects. Each unit contains different types of exercise to develop four

language skills viz. reading, writing, speaking and listening and also grammar is included in each unit. In order to, conduct listening activities even without audio player listening script is given at the end of each unit. The activities which contain all skills and aspects of language have been incorporated in the exercise part of the textbook. The book is designed by keeping communicative competence in the mind. So, the textbook is claimed to be communicative. By the end of the book, there is glossary for both students and teachers so that they could consult it when they feel difficulty to find out the meaning of the words. Not only meaning but also the pronunciation is given along with the meaning with phonetic symbols. Both students and teachers can use it whenever they encounter with difficult vocabs. By the end of every unit there is a section called fun corner which includes logical questions, jokes, puzzles and riddles and makes student refreshed.

Regarding the physical aspects of the textbook, it has loose binding and the paper quality is medium. This text book is really nice because this book is design for student so, we can say that this book is designed by student's perspectives. Book is colorful and try to insert the pictures as much as possible which help to understand the meaning and theme of the content. This book is fully helpful and guide to the students. Layout of the book is colorful to some extent which made the textbook quite attractive but the layout page much better and strong. In a conclusion, it is not so good in terms of physical aspects it is appropriate in terms of pedagogical aspects since it includes various, text, activities and exercise for the overall development of the students (We will discuss on thesis regarding the story which are mentioned in our grade nine course book).

Review of Related Empirical Literature

Vocabulary teaching has become a wider field of research in language teaching. Various researcher has been carried out it this field in both national and international level.

Aryal (2019) carried out a research on "Vocabulary Achievement of Madrasa Versus Public School Students of Grade Five." The main objectives of this study were find out the vocabulary achievement of public school's students to private school's students. Her study aimed to compare the vocabulary achievement of these

two types of school. Research tools were classroom observation for data collection. Data analysis procedural were thematically interpreted. The findings showed that the achievement of vocabulary of Madrasa School was better than that Public School.

Thapaliya (2018) carried a researcher on “A Study on techniques of Teaching Vocabulary. A Case of Secondary Level English Teachers.” The main objectives of the study were to find out the common procedure of teaching vocabulary and to compare these procedures in terms of aspects of vocabulary. He observed the class of secondary level English teachers. The finding of the research was seen somehow effective in vocabulary teaching.

Poudel (2017) did a study on “Activities used in teaching short stories at secondary level” with goals of examining the activities utilized by teachers in teaching short story at secondary level; Using a purposive sample technique, he chose 35 English teachers at the secondary level from 35 different schools in the Taplejung regions. He gathered data using a questionnaire and checklist for observing classes. He discovered that the majority of teachers thought the short story teaching activities were helpful. Additionally, he discovered that employing diverse activities at various levels to teach short stories had been quite effective and that the kids had been motivated. Raut (2017) carried out a research on “A Study of Strategies Used in Teaching Vocabulary. A Case of Lower Secondary Level Teacher.” He aimed to find out the vocabulary teaching strategies used by lower secondary school teacher in terms of meanings, use word formation and grammar. He used an observation from as the tool to observe the class. The findings showed that most of the English language teachers read the passage loudly and explained the meaning of words in Nepali. They gave emphasis mostly on word meaning and word use.

Devkota (2016) carried out a research on “Vocabulary Achievement of Students from Different Ethnic Group.” He attempted to compare the achievement of vocabulary items used in English textbook of grade eight among ten different ethnic groups, viz. Chettri, Brahmin-hill, Magar, Tharu, Tamang, Newar, Kami, Yadav, Rai and Gurung. As a whole, it was found that Brahmin-hill students were found most proficient in vocabulary item that any other group whereas students from Kami ethnicity were found least proficient.

Acharya (2016) carried out an experimental research on “The Effectiveness of Teaching vocabulary through Real Objects.” He carried out the research practically and comparatively to find out the effectiveness of teaching vocabulary through real objects. He did experiment at grade two. A test consisting different items was main tool. He found out that teaching vocabulary through real objects. He did experiment at grade two. A test consisting different items was main tool. He found out that teaching vocabulary through real objects at grade two is more effective that teaching without real objects.

Gyawali (2015) has carried out a research on “A Study on Vocabulary Teaching through Direct and Indirect Techniques: A Practical Study.” The main purpose of that research was to compare the effectiveness of Direct and Indirect Technique. He did this experimental research in class IX with the help of pre and posttest. The finding showed that the direct technique was somehow effective in vocabulary teaching.

The research was done by Joshi (2012) and was titled “Effectiveness of Using Technology in Teaching Short Stories.” This study looked at how well projectors, labtops, power point presentations, multimedia, and the internet can all be used to teach short stories. First, he taught short stories without the aid of technology and used the students’ pre-test as a guide. In addition, he used technology to teach the students short stories and administer the test during the post-test. He then compared the outcome. He discovered that utilizing technology to tech short stories is more effective than not using it.

Tiwari (2012) has carried out a research on “A Study on English Vocabulary Achievement by the Students of Grade Ten.” The purpose was to find out the proficiency of vocabulary achievement use in English Textbook of Grade Ten. He also attempted to analyze the difficulty level of the vocabulary on the basis of the students’ intellectual maturity. The findings of the study revealed that the English language vocabulary achievement of the grade ten was not found satisfactory in total. So far as the difficulty level of vocabulary items is concerned, 43.15% of them were found beyond the students’ intellectual maturity.

In 2012, Upreti conducted research on “Teaching Short Stories: Challenges and Issues.” The goal of this study is to identify the difficulties and problems associated with teaching short stories. He conducted his investigation using a questionnaire and an observation checklist. His sample size was composed of 15 English teachers from Kathmandu’s higher secondary schools. He employed non-random, judgmental sampling techniques. He discovered that short stories’ lengthy frameworks and challenging terminology made them challenging for teachers to teach. It was determined that training sessions, workshops, and refresher courses should be held for teachers in order to learn that is difficult which is associated with short stories while teaching learning classroom.

After reviewed of empirical literature I have found some gap between those researchers who had research on teaching vocabulary through short story they research on their context only. They have tried to cover overly but that is impossible because in the context of Nepal, teaching areas as well as curriculum is different than one researcher to another. Therefore, our curriculum and level of the student as well as teacher are less or more trained than theirs. We can’t accept the truth as they provide us by the conducted research because we have different context than their and different techniques used by teachers while teaching.

Implications of the Review for the Study

In literature review, our central focus is to examine and evaluate what has been studied before on a topic and establish the relevance of this information to our research. This review of the study may obtain from the variety of sources including books, journals, articles, reports and previously done theses and researches. This entire source helps to be clear and focus on research problem, improve methodology and contextualize the findings. Review of the study helps a researcher to form the objectives, research questions to select research tools and data collection procedures, to adopt methodology, and even to analyze collected data. Similarly, from the review of related literature researcher learns which methodologies have proven useful and which seem less promising. To be specific review of the study helps the researcher to be in a track and prevent from being derailed. It is equally important to examine and evaluate what has been explored and what has not been explored yet for finding new

area for further research. In order to conduct this research, I have gone through several books, articles and journals. The aforementioned studies have their own value and importance in their respective fields. Firstly, I have gone through published thesis by Tribhuwan University student submitted that thesis title is “Challenges of teaching short story at higher secondary level which was presented by of Tyson (2006), Wardhaugh (2008), Carmon (1990) help me to extend my knowledge regarding feminist criticism and about gender. Similarly, from Sheldon (1988) Hutchinson & Torres (1994), Brugeilles (2009) I have got sufficient idea about textbook and textbook analysis. Likewise, from the study of Kunwar (2018), Shahi (2017), Gyanwali (2015) helped me to gain the theoretical ideas of textbook analysis and feminist criticism. Furthermore, these researches help me to form objectives, collect data and to analyze collected data.

Conceptual Framework

This research study was based on the following conceptual framework.

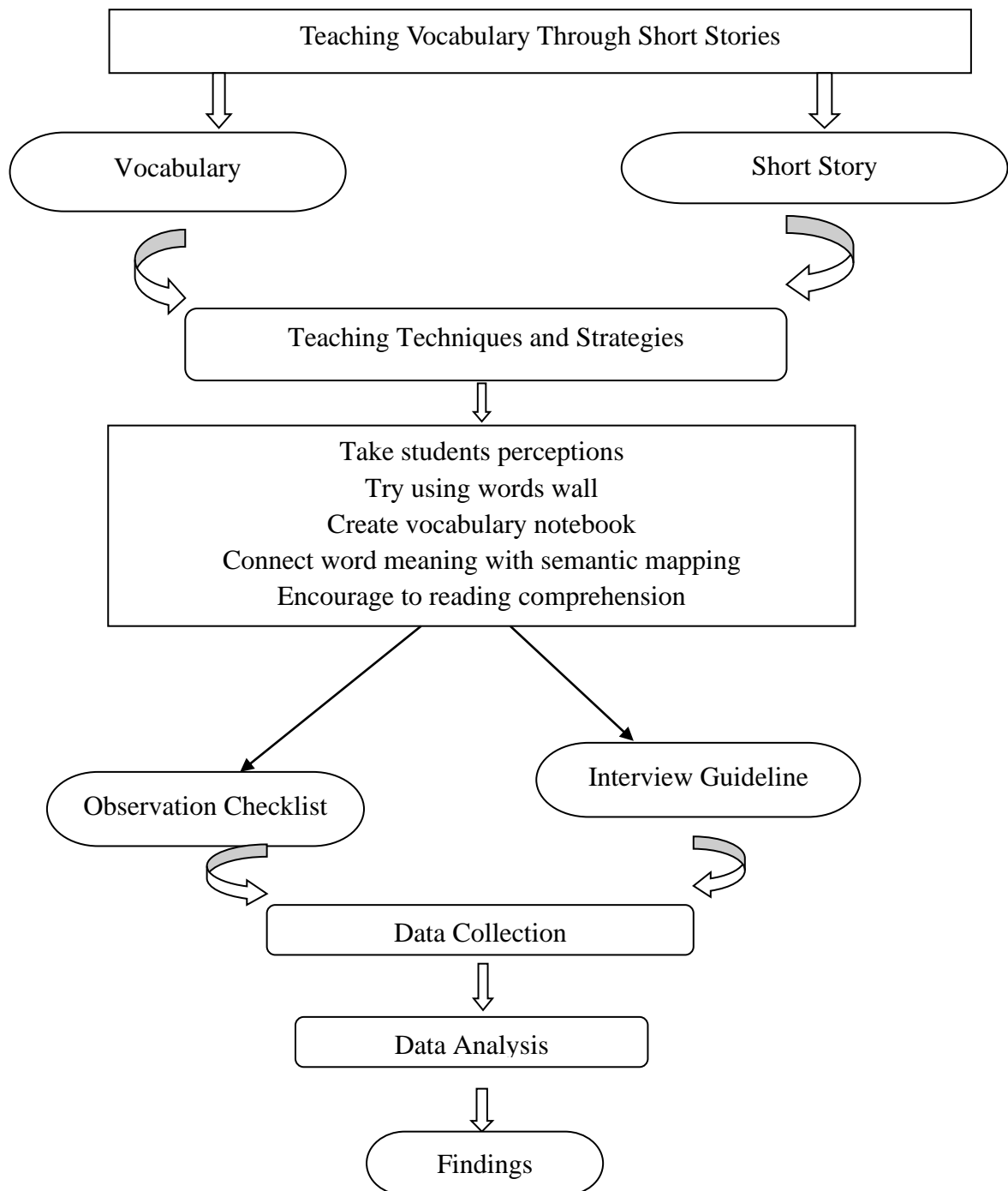


Fig 1: Conceptual Framework of the Study

Chapter Three

Methods and Procedures of the Study

This chapter constitutes the methodological procedures that will be incorporated in carrying out this thesis research. It includes different sub-headings. These include design and method of the study, population, sample and sampling strategy, study area/field, research tools, sources of data, data collection procedure, data collection and interpretation procedure and ethical considerations.

Research Design and Method of the Study

Research design is the framework of research methods and techniques chosen by a researcher. It represents the researcher's strategy for answering the research questions that are driving the investigation. It is a blueprint, or outline, for conducting the study in such a way that maximum control will be exercised over factors that could interfere with the validity of the research results according to Polit & Hungler (1999, p. 155). It can even be considered as a scheme or plan of action for meeting the objectives. Thus, it is always acknowledged to be an important factor in a research study as it helps researchers to plan and implement the study in a way that will help them obtain the intended results.

There are a number of research designs used in conducting the researches. My research design is qualitative and I have done my research through case study approach for carrying out this research. A qualitative research design is a research method that based on the disciplines of social sciences like education, psychology, sociology and anthropology. Therefore, the descriptive research design allows for in depth and further probing and questioning of respondents based on their responses. This methodology focuses more on the 'what' of the research subject than the 'why' of the research subject. It provides an accurate account of characteristics of a particular individual event or group in real-life situation (Polit & Hugler, 1999, p.189). This design may be used for the purpose of developing theory, identifying problems with the current practices, justifying current practice, making judgments or determining what others in similar situations are doing (Waltz & Bausell, 1981, p. 7). The purpose

of this design is to provide the perceptions and views of the respondents about the phenomenon studied (Burns & Grove, 1993, p. 293).

This research incorporated the fundamental methods of the qualitative research design as mentioned below: -

- Step 1: Identify a research topic
- Step 2: Conduct a review of the literature
- Step 3: Develop research questions
- Step 4: Select the participants
- Step 5: One on one interview with respondent
- Step 6: Collect their response
- Step 6: Analyze and interpret the data
- Step 7: Final research result

The case study approach is the primary methodology used in this research study. Since my study is qualitative in nature and a case study easily matches the definition of a case in my study, it is not a methodological decision but rather a choice of what is to be studied. According to Merriam (1988), a case study is comprehensive, in depth description and analysis of a particular thing, like a phenomenon or a social boundary. According to Nunan (1992, p.77), case studies are particularistic, descriptive, and heuristic and mainly rely on inductive reasoning when processing different data sources.

I observed 5 classes with 5 teachers to identify the methods of teaching short stories at the secondary level in order to gather data for in-depth information. I kept a journal during the observation period to learn the strategies. According to Best and Hahn (1993), "Case studies are not confined to the study of individuals and their behavioral characteristics" (as described in Kumar 1999, p.113). I decided to use a case study approach to research the methods of teaching short tales to secondary students in a real-world environment. Any example could be studied analytically, holistically, completely through repeated measures, hermeneutically, organically or culturally, or using a combination of methodologies. Case studies are referred described as "hybrid" methods because of this (Nunan, 1992, p. 79).

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Population, Sample and Sampling Strategies

This research method focused on describing individual experiences and beliefs. The eligibility criteria specify the characteristics that people in the population must possess in order to be included in the study (Polit & Hungler, 1999, p. 278). In this study, the participants have to be the secondary level teachers teaching English in the schools in Kathmandu Valley. So, the population of my study were the English language teachers from different secondary level schools in Kathmandu valley. The sample included 5 teachers from different schools all over the Kathmandu valley. I have used the semi-structured observation through open-ended questions to research objectives from my respondents for my study.

Study Area/Field

The major emphasis of my study was on the practices that are being exercised in the classrooms by English language teachers in Kathmandu valley in order to develop students' vocabulary skill through short stories. I have also focused in finding out their perceptions on this concept. Thus, I shall attempt to incorporate the following major fields in my study.

1. Teacher’s way of teaching English language vocabulary through short stories in classroom.
2. Teacher strategies for teaching short story for teaching vocabulary.

Data Collection Tools and Techniques

Data collection tools basically refer to the devices or instruments used in collecting data. Some examples of such tools are participant's observation. As the method or technique of data collection, I have used participant's *observation and interview (semi-structured)* for the conduction of my research. For participant's observation, I have constructed a questionnaire to get teachers answer as well as I have followed the unstructured observation in the classroom while teaching by the teacher. I have constructed the open-ended questions for observation and I have constructed the closed ended question for interview where both are related to my research objectives. Similarly, for observation, I have observation through the unstructured classroom while teaching vocabulary through short story in classroom. And I have taken interview through close ended questions for the teacher's strategies while teaching vocabulary which is based on my research objectives.

Data Collection Procedures

The following stepwise procedures to collect the data for my research. Primarily, I had developed one two sets of tools: one for observation checklist and another is interview guideline to ask my participants questions to get my research objectives.

- i. I had made correspondence with schools or English language teachers through my accessible mediums.
- ii. I had made a clear purpose for contacting/visiting them.
- iii. I had taken authorization from the related authorities.
- iv. I had made them clear about the confidentiality of their opinions, regardless of their positive or negative views.
- v. I had taken an interview physically and I had observed respondents' classroom teaching.
- vi. I had visited the different school and secondary level teaching classroom to meet my objective of the study.
- vii. I had taken interview with the help of interview guideline and I have recorded respondents answer of my questions.

- viii. I had observed the respondents' classroom and I had filled up the classroom observation form during the classroom teaching activities.
- ix. I helped the respondents to generalize and get the meaning of the key terms. I'm thankful to the respondents for giving their precious time and sharing their teaching experiences.

Data Analysis Procedures

I analyzed the collected data through systematically by using the appropriated research tools and methodologies. Especially, of this study was classroom observation which was shown in percentile in the table and interpreted manually. Another tool for this research I had taken interview after the classroom observation. I had recorded respondents' answers/information and I had transcribed the interview and described it thematically.

Ethical Considerations

I have got the permission before collecting the data from my supervisor as well as my respondents. We all need to get permission before collecting the information. I have followed the rules and basic norms and values as research has to maintain. I was aware of the citation of the sources and I have taken only required data and information from target group and stakeholders. I won't go against of my supervisor and participants while analyzing and interpreting the collected data. I have taken an account of the source language text book and the writer's cultural expression and identity. To maintain the ethicality, I have conducted my research by taking permission of sample populations that are collected from secondary level school teachers by informing them about my research objectives and purpose too. Similarly, to avoid the risk of plagiarism, I gave the proper credit to the all authors who have written books, journal, articles, and published as well as unpublished thesis.

Chapter Four

Analysis and Interpretations of Data

This chapter deals with the analysis and interpretation of data. Those data which was collected from participants of my research is classroom observation and interview research tool going to analyze in this chapter. This study primarily aims at finding out various types of techniques used by the English teachers in teaching vocabulary through short story at secondary classes. This chapter is devoted to the analysis and interpretation of collected data from primary sources. This information is tabulated and discussed after direct classroom observation.

Tabulation of information and then its analysis is followed by result and interpretation using statistical tools like tables and percentage. All this statistical tools have made this analysis and interpretation of result comprehensive.

Analysis of the Teaching Recorded in the Checklist

The researcher observed the classes of the English language teachers while they taught story. The teaching techniques using by respondents is analyzed and interpreted using simple statistical tool of percentage. By the name is clear that is the first stage of teaching the story in class. Here the following table deals with how teachers made the students prepare for the lesson and task to be performed. Different activities performed by the teachers were evaluated in terms of three categories viz. yes or no. after the teachers warm up if all the students were motivated to read then I mark on my checklist. Similarly, when most of the students get ready to read the short stories then mark in checklist again. In this way I have put these 3 categories to all the given activities.

Table 1: Pre Reading Activities/Techniques Used by Teachers

S.N.	Activities Techniques	Yes	No
1.	motivation	60%	40%
2.	Providing useful background information	80%	20%
3.	Dealing with the topic	60%	40%
4.	Giving introduction of author	0	100%
5.	Prediction of story plot	60%	40%
6.	Teaching vocabularies of the story	80%	20%
7.	Asking about the new vocabulary	60%	40%

When I enter the classroom with their teacher they all were looked at me suspiciously. After few second one of the respondent introduce me to his students' as a researcher and then they felt comfortable. I have prepared some teaching techniques for pre reading activities. I was setting with students and focus on teaching topic of the day. I was observing teacher classroom at the same time I was reading pre-reading activities write in the paper.

Above mentioned pre reading classroom observation result is prepared after the classroom observation which is primary data. There were 7 techniques listed for class room observation and result was shocking because we always expect something and result is different. Only 60% of the teacher motivated before teaching and 20% of the teacher are unable to motivate before teaching the content. Most of the teacher provide the background information before begun the real story. All of my resonant they didn't explain about the write or author of the story they only deal with title of the story and read the story. 60% of the teacher provide background information and 40% didn't mentioned background information. 80% of the teachers tell about the new vocabulary which is mentioned in the textbook and only 20% teacher didn't teach vocabulary.

Teacher tried to accept one of the activities mentioned above which is good part of this activities and but they didn't tell about the write which is related information must provide or share with the student to increase knowledge of the author and get inspiration from them.

While Reading Activities/Techniques

The following table deals with the activities adopted by the teacher while teaching vocabulary through the short story in the classroom of grade nine of government school. This also deals with how the teacher presented the task to be performed, how they watched and evaluated their students' activities. As in the pre-reading activity, here also the same categories had been used in the same way to evaluate the activities/techniques of the teaching vocabulary through the short story.

Table 2: While Reading Activities/Techniques Used by Teachers

S.N.	Activities/Techniques	Yes	No
1.	Dealing cultural aspect of the story	80%	20%
2.	Helping students to understand the plot	100%	0
3.	Helping students to understand the characters	100%	0
4.	Dealing with the difficult vocabulary	100%	0
5.	Categorize the characters from their traits	60%	40%
6.	Dealing with the linguistic problems	100%	0
7.	Ask students to predict the events one after another	80%	20%
8.	Giving the summary of the story	80%	20%

Grade nine students mind and knowledge is sharper than grade 6/7 because they read more book than lower level students. So, they want to read story and get meaning themselves even they don't want to ask teacher because they are shy in their nature. So, teacher emphasis on only complex vocabulary of the story because without that word meaning they can't get the sense of that paragraph. Therefore, while teaching vocabulary through short stories teacher need to teach through certain teaching strategies and techniques. Here we will discuss the primary sources of data which is mentioned above table.

After the pre reading activities teacher enter into the while reading activities which is common techniques of the teacher. Because teaching profession is quite similar in some teaching techniques so, this the one thing common to all teacher found in the world. Most of the teacher deal with cultural meaning provide in the short story because that story written in certain person who is influence by certain

culture. We need to introduce or tell the cultural aspect of the story which is going to read then student can get the story easily. 80% of the teacher they try to tell or describe the cultural meaning of the story and only 20% of the teacher didn't explain the cultural meaning in the classroom. 100% of the Teacher help to student get plot and character which is good aspect. 100% of the teacher help to student get the meaning of complex vocabulary found in the story. So, here we can say that teaching vocabulary through the short story is effective. This research proved that we can teach vocabulary through short story is effective way of teaching vocabulary at the same time they learn the story and enjoy the topic.

Post- Reading Activities/Techniques

This stage is at which the teachers clarify the ambiguities of the students are confused at some points. Directly or indirectly student's answers are checked by the teachers. The following table shows what and how the teachers clarified of the students, helped their students to make interpretation of the text, word meaning of vocabulary and what types of follow up activities/techniques were adopted by them after they taught the story to the students.

Table 3: Post-Reading Activities/ Techniques Used by Teachers

S.N.	Activities/ Techniques	Yes	No
9.	Getting the overview of the whole story	80%	20%
10.	Providing students with different critical appreciation	20%	80%
11.	Providing some literal meaning of new vocabulary in story	100%	0
12.	Help students for understand the narrators point of view	40%	60%
13.	Help students for write literal meaning of new vocabulary	40%	60%
14.	Writing a few paragraph using certain stylistic features of the story	60%	40%
15.	Writing review of the story with using new vocabulary	40%	60%

At the end of the teaching short story we have to summarize the whole story and students should listen and show their queries regarding the story and complex vocabulary too. Then only they know the story as well as learn new vocabulary

through story. Here I observe the classroom and collect the data and showing in the diagram so, now I am going to explain above table in the words.

Getting the overview of the whole story is most essential to know students get the story or not if not then they get time to know the story. 80% of the teacher in this research they provide the overview of the whole story and only 20% teacher didn't provide the overview of the whole story. Only 40% of the teacher helped their students for write literal meaning of the new vocabulary from the story. Which is not enough because students didn't learn that much vocabulary from the story as curriculum designer predicted. 100% of the teacher teach the literal meaning of new vocabulary through short story. Students write review on same story after they read using with new vocabulary. But teacher didn't mention to write the review after they read story. Only 40% of teacher used these techniques and 60% of teacher didn't adopt these activities.

Summary of Findings

Through the analysis of raw data, it has been found that most of the time in classes' teacher didn't provide background information of the text or story. They just interpreted what is in the text or passage. While reading activities is quite interesting and effective in the comparison with other two activities.

Similarly, in the post reading activities 100% of teacher give the overview of the whole story. On the other hand, only 20% of teacher provide students with different critical appreciation. Only 40% of teachers write a review of the story with using new vocabulary and 60% are passive on these techniques.

Analysis of information received from interview. To find out technique adopted by teachers in teaching the short stories, the researcher took interview before teaching vocabulary through short story in the classroom. The activities done by teachers were analyzed descriptively. I have visited 5 school located in Kathmandu valley and I had selected my respondent to complete my research on teaching vocabulary through short stories at secondary level (Nine class). I have visited 5 schools and I select grade nine English teacher of that government school. Where I have two type of research tool to collect data from them. One is interview guideline

and another is classroom observation checklist. Where I have prepared 14 question for interview and 3 criteria for observe the classroom of English language teacher. I observe the classroom and I have asked several question according to interview guideline. Where I have recorded answers given to me through my cellphone. I have observed the classroom and mark in checklist. Later I had transcribed the answer given by respondent from different school of the Kathmandu valley. Firstly, here tried to analysis of checklist and then answer collected from interview accordingly: -

Researcher asked some questions related with teaching vocabulary through short story?

T1. Teaching since 2005 and he is M.Phil. Scholar as well. He enjoys teaching English Language class. When he teaches short story that story touches mind and heart and students pay full attention while teaching short story. He thinks short story is suitable to teach new vocabulary. That is why I speak in target language because I wish they feel like they are in target languages.

In ninth grade textbook there are informative type of text so, we can't find the typical type of short story and this course book is new to him and his students. Inside this textbook we can find poem, journal, informative texts, story and interview.

If he is going to teach new vocabulary through short story, then he notes down the tough vocabulary in the board and tell students to pronunciation and if they cannot pronunciation then he helps them to spell new words. Sometime I give homework to write tough vocabulary in the story and write it on board with words meaning. Students get the meaning and try to use those word in practical world. For teaching short story we have to make environment while class is running. T1 think that short story tried to enhance all the language skills where reading skills is more emphasis because reading skill is essential one.

Students are attentive while teaching vocabulary. They store many new vocabularies from short story because they are attentive while teaching short story. He has his own techniques and strategy used during the teaching vocabulary through short story. Firstly, he uses student centric teaching style, passage reading one by one

students in the classroom, develop the sense from read passage, pronunciation repeatedly and use dictionary to find out the word meaning and pronunciation.

T1 suggestions for curriculum developer they should mentioned more short story in the textbook so, students can learn more vocabulary through short story. There are number of textbook in the market they mentioned verities of short stories so, we have to improvise our textbook. T1 think there are unnecessary essay mentioned in the textbook which is not suitable to those students who are studying in secondary level because their living style and knowledge is different than reading in textbook.

Interview with Teacher-2

T2 is from Hetauda and he is teaching as a government school from 2071 but he never dreamt to become a teacher. He did not enjoy beginning of teaching career but later due to experiences he enjoy his profession. I asked him about short story and he tell me there are some short stories mentioned in the textbook. All of those story is not good but this is all about the teaching skills and he think short story should try to enhance the vocabulary skills of students. In his opinion some short stories are not relatable with story name so, they must select the suitable name.

The term vocabulary is a word power you have had in your mind. Vocabulary is important of language and my teaching style is different than our teachers used to teach us. I do teach contextual meaning only. I do not emphasis on vocabulary I just read and tell them contextual meaning. If I am going to teach vocabulary through short story, then firstly I asked them to read text and get the meaning of the whole passage or text and they are trained to highlight the complex words and explain.

There are some activities for teaching vocabulary through short story like pre reading activities, while reading activities and post reading activities. But every day we cannot follow such activities in well manner is different thing. Actually, there are language skills which skills are enhance through those story mentioned in the grade nine textbook. T2 said every skill can have taught through short story. T2 taught vocabulary which was mentioned in the textbook. But he never used dictionary for teaching vocabulary because he wanted that word meaning should getting from the

passage not from dictionary. Therefore, he went with flow while teaching and students will try get meaning after they read the whole text.

T2 do not have any particular strategies and techniques for teaching vocabulary through short story in the grade nine classroom. Some time he uses dictionary when no one can get meaning of the vocabulary. Simplify the word with telling similar kind of word and sometime I give them to contextual meaning. And I tell them to highlight the complex vocabulary and read those vocabularies and get the meaning after read whole passage. Simplification of the word is my strategies for teaching vocabulary through short story. They read passage and observe the story deeply.

T2 has some suggestions to those teachers who are teaching in secondary level. While teaching vocabulary teacher should not ask students to read vocabulary separately because this is not necessary. Teacher only make student to listen story carefully then they can learn vocabulary automatically. Only ask them to read but don't simplify in Nepali which is bad way of teaching vocabulary. T2 think teachers shouldn't emphasis in teaching vocabulary they will learn automatically.

Interview with T3

She is from Heatuda and she has been teaching as a government teacher from 2072 B.S. as a secondary level teacher. Teaching language in the case of English language is really very interesting for her. For her teaching short stories is really interesting her students enjoy study stories and they seem relax while teaching short stories. Therefore, she likes to teach vocabulary while teaching language.

As I asked her about what types of short stories mentioned in grade nine textbook she said "there are many types of stories we can find in textbook such as folk tale, moral story etc." T3 emphasis on term "Vocabulary" vocabulary is the backbone of the language without knowing vocabulary we cannot get any meaning of the particular language. Vocabulary teaching is very important in the classroom. Without knowing vocabulary, we can't get meaning therefore, T3 create some kinds of motivation using smart chart board to teach vocabulary and use dictionary sometime

motivation and encourage all of the students for long lasting vocabulary memorization and use of such vocabulary.

T3 teach vocabulary mentioned in the textbook through training, by getting for long lasting memorization of the vocabulary mentioned in the story. T3 follows those teaching activities known as a technique for teaching vocabulary through short story in the classroom. In pre- reading she tells the students to find out the word meaning and while reading she gives them to explain through the contextual meaning. In post reading she gives them same kind of task which is mentioned or discussed earlier. She thinks teaching story help to develop communicative skills and four types of skills can gain through the teaching short stories.

T3 believes and teaching vocabulary in the help of short story is easy to teach and student get meaning easily they do not have to emphasis on vocabulary they try to understand the meaning of the passage and they try to understand the contextual meaning of the vocabulary. She did not mention any particular techniques because this is a postmodern pedagogy era. Therefore, their level and interest are different that one to another student. So, she asked her students to study or read all the short and she helped to paraphrase only.

Her strategies for teaching vocabulary mostly she used smart board for correct pronunciation and meaning of the words. Short story tries to enhance all the skills. T3 suggestion for those teachers who is struggling for teaching vocabulary through short story they have to use ICT and teach their student whatever teacher wants because teacher should provide the content which is help to enhance the students' vocabulary knowledge.

Interview with T4

T4 is teaching in government school since 2001 and he is Nepali citizen. He enjoys teaching language. His students always enjoy when he teaches story. He cannot define or find out that story is suitable or not but his students enjoy a lot when he teaches short story. Moreover, he enjoys when his students enjoy the story class. In the grade nine textbook there are number of short story mentioned and that day he teaches narrative experience story.

The term vocabulary he defines that he never tells his students to we are going to learn new vocabulary through this text because they focus only in the vocabulary and other parts losses. He teaches vocabulary when it needed to teach otherwise they learn while having exercise. Story is the best way to teach vocabulary no one doubts on this statement. But some of the story mentioned very tough and complex vocabulary and I tried to discover the meaning through the contextual meaning after reading story. And he follows the all the activities during the teaching short story in the classroom.

When T4 teaches narrative types of short story he tells the students to read aloud this one is his teaching techniques. Where students' read aloud and they can improve their pronunciation. This kind of skills can develop through the short story text reading aloud. According to T4 teaching techniques for teaching vocabulary through the short story is depending on situation and context sometime he uses realia and sometime word matching to teach vocabulary. He said scanning strategies is the best way of teaching vocabulary through the short story in the classroom.

Basically in his opinion narrative event or personalized experiences stories try to enhance or emphasize the reading and writing skills are mostly emphasizing in the grade nine textbook. He suggested those teachers who is teaching they have to upgrade their teaching style. Stop writing in the white board in Nepali which is bad way of teaching English language. Teachers must to give ample of opportunity to the students for read text time to time before telling the word meaning of those complex words in the story. Let them read and read again they will get the meaning and they will summarize the whole short story meaning after they read.

Interview with T5

He is teaching since 2053 in government school. He was lower secondary teacher when he was appointed as a teacher and now he is secondary level teacher. He enjoys teaching language but sometime he felt low when text book designer mentioned more than cognitive level of the student of grade nine and ten student. For example, "ism" was mentioned in the previous course book which was tough and that content seems like for master level students.

In T5 opinion student can create own story when they read one type of story but they are unable to create or write the story after they read a story. Only 50% of the student can make a story. Using ICT and showing the picture to develop the story write is effective for lower level but in this level student need more content. Vocabulary is a broad term but someone ask him to explain it then he explain synonym of the words. Teaching vocabulary through the short story is enjoyable and interesting but when my students want more synonymy of the words that time I felt low because I cannot give as much as they want. So, all teacher must have prepared before enter in the classroom special when you are going to teach vocabulary through the short story.

In the story there are many vocabularies which are not difficult but in the passage there are new words and they are tough. T5 said he involved in the reading activities. We can teach vocabulary but it takes long time to take parallel ways. He uses some techniques which is effective in my point of view which is by making the sentence of synonym words and match the following of the words. He adopts strategies to teach grammar while teaching vocabulary through short story is quite unique and effective one.

Vocabulary Teaching Strategies/Technique through Short Story

This research is conducting for fill the gap between pervious research and actually present context of teaching vocabulary through short story. Where my respondents/teachers were tried to provide me information which are mentioned below:

Paraphrase the text. Most of the teachers adopt paraphrase the text of the story. Respondents never emphasis on teaching vocabulary directly. Because they want their student learn vocabulary without knowing that. Firstly, respondents tell students to learn the text and explain the meaning of the text is directly connected with the learning vocabulary. Vocabulary teaching is very clever task in these days one of my respondents share thoughts.

Underline the complex vocabulary. Some of the respondents tell their students to underline the complex vocabulary so, students can get the actually

meaning of a particular vocabulary. Then respondents explain and write in the board such a complex vocabulary meaning. Few teachers use the smart board for explain the complex vocabulary meaning. This strategy is more effective than other strategies.

Use ICT for teaching vocabulary. Some of the teachers are using ICT for teaching complex vocabulary and some teachers wants to adopt this strategy but they don't have such environment and proper management each classroom. Using smart board is effective rather than other strategy for teaching vocabulary through short story.

Using synonym for teaching vocabulary. Some of the teachers teaching vocabulary through using multiple synonym of the particular vocabulary. Giving and writing several synonym word meaning is what actually students are seeking for. One of the teacher suggested that teacher must know several synonyms of particularly vocabulary and delivery while teaching such vocabulary meaning then they learn new vocabulary effectively through the short story.

No more vocabulary translation techniques used. Most of the teacher against of vocabulary meaning translation methods or strategy used by most of the language teacher. If we translated the vocabulary meaning, then students can't learn language effectively because translation. We can't be teaching vocabulary meaning in student's mothers tongue if we do this then they can't improve and increase vocabulary of any language. This technique is not appropriate for teaching vocabulary.

Suggestion for the curriculum developer word meaning must mentioned in the textbook so they can get the correct word meaning because curriculum designer must consider our landscape reality or distribution.

Chapter Five

Finding, Conclusion and Implication

I have presented the entire study's findings in this chapter, as well as its conclusions and some recommendations based on the data analysis and interpretation from chapter four. In this chapter, I have presented the whole findings of the study, conclusions and provided some recommendations based on the findings analysis and interpretation in this chapter four. The following findings, conclusions and recommendations of the study have been derived based on the analyzed data. I have presented the findings, conclusion and recommendations in the separate headings so, that will be comprehensible for the concerned readers.

Findings

On the basis of analysis and interpretation of the data, the major findings of the study are as follows: -

- a) Most of the teachers (60%) used reading activities while teaching vocabulary through the short story.
- b) Majority (80%) of the teachers reading passage and get the meaning through read passage is common techniques adopted.
- c) In my research while reading activities is mostly (80%) adopted by the teachers in the classroom.
- d) Helping students to understand the plot (i.e. 100%) done all of the teacher in the classroom while teaching vocabulary through short story.
- e) Writing review of the short story with using new vocabulary (i.e. 40%) is not good because most of the students can't write short story after they read short story in the classroom.
- f) Giving or getting the overview of the whole story by the teachers (i.e.80%) which is

Conclusions

This study entitled "Teaching Vocabulary through Short Story" was carried out to find out the teachers teaching techniques while teaching vocabulary through the

short story at secondary level. I have selected 5 English teachers who have been teaching at secondary level at Kathmandu valley. So, the sample population of the study was 5 teachers. Despite of obvious limitations of the study, including the relatively small sample of respondents that reflects the teaching vocabulary through short story at secondary level.

After that data analyzing, it is found teaching vocabulary through short story is become frequently used in the EFL classroom at secondary level. In this regard, many teachers take this form of techniques teaching language learning classroom. Here, in this study teaching vocabulary through short story has been focused on the techniques of teaching language. This current study will provide the crucial evidence on the teaching vocabulary through short story techniques in EFL classroom. Teaching short story is not easy task as well as teaching vocabulary. But if we teaching at the same time study learning two things at the same time and time will be automatically save.

This finding suggest that teaching vocabulary through short stories required the effective techniques are help to enhance the students learning ability. Providing motivation, providing ample of opportunity to perform, helping to enhance writing skill of the students. Drawing on the findings of this study get the best result from teaching vocabulary through short story. Firstly, curriculum developer should have mentioned the word meaning in the textbook as well as short story should not tough text that should be cover all the genera. Secondly, teacher must know the lots of synonym of those vocabulary so, they can teach vocabulary through giving example or playing match the similar word meaning but teacher don't translate the word meaning in students' mother tongue.

The researcher discovered that the teachers' while reading stage activities and tractics were effective. Instead of doing everything oneself at this point, teachers made their pupils actively participate in all the activities and approaches, such as making predictions about the story based on the opening paragraph. The pre-reading stage activities and strategies were considered to be satisfactory. Teachers required their pupils to participate in a variety of exercises/techniques, such as guessing the plot, coming up with questions relating to language and the story, etc. the researcher discovered that the teachers' while reading stage activities and tractics were effective.

Instead of doing everything oneself at this at this point teachers made their pupils actively participate in all the activities and approaches, such as making predictions about the story based on the opening paragraph. It was discovered that the teachers' post-reading activities and strategies were also excellent. At this stage. Teachers encouraged student participation in all activities and teaching methods by asking them to summarize the story or create a parallel narrative. Instead of doing everything individually. The researcher discovered that out of the three activities/techniques stated above, while reading activities were used most effectively rather than other stage in the classroom for teaching vocabulary through short story.

The researcher found that the activities/techniques presented by the teachers at while reading stage were good. In this stage teachers made their students active in doing all the activities/techniques like predicting about the story by reading the first paragraph rather than doing all the things themselves. It was found that activities/techniques presented by the teachers at post reading stage were also good. In this stage teachers made their students active in doing all the activities/techniques like asking to summarize the story, to develop similar story too. Rather than doing all the things themselves. The researcher found that among the above mentioned three activities/ techniques the while reading activities techniques were practiced most.

Implications

The findings of the study showed that appropriate used of teaching vocabulary through short story in the secondary level ELT classroom. However different approaches, methods, techniques, and its scholars advocated that teaching vocabulary through short story should be used in all the level of study. In those countries where traditional type of teaching vocabulary is applied by the teachers faced different kind of problems. It is not easy to teach students through short story i.e. English language vocabulary in the context of Nepal. So, based on this study "Teaching vocabulary through short story at secondary level" in ELT classroom, the following implications are suggested for the different areas.

Policy related. There should be the policy about the use of students' centered methods while teaching vocabulary through short stories.

- In a similar vein, in order to improve the teaching and learning short tale, policymakers and curriculum designers should examine the current frameworks of the teaching strategies already utilized in the classroom. Additionally, instructional resources should be made timely available in accordance with the learner's linguistics, social, psychological and economic circumstances.
- This study suggests the course designers of education to include moral and intellectual lesson giving types of short stories at secondary level.

Practice related

- Teachers should be diligent, come up with fresh, practical strategies foe telling stories in the classroom, and implement them.
- The institution should provide for the new teachers. Because the majority of the inexperienced teachers lack of the practical skills necessary to effectively teach stories in the classroom.
- For the teaching vocabulary through the short stories, teachers suggested that proper use of pictures, give definitions, synonyms, antonyms, matching word meaning items with vocabulary.
- While Meaning learning occurs when the students are allowed to confront real problems make choices and find solution. So. It is concluded that the students should be in the center of the learning process.

Further research related

- This study was conducted only in Kathmandu valley so, the finding of this study many not be applicable in the urban area because of the teachers use different techniques in teaching short stories at secondary level so, similar kind of research should be conducted in those urban areas as well.
- The sample of this study were only two secondary level English teachers thus to make more effective study on the techniques of teaching short stories further study can be conducted in more schools at different level.

- In this study, qualitative and quantitative (mixed) method was used to find out the techniques used by the English teachers in teaching vocabulary through short stories. So, further study can be conducted only in qualitative method.

However, I would like not to claim this study as a completed and full- fledged due to the several limitations. Thus, I would like to draw the attention on further studies in near future.

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Appendices

Appendix I

Participant Information Statement

Dear Informants/Respondents,

You are kindly requested to participate in a short interview for research study, entitled **Teaching Vocabulary through Short Story at Secondary Level** under the guidance of **Dr. Renu Singh**, Department of English Education, T.U. Kirtipur, Kathmandu. This study aims to explore the strategies adopted by teachers for teaching vocabulary through short story at grade nine.

In this interview, here are two types of questions that investigate the strategies adopted by teachers in teaching vocabulary through short stories are mentioned below. It will take about 25-30 minutes to share your experiences and opinion for certain questions. All the collected information from you will be highly confidential. The person in charge of this research study will also describe and shared answers from my research related questions.

I request you that please listen to my all questions and give me answer as you feel comfortable while having this interview. If you have any confusion or queries during this interview, please feel free to ask me. Thanking you.

Researcher

Ms. Kabita Niroula

Appendix II

Observation Checklist

School name:

Teacher's name:

Class:

Date:

(a) Pre Reading Activities

S.N	Activities	Yes	No	Remarks
1.	Motivation			
2.	Providing useful background information			
3.	Dealing with the topic			
4.	Giving introduction of author			
5.	Prediction of story plot			
6.	Teaching vocabularies of the story			
7.	Asking about the new vocabulary			

(b) While-Reading Activities

S.N	Activities	Yes	No	Remarks
1.	Dealing cultural aspect of the story			
2.	Helping students to understand the plot			
4.	Helping students to understand the characters			
5.	Dealing with the difficult vocabulary			
6.	Translating the text into Nepali			
8.	Categorize the characters from their traits			
9.	Dealing with the linguistic problems			
10.	Ask students to predict the events one after another			
11.	Giving the summary of the story			

(c) Post Reading Activities

S.N	Activities	Yes	No	Remarks
1.	Getting the overview of the whole story			
2.	Providing students with different critical appreciation			
3.	Providing some literal meaning of new vocabulary in story			
5.	Help students to understand the narrator's point of view			
6	Help to the student for write literal meaning of new vocabulary			
7.	Writing a few paragraphs using certain stylistic features of the story			
8.	Writing a review of the story with using new vocabulary			

Appendix III

Interview Guideline

- (1) What types of short stories you are teaching in grade Nine?
- (2) What give me your brief introduction and when did you recognized as a government school teacher?
- (3) Do you enjoy to teach English language?
- (4) Do you like short stories mentioned in grade nine textbook? How do you find those stories are they suitable to enhance student's languages skills or not? Please share your opinion on this.
- (5) What types of short stories mentioned in grade nine textbook? Would you like to share any kind of short stories that must mention in exiting curriculum of grade nine or not?
- (6) Would you like to teach vocabulary or not? And how do you teach vocabulary in classroom can you elaborate it?
- (7) How do you teach vocabularies mentioned in the short stories? What do you think when you teach vocabulary through short stories? Is it suitable or not in grade nine language students? Please share your opinion.
- (8) What types of techniques and strategies adopt when you teach vocabularies through short stories? Please share your ideas.
- (9) Would you like to share any suggestion for grade nine teacher's for teaching vocabularies through short stories? If you have then please share with us.
- (10) Do you follow the pre reading, while reading and post reading activities during the teaching short stories?
- (11) In your opinion which skills try to enhance through short stories in grade textbook nine?
- (12) Can we teach vocabulary through short stories in grade nine?
- (13) In your opinion is it sufficient of short stories mentioned in grade Nine Textbook or not?
- (14) What types of techniques frequently use while teaching vocabulary through short story?
- (15) Which types of the teaching vocabulary strategies used by teacher while teaching vocabulary through short story?

(16) How often do you help your students to create vocabulary notebook?

(17) What types of the skill you mostly emphasis while teaching vocabulary through short story?