

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a powerful vehicle of communication. We can express our ideas, desires, opinions and feelings with the help of language. It differentiates us from other animals. Linguistically, language has been defined as a voluntary vocal system of human communication. It is unique gift to human being only and is produced with the help of vocal apparatus.

There are so many languages spoken all over the world among them English is regarded as international and one of the languages used in the UNO. One third of the books, encyclopaedia, journals of the world are written in English. It is the richest language of all, and it is still growing by leaps and bounds.

In Nepal, English has long been taught as a foreign language in all the schools starting from grade one and upto bachelor level in different universities of the country. English is the appropriate international language for Nepal and a vital tool for any students to become successful in local, national and international communication.

Language and literature are always regarded as two inseparable entities. Literature has indeed a significant place in language teaching. Language study is incomplete without the study of literature. That is why Nils Erik Enkvist says, “unless you know something of the literature you do not really know the language”. Literature has been regarded as mirror of society

whatever changes the society undergoes, they will be reflected in contemporary literature in one way or the other. Grace Paley says “literature, diction, poetry, whatever makes justice in the world. That’s why it is almost always on the side of underdog”. Similarly, Sir Philip Sidney says "it is an art of imitation for a specific purpose; it imitates to teach and delight."

Literature includes various genres viz. Poetry, story, drama, essay, novel, etc. That is to say, story is one of the important genre of literature. It has become one of the successful and effective aspects of teaching literature.

The short stories belong to fiction. They are short and simple enough by nature. They are the account of invented or imagined events set in a chronological order. They are fictional narrative in prose, ranging in length from about 500 words to about 1500 words, often, though certainly not always, limited to a very few characters, a single setting and single incident. According to Edgar Poe, a short story is “a short prose narrative, requiring from a half-hour to one or two hours in perusal”. According to Abrams "A short story is a brief work of prose fiction, and most of the terms for analyzing the component elements, the types, and the various narrative techniques of the novel are applicable to the short stories as well." A stories that is shorter than a short story can be called as anecdote. Plot, character, dialogue, setting, language style, and theme are the essential elements of a successful short story. Short story can be categorized under myths, legends, fables, parables, folktales, fairy tales and so on.

In new English curriculum of secondary level in Nepal, stories have also been included to teach like other genres. There might be various strategies and relevancies about teaching stories at secondary level which was the task of the researcher.

1.2 Teaching English in Nepal: A Historical Glance

Formally, English language was introduced in our country along with the English model of education with the establishment of Durbar High School in 1854 A.D (1910 B.S.) following the visit of Junga Bahadur to the UK. He established a school for teaching English language at Thapathali. During that period the teaching learning process was only limited to Rana family. When Bir shumsher became the prime minister of Nepal, he built the building of Durbar High School in front of Rani Pokhari. After Bir Shumsher, Dev Shumsher became the prime minister of Nepal, who established many schools in and outside of the valley. He focused on development of education system so he was regarded as father of education. The opening of Tri-Chandra college in 1918 A.D. (1975 B.S.) was a new herald for the development of higher education in Nepal. During the time of Rana regime the situation of English language teaching was very poor.

Only after the advent of democracy in 1951 A.D. (2007 B.S.) the wave of education extended in Nepal. After democracy NEPC was formed in 1953 A.D. to collect the suggestions for the development of education in Nepal. The commission suggested that English language teaching should be started from grade four as a compulsory subject. But this plan was unsuccessful to meet the objectives. The introduction of ELT in Nepalese education

started only in 2028 B.S. with the implementation of National Education System Plan (NESP). It contributed greatly for the development of education. According to the suggestion of this commission, English language was started to be taught from grade 4 to the bachelor level as a compulsory subject and from secondary to the master level as an optional subject. It also focused on English language teacher training and introduced teacher education programme.

In 2046 B.S. democracy was restored in Nepal. National Education commission was formed in 2047 B.S. in order to give the suggestion to develop the education system of Nepal. It submitted its report in 2049 B.S. This commission gave more emphasis to the development of English language teaching in Nepal. The commission suggested to establish many universities in Nepal. As a result, many universities has been established and English has been taught as a compulsory subject. This commission also focused on teacher training for the quality maintaining. Establishment of private schools and colleges also played a significant role in the development of language teaching. Now, English language is taught through grade one to the Bachelor level as a compulsory subject.

1.3 Language and Literature

Language and literature are always interrelated to each other. Literature offers an authentic source for language. The authenticity of language use demands the creative aspect of language, for which it may be expected to be able to create and interpret literature. Literature means a discourse in which the creativity and complexity of language are designed with a wide

range of styles. This statements anticipates that the literary language is borne with certain linguistic features such as metaphor, simile, repetition of word, unusual syntactic patterns and so on.

Language does not limit itself within the boundary of communicative function, rather goes ahead where the intricacies of language in the form of literature demand the reader to prepare themselves to be well equipped with different tools in order to analyze the pieces. Brook (1960:99) writes, "The distinction between language and literature is then at bottom, a distinction between art and fine art". He again states, "Literature is wholly and inevitably rooted in language and it is not surprising to rediscover in literature certain features that are peculiar to and basic in language."

1.4 Value of Literature in Language Teaching

The value of literature in language teaching is great. Language teaching without literature is incomplete and handicap. Lazar(1993) has put forward some reasons for using literature with the language learners. He argues that literature is motivating, it has general education value, it is authentic material, it helps students to understand another culture, it is stimulus for language acquisition, it develops students' language awareness, it encourages students' to talk about their opinion and feelings. There is wider education value of literature teaching. Studying of literature helps students in understanding of English language, and of structure, vocabulary and syntax. There is no other way of acquiring the sophisticated command of language except through studying of its literature.

The value of literature in language teaching can be summarized in following points according to collie and Slater (1987).

i) Valuable Authentic Material

Literature offers a bountiful and extremely varied body of written materials. Literature is authentic materials because the texts related to literature includes the authentic sources from the particular society, culture and environment. In reading literature students have to cope with language intended for native speakers and thus they gain additional familiarity with different linguistic uses.

ii) Cultural Enrichment

Students acquire and grasp new and strange information about the culture they are not familiar with by studying literature. It is true of course that the 'World' of a novel, play, or short story is a created one, yet it offers a full and vivid context in which characters from many social backgrounds can be depicted. Reading literature in English does encourage students to become broadly aware of the social, political and historical events which is from the background to a particular play or novel. At the same time, literature does seem to provide a way of contextualizing how a member of a particular society might behave or react in a specific situation.

iii) Language Enrichment

Literature provides a rich context in which individual lexical or syntactical items are made more memorable. Literary language is somehow different from other forms of discourse in

that it breaks the more usual syntax, collocation and even cohesion. Reading a substantial and contextualized body of texts, students gain familiarity with many features of the written language the formation and function of sentences, the variety of possible structures, the different ways of connecting ideas-which broaden and enrich their own writing skills. Through literature students can become more sensitive to some of the overall features of English.

iv) Personal Involvement

Literature can be helpful in the language learning process because of the personal involvement it fosters in readers. It gives awareness and insight to students by encouraging them to read the texts written by different writers. Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system.

1.5 Aims and Objectives of Teaching Literature

Literature has indeed a significant place in the teaching of language. It has various aims and objectives of teaching. There are different views on aims and objectives of teaching literature. Carter, Ronald and Michael N. Long (1991) has suggested three models for teaching literature in language teaching which are as follows:

i) The Cultural Model

Literature is closely related with culture and learning a language means to be familiar with that culture so that it provides

enough cultural materials that second language learner has to cope with and it enhances the learning ability of the learners.

ii) The Language Model

This is normally associated with language based approach. The language means not only plain language used in communication rather special form quite different from the general norm of its basic form. Literary language reflects aesthetic properties of language by using figure of speech. Literature rather includes prosodic feature and deviation in different literary genres of literature which provide enough samples of materials that the learners get chance to expose with.

iii) The Personal Growth Model

This model overall aims being to motivate the student to read by relating the themes and topics depicted in a literary text to his or her personal experience. Literature develops personal skills of the learners like as critical reading of text, critically appreciating the text and presenting their creative writing in good manner. Literature can help to stimulate the imagination of the students, to develop their cultural abilities and to increase their emotional awareness. They will become increasingly confident about expressing their own ideas and emotions in English. They will be feel empowered by their ability to grapple with the text and its language, and to relate it to the values and traditions of their own society.

Thus, the main aim of teaching literature are developing cultural awareness, language development and personality of the person.

1.6 Genres of Literature

Literature is a full-fledged discipline of language. Literature is complete in itself with its many genres. It includes various genres viz. Poetry, story, drama, essay, novel etc. They are described as follows:

i) Poetry

Poetry is one of the forms of literature. It is a piece of creative writing which is generally composed in verse. The language of poetry is different from prose. It follows the prosodic features of language. There are different forms of poetry, such as Epic, Ballad, Lyric, odd, Elegy, Sonnet, Pastoral etc.

ii) Short Stories

The short stories belong to fiction. They are short and simple enough by nature. They are the account of invented or imagined events set in a chronological order. The short stories are those that can be categorized under myths, legends, fables, parables, folktales, fairy tales and so on.

iii) Drama

Drama is a piece of creative writing which is composed to be performed on the stage. Especially, drama is not written for reading purpose but to be performed on the stage and to give entertainment to the spectators. There are different elements of drama such as, plot, character, dialogue, setting, conflict, and theme. Drama can be categorized under tragedy, comedy, tragic-comedy, farce and one-act play.

iv) Essay

Essay is piece of writing, usually moderate and in prose on any one subject. The main aim of writing essay is persuasion. Essay is not fictional but it expresses the authors' ideas and views directly to the readers. Essays can be written using different modes of expression description, narration, argument and dramatization for varieties of purposes: to express an opinion, to inform, to persuade, to interact and so on.

V) Novel

A novel is a lengthy fictional narrative in prose dealing with plot, characters (s), setting style and theme. F. Marion Crawford defines "a long narrative in prose detailing the actions of fictions people". A novel is different from the short stories in its length. A novel is lengthy enough with more characters, enough details of theme and well elaborated setting. Novel may be fictional and non fictional. The fiction is a work of prose narrative invented by the writes with characters and events that are imaginary. Non-fiction simply refers to writing about factual subjects. It is a work of prose narrative that deals with fact instead of inventing the imaginary characters and events.

1.7 Types of Short Stories

a) Myth

Myth is anonymous narrative originated in the primitive folklore of a race or a notion that explains the origin of life, religious beliefs, and the forces of nature as some kind of supernatural occurrence, that recounts the deeds of traditional superheroes. In general, a myth is a story which is not true and

involves supernatural beings or at any rate supra human beings. It is always concerned with creation. It explains how something came to exist. Myth is transferred from one generation to another generation through oral saying.

b) Legend

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

c) Fable

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

d) Parable

A short story that uses familiar events to illustrate a religious or ethnical situation. A parable is a very short narrative about human beings presented so as to stress the tacit analogy, or parallel, with a general lesson that the narrator is trying to bring home to his audience. The parable was one of Jesus's favorite devices as a teacher.

e) Folk tale

Folktale is a short narrative in prose of unknown authorship which has been transmitted orally. Folktales are found among people everywhere in the world. They include legends, fables, shaggy dog stories, ghost stories, stories of giants and saints devils, and spirits, husband and wife tales, masters and man tales.

f) Fairy tale

A story about fairies or other mythical or magical beings. It belongs to folk literature and is a part of the oral tradition. Fairy tale tends to be a narrative in prose about the fortunes and misfortunes of a hero or heroine, who has experienced various adventures of a more or less supernatural kind.

1.8 Elements of the Short Stories

Plot, character, dialogue, setting, language styles and theme are the essential elements of a successful short story. They are as follows:

a) Plot

It consists of chain of events. Every event in plot is part of carefully designed pattern and process. It is a wholly interconnected system of events which are deliberately selected and arranged. In a plot of short stories the writer introduces a very limited number of persons, their less elaborated explanation and development of character.

b) Character

The subject matter of almost all fiction is human relations. Hence, the representation of persons, know as characterization, is

often the most important element of fiction. The character through dialogues performs action that is physical and visible character is the determination of incident. The character in a story can be either protagonist, or antagonist or main or subsidiary respectively according to the roles.

c) Dialogue

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

d) Setting

A story usually happens in a place or setting. Setting often advances theme by providing an appropriate atmosphere or by symbolically reflecting relationships in the action or plot.

e) Language Style

The use of simple style and effective language with well selected dictions is one of the elements of short stories. Language is the vehicle for imagery in a story and most imagery is visual; suggesting mental pictures by naming, describing, or suggesting visible objects.

f) Theme

The theme of a story is the general vision of life or human experience that the literary work conveys. It is the main message and philosophy of the story which is the main intention of the author whatever he wants to convey.

1.9 Characteristics of the Short Stories

Short stories represent the very limited part of human life. The short stories are absolute and spontaneous form of literature. They differ from the novel in their length and the representation of human life. Brevity, singleness of unity and simplicity are the major characteristic features of short stories.

a) Brevity

A short story is necessarily short. Edgar Allen Poe says "The prose tale as a narrative which can be read at one sitting of from half an hour to two hours, and is limited to a certain unique or single effect to which every detail is subordinate. It has the brevity in the number of characters, their dialogues, selection of words and the detail about them.

b) Singleness of unity

The short story follows the single way traffic. It does not represent the various aspects of human life. It represents only one aspect of human life. Plot, character and setting are less elaborated in a short story. It is the completeness of unity.

c) Simplicity

Simplicity and economy are the important features of a short story. It has the use of simple, communicative and effective language. The words should be well selected and precise one.

1.10 Strategies in Teaching Story at Secondary Level

literature is a valuable authentic material to teach in language classroom. It includes various genres poetry, story, drama, essay and novel. As short stories are important genre of

literature which provides bountiful and extremely varied body of written materials. It has been taught from lower level to advanced level. But the purposes of teaching it is different. In advanced level stories are taught for critical appreciation where stories are analyzed from narrative point of view, cultural background, characterization, by analyzing plot, setting and theme and other creative activities.

However, in secondary level short stories are taught for general purpose i.e for developing reading habit, to enrich vocabulary power, to make them familiar with creative world and so on. In grades 9 and 10 textbooks, there are not long stories as such but very short stories are presented for the development of language skills. The tasks are set for guessing answers, finding a suitable title, arranging jumbled sentences in correct order, gap filling and solving very short answers questions and so on.

There are number of ways through which story can be presented. Some teachers are still adopting with traditional methods and some teachers are trying to follow communicative way but they are incapable to handle the problem in the classroom. The very divergence situation can be found. This is due to the different factors such as lack of training and skills, incompetent with subject matter, problems with physical environment, overcrowded classroom, lack of interest/motive of the teacher and so on.

Any way, there is no any watertight or stereotypic formula to teach short stories as such but generally stories can be presented through three stages.

a) Pre-reading stage

It is the first stage of teaching story in the class. The teacher makes the students prepare for the lesson and the task to be performed. In this stage, the teacher can ask some questions related to the story to draw the attention of the students or he can ask to describe the pictures related to the stories. The following are the activities of this stage.

- i) Helping students with general background.
- ii) Stimulating student interest in the story.
- iii) Predictions about the genre and theme of the story using pictures
- iv) Setting the task or asking questions related with the story
- v) Pre-teaching vocabulary

b) While-reading stage

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.

- i) Making themselves involving in reading.
- ii) Helping students to understand the plot by asking questions or asking to summarize or asking to give title for each paragraph.
- iii) Helping students with difficult vocabulary

- iv) Helping students with language and style through contextualization.
- v) Dealing with different activities like answering question, rearranging the sequence, True-false items and gap filling questions.

c) Post-reading 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.

- (i) Interpretation of the main themes of the story.
- (ii) Writing a review of the story
- (iii) Critical discussion
- (iv) Summarizing

1.11 Principles of Teaching English at Secondary Level

- Teaching and learning in the classroom should be learner-centered. Children learn by doing. Language learners learn to speak by speaking, listen by listening, and so on. Teachers should give students every opportunity to use language.
- The teacher's role should be that of a manager, guide and a facilitator, not that of an authority. Teachers should provide students with the materials and opportunities to use the language.
- English should be the main medium of communication in the classroom and should be used as much as possible.
- Students should be encouraged to guess the meaning of, and to predict, the content of texts. Even when students don't guess

correctly, they will have been encouraged to think about possible answers. They will then be able to understand the meaning better when it is explained to them.

- Teaching and learning English should be fun. Games, puzzles and other fun activities should be encouraged. Anything that brings life and laughter to the classroom is to be welcomed.

1.12 Specific Objectives of Teaching Reading at Secondary Level

- Read short texts intensively for detailed understanding.
- Read longer texts extensively for general understanding.
- Show understanding of the underlying themes and ideas of texts.
- Show understanding of an argument.
- Retrieve specific information from texts by means of a variety of reading techniques, e.g. skimming, scanning and synthesizing.
- Recognize the structure and organization of paragraphs and longer texts through developing an awareness of cohesive device.
- Anticipate the likely continuation of interrupted text.
- Appreciate literary text of an appropriate level.
- Deduce the meaning of unfamiliar lexical items by means of contextual, syntactic and semantic clues.
- Use an appropriate English-English dictionary effectively.
- Understand and interpret information presented in diagrammatic form.

1.13 Review of related Literature

The research should draw knowledge from the previous studies since they provide foundation to the present study. Therefore, an attempt is made here to review the books, journals and research that are related to the research topic.

Carter, Ronald (1986) mentioned that one of the teaching strategies of teaching story is prediction: what comes next? This requires careful preparation before the story is read in class. The technique is for the teacher to stop the reading at key points and to elicit predictions of how the narrative will develop.

Lazar, Gillian (1993) says that stories tend to present fully developed plots with sequences of actions with discernible beginnings, middles, and ends. His best way of teaching story is to present in three stage viz. pre-reading activities, while reading activities and post-reading activities.

Dhakai, D.N. (1998) carried out research in the Department of English, Faculty of Humanities, Tribhuvan University, Kirtipur on "A case Study of Teaching English language through literature at proficiency certificate level". The researcher has found that literature is an integral part of language teaching. Language learning is not complete without learning literature. Students identify with varieties of language develops language skills, creativity and interpreting capacity, by learning literature.

Jha, S.K. (1999) carried out a research in the department English, Faculty of Humanities, Tribhuvan University, Kirtipur on "Teaching of English through literature" He concluded that literature is the indispensable part of language learning.

Shrestha, Prithvi Naryan (2000) expressed stories can provide such meaningful situations as they are always meaningful to the children. In real life as well the children love listening to stories.

Basnet, A.K. (2002) carried out a research in the Department of English, faculty of Education on "A study of the reading texts and reading exercises of grade IX English textbook". The researcher presents the finding that the texts are free from culture and gender biases. There is a good connection between the texts and exercises. The reading texts are poems, essays, short stories, drama and include a different exercise which includes different sub-skills.

Dahal M.N. (2002) Conducted a research in the Department of English Education, Faculty of Education on "English for Grade X: A textbook Analysis". He pointed out that the textbook of grade ten is a complete course which included listening, speaking, reading, writing exercises and text to develop the four language skills of the students. The exercise of grammar, dialogues, and language functions develop the complete knowledge not only the structure but also the use of language.

Gyawali, Khimananda (2004) has carried out a research in the Department of English Education, Faculty of Education on "A study on teaching poetry at secondary level". The main purpose of this study was to identify the strategies and problems of teaching poetry and to find out the relevance of teaching poetry at this level. In order to fulfill those objectives, he developed tools to collect data for that he distributed questionnaire to the English language teacher, questionnaire to the students and class observation of the English language teachers. The researcher found out that the majority of teachers were not acquainted with the teaching strategies which created a lot of problems in teaching poetry. Despite the problems, teaching poetry in the school level helps

more in language learning, bridges the curriculum gap, motivates the students, expands language awareness and gives pleasure to the students.

Khadka, Janga Bahadur (2005) carried out a research in the Department of English Education Faculty of Education on "Teaching drama at secondary level: Problems and prospects. The objectives of study were to analyze strategies and complexities of drama teaching in secondary level and find out the contribution of drama in developing language aspects and skills. He found that poor teaching strategies applied by the English language teachers and also found that there were a lot of complexities in drama teaching but it could contribute a lot to develop language skills and aspects.

Singh, Shyam Kumar (2005) carried out a research in the Department of English language Education, Faculty of Education on "A study on teaching literature at higher secondary level". The objectives of study were to find out the relevancy and strategies of teaching literature at higher secondary level. The researcher found poor and faulty strategies used by the English language teachers while teaching literature in higher secondary level. Different and vague strategies were used by different teacher. The researcher identified many problems faced by the teachers while teaching literature.

1.14 Objectives of the Study

This study has the following objectives:

1. To find out the strategies adopted in teaching stories by the teachers of secondary level.
2. To identify the relevancy of the teaching story at secondary level.

3. To suggest some pedagogical implications for enhancing teaching learning process of the story.

1.15 Significance of the Study

The researcher has carried out a research work entitled "A study on the strategies in teaching story at secondary level" which studies the teaching strategies and relevancy of the story teaching. In fact, stories are appropriate materials to teach English and to be familiar with English language culture. Thus, it is highly beneficial to the students and English language teachers of secondary level to deal with teaching story. Moreover, this study will be helpful to the subject experts, syllabus designers, textbook writers, language trainers and those related to teaching and learning English language.

CHAPTER TWO

METHODOLOGY

2.1 Introduction

In this study the researcher attempted to find out the strategies of teaching story at secondary level and to identify the relevancy of teaching story. The methodologies followed to carry out this work are as follows:

2.2 Sources of Data

The sources of data for the study were following:

2.2.1. Primary Sources of Data

The primary sources of data were the English language teachers of secondary level who were teaching the present compulsory English course book of grade 9 and 10 and the students of secondary level who were studying the new compulsory English text book.

2.2.2 Secondary Sources of Data

The secondary source of data were the related literature, books, textbooks, journals, articles, curriculum and other reference materials.

2.3 Population of the Study

The population for the purpose of this study includes secondary level English teachers and students in Kathmandu district.

2.4 Sample Population

The researcher has randomly selected fourteen secondary schools (public as well as private) of Kathmandu district (see Appendix VII & VIII). The data were collected from the English language teachers who were teaching the new compulsory English course book of Grade 9 and 10 from those schools. Among fourteen schools six secondary school's

(public as well as private) were selected, purposively to collect data from the students. Ten students from each six school were randomly selected to administer questionnaire from them (see Appendix X). The total number of the sample population of teachers and students were fourteen and sixty respectively (both were from public and private schools).

2.5 Tools for Data Collection

In order to collect data the researcher used the following tools.

- I. Questionnaire and interview to the English Language teachers.
- II. Questionnaire to the students.
- III. Class observation of the English language teachers.

I. Questionnaire and Interview Schedule

A set of questionnaire and interview schedule consisting twenty questions were prepared (See Appendix I). The questions were close ended as well as open ended. After administering the questionnaire to the English teachers the researcher talked face to face with them concerning questions.

II. Questionnaire to the students

A set of questionnaire consisting twenty questions were developed by the researcher (see Appendix II). Among them fifteen were close ended and five were open ended. These questionnaire were administered to the selected students.

III. Class observation of the English language teachers.

A set of class observation form was developed by the research consisting the pre-reading, while-reading and post-reading activities (see Appendix III) to find out the teaching strategies of the teachers.

2.6 Process of Data Collection

After preparing the tools the researcher visited the randomly selected schools of Kathmandu district for collecting data. The researcher administered the questionnaire to the English language teachers of Kathmandu district. Moreover, the researcher talked face to face with them concerning the questionnaire for this purpose altogether fourteen secondary schools English teachers were interviewed and administered the questionnaire.

The researcher observed the classes of fourteen English language teachers to find out the way of teaching story while teaching it. for this purpose the researcher requested the English language teachers to Kathmandu district to take a class of story which was included in the course.

Moreover, the researcher administered the questionnaire to the students of six selected schools of Kathmandu district. Ten students from each schools were randomly selected. The total magnitude of the students population were sixty. By the help of some close-ended and open ended questions, the researcher identified the teaching strategies, and relevance of teaching story at secondary level.

2.7 Limitations of the Study

The study was done with the following limitations.

- i) The population of the study was confined to Kathmandu district.
- ii) Fourteen secondary schools of Kathmandu district were selected randomly for collecting data. The data were collected from the English language teachers who were teaching the present compulsory English course books of grades 9 and 10.

iii) Six secondary schools of Kathmandu district were selected purposively. From each school, ten students were selected randomly. The total magnitude of the students population was sixty. The data were collected from each student.

iv) The study was limited to identify the teaching strategies and relevance of teaching story in secondary level.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The researcher collected the required data from the English teacher and the students of secondary level. The responses were analyzed and interpreted using simple statistical tool of percentage.

The collected data were analyzed and interpreted classifying into different sections. They are as follows:

Section A: Analysis of collected data in terms of strategies

Section B: Analysis of collected data in terms of relevance

3.1 SECTION A : Analysis of Collected Data in Terms of Strategies

This section deals with the analysis of collected data in terms of strategies. To identify the teaching strategies the researcher used different tools i.e. questionnaire and face to face interview with English teachers, questionnaire to the students of secondary level and class observation of the English language teachers while teaching story. The data were analyzed according to the finding from the different tools.

3.1.1 Analysis of Collected data From the Questionnaire of English Language Teachers in Terms of Strategies. (see Appendix IV)

Q.No.	Always (%)	Sometimes(%)	Never(%)	Remarks
1	14	86	-	
2	43	57	-	
3	57	29	14	
4	57	43	-	
5	50	50	-	

6	36	50	14	
7	14	29	57	
8	64	36	-	
9	50	50	-	
10	36	64	-	

The researcher found that only 14% teachers always preferred to teach story in the classroom whereas 86% responded it sometimes. It shows that they preferred other genres of literature to teach mostly rather than story. 43% teachers always began teaching story from its general background since it is easier for the students. But 57% teachers responded only sometimes they gave the general background of the story at the beginning. They said that the students were encouraged to find out it by asking them to read. Regarding the title of the story 57% teachers always described the title before teaching story. 29% teachers responded that they only described the title sometimes and remaining 14% teachers advocated that they never described the title because it is the job of the students. In relation to pictures of the story 57% teachers always used the picture while teaching story whereas 43% responded that they only cared it sometimes.

As plot and setting are the heart of the story so 50% teachers said that they always explained the plot and setting in the beginning. 50% of the teachers of the opinion that they only explained it sometimes since it is the task of the students to find out it after reading the story. 36% teachers always read the story as a whole and explained the meaning. But 50% teachers responded that they did so sometimes. 14% teachers never read the story as a whole and explain the meaning rather they emphasized to the students and they should be encouraged to read. Regarding the translation of the story in Nepali language only 14% teachers translated

the story in Nepali language whereas 29% teacher prefer it to translate sometimes. 57% of the teachers that is more than half of the teacher never translated the story in Nepali language. They opined that translation should be discouraged.

After the teaching is over about 64% teachers always summarized the story and 36% teachers responded that they only summarized it sometimes. As far as students creativity is concerned only 36% teachers encouraged their students to compose similar type of story and 64% teachers responded that they only encouraged them sometimes.

Q.N.11 Which skill of language do you focus more while teaching story in the classroom?

The researcher found that about 78% teachers focused on reading skill while teaching story which is the most focused skill by the respondents. Reading as well as writing should be equally focused that was the voice of 42% teachers. About 14% teachers advocated that listening and speaking should be given emphasis on teaching story. Some teachers' opinion is that not only major language skills but also other sub skills are equally given focus while teaching story, such sub skills are summarizing, answering, discussion, completing, comprehending and so on.

Q.N. 12 How do you teach grammatical aspects in the story?

The researcher found that as teachers opinion were varied on their answering the questions but all of them agreed that grammatical aspect in the story was to be taught by contextualizing the situation and focusing on structural pattern. All the respondents were agreed on that such grammatical aspect is to be taught by inductive method, and all stories more or less focused on use of tense aspect.

Q.N. 13 Do you think teaching story is difficult than teaching any other texts? If yes, why ?

Regarding this question it was found that 64% teachers responded that they did not feel difficulties to teach story as students are fully motivated and interested in learning stories and they found it easy. But 36% teachers answered that yes, the teaching story to the second language learner was difficult because the teachers have to familiarize the students with language, new vocabulary items, structures as per the students because teaching stories required more advanced preparation for the teachers to deal with the learners.

Q.N.14 Are your students well motivated and curious when you teach story in the class, if not, what are the reasons behind it?

The researcher found that about 79% teachers agreed that their students were well motivated and curious when they taught story in the class. It is because they want to expose more and they get ample opportunity. But what is needed on the part of teacher is to create healthy environment. About 21% teachers responded that their students are not motivated because they have poor language, lack of word power and vocabulary items, and they do not have good background of English so they do not understand anything if the story is too difficult containing long sentences, new vocabulary and so on.

Q.N.15 Is teaching story necessary for learning English language? If yes why? if not, Why not?

The researcher found that 100% teachers agreed that teaching story is necessary and inevitable for learning English language as they provided different points regarding the necessity of it. The major focus is that teaching story develops reading skill so that students get chance to develop their reading habit. It is a stimulus for the students and they will

be able to get chance for guessing different titles and get moral lesson of the story. Similarly, they can learn to expose with target language culture. Stories contain new vocabularies, structures, different uses of tenses and other grammatical aspect of language so the students get ample opportunities to develop English language. As respondents responded that after the teaching was over the teacher gave assignment that is to compose similar type of story which develops the creativity and imagination aspects of the learners. It helps to create a world of their thought and encourages to organize their writing. Thus, it develops all four language skills as well as other integrated activities of the students.

Q.N.16. Does the story help to develop the creative aspect of the students, how?

Regarding this question the respondents 100% agreed that story helps to develop the creative aspects of the students. For clarifying this they gave various points behind it. It develops the creative aspect since they are asked to compose similar type of story at the end sometimes outlines/clues are given and they have to develop those clues into readable story. After the story is over they are asked to narrate, extract and paraphrase the story in their own language so that they get chance to improve spoken and written language as well. At the end of the lesson they are also asked to tell the theme and gist of the story which makes them to concentrate on main points. Story provides entertainment and exposure as they get chance to expose with second language. story in fact, touches their creative impulses and empowers their potentiality so it works as a catalyst.

Q.N.17 Are there some advantages of teaching story? If yes, please, paint out them.

As far as this question is concerned 100% teachers responded that there are many advantages of teaching story. According to them it

develops mainly reading and writing skills than after listening and speaking. The students get chance to learn new vocabulary, structure and so on. It also develops the imaginary power of them. They definitely get pleasure and get chance to create new world of language. They take deep interest in learning or listening the stories, and develop habit of how to write outline into readable form. It also develops the comprehensive power and really provides insight. They are highly inspired and avoid hesitation. Teaching story does not quench the thirst of the students rather it grows more thirst in them.

Q.N.18. What do you do in the following stages while teaching story?

i) Pre- reading activities

Here, the researcher found worthwhile to mention the exact information given by the secondary level English teachers.

- motivating and providing key concept
- orientation and warm up
- picture, title, vocabulary discussion and questions related to story
- ask them whether they new the story earlier
- ask them whether they have heard any story and make them tell in the class.
- set the task or give questions related to story
- ask to read and let them generalize that they have known and also ask them to present general background
- giving the general background of the story and tell the name of the characters and give them theme of the story
- tell them to give a good title
- talking about the story
- talking the relevancy of the story

- note down major idea on the board
- draw some relevant figures on the board.

The above lists show that the activities may vary from one teacher to another. Noone is following the same strategies. It was found that some teacher directly started their lesson from teachers domination point of view in the sense that by explaining and telling the story themselves. A few number of teachers started lesson with systematically following the communicative way by involving the statements to guess the title, theme and let them to read and generalize the story. Some teachers at first, tried to involve them and if they were unable to solve problem then only the teachers explained the information clearly.

Anyway, it was found that this is the first stage in which only preparatory activities are taken place. But activities are different individually. Although some teachers were still following the traditional techniques and translation of the text as a whole.

ii) While reading activities

The responses given by the teachers of secondary level while reading activities are as follows:

- tell students to read silently and let them understand
- reading the story by students and let try to answer the questions
- question -answer activity between teacher and students
- discussion in answers by the students
- explain them the story in detail including plot and setting
- make students guess what happens afterwards
- make them to engage in study and ask to underline difficult words
- help them to write the meaning of difficult words, phrases or let them know the formation of words
- clarifying difficult words meaning

- involving with different activated like true false, fill in the blanks, noting down answer of the simple questions and so on
- asking some questions
- let them present language structure and the meaning associated with the story

It is obvious that while reading activities is the main stage of teaching reading where the major activities are taken place. From this study it was found that there were individual differences in teaching style. only a few numbers of the teacher focused on the students to read the story silently and make them able to answer themselves. It was found to be problematic because the teacher did not focus on the students.

Majority of the teachers taught story by giving general background, theme and setting themselves and explaining in detail. It was also found that some teachers were translating the story in Nepali language. The difficult words and structures were taught in isolation instead of teaching it in context. It was found that meaning of difficult words were overlooked by the teachers. It was also found that instead of finding answer from the students, teachers were giving answers of the questions.

iii) Post- reading activities

This aspect aims to observe and evaluate the exact performance of the students. Post reading activities is the last stage of teaching reading. In this stage follow up activities are done. Here, the researcher found suitable to mention the points given by the teachers.

- ask them to present the theme of the story.
- asking questions related to the story
- asking them to summarize the story in their own language and help them if necessary
- discussion on the theme, plot, setting, characters, implications

- make them to write down the answers of the given questions
- let them have discussion and find the solution as well as try to understand the story by themselves
- providing a synopsis to the pupils
- understanding the story later reminding them to complete the story in their own words as their homework.
- completing the outline of the story
- writing similar stories or asking them to compose parallel story
- assigning homework
- encouraging them to read further and asking them to write their own story.

From the above mentioned lists it is clear cut that the activities are different from one teacher to another. It was found that only a few teachers were aware of this activities whereas most of the teachers were not involved in this activities though they have mentioned the points.

It was found that instead of focusing students to summarize and other creative activities teachers were themselves involved in that. That is why most of the students were deprived from improving their skills. Only some teachers were involved to encourage them to compose similar type of story since it was the major purpose. It was found that teachers were only concerning with question and answer mentioned in the text not more than that which is totally wrong concept.

3.1.2 Analysis of collected data from the class observation of the teachers in terms of strategies.

The researcher observed the classes of the English language teachers while teaching story (see Appendix VI).The strategies applied by them are analyzed and interpreted by using simple statistical tool of percentage.

1. Pre-reading Activities

Activities	Yes	No.	Remarks
Motivation	30%	70%	
Giving some general background	43%	57%	
Describing	70%	30%	
Asking some questions about the story for guessing answers	50%	50%	
Asking the students for guessing the subject matter	41%	59%	
Teaching vocabularies of the story	35%	65%	

The above table shows that only the 30% English language teachers of the secondary level started the class from the motivation. The 43% teachers gave general background of the story initially whereas 57% teachers were not aware of that. In giving background as well 30% teachers give it themselves whereas only 13% teachers tried to get background from student side. Majority of the teachers about 70% described about the story which was totally teachers dominated. For making students to guess answer 50% teachers tried to do so. As far as subject matter is concerned only 41% teachers asked them to guess subject matter. In teaching difficult vocabularies only 35% teachers focused on that. Majority of teachers did not pay attention to difficult vocabularies.

Here, the researcher found the pre-reading stage is not so satisfactory. Mostly teachers were engaged in this stage instead of involving the students more.

2. While- reading Activities

Activities	Yes	No	Remarks
Helping students to understand the plot	50%	50%	
Helping students to understand the gist	60%	40%	
Helping students with difficult vocabulary	35%	75%	
Translating it into Nepali language	35%	65%	
Helping students with language and grammar	70%	30%	
Giving the summary of the story	64%	36%	

The above table shows that 50% English language teachers of secondary level helped the student to understand the plot of the story. Similarly, 60% teachers helped them to understand gist. As far as teaching difficult vocabulary is concerned only 35% teachers explained the difficult vocabulary contextually whereas other overlooked about the vocabulary aspect. In translating story in Nepali language 35% translated if they were unable to understand through target language. Majority of the teachers about 70% emphasized on language and grammatical aspect of the story. At the end of the class 64% teachers summarized the story well. Hence, the researcher found the situation of while reading activities is moderate.

3. Post- reading Activities

Activities	Yes	No	Remarks
Interpretation of the main themes of the story	80%	20%	
Helping students to understand narrative point of view	40%	60%	
Writing activities	35%	65%	
Discussion	50%	50%	

The above chart shows that 80% English language teachers of secondary level interpreted the main themes of the text but instead of making students to do the task mostly themselves were involved in it. It was found that 40% teaches helped the students to understand through narrative point of view and they asked them to interpret the story from their own language. As far as writing activities are concerned only 35% teachers involved students in various writing activities. 50% teachers discussed about the story in the class. So it was found that post-reading activities is moderate.

3.1.3 Analysis of Collected Data from the Students in Terms of Teaching strategies

The researcher collected data from six secondary schools (three from public and three from private) of Kathmandu district (see Appendix V) to find out the teaching strategies used by the English language teachers while teaching story in the classroom. The researcher purposively selects six secondary schools and from the one secondary schools ten students were randomly selected. The total magnitude of the students population was sixty. The data collected from those groups are tabulated below.

Group A: Kanya Mandir Higher secondary school, Nheokha, Kathmandu

Questions No.	Always (%)	Sometimes (%)	Never (%)	Remarks
1	60	40		
2	30	70		
3	50	50		
4	60	20	20	
5	70	20	10	
6	50	50		
7	90	10		
8	30	60	10	
9	80	20		
10	70	30		
11	80	20		
12	50	50		
13	70	30		
14	40	30	30	
15	40	30	30	

The above table shows that 60% students always felt interesting when their teacher taught story in the class. Only the 30% students responded that their teacher always asked some questions about the story before teaching. 50% students said that their teacher started teaching story from some general background. In relation to the picture of the story 60% students responded that their teacher described the picture of the story before teaching it whereas 20% students said that their teacher never cared about the picture. 70% students responded that their teacher explained about the title before teaching it whereas only the 10% teachers never discussed about it and asked to the students to guess it which is good techniques. The teacher always taught difficult vocabulary items of the story it was the response of 50% students.

90% students' opinion was that their teacher read the story line by line and explained the meaning of it. Their teacher translated the story in Nepali language it was the response of 30% students. At the end

of the lesson, 80% students said that their teacher summarized the story. 70% students responded that their teacher told the significance of the story. About 80% students liked their teacher's way of teaching story in the class. 50% students were fully motivated while teaching story. The grammatical aspect was taught in class which was related to short story in that 70% students responded it positively. Only the 40% students were encouraged to talk in the class room. 40% students said that they were asked to read the story in class whereas 30% respondents responded that they were never get chance to read.

Here, it shows that instead of involving students actively in class the teachers were active and dominant.

Group B: Gyan Niketan Secondary English School, Shankhamool, ktm.

Questions No.	Always (%)	Sometimes (%)	Never (%)	Remarks
1	30	70	-	
2	20	60	20	
3	20	70	10	
4	50	40	10	
5	50	40	10	
6	70	20	10	
7	30	60	10	
8	-	50	50	
9	60	40	-	
10	40	30	30	
11	30	60	10	
12	60	40	-	
13	60	30	10	
14	20	50	30	
15	30	60	10	

The above table shows that only the 30% students were fully interested in story class. 20% students responded that their teacher asked some questions about the story before teaching it. About 20% students said that their teacher began teaching story from general background whereas majority of them responded it sometimes. 50% students responded that their teacher described the picture of the story in the beginning. For the title of the story 50% students said that their teacher explained the title beforehand whereas only 10% teacher left this task for the students. Likewise, 70% students said that their teacher always taught difficult vocabulary of the items of the story.

While teaching story 30% students said that their teacher read the story line by line and explained the meaning of it whereas majority of them said it sometimes and their teacher never translated the story but 50% students opinion that the teacher translated sometimes. 60% students said that their teacher always summarized the story. only 40% teachers told the significance of the story. Similarly, only the 30% students preferred their teacher's way of teaching story. 60% students were fully motivated while teaching story in class. For the grammatical aspect 60% students responded that their teacher always focused on it . Only minority about 20% students were encouraged to talk in the classroom. 60% students were always asked to read the story.

From this information the researcher found that the situation of teaching story in private school is also moderate.

Group C: Nepal Yubak Secondary school, Pakanajol, Kathmandu

Questions No.	Always (%)	Sometimes (%)	Never (%)	Remarks
1	40	60		
2	90	10		
3	40	50	10	
4	50	40	10	
5	20	60	20	
6	60	20	20	
7	60	30	10	
8	-	80	20	
9	40	60	-	
10	50	50		
11	80	20		
12	60	40		
13	70	30		
14	40	-	60	
15	40	60	-	

The responses made by the students in this group, the researcher found that 40% students felt interesting in their story class. Almost all about 90% students responded that their teacher asked pre-questions about the story. For the case of general background 40% students said that their teacher started to teach always from it but others responded it sometimes. 50% students were opinion that their teacher described the picture related to the story. For the title of the story 20% students said that their teacher told the title whereas majority of the students responded they left this task for them which is good way of teaching story. About 60% students said that their teacher always dealt with difficult vocabularies of the story.

The 60% students said that their teacher read the story line by line and explained the meaning of it. The teacher sometimes translated the text but not always. At the end of the lesson 40% students said that their teacher summarized the story. About 50% students opinion that their

teacher always told the significance of the story. The 80% students were interested with their teacher's way of teaching story. 60% students were fully motivated in class of story. Similarly, 70% students said that their teacher always focused on grammatical aspect given in the story. Only 40% students responded that they were encouraged and asked to read the story.

Group D: North East English school, Lazimpat, Kathmandu

Questions No.	Always (%)	Sometimes (%)	Never (%)	Remarks
1	40	60	20	
2	10	70	20	
3	40	40	20	
4	20	60	-	
5	60	40	10	
6	60	30	-	
7	40	60	-	
8	-	100	10	
9	30	60	-	
10	30	70	10	
11	80	10	-	
12	50	40	-	
13	70	20	10	
14	10	30	60	
15	20	70	10	

The above table shows that 40% students were always interested in story class. Only the 10% of them responded their teacher asked question before teaching short stories whereas majority of the students responded it sometimes. Only 40% of them responded that their teacher always started the story with general background. Dealing with related picture was found to be weak as only 20% students responded their teacher started with it. The teacher always told about the title beforehand it was

the response of 60% students. 60% students said that their teacher dealt with difficult vocabularies.

The 40% students said that their teacher always read the story line by line and explained the meaning of it. It was found that their teacher did not translate always but only translated sometime if they needed. 30% students said that their teacher summarized the story and told the significance of the story. The 80% students were pleased with their teacher's style of teaching it. Similarly, 50% students were fully motivated while their teacher taught story. The 70% students opinion that they were taught grammatical aspect of language by their teacher. only the 10% students said that they were encouraged to talk whereas majority of the students were neglected. Likewise 20% students responded that they were asked to read the story by their teacher.

Group E: Jana Sewa Secondary School, Panga, Kirtipur

Questions No.	Always (%)	Sometimes (%)	Never (%)	Remarks
1	70	30		
2	70	30		
3	30	70		
4	40	50	10	
5	70	30		
6	70	30		
7	50	50		
8	10	80	10	
9	20	60	20	
10	60	40		
11	80	20		
12	40	50	10	
13	50	50		
14	90	10		
15	20	80		

The above table shows that 70% students felt interesting in story. The 70% students said that their teacher asked some pre-questions about the story before teaching it. The 30% students responded that their

teacher began story from general background. 40% students responded that their teacher described the picture related to the story. Similarly 70% students responded that their teacher always described the title of the story and taught difficult vocabulary items of the story.

Half percentage of the students said that their teacher read the story line by line and explained the meaning of it. Only the 10% students said that their teacher always translated the text into Nepali but in majority of the cases their teacher translated it sometimes only. At the end of the lesson, 20% students said that their teacher always summarized the story. Likewise 60% students responded that their teacher always told the significance of the story. The 80% students were satisfied with their teacher's way or teaching and 40% of them were always fully motivated in the class while their teacher taught short story. 50% students responded that their teacher always taught the grammatical aspect given in the story. The 90% (almost all) students said that they were always encouraged to talk in the classroom whereas only 20% of them said that they were always asked to read the story.

Group F: Hill Town International School, Kirtipur

Questions No.	Always (%)	Sometimes (%)	Never (%)	Remarks
1	70	30		
2	30	70		
3	40	40	20	
4	50	50		
5	90	10		
6	80	20		
7	60	40		
8	-	40	60	
9	40	40	20	
10	50	50		
11	90	10		
12	70	30		
13	70	30		
14	40	30		
15	80	20		

The above table shows that 70% students were always interested in reading story in class. The discussion of pre-questions about story is weak since only 30% students responded that their teacher always asked pre questions about the story. The 40% students responded that their teacher always began story with giving general background. Similarly, 40% students said that their teacher always described the picture of the story. So as far as title of the story is concerned 90% students responded that their teacher explained about the title instead of giving this task to the students. The 80% students told that their teacher always taught difficult vocabulary items of the story.

While teaching the story by the teachers the researcher found that 60% students said that their teacher read the story line by line and explained the meaning of it. None of the students responded that their teacher always translated the story but they agreed for sometimes. About 40% students said that their teacher summarized the story at last. The 50% students said that their teacher told the significance of the story.

Almost all about 90% students were enjoyed with their teacher's way of teaching story in the class. 70% students were always motivated in the class while teaching story. Similarly 70% students responded that their teacher always taught the grammatical aspect given in the story. Only the 40% students were always encouraged to talk in the classroom. The 80% students responded that they were always asked to read the story in classroom.

3.1.4 The Comparison of Responses given by the Teachers of Government School and Private School

Q.N	Always (%)		Sometimes (%)		Never (%)		Remarks
	Govn.	Private	Govn.	Private	Govn.	Private	
1	14	14	86	86			
2	14	86	86	14			
3	43	71	29	29	29		
4	71	43	29	57			
5	29	57	71	29			
6	29	43	57	43	14	14	
7	14	14	43	14	43	57	
8	71	57	29	43			
9	43	57	57	43			
10	29	43	71	57			

While comparing the responses given by the teachers of government and private boarding school, the researcher found differences. It was found that 14% teachers of both types of school always preferred to teach story in the classroom whereas 86% responded it sometimes in both types of school teachers. 14% teachers of government school always began teaching story from its general background whereas 86% teachers of private school always began story from general background. Regarding the title of the story only 43% teachers of government school described the title before teaching it whereas 71% teachers of private school described the title before teaching it. 71% of the government school English teachers used the picture related to the story but only 43% private boarding school teachers used the picture related to it. For the case of plot and setting only 29% teacher of government school told it clearly whereas 71% private school teacher started to teach by telling it.

While teaching story 29% of government school English teachers read the story as a whole and explained the meaning whereas 43% private school teachers followed this process. Only 14% teachers of both types of school always translated the story. 43% of government school translated it sometimes and only 14% private school teachers translated it sometimes. It was found that 71% private school English teachers never translated the story. 71% teachers of government school teachers always summarized the story at last whereas 57% teachers of private school always summarized the story. 43% teachers of government school always asked their students to summarize the story were as 57% teachers of private school always asked their students to summarize it. 29% teacher of government school teacher always encouraged their students to compose similar type of story whereas 43% private school English teachers always asked their students to compose similar type of story.

From this above comparison the researcher found that the strategies of teaching story by the teacher of government and private school is different. In relation to pre-teaching, at the beginning it was found that the teachers of the government school focused more to the students rather than telling by themselves whereas private school teacher explained themselves instead of focusing to the students. For the case of translation if they needed they translated sometimes but the teachers of government school teachers used translation to make understand their students. In post teaching activities private school teachers gave more focus than government school teachers.

3.2 Section B: Analysis of Collected Data in Terms of Relevance of Teaching Story

This section deals with the analysis of collected data in terms of relevance of teaching story in secondary level. The relevance were found from the responses of English language teachers, students and other secondary sources of data. The researcher found the following relevance of teaching story in secondary level.

Relevance No. 1: To develop reading skill/habit

The researcher found that teaching story helps to develop the students' reading skill or reading habit. About 80% teachers and 85% students opined that studying story develops reading habit. As stories provide various interesting reading materials that is valuable for the students.

Relevance No. 2: To develop all integrative skills

The researcher found that by studying story students can develop all four language skills as well as other integrative skills. After reading story, students try to narrate it and present it in their own language so they develop writing, speaking and listening skills. Furthermore, they can develop other integrative skills such as guessing meaning, answering, summarizing, comprehending, and so on. This is the opinion of majority of the teachers and the students.

Relevance No. 3: The strong stimulus for learners

It was found that story is interesting for the learners and they become curious to read story. So story is functioning as a stimulus. The vast majority of the teachers i.e 75% expressed their views on the favour of this relevance. Teaching story does not quench the thirst of the students rather it grows more thirst in them.

Relevance No. 4: To develop the vocabulary power

It was found that the majority of the teachers and students expressed their views that teaching story develops the new vocabulary power. As stories contain different words related to different literature through which they can get opportunities to guess meaning and enrich their vocabulary power.

Relevance No. 5: To develop grammar

The researcher found that about 70% teachers and students agreed that story are narrated events in chronological order. There we found different uses of tenses and other grammatical aspects. By studying stories students get acquainted with uses of tenses and to study other grammatical items in context.

Relevance No. 6: To develop creativity

The researcher found that more than 90% teachers as well as students were agreed with studying story develops creativity. It encourages the students to think about the similar type of story. So that they will be motivated to create new stories and develop capacity to interpret and analyze the reading text. They can express their feelings, thoughts, imagination through writing.

Relevance No. 7: Provides moral lesson

It was found that almost all the students and 75% teachers agreed that story can provide moral lesson. As stories are created or related to the fictional world but provide different moral value and lesson to the readers. By studying stories learners get moral lesson which is necessary for their life.

Relevance No. 8: To develop the cultural awareness

Teaching story develops the cultural awareness of the students. Literature reflects the mirror of society. To learn language is to know or to be familiar with target language culture since it is a part of acculturation.

Relevance No. 9: For explaining students' language awareness

Teaching story helps expanding students' language awareness. In stories we can find various use of language such as in conversational form, deviant use of language etc. It helps the students to be familiar with various features of language.

Relevance No. 10: To learn the literature

It is obvious that story is a part of literature which provides bountiful materials to the readers. By studying story students know the literature. Literature is mirror of society which is also presented through story as well.

CHAPTER FOUR

SUMMARY, FINDINGS AND RECOMMENDATIONS

4.1 Summary

The objectives of this research was to find out the strategies adopted in teaching stories by the teachers of secondary level and to identify the relevancy of the teaching story at secondary level.

While undergoing research, the researcher applied different tools i.e. the questionnaire plus interview schedule to the English language teachers, questionnaire to the students, and class observation form. The researcher administered the questionnaire to the English teachers and students of secondary level, observed the classes while teaching story and interviewed the English teachers . The population of the study was fourteen secondary school's English teachers and sixty students from the purposively selected six schools. The collected data were tabulated, analyzed and presented on the basis of percentage.

The analysis and interpretation was done in two sections. The first section dealt with the analysis of collected data in terms of strategies and last section dealt with the analysis of collected data in terms of relevance of teaching story at secondary level. The first section further divided into three sections, i.e. the analysis of data from the questionnaire and face interview schedule with the English teachers in terms of strategies, the analysis of data from class observation of the teachers in terms of strategies and the analysis of data from the students in terms of teaching strategies. The second or last section dealt with the relevance of teaching story.

The researcher found that there were not any fixed strategies in teaching story in secondary level. The strategies were different from one

teacher to another. The very divergent situation was found. The condition of teaching story was not satisfactory they in adopting communicative ways of teaching. It was also found that in some cases, the teachers were found unaware of the purpose of teaching reading i.e. story in secondary level. Instead of making students active, teachers themselves were active in class. There is irony in their saying and doing in class.

In spite of so many problems in teaching story, story teaching was found to be relevant. It could contribute a lot to develop language skills, cultural enrichment and creativity of the students.

4.2 Findings

In the process of investigation, the researcher visited the sample schools, teachers and students to administer the questionnaire, to observe the classes and to take interview. The researcher found out the strategies and relevance of teaching story at secondary level. The findings are presented as follows:

1. The majority of the teachers gave general background and described the title by themselves rather than encouraging students to read and guess. In relation to picture of the story 57% teachers always used and described whereas other did not care about it. It seems the pre-teaching activities performed by the teachers were found very poor.
2. It was found 50% teachers always explained plot and setting of the story at the beginning instead of asking students to find out it. This showed that teachers were active in the class.
3. It was found that 55% teachers read the story line by line and explained the meaning and only very few number of teachers focused on students. This showed teachers were not aware of purpose of teaching story in secondary level.
4. A very few teachers emphasized to the students to read the story and find out the answers. It was found 36% teachers always read the story

as a whole and explained the meaning by themselves. It made clear that the teachers role is dominant.

5. A few number of teachers were still using translation and 30% teachers preferred to translate sometimes. It was also concluded that the teachers of public schools were entertaining with translation than private school teachers.
6. It was found that 64% teachers summarized the story by themselves at last but only few teachers asked their students to summarize the story.
7. The researcher found that post-reading activities aspect was also weak. The majority of the teachers did not give different kinds of creative activities like asking to write similar type of stories, asking students to narrate the story, discussion, asking some questions, providing feedback and so on. This showed teachers were very poor in post reading activities.
8. The teaching learning process was completely teacher centered in most of the cases. The teacher explained the story and told the summary in their own way. But there were no motivation, encouragement and students participation in the classroom.
9. The research found that in pre-teaching activities the teachers of government school focused more to the students rather than private school teachers.
10. It was found that the teachers were feeling difficulties in teaching story because most of the students were from poor background and lacked competency in language, vocabulary and so on. So the teachers have to make familiarize the students with language and target language culture.
11. Teaching story in secondary level found many relevance. The relevance are as follows:
 - (i) To develop reading skill/habit

- (ii) To develop all integrative skills
- (iii) To stimulate the learners
- (iv) To develop the vocabulary power
- (v) To develop grammar
- (vi) To develop creativity
- (vii) Provides moral lesson
- (viii) To develop the cultural awareness
- (ix) For expanding student's language awareness
- (ix) To learn the literature

4.3 Recommendations

The researcher has put forward the following recommendations:

1. The teacher should start the class with motivation and warming up.
2. The teacher should encourage the students to guess the title, subject matter, and so on.
3. The teacher should encourage the students to read the story and to find out answer and to give suitable title of it.
4. The teacher should use the picture related to the story.
5. The teacher should not translate the whole story into Nepali but sometimes it is permitted to explain some difficult points.
6. The teacher should tell the general theme of the story after the students' effort.
7. The teacher should encourage their student to summarize the story.
8. The teacher should teach difficult vocabulary in context.
9. The teacher should evaluate the students and provide feedback at the end of the class.

10. The students should be given different types of writing exercises such as to create similar types of story, to write summary of the story and so on.
11. The teacher should emphasize on the reading skill more while teaching story. Moreover, he can make different practices focusing the other language skills in the classroom.
12. It is better to have different classroom activities such as: i.e. role play, narration, conversation, discussion, etc.
13. The teacher should play the role of facilitator but not the dictator.
14. The teaching learning process should be fun, English should be used as medium of instruction and teaching should be learner centered.
15. The researcher recommends to the English teachers of secondary level to study the curriculum of compulsory English of grades 9 to 10 designed by the curriculum Development centre and also consult teachers guide for skillful teaching strategies.
16. The English language teachers should be laborious to minimize the problems.
17. The curriculum Development centre should include many interesting stories in grades 9 and 10 textbooks.
18. The ministry of education and sport should arrange the training for the English teachers of secondary level to update them with updated method, technique and way of teaching.

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APPENDIX VII

List of English Language Teachers undertaken for the study

1. Raj Bahadur Manandhar
2. Tuk Man 'Himali'
3. Rajesh Pandey
4. Krishna Pokhrel
5. Lalkaji Thakali
6. Niraj Kumar Gautam
7. Gokarna Raj Devkota
8. Kamal Raj Devkota
9. Khem Nath Subedi
10. Hira Lal Subedi
11. Tirth Raj Neupane
12. Padam Prasad Gaire
13. Ralindra Maharjan
14. Dinesh Dahal

APPENDIX VIII

List of the visited schools

1. Kanya Mandir Higher Secondary School, Neheokha, Ktm.
2. Shree Shanti Vidhya Griha Secondary School, Lainchaur, Ktm.
3. Nepal Yubak Secondary School, Pakanajol, Ktm.
4. North East English School, Lazimpat, Ktm.
5. New Horizon Institute, Golkopakha, Ktm.
6. Daunne Devi Higher Secondary School, Bhatebahal, Ktm.
7. Glory English School, Tahachal, Ktm.
8. Gyan Niketan English Secondary School, Shankhanool, Ktm.
9. Kumudini English Boarding School, Swayambhu, Ktm.
10. Janasewa Madhyamic Vidhalaya, Panga, Kirtipur, Ktm
11. Mangal Higher Secondary School, Kirtipur, Ktm.
12. Hill Town International Higher Secondary School, Kirtipur, Ktm.
13. Panga Secondary Boarding School, Panga, Ktm.
14. Vaishnavi Secondary School, Kirtipur, Ktm.

APPENDIX IX

List of school and students

1. Kanya Mandir Higher Secondary School, Nheokha, Kathmandu

- | | |
|--------------------|--------------------|
| 1. Anita Dangol | 6. Rashmi Shrestha |
| 2. Rita Rijal | 7. Kabita Thapa |
| 3. Rabita Shrestha | 8. Sujata Pandey |
| 4. Reena Maharjan | 9. Sandhya Pandey |
| 5. Nilima Maharjan | 10. Sarita Pandey |

2. Gyan Niketan Secondary English School, Sankhamool, Ktm.

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|----------------------|--------------------|
| 1. Deepa Thapa | 6. Sanjay Rai |
| 2. Kalyan Shrestha | 7. Naresh Karki |
| 3. Kismat Pandey | 8. Basanta Acharya |
| 4. Manisha Shakya | 9. Riya Panjiyar |
| 5. Janyanti Shrestha | 10. Shova Bhandari |

3. Nepal Yubak Secondary School Paknajol

- | | |
|-----------------------|----------------------|
| 1. Suresh Bhetwal | 6. Ajina Thapa |
| 2. Huna Lamichhane | 7. Prabha Shrestha |
| 3. Sushma Chaulagain | 8. Rabin Kumar Itani |
| 4. Jangmo Tamang | 9. Rakesh Nepal |
| 5. Nima Yangji Sherpa | 10. Sujan Thapa |

4. North East English Secondary, Lazimpat, Ktm

- | | |
|-------------------|-------------------|
| 1. Prativa Makaju | 6. Sangita Suwal |
| 2. Bhusan Kaju | 7. Sarmila Karki |
| 3. Rupak Bajiko | 8. Barsha Neupane |
| 9. Yesmita Karki | 10. Susmita gelal |

5. Janasewa Secondary School, Panga, Ktm.

- | | |
|--------------------|---------------------|
| 1. Sandeep Rai | 6. Rajan Pokharel |
| 2. Muna Maharjan | 7. Prakash Sapkota |
| 3. Sujina Maharjan | 8. Nirjal Raila |
| 4. Govinda Paneru | 9. Rakshya Khadka |
| 5. Sanju Maharjan | 10. Sajina Maharjan |

6. Hill Town International School, Kirtipur, Ktm

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|------------------------|----------------------|
| 1. Manzeel Man Dangol | 6. Bishu Lamichanne |
| 2. Ilina Maharjan | 7. Rajina Maharjan |
| 3. Ashish Dangol | 8. Ralindra Maharjan |
| 4. Prem Bahadur Basnet | 9. Biraj Khyaju |
| 5. Sujita Manandhar | 10. Durga Bhandari |