

**STRATEGIES USED IN TEACHING SHORT STORY
AT GRADE EIGHT IN BAJURA DISTRICT**

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

**Submitted by
Ratan Prasad Jaishi**

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

2013

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2013

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ratan Prasad Jaishi** has prepared this thesis entitled "**Strategies Used in Teaching Short Stories at Grade Eight in Bajura District**" under my guidance and supervision.

I recommend the thesis for acceptance.

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DECLARATION

I hereby declare that to 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: 01/12/2013

Ratan Prasad Jaishi

DEDICATION

Dedicated to

My parents **Mr. Kamal Giri Jaishi** and **Mrs. Jamuna Devi Jaishi** who spent their life and money for my study.

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Ratan Prasad Jaishi

ABSTRACT

This study entitled "Strategies Used in Teaching Short Story at Grade Eight in Bajura District" was carried out to find out some of the strategies of teaching short story at grade eight in Bajura District. The study was an attempt to find out the strategies was mainly conducted the fact that it adds some strategies in the field of teaching short story for the English teacher. Similarly, this study was conducted to explore whether the English teachers of lower secondary level to follow teaching strategies or not. It is also found out their teaching activities as well. To meet the objectives of this research ten teachers who were teaching in different schools of Bajura district were selected as the primary source of data. They were questionnaire and four classes of each teacher and five hundred students from the fourty classes were observed. This research concludes that all most all the teachers motivated their students before teaching the short story. But the degree and ways of their motivation was varying. Twenty percent teachers motivated their students excellently whereas sixty percent did so in a good way and twenty percent teachers were found in average condition in motivates the students. Similarly, most of English teachers of lower secondary level, used pre, while and post reading activities in teaching short story in ELT classroom.

This thesis consists of five chapters: The first chapter deals with background / context, statement of the problem, rational of the study, objective of the study, research questions, significance of the study delimitations of the study and operational definition of the key terms. The second chapter deals with review of related literature, implication of review of the study and theoretical and conceptual framework. Similarly, the third chapter deals methods and procedures of the study design of the study, population and simple, sampling procedure, data collection tools, data collection procedures and data analysis and interpretation. After that, the fourth chapter deals with result and discussion and the last chapter deals with summary, conclusion, implication in policy level practice level and further research followed by reference and appendixes.

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ABBREVIATIONS AND SYMBOLS

AD	Anno Domini
ALM	Audio-Lingual Method
CLT	Communicative Language Teaching
CDC	Curriculum Development Centre
ESL	English as Second Language
ELT	English Language Teaching
etc.	et cetera
GT	Grammar Translation
i.e.	That is
TST	Teacher-Student-Teacher
WWW	World Wide Wave
L ₂	Second Language

CHAPTER ONE

INTRODUCTION

This study is about 'Strategies Used in Teaching Short Stories at Grade eight in Bajura district'. This section introduces the research in terms of its general background. In brief, general background consists of teaching strategies, language teaching, use of literature, modern trends in teaching literature, objective and significance of the study.

1.1 Background /Context

Language is a means of communication. It is dynamic and open system that allows human to communicate their thoughts, desires, feelings, emotions, experiences and ideas. It differentiates us from other animals. It is the greatest accomplishment of human civilization. Language is a system of communication by sound, operating through the organs of speech and hearing among members of a given community, and using vocal symbols possessing arbitrary conventional meanings" (Pie,1966, p.141). We simply can say that language has a unique place in communication as it is the most important channel from which one gains Knowledge. From this we come to the fact that language is as important as vertebral column to vertebrate.

Teaching is a very complex job. Many things should be borne in mind while teaching language, a teacher should be well- qualified in the aspects of teaching i.e. who to teach? Why to teach? What to teach? How to teach etc.? Among them what to teach deals with the content/ subject matter that is to be taught is important for our purpose. Literary contents have been proved as sole authorized subject matter to boost up the students' language, though there is the debate whether linguistics or literature is the appropriate content. To quote Collie et al. (1987, p. 3) one of the main reasons for teaching literature is that 'it offers a bountiful and extremely varied body of materials'. Lazar, (1993, p. 22) makes an attempt to show the significance of teaching literature by proposing three models: the cultural model, the language model and the personal growth model.

Literature involves various genres viz, poetry, essay, drama, story, novel. Among these, short story is one of the important genres in teaching learning language. In new English curriculum of primary level in Nepal, short stories have been included to teach like other genres. Especially, folktales are given in this level. There might be various strategies used by the teachers while teaching the stories.

1.2 Statement of the Problem

Language is determined by power and politics. It also determined the teaching strategies in different levels. There are several methods and techniques are used in different time in the ELT. The contexts of Nepal, there are three types of schools, government, private and public. Those schools are used different methods and techniques of respectively. On the other hand community and private schools have considerable growth in education and they used student oriented techniques in teaching short stories. The government schools have not good infrastructure and educational resources. Therefore, the way of teaching short stories is poor and not good quality in front of the community and private schools. The way of teaching short stories of government schools are poor then the community and private schools because the infrastructure and educational resources of government schools are not appropriate to the students. However, government school faced over crowded classroom, unmanaged teaching learning problems, no sufficient classroom and lab and so on. It resulted into the degraded quality of education delivered. Moreover, teaching short story is an important effort and motive of the students. This is a good act of teachers in ELT. Lazar, (1993, p. 84). Therefore, there are three are types of activities of teaching short story.

- (i) Pre- reading activities
- (ii) While-reading activities
- (iii) Post-reading activities

Above those provision of Lazar, (1993, p. 83) to help students through those difficulties. So the English language teacher should follow above those activities while teaching short stories. But it is one challenge of our context. However, more of

the school teachers unable to follow those activities in the teaching short story. They usually follow the tradition and grammar translation method of teaching short story. So, most of the teachers of government school have been following old and traditional way of teaching short story in our context. The teacher's classroom performance is related to the old way of teaching short story.

The sum up, there are so many causes behind this. One of them is using traditional way of teaching short story in the second language classroom. Thus, it is necessary to use modern techniques and methods in teaching short story in second language classroom. Therefore, this study entitled "Strategies used in teaching short stories at Grade Eight in Bajura District" makes an attempt to analyze the situation.

1.3 Rationale of the Study

Teaching short story is an important part of motivate to the students. It gives fun to the reader or students. But it depends on the teachers' maxims or way of teaching. Especially, there are major activities of teaching short story. They are as follows pre-activities, while activities and post activities.

Lazar (1993, pp. 84) further adds three activities to be followed while teaching short story.

- (i) Pre-reading activities
 - helping students with cultural background
 - stimulating students to understand the character
- (ii) While reading activities
 - Helping students to understand the plot
 - Helping students to understand the characters
- (iii) Post reading activities
 - Helping students to make interpretation of the text
 - Understanding narrative point of view etc

Though all the steps of teaching short story to help the teachers to teach in the second language in ELT classroom. It is managed to good environment to the between students, teachers relationship in the ELT classroom. It helps to motive to the students

to achieve of their good results as such the study entitled, "strategies used in teaching short story at Grade 8 in Bajura District." Is an attempt to the impact of teaching short for lower secondary level of English teachers in Bajura district?

1.4 Objectives of the Study

This study has the following objectives:

1. To find out the strategies used in teaching stories at grade eight.
2. To suggest some pedagogical implications for enhancing teaching learning process of the story particularly at grade eight.

1.5 Research Questions

This study will be oriented to find out the answer of the following research questions.

- a) How do the English teachers teach short story in ELT classroom at lower secondary level?
- b) What short of strategies do they use while teaching short story in lower secondary level of Bajura district?

1.6 Significance of the Study

The researcher has carried out a research work entitled "strategies used in teaching short story at grade eight in Bajura District" which studies the teaching strategies and problems of teaching and learning short story. In fact, stories are appropriate materials to teach English and to be familiar with English language and culture as well. Thus, it is highly beneficial to the students and English language teachers of lower secondary level to deal with teaching a story. This study will be helpful to the subject teachers, experts, syllabus, designers, textbook writer language trainer and those related to teaching and learning the English language.

1.7 Delimitation of the Study

- a. The study was limited to identify the teaching strategies of teaching story at Grade Eight in Bajura district.
- b. The study was limited within ten English teachers of different five schools of Bajura District.
- c. The study will analyze the situation of Bajura district only.

1.8 Operational Definitions of the Key Terms

Impact -the power effort of something/somebody

Pedagogical problems- problems that occurs in the classroom during teaching and learning

Strategies- A plan that is intended to achieve a particular purpose.

Short stories- It is a short work of prose fiction which usually depicts one character's inner conflict or conflict with others.

Activity - a situation in which something is happening or a lot of things are being done.

Pre- reading activities before reading activities

While- current reading activities

Post- after reading activities

ELT - English language Teaching

Observation- The act of watching sib/sth carefully for a period of time.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAME WORK

2.1 Review of Related Literature

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

Gyawali (2004) carried out a research on the title, “study on Teaching Poetry at Secondary Level.” The major objective of his study was to motivate the students and expand the language awareness and he used survey type of methodology of his research. The researcher has found out that the strategies used by the researchers were different from one to another. Despite many problems, teaching poetry at the secondary level helps more in language learning.

Adhikari (2005) carried out a research on “The effectiveness of strip story in developing writing skill”. The major objective of his study was to find out the effectiveness of writing skills and he used experimental methodology of his research. His finding was that if the students are taught writing skill using strip story, they can perform better than those who are taught without them.

Lamsal (2006) carried out a research on “A study on the strategies in teaching story at secondary level.” The major objective of his study was to find out the strategies in teaching story at secondary level. He used survey type of methodology in his research. His finding was that 50% of secondary English teachers in Kathmandu district are not using the three activities needed for teaching story properly; poor in pre-reading activities and post- reading activities. Teachers themselves are more active rather than making their students active. Furthermore, he finds that teaching story at secondary level is relevant to develop reading skill, grammar, creativity, moral lesson, cultural awareness and to learn the literature.

Lohani, (2008) has carried out a research under the title 'strategies used in teaching drama at secondary level'. The major objective of her study was to find out strategies used in teaching drama at secondary level and to enlist some pedagogical implications while teaching drama. She used survey type of methodology in her research. She has found that 10% teachers motivated their students excellently where as 70% did so in a good and 20% of them were found in an average condition in motivating the students.

Pokharel (2008) has also carried out a new research on topic 'strategies used in teaching fiction'. The major objective of his study was to find out the strategies adopted in teaching fiction at master's level and to list some pedagogical implications for enhancing teaching learning process of the fiction. He used experimental methodology in his research. He has found that every teacher needs to brainstorm before going through the text and translations should be minimized as it decreases fluency and proficiency and lecture should be used as a technique but not as a method.

The present research is basically different from that of above reviewed researches in the sense that it is based on strategies used in teaching short story at grade eight of Bajura district. Hence it is the first of its kind.

2.2 Implication of Reviewed Literature

Above five different studies reviewed five were conducted regarding the transfer and impact strategies of teaching short story in the Department of English Education. These studies are to some extent related to my study. After reviewing these works I got lot of ideas regarding the impact of teaching short story. Similarly, I got information from English teacher of Lower secondary level in Bajura district. In order to conduct those research they have used survey research design and I will also follow the some i.e. survey research design. So, after reviewing those researches, I collected some ideas on the process of survey research design. Likewise, they have used observation as a tool of data collection and I used the some tools to data collection therefore is some points they are similar. So the book of Lazar (1993) has provided insight and information about the strategies used in teaching short story which helps to explore the theoretical concepts as my study.

2.3 Theoretical Framework

There are different strategies used in teaching short stories at grade eight. These strategies include providing general background, description about the writer, description of the title, use of sing post questions, used of picture and textbook, reading the story, explaining the plot and setting, explaining the meaning, translating the story in Nepali and last summarizing the whole story.

Language is the most advanced and powerful means of human communication. It is species specific and universal medium to express human thoughts, feelings, ideas and emotions. Most of the activities civilization, literature, political and diplomatic activities and human achievements.

There are so many languages in the world. Among them the English language is most widely used one. It is an international lingua franca. According to Harmer (2003, p.18) "it is the international language and a vital tool for any students to be successful in communication". For him (ibid p.18), although English is not a language of the largest number of native or first language speakers it has become a lingua franca because of historical, economic and cultural factors which have influenced and sustained the spread of the language.

2.3.1 Teaching Strategies

Teaching strategies are the process of putting the teaching plan into operation in skillful way. Teaching strategies involve different activities, policies, steps which are used in teaching.

Generally teaching strategies and teaching methods are used synonymously. But they are different from each other. The term strategy was used in the field of military area in ancient time. It was derived in teaching learning later on as modern and flexible word than teaching method. Strategy is micro approach. On the other hand, the term teaching method has been used in education for long as traditional and inflexible concept. Whereas Stone and Moris (1984) state "teaching strategy includes teaching

method" (as cited in Sharma & Sharma 2062, p. 202). It shows that there is a debate among the scholars whether teaching strategy or teaching method is general term.

Faculties of different department are feeling the pressure to minimize the lecture method, to make learning environment more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies. Different scholars have listed different language teaching strategies. Brumifit and Carter (1996, p.110) state four strategies of teaching language. They are:

- I. Prediction: What comes next?
- II. Summary: What's it all about?
- III. Forum: debating opposing viewpoints?
- IV. Guided re-writing

Lazar (1993, p. 83) has given three strategies of teaching short stories viz. pre- reading ,while reading and post - reading activities strategies. Modern technologies are used in the world. Similarly in rural areas, teaching learning activities are deprived of the technology. Because of the large number of the students in the classroom, ill-managed administration and lack of the trained teachers, translation and lecture methods are being used in language teaching. There may be dispute between teaching strategies used in Bajura District and outside. So, particularly to find out the strategies used in teaching short story at the grade eight of Bajura district is the main objective of the research.

2.3.2 Short Stories: An Introduction

Short stories are short and simple enough by nature. They are the account of invented or imagined events set in chronological order. They are limited to a very few characters, a single setting and incident. A story that is shorter than a short story can be called anecdote. According to Abraham (1985) “a short story is a brief work of prose frictions, and most of terms for analyzing the components, the types and various narrative techniques of the novel are applicable to the short stories as well”. Plot, characters, dialogue, setting, language, style and theme are the essential elements of successful short story. Short stories can be categorized under fairytale, parables, fable, legends, and myths and so on.

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

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

2.3.3 Types of Short Story

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

a. Myth

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

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

b. Fable

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

c. Legend

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

d. Fairy Tale

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

e. Parable

A short story uses familiar events to illustrate a religious or ethical situation. According to Abrams, (1957 pp. 5-8).

A parable is very short narrative about human beings presented so as to stress the tacit analogy, or parable, with general lesson that the narrator is trying to bring home to his audience. The parable was one of Jesus' favorite devices as a

teacher.

It is short narratives that elaborate the features of human beings. It mainly shows the religious and ethnical views expressed through the form of verse or prose.

2.3.4 Literature and Language Teaching

The term literature is defined by various scholars variously. There is no fix word as such so that its definition is confronted within it. It is a great sin one can do if he defines such a broad area with his limited string of words. Literature carries various tastes of human choices. As they are choice from different areas of interest that is science, medicine, sport and art. It is originated from the very sensitive body part of human being as Scoles, et al. (2010) say, “literature begins in the creative possibilities of human being to use their language creatively. Though its origin lies in the joy of creation, literature can be intensely serious.”

Literature can be created from the very creative aspects of human body. Since, the origin is near to place or joy. It exerts seriousness on reader. Literature is not the things that do not touch human heart. Literature has very powerful influence on reader from Sanders A. (2009, p. 12) view “Literature shows a greater capacity than any other prose form for combining a love of concrete statement with tendency to dream a sense of reality with lyrical rapture.” There are many more written texts in the present world but literature among them is much powerful device to differ from ordinary prose. It is only the literature which combines love in the desert of hate and bring new greenery in the bare field as a dream.

Similarly, “Literature means ... to meet a lot of people, to know other different points of view, ideas, thoughts, minds ... to know ourselves better” (as cited in Lazar 1993, p. 1). Literature not only a lyric sweetly played in the tune rather it is a day to day thoughts and ideas:

... one can think of literature less as some inherent quality or set of qualities displayed by certain kinds of writing all the way from ‘Beowulf’ to Virginia

Woolf, than as a number of ways in which people relate themselves to writing. It would not be easy to isolate, from all that has variously been called 'literature', some constant set of inherent features... any bit of writing may be read 'non pragmatically' if that is what reading a text as literature means, just as any writing may be read 'poetically' if I pore over the railway timetable not to discover a train connection but to stimulate in myself general reflection on the speed and complexity of modern existence, then I might be said to be reading it as literature (as cited in Lazar 1993 p. 2).

Literature as a whole is asset of qualities displayed by the kinds of writing from the very ancient work Beowulf to the present work of Virginia. It is not the work that is different but its quality that differs from others. Thus, this all definitions show that literature is kind of written text provides multiple flavor of human choice. It means literature absolutely a legacy from out ancient great literary figure.

Language teaching, on the other hand, is a complex activity which requires a sound knowledge on how to handle the children, teaching strategies, curriculum, institutions, rules and regulations, the availability of materials the way of handling them and how to facilitate understanding in others. The aim of language teaching is to get flavor from literature written in the best books around the world. It is clear from the Richards and Rodgers (2003, p. 5) view " the goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that results from foreign language study". Literature offers bountiful materials which set in the social, spiritual values in order to maintain mental discipline of the students. Since, the mental intelligence reflects the steam of knowledge to cultivate the whole person: it can be gained through literature reading. Furthermore, language teachings help to introduce terminology. Language teaching and learning heavily based on language terminology. Language terminologies already have its stand on literary work. Since literature carries large amount of literary and

language terminology, it supports to clarify language related jargon. In this regard, Lazar (1993, p. 45) writes, "Literary terminology provides students with the tools for identifying distinctive features in a literary text and so appreciating it more fully. To teach language literary terminologies are highly valued".

So both acts are related to each other as literature plays as an aesthetic waffle in language teaching. Literature provides materials, give choice to the learners, promote, interest on them and language teaching applies them in practical field. One of our main aims in the classroom should be to teach our students to read literature using the appropriate literary strategies. This involves them not in reading for some practical purpose of example of obtain information, but rather in analyzing a text in terms of what it might symbolically. Literature provides wonderful source material for eliciting strong emotional responses from our students. Using literature in language classroom is fruitful way of involving the learner as a whole person and provides excellent opportunities for the learners to express their personal opinions, reactions and feelings.

2.3.5 Use of Literature in Language Classroom

This section considers some of the issue underlying the use of literature with the language learners. Literature, definitely, provides provoking feedback to the learners of language. Schools, et al. (2010) further add, "Literature enriches our lives because it increases our capacities for understanding and communication; it helps us to find meaning of our world and to express it and share it with others".

Lazar,(1993, pp. 15-19) writes following reasons of using literature in language classroom.

I. Motivating Materials

In many countries around the world, literature is highly valued. If students are familiar with literature in their own language, then studying some literature in English can provide an interesting and thought - provoking point of comparison. Asking students

to retell short stories from their own culture for example, before getting them to read on authentic story in English on a similar theme, could be highly motivating.

II. Encouraging Language Acquisition

In many countries around the world students have fairly limited access to spoken English, and written English often takes on primary importance for stimulating language acquisition. Literature may provide a particularly appropriate way of stimulating this acquisition.

III. Expanding Students' Language Awareness

Literary language is somehow different from other forms of discourse in that it breaks the more usual rules of syntax, collocation and even cohesion, for this Widdoeson (1975) clearly states, "It has been argued that by asking students to explore such sophisticated uses of language, we have also encouraging them to think about the norms of language use" (as cited in Lazar 1993, p.18). Not only is this using literature in the language classroom making student aware about literary texts and meta-language, but also helps students expand their restriction of language learning.

IV. Developing Students' Interpretative Abilities

Learning of new language would seem to involve the learner in the forming of hypotheses and drawing of inferences, whether these relate to when a particular idiom is used appropriately or not. It means students can interpret, analyze, and predict the upcoming events and incidents through story.

V. Educating the Whole Person

Literature may have wider educational functions in the language classroom. It can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness. Above points depict the fact that teaching literature obviously is fruitful in language classroom.

Similarly, Collie and Slater (1987, pp. 3-5) give following reasons for using literature in the language classroom.

- Valuable authentic material
- Cultural enrichment
- Language enrichment
- Personal involvement etc.

They further argue that keeping literature off the syllabus, however, has produced a certain amount of unease as well. There is the fact that many learners want and love literary texts, as we have found time and time again. They have tried to devise ways of making literature a more significant part of language teaching program and using it in such a way as to further the learner's mastery in the four basic areas of listening, speaking, reading and writing.

Regarding the usefulness of literature in language classroom, it surely yields interest, curiosity, emotional feedback and provides entire information about language and makeup the whole person with shining light of knowledge.

2.3.6 Modern Trends in Teaching Short Story

The story as the creative piece of writing that can be finished within a single sitting, so use of short story in a language learning classroom creates beautiful pedagogic motivation and yields social experience from the part of the reader. To understand the short story fully and clearly, teacher should analyze the story its element, structure in a sensible way. Short story has its structural properties on the basis of narrative point of view. They are abstract, orientation, complicating action, evaluation, resolution and coda. These properties help to understand the story. Abstract refers to a short summary of the story, orientation is essential constituent in helping the reader to identify place, person, time and activity, complicating action is a temporal sequence, evaluation is the commentary from narrator. Resolution and coda refers to the last event happened in the story and senses of completeness respectively. These elements are helpful for understanding the story from narrative sense.

There are various ways to analyze the story or to get the full fledge information about the story and to extract the real sense and emotional attachment of the story.

The teacher will, of course, decide for themselves the extent to which such a model needs to develop according to the aims of a particular lesson or syllabus. This gives a distinctly investigative edge to their pedagogic application.

Short stories are often an ideal way of introducing students to literature in the foreign language classroom. For the teacher, they offer many immediate and long-term advantages:-

- Their practical length means they can usually be read entirely within one or two class lessons. Slightly longer works can be sectioned in the same way as novels or plays, but still be completed in few lessons.
- They offer greater variety than longer texts. A teacher can chose very different short stories, so that there is a greater chance finding something to appeal to each individual's tastes and interest. Short stories are especially valuable for seasonal courses, summer courses or the like, or for teachers with shifting class: evening courses for example, or continuous- intake adult classes.

We hope that the ideas on the following pages will encourage a creative use to be made of this rewarding genre. We have always found that being creative in presenting and exploiting the text is, if anything, even more important with short stories than with longer works. In this regard, Lazar, (1993, pp. 77-86) mentions following activities to be followed.

Activity 1

Divide the class into two groups; give 2 lists of unfamiliar vocabularies on the board. Group A look at word list 1, group B look at word list 2. Discuss what the words on your list mean in the context of the story. You can use your dictionaries to help you. When you have finished, explain the meaning of the words to the students in the other group.

Activity 2

Make students think over the characters and events in the story who is experiencing a crisis or conflict in their event. Ask them what kinds of thoughts and feelings are they experiencing? Ask them to write two or three paragraphs.

Activity 3

Think about the situations, and discuss them with your partner. Give reasons for advice you would give each person in that situation. Situations is for example:

- a) Tom is nineteen years old and lives with his invalid mother. They have no other relatives living nearby and Tom is responsible for working after her. When he was at school he would come home every day and do all the house work as well as nursing her. Now he has been offered a place to study architecture at a university a three hour train trip from his home. What should he do?

Activity 4

Ask these questions to the students

Think about events in your country at the beginning of the century. What was daily life like for most people?

Your teacher is going to tell you a little about life in Ireland at the same time. If necessary, take a few notes about what he/ she says.

Activity 5

Now read the text again. This time take notes summarizing the main point of each paragraph in the story. For example

Paragraph 1: setting the scene - Eveline at the window.

Paragraph 2: Eveline's childhood memories of the street and her neighbors.

Then discuss the questions in pairs.

Activity 6

Make students read the story and answer these questions:

- a) Who is Eveline ?
- b) What is her dilemma?
- c) What do you think is her final decision?

Activity 7

- a) In the story, Eveline is in the middle of an emotional crisis. In groups, note down the reasons she has for studying and the reasons she has for living, both conscious and possibly subconscious. For example :

Reason for living Reasons for studying

Frank- he is manly and attractive. Her father does not like sailors.

Can see trust frank?

- b) What decision does Eveline finally make?
- c) In her position, would you have made the same decision? Why or why not?

Activity 8

Look at the last few paragraphs in the story. In pairs or groups discuss the questions

Questions must contain some particular type of words, phrases, clauses and idioms etc.

For example: 'a maze of distresses in line 135.

'she answer nothing' in line 134.

What effect does this have?

Look at the order of the sentences from lines 129 to 138. Do they seem to be organized in any particular way?

Activity 9

- Divide the class into two groups. Group A read Extract A and group B read Extract B. then answer the questions.
- Extract should be drawn from the story and questions must be based on the Extracted form.

Activity 10

-put some questions as:

- a) At what as is it common for people in your country to leave home?
- b) What are their reasons for doing so?
- c) How do you think most people feel when they leave home? How did you feel when you left home?

And discuss in the class.

Activity 11

Give some statements which describe the main characters in the story. Read the statement and check the meaning of any words you don't know in your dictionary. Then decide whether you agree or disagree with the statement. Give some examples from the text to support your opinion. Above mentioned activities are very useful in using with short story in the English language classroom. It has been current and emerging activities that is used in the literature classroom in general and short story teaching in particular. Lazar (1993, pp. 84-86) further adds three activities to be followed, while teaching short story:

Pre- reading Activities:

1. Helping students with cultural background.
2. Stimulating students to understand the characters.
3. Pre- teaching vocabulary.

While-reading Activities:

1. Helping students to understand the plot
2. Helping students to understand the characters
3. Helping students with difficult vocabulary
4. Helping students with style and language

Post-reading activities:

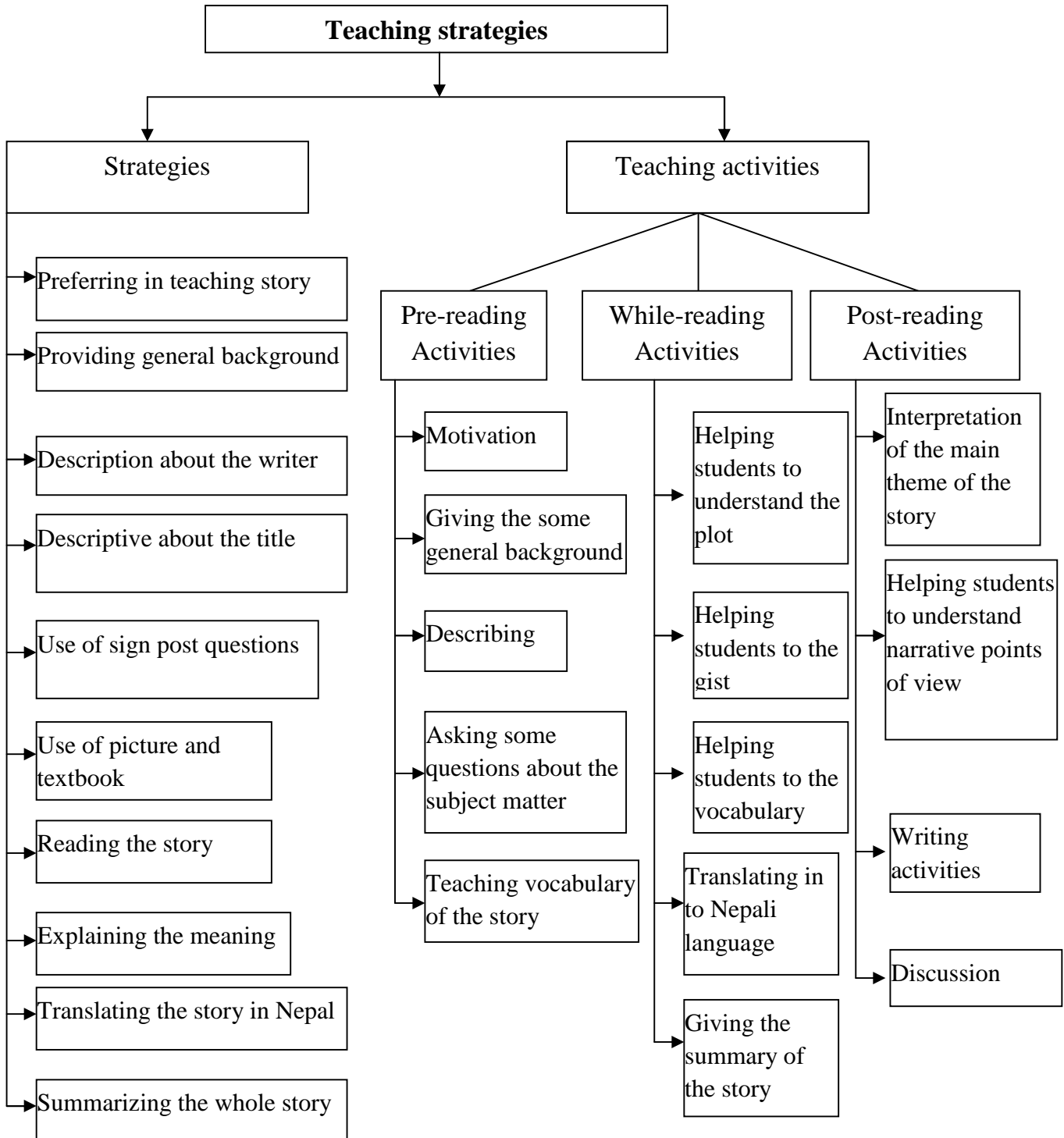
1. Helping students to make interpretations of the text
2. Understanding narrative point of view
3. Follow-up writing activities
4. Follow-up fluency practice

Above designed activities and tasks should then be designed to help students through these difficulties.

Similarly, teaching short story contains some unfamiliar vocabulary, which requires good deal of efforts from the part of the reader and sometimes discourage the reader

for further effort. Joining with the whole journey within a story from beginning to end is really a challenging job. It creates a problematic situation.

2.4 Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

The following methodology will be adopted to fulfill the above mentioned objectives.

3.1 Design of the Study (Survey Research)

Research design here refers to the model that any researchers apply or follow in course his/her research work. According to Kumar (2009, p. 84), "A research design is a plan for, structure and strategy and investigation so conceived as to obtain answer to the research questions or problems." I would like to discuss the survey research that I used in my research work.

Survey research design is a design that is most commonly used in educational researches. It is equally important to social inquiry, politics and developmental studies and most significantly for education and linguistic aspects. It has an equal importance to large scale investigation like census to a small scale study. According to Cohen and Nanion (1985, as cited in Nunan, 1992 p. 140), "Surveys are the most commonly used descriptive method in educational research and may vary in scope from large-scale governmental investigations through to small-scale studies carried out by a single researcher." They further state that "The purpose of survey is generally to obtain a snapshot of conditions, attitudes, and /or events at a single point in time." In this sense, survey research is different from other types of researches as experimental and quasi-experimental research in terms of population of the study, nature of collecting data. There is a single time data collection in survey research and conducted in natural setting. Similarly, it differs from case study in terms of large size of samples while case studies are oriented to the more intensive and longitudinal study of small population.

In case of educational survey research, Cohen et al. (2010, p. 207) states, it often makes use of test results, self-completion questionnaires and attitude scales. Surveys are useful to gather factual information both-present and past. According to Cohen et

al. (2010, p. 208), "Survey can be both descriptive and analytical. Descriptive surveys simply describe data on variables of interest, where analytical surveys operates with hypothesized predictors or explanatory variables that are tested for their influence on dependent variables." The attraction of survey research lies in its appeal to generalize ability or universality.

The basic purpose of survey research is to find out the actual behaviors, attitudes and opinions of the people on certain issues, events, situations or phenomena. It also aims to find out the existing situation of particular case. Survey research in educational sector seeks to eliminate the problems related to education and generalize its findings on the basis of representative sample of specified target population. In survey research data are gathered from relatively large numbers of population using certain sampling procedure where, the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with clearly defined problems and objectives. It is also taken as the basis for decision for the improvement. Some of the characteristics of survey research stated by Cohen et al. (2010, p. 206), are as follows:

- a) it collects data on a one-shot basis and hence is economical and efficient
- b) represents a wide target population
- c) generates numerical data
- d) gathers standardized information
- e) Captures data from multiple choice, closed questions, test sources or observation schedules.

Thus, to summarize the idea, survey is a research conducted in a large number of populations for more generalize able findings. It is assumed to be the best research in educational and public operations, professional behaviors and attitudes and so on.

3.2 Population and Sample

The population of the study included to lower secondary level English teachers of different schools in Bajura district.

3.3 Sampling Procedures

Ten English teachers teaching lower secondary level of different schools in Bajura district were purposively selected for the study. Similarly forty classes were observed.

The selection was done through judgmental non-random sampling procedure. In the judgment non-random sampling, the researcher only goes to those people who in his/her opinion are likely to have the required information and be willing to share it.

3.4 Data Collection Tools

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

3.5 Data Collection Procedure

I collected the data from the primary sources by using questionnaire and observation. For this purpose I followed the following steps:

- a. At first, I went to the selected school of grade eight in Bajura District and talked the authorized persons to get permission and explained the purpose and process of the research to them.
- b. After getting permission from them, I consulted the grade eight English teachers and students to inform the purpose and process of the research.
- c. I requested the teachers to teach four short stories in the same class for four days.
- d. After that, I observed the class of the English teacher while teaching short story and then gave the questionnaire to the teacher for responding to it.
- e. Then, I selected the required students by using the judgmental non-random sampling to conduct the questionnaire.

3.6 Data Analysis and Interpretation

Qualitative data was analyzed in a narrative ways with description. Quantitative data was analyzed and interpreted with the help of simple statistical computation like-mean median ration and so on. Then they was presented and displayed in various tabular and graphical forms.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the findings obtained from the research and the recommendations. Different tools had been used in the research so the findings were also varying according to the tools. The researcher describes and analysis of student's questionnaire and teachers class observation. The findings obtained from the class observation of the teachers and students in the following ways.

4.1 Discussion of Teachers' Response

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

Table No. 1
Teachers Response in Percentage

S.N	Strategies	Yes		No	
		(25%)		(75%)	
		Always	Usually	Sometimes	Never
1	Preferring in teaching story	35%	30%	35%	-
2	Providing general background	55%	20%	25%	-
3	Description about the writer	30%	25%	45%	-
4	Descriptive about the title	80%	20%	-	-
5	Use of sign post questions	50%	25%	20%	-
6	Use of picture and textbook	15%	25%	60%	-
7	Reading the story	30%	25%	45%	-
8	Explaining the plot and setting	15%	25%	60%	-
9	Explaining the meaning	30%	20%	45%	5%
10	Translating the story in Nepal	30%	20%	45%	5%
11	Summarizing the whole story	50%	5%	45%	-

The table shows that 25% teachers felt difficulty while teaching short story whereas 75% teachers did not feel. From the questionnaire for English teachers of grade 8 level, the researcher found that 35% of them always preferred teaching story in the class. Similarly 55% teachers responded that they always started teaching story from its general back ground whereas 25% of them responded that they sometimes taught the story from general background 30% teachers responded that they always described the writer before teaching short story whereas 45% teachers responded that they sometimes described about the writer. The table clarifies that 80% teachers responded

that they always described the title before teaching the story. Regarding the sing post questions related with the 50% replied that they always used the sing post question to grasp the events of the story whereas only 5% of them reported that they never used them and 60% teachers reported that they sometimes used pictures and text book related with the story given in the textbook. Furthermore 30% teachers mentioned that they always made their students read the story. Thirty (30%) teachers responded that they always read the story line by line and explain the Nepali language where as 5% of them never explained the story into the Nepali language. It reported that 45% teachers always translated the story into students mother tongue especially in the Nepali language and 20% of them never did so. In this context, 5% of the teachers replied that they usually translated the story into the Nepali language whereas 25% of them sometime did so. 50% teachers always asked the students to summarize the story and no one was found to ask them the students to summarize the story in the classroom.

4.1.1 Discussion of Teaching Strategies observed from Teachers' Classes

The researchers observed the classes of the English language teachers while they taught story (Appendix II). The strategies applied by them are analyzed and interpreted using simple statistical tools of percentage.

4.1.1.1 Pre-reading Activities

It is clear that it is the first stage of teaching the story in class. Here, the following table deals with how teachers made the students prepare the lesson and the task to be performed. Different activities performed by the teachers were evaluated in terms of four categories viz excellent, good, poor, and average.

Table No.2**Pre-reading Activities used by Teacher**

S.N.	Activities	Existing condition			
		Excellent	Good	Average	Poor
1	Motivation	20%	60%	20%	-
2	Giving the some general background	-	80%	20%	-
3	Describing	-	70%	30%	-
4	Asking some questions about the story for guessing answers	-	30%	70%	-
5	Asking students for guessing the subject matter	30%	50%	20%	-
6	Teaching vocabulary of the story	-	30%	70%	-

The above table shows that only 20% English teachers of class/ grade 8 motivated their students excellently 60% of them motivated in a good way and 20% teachers motivated the student in an average way but the researcher did not find any teachers motivating their students in a poor way. Similarly, regarding the general background, I found that 80% teachers gave general background of the story to their students in a good way and 20 of them gave the general background to their students in average way. But I did not find only teachers excellent and poor. Condition in providing general background of the story. Those teachers who gave general background in a good way tried to elicit background from the student side as well through group discussion and on the basis of the responses made by the students they elaborated the background.

Majority of the teachers about 70% of theme, describe the story in a good way. The researcher found that 30% teachers described the story average. Those teachers who did it in an average way just described the events themselves without paying any attention to the students' response. For making students to guess the answer 30% teachers tried to do so in a good way but the 'majority of the teachers i.e. 70% of them

did so in an average way. Those teachers who did so in an average way just asked the students to guess the answer but did not responded the students in an appropriate way. Students guessed the answers differently but teachers could not get all of his students response properly. But none of the teachers was found in excellent and poor condition for this activity. As for as the subject matter is concerned only 30% teachers asked them to guess in on excellently, let their students guess what they would expects of their students to predict what the story was about by letting them read one or two paragraph silently in the class. She found that 50% of them asked their students to guess what the story was about in a good way. And 20% teachers did so in an average way. But none of the teachers were found in poor condition regarding this activity. Regarding the pre-teaching of the vocabulary, she found none of the teachers taught the difficult vocabularies before teaching the story.

Hence, it was found that the activities at pre-reading stage were satisfactory. Teachers made their students engage in different activities instead of doing all the things themselves.

4.1.1.2 While-reading Activities

The following table deals with the activities adopted by the teachers while teaching the story in class. 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 activities, here also the same categories had been used in the some way to evaluate the activities of teachers in teaching the story.

Table No 3.**While reading Activities used by Teachers**

S.N.	Activities	Existing condition			
		Excellent	Good	Average	Poor
1	Helping students to understand the plot	30%	60%	10%	-
2	Helping students to the gist		30%	70%	-
3	Helping students to vocabulary		60%	40%	-
4	Translating in to Nepali language	20%	30%	50%	-
5	Giving the summary of the story		80%	20%	-

The above table shows that thirty percent teachers helped their students to understand the plot of the story excellently did it firstly; the teachers briefly introduced what the plot was and described the series of events given in the story with more examples and explanation. Similarly she found 50% teachers helping their students to understand the plot in a good way. Those who did so did not introduce what the plot was to their students but they just described the events of the story with simple and clear language. It was also found that 10% teachers helped their students to understand the plot in an average way. Those who taught it averagely did not familiar their students about what the plot was and also did not taught it with Explanation. The teachers just helped their students to understand the gist by giving lecture on the series of events of the story.

Similarly, the researcher found that 30% teachers helped their students to understand the character in a good way and 70% of them taught it in an average way. Those teachers, who did it in a good way, firstly said what the character was. Likewise, they taught about the character by comparing and making contrast with other people. And 30% teachers were found teaching the character in an average way. They just gave the role of the character to the students. Regarding the difficult vocabulary, 60% teachers were found that they taught difficult vocabulary to their students in a good way

whereas, 40% of them taught the difficult vocabularies to their students poorly. Those who taught them a good way taught the words with their contextual meaning. They encouraged their students a lot to get the meaning from the context first and if they were wrong, the teachers told the meaning with context. But who taught it poorly, did not do so. In translating a story in Nepali, the researcher found that 20% teachers did it excellently and used the translation judicious. They translated only those terms which students were feeling difficulties with. Fifty percent teachers were found that they used the translation in a poor way; they translated the whole story into Nepali. Half of the teacher's i.e.50% of the teacher emphasized on language and grammatical aspects of the language and grammatical aspect of the story while teaching it into the class. Regarding the summary, the researcher found that 80% teachers summarized the story in brief at the end of the lesson whereas, 20 % of them summarized in an elaborative way. They often used mother tongue in summarizing the story. Hence, it was found that which reading situation was good.

4.1.1.3 Post-reading Activities

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

Table No. 4**Post-reading Activities Used by Teachers**

S.N	Activities	Existing condition				
		Excellent	Good	Average	Poor	Remarks
1	Interpretation of the main theme of the story	-	40%	60%	-	
2	Helping students to understand narrative points of view	-	60%	40%	-	
3	Writing activities	60%	40%	-	-	
4	Discussion	70%	30%	-	-	

By the above table it is clear that 40% teachers interpreted the main theme of the story in a good way. Thought they did not introduce what the theme was to their students, they taught the theme to their students with frequent interaction. Whereas the researcher found that 60% of the teachers interpreted the main theme of the story in an average way. They themselves gave the central idea of the story to their students. It was found that 60% teachers helped the students to understand the narrative point of view and asked them to interpret the story using their own language. Forty percent of them helped them to understand the narrative point of view in an average way. As far as written activities are concerned the researcher found that 60% teachers involved their students in different kinds of written activities whereas, 40% of them were found that they let their students write the review of the story. Similarly, 70 % teachers did the critical discussion about the story involving the students in it. And it was found that 30% teachers just discussed on the questions asked by the students. They did not let their students engage in discussion to the questions. Here, what the researcher found was the post-reading activities of the teachers were good.

4.1.2 Results of Teachers' Class Observation

1. It was found that almost all teachers motivated their students before teaching the story. But the degree and ways of their motivation was varying. Twenty percent teachers motivated their students excellently whereas 60% did so in a good way and 20% teachers were found in average condition in motivating the students.
2. It was found that 80% teachers gave some general background of the story in a good way. They encouraged their students to guess the historical and cultural background of the story by letting their students read the story silently un the class for a few minutes but 20 % gave the general background of the story to their students in an average way. They themselves provided the background of the story to their students.
3. Teachers' way of asking questions about the story for guessing the answer and for guessing the subject matter was good. Though none of the teachers taught the vocabulary before teaching the story 70% teachers described the subject matter in a good way. So, it seems that the pre-teaching activities performed by the teachers at this stage were satisfactory.
4. Regarding the plot, it was found that 60% teachers helped their students to understand the plot excellently with much more examples and 30% teachers helped them to understand the plot in a good way by dividing them into many groups and letting them discuss for getting the answer of giving questions whereas 10% teachers were found in poor condition in doing so.
5. Seventy percent teacher helped their students to understand the character in an average way and 30% found in good condition. Those who did it a good way introduced what the character was and also taught about the character by making comparison and contrast with other people. But the teachers found in average condition just provided the main role of the character to their students.
6. A great number of teachers were still translating the whole story into the Nepali language. It was found that only 20% teachers used translation excellently. They used it judiciously.

7. Fifty percent teachers helped their students with the language and grammar of the story in a good way and the same number of teacher did so in an average way.
8. It was found that 80% teachers summarized the story in a good way. They summarized the story with students' participation rather than summarizing the story themselves. But 20% teachers were found in average condition in summarizing the story. They summarized the story themselves without encouraging the students. Therefore, it was found that the activities in which reading activities were good.
9. It was found that 40% teachers were found in good condition in interpreting the story in class. They interpreted the story by providing various interpretation of the story by providing various interpretation of the story and letting their students choose which the best one their opinion was. Sixty percent of them were found in average condition because they interpreted the story themselves in the class.
10. It was found that almost all students were provided with different types of activities. Regarding the writing activity, 90% teachers were found that they asked their students to review the story and 10% teachers let the students to develop the similar story of their own.
11. After completing the story,70% teachers did discussion on the question given in the exercise one by one and made their students clear on the questions. But 30% teachers did not find in doing so. They just disused on the questions which were asked by the students. To sum, post-reading activities adopted by the teachers were satisfactory.
12. Regarding the introduction of the elements of the story. It was found that all the elements of story were not introduced by the teachers. Only 60% teachers introduced the character and 50% teachers introduced the theme to the students. Other elements were ignored by the teachers.
13. Talking about the methods, it was found that teachers used various methods but was domination of lecture method. However, discussion, question answer, illustration and explanation had also taken place.

14. It was found that 80% teachers used colloquial language in the class. Their language was not so much difficult for the students to understand. Whereas, 20% teachers were found in the use of explanatory language.
15. Forty percent teachers interacted frequently to their students in class but 60% were found in interacting rarely in the class.
16. The way of evaluating the students was not the same. Different teachers evaluated the students differently. It was found that 50% teaches evaluated the students asking the questions to the whole class and 30% evaluated in dividing students into groups whereas 20% teachers were found in evaluating the students asking questions one by one to the students.

4.1.3 Results on the Questionnaire to the Teachers

1. It was found that 55% teachers always provided the general background of the story.
2. Almost (80%) of the teachers always explained the title of the story before teaching it.
3. Nearly half of the teachers (45%) sometimes described about the writer of the story.
4. More than half of the teachers (55%) always brainstormed about the title before teaching the short story.
5. It was found that 45% teacher sometimes made the students read the story.
6. Nearly half of the students (45%) always translated the story into students mother tongue.
7. It was found that 50% teachers always used sign post questions to handle the story in a correct track.
8. It was also found that only 60% teachers sometimes used pictures and postures which are related to the story.
9. It was also found that only 5% teachers did not provided the written exercise.
10. Regarding the skill of the language teaching the majority of the teacher (80%) focused on reading skill.

11. It was found that 60% teacher used inductive method while teaching grammatical items in a story.
12. It was found that 55% teachers always summarized the whole story.
13. It was found that most of the teachers used the following evaluation techniques.
 - Providing oral and written exercises.
 - Involving students in classroom discussion.
 - Asking cross questions.
 - Checklist/ testing the students' vocabulary power, pronunciation and reading competency.
14. The researcher found the following techniques / activities very often used in teaching short story.
 - Translation
 - Lecture
 - Question-Answer
 - Demonstration
 - Discussion
 - Role Play
 - Communicative Method
15. Regarding the pre-reading, while reading and post reading stages, the real activities given by the teachers in each of the stage are given below:

A. Pre-Reading Activities

- Warming up
- Encouraging students to read the story
- Giving general background of the story
- Asking previous questions
- Classroom management
- Predicting about the topic and events of the story
- Discussion on the characters, plot and setting of the story

B. While Teaching Activities

- Reading the story (presentation the story)
- Translating the story into Nepali language
- Focusing on setting and characters of the story
- Discussion on the plot, characters, events and meaning of the story
- Classroom interaction on major issues/facing problems
- Asking cross questions and feedback
- Summarizing the whole story in a simple language.

C. Post-Reading Activities

- Evaluating the students using oral and written questions
- Asking students to summarize the story
- Discussion difficult issues of the story and feedback
- Remedial teaching
- Review of the major direction of the story
- Providing homework.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

5.1 Summary

This study entitled "Strategies Used in Teaching Short Story at Grade Eight in Bajura District" was carried out to find out some of the strategies of teaching short story at grade eight in Bajura District. The study was an attempt to find out the strategies was mainly conducted the fact that it adds some strategies in the field of teaching short story for the English teacher. Similarly, this study was conducted to explore whether the English teachers of lower secondary level to follow teaching strategies or not. It is also found out their teaching activities as well. To meet the objectives of this research ten teachers who were teaching in different schools of Bajura district were selected as the primary source of data. They were questionnaire and four classes of each teacher and five hundred students from the forty classes were observed. This research concludes that all most all the teachers motivated their students before teaching the short story. But the degree and ways of their motivation was varying. Twenty percent teachers motivated their students excellently whereas sixty percent did so in a good way and twenty percent teachers were found in average condition in motivates the students. Similarly, most of English teachers of lower secondary level, used pre, while and post reading activities in teaching short story in ELT classroom.

This thesis divided into five chapters: The first chapter deals with the general background, statement of the problem, rationale of the study, objectives, research questions, significance of the study. Delimitation of the study and operational definitions of the key terms. The second chapter contains the review of related literature, implication of the reviewed literature, Theoretical framework and conceptual framework. Within theoretical frame work there are some sub-chaptered as teaching strategies, short story an introduction, types of short story, literature and language classroom and modern trends in teaching short story. The third chapter includes the design of the study, population and sample, sampling procedures, data collection tools, data collection procedure, data analysis and interpretation. Similarly,

the fourth chapter included, analysis and interpretation of the teacher's responses, analysis of the teaching strategies observed from teacher's classes, findings obtained from teacher's class observation, finding based on the questionnaire to the teachers. Finally, the fifth chapter includes summary, conclusion, implication, policy level, practice level and future research.

Finally the summary of the study will be written on the basis of results then the conclusion of the study will be encapsulated point wise. Moreover, the implications of the study will be recommended for the following level:

1. The teachers should start the class by motivating the students towards the subject matter, for this s/he can do different kinds of activities either in students' participation or with her/his own effort.
2. The teachers should encourage the students to guess the subjects matte to be taught; to read the story and find out the answer of the given questions.
3. The teachers should tell the general background of the story after student's participation.
4. The teacher should teach difficult vocabularies before teaching the story so that students will not feel difficulty in getting the point while teaching the story. Vocabularies should be taught in context.
5. Students should be encouraged to participate in different kinds of activities in the class such as group discussion pair work.
6. Mother tongue should be used judiciously not frequently by the teacher.
7. The teacher should use simple and clear language in the class.
8. Elements of the story should not be ignored to introduce. The teacher should introduce all the elements to their students.
9. The teacher should make their students practice the non-textual dialogue as well in the class so that speaking habit will be developed on the part of the students.
10. The teacher should not use just lecture method to deliver the content. Along with the lecture the other methods should also be used.

11. The teacher should evaluate the students in the class and while evaluating the students, s/he should pay attention to all the students to check whether most of them got the point or not.

5.2 Conclusion

- The teacher should manage the classroom environment and monitoring the students towards the subject matter, activities and students participation because it encourages the students.
- The teacher should tell the general background, difficulty vocabularies of the story. It helps to motivate towards the subject matter.
- Use of teaching materials in the classroom should be appropriate and visible because they make the classroom funny and lively.
- The teacher should use simple and clear language in the classroom because it makes to the students.
- The teacher should introduce all elements of story to their students. It helps to the students to study more and more.
- The teacher should not use just lecture method to deliver the content because it makes boredom of classroom.
- The teacher should use specially three activities, pre, while and post of teaching short story because it is authentic and appropriate.
- Teacher should focus on group work, pair work technique while teaching short story.
- Feedback plays vital role in ELT classroom so the teacher should be measured positively which encourages the students to participate in activities.

There are many factors to affecting the teaching short story in ELT classroom. Although the teacher should bear the first responsibility for it he/she is not only the target. Other factors are equally affect it, such as economic environment, family condition, prior achievement, physical facilities of the schools, lack of good

motivation and feedback to the teacher, etc. For the better teaching short story, the teacher should be well prepared of the subject and need of training. The teacher should encourage the students to speak English. They should use participatory methods in the classroom.

5.3 Implication

The finding of this study mainly that English teachers were motivated their students before teaching short story. Ninety percent teacher used to start teaching short story about writer, title, character and general background of the story. There is the lack of experience, effective policies and practice in same time in the field of teaching story. Here we can point out some of the implications in policy in practice level under the following sub-heading.

5.3.1 Policy Level

Curriculum designers and Policy makers should analyze the needs and interests of the students. The design should be related to the context of the country. A textbook writer and the books or prepare the materials which are related to the learner's interest. The design should be captured the learners' psychology. Textbook and subject context should be related to the cultural and social situation of the learners. Strategies of the policy determines the nature of the those communication a interactive and real life activities should be focused while designing the national curriculum. We should develop the new method of teaching English language of ELT classroom.

5.3.2 Practice Level

Pre-reading, while-reading and post-reading activities are very important ways of teaching short story. There are many factors affecting the teaching short story in ELT classroom. Although the teacher should be responsible for it, other factors also affect it, such as school environment, economic and social environment, cultural situation and lack of feedback and encourage and political situation of nation etc. For the better teaching short story, the teacher should be well prepared of teaching materials and subject matter of the related class. They should use participatory method in the

classroom. They should develop new and effect method of teaching English language and they should use authentic materials in ELT classroom.

5.3.3 Further Research

Short story teaching is really difficult task because it depends upon the teachers' maxims. New way of teaching is very important for the L₂ classroom. Language is primarily speech and focus should be spoken or communication i.e. communication between teacher and the students, it is the port of L₂ classroom interaction. The followers can consult the following research work to carry out research on strategies of teaching short story because it would be good for their research.

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APPENDIX -I

Questionnaire to the English Teacher

Date:

Dear Sir /Madams,

These questionnaires have been prepared to explore the challenges entitled "Strategies Used in Teaching Short Stories at Grade Eight in Bajura District". This research work is carried out under the supervision of Prof. Dr. Tara Datta Bhatta. Your cooperation in completing the questionnaire will be of great value to me. There is no right or wrong answer to the questions asked in this questionnaire, I am only interested in your personal opinions. Please feel free to put your response required by the questionnaire. I would appreciate your honest opinions and assure you that your response will be completely anonymous. The responses made by you will be exclusively used for the present study.

Researcher

Ratan Prasad Jaishi

Department of English Education

T.U. Kirtipur

Name of the Teacher:

School:

Qualification :

Experience:

Questionnaire

You are humbly requested to provide your response.

A. Teachers are required to give answers according to their own experience.

1. Do you prefer teaching story in the class of grade eight?
a) Always b)sometimes c)Never d) Usually
2. Do you teaching story from its general background?
Always b) Sometimes c)Never d) Usually
3. Do you describe about the writer of the story?
a) Always b)sometimes c)Never d) Usually
4. Do you describe the title of the story before teaching it?
a) Always b)sometimes c)Never d) Usually
5. Do you use signpost questions related to the story?
a) Always b)sometimes c)Never d) Usually
6. Do you use the pictures which are in the textbook related to the story?
a) Always b)sometimes c)Never d) Usually
7. Do you make your students read the story?
a) Always b)sometimes c)Never d) Usually
8. Do you explain the plot and setting of the story in the beginning?
a) Always b)sometimes c)Never d) Usually
9. Do you read the story as a whole and explain the meaning?
a) Always b)sometimes c)Never d) Usually
10. Do you translate the story in Nepali ?
a) Always b)sometimes c)Never d) Usually
11. Do you ask the students to summarize the story?
a) Always b)sometimes c)Never d) Usually

APPENDIX -II

Class observation

Date:

Name of Teacher:

Qualification

Experience:

School:

1. Pre -reading activities

Activities	Existing condition			
	Excellent	Good	Average	Poor
Motivation				
Giving some general background				
Describing				
Asking some questions about the story for guessing answers				
Teaching vocabularies of the story				

2. While- Reading Activities

Activities	Existing condition			
	Excellent	Good	Average	Poor
Helping students to understand the plot				
Helping students to understand the gist				
Helping students with difficult vocabulary				
Translating it into Nepali language				
Given the summary of the story				

3. Post -Reading Activities

Activities	Existing condition
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	Excellent	Good	Average	Poor
Interoperation of the main themes of the story				
Helping students to understand narrative point of view				
Writing activities				
Discussion				