

CHAPTER-ONE

INTRODUCTION

The present study is on "**Strategies Used in Teaching Short Stories in class Eight in Rolpa District**". This introductory part includes: background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Strategies are the plan designed for a particular purpose. A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. Foreign or second language learning strategies are specific action, behaviors, steps or techniques students use- often consciously to improve their apprehending internalization and using L2. The word strategy was firstly introduced in the war in Europe. It was used as a diplomatic plan to win one's enemies. Gradually, this term started to be in social science and at last it arrived up to teaching and learning too. For academic purpose, strategies mean a working plan of a teacher before they enter their classroom to fulfill the objectives of the lesson. Both strategy and method are orderly presentation of language materials to achieve the designed objectives of a lesson.

Teaching is a very complex job. Many things should be borne in mind while teaching language. A teacher should be well qualified the aspects of teaching i.e. who to teach? What to teach? When to teach? And how to teach? Among them what to teach deals with the content/ subject matter that is to be taught. It is an important issue for our purpose. Library contents have been proved as a authorized subject matter to boost up the student's language. To quote Collie and Slater (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 and novel. Among these, short story is one of the important genres in teaching and learning languages. In new English curriculum of lower secondary level in Nepal, short stories have been included to be taught. There might be various strategies used by the teachers while teaching the stories.

1.2 Statement of the Problem

In our country Nepal, most of the English language teachers do not know about the typical strategies used in teaching story. They are teaching story randomly. Teaching learning activities are not going on so effectively. Strategies are used in language teaching. The use of strategies differs in different area or field. While teaching short stories different types of strategies are needed.

Teaching is a complex process which can be conceptualized in a number of different ways. To make this complex process ease different strategies have been used in the field of English language teaching nowadays. Different types of strategies are used in teaching learning process which helps the teachers for their professional development. In trying to understand how teachers deal with the dimensions of teaching short stories, it is necessary to examine the processes which underlie teachers' classroom actions with the help of strategies. Teachers have different beliefs about teaching by using different strategies in their classroom. Second language teachers hold different types of beliefs about how the target language should be taught and what is the role of strategies for teaching short stories.

This study raises the issues regarding the strategies of English teachers while teaching short stories in class eight in Rolpa District. Whether the English teachers will use different strategies while teaching short stories in their classroom at lower secondary level will be analyzed. Here, I am trying to find out the strategies used in teaching short story at the lower secondary level and some pedagogical implications in teaching through short stories.

1.3 Objectives of the Study

The present study had the following objectives:

-) To find out the existing strategies used in teaching short stories at the lower secondary level
-) To find out most preferred strategies by the teachers and
-) To suggest some pedagogical implications

1.4 Research Questions

The following research questions were used in this study:

- a) What are the existing strategies used in teaching short story at the lower secondary level?
- b) Which strategies are mostly preferred by the teachers?

1.5 Significance of the Study

The present study on ‘Strategies used in Teaching Short Stories in Class Eight in Rolpa District’ tries to explore the strategies used in teaching short stories by English teachers at lower secondary level especially class eight of Rolpa District. Therefore, this study will be significant to the stakeholders and practioners involved in the field of English language teaching. It tries to find out the strategies of in-service English teachers on the use of techniques in their classroom while teaching short stories. It also reflects that whether the ELT teachers apply the ideas or strategies while teaching short stories or not. In this sense it will be significant to the English language teachers.

This study will be beneficial for those who are directly or indirectly involved in English education like teacher trainer, teacher training institutions, subject experts, supervisor, observer teacher, policy makers, curriculum designers and trainee teachers. This study will be beneficial to all who are directly or indirectly involved in the field of teaching especially in ELT.

1.6 Delimitations of the Study

The present study had the following delimitations:

- i. The research included only 4 lower secondary level English language teachers of Rolpa district.
- ii. It was limited to teaching short stories.
- iii. Observation checklist was used only as tools to elicit the data.
- iv. Only ten classes of each teacher were observed.
- v. Identification of the strategies used in teaching short story of class eight only.

1.7 Operational Definition of the Key Terms

Short Story: A short story is a work of prose fiction which tells of one event in a very concentrated way. It has a plot and characters that are somehow connected with each other. It describes something at a moment of crisis. It has imagined inner and outer conflict, events and characters. It depends upon the author's feeling and intentions also. Only the short stories of that are mentioned in class eight are the concern of my study.

Strategy: Strategy is the particular trick which is used in the classroom to make their teaching learning activities more effective. It is the master plan to do something so effectively. It is the process of planning in a skillful way. Here, in this research I am going to find out the strategies used in class eight in Rolpa district. In my research, strategies refer to the activities used for teaching short stories.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of related literature and conceptual framework are necessary for any research work. This section broadly deals with the literature or theory related to this research. It also deals with implication of those literature or researches for the present study and the conceptual framework developed from the discussed theory and focus of the study. In this section, I go through the different sources available related to proposed study. Generally, this section includes review of the related theoretical literature, review of related empirical researches, implication of the review for the study and conceptual framework.

2.1 Review of Theoretical Literature

Each and every study is based on or carried out on the basis of any related area. Review of related literature is the central and most important part of any research programme. It is a written summary and critique of research relating to a particular issue or question. Reviewing the related literature makes wider the body of knowledge and acquaints with the available literature in the area of study. It further provides the information about the methods and procedures other researcher has used in such similar studies.

A literature review includes the study of books, scholarly articles and any other sources relevant to a particular issues, areas or research or theory and provides a description, summary and critical evaluation of these works in relation to the research problem being investigated. The purpose of this form is to examine the corpus or theory that has accumulated in regard to an issue, concept, theory and phenomena. The theoretical literature review helps to establish what theories already exist, the relationship between them, to what degrees the existing theories have been investigated and to develop new hypotheses to be tested often this form is used to help, establish a lack of appropriate theories or reveal the current theories are

inadequate for explaining new or emerging research problems. The unit of analysis can focus on a theoretical concept or a whole theory or framework.

The theoretical review may consist of simply a summary of key sources, but it usually has an organizational pattern and combines both summary and synthesis. It is often of the important information of the sources, but a synthesis is a re-organization or a reshuffling of that information in a way that informs how you are planning to investigate a research problem.

Therefore, to enrich my theoretical framework, following theoretical literature is reviewed:

2.1.1 Teaching Strategies

Institutions of higher learning across the nation are responding to political, economic, social and technological pressure to be more responsive to students needs and more concerned about how well students are prepared to assure future social roles. Faculty are already feeling the pressure to lecture less, to make learning environment more interactive to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate. Teaching strategies are special techniques, behaviors, specific action which are used in the classroom consciously to improve the students apprehending internalization.

2.1.2 Learning Strategies

The results of several ‘good language learners’ studies suggest that successful language learners use a variety of strategies to assist them in gaining command over new language skills. Learning strategies are operations or mental steps used by a learner to facilitate the acquisition, storage or retrieval of information. Language learning strategies as specific, self directed steps taken by learners to enhance their own learning.

A central research project on learning strategies is the one surveyed by O’Malley and Chamot (1990). According to them, learning strategies are the special thoughts or

behaviours that individuals use to help them comprehend, learn or retain new information. They have classified learning strategies into three main categories: meta-cognitive, cognitive and socio-affective strategies. Meta-cognitive strategies are used to plan, think about, monitor and evaluate a learning task. Cognitive strategies involve learners interacting and manipulating what is to be learned. Socio-affective strategies involve learners interacting with other persons or using affective control to assist learning.

Despite the various classification of learning strategies, research indicates that language learning may involve the use of several independent learning strategies that may have different effects on proficiency.

2.1.3 Learning Strategies vs. Communication Strategies

Learning strategies are those attempts or actions which are intended to promote second language acquisition, while communication strategies are those which are intended to promote the effectiveness of communication. Communication strategies save the speakers from communication failure. The non-native speakers or the second language learners of a language may be motivated to use various communication strategies so that they can continue their conversation, negotiate meaning with the skilled speakers, and get engaged in the learning activities too. Communication strategies are used to overcome the problems of second language communication. Ellis (2003;p.74), views that “speakers employ communication strategies when they have to communicate meanings for which they lack the requisite of linguistic knowledge”. This is to say, when the learners cannot access the required linguistic resource of the second language, and then they employ some context-specific strategies such as avoidance, paraphrase, mime etc. So, that they can express their intentions. Thus, communication strategies are ‘compensatory’ in nature.

Though communication strategies may help learners in negotiating meaning in second language interactions, repairing the exchanges, and curing the communication ills, these are different from the learning strategies. While learning strategies are intended directly and indirectly to overcome the problems of second language communication.

Learning strategies promote the success of second language acquisition, while communication strategies promote the effectiveness of second language communication. However, communication strategies are ultimately useful in second language acquisition since they promote the quality of the second language interactions in which the learners are engaged.

2.1.4 Good Language Learners' Strategies

The autonomous and self-directed learners intend to employ most effective learning strategies for processing and acquiring the target language features in their specific contexts of learning. The research studies on learner- strategies have suggested different types of strategies that language learners employ for the successful acquisition of their target language. Brown (1994. p.119) presents the following good language learners strategies:

-) Good language learners find their own way, taking charge of their learning.
-) They organize information about language.
-) They are creative, developing a feel for the language by experimenting with its grammar and words.
-) They make their own opportunities for practice in using the language inside and outside the classroom.
-) They use memory strategies to recall what has been learned.
-) They make errors work for them and not against them.
-) They use linguistic knowledge, including knowledge of their first language, in learning a second language.
-) They use contextual cues to help them in comprehension and so on.

2.1.5 Short Stories: An Introduction

Short stories are short and simple 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 single incident. A story that is shorter than a short story called anecdote. According to Abraham (1985, p.28) "A short story is a brief work of prose

fictions, and most of terms for analyzing the components, the types and various narrative techniques of the novel are applicable to be short stories as well". Plot, characters, dialogue, setting, language, style and they are the essential elements of a successful short story.

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

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

2.1.6 Strategies of Teaching Short Stories

Teaching strategies are the process of putting the teaching plan into operation. Teaching strategies involve different activities which are used in teaching. Simply strategies are generalized plan for a lesson which includes structure, desired learner behavior in terms of the goals of instruction and an outline of tactics necessary to implement the strategy.

Generally teaching strategies and teaching methods are used synonymously but they are different. The term 'strategy' was used in the field of army in ancient time. It was derived in teaching and learning later on. Strategy is micro approach. On the other hand, the term teaching 'method' has been used in education for long as traditional and inflexible concept. It's a major approach. Teaching method is a sequenced formal structure and it includes teaching strategy and instrumental tactics. It includes teaching method. It shows that there is debate among the scholars whether teaching strategy or teaching method is a general term.

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

-) Prediction: What comes next?
-) Summary: What is all about?
-) Forum: Debating opposing viewpoints?
-) Guided rewriting

Morton (1988, p.34) talked about four overall teaching strategies – the receptive Strategies which relies primarily on listening. The communicative strategy in which students learn by attempting to communicate, the reconstructive strategy in which the students participate in reconstructive activities based on a text and the elective strategy which combines two or more of other.

Lazar (1993, p.22) says that stories tend to present fully developed plots with sequence of action with discernible beginnings, middles and ends. The best way he suggests for teaching story is to present in three stages viz; pre-reading, while reading and post-reading. He has given the following activities:

-) Helping students with cultural background
-) Stimulating students interest in the story
-) Pre teaching of vocabulary
-) Helping the students to understand the plots
-) Helping students to understand the characters
-) Helping students with difficult vocabulary
-) Helping the students to make the interpretation to the text
-) Understanding narrative point of view
-) Follow up activities and follow up fluency practice.

There is no any watertight formula to teach stories as such but generally stories can be presented through the three stages.

a) Pre-reading stage

Pre-reading stage is an initiation 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 stories. The following are the activities to be performed at this stage.

-) Helping students with general background.
-) Stimulating student's interest in the story.
-) Predications about the genre and theme of the story.
-) Setting the task or asking questions related with the story.
-) Pre teaching vocabulary

b) While –reading Stage

At this stage the teacher presents the task to be performed. The teacher is required to watch students and evaluating their activities being silent but attentive. At this stage the following activities are done.

-) Making students involve in reading
-) Helping students to understand the plot by asking questions or asking to summarize or asking to give title for each paragraph.
-) Helping students with difficult vocabulary
-) Helping students with language and style through contextualization
-) Dealing with different activates like answering question, rearranging the sequence, true-false items and gap filling exercises.

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:

-) Interpretation of the main theme of the story
-) Writing a review of the story

) Critical discussion

) Summarizing

Modern technologies are used in every sector in the world. Unfortunately, due to the several reasons, especially in rural area, students are deprived of the technology.

Because of the large number of the students in the classroom, ill-managed administration and lack of trained teachers, translation and lecture methods are being used in language teaching in lower secondary level in Rolpa district.

2.2 Review of Empirical Literature

A number of researches have been carried out in the field of teaching short stories at the Department of English Education. But, no research has been carried out on the “Strategies Used in Teaching Short Stories in class Eight in Rolpa District”.

However, some of the related literatures of present study have been reviewed here in this section:

Jha (1999) has carried out a research in the Central Department of English, Kirtipur on "Teaching of English through Literature". His objectives were to find out ways of teaching of English through literature and to suggest some pedagogical implication for enhancing teaching learning process. He used questionnaire as a tool to elicit data. The area of his study was Kathmandau valley. The total numbers of sample population for his study were 45. He concluded with remarks that the literature is the dispensable part of language.

Gyawali (2004) has carried out a research on 'A Study on Teaching Poetry at Secondary Level'. His objectives were to find out the strategies used in teaching poetry at the secondary level and to suggest pedagogical implications. He has found out that the strategies used by the teachers were different from one to another. Despite many problems, teaching poetry at the secondary level helps more in language learning that bridges the gap in curriculum, motivates the students, expands the language awareness and gives entertainment to the students. He used observation checklist tool to elicit data from respondents. The study area of his study was Lalitpur

district. The sample size of his study was sixty teachers. He found that strategies used in teaching poetry in secondary level is a challenges for the teachers.

Khadka (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 used observation checklist tool to elicit data from respondents. He has selected Kathmandu valley for his study area. The sample size of the population of his study was 45 teachers. 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 (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 tools for the study was questionnaire and observation checklist. The study area of his study was Kathmandu district. The sample size of the study was 40. 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.

Lamsal (2006) has carried out a research entitled on "A Study on the Strategies in Teaching Story at Secondary Level." The objectives of his study were to explore the strategies used in teaching story and to find out the significance of teaching story at the secondary level. The tool used for the study was questionnaire and observation checklist. He has selected sixty population from secondary level teachers. The researcher presented the findings that 50% of secondary English teachers in Kathmandu district are not using the three activities needed for teaching story properly, poor in pre-reading activities and post-reading activities. Teachers themselves are more active rather than making their students active. Furthermore they

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

The above mentioned all researches are related to the teaching literature. Some of them are related to teaching drama, some are related to strategies used in teaching stories, some are related to teaching poetry and some are to teaching literature but my research is a bit different than theirs. In my research work I will try to find out the strategies used in teaching short story at the lower secondary level. This study will be different from the existing ones. However, this research will be the new in the field of teaching story in the department of English Education, Tribhuvan University.

2.3 Implications of Review for the Study

In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of this information to our own research. This view or the study may obtain from the variety of sources including book, articles, reports, etc. This entire source helped me to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research.

These all reviewed research work will help me while carrying out my own research for that these will help me while collecting data from different sources. Similarly, I will be benefited to analyze the data and find out the appropriate findings by looking their research. This previous research work will help me to find out the strategies used in teaching short story at the lower secondary level.

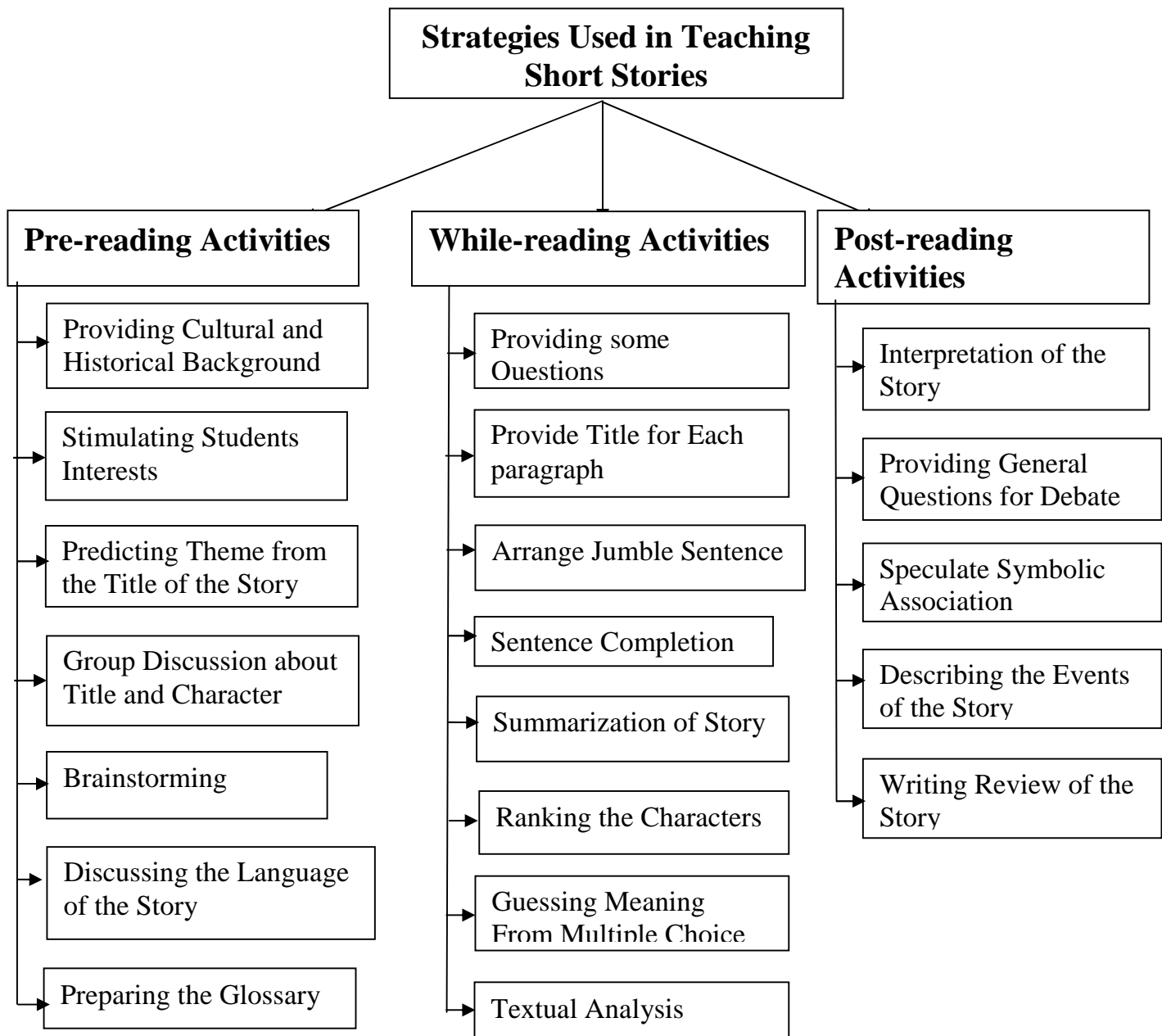
Therefore, my study is new in the field of English education especially in the Department of English Education and this work is new attempt in the exploration of above mentioned untouched areas. This is a single study to address the strategies used in teaching short story at the lower secondary level. So, this seems to be new study.

To be specific, regarding teaching of English through literature I got ideas from Jha (2004), regarding teaching poetry I got ideas from Gyawali (2004), regarding teaching

drama I got ideas from Khadka (2005), strategies in teaching short story I got ideas from Lamsal (2006) and regarding teaching literature I got ideas from Singh (2005) which helped me to write background of the study, significance of the study, population sampling, to choose the design of the study and so on.

2.4 Conceptual Framework

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be specific, the framework incorporates the soul of the study. The conceptual framework of my research is as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the set of objectives of the study the following methodologies have been adopted.

3.1 Design and Method of the Study

To achieve the objective of the study, I used survey research. Survey is the most commonly used method of investigation in education research. Survey research in education can be carried out either by a group of researcher or by an individual. It mainly depends upon the nature of the study. It is descriptive research according to Nunan (1992, p.140). "The main purpose of survey is to obtain a snapshot of conditions, attitudes, and events at a single point of time".

In fact survey is one of the important research methods used in educational investigation. It is mainly carried out to find out people's attitudes, opinions and the specified behavior on certain issues, phenomena, events and situations. The findings of survey are generalizable and applicable to the whole group. According to Kinder (1981, p.81) "Survey is the best research design carried out to find out public opinion, behavior and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time. No other research strategy matches the strength of survey research in its potential for handling external validity". Likewise, Nunan (2010, p.140) states, "Surveys are widely used for gathering data in most areas of social inquiry from politics to sociology, from education to linguistics."

In nutshell, survey research is conducted to eliminate important educational issues and data are collected from the population. Then those answers given by the sample are thought that the whole group has given the same type of information. It means researchers generalize the result obtained from the sample to the whole population. It may range from a large scale investigation like census to a small scale study like a small classroom study.

Finally, research is a systematic process of investigation. We cannot conduct research haphazardly. Instead to conduct the research, researcher has to follow the systematic process. Otherwise there might be the possibility of obtaining fake data. As a result all the effort made by the researcher goes in vain.

3.2 Population, Sample and Sampling Strategy

The populations of the study were lower secondary level English teachers of Rolpa District. The sample of the study consisted of 4 ELT teachers from 4 different schools of Rolpa district. Ten classes of each teacher were observed with the help of checklist as observation tool. Non-random judgmental sampling procedure was used to select the sample.

3.3 Study Areas or Field

I have selected Rolpa district as the area of my research work for the purpose of carrying out the research. To be specific, strategies used in teaching short stories in class eight in Rolpa district were studied.

3.4 Data Collection Tools and Techniques

As the tool for data collection, I used observation checklist tool to elicit the required data for the study. The observation checklist tools were related to research problem.

3.5 Data Collection Procedures

I followed the following process to collect the data.

-) First of all, I have prepared a set of checklist for classroom observation.
-) Then I went to the field and got permission from the respected authority to consult the English language teachers.
-) I built rapport with the teachers and explain the purpose to them.
-) I selected non-random purposive sampling procedure.
-) Then I observed their classes with the help of checklist tools.

) Then the information provided by the informants were analyzed and interpreted in order to explore the strategies used in teaching short story.

3.6 Data Analysis and Interpretation Procedures

This chapter is mainly concerned with the analysis and interpretation of the data collected from the observation. The systematically collected data were analyzed, interrelated and presented descriptively and correlatively on the basis of checklist observation as a research tool. I have presented the facts in different list and tables. The data were collected from 4 teachers of English by observing. This study was carried out to find out the existing strategies used in teaching short story in class eight in Rolpa district, to find out most preferred strategies by the teachers. An attempt has been made here to describe in detail the strategies used in teaching short story in class eight in Rolpa district.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter presents the analysis and interpretation of the data collected from the observation checklist.

4.1 Analysis of Data and Interpretation of the Results

In this chapter, I have analyzed the collected data and interpreted the results from the collected data from primary sources. The primary data had been obtained through observation as a tool. I had collected data from 4 ELT teachers of English from Rolpa district. An attempt has been made here to describe in detail the existing strategies used in teaching short story at the lower secondary level and to find out most preferred strategies by the teachers on the basis of observation. Observation checklist was used as a main tool for collection of data. The systematically collected data have been analyzed, interrelated and presented descriptively and correlatively on the basis of checklist observation as a research tool.

4.1.1 Analysis of the Information Obtained through Close-ended Questions

I observed the ten classes of four lower secondary level English teacher's teaching short stories strategies. The primary source of data has been obtained through observation checklist as a tool. An attempt has been made here to describe in detail the strategies used in teaching short stories in class eight in Rolpa district. Different objective questions have been made and observed. The analysis of such questions is analyzed as follows:

4.1.1.1 Stimulating the Students in Teaching Short Story

This section of the thesis deals with analysis and interpretation of data with regard to stimulate in teaching short stories. The summary of the results has been presented as follows:

Table 1
Stimulating the Students in Teaching Short Story

S.N.	Observed Points	No. of Classes	Percentage
1.	Always	30	75%
2.	Sometimes	10	25%
3.	Never	-	-
4.	Often	-	-

Regarding the stimulation of teaching short stories 10 classes of four teachers were observed. The table shows that in majority of the classes i.e. 30 (75%) the teacher ‘always’ stimulated before teaching short stories in class eight. Similarly, in least of the classes i.e. 10 (25%) the teacher ‘sometimes’ found to be less stimulated while teaching short stories. But, none of the classes were never and often found to be stimulated by the teachers.

4.1.1.2 Teaching Short Story from General Background

This section of thesis deals with analysis and interpretation of data with regard to teaching short stories from general background. The summary of the results has been presented below:

Table 2
Teaching Short Stories from General Background

S.N.	Observed Points	No. of Classes	Percentage
1.	Always	10	25%
2.	Sometimes	20	50%
3.	Never	10	25%
4.	Often	-	-

From the teaching short stories from general background four teachers’ ten classes were observed. The table shows that 10 (25%) classes were ‘always’ taught by providing general background of the short story. The collected data shows 20 (50%) classes were ‘sometimes’ taught the short stories by explaining the general

background and 10 (25%) classes were 'never' taught the general background of the study by the teachers. None of the classes were often found to be taught by teaching short story from general background.

From the above analysis it has been concluded that in totality 50% were 'sometimes' taught by providing general background.

4.1.1.3 Describing Writer of the Short Story

This section of thesis deals with analysis and interpretation of data with regard to describing writer of the short story. The summary of the results has been presented below:

Table 3
Describing Writer of the Short Story

S.N.	Observed Points	No. of Classes	Percentage
1.	Always	20	50%
2.	Sometimes	10	25%
3.	Never	10	25%
4.	Often	-	-

Regarding the description about the writer of the short story the table shows that in half of the classes i.e.20 (50%) the teacher 'always' started to teach short story by describing about the writer of the story at first. They never forgot to write the name of the writer after writing the title of the story. In twenty five percent classes the teachers sometimes described about the writer of the story but in 10 (25%) classes they did not care about the writer of the story and never found to write the name of the writer of the story.

4.1.1.4 Describing Title of the Short Story

This section of thesis deals with analysis and interpretation of data with regard to describing title of the short story.

The summary of the results has been presented below:

Table 4
Describing Title of the Short Story

S.N.	Observed Points	No. of Classes	Percentage
1.	Always	-	-
2.	Sometimes	10	25%
3.	Never	30	75%
4.	Often	-	-

Regarding the description of the title of the short story the table shows that in some of the classes i.e. 10 (25%) the teachers ‘sometimes’ described about the title of the short story before teaching but other in majority of the classes i.e.30 (75%) the teachers never described about the title of the short story during the observation period. They wrote the title of the story on the board but they never told something about the title.

4.1.1. 5 Using Signpost Questions Related to Short Story

This section of thesis deals with analysis and interpretation of data with regard to using signpost questions related to short story. The summary of the results has been presented below:

Table 5
Using Signpost Questions Related to Short Story

S.N.	Observed Points	No. of Classes	Percentage
1.	Always	-	-
2.	Sometimes	-	-
3.	Never	30	75%-
4.	Often	10	25%

To find out the use of signpost questions related to short story the table shows that in some of the classes i.e. 10 (25%) the teachers ‘often’ used signpost question while teaching short story but in majority of the classes i.e. 30 (75%) the teachers ‘never’ used signpost questions related to the short story.

4.1.1.6 Making Students read the Short Story

This section of thesis deals with analysis and interpretation of data with regard to making students read the short story. The summary of the results has been presented below:

Table 6
Making Students Read the Short Story

S.N.	Observed Points	No. of Classes	Percentage
1.	Always	10	25%
2.	Sometimes	20	50%
3.	Never	10	25%
4.	Often	-	-

Regarding the making students read the short story during the period of observation the table shows that in some of the classes i.e. 10 (25%) the teachers ‘always’ made their students read the short story before and after teaching. Similarly, in half of the classes i.e. 20 (50%) they ‘sometimes’ made their students read the short story but 10 (25%) they ‘never’ made their students read the short story.

4.1.1.7 Using Pictures Related to Short Story

This section of thesis deals with analysis and interpretation of data with regard to using picture related to short story. The summary of the results has been presented below:

Table 7
Using Pictures Related to Short Story

S.N.	Observed Points	No. of Classes	Percentage
1.	Always	-	-
2.	Sometimes	30	75%
3.	Never	-	-
4.	Often	10	25%

Using pictures made the teaching learning effective. Regarding the use of pictures related to short story mentioned in textbook the table shows that 10 classes i.e.25%

classes were ‘often’ used but in other 30 classes i.e. 75% classes ‘sometimes’ used the pictures while teaching short story by the teachers.

4.1.1. 8 Writing Difficult Words from the Short Story

This section of thesis deals with analysis and interpretation of data with regard to writing difficult words from the short story. The summary of the results has been presented below:

Table 8
Writing Difficult Words from the Short Story

S.N.	Observed Points	No. of Classes	Percentage
1.	Always	-	-
2.	Sometimes	-	-
3.	Never	-	-
4.	Often	40	100%

Writing difficult words on the board from the short story made the learning easy. While observing the classes of four teachers the table shows that in all of the classes i.e. 40 (100%) the teachers ‘often’ had written the difficult words and taught the story.

4.1.1.9 Translating the Short Story in Nepali

This section of thesis deals with analysis and interpretation of data with regard to translating the short story in Nepali. The summary of the results has been presented below:

Table 9
Translating the Short Story in Nepali

S.N.	Observed Points	No. of Classes	Percentage
1.	Always	20	50%
2.	Sometimes	20	50%
3.	Never	-	-
4.	Often	-	-

While observing the classes of four teachers regarding translation of the short story in Nepali the table shows that in half of the classes i.e. 20 (50%) the teachers ‘always’ translated the short story in Nepali language or in mother tongue and taught but other

in half of the classes i.e. 20 (50%) they 'sometimes' translated the short story in Nepali to make them understood.

4.1.1. 10 Reading Story as a Whole and Explaining the Meaning

This section of thesis deals with analysis and interpretation of data with regard to reading short story as a whole and explaining the meaning. The summary of the results has been presented below:

Table 10
Reading Story as a Whole and Explaining the Meaning

S.N.	Observed Points	No. of Classes	Percentage
1.	Always	-	-
2.	Sometimes	-	-
3.	Never	-	-
4.	Often	40	100%

While observing the classes of the teachers regarding reading the short story as a whole and explaining the meaning the table shows that during the observation period, the way of teaching short story was that in all the classes were taught the short story by reading line by line and explains the meaning of each line of the story.

4.1.1. 11 Summarizing of the Story

This section of thesis deals with analysis and interpretation of data with regard to summarization of the story.

The summary of the results has been presented below:

Table 11
Summarizing of the Story

S.N.	Observed Points	No. of Classes	Percentage
1.	Always	20	50%
2.	Sometimes	-	-
3.	Never	20	50%
4.	Often	-	-

While observing the classes the table shows that 20 (50%) classes were ‘always’ found to summarize the story but other 20 (50%) ‘never’ found to summarize the short story after teaching they directly entered into the exercise.

4.1.2 Analysis of the Data Obtained through the Class Observation

I observed the 10 classes of four lower secondary level English teacher’s teaching short stories strategies. The primary source of data has been obtained through observation checklist as a tool. An attempt has been made here to describe in detail the strategies used teaching short stories in class eight in Rolpa district. The strategies applied by them are analyzed and interpreted as follows;

4.1.2.1 Analysis of the Pre-reading Strategies

I observed the ten classes of four lower secondary English teachers to find out the pre-reading strategies used in teaching short story in class eight in Rolpa district.

To know about the facts about the pre-reading activities the following things have been observed:

Table 12
Analysis of the Pre-reading Strategies

S.N.	Activities	No. of Classes	percentage
1.	Providing cultural & historical background	30	75%
2.	Stimulating student's interest	20	50%
3.	Predicting theme from the title of the story	10	25%
4.	Group discussion about title of the story	-	-
5.	Brainstorming	20	50%
6.	Discussing the language of the story	-	-
7.	Preparing the glossary	40	100%

Regarding providing cultural and historical background, the table shows that in majority of the classes i.e. 30 (75%) the teachers provided a lot of information about the short story. The table shows that in 20 (50%) classes were properly motivated or stimulated the student's interest before started their lesson. Similarly, the table shows that 10 (25%) classes were asked to predict theme from the title of the story. In all the classes they did not give group discussion about title of the short story before starting their lesson in pre-reading period. Regarding the case of brainstorming the table shows that in half of the classes i.e. 20 (50%) the teachers brainstorm before starting teaching short story. What types of language is used in the story they never tried to discuss while teaching. the table shows that all the classes were asked the students to prepare glossary from the short stories mentioned in the book before starting teaching short story.

From the above analysis it can be said that in all the classes they started their lesson without predicting theme from the title of the story, without group discussion about the title of the story and without discussion the language of the short story.

4.1.2.2 Analysis of the While-reading Strategies

I observed the ten classes of four lower secondary English teachers to find out the while-reading strategies used in teaching short story in class eight in Rolpa district. To know about the facts about the while-reading activities the following things have been observed:

Table 13
Analysis of the While-reading Strategies

S.N.	Activities	No. of Classes	percentage
1.	Providing some questions	20	50%
2.	Provide title for each paragraph	-	-
3.	Arrange jumble sentence	10	25%
4.	Summarization of the story	10	25%
5.	Ranking the character	40	100%
6.	Guessing meaning from multiple choice	-	-
7.	Textual analysis	-	-

Regarding while-reading activities, in half of the classes i.e.20 (50%) the table shows that the teachers regularly provided some questions from the short story for brainstorming. In all of the classes, they never provided title for each paragraph of the story while teaching short story during the observation period. Similarly, in some of the classes i.e.10 (25%) were asked to arrange the jumble sentences from the story but in other majority of the classes i.e. 30 (75%) they did not ask to arrange the jumble sentences from the short story. the table shows that only 10 (25%) classes were regularly asked to summarize the story while teaching. In all the classes they asked to rank the characters of the story while teaching but they did not ask for guessing the meaning from multiple choice and textual analysis of the story.

From the above analysis it can be said that all the classes started lesson without providing title for each paragraph, without asking to arrange jumble sentences and did not asked to summarize the story.

4.1.2.3 Analysis of the Post-reading Strategies

I observed the ten classes of four lower secondary English teachers to find out the post-reading strategies used in teaching short story in class eight in Rolpa district. To know about the facts about the post-reading activities the following things have been observed:

Table 14
Analysis of the Post-reading Strategies

S.N.	Activities	No. of Classes	Percentage
1.	Interpreting of the story	30	75%
2.	Providing general questions for debate	30	75%
3.	Speculate symbolic association	-	-
4.	Describing the events of the story	40	100%
5.	Writing review of the story	20	50%

The table shows that in majority of the classes i.e. 30 (75%) the teachers raised different point of view for interpretation of the main theme of the story after completion of teaching work but in some of the classes i.e. 10 (25%) they did not interpret. In majority of the classes i.e. 30 (75%) they regularly provided general questions for debate between the students as well as teachers in post-reading stage. In all the classes they did not speculate symbolic association of the short story in post-reading stage. the table shows that almost all the classes have described the events of the story after finishing the teaching. At last only in 20 (50%) classes they asked to write review of the story.

From the above analysis it can be said thin classes were found without speculating symbolic association, without describing the events of the story and without asking to write review of the story.

4.2 Summary of Findings

This research work was an attempt to list out the strategies i.e. pre-reading strategies, while-reading strategies and post-reading strategies to teach short story in class eight

in Rolpa district. To complete this study I visited different four schools of Rolpa district and collected required data with the help of observation checklist tool. The objectives of this survey were to find out the existing strategies used in teaching short stories in class eight at Rolpa district, to find out most preferred strategies by the teachers and to suggest some pedagogical implication.

When I visited different four schools of Rolpa district and observed the ten classes of each teacher with the help of checklist observation, the table shows that they were using different strategies to teach short story. The specific findings of the survey are listed below.

-) It was found that in majority of the classes i.e.30 (75%) the teachers always stimulated before starting to teach short story.
-) It was found that they were less prepared and they have presented their lesson without instructional materials.
-) In majority of the classes i.e. 30 (75%) teachers did not provide cultural and historical background of the story.
-) In all of the classes i.e. 40 (100%) the teachers did not give group discussion about the title of the story before teaching short story.
-) In all the classes the teachers did not discuss the language of the story before starting teaching short story.
-) In some of the classes i.e. 10 (25%) the teachers did not give to arrange jumble sentences from the short story while teaching.
-) In half of the classes i.e. 20 (50%) the teachers asked to summarize the short story.
-) In all the classes the teachers did not ask for textual analysis of the story while teaching.

-) It was found that, in majority of the classes i.e. 30 (75%) they asked for interpretation of the theme of the story after finishing the teaching.
-) It was found that in half of the classes i.e. 20 (50%) the teachers provided some general questions for debate after completion of teaching short story.
-) In all the classes i.e. 40 (100%) the teachers did not ask for speculation symbolic association of the story.
-) In half of the classes i.e. 20 (50%) they asked to write review of the story.
-) It was found that in half of the classes i.e. 20 (50%) the teachers started teaching short story from its general background and rest half not.
-) It was found that in some of the classes i.e. 10 (25%) sometimes they described about the writer and title of the story.
-) They never used signpost questions related to short story.
-) In majority of the classes i.e. 30 (75%) the teachers did not ask to summarize the story after finishing the teaching.
-) In majority of the classes i.e.30 (75%) the teachers used pictures related to short story.
-) In all the classes the teachers wrote difficult word while teaching short story.
-) It was found that in half of the classes i.e. 20 (50%) the teacher always translated the short stories in Nepali but in half of the classes they sometimes translated short story.

CHAPTER – FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter is concerned with some conclusions and recommendations which have been obtained from the analysis and interpretation.

5.1 Conclusions

This research was conducted to find out existing strategies used in teaching short stories at lower secondary level and to find out most preferred strategy by the teachers. On the basis of the findings from the analysis and interpretation I have made the clear conclusion which is concerned with the summary of each five chapters.

The topic of my study “Strategies Used in Teaching Short Stories in class Eight in Rolpa District”. The introductory part which includes background of the study which describes about the research topic and can quote from authentic writers to strengthen the ideas. In this item, each and every details related to the main headings should be included. The objective of study is to find out the existing strategies used in teaching short stories at the lower secondary level, to find out most preferred strategies by the teachers and to suggest some pedagogical implications. My research was limited to 4 English teachers from Rolpa district. This study was limited to observation as a tool for data collection. Operational definitions of the key terms used different specific terms in the research reports. I used ‘strategy’, and ‘short story’ in key terms which help the readers to understand the research report. It also deals with implication of those literature or researches for the present study and the conceptual framework developed from the discussed theory and focus of the study. In this item, I went through the different sources available related to proposed study.

I used survey design to find out English teachers attitude and behavior. The populations of the study were 4 English teachers, selected from Rolpa district. As the main tool for data collection, I used questionnaire to elicit the required data for the study. The systematically collected data have been analyzed on the basis of observation checklist as a research tool. The results of the strategies used in teaching

short story have been analyzed under different subheadings/titles. This item also mentions the summary of the findings. In this section the outcome of the analysis and interpretation of the data is presented. This presents the main findings of the research study. It should be consonance to the objectives.

5.2 Recommendations

On the basis of the findings of the study recommendations have been made under following three levels (policy level, practice level and further research) as below:

5.2.1 Policy Level

For the improvement of quality of education in lower secondary level English language government should be aware of the practices, needs and importance of strategies used in teaching short stories. This study will be beneficial to those who are in the policy making level. It helps in the following ways;

The ministry of the education, department of the education should make the policy on the basis of students' level, needs, desires for designing curriculum, making teaching materials by using those findings.

5.2.2 Practice Level

My research is equally advantageous for those who are at practice level. Therefore, I can confidently assert that my study is very much significant for the teachers especially for English teachers who do different activities at practice level. The practitioners of ELT are: teachers, text book writers, material producer, the syllabus designers etc. should construct syllabus based upon the level of students' understanding their abilities situation, their needs, and their desires and so on. Teacher should use appropriate strategies to teach story.

5.2.3 Further Research Related

No work is final and no research is complete in itself. Since very little researches have been carried out in the field of strategies used in teaching short story and no single

research has been carried out on strategies used in teaching short story in the department of English education. So, it can function as a foundation for other researches. It can also broaden their knowledge for their research work. Similarly, this study attempts to find out the existing strategies used in teaching short story. This study should be helpful for those who want to carryout research in the similar topic in the coming days. I should take the research work as a base for their further research work. They will be benefitted by the following ways:

) It should be secondary sources for other researcher.

) It should provide new areas of the study.

) It should help to find new research areas.

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APPENDIX-I

Set – A

CHECKLIST FOR CLASS OBSRVATION

I am going to carry out a research work entitled **Strategies Used in Teaching Short Stories in Class Eight in Rolpa District** under the supervision of **Mr. Bhesh Raj Pokherel**, Department of English Education T.U. I will observe the classes of selected teachers with the help of the checklist below:

Name of the School:

Qualification:

Teacher's Name:

Experience:

1. Do they stimulate students in teaching short story?
 - a) Always
 - b) Sometimes
 - c) Never
 - d) Often

2. Do they start teaching short story from its general background?
 - a) Always
 - b) Sometimes
 - c) Never
 - d) Often

3. Do they describe about the writer of a short story?
 - a) Always
 - b) Sometimes
 - c) Never
 - d) Often

4. Do they describe the title of the short story before teaching?
 - a) Always
 - b) Sometimes
 - c) Never
 - d) Often

5. Do they use signpost questions related to short story?
 - a) Always
 - b) Sometimes
 - c) Never
 - d) Often

APPENDIX II
CHECKLIST FOR CLASS OBSRVATION

Name of the School:

Qualification:

Teacher's Name:

Experience:

Set-B

1. Pre-reading activities:

S.N.	Activities	Yes	No	Remarks
1.	Providing cultural & historical background			
2.	Stimulating student's interest			
3.	Predicting theme from the title of the story			
4.	Group discussion about title of the story			
5.	Brainstorming			
6.	Discussing the language of the story			
7.	Preparing the glossary			

2. While-reading activities

S.N.	Activities	Yes	No	Remarks
1.	Providing some questions			
2.	Provide title for each paragraph			
3.	Arrange jumble sentence			
4.	Summarization of the story			
5.	Ranking the character			
6.	Guessing meaning from multiple choice			
7.	Textual analysis			

3. Post-reading activities:

S.N.	Activities	Yes	No	Remarks
1.	Interpreting of the story			
2.	Providing general questions for debate			
3.	Speculate symbolic association			
4.	Describing the events of the story			
5.	Writing review of the story			

APPENDIX III

Name of the Schools for the Research Work

S.N.	Name of School	Address
1.	Balkalyan Secondary School	Upabang, Rolpa
2	Janakalyan Lower Secondary School	Kureli, Rolpa
3.	Ganesh Lower Secondary School	Jinabang, Rolpa
4.	Bhagwati Lower Secondary School	Jinabang, Rolpa