CHAPTER ONE

INTRODUCTION

This study is about the **'Activities Used in Teaching Novel'** in grade twelve. This chapter consists of general background, literature and language teaching, literature in the language classroom, reason for using literature in the language classroom, advantages of teaching literature, novel: an overview, activities used in teaching novel, review of related literature, objectives and significance of the study.

1.1 General Background

Literature is simply a work of art, which is especially found in the forms of poems, essays, novels, dramas and short stories. It expresses human feelings, emotions, and thoughts. It attempts to provide pleasure to the readers unfolding different kinds of emotions and events such as love, conflict, violence, war and other issues related to human life and his nature. Through the use of flowery language, literature compels its readers to ponder deeply over any artistic creation. Literature provides a great impact on its readers and sets them free from all sort of troubles and tensions. Thus, literature is such a powerful and alluring discipline which easily melts the heart of people and makes them more and more imaginative and creative.

Literature is a unique means to express human desires, hopes, pains, pleasures, wants and situations. It provides suggestions, hints and flashes of insights in human life. Lazar (1993, p. 1) states, "Literature means . . . to meet a lot of people, to know other different points views, ideas, thoughts, minds . . . to know ourselves better". It stimulates the readers and provokes imagination in their minds. It evokes a personal response with the use of emotive language. Collie and Slater (1987, p.2) point out:

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

Literature brings a strong effect in human life. They think that the impact of literature is fresh and ever-lasting. Literature is a vital record of what men have seen in life, what they have experienced and felt and what they have thought about those aspects of it which have the most immediate and enduring interest for all. Through the medium of language, literature helps to reveal and share human feelings, emotions, sentiments, thoughts, desires, passions, pleasures and many more. Literature reflects the real picture of human life and his society even if it uses the imaginative mode of language.

1.1.1 Literature and Language Teaching

Literature is important for teaching and learning a language. Literature exposes a variety of inputs to the learners. It enhances different skills, abilities and proficiencies in language. According to Collie and Slater (1987, p. 2), "Literature is a more significant part of a language teaching programme and using it in such a way as to further the learner's mastery in four basic areas of listening, speaking, reading and writing". It is literature which helps the language learner to encounter with different varieties of languages, cultures and life styles of people.

Literature is lexically, syntactically and semantically rich, and worthy for remembering. Language teaching is a useful art as to be a matter of pedagogy. Language teaching fosters language skills and abilities. Language learning involves learning the different aspects of language, such as skills, structure, vocabulary and functions of language. Literature extends learners' imaginations, widens their insights, deepens their experiences and heightens their awareness. Literature should be used in language teaching because it is

motivating and valuable in language classroom. Littlewood (1976) says, " Literature is not qualitatively different from any other linguistic performance. It is an instance of the productive use of limited number of linguistic structures in order to achieve the communication" (as cited in Brumfit and Carter, 1986, p. 178).

Literature will proliferate all language skills because it will extend linguistic cognition by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax. Literature may work to promote a greater tolerance of cultural differences. Literature offers several benefits to ESL classes. It can be useful in developing linguistic knowledge, both on the usage level and use level. Students enjoy reading literature which multiplies their motivation to interaction with a text. Literature may increase understanding to that cultures and perhaps spur their own imaginative and creative power.

1.1.2 Literature in the Language Classroom

Literature in the language classroom plays a dominant role by providing sufficient motivating materials and different communicative activities. Literature is ideal for developing an awareness of language use. Main aims of using literature in language classroom, according to Lazar (1993, p. 3), are mentioned below.

    a. 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 purposes, e.g. to obtain information, but rather in analyzing a text in terms of what it might means symbolically.

    b. Our main task in language classroom is to pinpoint how far literary language deviates from ordinary languages.

    c. Literary texts have a powerful function in raising moral and ethical concerns in the classroom. The tasks and activities we devise to exploit

texts should encourage our students to explore these concerns and connect them with the struggle for a better society.

d. It is essential to select texts for classroom use which may not be a part of traditional literary canon but which reflect the lives and interests of our students.

e. Our main aim when using literature with our students is to help them to unravel many meanings in a text. Students often need guidance when exploring these multiple levels of meaning in a literary text to devise materials and tasks which help them to do this.

f. Literature provides wonderful source materials for eliciting strong emotional responses from students. Using literature in the classroom is a fruitful way of involving the learners as a whole person and provides excellent opportunites for the learners to express their personal opinions, reactions and feelings.

g. We should not expect to reach any definitive interpretation of a literary text with our students. Rather we should use the text as the basis for generating discussion, controversy and critical thinking in the classroom.

1.1.3 Reasons for Using Literature in the Language Classroom

Literature gives a large and valuable body of written materials which is important in the sense that it flashes basic human issues. Literature is indispensable for language teaching in the classroom because it is authentic and motivating which encourages students to expand their language awareness and develop interpretative abilities. Literature is a fertile and productive discipline which can increase the creative and interpretative power of the students. If literature is not used in the language classroom, teaching and learning process can be daunting and monotonous, and students may develop their

unwillingness in learning language. Therefore, the main reasons for using literature are mentioned in the following sub-sections.

a. Motivating Material

Literature is a useful tool for students to learn language. It stimulates and evokes them for outpouring their ideas, feelings, emotions, desires, wants etc. Lazar (1993, p. 15) speaks:

> . . . literature can provide an interesting and thought-provoking point of comparison. This may apply equally well if students come from a culture with a rich oral tradition . . . literature exposes students to complex themes, fresh, unexpected usage of language. A good novel or short story may be particularly gripping in that it involves students in the suspense of unraveling the plot.

So, literature encourages students to deal with interesting materials which helps them to express their powerful emotional responses.

b. Cultural Knowledge

Literature is a vehicle for transmitting the cultures of people. Literature cannot be free from the inseparable impact of the culture of people in a country. It makes students aware about the culture of people whose language they are studying. Literature can not be kept apart from culture. Lazar (1993, p. 17) states:

> To begin with the relationship between a culture and its literature is not at all simple, since few novels or poems could claim to be purely a factual documentation of their society . . . How far the language can be separated from culture is a difficult and intriguing question. . . By exposing our students to literature in English, it seems that we should be asking them to think

about the range of cultures from which literature in English is produced.

Thus, by observing his view, we can reach to the conclusion that both, culture and literature have close relationship like bones and muscles of our body. While teaching literature in the language classroom, students should be taught about the culture of people of that particular literature.

c. Knowledge of Language

Literature can provide an appropriate way of stimulating students in language learning. It delivers a meaningful and interesting contexts for processing and interpreting new language. Lazar (1993, p. 17) regards, "The reading of literature then becomes an important way of supplementing the inevitably restricted input of the classroom. And if recorded literary material is available, then students can acquire a great deal of new literary language by listening to it". Similarly, Collie and Slater (1987, p.5) emphasize:

> Language enrichment is one benefit often sought through literature . . . provides a rich context in which individual lexical and syntactical items are made more memorable. Regarding a substantial and contextualized body of text, students gain familiarity with many features of written language- the formation of function of sentences, the variety of possible structures, the different ways, of connecting ideas- which broaden and enrich their own writing skill . . . Moreover literature helps to extend the intermediate or advanced learners' awareness of the range of language itself . . . literary language produces the unexpected density of meaning.

That is why, literature increases a strong interest of learners in learning language. Making them so much curious, literature casts new light on the

familiar sensations and opens up new dimensions of perception. Literature provides a judicious and pleasing knowledge in different levels of language.

d. Important Authentic Material

The space of literature in language teaching is extremely dominant. It is a valuable material for the effective language teaching and learning. Collie and Slater (1987, p. 3) propose:

> . . . literature offers a bountiful and extremely varied body of written material which is important in the sense that it says somethings about fundamental human issues, and which is enduring rather than ephemeral . . . Literature is authentic material . . .learners are thus exposed to language that is a genuine and undistorted as can be managed in the classroom context.

Through their views, we can conclude that genuine materials are valuable and effective in the language learning that we can get from literature. Then, students get a chance to be familiar with different linguistic uses, forms, and conventions of the written modes, such as irony, exposition, argument, narration and so on.

e. Language Awareness

Literature makes students active and conscious about rules and patterns which have been exploited in literary texts. Literature helps students to encounter with unexpected structures and patterns and it encourages them to know how to dismantle and yoke them for sensible and artistic creation. Lazar (1993, p. 18) notes:

> . . . Literature teaching in the language classroom is whether literary language is somehow different from other forms of discourse in that it breaks the more usual rules of syntax,

collocation and even cohesion . . . asking students to explore such sophisticated uses to language, we are also encouraging them to think about the norms of language use. In order to understand the stylistic effect of any of the examples above, students will need to be aware of how they differ from more common usage.

From his opinion, we can say that literature can expand student's language awareness. It attracts them to deal with the deviant use of language and helps them to be aware of the specific stylistic impact in the literary work. Thus, literature helps them to become more sensitive to overall features of English.

f. Interpretative Abilities

Literature motivates students to think creatively and critically. While learning a new language, students form hypotheses and then draw inferences to understand it. At the time of dealing with the literary work, they are compelled to immerse and think deeply to dig up the central meaning. According to Lazar (1993):

Literature is a particularly good source of developing students abilities to infer meaning and to make interpretations. This is because literary texts are of rich in multiple levels of meaning and demand that the reader/listener is actively involved in 'teasing out' the unstated implications and assumptions of the text. (p. 19)

From his view, we can say that literature widens and deepens the interpretative capacity of students, and develops ability to understand entirely new work of art.

g. Educating the Whole Person

Literature is very significant in the language learning process, and encourages readers to know how a language operates both, as a rule based system and as a socio-semantic system. Lazar (1993, p. 19) presents, ". . . literature may also have a wider educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness." Literature makes students mature and confident to express their ideas and emotions in English. Collie and Slater (1987, p. 6) mention, ". . . the reader is well-motivated, and as long as the experience of engaging with literature is kept sufficiently interesting, varied and non-directive to let the reader feel that he or she is taking possession of previously unknown territory."

Thus, literature is so important and effective means of teaching language successfully in the classroom. It enhances the critical faculty of students and empower them with ability to grapple with the text and its language.

1.1.4 Advantages of Teaching Literature

Literature is the heart of language learning process. It makes the language class so motivating. Unless literature is used in language teaching, students can not learn language so effectively. In the modern era, literature has been inevitable tool for attractive and successful language learning. Literature teaching has so many advantages in language learning. Ur (2005, p. 2001) gives a list of the following advantages of teaching literature in the language classroom.

   a. Literature can be very enjoyable to read.
   b. It provides examples of different styles of writing and representation of various authentic uses of the language.
   c. It is a good basis for vocabulary expansion.
   d. It fosters reading skills.
   e. It can simply an excellent jump-off point for discussion or writing.

f. It involves emotions as well as intellect, which adds to motivation and may contribute to personal development.

g. It is a part of the target culture and has value as part of the learner's general education.

h. It encourages empathetic, critical and creative thinking.

i. It contributes to world knowledge.

j. It raises awareness of different human situations and conflicts.

1.1.5 Novel: An Overview

Novel is one of the genres of literature. It is a long imaginative and narrative work of art. It contains several characters, settings (scenes) and subplots within the main plot. It is different from the short stories and from the work of the middle length called novelette. It permits a great variety of characters, greater complication of plot, ampler development of milieu and more sustained exploration of characters and motives.

The term for the novel in most European countries is 'roman', which is derived from the medieval term, the romance. The English name for the form is derived from the Italian 'novella' which means 'a little new thing'. Novel was in narrative form written by Greek writers as early as the second and third centuries A.D. They, especially dealt with separated lovers who, after perilous adventures and hairbreadth escapes, are happily reunited at the end. Generally, there are the following types of novels:

a. Picturesque novel: It emerged in sixteenth century in Spain. It is realistic in manner, episodic in structure and often satiric in nature.

b. Psychological novel: It was written by Samuel Richardson for his Pamela. It was the story of a sentimental but shrewd young woman who got success in becoming the wife of a wild young gentleman.

c. Epistolary novel: It is written in the form of letters. Novelists have preferred alternative devices for limiting the narrative view point to

one or another single character. The epistolary technique is still occasionally revived in writing novel.

d. Realistic novel: It represents complex characters, operates in a developed social structure and interacts with other characters. It focuses on the customs, convention and ways of thinking and valuing social class.

e. Social novel: It emphasizes the influence of the social and economic conditions of an era on shaping characters and determining events. Some realistic novels make use of events and personages from the historical past to add interest and picturesqueness of narratives.

f. Historical novel: It began in 19th century by Sir Walter Scott. It took its setting, some characters and events from history but makes the historical events and issues more crucial for the central characters and narrative.

g. Nonfiction novel: It uses a variety of novelistic techniques, such as deviation from the temporal sequence of events and descriptions of a participants states of minds. It gives a clear description of recent happenings and people. It is not only based on historical events but often on personal interviews with the chief agents.

h. Regional novel: It emphasizes on the setting, speech and crucial structure and customs of a particular locality, not merely local colour, but as important conditions affecting the temperament of the characters and their ways of thinking, feeling and interesting.

(Abrams 2000, pp. 190-194)

To sum up, a novel is an imaginative work of art in varied length: short, middle length and long. It is mainly in the narrative form containing different scenes, characters and more than one sub-plots within the main plot. Novel is a valuable work of art which is so important in language teaching because it

stimulates students and fosters their reading habit. It is extremely essential to flourish imaginative and critical abilities of students while learning language.

1.1.6 Activities Used in Teaching Novel

Language teaching is a way of facilitating students to nurture four skills of language equally. Language teaching encourages students to develop their communicative competence. Language teachers attempt to provide natural situation for their students for easy and effective learning of language by using different strategies or activities. Language teaching focuses on problems which, students are facing against, hinder them in learning language. Effective language teaching helps to avoid the gaps between readers and text. Different communicative activities, such as cooperative learning, collaborative learning, pair work, group work, role play, simulation, discussion, talking about yourself, problem solving, drama etc. help students to do several works which flourish their confidence, language skills and a creative abilities. Ur (2003, pp. 202-205) gives the following activities under three main stages which are useful for teaching novel and other works of art.

1.1.6.1 Encounter and Impact

This is the first stage. This stage tries to get learners to perceive the basic form and meaning of the text, and to make some kind of real impact on them, both intellectually and emotionally. They attempt to have an overall perception of meanings. She has given the following activities under the first stage.

- Pre-teach new words or let the learners try to guess them from context.
- Do some preparatory work on content or atmosphere, such as discuss the title.
- Give information about author, the cultural or historical background.
- Go through the text.
- Let the readers read silently on their own.
- Check their initial understanding by asking them close-ended questions, such as who is speaking? What are they saying? And open-ended

question, such as give the summary of the text, what is American Dream? Explain etc.

1.1.6.2 Understanding and Familiarization

This stage tries to make interaction of learners with the text thoroughly and repeatedly so that they become familiar with the words and ideas. They know the sequence of events and characters. They attempt to understand and appreciate the text in more depth and detail. She has presented the following activities in this stage.

- Read differently from the first time.
- Read through looking for bits which is not understood, note them for later discussion.
- Look through the text, pick out bits which are particularly liked.
- Look through the text for a quotation which could serve as an alternative title.
- Rewrite some or all of the text from someone else's point of view.
- Rewrite all or some of the text in a different genre or style.
- Present the text or particular aspects of it in different visual format, such as in flow chart, in a list of events, in a grid etc.
- Draw an illustration.

1.1.6.3 Analysis and Interpretation

All students do not go very deeply into the interpretation of a text. It is essential to discover new levels of meaning or perspectives to deepen appreciation of style or structure. She gives the following activities under this stage.

- Lead the students to understand the text clearly.
- Encourage them to express their ideas.
- Help them to interpret the text.

〕 Let the students to build their own ideas.

〕 Get them to examine ideas critically with evidences.

Carter (1983) mentions the following activities for teaching any piece of literary work which are useful in teaching novel.

1. Prediction: What Comes Next?

This requires careful preparation before a novel is read in class. This technique is for a teacher to stop the reading at the key points and to elicit predictions of how the narrative will develop, e.g. the title can be omitted and after the novel has been read, students can be invited to predict what it should be or at the end of the first paragraph, students might be asked to predict on the basis of the information supplied about any character (may be described in the first paragraph), what the story is going to be about. This can be an important stage in sensitizing students to function of the opening of the novel in an interpretation of the whole.

Prediction exercises lend themselves particularly to work in pairs or small groups, with the individuals being invited to justify their own or the groups verbal prediction by close reference to the foregoing text and to their own individual experiences of human behaviour. Some groups persist in their own preferences for outcomes alternative to those given by the writer, and they can be encouraged in this so long evidence and support is forthcoming. Such activities can be a basis for stimulating and motivating class oral work and discussion.

2. Cloze Procedure

This is a form of prediction. The focus is on the individual words or sequences of words, rather than on the stretches of text. There is also an inevitable concentration on micro-stylistic effect which can be of subtle and complex kind in some stories. Lexical prediction can be made during a reading or after the

novel has been read, and preferably after some preliminary discussion. It can be useful in teaching and learning process. Reasonable and supportable prediction require students to be alert both the overall pattern of the novel and to the immediate verbal context in which the deleted word occurs. Some students are assisted if the first letter of the word is given or a list of words, from which an appropriate choice is to be made. Students are asked to choose from a list of words, e.g. it was a . . . gesture, he said at last (brave, noble, foolhardy, futile, ignoble). To justify and account for their decisions, they are being asked to demonstrate careful and close reading of the novel.

3. Summary: What is it all About?

This activity is designed to focus attention on the overall point or meaning of the novel to ask students to produce summaries of the text. Indiscriminate use of summary has its dangers and instructions need to be fairly precisely formulated, because otherwise there is a danger of committing the heresy of paraphrase by suggesting that there is a paraphrase meaning to the novel. The technique should be seen rather as an enabling device for students in their personal process of interpretation or engagement with the text.

It is useful to impose a word limit of the summary in a range, let us say 25-40 words in the case of short story but more than that in a novel. Summary is not an interpretation of the novel but rather an account of what happens. Summarizing the novel means that attention can be focused on how it is narrated as well as on what is narrated, questions can be generated about the structure and shape of this kind of narrative. A related linguistic and literary exercise is to invite students to compare and criticize alternative summaries. The teacher can also supply summaries to students for comparison.

4. Forum: Debating Opposing Viewpoints

This suggests inherent potentiality of literature to mobilize among students discussion and debate with each other. The exercise is one which lends itself to

small group-based activity with groups being allocated to defend of either one of the propositions, even if this may not be their own personal view. The group provides evidence from a combination of the world knowledge and text in question to support points relevant to the argument. The other groups listen and try to provide counter examples. Either the whole class can participate or a section of class can be assigned the task of judging and then voting for which propositions they consider to have been most persuasively argued. The whole exercise is stimulus to oral language work through role play and can be prepared for accordingly; from a specifically literary-textual viewpoint students learn that text of any kind do not easily allow of singular or unitary interpretation.

5. Guided Rewriting

Guided rewriting is one of the widely used language teaching activity. It aims at helping students to recognize the broader discoursal patterns of texts and styles appropriate to them. It involves the students in rewriting stretches of discourse to change its communicative value. In communicative language teaching this can involve rewriting a set of instruction as a description or turning a lecture transcript into academic prose. It is also claimed that the rewriting of one style into another should help students to get inside a writer's intended communicative effects and to explore the connections between styles and meanings.

Lazar (1993, pp. 84-86) presents the following activities which are also useful in teaching novel in the language classroom.

1. Pre-reading Activities

i. Helping students with cultural background
   a. Reading or listening comprehension about author's life or the historical or cultural background to the novel.

b. If library facilities are available, students do a mini-project on the social or historical background to the novel.

c. Predictions about the genre of the novel.

d. Discuss about events in students' own country during the period of novel. They compare and contrast with historical or cultural background in the novel.

ii. Creating students interest in the novel

a. Students make very general predictions about the novel, using picture or the dustjacket on the cover of the book from which it is taken.

b. Group discussion about what the title of the novel suggests.

c. Prediction about the novel based on reading the first paragraph only.

d. Prediction about the novel based on three or four words or on phrases which the teacher selects from the novel.

e. General discussion questions about some of the themes which occur in the novel.

iii. Pre-teaching vocabulary

a. Students brainstorm a lexical set which is important in the novel.

b. Matching important words in the novel with their dictionary definitions.

2. While- reading Activities

i. Helping students to understand the plot

a. Providing students with two or three overall questions to check they have understood the gist of the novel.

b. Students write a brief summary of the chapter in 50 words. Then, they write another summary in 100 and see what they have added.

c. Students provide title for each paragraph.

d. Students are given a series of jumbled sentences which summarize the chapter or plot. They have to re-order them.

e. Sentence completion activities i.e. students are given the beginning of a sentence about the novel which they then complete. This is a way of helping them to understand cause effect relationship within the story.

f. Students are given three slightly different summaries. They have to decide which is the best one.

ii. Helping students to understand the characters

a. Students choose from a list of adjectives which ones are most appropriate for describing a particular character.

b. Students rank the characters in the novel according to certain traits, for example which character is the most or least active, passive, aggressive, gentle, decisive etc.

c. Students write 'references' for different characters as if they were applying for a particular job.

iii. Helping students with difficult vocabulary

a. Give the text to one student or group of students in advance. Let them look up any difficult words in dictionary and prepare glossary for others.

b. Provide multiple choice questions meaning from context.

c. Provide definitions for certain words in the text-students match word to definition.

iv. Helping students with language and style

a. Close contextual analysis of a section of the text.

b. Using the section of the text to focus on a particular grammatical problems that the students may have; for example blanking out all verb forms in the section of the text and asking students to supply the correct tenses. The 'student version' is then compared with the original and their stylistic differences discussed.

3. Post-reading Activities

i. Interpretation of the main themes of the novel
  a. Providing students with different critical interpretations of the novel which they then discuss.
  a. Providing general questions to 'debate' focusing on any contentions points' in the novel.
  b. Asking students to note down any lexical areas which might take on a symbolic meaning in the novel, e.g. darkness might be a kind of metaphor for death in a particular story or novel. Students then speculate about possible symbolic associations for these sets.

ii. Helping students to understand narrative point of view
  a. Students write diary entries or a letter describing the events of the novel, as if they were one of the characters in the novel.
  b. If the story is told by a first person narrator, then students write a brief character description of the narrator based on the evidence in the text.

iii. Writing activities
  a. Writing a few paragraph using certain stylistic features of the novel.
  b. Writing a review of the novel.

iv. Discussion
  a. Reading and discussion of critical literary writing about the author of the novel or his or her works in general.
  b. Role play or acting out of a scene from the novel.
  c. Critical discussion or debate about the world-view of values which seem to be depicted in the text.

Those aforementioned activities by Lazar can be applied if the novel is short but sometimes, a single activity may take the whole class time. Anyway, they are very useful in teaching novel. Similarly, Collie and Slater (1987, pp. 17-

91), have presented so many activities which are also significant for teaching novel, they are listed under the following four main categories:

1. First Encounters

     a. Using the title and cover design

     b. Visual prompts

     c. Using the theme

     d. Key words and sentences

     e. Questionnaires

     f. Listening in

     g. Biographical montage

     h. Creating a sketch of the author

     i. Guessing at missing information

     j. Biographical lie-detecting

     k. Star diagrams

     l. Choosing the prediction

     m. Sealing the time capsule

     n. Comparing beginning

     o. What happen next?

     p. Writing chapter O

     q. Signpost questions

     r. Editorial suggestions

2. Maintaining Momentum

A. Home reading activities

a. Questions and answer worksheets

b. Do it yourself questionnaires

c. Complete the sentences

d. True and false

e. Summaries with gaps

f. Summaries with incomplete sentences

g. Summary comparison

h. Key points for summaries

i. Jumbled events

j. Choosing an interpretation

k. Choosing a moral

l. Language worksheets: matching, extracting and classifying vocabulary, literal or metaphorical meaning etc.

B. Snowball activities

a. Retelling the story

b. Wall charts and other visual displays: Snowball summaries, description of plot, character and setting.

c. Reassessing.

d. Continuing predictions.

e. Decision points: Learners are asked to write a sentence or paragraph in answer to a question of the type: Why did Great Gatsby organize so many parties?

f. Writing ongoing diaries.

g. Fly on the wall: The teacher divides the long text into a number of sections equal to the number of students in the class. Each learners draws a number and is then responsible for writing a commentary on the part of the book corresponding to the number.

h. Language projects

3. Exploiting Highlights

A. Writing activities

    a. Connector and summary writing.

    b. Summarizing the summary.

    c. Creative writing.

    d. Thought bubbles: As learners become familiar with a work of the imagination, the teacher will wish them to become aware of the creative interplay that exists within it, between the 'outer' world of action and appearance, and the 'inner' world of thought and feeling.

    e. Cries for help.

    f. Poems (writing into another form)

    g. Using authentic materials: Newspaper articles, reports, radio serial etc.

B. Listening and reading activities

    a. Listening

    b. Grids: focusing on development of plot, character, descriptive language etc.

    c. Selecting and ordering tasks.

    d. Jigsaw reading or listening.

    e. Parallel reading.

C. Oral activities

    a. Mini-reading aloud.

    b. Oral summaries.

    c. Choose the statement.

    d. Discussions based on questionnaires.

    e. Discussions based on grids.

f. Continuum: At certain point in their reading, students are asked to express their reaction to aspects in the book by choosing a point on a continuous line drawn between two opposing views, or two extreme characteristics.

g. Codes: rule making.

h. Fill in the gaps.

i. Debates.

j. Friendly persuasion.

k. Improvisations: at a certain point in the reading of a literary text, students are asked to devise alternative outcomes to the events they are encountering in the story.

l. Role plays.

4. Endings

a. Writing a blurb for the back cover.

b. Retelling the story.

c. Critical forum: Spot the error, critical comment.

d. Writing short tasks: Letters, last page plus one.

e. Writing short essays.

f. Adapting the literary work for another audience.

g. Dramatic adaptations: Such as having finished reading their novel, students are asked to turn a scene they consider crucial into a short theatre or television play. The class is divided into groups each one choosing a scene and produced a dramatized version to be put on for the class.

h. Balloon debates: This traditional form of debate can be adapted with great success as a way of allowing learners to explore the complexities of the characters in a novel.

i. Improvisations

Through their views on activities for teaching novel or any piece of work of art, it is known that they are highly valuable. At the ending so many activities are revisions of maintaining momentum and exploiting highlights.

1.2 Review of Related Literature

Some research works have been carried out, under the Department of English Education in the Faculty of Education, T.U., regarding strategies and techniques of teaching different forms of literature. A few research works have been carried out to find out the problems and contributions of teaching drama strategies used in teaching stories, and activities used in teaching essays. Some research works have been reviewed below:

Gyawali (2004) carried out research on "A Study on Teaching Poetry at Secondary Level". His research work shows that majority of teachers were not familiar with teaching strategies and that caused so many problems in teaching poetry at secondary level.

Khadka (2005) carried out research on "Teaching Drama at Secondary Level: Problem and Prospects". His main purpose was to find out the strategies and problems of teaching drama at secondary level. He concluded that teaching strategies were poor used by English teachers and there were so many complexities in teaching drama. However, there were a lot of problems and complexities, it had contributed so much in language learning.

Lamsal (2005) carried out research on "A Study on the Strategies Used in Teaching Story at Secondary Level". He tried to find out the strategies used in teaching story at secondary level and he concluded that there were not fixed strategies used in teaching it.

Joshi (2008) carried out research on "Teaching English Short Stories Interactively." He attempted to find out the effectiveness of teaching English

short stories interactively at the primary level. The research was carried out in a private school. Twenty seven students of Grade III were taken as a sample of the study. Pre-test and post-test were taken using the same pictures to find out the effectiveness of interactive teaching. A table of check list was developed to record the students' interactive activities in each text. Every 5th lesson was a revision text where the previous four texts were revised to make the students more confident and to create new ideas based on the pictures they were supplied. At the beginning, they could not handle the activities but gradually they developed their capacities to do themselves.

Pokhrel (2008) also carried out research on "Strategies Used in Teaching Fiction". His main purpose of the study was to find out the strategies used in teaching fiction in Master's level. He discovered that there were not any fixed strategies adopted in teaching fiction in master's level. They were varied teacher to teacher.

Bhattarai (2010) carried out research on "Teaching Poetry Through Interaction". He aims at finding the effectiveness of interaction technique in teaching poetry. For that purpose, he conducted an experimental research in Palpa district. He conducted pre-test and post-test. He found out that interaction technique was more effective in teaching poetry.

Although many researches have been carried out on different aspects of language teaching and literature, such as strategies, techniques, problems, etc regarding drama, essays, poems and short stories in this department of English education. But no research is carried out on the activities used in teaching novel in any level upto now. Therefore, the researcher tries to dig out activities used in teaching novel in higher secondary level.

1.3 Objectives of the Study

This research had the following objectives:

    i. to find out the activities used in teaching novel;

ii. to find out the uniformity between teachers' and students' responses regarding the activities used in teaching novel;

ii. to provide some pedagogical implications on the basis of the findings of the study.

1.4 Significance of the Study

This study will be significant for all people who are involved in teaching and learning activities especially students, teachers, textbook writers, syllabus designers, language trainers and other people who are interested in this field. It will be useful tool to solve all kinds of challenges and difficulties which students and teachers are compelled to face with during the period of teaching and learning of novel in the higher secondary level.

CHAPTER TWO

METHODOLOGY

This research work is an attempt of the researcher to find out the activities used in teaching novel by English teachers through their responses and their students'. To achieve the objectives of the study, the researcher used the following procedures:

2.1 Sources of Data

This study was mainly based on the primary sources of data, however, the secondary sources of data were also adopted.

2.1.1 Primary Sources of Data

The subject teachers and students who were teaching and studying Major English at Higher Secondary Level in different colleges of Bardia district were the primary sources of this study.

2.1.2 Secondary Sources of Data

The secondary sources of data were different journals, articles, reference materials, theses and books which were related to my study such as Brumfit and Carter (1986), Collie and Slater (1987), Lazar (1993), Showalter (2003) and Ur (2005).

2.2 Sample Population and Sampling Procedure

I selected 25 colleges of Bardia district purposively. Then I selected 25 teachers who were teaching novel at those colleges purposively. All the teachers were given questionnaires and out of them, 5 teachers were selected purposively for class observation. Fifty students were selected purposively from 5 colleges where the teachers' classes were observed, ten students from each college.

2.3 Tools for Data Collection

Based on Lazar, Collie and Slater, and Brumfit and Carter, I had prepared questionnaires and class observation form for the research population in order to collect data for this study. The questionnaires consisted of both close-ended and open-ended questions. In their texts, Collie and Slater have used the words, 'questionnaires' which means a set of questions prepared for students who answer them after they finish their home reading and 'language worksheets' are pieces of papers containing different types of exercises such as matching, extracting and classifying vocabulary from the text etc. which are prepared to make reading easier for students.

2.4 Process of Data Collection

In the process of data collection, I visited different selected colleges of Bardia district and requested administration for permission to carry out my research. I found out in which period the novel was taught and then I requested English teachers to allow me to observe their classes. Using class observation from, I observed 4 classes of each teacher to identify their particular activities in the classroom. At the end of the 4th day's class observation, I distributed questionnaires to ten students in each college. Twenty five teachers were given questionnaires.

2.5 Limitations of the Study

The study had the following limitations:

a. The study was limited to twenty five different colleges of Bardia district.
b. The population of the study was limited to 25 teachers and 50 students of the selected colleges.
c. The study was limited to the novel, 'the Great Gatsby' by F Scott Fitzgerald.
d. The study focused on the activities adopted in teaching novel.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

In this chapter, I have analyzed and interpreted the collected data from primary sources. Data was collected with the help of questionnaires (see appendix- I and II), consisting of both close ended and open-ended questions and class observation form (see appendix- III). I have prepared the questions and class observation form based on the objectives of my study. I collected the data from 25 higher secondary level English teachers and 50 students of same level of Bardia district. The collected data was analyzed and interpreted under the following three headings to meet the objectives of my study:

a. Analysis and interpretation of the teachers' responses.

b. Analysis and interpretation of the teachers' and students responses for the uniformity.

c. Analysis and interpretation of the data based on class observation.

The teachers were asked 25 close-ended and 3 open-ended questions whereas the students were asked 25 close-ended questions only. I analyzed and interpreted data statistically and descriptively.

3.1 Analysis and Interpretation of Teachers' Responses

The first objective of my study was to find out the activities used by English teachers while teaching novel in grade twelve in Bardia district. I attempted to discover the activities used in teaching novel by distributing questionnaires to the purposively selected teachers. And then, I collected the required data with the help of the close-ended and open-ended responses from them. I counted their responses from the questionnaires collected and changed the numerical values into percentage, and then presented them in different tables. Similarly,

the open-ended questions' responses were analyzed and interpreted descriptively.

Table No. 1

Teachers' Responses on Teaching Background Information of Novel

S.N.	Activities	%	
1	Started teaching novel		
	a) Giving background information	80	
	b) Eliciting students' opinions	15	
	c) Directly without doing anything	5	
		Yes	No
2	Getting students in mood	100	-
3	Teaching difficult vocabulary	65	35
4	Providing them with general (signpost) questions	90	10
5	Describing the title of the novel	100	-
6	Asking them to predict about the story of novel based on reading the first paragraph	60	40
7	Using visual prompts in the class	10	90

The background information is very important for teaching the text in the classroom. Unless the teacher describes about the writer's and the text's historical, social and cultural background, students cannot understand the text well. Thinking its underlying value, 80% teachers said that they taught about it to their students before teaching the text, 15% teachers elicited students' opinions whereas 5% of them said they started teaching directly. Perhaps, the teachers who started teaching novel directly they did not have the knowledge of the teaching methodology.

To get students in mood, the teacher asks them to build up a picture regarding the beginning of the literary work, first, by setting the scene and then inviting them to print this scene in their mind. Then, they are asked to make a note as to what they feel, see and so on. All the teachers (100%) responded that they got their students in mood before teaching novel. Teaching difficult vocabulary facilitates the teachers to present the text clearly. So, the majority of the teachers (65%) taught difficult vocabulary whereas 35% teachers said that they never did so in their classes. Presentation of general (signpost) questions before entering into the text helps to motivate students. Most of the teachers (90%) expressed that they always provided general questions and 10% teachers said that they did not apply it in their class.

Description of the title is useful for raising students' curiosity about the text. The title also helps them to speculate about the story of the novel. All the teachers (100%) accepted that the title description was so dominant for teaching and learning. They said that they described the title of the novel, 'The Great Gatsby,' in their classes. According to 60% teachers, they asked their students to predict about the story of the novel based on reading the first paragraph to develop their imaginative power, however 40% teachers said that they did not apply it. Visual prompts are often useful to elicit students' responses about the text which they are going to deal with. Regarding visual prompts, only a few teachers (10%) spoke that they used them in their classes but most of the teachers (90%) replied that they never used them.

Table No. 2

Teachers' Responses on While-teaching Novel

S.N.	Activities	Always	Sometimes	Never
1	Describing key sentences	15	75	10
2	Encouraging students to read novel at home	75	20	5
		Yes	No	
3	Providing students with language worksheets	40	60	
4	Encouraging to guess titles of each paragraph	40	60	
5	Helping them to understand each chapter of novel	100	-	
6	Assigning them to write the summary of each chapter of novel	45	55	
7	Describing the main characters	100	-	
8	Providing students with different summaries	20	80	
9	Giving close textual analysis of the novel	90	10	
10	Teaching difficult grammatical aspects	5	95	
11	Giving students to do guided rewriting	45	55	
12	Asking them to retell the summary	75	25	

The teacher extracts key sentences from the text which can support to produce a more contextualized framework in the mind of students for the imagination and to work on the text. From table no. 2, we can infer that 15% teachers always described key sentences and 75% teachers sometimes but 10% teachers never did so. Home reading facilitates students' learning novel because it can give a kind of picture in their mind about the subject matter of the text. According to 75% teachers, they always encouraged their students to do home reading of the novel, 20% teachers did sometimes but 5% teachers never encouraged their students to do it. Except some talented students, all other students cannot understand each chapter of the novel themselves. So, all the teachers (100%) said that they always helped their students to understand each

chapter of the novel. According to 40% teachers, they provided language worksheets to their students but 60% of them said that they did not use this technique in their classes. Guessing titles of each paragraph has unlimited significance because it may support them to develop their speculative power. So, 40% teachers said that they encouraged their students to do so but 60% of them conceded that they did not use it in their classes when teaching novel. According to 45% teachers, they assigned their students to write the summary of each chapter of the novel however 55% teacher stated that they did not do so in their classes.

Without getting clear idea about different characters and their roles, students cannot understand the story of novel. All the teachers (100%) claimed that they always described the main characters of the text. To make the students able to understand the summary of the novel, 20% of them provided different summaries to select the best one but 80% teachers mentioned that they never did so in their classes. Teaching the text clearly and effectively is not easy task. For that matter close textual analysis of the novel is essential for students. Among all the teachers, 90% of them reasoned that they gave close textual analysis but a few of them (10%) said that they did not follow this activity in their classes. Teaching complex grammatical aspects of the text facilities students to learn the novel if it is done and possible.

According to a few teachers (5%), they taught difficult grammatical aspects of the novel however almost all the   teachers (95%) said that they never taught them in their classes because they thought that they were not important in the case of novel and it was also not possible because of short time. Regarding guided rewriting, 45% teachers said that they provided their students with it to do in their classes but 55% teachers declared that they never brought it into practice in their teaching. Retelling the summary of the novel cooperates the teachers to know how much their students have understood about the text or they have not got it at all. According to 75% teachers, they asked their students

to retell the summary of each chapter or the whole novel after they finished each chapter or the text.

Table No. 3

Teachers' Responses on Post-teaching Novel

S.N.	Activities	Yes	No
1	Providing students with different critical interpretations	45	55
2	Making general debate based on contentious points of the novel	55	45
3	Describing the narrative point of view	95	5
4	Asking them to write a few paragraph using certain stylistic features	40	60
5	Asking them to write the review of the text	70	30
6	Checking students' critical power asking them to write critical analysis of each chapter of the novel	75	25

Table no. 3 exhibits that 45% teachers provided their students with different critical interpretations and 55% of them did not adopt it in their classes. According to 55% teachers, they make their students participate in general debate based on some contentious points of the novel when they found, however 45% teachers said that they did not follow it in their classes. Almost all of the teachers (95%) responded that they described the narrative points of view of the novel but a few teachers (5%) mentioned that they never did so in their classes. According to 40% teachers, they asked their students to write a few paragraphs using certain stylistic features, however 60% teachers did not carry out such activity in the novel. Writing review of novel promotes students' understanding of the text. A great majority of teachers (70%) stated that they asked their students to write the review of the novel, but some teachers (30%) declared that they did not do so in their classes. Seventy five percent teachers responded that they checked their students' critical power by asking them to

write critical analyses of each chapter of the novel whereas 25% teachers told that they even did not try to assign their students to do such work in reality.

To conclude, the teachers followed different activities such as giving background information, teaching difficult vocabulary, describing the title, helping students to understand each chapter of the novel, asking them to write the summary of each chapter and providing them with close textual analysis. All of them did not follow all the activities.

3.1.1 Analysis and Interpretation of the Activities Used in Teaching Novel

The teachers were asked to explain the activities they applied in different stages while teaching novel. Their answers presented in questionnaire are mentioned below:

1. Pre-teaching activities

    i. Stimulating students' interest in the text.

    ii. Teaching difficult vocabulary.

    iii. Describing film, story etc which they have watched and read.

    iv. Asking them signpost questions.

    v. Giving them cultural, social and historical background about the author and the text.

    vi. Discussing the title of the text.

    vii. Collecting different responses of students.

    viii. Explaining the main points of the text.

    ix. Encouraging them to guess about the story of the novel.

    x. Comparing the text's culture with the students.

All the teachers were asked to mention different activities which they used before they started teaching novel. Among them, some teachers said that they stimulated their students, taught difficult vocabulary and explained the title of

the novel; some of them responded that they asked their students signpost questions, gave background information and discussed the film or story which they had watched or read; some of them said that they collected different responses of students, encouraged them to guess about the story of the novel and compared text's culture with students'; and rest of them replied that they gave background information, explained the title of novel and motivated their students. Through their responses, it is known that they varied in the activities they used in pre-teaching stage.

2. While-teaching activities

i. Describing characters.

ii. Teaching literary elements.

iii. Providing titles of each paragraph.

iv. Summarizing each chapter of the novel.

v. Asking students to explain each chapter in their own way.

vi. Teaching key sentences or paragraphs.

vii. Explaining important points.

viii. Giving the summary of the whole novel.

ix. Asking students to write the summary.

x. Delivering the gist of the novel.

xi. providing them textual analysis.

xii. Making sure about their guess.

xiii. Delivering the main theme of the novel.

Among 25 teachers, some teachers told that they described the main characters, taught key sentences of each paragraph and provided titles of each paragraph; some of them said that they taught literary elements, explained important points, asked their students to explain each chapter of novel in their own way and asked them to write the summary; and some of them reasoned that they

summarized each chapter of novel, explained important points, gave summary of the whole text, gave the gist of the novel and provided them textual analysis. It was discovered that different teachers used different activities while teaching novel.

3. Post-teaching activities

    i. Providing students with critical analysis.

    ii. Asking them to retell the summary of the novel.

    iii. Making discussion about questions.

    iv. Asking them to tell about the role of the main characters.

    v. Asking them to write chapterwise summary.

    vi. Giving them task to justify the title of the text.

    vii. Making discussion based on different issues of the novel.

    viii. Asking them to do guided rewriting.

    ix. Providing them with the task to do close textual analysis of the text.

    x. Asking them comprehensive questions.

    xi. Assigning them to write answers of questions.

    x. Asking them to describe the narrative points of the novel.

    xi. Assigning them to write answers of questions.

    xii. Asking them to describe the narrative points of the novel.

    xiii. Giving them to write the review of the text.

    xiv. Asking them to write the critical comments.

    xv. Checking the students' critical abilities by asking them to write critical analysis of the text.

Among all the teachers, some of them said they provided their students with critical analysis, asked them to retell the summary, made discussion on question, asked them to tell the role of the main characters and to write

chapterwise summary; some of them asked them to justify the title of the text, to make discussion on different issues of novel, to do guided rewriting, to write close textual analysis, to write answer of questions and to write review of the novel; some of them asked them to write critical comments, to discuss about questions, and to write critical analysis. From their views, it was found out that different teachers used different activities in post-teaching stage.

3.1.2 Analysis and Interpretation of Problems in Teaching Novel

The selected teachers were asked to explain different problems which they faced with while teaching the novel in grade twelve in Bardia district. They mentioned different types of problems which are presented below.

    i. Unavailability of audio-visual materials.

    ii. Lack of library facility.

    iii. Poor academic background of students in English.

    iv. Lack of teacher's training on teaching novel.

    v. Use of complex words in novel.

    vi. Difference between the text's and students' cultures.

    vii. The novel is longer than the level of students.

    viii. So many characters are in the text.

    ix. Lack of reference materials.

    x. Linguistic difference.

    xi. Traditional teaching techniques in use.

    xii. Difficulty in teaching different symbols used in the novel.

    xiii. Too short teaching hour.

    xiv. Grammatical problems of the novel.

    xv. Complex structure of the novel.

    xvi. Lack of discussion in English.

xvii. Concept of the novel is not developed in the secondary level.

3.1.3 Analysis and Interpretation of Some Measures to Solve the Problems in Teaching Novel

To draw useful measures to minimize the problems of teaching novel in grade twelve, the teachers were asked to put forward their ideas in Bardia district. They provided different sorts of suggestions which are considerably valuable to solve those problems that many teachers are confronting with when they are dealing with the novel in grade twelve. Their views are presented in the following list.

    i. Provision of the library facility.

    ii. Management of audio-visual materials.

    iii. Provision of teacher's training.

    iv. Short and Non-western novel should be implemented replacing this novel.

    v. Provision of the reference materials.

    vi. Encouraging them to read novel at home.

    vii. Teaching them about English culture.

    viii. Comparing students' culture with the text's.

    ix. Encouraging them to practice English.

    x. Providing students with glossary.

    xi. Teaching novel using simple English language.

    xii. Use of student-centered techniques such as discussion, co-operative learning process etc.

    xiii. Prolongation of teaching hour.

    xiv. Helping students to understand the gist of the novel.

xv. Novel which is written in simple and direct language should be selected and recommended for this level.

xvi. Making students familiar with difficult grammatical aspects before teaching the novel if they are found in the text.

xvii. Encouraging them to improve their language.

xviii. Teaching them about the structure of the text.

xix. General concept about the novel should be developed in the secondary level.

3.2 Analysis and Interpretation of Teachers' and Students' Responses for Uniformity

This study was limited to the teachers and the students' responses regarding the activities used by the teachers while teaching novel in grade twelve. I attempted to find out whether the teachers applied those activities which they wrote that they did or they only tried to demonstrate their hollow ideal responses. I wanted to discover if they carry out them in teaching novel, to what extent they did them in practical life and in what degree they were similar in their responses.

In order to get the required information for finding out the uniformity in the use of teaching activities in grade twelve, the teachers were provided with 25 close-ended questions and similar number of close-ended questions also to the students to respond to them. Based on the responses provided by the teachers and the students, the degree of the uniformity in application of those activities in their class has been presented under the different tables below.

Teachers' and Students' Responses on Teaching Background Information of Novel

S.N.	Activities	Teachers' Responses		Students' Responses	
1	Started teaching novel				
	a. Giving background information of the text and the author	80		88	
	b. Eliciting student's opinions	15		-	
	c. Directly without doing anything	5		12	
		Yes	No	Yes	No
2	Getting students in mood	100	-	90	10
3	Teaching difficult vocabulary	65	35	68	32
4	Providing general (signpost) questions	90	10	72	28
5	Describing the title of the text	100	-	90	10
6	Asking the students to predict about the story of the novel based on reading the first paragraph	60	40	54	46
7	Using visual prompts in the class	10	90	26	74

The beginning of the text can play dominant role for teaching novel effectively in the classroom. If the teachers mentioned something supportive for teaching novel before dealing with the text, it may work as a catalyst for students to understand the novel well. Considering that matter, 80% teachers said that they explained about the historical, social and cultural background of the author and the text before teaching the novel and 15% of them stated that they attempted to elicit their students' opinions, however a few teachers (5%) wrote that they started teaching novel in their classes without doing anything. Similarly, 88% students reported that their teachers taught them historical, cultural and social background of the author and the text before dealing with the novel, none of

the students said their teachers tried to elicit their responses but 12% of them mentioned that their teachers dealt with the text without doing any activities.

Motivational aspect has a constructive impact on students' learning novel. So, all the teachers (100%) said that they motivated their students and 90% of the students also reported that their teachers did so whereas 10% of them claimed that their teachers never did so in their classes. Without teaching difficult vocabulary, all the students cannot understand the text well. Majority of the teachers (65%) declared that they taught new words in their classes and 68% students also admitted it but 35% teachers and 32% students mentioned that they did not do so.

Discussion about the title helps to stimulate students' learning about the novel. All the teachers (100%) and 90% students reasoned that they described the title of the novel, however 10% students rejected that their teachers used this activity in the classes. Concerning what happens next in the story, the majority of the teachers (60%) and students (54%) thought that they asked them to predict about the story of the novel based on teaching the first paragraph, but 40% teachers and 46% students told that they did not do so in their classes. Using visual prompts makes the classroom teaching more interactive. Only a few teachers (10%) and students (26%) responded that they used them in their classes whereas most of the teachers (90%) and students (74%) said that they did not do so in their classes.

Through the aforementioned table, we can conclude that there is no uniformity between teachers' and students' responses in teaching background information of novel but in some activities, they had a minimal difference such as in teaching difficult vocabulary and asking students to guess about the story of the novel based on reading the first paragraph only whereas they had a great difference in their responses in providing general questions and using visual prompts in the class.

Table No. 5

Teachers' and Students' Responses on While-teaching Novel

S.N.	Activities	Teachers' Responses			Students' Responses		
		Always	Sometimes	Never	Always	Sometimes	Never
1	Describing key sentences	15	75	10	42	52	6
2	Encouraging students to read novel at home	75	20	5	78	14	8
		Yes		No	Yes		No
3	Providing them with language worksheets	40		60	64		36
4	Encouraging them to guess the titles of each paragraph of the novel	40		60	42		58
5	Helping them to understand each chapter of the novel	100		-	82		18
6	Assigning them to write the summary of each chapter	45		55	62		38
7	Providing students with different summaries	20		80	20		80
8	Describing the main characters	100		-	92		8
9	Giving them close textual analysis	90		10	62		38
10	Teaching difficult grammatical aspects	5		95	14		86
11	Giving them to do guided rewriting	45		55	42		58
12	Asking them to retell the summary	75		25	82		18

The teacher extracts key sentences from the text which can provide the basis for developing contextualized framework for the students in their mind for imagination. They can also be the foundation on which students attempt to build up a first image of the central character, his or her personality, habit etc. and which can also support to spark student's interest in Daisy Fay or Jay Gatsby before the beginning of the novel in the classroom. Among 20 teachers, 15% of them always preferred to describe key sentences, 75% of them sometimes and 10% of them never. Likewise, among 50 students, 42% of them reported that their teachers always described the key sentences, 52% of them sometimes and few of them (6%) never. According to 75% teachers and 78% students, home reading of the novel was always emphasized in the classes, 20% teachers and 14% students said sometimes but 5% teachers and 8% students said that it was never done in reality. Language worksheets can be given to students to do after they complete their home reading which helps to enhance students' reading and writing abilities. Some teachers (40%) and the majority of the students (64%) told that they were provided to do after they finished their home reading whereas the majority of teachers (60%) and some students (36%) claimed that they were never applied in the classes.

Concerning the predication of titles of each paragraph, it has unlimited positive impact in teaching novel to make students active and imaginative. So, thinking about its underlying constructive impact in learning novel, 40% teachers said that they used it in their classes whereas 60% of them confessed that they undervalued it and did not do it while teaching novel. Some students (42%) admitted that their teachers did so in their classes. Thinking a great role of teachers to facilitate their students to understand each chapter of the novel, all the teachers (100%) reported that they helped their students to understand each chapter of the novel, and most of the students (82%) also agreed with their opinions however 18% students said that their teacher did not do so except hastly trying to complete the text. According to 45% teachers and 62% students, writing summary of each chapter was focused in their classes whereas

55% teachers and 38% students claimed that it was not carried out while dealing with the novel.

The teacher writes different summaries of a section (chapter) for students to be read at home. Students must choose the best one and they should justify their choice. The best summary may have included all key points of the text. A few teachers (20%) and students (20%) mentioned that different summaries were provided for them to select the best one, however a great majority of teachers (80%) and students (80%) reported that it was not carried out in their classes. All the teachers (100%) responded that they described the main characters while teaching novel and similarly, a vast majority of students (92%) told that their teachers did so whereas a few students (8%) rejected that idea. According to 90% teachers, they gave their students close textual analysis of the text though 10% of them declared that they did not bring it into practice in reality. Likewise, 62% students replied that their teachers used it while teaching novel however 38% students spoke that their teachers did not do so in their classes.

Teaching difficult grammatical aspects may cooperate students learning if it is possible in the moment of teaching novel. A few teachers (5%) and students (14%) stated that difficult grammatical aspects were taught in the classes even though a great majority of teachers (95%) and students (86%) explained that they were not done so. Some teachers (45%) and students (42%) claimed that guided rewriting was given for them to do but 55% teachers and 58% students told that they did not do so in their classes. Retelling the story is one of the useful oral practice which is given to the students as a chain activity. It may support to keep the whole story in the mind of the students. Large classes can be divided into story telling groups so that each student gets a turn. Thinking its unlimited value in novel classes, 75% teachers said that they preferred to follow this activity and 82% students also supported their claim but a few teachers (25%) and students (18%) stated that it was not carried out while teaching novel.

To conclude, it was found that there was total uniformity between teachers' and students' responses in the matter of providing students with different summaries to select the best one whereas a minimal difference in giving students to do guided rewriting, encouraging them to read novel at home and to guess titles of each paragraph, and a maximal difference in describing key sentences, providing them with language worksheets and giving them close textual analysis of novel.

Table No. 6

Teachers' and Students' Responses on Post-teaching of Novel

S.N.	Activities	Teachers' Responses		Students' Responses	
		Yes	No	Yes	No
1	Providing different critical interpretations of the novel to select the best one	45	55	32	68
2	Making general debate based on some contentious points of the novel.	55	45	58	42
3	Describing the narrative point of view	95	5	56	44
4	Asking students to write a few paragraphs using certain stylistic of features.	40	60	40	60
5	Asking them to write the review of the text	70	30	78	22
6	Checking students critical power by asking them to write critical analyses of each chapter of the novel	75	25	62	38

As shown in table no. 8, 45% teachers expressed that they thought critical analysis was the crux of teaching novel and so they provided different critical analyses of the text for their students to select the best one but 55% of them responded that they did not do so. Likewise, some students (32%) agreed that their teachers gave them different critical analyses to proliferate their critical faculty in their reading however 68% students declared that they never did so in their classes but hardly a single one. According to 55% teachers and 58% students, general debate based on some contentious points of novel was carried

out in spite of the fact that 45% teachers and 42% students mentioned that they never did such activities because it was not possible. Almost all of the teachers (95%) told that they described the narrative point of view of the novel even if almost extremely a few teachers (5%) reported that they did not follow it in their classes. Similarly, 56% students answered that their teachers taught them the narrative point of view of novel whereas 44% of them stated that it was not implemented in their classes.

Considering the underlying significance of writing activity, 40% teachers mentioned that they applied this activity in their classes providing them to write a few paragraphs using certain stylistic features. In spite of the fact that they did so, the majority of the teachers reported that they never did so in their classes because they said that there was lack of time to follow such activities. According to 40% students, they were asked to write a few paragraphs using certain stylistic features by their teachers although the majority of them (60%) said that it was not done so by their teachers. Most of the teachers (70%) and students (78%) replied that they were asked to write the review of the novel but a few teachers (30%) and students (22%) said that it was not carried out in their classes while dealing with the text. According to 75% teachers, they always checked their students' critical abilities by giving them the task to write critical analysis of each chapter of the novel or whole text however 25% of them told that they did not give writing critical analysis to their students. Similarly, a great majority of the students (62%) responded that their teachers provided them with the task of writing critical analysis to check their critical abilities but 38% of them claimed that they did not do so any time while teaching novel.

In this way, we came to the conclusion that there was a complete uniformity between the teachers' and the students' responses in the point 'asking students to write a few paragraphs using certain stylistic features' but they had a great difference in their responses of the questions: 'Do you discuss the narrative points of view of the novel?' And does your teacher discuss the narrative points of view of the novel?' In totality, it was found that there was almost a minimal

uniformity but an immensely maximal difference in their responses regarding the activities used in teaching novel in grade twelve.

3.3 Analysis and Interpretation of the Data Obtained through Class Observation

In this period, I have observed 20 classes in grade twelve by using class observation form while the teachers were teaching novel in Bardia district. It was my endeavour to find out to what extent the teachers were applying different activities while teaching novel in their classes. I have attempted to analyze and interpret the data collected through observation under the following different tables by using simple statistical tool of percentage.

Table No. 7

Activities Used in Pre-teaching

S.N.	Activities	Excellent	Good	Average	Not used
1	Getting students in mood	20	60	20	-
2	Giving historical, biographical and cultural background of the author and the text.	40	40	20	-
3	Comparing students' and text's cultures	-	20	40	40
4	Discussion about the title	-	20	60	20
5	Prediction about the story of novel based on reading the first paragraph	-	-	-	100
6	Asking general (signpost) questions	20	60	20	-
7	Teaching new words	-	-	40	60
8	Using visual prompts	-	20	-	80
9	Discussing key sentences	-	80	20	-

As presented in table no. 9, 20% teachers were found excellent, 60% of them good and 20% of them average in getting their students in mood. Concerning the historical, biographical and cultural background of the author and the text, 40% teachers gave it to their students in the best way, other 40% of them properly and 20% of them in average. Merely describing the text's culture may

not facilitate student's learning. For easy learning, comparison between the text's culture and the students' is important one. For that matter, 20% teachers provided comparative classes about the two different cultures properly and 40% of them in average, whereas 40% of them did not divert their attention into that field. It is obvious that title is prominent part of the text which may control the entire discourse. Therefore, discussion about the title is essential aspect of teaching novel. Twenty percent teachers discussed the title of the novel properly, and 60% of them in average whereas the rest teachers (20%) did not do so in their classes.

Prediction about the story based on the reading the first paragraph certainly facilitates students' learning of the text. But unfortunately, no teachers follow this activity in their classes. Rather they attempted to present the story of the novel in their own way as they liked. Asking general (signpost) questions before teaching novel, on the one hand it provides a guideline for students how to deal with the text and on the other hand it evokes a strong sense of curiosity in students' mind about the story of the text. They also become more careful and inquisitive about the text while dealing with it. In the period of class observation, 20% teachers were found excellent, 60% of them good and 20% of them average in providing signpost questions. All the students are not equally talented in the class. Excluding some talented students, other students cannot deal themselves with difficult vocabulary. Therefore, they hope and need extra-support from their teachers to get clear concept about them. But, only 40% teachers taught difficult words in their classes selectively which they considered useful for dealing with the text but 60% of them never did so. Visual prompts can function as a catalyst for students and they become immensely alert and more imaginative about the text which they are going to read. Only 20% teachers used them in their classes in average whereas 80% teachers did not use them while dealing with the text in their classes. The teacher can extract the key sentences from the text and discuss them in the class. The key sentences help to spark a kind of strong imagination in the mind

of the readers or listeners about the main character (s). In the period of the class observation, 80% teachers were good and 20% of them average in discussing the key sentences while dealing with the text.

Table No. 8

Activities Used in While-teaching

S.N.	Activities	Excellent	Good	Average	Not used
1	Helping students to understand the gist of the novel	20	60	20	-
2	Asking them to write a brief summary of each chapter	-	-	40	60
3	Asking them to provide titles of each paragraph	-	20	-	80
4	Providing different summaries to select the best one	-	-	-	100
5	Describing main characters giving close textual analysis	20	40	40	-
6	Giving close textual analysis	20	60	20	-
7	Teaching difficult grammatical aspects of the text	-	-	-	100
8	Using improvisations	-	-	-	100

Table no. 10 illustrates that some teachers (20%) were found excellent, the majority of them (60%) good and 20% of them average in the matter of cooperating their students to understand the gist of the novel. Frankly, speaking, only giving lecture of each chapter of the novel cannot constructively support the students to understand about them. Therefore, to make them clear about each chapter, students should be asked to write the summary of each chapter. They should also be given feedback making them aware about their mistakes. Forty percent teachers made writing activity in their classes whereas 60% of them did not do so. While going through each chapter in detail, the teacher can ask student to give titles of each paragraphs because it helps to increase their imaginative power. A few teachers (20%) applied this activity well in their classes while teaching novel however a great majority of teachers

(80%) did not carryout it. All of the teachers (100%) did not provide different summaries of the novel to select the best one by justifying the reason of their selection, but only they attempted to deliver a brief summary in their own way without thinking the level of the students and their academic background.

Table No. 9

Activities Used in Post-teaching

S.N.	Activities	Excellent	Good	Average	Not used
1	Critical interpretation of the text	20	60	20	
2	Interpreting the theme of novel	20	20	40	20
3	Making general debate based on any contentious points of the text	-	20	20	60
4	Asking students to note down any lexical area (such as symbolic)	-	60	40	-
5	Discussing the narrative points of view	20	40	20	20
6	Writing the review of the text	-	20	60	20
7	Critical discussion or debate	-	40	20	40
8	Checking students' critical power	-	20	60	20

As shown in table no. 11, 20% teachers delivered the critical interpretation of the text excellently, 60% of them appropriately and 20% of them in average. Providing the theme of the novel is really arduous and important job. For that matter a complete and clear knowledge over the text is essential for teachers. Basically thinking a great significant role of theme in the text, 20% teachers interpreted the theme of the text most precisely, 20% of them precisely, 40% of them commonly and the rest 20% of them did not do so in their classes. General debate helps students to get a clear concept over certain issues of the

text such as ethical position of the main characters in the novel, The Great Gatsby or the success of American Dream in practical life of people. Therefore, it is very important to follow this activity in the classroom to arouse students' curiosity and to develop their critical abilities. Unfortunately, a few teachers (20%) conducted general debate based on some contentious points of the novel well and other 20% of them normally, however the majority of the teachers (60%) did not carry out it in their classes.

Some lexical areas may be so difficult for students to understand, such as different symbols in the novel: yellow car, valley of ash and so on. Therefore, it is extremely essential to ask them to note down while teaching the novel or at the end of the text. The majority of the teachers (60%) were found excellent and 40% of them average in describing the symbolic aspects of the novel and they attempted to clarify about it for their students in the classroom. Discussion about the narrative point of view of the novel is one of the important post-teaching activity. Thinking so, 20% teachers discussed the narrative point of view of the novel excellently, 40% of them properly and 20% of them ordinarily whereas the rest 20% of them did not do so in their classes. Through the observation, 20% teachers were found good and 60% of them average in the matter of writing the review of novel, however 20% of them did not do so. Forty percent teachers were good and 20% of them average in carrying out the critical discussion or debate in their classes on certain issues of the text whereas 40% of them did not use it. Frankly, speaking, only conducting critical discussion about the text in the classroom cannot be sufficient for teaching novel effectively. Therefore, critical power of students also should be checked by providing them with the task to write critical analysis of the text. So, some teachers (20%) checked their students' critical abilities precisely and 60% of them averagely but unfortunately, 20% of them did not do so in their classes.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the study. It also presents some recommendations on the basis of the major findings of the study.

4.1 Findings

The major findings of the research on the basis of analysis and interpretation of the data are summarized and presented in the following sub-headings:

4.1.1 Findings Based on the Teachers' Responses

1. Eighty percent teachers gave historical, social and cultural background of the author and the text.

2. All the teachers (100%) attempted to get their students in mood.

3. The majority of the teachers (65%) taught difficult vocabulary in the classes.

4. Almost all of the teachers (90%) provided their students with general questions.

5. All the teachers (100%) described the title of the novel.

6. Sixty percent of the teachers encouraged their students to predict the story of the novel based on reading the first paragraph.

7. A few teachers (15%) always described key sentences of the novel.

8. A few teachers (10%) only used visual prompts in their classes.

9. A great majority of the teachers (75%) always encouraged their students to read the novel at home.

10. Some teachers (40%) provided their students with language worksheets to do them after they finish their home reading.

11. Forty percent teachers encouraged their students to guess titles of each paragraph of the novel.

12. All the teachers (100%) helped their students to understand each chapter and described the main characters of the novel.

13. Only 45% teachers assigned their students to write the summary of each chapter.

14. A few teachers (20%) provided their students with different summaries to select the best one justifying their selection.

15. Almost all of the teachers (90%) gave close textual analysis of the novel.

16. Almost none of them (5%) taught difficult grammatical aspects of the novel.

17. Forty percent teachers assigned their students to do guided writing in their classes.

18. Thinking underlying importance of the activity, retelling the story of the novel for oral practice, a great majority of the teachers (75%) carried out it in their classes.

19. Nearly half of the teachers (45%) provided their students with different critical interpretations to select the best one.

20. More than half of the teachers (55%) conducted general debate based on some contentious issues of the novel.

21. Almost all of the teachers (95%) described the narrative point of view of the novel.

22. Only forty percent teachers assigned their students to write a few paragraphs using certain stylistic features.

23. A great majority of the teachers (70%) provided their students with a task to write the review of the novel.

24. Thinking about a great importance of critical writing for developing students' creative and critical faculties, 75% teachers assigned their students to do critical writing to test their critical abilities.

4.1.2 Findings Based on Teachers' and Students' Responses

1. It was found that teachers and the students had complete uniformity in their responses in the two activities, viz. providing students with different summaries to select the best one justifying their choice and asking them to write a few paragraph using certain stylistic features.

2. They were a slightly different in their opinions regarding the activities used while dealing with the novel such as teaching difficult vocabulary, asking students to predict about the story based on reading the first paragraph of the novel, giving them to do guided rewriting, encouraging them to read novel at home and to guess titles of each paragraph.

3. It was found that they were quite different in their responses regarding the activities used in the class while teaching novel, viz. providing general questions, using visual prompts in the classes, describing key sentences, providing the students with language worksheets, giving them close textual analysis and describing the narrative point of view.

4. On the whole, it was found that there was a minimal uniformity whereas a maximal difference in their responses.

4.1.3 Findings Based on Class Observation

1. All the teachers (100%) motivated their students and provided them with historical, social and cultural background of the author and the text.

2. The majority of the teachers (60%) compared both the text's culture and the students'.

3. Eighty percent teachers discussed the title of the novel.

4. Unfortunately, no teachers encouraged their students to predict the story of the novel based on reading the first paragraph.

5. All of the teachers (100%) asked general questions and discussed key sentences.

6. Only 40% teachers dealt with difficult vocabulary of the text.

7. A few teachers (20%) applied visual prompts in their classes.

8. All the teachers (100%) helped their students to understand each chapter of the novel, described the main characters and gave a close textual analysis of the text.

9. Forty percent teachers assigned their students to write the summary of the novel.

10. A few teachers (20%) encouraged their students to provide titles of each paragraph.

11. No teachers provided their students with different summaries and dealt with difficult grammatical aspects of the novel.

12. All of the teachers (100%) gave critical interpretation of the text and asked their students to note down certain lexical area such as symbolic.

13. Eighty percent teachers interpreted the theme, discussed the narrative point of view of the novel and assigned their students to write the review of the novel.

14. Less than half of the teachers (40%) conducted general debate based on some contentious issues of the novel.

15. The majority of the teachers (60%) made critical discussion over different issues of the novel.

16. Eighty percent teachers checked their students' critical abilities by assigning them to write critical analyses of the text.

4.2 Recommendations

On the basis of the aforementioned findings of the study, the following recommendations have been made.

1. Comparison between the text's culture and the students' is essential to enhance their understanding about the text.

2. Difficult vocabulary should be discussed in the class to support all students to deal with the text easily without any lexical complications.

3. Students should be encouraged to predict about the story of the novel from the first paragraph to build up their predictive abilities and to help them to understand it well.

4. Visual prompts should be used to make the class more interactive.

5. To develop students' reading habits, they should be given language worksheets to deal with after they finish their home reading.

6. All the teachers should focus on assigning their students to write the summary of each chapter of the novel to test them to what extent their students have understood the text.

7. Students should be encouraged to guess titles of each chapter of the novel to participate them actively in teaching learning process.

8. Students should be given different summaries to read and to select the best one because it facilitates them to understand the text.

9. To enhance students' learning, they should be taught about the difficult grammatical aspects and the structure of the novel.

10. All the teachers should talk about the alternative ending of the novel to collect their students' different responses.

11. Students should be encouraged to retell the summary of the novel for their oral practice and to be sure how much they have known about the novel.

12. All the teachers should provide different critical interpretations of the texts to their students to enhance their critical abilities by reading them.

13. Critical discussion based on different issues of the novel should be conducted to involve students actively in learning activities.

14. All of the teachers should interpret the theme of the novel for stimulating the students' learning.

15. All of them should check their students' critical abilities by assigning them to write critical analysis as it supports them to develop their critical capabilities.

16. All the teachers should read different new books and other reference materials related to different activities of teaching novel which develop their teaching skills how to deal with the long texts.

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APPENDIX - I

Questionnaire for Teacher

Name of teacher:

Name of college:

Qualification: Experience: Training:

1. How do you start teaching novel?

    a. Giving background information of the writer and the novel ☐

    b. Eliciting students' opinions ☐

    c. Directly without doing anything ☐

2. Do you follow any activities to get your students in mood?

    a. Yes ☐   b. No. ☐

3. Do you teach difficult vocabulary in the class?

    a. Yes ☐   b. No. ☐

4. Do you provide general questions related to theme?

    a. Yes ☐   b. No. ☐

5. Do you discuss the title of the novel?

    a. Yes ☐   b. No. ☐

6. Do you ask your students to predict about the story of the novel based on reading the first paragraph?

    a. Yes ☐   b. No. ☐

7. Do you use visual prompts in your class?

    a. Yes ☐   b. No. ☐

8. How often do you discuss key sentences in the class?

    a. Always ☐   b. Sometimes ☐   c. Never ☐

9. How often do you encourage your students to read the novel at home?

    a. Always ☐   b. Sometimes ☐   c. Never ☐

10. Do you provide language worksheets to your students to do after they finish their home reading?

    a. Yes ☐   b. No. ☐

11. Do you encourage your students to guess the titles of each paragraph?

    a. Yes ☐   b. No ☐

12. How often do you help your students to understand each chapter of the novel?

    a. Yes ☐   b. No ☐

13. Do you assign your students to write the summary of each chapter at the end of them?

    a. Yes ☐   b. No ☐

14. Do you provide your students with different summaries to select the best one?

    a. Yes ☐   b. No ☐

15. Do you describe the main characters of the novel?

    a. Yes ☐   b. No ☐

16. Do you give close textual analysis of the novel?

    a. Yes ☐   b. No ☐

17. Do you teach different grammatical aspects of the novel?

    a. Yes ☐   b. No ☐

18. Do you give guided writing to your students?

    a. Yes ☐   b. No ☐

19. Do you ask your students to retell the summary of the novel?

    a. Yes ☐   b. No ☐

20. Do you provide your students with different types of critical interpretations to select the best one?

    a. Yes ☐   b. No ☐

21. Do you make general debate based on any contentious points of the novel?

    a. Yes ☐   b. No ☐

22. Do you discuss the narrative point of view used in the novel?

    a. Yes ☐   b. No ☐

23. Do you ask your students to write a few paragraph using certain stylistic features?

    a. Yes ☐   b. No ☐

24. Do you ask your students to write review of the novel?

    a. Yes ☐   b. No ☐

25. Do you check your students critical power asking them to write critical analysis of each chapter or of the complete novel?

    a. Yes ☐   b. No ☐

26. Please, mention the activities you follow in teaching novel?

a. Pre-teaching activities

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b. While teaching activities

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c. Post teaching activities

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27. What are the problems of teaching novel in grade twelve? Please, give in points.

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28. What are the measures to solve the problems of teaching novel in grade twelve? Please, state in points.

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Thank You for Your Help !

APPENDIX - II

Questionnaire for Student

Name of student: Date:

Name of college:

Class:

1. How does your teacher start teaching novel?
   a. Giving background information of the writer and the novel. ☐
   b. Eliciting our opinion. ☐
   c. Directly without doing anything. ☐

2. Does your teacher do any activities to get you in mood?
   a. Yes ☐   b. No ☐

3. Does your teacher teach difficult vocabulary in the class?
   a. Yes ☐   b. No ☐

4. Does your teacher ask you general questions related to theme?
   a. Yes ☐   b. No ☐

5. Does your teacher discuss the title of the novel?
   a. Yes ☐   b. No ☐

6. Does your teacher ask you to predict about the story of the novel based on reading the first paragraph?
   a. Yes ☐   b. No ☐

7. Does your teacher use visual prompts?
   a. Yes ☐   b. No ☐

8. How often does your teacher discuss key sentences?
   a. Always ☐   b. Sometimes ☐   c. Never ☐

9. How often does you teacher encourage you to read the novel at home?
   a. Always ☐   b. Sometimes ☐   c. Never ☐

10. Does your teacher provide you language worksheets (different types of exercises) to do after you finish your home reading?
    a. Yes ☐   b. No ☐

11. Does your teacher encourage you to guess the titles of each paragraph?
    a. Yes ☐   b. No ☐

12. How often does your teacher help you to understand each chapter of the novel?
    a. Yes ☐   b. No ☐

13. Does your teacher assign you to write the summary of each chapter at the end of them?

   a. Yes [　]　　　　　　　　　b. No [　]

14. Does your teacher provide you different summaries to select the best one?

   a. Yes [　]　　　　　　　　　b. No [　]

15. Does your teacher describe main characters of the novel?

   a. Yes [　]　　　　　　　　　b. No [　]

16. Does your teacher give close textual analysis of a section of the novel?

   a. Yes [　]　　　　　　　　　b. No [　]

17. Does your teacher teach difficult grammatical aspects?

   a. Yes [　]　　　　　　　　　b. No [　]

18. Does you teacher encourage you to do guided rewriting?

   a. Yes [　]　　　　　　　　　b. No [　]

19. Does your teacher ask you to retell the summary of the novel?

   a. Yes [　]　　　　　　　　　b. No [　]

20. Does your teacher provide different types of critical interpretations of the novel to select the best one?

   a. Yes [　]　　　　　　　　　b. No [　]

21. Does your teacher make general debate based on any contentious (bibadid) points of the novel?

   a. Yes [　]　　　　　　　　　b. No [　]

22. Does your teacher discuss the narrative point of view of the novel?

   a. Yes [　]　　　　　　　　　b. No [　]

23. Does your teacher ask you to write a few paragraphs using certain stylistic features?

   a. Yes [　]　　　　　　　　　b. No [　]

24. Does you teacher ask you to write the review of the novel?

   a. Yes [　]　　　　　　　　　b. No [　]

25. Does your teacher check you critical power?

   a. Yes [　]　　　　　　　　　b. No [　]

Thank you for your help!

APPENDIX - III
Class Observation Form

Name of the teacher: *Date:*

Name of college: *Period:*

Qualification: *Time:*

A. Pre-teaching Activities

S.N.	Activities	Excellent	Good	Average	Not used
1	Getting students in mood.				
2	Giving historical, cultural or biographical background.				
3	Comparing students' and text's culture.				
4	Discussion about title.				
5	Prediction about the story based on reading the first paragraph.				
6	Asking general questions related with theme.				
7	Teaching new words.				
8	Using visual prompts.				
9	Discussing key sentences.				

B. While-teaching Activities

S.N.	Activities	Excellent	Good	Average	Not used
1	Helping students to understand the gist of the text.				
2	Asking them to write a brief summary of each chapter.				
3	Asking students to provide titles of each paragraph.				
4	Providing different summaries to select best one.				
5	Describing main characters				
6	Giving close textual analysis of a section of the text.				
7	Teaching difficult grammatical aspects.				
8	Using improvisations.				

C. Post-teaching Activities

S.N.	Activities	Excellent	Good	Average	Not used
1	Critical interpretation of the text.				
2	Interpreting the theme of novel.				
3	General debate based on any contentious point in the novel.				
4	Asking students to note down any lexical areas (such as symbolic)				
5	Discuss the narrative point of view.				
6	Writing the review of the novel.				
7	Critical discussion or debate.				
8	Checking students' critical power.				

Adopted from Lazar (1993), Collie and Slater (1987), and Brumfit and Carter (1986).

APPENDIX-IV

Schools and Teachers Used for Questionnaire

1. Amar Jyoti Higher School, Sitapur Bardia: Mr. Marjit Subedi.
2. Sharada Higher Secondary School, Mainapokhar: Mr. Raj Kumar Tharu.
3. Nepal Rastriya Higher Secondary School, Basagadi: Mr. Keshav Raj Bhandari.
4. Vidhyajyoti Higher Secondary School, Kanthapur: Mr. Madhav Paudel.
5. Tribhuvan Higher Secondary School, Kakaura, Bardiya: Mr. Dil Raj Basyal.
6. Anshuvarma Higher Secondary School, Magaragadi: Mr. Prem Lal Rijal.
7. Panchajanya Higher Secondary school, Padanaha: Mr. Madhav Raj Sharma, Dhakal.
8. Nepal Rastriya Higher Secondary School, Dhodhari: Mr. Tek Raj Chaudhary.
9. Chure Higher Secondary School, Baganaha: Mr. Dharma Raj Gharti.
10. Tribhuvan University Secondary school, Kanchanpur: Mr. Kiru Lal Chaudhary.
11. Jagadamba Higher Secondary School, Madhela: Mr. Sanu Kanchha Tamang.
12. Jana Jyoti Higher Secondary School, Bakuwa: Mr. Keshav Raj Lamichhane.
13. Tribhuvan Higher Secondary School, Suryapatuwa: Mr. Prabhuram Chaudhary.
14. Bhrikuti Higher Secondary School, Deudakala: Mr. Tulsi Raj Gaire.
15. Janata Higher Secondary School, Rambapur: Mr. Ishowory Prasad Paudel.
16. Amar Shahid Dasharath Chand H.S. School, Rajapur: Mr. Arun Datta Chaudhary.

17. Shree Manpur Higher Secondary School, Manpur Tapara: Mr. Shankar Hamal.
18. Nepal Rastriya Higher Secondary School, Godiyana: Mr. Chappu Ram Chaudhary.
19. Janasewa Higher Secondary School, Dhadhawar, Baidi : Mr. Basant G.C.
20. Dhrub Higher Secondary School, Tulsipur, Gulariya : Mr.Purushottam Gautam.

APPENDIX - V

Schools and Teachers Used for Class Observation

1. Babai Higher Secondary School, Gularia, Bardia: Mr. Shyam Sundar Sharma.

2. Shree Bageshwory Higher Secondary School, Gulariya: Mr. Meen Bahadur Chand.

3. Jana Jyoti Higher Secondary B. School, Gulariya: Mr. Santosh Devkota.

4. Shree Shukra Higher Secondary School, Taratal: Mr. Chandra Bahadur B.C.

5. Shree Gurans Higher Secondary School, Sanoshree: Mr. Prakas Sharma, Adhikary.

APPENDIX-VI

Schools and Students Used for Questionnaire

1. Shree Shukra Higher School, Taratal, Bardia

   i.   Suraj Parajuli
   ii.   Prem Bahadur Basnet.
   iii. Sujan Gautam
   iv.   Rosan K.C.
   v.   Pramananda Gyawali
   vi.   Rishi Ram Baral
   vii. Anju Lama
   viii. Milan Adhikari
   ix.   Anjana Wagle
   x.   Puspa Sharma

2. Shree Gurans Higher Secondary School, Sanoshree, Bardia

   i.   Bimala Shahi
   ii.   Chetan Bhat
   iii. Indra Gautam
   iv.   Kabita K.C.
   v.   Ramesh Bhusal
   vi.   Nakendra Khatri
   vii. Madan Kumar Gyawali
   viii. Pawan Saud
   ix.   Resham Oli
   x.   Suraj Chaudhary

3. Shree Bageshwory Higher Secondary School, Gulariya, Bardia

   i.   Asmita Baral
   ii.   Manisha Yadav
   iii. Kumar Singh Tharu
   iv.   Pradip Yadav
   v.   Dharma Raj Chaudhary

vi.   Rakesh Kumar Yadav

vii.   Menika Chaudhary

viii.   Rabita Yadav

ix.   Asmita Timilsina

x.   Rajani Adhikari

4. Shree Babai Higher Secondary School, Gularia, Bardia

i.   Mira Rajbanshi

ii.   Lal Bahadur Chaudhary

iii.   Bhakta Bahadur Somi Magar

iv.   Sagar Acharya

v.   Juhi Idrishi

vi.   Rup Lal Chaudhary

vii.   Laxmi Chaudhary

viii.   Sita Tharu

ix.   Ram Lal Tharu

x.   Ganesh Adhikari

5. Janajyoti Higher B. School, Gulariya, Bardia

i.   Madhu Dhakal

ii.   Sunita Subedi

iii.   Dibya Chaudhary

iv.   Umme Salma Khatun

v.   Susmita Tharu

vi.   Ram Gopal Pasi

vii.   Nirmala Dangi

viii.   Ram Sunesh Tharu

ix.   Narendra Chaudhary

x.   Sushil Chaudhary