

CHAPTER ONE

INTRODUCTION

This thesis entitled **Strategies Used by the Novice and Experienced Teachers in Teaching Short Stories** is to investigate what strategies do novice and experienced teachers use in ELT classroom. This introductory part includes: background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

The term ‘strategy’ is derived from the ancient Greek word ‘strategia’ which means steps or actions taken for the purpose of waging war. In this regard, (Oxford 1990), states that “Strategy involves the optimal management of troops, ships, or aircraft in a planned campaign. A different but related, word to tactics, which are tools to achieve the success of strategies. Many people use these two terms interchangeably. The two expressions share some basic implied characteristics: planning, competition, conscious manipulation, and movements toward the goal.” Thus, strategy means anything that we plan to imply for achieving the goal. Furthermore, it opines that, any strategy which is adopted for teaching and learning is neither good nor bad in itself although what makes a strategy positive and helpful for learner is that, (a) if the strategy relates well to the L2 task at, (b) the strategy fits the particular student’s learning style preferences to one degree or another, (c) the student employs the strategy effectively and links it with other relevant strategies that fulfill these conditions make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. So, the teacher needs to select such strategies which fit to the second or foreign language teaching and learning task as well as students’ learning style to make learning success. In the same regard, teaching strategy is the principle and method of teaching. It is principle and method in the sense that it implies varieties way of teaching

and learning, i.e. communicative language teaching; task based learning; the lexical approach and teachers and students in dialogue together (Harmer 2008 pp. 68-75). These methods are based on the principles (cognitivist, empiricism and rationalism) on the basis of the specific principle and method; a teacher in the classroom applies certain strategies. It also varies according to the level and subject being taught. The choice of teaching strategy to be used depends largely on the skill that is being taught, and it may also be influenced by the learning style, aptitude, skills, and enthusiasm of the students. So, the language teaching strategies mean a plan that incorporates actions to be applied in the classroom to fulfill the objectives of the lesson.

Teaching strategies are the core part of effective teaching. The purpose of teaching is to make students learn. So, the teacher needs to have knowledge on the strategies used by the students as well as teachers to make teaching and learning effective. The effectiveness of the teaching learning process depends on the sorts of strategies that are using in the classroom. In this regard, Brown (1994, p.15) states:

One cannot teach effectively without understanding varied theoretical positions. This understanding forms principled basis upon which you can choose particular methods and strategies for teaching a foreign language and unless that primary basis is your own carefully and thoughtfully divided theory; you became a slave to one theory of thinking a puppet without self-control.

It means, that the person who is involved in teaching profession should know different theories of teaching and learning (i.e. cognitivism, constructivism, experiential learning, humanism, pedagogy and andragogy and sensory theory). The teacher can implement appropriate strategies according to the needs, levels, situation and context of learning if they are known to the different

theories, if not the teacher become a slave of single theory like a puppet (puppet perform same dance in any different music).

Teaching requires high skill and more content knowledge regarding the subject matter. So, it is complex job. Teaching English language mean to make learners equipped with four language skills, i.e. listening, speaking, reading and writing. Successful teaching is preceded by successful learning. Mere delivery of content is not considered as teaching. Learning takes place after successful teaching. Learning means not only getting something new but also capacity to investigate more. In this regard Tsui, (2006, p.1 as cited in Wong & Nunan, 2011) stated that “Learning is not about cramming in information. It is about learning by doing. It is about looking at issues in various ways and developing capacities, especially the ability to dig below the surface to reach the truth.” That is why our goal is to teach students to learn how to learn rather merely passing information to them.

Learners are expected to engage mentally and physically to learn, for this reason, literature is taken as an important genre by which learners are engaged through a personal exploration. Literature will serve as a basis for connecting their own experiences and prior knowledge with learning in the content areas. Literary approach also provides a framework for teachers to differentiate instruction for students across grade levels, including English learners at different stages of English proficiency and struggling students (Cox, 2008). In the same regard, Lazar (1993, p.1) defines, “Literature means...to meet lot of people, to know different points of view, ideas, thoughts, mind...to know ourselves better. Literature is a successful medium to express human feeling, ideas, view and so on.” So, Literature can be said, is result of creative faculty of human mind. It is an artistic, peasant, attractively deviated form of language to express idea, feeling, and experiences. In broad sense, literature refers to all the written composition but in specific, it is a piece of writing that is valued as work of art, e.g., poems, dramas, essays, novels and short stories. Literature

consists of feeling, ideas, attitudes, experiences and emotions in an implicit way in the fuller and deeper sense.

1.2 Statement of the Problem

Teaching is a complex process which can be conceptualized in a number of different ways. Various factors are responsible for the effective teaching, i.e. teaching learning environment, different infrastructure of the school, qualification and experience of the teachers, resources, teaching learning materials and teaching learning strategies. Among these factors teaching strategy is one of the important factors to be considered while teaching short stories. The teachers are provided pre-service and in-service training to adopt different strategies in the ELT classroom. They are familiar with the different kinds of strategies to be used in the classroom. In trying to understand how teachers deal with the dimensions of teaching short stories, it is necessary to examine the processes which underlie teachers' classroom actions with the help of strategies.

In the context of Nepal, teacher centered techniques (i.e. lecture, explanation illustration and demonstration) and student centered techniques (i.e. pair work, group work, simulation, role play, dramatization, strip story, project work, and elicitation), principles (i.e. behaviorism, cognitivist, empiricism and rationalism) and methods (i.e. direct method, grammar translation, communicative language teaching, task based learning, the lexical approach and teachers and students in dialogue together) are in practice , but they are not taken as much consideration as they need to be. To make successful application of these techniques, principles and methods, the teachers need to use different strategies. Most of the ELT teachers have acquired theoretical knowledge on teaching strategies in their pre-service course, i.e. bachelor and university courses but it is assumed that they are not applying it in to their real classroom teaching and learning process mainly by the novice teacher and most of the teachers who has received in-service teacher training are supposed to use more strategies in their ELT class. Earlier researchers have not conducted

research to find out the practice of novice teacher and experienced teacher on using strategies to teach short stories. Thus, it is necessary to pose a question regarding the strategies used by novice and experienced English language teachers to teach short stories in secondary level. This research intends to find out the perception of novice and experienced and their practice of using different strategies. So, it bridges the gap between theory and practice. In addition, whether the novice teacher use different strategies in teaching short stories or experienced in practice level, are the focused area in this study.

1.3 Objectives of the Study

The objectives of this study were as follow:

- a. To find out the strategies used in teaching short stories at secondary level
- b. To suggest some pedagogical implications.

1.4 Research Questions

This study was directed to explore answer to the following research questions.

- a. What are the possible strategies used by the English teachers at secondary level?
- b. How do the strategies used by novice and experienced teachers differ to each other?
- c. How do ELT teachers explore different strategies?

1.5 Significance of the Study

The present study was to found out current practice of using strategies by novice teachers and experienced to teach short stories at secondary level. This study was taken as a small task, although it certainly deserves the great importance in the field of ELT in Nepal. As the study concern about the teaching strategies, it helps to know more about teaching strategies. This study made an effort to explore current practices of using strategies by novice and

experienced teachers to teach short stories and its importance in ELT classroom. In present days of communication, language teaching has laid emphasis on teaching language in real life situation. Thus, the teaching strategies are the most prominent in the ELT classroom.

It encouraged the students who are interested in teaching learning, and also English language teachers to adopt strategies to teach short stories. They will be directly advantaged by the findings of this study and they will find what strategies to adopt while teaching short stories. It will also be useful for textbook writers, language planners, and syllabus designers and the university students interested in teaching. It will also be helpful for the researchers who want to carry out further research on this area. Furthermore, it will provide some reformative measures in the field of teaching short stories.

1.6 Delimitations of the Study

It is difficult to include large area in this kind of small research due to the limited time constraint and resources. So, it had some limitations of the study which are as follow:

- a. This study was limited to identify current practice of using teaching strategies by novice and experienced teacher to teach short stories.
- b. The research only included twenty English language teachers of Baglung district.
- c. Observation checklist with running commentary and interview guideline were used as a data collection tools.
- d. Only one class of five novices and five experienced teachers were observed.

1.7 Operational Definition of the Key Terms

Strategies: here, strategies signify a specific behaviors or thought processes that teachers and students use to enhance their teaching and learning. It is a plan designed to accomplish a particular purpose.

Short story: In my study, the term short story refers fictional narrative in prose. There are a few characters, single setting and single incidents in short stories. In fact, short stories are the description of imaginative characters and fictional subject matters.

Activities: In this study, the term activities denote different kinds of purposeful classroom procedure. It is something that the teacher and student do to achieve the goal of the study.

Secondary level: In this study, secondary level refers to the level from grade 9-12

Novice teacher: In this research novice teachers are those teachers who have less than 2 years of teaching experience.

Experienced Teacher: Experienced teachers are those who have approximately 5 years or more of classroom experience.

CHAPTER TWO

REVIEW OF THE RELATED LITEERARURE AND CONCEPTUAL FRAMEWORK

Review of related literature is necessary for any research work. It should draw information and experiences from the previous studies since they provide foundation to the present study. Therefore, the researcher went through the different sources available to proposed study. Generally, an attempt is made here to review the books, journals and researches that are related to the research topic. To be more specific, this chapter consists of review of theoretical literature, empirical literature or previous studies. In the same way, this chapter includes implications of the review for the study and theoretical or conceptual framework.

2.1 Review of Theoretical Literature

The term 'literature' has been defined differently by different scholars. It is a discipline, and also a mirror of the society which reflect the criticism and creativity of human mind and the society. In this regard, Lazar (1993, p.1), states, "Literature is a word of fantasy, horrors, feelings, thoughts, visions etc. which put into words." Furthermore, he adds literature, specially displays its two forms one is poetry and next is prose. These two forms are different in structure and subject matter. It is also a world of imagination and expressions of inner thoughts, feelings and emotions of the mankind. Similarly, the language used in literature is different from the language of our daily use. Therefore, the ELT teacher should have enough knowledge to the literature. The teachers should focus on the linguistic item more than the literature itself because literature is the medium language in the language class. According to August & Shanahan (2006, as cited in Cox 2008 p.2), "English learners were that teachers develop more thorough discussions of literature in order to build vocabulary and comprehension." By the use of literary text in ELT class the students are equipped with the different vocabulary of English language which

is basic requirement for language learning. Students can interpret the meaning when they know the contextual meaning of words. Similarly, Cox (2008) says the use of literature prompts the aesthetic category of the learner. The teacher first directs their students to reflect on their personal experience of the book. The students are involved in the discussion of literary text and they can interpret the text on the basis of different perspective (reader response perspectives). Teacher understand the unique nature, believe, and critical level of the learner on the basis of given response. Furthermore, Rogers and Soter (1997), state that “Literature help to make our world anew, transform society into one in which social justice and equity prevail, and that reaching that goal will require schooling in which teachers and students are able to confront and critique some of the thorny issues and –ism (such as racism and sexism).” Thus, literature in ELT class is very important in the foreign and second language teaching and learning context because the students and teachers are involved in discussion by using the language therefore language is required. Likewise literature helps the learner as well as the teacher to able to transform the existing situation of the society.

2.1.1 Reasons for Teaching Literature

Literature is a way of expressing of human thoughts, feelings, emotion and ideas in an artistic and stylistic way. According to Hismanoglu (2005), the use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) are very popular within the field of foreign language learning and teaching nowadays. Furthermore, Collie and Slater (1990, p. 3 as cited in Rai 2012, p.71), mention following primary reason to use literature in ELT classroom:

- i. It is valuable authentic material.
- ii. It helps learners in cultural enrichment.
- iii. It helps learners in language enrichment.

iv. It requires them to have personal involvement.

2.1.2 Criteria for Selecting Suitable Literary Texts in Foreign Language Classes

When selecting the literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. However, according to Collie and Slater, (1990 pp. 6-7 as cited in Hismanoglu 2005, p.56) one major factor to take into account is

Whether a particular work is able to reveal the kind of personal involvement by arousing the learner's interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extra linguistic knowledge when it is meaningful and amusing.

Choosing books relevant to the real-life experiences, emotions, or dream of the learner is of great importance. Language difficult has to be considered as well.

Thus, selected literary text should be comprehensible, meaningful, relevant to real-life experience, interesting and appropriate to the level of the learner. All these are motives helping learners to cope with the linguistic obstacles should be considered.

2.1.3 Literature and the Teaching of Language Skills

Literature plays an important role in teaching four basic language skills like; listening, speaking, reading and writing. However, when using literature in the language classroom, skills should never be taught in isolation but in an integrated way. Teachers should try to teach basic language skills as an integral

part of oral and written language use, as part of the oral and written production of words, phrases and sentences.

2.1.3.1 Literature and Reading

EFL teacher should adopt a dynamic, student-centered approach toward comprehension of a literary work. In reading lesson, discussion begins at the literal level with direct questions of fact regarding setting, characters, and plot which can be answered by specific reference to the text (Stern 1991, p.332). He further stresses that when students master literal understanding, they move to the inferential level, where they must make speculations and interpretation concerning the characters, setting, and theme, and where they produce the author's point of view. Therefore, after comprehending a literary selection at the literal and inferential levels, students are ready to do a collaborative work. That is to state that they share their evaluations of the work and their personal reactions to it, its characters, its theme, and the author's point of view. This is also the suitable time for them to share their reactions to the work's natural cultural issues and themes.

2.1.3.2 Literature and Writing

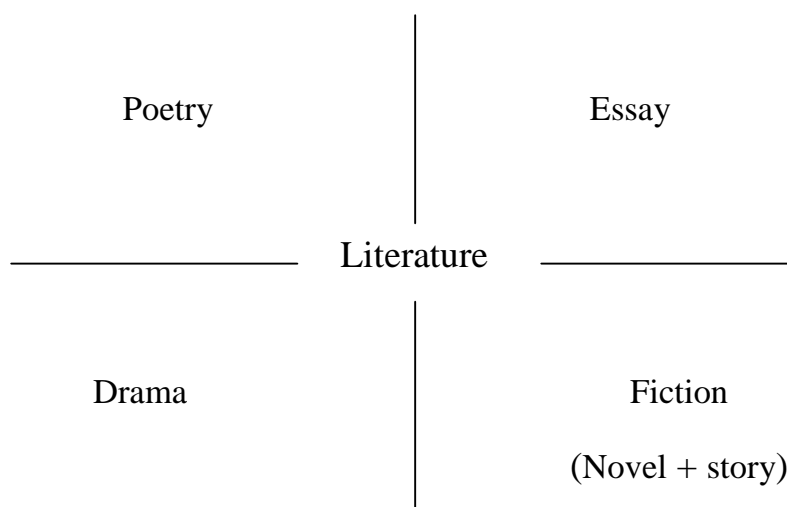
Literature can be a powerful and motivation source for writing in EFL / ESL context. In this regard, Hismanoglu (2005) in EFL / ESL, both as a model and as subject matter occurs when students' writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and /or style. However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by, the reading, literature serves as subject matter. Thus, literature houses in immense variety of themes to write on in terms of guided, free, controlled and other types of writing.

2.1.3.3 Literature, Speaking, and Listening

Language teachers can make listening comprehension and pronunciation interesting, motivation and contextualized at the upper levels, playing a recording or video of a literary work, or reading literature aloud themselves (Stern 1991, p. 337 as cited in Rai, p.73). Having students read literature aloud contributes to developing speaking as well as listening ability. Moreover, it also leads to improving pronunciation. Pronunciation may be the focus before, during, and or after the reading.

2.1.4 Genre of Literature

There are four form of literature. They are poetry, essay fiction and drama. Literature is a full-fledged discipline of language. It is complete in itself with its many genres.



These different forms of literature are briefly described as below:

2.1.4.1 Poetry

Poetry offers a way of seeing and hearing that no other kind of literature can. Its musical quality draws children, appealing to their senses and their emotions (Bennett, 1984;1, as cited in Hunt, p. 2003, p. 126). It is the most intensified mode of literature. It is the expression of inner thought and emotion of the poet. Poetry is a piece of creative writing which is generally composed in verse. It is

composed in meter. The versification is the main feature of poetry. Poetry is characterized by the elements of rhyme, rhythm, repetition, and imagery. Poetry is created for pleasure. The language of poetry is special and different from the language of prose. Prosodic feature of poetry are rhythm, meter, music, alliteration, assonance etc. The prosodic feature makes poem standard, symmetrical, systematic, and sweet. It is found that poetry has deviant and unusual language. There are mainly six types of poetry, such as epic, sonnet, ode, ballad, elegy, and lyric.

2.1.4.2 Drama

Drama is a piece of creative writing which is composed to be performed on the stage. Especially drama is not written for reading purpose but it is written to be performed on the stage and to provide pleasure to the audiences. The main purpose and feature of drama is interaction. The audiences overheard the verbal interaction and physical action on the stage. According to Lewis (1999, p. 37) “Drama has expressionism which intended to distort reality so as to express the inner senses or experiences of the characters.” There are different elements of drama, i.e. plot, character, dialogue, setting, theme, language and different kinds of drama, i.e. tragedy, comedy, tragic-comedy, farce and one-act play.

2.1.4.3 Essay

Essay is a short prose work which is more factual, truth and realistic than other genres of literature. According to Godwin (2014), there are different kinds of essay such as, argumentative, comparative essay, descriptive essay and reflective essay. The main purpose of the written essay is persuasion. The language of essay is simple straight and less figurative.

2.1.4.4 Novel

Novel is a long narrative writing elevated in style, rich in characters and main plot with sub-plot. The novel cannot complete within a single setting. There are two kinds of novel one is scientific and which is also termed as non-fictional

novel and next is literary novel which is termed as fictional novel. The fictional novel includes imaginary subject matter and characters but non-fictional novels include true history of somebody or something. According to Lazar (1993 p.89), novel and short stories have a great many features in common. Although we cannot say rigidly that these features are exclusive to the novel rather than the short story. As in all literary texts there may be considerable overlap between the characteristics of one genre and another.

2.1.4.5 Story

Stories are a natural part of how we communicate and it is wonderful tool for thinking. It can place people vicariously into it and people use it to work through new ideas and solutions. When stories commingle with each other, pathways emerge. Stories can unlock novel ways of seeing ourselves and making sense of the world. It plays a central role in facilitating any kind of experiential learning, especially learning aimed at strengthening our communication skills (Gargiulo, 2007, p. 18).

It is fictional creative and narrative work of art. It is written in prosaic forms. There are long and short stories in English literature, which is the reflection and criticism of the human behavior and human society. In some extent the story and novel are similar in their feature, and nature. The stories have also same type of elements as novel such as plot, character, dialogue, language, theme, style, setting. Basically short story can complete reading within a single sitting. It is not as vague as the novel is. There are mainly six types of stories under the traditional category, such as; myths, legends, fables, parables, fairy tales, and folk tales. It may be comic, tragic, romantic, and satiric. It may be written in the mode of realism, naturalism or fantasy.

2.1.5 Short Stories

Short stories are fictional narrative in prose, ranging in length from about 500 words to about 1500 words. There are a few characters, single setting and

single incidents in short stories. In fact, short stories are the description of imaginative characters and fictional subject matters. They are short and simple. In this regards, Abrams (2001, p.19) states that “A short story is a brief work of prose fiction and its most of the terms for analyzing the component elements, the types and the various narrative techniques of the novel are applicable to the short story as well.” Short story is a concentrated form. When readers understand the way an author uses language to create a fictional world, the story’s unity has an even greater impact. Then, every details of the narrative add to our enjoyment of the final impression. Writers of short stories must go for the comprehensiveness of the novel. Like poets, short story writers can impress upon us the unity of their vision of life by focusing on a single effect.

Short story is a compact literary genre in which much is left unsaid in order for the reader to make implications. Therefore, it makes students sensitive to hidden and implied meaning. While in reading non-literary material students learn to read the lines and decode the meaning, in reading short stories they learn to read between lines. Thus, the short story, in addition to the above mentioned advantages as material for reading comprehension and writing skills, is a carefully designed text that is organized to convey that “single effect”. Regarding the issue of literary organization, Swaffar and Byrnes (1991, p. 115 as cited in Ghasemi, 2011) observe that “students have greater success with texts that convince, inform and persuade-texts with rhetorical illocution- than they do with readings that are purely descriptive.”

According to Irene (2015, p. 76), short stories are often ideal ways of introducing students to literature in the foreign language classroom for following reasons:

- i. Making the students’ reading task easier due to being simple and short when compared with the other literary genres.

- ii. Provide more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers.
- iii. Offers a world of wonders and a world of mystery

Indeed, the short story as a multi-dimensional literary genre can be profitably used in the acquisition of various language skills. According to Ghasemi (2011), “The short story creates the tension necessary for a genuine exchange of ideas in class discussions. In addition, the short story pushes students out of a passive reading state into a personal connection with the text and then beyond, extending the connection to other texts and to the world outside of school.”

2.1.6 Types of Short Stories

There are two types of short stories such as traditional short stories and modern short stories.

i. Traditional Short Stories

There are six types of short stories under traditional category such as myths, legends, fables, parables, fairy tales and folk tales.

a. Myth

A myth is a traditional story that explains the beliefs of a people about the natural and human world. According to Regional NET Coordinating (2012, p.2), the main characters in myth are usually gods or supernatural heroes. The stories are set in the distant past. The people who told these stories believed that they were true.

b. Legend

A legend is a traditional story about the past. According to Regional NET Coordinating (ibid...), the main characters are usually kings or heroes. Some

examples of well-known legends include the tales of Odysseus from ancient Greece. Like myths, legends were thought to be true.

c. Fable

The fable is a brief story intended to teach a moral lesson. According to Regional NET Coordinating (2012, p. 3), the main characters are usually animals, objects in nature.

d. Parable

Parable is a brief story that illustrates a moral principle through the use of metaphor (ibid...). It is a very short narrative about human beings. Unlike fables, the main characters of parables are human beings.

e. Fairy Tale

A fairy tale is a traditional folktale involving imaginary creatures such as fairies, wizards, elves, trolls, gnomes, goblins and fire-breathing dragons (Regional NET Coordinating 2012, p. 4).

f. Folk Tale

A 'folktale' is a general term that can include a wide range of traditional narratives, such as myths, legends, fables and fairy tales (ibid...).

2.1.7 Modern Short Stories

Modern stories are also about supernatural beings but they are about human beings. Modern short stories may be comic, tragic, romantic or satiric. It may be written in the mode of realism, naturalism or fantasy. The main theme of the modern short stories is love, nature, religion etc.

2.1.8 Characteristics of the Short Stories

Short stories are an artistic achievement made up of tricky plan. They are absolute and spontaneous form of literature. They differ from the novel in their

length and the representation of human life. The major characteristics of short stories are brevity, singleness of unity and simplicity.

a. Brevity or economy

Brevity or economy is the soul of a short story. The short story must present minimum number of events and character. It means that a short story must cover only a small chunk of human life. There should be no sub-plot as far as possible. Unnecessary characters should be avoided. The protagonist must be given weightage.

b. Unity

Unity of motive, purpose, action, and impression is a fundamental characteristic of a short story. A short story must contain one and only one idea and this idea must be worked out to its logical conclusion with absolute singleness of aim and directness of method. The perfection of workmanship in a short story, the complete adaptation of means to end, gives peculiar aesthetic pleasure to the thoughtful reader.

c. Moral

Moral is a characteristic of a short story but it is not compulsory. A writer hopes to teach or instruct his readers through his writing. In such a case there may be a moral. Sometimes the moral is clearly stated. At times it is noticeable. But in majority of cases it is implied and we have to trace it out.

d. Conflict

In a short story, there is generally a problem or struggle of some kind called a conflict. It is the most important element in a plot. A conflict can be external or internal. In a story, there may be a single conflict or there may be several related conflicts.

e. End

The end of the short story is vital in its structure. An unexpected shock or surprise at the end makes the story interesting. A good short story must end in an impressive way. (www.unishivaji.ac.in>distedu>sim2013)

2.1.9 Elements of Short Stories

A. Plot

Plot is the sequence of events in a story. The plot is a planned, logical series of events having a beginning, middle, and end, the short story usually has one plot.

B. Point of View

It signifies the way a story is told. There are several variations of Point of View as given below;

First Person Point of View

Story told by the protagonist or a character who interacts closely with the protagonist or other characters; speaker uses the pronouns “I”, “me”, “we”. Readers’ experiences the story through this person’s eyes and only knows what he/she knows and feels.

Second Person Point of View

Story told by a narrator who addresses the reader or some other assumed “you”; speaker uses pronouns “you”, “your”, and “yours”.

Third Person Point of View

Story told by a narrator who sees all of the action; speaker uses the pronouns “he”, “she”, “it”, “they”, “his”, “its”, and “theirs”. This person may be a character in the story.

C. Characters

There are two meanings for “character” (1) a person in a fictional story; or (2) qualities of a person.

- 1) People in a work of fiction can be a
 -) Protagonist- clear center of story; all major events are important to this character.
 -) Antagonist-Opposition or “enemy” of main character.
- 2) Characteristics of a character can be through;
 -) His/her physical appearance
 -) What he/she says, thinks, feels, dreams and what he/she does or does not do
 -) What others say about him/her and how others react to him/her.

D. Dialogue

The dialogues are the utterances of the characters. This element makes the plot of a story dynamic and interesting. The dialogues are spoken by the characters in the story. The dialogues of the short stories should be simple and brief enough. Every character communicates to each other through their dialogues in the short stories and any fictional work of art.

E. Setting

The setting is a background against which the incidents of the story take place. Not merely a place, it includes the place where, the time when, and social conditions under which the story moves along. This can include atmosphere, the tone and feeling of a story, i.e. gloomy, cheery.

F. Theme

Theme is a total meaning of the story. It does not have to be tied up in a simple moral. In many cases, stories are packages that allow readers to see the outcomes of certain behaviors. Without a theme, the story lacks meaning or

purpose. Sometimes the theme is stated, sometimes it is only implied. In other stories, the theme may be direct refutation of a traditional theme.

(<https://www.acpsd.net/lib011>>Domain)

2.1.10 Benefits of Using Short Stories to Language Teaching

Short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminates human lives (Sage 1987, p. 43 as cited in Hismanoglu, M 2005). The inclusion of short fiction in the ESL/ EFL curriculum offers the following educational benefits (Ariogul 2001, p.p. 11-18 as cited in Hismanoglu, 2005)

-) Makes the students' reading task easier due to being simple and short when compared with the other genres.
-) Enlarges the advanced level readers' worldviews about different cultures and different groups of people.
-) Provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers.
-) Motivates learners to read due to being an authentic material.
-) Offers a world of wonders and a world of mystery.
-) Gives students the chance to use their creativity.
-) Promotes critical thinking skills.
-) Facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community).
-) Makes students feel themselves comfortable and free.
-) Helps students coming from various backgrounds communicate with each other because of its universal language.
-) Helps students to go beyond the surface meaning and dive into underlying meanings.

-) Acts as a perfect vehicle to help students understand the positions of themselves as well as the other by transferring these gained knowledge to their own world.

In brief, the use of a short story seems to be a very helpful technique in today's foreign language classes. As it is short, it makes the students' reading task easier. An important feature of short fiction is its being universal. To put it differently, students all over the world have experienced stories and can relate to them. Moreover, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of situation (Sage 1987, p. 43 as cited in Hismanoglu, 2005).

2.1.11 Novice and Experienced Teacher

Novice teachers are defined as those with little or no mastery experience they are newly appointed in teaching profession. According to Burns and Richards (2011.p.182), "Novice teachers sometimes called newly qualified teachers (NQTs) are usually defined as teachers who have completed their teacher education program (including the practicum) and have just commenced teaching in educational institution." For the novice teacher, the first year of teaching has been called an unpredictable and idiosyncratic activity. During this first year, as Calderhead and Robson (1991, p.p 1-8) has remarked, "The novice becomes socialized into a professional culture with certain goals, shared values and standard of the first time, has already accumulated an array of tacitly held prior assumptions, beliefs, and knowledge about teaching and learning." The effectiveness of teacher depends on competence (academically and pedagogically), efficiency (ability, work load and commitment), teaching and learning resources and methods, and support from education administrators and supervisors. In this regard Gatbonton, (2008) recommended that "They are often student teachers or teachers who have less than 2 years of teaching experience." Thus, the novice teachers are those who are looking for new roles,

developing new instructional techniques, and improving themselves both as an educator and as individuals.

Identification of experienced teachers is more complex but they can be identified according to the number of years they have taught. In this regards Gatbonton (1999, as cited in Rodriguez & McKay, 2010), pointed out that experienced teachers are those who have approximately 5 years or more of classroom experience. It has been established that experienced teachers differ from novice teacher in their knowledge, skills, and beliefs. They are an autonomous decision maker and also more ready to take responsibility for their decision. Some characteristics of experienced teachers as given by Sui (as cited in Richards and Farrell 2005 p.7-8), are below.

-) A rich and elaborate knowledge base.
-) Ability to integrate and use different kinds if knowledge.
-) Ability to make intuitive judgments based on past experience.
-) Desire to investigate and solve a wide range of teaching problems.
-) Deeper understanding of students' needs and student learning.
-) Awareness of instructional objectives to support teaching.
-) Better understanding and use of language learning strategies
-) Greater awareness of the learning context.
-) Greater fluidity and automaticity in teaching, and
-) Greater efficiency and effectiveness in lesson planning.

2.1.12 Strategies to Teach Short Stories

Teaching strategies are the process of putting the teaching plan into operation. In fact, teaching strategies involve different activities which are used in teaching literature and linguistics. In this regard, Brown (1994, p.115), strategies are “contextualized battle plans that might vary from moment to moment or day to day or year to year. Strategies vary intra- individually; each chose one or several of those in sequence for a given problem”. Thus strategies can vary according to the person, time and situation.

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

- i. Prediction: What comes next?
- ii. Summary: What is it all about?
- iii. Forum: Debating opposing viewpoints?
- iv. Guided re-writing.

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

Ghasemi (2011, p.p. 268-269). Mentions some procedure and strategies to teach short story as below;

Procedure and Strategies

A systematic teaching strategy for the short story can include the following stages:

- i. Pre-reading activities: to provide students with vocabulary exercises and cultural background
- ii. In-class oral reading: to improve oral and spoken abilities
- iii. Textual analysis and group work: to improve reading comprehension and communicative skills
- iv. Post-reading assignment: to establish the acquired knowledge and improve written skills.

Thus, the comprehension of the text is the central focus of the reading of the short story.

Likewise, Rogers and Soter (1997) explored some of the ways that reading and writing of the stories function in children's lives as sources of personal, social, or political understanding and exploration. In addition, they sought to understand children's literacy as function of the particular communities of practice in which they were socialized and enculturated to value reading and writing. Some of the ways of teaching short stories mentioned by Rogers and Soter are presented as below:

- i. Identify the learner, where they are come from (learner themselves, their family, peers, and the society in which they live)
- ii. Evaluate, revitalize and refine the purpose for reading and teaching
- iii. Select any theoretical dimension (narrative theory and transactional theory) with which we began our studies of the nature and meaning of children's story reading.
- iv. Provide opportunities to the children to reflect upon both literature and life.
- v. Offer the written and spoken words of stories as an imaginative resource for exploring, understanding, and re-creating themselves and their world.
- vi. Conclude the text after discussion

Indeed, learners are the central focus of the teaching short stories. A teacher needs to understand the family and social background of the learner while teaching short stories in school level.

Similarly, Lazar (1993, p.34) says that stories tend to present fully developed plots with sequence of action with discernible beginnings, middles and ends. The appropriate way he suggests for teaching story is to present in three stages viz; pre-reading, while reading and post-reading, he has given the following activities.

Pre-reading activities

This is an initiation of teaching story in the class. The teacher makes the student ready for the lesson and task to be performed. Following are the activities to be performed in this pre-reading stage.

-) Helping students with cultural background
-) Stimulation students' interest in the story
-) Pre-teaching vocabulary

While-reading activities

The teacher needs to watch students and evaluate them being silent but active. The following are the activities to be performed.

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

Post-reading activities

The teacher observes the students and checks the answer of the students. The teacher makes clear if the students are getting confuse in the subject matter. The following are the activities to be performed in this stage.

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

There are different purposes of teaching short stories in the secondary level school. Short stories are taught to give the learners literary knowledge. In other words, students are taught short stories for literary competence and to understand human psyche and human society from past to present. Mainly, the purpose of teaching short stories is to enhance the language as well as develop communicative competence of the students.

2.2 Review of Empirical Literature

Various research works have been carried out in the department of English education on strategy used to teach short stories. Some of the researches carried out in the department are reviewed as bellow:

Baruwal (2011) carried out research on “Developing Short Story through Picture.” The objective of this study was to find out the effectiveness of pictures in developing short story in secondary level students. All students of the Green Village Secondary School, Kirtipur, Kathmandu, were the population of the study. Thirty students were the sample of this study. Purposive sampling procedure was adopted. Both primary and secondary data were used as resources. Pre-test progressive tests and post-test were used to collect the data. The findings show that the students performed better on writing short stories in their each three progressive test with the help of pictures.

Similarly, Panth (2012) carried out research on “Pre-reading Activities in Teaching Short Stories at Higher Secondary Level”. The objectives of this research were to find out the pre-reading activities in teaching short stories at Higher Secondary Level and to analyze those activities. He used questionnaire and class observation as data collection tools. Both primary and secondary data were used for resource. All English teachers and students of grade eleven from the Kathmandu valley were the population of this study. 20 teachers and 40 students were sample of this study. The findings of the study show that pre-reading stage was satisfactory, but most of the teachers started their class without strong motivation, without using teaching learning materials and using signpost question which proved to be the best activities of teaching.

In addition, Poudel (2012) carried out research on “Challenges of Teaching Short Story at Higher Secondary Level”. The objective of this study was to identify the challenges and methods of teaching short story at higher secondary level. Higher secondary level English teachers and students studying at the same level were the population of the study. Twenty higher secondary level

English teachers and 30 students studying at the same level were the sample of the study. Simple random sampling procedure was adopted. She used questionnaire and observation as a research tools. Primary and secondary data were used for the resources. The findings show that the students and teachers were facing challenges to learn and teach short story.

In the same way, Upreti (2012) carried out research on “Teaching Short Stories: Challenges and Issues”. The objective of the study was to find out challenges and issues in teaching short stories. All English language teachers from higher secondary level of Kathmandu district were the population of the study. Five were the sample of the study with at least one year experienced. Both primary and secondary data were used to fulfill the objectives of the study. Pre-structured sets of the questionnaire and observation checklist were used to collect the data. The findings show that the experienced teachers were not facing the challenges, if the number of the students increases it create problems in teaching short stories. He had made recommendation to provide trainings, participate in workshop, provide refresher courses, and orientation classes to enable them use teaching materials appropriately regarding teaching short stories.

Similarly, Bista (2013) carried out research on “Strategies Used for Comprehending Short Story by Students of Grade Eleven.”The objective of this study was to identify the strategies used for comprehending short story by students of grade eleven of Kailali district. Students of the grade eleven from four different schools of the Kailali district were the population of this study. Ten students from each 4 school, altogether 40 were the sample of study. The sample was selected through systematic sampling procedure. Both primary and secondary data were used to complete the objectives of the study. Questionnaire was used to collect the data. The findings show that there are ten strategies used by the students to comprehend short story, i.e. synonym, antonym, definition, guessing, asking, exemplification, gesture, avoidance,

translation and explanation. So he has suggested to the English language teacher to use these strategies while teaching and learning short stories.

Furthermore, Jaishi (2013) carried out survey research on “Strategies Used in Teaching Short Stories at Grade Eight in Bajura District.” The objective of this study was to find out the strategies used in teaching stories at grade eight. All the lower secondary level English teachers of different schools of Bajura district were the population of the study. Ten English teachers teaching at lower secondary level in different school of Bajura district were the sample of this study. Judgmental non-random sampling procedure was adopted for the selection of the sample. Both primary and secondary source of data were used to reach the objective of the study. Questionnaire and observation checklist were used as the tools for data collection. The findings show that the majority of the teacher described the story in good way, motivated their students, use signpost question to grasp event of the story, translate the story into Nepali, helps the learner to understand the character, and make the students understand plot.

Furthermore, Pandey (2015) carried out research on “Techniques of Teaching Short Stories at the Secondary Level”. The objective of this research was to find out the techniques of teaching short stories at secondary level. All English language teachers of secondary level of Pyuthan district were the population of the study. Two English language teachers were the sample of this study. Judgmental non-random sampling procedure was used to select the sample. Both primary and secondary data were used to accomplish the objective of the study. The findings show that the activities in pre-reading, while reading and post-reading stages were good so the teachers were suggested to use these activities while teaching short stories.

In this regard, K.C. (2016) carried out survey research entitled “Strategies Used in Teaching Short Stories in class Eight in Rolpa District”. The objective of this research was to find out the existing strategies used in teaching short stories at

the lower secondary level. Lower secondary level English teachers of Rolpa District were the population of the study. 4 ELT teachers from 4 different schools of Rolpa district were sample of the study. Ten classes of each teacher were observed with the help of checklist to observe and questionnaire was also used as tool for data collection. Non-random judgmental sampling procedure was adopted to select the sample. The major findings of the study was, all the teachers employed most of the activities to teach short story but they never provide group discussion about the story before teaching short story and they did not ask for speculation symbolic association of the story.

2.3 Implications of Review for the Study

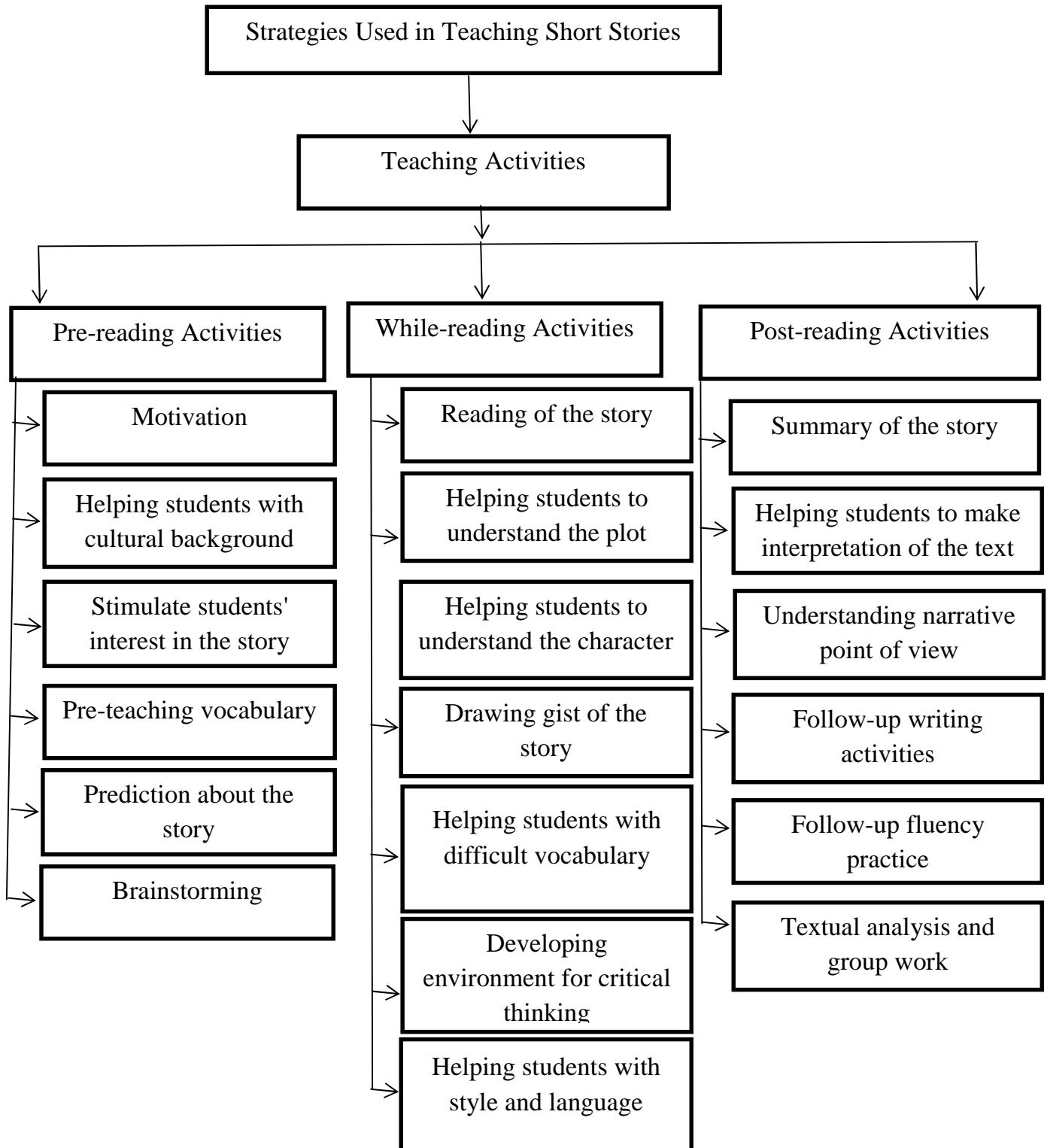
I have reviewed different previous research works, article and books which are related to my research to some extent. In other word, while reviewing the literature I have gone through different existing literature, different articles, ELT journals and books. All the reviewed studies are related to periphery of a study on strategies to teach short story in the process of ELT classroom. After reviewing these research works, I got a lot of information and significant ideas on English language teaching, background information of teaching short stories at secondary level.

I have reviewed the different theses submitted to the department of English education. By reviewing research work of Baruwal (2011) I got additional information about the importance of short story for critical writing as well. Because we primarily focus on the general writing but it is not sufficient to the secondary level students. They should be equipped with the fundamental feature of critical writing for this, short story plays important role. Similarly, the research work of Panth (2012), Upreti (2012), and Poudel (2012) equip me with the concept of significance of literature that needs to incorporate in ELT class. Literature, as we know comprises various genres and short story is also a part of literary genre. Thus, short story should not be restricted within a text to be taught but some features of the literature should provide to the learner.

Likewise, I have reviewed the research work of Bist (2013), which helped me to collect the secondary sources of data to widen the knowledge about my research work. Moreover, from the review of Pandey (2015) I got insight to describe research design while writing proposal. Similarly, reviewing the work of Jaisi (2013) and K.C (2016), it provided insight to conduct a survey research with large number of samples and it helps me to formulate new objectives than the previous research. Further, I have reviewed a book of Lazar (1993) it helped me to be familiar with the strategies which are necessary to adopt in teaching short stories. Similarly, I got idea to select appropriate text in teaching literature from the article of Ghasemi (2011). The review of a research article of Hismanoglu (2005), I got information about the benefits of using short stories to teach English language.

2.4 Conceptual Framework

Conceptual Framework refers to the detailed concept of whole research study. The researcher conducts his/her research work being based on the conceptual framework. Conceptual framework of my study is given as below.



Source : Lazar, 1993

Since, this research was designed to find out some strategies used in teaching short stories in the secondary level, observation checklist and questions for interview were based on the above mentioned conceptual framework. As a language teacher there are many things that need to put in mind when teaching short stories. If a teacher put all the activities presented in the conceptual framework in center, cab easily develop different language skills, aspects and critical thinking of the learner, which is the fundamental objective of teaching literature. Thus, these strategies included in the pre-reading, while reading and post-reading phases are quite related to each other.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology refers to the methods and procedures adopted to find out the pre-determined objectives. This chapter deals with the main methods and procedures that were used for carrying out the research. The following methodology had adopted to fulfill the above mentioned objectives and to conduct the research scientifically.

3.1 Design and Method of the Study

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

Survey research is the popular design of research in social science including in the field of education. Mostly psychologists, sociologists, anthropologists, economists, linguists, political scientists and statisticians have developed the procedures and methods in educational research.

Further, Cohen, Manion & Morrison (2013, P. 256), survey study look at individual, groups, institutions, methods and material in order to describe, compare, contrast, classify, analyze and interpret the entities and the events that constitute their various fields of enquiry. Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions. My research is to analyze the current practices of using different strategies in teaching short stories at the secondary level. It was conducted in the natural setting to find out the existing situation of the practices. Therefore, I adopted survey research in my study. Furthermore, Morrison (1993 as cited in Cohen et.al. 2013) has presented some features of survey research as below:

- a) It gathers data on a one-shot basis and hence is economical and efficient.

- b) Provides descriptive, inferential and explanatory information.
- c) Usually relies on large scale data gathering from a wide population in order to enable generalizations to be made about given factors.
- d) Makes generalizations about, and observes patterns of response in, the targets of focus.

Thus, the survey is conducted in a large number of populations. It is usually carried out in a single shot. The survey research is assumed to be best research in educational and social science.

3.2 Population, Sample and Sampling Strategy

The populations of the study consist of secondary level English teachers of different schools of Baglung district. Twenty teachers from different schools were the sample of my study.

3.2.1 Sampling Procedures

Twenty English teachers teaching in secondary level of different schools in Baglung district were purposively selected for the study.

I selected sample through non-random judgmental sampling procedure because Baglung district is geographically diverse. So, it is difficult to reach each and every corner of that area within limited time and also expensive to conduct in terms of time and money. Thus, for the economical purpose, I selected sample through non-random sampling procedure. In the non-random, judgmental sampling procedure, the researcher contact to those people who can provide the required information to meet the objective of the research.

3.3 Sources of Data

Both primary and secondary sources of data were used by the researcher to accomplish the objectives of the study.

3.3.1 Primary Sources

The primary sources of data were English teachers of the secondary level of different schools of Baglung district.

3.3.2 Secondary Sources

The secondary sources of data were various books especially, Lazar (1993), Abrams M.H (2001), Harmer. J (2008), Cohen et al. (2013), Brown, J. D (1994), Hunt. P (2003), Brumfit, C. & Carter, R. (1996), similarly, different journals and related literatures, articles, research work in department of English education and related literatures were used as secondary sources.

3.4 Data Collection Tools and Techniques

Observation checklist and interview guideline were used as the research tools for data collection.

3.5 Data Collection Procedures

I had collected the data from the primary sources with the observation and interview. For this purpose, I followed the following steps:

- i. At first, I prepared a set of checklist for classroom observation and interview guidelines
- ii. Then, I selected secondary level school in Baglung district and talked to the authorized persons to get permission and explained the purpose and process of the research to them.
- iii. After getting permission from them, I consulted secondary level English novice teachers (NT) or Experienced teacher (ET) and built rapport with the teacher and explained the purpose to them.
- iv. I requested the teachers to teach one short story in the class.
- v. After that, I observed the class of 10 English teachers with the help of observation checklist.

- vi. After analyzing the first data taken from the observation, I took an interview with 10 teachers, among them 5 were novices and 5 were experienced for further information.
- vii. Then the information provided by the informants was analyzed and interpreted in order to explore the strategies used by novice and experienced teachers to teach short stories.

3.6 Data Analysis and Interpretation Procedures

The systematically collected data was analyzed by both quantitatively and qualitatively. Data were analyzed descriptively and interpreted using simple statistical tools.

3.7 Ethical Considerations

This part should be taken into consideration while conducting research on any event or issues. Therefore, the researcher had maintained the ethic in the following steps of a research.

- i. First of all, I took permission to the teacher.
- ii. I had provided short information about my research to the teacher and students.
- iii. I identified the problem of my research.
- iv. I disclosed the purpose of my study
- v. I respected the respondent's answer.
- vi. Then, for collecting the data I built trust with respondents.
- vii. Finally, I paid attention on accuracy, honesty, truthfulness of data in my study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, the data collected through both quantitative and qualitative tools from the primary sources has been analyzed and interpreted using various descriptive statistical tools.

4.1 Analysis of Data and Interpretation of Result

In this section, data is presented, analyzed and interpreted in detail. The data has been analyzed descriptively. After the analysis of data, the strategies employed for teaching short stories in the secondary level by novice and experienced teachers are mentioned. This chapter incorporates two parts. The first part deals with results and discussion of classroom observation and second parts deals with interpretation of results obtained from interview. I carried out my research on 20 different teachers (10 novices and 10 experienced) of public school of Baglung. I collected the data with the help of observation checklist and interview guidelines. The analysis and interpretation of data have been presented under the following heading.

4.1.2 Results and Discussions of Classroom Observation

In this section, I have discussed different strategies that were used in the real classroom teaching by the novice and experienced teachers. To collect the data I had observed 5 classes of novice and 5 of experienced teachers. Regarding observation, Younge (1960, as cited in Pandey & Pandey 2015, p. 64) says that “It is thorough study on visual observation. Under this technique group behaviours and social institutions problems are evaluated.” For this reason I have limited the areas that are to be observed thoroughly during the teaching short stories. Here is the individual strategies as obtained from the observation, have been analyzed and interpreted separately as below:

4.1.2.1 Use of Motivation

Motivation is required for stimulating desire in any being to continue their effort to achieve the goal or objective. So, it helps to promote students' interest towards learning English language.

Table 1 Motivation

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Motivation	3	60	5	5	100	5	8	80	10

N= Number of responses, %= Responses in, T= Total number of respondents

The above presented table shows that 8 of total novice and experienced teachers motivated students to teach short stories in the secondary level. Here, 60% (three, out of five), novice teachers motivated to their students whereas 100% (five, out of five), experienced teachers motivated to their students. The result shows that the majority of the teachers, i.e. 80% (eight out of ten) among all the teachers used motivation in teaching short stories in the secondary level.

The term motivation is divided into two types, intrinsic motivation and extrinsic motivation. In this regard, Guay et al., (2010 as cited in Iran & Mahdikhani 2016, p.54) define "Intrinsic motivation refers to motivation that is animated by personal enjoyment, interest, or pleasure, and is usually contrasted with extrinsic motivation, which is manipulated by reinforcement contingencies." It means that the learners should have intrinsic motivation and the teacher need to promote it by providing extrinsic motivation to the learners. Regarding the motivation, in my observation in teaching short stories, one of the novice teachers (NT3) had demonstrated the picture of jackal to teach short stories entitled 'The Trick of the Fox', and related the very picture to the story in grade nine. In the same regard, one of the experienced teachers (ET2) had asked a question to the students, '*Do you know the use of past form of verb?*'

these are the strategies that had been adopted to motivate the students during my observation. So, it can be said that novice and experienced teachers used different strategies to motivate the students.

4.1.2.2 Helping Students with Cultural Background

Literature is defined as the mirror of the society. It reflects the culture, i.e. their thought, language, life style and economic status of that particular society.

Short stories are one of the genres of the literature. So, it depicts the culture of the very society.

Table 2 Helping Students with Cultural Background

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Helping students with cultural background	2	40	5	4	80	5	6	60	10

N= Number of response, %= Responses in, T= Total number of respondents

The above table clearly displays that mostly experienced teachers used strategy to provide cultural background of the short stories. 60% (six out of ten) teachers used this strategy in the classes as a whole. Among them 40% (two, out of five), novice teachers used this strategy whereas 80% (four out of five) experienced teachers used it. On the basis of the data, we can conclude that majority of the teachers 60% (out of ten), were using this strategy in teaching short stories in secondary level.

Basically, the word culture is not confined within a single definition. It has been defined in a various ways by the various scholars. According to Matsumoto (1996 p. 5 as cited in Oatey 2012, p. 2), states that “Culture is the set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next.” So, the culture is different from one generation to another, one place to another

and over the period of time. In this regard, one of the novice teachers (NT5) had stated that, “*it is believed that the dream is frequently occur if we have something to tell but still it is not told*”. In addition, one of the experienced teachers explained that “*step mother is supposed to be cruel to the step children*”. So, he tried to show the people have psychologically rooted belief and assumption which we called culture of the people or the society.

4.1.2.3 Stimulation Students’ Interest in the Story

Stimulating students’ interest in the story mean making them to work may be by encouragement and sometimes by pressure.

Table 3 Stimulating Students’ Interest in the Story

Strategy	Novice teachers			Experienced teacher			Total		
	N	%	T	N	%	T	N	%	T
Stimulating students’ interest	2	40	5	4	80	5	6	60	10

N= Number of response, %= Responses in, T= Total number of respondents

The data obtained from classroom observation checklist is presented above in the table. It clearly shows that experienced teachers mostly used the strategies to stimulate students’ interest in the story. 60% (six out of ten) teachers used strategies to stimulate students’ interest as a whole. Among them 40% (two out of five) novice teachers used this strategy whereas 80% (four out of five) experienced teachers used this strategies in teaching short stories. From the above indication I conclude that the majority of the teachers, i.e. 60% (sis out of ten) teachers used this strategy in teaching short stories.

On the subject of stimulating students’ interest in the story, it was found one of the novice teachers (NT5) asked a student ‘*share a recurring dream that you have ever had*’ before teaching the story ‘The Recurring Dream’ in grade eleven, the student had stood up and spoke something about his recurring

dream. Similarly, one of the experienced teachers (ET4) asked a student ‘*could you please share about your past habit by using the past tense?*’ Before he started to teach a short story, ‘The Trick of the Fox’ in grade nine. That unit is about ‘talking about past: narrating past events.’ The students were asked a question individually to speak something on the problem or asked to describe the picture as a whole. It was done to stimulate the learner in teaching and learning process. So, stimulating students’ interest in the story promote the students’ understanding and to learn the language.

4.1.2.4 Pre-teaching Vocabulary

Pre-teaching vocabulary is one of the strategies that need to be adopted before teaching the short stories because if vocabulary is previously taught to the student it emphasizes students’ understanding. If the simple meanings to words are provided to the students prior to teaching the text, they themselves can read and understand the text.

Table 4 Pre-teaching Vocabulary

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Pre-teaching vocabulary	1	20	5	-	0	5	1	10	10

N= Number of response, %= Responses in, T= Total number of respondents

The data presented above in table 4 shows that only 20% (one out of five) out of five novice teachers teaches vocabulary prior to teaching the lesson whereas none of the experienced teachers used this strategy. The result clarifies that the majority of the teachers, i.e. 90 % did not use strategies to teach vocabulary prior to the lesson started.

Pre-teaching vocabulary helps students to reduce the number of unfamiliar words. According to Harmer (2008), ‘If language structures make of the

skeleton of language, then it is vocabulary that provides the vital organ and the flesh.” So, vocabulary teaching can be taken as important strategies before teaching the story. Regarding pre-teaching vocabulary, one of the novice teachers (NT1) had provided simple meaning to the words before teaching short story ‘The Ant and the Grasshopper’ in grade ten, i.e. fable, starring, respectable, rumors, charm and prosecuted but none of the experienced teacher used it. Pre-teaching vocabulary emphasize the students’ self-understanding with the help of word meaning however, it was found only few teachers used strategy in teaching vocabulary before teaching the lesson.

4.1.2.5 Prediction about the Story

Prediction about the story mean to anticipate on what the story is about in regards to their personal experience and prior knowledge. This strategy strengthens the guessing ability of the learner and also helps to predict on the event that occurs afterwards.

Table 5 Prediction about the Story

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Prediction about the story	2	40	5	3	60	5	5	50	10

N= Number of response, %= Responses in, T= Total number of respondents

The data presented above show that 40% (two out of five) novice teachers used this strategy whereas 60% (three out of five) experienced teachers used this strategy to teach short stories. The aforementioned data reflect that experienced teachers preferred to adopt this strategy in comparison to novice. Prediction about the story is a kind of strategy that a person uses to anticipate what comes next based on their prior-knowledge. According to the Loewenstein and Schkade, D. (1999 as cited in Wirz et.al., 2003 p. 8), “When people predict and remember their experiences. Hedonically neutral events are

unlikely to be taken into account.” It was found one of the experienced teachers (ET2) had asked students to predict the story ‘*what is the story Hansel and Gretel about?*’ in grade twelve. Similarly, one of the novice teachers (NT3) asked ‘*what trick do you think the fox have?*’ these questions were asked to make students predict about the stories.

4.1.2.6 Brainstorming

Brainstorming is an activity to collect different ideas in our mind. This strategy actively involves students in generating different ideas individually in regards to the topic.

Table 6 Brainstorming

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Brainstorming	1	20	5	2	40	5	3	30	10

N= Number of response, %= Responses in, T= Total number of respondents

The table 6 displays that 20% (one out of five) novice teacher used strategies for brain storming in teaching short stories whereas 40% (two out of five) experienced teachers used this strategy. The data indicate that only 30 % (three out of ten) both novice and experienced teachers used this strategy in teaching short stories in ELT classroom. By observing the above data we can conclude that majority of the teachers, i.e. 70 % out of ten teachers did not use strategy for brainstorming in teaching short story.

Brainstorming is a strategy used to stimulate creativity and solving problems in the related field. According to Jarwan (2005 as cited in Almutairi 2015), “Brainstorming means the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems.” To analyze this strategy used in my observation, one of the experienced teachers (ET1) had used this strategy by creating a situation where the students should

think and tell the solution to the problem. He said that ‘*suppose you are Mr. Truthful who never tell lies to other, one day a merchant was followed by a thief. The merchant ran to the jungle and hide near to your house, at the same time a thief came and asked where the merchant is. You saw the merchant but if you tell the truth the merchant is going to be looted if you tell lie it is sin. In such condition what do you do?*’ Likewise, one of the novice teachers (NT5) asked a question for brain storming like ‘*what would you do if you have recurring dream?*’ when teaching the story ‘The Recurring Dream’ in grade eleven as it is mentioned above is to develop creative solution to the problem which require to solve the daily problem however, only three teachers out of ten teachers used this strategy in the classroom.

4.1.2.7 Reading of the Story

Reading of the stories is one of the strategies adopted in while reading activities. While the students are engaged in reading a text they get an idea about a text that helps them to comprehend the short stories.

Table 7 Reading of the Story

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Reading of the story	5	100	5	4	80	5	9	90	10

N= Number of response, %= Responses in, T= Total number of respondents

The table 7 displays that majority of teachers, i.e. 90% (nine out of ten) teachers used strategy to teach short stories. The table also reveals that 100% (five out of five) novice teachers used strategy of reading story to teach short story. Four (80% out of five) experienced teachers used it to teach short story. From this indication the researcher concludes that majority of teachers are

using strategies for reading of the story. Novice teachers preferred this strategy in teaching short stories than the experienced teachers.

Regarding the strategy of reading of the story It was found one of the experienced teachers (ET1) had asked to the students to read first paragraph silently and share what they have understood when teaching short story of grade nine ‘The Trick of the Fox’. Likewise, one of the novice teachers (NT4) had asked to the student to read different paragraph silently and also asked ‘what do you understand from the paragraph?’ When he was teaching the same story ‘The Trick of the fox’ in grade nine. These strategies were adopted while teaching short stories. According to van Dijk and Kintsch (1983 as cited in Andrews et.al). ‘One shared assumption is that textual comprehension is constructive process and another assumption is that readers are attempting to build a situation model of the text.’ In the former process, the readers are actively trying to make sense of what they read and later mean a coherent mental representation of the state, events, actions, and characters that are dealt with the text. So, it is the sense making process and logical representation of event and characters of the story.

4.1.2.8 Helping Students to Understand the Plot

The term plot means completely interconnected chain of event. In the short stories plot are sometimes designed to achieve tragic, comedy, romance and satirical effect.

Table 8 Helping Students to Understand the Plot

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Helping students to understand the plot	5	100	5	5	100	5	10	100	10

N= Number of response, %= Responses in, T= Total number of respondents

The data presented above in table 8 shows that 100% (ten out of ten) novice and experienced teachers used strategy to make students understand about the plot in teaching short story in implicit way they explain event of the story in sequential order. From the above indication the researcher concludes that all the novice and experienced teachers used strategy to help to understand plot while teaching short story.

In regard to helping students to understand the plot, one of the experienced teachers (ET5) explained about the event before going to the jungle and after leaving them in the jungle while teaching the story ‘Hansel and Gretel’ in grade twelve. Furthermore, one of the novice respondents (NT5) firstly introduced Kimberly Clark, her problem and her journey to countryside in a sequential order when he taught about ‘The Recurring Dream’ in grade eleven. All the experienced and novice teachers used strategy to help students to understand the plot. That helps to make story meaningful and interesting.

4.1.2.9 Helping Students to Understand the Character

Character can be a person, animal or a figure. These characters are used to perform the actions, to narrate the story. The story is told through the medium of the character. They have positive and negative impact on peoples’ mind. So, character is important in the short stories.

Table 9 Helping Students to Understand the Character

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Helping students to understand the character	4	80	5	5	100	5	9	90	10

N= Number of response, %= Responses in, T= Total number of respondent

As it is presented in the above table 9, 80% (four out of five) novice teachers and the data also show that 100% (five out of five) experienced teachers used strategy in teaching short stories. The aforementioned data reflects that the majority of the teachers, i.e. 90% (nine out of ten) teachers were using strategy to help student to understand character when teaching short stories.

On the subject of helping student to understand the character I found one of the novice teachers (NT5) said ‘*the main character of the story Recurring Dream is Kimberly Clark,*’ when he is teaching the short stories in grade eleven. Likewise, one of the experienced teachers (ET5) asked ‘*Who are the characters in the story Hansel and Gretel?*’ and later he had explained clearly about all the character of the story.

4.1.2.10 Drawing Gist of the Text

The gist of any text refers to essential and most important pieces of the information. While providing the gist of the story the teacher focuses on the information that is most important in the whole text.

Table 10 Drawing Gist of the Text

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Drawing gist of the text	2	40	5	3	60	5	5	50	10

N= Number of response, %= Responses in, T= Total number of respondents

The table 10 shows that majority of the experienced i.e. 60% (three out of five) teachers were found using this strategy in teaching short stories. Similarly, the data also show that 40% (two out of five) novice teachers used this strategy in teaching short stories. Fifty percent (five out of ten) novice and experienced teachers used this strategy. Analyzing the above data, we can conclude that less number of both novice and experienced teachers were using strategy to draw the gist of the story in teaching short story.

Concerning the gist of the text, one of my experienced respondents (ET1) said that the gist of this story is ‘we should think more before taking any decision’ when he was teaching short stories in grade nine. Likewise, one of my novice respondents (NT2) said that the gist of this story is “*every bad thing is followed by good thin*” when he was teaching the story ‘Hansel and Gretel’ in grade twelve. This strategy for providing gist of the story makes the students known to the important information of the text.

4.1.2.11 Helping Students with Difficult Vocabulary

Providing simple meaning to the difficult words facilitate learners to get the meaning of a text. Sometimes single word may have multiple meaning in such situation the teacher needs to provide contextual meaning of a word.

Table 11 Helping Students with Difficult Vocabulary

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Helping students with difficult vocabulary	3	60	5	4	80	5	7	70	10

N= Number of response, %= Responses in, T= Total number of respondents

As it is presented in the above table 11, 60% (three out of five) novice teachers and the data also show that 80% (four out of five) experienced teachers used this strategy in teaching short stories. The aforementioned data reflects that the majority of the teachers, i.e. 70% (seven out of ten) teachers were using this strategy in teaching short stories.

On the subject of providing simple and contextual meaning of difficult vocabulary one of novice respondents (NT4) provided simple meaning to the words inquired, ornament and necklace while teaching the short stories ‘The Trick of the Fox’ in grade nine. Similarly, one of the experienced teachers (ET3) provided simple meaning to the difficult words, i.e. black sheep, burden,

unscrupulous, and enticements when he was teaching the story ‘The Ant and Grasshopper’ in grade ten. So, use of strategies to teach the meaning of difficult words support students to understand the text.

4.1.2.12 Developing Environment for Critical Thinking

Critical thinking is a thought process where the students analyze information in a very specific ways without taking anything for granted. It is unavoidable parts in literature. Different questions can be asked to make students think critically even in a single matter.

Table 12 Developing Environment for Critical Thinking

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Developing environment for critical thinking	1	20	5	3	60	5	4	40	10

N= Number of response, %= Responses in, T= Total number of respondents

The data obtained from classroom observation is presented above in the table, clearly shows that developing environment for critical thinking is not focused by the novice teachers. Forty percent (four out of ten) teachers were found using strategy to develop environment for critical thinking. Among them, 20% (one out of five) novice teachers used strategy whereas 3 (60% out of five) experienced teachers used to teach short stories. On the basis of this data, we can conclude that most of teaches, i.e. 60 % (six out of ten) were not found using strategy for developing critical environment while teaching short stories.

In this respect of developing environment for critical thinking, one of the experienced teachers (ET5) asked a question to the students ‘*why do the Gretel push the witch into oven rather convincing her?*’ during his teaching of story ‘Hansel and Gretel’ in grade twelve. Furthermore, one of the novice teachers (NT5) asked question to the students ‘*who do you think is old man that came*

frequently in Kim's dream?' this question was asked in grade eleven when teaching the story 'The Recurring Dream'. These are the questions for the students' critical thinking.

4.1.2.13 Helping Students with Style and Language

Style means a way how it looks like. Style and language of short stories differ from other form of genre but it shares some characteristics of novel. Basically, short stories are written in a prose form and past form of verb is used.

Table 13 Helping Students with Style and Language

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Helping students with style and language	2	40	5	3	60	5	5	50	10

N= Number of response, %= Responses in, T= Total number of respondents

The above table displays only 50% (five out of ten) both novice and experienced teachers used strategy for helping students to be familiar with style and language during teaching short stories. The table also displays that 40% (two out of five) novice teachers used strategy whereas 60% (three out of five) experienced teachers used. From this data the researcher concludes that average numbers of teachers were using strategy in teaching short stories.

Regarding the style and language of the short stories, It was found one of the novice teachers (NT3) was saying '*In the stories we use past form of tense and we use once upon a time and many years ago*' while teaching the short story 'The Trick of the Fox' in grade nine. Similarly, it was found one of the experienced teachers (ET5) was explaining that the language which is used in the stories is; always in past tense and it starts with once upon a time, many years ago.

4.1.2.14 Summary of the story

Summary of the story means short description of the story from beginning to end. In the summary, main points are included and provided to the students on the completion of the whole text.

Table 14 Summary of the Story

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Summary of the story	2	40	5	4	80	5	6	60	10

N= Number of response, %= Responses in, T= Total number of respondents

The table 14 shows that the majority of the people 60% (six out of ten) used strategy to provide the summary of the short stories. The table also shows that only 40% (two out of five) novice teachers used strategy in teaching short stories whereas 80% (four out of five) experienced teachers used strategy to provide summary of the text. From the above data we can conclude that many experienced teachers were found using strategy than the novice.

Concerning the summary of the story, It was found one of experienced teachers (ET4) was explaining about the important event of the story ‘Hansel and Gretel’ from the beginning to end. Likewise, one of the novice teachers (NT1) also provided summary of the story ‘the Trick of the Fox. It is necessary to provide the summary to make students clear about the text. However, only two novice teachers and four experienced teachers were using strategy during my observation.

4.1.2.15 Helping Student to make Interpretation of Text

A single text can be interpret from different perspectives i.e. reader response theory, Marxist perspectives and feminist perspectives. The teacher encourages

students to interpret a short story from different perspectives and why it is appropriate in a particular perspectives.

Table 15 Helping Students to make Interpretation of Text

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Helping students to make interpretation of text	1	20	5	1	20	5	2	20	10

N= Number of response, %= Responses in, T= Total number of respondents

The data obtained from classroom observation form is presented above in the table, shows that 20% (one out of ten) teachers from both novice and experienced teachers used this strategy. One 20% (one out of five) novice teacher and 20% (one out of five) experienced teacher used it in teaching short stories. From the above indication the researcher concludes that the majority of the teachers, i.e. 90% (nine out of ten) did not use it in teaching short stories.

On the subject of helping student to make interpretation of the text, It was found one of the novice teachers (NT2) had asked ‘*Can you interpret the text from different perspective such as feminist and Marxist*’ but student could not interpret, and finally the teacher said ‘the story Hansel and Gretel can be interpreted from the Marxist perspective because Marx always talks about powerful and powerless. Powerful people dominate the powerless. So it can be analyzed from Marxist perspective. In the same way it was found one of the experienced teachers (ET5) had described the same story from the Marxist perspective he said that ‘this story talks about the class struggle between high and low class people. Here, in the family parent represent the high class people and the children represent the low class people and their struggle for survive’.

4.1.2.16 Understanding Narrative Point of View

A story can be analyzed from different point of view i.e. first person point of view (I and we), second person point of view (He, she, it, Gita and Ram) and third person point of view (they). Narrative point of view of the story helps students understand who is the speaker or narrator of the story.

Table 16 Understanding Narrative Point of View

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Understanding narrative point of view	-	-	5	-	-	5	-	-	10

N= Number of response, %= Responses in, T= Total number of respondents

The table 16 shows that none of the novice and experienced teachers used this strategy in teaching short stories.

In this respect of understanding narrative point of view none of the teachers provided opportunities to understand the narrative point of view.

4.1.2.17 Follow-up Writing Activities

It is an activity that the students follow up to improve their writing skill. The students are provided some written task either by asking the questions to write the answer or providing some guidelines to be followed to complete their written work. Sometimes, the students are also asked to write a summary of a text. Through this activity, the students can polish their skill to generate idea and to connect them in a meaningful way.

Table 17 Follow-up Writing Activities

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Follow-up activities	5	100	5	5	100	5	10	100	10

N= Number of response, %= Responses in, T= Total number of respondents

The above presented table no 17 shows that 100% (ten out of ten) teachers from both teachers used this strategy. 100% (five out of five) novice teachers used this strategy whereas 100% (five out of five) experienced teachers used strategy. The researcher had found that both novice and experienced teachers used follow-up writing strategy in teaching short stories.

Regarding the follow up writing activities, it was found one of the experienced teachers (ET3) asked a question ‘*What did Tom Ramsay do when he went to the various capitals of Europe?*’ then observe and students’ writing selectively. In addition, one of the novice teachers (NT4) asked a question ‘*what suggestion did the fox give to a couple of dove?*’ after providing the question she had just focused on the past form of tense, rather focusing on the answer of the question.

4.1.2.18 Follow-up Fluency Practice

The students are assigned to read a text aloud to develop fluency in them. Few paragraphs or certain time is provided to the students for fluency practice. The purpose to follow –up fluency practice is to increase the students’ reading speed with correct pronunciation to enhance their speaking ability.

Table 18 Follow-up Fluency Practice

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Follow-up fluency practice	3	60	5	4	80	5	7	70	10

N= Number of response, %= Responses in, T= Total number of respondents

The table 18 shows that 60% (three out of five) novice teachers were found using this strategy whereas 80% (four out of five) experienced teachers were found using strategy to follow-up practice in teaching short stories. Analyzing the above data, we can conclude that most of teachers, i.e. 7 out of 10 were

using follow-up fluency practice strategy in ELT classroom in teaching short stories.

Concerning the follow-up fluency practice, it was found one of the novice respondents (NT3) asked to read a second paragraph aloud and corrected the wrong pronunciation made by the students, i.e. problem and seriously, when he was teaching the story ‘The Trick of the Fox’ in grade nine. Likewise, one of the experienced respondents (ET3) also corrected the wrong pronunciation made by the student while reading second paragraph of the story ‘The Ant and the Grasshopper’ in grade ten, i.e. every, enough and honorable. The strategies that were adopted when teaching short stories are supposed to be meaningful to develop students’ fluency level.

4.1.2.19 Textual Analysis and Group Work

Textual analysis and group work activity are important in teaching short stories. The students should know about the context, setting, plot, character and theme of the story. If the learners are asked to form a group for discussion they generate different idea and may add some additional information regarding the topic of discussion which ultimately led the students analyze the same text in a different way.

Table 19 Textual Analysis and Group Work

Strategy	Novice teachers			Experienced teachers			Total		
	N	%	T	N	%	T	N	%	T
Textual analysis and group work	-	-	5	-	-	5	-	-	10

N= Number of response, %= Responses in, T= Total number of respondents

The above mentioned table clearly shows that both novice and experienced teachers did not use any strategy for textual analysis and group work in teaching short stories.

4.1.3 Analysis and Interpretation of Data Obtained from Interview

To support the data obtained from observation, I had taken an interview. As Palmar (as cited in Panday & Pandey 2015, p. 59) says “The interview constitute a social situation between two persons, the psychological process involved requiring both individuals mutually respond though the social research purpose of the interview call for a varied response from the two parties concerned.” For this reason I have selected ten teachers among those ten teachers, 5 were experienced (among five experienced teachers 3 were being observed and also interviewed), and 5 were novices (among them 2 novices were being observed and also interviewed). Altogether eight different questions were asked to them. The obtained information from the teachers about the strategies adopted to teach short stories are analyzed below:

4.1.3.1 Ways of Teaching Short Stories at Secondary Level

Teachers were asked what way they follow to teach short stories in the secondary level. It was found different ways of adopting strategies by novice and experienced teachers. Experienced teachers focus on objective and use different strategies to meet the objective of lesson but the novice teachers are following three steps (pre-reading, while-reading and post-reading) in their class without concerning about the objective of lesson. Experienced teacher E said “*Basically an objective of teaching short stories is to develop students’ guessing ability and making them familiar with the tense. So, I follow different ways according to the objective of lesson.*” Experienced teachers follow various ways based on the objective of lesson while teaching short stories.

From the above data we can conclude that experienced teachers are following numbers of ways than the novice teacher. Experienced teachers focus on the objectives of the lesson whereas novice teachers just follow the three phases of teaching in the classroom. Objective may vary according to the lesson to be taught so teacher need to adopt appropriate ways to fulfill the objective of the

lesson. Thus experienced teachers follow different ways in teaching short stories.

4.1.3.2 Importance of Teaching Vocabulary before Teaching Story

Vocabulary is important to comprehend any text. What is your opinion in this statement? It was the question that I asked to the respondents. Most of the novice teachers said that it is important to teach vocabulary to the students. So, they ask students to find out difficult words from the text and provide simple meaning to the words. However, some novice teachers who said in interview it is important and they teach before teaching short stories were not found using strategies to teach vocabulary during my observation. Experienced teachers replied that it is important to teach vocabulary in some extent but not always. Experienced teacher C said *“We less focus on ‘mane’ teaching rather providing contextual meaning of the text that give real sense of the story.”*

Form the teachers view, we can conclude that novice teachers teach the vocabulary before teaching short stories but experienced teachers do not give that much importance to teach vocabulary before teaching short stories. Experienced teacher thought they were taught vocabulary a lot in school although feel difficult to learn English language. That is why they do not focus on teaching vocabulary is isolation.

4.1.3.3 Use of Different Strategies by Novice or Experienced

Who do you think use more strategies novice or experienced teachers while teaching short stories? This is the question asked by researcher. Experienced and novice both types of teachers have common responses. Experienced teachers are found using more strategies in teaching short stories. Novice teacher E said *“of course experienced teachers use because at the beginning novice teachers do not know exact level of the learner. So, if they use some strategies that may not be effective and another thing is all the teachers are not from education faculty. In my case I am form faculty of humanities, to be*

honest, I am not that much familiar with how to teach. However, I am learning to adopt some strategies to facilitate their learning that is just because of my experience. So, I think more experienced teacher uses more strategies because experience teaches a lot.

From the above information provided by the universe we can conclude that experienced teachers know the various strategies. Novice teachers use less numbers of strategies because they do not know the level of the learner at the initial phase of teaching career therefore, they use similar kind of strategy to all the learners. On the contrary, experienced teachers can identify the level of the learner and use different strategies accordingly. Similarly, experienced teachers alter the strategies and experiment it in the classroom and they formulate different kind of strategies in their long years of teaching experience. So, they use more strategies than the novice teachers.

4.1.3.4 Short Stories at the Secondary Level

There are two short stories in grade nine, two in grade ten, nine in grade eleven and eight in grade twelve. Are short stories incorporated in secondary level sufficient or not? Can you give reason to support or in against. This is the question raised by the researcher. The common information obtained from the sample is “Yes, they are sufficient according to the level of the learner and content balance.” This statement makes a sense that English text is designed with appropriate arrangement of content. In this regard experienced teacher E said “*considering the average level of the students to comprehend the text in public school number of prescribed story is sufficient but in case of class 11 and 12 stories are long and consume more time. Therefore, we do not use more strategies rather making them to understand the text just by reading. Regarding the numbers of stories they are sufficient.*”

From this information it can be concluded that the stories included in secondary level are sufficient. Every genre is equally incorporated in the course book. Students should be provided exposure to the fictional and non-fictional subject

area. It is important to give lesson, sometime single story can be used for multiple purpose. Thus, short stories which are included in the secondary level are sufficient.

4.1.3.5 Teaching Short Stories for Critical Thinking

Developing level of critical thinking of the learner is also one of the primary objectives of teaching short stories. Can short stories provide room for the critical thinking? Reflect your own experience. That was a question asked by researcher. Most of the novice teachers were not much concerned about critical thinking rather they provide some questions to guess. Experienced teachers were found using some strategies for developing students' critical thinking. Experienced teacher B said *“Normally short stories are designed for comprehension and to develop their logical ability. So, I provide problem solving type of question to the student of grade 11 and 12 after reading the text but I do not provide such question in grade 9 and 10.”*

From the above information it can be said that the teachers do not use strategies to develop learner's critical thinking specially, in grade 9 and 10. Students of grade nine and grade ten they do not respond if the teachers ask such question for critical thinking they just spend time without thinking and responding to the teacher. On the other hand the teachers create an environment for critical thinking in grade eleven and twelve. However, the teachers cannot ask some question and create environment for critical thinking due to the time constrain.

4.1.3.6 Strategies Adopted to Teach Elements of Short Stories

Can you specify “What strategies do you adopt to teach plot, character and setting of short stories?” That was a question asked by the researcher to the experienced and novice teachers. The information obtained from the teachers is analyzed as;

- Novice and experienced both types teachers explain about the plot character and setting in grade 11 and 12

- Some of the novice teachers who teach in grade 9 and 10 only introduce about character but not about plot and setting.
- Some of novices and even experienced teachers teaching in grade 9 and 10 do not teach about these three elements (plot, character and setting).
- Some of the experienced teachers teach the plot in implicit way by asking them to rearrange the event in sequential order and for character they provide written task to create similar king of story by altering the name of characters but they do not teach about setting in case of grade 9 and 10

From the above information obtained from the sample it can be said that teachers explain about these elements in grade 11 and 12. Novice teachers do not teach about plot, character and setting in grade 9 and 10 and some experienced teachers teach about plot and character in inductive way.

4.1.3.7 Summary of the Text

Summary of any text help learners to understand the important information of the lesson. How do you provide summary of the text? It was the question asked by the researcher. Novice teachers provide summary of the text in oral form in grade 9 and 10 and they provide written form of summary in grade 11 and 12. Experienced teachers they don't provide written and oral form of summary in case of grade 9 and 10 rather they involve students to solve questions. They can understand summary of the text through the activities. Experienced teacher E said *"I do not provide written or oral form of summary to the students of grade 9 and 10 because if we provide summary they become passive and they don't get opportunity to explore their own potentiality. So, I divide the group and ask them to solve questions given in the text. Sometimes, I asked to write summary. The way of writing may differ but we accept and encourage the students if the answer is correct and relative to the lesson. I think the way that I adopt to*

provide summary is effective since I have been using in my class. In case of grade 11 and 12 I provide written form of summary.”

From the above information obtained from the novice and experienced teachers, experienced teachers are found using different strategies, i.e. question solving and group work to provide or make them understand about the summary of the text in grade 9 and 10 and all the teachers provide written summary in grade 11 and 12.

4.1.3.8 Learner’s Evaluation

Teaching is not mere delivery of content rather to make students learn. How do you evaluate learners’ understanding level of text, their fluency and accuracy? This is the question asked by researcher. Majority of the teachers focus on the comprehension of the text but fluency and accuracy are less focused than the former one. Some of the strategies adopted to evaluate students’ comprehension of the text, their fluency and accuracy are analyzed as;

- Teacher ask students to solve the question i.e., question’s answer, fill in the blanks and rearrange the event to understand students’ comprehension and accuracy which is given in the text.
- Teachers do not focus on accuracy. They accept if answer gives the sense what it means to say.
- Chain story- telling and classroom presentation were the strategies to evaluate students’ fluency.

This is the information that the teacher provided me through interview but no teacher used chain story-telling and presentation strategies during my observation. Experienced teacher E said *“Students are poor in speaking if we provide some task to speak they don’t speak even a single sentence. In my case basically I don’t use any strategies for their fluency practice. Curriculum has allocated different marks, i.e. 15 marks for speaking, 10 for listening, 40 for reading and 35 for writing. Altogether 25 marks is allocated for practical*

(listening and speaking) but we ask students to make a chart to complete their practical exam again we give them written task. I mean to say; generally we government school teachers do not focus on speaking practically.”

From the above information it can be said that teacher just evaluate about how much they have understood but their writing and speaking ability is less emphasized. The teachers know that the students are poor in speaking although they do not try to improve the weakness of the learner. The teacher needs to encourage and involve students in group discussion, presentation and other form of speaking activities instead of ignoring their fluency practice.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Findings

On the basis of predetermined objectives, the researcher has made an effort to find out the strategies used to teach short stories in the secondary level. This research was based on the survey of teachers' practice. The study was conducted without altering the natural setting using both primary and secondary sources of data to meet the objectives.

This chapter deals with the major findings of the study. At the same time, it also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data collected by universe.

From the interpretation and analysis of the obtained data, the researcher has come up with following findings;

- a. Both novice and experienced teachers used different strategies to motivate the learners such as; picture description, experience sharing, language game, questions and revision of the previous lesson.
- b. Picture description and asking questions individually are the strategies adopted to stimulate the learner.
- c. APPLE method is used as a strategy to stimulate and for the fluency practice. Similarly, classroom presentation, reading aloud and chain story telling are the strategies adopted for fluency practice but it is not focused by the experienced teacher.
- d. Vocabulary is not taught before teaching rather they provide simple meaning to the words while teaching short stories. Likewise, experienced teachers do not prefer teaching vocabulary rather providing contextual meaning to the words.

- e. Only 20% novice teachers and 40% experienced teachers were found providing questions for brainstorming.
- f. Majority of the teachers, i.e. 90% were found using strategies for reading of the story
- g. Plot is taught in implicit way by both the novice and experienced teachers and Characters are explained and taught in a deductive way in grade eleven and twelve but they are not taught and explained in case of grade 9 and 10
- h. Critical type of question is provided in grade 11 and 12. However, it is less focused in grade 9 and 10.
- i. Majority number of teachers, i.e. 60% provided oral form of summary to the learners.
- j. Majority of teachers, i.e. 80% were not found using any strategy for helping the students to make interpretation of text.
- k. Both novice and experienced teacher used similar kind of strategy for follow-up writing activities.
- l. Neither experienced nor novice teachers use strategies for group work and textual analysis.
- m. Experienced teachers know and they use more strategies than novice.
- n. Objectives of the lesson are taken into consideration by experienced and only three stages of teaching are taken into consideration by the novice.
- o. Maximum use of G.T (Grammar Translation) method.

5.2 Conclusions

Exploring different sorts of teaching strategies adopted by both novice and experienced teachers of public school at secondary level was magnificent experience of collecting empirical data form the different schools of Baglung district, Nepal. The research investigated that experienced teachers are familiar with different strategies to be adopted for teaching short stories. However, they

do not use these all strategies in their real classroom teaching. Teachers are not using recently innovated technique and strategies like, strip story, pair work group work, brainstorming, presentation, language game. Basically, G. T method is highly used even in the grade 11 and 12.

Furthermore, novice teachers they do not use as many strategies as experienced do. However, in the event of motivating to the students, novice teachers are equally excellent to the experienced teacher. Large number of novice teachers are facing language problem and they have low confidence in the classroom presentation/ teaching. Therefore, teacher training is necessary in order to make the teachers aware to select different strategies in ELT classroom and to enhance their confident level in teaching. Likewise, monitoring and supervision should be done to make effective implementation of teacher training program.

5.3 Recommendations

Based on the major findings of the study, the following recommendations have been made.

5.3.1 Policy Level

Policy is an action of government to systematize the activities of the people belonging to the particular area. It is the long term vision of the nation. Policy assists to achieve the objectives. The study conducted on strategies adopted by the novice and experienced teachers formulate policies related to ELT. The major implications of the study in policy level are given below:

-) It would be better to encourage the use of different recent innovated technique such as strip story, chain story- telling, group work, pair work by the syllabus designer and methodologists. It is also inevitable to mention appropriate strategies for each language skills and aspect in the text book and syllabus.

5.3.2 Practice Level

The finding of the study can provide important guidelines to those who are directly involved in teaching and learning activities. From the findings of this study, several pedagogical implications can be drawn as the useful insights for the educational practitioners. The following recommendations are made to the ELT teachers, administrators and students.

-) This research reveals that, experienced teachers used more strategies than the novice teacher in teaching short stories at secondary level to teach different skills and aspect of language. Thus, both novice and experienced teachers should adopt different strategies as much as possible in teaching short stories.
-) Objectives of designing literary text at the secondary level are not only to develop language skills and aspects but also to develop an autonomous learner and their critical thinking. Thus, the teachers are suggested to select different strategies based on the objective of the lesson.
-) In order to make the students more active in ELT classroom, discussion, group work, pair work and classroom presentation are better to use.

5.3.3 Further Research Level

This current study which was carried out in a government aided secondary level school in Baglung district. The result of the single study is insufficient to explore all the strategies adopted to teach the short stories. This work can serve as a reference tools for those who are interest in and want to carry out further research on this area. The thesis writer in the department may also use this present thesis as the secondary source of data. Similarly research can be conducted in other areas of Nepal.

Some suggestions that have been made for the research are as below.

-) Similar study can be conducted in other level except secondary level.
-) This study can be carried out on teaching other literary genre prescribed in the school level textbook.
-) The researchers can be carried out this kind of researches including more samples and different types of schools from different parts and corners of the country.

Reference

- Abram, M. H. (2001). *A glossary of literary term*. New Delhi: Har Court. India Private Limited.
- Almutairi, A. (2015). The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skill among male Students in Kuwait: A Field Study on Saud Al-Kharji School in Kuwait City. *Journal of Education and Practice*. Vol. 6. No.3.
- Almutairi, M. N. A. (2015). The effect of using brainstorming strategy in developing creative problem solving skills among male students in Kuwait: A field study on Saud Al-Kharji School in Kuwait City. *Journal of Education and Practice*. Vol. 6. No.3.
- Andrews, R. Wyse, D & Hoffman, J. (2010). *The Routledge international handbook of English, language and literacy teaching*. Routledge. New York.
- Baruwal, Y. (2011). *Developing short story Through picture*. An unpublished M.Ed thesis, T.U., Kirtipur, Kathmandu.
- Bist, B. C. (2013). *Strategies used for comprehending short story by students of grade eleven*. An unpublished M.Ed thesis, T.U., Kirtipur, Kathmandu.
- Brown, D. (1994). *Teaching by principle: An interactive approach to language pedagogy*. Upper Saddle River: Prentice Hall Regent.
- Brumfit, C. & Carter, R. (1996). *Literature and language teaching*. New York: oxford University Press.
- Burns, A. & Richards, J.C. (2011). *Second language teacher education*. Cambridge: Cambridge University Press.

- Calderhead, J., & Robson, M. (1991). Images of teaching: student teachers' early conceptions of classroom practice. *Teaching & Teacher Education*, 7, 1-8.
- Cohen, L., Manion, L. & Morrison, K. (2013). *Research methods in education (6th edition)*. London: Routledge.
- Cox, C. (2008), *Literature- based teaching in the content areas*. California State University, Long Beach.
- Foster, E. M. (1927). *Aspect of the novel*. United States America.
- Gargiulo, T. L. (2007). *Using story-based activities to develop breakthrough communication skills*. Wiley. Pfeiffer.
- Gatbonton, E. (2008). Looking beyond teachers' classroom behavior: Novice and experienced ESL teachers' pedagogical knowledge. *Language Teaching Research*, 12(2), 161-182.
- Ghasemi, P. (2011). Teaching the short story to improve L2 reading and writing skills: Approaches and Strategies. *International Journal of Arts & Science, International Journal. org*.
- Godwin, J. (2014). *Planning your essay*. PALGRAVE MACMILLAN.
Retrieved from <https://books.google.com.np>
- Harmer, J. (2008). *The practice of English language teaching*. London: Longman.
- Hismanoglu, M. (2005). Teaching english through literature. *Journal of Language and Linguistic Studies* vol. 1, No.1.
- Hunt, P. (2003). *Literature for children: Contemporary criticism*. London New York. Routledge.

- Iran, Z. & Mahdikhani, Z. (2012). An overview of motivation: The challenges and the importance of motivation for second language acquisition. *Journal for the Study of English Linguistics*. Vol. 4. No.1.
- Irene, V.K. (2015). The use of literature in the language classroom: Methods and aims. *International Journal of Information and Educational Technology*, vol.5, No.1.
- Jaishi, P. R. (2013). *Strategies used in teaching short stories at grade eight in Bajura district*. An unpublished M.Ed thesis, T.U., Kirtipur, Kathmandu.
- K.C. D. (2016). *Strategies used in teaching short stories in class eight in Rolpa district*. An unpublished M.Ed thesis, T.U., Kirtipur, Kathmandu.
- Kumar, R. (2009). *Research methodology*. Delhi: Pearson Education.
- Lazar, G. (1993). *Literature and language teaching*. Cambridge University Press.
- Lewis, T. (1999). *The book of literary terms*. University press of England.
- Marshall, C. & Russman, G.B. (1989). *Designing qualitative research*. Newbury Park. Sage.
- Morton, W. (1988). *Methods in English language teaching*. Hamel Hempstead: Prentice Hall.
- Nunan, D & Wong L.C. L. (2011). The learning styles and strategies of effective language learners. *Centre for Applied English Studies*, University of Hong Kong.
- Oatey, S. H. (2012). What is Culture? *A compilation of quotations. GlobalPAD Core Concepts*. Retrieve from
- Oxford, R. (1990). *Language learning strategies: What every teacher should know*. M.A.: Newbury House.

- Pandey P. & Pandey M. M. (2015). *Research methodology: Tools and techniques*. Romania, European Union.
- Pandey, Y. (2015). *Techniques of teaching short stories at the secondary level*. An unpublished M.Ed thesis, T.U., Kirtipur, Kathmandu.
- Panth, K. (2012). *Pre-reading activities in teaching short stories at higher secondary level*. An unpublished M.Ed thesis, T.U., Kirtipur, Kathmandu.
- Poudel, S. (2012). *Challenges of teaching short story at higher secondary level*. An unpublished M.Ed thesis, T.U., Kirtipur, Kathmandu.
- Rai, A. (2012). Use of literature in teaching English. *International Journal of Educational Research and Technology*. Vol. 3, No. 3. Retrieve from www.soeagra.com/ijert/ijert.htm
- Regional NET coordinating team* (2002). Using short stories in the English classroom, August.
- Richards, J. C. & Farrell, T.S.C. (2010). *Professional development for language teachers*. Cambridge University Press.
- Rodriguez, A. G., & McKay, S. (2010). *Professional development for experienced teachers working with adult English language learners*. CAELA Network Brief. Retrieved May 10, 2013 from www.cal.org/caelanetwork.
- Rogers, T. & Soter, A. (1997). *Reading Across Culture. Teaching literature in a diverse society*. Columbia University New York, London. Teachers college Press.
- Upreti, U. (2012). *Teaching short stories: Challenges and issues*. An unpublished M.Ed thesis, T.U., Kirtipur, Kathmandu.

Wirtz, D. Kruger, J. Schollon, N. C, & Diener (2003). What to Do on Speaking Break? The Role of Predicted, On-line and Remembered Experience in Future Choice. *Psychological Science*, 14 (5), 520-524. Retrieved from <http://ink.library.smu.edu.sg/soss.research/929>

www.unishivaji.ac.in/distedu/sim2013

<http://study.com/academy/lesson/>

<https://www.acpsd.nte>lib011>Domain>

<http://www.warwick.ac.uk/globalpadintercultural>

APPENDIX-I
CLASS OBSERVATION CHECKLIST

Name of Teacher :

Qualification :

Experience :

School :

1. Pre-reading Activities

Activities	Yes	No	Running commentary
1 Motivation			
2 Helping students with cultural background			
3 Stimulation students' interest in the story			
4 Pre-teaching vocabulary			
5 Prediction about the story			
6 Brainstorming			

2. While-reading Activities

Activities	Yes	No	Running commentary
1 Reading of the story			
2 Helping students to understand the plot			
3 Helping students to understand the character			
4 Drawing gist of the text			
5 Helping students with difficult vocabulary			

6	Developing environment for critical thinking			
7	Helping students with style and language			

3. Post-reading Activities

Activities		Yes	No	Running commentary
1	Summary of the story			
2	Helping students to make interpretation of text			
3	Understanding narrative point of view			
4	Follow-up writing activities			
5	Follow-up fluency practice			
6	Textual analysis and group work			

APPENDIX II
INTERVIEW GUIDELINE

General guidelines that I will use to collect data by semi-structured interview are as follow:

1. Introduction:
 - (a) In this section, I will introduce myself and welcome the participant and explain the purpose of the interview.
 - (b) I will ask about the year of experience in teaching.
 - (c) Invite the participant to take part in interview
2. Interview: in this section I will ask the following questions and ask more required questions on the basis of information provided by the informant.
 - (a) Can you tell about the ways to teach short stories in secondary level?
 - (b) Teaching vocabulary is important before teaching short stories. What is your opinion in this statement?
 - (c) Who do you think use more strategies novice or experienced teachers while teaching short stories? Can you tell the reason of using more strategies?
 - (d) Can short stories provide room for the critical thinking? Reflect your own experience.
 - (e) Can you specify what strategies do you adopt to teach elements of short stories like,
Plot.....
Character.....
Setting.....
 - (f) Do you provide summary of the text? Or is there other way that the learners get summary of the

- (g) How do you evaluate learner's understanding level of the text, their fluency and accuracy?

APPENDIX III

TRANSCROBED FORM OF ORAL INTERVIEW

Teacher C (Novice Teacher)

1. Can you tell about the ways to teach short stories in secondary level?
Actually, I adopt pre-reading, while reading and post reading stage in my class. In pre-reading stage I motivate the students by providing any kind of guessing questions or sometimes asking them to share about the story that they have heard. Similarly, in while reading stage in case of grade 9 and 10, I ask students to read whole text for comprehension but in case of class 11 and 12 I use different strategy. For example, suppose I am teaching a story 'Recurring Dream' in class eleven. First I ask students what types of dream they have had and link it to the lesson and start to teach. Thus, I adopt different strategy based on the student level especially I use different strategy to teach class nine and ten than to teach class 11 and 12. Furthermore, in post-reading stage, I evaluate the student about how much they have learnt.
2. Teaching vocabulary is important before teaching short stories. What is your opinion in this statement?
Definitely, teaching vocabulary is important before teaching short stories. If we provide simple meaning to the difficult words before teaching the text the students less or more comprehend the text. However, we provide simple meaning to the words in class 9 and 10 before teaching but in grade 11 and 12 we provide meaning during teaching the text.

3. Who do you think use more strategies novice or experienced teachers while teaching short stories? Can you tell the reason of using more strategies?

I think experienced teachers use more strategies than the novice teachers. Experienced teachers were frequently provided training, involved in different workshop but we novice are neither provided training nor involved in any workshop. We try to perform and use strategies based on theory that we know.

4. Are short stories incorporated in secondary level sufficient or not? Can you give reason to support or in against.

Umm, yes. In secondary level students are not that much mature specially, in grade 9 and 10 students are not that much mature to comprehend the text. So, one and two short stories are sufficient in this level and in case of grade 11 and 12 six to eight stories that is also ok but enabling students understanding level is important.

5. Can short stories provide room for the critical thinking? Reflect your own experience.

In some extend it provides room for critical thinking because it engages students in thinking but what I have experienced that the students of grade 9 and 10 they don't response if I asked some questions for critical thinking.

6. Can you specify what strategies do you adopt to teach elements of short stories like; plot, character and setting?

Well, talking about plot, character and setting. In case of class nine and ten sometimes I introduce about character but not about plot and setting because it is not mentioned in story as well. In case of class 11 and 12, I explain about plot and setting. Similarly, I sketch the name of character and write their nature in single line to make students understand the character.

7. Do you provide summary of the text? Or is there other way that the learners get summary of the text?

Ok, mostly I provide written summary to the students of grade 11 and 12 and I explain about the summary in oral form in grade 9 and 10.

8. How do you evaluate learner's understanding level of the text, their fluency and accuracy?

Actually, I ask question related to the text to the students of grade 11 and 12 to evaluate their comprehension of the text and students are involved in exercise given in the text to evaluate their comprehension. Similarly, for fluency, students are pre-informed to have a presentation about 3 to 5 minute and next day they are called in front of the class and speak something related to the lesson. Furthermore, to evaluate their accuracy the students are provided some questions to write answer that may be as homework or as classwork.

APPENDIX IV
TRANSCROBED FORM OF ORAL INTERVIEW

Teacher C (Experienced Teacher)

1. Can you tell about the ways to teach short stories in secondary level?

In my case, while teaching short story I focus on my objective of the lesson plan and simultaneously conduct the activities, for example my objective one is to make students familiar with difficult vocabulary then I ask students to make glimpse for few minute and point out the difficult words. During that period I write words on the board which students are supposed to feel difficult and provide simple meaning to the words. Basically we go to the classroom, motivate them, provide brief introduction of present story, start to teach them and evaluate them.

2. Teaching vocabulary is important before teaching shot stories. What is your opinion in this statement?

Well, literary genre is included in the school level textbook for the students' comprehension of the text. So, without teaching meaning to the words learner may not understand the text. That is why it is necessarily important before teaching short stories.

3. Who do you think use more strategies novice or experienced teachers while teaching short stories? Can you tell the reason of using more strategies?

Definitely, experienced teacher do because the theory that we read in university course may forget when time passes but when we are involving in teaching career we get opportunity to experiment different strategies that has been learnt either from university course or in

service teacher training course. In my case, at the beginning of teaching career it was disappointing to teach short stories because they read the text but did not get anything. I changed the way of teaching. I asked question before they read the text and I felt that strategy really worked out which I learnt from my experience.

4. Are short stories incorporated in secondary level sufficient or not? Can you give reason to support or in against.

Yes, I think the short stories which are incorporated in secondary level are sufficient because there are other types of literary genre i.e., drama, essay, poetry. They are also equally important to teach.

5. Can short stories provide room for the critical thinking? Reflect your own experience.

Umm, Based on my experience to provide room for critical thinking while teaching short stories in secondary level. Generally, we don't focus about the critical thinking when teaching in grade nine and ten. However, sometimes we provide some questions for critical thinking in case of class 11 and 12. we provide question for critical thinking for the text and sometimes outside the text.

6. Can you specify what strategies do you adopt to teach elements of short stories like; plot, character and setting?

Well, in case of class nine and ten, I rarely introduce about plot, character and setting because it is not important from the examination point of view but in case of class eleven and twelve I just provide general concept of these three element. It is less focused in compulsory subject then teaching literature book as a major subject.

7. Do you provide summary of the text? Or is there other way that the learners get summary of the text?

Yes, umm. In my class I provide written summary to the students of class 11 and 12 incorporation all the answers to the questions because students should solve all the questions but in class nine and ten students themselves are involved in different activities. So, I don't provide

summary of text rather involving themselves in different activities to find the summary of the text.

8. How do you evaluate learner's understanding level of the text, their fluency and accuracy?

Basically, I provide prescribed questions to the students of class nine and ten because some questions are made for reading comprehension. Furthermore I provide written task to evaluate their accuracy. Similarly, in grade nine and ten I adopt APPLE (A=ask question in a class, P=pause for a while, P= point to the student, L=listen to him/her, E= evaluate their answer) method to evaluate their fluency because if we ask question in a group we could not notice the speaker.