

CHAPTER – ONE

INTRODUCTION

1.1. General Background

We use literature in second language classroom because it is pedagogically significant for language learners. Literature is made up of language and it is the language that our learners need to master, therefore, it is clear that a careful implementation of literary text in a language class is beneficial for a number of reasons. Broadly speaking, literature seems beneficial from two perspectives: linguistic and psychological, it helps learners acquire the different languages and language associated skills like listening, speaking, reading and writing.

The learners can be benefited with literature in enhancing vocabulary, language structure, culture and contextual use and interpretations of language. The literature is equally important for the students from psychological point of view such as:

- i. Motivating learners.
- ii. Arousing interests in the learners towards the language lesson.
- iii. Building confidence in the learners.

The main regarding, the why aspect of teaching literature in the classroom, according to Lazar (1993, pp. 15-19) are as follows:

- i. Motivating materials.
- ii. Encouraging language acquisition.
- iii. Expanding language awareness.
- iv. Developing students' interpretation abilities.
- v. Educating whole persons.

Similarly, Collie and Slater (1987) have also expressed a similar view. According to them, literature is significant for language learners mainly because:

- 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.

The actual classroom activities can be in the form of implementation of the following strategies as suggested by Collie and Slater (1987) and Lazar (1993).

Using title and cover design.

- i. Visual prompt.
- ii. Biographical lie detecting.
- iii. Glossing preparing.
- iv. Keeping back in the title.
- v. Role play.

- vi. Parallel writing.
- vii. Text comparison.
- viii. Choose the prediction.

Literature is a discipline which is the mirror, reflection and criticism of human mind and human society. It is the world of imagination and expressions of inner thoughts, feelings and emotions of the authors. There are four forms of literature which are also known as genres of literature. They are poetry, drama, essay and fiction. The fiction can be divided into novel and story. Our study is focused on the strategies of teaching short stories at Higher Secondary Level. There are two types of stories: traditional and modern. The traditional stories are legend, myths, fairy tales, fables, folk tales, parables etc. Short stories can be used as one of the means to achieve the ultimate goal of the language teaching programme. The ultimate goal of teaching short stories is to develop language competence as well as literary competence. Teaching short stories help to develop the communicative competence as well as the literary competence of the students.

Linguistically speaking, short stories help to develop language awareness in learners. Similarly, short stories are authentic materials for language learners. They can be used as the authentic source of new vocabulary items and grammatical structures. The learners can see how the words and grammatical forms are manipulated.

1.1.1. ELT Situation at Higher Secondary Schools in Nepal: Historical perspective.

English is prescribed as a compulsory subject in grades XI and XII for hundred marks. The policy and curriculum designers of Higher Secondary Board have

expected qualitative results from the courses of compulsory English. Different languages have been used in different centuries from time immemorial. The main use of language is to communicate with others. In other words, the main objective of teaching English as compulsory at 10+2 level is to develop the communicative ability of the students. Language is the primary means of communication. But the linguists and grammarians are not satisfied only with this definition. They define language as a human activity that is systematic and expressed through symbols. They have also defined language as a complex system consisting of communication. They have also defined language as a complex system consisting of smaller system including sound, a system of word formation, phrases, clauses, and system of sentence formation. In this way, we can observe that language is constructed by the combination of words either written or spoken and it is used to communicate ideas.

As we know different languages are being used for communication in the world. English is regarded as the most popular language in the world. It is the world's most widely spoken language as the common means of communication

“One person out of every four on earth can be reached through English” (Verghese. 1989, p.1). It is true that English is the mother tongue of the countries like Great Britain, Canada, and USA etc. In Nepal, the position of English as a foreign language was introduced with foundation of Durbar High School in 1954 A.D. After the establishment of Tri-Chandra College in 1978 A.D., English began to be taught and learnt in Higher education in Nepal.

The United Nations Organizations (UNO) has authorized six languages such as English, Chinese, French, Russian, German and Arabic as official languages.

Being the member of the United Nations, Nepal has chosen English as a compulsory subject from school to university level. There are various causes to select English in our academic curricula. English plays a vital role in international communication. It has also unique literary heritage. "The world's knowledge is enshrined in English. So, it unfolds dark curtain of ignorance. Though there are some international languages (Quirk 1962, p.5), there is also the need of English for scientific and technical knowledge since other language does not have such access. Malla (1975, p.15) rightly points out that English is needed in the country because Nepal cannot do technical access to the scientific and technical knowledge and development of the modern world without the knowledge of English. English is also a medium of creative exploration and expression of the experiences of life. It is very useful and vital language for scientific professionals like doctors, engineers, pilots, leaders, business persons etc. They should have sound knowledge of English in their business to get success. So, English is inevitable for special purposes for widening our intellectual horizon.

By realizing the proper usage and utility of English, it has been placed as a compulsory subject in the school as well as university levels. The syllabus of compulsory English of 10+2 levels is a bridge course between school and university levels. It is true that the basic communicative knowledge of the students should be developed at this level. So, the English syllabus should be very communication oriented and practical. But the present syllabus of grade XI and XII are very classical, semi-communicative and impractical.

I would like to comment on the objectives of the syllabus and present ELT situation at Higher Secondary Schools.

1.2. What is Literature?

Literature is an art of writing and a medium to express thoughts, feelings and emotion which reflects the mirror of the society. Literature reflects the mirror of time, place, culture, society etc. It is true that the language learning process is always incomplete without studying literature. According to Oxford Advanced Learner's Dictionary (1996) defined literature "an art of writing that is valued as works of art i.e. fiction, drama, poetry, novel etc."

According to Lazar (1993, p.1), "Literature is a word of fantasy, horrors, feelings, thoughts, visions etc. which put into words."

According to Seldon (1989, pp 9-10),

"The formalists' technical focus led them to treat literature as a special use of language which achieves its distinctness from and distorting practical languages. Practical language used for act of communication, while literary language has no practical function at all and simply makes us see differently."

According to Eagleton (1983, p. 9)

"One can think of literature less as some inherent quality or set of qualities displayed by certain kinds of writing all the way from Beowulf to Virginia Woolf, then as a number of ways in which people relate themselves to writing. It would not be easy to isolate from all that has variously been called literature; some constant set of inherent tunes. Any bit of writing may

be read pragmatically if that is what reading a text as literature means just as any writing may be read poetically; if I prose over the railway time Table No. not to discover a train connection but to stimulate in any self general reflection on the speed and complexity of modern existence, then I might be said to be reading literature."

There are some characteristics of literature. They are as follows:

- i. Literature is the secret and vital thing which studies human internal and external feelings.
- ii. Literature has its own suggestiveness which is broadly known as tragic-comic action of human heart.
- iii. Literature glimpses imaginations, thoughts, feelings, emotions etc.
- iv. Literature has permanent universality.

It is the record of human spirit and history of human race.

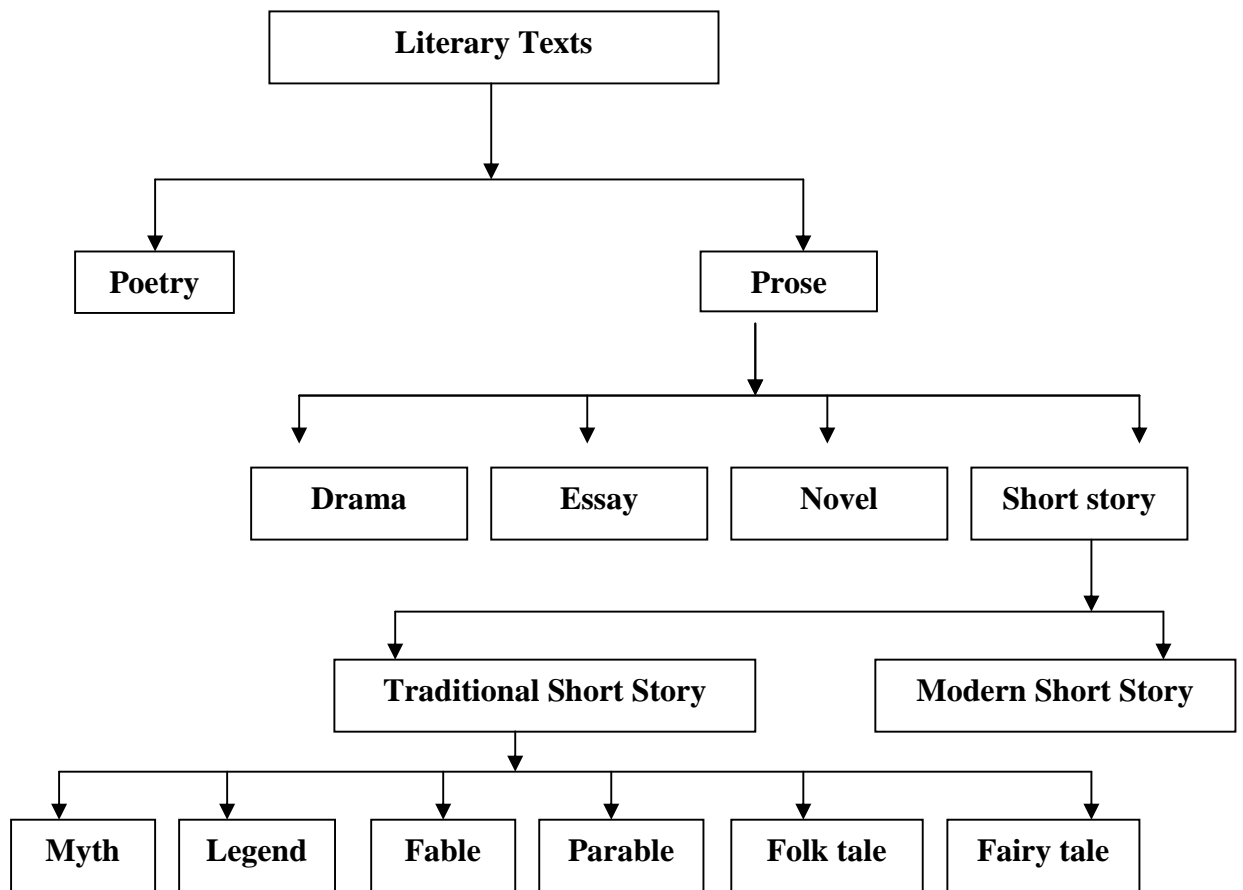
Literature simply refers to the piece of writing that is valued as works of art, especially, poems, dramas, novels and short stories. In a general sense, it is the expression of human thoughts, feelings and experiences. Literature can display both good and bad aspects of society. Hence, literature is a successful medium to express human emotions: sadness, happiness, pleasure, pain, love, hate, fear, disgust, anger etc. Such human emotions in literature are expressed artistically through language. It means literature needs to be beautiful and trustful.

Literature is as old as human origin. The literature of each period represents the life of contemporary people and their activities. Literature attempts to highlight the contemporary issues.

According to Lazar, 1993, p.2

1. “Literature, especially poetry is twice far removed from the reality”- Plato.
2. “Literature is an art of imitation for the natural pleasure that imitation affords” - Aristotle.
3. “It is an art of imitation for a specific purpose it imitates to teach and delight” - Philip Sidney.
4. “Literature is at bottom a criticism of life” – Mathew Arnold.
5. “Literature could be said to be a sort of disciplined technique for arousing certain emotions”- Irish Murdoch.
6. “Literature, fiction, poetry, whatever makes justice in the world. That is why it is almost always on the side of underdog” – Grace Paley.
7. Literature is a vital record of what men have seen in life, what they experienced of it what they have thought and felt about those aspects of it which have the most immediate and enduring interest for all of us. It was thus fundamentally an expression of life through the medium of language.

Literature, specially displays its two forms such as poetry and prose. These two forms are different in structure and subject matter. They can be classified into various genres (Lazar, 1993):



1.2.1. Value of Literature in Language Teaching

The value of literature in language teaching is immense. In fact, teaching of target language without studying its literature is worthless. The second language learner cannot do mastery over the target language unless he/she learns its literature. The value of literature in language teaching can be pointed as follows:

i. Literature Makes Language Teaching Lively and Interesting

Literature helps the learners learn the English language interestingly and lively. In literature, students read poems songs, stories, dramas, novels and essays etc. which make learning of English very interesting and easy.

ii. Literature Provides Variety of Inputs

Since literature is a multi-dimensional discipline; students get variety of knowledge from literature. They can know the knowledge of social sciences like, history, psychology, philosophy, linguistics, culture, political sciences, etc.

iii. Literature Helps to the Personal Growth of the Students

Literature helps the students to develop the creative and critical thinking. The students can know the human psyche, the human society and the universe. Literature helps them to develop the different types of skills like skills of argument, expression, thinking intensive and extensive reading skills.

iv. Literature Develops Students' Language Awareness

Teaching literature introduces the students with different forms of discourse in which the researcher finds breaking of the more usual rules, deviated syntax, collocation, breaking of cohesion etc. The students find the use of different types of registers, styles, varieties of language, etc. Literature helps students to develop language awareness.

v. Literature Develops the Language Skills in Students

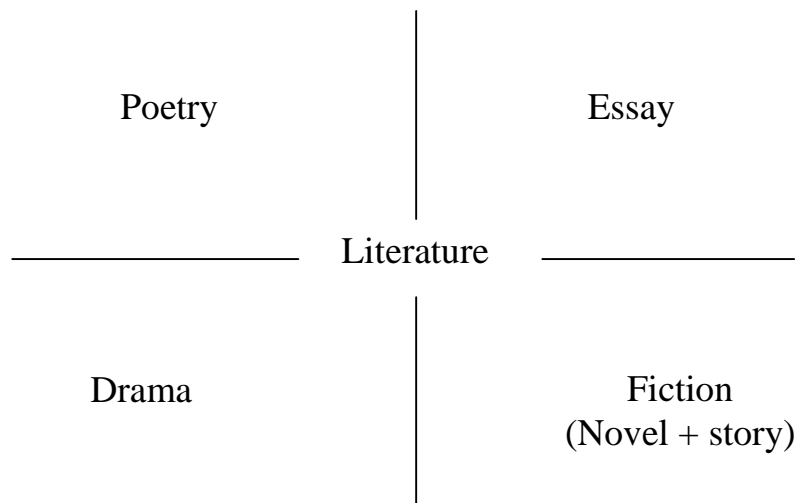
Literature helps to develop the students' four language skills i.e. listening, speaking, reading and writing. While studying literature, students automatically practise the language skills. Students internalize the vocabulary, pronunciation and syntactic patterns unconsciously, while reading stories novels, dramas etc.

vi. Literature Provides Authentic Materials

The literary text emerges from the authentic sources. Literary texts are related to the learners' culture, society, religion etc.

1.3. Genres of Literature

There are four forms 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.



i. Poetry

Poetry 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 created for pleasure. The language of poetry is special and different from the language of prose. Prosodic features of poetry are rhythm, meter, music, alliteration, assonance etc. The prosodic feature makes the 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. The main feature of poetry is meditation.

ii. Essay

Essay is a short prose work which is more factual, truth and realistic than other genres of literature. The main purpose of writing essay is persuasion. There are points of views, opinions, and attitudes of writer on particular subject. Any short composition in prose that undertakes to discuss a matter, expresses a point of view, persuade us to accept thesis on any subject is called essay. There are different kinds of essay, such as: descriptive essay, reflective essay, narrative essay, persuasive essay, argumentative essay and so on. The language of essay is simple straight and less figurative.

iii. Drama

Drama is a piece of creative writing which is composed to be performed on the stage. Especially drama is not written for reading purpose but 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. There are different elements of drama i.e. plot, character, dialogue, setting, theme, language etc. There are different kinds of drama i.e. tragedy, comedy, tragic-comedy, farce and one-act play.

iv. Novel

It is a long narrative writing elevated in style, rich in characters and main plot with sub plots. It is very lengthy volume of story of stories. It takes from three hours to weeks to complete the novel. It cannot be finished reading the novel in a single sitting. There are two kinds of novel such as scientific novel which is known as non-fictional novel and literary novel which is known as fictional novel. The fictional novels are written with imaginary subject matters and characters but non-fictional novels are written with true history of somebody or something. There are different elements of a novel such as plot, character, setting, style, theme etc.

v. Story

It is a 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 behaviour and human society. Broadly speaking, short stories can be finished reading in a single sitting. It is not as lengthy and vague as a novel. The stories and novel are somewhat similar in their features, and natures. The stories have also same type of elements as novel such as plot, character, dialogue, language, theme, style, setting etc. The stories are very literary and aesthetic due to the use of rhetorical and figurative language. There are six types of stories under the traditional category, such as: myths, legends, fables, parables, fairy tales, and folk tales. Short stories may be comic, tragic, romantic, satiric, etc. It may be written in the mode of realism, naturalism or fantasy.

1.4. Short Stories

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

- i. They can usually be dealt in a single class.
- ii. They are difficult for foreign learners to read on their own.
- iii. They offer greater variety for teachers to choose varieties of short texts according to tastes and interests of the students.
- iv. They can be used not only in long term courses but also in short term course.

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.

A short story is a brief work of prose fiction and most of the terms for analyzing the component, elements, the types and the various narrative techniques of the novel are applicable to short stories as well.

Similarly, Nathaniel Hawthorne and Edgar Allan Poe formulated modern theory of short story writing. Hence, the short story is comparatively a recent development in English and American literature. Edgar Allan Poe, and Nathaniel Hawthorne are called originators of modern short stories. They started developing it in the 19th century. The short stories are favourite form of present day writing. They have become the fashion of writing in these days. The popularity of short stories at present has grown and spread throughout the world. Since 1990, John Gailsworthy, Joseph Connard, D.H. Lawrence, Aldous

Huxley, James Joyce, and Virginia Woolf have all written memorable short stories in addition to their work of novel. The other representative short story writers of the twentieth century were Rudyard Kipling, E.M. Foster, Somerset Maugham and Anton Chekhov. The literary forms of short story are usually defined as a brief fictional prose narrative, often involving one connected episode. Early in the nineteenth century, the American writer Edgar Allen Poe was one of the first to attempt an analysis of aesthetic properties of short stories. He stressed unity of effect as the story's most characteristic features. Since the flood of events, we experience in life is rarely unified by a single impression, in a sense, all fiction whether short story, long story or novel. Paradoxically, however the measures of success for all fiction is how true it is to our emotions, how accurately it reflects the life we all live.

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 grater 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 focussing on a single effect.

The range and quality of the writers mind are the only limitations on a story's shape. Authors create narratives using different elements of fiction. Among their most important resources are plots, the sequence of related events composing the narrative and characters, the persons who play their parts in the narrative? The author's choice of setting, the place and time in which the action occurs, helps to give the story verisimilitude. The point of view establishes a consistent perspective on the character and their action as the narrative unfolds. The author's literary style, the way he or she uses the multifarious resources of language also shapes the expression of a story. Finally, the author is guided by

his or her perception of theme, the unifying idea that brings to life all the other elements of fictions.

Without human understanding, experience is “the worst kind of emptiness” writes the short story author Eudora Welty in her essay “Word into fiction.” All stories embody a personal vision, when the elements of plot, character, setting, point of view, style and theme are set in motion by the writer’s perception of the mystery and magic of everyday life. Authors of fiction are free to invent and shape experience to the fullest extent of their imagination.

Human understanding is not the exclusive privilege of the writer, of course, it functions in the readers too. Fictions created by imagination of the writer for the imagination of the reader is an illusion come full circle. If the story is well told, our imagination will be involved in it. If the story is a success, our imagination will be ignited.

1.4.1. Elements of Short Stories

A. Plot

The plot in a dramatic or narrative work is constituted by its events and action, as these are rendered and ordered towards achieving particular artistic and emotional effects. This description is deceptively simple because the actions (including verbal discourse as well as physical action) are performed by particular characters in a work of art, the means by which they exhibit their moral and dispositional qualities. Plot and characters are, therefore interdependent critical concepts. There are a great variety of plot forms for example: some plots are designed to achieve tragic effects, and others to achieve the effects of comedy, romance, and satire or of some other genre. A plot is commonly said to have unity of actions. As Aristotle put this concept (Poetics, Scheme 8), all the parts are "so closely concerned that the

transposable or withdrawal of any of them will disjoint and dislocate the whole".

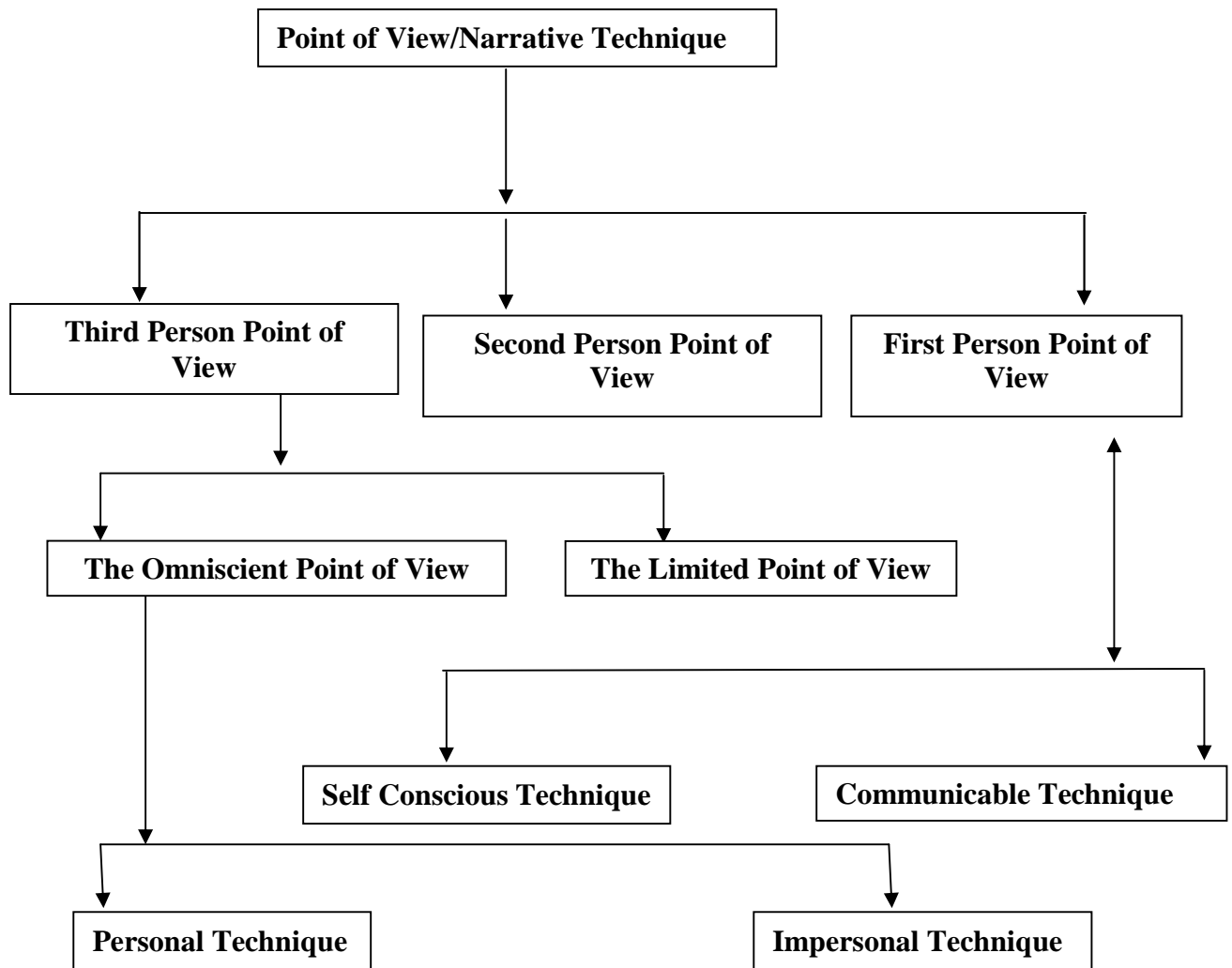
The order of a unified plot, Aristotle pointed out is a continuous sequence of beginning, middle and end. The beginning initiates the main action in a way which makes us look forward to something more, the middle presumes what has gone before but requires nothing more, we feel satisfied that the plot is complete.

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

B. Point of View

It signifies the way a story is told. The mode established by an author by means of what the reader is presented with the characters, dialogues, actions, setting and events. The reader is presented with the constitution of the narrative in a work of fiction. Authors have developed many different ways to present a story. Many single works exhibit a diversity of method of presenting the events of the story.

Point of view is a narrative technique through which the narrator conveys the story. We can classify a narrative technique (point of view) into three types roughly. They are first-person point of view, second-person point of view and third-person point of view. The latest modern narrative technique is a stream of consciousness which was developed by James Joyce in his *Principles of Psychology* (1890). It is very popular narrative method in modern fiction



Source: Abrams, 1981

i. Third Person Point of View

Third person point of view can be subdivided into two types such as the omniscient point of view, and the limited point of view. In omniscient point of view, the narrator not only narrates and reports the actions but also comments and evaluates the action and motives of every character. Sometimes, the narrator expresses personal views about human life. But in limited point of view, the narrator tells the story in the third person, but stays inside the confines of what is perceived, thought, remembered and felt by a single

character within the story. The narrator does not comment on and does not evaluate the action. But he merely reports the actions.

ii. Second Person Point of View

This name has been given to a mode in which the story gets told wholly or at least primarily as an address by the narrator to someone he calls by the second-person pronoun 'you' who is represented as experiencing that what is narrated.

iii. First Person Point of View

This mode of narration limits the matter of narrative to what the first person narrator knows experiences, infers or finds out by talking to other characters. The first person narrator is also the character of the fiction. The first person point of view can be subdivided into two types i.e. self conscious technique and communicable technique.

C. Characters

Characters are the persons represented in a dramatic or narrative work who are interpreted by the reader as possessing particular moral, intellectual and emotional qualities by inferences from what the persons say. The characters in a story can be human or beyond human or personified character. E.M. Foster (1927) has introduced flat and round characters. A flat character is also called a type or two dimensional. A flat character is built around 'a single idea or quality' and is presented without much individuality. A round character is complete in temperament. It is very difficult to describe a round character. There are changeable, natural and static characters in the story. Anyway, characters need to be dynamic and living. The characters in a story can be either protagonist or antagonist according to the roles.

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 overall setting of a narrative or dramatic work is the general description of place, historical time, and social circumstances in which its action occurs. The setting of a single episode or scene within the work is the particular physical location in which it takes place. Setting means the time, place, and social circumstance in which the story takes place.

F. Language Style

Style has traditionally been defined as the manner of linguistic expression in prose or verse as how speakers or writers say whatever it is that they say. Style refers to the diction or the choice of words, the type of sentence, structures, syntax, density, and kinds of figurative language. The use of simple style and effective language, well selected diction are also the elements of short stories.

G. Theme

It is the main message and philosophy of the story. A story is written with a special aim and objective. It is also the central idea of the story. The theme of the short stories can be humour, romance, satire, mystery, fantasy, etc.

1.4.2. Characteristics of the short stories

Writing short stories is 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

Short stories are very short and brief. It has brevity in number of character their dialogues, selection of words. There are very limited numbers of characters introduced in the short stories. Short stories have very brief plots, settings, style, dialogue, and characters.

b. Singleness of Unity

The short story follows the single way traffic. It does not represent the various aspects of human life. It represents very limited aspects of human life. There is unity of place, time and action in the short story. So short story is the completeness of unity.

c. Simplicity

Simplicity and economy are the important features of a short story. It has the use of simple communicative and effective language. The style of the story is very simple and understandable.

1.4.3 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 story which is not true but it is a faith and belief. It is a part of mythology which studies religion and supernatural beings. The main protagonist of the myth is supernatural being. Myth is unknown narrative originated in the ancient legends of a race or a nation that explains the origin of life and religious belief. Myth is transmitted from one generation to another generation orally.

b. Legend

A legend is a type of story which is also a part of mythology. The message conveyed in a legend may be true or false. The legend is absolutely about the action of superhuman. The different between legend and myth is that in a myth, the protagonist is supernatural being but in a legend the protagonist is superhuman.

c. Fable

The fables are also a type of short story which is very amusing and full of morale lessons. Broadly speaking, the characters in fables are animals and non-humans which are personified and animated. The fables are written to teach morality. For example, Aesop's fables are very popular all-over the world.

d. Parables

It is a very short narrative about human beings. It is also very amusing and it conveys moral lessons. A parable is often an allegory that parallels the situation to which it is being applied. There is comparison between the two objects, persons, things etc. Christ is a teacher of parables.

e. Fairy Tale

It is a traditional, short and popular story. It is also about supernatural beings, only fairies. It is a part of oral tradition. It tends to be a narrative in prose about the fortunes and misfortunes of a hero or heroine.

f. Folk Tale

A folk tale is a narrative in prose. It is also traditional, short and popular. The writer of folk tale may be known or unknown. Generally, it is orally transmitted from one generation to another. It is also about supernatural being who are not deities (god and goddesses) but they may be other supernatural beings such as devil, demon, monster witches etc.

1.4.4 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.

1.5. Strategies of Teaching 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. According to Strasser, strategy is "a generalized plan for a lesson which includes structure, desired learner behaviour in terms of the goals of instruction and an outline of tactics necessary to implement the strategy" (as cited in Sharma and Sharma, 2005,199).

Generally, teaching strategies and teaching methods are used synonymously but they are absolutely different. The term "strategy" was used in the field of army in ancient time. It was derived in teaching and learning later on. Strategy is a micro approach. On the other hand, the term method has been used in education for a long time as a traditional and inflexible concept. It is a macro approach. Broudly (1978, p. 98), suggests "teaching method is a sequenced formal structure and it includes teaching strategy and instrumental tactics" whereas Stone and Moris (1994, p. 27), state that "teaching strategy includes teaching method." It shows that there is a debate among the scholars whether teaching strategy or teaching method is a general term.

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

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

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

Marton (1988) 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.

There are different purposes of teaching short stories in the Higher Secondary School. Short stories are taught to give the learners the 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.

The teachers can adopt the following three stages to teach short stories in the language classroom. They are as follows:

- i. Pre-reading
- ii. While-reading
- iii. Post-Reading

i. Pre-reading Stage

This stage motivates the learners toward the subject matters. It helps the students to direct to actual reading. This stage activates the learner's prior relevant, a knowledge and past experience on the concerned subject matter.

In this strategy, the teachers make the learners look at the pictures, title and guess what the story is about.

- i. Understand the difficult words.
- ii. Find the antonyms, synonyms, homophony etc.
- iii. Underline or read aloud sentences that contain clauses or words.
- iv. Helping students with general background.
- v. Stimulating students' interest in the story.
- vi. Prediction about genre and theme of the story.
- vii. Pre-teaching vocabulary.

ii. While-Reading Stage

This is the actual reading stage. The main purpose of while reading activities is to develop skills of eliciting the message from the written text. The main activities of this stage are to interpret the text in micro-level and macro-level prediction.

In these activities, the teacher makes the learner:

- i. Read and write in short what will happen next.
- ii. Tell the following statements whether they are true or false.

- iii. Discuss the possible answer to some subjective questions based on the text.

The following strategies are also carried out in this stage:

- i. Making students involve in reading.
- ii. Helping students to understand the plot.
- iii. Helping students with difficult vocabulary.
- iv. Helping students with language and style through contextualization.

iii. Post-Reading Stage

This stage is the advanced activities for the learners. In this stage, the students are involved in creative and critical thinking regarding some issues of the text. The teachers ask the students to express their own opinions, attitudes and criticisms or the particular questions and issues in the text. The teachers can check up to what extent they have completed activities in pre-reading and while- reading stages.

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

The main purpose of this stage is to give personal view point on the plot, characters theme etc.

In addition to the pre-, while- and post-reading activities of short stories, the teachers can teach short stories by interpretations, analysis and clarifying the role of characters, preface of authors, main plots and sub-plots of the stories, types of characters, theme, setting, language (vocabulary, grammar, sentence), textual and non-textual interpretation, point of view (narrative technique) etc. The main message of the stories can be interpreted through the role of characters in the story. The story is narrative. The author creates the narrator to express his main events and experiences. There are major and minor characters in the story. The main character is usually the mouthpiece of the author. The stories consist of the roles of the different characters. The stories are the expression of inner thought, memory of past events, feeling and emotion of the writer. The writers usually write the stories about their real life events. The students can understand the main theme and plot of the stories which describe writers' personal biography and preface. We can get the autobiographical short stories. Some portion of the subject matter of the stories can be understood through the description of the setting in which we can get the time, date and venue of happening the events of the story. Simultaneously, the short stories can be taught by analyzing the types of the characters. According to Foster (1957), there are two types of characters in the fictional work of art. They are flat and round characters. The flat character is flexible and changeable natured character. The flat type of character changes according to time and situation. This type of the character is very egocentric, cunning and selfish. The flat character is negative typed character.

The round character is unchangeable and fixed natured character. This type of character is just opposite of flat character. The flat characters don't change as the time and situation. They are rather honest simple and unselfish. The main

subject matter of the short stories can also be conveyed to the learners through describing and analyzing the type of character.

The teacher can teach short stories through the language analysis. The teacher can teach difficult vocabularies which are used in the stories contextually. The students are asked to underline the difficult words, clauses and sentences while reading the short stories. The meaning of the short stories is achieved while analyzing vocabularies and syntax.

1.6. Techniques in Language Teaching

A technique in language teaching is considered as an implementation trick used in real classroom teaching. An American applied linguist, Anthony (1963), identifies techniques as an implementation trick stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well (Richards and Rodgers, 2001p-9) Techniques are the particular levels at which classroom procedures are described. Techniques are in direct contact with in the language classroom. So what a language teacher actually does in a real classroom teaching can be called a technique which adopts a particular method, and approach. There are different techniques developed nowadays in the field of language teaching. They are teacher - centred and student - centred techniques.

i. Teacher-Centred Techniques

- a. Lecture
- b. Explanation
- c. Illustration
- d. Demonstrations

ii. Student-Centred Techniques

- a. Prepared talk
- b. Dramatization
- c. Individual work
- d. Pair work/group work
- e. Role play
- f. Simulation
- g. Discovery technique

1.7. Course Contents and Objectives of HSSB

Higher Secondary School Curriculum

Class XI

Sub: Compulsory English (Eng-01)

Full Marks: 100

Pass Marks: 35

Teaching Hours: 150

i. Introduction

This is an integrated general English course which treats English as a medium for communication and as a means to knowledge. This course is divided into two interrelated papers leading students from intermediate level of English proficiency to upper intermediate.

ii. General Objectives

The general objectives of this course are:

- a. To teach students skills in the use of English for academic and communicative purposes

- b. To train them in the functional, notional and grammatical areas of English language use.
- c. To make them see the relationship between structures and meaning
- d. To teach them English structures in a communicative context and
- e. To provide students a self-complete, self-terminative, as well as a bridge between Higher Secondary and University Level.

iii. Specific Objectives

- a. To give a short remedial or link courses as a king of bridge or a refresher course between English at the Secondary and Higher levels.
- b. To teach English for functional academic and communicative purposes and
- c. To provide students interesting reading materials for information, knowledge and pleasure.

iv. Course Contents

The contents of this paper are:

A. Remedial or Refresher Course

It is given at the beginning of the session. The contents include Basic English structures and the use of dictionary.

B. Core English

The texts in this component primarily aim at teaching various language skills in an integrated manner. The emphasis is on providing tools for using language for communicative purposes and for receiving as well as imparting information effectively.

C. Extensive Reading and Writing

The prescribed materials in this component expose shortcuts to various interesting and informative topics of global interest and common human concern. The contents include:

Poems

1. Arthur Guiterman "On the Variety of Earthly Greatness"
2. Dorothy Charles "Concrete Cat"
3. Mark Stand "Keeping Things Whole"
4. Cowper "The Poplar Field"
5. W. Wordsworth "My Heart Leaps Up When I Behold"

Essays

6. Barbara Holland "Speaking of Children"
7. Joan Didion "In Bed"
8. Issac Asimov "The Nightmare Life Without Fuel"
9. Roger Rosenblatt "Oops! How's That Again"
10. Harold J. Morowitz "The Six Million Dollar Man"
11. W.S. Merwin "Unchopping a Tree"

Stories

12. Stories of the supernatural "The Recurring Dream", "The Lost Doll", "The House Call", "The Loving Mother"
13. Hemingway "The Three-Day Blow"
14. R. Kipling "The Gardener"
15. Patricia Hempl "Look At a Teacup"
16. Eudora Welty "A Worn Path"
17. R.N. Tagore "Malini"

D. Prescribed Texts

- ii. Doff, Adrian, C. Jones and K. Mitchell. Meaning into Words (Intermediate). Student's Book, Cambridge University Press. 1983
- iii. Link English. Revised Edition. Kathmandu. Sajha Prakashan, 1996.
- iv. Meaning Into Words (intermediate), Workbook Cambridge C.V.P.1983
- v. The Magic of Words (A collection of poetry, Prose and drama) Kathmandu, 1996.

Class XII

Sub: Compulsory English (Eng-51)

Full Marks: 100

Pass: Marks: 35

Teaching Hours: 150

i. Introduction

This course is a continuation of Class XI English. It builds on to the language skills and communicative competence introduced in the previous year.

ii. General Objectives: The general objectives of this course are :

- a. to provide students techniques in the use of English for academic and communicative purposes
- b. to train them in the functional, notional and grammatical areas of English language
- c. to make them see the relationship between structures and meanings and
- d. to teach them structures in a context

iii. Specific Objectives: The specific objectives of this course are:

- e. to teach students language use and functions
- f. to enable them to establish a link between structures and meanings
- g. to provide them more examples of language in context and
- h. to engage them in more fruitful reading

iv. Course Contents: The contents of this paper can be divided into two components:

- A. Core English
- B. Extensive Reading and writing

Poems

1. William Stafford "Travelling Through The Dark"
2. W.B. Yeats "The Lamentation of the Old Pensioner"
3. William Shakespeare "Full Fathom Five Thy Father Lies"
4. Ray Young Bear "Grandmother"
5. G.M.Hopkin's "God's Grandeur"

Essays

6. Moti Nissani' "Two Long Term Problems"
7. Marsha Trangot "The Children Who Wait"
8. Martin Luther King "I Have a Dream"
9. Ilen Kantrov "Women's Business"
10. Lila M and Barry, C. Bishop "Hurried Trip to Avoid a Bad Star"
11. Germaine Greer "A Child is Born"

Stories

12. Edgar Allen Poe "The Tell-Tale Heart"
12. Dylan Thomas " A Story"
13. James Joyce " The Boarding House "
- G. Garcia Marquez "The Last Voyage of the Ghost Ship"
14. Chekhov " About Love"
15. Brothers Grimm "Hansel and Gretel and its Variations"Play :
16. W. B. Yeats "Purgatory"

C. Prescribed Texts

- i. Doft, Adrian, C. Jones and K.Mitchel, Meaning into Words (Upper Intermediate) Student's Book, Cambridge University Press.
- ii. Meaning into Words (Work Book), Cambridge;
(Cambridge University Press, 1987)
- iii. Lohani, Adhikari and Subedi, The Heritage of Words,
Kathmandu, 1998.

1.8. Review of Related Literature

This research should draw knowledge from the previous studies since they provide basic knowledge for the present study. A number of research studies on strategies in teaching short stories have been carried out. Therefore, an attempt is made to review the books, journals and researches that are related to this research topic.

Adhikari (2005) has carried out a complete research on the title "The effectiveness of strip story in developing writing skill." The main purpose of

his study was to find out the effectiveness of strip story in developing writing skill. His finding was that if the teacher teaches the students using strip story, they could perform writing better than those students who were taught without using strip story.

Bhatta (2007) carried out a research study on the title "A study on grade X students' ability to understand the literary text." His objectives were to find out the students', ability to understand the literary text and to compare their ability in term of text. He concluded that students were found better in prose than in poetry.

Bhattarai (1999) carried out a research in the Department of English, Faculty of Humanities and Social Sciences, Tribhuvan University, Kirtipur on "A survey of techniques and participation in ELT in Secondary level of Kaski district." His finding was that more than seventy Five Percent English language teachers were using traditional methods, and techniques while teaching English language in the language classroom.

Devkota (2003) carried out a complete study on the title "Learning strategies in literary text", an attitudinal study. His objective of the research study was to find out the learning strategies employed in studying literary text by the B.Ed. students. He randomly selected four campuses from Kathmandu valley for his data collection and administered questionnaires for both the teachers and students. He found out that students used the strategies of immediately noting

downs the unknown words and consult dictionary using the reference materials and translation in some cases.

Gyawali (2004) conducted a research on the title "A study of teaching poetry at Secondary level." His objectives of the study were to explore the strategies and problem of teaching poetry in Secondary level. He concluded that the majority of teachers were not acquainted with learning strategies which created a lot of problems in teaching poetry.

Lamsal (2006) has carried out a complete research on "A study on the strategies in teaching story at Secondary level." The objectives of his study were to explore the strategies used in teaching story and to find out the significance of teaching story at the Secondary level. The findings of his research were that stories should be taught properly and there were insufficient activities in pre-reading and post-reading activities.

Marton (1988) 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.

Timsina (2007) carried out a complete research on the title "A study on teaching poetry in Higher Secondary Level." His objectives of the study were

to analyze the strategies and complexities of teaching poetry in Higher Secondary Level and to find out the contribution of poetry in developing language skills and aspects. He concluded that teaching, learning processes were completely teacher-centred and majority of teachers taught vocabulary title and picture in the poem by lecture technique. So, he recommended communicative method and student-centered technique for teaching vocabularies, title, and picture in the poem.

Many research works have been carried out on different aspects of strategies of teaching, literature (story, poetry, drama, essay and novel). The present research is basically different from those of the above reviewed researches. The present research is based on strategies in teaching short stories at Higher Secondary Level of Surkhet district. There was no any research that has been carried out regarding the strategies, problems and relevance of teaching story at the Higher Secondary Level.

1.9. Objectives of the Study

This study has the following objectives:

- i. To find out the strategies used in teaching short story at Higher Secondary Level
- ii. To suggest some pedagogical implication for enhancing teaching and learning process of the short stories at Higher Secondary Level.

1.10. Significance of the Study

The findings of the research will mainly be beneficial for the English teachers and students of Higher Secondary Level. Similarly, this research will be fruitful for the researchers, examiners, text book writers, curriculum designers, subject experts, and language trainers. The findings are advantageous to those people who are directly or indirectly involved in teaching and learning activities. Why this research finding will be benefited to the teachers and students is that most of English teachers are untrained, incompetent to follow the appropriate strategies in teaching stories at eleven and twelve grades. The students will be more benefited with this research.

CHAPTER – TWO

METHODOLOGY

To achieve the objectives of the study, the researcher adopted the following methodology to accomplish the research.

2.1. Sources of Data

To accomplish this research, the data were collected from both primary and secondary sources.

2.1.1. Primary Source of Data

The primary sources of data are the English teachers of Higher Secondary Level who have been teaching compulsory English for a long time and the students who have been studying English at Higher Secondary Level of Surkhet district. The data from the primary sources were collected by administering questionnaire, conducting interview and the class observation.

2.1.2. Secondary Source of Data

In addition to primary source of data, the researcher studied Secondary sources of data i.e. text book, journal, thesis, articles etc. of the related literature. The Secondary source of data could be any reference materials for the present study. The data were collected from different text books, thesis, magazines, articles, extracts from the internet websites, etc.

2.2. Sample Population of the Study

It is believed that sampling is one of the most important aspects of research study. It is a smaller representation of a large whole. The research followed the procedures of both random and non random sampling for the present study. First of all, the list of all Thirty Higher Secondary Schools of Surkhet was prepared. After that, Fourteen Higher Secondary Schools were randomly selected by using the fishbowl drawing technique for this study. The researcher selected one hundred students from Ten Higher Secondary Schools. Simultaneously, he selected Twenty English teachers from Fourteen Higher Secondary Schools (see appendix VII). Regarding the selection of English teachers and students, non random sampling procedure utilized as they were limited in number.

2.3. Tools for Data Collection

In descriptive survey studies, questionnaire and observation are commonly used to obtain required information from the sample. The researcher, in this study, prepared open-ended and close-ended questions for English teachers and students respectively. The researcher prepared twenty open-ended questions for the English teachers to obtain the strategies of teaching short stories. Likewise, he prepared twenty close- ended questions for the students to collect data regarding the strategies of teaching short stories by those English teachers. Questionnaire, interview and observation were used as the research tools for data collection. The questionnaires were used for both open-ended and closed-ended questions (see appendix I). The questions were prepared on the basis of strategies of teaching short story at Higher Secondary Level. The tools facilitated the researcher to collect the data for the research study.

2.4. Data Collection Procedure

Equipped with the tools of data collection and recommendation letters from the campus, the researcher first visited the randomly selected Higher Secondary Schools and requested the concerned English teachers to assist him in the study. After distributing the questionnaires to the concerned English teachers, he asked them when he would collect them back. Twenty English teachers were randomly selected using the random sampling technique. He also took interviews and twenty class observations of concerned English teachers regarding the strategies of teaching short stories. Then, he conducted questionnaires among the selected students and told them to put tick mark () against alternatives that best indicated their belief.

2.5. Limitations of the Study

- a. The study was limited to identification of the strategies of teaching short stories at Higher Secondary Schools.
- b. The study was limited to one hundred students of compulsory English and Twenty English teachers of Higher Secondary Schools of Surkhet district.
- c. The population of the study was confined to Higher Secondary Schools of Surkhet district.
- d. Fourteen Higher Secondary Schools of Surkhet district were selected randomly.
- e. Ten students from Ten Higher Secondary Schools were selected for this study.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

The researcher collected the required data from the English language teachers and students of Higher Secondary Level of Surkhet district. The responses were analyzed tabulated and interpreted using simple statistical tools of Percentage. The collected data were analyzed tabulated and interpreted classifying into three sub-headings. They are as follows:

3.1. Analysis of Data Obtained from the Questionnaire and Interview with English Language Teachers

Q.No.1.Which genre would you like to teach most? Why?

The researcher found that sixty Percent teachers would like to teach story because the language of story is very simple, direct, and prosaic. The subject matters of the story are very motivating and curious. The students did not feel boring and de-motivated, while teaching short stories. It was easier to teach short stories rather than poetry, drama, and essay. There are very few characters in the short stories and it has only a single plot. The characters and the subject matters of the story are imaginative. The researcher found that forty Percent teachers would like to teach poem, drama, and novel rather than story. Most of the teachers were in favour of teaching short stories rather than other genres of literature.

Q.No.2.What is the basic difficulties in teaching short story?

The researcher found, according to fifty percent teachers, the main difficulties of teaching stories were plot, setting, and narrative technique. The untrained and incompetent teachers could not explain the plot, and narrative techniques. Similarly, seventy percent teachers reported that the prosodic features and figures of speech were the main difficulties in teaching story. Most of the English teachers reported that they felt difficulties in teaching short story because of the lack of sufficient vocabulary power of the students.

Q. No. 3.What is the differences between poem and story in terms of language?

Sixty Percent English teachers felt that teaching poem is more difficult than teaching short story due to the poetic language and diction of the poem.

The teachers reported that the poem is indirect, metaphoric, and rhymed. It has metrical composition which makes them difficulty in teaching poetry. The story is written in prosaic, simple, and day to day language. The story is less figurative and metaphoric than poem. The language of the poem is deviated from the standard form of the language.

Q. No. 4.How does the story help to develop language and communicative competence?

The researcher found that seventy five percent teachers reported that teaching a story helped the students to develop the communicative competence. Teaching stories helped them to participate in listening, speaking, reading and writing.

Teaching short-stories also helped them to increase vocabulary power and grammatical competence. The researcher found that twenty five percent teachers denied the short stories in developing communicative competence.

Q. No. 5. Which technique would you follow to teach short story at eleven and twelve grade?

The researcher found that eighty percent teachers would follow teacher-centred techniques like lecture, explanation, illustration, and demonstration and twenty percent teachers followed student-centred technique like project work, pair work, group work, role play, simulation, discovery technique etc.

Q. No. 6. What method do you follow while teaching short stories?

The researcher found that sixty percent teachers followed grammar translation method, while teaching short stories. He also found that only forty percent teachers followed communicative method, direct method, and audio-lingual method. Most of English teachers followed the out-dated G.T. method in teaching short stories.

The researcher found that a very few English teachers followed communicative method in teaching short stories.

Q. No. 7. What is the advantage of teaching short stories by following student-centred technique?

The researcher found that seventy Percent teachers were in favour of student-centred technique which helps students to develop speaking and writing proficiency. Most of the students could learn to work in the group properly. According to them, there were much more advantages of student centred technique than teacher-centred technique. The shyness, nervousness, and humiliation would be removed while teaching short stories by following student-centred technique.

- i. It helps students to improve reading skill.
- ii. It helps them to develop listening skill as well.
- iii. It helps them to improve vocabulary power.
- iv. It helps them to construct dialogue.
- v. It helps them to be creative.
- vi. It helps them to create appropriate situation for grammar teaching.
- vii. It helps them to guess the meaning of the vocabulary and text as well.
- viii. It helps them to get expose to the target language culture.

Q. No. 8. What is the relevance of teaching short stories at Higher Secondary Level?

The researcher found that there are a lot of relevancies of teaching short stories in terms of increasing vocabulary power, giving literary background, motivating students, stimulating them for studying etc.

According to the teachers, the relevancies of teaching short stories at Higher Secondary Schools were as follows:

- i. To develop the language skill.
- ii. To strong means to motivate the students.
- iii. To bridge the curriculum gap.
- iv. To develop the vocabulary power.
- v. To learn the literary language.
- vi. To learn more content through the small text.
- vii. To develop the interpretive ability.
- viii. For getting pleasure.
- ix. To develop cultural awareness.

Q. No. 9. Would you describe the background of the writer before starting to teach a story? If, yes why? If not, why?

Table No. 1

Yes	No
Hundred Percent	
<u>Reason</u> The background of the writer helps to understand the text.	X

The above table shows that hundred percent teachers were very positive for describing the background of writer before starting the teaching of a story. The writer creates the text about relating the events of his life. Some of the stories are autobiographical. Most of the teachers agreed to describe the background of the author of the story before teaching the subject mater of the story.

Q. No.10. Do you describe the type of the character used in the story while teaching story?

Table No. 2

Yes	Sometimes	No
<p>Twenty Percent</p> <p><u>Reason</u></p> <p>It is very tough to describe the type of the character</p>	<p>Ten Percent</p> <p>Some competent teachers describe the type of the character</p>	<p>Seventy Percent</p> <p>Seventy percent of the teacher did not describe the type of the character.</p>

In order to understand the main theme of the story, the teachers should describe the type of the character. Seventy percent teachers did not describe the type of the characters used in the story. The main subject matter of the story was partially conveyed in the course of describing the types of the characters. There are changeable, fixed, round, and flat characters in the short stories.

Q. No. 11. Would you describe the setting and point of view while teaching story?

Table No. 3

Yes	No
<p>Sixty Percent</p> <p><u>Reason</u></p> <p>Setting and point of view are the elements of story. They are inevitable.</p>	<p>Forty Percent</p> <p><u>Reason</u></p> <p>No need to describe setting and point of view.</p>

It was found that sixty percent teacher described the setting, and point of view, while teaching a story. The setting is time and place which is very necessary to make students understand the main plot of the story. The point view is the technique of conveying and narrating the events of the story. The point of view helped the students to understand the story very easily. The researcher found that only forty percent teachers did not describe the setting and point of view in eleven and twelve grade. Most of the teachers realized difficulty to teach the narrative technique (point of view) to eleven and twelve grades due to their poor at English.

Q. No. 12. Do you describe plot of the story?

Table No. 4

Yes	No
Forty Percent	Sixty Percent
<u>Reason</u> Plot is the main heart of the story	X

The researcher found that forty percent teachers described the plot of the story. The plot is the sequential arrangement of incidents in the story. If the teachers did not describe the plot chronologically, the students could not understand the main theme of the story. Most of the English teachers did not focus on the plot of the story. The researcher found that the English teachers did not teach the elements of the story seriously, before starting to teach literary genres.

Q. No. 13. Would you tell the whole summary of the story at the beginning?

Table No. 5

Yes	No
Twenty Five Percent	Seventy Five Percent
<u>Reason</u> It is effective to tell summary at the beginning.	<u>Reason</u> It is not effective to tell summary at the beginning.

It was found that seventy five percent English teachers were not in favour of telling summary at the beginning of teaching short stories. According to the English teachers, the summary should be told at the end of teaching a story. It was found that only twenty five percent English teachers were in favour of telling the summary at the beginning. Most of the English teachers realized that summary and criticism of the story should be told in post-reading stage.

Q. No. 14. Would you tell the students the elements of the story?

Table No. 6

Yes	No
Sixty Percent	Forty Percent
<u>Reason</u> The elements of the story are very necessary.	<u>Reason</u> The elements of the story are not necessary.

The researcher found that sixty percent teachers described the elements of the story such as setting, point of view, plot, theme, dialogue etc. before teaching short stories. The description of the elements of the story helped the students to understand the different aspects of the story. The elements of the story are very necessary to be described to the students in the beginning of teaching short stories. But forty percent teachers did not describe the elements of the story which would be very tough and vague for the students of Higher Secondary Level.

Q. No.15.Are there any advantages of teaching short story at Higher Secondary Level?

Table No. 7

Yes	No
<p style="text-align: center;">Ten Percent</p> <p><u>Reason</u> Short story helped them to develop speaking, listening, reading, and writing.</p>	X

It was found that short stories helped the students to develop language skills like listening, speaking, reading and writing. Short stories are very interesting and curious. So, the students are very easily motivated by the subject matters of the story. The language of the story is very easy to understand for the students of Higher Secondary Level. Since the short stories are very exciting, and interesting, students prefer reading and listening to the short stories. Teaching short stories at this level helped the students to develop cultural variations of different countries. It helped them to develop the knowledge of political,

religious, philosophical, psychological etc. There are a number of advantages of teaching short stories at Higher Secondary Schools.

Q. No. 16. Do you describe figures of speech like metaphor, irony, satire symbol while teaching the short story?

Table No. 8

Yes	No
Hundred Percent	
<u>Reason</u> Figures of speech are the ornaments of literature.	X

It was found that hundred percent teachers described the figures of speech while teaching the short stories. Since the figures of speech are the ornaments of literature. The teachers explained the figures of speech while teaching short stories. The short stories would be worthless and colourless without using the figures of speech as the curry becomes tasteless without salt. So the researcher found that every English teacher described the figures of speech in the context of teaching short stories.

Q. No. 17. Do you ask your students to tell the critical appreciation of the story?

Table No. 9

Yes	Sometimes	No
Sixty Percent	Twenty Five Percent	Fifteen Percent
<u>Reason</u> Critical appreciation is very necessary.	<u>Reason</u> Occasionally, the teachers ask them to tell critical appreciation	<u>Reason</u> Critical appreciation is not necessary.

It was found that sixty percent teachers asked their students to tell the critical appreciation of the story. Critical appreciation is very necessary to describe the genres of literature. It was found that twenty five percent teachers sometimes asked their students to tell the critical appreciation of the story. Most of the English teachers realized that analysis and interpretation of the story in terms of language, thematic aspects, style, and narrative technique are very necessary.

Q.No.18. Do you tell the theme of the story?

Table No. 10

Yes	No
<p style="text-align: center;">Hundred Percent</p> <p><u>Reason</u> There is the central idea of the story.</p>	<p>X</p>

It was found that hundred percent teachers told the theme of the story at the end of story. The theme is the central idea and main message of the story. The students could not understand the story without telling them the main theme of the story. The researcher found that all of the teachers told the theme of story to the students at the end of teaching the short stories. Most of the English teachers realized to tell the main theme in a summary form at the post-reading stage.

Q.No.19. Do you follow signpost technique to describe short story?

Table No. 11

Yes	No
Seventy Percent	Thirty Percent
<u>Reason</u> Signpost technique is the guide to find out the meaning and information.	<u>Reason</u> There are other techniques, besides signpost technique.

The researcher found that seventy percent teachers followed signpost technique to describe a story. The signpost technique worked as a guide to the teachers to make the students understand the story. But thirty percent teachers denied using the signpost technique to make the students understand the story.

Q. No. 20. Do you explain the story line by line and explain its meaning to the students?

Table No. 12

Yes	No
Thirty Percent	Seventy Percent
<u>Reason</u> It is very difficult to go line by line and it takes more time and energy.	

The researcher found that seventy percent teachers did not explain the story line by line to the students. It consumed a lot of time and energy to explain the story and to get its meaning through line by line. The researcher found that only thirty percent English teachers taught story through line by line.

3.2. Analysis of Data Obtained from the Class Observation

The researcher observed the classes of the English language teachers, while teaching short story. The strategies applied by the English teachers were analyzed and interpreted by using simple statistical tools of Percentage.

Table No. 13
Pre-Reading Activities

Activities	Yes (In percent)	No (In percent)	Remarks
Motivation	forty	sixty	
Giving general background of the writer	thirty	seventy	
Asking some questions about the story for guessing answer.	forty	sixty	
Describing about elements of story and point of view	twenty	eighty	
Teaching difficult vocabularies	thirty	seventy	
Teaching feature of the story	twenty five	seventy five	
Describing picture of the writer	seventy	thirty	

The researcher found that forty percent teachers started teaching the story by proper motivating their students but sixty percent did not do. Similarly, only thirty percent teachers gave the background of the story before entering into the text. Only forty percent teachers described the elements of story and techniques of telling style or narrative technique. The researcher found that seventy percent teachers did not teach the difficult vocabularies before teaching story. Similarly, only twenty five percent teachers taught the features of the story in the pre-reading stage. The researcher found that seventy percent teachers described the picture of the writer properly. It is found that most of Higher

Secondary English teachers started teaching without motivation, guessing about the story, describing elements of the story and describing difficult vocabularies without narrative technique.

Table No. 14
While-Reading Activities

Activities	Yes (in Percent)	No (in Percent)	Remarks
Reading the story through line by line	thirty	seventy	
Translating the story into Nepali	eighty	twenty	
Helping students to understand central idea of the story	ninety	ten	
Giving the summary of the story	seventy five	twenty five	
Giving the critical appreciation of the story	twenty five	seventy five	
Making the student read the story	forty	sixty	

The researcher found that seventy percent teachers did not teach the story line by line because it consumes much time and energy. It is found that eighty Percent teachers translated the story into learners' mother tongue which is not effective in learning language skills. Similarly, ninety percent teachers told their students the central idea or main theme of the story. The researcher found that only twenty five percent teachers gave the critical appreciation of the story to their students. Forty percent teachers made them read some English books by the help of teaching short stories. Hence, the researcher found very poor activities performed by the English teachers in while reading stage of teaching short stories.

Table No. 15
Post-Reading Activities

Activities	Yes (In percent)	No (In percent)	Remarks
Interpretation of the main theme of the story	forty	sixty	
Critical commentary of the different aspects of the story	twenty	eighty	
Critical discussion	twenty	eighty	
Writing a review of the story	fifteen	eighty five	
Summarizing	eighty	twenty	
Performing different kinds of activities, i.e. acting conversation, discussion etc.	ninety	ten	

The researcher found that only forty percent teachers interpreted the main theme of the story whereas sixty percent teachers did not interpret the main theme of the story. It is found that only twenty percent teachers involved their students in critical commentary and critical discussion of the different aspects of the story like setting, character sketch, narrative techniques, plot etc. Similarly, only fifteen percent teachers practised their students in writing a review of the story. The researcher observed very poor activities in post-reading stage.

The researcher found that eighty percent teachers summarized at the end of teaching short story. The researcher found that there were not satisfactory activities of teaching short stories in post-reading stage.

3.3 Analysis of Data Obtained from Students

The researcher collected the data from ten Higher Secondary Schools of Surkhet district (see, Appendix II) to find out the teaching strategies used by the English language teachers while teaching a short story in the language classroom. He selected ten students from each of the Higher Secondary Schools randomly. The total magnitude of the students' population was hundred. The data was collected from Ten Higher Secondary Schools. The responses from the ten groups are tabulated below:

Table No. 16
Response Obtained from the Students of Shree Amar Jyoti Higher
Secondary School, Neware

Question No.	Always (In percent)	Sometimes (In percent)	Never (In percent)	Remarks
1	eighty five	-	fifteen	
2	sixty	forty	-	
3	-	hundred	-	
4	hundred	-	-	
5	hundred	-	-	
6	-	eighty	twenty	
7	seventy five	twenty five	-	
8	seventy	thirty	-	
9	-	-	hundred	
10	-	-	hundred	
11	sixty	forty	-	
12	-	-	hundred	
13	-	-	hundred	
14	twenty	eighty	-	
15	-	hundred	-	
16	ten	-	-	
17	forty	twenty	forty	
18	sixty	-	forty	
19	sixty	twenty	twenty	
20	ten	-	-	

The researcher found that eighty percent students were motivated towards their teachers while teaching short stories. Most of the students enjoyed studying short stories. It is found that only sixty percent teachers explained the background of the story writer. The students reported that sixty percent teachers sometimes described the setting of the story. Similarly, the students reported that the teachers did not tell them the critical appreciation of the story regularly. It is reported that seventy five percent students enjoyed the way of teaching of their English teachers. The researcher found that hundred percent students did not study any short stories written in English outside their course book. The students never tried to write stories in English. Sixty percent students reported that short stories helped them to develop vocabulary power. The researcher found that hundred percent students reported that their teacher did not describe the elements of story, style of the story and grammatical sentences used in the story. Sixty Percent students reported that their English teachers asked them to participate in interaction and discussion of the story. The students reported that only forty percent teachers described the title of the story. They found that character sketch helped to understand the main theme of the story. The short stories helped them to develop the communicative competence

Table No. 17

**Response Obtained from the Students of Shree Jana Higher Secondary
School, Birendranagar**

Question No.	Always (In percent)	Sometimes (In percent)	Never (In percent)	Remarks
1	eighty	twenty	-	
2	sixty	forty	-	
3	-	hundred	-	
4	hundred	-	-	
5	eighty	twenty	-	
6	-	seventy	thirty	
7	-	seventy five	twenty five	
8	eighty	twenty	-	
9	-	-	hundred	
10	-	-	hundred	
11	sixty	forty	-	
12	-	-	hundred	
13	-	-	hundred	
14	twenty	eighty	-	
15	-	hundred	-	
16	-	hundred	-	
17	forty	forty	twenty	
18	seventy	-	thirty	
19	sixty	twenty	twenty	
20	eighty	twenty	-	

The above table shows that most of the students enjoyed, when their English teachers taught short stories in the class. The researcher found that sixty percent teachers always taught the stories by describing its background. It is reported that the teachers sometimes described the setting of the story. The students reported that the teachers always gave them the character sketch of the main characters. The researcher found from the students that eighty percent teachers translated the story into the Nepali language. The students reported that seventy percent teachers sometimes gave them the critical appreciation of the story. The teachers were not very serious about the critical appreciation of the story. Seventy percent students sometimes enjoyed the way of teaching story of their teachers. The researcher found that the students never read any stories outside their course syllabus and they never tried to write short stories in English. It is reported that the teachers did not teach their students about the elements of story and narrative technique in the classroom. The teachers did not explain elements of the stories and they did not like to explain the grammatical sentences used in the story. The students reported that their teachers told them the summary and central theme of the story. Most of the students accepted that the background of the writer helped them to understand the main theme of the story. They also reported that character sketch helped them to understand the main part of the story. Eighty percent students agreed that short stories helped them to develop their communicative competence.

Table No. 18
Response Obtained from the Students of Shree Usha Bal Vatika Higher
Secondary School, Buddhapath

Question No.	Always (In percent)	Sometimes (In percent)	Never (In percent)	Remarks
1	hundred	-	-	
2	sixty	forty	-	
3	-	hundred	-	
4	ninety	ten	-	
5	eighty	twenty	-	
6	-	seventy	thirty	
7	-	eighty	twenty	
8	eighty	twenty	-	
9	-	-	hundred	
10	-	-	hundred	
11	hundred	-	-	
12	-	-	hundred	
13	-	-	hundred	
14	twenty	eighty	-	
15	-	hundred	-	
16	hundred	-	-	
17	forty	-	sixty	
18	eighty	twenty	-	
19	seventy	-	thirty	
20	hundred	-	-	

The above table shows that all of the students got a lot of enjoyment when their teachers taught them short stories in the class. The researcher found that sixty percent teachers gave the students the background of the writer before teaching story. It is reported that hundred percent teachers sometimes discussed about the setting of the story. The above mentions that ninety percent teachers explained their students about the character sketch of the main characters. It is reported that the students were always motivated while teaching the short stories. The researcher found that all of the students did not like to read any short stories outside their course syllabus and they did not like to write any short stories in English. The teachers did not explain the elements of the stories and they did not like to explain the grammatical sentences used in the text. It is reported that the teachers told them the summary and critical comment in the class. The students reported that their teachers always encouraged them to participate in interaction and discussion in the class. The student reported that their teachers did not justify the title of the story. They agreed that background of the writer helped them to understand the main part of the story. Similarly, the describing the character sketch helped them to understand the main theme of the story. One hundred percent students agreed that short stories helped them to develop the communicative competence.

Table No. 19

**Response Obtained from the Students of Shree Sarada Higher Secondary
School, Chhinchu, Surkhet.**

Question No.	Always (In percent)	Sometimes (In percent)	Never (In percent)	Remarks
1	hundred	-	-	
2	-	-	hundred	
3	-	forty	sixty	
4	hundred	-	-	
5	hundred	-	-	
6	-	forty	sixty	
7	hundred	-	-	
8	eighty	twenty	-	
9	-	-	hundred	
10	-	-	hundred	
11	hundred	-	-	
12	-	-	hundred	
13	-	-	hundred	
14	-	-	hundred	
15	-	forty	sixty	
16	hundred	-	-	
17	fifty	thirty	twenty	
18	eighty	-	twenty	
19	ninety	-	ten	
20	hundred	-	-	

Table No. 19 shows that all of the students enjoyed studying short stories. It is reported that the teachers did not describe the background of the writer before teaching short stories. The researcher found that only forty percent teachers described the setting of the story. It is found that hundred percent teachers described the character sketch of the main character. All of the teachers translated the story into learners' mother tongue, which is not very effective. The researcher found that eighty percent students were well motivated while teaching story in the class. It is reported that all of the teachers did not explain the elements of the story, style and grammatical sentences used in the text. The researcher found that hundred percent students did not like to read short stories outside their course syllabus and the students did not like to write any short stories in English. The students reported that hundred percent teachers explained the critical summary of the story in the class. Fifty percent teachers described the title of the story. Similarly, eighty percent teacher described the background of the writer which helped them to understand the main theme of the story. The students reported that ninety percent teachers described the character sketch of the major characters which helped them to understand the story. One hundred Percent students agreed that teaching and learning short stories helped them to develop the communicative competence.

Table No. 20

**Response Obtained from the Students of Shree Eager Bridge Higher
Secondary School, Bulbule, Surkhet**

Question No.	Always (In percent)	Sometimes (In percent)	Never (In percent)	Remarks
1	hundred	-	-	
2	forty	sixty	-	
3	-	-	hundred	
4	hundred	-	-	
5	hundred	-	-	
6	-	-	hundred	
7	eighty	twenty	-	
8	hundred	-	-	
9	-	-	hundred	
10	-	-	hundred	
11	hundred	-	-	
12	-	-	hundred	
13	-	-	hundred	
14	-	-	hundred	
15	eighty	twenty	-	
16	hundred	-	-	
17	forty	twenty	twenty	
18	eighty	-	twenty	
19	ninety	-	ten	
20	hundred	-	-	

Table no. twenty shows that all of the students enjoyed reading short stories in the class. It is reported that only forty percent teachers described the background of the writer. The teachers did not explain the setting of the story. The researcher found that all of the teachers explained the character sketch of the main characters of the story. The students reported that hundred percent teachers translated the story into Nepali language. The researcher found that teachers did not explain the elements of story, narrative technique, style and grammatical sentences used in the story. The researcher found that the students did not study any short stories outside the course syllabus and they did not try to write short stories in English. The students reported that their teachers asked them to tell the summary of the story. It is reported that eighty percent students convinced that their teachers asked them to participate in interaction and discussion about the story in the class. The teacher reported that forty percent teacher described the title of the story, while teaching the short stories. Similarly, eighty percent students agreed that describing the background of the writer helped them to understand the theme of the story. They absolutely agreed that teaching and learning short stories helped them to develop communicative competence.

Table No. 21
Response Obtained from the Students of Shree Shiva Higher Secondary
School, Dhuliabit, Surkhet

Question No.	Always (In percent)	Sometimes (In percent)	Never (In percent)	Remarks
1	hundred	-	-	
2	forty five	thirty	twenty five	
3	ninety		ten	
4	eighty	twenty	-	
5	ninety	ten	-	
6	thirty	twenty	fifty	
7	sixty	forty	-	
8	eighty	twenty	-	
9	-	twenty	eighty	
10	twenty	-	eighty	
11	sixty	forty	-	
12	-	twenty	eighty	
13	-	sixty	forty	
14	thirty	sixty	ten	
15	fifty	-	fifty	
16	eighty	-	twenty	
17	fifty	fifty	-	
18	eighty	-	twenty	
19	seventy	thirty	-	
20	eighty	twenty	-	

Table no. 21 shows that most of the students enjoyed when their teachers taught them the short stories. The researcher found that thirty percent teachers sometimes described the background of the writers. Similarly, ninety percent

students agreed that their teachers described them the setting of the story. Eighty percent students agreed that their teachers described the character sketch of the main characters. Most of the teachers translated the short stories into learners' mother tongue. Fifty percent students agreed that their teachers did not give the critical appreciation of the short stories. Eighty percent students agreed that they did not read stories outside their course syllabus. Sixty percent students agreed that reading short stories helped them to develop vocabulary power. Seventy percent students agreed that character sketch helped them to understand the main theme of the story. Eighty percent students agreed that reading short stories helped them to develop the communicative competence.

Table No. 22

Response Obtained from the Students of Shree Shiva Higher Secondary School, Dhuliabit, Surkhet

Question No.	Always (In percent)	Sometimes (In percent)	Never (In percent)	Remarks
1	thirty	seventy	-	
2	forty	thirty	thirty	
3	-	eighty	twenty	
4	forty	sixty	-	
5	eighty	twenty	-	
6	twenty	eighty	-	
7	sixty	-	forty	
8	hundred	-	-	
9	thirty	seventy	-	
10	-	thirty	seventy	
11	eighty	twenty	-	
12	-	sixty	forty	
13	sixty	forty	-	
14	twenty	forty	forty	
10	twenty	eighty	-	
16	thirty	sixty	ten	
17	ninety	-	ten	
18	ninety	-	ten	
19	-	ninety	ten	
20	hundred	-	-	

The above table shows that seventy percent students sometimes enjoyed reading short stories. Only forty percent teachers described the background of the writer before teaching short stories. The researcher found that the teachers did not always describe the setting of the story. All of the students were well motivated while teaching short stories. Thirty percent students only liked to read the short stories outside their course. Ninety percent students agreed that the background of the writer helped to find out the theme of the story. All of the students agreed that reading short stories helped them to develop communicative competence.

Table No. 23
Response Obtained from the Students of Shree Jana Sewa Higher
Secondary School, Ghusra, Surkhet

Question No.	Always (In percent)	Sometimes (In percent)	Never (In percent)	Remarks
1	sixty	twenty	twenty	
2	thirty	ten	sixty	
3	seventy	Thirty	-	
4	eighty	-	twenty	
5	seventy	thirty	-	
6	forty	sixty	-	
7	thirty	seventy	-	
8	forty	sixty	-	
9	thirty	sixty	ten	
10	-	forty	sixty	
11	eighty	twenty	-	
12	-	eighty	twenty	
13	seventy	thirty	-	
14	forty	sixty	-	
15	-	sixty	forty	
16	thirty	seventy	-	
17	eighty	twenty	-	
18	eighty	-	twenty	
19	-	eighty	twenty	
20	eighty	twenty	-	

Table no. 23 shows that sixty percent students enjoyed reading short stories. Eighty percent students agreed that their teachers described the character sketch of major characters. Eighty percent students accepted that teaching short stories helped them to develop vocabulary power. Similarly, eighty percent students reported that describing the background of the writer helped them to understand the main theme of the story. Most of the students agreed that reading short stories helped them to develop the communicative competence of the students. The researcher found that eighty percent teacher described the title of the story.

Table No. 24
Response Obtained from the Students of Shree Krishna Sanskrit Higher
Secondary School, Itram, Surkhet

Question No.	Always (In percent)	Sometimes (In percent)	Never (In percent)	Remarks
1	eighty	twenty	-	
2	twenty	sixty	twenty	
3	thirty	sixty	ten	
4	forty	sixty	-	
5	seventy	thirty	-	
6	-	thirty	seventy	
7	twenty	forty	forty	
8	eighty	twenty	-	
9	-	forty	sixty	
10	-	forty	sixty	
11	eighty	twenty	-	
12	twenty	sixty	twenty	
13	thirty	forty	thirty	
14	twenty	twenty	sixty	
15	twenty	twenty	sixty	
16	eighty	twenty	-	
17	forty	sixty	-	
18	eighty	twenty	-	
19	seventy	twenty	ten	
20	hundred	-	-	

Table no. 24 shows that eighty percent students enjoyed reading short stories. The researcher found that sixty percent students accepted that their teachers did not give them the critical appreciation of the story. The students reported that they did not like reading and writing short stories outside their course syllabus. Eighty percent students agreed that their teacher described the main theme and central idea of the story. Seventy percent students agreed that the character sketches of major characters helped them to find the main message of the story. All of the students agreed that reading short stories helped them to develop the communicative competence.

Table No. 25

Response Obtained from the Students of Shree Ananda Higher Secondary School, Gumi, Surkhet

Question No.	Always (In percent)	Sometimes (In percent)	Never (In percent)	Remarks
1	sixty	forty	-	
2	twenty	sixty	twenty	
3	thirty	thirty	forty	
4	sixty	forty	-	
5	eighty	twenty	-	
6	-	twenty	eighty	
7	thirty	seventy	-	
8	eighty	twenty	-	
9	-	twenty	eighty	
10	-	twenty	eighty	
11	eighty	twenty	-	
12	-	twenty	eighty	
13	twenty	twenty five	fifty five	
14	-	twenty	eighty	
15	thirty	sixty	ten	
16	forty	sixty	-	
17	sixty	forty	-	
18	sixty	forty	-	
19	seventy	thirty	-	
20	eighty	twenty	-	

The above table shows that sixty percent students enjoyed reading short stories. Sixty percent students agreed that their teachers described the character sketches of major characters at the end of teaching short stories. The students reported that their teachers rarely gave the critical appreciation of the short story. The teachers translated the stories into the mother tongue of the learners. Eighty percent students were well motivated in the class while teaching short story. It is reported from the above table that sixty percent students did not read and write short stories outside their course syllabus. Eighty percent students accepted that short stories helped them to develop their vocabulary power. Eighty percent students reported that most of their teachers did not teach the elements of story before teaching short stories. Most of the students accepted that the background of the writer helped to understand the main theme of the story. Eighty percent students agreed that teaching short stories helped them to develop the communicative competence.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

4.1. Findings

The objectives of this research were to find out strategies of teaching short stories at Higher Secondary Level, relevance of teaching short stories, and to give some pedagogical implications for enhancing teaching and learning short stories at Higher Secondary Level.

In course of investigation, the researcher visited the selected Higher Secondary Schools, English teachers and students of compulsory English to administer the questionnaire, to observe the classes and to take the interview with English teachers and students. The researcher identified the strategies and relevance of teaching short stories at Higher Secondary Level. The findings are as follows:

- i. English teachers were found not competent in English language teaching. They were very poor to perform different kinds of student-centred techniques i.e. pair work, group work, project work, role play, simulation, discovery technique etc.
- ii. It was found that the English language teachers performed very poor activities in pre-reading, while reading and post-reading stage. Particularly, the English teachers did not give different kinds of activities in post reading stage i.e. acting critical and creative writing, evaluation, critical discussion, review of the story etc.

- iii. It was found that a great majority of English language teachers did not describe plot and point of view of the short stories. The researcher found that the students were deprived of learning the technique of narrative aspect and plot of the story which is the main heart of short story.
- iv. It was found that most of the English teachers translated the short stories into Nepali and they followed teacher centred techniques i.e. lecture, explanation, illustration and demonstration in the class.
- v. The researcher found that there were very poor strategies of teaching short stories at Higher Secondary Level. It was found that most of English teacher did not describe setting, background of the writer and critical appreciation of the story.
- vi. It was found that there were great relevancies of teaching short stories at Higher Secondary Level. They are as follows:
 - i. To develop the language skills of the students.
 - ii. To strong means to motivate the students.
 - iii. To develop the vocabulary power of the students.
 - iv. To develop the creativity of the students.
 - v. To develop the interpretive ability of the students.
 - vi. For getting pleasure.
 - vii. To develop the cultural awareness.
 - viii. To develop students' language awareness.
 - ix. To develop students' intensive and extensive reading skills.

- vii. It was found that most of teachers did not use appropriate and sufficient teaching materials while teaching short stories.
- viii. It was found that almost all students enjoyed reading short stories and they were well-motivated while teaching short stories.
- ix. It was found that ninety Percent students did not study any stories outside the course syllabus and they did not attempt to write any short stories in English.
- x. The teachers were found facing many problems while teaching short story in the classroom. The main difficulties in teaching short stories for the teachers were translation stories, teaching functions of language, characterization, narrative technique, grammatical aspects etc.
- xi. Speaking skill was not emphasized in the class.
- xii. The teachers did not deal with cultural aspects of the story.

4.2. Recommendations

The researcher has made the following recommendations:

- i. The English teacher should start the class with well motivation or warming up activities.
- ii. The teachers should give background of the writer, and should describe setting, plot, point of view properly etc.
- iii. The teacher should teach the difficult vocabularies for guessing the meaning from the situation and context.

- iv. The teachers should not follow grammar translation method but they should follow communicative method, while teaching short stories.
- v. The English language teachers should not translate the story into Nepali but they should make the students understand the story by following students' centred technique like pair work, group work, project work, role play, simulation, discovery technique etc.
- vi. The English language teacher should be very careful in pre-reading, while-reading, and post-reading stages. Particularly, the teachers should make students participate in critical discussion, creative writing, and interaction in post-reading stage.
- vii. The teachers should strongly give the relevancies of teaching short stories at Higher Secondary Level.
- viii. The government, HSSB experts and the syllabus designers should be very careful, and positive to implement realistic and contextual short stories, according to interests and appropriateness of the students, teachers, and society.
- ix. The HSSB should provide the sufficient and advanced electronic teaching materials like, multimedia, OHP, CALL, etc. at the Higher Secondary Level.
- x. The teacher should give the critical analysis of central idea or theme of the story.
- xi. The students should be encouraged to write different exercises and to read short stores outside the course syllabus.
- xii. The English language teachers should be very studious and laborious.

- xiii. The HSSB should monitor the strategies of teaching literary and linguistic texts throughout the country by concerned experts every academic year.
- xiv. The researcher recommends to the English teachers of Higher Secondary Level to study curricula and course of compulsory English of grade eleven and twelve.
- xv. It is better to teach vocabulary of the text before teaching any literary texts.
- xvi. The teachers should describe the plot of the short story to the students.
- xvii. The teacher should provide different types of writing exercises to the student.
- xviii. Communicative approach of teaching and learning atmosphere should be created in the class.
- xix. The English language teachers themselves should be able to solve the most of the complexities. For example, consulting curricula and teachers' guide of Higher Secondary Schools of English. They can get the sufficient ideas to deal with the functional and grammatical aspects of language.

Appendix - I

Questionnaire and Interview to the English Language Teachers

Name of the Teacher:

Name of School:

Qualification:

Teaching experiences:

Please read the following questions and give the answers according to your own experiences.

1. Which genres would you like to teach most in the class? Why?
.....
.....
2. What are the basic difficulties in teaching short story?
.....
.....
3. What are the differences between poem and story in terms of language?
.....
.....
4. How does the story help develop language and communicative competence?
.....
.....
5. Which technique would you follow to teach each story at eleven and twelve grades?
.....
.....

6. What method do you follow while teaching short stories?
.....
.....
7. What are the advantages of teaching short stories by following student centred technique?
.....
.....
8. What is the relevance of teaching short stories at Higher Secondary Level?
.....
.....
9. Would you describe the background of the writer before starting to teach a story ? If yes why? If not, why?
.....
.....
10. Do you describe the type of the character used in the story while teaching story?
.....
.....
11. Would you describe the setting and point of view while teaching story?
.....
.....
12. Do you describe plot of the story?
.....
.....
13. Would you tell the whole summary of the story at the beginning?
.....
.....
14. Would you tell the students the elements of the story?

-
.....
15. Are there any advantages of teaching short story at Higher Secondary Level?
.....
.....
16. Do you describe figures of speech like metaphor, irony, satire symbol while teaching the short story?
.....
.....
17. Do you ask your students to tell the critical appreciation of the story?
.....
.....
18. Do you tell the theme of the story?
.....
.....
19. Do you follow signpost technique to teach short story?
.....
.....
20. Do you explain the story line by line and explain its meaning to the students?
.....
.....

Appendix - II

Questionnaire and Interview to the Students of Compulsory English

Name of the Students:

Name of the School:

Class:

Subject:

Students are requested to give your answers according to your own experiences.

Please (ō) tick the correct answer from the following alternative answers:

1. Do you enjoy when your teacher teaches short story?
(a) Always (b) Sometimes (c) Never
2. Does your teacher describe the background of the writer before teaching short story?
(a) Always (b) Sometimes (c) Never
3. Does your teacher describe the setting of the story?
(a) Always (b) Sometimes (c) Never
4. Does your teacher give the character sketch of major characters?
(a) Always (b) Sometimes (c) Never
5. Does your teacher translate story into Nepali language?
(a) Always (b) Sometimes (c) Never
6. Does your teacher give the critical appreciation of the short story?
(a) Always (b) Sometimes (c) Never
7. Do you like your teacher's way of teaching short story?
(a) Always (b) Sometimes (c) Never
8. Are you well-motivated in the class while your teacher is teaching short story?
(a) Always (b) Sometimes (c) Never

9. Do you like to read story outside your course book?
(a) Always (b) Sometimes (c) Never
10. Have you ever written any short stories in your life?
(a) Always (b) Sometimes (c) Never
11. Does the short story help you develop vocabulary power?
(a) Always (b) Sometimes (c) Never
12. Does your teacher teach you about the elements of story?
(a) Always (b) Sometimes (c) Never
13. Does your teacher explain the grammatical sentences used in the story?
(a) Always (b) Sometimes (c) Never
14. Does your teacher describe the style of the story?
(a) Always (b) Sometimes (c) Never
15. Does your teacher encourage you to participate in interaction and critical discussion about the story?
(a) Always (b) Sometimes (c) Never
16. Does your teacher ask you to tell the summary and central theme of the story?
(a) Always (b) Sometimes (c) Never
17. Does your teacher describe the title of the story?
(a) Always (b) Sometimes (c) Never
18. Do you think the background of the writer help find out the theme of the story?
(a) Always (b) Sometimes (c) Never
19. Does the character sketch help you understand the main idea of the Story?
(a) Always (b) Sometimes (c) Never
20. Do you think short stories help you develop the communicative competence?
(a) Always (b) Sometimes (c) Never

Appendix - III

Class Observation

Name of the Teacher:

Name of the School:

Academic Qualification:

Teaching Experiences:

1. Pre-reading Activities:

Activities	Yes	No	Remarks
Motivation			
Giving general background of the writer			
Asking some questions about the story for guessing answer.			
Asking the students for guessing the subject matter			
Prediction about genre and theme			
Teaching feature of the story			
Stimulating students' interest in the story			
Teaching elements of the story			

2. While-reading activities

Activities	Yes	No	Remarks
Making students involve in reading			
Helping students to understand the plot			
Helping students with difficult vocabulary			
Giving the central idea of the story			
Giving the critical appreciation of the story			
Helping students with language and style through contextualization			

3. Post-reading activities

Activities	Yes	No	Remarks
Critical discussion			
Giving the character sketch			
Critical comment on the plot			
Writing a parallel story			
Asking some questions for answers			

Appendix - IV

List of the name of the students of each Higher Secondary Schools to whom the researcher collected data from questionnaires are given below:

Name of School: Ananda Higher Secondary School Gumi, Surkhet

Class: 12

Subject: Compulsory English

1. Pradip Rana
2. Hari Prasad Chapain
3. Rudra Bahadur Gharti
4. Srijan Shris
5. Puspa Pahadi
6. Sangital Gurung
7. Sangita Thapa
8. Asha Thapa
9. Megh Raj Gurung
10. Dipak Sunar

Name of School: Shiva Higher Secondary School Dhuliabit, Surkhet

Class: 11

Subject: Compulsory English

1. Rita Sapkota
2. Laxmi Tiwari
3. Kamala Pun
4. Nisha Timilsina
5. Hira Dhakal
6. Durga Khadka

7. Pratima Chapain
8. Kabita Gautam
9. Laxmi Dhakal
10. Indra Kumari Kharel

Name of School: Usha Bal Vatika Higher Secondary School

Birendranagar, Surkhet

Class: 11

Subject: Compulsory English

1. Bakhat Khadka
2. Sudip Bhusal
3. Bimal Lamichhane
4. Raj Kumar Bista
5. Rajendra Shahi
6. Melina Shah
7. Samjhana Shah
8. Dipesh Rana
9. Rajesh Singh
10. Kamal Mahatara

Name of School: Shree Jana Higher Secondary School

Birendranagar, Surkhet

Class: 12

Subject: Compulsory English

1. Amit Basnet
2. Surya Bikram Lamichhane
3. Bishal Kumar Budha
4. Tapta Krishna Gautam
5. Kabindra Shahi

6. Kamal K.C.
7. Rajan Shah
8. Mohan Kumar Bista
9. Bhim Bahadur Karki
10. Amit Kumar Thapa

Name of School: Shree Amar Jyoti Higher Secondary School

Birendranagar, Surkhet

Class: 12

Subject: Compulsory English

1. Akriti Sharma
2. Bipana Acharya
3. Deva Raj Chaulagain
4. Buddhi Kumar Kharel
5. Bishnu Kandel
6. Sita Kharel
7. Bishnu Kumar Sotimagar
8. Padam Bahadur Bista
9. Bhawani Adhikari
10. Biddhya K.C.

Name of School: Shree Shiva Higher Secondary School Latikoili, Surkhet

Class: 11

Subject: Compulsory English

1. Sita Pandey
2. Raj Kumar Budha
3. Shiva Karki

4. Kunti Upadhaya
5. Kamala Neupane
6. Krishna Bahadur Budha
7. Jaya Shankar Sharma
8. Bhuwan Thapa Magar
9. Nabin Pokhrel
10. Ganga Ram Chaudhary

**Name of School: Shree Jana Sewa Higher Secondary School Ghusra,
Surkhet**

Class: 12

Subject: Compulsory English

1. Nabina Sara Sharma
2. Shanta Gautam
3. Narendra B.C.
4. Usha Chaudhary
5. Jal Shah
6. Lokendra Salami
7. Rabindra Raj Regmi
8. Bimala Khatri
9. Mangali Chaudhary
10. Shanti Chaudhary

**Name of School: Shree Krishna Sanskrit Higher Secondary School
Itram, Surkhet**

Class: 12

Subject: Compulsory English

1. Suman Shahi
2. Everest Bahadur Singh Thakuri
3. Yougendra Bhandari
4. Tilak Bahadur Thapa Magar
5. Birendra K.C.
6. Bindu Koirala
7. Kaushik G.M.
8. Bashu Dev Giri
9. Kamal Kant Gharti Magar
10. Seema Chand

**Name of School: Shree Sarada Higher Secondary School Chhinchu,
Surkhet**

Class: 12

Subject: Compulsory English

1. Ganesh Kumar Oli
2. Krishna Bahadur Budha
3. Jaya Bahadur Khatri
4. Rishi Gharti Magar
5. Bhima Dangi
6. Pankaj Hamal
7. Dhani Khatri
8. Shanti Sunar
9. Anita Dhakal
10. Devati K.C.

**Name of School: Shree SOS Hermann Gmeiner Higher Secondary School
Kalagaun, Surkhet**

Class: 12

Subject: Compulsory English

1. Binita Giri
2. Mukesh Khadka
3. Rachana Khanal
4. Arjun K.C.
5. Suman Gurung
6. Bidya Giri
7. Kalpana Bharati
8. Dipak Khan
9. Sadita Giri
10. Bhakta Adhikari

Appendix – V

List of English Teachers to whom the researcher took interview and collected data from the questionnaire are given below

S.N.	Name of Teachers	Name of Higher Secondary Schools	Academic Qualification	Teaching Experiences
1	Khagendra Thapa	Amar Jyoti HSS	M.A., B.Ed.	10Years
2	Netramani Chalise	Amar Jyoti HSS	M.A., B.Ed.	15 Years
3	Nawa Raj Paudel	Amar Jyoti HSS	M.Ed.	2 Years
4	Yadu Gywali	Usha Bal Vatika HSS	M.Ed.	3 Years
5	Ram Bahadur Shahi	Bhairab HSS	M.Ed.	8 Years
6	Agni K.C.	Krishna Sanskrit HSS	M.Ed.	12 Years
7	Jeevan Upadhaya	Krishna Sanskrit HSS	M.A., B.Ed.	17 Years
8	Dipendra Lamsal	Saradha HSS	M.Ed.	7 Years
9	Mahendra Budhathoki	Eager Bridge HSS	M.A., B.Ed.	4 Years
10	Dipen Bhusal	Eager Bridge HSS	M.A.	6 Years
11	Ramananda Yadav	Shiva HSS Latikoili	M.A., M.Ed	22 Years
12	Khagendra Bhattra	Shiva HSS Latikoili	M.Ed.	16 Years
13	Bimal Nepali	Jana HSS	M.A., B.Ed.	10Years
14	Hikmat Oli	SOS Hermann Gmeiner HSS	M.Ed.	18 Years
15	Lok Bahadur Khatri	Jeevan Jyoti HSS	M.Ed.	5 Years
16	Karna Bahadur Rawat	Jana Sewa HSS	M.Ed.	1 Year
17	Khadga Thapa	Jana Sewa HSS	M.Ed.	4 Years
18	N. Ghimire	Janta HSS Bidhyapur	M.A., M.Ed	16 Years
19	K.P. Chapain	Ananda HSS	M.Ed.	7 Years
20	Manoj Paudel	Shiva HSS Dhuliabit	M.Ed.	2 Years

Appendix – VI

Name of the selected Higher Secondary Schools for collecting data from students are given below

S.N.	Schools	Location
1	Shree Ananda Higher Secondary School	Gumi, Surkhet
2	Shree Shiva Higher Secondary School	Dhuliabit, Surkhet
3	Shree Usha Bal Vatika Higher Secondary School	Birendranagar, Surkhet
4	Shree Jana Higher Secondary School	Birendranagar, Surkhet
5	Shree Amar Jyoti Model Higher Secondary School	Neware, Surkhet
6	Shree Shiva Higher Secondary School	Latikoili, Surkhet
7	Shree Jana Sewa Higher Secondary School	Ghusra, Surkhet
8	Shree Krishna Sanskrit Higher Secondary School	Itram, Surkhet
9	Shree Sarada Higher Secondary School	Chhinchu, Surkhet
10	Shree SOS Hermann Gmeiner Higher Secondary School	Kalagaun, Surkhet

Appendix – VII

Name of the Selected Higher Secondary Schools of Surkhet for collecting data from the English teachers are given below

S.N.	Name of Schools	Location
1	Shree Amar Jyoti Model Higher Secondary School	Neware, Surkhet
2	Shree Usha Bal Vatika Higher Secondary School	Birendranagar, Surkhet
3	Shree Krishna Sanskrit Higher Secondary School	Itram, Surkhet
4	Shree Eagar Bridge Higher Secondary School	Bulbule, Surkhet
5	Shree Bhairab Higher Secondary School	Bhairabsthan, Surkhet
6	Shree Sarada Higher Secondary School	Chhinchu, Surkhet
7	Shree Jana Higher Secondary School	Birendranagar, Surkhet
8	Shree Shiva Higher Secondary School	Latikoili, Surkhet
9	Shree SOS Hermann Gmeiner Higher Secondary School	Kalagaun, Surkhet
10	Shree Jeevan Jyoti Higher Secondary School	Dasharathpur, Surkhet
11	Shree Jana Sewa Higher Secondary School	Ghusra, Surkhet
12	Shree Janta Higher Secondary School	Bidhyapur, Surkhet
13	Shree Shiva Higher Secondary School	Dhuliabit, Surkhet
14	Birendranagar Campus	Birendranagar, Surkhet

Appendix - VIII

List of names of Higher Secondary Schools in Surkhet District

S.N.	Name of Higher Secondary Schools of Surkhet	Place
1	Jana Higher Secondary School	Birendranagar, Surkhet
2	Ananda Higher Secondary School	Gumi, Surkhet
3	Janta Higher Secondary School	Bidhayapur, Surkhet
4	Bhairab Higher Secondary School	Bhairabsthan, Surkhet
5	Amar Jyoti Higher Secondary School	Neware, Surkhet
6	Jana Sewa Higher Secondary School	Sahare, Surkhet
7	Jeevan Jyoti Higher Secondary School	Dasharathpur, Surkhet
8	Jaganath Higher Secondary School	Bijaura, Surkhet
9	Suryaprakash Higher Secondary School	Palainte, Surkhet
10	Krishna Sanskrit Higher Secondary School	Itram, Surkhet
11	Bageshwori Higher Secondary School	Bajedichaur, Surkhet
12	Shikhar Higher Secondary School	Ramghat, Surkhet
13	Sharada Higher Secondary School	Chinchu, Surkhet
14	Bhairab Higher Secondary School	Awolching, Surkhet
15	Jana Sewa Higher Secondary School	Ghusra, Surkhet
16	Surya Jyoti Higher Secondary School	Mehelkuna, Surkhet
17	Bidhya Jyoti Higher Secondary School	Babiyachaur, Surkhet
18	Nepal Rastriya Higher Secondary School	Badakholi, Surkhet
19	Lagam Higher Secondary School	Lagam, Surkhet
20	Shiva Higher Secondary School	Latikoili, Surkhet
21	Jana Jyoti Higher Secondary School	Baddichaur, Surkhet
22	Saraswoti Higher Secondary School	Sirupata, Surkhet
23	Adarsha Higher Secondary School	Lekhpharsa, Surkhet
24	Bhanu Higher Secondary School	Bajedichaur, Surkhet
25	Bijeshwori Higher Secondary School	Hariharpur, Surkhet
26	Shiva Higher Secondary School	Dhuliabit, Surkhet
27	SOS Hermann Gmeinor Higher Secondary School	Kalagaun, Surkhet
28	Usha Bal Vatika Higher Secondary School	Birendranagar, Surkhet
29	Eager Bridge Higher Secondary School	Latikoili, Surkhet
30	Birendranagar Multiple Campus	Birendranagar, Surkhet

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